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**REVIEW OF PARLIAMENTARY OVERSIGHT ON THE STATE
OF INFRASTRUCTURE IN THE BASIC EDUCATION
SECTOR**

INFRASTRUCTURE SERIES: PAPER 2



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1. INTRODUCTION

The National Council of Provinces Provincial Week is an initiative that usually involves members of the National Council of Provinces (NCOP) visiting various provinces to assess and engage with issues related to the theme of the event. The 2024 Provincial Week is an integrated oversight approach seeking to go deep to focus in depth on the challenges of abandoned and incomplete community assets and infrastructure in the various provinces. Education is one of the sectors that the government invested in to ensure that learners are taught in decent spaces. One of the focal points for the provincial week will include monitoring and evaluating the condition and development of infrastructure in schools, ensuring that it meets the necessary standards to provide quality education.

During this week, the NCOP members, along with provincial legislatures and local government representatives, typically visit schools to inspect the state of buildings, availability of resources, and the general learning environment. They also engage with school management, teachers, and learners to understand the challenges faced by these institutions.

Key areas of focus during these visits often include:

- **Condition of School Buildings:** Evaluating the physical state of classrooms, libraries, laboratories, and other facilities.
- **Sanitation and Water Supply:** Assessing the availability and condition of toilets, hand washing stations, and clean water supply.
- **Learning Resources:** Checking the availability of textbooks, learning materials, and technology like computers and internet access.
- **Safety and Security:** Ensuring that schools have adequate safety measures in place, such as secure fencing, surveillance, and emergency preparedness.
- **Access to Schools:** Looking at the transportation infrastructure and whether learners can easily access schools, particularly in rural areas.
- **Special Needs Education:** Assessing the provision and adequacy of facilities for learners with special needs.

The outcome of these visits usually results in a report that highlights the challenges, successes, and recommendations for improving education infrastructure in the provinces. These reports are crucial in informing policy decisions and allocating resources to areas that need urgent attention. The goal is to ensure that all schools, regardless of their location, provide a conducive environment for learning.

The brief seeks to focus on school infrastructure matters to provide basic information towards the process of consolidating plans for the upcoming NCOP Provincial Week.



2. BACKGROUND

The Schools Infrastructure Backlog Grant (SIBG) was created to fund efforts at eradicating schools built, in their entirety, from inappropriate material. In the Eastern Cape, such schools were called mud schools, whereas in the Western Cape, this referred to schools built from 'plankies'. Elsewhere in the country, provinces nominated schools built from asbestos to form part of the Accelerated Schools Infrastructure Delivery Initiative (ASIDI). 338 schools were identified at the start of the programme, referred to as sub-programme 1, and 331 have been completed. This number takes rationalizations and mergers into account. Population movements would have rendered some replacement schools as white elephants and, therefore, rationalization meant that some schools were merged into one at the most central location after consultation with communities. There was also a basic services component to ASIDI for those schools that previously had no access to water, sanitation or electricity. The scope was as follows: ¹

- Sub-programme 2: Providing Sanitation: - Facilities 939 Schools that previously did not have access to sanitation are supplied with at least a basic level of sanitation.
- Sub-programme 3: Providing Electricity: - 327 Identified schools that are not serviced have access to electrical energy supply.
- Sub-programme 4: Providing Water: - 1145 Schools that do not have access to water are provided with basic water supply.

Impressive and noteworthy. It does not mean there were no challenges. Before the term construction mafia became known around the country, "business forums" were making life hard for contractors deep in rural Eastern Cape far from the glare of cameras and at sites like Du Noon Primary School in Delft South in the Western Cape. Work would be put on hold for weeks or months while solutions were sought. Add to that industrial action, inclement weather and the unforgiving terrain in the Eastern Cape and the programme had a mountain to climb. In Mpumalanga Province, where access to the site was mostly on tar road, for example, all schools allocated to ASIDI were completed on schedule and budget. In part of the Eastern and Western Capes, one week of rain meant two weeks of delays because of safety considerations on site. Gang warfare affected some sites in the Cape Flats. Despite all these challenges, ASIDI has delivered on its mandate. The wider impact, of course, has been the delivery of a democracy dividend to communities that were historically neglected. It has been the restoration of dignity to underprivileged urban and rural education and the consequent offering of a brighter future for children from these communities. That is the legacy of ASIDI.

The primary objective of the Sanitation Appropriate for Education² (SAFE) initiative is to replace basic pit toilets with appropriate sanitation in accordance with the Norms and Standards for school infrastructure. The number of toilet seats to be provided is

¹ DBE (2024).

² Ibid



determined by the learner enrolment. The success of the roll-out of Grade R nationally brought to the fore the inadequate availability and pressing issue of age-appropriate sanitation. The death of Lumka Mketha at Luna Primary School sadly highlighted this fact. In a tragic twist of irony, the school where Lumka died had new infrastructure, but the child had used the old toilets which had not been demolished at the insistence of the community. The natural national outcry prompted the administration to seek a rapid solution. This led to the birth of the Sanitation Appropriate for Education (SAFE) initiative whose objective was not only to eradicate pit latrines from schools in South Africa but also to provide age-appropriate sanitation at schools that have Grade R. A desktop study by all provinces revealed that 3898 schools needed attention. Of the 3 898 schools on the project list, 969 schools were assessed and found to have adequate sanitation, while a further 126 schools were found to have been closed. The remaining 1026 schools on the list have been allocated as follows:

- Development Bank of Southern Africa (DBSA) was allocated 424 schools.
- Department of Environmental Affairs (DEA) was allocated 58 schools.
- National Education Collaboration Trust (NECT) was allocated 222 schools.
- The Mvula Trust (TMT) was allocated 322 schools.
- A total of 1005 schools are addressed under other programmes:
 - 124 of the schools are covered through Donations and Partnerships
 - 68 of the schools are covered under the ASIDI programme
 - 813 of the schools are covered under the Provincial Education Infrastructure Grant (EIG) programme

The DBE has appointed a project support unit (PSU) to help manage and oversee the programmes at national level. The department also works with implementing agents to roll out infrastructure projects. The Implementing Agents, in turn, appoint professional service providers and contractors to execute the work. At the launch of SAFE, His Excellency President Cyril Ramaphosa appealed to the private sector and friends of South Africa to contribute to the urgent response to the sanitation backlog. Companies and Embassies responded positively and were awarded 184 projects. They have performed admirably.

