

Thursday, 5 March 2026]

No 39—2026] THIRD SESSION, SEVENTH PARLIAMENT

PARLIAMENT

OF THE

REPUBLIC OF SOUTH AFRICA

**ANNOUNCEMENTS,
TABLINGS AND
COMMITTEE REPORTS**

THURSDAY, 5 MARCH 2026

TABLE OF CONTENTS

ANNOUNCEMENTS

National Assembly and National Council of Provinces

- | | | |
|----|---|---|
| 1. | Draft Bills submitted – Joint Rule 201 | 2 |
| 2. | Referral to Committees of PGIR Reports and Recommendations..... | 2 |

National Assembly

- | | | |
|----|--|---|
| 1. | Introduction of Bills | 5 |
| 2. | Referral to Committees of papers tabled..... | 5 |
| 3. | Membership of Committees | 5 |

National Council of Provinces

- | | | |
|----|--------------------------------|---|
| 1. | Membership of Committees | 5 |
|----|--------------------------------|---|

TABLINGS

National Assembly and National Council of Provinces

1. Minister of Finance.....	6
-----------------------------	---

National Assembly

1. Speaker.....	7
-----------------	---

COMMITTEE REPORTS

National Assembly

1. Mineral and Petroleum Resources; Police; Forestry, Fisheries and Environment, and Water and Sanitation	8
2. Basic Education.....	28

ANNOUNCEMENTS

National Assembly and National Council of Provinces

The Speaker and the Chairperson

1. Draft Bills submitted in terms of Joint Rule 201

- (1) **Gas Bill**, 2026, submitted by the Minister of Electricity and Energy.

Referred to the **Portfolio Committee on Electricity and Energy** and the **Select Committee on Agriculture, Land Reform and Mineral Resources**, for information.

2. Referral to Committees of PGIR Reports and Recommendations (Tabled on 12 December 2025)

- (1) The following report is referred to the **Committee on Multi-Party Women's Caucus**, the **Portfolio Committee on Women, Youth and Persons with Disabilities** and to both Houses for noting:

- (a) Report of the South African delegation to the Commonwealth Women Parliamentarians (CWP) Gender Sensitisation Workshop, Kigali, Rwanda 19 – 23 May 2025.

- (2) The following report is referred to a host of **Portfolio** and **Select Committees** and to both Houses for noting:

- (a) Report of the 57th SADC-PF Plenary Assembly, Victoria Falls, Zimbabwe 31 May – 7 June 2025.

Resolution by 57th SADC PF	Committee(s) to be referred to
<i>The need to prioritise parliamentary oversight, promote regional policy harmonisation, support the development of a normative framework on AI and advance AI ethics to safeguard citizens and align AI implementation with the developmental aspirations of the SADC region</i>	<ul style="list-style-type: none"> • PC on Small Business Development • PC on Science, Technology and Innovation • PC on Communications and Digital Technologies • SC on Education, Sciences and Creative Industries • SC on Economic Development and Trade
<i>The need for member Parliaments to collaborate with tertiary institutions to address the unique needs of SADC Parliaments due to the proliferation of foreign AI technologies and emerging technology tools.</i>	<ul style="list-style-type: none"> • SC on Education, Sciences and Creative Industries • PC on Higher Education • PC on Science, Technology and Innovation
<i>The need for adopting a Whole-of-SADC Enterprise Architecture (WoSEA) to build a harmonised, digitally integrated region that leverages AI and emerging technologies to enhance regional integration, governance, innovation and sustainable development, through improved digital services, shared infrastructure, coordinated governance and joint policy frameworks aligned with the SADC Vision 2050, AU Agenda 2063 and the Sustainable Development Goals (SDGs).Error! Reference source not found.</i>	<ul style="list-style-type: none"> • PC on Small Business Development • PC on Science, Technology and Innovation • PC on Communications and Digital Technologies • SC on Education, Sciences and Creative Industries • SC on Economic Development and Trade • PC on Planning, Monitoring and Evaluation • SC on Public Infrastructure and Ministries in The Presidency
<i>The need for strengthening parliamentary capacity to monitor and advocate for SADC Model Laws and resolved to enhance collaboration with development partners to enhance advocacy efforts for the domestication and implementation of the Model Laws;</i>	<ul style="list-style-type: none"> • PC on International Relations and Cooperation • SC on Justice and Security • Multi-Party Women's Caucus • Parliamentary Group on International Relations (PGIR) • SC and PC Programming Committees
<i>The need for women's economic empowerment for gender equality and sustainable development and the need to support capacity building for women parliamentarians, eliminate discriminatory laws and promote gender-responsive policies as well as financial and digital inclusion in national development strategies across the SADC region.</i>	<ul style="list-style-type: none"> • PC on Women, Youth and Persons with Disabilities • PC on Social Development • SC on Health and Social Services • Multi-Party Women's Caucus • PC on Trade, Industry and Competition • PC on Small Business Development • PC on Science, Technology and Innovation • PC on Communications and Digital Technologies • SC on Education, Sciences and Creative Industries • SC on Economic Development and Trade
<i>The urgent need to strengthen parliamentary oversight of SADC prison systems, supporting inclusive legal reforms, protection of vulnerable groups, coordinated oversight and adequate resources while emphasising active parliamentary involvement in developing the Model Law to ensure ownership, relevance and effective domestication the Model Law on prison oversight</i>	<ul style="list-style-type: none"> • PGIR • PC on Police • PC on Justice and Constitutional Development • PC on Women, Youth and Persons with Disabilities • Multi-Party Women's Caucus • PC on Correctional Services • SC on Security and Justice • PC on International Relations and Cooperation
<i>Concern over persistent human rights violations and worsening conditions in correctional facilities across the SADC region and the urgent need to strengthen parliamentary oversight, reinforce rights-based legal frameworks, enhance institutional</i>	<ul style="list-style-type: none"> • PGIR • PC on Police • PC on Justice and Constitutional Development • PC on Women, Youth and Persons with Disabilities • Multi-Party Women's Caucus • PC on Correctional Services

<p><i>accountability and promote humane, gender-responsive detention standards in line with regional and international human rights obligations for detained people.</i></p>	<ul style="list-style-type: none"> • SC on Security and Justice • PC on International Relations and Cooperation
<p><i>The need of parliamentary financial oversight in prison administration and urged Member Parliaments to ensure adequate funding for alternative sentencing, rehabilitation and healthcare, enhance budget transparency and strengthen oversight of prison infrastructure investments, including public-private partnerships.</i></p>	<ul style="list-style-type: none"> • PC on Justice and Constitutional Development • PC on Correctional Services • SC on Security and Justice • SC on Finance and SC on Appropriations • Standing Committees on Finance, Appropriations, Public Accounts and Auditor-General
<p><i>The need to institutionalise regular prison oversight, promote climate-smart agriculture in prisons and integrate prison needs into national policies on food security, health and climate adaptation</i></p>	<ul style="list-style-type: none"> • PC on Correctional Services • PC on Justice and Constitutional Development • SC on Justice and Security • PC on Fisheries, Forestry and Environment • PC on Health • SC on Agriculture, Land Reform and Mineral Resources
<p><i>Concern over poor prison conditions in the SADC region, especially their impact on women, juveniles and children with incarcerated mothers and reaffirmed the need to strengthen parliamentary oversight, promote gender-sensitive reforms and domesticate regional instruments to protect vulnerable groups.</i></p>	<ul style="list-style-type: none"> • PGIR • PC on Police • PC on Justice and Constitutional Development • PC on Women, Youth and Persons with Disabilities • Multi-Party Women's Caucus • PC on Correctional Services • SC on Security and Justice • PC on Social Development • SC on Health and Social Services • PC on Home Affairs
<p><i>The urgent need to declare prison health a public health priority, calling for gender-sensitive, trauma-informed and rights-based healthcare, including HIV/TB treatment, mental health support, sexual and reproductive services for women and nutritional care, as integral to broader public health and human rights imperatives.</i></p>	<ul style="list-style-type: none"> • PC on Correctional Services • SC on Security and Justice • PC on Social Development • SC on Health and Social Services • PC on Justice and Constitutional Development • PC on Women, Youth and Persons with Disabilities
<p><i>The need of sustained parliamentary engagement in electoral processes, particularly through the deployment of MPs in SADC PF Election Observation Missions (EOMs) to support the domestication of the SADC Model Law on Elections and uphold democratic electoral standards across the region and urged Member Parliaments to prioritise funding for EOMs</i></p>	<ul style="list-style-type: none"> • PGIR

National Assembly

The Speaker

1. Introduction of Bills

(1) The Minister of Electricity and Energy

- (a) **Gas Bill** [B6–2026] (National Assembly – proposed sec 76) [Explanatory summary of Bill and prior notice of its introduction published in *Government Gazette* No. 54206 of 24 February 2026.

Introduction and referral to the **Portfolio Committee on Electricity and Energy** of the National Assembly, as well as referral to the Joint Tagging Mechanism (JTM) for classification in terms of Joint Rule 202.

In terms of Joint Rule 196 written views on the classification of the Bill may be submitted to the JTM. The Bill may only be classified after the expiry of at least seven parliamentary working days since introduction.

2. Referral to Committees of papers tabled

- (1) The following paper is referred to the **Portfolio Committee on Justice and Constitutional Development**:

- (a) Draft Regulations regarding the enforcement mechanism for the processing of health information of data subjects, submitted by the Information Regulator in terms of section 112(2)(c) of the Protection of Personal Information Act, 2013 (Act No. 4 of 2013).

3. Membership of Committees

- (1) Mrs DE Mpapane has been elected as Chairperson of the Committee on The Presidency, with effect from 5 March 2026.

National Council of Provinces

The Chairperson

1. Membership of Committees

- (1) The following changes were made to the membership of Select Committees of the National Council of Provinces, Joint Standing Committee on Defence and Parliamentary Group on International Relations (PGIR):

- (a) **Select Committee on Cooperative Governance and Public Administration (Cooperative Governance and Traditional Affairs, Public Service and Administration, Human Settlements and Water and Sanitation)**

Appointed: Honourable Mr K Ceza (Mpumalanga – EFF)
Appointed: Honourable Ms M Makesini (Free State – EFF) – alternate

- (b) **Select Committee on Public Infrastructure and Ministries in The Presidency (Public Works and Infrastructure, Transport, Planning, Monitoring and Evaluation, Ministries in The Presidency)**

Appointed: Honourable Ms M Makesini (Free State – EFF)
Appointed: Honourable Mr K Ceza (Mpumalanga – EFF) – alternate

- (c) **Joint Standing Committee on Defence**

Appointed: Honourable Mr V Gericke (Western Cape – EFF)
Appointed: Honourable Ms A Matshobeni (Eastern Cape – EFF) – alternate

Discharged: Honourable Mr MM Mampuru (Gauteng – EFF)

- (d) **Parliamentary Group on International Relations (PGIR)**

Appointed: Honourable Ms A Matshobeni (Eastern Cape – EFF) – alternate

TABLINGS

National Assembly and National Council of Provinces

1. The Minister of Finance

- (a) Exchange of notes between the Government of the Republic of South Africa and the Federal Republic of Germany regarding an arrangement concerning the project: Strengthening Participation in the Energy Transition, tabled in terms of section 231(2) of the Constitution of the Republic, 1996.
- (b) Explanatory Memorandum to the Exchange of notes between the Government of the Republic of South Africa and the Federal Republic of Germany regarding an arrangement concerning the project: Strengthening Participation in the Energy Transition.
- (c) Exchange of notes between the Republic of South Africa and the Federal Republic of Germany regarding an arrangement concerning the project: Just Energy Transition Support Program, tabled in terms of section 231(3) of the Constitution of the Republic, 1996.
- (d) Explanatory Memorandum to the Exchange of notes between the Republic of South Africa and the Federal Republic of Germany regarding an arrangement concerning the project: Just Energy Transition Support Program.

National Assembly

1. The Speaker

- (a) Reply by the Minister of Small Business Development to Budgetary Review and Recommendations Report of Portfolio Committee on Small Business Development, as adopted by the House on 4 December 2025.

Referred to the **Portfolio Committee on Small Business Development**.

COMMITTEE REPORTS

National Assembly

1. JOINT REPORT OF THE PORTFOLIO COMMITTEES ON MINERAL AND PETROLEUM RESOURCES, POLICE, FORESTRY, FISHERIES AND ENVIRONMENT, WATER AND SANITATION ON THE OVERSIGHT VISIT TO FREE STATE PROVINCE FROM 19 TO 20 NOVEMBER 2025, DATED 03 MARCH 2026

1. INTRODUCTION

The Portfolio Committees on Mineral and Petroleum Resources, Police, Forestry, Fisheries and Environment, Water and Sanitation, conducted an oversight visit to Free State, Bloemfontein from 19 to 20 November 2025.

The Committees conducted an oversight visit following a petition submitted to Parliament by Mr Gregory Werner, calling for urgent intervention to secure and rehabilitate the abandoned Witherow Dam Quarry in Heidedal, Bloemfontein. The site in question is a former mining area, and there are allegations that the mine closure certificate was issued irregularly.

The abandoned quarry site was previously used by Corobrick Free State Properties (Pty) Ltd for clay mining to manufacture bricks. The site, approximately 190 square metres in extent, was a productive brick-making facility producing an estimated 19 million bricks annually for distribution across the province. According to the Petitioner, the mining licence was issued around 1996. Corobrick subsequently sold the quarry to Tongaat-Hulett Group Limited. Currently, the land in question is owned by Imbazo trading.

It is important to note that on 20 November 2025, the land in question was being auctioned in Johannesburg. As a result, the status of its ownership remains unclear. However, as discussed below, the Committees resolved that the sale of the land must be interdicted until all issues concerning the land and its owners are fully resolved.

2. COMPOSITION OF DELEGATION

2.1 Members of Parliament

Name of Member	Political Party
Hon. M G Mahlaule	African National Congress (ANC)
Hon. F Hassan	African National Congress (ANC)
Hon. MM Senne	African National Congress (ANC)
Hon. ML Mofokeng	African National Congress (ANC)
Hon. I Mbiyo	African National Congress (ANC)
Hon. JL Mokoena	African National Congress (ANC)
Hon. EA Cloete	African National Congress (ANC)
Hon. M Sokopo	African National Congress (ANC)
Hon. SL Dithebe	African National Congress (ANC)
Hon. N Gantsho	African National Congress (ANC)
Hon N Bilankulu	African National Congress (ANC)
Hon. N Makasi	African National Congress (ANC)
Hon JQ Khumalo	African National Congress (ANC)
Hon. L Schickerling	Democratic Alliance (DA)
Hon. S Zondi	Democratic Alliance (DA)
Hon SJ Moore	Democratic Alliance (DA)
Hon. DL Selepe	uMkhonto weSizwe Paty (MKP)
Hon M Manyi	uMkhonto weSizwe Paty (MKP)
Hon. AT Temba	Umkhonto weSizwe Party (MKP)
Hon. V Reddy	Umkhonto weSizwe Party (MKP)
Hon. N Ntlangwini	Economic Freedom Fighters (EFF)
Hon. M Khoza	Economic Freedom Fighter (EFF)
Hon. Dr L Managa	Economic Freedom Fighters (EFF)
Hon. V Zungula	African Transformation Movement (ATM)

*** Alternate**

2.2 Parliamentary Staff

Name	Designation
Ms. A Boss	Committee Secretary
Ms. B Mbengo	Committee Secretary
Ms. T Madubela	Committee Secretary
Ms. M Masutha	Researcher
Ms. N Dumakude	Researcher
Mr. S Maboda	Content Advisor
Mr. T Manungula	Content Advisor
Ms. N Mnyovu	Committee Assistant
Mr. D Arendse	Committee Assistant

NB: attendance registers are available from the Secretariat on request.

3. REPORT ON THE OVERSIGHT VISIT

This section provides a synopsis of the two (2) days of the oversight visit.

3.1 Day 1: Site visit and briefing by the South African Human Rights Commission

In the morning of the oversight visit, the Committees proceeded to the Heidedal Quarry Dam to conduct an on-site assessment of the conditions described in the petition. The purpose of this assessment was to enable Members to visually observe the dam, understand the extent of the safety and environmental risks, and gain first-hand appreciation of the issues raised by the Petitioner.

As part of the visit, SAPS Search and Rescue divers, those who previously responded to drowning incidents at the quarry briefed the Committees on their operational experiences. The divers' input was meant to strengthen the Committees' ability to evaluate the Petitioner's request for a formal hydrogeological assessment and provide critical context given that over 40 individuals are reported to have drowned in the quarry over the years.

Moreover, members of the affected Heidedal community were afforded an opportunity to share their lived experiences with the Committees. This engagement allowed Members to hear directly from residents about the social, safety, and environmental impact of the abandoned quarry on the community. The following sections summarises the morning engagements.

3.1.1 Site visit, affected communities, SAPS divers

The Petitioner, Mr Werner, welcomed the Parliamentary delegation and all attendees present at the site. He then handed over to the Chairperson of the morning session, Hon Mahlaule. Hon Mahlaule provided community members with an opportunity to share their lived experiences. Before the community engagement commenced, Pastor Darryl De Koker offered an opening prayer, followed by a short sermon delivered by Pastor Van Rooyen. Thereafter, Bishop Swarts and Pastor Gavin briefed the Committees on the historical issues related to the quarry and the land in question. Family members of the victims also addressed the Committees, including the aunt of Benjamin Van Wyk who drowned in the dam (quarry) in October 2025. Ms Maggie Jacobs, the mother of Justin Jacobs who drowned in the dam at the age of 16 in 2016 spoke. She described being at the site “like was at her son’s funeral all-over again”,

The following are some of the common issues that were raised by the community members or the affected communities:

- The site was previously mined by Coronation Brick and Tile (now Corobrick).
- The site was never fenced or rehabilitated after mining operations ended. Thus, Mineral and Petroleum Resources Development Act (MPRDA) of 2002 not complied with.
 - National Water Act obligations ignored. These obligations under the Water Act requires that water-related liabilities must be clearly determined, and compliance verified before any transfer or sale of the land proceeds.
- The abandoned quarry is filled with water, creating a deep and hazardous dam.

