



KMG
Environmental
Solutions Services

**SOCIO-ECONOMIC IMPACT ASSESSMENT REPORT FOR THE PROPOSED
CONSTRUCTION OF STUDENT ACCOMMODATION AND ASSOCIATED
INFRASTRUCTURE IN SOSHANGUVE BLOCK M, CITY OF TSHWANE
METROPOLITAN MUNICIPALITY, GAUTENG PROVINCE**

PREPARED FOR:

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SOCIO-ECONOMIC IMPACT ASSESSMENT REPORT
FOR THE PROPOSED CONSTRUCTION OF STUDENT ACCOMMODATION AND ASSOCIATED
INFRASTRUCTURE
IN SOSHANGUVE BLOCK M, CITY OF TSHWANE METROPOLITAN MUNICIPALITY, GAUTENG
PROVINCE

Prepared for:

Applicant: Govhani Student Accommodation

Project Name: TUT Soshanguve Student Village

Property Description: Portion 2 to 102 of Erf 1305 Soshanguve-M

Coordinates: 25° 32' 0.49" S | 28° 5' 25.24" E

Project Type: Student Accommodation (± 2 505 beds / 27 blocks)

Prepared by:

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Applicant / Client	Govhani Student Accommodation
Report Type	Socio-Economic Impact Assessment Report (SEIA)
Project Location	Portion 2–102 of Erf 1305, Soshanguve Block M, City of Tshwane, Gauteng Province
Coordinates	25°32'0.49" S 28°5'25.24" E
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ACRONYMS AND ABBREVIATIONS

Acronym	Full Meaning
AIA	Agricultural Impact Assessment
BAR	Basic Assessment Report
BID	Background Information Document
CBO	Community-Based Organisation
CoT	City of Tshwane
CSR	Corporate Social Responsibility
DEA	Department of Environmental Affairs (now DFFE)
DFFE	Department of Forestry, Fisheries and the Environment
EA	Environmental Authorisation
EAP	Environmental Assessment Practitioner
EIA	Environmental Impact Assessment
EMP	Environmental Management Plan
GDP	Gross Domestic Product
GVA	Gross Value Added
GIS	Geographic Information System
IDP	Integrated Development Plan
I&AP	Interested and Affected Party
LED	Local Economic Development
NEMA	National Environmental Management Act (Act No. 107 of 1998)
NEM:WA	National Environmental Management: Waste Act (Act 59 of 2008)
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
PPP	Public Participation Process
SACNASP	South African Council for Natural Scientific Professions
SDG	Sustainable Development Goals
SEIA	Socio-Economic Impact Assessment

SMME	Small, Medium and Micro-Enterprise
SPLUMA	Spatial Planning and Land Use Management Act (Act 16 of 2013)
SSA	Statistics South Africa
TUT	Tshwane University of Technology

TERMS AND DEFINITIONS

Term	Definition (as applied in this report)
Baseline Conditions	The existing social and economic situation within the study area before the project is implemented. It serves as the reference point against which future changes are measured.
Community	A group of people living in the same geographical area or sharing common social, cultural, or economic interests that may be affected by the proposed development.
Competent Authority	The government department responsible for evaluating and authorising the environmental application—in this case, the Gauteng Department of Agriculture and Rural Development (GDARD).
Construction Phase	The period during which site preparation, earthworks, and building of the student accommodation take place. It usually involves temporary employment and short-term impacts.
Decommissioning Phase	The stage when the project or part thereof is dismantled or closed down, requiring site rehabilitation and transition planning.
Economic Impact	A positive or negative change in the economic status of the area as a result of the project, including job creation, income generation, and business activity.
Environmental Authorisation (EA)	Formal approval granted by the competent authority in terms of NEMA for a listed activity, subject to conditions that ensure environmental and social protection.
Impact	Any change to the social, economic, or environmental conditions of the area—positive or negative—caused by project activities.

Interested and Affected Parties (I&APs)	Individuals, organisations, or communities that may be directly or indirectly affected by the proposed project or have an interest in its outcome.
Mitigation	Measures designed to reduce or prevent negative impacts or to enhance positive benefits of the project.
Operational Phase	The period when the student accommodation becomes functional, providing long-term employment and economic activity.
Public Participation Process (PPP)	The procedure for informing, consulting, and involving stakeholders and communities in the environmental assessment and decision-making process.
Significance Rating	A combined measure of the severity, duration, extent, and likelihood of an identified impact, used to prioritise mitigation actions.
Socio-Economic Environment	The combination of social and economic systems and conditions that influence and are influenced by human interactions, livelihoods, and wellbeing.
Stakeholder	Any person, institution, or group with a direct or indirect interest in the project, including government, residents, students, and local businesses.
Sustainability	The ability to meet current social and economic needs without compromising the ability of future generations to meet their own needs.
Temporary Employment	Short-term job opportunities created during the construction phase, often benefiting local communities.
Vulnerable Group	Individuals or households at risk of marginalisation or exclusion, including youth, women-headed households, and the unemployed.

INDEMNITY AND DISCLAIMER

This report has been prepared by KMG Environmental Solutions Services (Pty) Ltd with all reasonable skill, care and diligence within the terms of the agreement entered into with the client, Govhani Student Accommodation, and in accordance with generally accepted environmental assessment

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SPECIALISTS DECLARATION

I, **Khumbelo Given Marabe** declare that:

- I act as the independent specialist in this application.
- I consider myself bound to the rules and ethics of the South African Council for Natural Scientific Professions (SACNASP).
- I will perform the work relating to the application in an objective manner, even if this results in views and findings that are not favourable to the applicant.
- I declare that there are no circumstances that may compromise my objectivity in performing such work.
- I have expertise in conducting the specialist report relevant to this application, including knowledge of the Act, Regulations and any guidelines that have relevance to the proposed activity.
- I will comply with the Act, Regulations and all other applicable legislation.
- I have no, and will not engage in, conflicting interests in the undertaking of the activity.
- I undertake to disclose to the applicant and the competent authority all material information in my possession that reasonably has or may have the potential of influencing any decision to be taken with respect to the application by the competent authority; and - the objectivity of any report, plan, or document to be prepared by myself for submission to the competent authority.
- All the particulars furnished by me in this form are true and correct; and
- I am aware that it is an offence in terms of Regulation 48 to provide incorrect or misleading information and that a person convicted of such an offence is liable to the penalties as contemplated in section 49B(2) of the National Environmental Management Act, 1998 (Act 107 of 1998).
- I realize that a false declaration is an offence in terms of Regulation 71 of NEMA and is punishable in terms of section 24F of the Act.

Signature

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EXECUTIVE SUMMARY

This Socio-Economic Impact Assessment (SEIA) was undertaken by KMG Environmental Solutions Services (Pty) Ltd for the proposed TUT Soshanguve Student Village, a purpose-built student accommodation development in Block M, Soshanguve, within the City of Tshwane Metropolitan Municipality, Gauteng Province. The assessment forms part of the Basic Assessment Process in terms of the National Environmental Management Act (Act No. 107 of 1998) and the Environmental Impact Assessment Regulations (2014, as amended). Its purpose is to evaluate the potential social and economic impacts of the proposed development across all project phases construction, operation, and eventual decommissioning and to propose measures that enhance benefits while mitigating possible adverse effects.

The proposed development entails the construction of 27 four-storey blocks, providing approximately 2 505 beds together with supporting facilities such as a canteen, laundry area, recreational spaces, refuse zones, security, and parking infrastructure. The project responds directly to the acute shortage of safe, affordable student housing in Soshanguve, driven by the steady growth of tertiary enrolment at the Tshwane University of Technology (TUT). At present, limited formal student accommodation options have led to widespread use of informal backyard rentals, overcrowding, and unsafe living conditions. The project therefore addresses a significant social need while contributing to local economic development and urban renewal in the northern corridor of Tshwane.

The baseline analysis revealed that Soshanguve is a densely populated township of approximately 403 000 residents (Stats SA 2022), characterised by a youthful demographic structure, with about 40 % of the population aged between 15 and 34 years. Unemployment remains high at approximately 38 %, and median household income is between R3 500 and R5 000 per month. Despite adequate service infrastructure (over 90 % access to water and electricity), the area faces socio-economic challenges such as informal housing growth, limited job opportunities, and youth vulnerability. These conditions provide an enabling environment for projects that promote employment, skills development, and safe residential provision for students.

During the construction phase, the project is expected to create approximately 250 temporary jobs, prioritising local labour and youth participation, while stimulating SMME growth through subcontracting for services such as brickwork, catering, and transport. Ancillary benefits include short-term income injection, procurement of local materials, and skills transfer through on-site training. Potential negative impacts such as noise, dust, traffic congestion, and community disturbance are

temporary, site-specific, and manageable through standard mitigation measures including dust suppression, traffic management, and stakeholder communication.

In the operational phase, the socio-economic benefits will be sustained and broadened. Approximately 60 permanent employment opportunities will be created for administrative, cleaning, security, and maintenance roles. The presence of a large student community will boost the local economy through increased spending on food, retail, and services, supporting township enterprises and cooperative growth. The project will also formalise currently informal housing demand, enhancing student safety and well-being while reducing strain on local households. Negative operational impacts such as increased service demand, noise, and waste generation can be effectively mitigated through resource-efficient design, adoption of a Student Code of Conduct, and continuous engagement with community structures and the Community Policing Forum (CPF).

Cumulatively, the project aligns strongly with the National Development Plan (NDP 2030), City of Tshwane Integrated Development Plan (IDP 2024–2025), and Spatial Development Framework (SDF) objectives by promoting compact urban development, youth employment, and inclusive economic growth. It contributes directly to the United Nations Sustainable Development Goals (SDGs), particularly Goal 8 (Decent Work and Economic Growth) and Goal 11 (Sustainable Cities and Communities). The introduction of formal student accommodation within a serviced urban area represents efficient land use, improved urban aesthetics, and strengthened community resilience.

Overall, the SEIA concludes that the TUT Soshanguve Student Village constitutes a socially desirable and economically beneficial development with a highly positive net socio-economic impact after mitigation. The project will improve educational accessibility, promote local employment, support SMME development, and contribute to long-term urban regeneration in Soshanguve. Minor negative impacts are short-term, reversible, and manageable under the recommended mitigation framework. It is therefore recommended that the project be supported and approved subject to full implementation of the Environmental Management Programme (EMPr), adherence to mitigation and monitoring commitments, and continuous stakeholder engagement to ensure sustainable and inclusive socio-economic outcomes.

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1. INTRODUCTION

1.1 Project Background

The proposed development involves the construction of purpose-built student accommodation known as the TUT Soshanguve Student Village in Soshanguve Block M, within the City of Tshwane Metropolitan Municipality, Gauteng Province. The project aims to provide safe, affordable, and accessible housing for university students by developing 27 four-storey blocks with a total capacity of approximately 2 505 beds. Supporting facilities will include a canteen, laundry area, refuse and recycling zones, recreational spaces, parking, and security infrastructure.

Soshanguve has experienced significant growth in tertiary enrolment, with the Tshwane University of Technology (TUT) drawing thousands of students each year. However, the availability of formal and affordable student housing has not kept pace with demand, leading to informal rentals and overcrowding in surrounding communities (Stats SA, 2022). The proposed development therefore responds to both social and economic needs by expanding student accommodation capacity, stimulating local employment, and improving overall urban quality within the area.

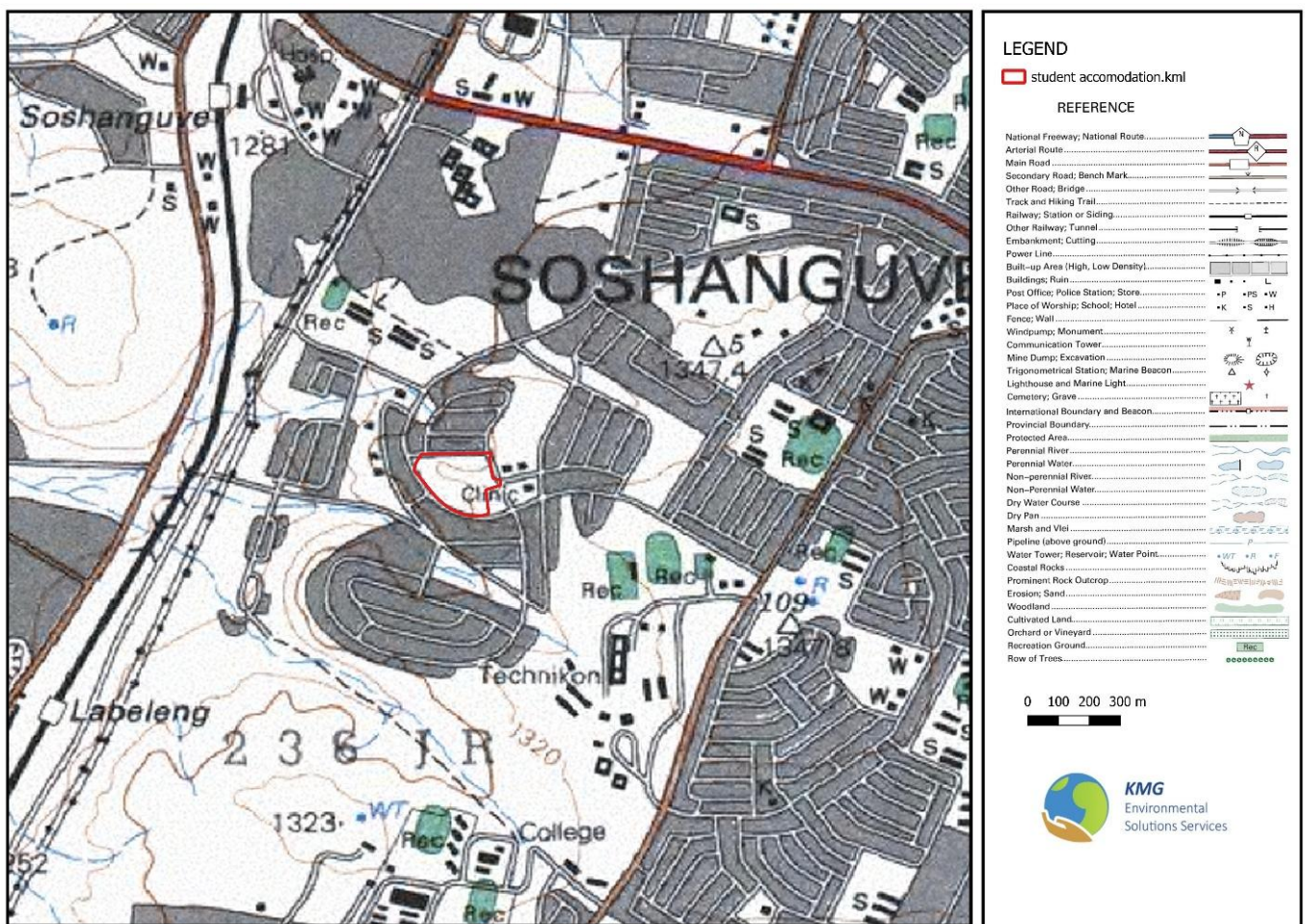


Figure 1: Locality Map showing the project site in relation to the TUT Soshanguve Campus and surrounding road network.

1.2 Purpose of the Socio-Economic Impact Assessment

This Socio-Economic Impact Assessment (SEIA) forms part of the Basic Assessment process required under the National Environmental Management Act (Act No. 107 of 1998) and the Environmental Impact Assessment Regulations (2014, as amended). The primary purpose of the SEIA is to identify, describe, and evaluate the likely social and economic impacts associated with the proposed project across all development phases — construction, operation, and eventual decommissioning.

The study specifically seeks to:

- Describe the existing socio-economic conditions within the study area.
- Assess both positive and negative project-related changes to livelihoods, employment, local economy, community cohesion, and service infrastructure.
- Recommend mitigation and enhancement measures to ensure that benefits are maximised and potential adverse effects are reduced.
- Support decision-making by the Competent Authority through the provision of objective, verifiable information consistent with South African environmental assessment standards (DEAT, 2006; DEA, 2018).

1.3 Scope of the Study

The SEIA focuses on a 5 km socio-economic influence zone around the project footprint, encompassing residential communities, educational institutions, small businesses, and service facilities. The study includes both qualitative and quantitative assessment components, drawing from census data, municipal records, site observations, and community engagement outcomes.

The assessment covers the following key themes:

- Demographic and settlement characteristics (population, household structure, migration trends);
- Economic activity and employment (labour market structure, livelihoods, income levels);
- Education, health, and community services (accessibility, infrastructure adequacy, human capital);
- Social cohesion, vulnerability, and safety (community relations, gender and youth participation);

- Institutional and governance context (alignment with municipal and national development frameworks).