3. APPROPRIATE SANITATION CONTEXT ³

A Ventilated Improved Pit Toilet or VIP was introduced as an alternative and improvement on the long drop (pit toilet) and bucket toilet system designs. Many different designs have been constructed but essentially it is a permanent structure, brickwork or concrete block or something similar on a stable concrete slab over a constructed pit in the ground with a vent pipe out of the pit on the outside so that odours are sucked out of the pit and not enter the actual toilet building. The reason why there are so few windows constructed in some VIPs is because the darkness will make the flies go through the toilet and up the

³ Ibid.



vent pipe seeking the light. The actual vent pipe configuration is also worth mentioning. The theory is that the pipe needs to face north towards the sun and be painted or be of black material so that it can warm up during the day. Warm air rises in the pipe and creates a draft which in turn sucks the odours out of the pit and out of the interior of the toilet building. The criteria for this to happen is that the back of the building (the back of the actual toilet cubicles) needs to face north or approximately north. This is not always possible. The sun needs to shine. Often possible in South Africa, but not always.

Several ways have been devised to rectify the ventilation in the toilets where adequate ventilation has not been achieved. Whirlybirds, those metal things with the fins you see spinning on top of the pipes are put on top of the vent pipes to improve the siphoning effect. These are wind-driven and do not use electricity or batteries. The word Whirlybird is, in this case, a generic name and does not refer to the actual make. The reality is that many VIP toilets have been built over the last many years at many schools. They often work well and are a satisfactory solution compared to the previous ablutions. The reality, as alluded to earlier, is that VIPs are built because there is often not consistent water available at many schools to build flush toilets. Where there is a consistent water supply, reticulation flush toilets are built at schools. Are there alternatives? The inclusion of alternatives like composting toilets into the new norms and standards is commendable and should be celebrated. There are many alternative solutions on the market and in theory that we could and should investigate. The design criteria are many but above all the solution should and must restore dignity to all.

4. SCHOOL INFRASTRUCTURE ASPECTS

The table below highlights infrastructure aspects to consider. The content was primarily sourced from the presentations and discussions occurring during the National Council of Provinces Three-Sphere Planning Session. 27-28 August 2024. The overall recommendation is to place focus on municipalities in all provinces categorized as distressed, as logic allows for the assumption to be made that schools located in such municipal areas might also be distressed and in need of urgent intervention.



TABLE 1: PROVINCIAL WEEK SCHOOL INFRASTRUCTURE FOCUSED INFORMATION⁴

EASTERN CAPE							
PLANS TO ERADICATE SANITATION BACKLOGS IN SCHOOLS							
There are three hundred and fifty, (350), schools that still require intervention in sanitation. Seventeen (17) of these schools are already included in the provincial 60 Sanitation Programme for the 2024/25 financial year.							
Education District	Current Backlog			Plans for Eradication of Remainder 350 Schools			
	Total Number of Schools	Closed / Pending Closed	Projects Completed	Balance of Schools	Main Budget 2024/25	Main Budget 2025/26	Main Budget 2026/27
ALFRED NZO EAST	34	0	9	25	1	14	10
ALFRED NZO WEST	77	14	1	62	4	30	28
AMATHOLE EAST	56	3	0	53	2	23	28
AMATHOLE WEST	37	13	5	19	2	14	3
BUFFALO CITY	27	4	1	22	1	7	14
CHRIS HANI EAST	36	4	0	32	0	14	18
CHRIS HANI WEST	15	5	1	9	3	6	0
JOE GQABI	30	7	4	19	2	5	12
O R TAMBO COASTAL	55	1	1	53	2	25	26
O R TAMBO INLAND	58	2	0	56	0	28	28
SARAH BAARTMAN	2	2	0	0	0	0	0
Grand Total	427	55	22	350	17	166	167

11 out of 39 municipalities were categorised as distressed municipalities in EC.	It is recommended to prioritize the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme: Chris Hani DM; Sakhisizwe; Ingquza Hill; Nelson Mandela Bay; OR Tambo DM; Walter Sisulu; Amathole; Makana; Enoch Mgijima; Amahlathi; Raymond Mhlaba.
Tshaba Primary School, near King Williams Town in the Eastern Cape,	Recipient of new sanitation that meets the norms and standards, thanks to support from Assupol.
Ntsasa Primary School, about half an hour outside rural East London	Work continues on the American Embassy-funded construction of age-appropriate sanitation as well as a new classroom block.
Ngwenze Senior Secondary School, Amathole District, Mbhashe Local Municipality, WARD 5.	The school is the oldest and the only high school in WARD 5. It is more than 50 years old. The school uses pit latrines that are more than 20 years old. Its learner enrolment is estimated at 1000 learners and 45 teachers. Also, it has no facilities like a school hall, laboratory, and sporting facilities. However, it hosts the community's modular library. Before 1994 the school was attended by students from districts such as Gatyane, Ngcobo and Ngqamakhwe. Its matric results were some of the best at the time. Today, the average matric pass is 60% and the majority of learners achieve diploma pass.
Sinolwazi Senior Secondary School; Bambanani Junior Secondary School; Mokolweni Junior Secondary School; Laphumikhwezi Junior Secondary School	King Sabata Dalindyebo: Recent outbreaks in extortion cases in the Eastern Cape affected these five schools. It is therefore recommended for delegates to visit schools, especially in areas where extortion is rife such as the recent death reported in schools such as Efata.

⁴ The National Council of Provinces Three-Sphere Planning Session. 27-28 August 2024.