- Many families have lost multiple members. An estimated ±51 deaths have occurred from the late 1970s to 2025 due to the dangerous condition of the dam.
- No responsible party has taken ownership for rehabilitating the site. The community has faced decades of inaction and indifference from authorities.
- Government departments and the mine owner have avoided responsibility for decades. Heidedal's concerns ignored despite repeated warnings and ongoing deaths.
- The dam remains a public safety hazard.
- Emotional, psychological, and generational harm persists.
- The community requests: A thorough investigation into the deaths and the underlying causes. Full accountability for all responsible entities. Immediate and comprehensive rehabilitation of the dam. Support and redress for affected families.
- The issue reflects a larger national crisis with abandoned mines and quarries across South Africa.

Following the affected communities' testimonies, SAPS diver Warrant Officer Morne Koch who played a central role in the search-and-rescue operations at the dam was invited to share his experiences. He explained that SAPS divers had been involved in multiple rescue missions at the site and confirmed that there were approximately 15 reported drowning cases in which they had participated. This figure contrasts sharply with the community's account, which alleges that more than 50 people have drowned in the quarry. Warrant Officer Koch further explained that the quarry is approximately 50 metres deep and that the bottom is filled with debris left behind from historical mining activity. This debris significantly compromises diver safety and complicates rescue and recovery efforts. The situation is worsened by the Commercial Diving Regulations of 2022, issued by the Department of Employment and Labour, which limit commercial SCUBA (Self-Contained Underwater Breathing Apparatus) diving operations using air to a maximum depth of 30 metres. This regulatory restriction has direct implications for rescue operations in quarries such as the Heidedal dam, which exceeds this depth at 50 metres.

3.1.2 Meeting with the South Africa Human Rights Commission

In the afternoon session, the Committees met with the SAHRC for a comprehensive briefing on the investigative work it has undertaken regarding the quarry and the land in question to date.

It was explained that the SAHRC received a complaint on 06 August 2021 regarding the Heidedal Quarry, where multiple child drownings and other safety concerns were reported. The quarry originated from historical mining activities, and its ownership changed hands several times, raising questions about rehabilitation obligations and compliance with environmental laws. The Commission emphasized that the matter involves fundamental rights such as the right to life, dignity, and a safe environment.

The investigation focused on whether mine closure requirements were met. Allegations were made that the then Department of Mineral Resources and Energy (DMRE) issued a closure certificate without ensuring proper rehabilitation. SAHRC requested documents including Environmental Impact Assessments, Environmental Management Programmes, and financial provisions for rehabilitation. These were necessary to determine if legal obligations were fulfilled before the mine was closed.

The Commission also examined responses from relevant departments. DMRE and the Department of Water and Sanitation (DWS) provided some information, stating that the site was no longer classified as a mine or a dam. The clarification from the Department of Mineral Resources and Energy and the Department of Water and Sanitation that the site is currently not classified as a dam or a mine, but rather as a quarry. While the classification may differ from that of a mine or dam, such designation does not remove the responsibility to comply with all applicable environmental and water management obligations. The current classification must be accompanied by full regulatory compliance and proper rehabilitation in line with the law.

However, DESTEA (Department of Economic, Small Business Development, Tourism & Environmental Affairs), the provincial environmental authority, failed to respond despite repeated requests, leaving a major gap in the investigation. This lack of cooperation has stalled progress and raised concerns about accountability.

Safety concerns were another critical issue. Oversight visits revealed that the site remains hazardous, with a large water body, no fencing, and reports of criminal activities. Despite directives dating back to 2018 to fence the area, no enforcement occurred, exposing the community to ongoing risks.

The Commission identified contradictions between official documents and site inspections. While documents claim rehabilitation was completed, physical inspections show otherwise. The investigation has been delayed due to non-cooperation from DESTEA and difficulties in contacting current landowners. These delays have had severe consequences, as at least twelve deaths occurred between 2021 and 2025, highlighting a serious violation of the right to life and safety.

The SAHRC outlined several options to address the matter. One option is to invoke a Section 15 inquiry to compel departments to appear and provide information. Another is to approach the courts to enforce directives, such as fencing the site. The Commission also proposed appointing technical experts to assess rehabilitation compliance, as this is a specialized area requiring professional expertise. Additionally, there is a need to hold both government departments and private companies accountable for failures and to investigate suspicious land transactions that suggest profiteering at the expense of community safety.

Members of the committee expressed strong dissatisfaction with the SAHRC's slow response and lack of decisive action. They questioned why the Commission had not exercised its powers to summon departments or approach the courts earlier. Concerns were raised about the absence of engagement with municipalities and private sector entities, despite their clear involvement in the matter.

Members expressed deep concern about the SAHRC's handling of the Heidedal Quarry matter. They noted that despite receiving the complaint in August 2021, the investigation remains incomplete in November 2025. Oversight visits revealed that the site is still hazardous, unfenced, and poses a serious risk to life. Members observed that the Commission failed to exercise its constitutional powers effectively, such as summoning

departments or approaching courts to enforce directives. They highlighted contradictions between official documents claiming rehabilitation and the actual state of the site, which shows no evidence of compliance. There was also criticism that the report presented was inadequate, largely based on information from the complainant rather than an independent, comprehensive investigation by the Commission.

Members further observed that the Commission did not engage sufficiently with private sector entities involved in the land transactions, nor with the municipality, despite their clear roles in the matter. The lack of urgency and decisive action was seen as a violation of the Commission's mandate to protect and promote human rights. Concerns were raised about the Commission's capacity, with admissions of staff shortages and operational constraints, but members insisted that these challenges do not justify the prolonged inaction given the ongoing loss of life.

3.2 Day 2: Briefings by the departments

Day 2 of the oversight visit focused on obtaining detailed departmental and municipal responses to the issues raised in the petition concerning the Heidedal Quarry. The petition explicitly identified Department of Mineral and Petroleum Resources (DMPR), Water and Sanitation, DESTEA, Forestry, Fisheries and Environment and Police and the Mangaung Metropolitan Municipality as having played varying roles through action or inaction in contributing to the situation currently facing the Heidedal community. Each department responded to the allegations contained in the petition as follows:

3.2.1 Department of Mineral and Petroleum Resources

The Department of Mineral and Petroleum Resources presented a comprehensive overview of the historical development, closure process, environmental management considerations, and township establishment relating to the Witherow Dam Quarry.

The Department explained that the Witherow Dam Quarry has undergone several ownership and regulatory transitions since the early 1990s: In 1990, Corobrick Free State Properties held

the mineral rights for the quarry site. These mineral rights were subsequently sold to Tongaat-Hulett Group Ltd in 1992. In the same year, Tongaat-Hulett applied for a mining licence in terms of the Minerals Act, 1991 (Act No. 50 of 1991). The applicant held both the surface rights and mineral rights, meaning that no external landowner consent was required for the mining application. The quarry was thus established and operated under the legislative and regulatory framework applicable at the time.

A closure certificate application was submitted by the rights holder in January 2004. This application was lodged prior to the commencement of the Mineral and Petroleum Resources Development Act (MPRDA) on 1 May 2004. As a result, the closure process was managed entirely under the Minerals Act, 1991, without the applicability of the MPRDA, or the National Environmental Management Act (NEMA) and its associated regulations. The Minerals Act allowed closure applications to be finalised without the extensive environmental obligations later introduced under MPRDA and NEMA.

3.2.2 Department of Water and Sanitation

The Department of Water and Sanitation (DWS) presented a briefing on the situation at a privately-owned quarry in Heidedal, Free State, which has become a significant public safety and environmental concern. The site, previously used for mining, now contains a large body of water and is easily accessible to the public. This unrestricted access has led to recreational activities such as swimming and fishing, despite reports of contamination and fatalities linked to the site.

The department acknowledged that the property owner is in the process of selling the land, which complicates enforcement and accountability. Historical engagements date back to 2016 when water quality tests were conducted, revealing elevated levels of electrical conductivity and sodium absorption rates, among others. However, no decisive action followed until November 2025, when a notice to issue a directive was issued to the owner after parliamentary intervention. The department admitted that intergovernmental coordination has been weak and that enforcement under the National Water Act, 1998, has been slow. Concerns were also

raised about wastewater discharge from a nearby shopping complex (Twin City Mall) into the quarry, suspected illegal dumping, and chemical contamination.

The briefing highlighted several critical observations. Firstly, there has been a prolonged delay in action by DWS, with meaningful steps only taken after Parliament's oversight visit. This delay occurred despite longstanding complaints and reports of 51 fatalities associated with the quarry. Secondly, the quarry remains unsecured, with no fencing or warning signage, posing an immediate risk to community members who continue to access the area freely.

Environmental hazards are evident, including illegal dumping and possible chemical contamination, while fishing in polluted waters persists. Institutional gaps were noted, particularly the lack of collaboration between DWS, the municipality, and other relevant departments such as Health and Environmental Affairs. The ambiguity surrounding jurisdiction due to private ownership further complicates enforcement. Community members, driven by poverty, continue to use the site for recreation and fishing, increasing health risks. Finally, legal and regulatory challenges under the National Water Act were highlighted, particularly regarding enforcement timelines and authority.

Members raised several questions during the briefing. They asked why DWS delayed issuing a directive after the initial notice in 2016. The department responded that procedural compliance and reliance on updated information contributed to the delay. Questions about immediate safety measures were met with assurances that discussions with the municipality are underway to secure the site, though no fencing or signage has yet been installed. Concerns about water safety were addressed by noting that recent samples have been taken (12 November 2025), with results pending, while previous tests indicated high salinity levels. Regarding wastewater from Twin City Mall, the department confirmed the existence of a dedicated sewer line but noted blockages and possible sabotage, with the municipality tasked to clear these.

When asked about collaboration with the Department of Health, DWS admitted that systematic engagement had not occurred but committed to consulting health authorities to verify cancer-related claims. Finally, questions about property transfer were answered with

a commitment to enforce directives against both current and future owners, and legal advice is being sought to prevent the auction without compliance.

3.2.3 Department of Forestry, Fisheries and Environment

It was stated that, in December 2016, the DFFE received a formal complaint from Mr Gregory Werner. Mr Werner submitted a sworn affidavit detailing long-standing community concerns regarding an abandoned clay quarry historically operated by Corobrick and later associated with Tongaat-Hulett. The complaint raised serious allegations relating to public safety, environmental degradation, regulatory failures, and non-compliance with statutory rehabilitation obligations. In response to the complainant DFFE submitted that it has done the following:

On 17 May 2017, EMI's from DFFE conducted a site inspection at Portion 269 of Farm Bloemfontein 652, Bloemfontein. Upon arrival, they observed signage indicating ongoing construction, as well as a Realty 1 property sales sign. The site showed clear evidence of active development, including the establishment of new roads, lamp poles, and electrical infrastructure.

A review of records established that the Record of Decision (ROD) for the township development had expired in 2004, yet construction was taking place in 2017. The original application documents could not be located, but the validity of the ROD itself was not disputed.

Interviews with other relevant role-players (Departments of Human Settlements, Local Municipality (Town Planning), the Director of Public Prosecutions, DMRE and DWS, DESTEA revealed that further investigations were needed in this matter.

On 18 May 2017, a joint investigation between DFFE and DESTEA took place and a decision was taken for the matter to be dealt with through administrative enforcement and that the complainant will be informed accordingly.

3.2.4 Department of Police

The South African Police Service (SAPS), Free State Province, presented an overview of drowning incidents and related environmental compliance concerns at the Heidedal quarry following a petition submitted to Parliament by Mr Gregory Werner on behalf of the community.

Between June 2001 and October 2025, SAPS recorded 15 drowning-related incidents at the dam located in Witherow Street, Heidedal, resulting in 16 fatalities. These incidents include confirmed drownings and suspected suicides; all formally investigated as inquests. Several victims remain unidentified, and a number of older cases still have outstanding J56 (inquest) reports.

A key matter arising from these incidents is Heidedal CAS 75/09/2016, opened under section 24G(3) of the National Environmental Management Act (NEMA) against Corobrick, later linked to Tongaat Hulett, for failure to rehabilitate the quarry site after the cessation of mining operations. According to SAPS, the abandoned and unfenced quarry contributed significantly to the recurring drownings. The case is currently with the national Department of Environmental Affairs (DEA) Head Office in Pretoria.

SAPS reported that although the landowner installed fencing, warning signs, and barriers, these were repeatedly stolen or vandalised. The matter was escalated to the DMPR, which maintains that the site was rehabilitated in accordance with historical legislation and a closure certificate was issued. The issue has since been raised at the PROVJOINTS meeting, where Provincial Disaster Management confirmed that the dam contains natural underground water and cannot be permanently closed, as it serves as a potential water source during drought periods.

SAPS further highlighted inland water policing challenges: the quarry reaches depths of approximately 50 metres, with steep embankments above and below water. Dive Regulations (2022) limit operational capacity, as Class V divers may only dive to 30 metres and any dive beyond 20 metres requires a dive chamber — which is not available anywhere within the Free

State or a two-hour radius. These constraints severely limit underwater search and recovery operations.

Overall, the SAPS briefing underscores the long-standing safety hazards posed by the abandoned quarry, the regulatory gaps in environmental rehabilitation, and operational limitations in responding to drownings, while emphasising the need for coordinated action between SAPS, DMRE, DEA, the municipality, and provincial authorities.

3.2.5 DESTEA

The focus of DESTEA presentation was on compliance issues and environmental assessments, as well as addressing allegations linked to the environmental authorisations for the Twin City Mall development.

It was reported that a joint inspection on 2 February 2021 was conducted at the former Corobrick quarry, followed by a further inspection on 22 October 2025 in response to new complaints. These inspections involved the Department of Mineral Resources and Energy (DMRE), the Department of Economic, Small Business Development, Tourism and Environmental Affairs (DESTEA), and the Mangaung Metropolitan Municipality.

During the 2021 inspection, it was found that the quarry site was unfenced, allowing uncontrolled public access. The matter was directed to the DMRE to engage the property owner to fence and regularly monitor the site and initiate further investigations into non-compliance by the owner. The complaint was referred to the DMRE, as DESTEA does not have regulatory authority over mining operations.

Regarding the Twin City, the 2025 DESTEA inspection confirmed the regulatory status of existing authorisations: the Corobrick Record of Decision (RoD) issued in 1999 under ECA regulations and the Environmental Authorisation for the Twin City Filling Station was granted in 2017. An Environmental Monitoring Committee (EMC) sitting on 19 November 2025 resolved that the RoD must be amended by 31 March 2026 and that the Environmental

Management Programme (EMP) be updated to address food waste, including fats. A wetland specialist assessment by Dr. Nacelle Collins was also confirmed during the EMC meeting.

3.2.6 Mangaung Metropolitan Municipality

In its presentation, the Municipality provided an overview of the application for the development of a new cemetery in Heidedal, the public participation process undertaken, supporting studies submitted to the Municipal Planning Tribunal (MPT), and the final decision taken. The presentation also outlined the current status of cemetery capacity in surrounding areas and the implications for the community.

An application for the establishment of a cemetery in Heidedal was submitted by Imbazo Trading on 16 May 2022. The application aimed to address the growing need for burial space in the community, following reports that all existing cemeteries in the vicinity had reached capacity. The Municipal Planning Tribunal initiated its assessment process, which included public participation, review of specialist studies, and consideration of environmental and geotechnical factors.

According to the Municipality, Public participation was conducted in line with the municipal by-law requirements for Category 1 applications, which mandate public notification through official communication platforms. Public notices were published on 20 May 2022 in the Provincial Gazette and two local newspapers. The notification period was 30 days, during which the public could submit comments or objections. One objection was received on 15 June 2022. The objection was formally addressed in writing by the applicant, and the response was included as part of the MPT documentation. A formal MPT hearing was held on 10 February 2023, during which all relevant concerns and reports were considered.

The Municipality stated that review of available cemetery capacity in Bloemfontein indicates that all cemeteries in and around Heidedal have reached full capacity. This lack of available burial space has placed pressure on the community, particularly for families seeking burial sites close to their homes. The situation has strengthened the justification for a new cemetery development within or near Heidedal.

The application was supported by several specialist studies and technical reports required for evaluating suitability of the site. These included: Environmental Impact Assessment (EIA), Geohydrological report, Groundwater Flow and Migration Assessment.

Following the review of all inputs, the Municipal Planning Tribunal the application was approved in full. Reasons cited for approval were that, the poor site conditions limit the land's suitability for alternative development, there is a clear and urgent community need for a cemetery in close proximity to Heidedal, and that all statutory requirements, public participation processes, and environmental assessments were satisfactorily completed.

4. COMMITTEES OBSERVATIONS

This section provides a synopsis of the key issues observed by the Committees, particularly emanating from the presentations, discussions, and the sites visit.

- The Committees expressed deep concern for the delay in action and enforcement with the Witherow Dam Quarry despite reported fatalities and environmental risks
- The Witherow Dam Quarry remains highly hazardous, with steep embankments, deep water (± 50 metres), and underwater debris posing extreme drowning risks.
- Despite long-standing community complaints, the quarry remains unsecured, with no fencing, signage, or access control.
- SAPS confirmed 15 drowning-related inquests since 2001, while the community reports more than 50 deaths dating back to the late 1970s, indicating severe underreporting and inadequate investigative follow-through.
- As a result of the underreporting and lack of adequate investigation, the committees notes that the exact number of drowning related inquests and deaths are inconsistent.
- The ongoing loss of life represents a serious violation of the rights to life, safety, dignity, and security of the person as enshrined in the Constitution.
- There is persistent uncertainty regarding whether Corobrick and subsequent rights holders complied with legal rehabilitation obligations under the Minerals Act, MPRDA, and NEMA.

- Contradictions exist between departmental records claiming rehabilitation and the actual state of the site, which remains visibly unrehabilitated and dangerous.
- The mine closure certificate appears to have been processed under the old Minerals Act without adequate environmental safeguards, contributing to the current crisis.
- DESTEA, DMRE/DMPR, and DWS provided inconsistent or incomplete historical records, raising concerns about compliance monitoring and regulatory oversight.
- The oversight visit exposed significant coordination gaps among DMPR, DWS, DESTEA, DFFE, SAPS, and the Mangaung Metropolitan Municipality.
- Several departments acknowledged delayed responses and a lack of communication, resulting in fragmented enforcement and prolonged inaction.
- The absence of a joint, coherent state response has allowed the situation to escalate, directly contributing to continued deaths and environmental degradation.
- Members expressed concern that the SAHRC had not used its statutory powers (e.g., subpoenas, Section 15 inquiries, court applications) to obtain outstanding information.
- Mangaung Metropolitan Municipality has not enforced its own by-laws, including the Unsightly and Neglected Buildings and Premises By-Law, despite decades of complaints.
- The community has endured emotional trauma, psychological harm, and generational grief as a result of repeated drownings.
- The Committees observed that the situation cannot be resolved by any single department and requires an integrated, multi-departmental intervention plan.
- The Committees expressed that immediate safety measures, improved intergovernmental coordination, and firm action against both current and prospective owners are essential to protect the community and surrounding water resources.
- Consideration of a six month follow-up oversight visit by the Committees to monitor implementation of actions.

