



Province of the  
**EASTERN CAPE**  
EDUCATION

FACILITIES AND INFRASTRUCTURE MANAGEMENT  
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape  
Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA  
Tel: +27 (0)40-6084323/239 • Fax: +27 (0)40-6084737/265 • Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

Enquiries: E. D. Fray

Email: [eldred.fray@edu.ecprov.gov.za](mailto:eldred.fray@edu.ecprov.gov.za)

12 July 2012

The Head of Department  
Provincial Treasury  
Private Bag X0029  
BHISHO  
5608

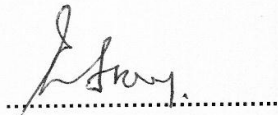
ATT: Ms M Madumane

Dear Madam

**1<sup>st</sup> QUARTER 2012/13 EFFECTIVENESS REPORT FOR EDUCATION SECTOR**

We hereby confirm sign-off of the IDIP Effectiveness Report for the Education Sector for the 1<sup>st</sup> quarter 2012/13, as compiled in consultation with officials of our infrastructure unit and the DRPW. The final (locked) electronic copy has been forwarded to you by e-mail.

Yours in quality education



**ED Fray**  
**Acting CHIEF DIRECTOR: Infrastructure & Facilities Management**



## Department of Education



## Province of the Eastern Cape

# USER ASSET MANAGEMENT PLAN

## 2013/14

Draft – 26 July 2012



Sign-off of First Draft	Signature	Date
Chief Director: I & FM		
DDG: Planning		
Head of Department		

**Prepared by:**  
**Chief Directorate:**  
**Infrastructure and Facilities Management**

**Contact:** Mr L J Hechter  
**Tel:** 040 608 4244

**E-mail:** [leon.hechter@gmail.com](mailto:leon.hechter@gmail.com)

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## GLOSSARY OF ABBREVIATIONS

ABET	Adult Basic Education and Training
C-AMP	Custodian Asset management Plan
CES	Chief Education Specialist
DBE	national Department of Basic Education
CIDB	Construction Industry Development Board
DBSA	Development Bank of South Africa
DCES	Deputy Chief Education Specialist
DEAET	Department of Economic Affairs, Environment and Tourism
DMA	Department of Minerals Affairs
DoE	Department of Education
DoRA	Division of Revenue Act
DPW	Department of Public Works
DWA	Department of Water Affairs
EC	Eastern Cape
ECD	Early Childhood Development
EFMS	Education Facilities Management System
EMIS	Education Management Information Services
EPWP	Expanded Public Works Programme
FES	First Education Specialist
FET	Further Education and Training
GET	General Education and Training
HoD	Head of Department
ICT	Information and Communication Technology
IDIP	Infrastructure Delivery Improvement Programme
IDMS	Infrastructure delivery Management System
IDP	Integrated Development Plan
IDT	Independent Development Trust
IGP	Infrastructure Grant to Provinces
IPIP	Infrastructure Programme Implementation Plan
IPMP	Infrastructure Programme Management Plan
JBCC	Joint Building Contracts Committee
LAIS	Learner Attainment Improvement Strategy
MEC	Member of Executive Council
MTEF	Medium Term Expenditure Framework
OBE	Outcomes Based Education
PIA	Programme Implementing Agent
PGDP	Provincial Growth and Development Plan
PMT	Programme Management Team
PRP	Physical Resource Planning
PSC	Provincial Steering Committee
PTC	Provincial Technical Committee
RCC	Regional Co-ordinating Committee
SDA	Service Delivery Agreement
SG	Superintendent-General
SGB	School Governing Body
SLA	Service Level Agreement
SNP	School Nutrition Programme
U-AMP	User Asset Management Plan
UPS	Uninterrupted Power Supply

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**TEMPLATES:**

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*Template 2.1:* Schedule of Assets currently occupied by or allocated to the User:  
State-owned

*Template 2.2:* Schedule of Assets currently occupied by or allocated to the User:  
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*Template 3.1:* Schedule of Functional Performance per Asset: State-owned

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*Template 4:* Schedule of Current Utilisation

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**REFERENCES:**

Reference 1: Division of Revenue Act (Act 12 of 2009)

Reference 2: South African Schools Act (Act 84 of 1996)

Reference 3: Eastern Cape Department of Education Strategic Plan 2006/2007

Reference 4: Design Guidelines for Provision of Physical Facilities (EC DoE 2005)

Reference 5: National Minimum Norms and Standards for School Infrastructure

## 1. INTRODUCTION

### 1.1 Departmental infrastructure vision

The vision of the Department is to offer quality public education system that transforms schools into centres of community that promote shared moral values, good governance and sustainable development. Infrastructure planning and delivery subscribes to this vision by providing facilities accordingly; from Grade R through to accommodating ABET programmes.

The mission of the Department of Education is to provide quality education for sustainable development through:

- Providing socially relevant and economically responsive programmes that address the human resource needs of the province and the country.
- Enhancing the skills base for agrarian transformation, manufacturing diversification and tourism in order to meet the needs of the second economy.
- Providing quality programmes to build the capacity of all employees and other role-players / stakeholders involved.
- Encourage a participatory decision-making process which will empower the whole community at all levels.

The Department's approach to the planning and design of infrastructure is underpinned by the guidelines and objectives above.

### 1.2 Strategic Departmental Goals

The following are the 7 strategic goals of the Department:

STRATEGIC GOAL 1: Access to basic education for all learners regardless of race, gender, disability, geographical location and socio-economic status.

STRATEGIC GOAL 2: Equity in opportunity and educational achievement for all learners regardless of race, gender, disability, geographical location and socio-economic status.

STRATEGIC GOAL 3 The empowerment of all learners to become responsible citizens through equipping them with skills, knowledge and values to contribute positively to the development of both the individual and society.

STRATEGIC GOAL: 4 Improved quality of teaching and learning at all educational institutions to develop them into thriving centres of excellence.

STRATEGIC GOAL 5: Improved institutional efficiency through enhanced management systems and integrated service delivery at all organisational levels (National, Provincial, District, Circuit and School).

STRATEGIC GOAL 6: Economic, effective, efficient and equitable resourcing within the education system to meet the key educational outcomes and impact (i.e. access to and equity and quality of Education).

STRATEGIC GOAL 7: Cohesive and sustainable communities built through co-operation with all stakeholders in Education.

Based on these strategic goals, the Department has developed a number of strategic objectives to give effect to them. Some embody a direct infrastructure commitment, and these strategic objectives are listed below:

- To eradicate all inappropriate structures (including mud and *plankieskole* structures) by 2014/15.
- To align the 2020 vision of DBE with delivery of infrastructure.
- To ensure universal access to Grade R by 2014/15.
- To improve access to secondary schools to 95% by 2014/15.
- To increase the percentage of schools with libraries/media centres to 52% by 2014/15.
- To achieve universal access for disabled children and youths (aged 6 – 18 years) to basic education.
- To provide access for youth in FET Colleges through provisioning of adequate infrastructure in line with the niches of colleges.
- To have in place optimum infrastructure at all schools as per national Norms and Standards by 2030.

In addition to these specific strategic objectives, the Chief Directorate has set itself the following further objectives, which are all consistent with the Strategic Goals of the Department and the government's Medium Term Strategic Framework, viz

- Providing adequate basic services such as water, sanitation and electricity to schools by 2014/15
- Systematically eliminating the backlog in classroom accommodation and progressively improving access to facilities such as libraries and laboratories (i.e. progressive and systematic achievement of Minimum and Optimum Functionality)
- Aligning the EC DoE backlog intervention with the ASIDI intervention.
- Re-alignment of schools and re-organisation of small schools that are no longer sustainable, or which are under-utilised.
- Intensifying efforts to ensure that all schools have safe environments for all children.



