RESEP
Research on Socio-Economic Policy

Stellenbosch
UNIVERSITY
IYUNIVESITHI
UNIVERSITEIT

forward together
sonke siya phambili
saam vorentoe

RESEARCH BRIEF

Department of Economics, Stellenbosch University

Policy Brief No.
07/25

NOVEMBER 2025

This research brief was produced as part of the MILAPS project, funded by Optima and utilises Data Driven Districts data

School Infrastructure Trends in South Africa based on three versions of the School Monitoring Survey

Author

Lunga Swelindawo

OPTIMA

Research brief: School Infrastructure Trends in South Africa based on three versions of the School Monitoring Survey

Date: November 2025

Author: Lunga Swelindawo, RESEP[1]

SUMMARY

The purpose of this brief is to present evidence on infrastructure conditions over time, with particular emphasis on the proportion of schools meeting the minimum infrastructure standards; to identify areas where progress has been limited or uneven; and outline the implications for policy and planning. In so doing, it seeks to inform targeted, more effective interventions that ensure safe, dignified, and conducive environments for teaching and learning for all learners and teachers.

** The views expressed in this brief are those of the author and do not necessarily reflect the views of the Department of Basic Education or RESEP.

1 THE DESIGN AND PURPOSE OF THE SCHOOL MONITORING SURVEY

The School Monitoring Survey[2] is a nationally representative sample of schools. The survey comprises two separate samples of public ordinary schools: a nationally representative sample of 1000 schools offering grade 6, and a nationally representative sample of schools offering grade 12. The samples are stratified by province to ensure that the sample size for each of the nine provinces is approximately equal; this helps ensure that confidence intervals, or levels of certainty, are similar across provinces. Each provincial sample is further stratified by quintile to ensure it reflects the quintile ratios within each province. The School Monitoring Survey: (1) reports on 13 indicators of the DBE's Action Plan to 2024[3], (2) focuses specifically on gathering information that is not available in other systems, such as the Education Management Information System (EMIS), and (3) acts as a verification measure for selected indicators. The SMS of 2022 is the third round of the SMS, following two previous rounds conducted in 2011 and 2017. The three rounds provide a more nuanced view of trends in school infrastructure development over time.

[1] The author also serves in the Department of Basic Education's Research Coordination, Monitoring and Evaluation (RCME) unit.
[2] School Monitoring Survey Main Quantitative Report - 2022
[3] The Action Plan to 2024 serves as the DBE's sector plan and serves as the department's strategic thrust towards: "the realisation of schooling 2030", through access, redress, equity, inclusivity, quality and efficiency. https://www.education.gov.za/Portals/0/Documents/Publications/Sector%20plan%202019%2015%20Sep%202020.pdf

2 SCHOOL PHYSICAL INFRASTRUCTURE POLICY CONTEXT

"Everyone has the right to education…and education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." – Article 26 of the Universal Declaration of Human Rights.

School infrastructure has been a persistent challenge in South Africa, rooted in the country's long history of spatial and economic inequality. Decades of targeted underdevelopment in the former homeland areas during Apartheid left an indelible mark on the education landscape, among others. The introduction of democracy in 1994 saw the amalgamation of the independent homelands into a unified South Africa. The new government inherited a deeply unequal education system – one that included thousands of under-resourced, dilapidated, and in some cases, *mud* schools situated in rural and remote areas. Since then, successive administrations have worked to redress these disparities through infrastructure-specific investment and policy reforms. However, progress has been uneven and significant backlogs persist, particularly in areas where basic amenities such as running water, electricity, and adequate sanitation remain inadequate.

The issue of school infrastructure remains contentious and emotive, not only because of its direct implications for teaching and learning, but also because it raises fundamental human rights concerns. As such, it remains a focal point of public debate and media attention, symbolising the broader struggle to realise equitable and dignified learning conditions for all South African children.

To this end, the, the importance of improving the delivery and maintenance of school physical infrastructure is one of the five priority areas in government's Medium Term Strategic Framework (MTSF) for Basic Education (2019-2024); it is one of six priorities identified by the Council of Education Ministers (CEM) in 2020 and has featured prominently in all President Ramaphosa's annual State of the Nation Addresses. Adequate school infrastructure is more than just an enabling factor for learners and teachers; it is a matter of human dignity, of learner safety, and a precondition for meaningful teaching and learning. However one looks at it, it is a top priority for the sector.

The Norms and Standards for minimum school infrastructure as gazetted in Regulation 920 of 2013 (hereafter referred to as 'the Norms and Standards') list the following standards and basic features as the minimum physical infrastructure requirements that all schools need to have in place:

- running water;
- working electricity;
- separate toilets for boys, girls, and educators (flush toilets and ventilated pit latrine and Enviro-loo toilets are considered appropriate); and
- adequate classrooms - that is, classrooms that can accommodate all learners at the school, with a maximum of 40 learners per classroom.

The Norms and Standards envisage meeting minimum standards for four key goals achievable by all schools by the following dates with respect to:

- water, toilets, electricity, and materials used for school buildings (2016 targets);
- a minimum number of classrooms, relative to enrolments; electronic connectivity (internet); and perimeter fencing; toilets adapted for wheelchair access (2020 targets);
- the required libraries and laboratories (2023 targets); and
- all remaining standards governing, for instance, sporting facilities (2030). The first goal's targets were due to have been achieved before the SMS 2017 data was collected.

The results presented in this brief distinguish between the 2016 and 2020 targets to show the different rates of compliance depending on the criteria used.

3 LINKING SCHOOL INFRASTRUCTURE CONDITIONS TO TEACHER WORKFORCE DYNAMICS

Two recent studies conducted as part of the Teacher Demographic Dividend (TDD) project – Kruger, Hompashe, and Swelindawo (2024)[4] and Hofmeyr, Pampallis, Qvist, and Swelindawo (2024)[5] – highlighted the multifaceted nature of teacher dynamics in South Africa. While covering a wide range of factors shaping teacher demand, supply, and utilisation, both studies underscored the significance of school infrastructure, particularly in rural areas, as a determinant of teacher motivation, retention, and geographic preferences. This connection reinforces growing evidence that school conditions influence not only learner outcomes but also teachers' professional satisfaction and willingness to serve in under-resourced areas. Within this broader context, the TDD project's work on understanding teacher deployment, demographic shifts, and labour market imbalances provides an essential lens for interpreting patterns in school infrastructure quality. Strengthening both the physical and human resource dimensions of schooling will therefore be critical to ensuring equitable access to quality education across the country.

4 MAIN FINDINGS ON SCHOOL PHYSICAL INFRASTRUCTURE IN THE 2022 SMS

The School Monitoring Survey collected data on school infrastructure through a Principal Interview and a School Observation schedule, which is based on fieldworkers' physical inspections of facilities.

In 2022, 67% of schools complied with all the minimum physical infrastructure standards set for 2016, while only 43% complied with the more extensive standards set for 2020. It is important to note that these figures represent a combination of facilities at a school; therefore, only schools that complied with the standards for *all* targeted facilities are

[4] Kruger, Hompashe & Swelindawo, 2024.
[5] Hofmeyr, Pampallis, Qvist & Swelindawo, 2024.

considered to have complied. This strict definition of the indicator should be kept in mind, and the percentage of schools complying with each aspect of infrastructure should also be considered.

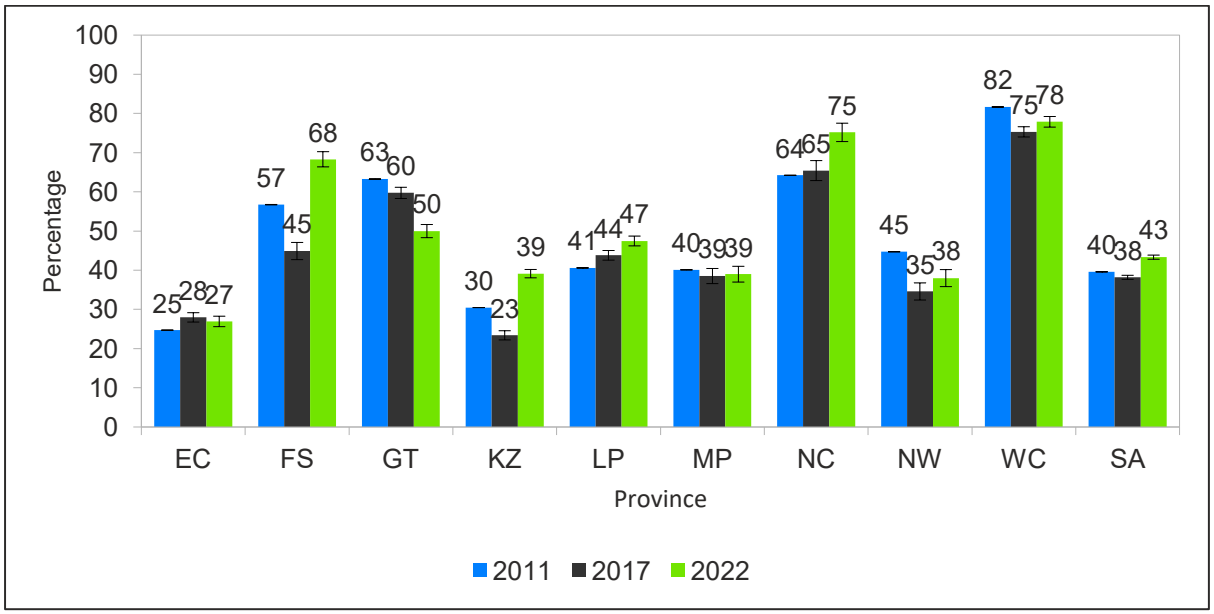
Table 1: Percentage of schools complying with all the Norms and Standards of 2016 as aligned with Regulation 920 of 2013 by province, 2011, 2017 and 2022

