

# Ministerial Briefing Session on School Infrastructure and Equipment

*Providing Proper Infrastructure and Equipment to Ensure  
Quality Education Outcomes and a Safe and Healthy  
Learning Experience for Learners*

11 March 2025

NCOP CHAMBER, PARLIAMENT OF RSA



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## PURPOSE

- ❑ To apprise the National Council of Provinces (NCOP) of the progress made in providing proper infrastructure and equipment to ensure quality education outcomes and a safe and healthy learning experience for learners focusing on:
  - Health Status of School Infrastructure Based on Condition Assessment Report
  - Provision of Basic Services: Water, Electricity and Sanitation
  - Education Infrastructure Budget and Expenditure
  - Infrastructure Achievements
  - Infrastructure MTEF Targets
  - School Furniture Achievements
  - School Furniture MTEF Targets
  - Equipment Provisioning for Special Schools
  - Recommendation



## INTRODUCTION AND GENERAL INFORMATION

- ❑ The North West Department of Education comprises **1431 Public Ordinary Schools** (broken down into 965 Primary, 8 Intermediate, 399 Secondary and 59 Combined Schools) as well as **32 Special Schools** spread across its **4 Districts**.
- ❑ It was placed under Section 100(a) Administration from 2018/19 to 2022/23 financial years.
- ❑ The Department implements several school infrastructure programmes including, New/Replacement Schools, Upgrades and Additions, Refurbishment and Rehabilitation of existing Schools and Maintenance and Repairs through the following implementing agents: The Development Bank of Southern Africa(DBSA), Independent Development Trust (IDT), Department of Public Works and Roads (DPWR)and inhouse(NWDoE).
- ❑ The Department conducts Infrastructure Condition Assessments of all public schools every five years, as required by the Government Immovable Asset Management Act, 2007 (Act No. 19 of 2007) 2022/23. The most recent one was successfully conducted in **1471** public schools in 2022.



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# HEALTH STATUS OF SCHOOL INFRASTRUCTURE BASED ON CONDITION ASSESSMENT REPORT

Rating	Status	Condition	Reliability	No. of Schools	% Status
C1	Very Poor	The component is unfit for use. There is immediate risk to security, health & safety of the property	The component is unavailable	41	3%
C2	Poor	The component is badly deteriorated, with poor appearance, broken elements, and eroded coatings. Major defects cause frequent service disruptions and some health or safety risks.	Component has limited availability and is impeding service delivery and performance of other components even when available	211	14%
C3	Fair	The component is in average condition, with worn surfaces and backlog maintenance. It remains functional but causes frequent operational inconvenience and some health or safety risks.	The component's availability is limited. Unavailability is impeding services delivery and performance of other components	921	63%
C4	Good	The component has minor defects, showing surface wear and slight deterioration. Occasional minor inconvenience occurs, with a low probability of health or safety risk.	The component is mostly available. Unavailability is not influencing service delivery levels of other components	288	20%
C5	Excellent	The component has no apparent defects. Appearance is as new	Component is always available	10	1%



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## SUMMARY HEALTH STATUS OF SCHOOL INFRASTRUCTURE PER DISTRICT

#	District	C1: Very Poor	C2: Poor	C3: Fair	C4: Good	C5: Excellen t	Grand Total	C3,C4,C 5
1	Bojanala	11	83	369	74	2	539	83%
2	Dr Kenneth Kaunda	0	9	129	65	1	204	96%
3	Dr Ruth Segomotsi Mompati	17	46	140	74	6	283	78%
4	Ngaka Modiri Molema	13	73	283	74	2	445	81%
5	Grand Total	41	211	921	287	11	1471	83%

- 252 schools require urgent repairs and attention (C1&C2), the majority of which are small and non-viable schools mainly in rural areas.
- Subject to feasibility studies, some of them will be identified for merger and closure (Rationalisation), which will either be preceded or followed by infrastructure replacement or major renovations and repairs.

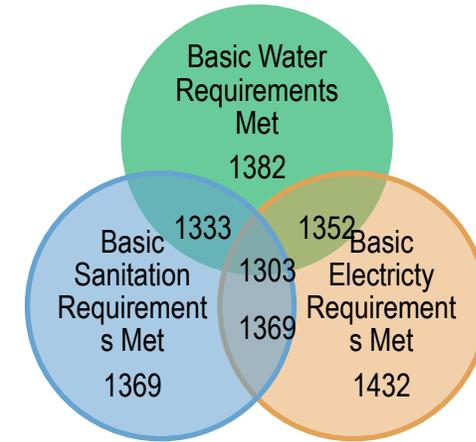


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# PROVISION OF BASIC SERVICES: WATER, ELECTRICITY AND SANITATION

Relationship	Number of Schools	% of schools
<b>Total Schools</b>	<b>1471</b>	<b>100%</b>
Basic Water Requirements met	1382	94%
Basic Electricity Requirements met	1432	97%
Basic Sanitation Requirements met	1369	93%
Basic Water and Electricity Requirements met	1352	92%
Basic Water and Sanitation Requirements met	1333	91%
Basic Electricity and Sanitation Requirements met	1369	93%