- Improving User Asset Management Planning, together with more emphasis on life cycle planning (especially improved maintenance planning), and provision of infrastructure that complements and promotes the relevant curriculum, especially regarding outcomes based education
- Ensuring that training and skills development initiatives form part of building programmes to respond to the requirements of the economy, rural development challenges and social integration, thereby also equipping the unemployed and vulnerable with requisite skills to overcome poverty and unemployment.
- Promoting the principles of sound asset and financial management, and effectively implementing these to ensure that all legislative compliance and audit criteria are met, and best practices are utilised throughout
- Effective and efficient implementation of the Education Facilities Management System (EFMS).

The primary objective of the Department's infrastructure programme thus is to provide facilities in such a manner that the delivery process is consistent with these goals and in accordance with the Infrastructure Delivery Management System (IDMS). The physical facilities must enhance the quality of the teaching and the learning environment, and restore the pride and dignity of learners, educators and communities.

To achieve the expected service levels of infrastructure development, the Department has decided to sharpen its focus on infrastructure and to review its implementation strategy. This revised U-AMP is intended to integrate systems, processes and controls in order to restore good governance, and compliance with legislative requirements.

This document will serve as the framework for implementing the delivery strategy that will be used to provide guidance to all participants in the Programme.

### **1.3 Purpose of the U-AMP**

The purpose of the U-AMP for the period 2013/14 and outer years is to present a framework that guides and informs the practical implementation of policy decisions related to the EC DoE's infrastructure requirements as a whole. The provision of appropriate infrastructure is a key issue in the achievement of the EC DoE vision as stated above. The document therefore addresses the total lifecycle of infrastructure provision, namely: planning, procurement, construction, rehabilitation, maintenance and disposal.

The purpose of this plan is therefore:

- To identify, prioritise and present the EC DoE's infrastructure needs;
- To ensure that the greatest needs in the Province are addressed as the highest priorities and to strive for optimum cost effectiveness;
- To provide an indication of anticipated expenditure per programme and per project over the lifecycle of the project should it be a multiple year project;

- To communicate to external and internal stakeholders the intentions of the EC DoE as far as its infrastructure delivery and management programmes are concerned;
- To present current infrastructure backlogs and the the financial requirements of meeting the EC DoE's mandate with respect to infrastructure management;
- To demonstrate responsible corporate governance including that which pertains to infrastructure and the use of public funds towards this aim.

#### 1.4 Relationship with Other Planning Documents

This U-AMP defines the infrastructure solutions proposed to support the service delivery requirements as defined in the Department's Strategic Plan. It is thus very closely aligned to the Strategic Plan, but also reflects the objectives of the:

- Annual performance Plan
- Departmental Operational Plan
- District Municipalities IDPs

All the above documents, in turn reflect the principles and priorities of the PGDP, and this U-AMP, therefore, embraces these in its strategies and programmes.

There are a number of internal Facilities Management documents which affect the planning process, and are thus referred to and consulted during the process, most significantly the Design Guidelines for Provision of Physical Facilities (Reference 4).

#### 1.5 Improvement Strategy

The Dept has developed an in-house Education Facilities Management System (EFMS), which has the following modules:

- Programme management (currently being operationalised)
- Property register
- Facilities planning
- Maintenance planning
- Property management

A significant effort is now being made to operationalise the EFMS to optimise its utilisation for programme management, reporting and communication. A procedure will also be put in place for the District offices to utilise the system optimally and keep information up to date. The Department is committed to the establishment of sufficient dedicated capacity at District level.

The National Department of Education commissioned the National Education Information Management System (NEIMS), through which physical asset data must be reconciled with EFMS. The EFMS has been configured to provide the necessary NEIMS updates as required nationally. This would be downloaded

This Plan will be updated accordingly to adjust to Policy development initiatives as they are introduced. Progressive sophistication will also apply to cost estimates contained herein.

## **2. IMMOVABLE ASSET REQUIREMENTS**

### **2.1 Institutional Environment**

#### **2.1.1 Legislative Mandate**

##### **SASA (Act 84 of 1996)**

The South African Schools Act (Act 84 of 1996) requires that adequate accommodation conducive for teaching and learning be provided and maintained, by stating that:

Clause 3: (3) Every Member of the Executive Council must ensure that there are enough school places so that every child who lives in his or her province can attend school as required by subsections (1) and (2).

Furthermore the Department is also obliged to budget accordingly for infrastructure by stating that:

Clause 12: (1) The Member of the Executive Council must provide public schools for the education of learners out of funds appropriated for this purpose by the provincial legislature.

##### **PFMA (Act 1 of 1999)**

Provincial departments have been mandated to provide public services and require immovable assets (amongst others) to assist them in meeting their service delivery goals. The physical characteristics and location of these immovable assets is based on an immovable asset management interpretation of departmental strategies, level of services statements and physical accommodation requirements.

In terms of the Public Finance Management Act (Act 1 of 1999) (PFMA), the accounting officer of a department “is responsible for the management, including the safeguarding and the maintenance of the assets ... of the department ...”.

Thus the Head of Department, as the departmental Accounting Officer, is responsible for immovable assets, even though immovable asset management may not be the Department’s core function or a related service mandate.

##### **GIAMA (Act 19 of 2007)**

###### *Custodian*

The GIAMA identifies a provincial immovable asset custodian as: “a ... provincial department represented by the Premier of the province or MEC of such provincial department so designated by the Premier of that province;” In the Eastern Cape the Department of Roads & Public Works has been mandated as the custodian department.

The HOD of the custodian department is responsible for the operational performance in terms of this act.

*User*

Further, the GIAMA identifies a department that uses provincial immovable assets to deliver its services as follows: “a ... provincial department that uses or intends to use an immovable asset in support of its service delivery objectives ...”.

The MEC represents the Department at the provincial Executive Council, while the HOD is responsible for its operational compliance.

### **2.1.2 Extent of Assets**

This U-AMP covers the planning and management of all fixed physical infrastructure that is the responsibility of the Department of Education (DoE) in the province. This includes all government owned GET schools, FET schools and FET colleges, and provides for all buildings and services (such as water, sanitation and electricity) within the relevant premises.

Although District offices fall under the ambit of the Department of Public Works, these are also included in this U-AMP to ensure that cognisance is taken of their planning requirements, where there are no shared social needs facilities in a particular cluster.

### **2.1.3 Owners and Stakeholders**

The Department of Education (DoE) owns this Plan, through:

- The senior management – whose strategic objectives it must strive to meet,
- The relevant sections and Districts of the DoE – who provide information and whose infrastructure requirements it must reflect, and
- The Facilities Management unit – which is responsible for its implementation.

