No.107 - 2022: Fourth Session, Sixth Legislature

**GAUTENG PROVINCIAL LEGISLATURE**

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**ANNOUNCEMENTS,**

**TABLINGS AND**

**COMMITTEE REPORTS**

**========================**

Wednesday, 23 March 2022

**ANNOUNCEMENTS**

none

**TABLINGS**

none

**COMMITTEE REPORTS**

**1. The Chairperson of the Education Portfolio Committee, Hon. M K Chiloane, tabled the Committee’s Focused Intervention Study (FIS) Report on " An assessment of asbestos schools in the Province (Programme 6: Infrastructure Development)", as attached:**

**Education Portfolio Committee**

**Focused Intervention Study Report on**

**" An assessment of asbestos schools in the Province**

**(Programme 6: Infrastructure Development)"**

| **Committee Details** | **Department Details** |
| --- | --- |
| **Name of Committee** | **Education Portfolio Committee**  | **Name of Department** | **Gauteng Department of Education**  |
| **Financial Year** | **2021/22 FY** | **Dept. Budget Vote Nr.** | **Budget Vote 5**  |
| **Quarter** | **3rd Quarter FIS** | **Hon. MEC** | **Panyaza Lesufi**  |
| **Committee Approvals** |
|  | **Name** | **Signed** | **Date** |
| **Hon. Chairperson** | Matome Chiloane |  |  |
| **Adoption and Tabling** |
| **Date of Final Adoption by Committee**  | **Scheduled date of House Tabling** |
| **Tuesday 22nd of March 2022** | **Thursday, 24th of March 2022** |

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# 24 March 2022,

# The Hon. Chairperson of the Portfolio Committee on Education, Mr Matome Chiloane, hereby tables the Portfolio Committee’s Report on the Focused Intervention Study on “An assessment of asbestos schools in the province (Programme 6: Infrastructure Development)” as follows:

# 1. EXECUTIVE SUMMARY

The Education Portfolio Committee identified "An assessment of asbestos schools in the province
(Programme 6: Infrastructure Development)" as its Focused Intervention Study (FIS) Topic. The purpose of the FIS was to assess the level of support provided to schools built with asbestos in the province and to get an understanding as to when will the Gauteng Department of Education replace these structures.

The asbestos in school buildings is usually mixed with cement in the form of roof sheets and partition boards. The asbestos becomes a health risk if the sheets are damaged, and the asbestos fibres are exposed. As such, the Department has a task to replace schools that are entirely built from asbestos. Currently according to available data there are 29 asbestos schools in the province that need to be replaced.

The focused Intervention Study had also predetermined objectives as follows:

* To assess conditions of the existing asbestos schools in the province
* Get a first-hand experience of asbestos schools in the Province.
* To investigate challenges experienced by schools and how they can be supported.
* Provide recommendations in order to achieve intended outcomes.

The Committee embarked on unannounced oversight visits to the following schools:

* Tshwane High School
* Pretoria Primary School
* Ditau Primary School
* Lukholweni Primary School
* Paradise Bend Primary School

The Committee noted concerns raised by the schools such as infrastructure challenges that does not meet the requirements or norms and standards of an ordinary school. The Committee also found that most schools’ quintile is incorrectly classified.

The overall challenges the Committee found are as follows:

* School such as Tshwane High School, surveys and assessments were done, constantly by the Department since 2009, a new building was promised but nothing has been done to date. Though the idea was to get another side because the current space is small.
* The school is hazardous with different animals roaming around i.e., rats, mice, and Dassies.
* The Department offers less resources and manpower due to the number of learners.
* The school has challenges with ablution system, the mobile toilets do not have partitioning, whereas the dignity of learners is compromised and inhumane.
* Some schools reported that they are not yet returned to full classroom capacity due to the shortage of classes and are still utilising the rotational classroom method. This is because the schools cannot adhere to COVID protocols of social distancing.
* The Committee was concerned about the Department identifying these challenges, making means to a point of school’s building plans, others were at an advanced stage and the budget was approved. These were later changed, and the budget diverted somewhere else.
* The Committee observed that some schools also have challenges with regard to landownership as it is not clear who owns the land, and this has been a hinderance to some projects that are on the pipeline. i.e., building of a new school, electricity, and water supply, etc.
* Though the schools are aware and have an understanding about the effects of asbestos and the health hazard thereof, the Committee is of a view that, they are not aware of how urgently these buildings should be removed as they are being taken from pillar to post.