Province	Electricity			Water			Sanitation / Toilets			Adequate Classrooms		
	2011	2017	2022	2011	2017	2022	2011	2017	2022	2011	2017	2022
EC	73.2	79.6	86.5	65.3	74.4	74.2	65.5	69.8	73.7	66.3	75.5	72.1
FS	86.0	96.3	96.2	83.6	78.7	95.3	76.7	71.8	91.6	87.8	71.9	77.5
GT	99.0	95.0	97.2	99.5	95.9	86.5	94.4	98.4	94.7	69.4	64.7	57.4
KZ	80.2	86.9	94.2	78.5	54.5	67.7	73.7	77.6	91.1	60.9	67.3	68.4
LP	95.2	98.2	97.5	87.5	87.4	85.7	64.0	77.0	84.6	75.4	60.3	67.0
MP	90.1	94.2	92.1	86.9	80.2	88.4	83.6	91.8	92.7	62.3	55.3	52.2
NC	98.5	99.4	95.1	89.1	91.0	96.2	86.1	89.1	95.4	82.5	83.0	84.2
NW	95.3	87.1	89.3	88.9	76.8	91.7	77.2	82.4	86.8	69.0	53.6	55.8
WC	99.4	98.7	95.9	98.2	94.2	98.6	94.1	96.3	96.1	88.2	82.9	86.5
SA	**86.0**	**89.9**	**93.2**	**81.2**	**76.0**	**80.7**	**73.7**	**80.0**	**86.8**	**69.0**	**67.7**	**67.9**

Source: School Monitoring Survey Main Quantitative Report, 2022

Table 1 shows, at a national level, an upward trend for the three 2016 infrastructure targets, electricity, running water and adequate toilets, over the period under study. These results are significant given government-led programmes such as the Accelerated School Infrastructure Delivery Initiative (ASIDI) and the Sanitation Appropriate for Education (SAFE) programmes, which aim to reduce infrastructure and sanitation backlogs in schools. In addition, these improvements may reflect the closure of small, non-viable schools, which tend to have worse access to water and sanitation infrastructure. The closure of such schools would therefore be reflected positively in national statistics. Schools in Gauteng showed a slight decline in terms of meeting the minimum standards for water, moving from 100% in 2011, to 96% in 2017, and finally to 87% in 2022. National compliance with the minimum standards for adequate classrooms has remained broadly stable, though the Free State, Gauteng, Mpumalanga and North West each recorded declines of ten percentage points or more since 2011. These declines may reflect the inability of building programmes to keep pace with rapid increases in enrolments, exacerbated by cross-regional and provincial migration, negatively affecting pupil-teacher and learner-to-classroom ratios in the receiving areas.

Figure 1: Percentage of primary and secondary schools combined complying with the 2020 minimum physical infrastructure standards by province, 2011, 2017 and 2022

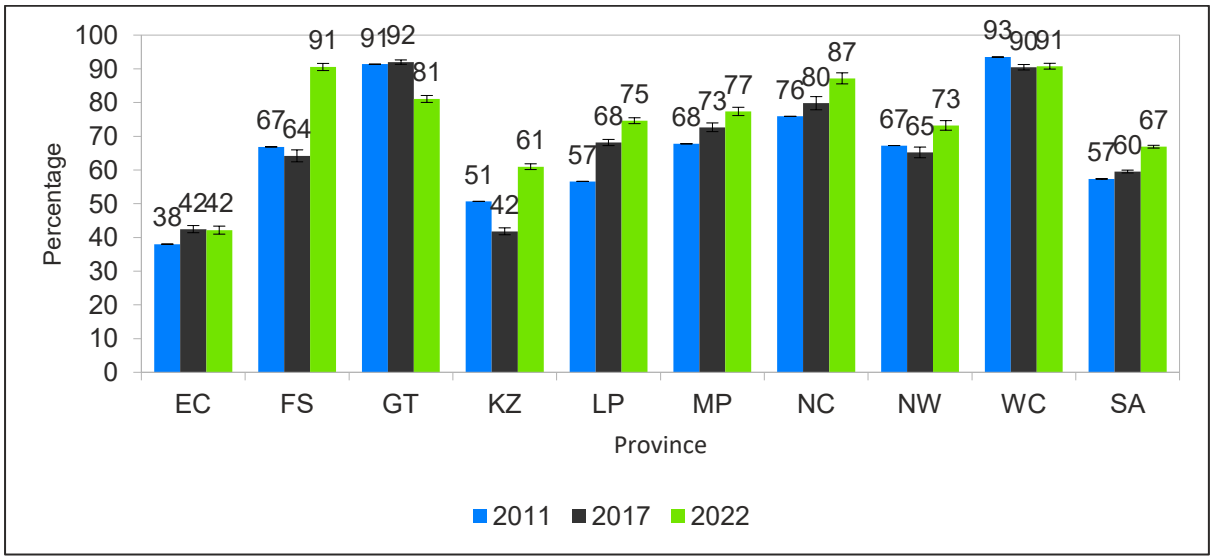


Source: School Monitoring Survey Main Quantitative Report, 2022

Figure 1 above shows that national compliance with the 2020 minimum infrastructure standards improved slightly, from 40% in 2011 to 38% in 2017 and 43% in 2022. Free State, KwaZulu-Natal, and the Northern Cape have shown substantive increases from their 2017 levels: The Free State increased from 45% (in 2017) to 68% (in 2022), KwaZulu-Natal from 23% to 39% and the Northern Cape from 65% to 75%. Compliance in Gauteng declined from 60% in 2017 to 50% in 2022. The Eastern Cape has the lowest compliance levels, at 27% in 2022.

Figure 2 below shows that national compliance with the less onerous 2016 minimum infrastructure requirements increased steadily from 2011 to 2022, with national averages of 57% in 2011, 60% in 2017, and 67% in 2022. The 2016 pattern was fairly similar to that of the 2020 targets, except that the North West showed stronger growth for the three 2016 infrastructure targets, from 65% in 2017 to 73% in 2022. The Eastern Cape also had better compliance with the 2016 targets (38%, 42% and 42%) in contrast to the 2020 targets (25%, 28% and 27%), which indicates that the classroom adequacy target negatively impacts compliance and other expanded criteria in the 2020 minimum infrastructure standards, substantially lower overall compliance rates. This reflects the 2020 compliance framework's more stringent, comprehensive nature, which places greater emphasis on the adequacy of learning spaces. In so doing, the 2020 standards expose the underlying infrastructure deficits that directly affect the core conditions for effective teaching and learning.