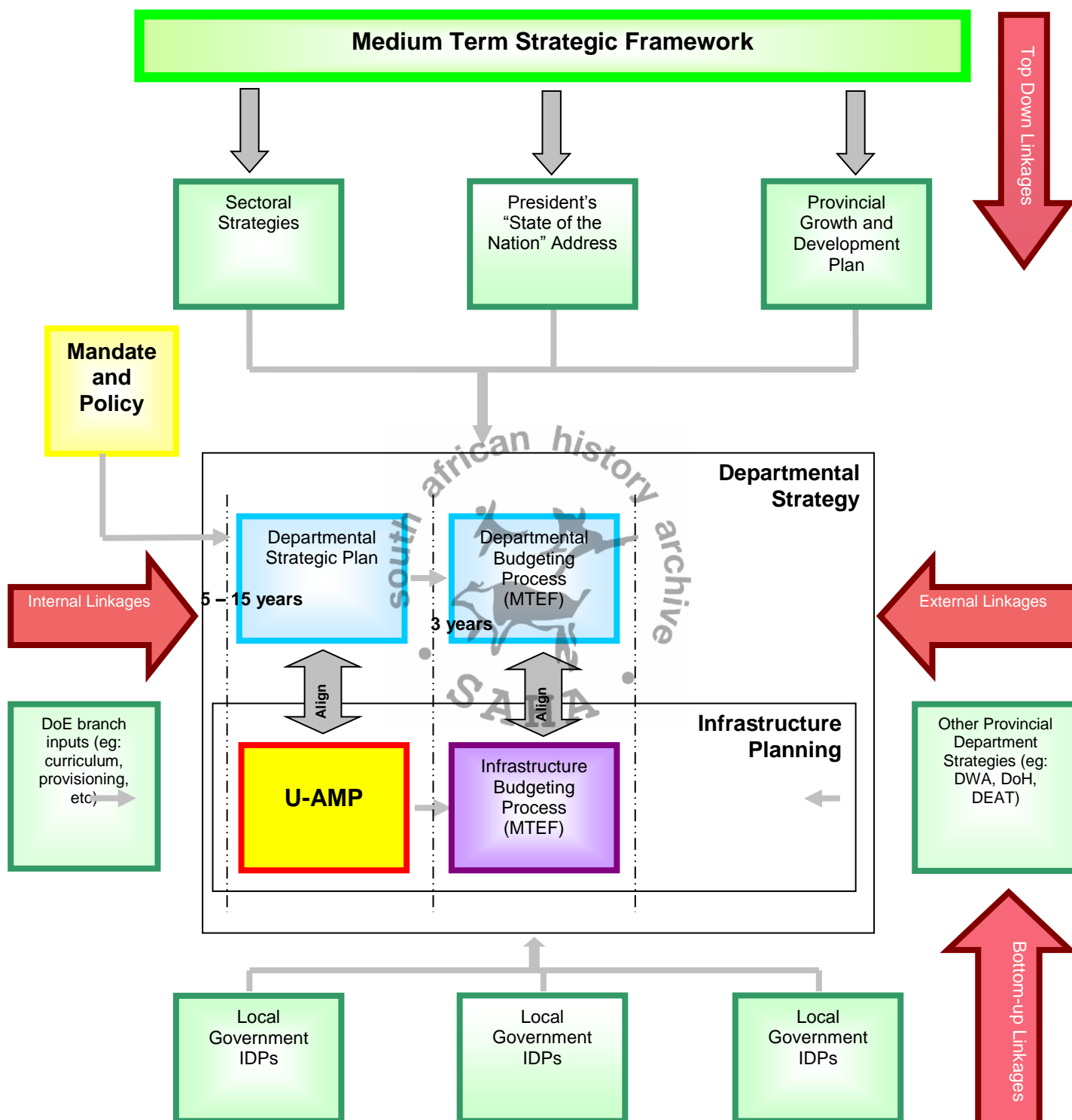
The key stakeholders in this Plan are:

- The communities, schools, SGBs, organised labour and learners of the province who are the ultimate beneficiaries and users of the infrastructure.
- The Department of Public Works and Implementing Agents whom the DoE engages to deliver the services
- District and Local Municipalities to ensure the integration of planning and service provision
- Other Provincial and National Government Departments, as well as state entities and state owned enterprises, who are also engaged in the delivery of physical infrastructure.
- The business sector and other potential donors who may wish to become involved (or have an interest) in the delivery of infrastructure to schools

## 2.2 Planning Approach and Methodology

### 2.2.1 Strategic Input

The first component, strategic input, is shown graphically hereunder:



The main sources of information for the medium term strategic framework are the following:

- President’s State of the Nation Address
- Premier’s State of the Province Address
- Provincial Growth and Development Plan

- Eastern Cape Spatial Development Plan
- Budget Speeches by the National Minister and Provincial MEC for Education
- Eastern Cape Department of Education Strategic Plan

The main external linkages are the strategic plans of other provincial Departments such as Housing, Local Government and Traditional Affairs (DHLGTA), Water Affairs and Forestry (DWAFF) and Mineral and Energy Affairs (DMA), Economic Affairs, Environment and Tourism (DEAET), etc.

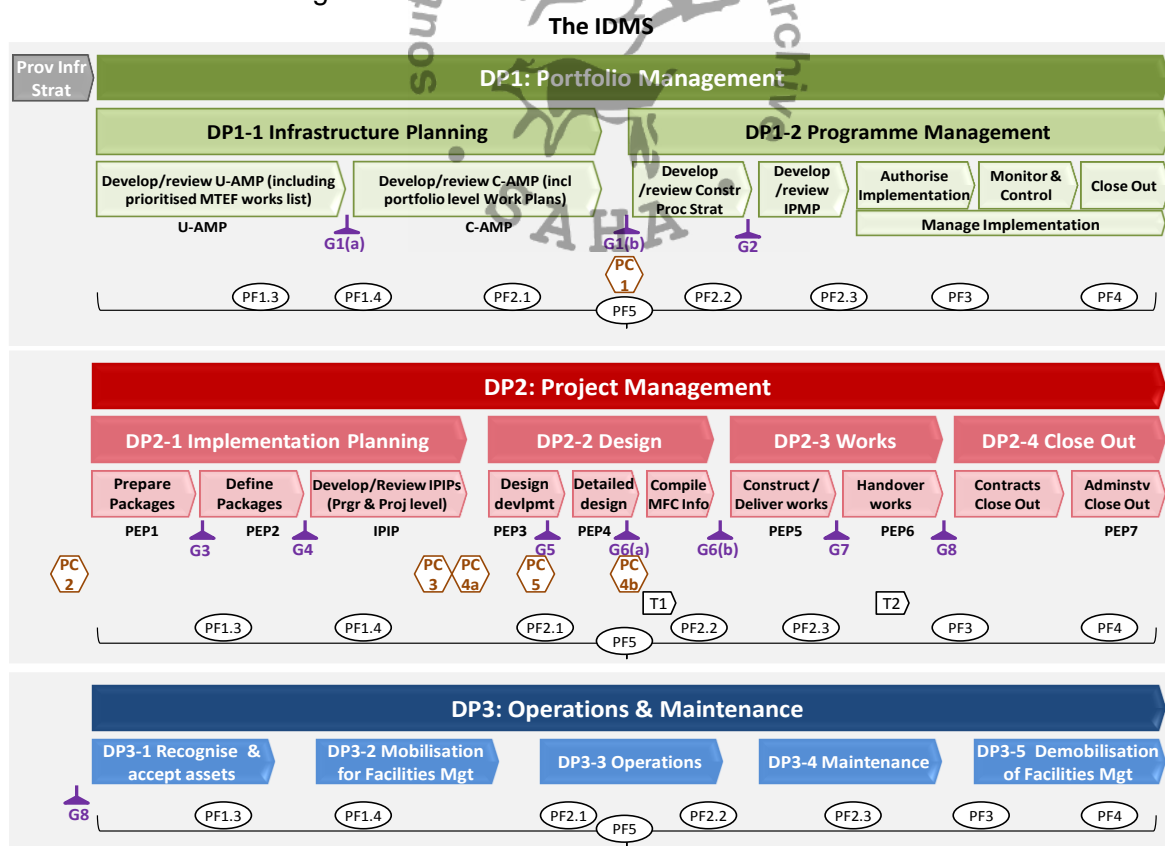
The internal linkages refer to the necessary co-ordination with other sections within the Department of Education to ensure that physical infrastructure programmes take cognisance of their strategic requirements, such as in the fields of provisioning, curriculum planning, etc.

