

# Exploring the Challenges and Opportunities of Farm School Infrastructure in Kwa-Zulu Natal, South Africa

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## 1 ABSTRACT

South Africa is a country that has a rich history of segregation of races driven by a minority government. Through the ill system of apartheid, several aspects of human life became intolerable, one of which was the education system. The introduction of the Bantu Education Act of 1953 indoctrinated African learners by educating them to perform menial tasks and manual labour, becoming subservient to the white minority. This “knee on throat” system further oppressed Africans, making it difficult to progress and preserving the idea of education being a privilege and not a right. The act played out at various “black” schools in South Africa, especially farm schools, which created an economic benefit for the farmers. The farm school became a factory to create a new labour force, whose parents were smoke screened to believe paid education would benefit their children. In 1994, a new dawn for all the people of South Africa promised hope and freedom. The government promulgated laws that would benefit citizens’ human rights and allow those who needed them the most. The redress of education policies aimed at giving all South Africans a fair opportunity for education; however, this is seldom the case in most of the country’s impoverished rural and farm schools. The government, through legal frameworks, aims to convert schools on commercial farms to normal state-owned and managed institutions, removing the dependence on the farm owners. However, this process has been arduous, and the farmers’ kick has been great to the extent that children and teachers are restricted from entering the premises. Regular intervention by police and government officials assists; however, this is not long-term management of deep-seated problems. Although the government has taken many steps in the right direction, at the very core, farm schools still suffer from infrastructural issues that are so profoundly entrenched in the buildings that it is difficult to dismantle. Perhaps, like most of South Africa, the apartheid regime is built in brick and mortar. These farm schools, in most instances, do not comply with the basic regulations of the South African Schools Act of 1996. However, these schools continue to operate and educate students across the country. Using a phenomenological paradigm and a qualitative approach, this research uses semi-structured interviews conducted at two farm schools in Kwa-Zulu Natal, South Africa, to gather rich data from participants. This study is limited by cost and time. The researcher used a purposive sampling technique to identify four participants who were probed on different aspects of the farm school infrastructure and experiences working and using the facilities. This research aims to understand the challenges and opportunities that farm schools offer. Findings from the data reveal that although farm schools have several infrastructural challenges, the staff and community adapt the use of these buildings to suit the needs of the activities, albeit with challenges. The researcher proposes adaptive reuse of the infrastructure to suit a school’s programme and provide space for a community.

Keywords: South Africa , Adaptive reuse, Infrastructure, Rural, Farm Schools

## 2 INTRODUCTION

South Africa is well known for its past policies of segregation. This segregation created various societal and infrastructural ills that persist even to this day, with no resolution date. One such problem is the farm schools that the apartheid regime has left behind. These schools played a vital role in indoctrinating black people and creating a labour force for the farmers. These schools were initially envisioned to keep the children of farm workers out of trouble and soon became a factory for new workers. This reality persists even today, merely because the school remains in the vicinity of the farm, making the future vision for the learners cloudy, further binding them to the system of farm labourers like their parents. These problems are further compounded by ownership of the infrastructure years after the apartheid regime was dismantled, making it difficult for communities to contribute to the ongoings of the school actively—something which is an everyday occurrence outside of these spaces.

Schools play a critical role for scholars, the community, and society. Therefore it is essential to recognise the power of a school as it shapes the future societies and communities. Schools, in general, have played a role far beyond their primary purposes, to an extent where they have become the central civic spaces in neighbourhoods. Schools support a community’s social and economic well-being, which directly impacts the

members of such spaces. Communities and schools are two entities that must work together to drive their societies forward.

This research aims to explore the challenges and opportunities of farm schools in South Africa. The research is essential as it touches on the actual problems affecting communities and their schools, such as alcohol and substance abuse, mindset, lack of recreational facilities, lack of income and other societal and infrastructural issues. The study examines farm schools to conclude the problems these communities face.

### **3 RESEARCH METHODOLOGY**

#### **3.1 Context of the Study**

This study utilised a qualitative case study design at two farm schools in Kwa-Zulu Natal Province, South Africa. Both schools are within 30km of a major town. Kwa-Zulu Natal is known for its high number of rural and farm schools and has the highest concentration of such schools, 6036 in total (Galal, 2021). Therefore, the study area holds value in the South African context. The schools chosen for this study are located in two districts previously under the farmer's control; however, during the transition into democracy, these have since moved to the control of the Department of Education. Although, one school is still under the ownership of the farmer. These schools are significant as they previously served the workers of sugar cane farms and still do. Due to the sensitivity of the information, the Kwa-Zulu Natal Department of Education required that the names of the institutions and staff members be kept confidential and anonymous.