On Thursday, the 17th of March 2022, the Committee held a Roundtable Session virtually comprising of schools that are affected by asbestos infrastructure and various stakeholders. The session discussed and received presentations on how best the Portfolio Committee can strengthen its oversight mandate and mechanisms to hold the Department of Education accountable and how best challenges, recommendations submitted can be addressed by the Department.

The Committee noted the recommendations presented by the Department as follows:

* + The progress update on Asbestos Schools.
	+ The need for the Department to secure additional funding for the eradication of inappropriate structures (asbestos schools) in respect of adhering to the regulations.
	+ Supports the Department’s view for a different approach towards the eradication of asbestos schools possibly through the Private Public Partnership (PPP), with funding from Gauteng Infrastructure Funding Agency (GIFA); and
	+ Endorses the multiple implementing agents approach in eradicating asbestos related challenges (New and Replacements, Additions & Upgrades and Renovations and Rehabilitation)

The Committee noted that there are Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, published on 29 November 2013 in Government Gazette No. 37081 advocates prioritising the eradication of schools built entirely of harmful asbestos materials. The Committee hereby, profusely recommend that Treasury assist with the budget as requested by the GDE to commence an immense urgent project to eradicate and replace asbestos schools with brick and mortar or commence decanting learners and personnel into temporary structures.

# 2. INTRODUCTION

A Focused Intervention Study (FIS) is a method to guide an in-depth investigation of a particular focus area determined by the Committee. The main aim of an FIS is to drive and influence the strategic direction for Committees’ oversight over the executive. The Committee can further enhance FIS through public participation.

The present FIS emanated from the Gauteng Department of Education Annual Report for the 2020/2021 FY. During this FIS, the Committee sought to examine the functions and responsibilities of the GDE in attending to the needs and ultimately the eradication of asbestos infrastructure in all schools in the province.

# 3 . PROCESS FOLLOWED

3.1 On Thursday, 03rd of February 2022, the committee researcher presented the FIS Proposals, and the Committee adopted the topic: " An assessment of asbestos schools in the Gauteng Province".

3.2 on Tuesday, 08th February 2022, the Gauteng Department of Education Committee presented the FIS Topic to the Committee.

3.3 From the 25th of February – 04th March 2022, the Committee undertook Unannounced Committee Oversight Visits to selected fully asbestos structures schools in the Province :

* Tshwane High School
* Pretoria Primary School
* Ditau Primary School
* Lukholweni Primary School
* Paradise Primary School

3.5 On Thursday, 17th of March 2022, the Committee reconvened a Virtual Stakeholder Roundtable Session to discuss the FIS topic.

3.6 On the 22nd of March 2022, the Committee deliberated and adopted its FIS Report.

# 4. COMPLIANCE AND QUALITY

The Committee in its previous engagements with the Department requested a progress report on the level of its achievements and the report in relation to the FIS submitted. In addition, the Committee embarked on the FIS process in accordance with the SOM and the GPL Standing Rules of the Gauteng Provincial Legislature.

# 5. OVERSIGHT ON STRATEGIC PRIORITIES

## *Priorities*

* National priorities

In his State of the Nation Address in February 2021, the President of the Republic of South Africa, Honourable Ramaphosa stated that the focus of education will be on the following issues:

* + - Seeing improvements in the outcomes of basic education system.
		- Continue to invest and expand access to early childhood development.
		- The Accelerated Schools Infrastructure Delivery Initiative programme to deliver modern facilities to schools in rural and underprivileged urban areas across the country.
* Provincial priorities

In his 2021’s State of the Province Address, Gauteng Premier, Honourable Makhura emphasised the following issues:

* + - Provide quality education and invest in relevant skills for all learners.
		- Improve on the outcomes of all of our Foundation Phase learners.
		- Invest in the improvement of outcomes in Science, Technology, Engineering and Mathematics (STEM) subjects.
		- Improve our education outcomes in Township and rural Schools.