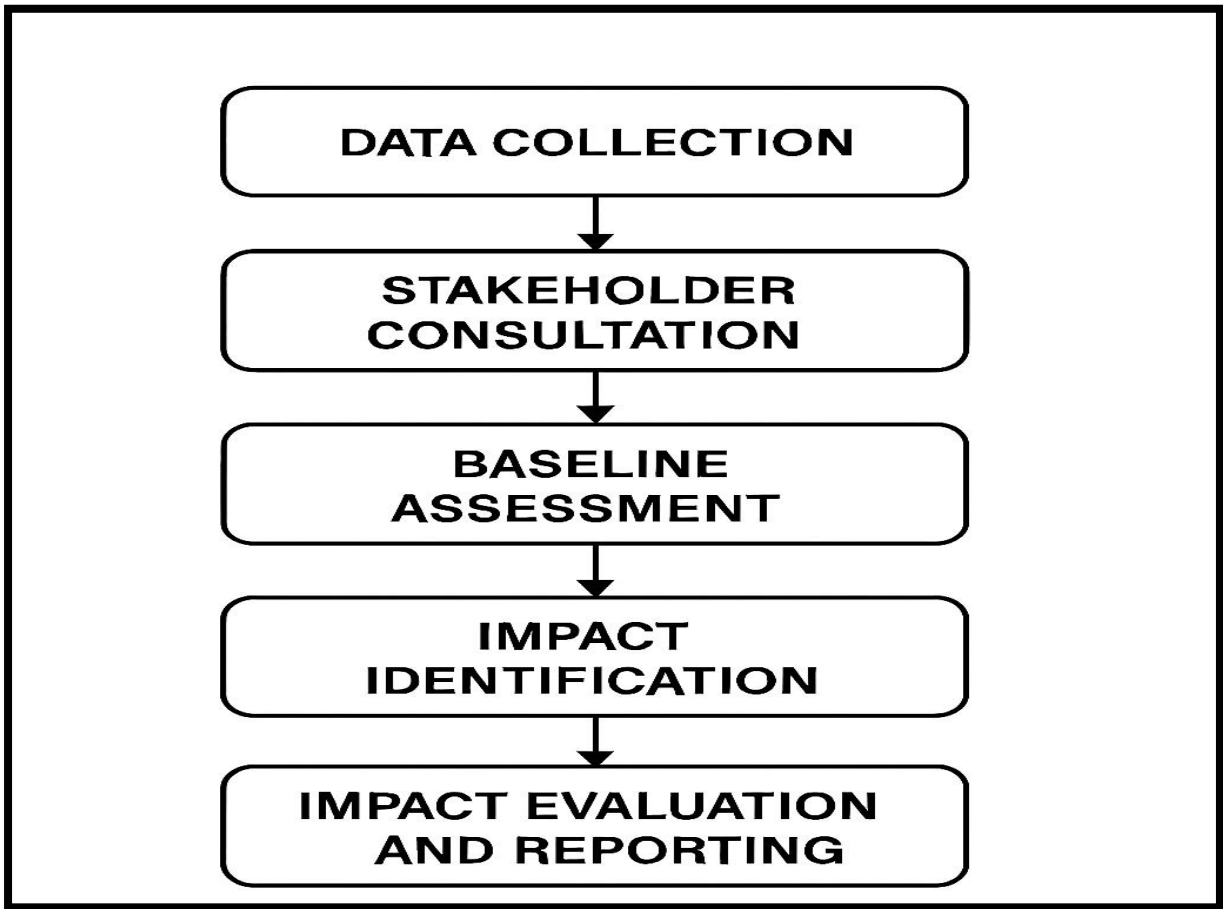


Figure 2: Flow Diagram illustrating the SEIA process – from data collection and stakeholder consultation to impact evaluation and reporting.

1.4 Assumptions and Limitations

The assessment is based on the best available demographic and economic information at the time of compilation, including official census data, municipal statistics, and stakeholder insights. It assumes that the design and scale of the development will remain consistent with the proposed layout and that construction will adhere to current building and environmental regulations.

While every effort has been made to ensure accuracy, socio-economic conditions are dynamic and may change over time due to population movement, inflation, or external policy shifts (World Bank, 2023).

Accordingly, results should be interpreted within the context of these inherent uncertainties.

1.5 Alignment with Policy Frameworks

The proposed student village contributes to the objectives of South Africa’s National Development Plan 2030, which calls for improved education access, youth employment, and sustainable human settlements (National Planning Commission, 2012). It also aligns with the City of Tshwane’s Integrated Development Plan (IDP 2024–2025), which prioritises infrastructure investment, local economic development, and social inclusion. By addressing the student accommodation gap, the project advances both urban renewal and human capital development in the northern region of Tshwane.

Table 1: Summary of Project Information and SEIA Scope.

Category	Description
Project Title	Proposed Construction of Student Accommodation and Associated Infrastructure in Soshanguve Block M
Project Name	TUT Soshanguve Student Village
Applicant / Developer	Govhani Student Accommodation
Project Location	Portion 2 to 102 of Erf 1305, Soshanguve Block M, City of Tshwane Metropolitan Municipality, Gauteng Province
Approximate Coordinates	25° 32' 0.49" S 28° 5' 25.24" E
Land Use / Zoning	Residential 4 – student accommodation and ancillary facilities
Project Components	27 × 4-storey accommodation blocks (≈ 2 505 beds), canteen, recreational spaces, laundry and refuse areas, security facilities, and parking areas
Purpose of the Project	To provide safe, affordable, and accessible housing for tertiary students in proximity to the TUT Soshanguve Campus and to stimulate local economic development through infrastructure investment and employment creation.
Estimated Footprint	Approximately 6–8 hectares of urban land within existing residential fabric
Socio-Economic Focus Area	A 5 km radius around the project site, covering surrounding residential areas, education facilities, and local business nodes

Study Objectives	1. Establish baseline social and economic conditions.2. Identify and assess potential positive and negative impacts.3. Recommend mitigation and enhancement measures.4. Support informed decision-making by the Competent Authority.
Methodological Approach	Combination of desktop review, census data analysis, field verification, and stakeholder consultation within the Basic Assessment Process.
Assessment Phases	Construction Phase • Operational Phase • Decommissioning Phase
Key Deliverables	Socio-Economic Baseline Profile • Impact Assessment Matrix • Mitigation and Enhancement Measures • Monitoring and Reporting Framework
Applicable Legislation and Policies	National Environmental Management Act (Act 107 of 1998); EIA Regulations (2014 as amended); Spatial Planning and Land Use Management Act (Act 16 of 2013); City of Tshwane IDP 2024–2025; National Development Plan 2030.

2. APPLICABLE LEGISLATION AND POLICY FRAMEWORK

2.1 Introduction

The proposed TUT Soshanguve Student Village triggers various legislative and policy considerations that govern environmental, social, and land-use planning processes in South Africa. This section outlines the key laws, regulations, and policy frameworks relevant to the Socio-Economic Impact Assessment (SEIA) and demonstrates how the project aligns with national and municipal development objectives. The legal context provides the foundation for assessing social and economic implications and ensures that the development proceeds in compliance with the principles of sustainable development, environmental justice, and inclusive growth (Republic of South Africa, 1998).

Table 2: Summary of Key Legislation and Policy Frameworks Relevant to the SEIA.

Legislation / Policy	Objective / Key Provisions	Relevance to the Project
National Environmental Management Act (Act 107 of 1998)	Ensures sustainable development through consideration of social, economic, and environmental impacts in decision-making.	Forms the legal basis for this SEIA; ensures that socio-economic impacts are assessed before Environmental Authorisation is granted.
Environmental Impact Assessment Regulations (2014, as amended)	Sets procedural requirements for Basic Assessments and full EIAs for listed activities.	The project triggers listed activities requiring a Basic Assessment, which includes this SEIA.
Spatial Planning and Land Use Management Act (Act 16 of 2013)	Promotes spatial justice, efficiency, and sustainable land use planning.	Ensures the student accommodation aligns with the City of Tshwane's land use and spatial development frameworks.
National Development Plan (NDP) 2030	Provides South Africa's vision for equitable growth, education access, and youth employment.	The project contributes to improved student welfare, skills development, and job creation, consistent with NDP goals.

City of Tshwane Integrated Development Plan (IDP 2024–2025)	Guides municipal priorities for infrastructure, housing, and socio-economic development.	Identifies Soshanguve as a strategic development zone; supports education and housing infrastructure expansion.
City of Tshwane Spatial Development Framework (SDF)	Directs spatial growth towards compact, efficient urban form and sustainable human settlements.	The project supports infill and densification in an existing serviced area, aligning with the city’s urban renewal strategy.
National Heritage Resources Act (Act 25 of 1999)	Protects archaeological, cultural, and heritage resources from disturbance or destruction.	No known heritage sites occur on-site; however, any chance finds must trigger a heritage notification process.
Employment Equity Act (Act 55 of 1998)	Promotes fair labour practices and equity in employment.	Ensures recruitment prioritises local and historically disadvantaged individuals during construction and operation.
Basic Conditions of Employment Act (Act 75 of 1997)	Provides minimum standards for employment conditions and fair labour practices.	Applicable to all contractors and employees during construction and operation.
National Environmental Management: Waste Act (Act 59 of 2008)	Regulates waste management to prevent pollution and promote reuse, recycling, and safe disposal.	Requires a Waste Management Plan during construction and operation to handle waste responsibly.
United Nations Sustainable Development Goals (SDGs)	Global framework promoting sustainable and inclusive development (e.g., SDG 8 and SDG 11).	The project contributes to Decent Work, Sustainable Cities, and Social Inclusion by supporting youth housing and employment.

2.2 National Environmental Management Act (Act No. 107 of 1998)

The National Environmental Management Act (NEMA) provides the overarching framework for environmental management in South Africa. Section 2 of the Act outlines principles that promote

socio-economic development in balance with environmental protection. In terms of NEMA, decision-making authorities must consider the social, economic, and cultural impacts of proposed developments before granting Environmental Authorisation (EA) (Republic of South Africa, 1998). This SEIA was undertaken to comply with these principles by evaluating how the proposed student accommodation may influence local communities, livelihoods, and social wellbeing within Soshanguve.

2.3 Environmental Impact Assessment Regulations (2014, as amended)

The EIA Regulations (GN R982 of 2014, as amended) require that all listed activities likely to have a measurable impact on the environment undergo either a Basic Assessment or a full Environmental Impact Assessment. Schedule 1 activities typically trigger socio-economic investigations to ensure that both positive and negative effects on human well-being are adequately addressed (DFFE, 2021). This project triggers listed activities under Listing Notice 1 and 3, thus necessitating a Basic Assessment Process, which includes this SEIA as a key supporting specialist study.

2.4 Spatial Planning and Land Use Management Act (Act No. 16 of 2013)

The Spatial Planning and Land Use Management Act (SPLUMA) promotes sustainable spatial development and equitable access to land and infrastructure. Under Section 7 of SPLUMA, land development decisions must advance spatial justice, spatial efficiency, and spatial resilience (Republic of South Africa, 2013). The proposed student accommodation aligns with these principles by utilising existing urban land zoned for residential use and by supporting the City of Tshwane's densification strategy within identified urban nodes.

2.5 National Development Plan (NDP) 2030

The National Development Plan 2030 is South Africa's long-term strategy for reducing poverty and inequality while promoting inclusive economic growth. The NDP emphasises the need to expand access to higher education, create decent employment, and provide safe and affordable housing for youth and students (National Planning Commission, 2012). The proposed project directly supports these objectives by offering secure student accommodation, generating employment during construction and operation, and contributing to the national goal of building sustainable human settlements.

2.6 Integrated Development Plan (IDP) and Spatial Development Framework (SDF) – City of Tshwane (2024–2025)

The City of Tshwane Integrated Development Plan (IDP 2024–2025) identifies Soshanguve as a strategic urban growth area with potential for investment in housing and education-related infrastructure.

The municipal Spatial Development Framework (SDF) promotes compact, mixed-use development and prioritises infrastructure upgrades in existing settlements (City of Tshwane, 2024). By locating the student village within the existing residential fabric and near tertiary institutions, the project supports the city's objectives of urban consolidation, youth empowerment, and local economic development.

2.7 National Heritage Resources Act (Act No. 25 of 1999)

The National Heritage Resources Act (NHRA) safeguards cultural, historical, and archaeological assets. Section 38 of the Act requires that heritage resources be identified and protected during development planning (South African Heritage Resources Agency [SAHRA], 2019). Although no known heritage sites occur within the project footprint, the SEIA recognises the importance of community cultural identity and spiritual spaces, which must be respected during site preparation and construction.

2.8 Employment Equity Act (Act No. 55 of 1998) and Basic Conditions of Employment Act (Act No. 75 of 1997)

These Acts ensure fair labour practices and promote local employment equity in construction and operational phases. The project proponent must prioritise local hiring, maintain compliance with minimum wage requirements, and ensure safe working conditions for all staff and contractors (Department of Employment and Labour, 2020). In this regard, the SEIA recommends developing a Local Labour Implementation Plan to maximise socio-economic benefits for residents of Soshanguve.

2.9 Sustainable Development Goals (SDGs)

South Africa's commitment to the United Nations Sustainable Development Goals (SDGs), particularly Goal 8 (Decent Work and Economic Growth) and Goal 11 (Sustainable Cities and Communities), provides an international framework supporting the project's intentions. The SEIA contributes to these goals by facilitating a project that promotes inclusive urban development, youth empowerment, and environmentally responsible infrastructure (United Nations, 2015).

2.10 Summary of Legal Compliance

The proposed development complies with national and local frameworks guiding socio-economic development and environmental sustainability. Implementation of the mitigation and enhancement measures outlined in this report will ensure adherence to all relevant statutory requirements and alignment with both NEMA principles and municipal spatial planning objectives.

Table 3: Key Legislation and Policy Frameworks Relevant to the SEIA

Legislation / Policy Framework	Purpose / Key Provisions	Relevance to the Project	Compliance / Required Action
National Environmental Management Act (Act No. 107 of 1998)	Establishes environmental management principles promoting sustainable development, equitable resource use, and environmental justice.	Provides legal basis for assessing and managing socio-economic impacts of the proposed development.	Conduct a Basic Assessment process including this SEIA to ensure social and economic factors are considered before Environmental Authorisation (EA) is granted.
Environmental Impact Assessment Regulations (2014, as amended)	Outlines procedural requirements for conducting Basic Assessments and full EIAs for listed activities.	The proposed development triggers listed activities requiring a Basic Assessment process.	Ensure submission of BAR and associated specialist studies, including SEIA, to the Competent Authority (GDARD).
Spatial Planning and Land Use Management Act (Act No. 16 of 2013)	Promotes spatial justice, efficiency, and sustainability in land development decisions.	Guides land-use approval and ensures that development supports integrated urban planning.	Align project design and land use with City of Tshwane's SDF and zoning requirements (Residential 4).

National Development Plan (NDP) 2030	Aims to eliminate poverty and reduce inequality by promoting inclusive economic growth and improving education and housing access.	The project supports NDP goals by creating employment, improving student welfare, and contributing to urban regeneration.	Implement project in line with sustainable development principles and youth employment targets outlined in the NDP.
City of Tshwane Integrated Development Plan (IDP 2024–2025)	Provides municipal development priorities and investment focus areas.	Identifies Soshanguve as a strategic development zone for educational and housing infrastructure.	Ensure project implementation supports municipal objectives for economic upliftment and service delivery.
City of Tshwane Spatial Development Framework (SDF)	Guides spatial form and structure to achieve compact, sustainable urban growth.	Promotes infill development and optimised use of existing infrastructure within the city.	Design project within established urban boundaries and integrate with existing road and service networks.
National Heritage Resources Act (Act No. 25 of 1999)	Protects heritage sites, archaeological and cultural resources from destruction or alteration.	Requires that potential heritage impacts are identified before construction.	Conduct heritage screening prior to site clearance and stop works if heritage artefacts are discovered.
Employment Equity Act (Act No. 55 of 1998)	Promotes equitable access to employment and fair treatment in workplaces.	Ensures employment opportunities during construction and operation are distributed fairly among demographic groups.	Develop and implement a local labour recruitment plan and monitor compliance.

Basic Conditions of Employment Act (Act No. 75 of 1997)	Provides minimum standards for fair labour practices, working hours, and remuneration.	Applicable to all contractors and workers involved in the project.	Adhere to statutory labour standards and occupational health and safety regulations.
National Environmental Management: Waste Act (Act No. 59 of 2008)	Provides framework for waste management and pollution control.	Relevant to construction waste, solid waste disposal, and operational refuse handling.	Implement on-site waste management plan, ensuring segregation, recycling, and lawful disposal of waste.
United Nations Sustainable Development Goals (SDGs)	Global framework promoting social inclusion, economic growth, and environmental sustainability.	The project supports SDG 8 (Decent Work) and SDG 11 (Sustainable Cities and Communities).	Integrate sustainable building and community engagement measures aligned with SDG targets.

3. STUDY METHODOLOGY

3.1 Introduction

The methodology adopted for this Socio-Economic Impact Assessment (SEIA) follows standard environmental and social assessment practices in line with the National Environmental Management Act (Act No. 107 of 1998) and international guidelines such as those of the International Association for Impact Assessment (IAIA, 2022). The approach integrates both quantitative and qualitative methods to ensure that social and economic impacts associated with the proposed development are thoroughly identified, analysed, and interpreted within a South African context.

3.2 Overview of the Assessment Process

The SEIA process consisted of six main stages:

- Project Inception and Scoping
- Baseline Data Collection
- Stakeholder Consultation and Public Participation
- Impact Identification and Prediction
- Impact Evaluation and Significance Rating
- Development of Mitigation and Enhancement Measures

Each stage was designed to meet both the legal requirements of the Environmental Impact Assessment Regulations (2014, as amended) and best-practice approaches to socio-economic evaluation (DEAT, 2006).

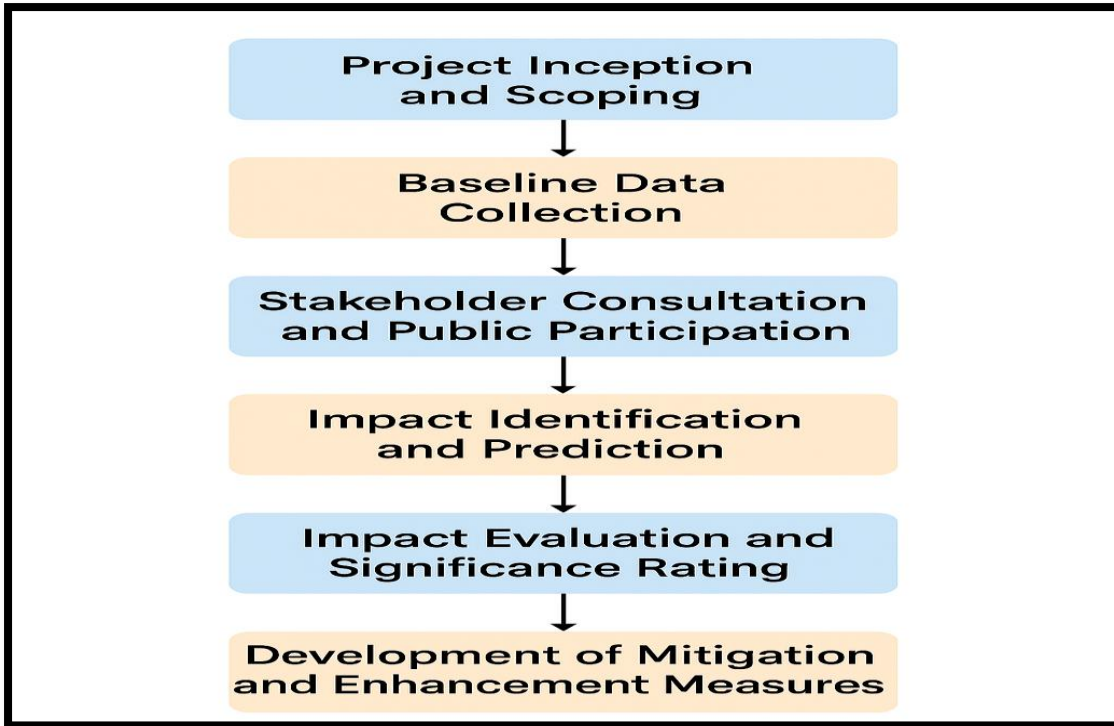


Figure 3 : Flow Diagram of the SEIA Process — illustrating the sequential stages from project inception to reporting and monitoring.

