

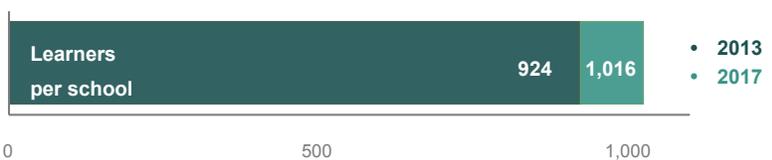
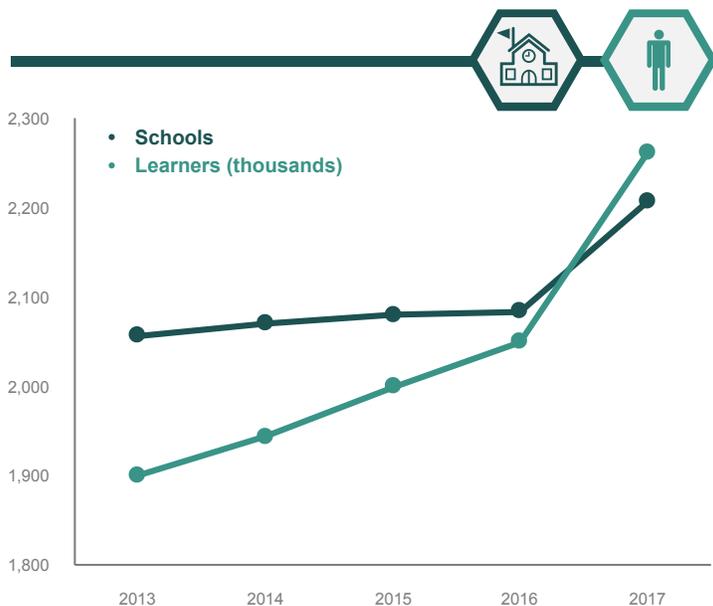


Research Objectives

To assess the Gauteng Provincial Education Department's (GPED) ability to plan for the provision of sufficient schools for learners in the province

1 Is information management optimal for effective infrastructure planning?

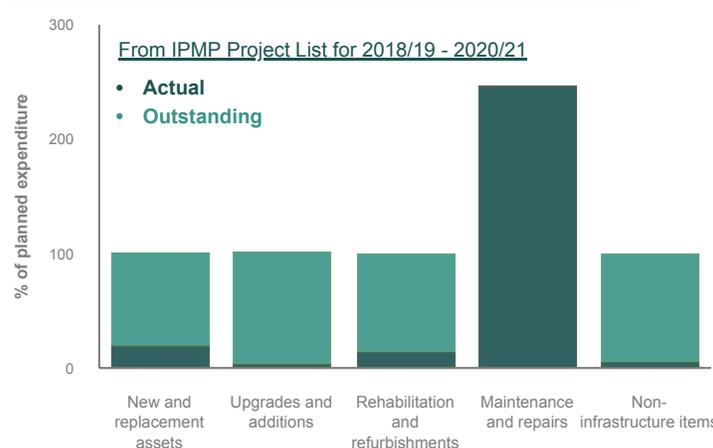
VERDICT - Information is insufficient
Data on learner and school numbers are unreliable and there is no data on school classrooms



The School Realities data shows large, inconsistent changes in the number of learners and schools from 2016 to 2017. This calls the reliability of the data into question. These problems with the data, combined with a lack of data on the number of classrooms, means that it is not possible to determine the exact extent of the backlog in learning space, and to plan accordingly.

2 Is the GPED planning and managing the delivery of school infrastructure optimally, and is the DBE exercising proper oversight?

VERDICT - Sub-optimal performance
The documents intended to manage infrastructure quality are vague and do not deal decisively with substandard service delivery



- From 2014 Gauteng Infrastructure Plan
- Of the backlog of 159 new schools to be built, only 60 (38%) would be built during the 7-year target period, leaving 99 schools not built after seven years
 - Of the backlog of 1,499 additional classrooms to be built at existing schools, only 126 (8%) would be built during the 7-year target period, leaving 1,373 classrooms not built after seven years
 - Of the backlog of 3,467 Grade R classrooms to be built, only 614 (18%) would be built during the 7-year target period, leaving 2,853 classrooms not built after seven years

54,920 students accommodated in overcrowded classrooms because of infrastructure backlogs in existing schools in 2014

Children from 99 schools have to travel beyond their residential area to find suitable schools in 2014

85,590 Grade R learners educated in overcrowded classrooms because of missed targets for rollout of Grade R classrooms in 2014

There is no evidence that the GPED takes into account sensible growth projections of the number of learners when developing its infrastructure plans. Also the documents for managing the delivery of infrastructure show that officials are failing to deal with substandard infrastructure delivery - with problems not being resolved across years.