Gauteng MEC for Department of Finance, Honourable Nkomo-Ralehoko indicated that:

* + - An allocation of R2.5 billion over the MTEF to complete the Universalisation of Grade R and preparing and piloting the introduction of Grade RR in public schools.
		- An allocation of R954 million over the MTEF has been made available towards Schools of Specialization in an effort to produce the skills required by the economy.
		- An allocation of R155 million has been set aside towards the improvement of literacy and numeracy across grades.
* Departmental Priorities

The Department’s approach and plan for the next five years is aligned to the goal of eradicating the social, economic, and spatial legacies of the country. GDE’s six priorities over the next five years are as follows:

* + - Universalization of Grade R and Prepare for the introduction of Grade RR.
		- Promote quality education across all classrooms and grades.
		- Expand and enhance schools of specialization.
		- Provincial, national, regional, and international learner assessments.
		- Skills for a changing world including technical high schools.
		- Fourth Industrial Revolution, ICT, and e-learning.

Key allocations include:

* + R3.2 billion for direct transfers to Public Ordinary Schools, Early Childhood Development sites and Special Schools.
	+ R2.7 billion for the special school sector which caters for learners with intellectual and other disabilities.
	+ R1.2 billion to provide more than 1.4 million learners with a hot meal at school every day.
	+ R1 billion to transport learners who live more than five kilometres from the nearest school.
	+ R238 million to support the continued roll out of e-Learning strategy.
	+ R2 billion for textbooks, stationery, school furniture and other learner support materials.
	+ R196 million towards the teacher development and support initiatives.
	+ R159 million to improve the Grade 12 performance and to increase the bachelor pass rates.

According to the Department, its major sub-outcomes in the NDP include:

* + Access to quality ECD,
	+ Improved quality teaching and learning,
	+ Capacity of the state to intervene and support quality education,
	+ Increased accountability for improved learning,
	+ Human resources development and management of schools, and
	+ Infrastructure and learning materials to support effective education\*

# 6. OVERSIGHT ON RESOLUTION MANAGEMENT

The decision to conduct the FIS on "An assessment of asbestos Schools in the Gauteng Province" is linked to the House Resolution as adopted by the Legislature during the Annual Report for the 2020/2021 FY.

# 7. OVERSIGHT ON ANY OTHER COMMITTEE FOCUS AREA

**7.1 Committee Findings**

**7.1.1 Committee Oversight Visits/Findings/Stakeholder Engagement Session Inputs**

1. **Tshwane High School**

The Committee found and noted that Tshwane High School is a public school situated in the Pretoria Central, a quintile 5 and fee paying. The school has been improving in terms of its matric results since 2019 – 55,6%; 2020 – 81,3% and 2021 – 95,5%.

**Challenges:**

* The school has 496 Learners with a ratio of 1:39 in class. The school is built with asbestos material all round from the administration block to classes.
* Surveys and assessments are done constantly by the Department in the school since 2009, a new building was promised but nothing has been done to date. Though the idea was to get another side because the current space is small.
* The school is hazardous with different animals roaming around i.e., rats, mice and dassies.
* The Department offers less resources and manpower due to the number of learners.
* The School has challenges with the ablution system, the mobile toilets do not have partitioning, the dignity of learners is compromised and inhumane.
* With respect to District support, the school believes they are getting adequate support in terms of the curriculum but not reported challenges relating to infrastructure.

1. **Pretoria Primary School**

With respect to School Pretoria Primary School, the school is a public school situated in the Pretoria Central, a quintile 5 and fee paying. The school has 1467 leaners and 35 educators.

**Challenges:**

* The school is old though it was established in 2009, the buildings back date to 1980s and it is starting to dilapidate and costing the school monies for regular repairs.
* The school yard is small thus hinders projects that the Department has been promising.
* The ablution system is limited and under severe pressure because of the number of leaners it experiences constant blockages.
* The school is short of classes with a ratio of 1:52
* The school is 90% asbestos with 32 classrooms.
* The school hosts learners from Sunnyside, Central, Hammanskraal, Soshanguve, Mamelodi
* In 2015 a land was identified, and the school’s building plan was at an advance stage, budget approved. This was later changed, and the budget was later diverted somewhere else, the Department reported.
* The SGB is functional.
* There are no sporting facilities, but the school does participate in the weekly sports activities with schools around that have resources.
* With respect to District support, the school is satisfied in terms curriculum support and not with infrastructure issues.