- ❑ All basic services (Water, Electricity and Sanitation) requirements are met. However, some schools do experience water supply shortages due to factors related to municipal and geological challenges.
- ❑ Electricity supply challenges are generally caused by vandalism and cable theft.
- ❑ A lack of electricity supply also impacts on both water and sanitation (pumps, water purification plants depend on electricity)



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## EDUCATION INFRASTRUCTURE BUDGET AND EXPENDITURE – HISTORICAL PERSPECTIVE

- The table below indicates budget allocations from 2020/21 to 2024/25 financial years and the budget allocation for the Medium Term Expenditure Framework (MTEF).

TOTAL INFRASTRUCTURE BUDGET (2020/21 TO 2024/25)	TOTAL INFRASTRUCTURE EXPENDITURE (2020/21 TO 2024/25)	% Spent	2025 MTEF ALLOCATION R'000			
			2025/26	2026/27	2027/28	TOTAL
6 007 407	5 542 716	92%	1 359 283	1 327 963	1 389 167	4 076 413

- The average of 92% spending above can be attributed to the 72% expenditure of 2022/23, which was caused by, among others, limited staffing and management capacity in the Infrastructure Chief Directorate.



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## INFRASTRUCTURE ACHIEVEMENTS THE LAST FOUR YEARS (2020/21-2024/25)

Programme	Annual Achievements					Total achieved
	2020/21	2021/22	2022/23	2023/24	2024/25 Q3	2020/21- 2024/25
Number of New Schools	4	1	3	2	4	14
Replacement Schools	-	-	-	1	3	4
Provision / Replacement of Sanitation	58	31	31	14	12	146
Provision / Upgrade of Water	222	61	28	40	20	371
Provision / Upgrade of Electricity	-	-	3	4	-	7
Maintenance Projects	172	94	97	88	62	513
Additional Classrooms	307	240	838	255	124	1764
Grade R Classrooms	9	12	2	7	15	45
Provision / Upgrade of Fence	71	46	52	19	6	194
Boarding Schools	-	1	3	-	-	4
ECD (New)	-	-	-	-	-	-
ECD (Renovation)	-	-	-	5	9	14
<b>Grand</b>	<b>843</b>	<b>486</b>	<b>1057</b>	<b>435</b>	<b>255</b>	<b>3076</b>

- ❑ Over the past 5 years, the department has implemented 3076 projects to provide a conducive teaching and learning environment in our public schools.
- ❑ This includes 18 new schools and 1764 additional classrooms, which are sought to mitigate the impact of persistent challenges such as overcrowding.



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## TARGETS FOR THE MTEF (2025/26-2028/29)

Table below indicates the infrastructure targets in the MTEF.

MTEF TARGETS				
Programme	2025/26	2026/27	2027/28	TOTAL
Number of New Schools	6	6	6	18
Replacement Schools	-	-	-	0
Provision / Replacement of Sanitation	28	28	28	84
Provision / Upgrade of Water	21	21	21	63
Provision / Upgrade of Electricity	-	-	-	0
Maintenance Projects	80	80	80	240
Additional Classrooms (Conventional)	90	100	100	290
Grade R Classrooms	30	30	30	90
Provision / Upgrade of Fence	80	80	80	240
Boarding Schools	2	2	0	4
ECD (New)	-	2	2	4
ECD (Renovation)	11	11	11	33
<b>Grand Total</b>	<b>348</b>	<b>360</b>	<b>358</b>	<b>1066</b>



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## CHALLENGES AND MITIGATIONS

Challenge	Description	Mitigation
Rural province with many community-built schools mixed with aging Infrastructure and asbestos	Many rural schools were built by communities without formal planning, leading to structural and safety concerns. These, along with aging government-built schools, pose maintenance and safety challenges.	Conduct infrastructure audits, prioritize replacement of unsafe structures, and integrate community-built schools into formal planning and funding programs.
Inadequate Funding	Budget constraints limit the construction, upgrading, and maintenance of school infrastructure, leading to project delays and poor learning environments.	Advocate for increased private sector investment, optimize budget allocations, and explore additional public funding.
Vandalism and Theft	Schools are regularly a target of theft and vandalism, leading to costly repairs and interruptions in learning.	Strengthen security measures, involve communities in school protection, and install surveillance systems where feasible.
Disruptive Communities and Protests	Community protests often lead to school infrastructure damage or delays in construction projects, impacting service delivery.	Engage communities proactively, establish communication channels for grievances, and employ local labor in projects to foster a sense of ownership.
Delays in Project Completion	School construction projects often experience delays due to contractor inefficiencies, funding bottlenecks, and bureaucratic obstacles.	Strengthen contract management, enforce performance-based agreements, and improve monitoring and evaluation systems.
Natural Disasters	Frequent heavy storms combined with aging infrastructure leads to extensive storm damage	Repair storm damages to mitigate consequential damage and reinforce roof fixings to prevent it from being blown off

- Current budget allocations is not adequate to address continuous infrastructure deterioration.
- At current allocation, the health of schools will not improve as the budget only covers essential maintenance and repairs.