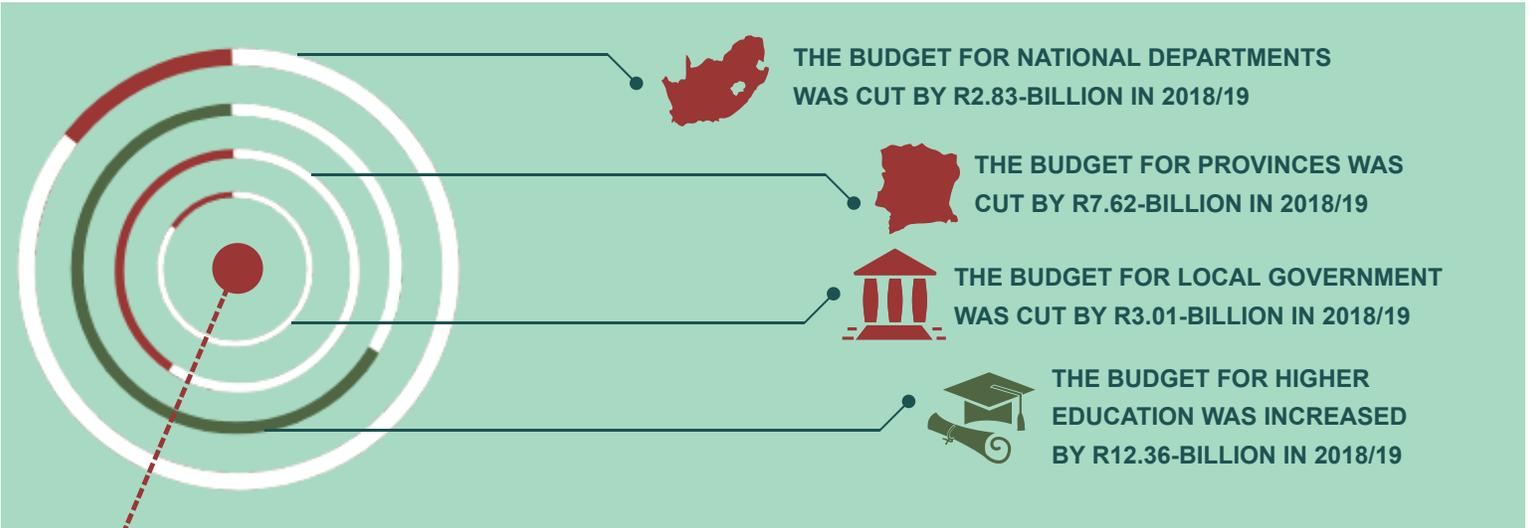


3

Has the National Treasury provided certainty in funding for education infrastructure?

VERDICT - Clear, but constrained

Indicative figures are provided, however revenue constraints and recent shifts in expenditure priorities has placed an added burden on departments



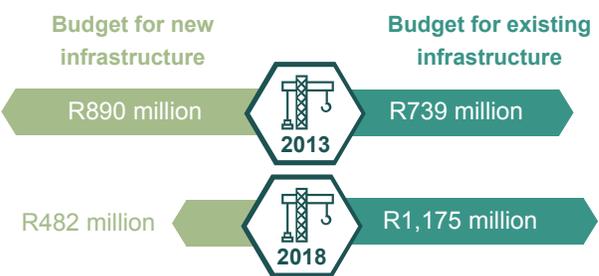
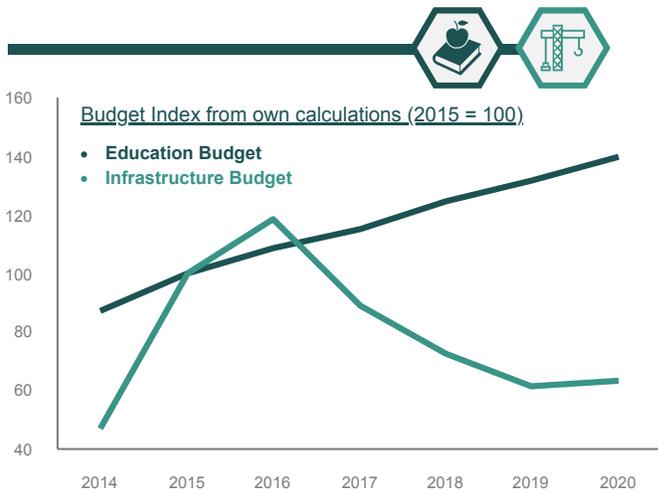
The provincial equitable share was cut by R7.62 billion in 2018/19. This impacts directly on the funding of basic education, since it is the largest provincial function. To absorb the cut, Gauteng province reduced its allocation to school infrastructure; so the trade-off for funding higher education is less funds for school infrastructure.

4

How has the Gauteng Provincial Government (GPG) responded to the budget cuts?

VERDICT - Cut school infrastructure budget

GPG has cut its budget for school infrastructure. This has forced the GPED to focus on expanding existing schools, and cut its spending on new schools.



National government increased its allocation to the Education Infrastructure Grant from 2014/15 onwards. In response to this, the province reduced its own funds allocation to school infrastructure from 2017/18 onward. In light of a reduced budget, the GPED has moved away from building new schools to adding classrooms and upgrading existing schools. This is a sensible approach to creating more space.