#### **3.2 Sampling and participants**

For this study, a purposive sampling method was chosen. Due to time and cost implications, the study is limited to two farm schools in rural Kwa-Zulu Natal. The study is further limited to schools categorised as Quintile 1, Primary Schools, which indicates that the schools are non-fee bearing due to the high unemployment and illiteracy rate in which the schools are located. Farm schools, in general, are limited to the primary level allowing the researcher to study these specifically. Within the cases, four participants, two from each school, formed part of the study. This research fits into a more extensive study being conducted by the researcher, and the results of this study are conclusive for the aims of this paper. However, the small sample indicates the vast infrastructural issues plaguing education in many parts of the country.

#### **3.3 Instruments and Data Collection**

This study aimed to gather data in two forms. The first instrument was through a literature review of articles published in the past ten years on farm school infrastructure. Although there were several sources of information, none of the articles was solely focused on the infrastructure in particular. Therefore, this research aims to fill that gap by exploring the infrastructural issues of farm schools. The second instrument used was semi-structured interviews with four participants. Magnusson and Marecek (2015) state that semi-structured interviews allow the researcher to gather rich data from participants as the conversation flows, giving the researcher the freedom to probe deeper into different aspects. This open-ended approach allows the interviewee the freedom to discuss topics interrelated to the subject at hand. In the case of this study, semi-structured interviews were conducted and lasted between 30 and 60 minutes. All respondents spoke fluent English. Thus, the interviews were conducted in English only. All interviews, with permission of the interviewees, were recorded and transcribed verbatim for further analysis. Participants were probed into the issues of the school's infrastructure, community usage, and maintenance. Different themes emerged as the researcher probed, and these results are discussed within this paper.

#### **3.4 Data Analysis**

In terms of the semi-structured interviews, a phenomenological paradigm was used. As the basis of the study, the researcher wanted to understand the lived experiences of the interviewees concerning their daily interaction with the farm school infrastructure. Therefore, the approach is inductive. The interviews were voice recorded and transcribed for analysis. The raw data was then analysed in search of meaning and the relation of meanings to each other. The analysis sought to understand the complexity of meanings through the lived experience of participants rather than a quantifiable ratio. Therefore, the interview analysis was a long process searching for patterns which eventually became themes from which meaning is derived.

## 4 ORIGINS OF THE FARM SCHOOL

### 4.1 Bantu Education

To understand and contextualise the origins of the farm school, it is critical to understand the political history of how it developed and why it continues to exist. Before 1948, the schooling system in South Africa allowed all races to attend the same schools (Morris and Hylsop, 1991, cited in Bryant et al., 2019). However, after the National Parties' victory in 1948, racial segregation became an underpinning law that would entrench the division in the physical landscape and the minds of South Africans (Molokoe and Ndandani, 2014). It was not until 1953 that South Africa saw the promulgation of one of the cruellest educational laws in the world, the Bantu Education Act No. 47 of 1953 (Khumalo, 2022). Naidoo & De Beer (2022) observe that the Bantu Education Act created a separate system for black learners under the control of the Department of Bantu Education. Beckmann (2022) adds that the Bantu Education system departed from the stance of white supremacy, making it seem as though non-whites are somewhat inferior to their white counterparts. It is important to note that this notion of supremacy and difference eventually drove the separation of races which is perpetuated even in current times. In its infancy, the Bantu Education Act sort to keep the education of the different races apart; however, it gradually ingrained a sense of inferiority and hierarchy for the white minority.