The main bottom-up linkages are local and district municipality Integrated Development Plans (IDPs), and then obviously the inputs from the Districts on the priorities (see below).

## 2.2.2 Project Identification

### 2.2.2.1 Context of Portfolio Management

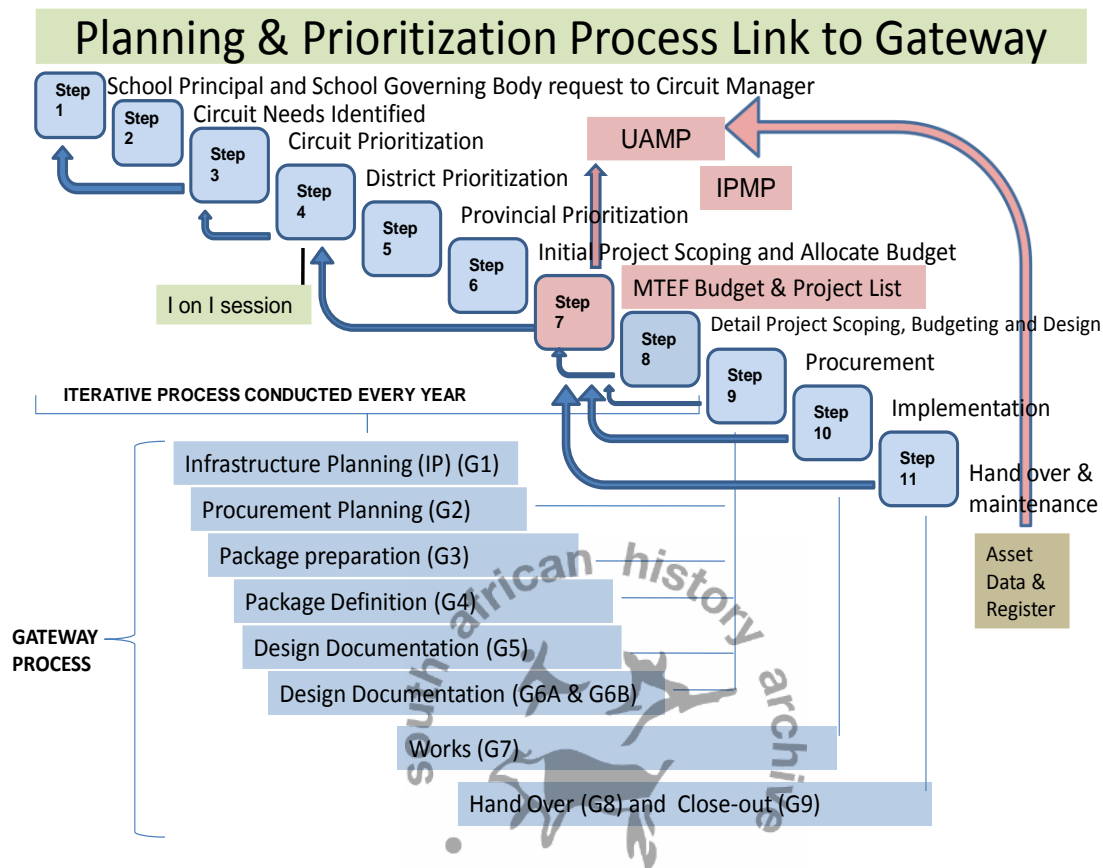
Infrastructure planning and delivery management is expected to be in accordance with the IDMS. This is being driven by the Division of revenue Act and the CIDB Act, and is set to become a legislative requirement, in terms of which all future audits of infrastructure delivery will be conducted. A diagram of the IDMS is shown below.



The Department has therefore aligned itself with this approach. From the diagram it can be seen that infrastructure planning and the U-AMP form part of the Portfolio Management component.

### 2.2.2.2 The project planning process

The planning process is driven by two main components: firstly a register of all the assets and their condition (which can be programmed to identify and prioritise needs on the basis of set criteria), and secondly, an interactive process with the Districts to determine locally perceived needs and to confirm requirements. This is shown schematically below.



The diagram above shows the process and its links to the IDMS gateway system. Whilst it may appear from the diagram that the process is driven from a local level, it in fact needs to be lead from a strategic level – i.e. strategic criteria applied to accurate statistical information. Unfortunately the existing asset register is not up to date, hence this reliance on local input. However, this has proven to be unreliable, hence the need to maintain an accurate current asset register with current condition data.

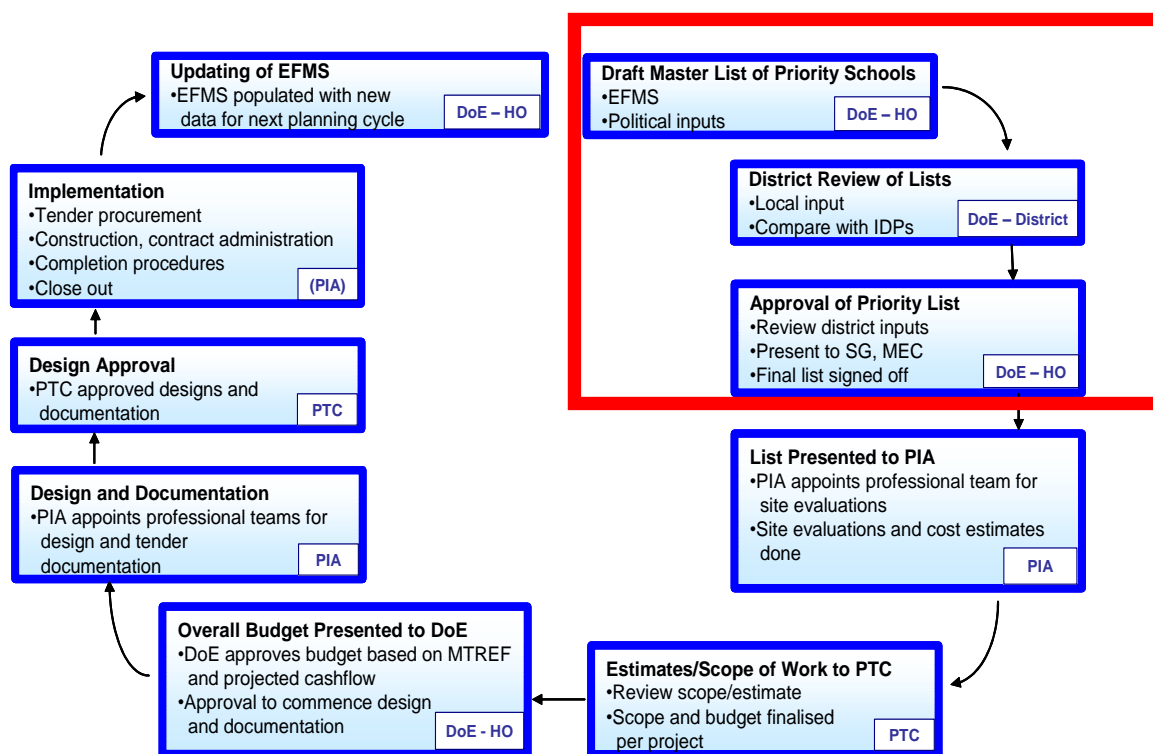
### 2.2.2.3 Planning within the project cycle

As stated above, the planning process relies on agreed norms and standards, further amplified by strategic criteria in order to prioritise provincial needs. These two aspects then need to be confirmed and reinforced by local inputs.