5. COMMITTEES RECOMMENDATIONS

Having conducted the oversight visit, the Portfolio Committees on Mineral and Petroleum Resources, Police, Forestry, Fisheries and Environment recommend that the relevant Ministers enforce and oversee the following:

5.1 Overarching Recommendations

5.1.1 Immediate Interdict on Property Sale: The Mangaung Metropolitan Municipality must interdict the sale of the land until the current owner is cleared of all non-compliance issues. Grounds for interdiction include but not limited to the following:

- **Municipal Authority:** Mangaung Metropolitan Municipality may interdict the sale on the basis of urgent public safety concerns, including multiple fatalities at the quarry currently under investigation.
- **Department of Economic, Small Business Development, Tourism and Environmental Affairs (DESTEA) Investigation:** Ongoing investigations by DESTEA into quarry-related deaths may be compromised by a change in ownership.
- **Department of Water and Sanitation (DWS) Directive:** The DWS has issued an intention to issue a directive against the landowner in terms of Section 21 of the National Water Act, 1998. Accountability for health risks linked to water quality and community exposure must remain with the current owner.
- **Municipality must provide a provincial audit of other abandoned quarries/mines posing similar public safety risks with a risk register and submit to Parliament**

A progress report on the interdict should be submitted to the Committees by the **15th of December 2025**

5.1.2 Establishment of an Interdepartmental Task Team: A joint task team comprising Department of Mineral and Petroleum Resources (DMPR), DESTEA, DWS, Mangaung Metropolitan Municipality, and other relevant entities must convene its first meeting within 14 days (**by 8 December 2025**).

- The task team must develop a comprehensive action plan for site rehabilitation and pollution control.

- The action plan must be submitted to all four Committees by **15 December 2025**.
- The South African Human Rights Commission (Free State) must participate in this process.

The **DESTEA** must act as the coordinator of the task team and provide reports to the Joint Committees as stipulated above.

5.2 Securing the Quarry Site: The Mangaung Metropolitan Municipality Executive Mayor's commitment to cordon off the quarry is noted and welcomed.

- Progress must be reported to the Committees by **15 December 2025**.
- The Municipality must invoke the Unsightly and Neglected Buildings and Premises By-Law and issue directives to the landowner by **21 November 2025**.

5.1.3 South African Human Rights Commission Inquiry: The South African Human Rights Commission (SAHRC) must exercise its powers under Section 15 of the SAHRC Act (2013) to compel all relevant departments (DWS, DMPR, DESTEA, Mangaung Municipality) to provide outstanding information. Feedback on progress must be submitted to the Committees by **15 December 2025**.

5.1.4 The Joint Committee strongly recommends that all previous and current landowners associated with the quarry be formally invited to appear before Parliament during the second parliamentary term (April–June 2026). Their appearance is essential to:

- Account for the longstanding failure to rehabilitate the quarry, despite legal and environmental obligations.
- Present clear, actionable rehabilitation plans, including timelines, financial commitments, and compliance strategies.
- Ensure transparency and accountability, as the environmental degradation at the site continues to pose risks to surrounding communities, ecosystems, and public resources.

5.2 Recommendations for the individual departments:

5.2.1 Department of Water and Sanitation (DWS):

- Submit an update on the legal review (advice) following the positive response from the landowner regarding the intention to issue the directive in terms of the Section 21 of the National Water Act, 1998, **by 11 December 2025**.
- Provide comprehensive water quality assessment report of the water in the quarry and surrounding groundwater by the **15 December 2025**.
- Submit a detailed report of all actions taken between 2016 and 7 November 2025 by **1 December 2025**.
- Explore legislative amendments to strengthen enforcement under Section 21 of the National Water Act, 1998 to avoid recurrence of Heidedal Quarry water related fatalities.
- Commission a hydrogeological study to assess contamination risks, overflow hazards, and long-term rehabilitation options, including potential safe and sustainable use of the quarry for recreation or any other purpose by the community. A report should be submitted to the Joint Committees by **June 2026**.

5.2.2 Department of Mineral and Petroleum Resources

- Provide all documentation related to the issuance of the closure certificate, including the following but not limited to:
 - ✓ Environment Management Programme (EMP).
 - ✓ Copy of the Closure Certificate.
 - ✓ EMP compliance report.
 - ✓ Post Closure Liability assessment report.
 - ✓ Copy of the Rehabilitation Financial Provision.
 - ✓ Report on chronological order of events before issuance of the Closure Certificate; and
 - ✓ Any supporting letters and annexures, **by 1 December 2025**.

5.2.3 South African Police Service

- The proposed community engagements **to be held within two weeks** on the unreported cases at the quarry are noted and welcomed. Their implementation will be closely monitored by the Committees.

- Explore Crime Prevention through Environmental Design (CPTED) strategies in consultation with the municipality and provide a report to the Joint Committees by **March 2026**.
- The working relationship between SAPS, Community Policing Forums and neighbourhood watches/ guards must be strengthened to ensure that all parties derive mutual benefit and contribute meaningfully to community safety.
- Consolidated report on the total number of drowning cases, status of inquests and unidentified victims must be submitted to Parliament.

5.2.4 South African Human Rights Commission

- Submit a comprehensive report to the Committees **by 15 December 2025**, detailing all actions taken since receipt of the original complaint.

Report to be considered.

2. Report of the Portfolio Committee on Basic Education on an oversight visit to the Limpopo Provincial Education Departments, dated 3 March 2026.

The Portfolio Committee on Basic Education having undertaken an oversight visit to the Limpopo Provincial Education Department reports as follows:

1. Introduction and Background

1.1 The Portfolio Committee on Basic Education (hereafter referred to as “Committee”) conducted an oversight visit to the Limpopo Provincial Education Departments from 26 – 30 January 2026.

1.2 Three Education Districts visited included:

- Mopani Education Districts.
- Sekhukhune Education District; and
- Capricorn Education District.

1.3 The oversight visits forms part of the Portfolio Committee’s 1st Term Parliamentary Programme for 2026; to monitor the state of school infrastructure readiness for the 2026 academic year. Visits to the education districts are in line with Parliament’s strategic Oversight and Priority Plan (OPP) which includes the following focus areas amongst others:

- School infrastructure:
 - Water, electricity and sanitation
 - ASIDI + SAFE programmes (progress with infrastructure projects + eradication of pit-latrines)
 - Buildings, Maintenance, Infrastructure Development and Capital Infrastructure Projects
 - Infrastructure backlogs and existing gaps in schools, collaboration with Public Works to address Infrastructure, Water and Sanitation

- ICT/Network Connectivity and affordable digital access in under resourced schools
- Admissions and Classroom Overcrowding
- Implementation of the BELA Act, 2024
- Early Childhood Development (ECD), Grade-R Implementation, Professional Development of qualified and underqualified ECD Practitioners, as well as any other interventions made for ECD.
- District Support, in so far as Support Role of Circuit Managers, Curriculum Advisors/Subject Advisors, and other collaborative interventions by Social Workers, Psychologists, Therapists etc.
- Improvement, Training and innovation for Professional Development of Teachers
- SGB Effectiveness, Capacity Building on Roles and Responsibilities
- LTSM (Digitization, E-learning, Textbooks, Workbooks, Laptop Retrieval Systems, Stationery Procurement and Delivery)
- Learner Transport
- National School Nutrition Programme
- Inclusive Education Support and Social Cohesion
- School Safety as per Safety Framework
- Tracking Learners Progress for the period 2022, 2023, 2024 ,2025

The areas of focus form part of the key deliverables finding expression in the Medium-Term Strategic Framework (MSTF), 2019 – 2024 and the National Development Plan (NDP), 2030.

- 1.4 The primary purpose of the oversight visit was to monitor and oversee the overall state of school infrastructure readiness in the Limpopo Province for the 2026 academic year. This includes ensuring that learners and educators are in school, in class, on time, learning and teaching seven hours a day, as pronounced

by the President in previous State of the Nation Address. The Portfolio Committee further aimed to monitor the current state of school infrastructure and current and future infrastructure projects being planned. The Portfolio Committee sought to understand any further challenges being faced by schools; the contingency plans in place and possible assistance that could be forthcoming.

- 1.5 For the oversight visit, the Committees also invited the Portfolio Committee on Education in the respective Limpopo Provincial Legislature, Traditional Leadership, Teacher Unions, School Governing Body (SGB) Associations and the South African Principals Association (SAPA). The delegation held meetings with all relevant stakeholders to gain first-hand information on issues pertaining to school infrastructure readiness - and to discuss various challenges faced in the Limpopo Provincial Education Department and affected Districts.
- 1.6 This report provides a summary of the key issues that emerged from the interaction with stakeholders, officials of the national and provincial departments as well as the Committee's deliberations, observations and recommendations.

2. Delegation

2.1 Portfolio Committee on Basic Education: Hon K J Maimela MP (ANC), Hon S T D Louw MP (ANC), Hon C Jordaan MP (DA), Hon D van der Walt MP (DA), Hon S Mkhize MP (MKP), Hon P Mngadi MP (MKP), Hon M Shikwambana MP (EFF), Hon L Komane MP (EFF) an Hon L Ngobeni MP (ActionSA). Parliamentary staff consisted of Mr L A Brown (Committee Secretary), Ms P Mbude-Mutshekwane (Content Advisor), Ms S Mkosana (Committee Assistant), Mr M Kekana (Research Unit) and Mr T Gubula (Communications). Parliamentary Protection Services personnel included Mr D Gillion and Ms N May-Gayiza

2.2 Accident Report - On route from the O R Tambo International to the Fairview Hotel, Tzaneen, the driver of one of the police escort vehicles from the Mopani

Flying Squad lost control of the vehicle and overturned in the Tzaneen CBD on the evening of Sunday, 25 January 2026. The Emergency Ambulance Services arrived at the scene to provide medical assistance to SAPS officers involved in the car accident and also assist where there would be possible injuries suffered / minor abrasions. After doing a follow-up, the Shift commander attended to those who were in the accident and confirmed damages to the vehicle.

3. Oversight and Monitoring Visit: Limpopo Department of Education (LDOE)

The oversight visits to the Mopani, Sekhukhune and Capricorn Education Districts in Limpopo were held from 26 – 30 January 2026. Schools visited by the delegation included:

- Mopani Education District (Monday, 26 January 2026):
 - Yingisane Special School for the Deaf
 - Moime Primary School
 - Totwana Primary School
 - Taila Creche
 - Malesiba High School
- Sekhukhune Education District (Tuesday, 27 January 2026):
 - Bohlale Creche (Ga-Phasha Village)
 - Nkotwane Secondary School
 - Tiba -Moshito Primary School
 - Seraki Secondary School
 - Bosele School for the Blind and Deaf
- Sekhukhune Education District (Wednesday, 28 January 2026):
 - Ben Viljoen High School
 - Kgothala Secondary School
 - Phooko Primary School
 - Matlala Primary School
 - Kotole High School
- Capricorn Education District (Thursday, 29 January 2026)
 - Tshehlo Secondary School
 - Kgodishen Day Care

- Setotolwane Special School
- Flora Park Comprehensive High School
- Tom Naude Technical High School
- Friday, 30 January 2026
 - Pietersburg Laerskool
 - Wrap-Up Session with the Limpopo Department of Education

Accident Report

On route from the O R Tambo International to the Fairview Hotel, Tzaneen, the driver of one of the police escort vehicles from the Mopani Flying Squad lost control of the vehicle and overturned in the Tzaneen CBD on the evening of Sunday, 25 January 2026. The officers involved were not injured and suffered minor abrasions. After doing a follow-up, the shift commander was able to confirm the officers were unharmed except for the vehicle being damaged.

3.1 School Visits in Mopani Education District

3.1.1 Yingisani Special School

The Special School is a Quintile 3 school situated in the Nkowankowa Circuit in Mopani West, Limpopo Province. Yingisani Special School for the Deaf was established in April 1989. The current learner enrolment stood at 219 learners with a staff complement of 22 (one Principal, one Deputy Principal, three Departmental Heads and 17 Educators). A total of 26 staff members in the Deaf Department were transferred. The school further had a total of six practitioners and therapist staff as well as 19 support staff. The school had a functioning SGB.

The language of learning and teaching (LOLT) of the school was South African Sign Language which played a key role of mother tongue to learners born with deafness and hard of hearing. The home language of the school was South African Sign Language to all Deaf and hard of hearing regardless of the language spoken at

home. Deaf learners don't have a language at all, their home language which taught at school was SASL – and was the LOLT to all learners. All learners from the mainstream were discovered at a later stage and placed at the school – including learners whom their hearing deteriorate as they grew older of due to accidents.

In respect of co-curricular activities, learners participated in sports, clubs, cultural activities, and practical skills programmes developing teamwork, confidence and leadership. The school reported on the following facilities and infrastructure:

- 16 classrooms adapted for deaf learners
- Library and resource centre
- SASL Laboratory
- ICT/computer lab
- Playgrounds and sports fields
- Therapy and counselling rooms
- School clinic
- Accessible sanitation facilities

The school also reported on a strong partnership with parents, guardians, and the community. The Parent Teacher Association (PTA) actively supports governance, fundraising and learner development. The Committee was briefed on the school's Audited Financial Statements. Yingisani Special School for the Deaf was committed to a safe, inclusive, and supportive learning environment, promoting excellence, independence, and life skills, preparing learners to become responsible and productive members of society.

Challenges reported included the following:

- Prefab structures (the Department needed to indicate long-term plans for permanent structures)
- Buildings are old and dilapidated (the Department needed to address refurbishments/renovations)
- Vacant posts need to be filled
- Limited learner and teacher devices/equipment

- Learner intervention programmes need to be target-based and quantified with timelines
- Shortage of interpreters, currently there's only one sign language interpreter
- The school struggle with high municipal electricity bill
- Personnel and Psychologists could not use Sign Language

Portfolio Committee Observations and Questions

- What were the Department's plans to prioritise the school for infrastructure upgrades and refurbishment – including permanent structures to replace mobiles?
- Did the school also cater for learners from other districts in the province?
- How was the Department ensuring Grade R was also included at the school – and support the school in the transition period?
- How was the Department addressing the shortage of interpreters at the school?
- How had the recent flooding affected the school infrastructure?
- How was SA Sign Language different from other countries?
- How was the community involvement in school matters?
- Did the Department employ service providers from outside the province?
- What were the statistics for the admission of foreign learners?
- How was the Department assisting the school with the high municipal electricity bill?

Portfolio Committee Recommendations

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades.
- The Department to consider replacement of mobile structure with permanent structures.
- The Department to address the shortage of school sign language interpreters including vacant posts that need to be filled required, before the end of the 3rd Term in 2026 Academic year .

- The Department assisted with initiatives to lower the school's high municipal electricity bill.
- The Department ensure the school was supplied with the necessary devices required within the 2026/27 allocated budget .
- The Department submit a detailed report on data and statistics of foreign learners admitted to the school 14 days after adoption of this report
- The SGB is trained on utilisation of the school maintenance budget for minor school maintenance.

3.1.2 Moime Lower and Higher Primary School

The school is a Quintile 2 lower and higher primary school located in the Thabina Circuit, Mopani West in Limpopo Province. The school was established in 1953 and was situated in the rural village of Moime. The staff establishment of the school comprises six teaching staff, two food handlers and one security guard. The teaching staff comprised one Principal, one Departmental Head and four permanent educators. The school covered Grade R up to Grade 7 with a learner enrolment of 190 learners for 2026. The school had a functional. In 2026 the school admitted 24 learners for Grade R.

Challenges reported included the following:

- Learners from low-income households and many parents were unemployed and depend on social grants
- School infrastructure and buildings are old and dilapidated. Needs urgent prioritisation
- Pit-toilets need replacement
- A report required on history of refurbishments/renovations and upgrades to the school
- Cracks in walls pose a safety threat to learners and staff
- Bullying incidents reported
- Low enrolment as parents choose to enroll their kids in other schools in fear of dilapidated buildings and decayed roofs
- Insufficient funds to carry out maintenance

- Most households have unemployed parents – most depend on grants
- Requirement of R10.00 learner contribution for paying Security Guards is deemed Unacceptable!
- PED to give comprehensive plan on infrastructure interventions for the school with timelines

Portfolio Committee Observations and Questions

- Members raised concern about the requirement which forces parents pay for the school security guard – how was the Department assisting the school with employment of a security guard?
- What plans were in place for priority refurbishment, repairs and upgrades to the school by the Department, including the eradication of pit-latrines?
- How many times has the Circuit Manager visited the school – and reported challenges raised by the school?
- How was it that the Department only noted in January 2026 the challenges with cracked walls which posed a safety risk to learners?
- Did the school have any challenges with sporting facilities, water and sanitation and electricity? How has the Department responded to the challenges reported?
- What was the allocation from the Department to the school's maintenance budget for minor maintenance and repairs?
- The school qualified for a groundsman and cleaners – how has the Department assisted the school with filling these posts?
- Did the school receive all LTSM as per procurement?
- How was the Department assisting the school with STEM subjects?
- What was the history of renovations/upgrades done for the school in the past?
- Had the Department provided training to SGB in terms of the utilisation of the budget allocation, especially the utilisation of the maintenance budget?

Portfolio Committee Recommendations

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades.
- The Department ensure pit-toilets are eradicated and replaced with permanent structures within the 2026/27 budget
- The Department submit a detailed report on the history of refurbishments/renovations and upgrades to the school,30 days after adoption of this report
- The Department ensure adequate maintenance allocations to the school for minor maintenance and repairs
- The Department assisted the school with payment for a school security guard – to avoid parents having to fund this.
- The Department submits a comprehensive plan on infrastructure interventions for the school with timelines
- The Department ensure the SGB received training on the utilisation of the school maintenance budget for minor school maintenance and repairs, before the end of the 2nd term

3.1.3 Totwana Primary School

The primary school was established in 1963 and situated in the Mafarana Circuit in Mopani West, Limpopo Province. In 2006 the school was moved to Uhuru Section in Zanghoma Village in a strategy to centralize the school for purpose of accommodating learners from surrounding villages. The school received one block with four classrooms and four container classrooms. The current learner enrollment stood at 232 learners. A total of 28 new learners entered Grade R. The compliment of the staff of the school comprises seven educators and three support staff. The school covered Grade R to Grade 7. The school depended on the resources provided by the Department for teaching and learning.