3.3 Project Inception and Scoping

At project initiation, the study team reviewed the project description, proposed infrastructure layout, and site location within the Soshanguve Block M area. This stage focused on defining the spatial boundaries (5 km radius around the site) and identifying key social and economic receptors likely to be affected by the project. Scoping also assisted in determining which data sets, indicators, and consultation mechanisms would be most relevant to the local context (Glasson et al., 2012).

3.4 Baseline Data Collection

Baseline data were compiled to establish the existing socio-economic conditions against which project impacts could be measured. The following data sources were used:

- Demographic and economic data from *Statistics South Africa (Census 2022)* and the *City of Tshwane IDP (2024–2025)*;
- Field observations of the site and surrounding communities;
- Local institutional and service information from municipal records, schools, health facilities, and business hubs.

The baseline assessment included indicators such as population structure, employment, education, household income, housing conditions, and access to services (World Bank, 2023).

Table 4: Socio-Economic Indicators Used in the Baseline Assessment.

Indicator Category	Specific Indicators	Data Source / Reference	Purpose and Application in SEIA
Demographic Profile	<ul style="list-style-type: none"> • Total population • Gender distribution • Age structure • Household size 	Statistics South Africa (Census 2022); City of Tshwane IDP (2024–2025)	To understand the composition, density, and dependency ratio of the community surrounding the project area.
Employment and Livelihoods	<ul style="list-style-type: none"> • Employment and unemployment rate • Labour force participation • Primary employment sectors 	Stats SA Labour Force Survey (2023); Municipal LED Strategy	To evaluate labour market characteristics and identify potential for local job creation during project implementation.
Income and Poverty Levels	<ul style="list-style-type: none"> • Household income distribution • Poverty and inequality index • Access to social grants 	Stats SA Community Survey (2022); World Bank Poverty Indicators	To assess the economic vulnerability of the community and potential benefits of local economic opportunities.
Education and Skills	<ul style="list-style-type: none"> • Literacy rate • Highest education level attained • Tertiary enrolment and completion 	Department of Higher Education and Training (2023); City Education Profile	To understand the educational landscape and justify the need for student accommodation near TUT.
Housing and Living Conditions	<ul style="list-style-type: none"> • Type of housing (formal/informal) • Ownership status • Overcrowding ratio 	City of Tshwane Human Settlements Department (2024)	To evaluate living conditions and the pressure on local housing markets affecting students and residents.

Access to Basic Services	<ul style="list-style-type: none"> • Water, sanitation, and electricity access • Waste collection frequency • Road and transport connectivity 	City of Tshwane Infrastructure and Utilities Department; Integrated Development Plan (2024–2025)	To identify service delivery gaps that could influence project design and mitigation measures.
Health and Well-being	<ul style="list-style-type: none"> • Access to clinics and hospitals • Prevalent health conditions • Youth health indicators (HIV prevalence, nutrition) 	Gauteng Department of Health (2023); District Health Information System	To assess existing healthcare capacity and the potential demand created by student population growth.
Community Safety and Security	<ul style="list-style-type: none"> • Crime statistics • Perception of safety • Presence of law enforcement facilities 	South African Police Service (SAPS) Annual Report (2023)	To identify social risks related to crime and security concerns around student housing developments.
Local Economic Infrastructure	<ul style="list-style-type: none"> • Presence of retail and commercial centres • Transport nodes • Construction and service industries 	City of Tshwane LED Framework; Local Chamber of Commerce	To determine business linkages and opportunities for SMMEs during construction and operation.
Institutional and Governance Context	<ul style="list-style-type: none"> • Municipal service delivery capacity • Ward committees and community structures • Existing public participation platforms 	City of Tshwane Governance Report (2024)	To understand governance systems influencing project consultation and implementation.
Cultural and Social Networks	<ul style="list-style-type: none"> • Community organisations • Religious and traditional institutions • Heritage and cultural identity 	Local community leaders; NGOs; Faith-based organisations	To identify social cohesion factors, cultural sensitivities, and heritage considerations relevant to project planning.

3.5 Stakeholder Consultation and Public Participation

Public participation is a core requirement under **Regulation 41 of the EIA Regulations (2014, as amended)**.

Consultation for this SEIA was conducted concurrently with the Basic Assessment public participation process to ensure transparency and inclusivity. Methods included:

- Notification letters to Interested and Affected Parties (I&APs);
- Telephone and email communication with community representatives;
- Availability of comment forms and project information sheets;
- Recording and categorisation of all comments in an Issues and Response Register (I&RR).

This process allowed community members, local businesses, and institutions to voice both concerns and expectations regarding the proposed student village (Peterson, 2019).

3.6 Impact Identification and Prediction

Potential positive and negative socio-economic impacts were identified based on the nature of project activities across three main phases:

- Construction Phase – temporary employment, dust, noise, and traffic impacts.
- Operational Phase – long-term housing provision, service demand, and community dynamics.
- Decommissioning Phase – end-of-life impacts and rehabilitation opportunities.

Each potential impact was analysed in relation to its extent, duration, intensity, probability, and reversibility (DEAT, 2006). The team used a combination of descriptive assessment, impact matrices, and expert judgement to determine significance levels.

3.7 Impact Evaluation and Significance Rating

The significance of each identified impact was evaluated using a qualitative rating scale to reflect both pre- and post-mitigation conditions. Each impact was categorised according to the following criteria:

- Extent: Local, regional, or national;
- Duration: Temporary, short-term, medium-term, or long-term;
- Intensity: Low, medium, or high;
- Probability: Improbable, possible, probable, or definite;

- Significance: Negligible, low, moderate, or high.

This framework provides a consistent and transparent means for comparing impacts and guiding mitigation priorities (IAIA, 2022).

Table 5: Impact Significance Rating Criteria Used in the SEIA.

Criteria	Description	Rating Scale / Classification	Interpretation
Nature of Impact	Identifies whether the impact will be positive or negative in relation to socio-economic conditions.	<i>Positive (+) / Negative (-)</i>	Positive impacts improve social or economic wellbeing, while negative impacts diminish it.
Extent / Spatial Scale	The geographical area affected by the impact.	1: Site-specific (within project boundary) 2: Local (within 5 km radius) 3: Regional (municipal scale) 4: National (beyond municipal boundary)	The larger the extent, the higher the significance.
Duration	The time period over which the impact will be experienced.	1: Temporary (less than 6 months) 2: Short-term (construction period only) 3: Medium-term (life of project) 4: Long-term (beyond project life)	Longer impacts carry greater significance and management importance.
Intensity / Magnitude	The degree to which the impact will alter existing social or economic conditions.	1: Low (minimal change) 2: Moderate (noticeable change) 3: High (major change in conditions)	High-intensity impacts require strong mitigation or management measures.
Probability / Likelihood	The chance that the impact will occur under	1: Improbable (unlikely) 2: Possible (may occur) 3:	Higher likelihood increases the significance weighting.

	normal operating conditions.	Probable (expected) 4: Definite (will occur)	
Reversibility	The degree to which the impact can be reversed through mitigation or natural recovery.	1: Fully reversible 2: Partially reversible 3: Irreversible	Irreversible impacts require permanent mitigation or compensation.
Significance Rating (Before Mitigation)	Combined rating of the above factors, prior to mitigation measures being applied.	Low: < 30 Moderate: 30–60 High: > 60	Represents the initial risk or opportunity magnitude before management interventions.
Significance Rating (After Mitigation)	Residual rating after applying proposed mitigation or enhancement measures.	Low: < 30 Moderate: 30–60 High: > 60	Reflects remaining impact level; reduction indicates effectiveness of mitigation.
Confidence Level	The degree of certainty based on data quality and professional judgement.	Low: Limited data Medium: Some uncertainty High: Reliable data and field verification	Indicates reliability of the impact prediction.

3.8 Development of Mitigation and Enhancement Measures

Based on the evaluated significance, the study formulated targeted mitigation and enhancement measures to manage the identified impacts. These included:

- Local employment and procurement targets;
- Environmental education and community engagement initiatives;
- Health, safety, and waste-management controls;
- Long-term monitoring of social benefits.

Mitigation and enhancement recommendations are detailed in Section 7 of this report and will form part of the project's Environmental Management Programme (EMPr).

3.9 Reporting and Review

All findings were compiled in this SEIA Report, prepared in accordance with the Guideline for Environmental Assessment Practitioners (DEA, 2018). The report is subject to review by the project Environmental Assessment Practitioner (EAP), the client, and the Competent Authority (GDARD) before authorisation. Any revisions based on stakeholder feedback or authority comments will be documented in the final submission.

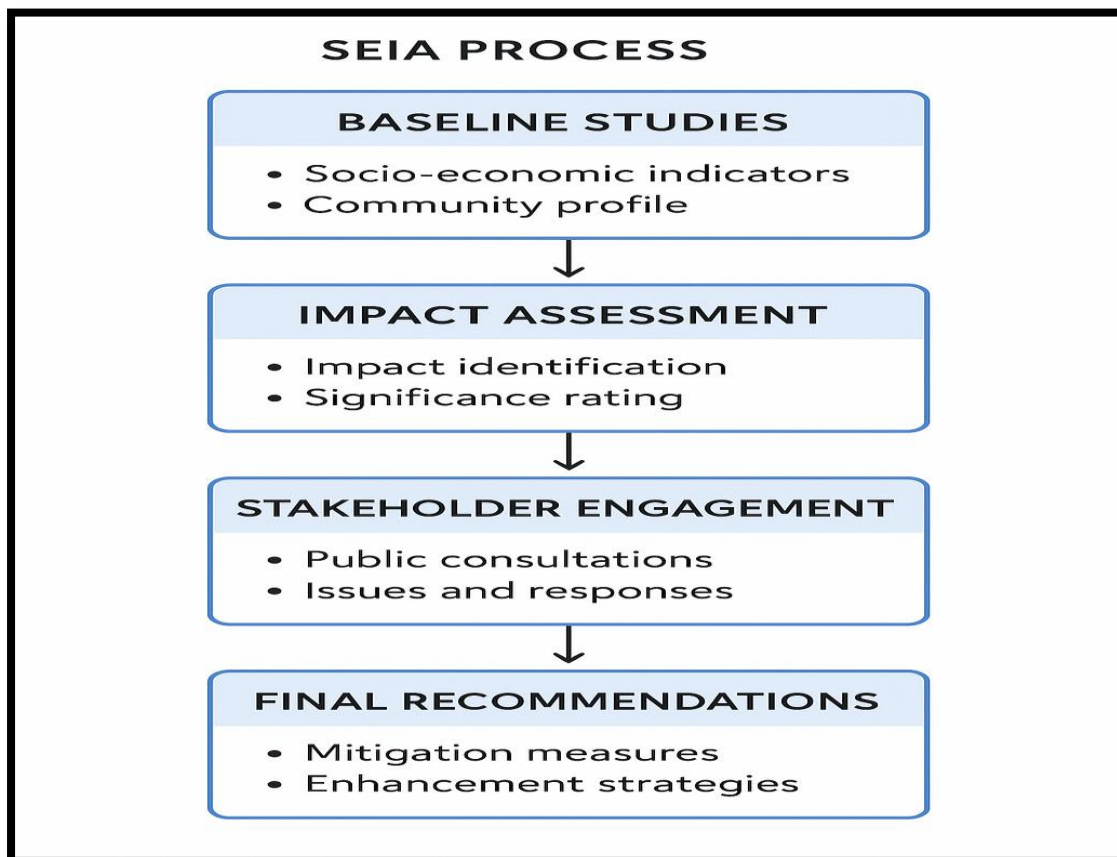


Figure 4: Illustrative Diagram of Data Inputs and Outputs in the SEIA Process (showing integration between baseline studies, public input, and final recommendations).

4. STUDY AREA DESCRIPTION / ENVIRONMENTAL AND SOCIO-ECONOMIC SETTING

4.1 Introduction

The TUT Soshanguve Student Village will be located on Portion 2 to 102 of Erf 1305, Soshanguve Block M, approximately 30 km north of Pretoria within the City of Tshwane Metropolitan Municipality in Gauteng Province. The project area falls under Region 1 (Zone 36) of the municipal planning structure, bordered by Mabopane Unit M, Block KK, and the TUT Soshanguve Campus. The site lies along Flower

- Mean annual rainfall: ~ 600 mm
- Peak rainfall: December – February
- Mean annual temperature: ~ 18 °C
- Summer maximum: 28 – 31 °C
- Winter minimum: 3 – 6 °C

These conditions favour year-round construction and comfortable student living. Seasonal rainstorms, however, may cause temporary drainage and storm-water management challenges.

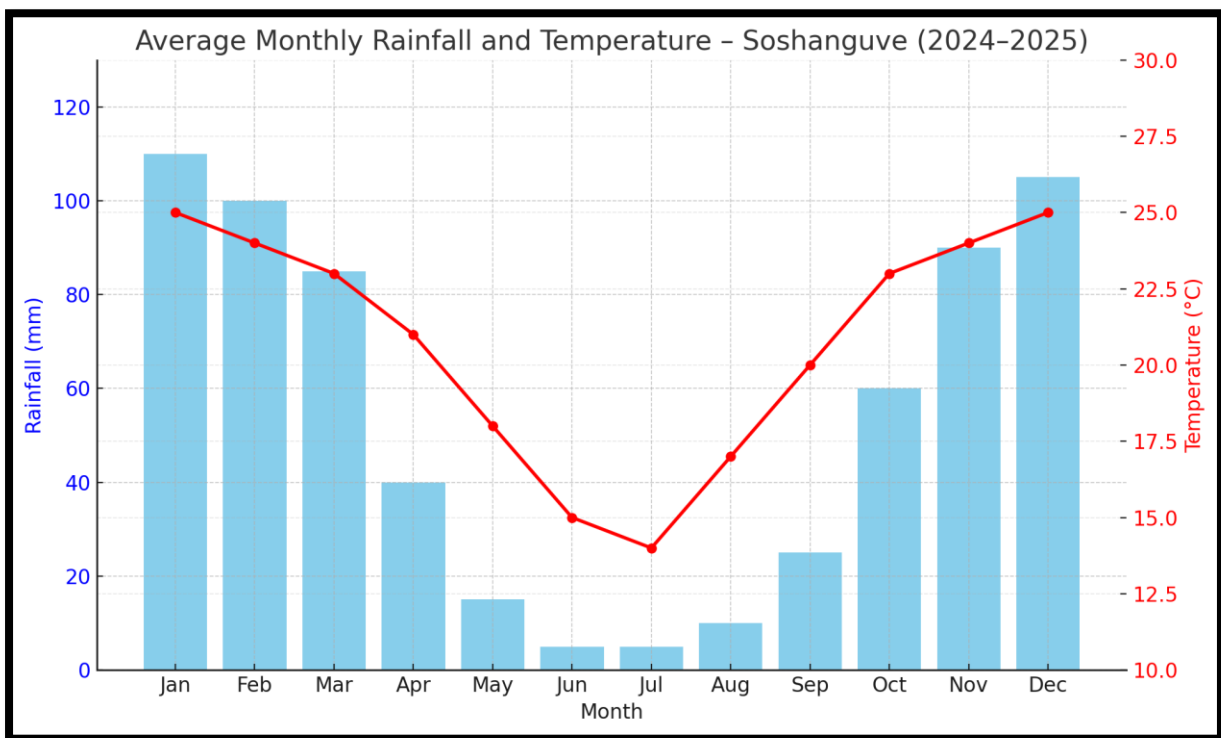


Figure 6: Average Monthly Rainfall and Temperature Graph (Soshanguve 2024–2025).

Topography and Drainage

The site drains eastwards towards minor ephemeral channels feeding the Apies River Catchment. No major wetlands or sensitive drainage lines are located within the immediate footprint. Existing storm-water networks can be upgraded to integrate with municipal infrastructure.

Environmental Constraints

The site is already disturbed by historical clearing and informal activities. There is low ecological sensitivity, but moderate social sensitivity due to proximity to residences and community facilities. Construction impacts such as noise and dust will need mitigation as detailed later in Section 7.

4.3 Demographic and Social Context

Soshanguve is one of the largest townships in South Africa, with a population of approximately 403 000 people (Stats SA, 2022) in about 110 000 households. The area's name, derived from *Sotho-Shangaan-Nguni-Venda*, symbolises its linguistic diversity and cultural integration.

Table 6 : Key Socio-Economic Indicators – Soshanguve

Indicator Category	Parameter	Current Value / Description	Implications for the Project
Population	Total population	± 403 000 people (Stats SA 2022)	Provides a large labour and consumer base for construction and operational phases.
	Population density	~ 5 500 people per km ²	Indicates urban compactness suitable for infill development.
	Annual population growth	1.6 % per annum	Sustained housing and infrastructure demand.
Demographics	Youth (15 – 34 years)	± 40 % of population	High tertiary-education and employment needs.
	Female-headed households	47 % of households	Important consideration for inclusive employment and safety measures.
Education	Completed Grade 12	38 % of adults 25 years +	Indicates moderate secondary education attainment.
	Tertiary qualification	14 % of adults 25 years +	Supports demand for higher-education accommodation and facilities.

	Enrolled TUT students (Soshanguve Campus)	± 25 000 – 30 000 students (DHET 2023)	Reinforces justification for dedicated student housing.
Employment & Livelihoods	Labour force participation	57 % of working-age population	Large active labour market.
	Unemployment rate	± 38 % (Stats SA 2023)	Project will provide short-term employment and income relief.
	Major employment sectors	Services (29 %), Trade (22 %), Construction (12 %), Manufacturing (10 %)	Potential for local SMME participation in project supply chain.
	Informal sector share	± 30 % of total employment	Indicates reliance on informal economic activity—project can formalise opportunities.
Income & Poverty	Median monthly household income	R 3 500 – R 5 000 per household	Confirms affordability challenges for student renters.
	Poverty headcount ratio	± 34 % of households below UBPL	Highlights vulnerability and need for local job creation.
Housing & Settlement	Formal dwellings	± 70 % of households	Reflects stable built environment for infill projects.
	Informal dwellings / backyard rooms	± 23 % of households	Confirms high rental and student housing pressure.
	Average household size	3.6 persons	Moderate density suited to urban services.