1. **Ditau Primary School**

With respect to Ditau Primary School, the school has 391 learners that are enrolled currently. The school has 12 Educators employed. With respect to asbestos, the school reported that, indeed it is a dangerous thing that causes lung disease. The disease can arise after some years, this was in terms of their understanding around the health effects of asbestos material.

Ditau Primary was established in 1942 in Orlando East. the oldest suburb of Soweto and operated in the communal hall in 1983 and was relocated to this present site under the leadership of Mr. E Tenza. Mr. E Tenza, was followed by Mr. surprise Mokgatle then Mrs. R Masudubele. Presently the school is under Mrs. D Koopedi with 400 learners, 12 educators, 1 who is SGB paid, 3 general assistants, two admin, and 1 SGB paid. Most of the learners are taken care of by pensioners and others are from Motsoaledi which is an informal settlement.

The school further reported that, though they encounter a lot of problems they strive to achieve good performance in both academics and sports. The school experienced burglaries, there is also a lack of support from the parents’ component, probably this is due to poverty around the community. The school has a functioning SGB.

The school reported that learners from Motsoaledi used to walk +- 10 km to and from the school. The Department provided them with scholar transport and to alleviate poverty, learners are given breakfast and lunch daily but due to the dilapidated building, the Department provided the school with mobile classes.

In terms of the overall challenges, the security fence around the schoolyard is exposed to an informal settlement, some of the mobiles are leaking and the toilets not functioning. The school needs a new building as soon as possible. The school reported that, there is a need of warm body security should be deployed due to continuous burglaries. The school needs a sports field, sports kits wherein some were stolen during the burglaries, would appreciate any donations thereof. The computer lab and library need to be revamped. The school needs its own independent transformer box inside the schoolyard and a mini power supplier for all the schools around Madlala street. Also, a school vehicle to run school errands.

1. **Lukholweni Primary School**

The Committee noted that the school is a public school situated in Soweto, Orlando East. The school has 838 learners and 24 educators, 6 GAs, 4 food handlers and 4 Patrollers.

**Challenges:**

* The school is relatively old, built in 1980 and is 90% asbestos.
* The school was renovated i.e., the roofing was repaired and painted.
* The school has been writing numerous letters to the Department seeking assistance with infrastructure challenges 5 years ago until to date there is no adequate or official written responses rather verbal through telephone.
* When asked about the district support, the interviewee was reluctant to speak about the support the school receives from the district rather to say it is okay.
* It was also found that the land does not belong to the Department, and this has been hindering some projects planned.
* The school is experiencing overcrowding in classes.
1. **Paradise Primary School**

With respect to Paradise Primary School, the school is a public school situated at Diepsloot, on Old Krugersdorp Road, Randburg in Gauteng.

* The school was established in 1960, to date hosts 1829 learners and 38 educators, wherein it is reported that there is a shortage of 13 educators to complement the number of learners.
* It is also reported that the school has not yet returned to full classroom capacity due to the shortage of classes and is till utilising the rotational classroom. This is because the school cannot adhere to COVID protocols of social distancing.
* The school has also reported that there is a vast shortage of furniture in a form of 40 classroom tables and chairs.
* The school has also been identified as “Pressure Schools”, meaning that provision of resources is prioritised.
* The school further reports that, there is a challenge with landownership as it is not clear who owns the land, and this has been a hinderance to some projects that are on the pipeline. i.e., building of a new school, electricity, and water supply, etc.
* The ablution system is not in line with the capacity of the school and there are several dysfunctional toilets in the school and need urgent attention as they are locked for the protection of learners.
* It is also reported that the school has never had any asbestos, this is according to the knowledge of the principal. Though the school appears on the Department’s list of schools with asbestos classrooms.