FREE STATE

The FS infrastructure assessment showed that no schools were in a poor or very poor state. Funding 1410 ECD centres (81464 learners). Accelerating implementation of vegetable gardens in schools to promote food security and integrate agricultural produce into the National School Nutrition Programme. Piloting Coding and Robotics in 100 Primary and 21 Secondary Schools. Providing 10 new schools across the Province. Details presented below detail the projects and expenditure involved in eradicating pit latrines in schools.

Districts	Number of projects	Value R'000
Fezile Dabi	6	R 3 387
Lejweleputswa	24	R 11 610
Motheo	20	R 10 103
Thabo Mofutsanyana	86	R 86 658
Xhariep	6	R 2 347
Grand Total	142	R 114 105

Two (02) dysfunctional municipalities in FS.

It is recommended to prioritize the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme:
Emfuleni; Merafong City.

Maluti Development Corridor (MDC) Maluti-a-Phofung Special Economic Zone (MAP SEZ)

Smart school: Establishing a smart school to support skills development essential for logistics and other developments within the MAP SEZ.

Innovation Development Corridor encompasses Metsimaholo and is part of Ngwathe LMs.

Development of Smart Schools, a university, and a central innovation belt to support the hydrogen and petrochemical production industries.

KWAZULU NATAL

Social grant applications include eligible children below the age of 1 in receipt of children's grants and providing Social Relief of Distress to school-going children by providing them with School Uniforms.

Eradication of Asbestos in Schools is being implemented in Phases. Phase 1 with 493 Schools and Phase 2 with 749 Schools. Phase 1 has commenced targeting 60 of the 493 Schools that have been completed and 59 of 433 Schools are in the construction stage, 90 of 343 Schools are in the design documentation stage (tender stage). Completion will be guided by the continued allocation from the Education Infrastructure Grant.

Eradication of Pit Latrines at 1377 schools in various Districts. So far, 1271 school Pit latrines have been eradicated. There are 52 schools under construction which will be completed by March 2025.

12 distressed municipalities in KZN.

It is recommended to prioritise the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme:
Mpofana, Msunduzi, Inkosi Langalibalele, Newcastle, Nquthu, Emadlangeni and Inkosi uMtubatuba Local Municipalities, UThukela, Ugu, uMkhanyakude, uMzinyathi, and Amajuba District Municipalities

Umlazi

Under the Education Infrastructure Grant, the province will undertake the Construction of the Maritime School of Excellence. The state-of-the-art educational facilities are due to be handed over in November 2024.

Newcastle

Upgrades & Additions to the Mbuso Kubheka ICT, Engineering & Technology School of Excellence. This will be completed in November 2024



uThukela DM	Construction of the Meadowsweet Intermediate School, is planned for Official Opening once completed School in November 2024.
Cornubia, Durban	Construction of the Solomon Mahlangu Primary School will be completed School in October 2024.
GAUTENG	
<ul style="list-style-type: none"> • A new OR Tambo University of Science and Technology will be established in the Aerotropolis Zone. ○ It must be noted that Gauteng Education is not benefiting from the School Infrastructure Backlog Grant as it has no pit latrines and mud schools. • Targets for 2024/25 financial year: ✓ 350 Classrooms to be refurbished to ICT classrooms. ✓ 295 schools to receive planned or scheduled maintenance. ✓ 175 classrooms to be provided in existing schools. ✓ 15 grade R classrooms to be delivered. ✓ 3 new and replacement schools to be delivered. • Eighteen (18) new schools are currently in construction and 16 are in the procurement stage. 14 R&R are in construction and 21 at the procurement stage. For Upgrades and addition, 1 project is in construction and 8 at the procurement stage 	
Two (02) dysfunctional municipalities in GP.	It is recommended to prioritise the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme: Emfuleni; Merafong City.
Schools of specialization (36 in the Province)	Rhodesfield Engineering School of Specialisation focusing on aviation; Katlehong School of Specialization focusing on manufacturing transport and logistics; Soshanguve Engineering School of Specialization focusing on automotive; Curtis Nkodlo School - maths, science, ICT, Commerce and entrepreneurship; Mohlodi School of Specialization with a focus on Maritime.
LIMPOPO	
By March 2025, Limpopo committed to ensuring: <ul style="list-style-type: none"> • All schools are equipped with adequate water and sanitation infrastructure, eradicating pit latrines to create safe learning environments. • Development of school infrastructure to support effective teaching and learning. 	
Three (3) out of 27 municipalities were classified as distressed in LP.	It is recommended to prioritize the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme: Lepelle-Nkumpi, Mogalakwena; Modimolle-Mookgophong.
Greater Giyani Municipality	Limpopo will implement a comprehensive skills development programme and expedite the establishment of a TUT Satellite Campus in Greater Giyani Municipality by February 2025, creating pathways for our youth to thrive in key economic areas.
Thabane Primary School and Pae Pae Secondary School	Has revealed serious infrastructural challenges during 2023. ⁵
Vhembe Education District and Sekhukhune education district	Overcrowded schools, problems relating to student admissions and some infrastructure concerns were some of the challenges noted in schools in Limpopo's Vhembe and Sekhukhune education districts by a Portfolio

⁵ Phala K (2023).