Health & Safety	Nearest hospital	Odi District Hospital (\approx 2 km away)	Adequate access to health facilities for future residents.
	HIV prevalence (15–49 yrs)	\pm 18 % (Gauteng DoH 2023)	Requires ongoing community health awareness programmes.
	Crime incidence trend	Moderate, mostly petty theft (SAPS 2023)	Supports need for on-site security and student conduct management.
Infrastructure & Services	Water and sanitation access	> 90 % formal connection coverage	Confirms sufficient municipal service availability.
	Electricity access	\sim 96 % of households connected	Adequate capacity with minor upgrades.
	Waste collection frequency	Weekly municipal collection	Allows integration of recycling systems.
Cultural & Community Assets	Main religious & cultural centres	Local churches, community halls, open markets	Strengthens community cohesion and opportunities for partnerships.
Governance Context	Municipality	City of Tshwane Metropolitan Municipality, Region 1	Development aligns with IDP and SDF priority areas.

The community is predominantly Black African (\approx 99 %), with Setswana, Sepedi, and IsiZulu being the main home languages. Social networks are strong, with churches, sports clubs, and youth NGOs playing active roles in local cohesion.

The high proportion of youth underscores the demand for tertiary education and accommodation, as many students currently rent backrooms or commute long distances daily.

4.4 Education and Skills Profile

Soshanguve is a regional education hub anchored by the Tshwane University of Technology (TUT), Majuba TVET College, and several private colleges. Collectively, they host more than 30 000 students annually, while formal, regulated student housing accounts for less than 35 % of total demand (Department of Higher Education and Training, 2023).

Matric attainment has improved steadily, with 38 % of residents completing Grade 12 and 14 % obtaining tertiary qualifications. However, a large segment remains under-skilled for formal employment, highlighting the importance of vocational skills programmes.

The proposed project therefore responds directly to two local needs:

1. Safe, affordable student accommodation close to tertiary institutions; and
2. Short-term employment and training opportunities for semi-skilled youth during construction.

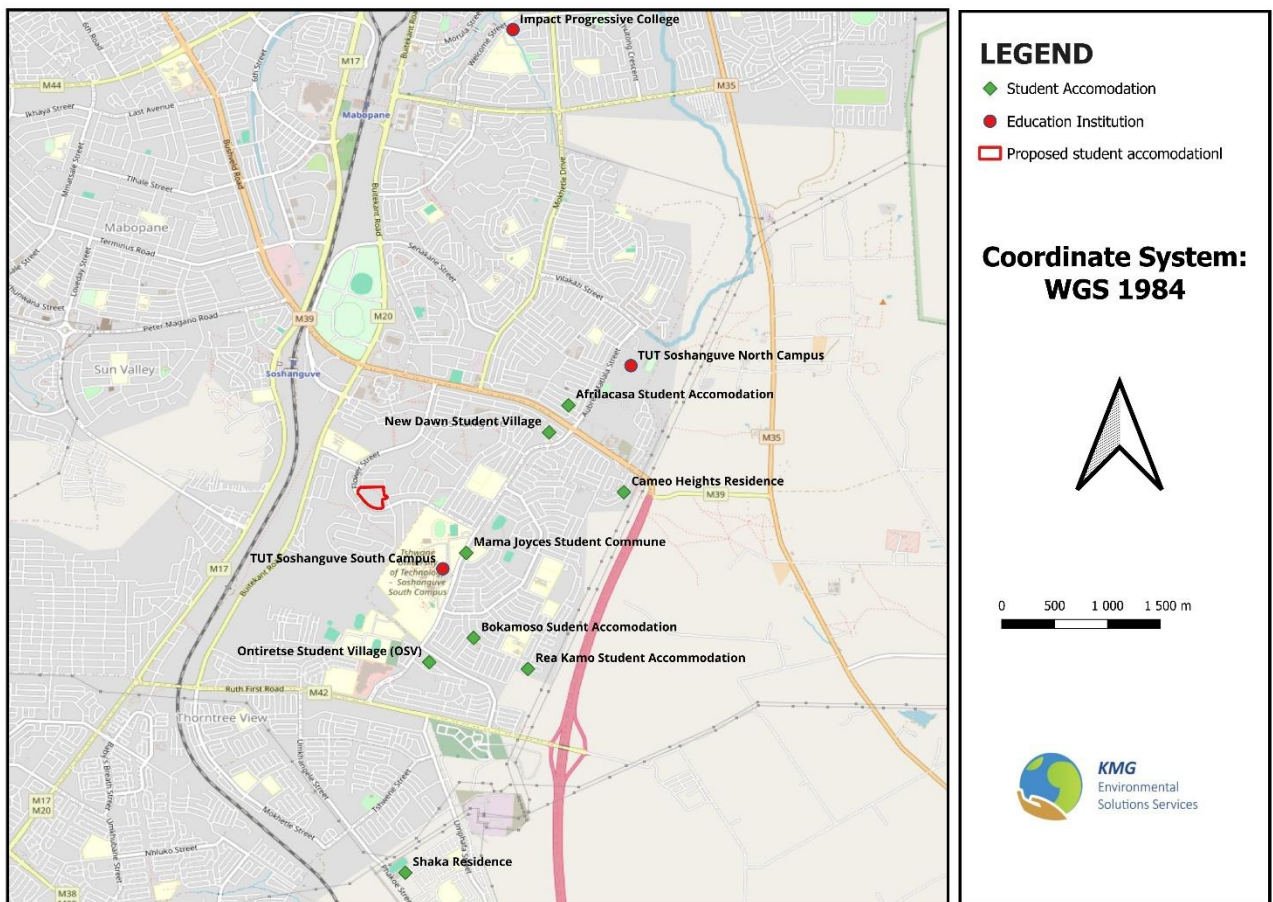


Figure 7: Map of Educational Institutions and Student Accommodation Clusters in Soshanguve.

4.5 Economic Environment

The township economy is mixed-informal, dominated by small-scale retail, transport, construction trades, and service industries.

- Major employment sectors: Community services (29 %), Trade (22 %), Construction (12 %), Manufacturing (10 %).
- Median household income: R 3 500 – R 5 000 per month (Stats SA Community Survey, 2022).
- Key economic nodes: Soshanguve Crossing Mall, Batho Plaza, and Mabopane Central Business District.

The development is expected to inject short-term capital through construction procurement and stimulate local SMME participation in cleaning, security, catering, and maintenance services. During operation, spending by students will contribute to retail and service-sector growth, multiplying benefits through the local economy.

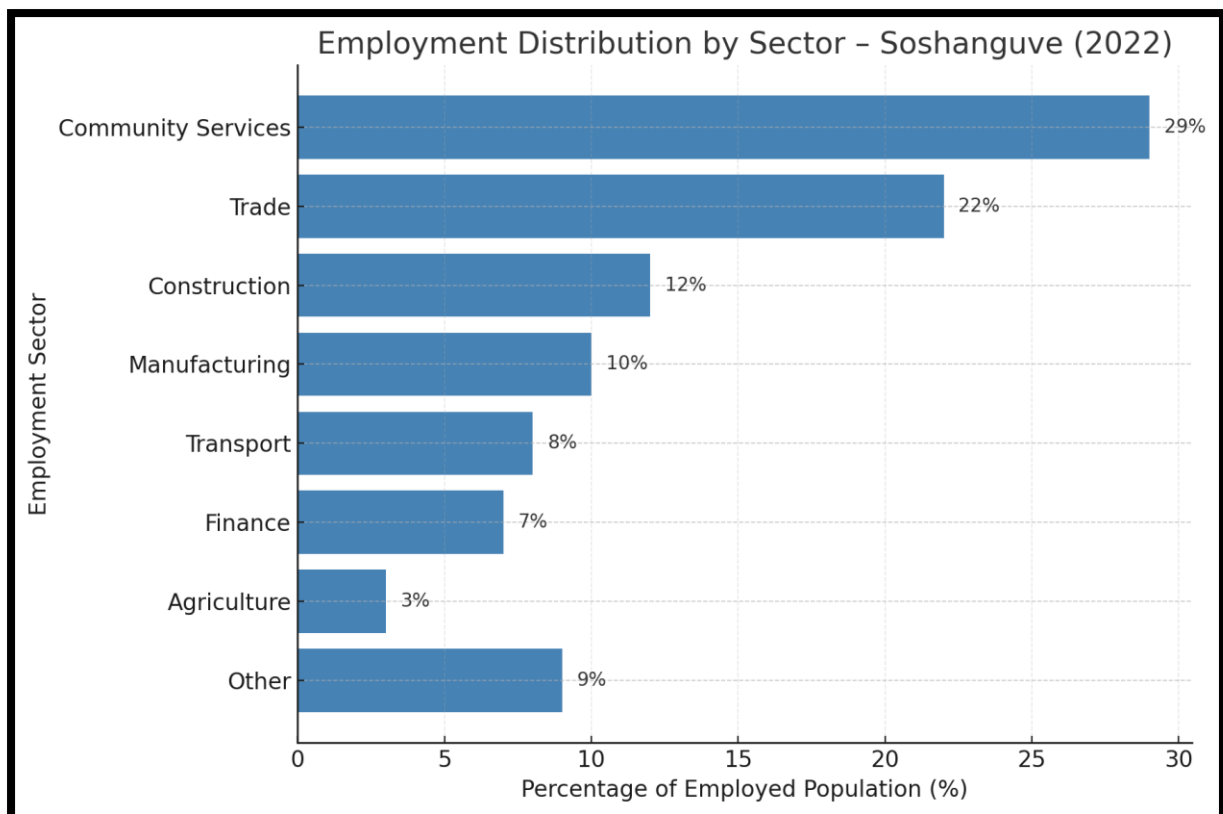


Figure 8: Employment Distribution by Sector – Soshanguve (2022).

4.6 Infrastructure and Service Provision

The City of Tshwane provides water, sanitation, and electricity through established municipal systems.

- Water Supply: Linked to the Magalies Water Scheme; pressure and capacity are adequate for additional residential development.
- Sanitation: Existing reticulation connects to the Soshanguve Wastewater Treatment Works (WWTW), which currently operates below its design capacity.
- Electricity: Supplied by the City of Tshwane Utility Services Department; capacity upgrades may be required for high-density blocks.
- Solid Waste: Weekly collection with available drop-off points; project will integrate recycling facilities in line with the National Waste Act (2008).
- Transport: Good connectivity via R80 Mabopane Highway, Aubrey Matlala Road and a network of minibus-taxi routes and municipal buses linking to Pretoria CBD.

Public amenities such as schools, clinics, and shopping centres are within a 2 km radius, ensuring accessibility to essential services for future residents.

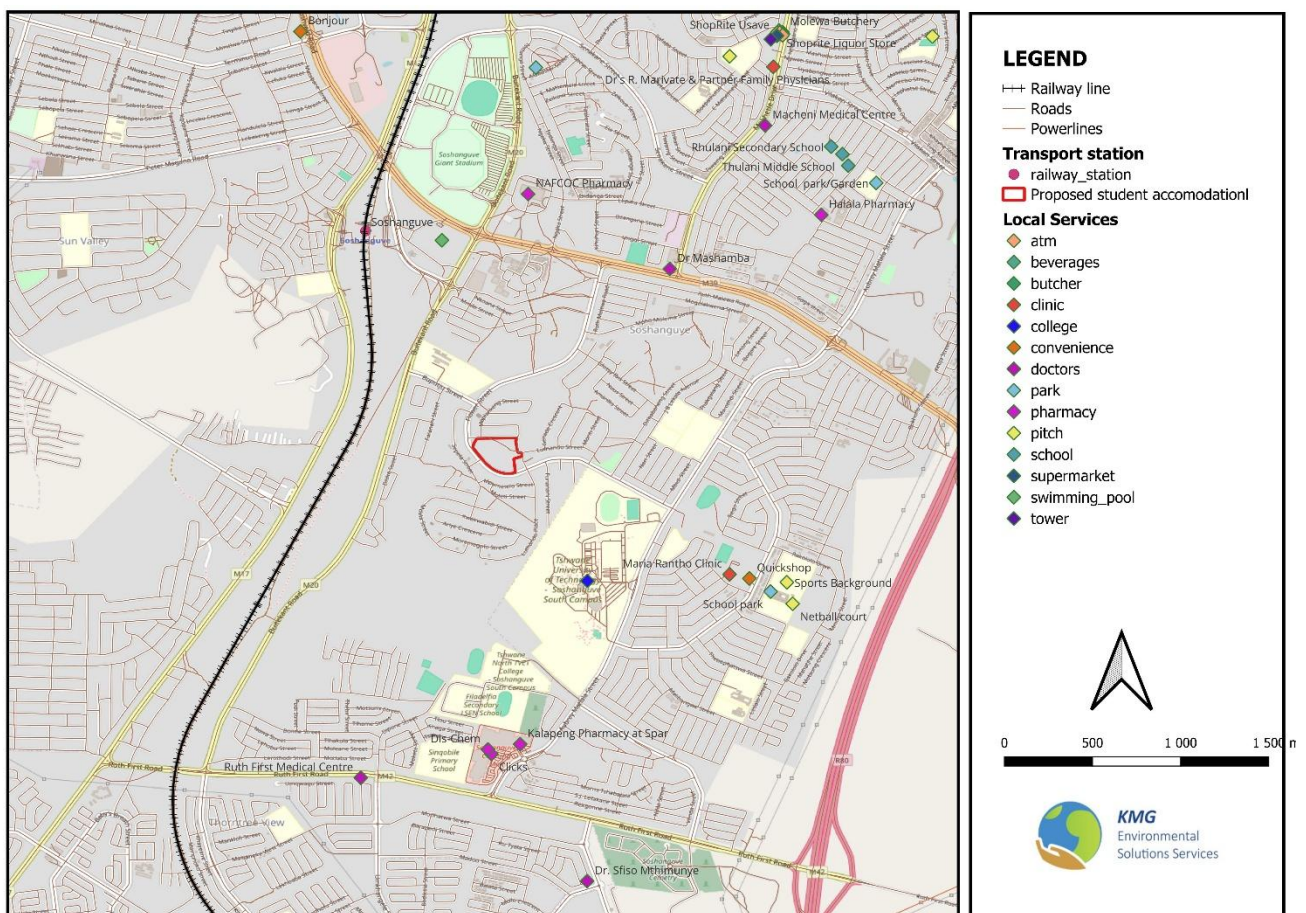


Figure 9: Infrastructure and Accessibility Map – showing water, sewer, roads, and public transport routes.

4.7 Housing and Settlement Pattern

The housing landscape of Soshanguve reflects both its historical development as a township and its current transformation into a semi-urbanised, mixed-density settlement. The City of Tshwane Human Settlements Department (2024) identifies Soshanguve as one of the fastest-growing residential zones in the northern corridor, with housing expansion driven by population growth, student influx, and migration from surrounding rural areas.

4.7.1 Housing Typologies

Housing types in Soshanguve range from formal government-subsidised Reconstruction and Development Programme (RDP) houses to privately owned brick dwellings, backyard rooms, and informal structures. According to Census 2022 data:

- Formal dwellings: ~70 % of total housing stock
- Informal dwellings / backyard rooms: ~23 %
- Traditional and other types: ~7 %

The prevalence of backyard rental rooms and informal extensions demonstrates both the entrepreneurial adaptability of residents and the persistent shortage of affordable, regulated rental housing. These small units often accommodate students from the nearby Tshwane University of Technology (TUT) and other tertiary institutions who are unable to secure formal residence places.

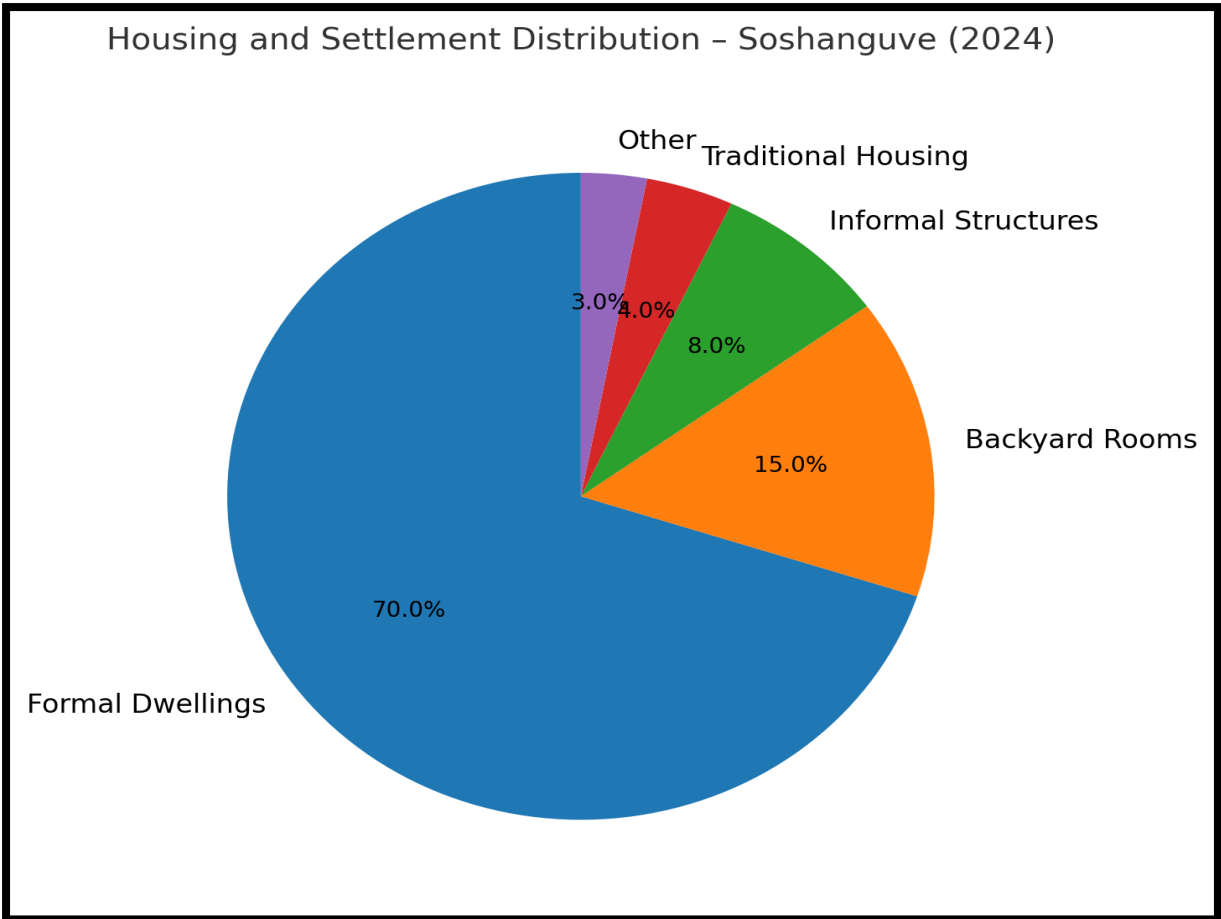


Figure 10 : Housing and Settlement Distribution chart – Soshanguve (2024).