Challenges reported included the following:

- Classrooms were not safe due to cracks in walls and buildings were dilapidated.

- Following the thunderstorm of 26 December 2025, the school was severely damaged i.e.
 - Damages to one container classroom were noted
 - Three of the four classrooms were damaged
 - Remaining classrooms are not safe for use during rainy and windy conditions
 - Currently only three container classrooms and one normal classroom is safe for use.
- Urgent need to additional mobile classrooms
- Classroom shortages and staff shortages
- Cooking and storage of foodstuff – mobile kitchenette not conducive for food preparations
- Late registration of learners to the school

Portfolio Committee Observations and Questions

- Members raised concern regarding the challenges of the NSNP and the preparation of meals in the mobile kitchenette. Why was the Department not building a permanent structure as opposed to the mobile unit? The Department needed to do a cost analysis of permanent versus mobile structures,
- What were reasons for the delay in procurement and delivery of mobile classrooms by the Department?
- Was the school being prioritised for the long-term maintenance and upgrades programme? The Department needed to ensure they submit an infrastructure plan and programme for the school,
- Members raised concern with the current mobiles having reached their lifespan.
- How many security personnel were employed at the school – and who paid for them?
- The Department needed to assist the school with rectifying its current language policy.

- How many schools in the provinces were negatively affected by weather disasters?
- How were schools encouraged to ensure they carried out regular maintenance and repairs?
- How was the Department assisting the school with challenges of late registration thorough awareness and advocacy in respect of admissions and registration processes?
- Why was the Department relying on consultants for conditional assessments when circuit and district personnel needed to visit schools and report challenges?

Portfolio Committee Recommendations

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades. Also ensure classrooms were safe for learners to occupy.
- The Department ensure the school receives additional classrooms and staff to mitigate the shortages. Also consider a permanent structure for the school kitchen and submit to the Portfolio Committee progress report within 90 days after adoption of this report.
- The Department submit a detailed infrastructure development plan for the school, to the Portfolio Committee within 60 days after adoption of this report
- The Department submit an analysis of providing schools with mobile units as opposed to permanent structures, within 70 days after adoption of this report .
- The Department to submit a detailed report on all schools negatively affected by weather disasters 30 days after adoption of this report .

3.1.4 Taila Creche (ECD)

Taile Creche was established in January 2008 at Enable Village as the village only had one ECD and most children from different sections were unfavored by a walkable distance from their home to school. The Creche utilized a community

industrial house then later in February 2019, relocated to a more centralized area where they built two classrooms, one office and a storeroom with kitchen, from parents' contributions. The Creche later applied for funding from the National Lottery and managed to build two or more classrooms, sickbay, kitchen, storeroom and office. Currently the ECD Centre had learner enrolment of 43 learners and six practitioners. Most parents were unemployed and relied on social grants.

Challenges reported included the following:

- Storm damage reported as follows:
 - Roof damages, cracks on walls, outdoor play area, access road suffered damage making access difficult, equipment damage (photocopier and laptops), water storage tanks damaged, power outlets where also spoiled.
- Unreliable water supply.
- No ceilings, cracked walls and floors
- During rainy seasons, it is difficult for scholar transport to operate.
- ECD perimeter fencing dilapidated – needs refurbishment/replacement.
- Pit-toilets need urgent replacement
- Unqualified and Under-qualified Practitioners need training and development

Portfolio Committee Observations and Questions

- What was the scope of support from the Department in respect of the NSNP and Scholar Transport challenges?
- Were all practitioners qualified and what kind of training was developed by the Department to ensure upskilling of practitioners?
- What was the timeline for the school to submit their final learner enrolment numbers to the Department?
- It was noted that a majority of ECDs were using pit-latrines which were not compliant. How was the Department ensuring the eradication and replacement of pit-latrines with permanent compliant structures?
- The school was not conducive to safe learning and teaching.

Portfolio Committee Recommendations

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades. Also ensure classrooms were safe for learners to occupy.
- The Department, in collaboration with the local municipality ensure that the school was supplied with reliable water supply within 14 days after adoption of this report
- The school is urgently supplied with adequate and compliant ablution facilities and pit-toilets to be eradicated, within the 2026/27 financial year.
- The Department ensure interventions and ongoing training and development of un/under-qualified practitioners takes place for upskilling.

3.1.5 Mmalesiba Secondary School

The secondary school is a Quintile 1 school located in the Lepelle 4 Circuit in Mopani West Limpopo Province. The school was established in January 1989 – and moved to its present location in 1990. The school covered Grade 8 to Grade 12 with a staff establishment of 21 Educators (19 filled and two vacant posts). Staff are comprised of one Principal, one Deputy Principal, two Departmental Heads and 15 PL1 Educators. The school employed two non-teaching staff (security staff) and four food-handlers - but did not have an admin clerk. Currently the learner enrollment stood at 748 learners. With infrastructure, the school has a total of 4 blocks with 13 classrooms with two classrooms used as office and staff rooms. In addition, the school also had four mobile classrooms. The school had no proper infrastructure, and buildings were old and dilapidated.

Challenges reported included the following:

- 2 vacant posts yet to be filled
- No office block, staff room or laboratory.
- There was a shortage of staff, including an admin clerk

- No reliable water supply – the school relied on harvesting rainwater and truck supplied water from the municipality.

Portfolio Committee Observations and Questions

- Members raised queries regarding the complaint from the former SGB Chairperson being removed with no due process followed?
- Concerns were raised that the school unlawfully used the Norms and Standards allocation to pay for the security personnel.
- Concerns were raised about the challenges of water supply to the school – and how the Department was addressing this.
- Ablution facilities include pit-latrines which were in awful condition. How was the Department ensuring the eradication of the pit-latrines and replacing them with adequate facilities?
- How often did the school clean and disinfect the water tank?
- Did the school utilise its maintenance allocation for minor maintenance and repairs – was the allocation sufficient?
- Did the school qualify for the learner transport allocations?
- The school to respond to allegations of irregularities pertaining to the National Lottery funds utilisation and improper procedures followed.
- How often did the Circuit and District officials visit the school?
- Were parents/learners required to supply any LTSM to the school e.g. Typex copy paper? Were there punitive measures if this was not supplied?

Portfolio Committee Recommendations

- The Department ensures all vacant posts are filled as soon as possible
- The Department address schools unlawfully utilizing the Norms and Standards allocation to pay for security guards. Further to this, address the phenomena on requesting learners/parents to contribute to any LTSM. No learner should have their report card for any reason.

- The school be prioritized for infrastructure refurbishments/upgrades and renovations – including an office block, staff room and laboratory within the 2026/27 financial year.
- The Department, in collaboration with the local municipality, address the unreliable water supply to the school.

3.2 School Visits in Sekhukhune Education District

3.2.1 Bohlale Day Care Centre (ECD)

The day care centre was situated in the Ngwaabe Circuit and was established in 2016. The current quintile status is Gold Status. The current learner enrolment stood at 60 learners with six teaching staff and three non-teaching staff. The day care was being subsidized in the Department

Challenges reported included the following:

- Un/under qualified practitioners require training and development

Portfolio Committee Observations and Questions

- Were all practitioners qualified to teach at the day care centre? What training and development programmes were offered by the Department for upskilling practitioners?
- Was the Department procuring LTSM for the centre?
- Did the school utilise funds allocation for the NSNP? Did the school have any challenges with the meal preparations?

Portfolio Committee Recommendations

- The Department to submit before end of 2nd Term 2026/27 a comprehensive report with timelines for Practitioners additional training and development with an overview of the practitioners in the province

and districts and their qualifications and training and development programmes for upskilling and certification.

- The Department submit a report on the number of children in the province versus the number of children accessing ECD centres – and areas/locations where access is a challenge, within 60 days after adoption of this report
- The Department engage with the municipalities before July 2026 to ensure ECDs are incorporated in their planning and budgeting. During the engagement processes, ensure that a request is submitted for ECD to receive support/contribution from the Municipality.

3.2.2 Nkotwane Secondary School

The school is situated in the Ngwaabe Circuit and was established in 1990. The school is Quintile 1, with a learner enrolment of 583 learners and 17 teaching staff and five on-teaching staff. The school also shared its five-year performance for Grade 8 to 12.

Challenges reported included the following:

- Poor learner academic performance, especially for Grade 12 learners.
- Dilapidated school infrastructure including pit-toilets
- Vandalism of school property is rife. The school employed security from the Norms and Standards allocation in the past. Currently there was no security employed.
- No scholar transport is provided as the school is situated in an isolated area
- School must buy water monthly at huge cost from the Norms and Standards.

Portfolio Committee Observations and Questions

- Concerns were raised regarding the poor academic performance of the Grade 12 learners. What assistance, interventions and support were provided by the Department to improve learner academic performance?

- What plans were in place by the Department to address the dilapidated school infrastructure and eradication of the pit-latrines?
- Did the school employ a security guard – and who paid for this service?
- Did parents have to contribute towards stationery and school resources?
- Were teachers qualified to teach the subjects they taught?
- What support was received from the local municipality with grading of roads and water supply and other municipal services to schools?

Portfolio Committee Recommendations

- The Department supports the school with programmes and interventions in the lower grades to ensure improved learner performance in Grade 12. The Department to submit a report on the planned interventions within 14 days after adoption of this report.
- The school is prioritised for infrastructure upgrades, renovation and refurbishments, including the eradication and replacement of pit-toilets in the 2026/27 financial year
- The Department, in collaboration with the local municipality and mining companies, ensure the school is supported with the necessary services e.g. water, electricity and grading of the access road.
- The Department consider a review of the scholar transport policy for learners at the school by the end of 3rd Term 2026. The school isolated area and there are safety concerns for learners.
- The Department submit the Memo of Agreement with the mining company in question regarding the school building project within 60 days after the adoption of this report

3.2.3 Tibamoshito Primary School

The school is situated in the Ngwaabe Circuit in the Sekhukhune East Education District and was established in 1972. The school is a Quintile 1 school with a learner enrolment of 1 082 learners and 35 staff, including six food-handlers. The school shared its five-year performance for Grade 1 – 7.

Challenges reported included the following:

- Old dilapidated school infrastructure
- Inconsistent and unreliable water supply to the school (Illegal connections and parents being forced to pay rogue municipal workers for illegal connections.
- Classroom shortages leading to overcrowding
- Learner discipline is worrying

Portfolio Committee Observations and Questions

- Did the school qualify for learner transport? Did the school concern itself over quality of private transport utilised by parents?
- What were the reasons for the learner enrolment fluctuating figures? What was the school's teacher/learner ratio?
- The state of the school sanitation needed urgent attention.
- What challenges did the school experience with regards to learner admission/placement? How many foreign learners have been admitted to the school?
- How was the Department assisting the school to resolve inconsistent/unreliable water supply?
- Concerns raised over the inconsistency of the use of Norms and Standards by schools not being uniform for different line items.
- Did the school record any learner pregnancies – and how such learners were supported by the school?

Portfolio Committee Recommendations

- The Department, in collaboration with the local municipality, ensure challenges with the inconsistent and unreliable water supply to the school are investigated and addressed. Also to include challenges regarding illegal connections with immediate effect.

- The school is prioritized for infrastructure upgrades, refurbishment and renovations, including eradication and replacement of pit-toilets in the 2026/27 financial year.
- The Department submits a detailed report on Grade R practitioners in the system (numbers/qualification/development and training etc.) within 60 days after adoption of this report.
- The Department provide a detailed report on shortage of classrooms and intervention plans for each school visited – including a SWAT analysis of these plans within 60 days after adoption of this report

3.2.4 Seraki Secondary School.

The secondary school is in Tjatane Village, in the Malegale Circuit, Sekhukhune East District in Limpopo Province. The total number of enrolled learners stood at 113 learners. The current post establishment of the school was one Principal and four CS1 Educators. School infrastructure composed of the following:

- Four blocks (old, dilapidated classrooms)
- Two blocks of face brick
- One borehole supplying enough water throughout the year
- One 2400l JoJo Tank for toilets
- A 10 000l JoJo Tank for drinking and NSNP
- Two pit-toilets with two seats
- Twelve flushing toilets
- Three blocks of Enviro-Loo toilets (four seats each)

Challenges reported included the following:

- Old and dilapidated classrooms and building infrastructure
- No admin block
- Two pit-toilets need eradication and replacement
- Walkways to toilets is a challenge during rainy season – requires paving.
- Low enrolment figures and low academic performance
- Shortage of teachers. Too few teachers to teach all subjects. Teachers are not qualified to teach the subjects they teach.

- The school was identified as a non-viable school and consideration for merging/rationalisation/closure

Portfolio Committee Observations and Questions

- Concerns were raised over the low learner enrollment figures – Members queried what were the reasons for the poor academic performance?
- What were the plans of the Department to address the crumbling and old school infrastructure?
- Did the school have security – and who paid for their services?
- Did the SGB receive the necessary training and development to perform their roles and responsibilities?
- Has the Department considered any specific schools that needed to be merged with the school?
- What was the average number of subjects each of the teachers needed to teach?

Portfolio Committee Recommendations

- The Department prioritise the school for the infrastructure project for refurbishment/renovation and upgrades, including the eradication and replacement of any pit-toilets. Also to ensure the school receives an admin block and paving of walkways within the 2026/27 financial year.
- The Department addressed the shortage of teachers. Also to ensure teachers were qualified to teach the subjects they taught.
- The Department submit a breakdown of the class of 2021 including progressed, failed and passed learners for all grades and subjects.
- The Department submit a report within 14 days after adoption of this report on merging/closure of the school as well as due consultation processes with timeframes regarding engagement with the community and the reasons for community dissatisfaction.

3.2.5 Bosele School for the Blind and Deaf

The secondary school is in the Hlogotlou Circuit, Sekhukhune South District in Limpopo Province. The school was established in 1957, after research studies revealed the need for the establishment of such an institution due to a high concentration of people with visual and hearing disabilities in the area. The school opened with only nine blind learners and five staff members. The Section for the deaf was started in the 70's . The staff compliment consisted of 31 teachers, 30 state-employed support staff and 19 SGB-employed support staff. The school had one teacher vacancy and 90 support staff vacancies as per the recently provided post establishment for the schools. The school presented its learner enrolment figures for 2026 which stood at 256 learners (99 blind and 157 deaf). The school also shared its learner performance from 2022 – 2025.

Challenges reported included the following:

- One teacher vacancy + 90 support staff vacancies
- Language development delays in Deaf children (National Crisis)
- Under-equipped teachers of Deaf learners
- Skills deficit in teaching STEM subjects for Blind learners.
- Electricity supply is also reliable, but it is unaffordable for the school.
- There is a need for 2 more bathrooms for staff
- The infrastructure of the school is aging, and some hostels have cracks on the wall but usable in our non-architectural eye.
- The school lacks an admin block
- There is one hostel that has serious challenges in that sometimes water flows from under the floor and walls making it difficult to deal with it through school's budget.
- There is an urgent need to implement Pre-Grade R classes for deaf learners to close language development gap.
- There is shortage of textbooks for blind learners because of production challenges from service providers who are very few across the country
- Learner performance in certain grades declined.
- Parent involvement is minimal

Portfolio Committee Observations and Questions

- Concern was raised over the vacant teacher posts and support staff vacancies. How was the Department addressing the filling of these posts?
- What were the targeted interventions by the Department to assist the school with improving the low academic performance?
- What measures are in place to assist the school with the high electricity billing?
- How was the Department assisting the school in lowering the current electricity bill?
- What tracking and tracing measures were in place to track learners after schooling completion?
- What has been the response from the Department regarding the many challenges reported by the school?
- What was the textbook budget allocation for the school from the Department – and mitigating factors for supplying Braille resources?
- What was the allocation from the Department for security at the school?
- How many disabled learners were currently in ordinary public schools, full-service schools and special schools.
- How has the Department implemented the recommendations regarding the oversight visit by the Portfolio Committee on Public Services?
- Were there any ECD Centres that accommodated learners with disabilities and inclusive education?
- How was the Department addressing the flooding in the hostel as reported by the school?
- The Department needed to explain the reasons for fee payments by parents of learners at special schools - what was the rationale?

Portfolio Committee Recommendations

- The Department to ensure the teacher vacancy and support staff vacancies were filled as soon as possible

- The Department to ensure teachers were adequately resourced and equipped to teach deaf learners. Also to ensure teachers were upskilled to teach STEM subjects for the blind learners from 2nd Term 2026 onwards
- The Department supports the school with the current high electricity through interventions.
- The Department ensures the school building renovations and refurbishment is addressed – including additional bathrooms and a min block. The Department also address challenges with the flooding at the hostel.
- The Department ensure interventions to implement Pre-Grade R classes for deaf learners to close the language development gap are addressed immediately

3.2.6 Ben Viljoen High School

Hoërskool Ben Viljoen was opened on 21 February 1947 as a junior high school with Dr. H.P. van Coller as first permanent principal, eight staff members and 185 learners in Grades 8-10, transferred from Groblersdalse Laerskool (currently Laerskool Julian Muller). During 1947 and 1948, Grade 6 and 7 learners were also housed at junior high school due to accommodation problems. The environment was desolate, the site uncultivated with shrubs, grass and thorn trees covering the earth's surface. The buildings were half-finished and consisted of only seven classrooms in semi-finished condition. From the primary school, school desks and books were received while there was a shortage of scripts, stationery, and the necessary furniture, but thanks to the prompt action and sympathetic attitude of our Circuit Inspector, Mr. B.J. Viljoen and his capable staff, they soon succeeded in bridging this gap and the great task of running a school could be started.

During February 1948, the school was named after Mr. B.J. Viljoen, then circuit inspector, as an appreciation for his zeal for the expansion of the school facilities for the bushveld child. In August 1948, approval was obtained for the establishment of a Grade 11 class from 1949, and the first group of 14 learners wrote the matric exam in 1950. Since then, the number of learners has continued to grow to where we can today boast more than 730 learners.