Molokoe & Ndandani (2014) observe that the Bantu Education Act was tactfully crafted to guarantee that the black majority became subservient to the white minority. Khumalo (2022) exerts that the white minority received quality education while the other races, particularly blacks, received inferior education. Tsoaledi (2013, cited in Bryant et al., 2019) professes that the Bantu Education system is an inferior type of education that paralyses and marginalises the majority racial group in the country. At this point, it becomes clear that Bantu Education sort to cripple the majority black population by feeding them an ideology of inferiority. It must be understood that the apartheid government not only did this to keep the black majority from gaining power but to create the manual labour force to drive their economic growth. Molokoe and Ndandani (2014) state that Bantu Education was more politically grounded than educationally to bind the black majority employees to the white minority farm employers. Furthermore, this type of education was effectively only primary level, making it extremely difficult for the farmer workers and their children to progress beyond the confines of a farm, restricting them to manual labour (Beckmann, 2022). This well-thought-out system bound the black majority to farms as labourers, brick walling them from further work opportunities. In some instances, the churches viewed the Bantu Education system as a significant problem and sort to educate the black majority within church schools; however, even this was short-circuited by the apartheid government and these institutions were instructed to follow the Bantu Education Act (Khumalo, 2022). Beyond the auspices of this absurd law, funding to farm schools was kept at a minimum, nearly as much as one-fifth of white schools (Bryant, Berry and Cevik, 2019). This approach by the apartheid government was the final nail in the coffin for black education under its authority. The Bantu Education Act has left a lasting impact on the lives of the majority of black people in South Africa, as the country moves from racial segregation to class segregation. Although this system is abolished, the physical remnants are left behind in the infrastructure of farm schools which continue to operate today albeit, with severe inadequacies.

### 4.2 The infrastructure of Farm Schools

From the previous section, it is clear that the Bantu Education Act intended to lock black people to farms and their employers, keeping the labour force strong and forthcoming. In this instance, the farm school became a factory for new workers. Bantwini and Feza (2017) posit that the farm school intended to keep the children of farm workers busy with primary education while their parents/relatives worked the farm. In this sense, the need to provide education was not a primary driver for the farmer. However, children became a problem which hindered the production of the farm. Hence, a 'school' was created within the confines of a farm. Molokoe and Ndandani (2014) observe that students attended school in barns or other general four-cornered buildings. This observation is constant over the landscape of South Africa where these schools occur. Bantwini and Feza (2017) observe that most farm school buildings are dilapidated and uninspiring, which comprise one long block of classrooms with small windows and lack verandahs. Draga (2017) cites a study by Carol Weinstein in 1979, which concluded that there is a strong link between infrastructural factors and improved educational outcomes; factors such as lighting, ambient temperatures, and air quality play a vital role within learning environments. Farmers did not build schools to provide quality education but saw it as

an escape from the problems the children created for the workforce. Therefore, the infrastructure provided could never serve the purpose it was forced to provide. Molokoe and Ndandani (2014) further state that farm schools were the poorest under the apartheid regime. Their infrastructure physically shows it even years after the democratic dispensation, some of which still do not have piped water or electricity or are dilapidated beyond habitation (Draga, 2017).

Perhaps it is essential to point out Article 26, Right to Education of the Universal Declaration of Human Rights. General comment no. 13 states the need for education's availability, accessibility, acceptability and adaptability, alluding to the dire need to provide fair education. Drilling down deeper into the availability of education, the commentary reads: "all institutions and programmes are likely to require buildings or other protection from the elements, sanitation facilities for both sexes, safe drinking water, trained teachers receiving domestically competitive salaries, teaching materials, and so on; while some also require facilities such as a library, computer facilities and information technology"(U.N. Committee on Economic, 1999). Clearly, the committee fully understands the need for proper facilities on the ground to provide an education comparable to the first world countries. Although these basic needs are well noted, it took many years for the policy to be implemented in South Africa. Only in 2013 was a policy framework for the norms and standards for school infrastructure promulgated through the South African Schools Act, 1996 (Act No. 84 of 1996) – Regulations relating to minimum uniform norms and standards for public school infrastructure. The policy can be seen as groundbreaking as it set the minimum standards for a fully operational school considering basic human rights. The policy sought to abolish schools built with non-compliant materials and to provide clean water, sanitation and electricity which had not previously benefitted from these services; by 29 November 2016; Non-complying schools must be brought into compliance regarding water, sanitation, electricity, perimeter fencing, classrooms, and electronic connectivity by 29 November 2020; libraries and laboratories by 29 November 2023 and all other norms, e.g. sports, recreational facilities and universal access by 31 December 2030 (Draga, 2017). Insofar as policy, the South African government has made concerted efforts to tackle the problem of lacking school infrastructure; however, years of deep entrenching of apartheid systems will need dismantling to resolve the issues of infrastructure and mindset in these spaces.