4.7.2 Informal Accommodation Dynamics

Over the past decade, the growth of the student population has resulted in a surge of informal off-campus housing. Many homeowners rent out backyard units or subdivide properties to generate income. While this provides much-needed accommodation, these facilities are frequently overcrowded, inadequately serviced, and non-compliant with safety standards. Electricity connections are often informal, and sanitation facilities are shared, posing both health and safety risks.

The proposed TUT Soshanguve Student Village, offering approximately 2 505 formal beds, directly addresses this issue by:

- Providing safe, purpose-built accommodation with proper amenities;
- Reducing dependence on unregulated backyard rentals; and
- Supporting municipal goals for urban upgrading and orderly development.

4.7.3 Spatial Development and Density Trends

Soshanguve's settlement form has transitioned from low-density, single-storey dwellings to medium-density mixed housing supported by public transport corridors. Densification has concentrated along key transport routes such as the R80 Mabopane Highway and Aubrey Matlala Road, where economic activity and services are accessible.

The City of Tshwane's Spatial Development Framework (SDF 2024–2025) designates Soshanguve as a Priority Human Settlement and Housing Development Area (PHSHDA). Key planning objectives include:

- Encouraging infill development within serviced areas;
- Integrating housing with public transport and employment nodes;
- Upgrading informal settlements into formal neighbourhoods;
- Promoting mixed-use and mixed-income developments.

The student accommodation project supports these objectives by transforming vacant urban land into a well-managed, high-density residential enclave within the existing urban footprint.

4.7.4 Land Tenure and Ownership

Most properties in Soshanguve are held under freehold title, with ongoing township formalisation ensuring tenure security. However, backyard rental structures and informal settlements often operate without formal lease agreements or building approvals. The introduction of regulated student housing under a single ownership model will:

- Provide legal and tenure security for student occupants;
- Reduce disputes between landlords and tenants; and
- Increase municipal revenue through rates and service charges.

4.7.5 Access to Services and Infrastructure

Housing quality is closely linked to the provision of basic services. Approximately 96 % of households in Soshanguve have access to electricity, and over 90 % have piped water connections. However, frequent service interruptions and maintenance backlogs persist, particularly in newly developed extensions.

The proposed student accommodation will include:

- On-site backup power and water-storage systems;

- Proper waste-management facilities aligned with the National Environmental Management: Waste Act (2008);
- Energy-efficient designs to ease demand on municipal infrastructure.

4.7.6 Social Implications of Housing Demand

The ongoing migration of students, job-seekers, and low-income families has created a dual housing market — one formal and planned, the other informal and demand-driven. The gap between these markets widens social inequality and can strain local governance capacity. By introducing a large, formally managed residential complex, the project will:

- Relieve pressure on municipal housing backlogs;
- Stimulate secondary economic activity (laundry, food services, maintenance);
- Enhance urban aesthetics by replacing vacant or degraded land with well-designed infrastructure.

4.7.7 Contribution to Municipal Planning Goals

The development aligns with both the City of Tshwane Human Settlements Strategy (2024) and National Development Plan (NDP 2030) targets for sustainable human settlements. It contributes to:

- Goal 8: Decent Work and Economic Growth (through job creation);
- Goal 11: Sustainable Cities and Communities (through formal, serviced housing);
- Goal 4: Quality Education (through provision of safe student accommodation).

The housing and settlement pattern of Soshanguve demonstrates clear potential for densification through purpose-built, serviced, and compliant housing projects. The proposed TUT Soshanguve Student Village complements the area’s evolving urban form, addresses informal housing pressures, and advances municipal and national objectives for sustainable and inclusive settlement development.

4.8 Community Health, Safety, and Well-Being

Health services are provided by Odi District Hospital, Soshanguve Clinic, and multiple community health centres. The leading health concerns include HIV/AIDS, youth substance abuse, and mental-health stressors linked to unemployment (Gauteng Department of Health, 2023). The introduction of formal student accommodation with on-site health and counselling access will contribute positively to youth well-being.

Safety is supported by the SAPS Soshanguve Police Station, local community policing forums, and private security networks. Crime rates remain moderate but concentrated around taxi ranks and informal rental zones, which the project’s managed facility design will help mitigate through controlled access and 24-hour security.

4.9 Cultural and Social Landscape

Soshanguve is culturally vibrant, hosting community events, markets, and religious gatherings that foster identity and inclusion. There are no formally declared heritage sites within the project footprint, but traditional practices and church gatherings occur in nearby open spaces. Construction should respect community rituals and avoid disturbance during key cultural events.

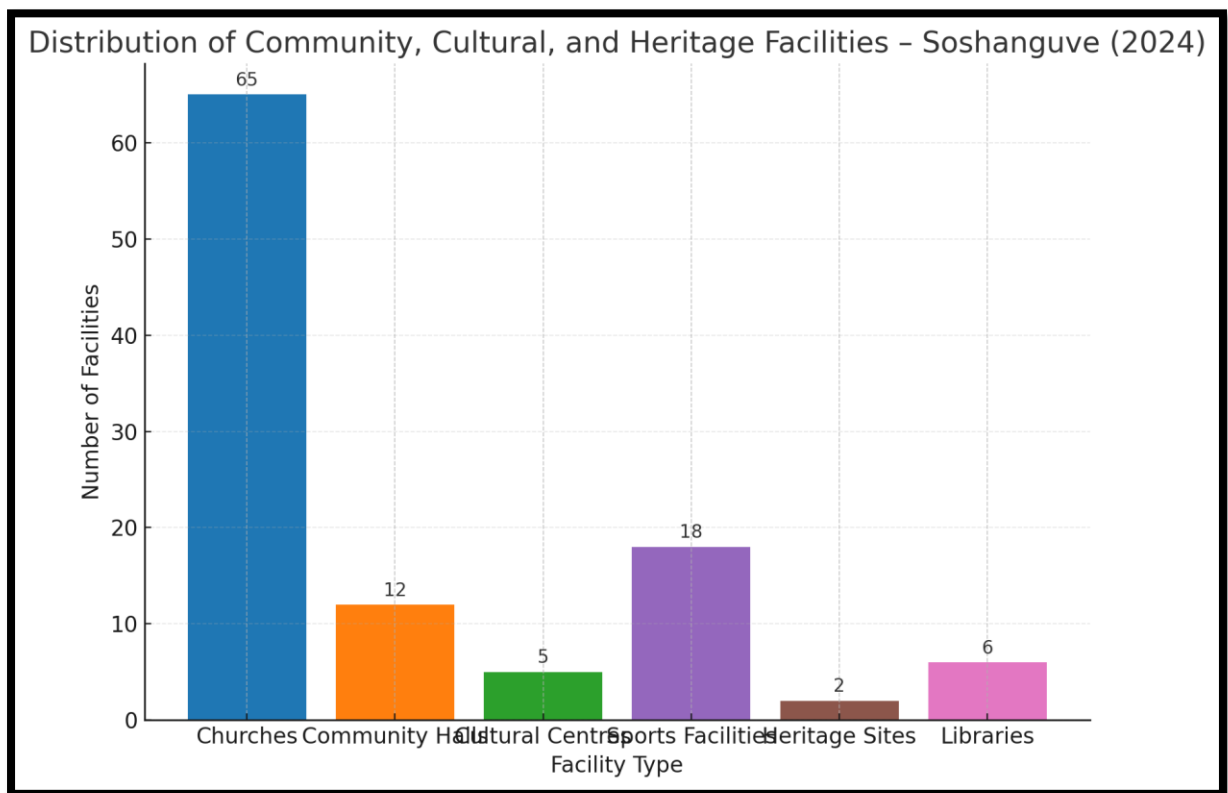


Figure 11: Distribution of Community, Cultural, and Heritage Facilities.

4.10 Key Environmental and Social Sensitivities

Sensitivity Type	Description	Potential Relevance to Project
Noise and Air Quality	Construction activities may cause temporary noise and dust.	Mitigate through scheduling, watering, and machinery maintenance.

Traffic Congestion	Increased vehicle movement during construction and student pick-up times.	Implement a Traffic Management Plan.
Community Expectations	High local demand for jobs and procurement opportunities.	Adopt transparent local labour and SMME policy.
Service Pressure	Potential increase in water and waste demand.	Integrate with municipal service upgrades and resource-efficiency design.
Safety and Security	Student congregation could attract petty crime.	Employ full-time security and community-policing coordination.

4.11 Summary of Local Setting

Overall, the Soshanguve Block M site is highly suitable for the proposed student accommodation because:

- It is within a serviced urban area;
- It complements municipal planning frameworks;
- It provides direct socio-economic benefits through employment, training, and education support;
- It poses low environmental risk when managed under the recommended mitigation framework.

The baseline conditions outlined here serve as the benchmark for evaluating potential changes during the project life cycle in subsequent sections of this report.

5. SOCIO-ECONOMIC BASELINE CONDITIONS

5.1 Introduction

This section outlines the existing socio-economic environment within a 5 km radius of the proposed TUT Soshanguve Student Village, which forms the project's primary social influence zone. Baseline information was obtained from the 2022 Census, the City of Tshwane Integrated Development Plan (IDP 2024–2025), the Spatial Development Framework (SDF), Gauteng Provincial Socio-Economic Review (2023), and site verification conducted by KMG Environmental Solutions Services (Pty) Ltd.

The baseline provides a factual foundation for assessing how the project will affect local livelihoods, services, and quality of life. It describes population trends, labour-market structure, education levels, income distribution, housing, health, safety, and social infrastructure.

5.2 Demographic Profile

Soshanguve's population of approximately 403 000 people makes it one of the largest townships within the City of Tshwane Region 1. The settlement's origins date back to the late 1970s, established as a racially designated area under apartheid policy. Since the early 2000s, it has undergone major urban transformation with new housing extensions and institutional growth.

- Population density: ~ 5 500 people per km² – one of the highest in Tshwane.
- Youth (15 – 34 years): ≈ 40 % of total population, reflecting a strongly youthful demographic.
- Dependency ratio: ~ 57 %, indicating many dependants per employed person.
- Gender distribution: 52 % female – reflecting female-headed households and labour migration of men.
- Population growth rate: 1.6 % p.a., driven by migration from rural Limpopo and North West provinces as well as student inflows.

The youthful age structure and steady migration have increased pressure on public services, housing, and transport systems but also created a vibrant consumer market and a potential workforce for construction activities.

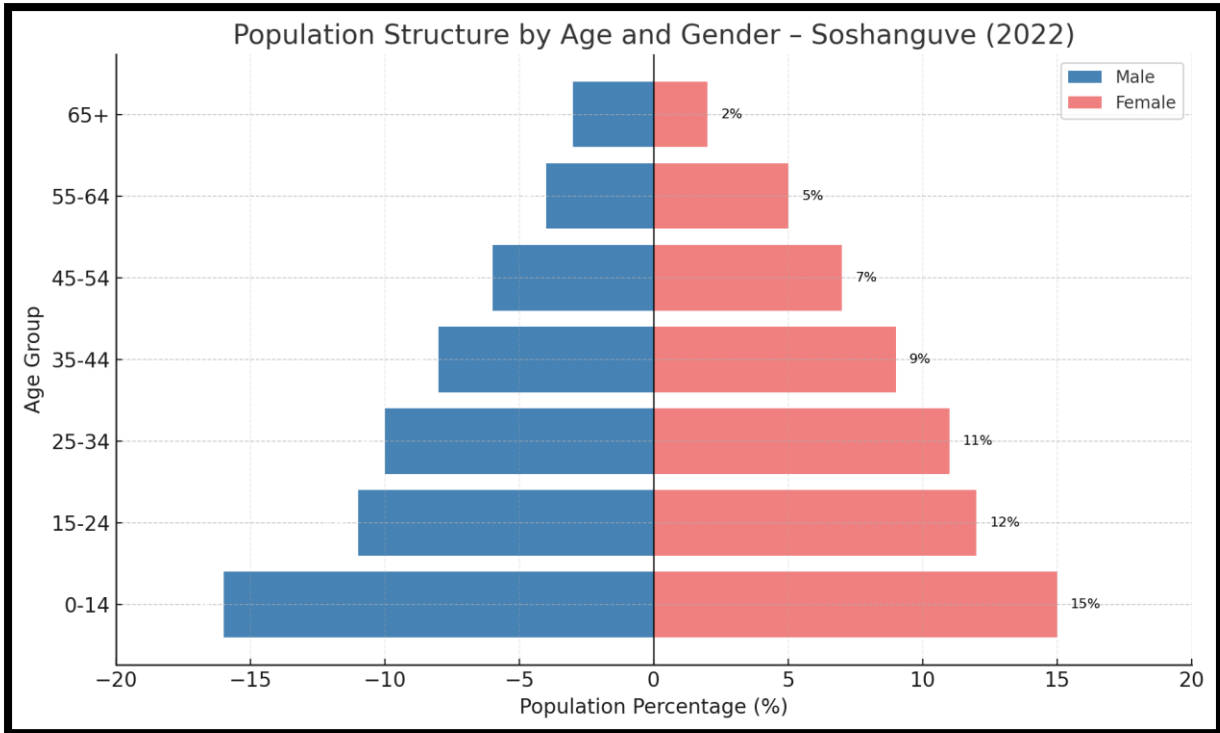


Figure 12: Population Structure by Age and Gender – Soshanguve (2022).

5.3 Employment and Livelihoods

Soshanguve’s economy is characterised by a combination of **formal employment** in nearby industrial areas (Rosslyn, Ga-Rankuwa, and Akasia) and a **large informal sector** within the township itself.

Labour Indicator (2022–2024)	Estimate	Interpretation
Labour-force participation	57 % of working-age population	Moderate – labour absorption limited by slow economic growth.
Unemployment rate	≈ 38 % overall / 48 % youth	High – major driver of poverty and out-migration.
Informal sector employment	≈ 30 % of total jobs	Key livelihood safety net; dominated by retail and service micro-enterprises.
Average monthly wage	R 4 500 – R 5 800	Below Gauteng average (R 9 000).

Dominant sectors: Community services (29 %), trade (22 %), construction (12 %), manufacturing (10 %), transport (8 %), finance (7 %).

The proposed project will temporarily employ around 250 workers during construction and create ± 60 permanent jobs during operation (security, cleaning, catering, maintenance). Local Small, Medium and Micro Enterprises (SMMEs) can benefit from sub-contracts for supply and service provision.

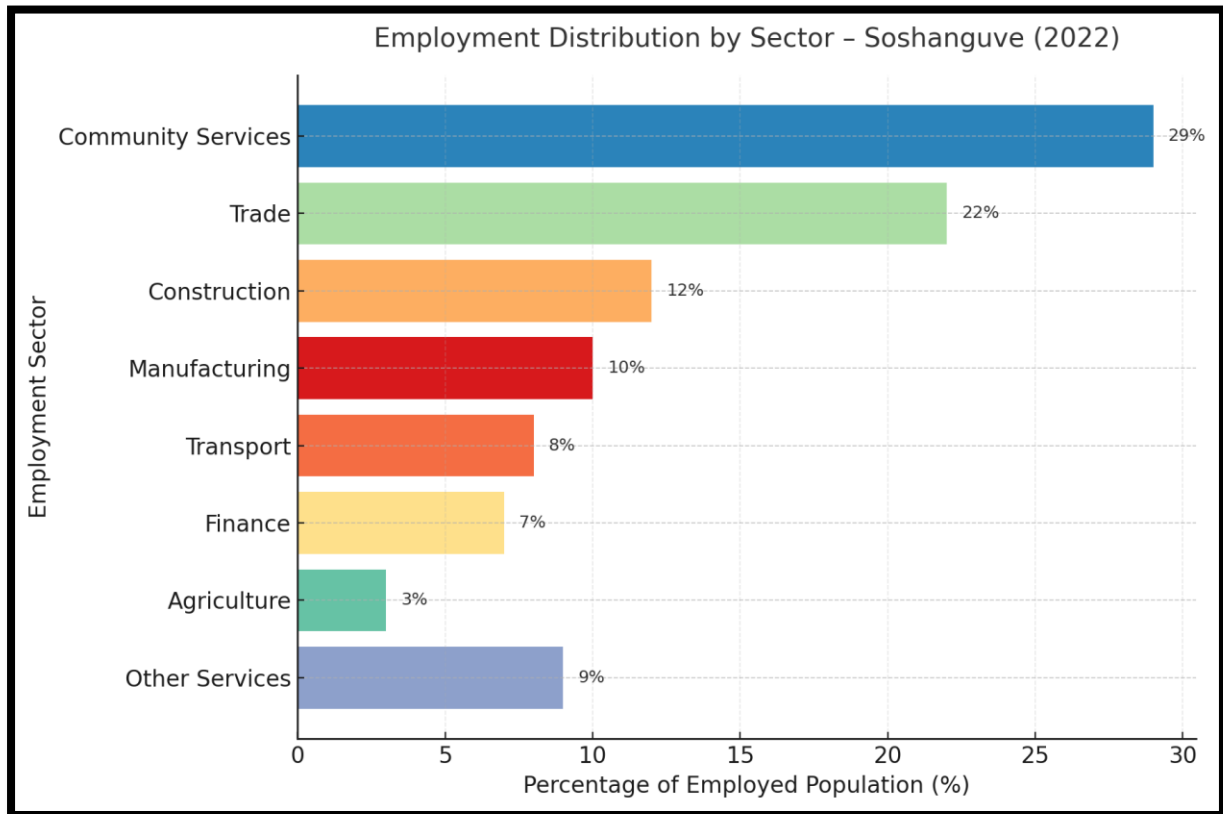


Figure 13: Employment Distribution by Sector – Soshanguve (2022).