(Bosele Special School, Onane Primary School and Tjetje Technical High School)	Committee on Basic Education delegation during a visit there to assess schools' readiness for the 2024 academic year. ... the delegation visited three schools in the Sekhukhune Education District, where the delegation commended the schools for ensuring that learning and teaching began on time with few problems. After visiting Bosele Special School, Onane Primary School and Tjetje Technical High School, the committee delegation met with stakeholders in the sector to discuss challenges and the way forward. ⁶
Mahlodumela Lower Primary School	On 20 January 2024, a five-year-old boy named Michael Komape died when he fell into a pit toilet at his school. ⁷
Makangwane Secondary School	Built by the community in 1974. Merged with a neighbouring school, Ramohlakana Secondary. Temporary remedies ordered by the court were completed in March 2021. ⁸
MPUMALANGA	
<ul style="list-style-type: none"> • School Nutrition Programme benefiting 998 685 learners. • Scholar Transport Programme benefiting 62 899 beneficiaries. • Sanitary Dignity Programme benefiting 87 861 learners on Quintile 1. 	
Six (06) distressed Local Municipalities in MP.	It is recommended to prioritise the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme: Dipaleseng, Dr JS Moroka, Govan Mbeki, Lekwa, Msukaligwa; Thaba Chweu.
Emalahleni Municipality	Construction of School for the Deaf and Blind (March 2025).
Across the three District Municipalities	335 schools undergoing scheduled maintenance and refurbishment (March 2025). 16 Schools were provided with water infrastructure and 27 Schools were provided with sanitation infrastructure (March 2025). Construct 114 classrooms across the three District Municipalities (March 2025).
Mining College	The Mpumalanga Provincial Government plans to establish a mining college to enhance skills development in mining communities.
Bushbuckridge	Demolition of pit toilets in 14 schools and demolition of unsafe classrooms in 3 schools (30 October 2024).
Bushbuckridge (Manyeleti)	Mtembeni Primary: Demolition of existing 24 water borne toilets, 08 enviro loo, 02 pit toilets and construction of 20 enviroloo, refurbishment of existing borehole and water reticulation system, fence tank (13 September 2024). Salani Primary: Refurbishment of 15 Enviroloo toilets, construction of 05 Enviroloo toilets with 02 urinals and 09 hand wash basin, 1x 5 000l tank

⁶ The Parliament of RSA (2024).

⁷ Petherbridge, D, Linderboom, S, & Harding, M. [no date].

⁸ *Ibid.*



	<p>and stand, fence around, water reticulations, 02 drinking fountains and french drain (27 September 2024).</p> <p>Manyangana Secondary: Demolishing of 10 pit toilets and construction of 06 enviroloo toilets, renovation of existing 12 enviroloo toilets and refurbishment of existing borehole, water reticulation system fence tank (30 September 2024).</p>
Bushbuckridge (Thulamahashe)	<p>Bombani Secondary: Demolition of 08, Refurbishment of 10 enviroloo toilets, construction of 12 enviroloo with 08 urinals, 17 hand wash basins, 02 x 5 000 tanks and stands, 03 drinking fountains, fence on tank, water reticulation, french drain and urinal network (20 September 2024).</p> <p>Charley Mbungele Primary: Demolishing of 06 pits, Refurbishment of 08 water toilets, construction of 12 enviroloos toilets with 05 urinals, 02 x 5 000 tanks and stand, palisade fence around the stand, 02 x drinking fountains, water reticulation, french draining and urinal network (20 September 2024).</p>
Goveni Mbeki	<p>Emdibini Primary School: Demolition of existing 11 pit toilets and construction of 12 enviroloo toilets, 4 urinals, 2 drinking fountains, water and sewer reticulation and associated infrastructure (30 September 2024).</p>
Bushbuckridge (Mkhuhlu)	<p>Homuzeya Primary School (Phase 2): Demolition of 8 pit toilets, Renovations of 8 Enviro loo toilets, construction of 17 New Enviro loo toilets (30 July 2024).</p>
Bushbuckridge (Lehukwe)	<p>James Khosa Secondary School: Demolishing of 24 old water bourne toilets and 04 pit toilets, construction of new 22 enviro loo toilets (30 September 2024).</p>
Mbombela and Nkomazi	<p>Demolition of pit toilets in 2 schools (30 October 2024).</p>
Mbombela (White Hazy 1)	<p>Sibukosetfu Secondary School: Refurbishment of existing water stand for the 5000 litres water tank, Additional drinking fountain with 4 taps, honey sucking of the septic tank, demolition of vandalized 26 waterborne toilets, construction of 24 enviro-loo (30 October 2024).</p>
Nkangala (Kwamhlanga South-West)	<p>Phindela Primary School: Demolition of 8 pit toilets, construction of 25 enviro-loo toilets with 8 urinals, 18 wash hand basin, water reticulation, french drain and urinal waste water, 4 drinking fountains and associated infrastructure (30 August 2024).</p>
Steve Tshwete Dr JS Moroka Thembisile Hani	<p>Demolition of pit toilets in 6 schools and demolition of unsafe classrooms in 1 school (30 October 2024).</p>
<p>NORTHWEST</p> <ul style="list-style-type: none"> Infrastructure projects implemented within the DDM model are coordinated and monitored at provincial level by the Premier's Infrastructure Coordinating Council where MECs and executive mayors amongst others participate. 	



10 out of 22 municipalities were identified as distressed NW.	It is recommended to prioritize the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme: Kgetleng Rivier, Madibeng, Matlosana, JB Marks, Ditsobotla, Mahikeng, Ramotshere Moiloa, Ratlou, Tswaing; Dr Ruth Mompoti DM.
Dr. R.S. Mompoti District Municipality Greater-Taung LM	Greater Taung Higher Education (Long term).
Mahikeng LM Ramotshere Moiloa Maquassi Hills	Examination Assistants (Short term) 5 new library projects established (Medium term).
Ngaka Modiri Molema District Municipality	Training of local community members in construction-related programmes (Medium-term)
All districts - Enhancing education and linking skills needed for the economy, refocusing the role of the SETAs.	EPWP (Infrastructure and ECD) data captures (Medium term). Internships and Learnerships (Medium (TVET) and Long term). Employment of sports coordinators (Short-term).
Ngaka Modiri Molema District Bethal Village, Mafikeng Setlagole Village, Mafikeng Setlagole Primary School Kgosi Shoppe Secondary School Leruntse Lesedi High School	Complaints lodged with the Human Rights Commission. ⁹
Setswharapelo Primary School, Mokgareng Village, Taung, Dr Ruth Segomotsi Mompoti District.	Complaint lodged with the Human Rights Commission. ¹⁰
Promosa Secondary School, Potchefstroom, Dr Kenneth Kaunda District.	Complaint lodged with the Human Rights Commission. ¹¹

NORTHERN CAPE

The Northern Cape Department of Education has identified 25 new and replacement school projects as Priority Catalytic Projects.