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## SCHOOL FURNITURE PROVISION ACHIEVEMENTS

- ❑ The Tables below show the achievements on School Furniture provisioning and the MTEF targets, respectively.

ACHIEVEMENTS					Total Achieved
2020/21 No. of Furniture Units Delivered	2021/22 No. of Furniture Units Delivered	2022/23 No. of Furniture Units Delivered	2023/24 No. of Furniture Units Delivered	2024/25 No. of Furniture Units Delivered	2020/21-2024/25
598 243	226 423	73 517	56 523	61 935	1 016 641

MTEF TARGETS		
2025/26	2026/27	2027/28
59 365	62 422	64 580



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## PROGRESS IN PROVIDING ADEQUATE FURNITURE FOR SCHOOLS TO ENSURE QUALITY EDUCATION OUTCOMES

- ❑ On average our province had shortages of furniture in 548 schools in the last three financial years.
- ❑ The needs changed every year due to the general increase in learner enrolment, and the need to replace damaged furniture.
- ❑ Provisioning of furniture is merely a top-up, except for newly built schools which receive complete furniture when the school is handed-over for learning and teaching.
- ❑ In the 2024/25 financial year, **252 schools** were prioritised and all these schools received adequate furniture.
- ❑ The delivery of school furniture to the **129 schools** which were identified as experiencing shortages during school reopening monitoring is underway and will be completed by 28 March 2025.
- ❑ In short, by 31 March 2025, furniture will be delivered **381 (71,3%)** out of **534 schools** will have received furniture.



## PROGRESS IN PROVIDING PROPER EQUIPMENT FOR SPECIAL SCHOOLS TO ENSURE QUALITY EDUCATION OUTCOMES

The table below shows the Learning and Teaching Equipment supplied to Special Schools in the province per district.

District	Name of School	Type of Equipment	Quantity
Bojanala	Mfihlakalo	Food Production	18
	Mmekwa Maseding	Sewing	19
Ngaka Modiri Molema	Lillian Lehetla	Beadwork	36
		Agricultural Science	39
		Woodwork	25
		Food Production	05
	Reatlegile	Sewing	18



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## LEARNING AND TEACHING EQUIPMENT SUPPLIED TO SPECIAL SCHOOLS (CONT'D)

District	Name of School	Type of Equipment	Quantity
Dr Ruth Segomotsi Mompati	Christiana School for the Blind	Braille License	12
		Braille Software	19
		Braille	10
		Laptops	08
		Micro Speakers	30
<b>South African Sign Language Equipment</b>			
Dr Kenneth Kaunda	North West Secondary School for the Deaf	USBs	10
<b>Special Schools' Vehicles</b>			
District	Name of School	Type of Vehicle	Quantity
Ngaka Modiri Molema	Tlamelang	Toyota Hilux Double Cap	01
		VW Polo Sedan	01



## Assistive Devices

- ❑ The table below shows the types of Assistive Devices procured by schools per district from the funds allocated to them by the department

District	Name of School	Specialised Assistive Devices
Bojanala	Meerhof	Wheelchairs
Dr Kenneth Kaunda	ES Le Grange	Wheelchairs Manual Hoist Portable Electric Hoist installed in toilet Concerto hydraulic shower bath with maxi slide at hostel Electronic magnifier CPR Family Manikin Set
Dr Ruth Segomotsi Mompati	MM Sebitloane	Specialized wheelchairs
Ngaka Modiri Molema	Tlamelang,	Wheelchairs Walkers' frames
	Retlametswe	Orthopaedic boots Wheelchairs



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# Some Evidence of Special School Equipment

**Braille boots**



**Specialised Wheelchair**



**Orthopaedic**



## Challenges and Mitigations on Special School Equipment

Challenges	Mitigations
Insufficient budget allocation to provide Workshop Equipment and Specialised Assistive devices annually for all 32 special schools	Annual rotation and Budget allocation for procurement of Workshop Equipment and Specialised Assistive devices to ensure that all schools receive the desired outcome through rotation



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## RECOMMENDATION

- ❑ The Department recommends that the August House notes its presentation on the work done in providing proper infrastructure and equipment to ensure quality education outcomes and a safe and healthy learning experience for learners in the North West Province.



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**Thank You**



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