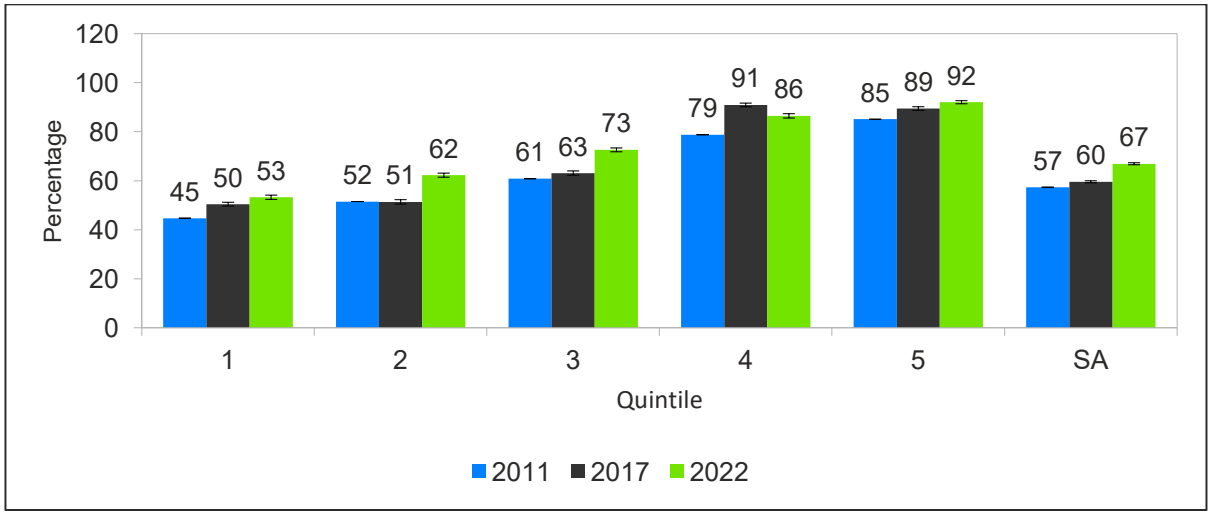
Figure 2: Percentage of primary and secondary schools combined adhering to the 2016 minimum physical infrastructure standards by province, 2011, 2017, and 2022



Source: School Monitoring Survey Main Quantitative Report, 2022

Trends in compliance with the 2016 minimum infrastructure standards over time, by quintile status, are shown in Figure 3 below for primary and secondary schools combined. Except for Quintile 4 schools, primary and secondary schools combined showed an increase in compliance in 2022 from their 2011 and 2017 levels. Quintile 4 compliance declined slightly in 2022, from 91% in 2017 to 86%.

Figure 3: Percentages of primary and secondary schools combined adhering to the 2016 minimum physical infrastructure standards by quintile, 2011 – 2022



Source: School Monitoring Survey Main Quantitative Report, 2022

Table 2: Percentage of schools complying with the additional Norms and Standards of 2020 as aligned with Regulation 920 of 2013 by province, 2011 - 2022

Province	Internet			Fencing			Toilets: Wheelchair		
	2011	2017	2022	2011	2017	2022	2011	2017	2022
EC	27.4	44.9	53.8	79.5	82.0	95.4	5.6	25.4	32.0
FS	33.8	77.6	96.9	76.6	78.3	100.0	20.0	20.5	27.2
GT	56.7	89.0	96.5	99.5	97.6	99.4	11.8	22.1	18.1
KZ	21.4	30.2	39.9	89.3	89.9	98.2	7.5	34.6	26.1
LP	13.2	55.9	80.7	98.1	86.2	99.8	4.5	31.8	38.9
MP	22.2	66.7	81.6	80.9	78.5	99.6	13.1	37.1	57.6
NC	28.0	76.6	91.8	81.6	92.6	98.6	18.6	41.3	41.9
NW	17.1	71.9	68.9	88.3	93.4	99.5	12.1	35.1	16.1
WC	76.8	98.4	98.0	90.5	92.8	99.8	15.5	35.1	20.9
SA	**34.8**	**56.1**	**67.0**	**89.0**	**87.2**	**98.3**	**8.3**	**30.6**	**30.4**

Source: School Monitoring Survey Main Quantitative Report, 2022

Questions about internet connectivity, perimeter fencing, and toilets adapted for wheelchair access, all of which form part of the 2020 goals/targets, were included in the 2022 survey, but not included in the computation of the 'minimum infrastructure standards' indicator. Nonetheless, Table 2 above reports on the progress made in providing these facilities to schools. Seen here are the percentages of primary and secondary schools combined that had these additional facilities in place for the three rounds of the SMS.

Nationally, internet connectivity in schools shows a strong upward trend from 35% in 2011 to 56% in 2017, and 67% in 2022; this is true for most provinces, except the North West and the Western Cape, which recorded negligible declines in 2022 from their 2017 levels. The Free State, Gauteng, and the Northern and Western Cape reported the highest levels of internet connectivity in 2022, all averaging above 90%. Despite marked improvements in internet connectivity, the Eastern Cape and KwaZulu-Natal significantly fell behind the rest, with percentages of 54% and 40% in 2022, respectively.

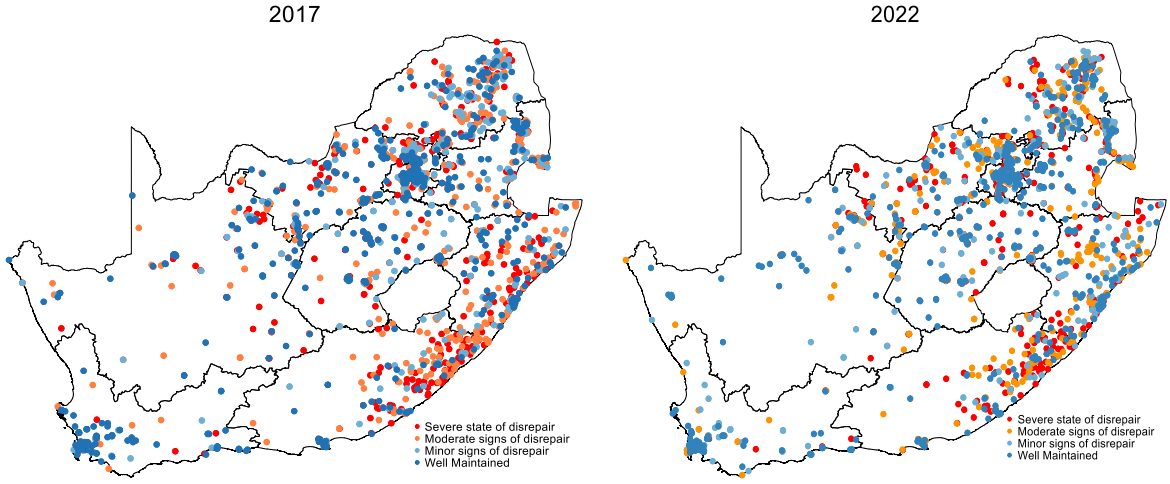
Meeting the standards of perimeter fencing at schools, an essential component for school safety, also revealed an upward trend, with virtually all schools across all provinces having some form of perimeter fencing in place in 2022. The most significant increases across the three rounds of the SMS were in schools in the Eastern Cape (80%, 82% and 95%), Free State (77%, 78% and 100%), and Mpumalanga (81%, 79% and 100%).

For schools with toilets adapted for wheelchair access and use for learners, the national average in 2011 was 8%; this increased to 31% in 2017 and remained stable at 30% in 2022. Meeting this standard varied across provinces, with schools in Mpumalanga and the Northern Cape reporting the highest percentages of 58% and 42%, respectively, in 2022. The North West (16%) had the lowest percentage, followed by Gauteng (18%) and the Western Cape (21%).

5 SPATIAL TRENDS IN KEY SCHOOL INFRASTRUCTURE VARIABLES

The following section presents a series of maps that focus on key trends in critical infrastructure variables, including flush toilets, water supply, electricity, internet access, and overcrowding, spanning the years 2017 to 2022[6]. The School Monitoring Survey did not cover the same schools in 2017 and 2022; hence, the analysis reflects broad trends rather than direct school-level comparison. Instead, the aim is to provide an overview of high-level trends in improvements or deteriorations over these five years. These maps offer broad insights into trends in school infrastructure across South Africa and the wider implications for education and development, acknowledging the wider context and complexities of the data.

Figure 4: Severity of Infrastructural Disrepair in South African Schools



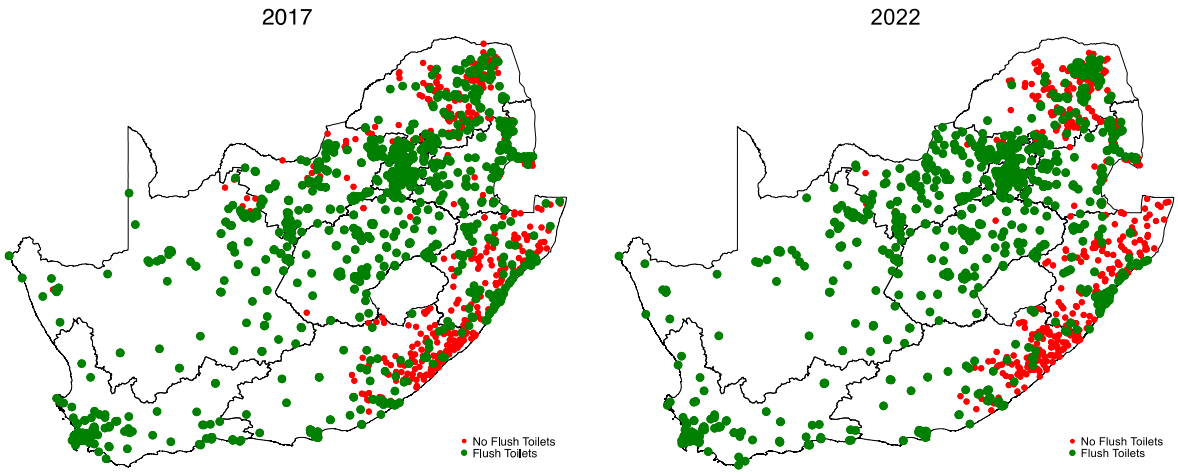
Source: Author's own conception using School Monitoring Surveys, 2017 and 2022

Figure 4 presents a comprehensive overview of the severity of infrastructural disrepair in all 2000 schools within the SMS sample. This visual representation unmistakably highlights the persisting influence of the Apartheid era on South Africa's former homeland regions. Notably, schools in these areas exhibit higher levels of both severe and moderate infrastructural disrepair, underscoring the enduring disparities in educational infrastructure. This issue is particularly acute in the remote rural areas of the Eastern Cape, where a distressing concentration of underprivileged school infrastructure persists, serving as a stark reminder of historical inequalities.