### 4.3 Community engagement within the setting of a school

For many, the thought of classrooms filled with children learning, writing, talking and laughing comes to mind when thinking of a school. For others, this could bring back memories of the playground or the library, perhaps first friendships or awry moments. Be it as it may, the mind's perception of a school is social and inclusive of people. Schools play an essential role in society as it nurtures them to fulfil their purpose within the structures of communities. The position of a school is not an isolated instance; it has deep roots in the community it serves (NEEDU, 2018). The school, in any context, is a place of meeting and engagement for the students and the community. Perhaps the common proverb: "It takes the whole village to raise a child" bears testament to the importance of the community towards learning and the school. According to Barrett et al. (2019), community engagement works in a multi-faceted manner; the physical school spaces can be used intensely by the community and the students as teachers within the community outside the confines of a school. The school becomes a critical space for the activities of the communities it serves. Perhaps this is more dominant in rural schools, where the school is often the only public building or, in most instances, the only building that supports community functions. Woods, 2006 cited in Hemming, 2018 suggests that the rural school plays an essential role in a community by hosting events, bringing parents together, building community networks through school friendships, heritage through a generation that has passed through the school and symbolising youthfulness of the village. It is important to note that a school is central to rural places and plays a vital role in the development of the community.

## 5 RESEARCH FINDINGS

This research sought to explore the opportunities and challenges of farm schools in the context of South Africa. The literature reviewed sets the scene of the background and the formation of farm schools in the country; this is starkly different from any other country in the world and therefore has challenges unique to this context. Although farm schools occur primarily in rural parts of the country, farm schools have specific issues that are not always present in rural schools or the former Bantustans. The author explores the issues so tightly related to farm schools to explore the challenges and opportunities of the infrastructure.

## 5.1 Socio-Economic issues

Similar issues were encountered between the two schools that formed the case studies for this research. It is critical to note that both schools are on private farmland and are classified as farm schools. Both schools are classified as Quintile one schools, meaning that the school services a community with a very low literacy rate and high unemployment. Of the two schools, one school is still under the farmer's ownership; this school is considered a Section 14 school. Section 14 schools are those which have been built on private land for public schooling.

### 5.1.1 Financial Implications

Introspecting the reality of these farm schools, not much has changed from the apartheid regime. The farm schools studied in this research are to this day servicing the children of farm workers. Perhaps, this way, it can be interpreted that although apartheid has been removed, the physical infrastructure perpetuates a similar schooling system. Through the interviews, the researcher found that the community consisted primarily of people who worked on farms, especially sugar cane cutters. This job entails cutting sugar cane in the harvest season after the sugar cane has been burned for eventual processing at a sugar mill. This job is menial with minimal payment and is seasonal. Therefore, it is clear to understand the socio-economic category of the people that live in this area. One of the interviewees termed the workers as being "below the bread line."

The communities are plagued with socio-economic issues. Firstly, a stable income for the workers is almost non-existent in either of these communities. Sugar cane farming, a seasonal harvest, leaves the workers with income only in some parts of the year. For the other parts, workers and community members rely on social grants to get by. The two interviewees, staff at the schools, noted that the school could not meet their registration targets. Children would come late in the year from other areas, usually in April, because their parents would work on contract on the farms. This situation causes significant problems with school funding. The Department of Education provides funding based on registration numbers; unfortunately, for both schools, the funding is usually not enough to provide for the additional students and negatively affects the feeding scheme at the schools. The two interviewees stated that the food was insufficient to feed all the learners on some occasions, and some rationing had to be applied. The knock-on effect of apartheid-created society lives on in these communities, and the opportunity for a better life for these communities cannot even be imagined.

### 5.1.2 Social Ill's

In both communities, all the interviewees stated the problem of alcohol abuse from the community members. The problem of alcoholism does not end with the workers but is also evident in children who consume alcohol. The interviewees stated that the children in the community see their future in their parents; "to cut sugar cane and drink alcohol." Children as young as six years old are consuming alcohol in these areas, which gives an impression of the social ills often the product of poverty. When probed further, interviewees constantly attributed this behaviour to the lack of social activities or facilities in the area. Both communities have no space where they could do sports or other recreational activities, but the school and, in both instances, are short of appropriate.

### 5.1.3 Literacy and Mindset

The severe lack of education in these communities is seen as problematic by the interviewees. When probed further, they cited issues such as technology illiteracy, lack of soft skills, mindset and general arrogance. One interviewee stated that children do not have any birth documents. When assisted in creating these documents with the Department of Home Affairs, they realised the parents were not identifiable. These issues are deep in a past of oppression, where identity did not mean much because it was so easily stripped away. One interviewee stated that literacy and technology access were significant hurdles in the community. The mere fact that a community member cannot create a curriculum vitae and apply for a job via the internet is problematic. The interviewee stated that implementing systems to help students with these challenges will significantly benefit the community. Lastly, all the interviewees noted that the students and community members alike did not see a future for themselves, almost arrogantly. The interviewees reduced this to an issue of mindset and lack of education and proposed that some mentoring occur within the community.