The process thus becomes cyclical as improvements to infrastructure (as outputs from the delivery programme) are included in an updated asset register for the following planning cycle.

The criteria used for identification and prioritisation of projects are developed from the strategic inputs described earlier in this section.

The planning cycle is shown diagrammatically below.



This process referred to in the diagram above is briefly described hereunder:

- The EFMS Manual sets out criteria for identifying and prioritising facilities to be provided, taking into consideration a Facility Condition Index and a Socio Economic Index. The Facility Condition Index is the ratio of renovation cost to replacement cost. The Socio Economic Index has four main criteria, viz.:
  - Income level
  - Literacy rate
  - Dependency rate
  - Access to water
- The EFMS, or current baseline documentation, is used to identify and prioritise projects on an agreed weighting basis (there are a number of criteria that can be used, the main areas for classroom provision being shortage of classrooms (ie: overcrowding) and condition of existing facilities).
- A District system generated draft priority list is compiled using EFMS and EMIS data, as well as strategic/policy input as described earlier.
- This list is then work shopped with stakeholders in the Districts to confirm the basis for prioritisation and the sources of data.
- The District then finalises its list, ensuring that the provision of facilities is fairly distributed throughout all the circuits. The District Director signs off the list and submits this to Head Office through the responsible Chief Directorate
- The Department then compiles the final list based on the feedback from the Districts, taking cognisance of existing financial commitments and projected cash-flows (B5 schedule).



- The list is then sent to the SG and MEC for final approval, which includes submission to the Standing Committee on Education.

### 2.2.3 Timeframes

The department acknowledges that the process of infrastructure delivery is complex and protracted, and it is therefore necessary to plan well in advance in order to allow sufficient lead time before construction is required to commence. In this regard the Department subscribes to the Infrastructure Alignment Model as approved by Cabinet on 21 February 2007, and commits itself to planning further in advance in order to comply. This model is shown graphically in the figure 2.2.1.3 below:

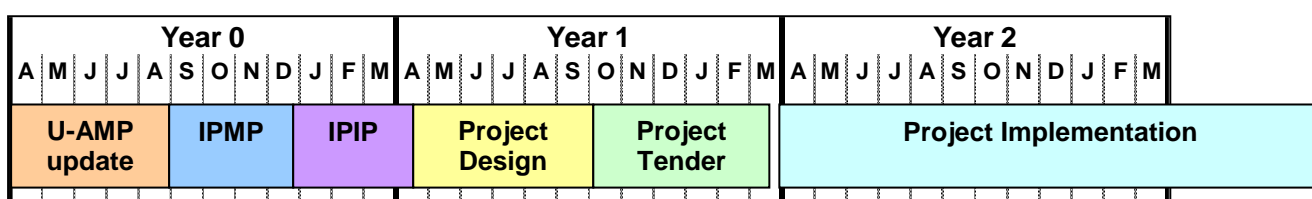


Figure 2.2.1.3

To date the Department has not been in a position to plan two years ahead of delivery, as is now required, but is committed to improving its planning processes as the benefits thereof are clearly evident. To this end, the Department's participation in the IDIP programme will help to enhance procedures and meet this goal.

### 2.2.4 School Reorganization and Rationalisation

The *Transformation Agenda* highlights the fact that the former Transkei homeland had been the most deprived region in South Africa and had been severely under-resourced prior to 1994, and that post-1994 insufficient effort was made to effect redress in this region.

The EC DoE also inherited an inefficient schooling system from especially the former Transkei Education Department, which consists of primary, combined (junior secondary schools from Grade R to Grade 9) and senior secondary schools (from Grade 10 to 12) and which also resulted in too many small schools. Reconciling this with the system currently proposed will have significant infrastructure implications, and the cost effective implementation thereof will need to be considered in all infrastructure related decision making.

## 2.3. Levels of service

### 2.3.1 Norms and Standards

The National norms and standards as set out in the National Minimum Uniform Norms and Standards for School Infrastructure are being introduced in the following three-stream approach:

1. Norms and Standards are being phased into the planning and budgeting of new educational facilities determined by space backlogs.
2. Norms and Standards are being applied to existing education facilities to determine all those facilities that fail to meet the Basic Safety and Minimum Functional provision or Basic Minimum Package (BMP) of resource inputs. A failure to meet these levels of provision will constitute backlogs that will need to be funded through a budget comprising both new and upgrading facilities backlogs.
3. The Department will adapt National Norms and Standards to its specific context within parameters set by the DBE. For instance, the proposed norm for the size of a regular classroom is 48 to 60 square meters. Within this set range of the norm, PEDs must select a suitable class size. Provincial adaptation of National Norms and Standards will, under no circumstance lead to a diminution of the minimum norm.

The following are the current norms used to guide planning for the provision of physical infrastructure:

### 2.3.1.1 Classrooms

These will be provided on the following basis of 60m square metres:

- Grade R: Attached to all Primary schools
- Primary schools: One classroom for every 40 (forty) learners
- Secondary schools: One classroom for every 35 (thirty-five) learners
- Learners with Special Education Needs : 15 learners

The programme provides for refurbishing of existing classrooms, and building new classrooms where necessary, to meet these norms. Mud structure classrooms will, however, be replaced.

All teaching spaces will be for mono-grade teaching. The establishment and/or retention of multi-grade schools will be made at the discretion of the relevant Provincial Member of the Executive Council (MEC) who will for each case report to the Minister motivating why such decision was made.

The following will be the types of schools:

#### **Primary school prototype offering grades R-7 (age group 5-12)**

1. Small primary school with minimum capacity of 135 learners and maximum capacity of 310 learners with 1 class per grade.
2. Medium primary school with a minimum capacity of 311 learners and a maximum capacity of 620 learners with 2 classes per grade.
3. Large primary school with minimum capacity of 621 learners a maximum capacity of 930 learners with 3 classes per grade.

#### **Secondary school prototype offering grades 8-12 (age group 13-17)**

1. Small secondary school with minimum capacity of 200 learners and a maximum capacity of 400 learners with 2 classes per grade.
2. Medium secondary school with a minimum capacity of 401 learners and a maximum capacity of 600 learners, with 4 classes per grade.

3. Large secondary school with minimum capacity of 601 learners and maximum capacity of 1000 learners with 5 classes per grade.

In addition the schools are further classified into groups, as illustrated in the tables below, and these act as a guide in determining the ablution facilities for schools. The optimum situation is used as basis when determining the need. In most recent scope approvals the Department strives to achieve this goal in the case of Large and Mega schools.

Table 1 considers the number of facilities per school in the groups.

<b>Minimum numbers Primary</b>	Micro	Small	Medium	Large	Mega
Classroom	8	8	16	24	24
Library	0	0	0	1	1
Multipurpose	0	0	0	1	1
Laboratory	1	1	1	1	1
Computer Lab	0	0	0	1	1
Nutrition Centre	1	1	2	2	2
Educational Support	9	9	16	24	24
Administration space	5	5	8	10	10

<b>Minimum numbers Primary</b>	Micro less than	Small	Medium	Large	Mega
Enrolment	384	384	768	1152	1152
Library m square	0	0	0	100	100
Multipurpose m square	0	0	0	60	60
Laboratory m square	60	60	60	60	60
Computer Lab m square	0	0	0	60	60
Nutrition Centre m square	15	15	30	30	30
Educational Support m square	135	135	240	360	360
Administration m square	75	75	120	150	150

Table 2 reflects the enrolments per category as opposed to the expected facilities in an optimum situation.