5.4 Education and Skills Profile

Soshanguve is an educational hub in northern Tshwane, hosting:

- Tshwane University of Technology (TUT) – ≈ 25 000 students (Soshanguve North & South campuses);
- Majuba TVET College and Sedibeng Training Institute;
- Over 70 public and private schools.

Educational indicators (DHET 2023):

- Literacy rate: ≈ 86 % (adults 15+).
- Matric completion: 38 %.
- Tertiary qualification: 14 %.

- Skills gap: High in engineering and ICT fields.

The mismatch between education and employment has contributed to graduate unemployment. The proposed student village will strengthen the local education ecosystem by improving access to accommodation and indirectly supporting retention and academic performance.

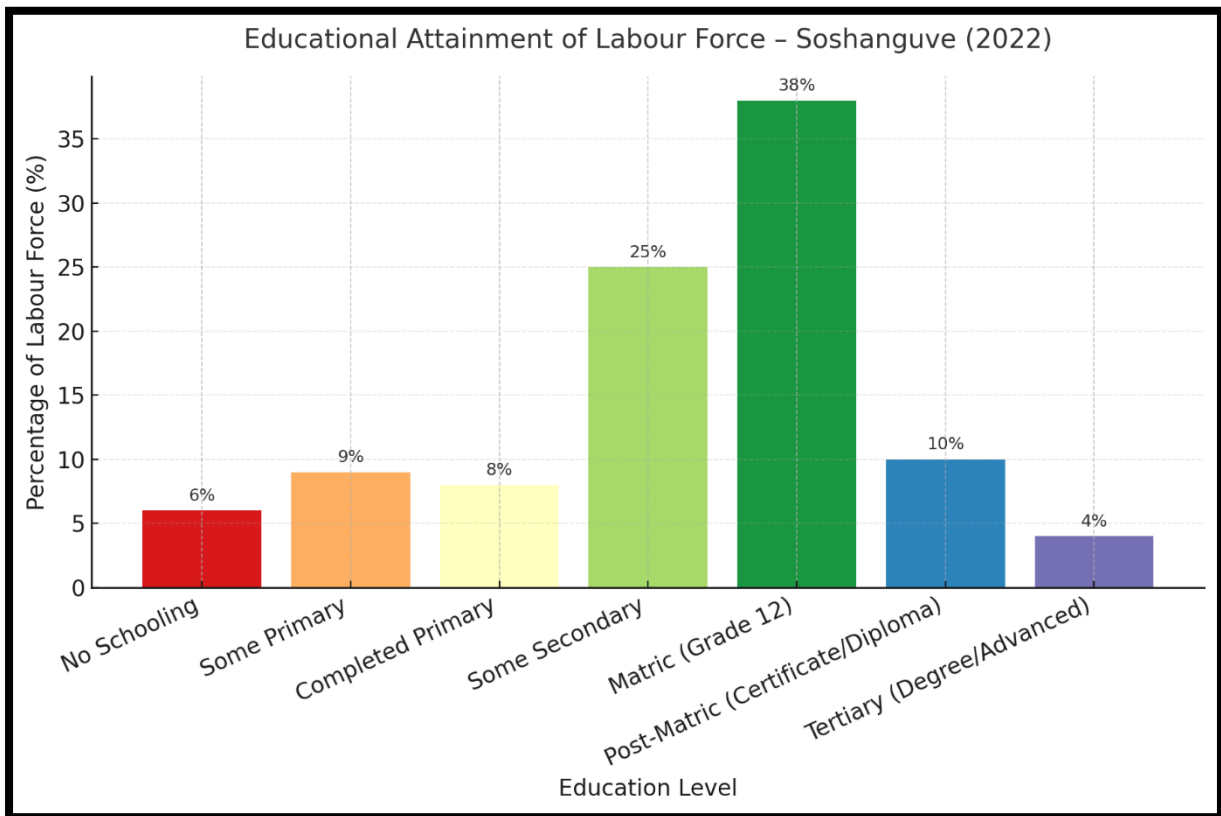


Figure 14: Educational Attainment of Labour Force – Soshanguve (2022).

5.5 Income and Poverty Levels

Household incomes remain low compared with provincial averages.

- Median monthly income: R 3 500 – R 5 000.
- Households below upper-bound poverty line: ≈ 34 %.
- Households receiving social grants: ≈ 45 %.
- Child support grant recipients: ≈ 33 % of population under 18.

Economic inequality and food insecurity remain major challenges. Informal trading and public-sector employment are the dominant income sources. The project will inject local expenditure through wages, materials procurement, and service contracts, generating short-term economic stimulus and supporting micro-enterprise growth.

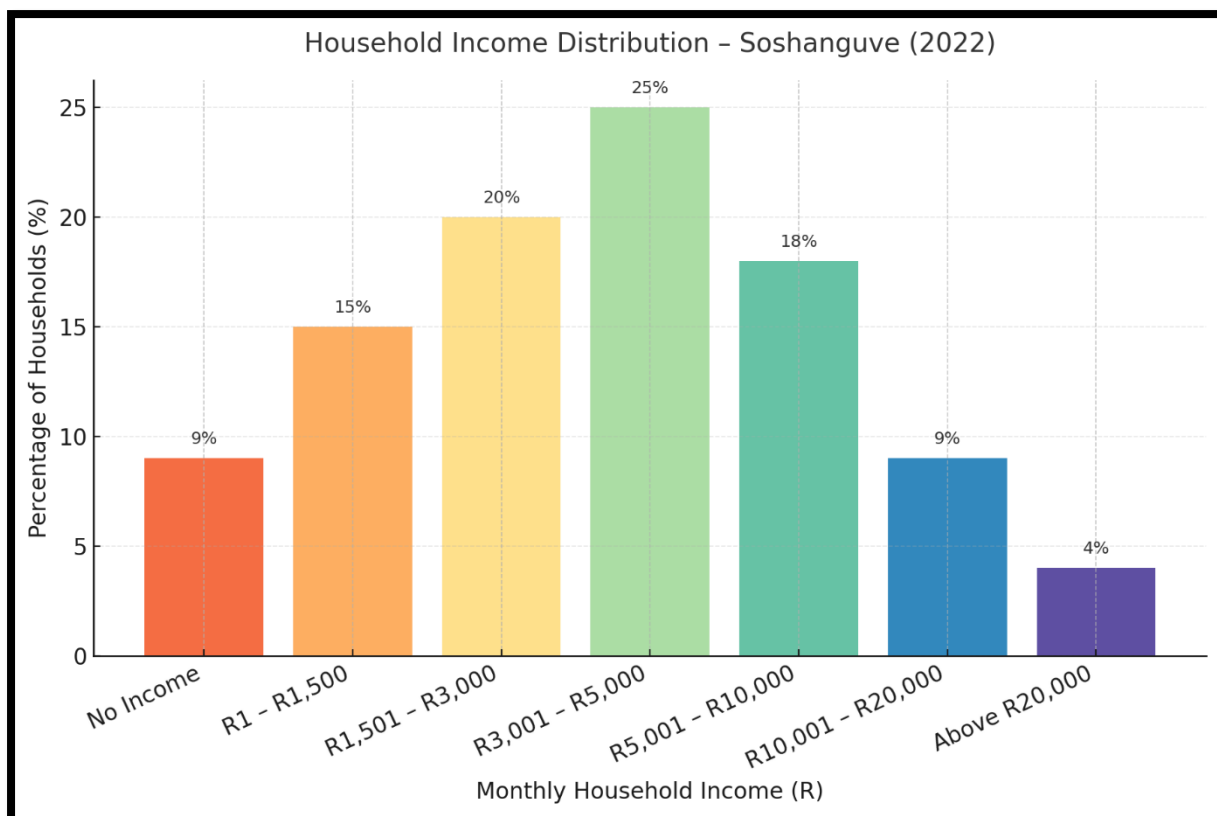


Figure 15: Household Income Distribution – Soshanguve (2022).

5.6 Housing and Living Conditions

Most residents occupy formal dwellings ($\approx 70\%$), but 23% live in backyard rooms or informal structures.

Infrastructure is generally available but unevenly maintained:

- Water: 93% of households connected.
- Electricity: 96% connected.
- Sanitation: 84% flush toilet connection.
- Refuse collection: Weekly municipal service.

Overcrowding and unsafe informal rentals around TUT campuses highlight the need for purpose-built student housing. The proposed project's 2 505 beds will absorb part of this unmet demand, relieving pressure on informal accommodation and improving living standards.

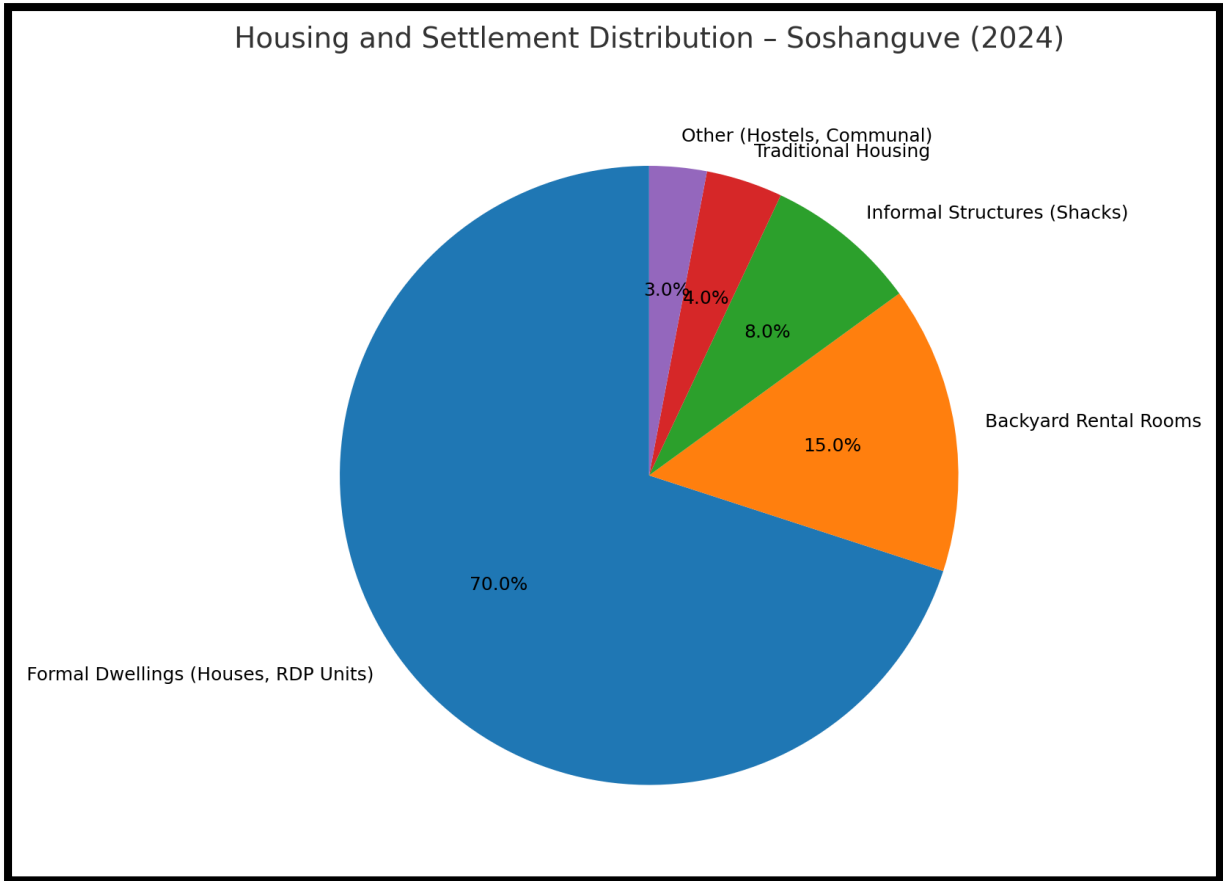


Figure 16: Housing and Settlement Distribution – Soshanguve (2024).

5.7 Health and Public Safety

Healthcare access is relatively good, with facilities including:

- Odi District Hospital (≈ 2 km from site);
- Soshanguve Clinics A & B, Block TT Clinic;
- Numerous private GPs and pharmacies.

However, major health concerns persist:

- HIV prevalence (15–49 yrs): ≈ 18 % (Gauteng DoH 2023).
- Tuberculosis incidence: ↑ among low-income residents.
- Youth substance abuse and mental health stress linked to unemployment.

Safety data (SAPS 2023) show moderate crime levels, dominated by petty theft and gender-based violence.

The project will enhance local safety through controlled access, lighting, CCTV, and coordination with the Community Policing Forum (CPF).

5.8 Community and Cultural Life

Soshanguve exhibits a vibrant cultural identity with numerous community groups, churches, and sporting organisations. Social cohesion remains strong despite economic hardship. Key institutions include:

- 65 churches and religious centres;
- 12 community halls;
- 18 sports facilities (soccer fields, stadia, courts);
- 6 libraries and ICT centres;
- 2 heritage sites linked to early settlement periods.

Community-based organisations (CBOs) such as youth forums, women’s cooperatives, and arts groups actively promote skills development, HIV awareness, and waste recycling initiatives. The project’s Corporate Social Responsibility (CSR) programme will aim to partner with these entities to enhance social inclusion.

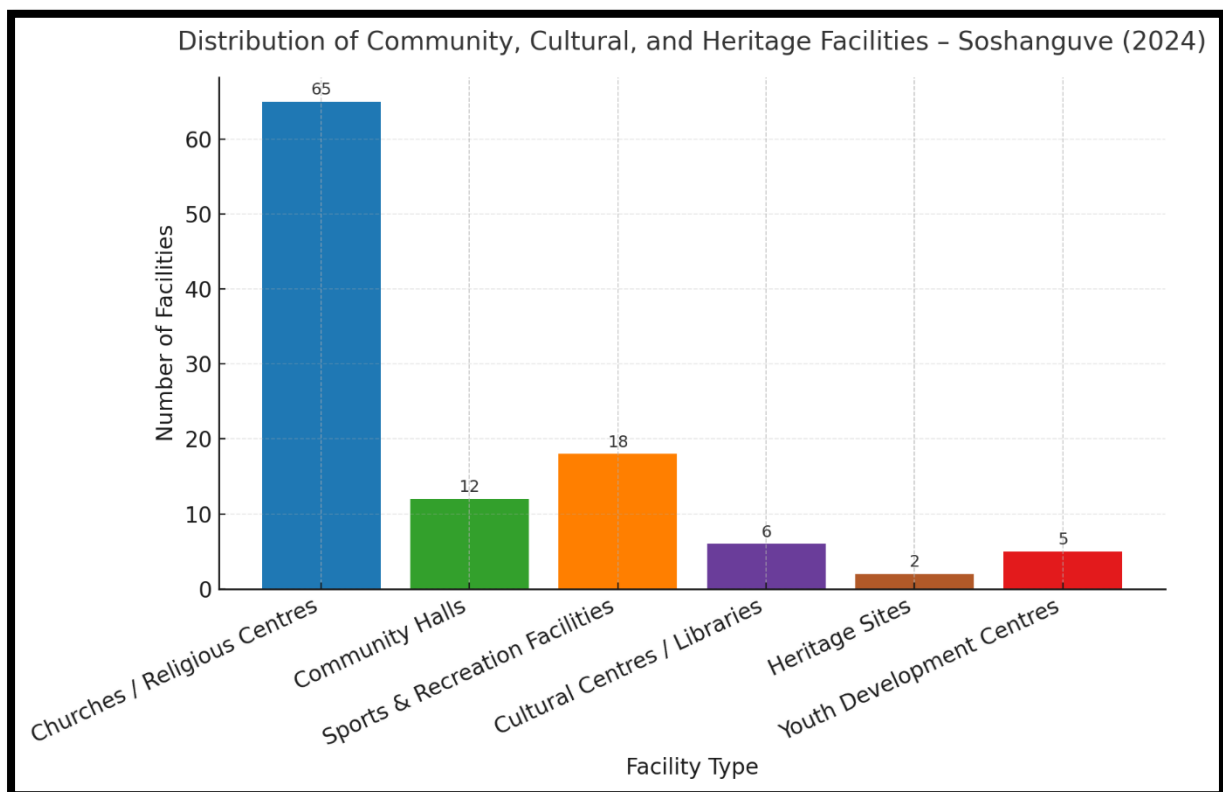


Figure 17: Distribution of Community, Cultural, and Heritage Facilities – Soshanguve (2024).

5.9 Social Vulnerability and Gender Dynamics

While social cohesion is strong, several vulnerabilities persist:

- Youth unemployment and lack of recreational facilities increase risk of crime and substance abuse.
- Female-headed households (47 %) face income inequality and housing insecurity.
- Informal settlement residents experience limited access to credit and social services.
- Persons with disabilities are under-represented in formal employment and education.

The SEIA emphasises the importance of inclusive employment targets, gender-sensitive design, and barrier-free infrastructure within the student village (ramps, lighting, accessible units).

5.10 Institutional and Governance Framework

The project falls under the City of Tshwane Metropolitan Municipality, Region 1. Relevant departments include:

- Human Settlements and Urban Planning;
- Utility Services;
- Health and Social Development;
- Regional Economic Development.

Existing municipal policies—such as the LED Strategy (2024–2026) and Youth Development Framework—support local contractor development and labour-intensive construction. Collaboration between the developer and municipal officials will ensure alignment with the Integrated Development Plan (IDP) objectives and adherence to building regulations.

5.11 Key Baseline Findings

Table 7: Baseline Findings

Theme	Key Observation	Relevance to Project Assessment
Demography	Large and growing youth population	High demand for student housing and employment.