Two thirds of the matric learners take Mathematics as a subject - one of the highest percentages in Limpopo. The mathematics and science departments are among the best in Limpopo based on matric results. Full-time, dedicated Mathematics remedial teachers for Grade 8 and 9 learners struggling with Mathematics. These teachers work individually with ± 3 learners at a time at no extra cost. Hoërskool Ben Viljoen is one of the few public high schools in Limpopo with Drama and Visual Arts as a subject. Hoërskool Ben Viljoen is registered as a full-fledged Technical School with Mechanical and Electrical Technology as subjects.

The school is a Quintile 5 school with a current learner enrolment figure of 626 learners with 39 educators and 31 support staff. Years ago, ad-hoc posts were allocated to schools to appoint teachers teaching African Languages, unfortunately at Hoërskool Ben Viljoen was never able to get these teachers departmentally appointed and in the 2026 final post provision, the ad-hoc posts were discontinued. In the current post provision, there was no allocation for an African Languages teacher.

Challenges reported included the following:

- The roof of the school is leaking all over and maintenance is no longer effective to restore its state
- Sanitation - the main sewage pipeline running from the hospital to the sewage treatment plant runs next to our Rugby C-field. This line clogs on a regular basis due to medical waste. The matter has been reported to both the Department of Health and the Local Municipality
- Shortage of furniture - learner desks and tables
- In the current post provision, there is no allocation for an African Languages teacher

Portfolio Committee Observations and Questions

- Concerns were raised with the decrease in learner enrollments – what was the reason for school/ learner dropout rates?

- What were the reasons the school kept losing its black teachers – and why was the school not able to attract and retain black teachers?
- How disruptive was the leaking roof on teaching and learning – and how was the Department assisting to address the problem? The age of the school meant that maintenance was not viable. What was the response from the Department in addressing the infrastructure challenges faced? Could the municipality provide an update on progress with challenges raised by the school?
- Did the school have any subsidised learners?
- How was inclusive education facilitated at the school?
- How many African learners were admitted at the school – and how was the school ensuring implementation of the BELA Act provisions and regulations, especially in respect of language and admission policies?
- Was the school built on private or state property?
- What was the racial profile of the learners participating in the various sporting codes, especially rugby?
- There was a case in 2014 and 2025 where black learners were called baboons and monkeys by head staff. What was the outcome of this case?
- How many security personnel were employed by the school – and who paid for their services?
- What is the authorized amount of school allocation received from the Department per year?
- With the LOLT being English and Afrikaans, other African languages were being excluded meaning most African families were excluded from applying to the school. Similarly, black teachers were also excluded from applying for posts at the school. Did the Department decide to only employ white teachers at the school?

Portfolio Committee Recommendations

- The Department engaged the school and SGB on the provision in the BELA Act for implementation, especially in respect of language and admission policies of schools to be in line with immediate effect.

- The Department ensures the school is assisted with infrastructure challenges reported, including the shortage of furniture within the 2026/27 financial year.
- The Department ensured a concerted effort to attract and employ black teachers at the school. The Department to submit a detailed report on its recruitment processes and procedures over the past two years reflecting the applicants that (applied, shortlisted, panel members , recommended etc.)
- The Department submit a detailed report on the case of racism investigation and the final outcomes within 30 days after adoption of this report .
- The Committee to do a follow-up with the Department in respect of alignment of school policies.

3.2.7 Kgothala Secondary School

The secondary school is a Quintile 2 school located in the Moutse East Circuit, Sekhukhune South District in Limpopo Province. The school had a staff compliment of 25 teaching staff and one non-teaching staff. The current learner enrolment was 930 learners. The school was established in 1965.

Challenges reported included the following:

- School infrastructure was old and dilapidated.
- No admin block or staffrooms (teachers used classrooms which impacted on classrooms availability.
- School use pit-toilets in bad condition and not enough to cater for current enrolment.
- Leaking roofs – and maintenance is no longer effective to restore its state.
- Shortage of classrooms leads to overcrowding in classrooms
- Stationary shortages due to increased enrolment.
- Shortage of furniture
- During examinations, learners cannot be seated according to examination rules in Grade 8-11.
- No kitchen – a classroom was used as a kitchen. The kitchen and utensils compromise learner hygiene

Portfolio Committee Observations and Questions

- Concerns were raised over the shortage of classrooms and overcrowding. How was the Department addressing the problem? Further to this, how was the Department addressing the shortage of admin block and kitchen? Was the school included in the Department Infrastructure project priority list for refurbishments, renovations and upgrades?
- Why have pit-latrines not been eradicated and replaced with adequate ablution facilities?
- How was the Department assisting the school with intervention programmes to increase learner academic performance?
- Was the school able to track and trace dropout learners in the system?
- Did the Department assist with dignity packs for girl-learners?
- What is the departmental allocation to the school towards maintenance – was the amount adequate?
- What are reasons for the Department opting to replace toilets with mobiles as opposed to permanent structures?
- Were all teachers qualified to teach the subjects they taught? Has the school benefitted from any training and development programmes offered by the Department?
- Were parents required to pay any fees/contribution to the school?
- What assistance was received from the Department in respect of the school kitchen being compliant?

Portfolio Committee Recommendations

- The Department ensure the school was placed on the priority list for infrastructure renovations, refurbishment and upgrades.
- The school be assisted with additional classrooms, admin block, staffroom and compliant kitchen. Pit-latrines must be eradicated and replaced with adequate ablutions within the 2026/27 financial year
- The Department ensure the school was assisted with additional furniture.

- School infrastructure was old and dilapidated.
- The Department assisted the school with intervention programmes to increase learner academic performance?

3.2.8 Kotole Secondary School

The secondary school is a Quintile 1 school located in Tsimanyane Circuit, Letebejane in Limpopo Province. The current staff compliment was 12 teaching staff. The school was established in 1990 under a tree in Legadimane Primary and relocated to the current site in 1991. The school started with two teachers and peaked to 15 teachers in 2019. The community once chased out the principal and Departmental Head in 2023 but were returned to the institution. The school had 12 classrooms in four blocks (two used for staff) – one block was old and dilapidated. The school did not qualify for scholar transport. The school needed to be capacitated on requirements for inclusive education.

Challenges reported included the following:

- The school infrastructure was old and dilapidated and required refurbishments. One mobile classroom vandalised.
- Windows and frames were broken
- Shortage of school furniture (desks and chairs)
- Pit-toilets were not in good state and required eradication and replacement.
- Unreliable water supply to the school.
- Flushing toilets not operational due to water shortages and require repairs.
- LTSM retrieval is not well implemented leading to shortage

Portfolio Committee Observations and Questions

- Concern was raised with the poor performance of learners in the Economics subject. Was the teacher qualified to teach the subject? What training and development interventions were offered by the Department to assist the teachers?

- Was this school also on the priority list of schools for the infrastructure refurbishment, renovations and upgrades project of the Department?
- The Department to report on the infrastructure conditional assessment and the costing.
- What plans were in place to ensure adequate monitoring, self-evaluation and Curriculum strengthening at the school?
- What was the breakdown of the teachers and subjects to be taught? How many subjects did each teacher have to teach?
- The Circuit Manager to submit a breakdown of the performance of the Economics teacher within 14 days of the adoption of this report.
- With the retirement of the principal, what were the recruitment processes and procedures for filling the principal post – and timelines?

Portfolio Committee Recommendations

- The Department to ensure the school was prioritised as per the scope of work for Public Works for renovation/construction/refurbishment within 2026/27 financial year, and timeframes be provided to the Committee 60 days after adoption of this report. The Department submits a report on the assessment of the renovation of infrastructure and costing for the school 60 days after adoption of this report.
- The Department ensure the pit-latrines were eradicated and replaced with compliant ablution facilities.
- The Department ensure the school is supplied with additional furniture, before the end of 3rd Term
- The Department ensure plans and initiatives to address the poor performance of the Economics subject teacher with training in the 2nd and 3rd Term 2026 for development and upskilling of the teacher.
- The Department submit a report outlining the teachers and grades and the number of subjects each teacher taught. Also, a report on the evidence of interventions to improve learner academic performance.
- The Department submit a report on appointment and retirement processes and procedures with timelines – including the retirement specifics of the

previous principal of the school. Report to be submitted 30 days after the adoption of this report

3.2.9 Matlala Primary School

The secondary school is Quintile 1 school located in Mpharangope, Shikanosho in Limpopo Province. The current staff compliment was nine teaching staff and one non-teaching staff. The learner enrolment for 2026 stood at 312 learners. The school was established in 1946 and built by Tshikanoshi community from their own pockets in the 70s and 80s. The school managed to build a kitchen in 2022 with three rooms to keep the food for learners in a clean place. The school performance was excellent from Grade 8-12 despite the circumstances. Since the appointment of the current principal in 2017, the school was restored from being a chronic underperforming school and has been performing above 90 percent since 2018. The school gate was always locked from 8:00am and no visitors allowed during school hours unless prior notification. The school has a functioning safety and disciplinary committee. The school has adopted a cop from the Matlerekeng Police Station. Learners benefitted from the NSNP and received breakfast every morning from Monday to Friday, including a lunch meal in the classroom. With inclusive education the school had three blocks with ramps for accommodating physically challenge learners.

Challenges reported included the following:

- The structure was not conducive for teaching and learning because it was too old.
- The admin block and staffroom are not in good condition
- Buildings have cracked walls and cracked floors.
- Utilising mobile classrooms which are very hot.
- Pit-latrines are still in use by educators with two blocks of enviro-loo toilets for the learners
- Utilising mobile classrooms but space is not enough.
- No admin block, no school library and no laboratory.

- Shortage of furniture
- Shortage of stationery due to increased enrolments.
- Replacement of air-conditioners in the mobiles

Portfolio Committee Observations and Questions

- Concern raised over the Department commitment to addressing the infrastructure challenges when the same was said six months ago and nothing was done.
- What complaints were received about the condition of the kitchen and how this was responded to by the Department?
- How could the Department allow the procurement of faulty air-conditioners not fit purpose.
- What were the timeframes for the infrastructure project for school renovations/refurbishment and upgrades?
- The Department to indicate how many schools had compliance certificates for their school kitchens?
- How many schools had structures not handed over for occupation?
- What constitutes emergency spending by the Department?

Portfolio Committee Recommendations

- The Department to ensure the school was prioritised as per the scope of work for Public Works for renovation/construction/refurbishment within 2026/27 timeframes. To also include the admin, block, compliant kitchen, school library and laboratory.
- The Department ensure the pit-latrines were eradicated and replaced with compliant ablution facilities, the replacement /eradication to be prioritized within 2026/27 financial year.
- The Department ensure the faulty air-conditioners in mobiles were replaced as soon as possible. The Department submit a report on how air-conditioners that are not fit for purpose were procured for the school.
- The Department ensure the school is supplied with additional furniture before end of 2nd term.

3.2.10 Phooko Primary School

Phooko Primary School is in the Moutse East Circuit, Bronkhorstspuit in Limpopo Province and is an ordinary public school. The current staff establishment stood at 13 teaching staff and 3 non-teaching staff.

Challenges reported included the following:

- Old and dilapidated school infrastructure.
- Ablution facilities not in compliance
- School kitchen needs upgrading
- Shortage of classrooms leading to overcrowding
- Safety concern for learners occupying incomplete building

Portfolio Committee Observations and Questions

- What were the plans of the Department in respect of the school infrastructure upgrades, renovations and refurbishments?
- The Department to report on the challenges with the termination of the building contractors, service providers and the Department of Public Works ventilated in court proceedings
- Concerns raised over the safety of learners who are occupying an unfinished building structure. Who authorized this and what consequence management is in place. The Department to make immediate plans for alternative classrooms for the affected learners as a matter of urgency
- How many times has the Circuit Manager visited the school.
- Members were concerned that the officials were not being truthful in their responses and there could be consequences for lying to the Committee. A Member would consider a motion in Parliament to have officials removed.
- What were the timelines for the completion of the school infrastructure conditional assessments – could the Department share their preliminary findings with the Committee?

- Were all teachers at the school qualified to teach the subjects they taught? Had teachers benefited from any training and development programmes offered by the Department?

Portfolio Committee Recommendations

- The Department ensure the school is added to the priority list for the infrastructure project for school renovations, refurbishments and upgrades as a matter of urgency.
- The Department submit a detailed report on the utilisation of the unfinished building by learners - and who authorised this. Also include immediate intervention measures for safe placement of learners. The Department ensure errand officials are held accountable with consequence management implemented.
- The Department submit a detailed report on the court case outcomes in respect of the termination of the contractor for the school within 40 days after the adoption of this report
- The Department submit a report on the school and provincial wide conditional assessments conducted. What were the timeline of finalisation. The Department to share its preliminary report with the Portfolio Committee.
- The Department ensure a meeting is convened with the surrounding community/parents before end of 2nd term to explain safety concerns and the law in terms of occupation of unfinished buildings – learners cannot be allowed to occupy such unsafe structures.

3.3 School Visits in Capricorn Education District

3.3.1 Tshehlo High School

The school is an ordinary public Quintile 2 school situated in the Mogodumo Circuit in Capricorn South, Limpopo Province. The school was established in 1977

and presented its first Grade 12 in 1985. The staff compliment was eight educators with 1 educator in excess. The learner enrolment stood at 232 learners for 2026. Infrastructure consisted of two mobile classrooms and three toilets for girls, boys and staff members.

Challenges reported included the following:

- Challenges with reading and reading with understanding.
- School perimeter fencing needs replacement.
- The school buildings are old and dilapidated. No school maintenance plan.
- Overcrowded classrooms
- No devices for digitisation and e-Learning.
- Teenage pregnancy
- Absenteeism
- Child headed families
- Substance abuse
- Parental involvement lacking

Portfolio Committee Observations and Questions

- How was the Department planning to assist the school with classroom overcrowding, especially in Grade 10?
- How was the Department assisting the school with additional teachers, classrooms and furniture?
- Has the Department considered placing the school on the priority list of schools for the infrastructure refurbishment, renovation and upgrades project?
- What initiatives were in place to track and trace learners who dropped out of the system?
- Did old and dilapidated buildings not pose a safety hazard for teachers and learners?

- Did the Department's Infrastructure Unit have the necessary capacity and resources – the Unit seemed to be non-existent? Members called for the removal of the District Director.
- When did the Reading Programme start – and were Circuits and Districts aware of the initiative?
- What was the lifespan of brick-and-mortar structures as opposed to the lifespan of temporary/mobile structures? What infrastructure development has occurred at the school since 1997?
- It was noted that the school did not have a maintenance plan, yet they spent maintenance budget. What was the money spent on? How often did the school receive chemicals and cleaning agents for the ablution facilities' maintenance?
- When was the last time SAPS did any search and seizure operations at the school – and other schools in the province?
- Did the Department assist the school with dignity packs for girl learners?
- Xaba-Ntshaba – any assistance with NGOs and Department with sanitary dignity packs for girls?
- Could the Department report on a clear, funded plan for Grade R educators in system.
- What measures were in place for un/underqualified practitioners being prioritised for training and development.
- The Department to provide statistics on all fully qualified Grade R practitioners in the system
- Has the Department studied the current reports of the Auditor-General – to ensure plans included resources and project management scope.
- Did the Department have the necessary labour and technical skills for school building projects?
- What collaboration existed with SAPS and Social Development to address the scourge of drug abuse in the school and surrounding community?

Portfolio Committee Recommendations

- The Department ensure the school was included in the list of priority schools for infrastructure renovation, refurbishment and upgrades, including the replacement of the school perimeter fencing within the 2026/27 financial year
- The Department ensure the school was supplied with an additional teacher and additional classrooms and furniture to alleviate overcrowding before the end of the 3rd Term 2026.
- The Department assisted the school with preparing its own maintenance plan for minor maintenance and repairs within 30 days after adoption of this report
- The Department ensure the school was supplied with the necessary devices for supporting Digitisation and e-Learning within the budget of the 2026/27 financial year
- The Department submit an intervention plan for the school as the situation is not conducive for teaching and learning.
- The Department report on parents having to pay additional fees for school activities and resources at Quintile 1 and Quintile 2 school who are fully subsidized by government - the report due to Committee days after adoption of this report
- The Department ensures their Infrastructure Unit was adequately resourced, capacitated and functioning.
- The Department submit a report on a clear, funded plan for Grade R educators in system, including measures in place for un/underqualified practitioners to be prioritised for training and development. The report also includes statistics on all fully qualified Grade R practitioners in the system, and the deadline for information submission to Committee is 40 days after adoption of this report.

- The Department collaborated with SAPS and Social Development to address the scourge of drug abuse in the school and surrounding community.

3.3.2 Nkgodisheng Day Care Centre (ECD)

The centre started in January 2005 in the local church . Around year 2007 they were granted the present stand – and the establishment of the current buildings. The staff compliment of the centre comprised five staff and three support staff. Eight SGB members started in 2025. The learner numbers for 2026 stood at 93 pre-Grade children and the four classes were grouped according to ages. The centre had unreliable water supply and was assisted by the local municipality when required. The centre spends R 200.00 per month for electricity and R 1 500.00 for 3 gas cylinders per quarter for meals preparation. The centre received continuous training assistance from the district and the province for support of ECD practitioners. The practitioners also received SIAS training from the district and the province.

The district supported the centre with monitoring and identified gaps to offer relevant support for both support staff and children. The district also provided clear guidance on the National Curriculum Framework, building capacity through targeted trainings, mentoring and a professional learning community that promote peer support. The centre also received training on Inclusive Education.

Challenges reported included the following:

- Unreliable water supply
- Pit-toilets need eradication and replacement
- Refurbishment and strengthening of the security perimeter fencing

Portfolio Committee Observations and Questions

- What was the registration compliance status level of the ECD centre?
- How was the Department assisting the centre with the challenges of unreliable water supply?

- When was the Department planning to eradicate and replace the pit-toilets at the centre, including upgrades to the ablution and sanitation facilities?
- What are the Department's short-, medium- and long-term plans for infrastructure refurbishment, renovation and upgrades at the centre?
- Did the Department plan for training and development for practitioners on SIAS to identify and support learners with disabilities?
- What were the timelines for registration of the PTO processes to prioritise the eradication and replacement of pit-toilets?