New Schools – 14

Replacement Schools - 11

PROGRAMME	FRANCES BAARD	JOHN TAOLO GAETSEWE	NAMAKWA	PIXLEY KA SEME	ZF MGCAWU	TOTAL
NEW SCHOOL	5	7			2	14
REPLACEMENT SCHOOL	3			1	3	4
Grand Total	8	7	1	3	6	25

districts to include in the Provincial Week programme:

⁹ Human Rights Commission (2021).

¹⁰ *Ibid.*

¹¹ *Ibid.*



	Gamagara, Renosterberg, Joe Morolong, Sol Plaatjie, Phokwane, Siyancuma, Kai Garib, Tsantsabane; Ubuntu local.
Frances Baard	Construction of New Nursing College Main Campus (May 2026)
WESTERN CAPE	
Two municipalities have been categorized as distressed in WC.	It is recommended to prioritize the following municipal areas in terms of identifying schools and school districts to include in the Provincial Week programme: Kannaland; Beaufort West.
Moorreesburg High School; Chatsworth Primary School; and Perivale Primary School	3 brick-and-mortar new and replacement schools = 46 additional classrooms ¹²
Klapmuts – high school; Klapmuts – primary school; Lwandle – high school; Tafelsig – high school; and Mitchell's Plain – high school	5 new mobile schools = 50 additional classrooms ¹³
Delft; Atlantis; Rivergate; Lwandle; Wallacedene; Hout Bay; Century City	7 Rapid School Build projects = 101 additional classrooms
St Georges Grammar School, Mowbray, Cape Town	According to the Parliamentary Researcher on Education and Technology, this school was impacted by the winter weather in Cape Town. The Grade R and Grade Pre-R classrooms were flooded. This school also offers all Grades (PreR-12)
Mega Large School Jakes Gerwel Technical School	Date 2018. Unit cost per classroom (USD 2020) 57 200. ¹⁴
De Waalville Primary School	The Western Cape Department of Infrastructure (DOI) completed the construction of Heidelberg's R74m De Waalville Primary School in October 2023 and handed the facility over to the Western Cape Education Department (WCED). The new school can accommodate up to 1 240 learners.
Perivale Primary School	This is a replacement school which adds an extra 520 places for learners, for a total capacity of 1 240. It is a substantial improvement in functionality and safety over the old buildings

¹² WCED (2022).

¹³ WCED (2022).

¹⁴ World Bank Group (2023)



Moorreesburg High School	The Western Cape Minister of Infrastructure Tertuis Simmers announced the completion of the construction of the Moorreesburg High School, in the Swartland Municipality. The construction of Moorreesburg High School was completed in August 2022.
Klapmuts Schools	Department of Transport and Public Works (DTPW) has completed a R34m project to build a new Klapmuts Primary School and a new Klapmuts High School on one ERF using mobile classroom
Moorreesburg High School	This R65.7m project to provide a much-needed school in the region commenced on 8 January 2021 and provided 152 local labour opportunities, 120 for youth, 31 for women, three for people with disabilities, as well as a six-month on-site mentorship programme for six National Youth Service learner artisans
Bothasig High School	The project aimed to meet the need for additional space for learners identified by the management of the Metro North Education District
Muizenberg High School	The project is expected [so therefore should be] to be complete in May 2022. The project aimed to improve the school's appearance and create a physical environment that is conducive to teachers wanting to teach and learners wanting to learn
Fisantekraal Primary School	The Department of Transport and Public Works has completed a R6.7m project to add eight additional mobile classrooms and ablutions at the Fisantekraal Primary School.
Mfuleni Mobile High School	The new Mfuleni Mobile High School, which was completed on 15 September 2021 at an estimated cost of R26m, created 21 short-term Expanded Public Works Programme (EPWP) employment and skills training opportunities.
Sunridge Circle Mobile High School	The new Sunridge Circle Mobile High School in Table View, built at an estimated cost of R18m, created 15 EPWP employment and skills training opportunities
Knysna High School Hostel	Should be complete - This R15 million project is expected to reach completion in 2020 if everything goes according to plan
Umyezo Wama Apile High School	The construction of the new R68 million Umyezo Wama Apile High School in Grabouw has resumed after several disruptions were resolved in consultation with the project steering committee that was nominated by the local community



Sinenjongo High School	The development of this school is a great example of how the private sector can partner with the public sector to invest in education for public benefit
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5. INFRASTRUCTURE 2023/24 ANNUAL PLAN PERFORMANCE PROGRESS REPORT

The following tables are presented to highlight the targets achieved by provinces linked to infrastructure. The Tables are further presented to serve as oversight frameworks when engaging in school infrastructure, especially in municipal areas classified as distressed as noted in Table 1.

5.1. Eastern Cape

Table 2: Eastern Cape Report ¹⁵

SOIs	Target	Achieved
601 - Number of public ordinary schools supplied with water supply	280	146
602 - Number of public ordinary schools provided with electricity supply	20	3
603 - Number of public ordinary schools supplied with sanitation facilities	50	1
604 - Number of schools provided with additional boarding facilities	1	0
605 - Number of schools where scheduled maintenance projects were completed	90	10
606 - Number of new schools completed and ready for occupation (includes replacement schools).	17	3
607 - Number of new schools under construction (includes replacement schools)	45	39
608 - Number of new or additional Grade R classrooms built (includes new, existing or replacement schools)	31	11
609 - Number of additional classrooms built in, or provided for, existing public ordinary schools.	325	71
610 - Number of additional specialist rooms built in public ordinary schools (includes replacement schools)	43	11

¹⁵ DBE (2024)