Economy	Persistent unemployment (38 %) and low incomes	Construction phase jobs and SMME support crucial.
Education	Expanding tertiary sector but housing shortage	Project addresses accommodation deficit near TUT.
Housing	Formal 70 %, informal 23 %	Supports formalisation and densification.
Health	Adequate facilities but youth risk factors	Design should include safety and wellness components.
Infrastructure	Sufficient bulk services with local upgrades required	Integration into existing utilities feasible.
Governance	Supportive municipal policy framework	Enables alignment with IDP and SDF targets.

The baseline shows that Soshanguve possesses the infrastructure capacity and institutional readiness to host a major student accommodation development. Key opportunities include employment generation, skills transfer, and urban renewal, while challenges such as service reliability, crime, and youth unemployment will require proactive mitigation.

The next section (Section 6) evaluates how the proposed development will interact with these baseline conditions to produce both positive and negative socio-economic impacts, and proposes mitigation and enhancement measures accordingly.

6. IMPACT IDENTIFICATION AND ASSESSMENT

6.1 Introduction

The proposed TUT Soshanguve Student Village will generate a wide range of socio-economic effects, both beneficial and adverse, depending on the project phase. This section identifies, describes, and evaluates these impacts using qualitative and quantitative indicators derived from the baseline conditions outlined in Section 5. The assessment considers:

- Nature of impact – positive or negative;
- Extent, duration, and intensity – as defined in Table 5;
- Likelihood (probability) of occurrence; and
- Residual significance after mitigation or enhancement measures.

The impacts are categorised per project phase:

1. Construction Phase
2. Operational Phase
3. Decommissioning Phase

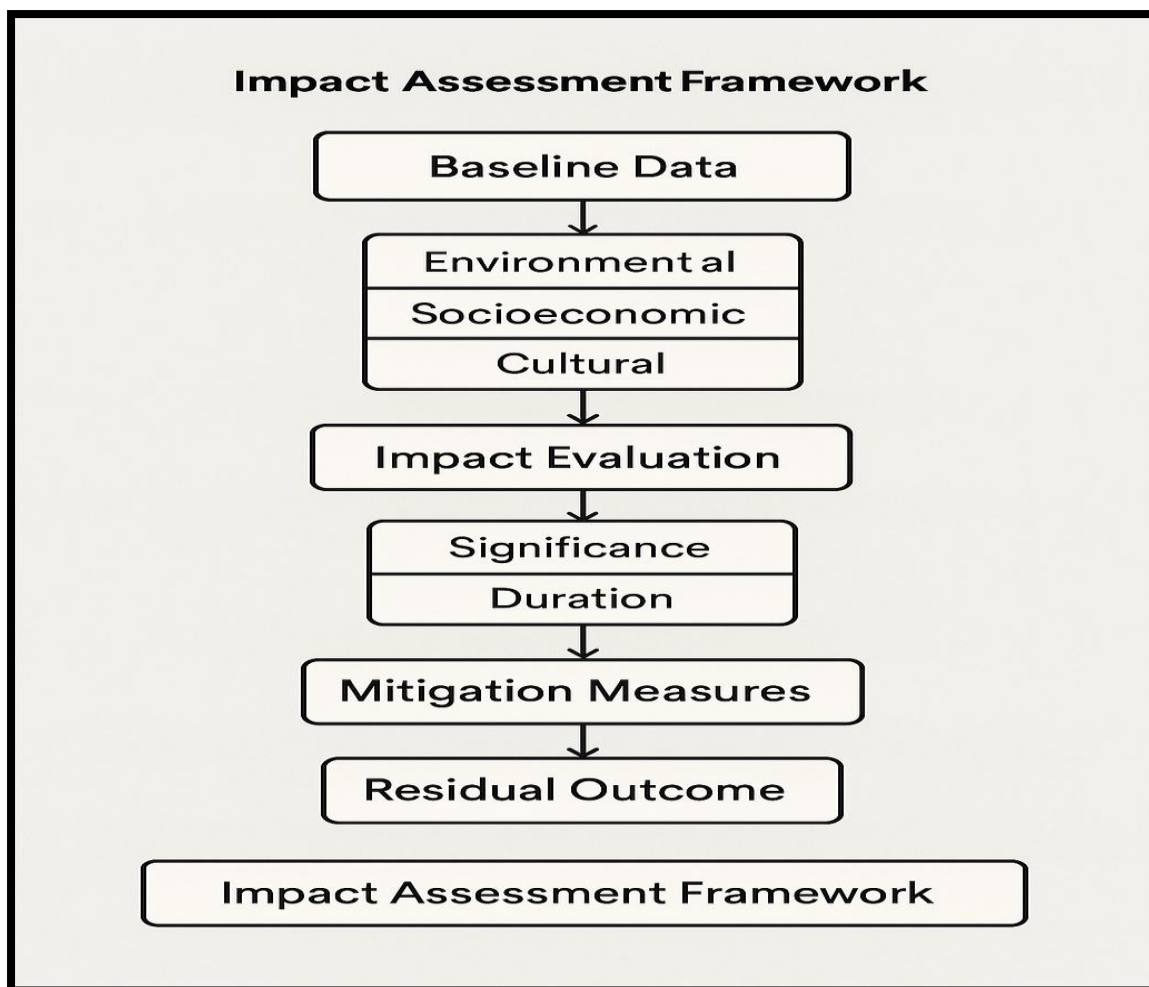


Figure 18: Impact Assessment Framework – showing relationship between baseline data, evaluation, mitigation, and residual outcomes.

6.2 Construction Phase Impacts

6.2.1 Positive Impacts

Impact	Description	Significance Before Mitigation	Mitigation / Enhancement	Residual Significance
Local Employment Creation	Approximately 250 temporary jobs expected for local residents; opportunities for artisans, general labourers, and security staff.	Moderate (+)	Prioritise local labour ($\geq 60\%$) through transparent recruitment.	High (+)

SMME Development	Use of local subcontractors for brickwork, cleaning, catering, and transport.	Moderate (+)	Establish procurement plan favouring local SMMEs.	High (+)
Skills Transfer	Exposure to construction and site-management skills for youth and unemployed.	Low (+)	Implement mentorship and on-site training programmes.	Moderate (+)

6.2.2 Negative Impacts

Impact	Description	Significance Before Mitigation	Mitigation / Management Measure	Residual Significance
Noise, Dust, and Air Emissions	Construction machinery and earthworks may affect nearby residents.	Moderate (-)	Limit work hours; suppress dust; maintain machinery.	Low (-)
Traffic Congestion and Safety	Construction vehicles may increase road risks.	Moderate (-)	Traffic Management Plan; signage; flag personnel.	Low (-)
Waste Generation	Debris, packaging, and domestic waste from workers.	Moderate (-)	Implement Construction Waste Management Plan.	Low (-)
Temporary Pressure on Services	Water, power, and sanitation use by contractors.	Low (-)	Use separate site connections and water-saving measures.	Low (-)
Community Disturbance	Possible grievances from noise or access disruption.	Moderate (-)	Ongoing stakeholder engagement; complaints register.	Low (-)

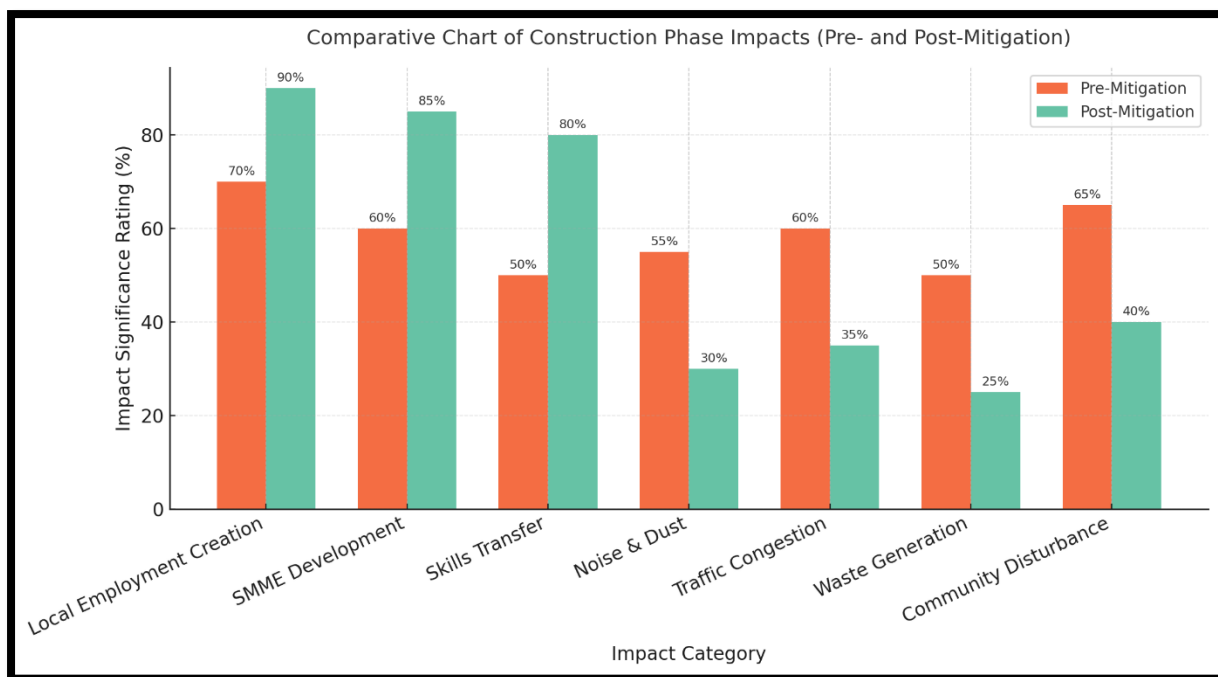


Figure 19: Comparative Chart of Construction Phase Impacts (Pre- and Post-Mitigation).

6.3 Operational Phase Impacts

6.3.1 Positive Impacts

Impact	Description	Significance Before Mitigation	Enhancement Strategy	Residual Significance
Long-Term Employment	Approximately 60 permanent positions for administration, security, cleaning, and maintenance.	High (+)	Prioritise residents of Soshanguve and nearby wards.	High (+)
Local Economic Stimulation	Student spending on transport, retail, and food services increases circulation of local capital.	High (+)	Encourage partnerships with local businesses and cooperatives.	High (+)
Improved Student Welfare	Provision of safe, affordable housing close to campus	High (+)	Maintain affordable rental rates; ensure	High (+)

	reduces commuting risks and time.		continuous facility maintenance.	
Urban Renewal and Infrastructure Upgrading	Revitalisation of vacant land and improved public utilities in the area.	Moderate (+)	Coordinate with City of Tshwane on road and lighting improvements.	High (+)

6.3.2 Negative Impacts

Impact	Description	Significance Before Mitigation	Mitigation / Management	Residual Significance
Service-Demand Pressure	Additional demand on water, electricity, and waste-collection services.	Moderate (-)	Install energy- and water-efficient systems; segregate waste.	Low (-)
Student Behaviour and Noise	Concentrated student population may cause nuisance noise and littering.	Moderate (-)	Implement student-conduct policy; regular clean-ups.	Low (-)
Traffic and Pedestrian Safety	Increased daily movements near the campus.	Moderate (-)	Provide internal parking; pedestrian crossings; signage.	Low (-)
Security Concerns	Potential petty crime or access breaches.	Moderate (-)	Employ 24-hour security and CCTV systems; link with SAPS CPF.	Low (-)



Figure 20: Impact Significance Comparison Chart – Operational Phase.

6.4 Decommissioning Phase Impacts

If decommissioning occurs in the distant future, impacts will be similar to those in construction but shorter in duration.

Impact	Description	Significance Before Mitigation	Mitigation / Enhancement	Residual Significance
Job Losses	Termination of permanent employment.	Moderate (-)	Implement retraining and re-deployment support.	Low (-)
Demolition Waste	Generation of rubble and materials.	Moderate (-)	Recycle or reuse building materials.	Low (-)
Site Rehabilitation	Opportunity to rehabilitate and rezone land.	Moderate (+)	Landscape area for community use or future development.	High (+)

6.5 Cumulative and Indirect Impacts

Cumulative effects will include:

- Increased student population stimulating local commerce;
- Progressive urban densification improving infrastructure utilisation;
- Possible service strain if regional upgrades lag behind development. Indirectly, the project may encourage new small businesses (printing shops, laundries, cafeterias), thereby promoting inclusive economic growth.

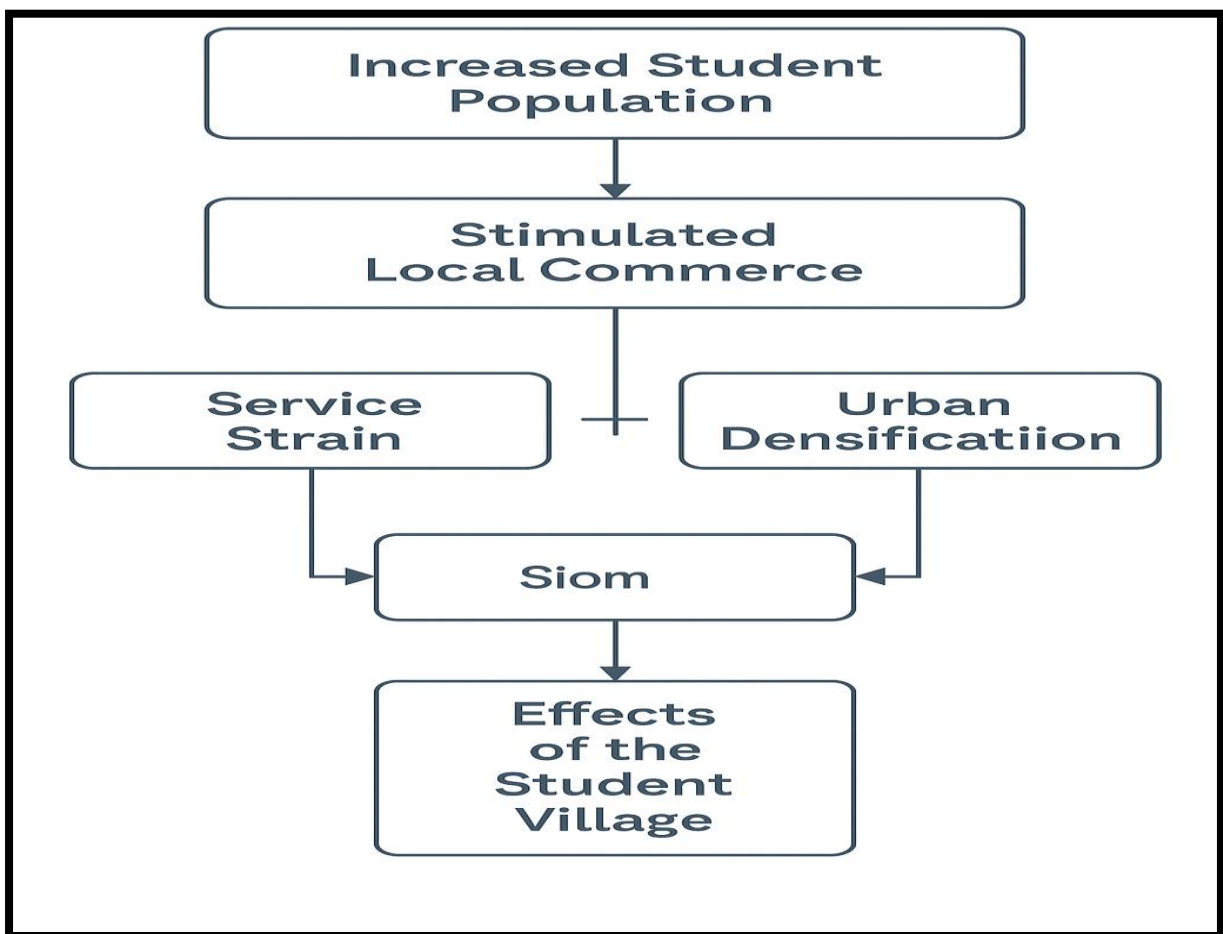


Figure 21: Cumulative and Indirect Impact Interaction Diagram.

6.6 Summary of Impact Significance

Impact Category	Net Significance After Mitigation	Trend
Employment Creation	High Positive	Beneficial
Local SMME Development	High Positive	Beneficial

Service Demand	Low Negative	Manageable
Student Welfare	High Positive	Beneficial
Noise / Disturbance	Low Negative	Controlled
Urban Renewal	High Positive	Beneficial

Overall, the project's socio-economic contribution is strongly positive, with manageable short-term construction impacts and long-term benefits for education, employment, and community upliftment.

7. MITIGATION AND ENHANCEMENT MEASURES

7.1 Introduction

The purpose of this section is to outline feasible and effective measures that will minimise adverse socio-economic impacts and enhance positive outcomes associated with the proposed student accommodation development. All recommendations align with the National Environmental Management Act (NEMA, Act 107 of 1998) principles and will be implemented through the project's Environmental Management Programme (EMPr).

The measures have been developed in response to impacts identified during construction, operation, and decommissioning phases, as detailed in Section 6.



Figure 22: Flow Diagram of Mitigation and Enhancement Implementation Process – linking impact identification to EMPr actions and monitoring.

7.2 Construction Phase Mitigation and Enhancement Measures

Impact	Mitigation / Enhancement Action	Responsible Party	Performance Indicator
Local Employment Creation	Prioritise employment of residents from Soshanguve, Mabopane, and nearby wards; maintain gender equity in hiring.	Contractor / Project Developer	≥ 60 % of workforce sourced locally; employment records maintained.
SMME and Local Procurement	Allocate at least 30 % of subcontracting value to local SMMEs; hold supplier briefings for local businesses.	Contractor / EAP	Number of SMMEs engaged; procurement expenditure on local businesses.
Skills Development	Introduce short-term on-site training for construction and basic maintenance skills.	Contractor / Training Partner	Number of participants trained; completion certificates issued.
Dust and Noise Control	Apply dust suppression; restrict work hours (07:00–17:00); maintain equipment.	Contractor	No justified noise complaints; daily site logs.
Traffic Management	Designate haul routes; provide warning signage and speed restrictions.	Contractor / Traffic Officer	Absence of road incidents; visible signage and control points.
Waste Management	Implement a site-specific Construction Waste Plan focusing on segregation, reuse, and recycling.	Contractor / Waste Service Provider	% of recyclable waste diverted from landfill.
Community Communication	Maintain a grievance register and regular stakeholder updates.	EAP / Community Liaison Officer (CLO)	Number of grievances resolved within 10 working days.