1. **Mdelwa Hlongwane Primary School**

The Committee noted that the school has a Caretaker principal is Ms Thakordas. She is the IDSO and is filling the role until the new principal is appointed. There are 1094 learners in the school and 38 educators with 6 GA’s. In terms of asbestos knowledge, she indicated that they know its unhealthy.

The Acting Principal indicated that the school is very dilapidated. They repair the toilets, but it keeps on breaking due to the aging infrastructure. There are holes in the walls, and this creates a problem of rodents living inside the walls. The toilets are also constantly blocked. The bulk of the maintenance budget is spent on unblocking toilets.

When it rains water gets through the roof and cascade down to classrooms on the first floor. There is a shortage of chairs and learners are really struggling. The head office promised to build a brick-and-mortar classrooms and the last communication from the department was in June 2021. They were told that the school is in the pipeline for a new school, but nothing has happened since COVID.

The principal indicated that the learners only returned yesterday (21 Feb 2022). The SGB is functional and very active. The SGB wants to take the issue to HRC. The school has escalated the matter and it is at Head Office. The SGB also met with the district director.

The school is a no-fee paying school and is quite overcrowded, with an average of 45 learners and in some classes more and storerooms are used as classrooms. There is a Grade R class. The service provider did not finish the building of the grade R class, there was no handover, and the school completed the plumbing, installation of doors and windows. The nutrition centre is very small to cater for all learners at the same time during break time. The space is very confined.

1. **Eersterust Secondary School**

The Committee noted that the school has 966 learners and 24 educators with 3 GAs and 2 AAs. The school was built in 1969 and a new block was added later. People came to do a land survey last year but there has been no progress report since then. A District Official indicated that it would happen this year. The principal indicated that not knowing the plans negatively affects the school’s forward planning. The SGB is functional, but it would be helpful if they could help more with fundraising.

The school has a problem with vandalism, but it has decreased since the appointment of patrollers; 1 during the day and 3 at night. The school fence also frequently gets broken. In response to the question regarding what the know about asbestos, the principal indicated that he is aware that the MEC indicated that asbestos schools will be eradicated by 2021 and is therefore worried about the lack of progress. He further indicated that the classes are very uncomfortable as they are very hot in summer and very cold in winter.

The school is a parallel or dual medium with learning and teaching being conducted in English and Afrikaans, however, staff complement does not correspond with the mediums offered at the school. In terms of matric results, the school achieved 69,6% in 2019 and 70,6% in 2021.

* 1. **Departmental Presentation**

The Committee noted that, in 1996 the School Register of Needs (SRN) survey provided the first insights into the locations and conditions of every known school building in the country thus painting the picture of the facilities that were available in support of guaranteeing every citizen’s right to basic education.

While the picture painted by the 1996 SRN was quite bleak, it was only with this clearer view of the ‘as-is’ situation that a rational basis could be established for long-term infrastructure planning based on equity, democracy, and justice. Navigating this new territory was not without its challenges. In 2000, a second SRN was commissioned to identify and capture schools that were omitted from the 1996 survey this included classifying asbestos schools.

This update on the survey revealed that while more classrooms were built during the four years between the two surveys, the existing infrastructure was deteriorating and not being maintained.

The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, published on 29 November 2013 in Government Gazette No. 37081 advocates prioritising the eradication of schools built entirely of harmful asbestos materials.

Although the GDE is in the process of replacing these building with brick-and-mortar buildings, due to the number of buildings required, the process and funding is slow, posing a potential risk in the meantime. Historically, these materials were used due to their affordability and ease of construction. Now that the health risks are known the GDE has to earnestly aim to reduce risks associated with exposure and ultimately remove the material from schools.

The Department further reported that, on 27 November 2020, the Asbestos Abatement Regulations (AAR) came into effect whereby all asbestos in buildings needed to be removed and discarded and replaced with safe materials suitable for intended use.

The AAR does not require the GDE to immediately stop using the available infrastructure or demolish and replace fully functional facilities but gives employers a period of 18 months to develop a written asbestos management plan, including a phase-out plan and requires the labelling of asbestos in the meantime.