5.2. Free State

Table 3: Free State Report ¹⁶

PPMs	Target	Achieved
PPM601 Number of public ordinary schools provided with water supply.	13	13
PPM602 Number of public ordinary schools provided with electricity supply.	14	7
PPM603 Number of public ordinary schools supplied with sanitation facilities.	6	7
PPM604 Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)	3	3
PPM605 Number of additional specialist rooms built in public ordinary schools (including replacement schools)	1	0
PPM606: Number of new schools completed and ready for occupation (includes replacement schools)	3	0
PPM607: Number of new schools under construction (includes replacement schools,	10	10
PPM608: Number of new or additional Grade R classrooms built (including those in replacement schools).	15	18
PPM609: Number of Hostels built.	1	0
PPM610: Number of schools where scheduled maintenance projects were completed.	11	27
Non-standardized PPM's		
PPM 613: Security Fencing	20	13

5.3. Gauteng

Table 4: Gauteng Report ¹⁷

Standard Output Indicator /Key Deliverable	Target	Achieved
SOI6.1: Number of classrooms refurbished as smart classrooms.	350	0
SOI601: Number of Public Ordinary Schools provided with water supply.	N/A	N/A
SOI602: Number of Public Ordinary Schools provided with electricity supply.	N/A	N/A
SOI603: Number of Public Ordinary Schools supplied with sanitation facilities.	N/A	N/A
SOI605: Number of schools where scheduled maintenance projects were completed.	400	265
SOI606: Number of new or additional Grade R classrooms built (including those in replacement schools).	30	0
SOI607: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools).	175	417
SOI608: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).	12	0
SOI609: Number of new schools completed and ready for occupation (includes replacement schools).	4	1
SOI6010: Number of new schools under construction (including replacement schools).	10	12

¹⁶ DBE (2024)

¹⁷ DBE (2024)



5.4. KwaZulu-Natal

Table 5: KwaZulu-Natal Report ¹⁸

Planned Performance Measures (PPMs)	Target	Achieved
PPM601: Number of public ordinary schools provided with water supply.	150	79
PPM602: Number of public ordinary schools provided with electricity supply.	20	13
PPM603: Number of public ordinary schools supplied with sanitation facilities.	300	91
PPM604: Number of additional classrooms built in or provided for existing public ordinary schools.	250	99
PPM605: Number of additional specialist rooms built in public ordinary schools (includes replacement schools).	30	25
PPM606: Number of new schools completed and ready for occupation (includes replacement schools).	2	2
PPM607: Number of new schools under construction (including replacement schools).	11	52
PPM608: Number of new or additional Grade R classrooms built (includes those in replacement).	30	5
PPM609: Number of hostels built.	1	1
PPM610: Number of schools in which scheduled maintenance projects were completed.	600	310

5.5. Limpopo

Table 6: Limpopo Report ¹⁹

Planned Performance Measures (PPMs)	Target	Achieved
PPM601: Number of public ordinary schools provided with water supply.	30	52
PPM 602: Number of public ordinary schools supplied with electricity.	2	0
PPM 603: Number of public ordinary schools supplied with sanitation facilities.	50	56
PPM604: Number of additional classrooms built in existing public ordinary schools (includes replacement schools).	100	231
PPM605: Number of specialist rooms built in public ordinary schools including replacement schools.	0	0
PPM607: Number of new schools under construction (including replacement schools).	1	2
PPM608: Number of Grade R classrooms built (includes those in new, existing and replacement schools).	12	6
PPM609: Number of schools provided with new or additional boarding facilities	1	0
PPM6010: Number of schools where scheduled maintenance projects were completed.	15	5

¹⁸ DBE (2024)

¹⁹ DBE (2024)



5.6. Mpumalanga

Table 7: Mpumalanga Report ²⁰

Planned Performance Measures (PPMs)	Target	Achieved
PPM601: Number of public ordinary schools provided with water supply.	4	1
PPM602: Number of public ordinary schools supplied with electricity	0	0
PPM603: Number of public ordinary schools supplied with sanitation facilities.	1	1
PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools)	48	8
PPM605: Number of specialist rooms built in public ordinary schools including replacement schools.	1	1
PPM606: Number of new schools that have reached completion and are ready for occupation (including replacement schools).	0	0
PPM607: Number of new schools under construction (including replacement schools).	0	0
PPM608: Number of Grade R classrooms built (including those in replacement schools).	0	0
PPM609: Number of schools provided with new or additional boarding facilities	0	0
PPM610: Number of schools where scheduled maintenance projects were completed.	300	17
PPM611: Number of schools in high-priority areas provided with a high-security perimeter.	6	1

5.7. Northern Cape

Table 8: Northern Cape Report ²¹

Planned Performance Measures (PPMs)	Target	Achieved
PPM601: Number of public ordinary schools provided with water supply.	5	1
PPM602: Number of public ordinary schools supplied with electricity.	7	4
PPM603: Number of public ordinary schools supplied with sanitation facilities.	10	3
PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools).	120	25
PPM605: Number of specialist rooms built in public ordinary schools including replacement schools.	0	0
PPM606: Number of new schools that have reached completion and are ready for occupation (including replacement schools).	4	1
PPM607: Number of new schools under construction (including replacement schools).	12	12
PPM608: Number of Grade R classrooms built (including those in replacement schools).	9	2
PPM609: Number of schools in which scheduled maintenance projects were completed.	36	6

²⁰ DBE (2024)

²¹ DBE (2024)



5.8. North West

Table 9: North West Report ²²

Planned Performance Measures (PPMs)	Target	Achieved
PPM601: Number of public ordinary schools provided with water supply.	84	18
PPM602: Number of public ordinary schools supplied with electricity.	35	3
PPM603: Number of public ordinary schools supplied with sanitation facilities.	43	5
PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools).	321	47
PPM605: Number of specialist rooms built in public ordinary schools including replacement schools.	34	4
PPM606: Number of new schools that have reached completion and are ready for occupation (including replacement schools).	6	1
PPM607: Number of new schools under construction (including replacement schools).	3	7
PPM608: Number of Grade R classrooms built (including those in replacement schools).	80	0
PPM609: Number of schools provided with new or additional boarding facilities.	0	0
PPM610: Number of schools where scheduled maintenance projects were completed.	406	19
PPM611: Number of schools provided with high-security perimeter fencing.	148	2
PPM612: Number of schools in other areas provided with high-security perimeter fencing.	0	0
PPM613: Number of classrooms refurbished as smart classrooms.	0	0