Most of the issues found through the interviews were common in the literature. The interviews paint a picture of how the physical infrastructure has perpetuated the principles set out by the apartheid government – indoctrinating the workers into a system of manual labour and then using the schools to create more labour, breaking the future of the younger generation of these places.

## 5.2 Infrastructural Issues

Given the history of South Africa, infrastructure generally has a severe bearing on the apartheid government. A space and place-based introspection can give total opposites like the two sides of a coin. In South Africa, public infrastructure in the big cities and suburbs is world-class, rivalling even some first-world countries. However, on the other side of the same coin is the stark difference in infrastructure when driving into the country's rural areas. One can be plagued by the lack of roads and essential services such as potable water and electricity in these areas. Fortunately for some of these places, a school is the only piece of public infrastructure stretching thin to service the community. In this section of the research, the author uses a thick description of the infrastructure and the issues described by the interviewees.

The two cases in this study are identified as farm schools. However, there are some slight differences. The first school (School A) was built by Indians and is classified as a state-aided Indian school, although the South African Government now aids it. This school was built to be a school; however, its initial planning did not include other facilities such as administration blocks or other allied facilities—the author terms this school as a “formal” school. The classrooms are full-sized and large enough to comfortably fit at least 40 learners. The second school (School B) was not built to be a school. Rather the buildings were purposed to become a school—the author term this school as an organic school. Initially, this included one large building, big enough to accommodate at least 60 learners. Other buildings on the site were tacked on to accommodate more learners; this includes four mobile classrooms.

### 5.2.1 The South African Schools Act

According to the South African Schools Act, 1996 (Act no. 84 of 1996), Minimum uniform norms and standards for public school infrastructure schools must have minimum education areas, education support, and administration areas. Furthermore, ablution facilities must be provided as per the National Building Regulations of South Africa. The act speaks of the school placement; it should be located in an area with basic services and suitable topography; its location should be adjacent to uses that are not detrimental to the ongoings of the school, such as shebeens. The act advocates for universal design and inclusivity. The policy states that classrooms for Grade R (Pre-School) should have a maximum of 30 learners, and all other classrooms should have a maximum of 40 learners, all of which must allow for at least 1m<sup>2</sup> per student, 2m<sup>2</sup> for differently abled and 7m<sup>2</sup> for the teachers. All schools must have a library and laboratories if the science subjects are offered and must provide sports and recreation facilities. All schools must have adequate perimeter fencing and a security guard. All schools must have electronic connectivity that is in good working order.

### 5.2.2 School A

School A is small and has five classrooms. Initially, the school had only three classrooms. However, a donation to the school allowed for two more classrooms and an administration area. However, the school does not fully comply with the minimum norms and standards, making it illegal in some ways. The school does not contain a comprehensive planning programme, only a few buildings are available, and these are used as dual spaces. Although classrooms are provided for teaching and learning, these do not meet or follow the minimum requirements. At School A, classrooms support more than 40 learners at a time. Furthermore, these classrooms are used as multi-graded spaces, which means that two schooling grades are being taught in the same space, which is less than ideal. The severe lack of classrooms has a negative bearing on the students as well as staff. The load for a single teacher is double the usual, and students can easily be distracted by this change from grade to grade. To make matters worse, the school is placed in an unserviced area within 1km of a tavern; this results in problems for everyone involved and again contravenes the minimum norms and standards. The ablution facilities provided for students and teachers are non-water borne and illegal. Minimal attempts at improving these facilities have been made; more pit latrines have been installed. The school has no running water, no sewer system, and runs on an electrical supply that is not stable. The school has a make-shift library that runs out of a make-do administration block, which is less than desirable but concerted

efforts by staff to have some facility. The school has a sports field but does not have the funds to maintain it, the grass has grown over head height, and there are simply no efforts being made to tame it. Recreation facilities are non-existent. The school has some perimeter fencing. However, there are areas which are wholly open. The school has no electronic connectivity, and staff need to go to the nearest town to send an email. Although the school lacks the absolute basics to operate, the staff members are making do with what is available with very little financial support. The problem is compounded by the fact that this school is a non-fee school, which means there are no additional funds. This situation makes the maintenance of the school extremely difficult; most of the time, the school relies on sponsorships to conduct maintenance.