Portfolio Committee Recommendations

- The Department ensure the centre was prioritised for infrastructure refurbishment, renovation and upgrades. Also include addressing the challenges with unreliable water supply and perimeter fencing. The plans should include timelines for registration of the PTO processes to prioritise the eradication and replacement of pit-toilets?
- The Department ensure plans were in place for training and development for practitioners on SIAS to identify and support learners with disabilities, training plans to be in place before the end of 2nd Term 2026.

3.3.3 Setotlwane ELSEN Secondary School

The school is located in the Maraba Circuit, Capricorn South in Limpopo Province. Setotlwane catered for the blinds and deaf learners from Grade 8 to Grade 12. Due to the lack of accommodation and skilled teachers, the school only did Academic Programme. The school was established as a school for learners with special educational needs in 2000. Since its establishment, no permanent Principal was appointed until in April 2012 when the first principal was appointed. The current learner enrolment stood at 329 learners (with 14 blind and 35 deaf learners). The staff establishment was 27 educators while the new staff establishment indicate 32 educators. For non-teaching staff the new staff establishment was 112 – currently 33 positions were filled with 81 vacancies. SGB personnel was three an EPWP personnel was three. The school had a 60-seater bus and a bakkie used to transport

learners for various educational programmes and to collect food. There were no learners that needed transport on daily basis as they are boarders. The school benefitted from the NSNP through funding from the Department.

Challenges reported included the following:

- Condition of toilets, bathrooms and hostel was unacceptable.
- Classroom overcrowding had increased with additional admissions.
- High electricity municipal billing due to shared meter
- Challenges with water reticulation to the school

Portfolio Committee Observations and Questions

- What departmental interventions were in place to address hostel and ablutions challenges since the Committee's last visit to the school in 2025? Why has it taken so long for any action from the Department since the last visit? Report on progress since the last visit.
- What was progress in respect of identification of the new building site for the school and completion of the building project?
- How was the Department assisting the school with additional classrooms to alleviate current overcrowding?
- What three areas would need, a change of mind, policy or investment to best support the school.
- Were all teachers qualified to teach the subjects they taught?
- The Department to respond to allegations of nepotism in incentivizing staff doing duties at the hostels where only certain staff did hostel duties.
- How many therapists, professional staff and non-teaching staff were employed at the school to support learners?
- What was the breakdown of the school Norms and Standards and maintenance allocation? What was the maintenance budget being used for?

Portfolio Committee Recommendations

- The Department ensure the school receives the necessary upgrades, refurbishment and renovation. In addition, priority focus be given to upgrades to the hostel and ablution facilities as well as additional classrooms to alleviate overcrowding within the 2026/27 financial year.
- The Department submit a report on reasons for inaction in implementing the recommendations of the Committee since the last visit in February 2025. Report to be submitted 14 days after adoption of this report.
- The Department submit a report on the status and progress with the new site identified for the school building project, within 90 days after adoption of this report
- The Department submit a report on allegations of nepotism in choosing staff for hostel duties.
- The Department submit a comprehensive breakdown of the school Norms and Standards and Maintenance budgets – and how this is being utilized. Comprehensive breakdown to be submitted 60 days after the adoption of this report
- The Department assured the challenges with water reticulation and the shared electricity metering and high billing for the school were prioritized and addressed.

3.3.4 Flora Park Comprehensive High School

The school is Quintile 4, located in the Pietersburg Circuit, Capricorn South in the Limpopo Province. The current learner enrolment stood at 1 476 learners. The school was established in 1999. The staff establishment of the school was 50 with 1 Principal, 2 Deputy Principals and 47 CS1 Educators (30 State and 17 SGB) – with 19 support staff.

Challenges reported included the following:

- Classroom overcrowding – additional mobiles required plus 200 chairs and desks and chairs
- Late payment of school fees is a challenge, impacting project timelines
- The sporting fields are in dire need of maintenance

- The school's connectivity doesn't cover the entire premises.
- Sometimes experience shortage of water
- The school is paying R157 000 electricity bill
- Require an additional JoJo Tank and additional lighting for the school grounds

Portfolio Committee Observations and Questions

- What was the school demand for African language classes and the capacity to offer this at a proficient level?
- Could the school share best practices in respect of inclusive education, school management, fundraising and community participation?
- How was the Department assisting the school with additional mobile classrooms to alleviate classroom overcrowding? What are the long-term solutions for the school?
- How many learners applied for fees exemption?
- How was inclusive education accommodated at the school?
- Does the school hold back learners report cards where parents were not able to pay school fees? What was the policy on the matter? What is the type of contract parents have to enter for payment of fees?

Portfolio Committee Recommendations

- The Department ensure the school is assisted with additional mobile classrooms to alleviate classroom overcrowding within 90 days after adoption of this report .
- The Department ensure the school is also assisted with proper maintenance of the sporting facilities and grounds, within the 2026/27 financial year budget
- The Department in collaboration with the local municipality ensure high municipal electricity Bill and water challenges reported by the school were addressed. The Department consider assisting the school with additional Jo-Jo Tanks before the end of 2nd Term 2026

- The Department in collaboration with the local municipality ensure the adjacent dam was secured with fencing as it posed a safety risks for learners
- The Department consider assisting the school with additional lighting for the school grounds

3.3.5 Tom Naude Technical High School

The school is a Quintile 5 school located in the Pietersburg Circuit, Capricorn South in the Limpopo Province. The current learner enrolment stood at 1 062 learners. The school was established in 1950. Celebrating 76 years of excellence in 2026 with focused teachers driven by passion. The school was one of eight schools in South Africa offering a unique specialised Technical Curriculum and was also the only parallel medium Technical High School in Limpopo. Learners don't choose the subjects, the subjects choose them with Mathematics, Technical Mathematics, Physical Sciences, Technical Sciences, Engineering Graphics and Design as compulsory from Grade 8 – 12. Throughout the year teachers were attending courses for professional development and CPTD points were uploaded on the SACE database. The latest professional development was a course from CTU on how to understand the different generations in the school and how to manage the different generations. The number of educators paid by the Department was 30 and those paid by the SGB was 21.

Challenges reported included the following:

- Six mobile classes needed with additional 200 chairs and desks
- Shortage of workshops for Automotive and Construction
- Shortage of workshop assistants
- Need a PC-centre to teach learners basic computer skills
- Textbooks shortages
- Roofs are leaking at the school, workshops and the hostel, despite maintenance plans
- Huge amount of school budget is spent on salaries paid by the SGB.
- Not one single worker was paid by the Department – this was not sustainable.

- Qualified technical teachers are very scarce

Portfolio Committee Observations and Questions

- Could the school share some lessons in best practice? How did the school maintain consistent performance?
- What were the requirements for Tom Naude school to access the grant for technical schools?
- How has the school implemented and complied with the BELA Act, specifically in relation to the school admission and language policy? This was clearly lacking. What support has the school received from the Department to bring these policies in line?
- How much were costs in relation to learner school fees – and how were parents accommodated who were unable to pay? How many learners have applied for fees exemption?

Portfolio Committee Recommendations

- The Department ensure the school was assisted with the additional mobile classrooms, furniture and workshops within the 2026/27 financial year.
- The Department also consider assistance with additional textbooks, workshop assistants and PC centre.
- The Department add the school to the infrastructure project list for refurbishment and renovation in respect of the leaking roofs as reported.
- The Department assist the school with attracting and employing additional qualified technical teachers.
- The Department ensure an in-depth engagement with the SGB on implementation of the BELA Act to bring Admission and Language Policies in line – and report back to the Committee before end of 3rd Term 2026.

3.3.6 Pietersburg Laerskool

The primary school was established in 1908. In terms of the socio-economic context the school serviced a poor community with many parents on welfare support. The current staff complement of the school was as follows:

- 40 CS1 educators (19 State and 14 SGB)
- 3 Departmental Heads
- Vacant Deputy Principal post
- 1 Principal
- 6 Admin support (SGB)
- 13 Support staff (SGB)
- 10 Student support staff (SGB)

School infrastructure was 118-year-old and require continuous maintenance. The total learner enrolment at the school stood at 912 learners. With academic success the school alluded to the remediation and inclusive education, learner tracking, Curriculum development and the student teacher programme.

Challenges reported included the following:

- Quality of applications
- Accommodations
- Adhoc post and promotion post

Portfolio Committee Observations and Questions

- What were the best practices of the school which could be shared in terms of inclusive education, school management, fundraising and community participation?
- Why were there only 35 black learners out of 912 learners at the school? Was the school a white school as it seemed to be systematically designed to exclude non-white learners?
- How has the school amended and implemented the BELA Act, especially on language and admission policies?

- How was the school ensuring that all learners had access to the school?
- What was the racial profile of teachers at the school? Why were experienced black teachers discouraged from applying to the school due to the school's language policy?
- The Chairperson will return to the school in January 2027 to check on progress in respect of the school's policies, learner and teacher demographics.

Portfolio Committee Recommendations

- The Department ensure the school was assisted to be compliant with the BELA Act, especially in respect of amendments to its language and admission policies to ensure all learners had equal access to the school.
- The Department ensure the school was able to employ more non-white professional at the school.
- The Chairperson to return to the school in January 2027 to check on progress in respect of the school's policies, learner and teacher demographics.

4. Engagement/Wrap-Up Session with the Limpopo Department of Education (LDOE)

The Portfolio Committee gave a comprehensive breakdown of the observations, questions, queries and recommendations for each of the schools visited the entire week during the oversight visits. Further to this the Committee expressed its frustration with the leadership of the Limpopo Provincial Education Department not being available for most of the visits to schools - and deploying lower-ranking officials to field and respond to crucial Committees observations and questions. This was not acceptable and should not happen in future.

4.1 Presentation: Limpopo Department of Education (LDOE) Responses and Improvement Plans

The Department gave a detailed overview of the educational landscape for the provinces which included the following:

- Total enrolment : 1 853 844
 - Public schools: 1 763 823
 - Independent schools: 90 021
- Total educators : 56 616
 - SGB: 4 855
 - State: 49 889
 - R3 Subsidy: 1 872
- Total schools : 3 854
 - Public: 3 571 (SNE 35)
 - Independent: 247 (SNE 1)

4.1.1 State School Infrastructure and Interventions (Schools Visited)

- **Yingisani Special School**
 - Matters - The long-term plan regarding infrastructure at the school and the high electricity bill
 - Improvement Plan - The Department has already developed a plan to address the infrastructure backlogs and routine maintenance. This school was also included in the plan and will be implemented accordingly. The Department will assist the school to switch from conventional to prepaid electricity and to provide solar energy.
- **Moime Primary School**
 - Matters - The Department to address school buildings that have structural cracks. The Department failed to plan and/or whether there was a maintenance plan in place.
 - Improvement Plan - An urgent intervention will be made for procurement of refurbishment of the buildings to commence on 04 May 2026. The school was already included in the Infrastructure Master Plan for 2026 MTEF Period.
- **Totwana Primary School**

- Matters - Unsafe dilapidated classrooms including storm damage that occurred on the 26 December 2025.
- Improvement Plan - The school has been provided with Six (6) mobile classrooms for temporary relief. Dilapidated classrooms will be repaired as part of the immediate Infrastructure Disaster Management plan by the 31st of May 2026.
- **Taile Creche**
 - Matters - Infrastructure challenges and non-compliant sanitation.
 - Improvement Plan - ECD Centres were privately owned, however the Department provided support. The Department will firstly verify the PTO and provide appropriate support by the 1st of March 2026. The Department will provide support for the Centre to meet minimum requirements for sanitation by the 1st of March 2026.
- **Mmalesiba Primary School**
 - Matters - Infrastructure plans for the school
 - Improvement Plan - The school will be provided with a mobile Administration Block by the 27th of February 2026 while awaiting construction of a fixed structure during the 2026 MTEF Period. An assessment will be conducted for immediate intervention with regards to proper sanitation on the 31st of March 2026.
- **Nkotwane Secondary School**
 - Matters – Plans for repairing infrastructure at the school and the effect of dilapidated infrastructure.
 - Improvement Plan - Dilapidated/Storm damaged classrooms will be repaired as part of the immediate Infrastructure Disaster Management plan by the 31st of May 2026.
- **Tibamoshito Secondary School**
 - Matters - The plan for repairing infrastructure at the school.
 - Improvement Plan - The Department has already developed a plan to address the overcrowding through provision of mobile classes. The school was also included in the plan and will be implemented accordingly.
- **Seraki Secondary School**

- Matters - No admin block at the school.
 - Improvement Plan - The school will be provided with a mobile Administration Block by the 27th of February 2026 while awaiting construction of a fixed structure during the 2026 MTEF Period.
- **Bosele Special School**
 - Matters – The long-term plan regarding infrastructure at the school and the high electricity bill.
 - Improvement Plan - The Department has already developed a plan to address the infrastructure backlogs and routine maintenance. The school was also included in the plan and will be implemented accordingly. The Department will assist the school to switch from conventional to prepaid electricity and to provide solar energy.
- **Ben Viljoen High School**
 - Matters - The long-term plan regarding infrastructure at the school.
 - Improvement Plan - The Department has already developed a plan to address the infrastructure backlogs and routine maintenance. The school was also included in the plan and will be implemented accordingly.
- **Kgothala Secondary School**
 - Matters - The Department's plan to address overcrowding, provide admin block, kitchen and fixing of leaking roof as well as the shortage of furniture.
 - Improvement Plan - Mobile classrooms will be provided to address overcrowding by the 28th of February 2026. The school will be provided with mobile admin office by the 28th of February 2026. The Department has already developed a plan to address the infrastructure backlogs and routine maintenance. The school was also included in the plan and will be implemented accordingly. The school will be provided with additional furniture before the end of February 2026.
- **Phooko Secondary School**
 - Matters - Who instructed the school to occupy incomplete and risky infrastructure and submit to the portfolio committee the occupation certificate. The Department to deliver mobiles and remove learners from

risky incomplete infrastructure. The Department to build complying kitchen in the school and provide suitable sanitation facilities.

- Improvement Plan - The school was instructed by the community to occupy the incomplete infrastructure, and the buildings were occupied incomplete without practical completion. Therefore, no occupation certificate was issued. The school will be provided with 6 mobile classrooms by the 15th of February 2026. Project design and planning to be for provision of infrastructure to be completed by the 31st of March 2026. Appointment of the contractor was set for the 31st of May 2026.

- **Matlala Primary School**

- Matters - Infrastructure challenges at the school-scope of work to be implemented by Public Works and completion of planning is expected at end of July 2026. Replacement of air -conditioning in the mobiles.
- Improvement Plan - A project to upgrade and improve infrastructure at the school was at advanced planning stages. The planning process was set to be completed on the 31 March 2026. The procurement of the contractor was planned to be completed by the 30 April 2026. The air-conditioning issue will be addressed before the 31 March 2026.

- **Kotole Secondary School**

- Matters - The Department to replace the pit toilets in the school and fix non-functional flushing toilets in the school. The Department to deliver mobiles to cater for the classroom shortages and deliver desks to cater for the shortages.
- Improvement Plan - A project to upgrade and refurbish the building and eradicate the inappropriate sanitation will be planned and executed as follows. The planning process was set to be completed on the 31 March 2026. The procurement of the contractor was planned to be completed by the 31 May 2026. The Department will provide the school with mobile classrooms and furniture by the 28 February 2026.

- **Tshehlo Secondary School**

- Matters - A plan to address the old and dilapidated buildings in the school.

- Improvement Plan - A project to upgrade and refurbish the building and eradicate the inappropriate sanitation will be planned and executed as follows. The planning process was set to be completed on the 31 March 2026. The procurement of the contractor was planned to be completed by the 31 May 2026.
- **Setotlwane Special School**
 - Matters - The matter of overcrowding was still unresolved in the hostels. What was the progress in respect of the construction of the new school. The school receives additional mobile classrooms and hostels. Water and electricity challenges to be addressed in collaboration with the local municipality in respect of water provisioning and electricity billing.
 - Improvement Plan - The process for procurement of mobile hostels was underway and the hostels will be delivered to the school before the end of March 2025. The building project was allocated to the Limpopo Department of Public Works. The process for appointment of professional service providers was underway, and it was set to be completed by the 28 February 2026. The school has been provided with 10 additional mobile classrooms. The procurement of mobile hostels was underway and will be delivered at the school before the end of March 2026. A borehole was drilled and during testing it was found that the water quality was low and the water was not good for consumption. A contractor has been appointed to undertake major renovations at the school. A purification plant has been included in the scope of work and will be installed in working order by the 31 March 2026. The challenges with electricity and the separation of meters will be addressed as part of the project.
- **Kgodishen Day Care**
 - Matters – The Department plans to eradicate pit toilets and the short-term plans for building proper infrastructure. The Department ensure a comprehensive plan for ECD centres with sanitation.
 - Improvement Plan - A project to upgrade and refurbish the building and eradicate the inappropriate sanitation will be planned and executed as follows. The planning process was set to be completed on the 31 March

2026. The procurement of the contractor was planned to be completed by the 31 May 2026

- **Tom Naude High School**

- Matters - The school has been affected by storm.
- Improvement Plan - A project to provide repairs has been included in the infrastructure plans. The planning process was set to be completed on the 31 March 2026. The procurement of the contractor was planned to be completed by the 31 May 2026

4.1.2 Condition Assessment - The Department has appointed service providers to carry out condition assessments for all Limpopo Department of Education public schools and administrative support infrastructure facilities for a period of two (2) years. The monthly submission will be the uploading of condition assessment documentation on EFMS and the physical submission of the required documentation. The PSP have been trained on EFMS. The Department detailed the progress with the conditional assessment in respect of the service providers, number of schools and number of schools completed.

4.1.3 Infrastructure Plan – For the implementing agents i.e. IDT, LDPWRI and Mvula Trust, the Department listed the number of schools that have reached practical completion. IDT has been allocated a portfolio of major infrastructure projects. The Limpopo Department of Public Works has been retained as the Implementing Agent of choice. The portfolio allocated to LDPWRI comprised major infrastructure as well as maintenance projects. The Mvula Trust's portfolio comprised of water and sanitation as well as fencing. The Department also summarise the projects currently in planning, using the Department's internal panel of professional service providers. The Department gave a detailed overview of the cost comparison for supplying mobile as opposed to brick-and-mortar structures as follows:

- Classroom : Mobile R 400 000.00 vs Brick and Mortar R 800 000.00
- Kitchen : Mobile R 300 000.00 vs Brick and Mortar R 2 000 000.00

The life span of clay bricks was 100 years while cement bricks was on 50 years.