The GDE has 29 schools which were constructed entirely out of asbestos. These schools were constructed as temporary solutions that were quick to construct with minimal costs associated with them. Although some have been well maintained by the communities, the structures are considered to be a health hazard. Communities further see these structures as reminders of a past that should not be repeated.

The GDE has through its allocated Education Infrastructure Grant (EIG) included the asbestos schools as part of the new and replacement programme. The GDE through the DBEs Accelerated Schools Infrastructure Development Initiative (ASDI) was not considered and included to address the replacement of Asbestos Containing Material School infrastructure in the recent years.

The Committee commends the Department for the replacement of schools such as Noordgesig Primary School that is completed. Taking into consideration the projects that are underway at Everest Primary School, Paul Mosaka and Onverwacht, have demonstrated the financial resources and the works required to address the issues at such schools require funding that is beyond the current allocated budgets and anticipated future budget allocations. The last condition assessment update conducted by GDE was in 2020. Also noting the New Rust-Ter-Vaal Secondary School which is in progress as well as the Nancefield Primary School.

The Assessment comprised of physical visits to schools and electronic equipment was used to record the data in relation to all building elements:

* + Location.
	+ Functional Status.
	+ Structural Make up.
	+ Utilisation Status; and
	+ Condition rating.

With respect to the legislative conditions regarding asbestos material, the Department reported that, there are legislative frameworks that compels the Department to deal with asbestos namely:

* Occupational Health and Safety Act 1993 (Act No. 85 of 1993), as amended.
* South African Schools Act, 1996 (Act No. 84 of 1996), as amended.
* Environment Conservation Act, 1989 (Act No. 73 of 1989), as amended.
* National Environment Management Waste Act, 2008 (Act No. 59 of 2008), as amended.
* National Qualification Framework Act, 2008 (Act no. 67 of 2008), as amended.
* Regulation Relating to Minimum Uniform Norms and Standards for School Infrastructure published in Government Notice No. R920 published Government Gazette No. 37081 of 29 November 2013.
* Asbestos Abatement Regulations, Government Notice No. R116 published in Government Gazette No. 43893 of 10 November 2020.
* Regulations for the Prohibition of the Use, manufacturing, Import and Export of Asbestos and Asbestos Containing Materials published in Government Notice No. R.341 published in Government Gazette No. 30904 of 28 March 2008.

With regard to the assessments conducted, the Department reported that physical condition of assets as was verified since the department started conducting assessments in 2014 and updated regularly. An average of the condition rating of these infrastructure assets is applied to determine the overall condition rating of the school in its entirety. The table and ratings are used in determining if an asset is in a very good, good, fair, poor, or very poor state.

In terms of the Regulations Relating to the Minimum Uniform Norms and Standards for Public School Infrastructure, all schools built entirely of inappropriate structures, should have been eradicated three years after the publication of the regulations. There are 29 schools in the province that were built entirely of asbestos. A further five schools are built predominantly of asbestos. There is a total of 214 schools with some 1331 asbestos classrooms. There are 5 schools that are not completely asbestos schools, but a significant portion of the schools consist of asbestos.

The Committee noted that there are asbestos replacement projects underway and some in construction. The New Rust-Ter-Vaal Secondary School which is in progress as well as the Nancefield Primary School. Noting also the Noordgesig Primary School replacement that is concluded.

The Committee noted the recommendations presented by the Department as follows:

* + The progress update on Asbestos Schools.
	+ The need for the Department’s to secure additional funding for the eradication of inappropriate structures (asbestos schools) in respect of adhering to the regulations.
	+ Supports the Department’s view for a different approach towards the eradication of asbestos schools possibly through the Private Public Partnership with funding from Gauteng Infrastructure Funding Agency; and
	+ Endorses the multiple implementing agents’ approach in eradicating asbestos related challenges (New and Replacements, Additions & Upgrades and Renovations and Rehabilitation)