5.9. Western Cape

Table 10: Western Cape Report ²³

Planned Performance Measures (PPMs)	Target	Achieved
PPM601: Number of public ordinary schools provided with water supply.	0	0
PPM602: Number of public ordinary schools supplied with electricity.	0	0
PPM603: Number of public ordinary schools supplied with sanitation facilities.	0	0
PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools).	129	65
PPM605: Number of specialist rooms built in public ordinary schools including replacement schools.	0	0
PPM606: Number of new schools that have reached completion and are ready for occupation (including replacement schools).	3	0
PPM607: Number of new schools under construction (including replacement schools).	5	9
PPM608: Number of Grade R classrooms built (including those in replacement schools).	0	0
PPM609: Number of schools provided with new or additional boarding facilities.	0	0
PPM610: Number of schools where scheduled maintenance projects were completed.	40	42
PPM611: Number of schools in high-priority areas provided with a high-security perimeter.	20	11
PPM612: Number of schools in other areas provided with high-security perimeter fencing.	10	0

²² DBE (2024)

²³ DBE (2024)



PPM613: Number of classrooms refurbished as smart classrooms.	0	0
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6. NATIONAL INFRASTRUCTURE MANAGEMENT INDICATORS OVERALL RECORD

Table 11: National Overall Report ²⁴

Planned Performance Measures (PPMs)	Target – 2023/24	Achieved
PPM601: Number of public ordinary schools provided with water supply.	576	403
PPM602: Number of public ordinary schools supplied with electricity.	98	61
PPM603: Number of public ordinary schools supplied with sanitation facilities.	484	216
PPM604: Number of additional classrooms built in, or provided for, existing public ordinary schools (includes replacement schools).	1508	1166
PPM605: Number of specialist rooms built in public ordinary schools including replacement schools.	150	72
PPM606: Number of new schools that have reached completion and are ready for occupation (including replacement schools).	42	13
PPM607: Number of new schools under construction (including replacement schools).	100	148
PPM608: Number of Grade R classrooms built (including those in replacement schools).	223	46
PPM609: Number of schools provided with new or additional boarding facilities.	5	1
PPM610: Number of schools where scheduled maintenance projects were completed.	2032	804
PPM611: Number of schools in high-priority areas provided with a high-security perimeter.	168	13
PPM612: Number of schools in other areas provided with high-security perimeter fencing.	99	81
PPM613: Number of classrooms refurbished as smart classrooms.	350	0

7. MATTERS FOR CONSIDERATION

The Provincial Week delegates, on matters related to Education, are likely to come up with key recommendations that could typically be put forward based on the findings of the inspections and engagements. These recommendations aim to address the gaps and challenges identified in the education infrastructure across various provinces. Possible recommendations may include those tabulated below:

CHALLENGES/GAP	RECOMMENDATIONS	RATIONALE
Urgent Repairs and Maintenance	Immediate allocation of funds for the repair and maintenance of dilapidated school buildings, including roofs, windows, and classroom interiors.	Many schools are found to have unsafe or deteriorating infrastructure that poses a risk to learners and staff.

²⁴ DBE (2024)



Improvement of Sanitation Facilities	Prioritize the construction and refurbishment of adequate sanitation facilities, ensuring they are hygienic, safe, and accessible to all students, including those with disabilities.	Poor sanitation remains a critical issue, particularly in rural schools, affecting the health and dignity of learners.
Expansion of Access to Water and Electricity	Ensure all schools have reliable access to clean water and electricity by connecting them to municipal services or providing alternative solutions like boreholes and solar panels.	Many schools, especially in remote areas, struggle with inconsistent or non-existent access to water and electricity, hindering the learning process.
Investment in Learning Resources and Technology	Increase investment in learning resources, including textbooks, computers, and internet access, to bridge the digital divide and enhance the quality of education.	Equitable access to educational materials and digital tools is essential for modern learning environments, especially with the growing emphasis on digital literacy.
Safety and Security Enhancements	Implement comprehensive safety and security measures in all schools, such as secure fencing, surveillance systems, and emergency response plans.	Ensuring a safe learning environment is crucial to protect learners and staff from external threats and internal hazards.
Development of Infrastructure for Special Needs Education	Construct and upgrade facilities to cater to learners with disabilities, including accessible classrooms, specialized learning equipment, and trained support staff.	Inclusive education requires that all learners, regardless of their physical or cognitive abilities, have access to appropriate educational infrastructure.
Transport Infrastructure Improvements	Improve or establish reliable transport services for learners in rural and remote areas to reduce absenteeism and ensure consistent school attendance.	Access to education is significantly hampered when students face difficulties in reaching their schools, particularly in isolated regions.
Regular Monitoring and Accountability	Establish a system for regular monitoring and evaluation of school infrastructure, with clear accountability mechanisms for addressing issues promptly.	Ongoing oversight is necessary to ensure that improvements are sustained and that any emerging problems are quickly addressed.



Community and Stakeholder Engagement	Engage local communities, parents, and other stakeholders in the planning and execution of infrastructure projects to ensure they meet the needs of the learners and the community	Community involvement ensures that projects are relevant, supported, and more likely to succeed.
Long-term Strategic Planning	Develop and implement long-term infrastructure development plans that align with future population growth, technological advancements, and educational needs.	Strategic planning helps to avoid short-term fixes and instead focuses on sustainable, future-oriented solutions.

These recommendations would be aimed at ensuring that all South African schools provide safe, conducive, and modern environments for teaching and learning, ultimately improving educational outcomes across the country.