By contrast, South Africa's urban centres show markedly better school infrastructure conditions. Within these urban hubs, a higher concentration of well-maintained schools and those displaying only minor signs of disrepair is evident. This urban-rural divide underscores the ongoing challenges faced in rectifying the historical injustices and inequalities ingrained in the nation's education system.

[6] Maps could not be produced for 2011 as the 2011 School Monitoring Survey dataset did not include the requisite geo-coordinates necessary for spatial representation. A comparison of trends across 2011, 2017 and 2022 is provided in tabular form in Appendix A.

Figure 5: Access to Flush Toilets in South African Schools for 2017 and 2022.

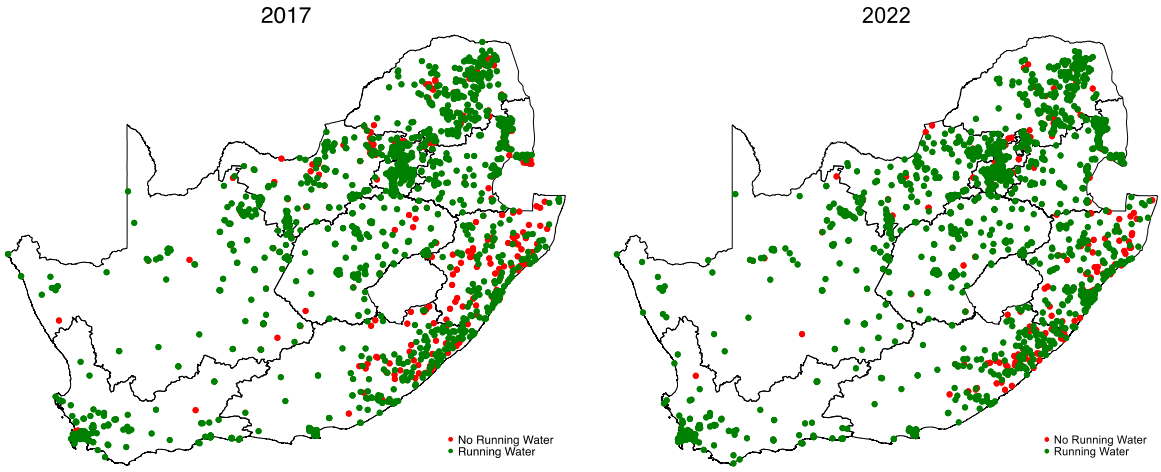


Source: Author's own conception using School Monitoring Surveys, 2017 and 2022

Between 2017 and 2022, South Africa made some progress in expanding access to flush toilets in its primary and secondary schools, though significant challenges remain. In this analysis, flush toilets requiring municipal connections are regarded as the standard toward which all should be brought; therefore, the variable of interest considers only the binary outcome of whether a school had flush toilets. Furthermore, it is essential to note that water is a precondition for flush toilets; therefore, these patterns are driven by municipal infrastructure rather than by provincial education departments' failure to provide them. Lastly, flush toilets are not the only approved form of toilets; therefore, the red dots on the map do not necessarily reflect non-compliance with the norms and standards, but rather the type of municipal infrastructure in those areas. A significant factor shaping this landscape is the enduring legacy of apartheid, which continues to hinder progress in certain regions, particularly in the former homeland regions.

However, there is a glimmer of hope in the North West province, where improvements in access to flush toilets have been observed between 2017 and 2022. This suggests that concerted efforts and targeted investments can yield positive outcomes, even in challenging contexts. Notably, South Africa's urban hubs have consistently enjoyed greater access to flush toilets during this period, reflecting the prioritization of infrastructure development and resources in these areas.

Figure 6: Access to Running Water in South African Schools for 2017 and 2022

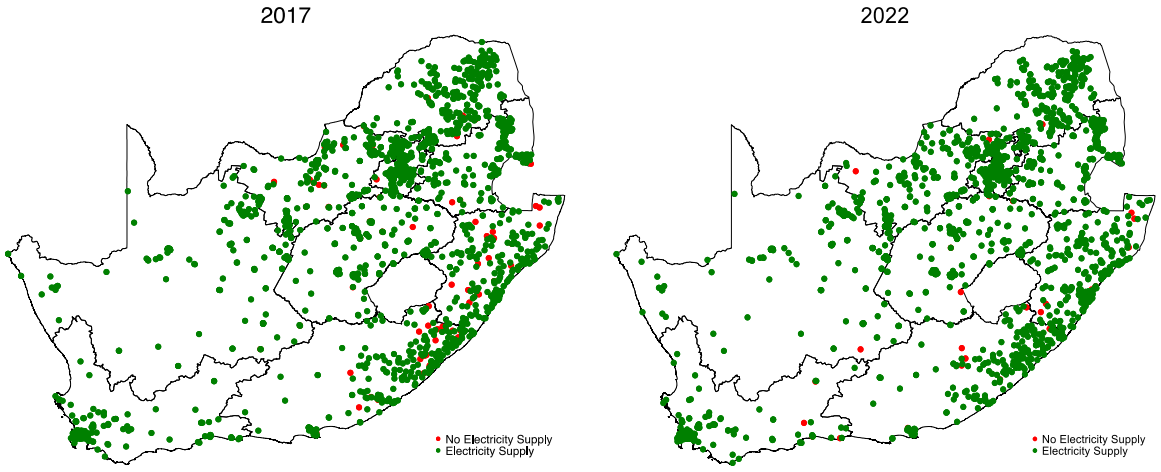


Source: Author's own conception using School Monitoring Surveys, 2017 and 2022

Figure 6 above shows the trends in access to running water in South African primary and secondary schools. The variable of interest here is solely whether schools had running water on the day of the visit, irrespective of the water source, be it a municipal connection, borehole, rainwater, or tanks. Analogously to the trends in access to flush toilets, although not to the same extent, the overall trend in water supply between 2017 and 2022 reveals a complex and persistent issue characterized by the enduring impact of apartheid in the former homeland regions, particularly in the Eastern Cape and KwaZulu-Natal.

Schools in these areas continue to face significant water supply issues, underscoring the lingering disparities in educational infrastructure. While South Africa as a whole boasts widespread access to water, pockets of deprivation emphasize the need for targeted efforts to address historical inequalities.

Figure 7: Access to Electricity in South African Schools for 2017 and 2022



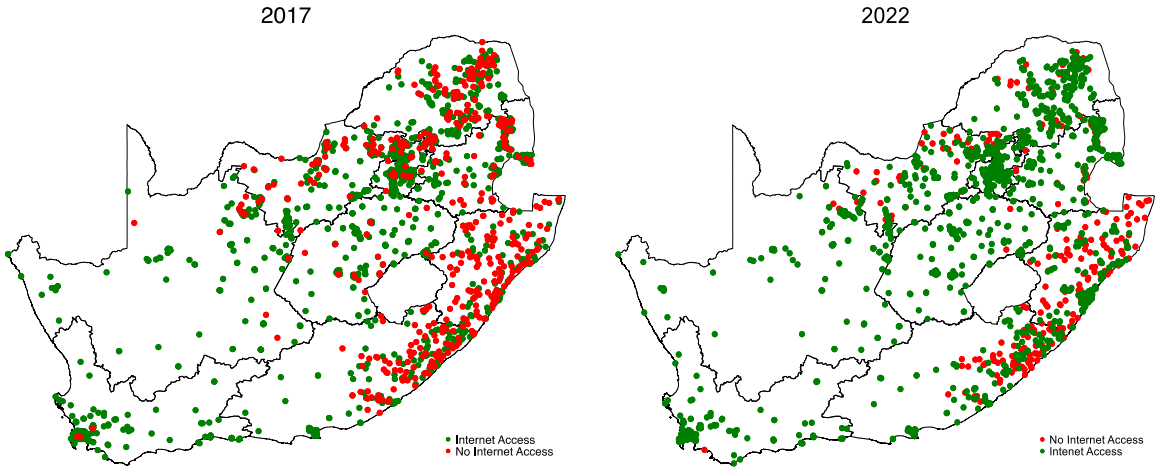
Source: Author's own conception using School Monitoring Surveys, 2017 and 2022

The trends in access to electricity in South African primary and secondary schools highlight both remarkable progress and the remaining challenges in achieving universal electrification. The variable of interest considers whether a school had functional

electricity on the day of the visit, regardless of the source, whether it is a municipal connection, generators, or renewable sources like solar or wind-generated electricity.