### 2.3.1.2 Administration Facilities

Norms for provision of administration facilities are as follows:

- Up to seven classrooms: Only a principal's office with store room is provided
- Up to fourteen classrooms: A staffroom is added to the above
- Up to twenty four classrooms: An additional space for a HoD is provided
- For thirty classrooms and more: A maximum of four HoD cubicles are provided
- Sick Bay

### 2.3.1.3 Specialist Facilities

Where justifiable in terms of learner numbers and curriculum, the following specialist facilities will be provided at secondary schools:

- Computer laboratory and store room
- Science laboratory (senior secondary only)
- Home economics
- Library/resource centre (note where there is a fully fledged computer laboratory the traditional library space may not be necessary). Refer to content.

### 2.3.1.4 Water Supply and Sanitation

All schools will be provided with appropriate facilities for clean drinking water where running water is available and adequate. In the absence of such, rainwater tanks will be provided at a rate of four tanks per block.

All schools are to be provided with adequate sanitation for both learners and educators on the following basis:

- Learners: two toilets per classroom (one male and one female)
- Educators: one toilet per sex per five classrooms
- At least one unisex toilet must be provided for physically challenged users

Where waterborne sanitation is available, this is the preferred option. Where there is no waterborne sanitation, the following options will be considered:

- Ventilated improved pit latrines (preferred, but note that design must take cognisance of groundwater protocols)
- Septic tanks and french drains (soil and groundwater conditions permitting)
- Conservancy tanks (if facilities are available for emptying these regularly)
- The following table acts as a guide in determining the ablution facilities for schools in the optimum situation and could be used to assist:

Range	Min per gender	Girls WC	Boys WC	Boys Urinals	Total
20 - 60	10	2	1	1	4
61 - 80	30.5	2	1	1	4
81 - 100	40.5	2	1	1	4
101 - 140	50.5	4	2	2	8
141 - 180	70.5	4	2	2	8
181 - 220	90.5	4	2	2	8
221 - 260	111	4	2	2	8
261 - 300	131	6	2	2	10
301 - 340	151	6	2	2	10
314 - 380	157	6	2	2	10
381 - 420	191	6	2	2	10
421 - 460	211	8	3	3	14
461 - 500	231	8	3	3	14
501 - 540	251	8	3	3	14
541 - 580	271	8	3	3	14
581 - 620	291	8	3	3	14
621 - 660	311	10	4	4	18
661 - 700	331	10	4	4	18
701 - 740	351	10	4	4	18
741 - 780	371	10	4	4	18
781 - 820	391	10	4	4	18
821 - 860	411	12	5	5	22
861 - 900	431	12	5	5	22
901 - 940	451	12	5	5	22
941 - 980	471	12	5	5	22
981 - 1020	491	12	5	5	22
1021 - 1060	511	14	6	6	26
1061 - 1100	531	14	6	6	26
1101 - 1140	551	14	6	6	26
1141 - 1180	571	14	6	6	26

### 2.3.1.5 Electricity

All schools will be electrified where electricity supply is available. Where there is no electricity as yet, but the school is planned for inclusion in the Eskom grid, conduits will be provided and these blanked off at switch and plug points. (If the school is outside the Eskom

grid, it will be included in the Department's non-grid electrification programme. This provides for essential electrification such as lighting). Classroom electrification requirements are:

- Two plug points will be provided in each classroom, and one in each office
- Lighting should provide at least 300 lux in all teaching spaces

### 2.3.1.6 External Works

Concrete aprons and dish drains should be provided creatively as to divert storm water away from causing erosion around buildings.

Open air assembly areas or courtyards are to be paved and wind protection walls provided.

Covered walkways must be provided between classroom blocks and other facilities.

Parking area sufficient for at least 5 vehicles must be provided, increasing as the size and type of school deems appropriate.

In locations where there are no community sporting facilities available, the school should be provided with a levelled playing area of approximately 500 square meters.

Each school should be provided with two strategically placed flagpoles, and a name plaque or founding stone.

All school properties must be properly fenced off and have lockable gates. Security fencing should be provided around the buildings, including toilets, and stock fencing around the rest of the property. Security fencing should be appropriate and at least 20m from the classrooms.

At least 1% of the building cost should be allowed for landscaping and planting of indigenous trees.

### 2.3.1.7 Space Norms (in the context of proposed ideal school)

Classrooms:	60 m <sup>2</sup>
Computer laboratory:	60 m <sup>2</sup>
Computer storeroom:	15 m <sup>2</sup>
Science laboratory:	60 m <sup>2</sup>
Home economics:	60 m <sup>2</sup>
Library/resource centre:	60 m <sup>2</sup>
Principal's office:	15 m <sup>2</sup>
Kitchenette:	8 m <sup>2</sup>
HoD cubicle:	8 m <sup>2</sup>
Records room:	0,5 m <sup>2</sup> per classroom, minimum of 9 m <sup>2</sup>
Staffroom:	1,5 m <sup>2</sup> per classroom, minimum of 15 m <sup>2</sup>
Reception classroom:	60 m <sup>2</sup>
Hall	Instructional hall (2 classrooms with foldable partition), as well as an assembly hall at all schools with an enrolment of more than 500

Room type	Minimum	Optimum
Classroom	48	60
Library	100	120
Multipurpose	60	80
Laboratory	60	80
Computer Lab	60	80
Nutrition Centre	15	20
Educational Support	15	20
Administration	15	20

Minimum numbers Primary	Micro	Small	Medium	Large	Mega
Classroom	8	8	16	24	24
Library	0	0	0	1	1
Multipurpose	0	0	0	1	1
Laboratory	1	1	1	1	1
Computer Lab	0	0	0	1	1
Nutrition Centre	1	1	2	2	2
Educational Support	9	9	16	24	24
Administration	5	5	8	10	10

Minimum numbers Primary	Micro	Small	Medium	Large	Mega
Classroom	384	384	768	1152	1152
Library	0	0	0	100	100
Multipurpose	0	0	0	60	60
Laboratory	60	60	60	60	60
Computer Lab	0	0	0	60	60
Nutrition Centre	15	15	30	30	30
Educational Support	135	135	240	360	360
Administration	75	75	120	150	150

<b>Minimum numbers Secondary</b>	Micro	Small	Medium	Large	Mega
Classroom	10	10	15	25	25
Library	0	0	0	0	0
Multipurpose	0	0	1	1	1
Laboratory	1	1	1	1	1
Computer Lab	1	1	1	1	1
Nutrition Centre	1	1	2	2	2
Educational Support	12	12	17	28	28
Administration	7	7	9	14	14

<b>Minimum numbers Secondary</b>	Micro	Small	Medium	Large	Mega
Classroom	480	480	720	1200	1200
Library	0	0	0	0	0
Multipurpose	0	0	60	60	60
Laboratory	60	60	60	60	60
Computer Lab	60	60	60	60	60
Nutrition Centre	15	15	30	30	30
Educational Support	180	180	255	420	420
Administration	105	105	135	210	210

### 2.3.3 Desired Levels of Service

The strategic priorities of the Department are based on the policies and guidelines described in Section 3.1, as applied to the physical conditions of the Province and its schools.