- The overall recommendation is to place focus on municipalities in all provinces categorized as distressed, as logic allows for the assumption to be made that schools located in such municipal areas might also be distressed and in need of urgent intervention.
- The framework recommended to engage with schools' infrastructure aspects is the Planned Performance Measures (PPMs) as provided per province from Table 2 – 10 above.
- The need for policymakers, principals, teachers, and stakeholders to gain a deeper understanding of safety aspects in South African schools, particularly regarding infrastructure deficiencies.
- President Cyril Ramaphosa in 2018 announced the Sanitation Appropriate for Education (SAFE) plan to eradicate these pit latrines across all schools in the following two years. During the 2019 State of the Nation Address, he reaffirmed the commitment but increased the implementation period by a year.
- The sector has to accelerate infrastructure delivery by promoting the use of multiple implementing agents including the private sector and alternative procurement approaches towards school infrastructure delivery.
- The DBE has since introduced the concept of a ten-point plan, which seeks to facilitate streamlined delivery, in fostering effective engagements with the relevant stakeholders, i.e. Implementing Agents, Municipalities, communities and other relevant partnerships in the effective delivery of infrastructure.
- The PED's are also encouraged to solicit potential donor funders to augment the funding provided through the EIG and Equitable Share (ES).
- However, it must be highlighted that the EIG is – as per the framework, purposed to augment the ES, thus provinces are advised to utilize that maximally.
- There are plans to roll out the new Ministerial programme which is to deal with and alleviate overcrowding in schools, this programme is called, the Special Intervention Programme on Overcrowding in Schools. It is designed to allow SGBs to facilitate the



construction of additional classrooms at schools, under the guidance and accounting of the provinces as well as Districts.

- Progress on the implementation of the ECD programme has been slow. All the projects were currently at procurement PEDs had been advised to introduce the Infrastructure Delivery Management System (IDMS) in planning to avoid planning and implementation in the same year.
- Movement is now being realized as some projects are now at implementation stages on site, and some are being assessed for the following financial year, this therefore is viewed as part of the expenditure for the 2023/24 financial year. However, plans are still in the process of being rolled out to keep aligning the ECD functions & processes to the EIG processes.
- Parliament should continue to probe progress on infrastructure delivery on a quarterly basis including when quarterly reports are presented by the Department. The Department must provide pictures when reporting on milestones of projects underway.
- Implementing Agents who keep on underperforming when expected to deliver must be blacklisted and removed from the system. This includes identifying Directors of such underperforming implementing agents.

8. PROPOSED ENGAGEMENT SET OF QUESTIONS

During the South African Provincial Week on Education Infrastructure, officials and stakeholders may engage in various assessments and discussions to identify the needs and challenges facing schools. Here are some recommended questions that can be posed during the visits to better understand the situation and gather valuable insights:

Questions for School Management:

- What are the most critical infrastructure challenges currently facing your school?
- How often do you conduct maintenance and repairs on school facilities? Are there any barriers to regular maintenance?
- What is the state of your school's sanitation facilities? Are they adequate and in good working condition?
- Does the school have reliable access to clean water and electricity? If not, what alternative solutions have been implemented?
- How well-equipped is your school in terms of learning resources such as textbooks, computers, and internet access?
- Are there specific infrastructure needs for accommodating learners with disabilities? How are these needs being addressed?
- What measures have been taken to ensure the safety and security of learners and staff within the school premises?
- How does the current infrastructure impact the overall learning environment and educational outcomes?

**Questions for Teachers:**

- How does the condition of the school's infrastructure affect your ability to teach effectively?
- Are there specific facilities (e.g., laboratories, libraries) that are lacking or inadequate for your teaching needs?
- Have you encountered any challenges related to the lack of basic services such as water, electricity, or sanitation?
- What kind of support do you need to enhance the learning environment in your classroom?
- Do you feel safe working in this school environment? What improvements would you suggest to enhance safety?

Questions for Learners:

- How do you feel about the current state of your school's buildings and facilities?
- Are there any areas of the school that you avoid due to safety concerns or poor conditions?
- Do you have access to enough textbooks, computers, and other learning materials?
- What challenges do you face in terms of accessing basic amenities like clean water and functional toilets?
- If you could change one thing about your school's infrastructure, what would it be?

Questions for Local Government and Education Department Officials:

- What plans are in place to address the infrastructure challenges identified in this region?
- How are schools in this area prioritized for infrastructure upgrades and repairs?
- What is the budget allocation for school infrastructure in this province, and how is it being utilized?
- Are there any ongoing or upcoming infrastructure projects aimed at improving school conditions in this area?
- How do you monitor the effectiveness and impact of infrastructure improvements on educational outcomes?
- What strategies are in place to ensure that schools in rural and underserved areas receive the necessary infrastructure support?

Questions for Community Members and Parents:

- How satisfied are you with the current state of the school's infrastructure?
- What are your main concerns regarding the safety and learning environment of your children at school?
- How often are you engaged or informed about the infrastructure developments in your local schools?
- Are there any community initiatives or partnerships that support school infrastructure improvements?
- What do you believe should be the top priority for improving education infrastructure in your area?



Questions for Infrastructure Contractors and Service Providers:

- What challenges do you encounter in executing school infrastructure projects in this region?
- How do you ensure that the construction or renovation work meets the required standards and deadlines?
- What strategies do you employ to involve the school community in the infrastructure development process?
- How do you handle maintenance and repairs after the completion of infrastructure projects?
- What innovative approaches are you using to overcome common infrastructure challenges in schools?

These questions are designed to provoke thoughtful discussion, uncover specific challenges, and gather insights that can inform actionable recommendations for improving education infrastructure in South Africa.

9. CONCLUSION

The brief above focuses on school infrastructure matters to assist in the process of consolidating plans for the upcoming NCOP Provincial Week. School Infrastructure aspects, provincial school infrastructure reports and matters for consideration were used to organise the discussion above. The overall recommendation is to place focus on municipalities in all provinces categorized as distressed, as logic allows for the assumption to be made that schools located in such municipal areas might also be distressed and in need of urgent intervention.

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