7.3 Operational Phase Mitigation and Enhancement Measures

Impact	Mitigation / Enhancement Action	Responsible Party	Performance Indicator
Student Behaviour and Noise	Implement a Student Code of Conduct; establish on-site management and curfew policy.	Facility Manager / Developer	Number of reported complaints per month; compliance log.
Security and Safety	Employ 24-hour security and CCTV; coordinate with SAPS and CPF.	Facility Management / Security Provider	Zero major security breaches; functional surveillance system.
Service-Demand Pressure	Install water-saving fixtures, LED lighting, and on-site recycling points.	Facility Manager / Maintenance Team	Monthly resource consumption < municipal average.
Local Economic Development	Encourage partnerships with local businesses for cleaning, food services, and laundry.	Developer / Operations Team	% of local business contracts; student spending in local economy.
Infrastructure Maintenance	Routine inspection and timely repair of water, sewer, and electrical systems.	Facility Management	Number of service disruptions reduced year-on-year.
Community Integration	Support community projects (e.g., youth training, tree planting, sport sponsorships).	Developer / CSR Team	Annual CSR budget spent; community satisfaction rating.

7.4 Decommissioning Phase Measures

Impact	Mitigation / Enhancement Action	Responsible Party	Performance Indicator
Job Losses	Offer retrenchment counselling and retraining for facility staff.	Developer / HR	% of affected staff assisted with re-employment.

Site Rehabilitation	Remove structures safely; landscape the site; restore to community or educational use.	Developer / Environmental Specialist	Vegetation cover achieved within 12 months post-closure.
Waste from Demolition	Segregate materials for reuse; comply with Waste Act (2008).	Contractor	% of demolition waste recycled.

7.5 Community Engagement and Grievance Mechanism

A dedicated Community Liaison Officer (CLO) will be appointed to facilitate communication between the project and local residents. The CLO will:

- Maintain a register of concerns and resolutions;
- Coordinate community meetings;
- Report quarterly to the City of Tshwane and the EAP.

A Grievance Redress Mechanism (GRM) will ensure that all community concerns are acknowledged within five (5) days and addressed within ten (10) working days.

7.6 Monitoring and Reporting

Continuous monitoring will be embedded into the Environmental Management Programme (EMPr), with measurable indicators such as:

- Employment ratios (local vs non-local);
- Monthly waste volumes recycled;
- Resource consumption trends (water and electricity);
- Student and community satisfaction levels.

Annual environmental and social performance audits will be submitted to the Competent Authority (GDARD).

Table 8: Monitoring and Performance Indicators for Socio-Economic Management.

Aspect / Impact Area	Monitoring Indicator	Target / Performance Standard	Frequency of Monitoring	Responsible Party	Reporting Mechanism
Local Employment	Number and proportion of local residents employed on site	≥ 60 % of total workforce from Soshanguve and adjacent wards	Monthly	Contractor / CLO	Monthly progress reports to EAP and developer
SMME Participation	Value of contracts awarded to local SMMEs	≥ 30 % of subcontracting value allocated to local companies	Quarterly	Contractor / Procurement Officer	Procurement audit and EMPr reports
Skills Development	Number of workers trained or certified	≥ 20 individuals trained during construction phase	End of construction phase	Training Partner / Contractor	Training completion certificates
Health and Safety	Recorded safety incidents and compliance with OHS standards	Zero fatalities; < 2 minor incidents per quarter	Monthly	Contractor / Safety Officer	SHEQ reports and inspection records
Community Engagement	Number of community meetings held;	Minimum 1 meeting per quarter; 100 % grievance	Quarterly	CLO / EAP	Stakeholder engagement logs

	grievance cases resolved	resolution within 10 days			
Noise and Dust Control	Measured ambient noise and visible dust suppression compliance	Noise < 85 dBA; visible dust < moderate level (3/5)	Weekly during construction	Contractor / Environmental Officer	Site inspection checklist
Waste Management	Volume of recyclable waste vs total waste generated	≥ 60 % of total waste recycled or reused	Monthly	Contractor / Waste Service Provider	Waste inventory and disposal receipts
Traffic Management	Number of traffic-related incidents during transport operations	Zero major traffic accidents reported	Monthly	Contractor / Site Supervisor	Traffic control log and route inspection report
Student Conduct (Operational Phase)	Number of noise or behavioural complaints	≤ 2 verified complaints per month	Monthly	Facility Manager	Student conduct report
Service Demand	Monthly consumption of electricity and water per capita	Maintain below municipal household average (kWh / kL per capita)	Monthly	Facility Manager	Utility consumption records

Security and Safety (Operational)	Security breaches or criminal incidents reported	Zero major incidents; minor incidents resolved within 24 hours	Continuous	Security Provider / Facility Management	Incident logbooks
Community CSR Participation	Amount and scope of community development projects supported	Annual CSR budget \geq 1 % of project operational costs	Annually	Developer / CSR Team	Annual CSR and sustainability report
Decommissioning and Site Rehabilitation	% of site rehabilitated and landscaped post-decommissioning	100 % site restoration and landscaping completed	Once-off (post-decommissioning)	Developer / Environmental Specialist	Final closure and rehabilitation report
Compliance with EMPr	Implementation of all socio-economic mitigation measures	100 % compliance with approved EMPr	Continuous	EAP / Developer / GDARD	Bi-annual compliance audits

7.7 Summary of Enhancement Benefits

The successful implementation of these mitigation and enhancement actions will yield:

- Sustained local employment and skills development;
- Strengthened community–institutional partnerships;
- Improved urban aesthetics and safety;

- Measurable contribution to municipal revenue and local economy;
- Promotion of sustainable student living environments in alignment with NDP 2030 and SDG 11 (Sustainable Cities and Communities).

8. CONCLUSION AND RECOMMENDATIONS

The socio-economic assessment for the proposed TUT Soshanguve Student Village, located in Block M within the City of Tshwane Metropolitan Municipality, concludes that the project presents a highly positive and sustainable development initiative with long-term benefits for the local community, students, and regional economy. The study demonstrates that the project aligns with the National Development Plan (NDP 2030), the City of Tshwane Integrated Development Plan (IDP 2024–2025), and the Spatial Development Framework (SDF) objectives for densified, inclusive, and service-efficient urban growth.

The baseline assessment revealed a settlement characterised by strong youth representation, limited employment opportunities, and a shortage of formal student accommodation options. Soshanguve’s population is dominated by a youthful demographic, with approximately 40 % aged between 15 and 34 years, a group heavily reliant on education and entry-level employment opportunities. The project’s establishment of over 2 500 student beds will directly address the current accommodation gap for students attending the Tshwane University of Technology (TUT) and surrounding institutions, reducing commuting distances, improving safety, and fostering academic focus through proximity-based housing.

During the construction phase, the project will provide significant socio-economic benefits, notably through the creation of approximately 250 local employment opportunities, enhanced SMME participation, and targeted skills development for local youth. These activities will inject short-term income and stimulate secondary economic activity within the area. Temporary negative impacts such as construction-related noise, dust, and traffic congestion are expected to be minor and easily manageable through standard environmental controls and proper scheduling.

In the operational phase, the socio-economic benefits are expected to intensify. Long-term employment of about 60 permanent positions for facility management, security, maintenance, and cleaning will sustain livelihoods for local residents. The influx of students will enhance local economic activity by supporting small businesses, such as food outlets, laundromats, and transport operators, thereby stimulating inclusive local economic development. The formalisation of student housing will

reduce dependence on unregulated backyard rental markets, improving safety and living conditions across Soshanguve's residential neighbourhoods.

The impact evaluation results indicate that the overall socio-economic contribution of the project is highly positive, with post-mitigation significance levels ranging between moderate to high positive. Potential negative impacts, such as short-term construction nuisances, service-demand pressure, and behavioural concerns, can be effectively mitigated through the adoption of a Student Code of Conduct, implementation of resource efficiency measures, and active collaboration with the Community Policing Forum (CPF). The inclusion of local businesses in supply chains and operational services will promote ongoing SMME growth, skills transfer, and community empowerment.

The project's integration into the existing municipal infrastructure network ensures efficient use of public services without requiring major new installations. Furthermore, the initiative supports the national and local agendas for youth empowerment, skills enhancement, and economic diversification in previously disadvantaged areas. These outcomes directly contribute to several United Nations Sustainable Development Goals (SDGs) — particularly Goal 8 (Decent Work and Economic Growth) and Goal 11 (Sustainable Cities and Communities).

From a long-term perspective, the student village will not only improve academic accessibility but also catalyse urban renewal in Soshanguve through improved infrastructure, safety, and service provision. The project design incorporates sustainability features such as water-saving fixtures, energy-efficient lighting, and on-site waste management systems, ensuring minimal environmental strain during operation. The emphasis on community participation, transparent communication, and a structured grievance mechanism further strengthens its social acceptability and governance alignment.

In conclusion, the proposed TUT Soshanguve Student Village is considered a socially desirable and economically beneficial development. The net socio-economic impact, after applying all recommended mitigation and enhancement measures, is positive and significant. It will create long-term value for the local population through employment, service procurement, and education access, while contributing to the transformation of Soshanguve into a modern, integrated, and resilient urban community.

It is therefore recommended that the project be supported and approved, subject to the implementation of the mitigation and monitoring measures outlined in this SEIA and the associated Environmental Management Programme (EMPr). Continuous monitoring, compliance reporting, and stakeholder engagement should be maintained throughout the project lifecycle to ensure sustained socio-economic benefits and responsible development outcomes.

Table 9: Summary of Key Findings and Recommendations

Assessment Theme	Key Findings / Observations	Residual Impact (Post-Mitigation)	Recommended Actions / Measures	Responsible Entity
Demographics and Labour Market	High youth population (40 %) and unemployment (~38 %) present opportunity for employment creation.	Positive – High	Prioritise ≥ 60 % local employment and youth participation during construction.	Developer / Contractor / CLO
Education and Skills Development	Soshanguve hosts large student population with insufficient formal accommodation near TUT.	Positive – High	Provide affordable, safe housing to reduce informal rentals; partner with TUT for student welfare.	Developer / Facility Management
Economic Stimulation and SMME Growth	Project will boost local demand for services (food, laundry, transport).	Positive – High	Allocate ≥ 30 % procurement to local SMMEs; monitor through quarterly audits.	Developer / Procurement Officer
Community Health and Safety	Existing health facilities sufficient but youth-related risks (HIV, substance abuse) persist.	Neutral to Positive	Implement wellness programmes, safety campaigns, and partnerships with clinics.	Facility Management / CSR Team
Noise, Dust, and Construction Nuisance	Temporary inconvenience to nearby residents during construction.	Negative – Low	Restrict working hours (07:00–17:00); enforce dust control and	Contractor / Environmental Officer

			machinery maintenance.	
Traffic and Access	Short-term congestion during construction and operational peaks.	Negative – Low	Develop and implement a Traffic Management Plan; maintain signage and safe pedestrian crossings.	Contractor / City of Tshwane Traffic Dept
Service Demand and Infrastructure Load	Moderate increase in water, waste, and electricity demand during operation.	Negative – Low (manageable)	Install water-saving and energy-efficient systems; monitor monthly consumption.	Facility Manager / Utilities Dept
Student Behaviour and Social Cohesion	Large student population may generate noise and litter if unmanaged.	Negative – Low	Implement Student Code of Conduct; engage CPF for joint monitoring.	Facility Manager / SAPS / CPF
Local Governance and Participation	Strong alignment with Tshwane IDP and SDF objectives for urban densification.	Positive – High	Maintain active engagement with municipal departments and community forums.	Developer / EAP / Municipality
Urban Renewal and Aesthetics	Project will rehabilitate underutilised land and improve public lighting, roads, and security.	Positive – High	Coordinate with City of Tshwane for landscaping and infrastructure upgrades.	Developer / Municipality
Long-Term Sustainability	Project supports NDP 2030 and SDGs (Goals 8 & 11).	Positive – High	Maintain ongoing monitoring of socio-economic performance	Developer / EAP / GDARD

			indicators and EMPr compliance.	
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Summary Interpretation

Overall, the net socio-economic outcome of the proposed development is highly positive, contributing directly to employment creation, skills enhancement, educational accessibility, and local economic upliftment.

All residual negative impacts are minor to moderate and can be effectively mitigated through adherence to the recommended measures and continuous monitoring under the project’s Environmental Management Programme (EMPr).

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10. APPENDICES

Appendix A: Specialist Declaration and Team Curriculum Vitae(s)

I, Khumbelo Given Marabe, declare that I:

- I act as the independent specialist in this application.
- I will perform the work relating to the application in an objective manner, even if this results in views and findings that are not favorable to the applicant.
- I declare that there are no circumstances that may compromise my objectivity in performing such work.
- I have expertise in conducting the specialist report relevant to this application, including knowledge of the Act, Regulations and any guidelines that have relevance to the proposed activity.
- I will comply with the Act, Regulations and all other applicable legislation.
- I have no, and will not engage in, conflicting interests in the undertaking of the activity.
- I undertake to disclose to the applicant and the competent authority all material information in my possession that reasonably has or may have the potential of influencing any decision to be taken with respect to the application by the competent authority; and - the objectivity of any report, plan, or document to be prepared by myself for submission to the competent authority.
- All the particulars furnished by me in this form are true and correct; and
- Am aware that it is an offence in terms of Regulation 48 to provide incorrect or misleading information and that a person convicted of such an offence is liable to the penalties as contemplated in section 49B(2) of the National Environmental Management Act, 1998 (Act 107 of 1998).
- I realize that a false declaration is an offence in terms of Regulation 71 of NEMA and is punishable in terms of section 24F of the Act.

Signature



Khumbelo Given Marabe

SACNASP NO: 132731

WISA REG NO :39885

IAIAsa : Membership no: 7837

IIAV Member No. 3163

SPECIALIST CV

Mr Khumbelo Given Marabe

Principal Environmental Consultant | Director – KMG Environmental Solutions Services (Pty) Ltd

SACNASP Registered– Reg. No. **132731**

WISA Professional Process Controller – Reg. No. **39885**

Summary of Expertise:

Mr. Marabe is an experienced environmental specialist with over a decade of expertise in:

- Visual, Social, Wetland and Terrestrial Impact assessments
- Agricultural and soil capability impact assessments
- Noise, air quality, water, and dust monitoring
- Environmental awareness training
- Environmental audits and licensing applications
- NEMA and NWA compliance
- Environmental management and monitoring across sectors including mining, manufacturing, and renewable energy

Education & Certifications:

- BSc Environmental Sciences – University of Venda
- NEBOSH Environmental Management Certificate (2024)
- ISO 45001 & ISO 14001 Implementation & Internal Auditor – NOSA
- Health and Safety Regulations – HASLAC
- Certificates in Management Development (GIBS – AECI Programmes)
- Honours in Environmental Monitoring & Modelling (ongoing – UNISA)

Ms. Jeniffer Mutsila

Environmental GIS and Mapping Technician

Affiliation: KMG Environmental Solutions Services (Pty) Ltd

✎ *Junior Environmental Assessment Practitioner, Environmental Mapping & spatial analysis*

Professional Overview:

Ms. Jeniffer Mutsila is a technically skilled Environmental Mapping and GIS Technician with a background in field-based wetland delineation and spatial data analysis. He provides vital support in environmental assessments by producing geospatial products and performing site-level data validation for use in Environmental Impact Assessments (EIAs), Basic Assessments (BAs), Wetland Impact Assessments, and Water Use Licence Applications (WULAs).

With hands-on experience in both **desktop and field applications**, Jeniffer brings a valuable blend of practical and digital expertise to complex projects that require environmental sensitivity mapping, buffer zone compliance checks, and spatial integration of biodiversity datasets.

Core Competencies:

- GIS Mapping & Spatial Analysis (ArcGIS, QGIS)
- GPS-based Field Surveying and Data Collection
- Wetland and Riparian Zone Delineation Support
- Environmental Reporting: BAR, EIA, EMPr, EMP, WULA, EPR
- Legislation Knowledge: NEMA, Water Act, Waste Act, Air Quality Act, MPRDA

Key Project Contributions:

◆ Wetland Mapping and Sensitivity Overlay Support

- Developed comprehensive map series for **prospecting right applications** in the North West and Limpopo provinces, including:
 - ✓ **Wetland Classification Maps** (HGM units: seep, valley-bottom, flat wetlands)
 - ✓ **30 m Riparian Buffer Sensitivity Maps**
 - ✓ **500 m Regulated Area Compliance Maps**
 - ✓ **Field-Verified Wetland Delineation Maps**

◆ GIS Support for Impact Assessments

- Integrated **soil, rainfall, vegetation, and biodiversity** datasets with national layers (e.g., NFEPA, Aquatic CBAs, ESA zones) to support:
 - ✓ Wetland Impact Assessments

- ✓ Agricultural Impact Assessments (AIA)
- ✓ Biodiversity screening and risk mapping

◆ Field Data Management & GPS Verification

- Accompanied environmental specialists on site visits to:
 - ✓ Capture **wetland and watercourse coordinates**
 - ✓ Assist with **transect layout and data recording**
 - ✓ Cross-check digital boundary outputs against **ground conditions**

◆ Reporting and Compliance Visuals

- Prepared high-resolution map figures used in:
 - ✓ **Basic Assessment Reports (BARs)**
 - ✓ **Environmental Management Programmes (EMPrs)**
 - ✓ **Water Use Licence Applications (WULAs)**
- Ensured maps met **legislative and formatting standards** for submission to DMRE, DWS, and DFFE.

Professional Strengths:

- Detail-oriented and deadline-driven
- Strong spatial logic and environmental understanding
- Collaborative work ethic with specialists and field teams
- Effective communication of spatial data to technical and non-technical audiences

Summary Value to Projects:

Ms. Jeniffer GIS and mapping expertise plays an essential role in ensuring that environmental reports are **visually informative, spatially accurate, and legally aligned**. His ability to translate field data into structured spatial products enhances the defensibility and scientific integrity of environmental applications, especially those involving **wetland delineation, regulated activity compliance, and site sensitivity verification**.