4.1.4 Disaster Affected Schools – The Province was currently experiencing severe bad weather in the form of floods and school infrastructure has not been spared with several schools having been adversely affected by the floods. A total of 113 schools suffered damage due to the floods, and the current cost of repairs was estimated at R 185 million. The estimated cost is based on the cost norms for storm damaged schools. The actual cost will be determined upon completion of the assessments. The Department listed the number of schools affected per district.

4.1.5 Eradication of Pit Latrines – As directed by the courts, a comprehensive implementation plan was developed and submitted on the 17th of December 2021 and progress reports were submitted in June 2022, Dec 2022, June 2023, Dec 2023, June 2024, Dec 2024, June 2025 and Dec 2025. The implementation plan defined the following prioritisation of sanitation at schools in Limpopo:

- Priority 1: Inappropriate sanitation
 - there are no existing appropriate toilets at the school
 - a full set of appropriate toilets is required
 - there may be inappropriate toilets on site that need to be demolished
- Priority 2: Inadequate sanitation
 - there are some appropriate toilets at the school
 - the number of appropriate toilets is not compliant
 - there may be inappropriate toilets on site that need to be demolished
- Priority 3: Compliant sanitation
 - the number of appropriate toilets is compliant but may require refurbishment
 - there may be inappropriate toilets on site that need to be demolished

The Department alluded to the implementation arrangements, funding resources and implementing agents appointed. The Department further alluded to the progress with the various priority schools and the construction breakdown for the schools. With pit-latrines demolition the Department indicates that for Priority 1 schools, the demolition of basic pit toilets was done by contractors on site after practical completion. For Priority 2 and 3 schools the demolition of basic pit toilets (where not part of construction contracts), the Department had appointed maintenance contractors who completed the allocated scope of work. Pit

eradication has been conducted in 7 of the 9 education districts and one contractor was still active on the ground, concluding snags identified on the project within the Vhembe East Education District. The total number of schools with pits demolished was 666 schools within the province. The total number of schools with Enviroloo desludged (cleaned) was 839 schools within the province.

4.1.6 Infrastructure Delivered - The Department presented the infrastructure delivered to school in the past five financial years in respect of water, electricity, and sanitation as it pertained to the 2025/26 APP targets. The Department also detailed the profile of the infrastructure team with qualifications.

4.1.7 School Governance

4.1.7.1 Language and Admission Policies – On the implementation of BELA Act on Language and Admission Policies, between May and June 2025, the Department has conducted training for 141 Circuit Managers, 10 District Governance Managers and 68 Assistant Directors for Governance. The Department also cascaded the training to the schools targeting 2 854 SGB Chairpersons, school principals and treasurers. At Ben Viljoen High School, the Department issued a circular to all schools to review both Admission and Language policies in terms of BELA Act. A tool was developed to guide the schools. The Department has issued a circular on delegation of authority to Circuit Managers to quality assure and approve both learner admissions and language policies. The Department will support the school on policy review and implementation in former model schools within two weeks of February 2026. The Department involved parents and communities through establishment of Quality of Learning and Teaching Campaign (QLTC) Structures and consulted with SGB Associations, and Principal Association through a Provincial Consultative Forum (PCF). The Department has also collaboration with sister departments i.e. Health, Social Development, SAPS and SASA.

4.1.7.2 Maintenance – The Provincial Directives stipulates that administrative expenditure must constitute 17% of the total allocation. Furthermore, the provincial prescripts, although not yet

gazetted, classify the maintenance of school property as an administrative expense. The Directives do not prescribe a specific proportion of the 17% administrative allocation to be dedicated to maintenance, as such expenditure is contingent upon factors such as the size of the school. In addition, major maintenance projects are not intended to be financed through norms and standards allocations.

4.1.7.3 Security - The Department does not permit the direct appointment of security personnel by schools; however, paragraph 5.2.6 of its Directives provides for the procurement of PSIRA-accredited security services, subject to the Department being duly informed. Consequently, such services are financed from the administrative expenses' allocation, with payments made by the school to an accredited security service provider.

4.1.7.4 Provision of School Security - The Department has developed Financial Directives on Management and Administration of School funds. The Directive mandated schools to outsource security company services as part of security measures. The schools can use CCTV and alarm system to protect their schools. The National School Safety Framework (NSSF) also guide on the implementation of security measures such as installation of Fire Extinguishers. At Moime Primary School and Mmalesiba Secondary School, the Department through the District Governance Manager in Mopani West will intervene and advice the SGBs in two identified schools to use National Norms and Standards for School Funding to outsource the security services to secure the schools. The school Finance Committee members of both schools were trained on utilisation of Norms and Standards.

4.1.7.5 Supplementing the Allocated Resources (paper reams) – In supplementing allocated state resources, SGBs are not prohibited from soliciting voluntary contributions from parents, including the procurement of additional stationery or other consumable items, provided that such contributions do not in any manner adversely affect parents or learners. Accordingly, section 36(1) of the SASA, as amended, read together with paragraph 3.2.1 of the Directives,

provides that the SGB bears a responsibility to make all reasonable efforts, within its available means, to augment or supplement the resources supplied by the provincial education department in order to enhance the quality of education at the school, for example through donations and fundraising initiatives.

4.1.7.6 Training of SGBs on Budgets – Workshops on the revised budget allocations, in accordance with the reviewed Directives, were conducted across all ten (10) districts, initially with district governance officials and subsequently with members of School Finance Committees at various circuit offices. In addition, district officials conducted their own training sessions for FinCom members during the first and second quarters of the 2025/2026 financial year. Regarding the case involving the previous SGB Chairperson at Mmalesiba the investigation, which was conducted by the district found one anomaly, viz. the principal did not issue the invitation formally as expected. The district has directed that as a remedy a formal invitation for election of office bearer will be reissued.

4.1.7.7 Rationalisation of Schools Projects - In an event where some schools are unable to deliver on their core mandate, which was curriculum delivery, given the minimum resources available at their disposal, the MEC for Education can merge them in terms of *Sect. 12A* of SASA or close them in terms of *Sect. 33* of SASA. In October 2013 the Minister of Basic Education made a call to rationalise all small and non-viable schools. She further approved norms and standards for primary and secondary schools to be 135 and 200 respectively in gazette 37081 published in October 2013. Reasons for rationalisation included:

- Schools practice multi-grade teaching.
- Small schools that are not economically viable to maintain.
- The inadequate number of educators as per the schools' post establishments to implement curriculum as per National Curriculum Statement (NCS).

- Schools whose learner enrolment is below the threshold of 135 for Primary and 200 for Secondary Schools

Merging was one of the strategies towards improving good quality teaching and learning in Limpopo Province. This included the eradication of multi grade teaching. Learners whose schools will be merged will enjoy more individual attention as they will have adequate and qualified educators. The prescribed curriculum will be covered for the year, and the educator workload will be reduced to a minimum. This would also promote good school governance and improve effective school management. Merging centres were identified based on:

- The capacity to accommodate learners and educators of the schools identified for closure
- The size of the physical infrastructure on site in terms of number of classrooms, toilets, etc.
- The capacity to deliver the curriculum.
- The compatibility of streams/subjects taught at the schools

4.1.8 ECD Programmes - The Department will engage DBE on the development of the framework to accommodate learners with special needs such as deaf and blind. The stakeholders such as the community and owners of ECD centres including NGOs will be engage in supporting the process of empowering the learners with special needs. The Department will develop a Provincial Framework to guide the ECD Centres in the meantime waiting for DBE to gazette the regulations on admission of learners with special needs.

4.1.9 Foreign Learners (Documented/Undocumented) - The Admission Policy for Ordinary Public Schools (Gazette No. 19377 of 1998) stipulated that learners without essential documentation, such as birth certificates or appropriate documentation for foreign learners, would be admitted provisionally for a period of three (03) months. If the required documents were not submitted within this period, learners were to be removed from

the school. In 2019, the Centre for Child Law and others challenged this provision in the Admission Policy, which mandated that learners who failed to submit documents after provisional admission would be removed from school. The Minister of Basic Education and the Department of Home Affairs were taken to the Eastern Cape High Court, which ruled that access to public education could not be contingent upon documentation. The court emphasized that the lack of documentation should not be a barrier to basic education. The Judgement was popularly known as Phakamisa Court Judgement. Following this court decision, the Minister of Basic Education issued Circular No.1 of 2020, directing all public schools to *admit* learners regardless of their documentation status. Umalusi also complied with the court's decision, permitting learners to sit for examinations without identity documents. The Basic Education Laws Amendment (BELA) Act, 2024 Provides that any learner whose parent or guardian has not provided the required documents during the application for admission shall nonetheless be allowed to attend school. The principal must advise the parent or guardian to secure the required documents. The Department has established collaboration and partnership with Department of Home Affairs (DHA) in dealing with undocumented learners. The two (02) Departments have agreed on a schedule to meet on a quarterly bases to assess progress made on reduction of undocumented learners. The DHA had agreed to conduct school aware campaign using mobile office. The campaign was scheduled to start on the 14 of Jan 2026 during reopening of schools.

4.1.10 Academic/Learner Performance

4.1.10.1 Seraki – Underperformance in grade 12 (past 5 years). The implementation of the 2026 Learner attainment activities included:

- Target settings
- Management of curriculum coverage
- Administration of common assessment on quarterly basis
- Continuous tracking of learner performance
- Administration of Autumn enrichment classes
- Administration of Mid-Year examinations
- Administration of Winter enrichment classes
- Administration of Rapid Response Intervention

- Administration of Preparatory examinations
- Residential camps for learners at risk
- Revision/spring enrichment classes
- Teacher training on selected subjects

4.1.10.2 Kotole - Underperformance in grade 12 (past 5 years).

Interventions include:

- Weekly monitoring of teacher attendance
- Monitored weekend classes in all content subjects.
- Monthly content coverage in all content subjects
- Monthly teacher accountability on content coverage in all subjects
- Common/centralised marking in all subjects
- 1 + 9 Circuit-based teacher training in all content subjects
- Camps for all progressed learners during Autumn and Winter vacation
- Monthly written work audit in all subjects

4.1.11 Teacher and ECD Practitioner Development - The Department continues to provide professional training and development of Teachers and Practitioner to enhance their knowledge, skills and job-specific competences. The Current Training and Development Priorities are:

- Early Childhood Development (ECD)
- Reading
- Mathematics
- Inclusivity
- Digital Skills – Remote learning, teaching and training (Skills for the Changing World)

The plan of the Department is to train all ECD practitioners in registered sites on the National Curriculum Framework (NCF) and other skills that they need to support execution of their duties: The following table presents details of the five-year plan (2023 to 2026) targets and progress registered:

PROGRAMME	TARGET (5 YEARS)	ACHIEVED
National Curriculum Framework (NCF)	5835	4550
Skills Programme: Health and Safety	1000	600
Skills Programme: End-User Computing	1000	600

There were 297 Grade R Practitioners currently in Public Ordinary Schools and the minimum requirement for Grade R Practitioners was NQF Level 6. The Practitioner in Public Ordinary Schools were at different qualification levels. The Department was providing bursaries to upgrade professional qualifications of the practitioners to attain the minimum requirement. A total of 158 Grade R practitioners were granted bursaries to study B.Ed. Foundation Phase (University of Venda (69 +49) and Northwest University (40)). Of the University of Venda Cohort, 4 Grade R Practitioners have been selected to participate in an exchange programme at a Belgium University from 3 February – 23 June 2026. DBE and Limpopo Officials have been going to Districts from 26 – 29 January to assist Grade R Practitioners to register for a fully funded Bachelor of Education Degree or Higher Certificate in Foundation Phase. Qualifying Grade R Practitioners were encouraged and given opportunities to apply for the Funza Lushaka Bursary. The Department has fully qualified (REQV 13) teachers who were responsible for Grade R classes in Public Ordinary Schools. Some of the qualified teachers did not specialize in Foundation Phase teaching. The Department provides professional development programmes for these teachers to upskill them in the teaching of Grade R. The Department continuously provides training and development of teachers to improve their skills in pedagogic content and methodology in different subjects, the training is based on needs identified mainly through analysis of learner performance. With the Funza Lushaka Bursary Scheme, the Department has always taken more slots than other Provinces and was the province that initiated the change to the recruitment after the failed

approach. Limpopo was one of the best performing Provinces in Funza Lushaka Recruitment and in 2025 registered the highest number.

4.1.12 Interventions to Improve Reading for Meaning and Performance in Lower Grades - The Department identified a decline in learner performance in lower grades in reading for meaning and Mathematics. A study was conducted in partnership with the National Education Collaborative Trust (NECT); from the finding the Limpopo Learning Improvement Programme was developed (LLPP). The focus of the LLPP was:

- Capacity building of managers at different levels on targeted monitoring and support
- Providing tools to assess progress at given intervals
- Use of the concept of Proactive Accountability and support
- The LLPP provides an opportunity to assess overall progress at given intervals and review

4.1.13 Special Schools

4.1.13.1 Yingisane Special School

- Limited learner and teacher devices/equipment - The school submitted their needs procurement plan developed and submitted. Devices to be procured after activation of the 2026/2027 budget -
- Personnel and Psychologists not able to communicate in Sign Language - The school was training parents afterhours so that they can communicate with their children. The school included personnel and psychologists in the sign language classes consultations completed with the hospital CEO, lessons are conducted in the afternoon twice a week.

4.1.13.2 Setotlwane Special School

- Recommendations of the portfolio committee on provision of assistive devices - The school was provided with the upliftment fund to the value of R2m to procure assistive devices, they have been delivered.

4.1.13.3 Bosele Special School

- A need for extra assistive devices - The school submitted their needs procurement plan developed and submitted. Devices to be procured after activation of the new budget.
- Parental support - Capacitate SGB to strengthen the support of learners experiencing barriers to learning and development & on-site training. Parent Support Groups functionality – the district-based Support Team engages with other departments like Departments of Health, Social Development and Women, Youth and Persons with Disabilities, municipalities in supporting parents.
- Late admission of Deaf Learners leading to poor academic performance - Introduction of Early Childhood Development Centres in deaf schools (Grades RRR and RR) supported by ECD .
- Appointment of a Deaf adult as a care giver in hostel to facilitate communication (new staff establishment).
- Inadequate Teacher Training in Deaf Education and Sign Language - An accredited teacher training programme in Deaf Education which includes Sign Language for all teachers in schools for the Deaf. Deaf and SASL teachers were trained and the Department has planned quarterly training sessions. Quarterly teacher training in CAPS for SASL Home Language Teachers as well as bursaries offered for teacher development.

4.1.14 Scholar Transport - To relieve parents, the financial burden of transport costs the Department has procured 40 buses and two luxury buses to be used for long distance trips and managed centrally. Three adapted buses for the physically disabled, three 22-seaters) and thirty-two 65-seater buses. The Department also ordered ten 22-seater buses to be delivered in

February 2026. There was a need for an additional fifteen 22-seater and five 65-seater buses to be procured in 2026/27 and 2027/28 budgets.

4.1.15 National School Nutrition Programme (NSNP) - To date, only 55 schools out of 3 472 have been issued with Certificates. The Department is in the process of assisting 3 417 schools to have fully compliant Kitchen Facilities (Mobile/Building[Fixed Structure]) be assessed by respective Municipalities. The provision of kitchen facilities is done in line with the Conditional Grant Framework. The grant framework states that the budget allocation must be distributed in terms of the following weightings for both secondary and primary schools: kitchen facilities, equipment and utensils. Guidance from DBE to provinces was that only mobile kitchen should be procured since building construction falls outside the mandate on the Conditional Grant.

4.1.16 MST Conditional Grant – The goal was to strengthen the implementation of the National Development Plan (NDP) and the Action Plan to 2019 by increasing the number of learners taking Mathematics, Sciences and Technology (MST) subjects, improving the success rates in the subjects and improving teachers' capabilities. The participating schools should be identified according to the following criteria:

- Prioritise schools classified between quintiles 1-3.
- May include schools in Quintiles 4 and 5 subject to the approval of the transferring officer (performance below 60%)
- Primary schools will be supported as feeder schools to participating secondary schools.
- At least 30 learners are enrolled for each grade in mathematics and sciences subjects at GET and FET band, and 15 learners are enrolled for technology subjects in FET.
- Agricultural and Technical schools (incl. VOC pilot schools)
- Pilot schools for Coding and Robotics

The grant was utilised on an interventional basis and is not a general roll-out for all schools. Schools' needs and allocation of funds shall be identified

through a criteria indicated in the framework in partnership with provinces and districts in the preceding financial period. The Department shared the list of beneficiary schools for 2025/26.

4.1.17 Reading Programme – The Limpopo reading for meaning plan was developed in 2021 and reviewed and improved in 2023. The plan was implemented through establishing reading corners, clubs and festivals, providing mobile resources and promoting digital reading. It also includes reviving reading structures through a National Reading Coalition and providing digital and e-books materials continuously to schools. A total of 2 300 primary schools has established reading corners in their foundation phase. The Directorate is running advocacy to have all classrooms with reading corners throughout the grades. Further interventions include providing hard copy reading materials in all 2 300 primary schools and establishing libraries in partnership with Room to Read in 200 schools in Capricorn North and South. Also, the reviving of 500 libraries in primary schools through our advocacy campaigns. The Department experience challenges in that materials in the trollies were almost 5 years old and needed to be replaced. There was also a lack of financial resources on reading materials.