### 5.2.3 School B

School B is small and has only three built classrooms and four mobile classrooms. Initially, the school had one large building, which was around 60m<sup>2</sup>. This building is now being used as one classroom and supports multi-graded teaching. This space is also used as a church on weekends for the community. The school has an administration block, a repurposed classroom built years after the initial large building on the site. The school also has a Grade R block, a repurposed building barely supporting early childhood development needs. The rest of the school is made up of mobile classrooms. However, the entire school is multi-graded, again taking strain on staff and students. Ablution facilities are well provided for and use rainwater tanks as a water source. There is no municipal sewer line, but a septic tank is used. The school has no electrical supply, and the staff rely upon the district office to engage with electronic communications. A library facility is non-existent in this school. The school does have a sports field, but no other recreation facilities are present at this school. The school has a security guard and fencing, which is well maintained. General maintenance of this school is non-existent and is compounded by the fact that the farmer still owns the school buildings. The farmer has not allowed the school the opportunity to maintain or extend the school in any manner; this attitude is the same as under the apartheid regime – a total dominance in order to benefit themselves. The staff member mentions, “We cannot even cut the grass here without being stopped.”

## 6 RECOMMENDATIONS

Through this research, it becomes clear how the school buildings still indoctrinate the communities they serve. These schools have mainly remained the same and still, to this day, without any effort, lock the farm workers and their children into a dreamless future. However, several opportunities within these spaces can be promulgated to assist the communities with the various problems. Below, the author makes a few recommendations that can be utilised to assist the communities and the schools.

### 6.1 Ownership

Although the control of the school has moved over to the department of education, the physical infrastructure in both the case studies still belongs to the farmers on which the schools sit. It is recommended that the Department of Education purchase these buildings to control the spaces fully. The mere fact that ownership sits with the farmer creates exclusionary criteria for the community. How does the community fully engage with something they feel does not belong to them? Ownership also creates community assets and responsibility. The interviewees mentioned the lack of many facilities. In School A, for instance, a sports field is available. However, it is not maintained. The community can conduct a simple grass-cutting exercise to revitalise this existing asset. This way, ownership for their benefit is achieved, which can negate the issues of alcohol abuse, mindset, literacy and other problems within the communities.

### 6.2 Community engagement

Community engagement is a necessary tool in the development of communities. When communities come together, resilience forms to make that community strong. The communities role in terms of the school is an absolute necessity. This idea of community engagement in the school is more than evident in the literature. The authors are pretty explicit about the benefit, especially in areas with little to no resources. The school is central to the community and serves a civic purpose beyond its primary use; it would be somewhat naïve to think that a school’s only purpose is to be a school. In the case of the communities studied, the schools have the infrastructure, although not perfect, to provide essential spaces for community engagement.

### 6.3 Adaptive Reuse

What is clear from this study is the adaptive reuse of buildings that have been provided. In both schools, the infrastructure is not perfect. However, the buildings have been adapted in some way to serve the purposes of a school. For example, School B has a large 60m<sup>2</sup> building that has been adapted into a classroom, and School A has adapted a classroom into an administration office. The ability for spaces to change their capacity, performance and function are critical for the success of these farm schools; this can be done with the existing infrastructure. The spaces provided are not ideal. However, these spaces can be made available for community activities. In the example of School B, the large 60m<sup>2</sup> becomes a church on weekends. Although the staff members may complain that the infrastructure is unsuitable, the space adapts to the need as and when it occurs. The author recommends that the school staff and the community work together to use the spaces to benefit both parties.

## 7 CONCLUSION

Although this study presents preliminary results of a more extensive study, several key issues are tabled. Through the literature, the author presents how the farm school came into existence. This phenomenon is particular to South Africa and is directly linked to the Bantu Education Act and the need to create labourers for several farms across the country. The author cannot emphasise the radical destruction these farm schools have created in these societies over the years. The legacy of apartheid is well and alive in the infrastructure of these places. Perhaps this was the intention that prevailed even after regime change. The mere fact that a farmer still controls the school and uses forceful or obstructive techniques is absurd even today. However, the power must be placed back in the hands of the people. This situation can only be resolved if the school staff and community collaborate to uproot the deep-seated problems. The recommendations can assist communities in changing the mindset of the learners, introducing them to a world beyond that of the sugar cane plantation and alcohol. The author sincerely hopes these societal and infrastructural issues reach the right minds and implement strategies promulgated to move beyond the apartheid regime's confines.

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