The Department's strategic priorities are the following:

- Replacement of mud structures and unsafe schools
- Elimination of classroom and other backlogs (ie: shortage of facilities)
- Adequate water supply and sanitation at all schools
- Addressing the shortage of specialist facilities (eg: laboratories, libraries, e-learning facilities)
- Learning areas for children with special needs, ie: special schools and appropriate facilities at normal schools
- Re-alignment of school grades and re-organisation of small and under-utilised schools, especially farm schools, and the concomitant issues of providing hostels and/or transport
- Development of nodal areas, and provision of education infrastructure for such areas



- Scholar transport
- Utilisation of old government buildings
- Life cycle planning with growing emphasis on maintenance of infrastructure

While the increasingly technological world is calling for e-learning facilities and science laboratories, there are still thousands of learners being taught in mud structures and other unsafe environments. Against this background, the allocation of scarce resources represents a huge challenge to the Department.

### **2.3.3.1 General and Further Education and Training (GET and FET Schools)**

The Department is moving away from the current practice of providing only classrooms and/or facilities without equipment, to the entire concept of an ideal school.

Central to an ideal school are landscaping and greening which form part of all the components described below.

An ideal layout will define the flow of activities taking place in a teaching and learning environment, setting out the requirements of the following constituent components:

- instructional classroom space, with administration block
- multi-media centre with assembly/instructional hall and technology unit
- sports and recreational grounds
- school garden

The details and costing hereof are being determined, and will be presented at a later stage. Currently the Department is prioritising classroom and administration space, and will progressively realise the ideal requirements in a phased approach.

### **2.3.3.2 FET Colleges**

To attain the desired increased enrolment of 100 000 students by 2014, there is a growing need to go beyond the re-capitalisation process of FET Colleges to staff development in order to uphold the vision and sustainability of these institutions.

A sharper focus from these institutions must be on alleviation of poverty and unemployment in the neighbouring communities, through portable skills transfer. Amongst the benefits thereof is the diversified production of goods and services (e.g. school furniture) to be used by the Department.

### **2.3.3.3 Inclusive Schools (Special Needs)**

In terms of White Paper 6 (Building an Inclusive Education and Training System), the Department is committed to providing infrastructure that is functionally and inclusively upgraded to address physical barriers to learning in schools. These include, for example:

- Accessible entrances for wheelchairs, as well as ramps

- Adequate lighting and colour contrasts to assist partially sighted learners
- Height of work surfaces and size of classrooms to facilitate use by learners in wheelchairs

In addressing the critical needs of inclusive education the Department is currently in a pilot phase of a National Programme that will seek to address the concept of a full-service school, which must be taken forward by the Department. It is the intention of the Department to apply the Full Service School Specification to the infrastructural design of identified schools on a phased basis in future.

#### **2.3.3.4 Curriculum Management and Development (OBE)**

The establishment of cluster centres of excellence.

#### **2.3.3.5 Adult Basic Education and Training (ABET)**

For the identification and provisioning of infrastructural facilities, FET Colleges are central – in line with poverty and unemployment alleviation. FET colleges are encouraged form strong links with technical high schools to act as satellite ABET campuses in their catchments.

In areas not covered by FET colleges and technical schools, there is a need to identify facilities resembling the concept of an ideal school and/or centres of excellence in order to break through the digital divide.

#### **2.3.3.6 Nutrition Programme**

In line with the concept of an ideal school, the Department of Education will:

- link up with Departments of Agriculture, Health and Social Development for establishing food gardens for sustainability of the School Nutrition Programme
- establish in all primary schools a covered eating area with storage, preparation area (initially a kitchenette) and water facilities (hand and dish washing), including space for document management, since the administration of the SNP involves an immense amount of paperwork

#### **2.3.3.7 Information and Communication Technology (ICT)**

In line with the concept of an ideal school, the Department will provide a computer network, air conditioning, and uninterrupted power supply (UPS) in all schools for connectivity and ICT training – according to the standard layout for an ICT centre that has been developed.

For good governance and administration all District offices' systems must be reviewed for upgrading and provisioning of reliable similar connectivity, including consideration of installing stand-by generators.

End users must be trained in this regard.

#### **2.3.3.8 Post Provisioning**

The Department will:

- review the scholar transport distribution system to benefit only deserving learners wherein the learner walks a distance of more than 5km each day without any closer school provided
- ensure the regulation of admission of learners to schools to avert negative impact on neighbouring schools and diseconomies of scale in terms of sound management and administration, since there must be a reasonable number of staff under a manager (span of control)
- put on hold all classroom additions, subject to review in 2010, except in highly industrialized/urbanized areas, so as to deal with mud and inadequate structures
- halt renovations of all recently built schools in the past 7 years, as they should maintain upkeep as per NSF budget allocation
- merge under capacity schools and integrate their management with that of overcrowded ones to relieve pressure thereon
- develop schools towards an ideal model, by adding components of centres of excellence
- consider systematic relief of pressure on overcrowded and under capacity schools, scholar transport whenever necessary

#### **2.3.3.9 HIV/AIDS**

Infrastructure needs to accommodate HIV/AIDS strategies are unlikely to require any additional facilities over and above those provided for school nutrition, and the provision of a sick bay as part of the administration block.

#### **2.3.3.10 Early Childhood Development (ECD)**

White Paper 5 requires that all primary schools have a Grade R facility attached by 2014. The Department would like to achieve this by accelerating delivery up to 500 schools per year.

The Department is currently phasing in Grade R facilities at all primary schools, and Grade R facilities form part of all U-AMPs. A standard layout has been developed in consultation with the Department's ECD section to guide school designs in future.

#### **2.3.3.11 Development of Nodal Areas**

In line with stated Government policy, the Department gives particular consideration to provision of educational facilities in the designated nodal areas, so as to ensure their adequacy to meet population needs.

This is taken into account during prioritisation exercises, whilst at the same time giving due consideration to demographic trends. Refer to the attached prioritised list of projects.

#### **2.3.3.12 Rationalisation of Small Schools**

The Eastern Cape is characterised by a prevalence of small schools (less than 120 learners), mainly due to the uneven topography which also handicaps accessibility, with the number of educators not meeting the requirements of the curriculum for effective teaching and learning.

This is, however, a complex process in which the unique conditions of each school need to be considered. Whilst general guidelines need to be formulated, in practice these will probably not be able to be applied uniformly without exception. The rationalisation process will require complete transformation in the following areas:

- Realignment of schools
- Establishment of uniform standards
- Better management and administration (GET and FET bands)
- Proper implementation of norms and standards
- Effective governance, monitoring and control
- Effective curriculum implementation and provisioning

In the interim the Department will only provide mobile structures where needed in such schools, restricting admissions up to Grade 3, and merge under capacity schools and integrate their management with that of overcrowded ones to relieve pressure thereon.

#### **2.3.3.13 Farm Schools**

The Department must enter into Section 14 agreements with farm owners.

The Department is committed to providing mobile structures at such schools where the need exists.

#### **2.3.3.14 Sports fields**

In line with concept of an ideal school, the Department will:

- establish sports fields at all schools according their sizes and type
- link up with Local Government; Arts, Sports and Culture; and DWAF for development of recreational facilities, as well as Environmental and Economic Affairs for the promotion of greening and horticulture
- provide sports facilities progressively on the basis of determined District priorities, but taking cognisance of site conditions and budget availability since the construction of such is a costly exercise

#### **2.3.3.15 District Offices**

District offices fall under the ambit of the Department of Public Works wherein facilities are shared by the social needs cluster departments, and this is the case in only 6 of the 23 Districts.

Wherein such facilities are free standing, the user department carries the full cost, as is the case with 7 of the remaining that have reasonable facilities, while the rest need urgent attention.

Almost 20 of the Districts have staff vacancy rates currently standing at more than 50%, thus putting pressure on the provision of office space.

For good governance and proper administration, document management and safe record keeping, as well as learner assessment records are at serious risk due to absence of proper registries and strong rooms.