# 8. RECOMMENDATIONS AND IMPLICATION ON LAW MAKING

**8.1 Committee Concerns**

1. The Committee is concerned about the three makeshift brick and mortar classrooms at Pretoria Primary School.
2. The Committee is concerned about the ablution system at Tshwane High School.
3. The Committee is concerned about the learner furniture, ablution facilities and infrastructure at Paradise Bend Primary School.
4. The Committee is concerned that there were budgets approved including building plans, meant for the replacement of some schools but these budgets were redirected to other projects.
5. The Committee observed that there are no reported health implications by principals and educators with regard to the hazardousness of asbestos from schools visited though they are aware of the negative impact in the long run.
6. The Committee during its unannounced oversight visits observed that there was no indication regarding land space for relocation of Paradise Bend Primary School, Pretoria Primary School, and Kwena Molapo Secondary School.
7. The Committee observed during its Roundtable Session that some schools are not aware of progress regarding the eradication of asbestos structures in their respective schools.
8. The Committee observed that the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, published on 29 November 2013 in Government Gazette No. 37081 advocates prioritising the eradication of schools built entirely of harmful asbestos materials.

**8.2 Proposed Committee Recommendations**

1. The Committee recommends that the Department attend to the three brick and mortar classroom challenges at Pretoria Primary School. The Department to submit a progress report by **29th April 2022.**
2. The Committee recommends that the Department also attend to the ablution system at Tshwane High School.The Department to submit a progress report by **29th April 2022.**
3. The Committee recommends that the Department provide an explanation about whether Paradise Bend Primary School will be relocated, or the department intends to build on the current premises. Also, that the Department provide the school with learner furniture, upgrade the ablution facilities and the provision of additional mobile classrooms.The Department to submit a progress report by **29th April 2022.**
4. The Committee requests the Department to provide a report with respect to the budget that was allocated to replace asbestos schools from 2017 to date, as reported by some schools visited. The Department to submit a progress report by **29th April 2022.**
5. The Committee recommends the Department to provide progress report in respect of the identified land space for relocation of Paradise Bend Primary School, Pretoria Primary School, and Kwena Molapo Secondary School. The Department to submit a progress report by **29th April 2022.**
6. The Department to provide the Committee with a progress report regarding the study that was conducted by National Health Institute in relation to asbestos schools and how the Department is processing the recommendation thereof. The Department to submit a progress report by **29th April 2022.**
7. The Committee recommends that the Department provide an update to schools with regard to its plans to eradicate asbestos structures in their respective schools. The Department to submit a progress report by **29th April 2022.**
8. The Committee recommends that the Department should, in consultation with Treasury, the National Department of Basic Education and relevant stakeholders, consider alternative funding models to address asbestos related challenges. The Department to submit a progress report by **29th April 2022.**

# 9. ACKNOWLEDGEMENTS

* The Portfolio Committee on Education wishes to thank the MEC for Education, Hon. PA Lesufi, and his senior officials for the presentation of the budget, substantial and sustained efforts they have made to inform the Portfolio Committee on the details and information with regard to its “Focused Intervention Study on "An assessment of asbestos Schools in the Gauteng Province".
* The Chairperson, Hon. M. Chiloane, would like to thank the Honourable Portfolio Committee Members: F Hassan, L Makhubela, J Mpisi, K Ramulifho; S Dos Santos; IE Mukwevho; K Mazwi; A De Waal Alberts and DK Adams for their dedication and support during this process.
* The Portfolio Committee would like to thank the Group Committee Co-ordinator, Ms. Zuziwe Pantshwa-Mbalo, Senior Researcher, Ms Sekinah Nenweli, Senior Committee Co-ordinator, Ms. Sharlene Gaya, Committee Co-ordinator, Mr Pheello Mashiloane, Committee Administrator, Mr. Thabo Kekana, Committee Researcher, Mr. Joseph Makhura, Hansard Recorder, Ms. Raksha Singh, Service Officer, Ms. Mavis Nhlapo, Media Officer Mr. Takalani Ndou, Information Officer Mr. Jacky Letsoalo, Public Participation and Manager PPP Unit Ms. Lindy Tjia, for the commitment they have shown during the FIS process.

# 10. ADOPTION

In accordance with Rule 165, the Education Portfolio Committee Chairperson hereby recommends that the report on the Gauteng Department of Education FIS Report, be adopted by the House, taking into account committee concerns and proposed recommendations made in this report.