

WESTERN CAPE PROVINCIAL PARLIAMENT



REPORT OF THE STANDING COMMITTEE ON EDUCATION ON ITS OVERSIGHT VISIT TO THE BOLAND LANDBOUSKOOI IN PAARL

4 SEPTEMBER 2025

COMMITTEE REPORT

The 2024/25 Strategic Objectives of the WCPP, linked to the Speakers' Priorities, which impact committees, are as follows:

- Priority 1: Building a credible WCPP; and
- Priority 3: Strengthening the core business.

The Standing Committee on Education (hereafter the Committee), having conducted an oversight visit to the Boland Lanbouskool on 04 September 2025, reports as follows:

The delegation

The delegation of the Standing Committee on Education included the following Members:

- P Johnson (DA) (Chairperson of the Committee)
- Kaizer-Philander, WF (DA)
- Walters, TCR (DA)
- Christians, FC (ACDP)

The following parliamentary official accompanied the committee:

Ms. W Hassen-Moosa, Procedural Officer

1. Overview

The Standing Committee on Education conducted an oversight visit to the Boland Lanbouskool to assess the institution's infrastructure, curriculum delivery, and alignment with provincial education priorities. The visit provided valuable insights into best practices in agricultural education, rural learner support, and technical skills development. Observations from the visit have informed the Committee's review of strategic plans presented by Landbou High School for 2025. This report summarises the key elements of the Landbou High School presentation, with reference to lessons drawn from Boland Lanbouskool's operational model and institutional ethos.

2. Visit to the Boland Lanbouskool

Mr JJ Moolman, the Principal, and Mr N Petersen, the Director of the Cape Winelands Education District, were present during the visit.

2.1. Key aspects discussed at the school

- 2.1.1 The school's presentation outlined a phased development plan to position Landbou High School as a leading institution in agricultural and technical education
- 2.1.2 Landbou High School was founded to serve rural communities through specialised agricultural education, guided by values of discipline, self-reliance, and practical learning rooted in the agricultural economy. Early leadership prioritised resilience and responsiveness to the needs of farming families and rural youth.
- 2.1.3 The school's legacy includes strong community ties, notable alumni contributions to the agricultural sector, and a reputation for producing skilled graduates. Its founding ethos

continues to shape strategic direction, reflecting a commitment to evolving industry demands and rural youth empowerment.

2.1.4 Infrastructure upgrades include:

- Renovation of academic blocks to support modern pedagogy.
- Expansion of agricultural facilities such as livestock pens, irrigation systems, and mechanisation workshops.
- Hostel improvements to enhance learner safety, dignity, and capacity.

2.1.5 Curriculum enhancements would introduce modules in agribusiness, sustainable farming, and technical agriculture aligned with industry standards.

2.1.6 A digital learning strategy is proposed, integrating smart classrooms and blended learning platforms.

2.1.7 Strategic partnerships are being pursued with Agritech firms, tertiary institutions, and local farms to enrich learner exposure and career readiness.

2.1.8 Safety and compliance upgrades are prioritised, including fencing, sanitation, and fire safety systems.

2.1.9 The school's leadership reaffirmed its commitment to inclusive education and academic excellence.

2.1.10 Boland Landbouskool is referenced as a benchmark institution, with further details available at <https://bolandlandbou.co.za/>.

2.1.11 Funding requirements are outlined, with proposed contributions from provincial budgets, private sector sponsorships, and donor support.

2.1.12 Monitoring and evaluation mechanisms include quarterly progress reviews and learner performance indicators.

2.1.13 The school requested the Committee to:

2.1.13.1 Continue with its parliamentary oversight of rural education infrastructure.

2.1.13.2 Support the interdepartmental collaboration between Education, Agriculture, and Public Works.

2.1.13.3 Consider Landbou High School as a pilot site for rural technical education reform.

3 Conclusion

In conclusion, the Standing Committee acknowledged the strategic intent and forward motion by Landbou High School in its 2025 presentation. It was clear from the observation made during the oversight visit at Boland Landbouskool, it was also evident that targeted investment in agricultural education could yield substantial benefits for rural youth, community development, and sectoral growth. The suggested improvements, curriculum additions, and institutional collaborations demonstrate a praiseworthy dedication to quality, diversity, and provincial priorities. To guarantee successful implementation and long-lasting effects, interdepartmental cooperation and ongoing parliamentary oversight would be crucial.

4 Acknowledgments

The Committee thanked the WCED, the Principal, and the teachers who were present during the visit to the Boland Landbouskool.



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MRP. JOHNSON, MPP

CHAIRPERSON OF THE STANDING COMMITTEE ON EDUCATION
WESTERN CAPE PROVINCIAL PARLIAMENT