Between 2017 and 2022, there has been a notable and positive shift in the electrification of South African schools. While challenges with school electrification were more widespread in 2017 – particularly in parts of the Eastern Cape and Kwa-Zulu Natal - there has been noticeable improvement since then, although gaps remain in certain regions. These persistent shortfalls highlight that, despite progress, universal access to reliable electricity has yet to be fully achieved across all schools.

Figure 8: Internet Access in South African Schools for 2017 and 2022.



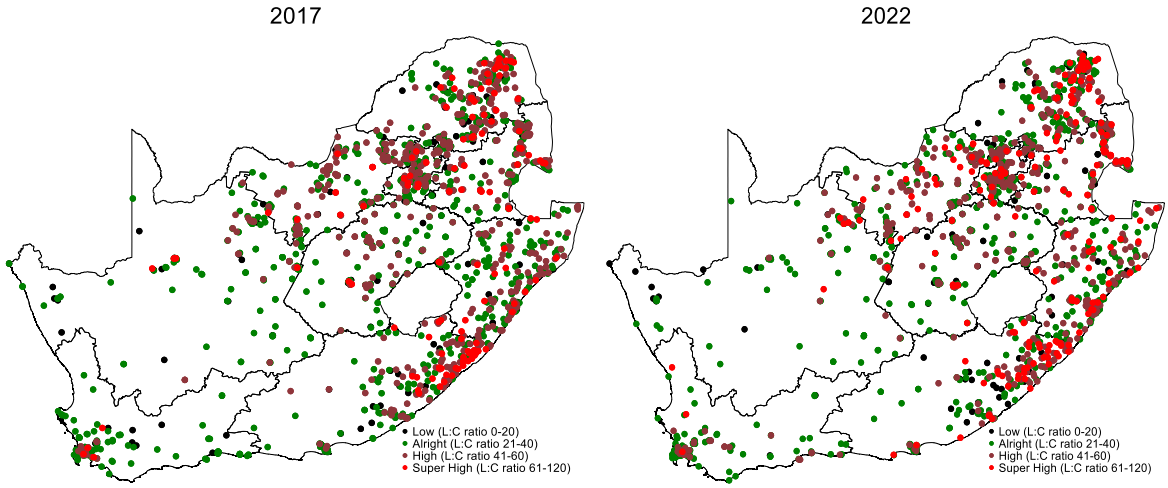
Source: Author's own conception using School Monitoring Surveys, 2017 and 2022

The trends in internet access in South African primary and secondary schools reflect a compelling narrative of progress and determination in bridging the digital divide. The variable of interest focuses on whether a school had internet access on the day of the visit, irrespective of who had access, e.g., teachers, learners, administrative staff, or other personnel.

Between 2017 and 2022, a distinct pattern of advancement emerges through the centre of the country. Significant strides have been made in several provinces, with the North West, Mpumalanga, Gauteng, and Limpopo leading the way. Notably, Limpopo stands out as an exemplar of progress, with substantial improvements in internet access.

The legacy of apartheid continues to shape educational infrastructure in the Eastern Cape and KwaZulu-Natal. These provinces continue to face challenges in providing internet access, underscoring ongoing disparities in service delivery in their rural areas. Addressing this issue is crucial, as access to the internet is increasingly vital not only for modern education but also for keeping schools and teachers connected in an ever-increasing digital world.

Figure 9: Learner-to-Classroom Ratios in South African Schools for 2017 and 2022



Source: School Monitoring Survey, 2017 and 2022

The trends in overcrowding in South African primary and secondary schools, as measured by the learner-to-classroom ratio, reveal a persistent challenge that varies across regions. In this analysis, the learner-to-classroom ratio is categorized into four categories: "Low" (0-20); "Alright" (21-40); "High" (41-60); and "Super High" (61-120).

Between 2017 and 2022, the trend of overcrowding remained consistent, with urban areas and select rural regions grappling with the issue. In urban centres, overcrowding often stems from migration, as schools struggle to accommodate large numbers of incoming students. The inability of schools to cope with the rapid increase in enrolment creates high and excessively high learner-to-classroom ratios.

In rural areas, particularly in the Eastern Cape, KwaZulu-Natal, Limpopo, and the North West, overcrowding persists, but the factors at play are different. In these areas, the problem often arises from schools not receiving timely infrastructure development, which hampers the expansion and improvement of school facilities, leading to higher learner-to-classroom ratios as student populations grow and exceed available classroom spaces.

6 CONCLUSION

The spatial trends presented in Figures 4 to 9 show both progress and persistent inequalities in school infrastructure. While access to basic facilities has improved, disparities remain, particularly in the former homeland regions. Sustained improvement requires a coordinated approach that balances infrastructure expansion with regular maintenance and efficient use of limited resources.

Weak municipal capacity continues to constrain the delivery of key services such as water and sanitation to schools, underscoring the need for stronger intergovernmental coordination. At the same time, infrastructure development must proceed within a constrained fiscal environment, making prioritisation and cost-effective maintenance

essential. Ensuring that limited funds are used to maintain functional facilities, rather than allowing further deterioration, will be as important as building new ones.

Appendix A

Beginning in 2022, the School Monitoring Survey introduced two separate learner-weight variables – one for primary schools and another for secondary schools. In contrast, in 2011 and 2017, a single *learner weight* variable was used for both phases. As a result, the tables in this appendix present statistics for 2011, 2017, and 2022 (primary schools) side by side, for ease of comparison and space efficiency. Statistics for 2022 secondary schools are presented separately in the subsequent table. This convention is followed consistently throughout the appendix.

Toilets

Table 3: Provincial changes in access to flush toilets in South African Schools for 2011, 2017 and 2022 (Primary Schools)

	2011			2017			2022 - Primary Schools		
Province	No Flush Toilets	Flush Toilets	Total	No Flush Toilets	Flush Toilets	Total	No Flush Toilets	Flush Toilets	Total
EC	241 (74%)	83 (26%)	324	192 (61%)	122 (39%)	314	89 (64%)	51 (36%)	140
FS	9 (8%)	105 (92%)	114	14 (12%)	106 (88%)	120	0 (0%)	55 (100%)	55
GT	11 (4%)	298 (96%)	309	6 (2%)	297 (98%)	302	5 (3%)	175 (97%)	180
KZN	267 (56%)	212 (44%)	479	269 (57%)	199 (43%)	468	115 (53%)	101 (47%)	216
LP	221 (77%)	65 (23%)	286	190 (74%)	66 (26%)	256	84 (66%)	44 (34%)	128
MP	72 (43%)	94 (57%)	166	81 (46%)	93 (54%)	174	29 (35%)	55 (65%)	84
NC	10 (22%)	36 (78%)	46	4 (10%)	36 (90%)	40	0 (1%)	22 (99%)	23
NW	38 (30%)	88 (70%)	126	25 (20%)	102 (80%)	127	2 (4%)	66 (96%)	68
WC	1 (1%)	153 (99%)	154	5 (3%)	175 (97%)	180	1 (1%)	96 (99%)	97
SA	**869**	**1134**	**2004**	**785**	**1196**	**1981**	**326**	**665**	**991**

Notes: Data from the School Monitoring Surveys of 2011, 2017 and 2022. Author's own calculations. Learner weights applied. In 2011 and 2017, a single *learner weight* variable was applied across both primary and secondary schools. In 2022, however, separate *learner weight* variables were introduced for primary and secondary schools. The 2022 statistics presented in this table therefore refer to primary schools only, while those for secondary schools are presented separately in Table 2 below.

