

The National Policy for School Infrastructure and Its Implications for School-Based Management in South Africa

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ABSTRACT As part of its legislative mandate to provide 'Quality Education for All' in the country, the Department of Basic Education in South Africa is committed to the creation of a safe and secure learning environment for all learners. To create such environment, the Department has developed a national policy on school infrastructure called National Education Policy for Equitable Provision of an Enabling Physical Teaching and Learning Environment. The policy has come up in response to international conventions on the rights of the child to education; constitutional and legal imperatives relating to the issue; and the national school infrastructure realities. In addition to these, consideration has been given to international studies that continue to show a positive relationship between learning outcomes and the physical environment in which teaching and learning take place. This study seeks to shed light on the implications of this policy for school-based management by reviewing literature on school infrastructure from the academic, legal, theoretical and practical perspectives. The implementation of this policy, as this study reveals, has serious practical implications for school-based management of infrastructure. Key management issues relating to policy implementation and its implications are discussed.