4.1.18 Human Resource Provisioning – For the current financial year the Department had targeted to have 112 Specialists in Special Schools. As at the end of the third quarter that target was exceeded with the actual number being 117, made up as follows:

- Occupational Therapists: 14
- Chief Physiotherapists : 7
- Physiotherapists : 3
- Speech Therapists : 9
- Psychologists : 5
- Education Therapists : 1
- Nurses : 41
- Social Worker : 35
- Sign Language Interpreter : 4

In addition to the above professionals the Department was finalising the appointment of 33 drivers for special schools for assumption of duty on 01 March 2026 pending finalization. To have a comprehensive plan for the resourcing of all special schools the Department had to develop post establishments for all of them covering their specialist areas. The plan was to have all vacant support staff posts for special schools filled by the end of the MTEF period. The Department gave a detailed overview of the management recruitment plan for the 2026/27. The role of Head Office in filling of vacancies included the following:

- Ensures that the recruitment, selection, and appointment of educators are conducted in a fair, transparent, and effective manner, in accordance with legal and policy frameworks.
- Ensures that all appointments meet the requirements set out in the Act, including qualifications, experience, and equity considerations.
- Verifying the recommendations made by school governing bodies and issuing formal appointments to successful candidates
- Provides guidance and support to schools throughout the recruitment process and addresses any disputes or grievances that may arise during appointments

Section 6(3) of the Employment of Educators Act (1998) sets out the procedure for appointing educators to school posts, highlighting the roles of school governing bodies and the Head of Department. The school governing body must submit a list of recommended candidates, in order of preference, to the Head of Department. This list should include at least three candidates, unless fewer candidates are available, in which case consultation with the Head of Department is required. Before making an appointment, the Head of Department must ensure the governing body has met all stipulated requirements. If the governing body fails to meet these requirements, the Head of Department must decline the recommendation. Despite the order of preference, the Head of Department may appoint any suitable candidate from the submitted list. If no suitable recommendation is made, the Head of Department must consider all applications, apply the

necessary criteria, and may appoint a candidate temporarily or re-advertise the post. The governing body may appeal the Head of Department's decision regarding temporary appointments to the Member of the Executive Council (MEC) within 14 days of notice. The MEC must finalise the appeal within 30 days. If no appeal is lodged, the Head of Department may convert the temporary appointment into a permanent one. Governing bodies must make recommendations within two months of being requested; otherwise, the Head of Department may proceed with an appointment without their input.

4.1.19 General Challenges and Mitigations

- Limited Financial Resources – Mitigation includes the reprioritisation of programmes and escalation to Provincial Treasury, EXCO and Legislature.
- Undocumented learners and influx of foreign learners – there was a need for liaison with Sector Partners such as BMA, Department of Home Affairs and Social Development.

4.1.20 Conclusion – The Limpopo Department of Education remained steadfast in its commitment to providing quality basic education in line with Section 29(1) of the Constitution of the Republic of South Africa, 1996. The Department was, however, faced with serious financial constraints to deliver on its core mandate. Despite all challenges outlined herein, the Department has made significant strides in improving the National Senior Certificate (Matric) overall pass rate from 85.0% in 2024 to 86.1% in 2025. This milestone was now being replicated across all Grades.

4.2 Portfolio Committee Observations and Questions

- How is the Department accommodating learners with no documents in respect of Foreign Nationals and South Africans?
- Concern was raised that the presentation was not a concrete plan but merely commitment. Could the Department submit a proper plan to the Committee.

- Was the Department paying attention to the competence of staff assigned to positions within the Department?
- The Department was not clear on the scope of the project plan and did not reflect on the resources. Did the Department have the necessary technical capabilities within the Department?
- Concern was raised with issues pertaining to irregular expenditure and money being returned to Treasury.
- The PPS system was destroying schools in rural communities.
- Concern was raised with the evidence of credible updated risk-based prioritisation system. Was there a breakdown in the various levels of government?
- What was the outcome of the conditional assessment – and could the Department share the report with the Committee?
- The Department needed to consider that solutions to infrastructure should not be temporary but permanent brick and mortar structures.
- How was the Department ensuring schools had kitchen compliance certificates to ensure they were not a safety hazard for learners?
- How many white elephant projects resided in the province as a whole?
- What were the job titles and experience of official in infrastructure unit of the Department?
- How will the Department assist and support ECD centres to progress through the various status levels?
- The Department to share data and statistics of qualified, under-qualified and unqualified practitioners in the system.
- How many disciplinary cases of insubordination were processed against errand officials in the Department? The Department submits a report on the support from Circuit Managers to schools during school visits. What consequence management was implemented against Circuit Manager who did not perform their duties and responsibilities?
- Who was being held responsible for allowing learners to occupy an unsafe, unfinished building at Phooko not certified for occupation?
- Did Circuit Managers ensure schools admission and language policies were in line with the BELA Act – their approach to this seems cavalier?

- How was the Department addressing the poor performance of the Economic teacher at Kotole High?
- If the Infrastructure Unit had the necessary capacity and resources, why were they not performing their duties and how was the Department addressing this matter?
- The Department urgently addressed the problem at Tshehlo in respect of the storage and securing the gas cylinders for cooking.

4.3 Portfolio Committee Recommendations

- The Department ensure a full report on concrete plans to address the many infrastructure challenges of the schools visited. The Department is clear on the scope of the project plan and reflects on the capacity, resources and technical capabilities.
- The Department ensure credible updated risk-based prioritisation systems were in place in the levels within the Department.
- The Department submit a report on the outcomes of the school infrastructure conditional assessment.
- The Department ensure solutions to school infrastructure challenges be permanent and not temporary as far as possible.
- The Department ensure all schools have certified and compliant kitchens for safe meals preparation.
- The Department ensure a concerted effort to bring all ECD centres through the appropriate status levels.
- The Department submit a report on all qualified, under-qualified and unqualified practitioners in the system.
- The Department ensure consequence management against errand officials not performing their duties and responsibilities and displayed any form of insubordination.
- The Department ensure engagement with the community around Phooko on the dangers of occupying unfinished and unsafe buildings.

- The Department ensure interventions and enforcement of the BELA Act amendments to school policies, especially admission and language policies.
- The Department ensure the Infrastructure Unit was adequately capacitated and resourced.
- The Department urgently addressed the problem at Tshehlo in respect of the storage and securing the gas cylinders for cooking.

5. Overall Portfolio Committee Recommendations

5.1 Yingisane Special School for the Deaf

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades.
- The Department to consider replacement of mobile structures with permanent structures.
- The Department to address the shortage of sign language interpreters. A vacant post that needs to be filled.
- The Department assist with initiatives to lower the school's high municipal electricity bill.
- The Department ensure the school was supplied with the necessary devices required
- The Department submit a detailed report on data and statistics for foreign learners admitted to the school.
- The SGB is trained on utilisation of the school maintenance budget for minor school maintenance.

5.2 Moime Primary School

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades.
- The Department ensure pit-toilets are eradicated and replaced with permanent structures
- The Department submit a detailed report on the history of refurbishments/renovations and upgrades to the school

- The Department ensure adequate maintenance allocations to the school for minor maintenance and repairs
- The Department assist the school with payment for a school security guard – to avoid parent having to fund this.
- The Department submit a comprehensive plan on infrastructure interventions for the school with timelines
- The Department ensure the SGB received training on the utilisation of the school maintenance budget for minor school maintenance and repairs.

5.3 Totwana Primary School

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades. Also ensure classrooms were safe for learners to occupy.
- The Department ensure the school receives additional classrooms and staff to mitigate the shortages. Also consider a permanent structure for the school kitchen.
- The Department submit a detailed infrastructure development plan for the school.
- The Department submit an analysis of providing schools with mobile units as opposed to permanent structures
- The Department to submit a detailed report on all schools negatively affected by weather disasters.

5.4 Taila Creche

- The Department to ensure the school was included on the priority list for school refurbishment, renovations and upgrades. Also ensure classrooms were safe for learners to occupy.
- The Department, in collaboration with the local municipality to ensure the school was supplied with reliable water supply.
- The school is urgently supplied with adequate and compliant ablution facilities and pit-toilets be eradicated.
- The Department ensure interventions and ongoing training and development of un/under-qualified practitioners for upskilling.

5.5 Malesiba High School

- The Department ensure all vacant posts are filled as soon as possible

- The Department address/reprimand schools unlawfully utilising the Norms and Standards allocation to pay for security guards. Further to this, schools are addressed on requesting learners/parents to contribute to any LTSM. No learner should have their report card for any reason.
- The school he prioritized for infrastructure refurbishments/upgrades and renovations – including an office block, staff room and laboratory.
- The Department, in collaboration with the local municipality, address the unreliable water supply to the school.

5.6 Bohlale Creche (Ga-Phasha Village)

- The Department to submit a comprehensive report on timelines for Practitioners additional training and development with an overview of the practitioners in the province and districts and their qualifications and training and development programmes for upskilling and certification
- The Department submit a report on the number of children in the province versus the number of children accessing ECD centres – and areas/locations where access is a challenge.
- The Department engage with the municipalities to ensure ECDs are incorporated in their planning and budgeting – requesting to receive ECD contribution

5.7 Nkotwane Secondary School

- The Department supports the school with programmes and interventions in the lower grades to ensure improve learner performance in Grade 12. The Department submits a report on the planned interventions.
- The school is prioritised for infrastructure upgrades, renovation and refurbishments, including the eradication and replacement of pit-toilets.
- The Department, in collaboration with the local municipality and mining companies, ensure the school is supported with the necessary services e.g. water, electricity and grading of the access road.
- The Department consider a review of the scholar transport policy for learners at the school. The school isolated area and there are safety concerns for learners.
- The Department submit the Memo of Agreement with the mining company in question regarding the school building project.

5.8 Tiba-Moshito Primary School

- The Department, in collaboration with the local municipality, ensures challenges with the inconsistent and unreliable water supply to the school are investigated and addressed. Also to include challenges with illegal connections.
- The school is prioritized for infrastructure upgrades, refurbishment and renovations, including eradication and replacement of pit-toilets.
- The Department submit a detailed report on Grade R practitioners in the system (numbers/qualification/development and training etc.)
- The Department give a detailed report on shortage of classrooms and intervention plans for each school visited – including a SWAT analysis of these plans.

5.9 Seraki Secondary School

- The Department prioritise the school for the infrastructure project for refurbishment/renovation and upgrades, including the eradication and replacement of any pit-toilets. Also to ensure the school receives an admin block and paving of walkways.
- The Department addressed the shortage of teachers. Also to ensure teachers were qualified to teach the subjects they taught.
- The Department submit a breakdown of the class of 2021 including progressed, failed and passed learners for all grades and subjects.
- The Department submit a report on merging/closure of the school as well as engagement with the community and the reasons for community dissatisfaction.

5.10 Bosele School for the Blind and Deaf

- The Department to ensure the teacher vacancy and support staff vacancies were filled as soon as possible
- The Department to ensure teachers were adequately resourced and equipped to teach deaf learners. Also to ensure teachers were upskilled to teach STEM subjects for the blind learners
- The Department supports the school with the current high electricity through interventions.
- The Department ensure the school building renovations and refurbishment is addressed – including additional bathrooms and admin block. The Department also address challenges with the flooding at the hostel.
- The Department ensure interventions to implement Pre-Grade R classes for deaf learners to close the language development gap.

5.11 Ben Viljoen High School

- The Department engaged the school and SGB on the provision in the BELA Act for implementation, especially in respect of language and admission policies of schools to be in line.
- The Department ensure the school is assisted with infrastructure challenges reported, including the shortage of furniture.
- The Department ensure there is a concerted effort to attract and employ black teachers at the school. The Department to submit a detailed report on its recruitment processes and procedures over the past two years (applied, shortlisted, panel, recommended etc.)
- The Department submit a detailed report on the case of racism investigation and the final outcomes.
- The Committee to do a follow-up with the Department in respect of alignment of school policies

5.12 Kgothala Secondary School

- The Department ensure the school was placed on the priority list for infrastructure renovations, refurbishment and upgrades. The school be assisted with additional classrooms, admin block, staffroom and compliant kitchen. Pit-latrines must be eradicated and replace with adequate ablutions.
- The Department ensure the school was assisted with additional furniture.
- The Department assisted the school with intervention programmes to increase learner academic performance?

5.13 Phooko Primary School

- The Department ensure the school is added to the priority list for the infrastructure project for school renovations, refurbishments and upgrades
- The Department submit a detailed report on the utilisation of the unfinished building by learners - and who authorised this. Also include immediate intervention measures for safe placement of learners. The Department ensure errand officials are held accountable with consequence management implemented.
- The Department submit a detailed report on the court case outcomes in respect of the termination of the contractor for the school.

- The Department submit a report on the school and provincial wide conditional assessments conducted. What were the timeline of finalisation. The Department to share its preliminary report with the Portfolio Committee.
- The Department ensure a meeting is convened with the surrounding community/parents to explain safety concerns and the law in terms of occupation of unfinished buildings – learners cannot be allowed to occupy such unsafe structures.

5.14 Matlala Primary School

- The Department to ensure the school was prioritised as per the scope of work for Public Works for renovation/construction/refurbishment with timeframes. To also include the admin, block, compliant kitchen, school library and laboratory.
- The Department ensure the pit-latrines were eradicated and replace with compliant ablution facilities.
- The Department ensure the faulty air-conditioners in mobiles were replaced as soon as possible. The Department submit a report on how air-conditioners that are not fit for purposes and were procured for school.
- The Department ensure the school is supplied with additional furniture

5.15 Kotole High School

- The Department to ensure the school was prioritised as per the scope of work for Public Works for renovation/construction/refurbishment with timeframes. The Department submits a report on the assessment of the renovation for infrastructure and costing for the school.
- The Department ensure the pit-latrines were eradicated and replace with compliant ablution facilities.
- The Department ensure the school is supplied with additional furniture
- The Department ensure plans and initiatives to address the poor performance of the Economics subject teacher with training and development to upskill the teacher.
- The Department submit a report outlining the teachers and grades and the number of subjects each teacher taught. Also, a report on the evidence of interventions to improve learner academic performance.

- The Department submit a report on appointment and retirement processes and procedures with timelines – including the retirement specifics of the previous principal of the school.

5.16 Tshehlo Secondary School

- The Department ensure the school was included in the list of priority schools for infrastructure renovation, refurbishment and upgrades, including the replacement of the school perimeter fencing.
- The Department ensure the school was supplied with an additional teacher and additional classrooms and furniture to alleviate overcrowding.
- The Department assisted the school with preparing its own maintenance plan for minor maintenance and repairs.
- The Department ensure the school was supplied with the necessary devices for supporting Digitisation and e-Learning.
- The Department submit an intervention plan for the school as the situation is not conducive for teaching and learning.

5.17 Kgodisheng Day Care

- The Department ensure the centre was prioritised for infrastructure refurbishment, renovation and upgrades. Also include addressing the challenges with unreliable water supply and perimeter fencing. The plans should include timelines for registration of the PTO processes to prioritise the eradication and replacement of pit-toilets?
- The Department ensure plans were in place for training and development for practitioners on SIAS to identify and support learners with disabilities?

5.18 Setotlwane Special School

- The Department ensure the school receives the necessary upgrades, refurbishment and renovation. In addition, priority focus is given to upgrades to the hostel and ablution facilities as well as additional classrooms to alleviate overcrowding.
- The Department submit a report on reasons for inaction in implementing the recommendations of the Committee since the last visit in February 2025.

- The Department submit a report on the status and progress with the new site identified for the school building project.
- The Department submit a report on allegations of nepotism in choosing staff for hostel duties.
- The Department submit a comprehensive breakdown of the school Norms and Standards and Maintenance budgets – and how this is being utilised.
- The Department ensure the challenges with water reticulation and the shared electricity metering and high billing for the school were prioritized and addressed.

5.19 Flora Park Comprehensive High School

- The Department ensure the school is assisted with additional mobile classrooms to alleviate classroom overcrowding.
- The Department ensure the school is also assisted with proper maintenance of the sporting facilities and grounds.
- The Department in collaboration with the local municipality ensure high municipal electricity Bill and water challenges reported by the school were addressed. The Department consider assisting the school with additional Jo-Jo Tanks.
- The Department in collaboration with the local municipality ensure the adjacent dam was secured with fencing as it posed a safety risks for learners
- The Department consider assisting the school with additional lighting for the school grounds

5.20 Tom Naude Technical High School

- The Department ensure the school was assisted with the additional mobile classrooms, furniture and workshops.
- The Department also consider assistance with additional textbooks, workshop assistants and PC centre.
- The Department add the school to the infrastructure project list for refurbishment and renovation in respect of the leaking roofs as reported.
- The Department assist the school with attracting and employing additional qualified technical teachers.
- The Department ensure an in-depth engagement with the SGB on implementation of the BELA Act to bring Admission and Language Policies in line – and report back to the Committee.

5.21 Pietersburg Laerskool

- The Department ensure the school was assisted to be compliant with the BELA Act, especially in respect of amendments to its language and admission policies to ensure all learners had equal access to the school.
- The Department ensure the school was able to employ more non-white professional at the school.
- The Chairperson to return to the school in January 2027 to check on progress in respect of the school's policies, learner and teacher demographics.

5.22 Wrap-Up Session with LDOE

- The Department ensure a full report on concrete plans to address the many infrastructure challenges of the schools visited. The Department be clear on the scope of the project plan and reflects on the capacity, resources and technical capabilities.
- The Department ensure credible updated risk-based prioritisation systems were in place in the levels within the Department.
- The Department submit a report on the outcomes of the school infrastructure conditional assessment.
- The Department ensure solutions to school infrastructure challenges be permanent and not temporary as far as possible.
- The Department ensure all schools have certified and compliant kitchens for safe meals preparation.
- The Department ensure a concerted effort to bring all ECD centres through the appropriate status levels.
- The Department submit a report on all qualified, under-qualified and unqualified practitioners in the system.
- The Department ensure consequence management against errand officials not performing their duties and responsibilities and displays any form of insubordination.
- The Department ensure engagement with the community around Phooko on the dangers of occupying unfinished and unsafe buildings.
- The Department ensure interventions and enforcement of the BELA Act amendments to school policies, especially admission and language policies.
- The Department ensure the Infrastructure Unit was adequately capacitated and resourced.

- The Department urgently address the problem at Tshehlo in respect of the storage and securing the gas cylinders for cooking.

6. Conclusion

The oversight visits to the Limpopo Provincial Education Departments provided the Portfolio Committee with an opportunity to monitor, support and learn from the good work and best-practices of the Departments, as well as ascertain the functionality and overall infrastructure of the schooling system in the provinces and its readiness for the 2026 academic year. The findings and recommendations contained in this report should help to assist the district and province to improve on schooling in general as well as to strengthen areas related to basic functionality.

7. Appreciation

The delegations, led by the Hon K J Maimela, thanked the Members of the Limpopo Provincial Department of Education and the National Department of Basic Education for their support given during the oversight visits. The team also extended appreciation and thanks to the Teacher Unions and SGB Associations for taking the time to meet with the Committee and share their experiences and challenges.

Report to be considered.