Table 2: Provincial changes in access to flush toilets in South African Schools - 2022 (Secondary Schools)

	2022 – Secondary Schools		
Province	No Flush Toilets	Flush Toilets	Total
EC	76 (58%)	55 (42%)	131
FS	0 (1%)	51 (99%)	51
GT	3 (2%)	163 (98%)	166
KZN	139 (56%)	111 (44%)	250
LP	91 (63%)	53 (37%)	144
MP	36 (38%)	59 (62%)	95
NC	0 (2%)	18 (98%)	18
NW	3 (5%)	57 (95%)	60
WC	1 (2%)	68 (98%)	70
SA	349	**635**	**984**

Notes: Data from the 2022 School Monitoring Survey. Author's own calculations. Learner weights applied.

Water

Table 3: Provincial changes in access to running water in South African Schools for 2017 and 2022 (Primary Schools)

	2011			2017			2022 - Primary Schools		
Province	No Water	Running Water	Total	No Water	Running Water	Total	No Water	Running Water	Total
EC	83 (25%)	242 (75%)	324	69 (22%)	244 (78%)	174	30 (21%)	110 (79%)	140
FS	4 (4%)	110 (96%)	114	9 (8%)	111 (92%)	61	4 (7%)	51 (93%)	55
GT	1 (0%)	308 (100%)	309	8 (3%)	294 (97%)	153	24 (13%)	157 (87%)	180
KZN	71 (15%)	407 (85%)	479	150 (32%)	318 (68%)	213	62 (29%)	154 (71%)	216
LP	22 (8%)	264 (92%)	286	30 (12%)	226 (88%)	116	9 (7%)	119 (93%)	128
MP	17 (10%)	149 (90%)	166	34 (19%)	140 (81%)	88	8 (9%)	77 (91%)	84
NC	3 (7%)	43 (93%)	46	3 (6%)	37 (94%)	23	1 (4%)	22 (96%)	23
NW	18 (14%)	108 (86%)	126	21 (17%)	106 (83%)	72	5 (7%)	63 (93%)	68
WC	1 (0%)	154 (100%)	154	14 (8%)	165 (92%)	89	1 (1%)	96 (99%)	97
SA	**220**	**1784**	**2004**	**339**	**1642**		**142**	**849**	**991**

Notes: Data from the School Monitoring Surveys of 2011, 2017 and 2022. Author's own calculations. Learner weights applied. "No Water" in the headings is short for "No Running Water".

Table 4: Provincial changes in access to running water in South African Schools - 2022 (Secondary Schools)

	2022 – Secondary Schools		
Province	No Water	Running Water	Total
EC	32 (24%)	99 (76%)	131
FS	3 (6%)	48 (94%)	51
GT	15 (9%)	151 (91%)	166
KZN	48 (19%)	201 (81%)	250
LP	18 (13%)	126 (87%)	144
MP	8 (8%)	87 (92%)	95
NC	1 (5%)	17 (95%)	18
NW	4 (6%)	56 (94%)	60
WC	3 (4%)	67 (96%)	70
SA	**131**	**853**	**984**

Note: Notes: Data from the 2022 School Monitoring Survey. Author's own calculations. Learner weights applied. Minor discrepancies between component figures and reported totals may occur due to rounding.

Electricity

Table 5: Provincial changes in electrification in South African Schools for 2011, 2017, and 2022 (Primary Schools)

	2011			2017			2022 - Primary Schools		
Province	No Electricity	Electricity	Total	No Electricity	Electricity	Total	No Electricity	Electricity	Total
EC	78 (24%)	246 (76%)	324	34 (11%)	279 (89%)	314	8 (5%)	132 (95%)	140
FS	1 (1%)	112 (99%)	114	5 (4%)	115 (96%)	120	2 (3%)	53 (97%)	55
GT	7 (2%)	302 (98%)	309	8 (3%)	295 (97%)	302	2 (1%)	179 (99%)	180
KZN	65 (14%)	413 (86%)	479	38 (8%)	430 (92%)	468	7 (3%)	209 (97%)	216
LP	9 (3%)	277 (97%)	286	8 (3%)	248 (97%)	256	0 (0%)	128 (100%)	128
MP	8 (5%)	158 (95%)	166	5 (3%)	169 (97%)	174	2 (2%)	83 (98%)	84
NC	0 (0%)	46 (100%)	46	1 (1%)	39 (99%)	40	0 (0%)	23 (100%)	23
NW	3 (2%)	123 (98%)	126	11 (8%)	116 (92%)	127	1 (2%)	67 (98%)	68
WC	0 (0%)	154 (100%)	154	3 (2%)	176 (98%)	180	3 (3%)	94 (97%)	97
SA	**172**	**1832**	**2004**	**113**	**1868**	**1981**	**23**	**968**	**991**

Notes: Data from the School Monitoring Surveys of 2011, 2017, and 2022. Author's own calculations. Learner weights applied.

Table 5: Provincial changes in electrification in South African Schools - 2022 (Secondary Schools)

	2022 - Secondary Schools		
Province	No Electricity	Electricity	Total
EC	4 (3%)	128 (97%)	131
FS	1 (3%)	50 (97%)	51
GT	0 (0%)	166 (100%)	166
KZN	13 (5%)	237 (95%)	250
LP	3 (2%)	141 (98%)	144
MP	1 (1%)	94 (99%)	95
NC	0 (3%)	18 (97%)	18
NW	2 (3%)	58 (97%)	60
WC	3 (5%)	66 (95%)	70
SA	**26**	**958**	**984**

Notes: Data from the 2022 School Monitoring Survey. Author's own calculations. Learner weights applied.

Internet Access

Table 6: Internet Access in South African Schools for 2011, 2017 and 2022 (Primary Schools)

2011				2017			2022 - Primary Schools		
Province	No Internet	Internet	Total	No Internet	Internet	Total	No Internet	Internet	Total
EC	293 (90%)	31 (10%)	324	124 (40%)	188 (60%)	313	61 (44%)	77 (56%)	138
FS	88 (78%)	26 (22%)	114	10 (8%)	110 (92%)	120	1 (1%)	54 (99%)	55
GT	178 (58%)	131 (42%)	309	26 (9%)	274 (91%)	300	3 (2%)	175 (98%)	178
KZN	407 (85%)	71 (15%)	479	270 (58%)	195 (42%)	465	89 (42%)	124 (58%)	214
LP	277 (97%)	10 (3%)	286	87 (34%)	169 (66%)	256	16 (12%)	112 (88%)	128
MP	146 (88%)	20 (12%)	166	47 (27%)	127 (73%)	174	13 (15%)	71 (85%)	84
NC	36 (79%)	10 (21%)	46	3 (8%)	36 (92%)	40	0 (1%)	21 (99%)	22
NW	114 (90%)	12 (10%)	126	27 (21%)	100 (79%)	127	17 (26%)	50 (74%)	67
WC	64 (42%)	90 (58%)	154	4 (2%)	176 (98%)	180	1 (1%)	95 (99%)	96
SA	**1604**	**400**	**2004**	598	1375	1973	**201**	**780**	**981**

Notes: Data from the School Monitoring Surveys of 2011, 2017 and 2022. Author's own calculations. Learner weights applied.

Table 6: Internet Access in South African Schools - 2022 (Secondary Schools)

	2022 - Secondary Schools		
Province	No Internet	Internet	Total
EC	53 (41%)	75 (59%)	128
FS	1 (2%)	49 (98%)	50
GT	9 (5%)	154 (95%)	162
KZN	119 (50%)	119 (50%)	238
LP	25 (17%)	119 (83%)	143
MP	14 (15%)	80 (85%)	94
NC	1 (5%)	16 (95%)	16
NW	14 (24%)	45 (76%)	59
WC	2 (3%)	66 (97%)	68
SA	**237**	**723**	**960**

Notes: Data from the 2022 School Monitoring Survey. Author's own calculations. Learner weights applied.

State of Infrastructure

Table 7: Severity of School Infrastructural Disrepair in South Africa for 2017 and 2022 (Primary Schools)

	2011					2017				
Province	Severe	Moderate	Minor	Well	Total	Severe	Moderate	Minor	Well	Total
EC	65 (36%)	23 (18%)	80 (45%)	11 (6%)	179	114 (37%)	99 (33%)	35 (11%)	57 (19%)	306
FS	23 (29%)	6 (8%)	38 (49%)	11 (14%)	78	18 (16%)	31 (27%)	29 (25%)	35 (31%)	112
GT	46 (20%)	23 (10%)	124 (54%)	39 (17%)	232	58 (19%)	94 (31%)	57 (19%)	90 (30%)	299
KZN	61 (25%)	46 (19%)	115 (48%)	18 (8%)	241	122 (27%)	142 (32%)	62 (14%)	120 (27%)	446
LP	72 (42%)	26 (15%)	65 (38%)	7 (4%)	169	55 (22%)	78 (32%)	58 (24%)	54 (22%)	245
MP	20 (18%)	21 (19%)	52 (48%)	16 (15%)	109	32 (18%)	63 (37%)	36 (21%)	42 (24%)	173
NC	4 (18%)	2 (9%)	15 (65%)	2 (8%)	23	9 (24%)	13 (31%)	5 (12%)	13 (33%)	40
NW	34 (41%)	8 (10%)	39 (47%)	2 (2%)	83	29 (23%)	34 (28%)	18 (15%)	43 (35%)	125
WC	21 (18%)	22 (18%)	62 (52%)	15 (12%)	120	26 (15%)	35 (20%)	32 (18%)	86 (48%)	179
SA	**345**	**177**	**590**	**121**	**1233**	**463**	**589**	**332**	**541**	**1924**

	2022 - Primary Schools				
Province	Severe	Moderate	Minor	Well	Total
EC	52 (37%)	36 (26%)	15 (11%)	28 (20%)	140
FS	9 (16%)	12 (22%)	12 (22%)	21 (39%)	55
GT	36 (20%)	47 (26%)	23 (13%)	70 (39%)	180
KZN	44 (20%)	44 (20%)	42 (20%)	79 (36%)	216
LP	30 (23%)	31 (24%)	23 (18%)	43 (34%)	128
MP	21 (24%)	25 (30%)	11 (14%)	26 (31%)	84
NC	3 (13%)	8 (34%)	4 (19%)	7 (32%)	23
NW	18 (26%)	21 (31%)	11 (16%)	19 (28%)	68
WC	11 (11%)	15 (16%)	24 (25%)	47 (49%)	97
SA	**223**	**238**	**165**	**339**	**965**

Notes: 26 schools were not assigned to any of the categories shown in Table 7; they were assigned to the "Other" category and have been removed from the tables and the total of 991.

Table 8: Severity of School Infrastructural Disrepair in South Africa - 2022 (Secondary Schools)

	2022 - Secondary Schools				
Province	Severe	Moderate	Minor	Well	Total
EC	46 (35%)	41 (31%)	12 (9%)	26 (20%)	131
FS	14 (28%)	11 (21%)	9 (17%)	17 (34%)	51
GT	35 (21%)	37 (22%)	25 (15%)	67 (40%)	166
KZN	67 (27%)	86 (35%)	40 (16%)	52 (21%)	250
LP	36 (25%)	47 (33%)	19 (14%)	36 (25%)	144
MP	29 (31%)	25 (26%)	14 (15%)	22 (23%)	95
NC	4 (23%)	5 (30%)	3 (16%)	5 (28%)	18
NW	12 (20%)	19 (31%)	10 (17%)	18 (31%)	60
WC	6 (8%)	13 (19%)	15 (22%)	35 (50%)	70
SA	**250**	**285**	**147**	**279**	**962**

Notes: Data from the School Monitoring Surveys of 2011, 2017, and 2022. Author's own calculations. Learner weights applied. Twenty-two schools were not assigned to any of the categories shown in Table 8; they were assigned to a category called "Other" and have been removed from the tables and the total of 984.

Overcrowding

Table 9: Provincial changes in learner-to-classroom ratios in South African Schools for 2017 and 2022 (Primary Schools)

	2011					2017				
Province	Low	Alright	High	Super High	Total	Low	Alright	High	Super High	Total
EC	43 (14%)	133 (43%)	96 (31%)	40 (13%)	312	25 (8%)	129 (44%)	95 (32%)	45 (15%)	294
FS	13 (12%)	71 (62%)	28 (24%)	2 (24%)	113	13 (12%)	59 (56%)	33 (31%)	2 (2%)	107
GT	10 (3%)	195 (65%)	93 (31%)	2 (31%)	301	17 (6%)	158 (56%)	93 (33%)	15 (5%)	282
KZN	29 (6%)	203 (44%)	188 (40%)	47 (40%)	467	29 (6%)	223 (49%)	175 (38%)	27 (6%)	455
LP	24 (8%)	163 (58%)	78 (28%)	18(28%)	283	14 (6%)	92 (37%)	104 (42%)	39 (16%)	249
MP	9 (6%)	75 (46%)	57 35%)	22 (14%)	163	8 (5%)	69 (43%)	70 (43%)	13 (8%)	161
NC	4 (10)	33 (72%)	7 (16%)	1 (2%)	46	4 (11%)	27 (71%)	6 (15%)	1 (3%)	38
NW	11 (9%)	56 (45%)	50 (41%)	7 (5%)	123	5 (4%)	50 (41%)	61 (50%)	5 (4%)	122
WC	11 (7%)	110 (71%)	33 (22%)	0 (0%)	154	11 (6%)	138 (79%)	21 (12%)	3 (2%)	173
SA	**154**	**1037**	**631**	**139**	**1961**	**127**	**946**	**658**	**150**	**1881**

2022 - Primary Schools				
Low	Alright	High	Super High	Total
21 (16%)	56 (43%)	40 (30%)	15 (11%)	132
6 (12%)	28 (52%)	17 (31%)	3 (5%)	53
5 (3%)	88 (52%)	66 (39%)	9 (6%)	168
16 (8%)	108 (53%)	68 (33%)	13 (6%)	205
5 (4%)	54 (43%)	49 (39%)	18 (14%)	126
2 (3%)	34 (42%)	34 (41%)	11 (14%)	81
1 (6%)	16 (75%)	3 (15%)	1 (4%)	21
3 (4%)	26 (42%)	26 (42%)	7 (11%)	62
3 (3%)	70 (77%)	17 (19%)	1 (1%)	91
62	**480**	**318**	**78**	**938**

Notes: Data from the School Monitoring Surveys of 2011, 2017 and 2022. Author's own calculations. Learner weights applied. "Low (L:C <20)" 2 "Alright (L:C 21-40)" 3 "High (L:C 41-60)" 4 "Super High (L:C 61-118.5)"

Table 10: Provincial changes in learner-to-classroom ratios in South African Schools - 2022 (Secondary Schools)

	2022 - Secondary Schools				
Province	Low	Alright	High	Super High	Total
EC	8 (7%)	40 (33%)	40 (33%)	34 (28%)	123
FS	5 (11%)	30 (61%)	13 (26%)	1 (2%)	50
GT	9 (6%)	75 (49%)	61 (40%)	7 (5%)	151
KZN	8 (4%)	80 (34%)	99 (43%)	44 (19%)	231
LP	18 (13%)	56 (40%)	36 (26%)	30 (21%)	140
MP	10 (11%)	31 (34%)	33 (36%)	17 (19%)	92
NC	1 (9%)	10 (65%)	4 (22%)	1 (3%)	16
NW	4 (7%)	25 (43%)	23 (40%)	6 (10%)	57
WC	5 (8%)	50 (76%)	10 (16%)	1 (1%)	66
SA	**70**	**396**	**319**	**140**	**926**

Notes: Data from the School Monitoring Surveys of 2011, 2017 and 2022. Author's own calculations. Learner weights applied.

Appendix B

More than a decade of newspaper articles documenting school infrastructure problems across South Africa

	Article Date	Media House	Author	Title
1	2012/03/08	Daily Maverick	Osiame Molefe	NGO hauls Motshekga to court over school infrastructure
2	2012/06/19	Daily Maverick	Osiame Molefe	Crisis or challenge, school infrastructure is nowhere near where it should be
3	2013/01/18	Daily Maverick	Staff Reporter	Angie's draft school infrastructure norms flout Constitution
4	2013/02/08	SABC News	SABC	Parents angered by empty promises
5	2013/05/07	Mail & Guardian	Andisiwe Makinana	Motshekga: Room for improvement on school infrastructure
6	2013/06/05	Mail & Guardian	Staff Reporter	School infrastructure: Motshekga, don't shoot for the stars
7	2013/07/11	Mail & Guardian	Bongani Nkosi	Motshekga agrees to abide by court order on school infrastructure
8	2013/10/23	Mail & Guardian	David Macfarlane	Gordhan's rhetorical commitment to school infrastructure

9	2014/02/21	Mail & Guardian	Comment Author and Faranaaz Veriava	Schools left in an intolerable infrastructure limbo
10	2014/07/17	Mail & Guardian	Victoria John	School infrastructure: How NGOs are planning to get the message across
11	2015/04/02	Mail & Guardian	Victoria John	How much longer for better school infrastructure?
12	2016/09/15	Ground Up	Diana Mellow	Education department likely to miss school infrastructure deadline
13	2016/12/12	Daily Vox	Dana da Silva	How the Department of Basic Education is failing South African schoolchildren
14	2017/10/08	Daily Maverick	GroundUp	GroundUp: 'Accelerated' infrastructure delivery programme to schools barely moves
15	2017/11/15	SABC News	SABC	SAHRC wants non-delivery of basic school infrastructure to be reported
16	2017/11/15	SABC News	Simphiwe Makhanya	Parents picket outside KZN school
17	2018/03/15	SABC News	Unathi Binqose	Poor school infrastructure blamed for death of 5-year-old in E Cape

18	2018/03/15	SABC News	SABC Radio	Equal Education pushes to correct school infrastructure law
19	2018/03/17	SABC News	SABC	Pit-toilet victim's funeral ignites anger
20	2018/03/17	SABC News	SABC	NGO angered by learner's death in E Cape
21	2018/03/22	SABC News	SABC	Basic Education needs R10-billion to eliminate pit toilets
22	2018/03/26	Mail & Guardian	Staff Reporter	Plans to fix infrastructure in schools aren't being implemented
23	2018/08/02	SABC News	Fundiswa Mhlekude	Pit toilets a threat to E Cape learners
24	2018/08/14	SABC News	Montlenyane Diphoko	Ramaphosa declares plans to eradicate pit toilets in SA
25	2018/09/25	City Press	Lubabalo Ngcukana	Up to 100 pupils crammed into single classroom in Eastern Cape
26	2018/10/31	Business Day	Tamar Khan	Implementing agencies for Eastern Cape school infrastructure projects woefully slow
27	2018/10/31	Mail & Guardian	Sarah Smit	'Middlemen at the heart of poor school infrastructure delivery' — EE
28	2018/11/12	City Press	Lubabalo Ngcukana	Near death in a school pit toilet

29	2018/11/12	Ground Up	Saam Niami Jalinous	Equal Education calls on Ramaphosa to get involved in fixing schools
30	2018/11/19	SABC News	SABC	World Toilet Day highlights SA's sanitary crisis
31	2019/01/09	SABC News	SABC Radio	Govt to focus on improving infrastructure at schools
32	2019/01/10	SABC News	SABC	Public-private partnerships important to address school infrastructure challenges
33	2019/02/12	SABC News	Shibu Mamokgere	Court rules against education dept on unsafe school infrastructure
34	2019/02/15	SABC News	Ditaba Tsotetsi	Gauteng Education borrows R8.5bn for school infrastructure improvements
35	2019/02/19	SABC News	SABC	Limpopo looks to Budget Speech to solve school infrastructure issues
36	2019/03/26	City Press	Lubabalo Ngcukana	Eastern Cape school horror: Lack of proper toilets and classrooms endangers learners' lives
37	2019/04/08	Business Day	Bekexela Phakathi	School infrastructure is still largely inadequate
38	2019/04/08	SABC News	SABC	Public schools in SA still surrounded by poor infrastructure: Survey

39	2019/04/15	City Press	Lubabalo Ngcukana	No toilets at school because government didn't pay the bill
40	2019/07/03	SABC News	Thabile Mbhele	Overcrowding in classrooms a challenge facing SA teachers: Sadtu
41	2019/07/17	City Press	Lubabalo Ngcukana	Government to defend lawsuit from family of toilet-drowning victim
42	2019/07/27	SABC News	SABC	Cosas concerned about overcrowding in North West classes
43	2019/10/08	City Press	Lubabalo Ngcukana	Government's plan to get rid of pit latrines and fix mud schools
44	2019/10/18	SABC News	Sellwane Khakhau	Poor infrastructure impacts North West school's academic performance
45	2020/03/04	SABC News	SABC	School sanitation backlog headache as Treasury slashes school infrastructure budget
46	2020/05/12	IOL	Bongani Nkosi	SA battling with overcrowded classes, yet 1 400 public schools were shut down in past 10 years
47	2020/05/18	Daily Maverick	Sipho Mzakwe Nkosi	Covid-19 highlights importance of adequate school infrastructure and sanitation

48	2020/07/02	SABC News	Horisani Sithole	Learners urge government to fix school infrastructure rather than reopening
49	2020/08/05	Daily Maverick	Ayanda Mthethwa	School infrastructure projects on hold as Covid-19 slashes grants
50	2020/08/06	Daily Maverick	Christi Nortier	School infrastructure projects stop, Mkhize adamant it's too soon to lift alcohol and tobacco sales ban, and Daily Maverick to launch a paper
51	2020/09/14	SABC News	Fanele Mhlongo	DA in Mpumalanga calls for investigation into school toilet project
52	2020/09/27	City Press	Sizwe Sama Yende	School infrastructure money spent on aesthetics
53	2020/10/21	SABC News	Fundiswa Mhlekude	Parents at Eastern Cape school call for government's intervention to improve infrastructure
54	2020/11/17	Daily Maverick	Julia Chaskalson and Boitumelo Masipa	Sustainable school sanitation: We need more than quick fixes and empty promises
55	2020/11/26	Daily Maverick	Ayanda Mthethwa	Budget cuts mean SA's school pit toilet crisis is far from over
56	2020/11/27	Daily Maverick	Ayanda Mthethwa	Provincial education departments set to fail again to improve

				infrastructure at public schools
57	2021/02/14	Daily Maverick	Ayanda Mthethwa	Flooding, vandalism and poor infrastructure pose challenges as learners return to school
58	2021/02/28	SABC News	SABC Radio	Kuruman rural learners miss school due to damaged road infrastructure
59	2021/03/21	City Press	Lubabalo Ngcukana	Eastern Cape blasted over pit latrine
60	2021/05/01	SABC News	Fundiswa Mhlekude	Eastern Cape education addresses issue of poor infrastructure
61	2021/05/10	Daily Maverick	Julia Chaskalson	Pit toilets at schools: You can't fix what you can't count
62	2021/05/23	City Press	Motheo Brodie	Unsafe school environments undermine children's right to education
63	2021/06/30	Daily Maverick	Nombulelo Damba-Hendrik and Daniel Steyn	Eastern Cape parents resort to building their own school
64	2021/07/27	Daily Maverick	Sandisiwe Shoba	Schools off to a difficult start in the wake of vandalism, Covid-19 and taxi violence

65	2021/08/02	Daily Maverick	Trevor Shaku	Basic education: Schools return to 'normal' classes — and gross inequality
66	2021/08/03	SABC News	Joseph Mosia	Basic Education Portfolio Committee concerned about scale of damage at schools
67	2021/08/18	SABC News	SABC	Department of Basic Education not doing enough to eradicate pit latrines: Equal Education
68	2021/08/22	City Press	Kimberley Khumalo	Limpopo infrastructure challenges | Dignity denied
69	2021/10/17	Daily Maverick	Mkhuseli Sizani for GroundUp	Stinking, broken, overflowing: These are the pit latrines Eastern Cape learners are expected to use at school
70	2021/11/03	Daily Maverick	Chris Jones	Pit latrines and lack of access to clean water at schools is a national outrage
71	2022/02/06	The Citizen	Molefe Seeletsa	DBE in talks with Treasury to resolve school infrastructure challenges
72	2022/02/11	Daily Maverick	Karabo Mafolo	Hot button concern: Equal Education looks forward to roll out of new mechanism for school infrastructure delivery

73	2022/02/18	City Press	Mkhuseli Sizani	“When you return to class the smell of the poo remains in your clothes”
74	2022/02/18	Daily Maverick	Mkhuseli Sizani for GroundUp	Pit latrines a daily hazard in Eastern Cape schools — stakeholders say government not taking the issue seriously
75	2022/10/01	Daily Maverick	Zukiswa Pikoli	Learners in rural Limpopo at risk while classrooms fall apart around them
76	2023/10/01	Times Live	Phathu Luvhengo	SA education facing infrastructure backlog, overcrowding and shortage of teaching resources — Angie Motshekga
77	2023/02/02	IOL	Nomonde Zondi	Concerns over persistent infrastructure challenges in KZN schools
78	2023/04/20	Mail & Guardian	Rosa Sommer	South African children’s grim prospects in a failing education system
79	2023/11/20	Daily Maverick	Msindisi Fengu	SA schools still plagued by ‘historical infrastructure backlogs’, overcrowding – Equal Education report
80	2023/11/29	Ground Up	Masego Mafata	“Fix our schools” activists tell Minister as deadline passes

81	2024/01/18	SABC NEWS		Infrastructure challenges at some NW schools: SAHRC
82	2024/07/24	News24	Masechaba Ntsane and Kimberly Khumalo	Flushed with frustration: Limpopo's education woes need a rethink

Note: This list reflects all newspaper articles on poor school infrastructure that the author was able to identify at the time of the audit. It should not be regarded as fully exhaustive, as additional articles may have been published after the date of the final entry and would need to be incorporated in a future update.