District offices' systems must be reviewed for upgrading and provisioning of reliable similar connectivity, including consideration of installing stand-by generators.

## **2.4. Determination of Needs**

### **2.4.1 Orientation**

It is important that this section of the U-AMP is read in the context of the situation in the Eastern Cape. Although the total population has been fairly static, there is an internal migration from rural to urban areas. In almost all cases, the provision of infrastructure has been about replacement or additions to existing schools, rather than the building of new schools.

The factors influencing demand are identified as follows:

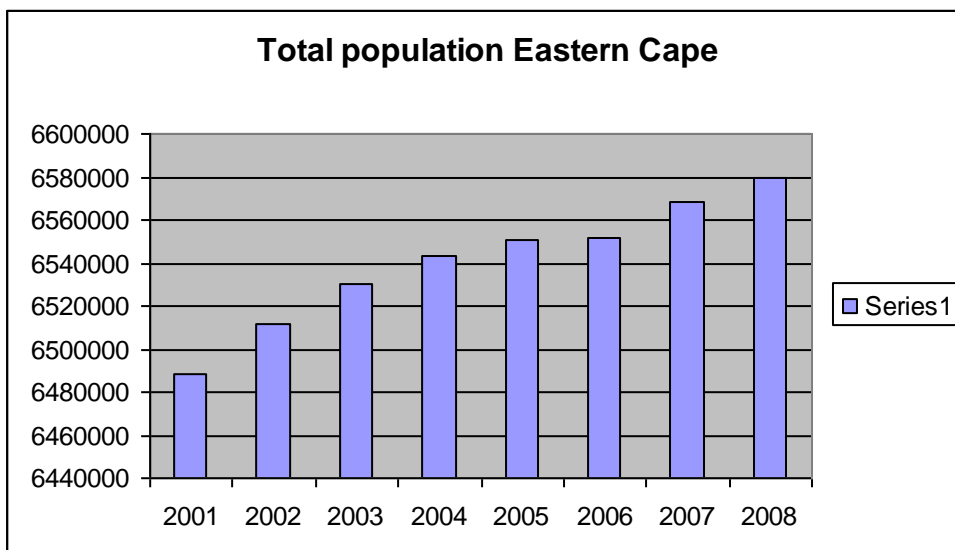
- Quality of infrastructure and perceptions of effective teaching and learning
- Migration trends to nodal points of development (inside & outside the province)
- Industrial development and other factors influencing population dynamics
- Rationalisation of schools versus availability of educators
- Government policy development initiatives

### **2.4.2 Demand Forecasting**

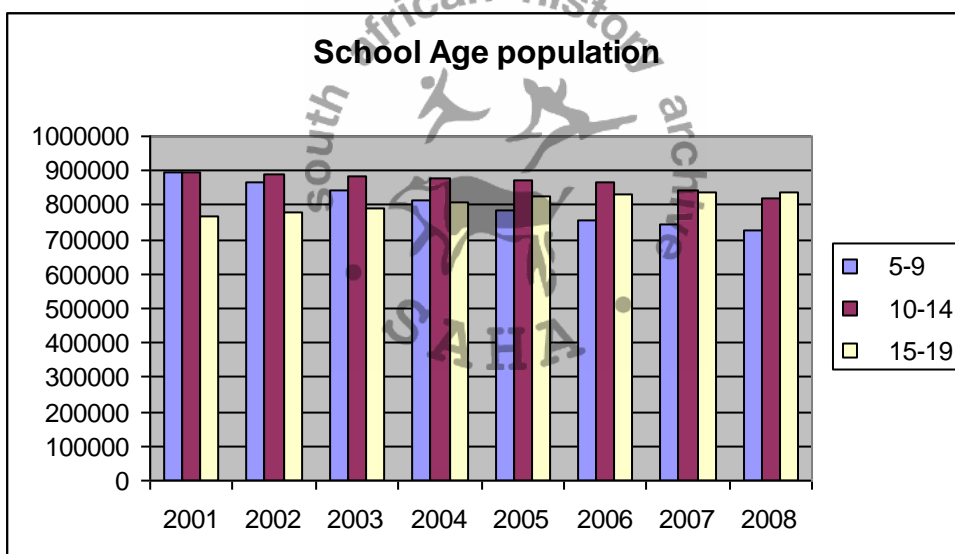
#### **2.4.2.1 Demographic Profile**

##### Total Population

According to the 2008 Community Survey (medium estimate) there are 6 579 245 people living in the Eastern Cape. The total Eastern Cape population of 6,579million has, however, has grown by 1,4% from the 6,488million people in 2001. However, the growth rate has declined slightly in recent years, as shown in the figure below.



The age of the population has, however, increased over this period and the number of people in the school going categories has declined overall. The figure below shows that the number of children in the 5-9 and 10-14 year age groups has declined quite significantly, while the 15-19 year age group has increased slightly.



Source: Stats SA Community Survey 2008

School Age Population

The Eastern Cape has a relatively youthful population in comparison to other provinces, but this appears to be changing as the younger sections of the population appear to be declining faster. The current trend may be a correction in line with other provinces, and should be taken into consideration when planning any new facilities.

The demand for education has remained relatively stable during this period and there is unlikely to be a need to build new schools to meet new demographic demand. (This does not detract from an ongoing need to address existing backlogs and, in some cases, to build new schools to improve access to education). A challenge for the education system is to

improve access to schooling, more especially to secondary and further education and training facilities for the high number of non-urban learners.

However, there is a clear perception amongst the planning personnel that there is a migration from rural to urban areas. This will need to be borne out by further research. Care will also need to be taken when planning any further infrastructure in a rural area to ensure that this does not become superfluous in a few years time.

This information is an important indicator of the trend in the demand for schooling, and should guide new school construction. It is therefore recommended that a province wide demographic study be undertaken to predict future demand for schooling in the Eastern Cape. This can form part of a greater study, including areas of interest to other Departments such as Health, Social Development, Housing, etc.

It is important to note that many of the identified high-growth districts are located in more peripheral parts of the Province, which traditionally have been under-served in terms of education. Many are facing severe physical infrastructure backlogs and this presents additional challenges for the Department, especially if a legacy of poor provision is coincident with rising demand for education due to population growth.

### Socio-economic Deprivation

Since communities play a vital part in supporting the provision of education, it is important to review the socio-economic environment in which those communities exist. In order to undertake a comparison, a socio-economic deprivation index has been calculated (reference 3) for education districts by combining various social and economic criteria from the 2001 Census.

The following criteria were used to create the index:

- Functional literacy: percentage of the adult population that has attained at least Grade 6 schooling, divided by the total number of adults (age 20 and above)
- Per capita income: total annual income divided by the total population
- Percentage of households with electricity (via Eskom or a local municipality)

Education districts with the highest score, or those identified to be the most disadvantaged in terms of the criteria used, are typically characterised by:

- High unemployment
- Large numbers of dependents
- Low levels of literacy
- Small proportions of the population with tertiary education
- Low levels of basic household services such as electricity and piped water

Each criterion was ranked from worst to best, given equal weight and combined into a single standardised index ranging from 1 (most poor) to 0 (least poor). It is important to note that the score measures relative rather than absolute disadvantage within the Eastern Cape, and compares the performance of districts to one another and not to a defined national benchmark.

The results are shown graphically in figure 4.1.3. From this it is evident that the poorer districts are also those with high proportions of 5-19 year olds in relation to their total populations, and hence many dependents. Districts such as these should be targeted for greater development assistance.

The deprivation index is used to determine the quintile into which a particular school falls. The Index can also be used to prioritise identified projects, which is the reason for its inclusion in this U-AMP.

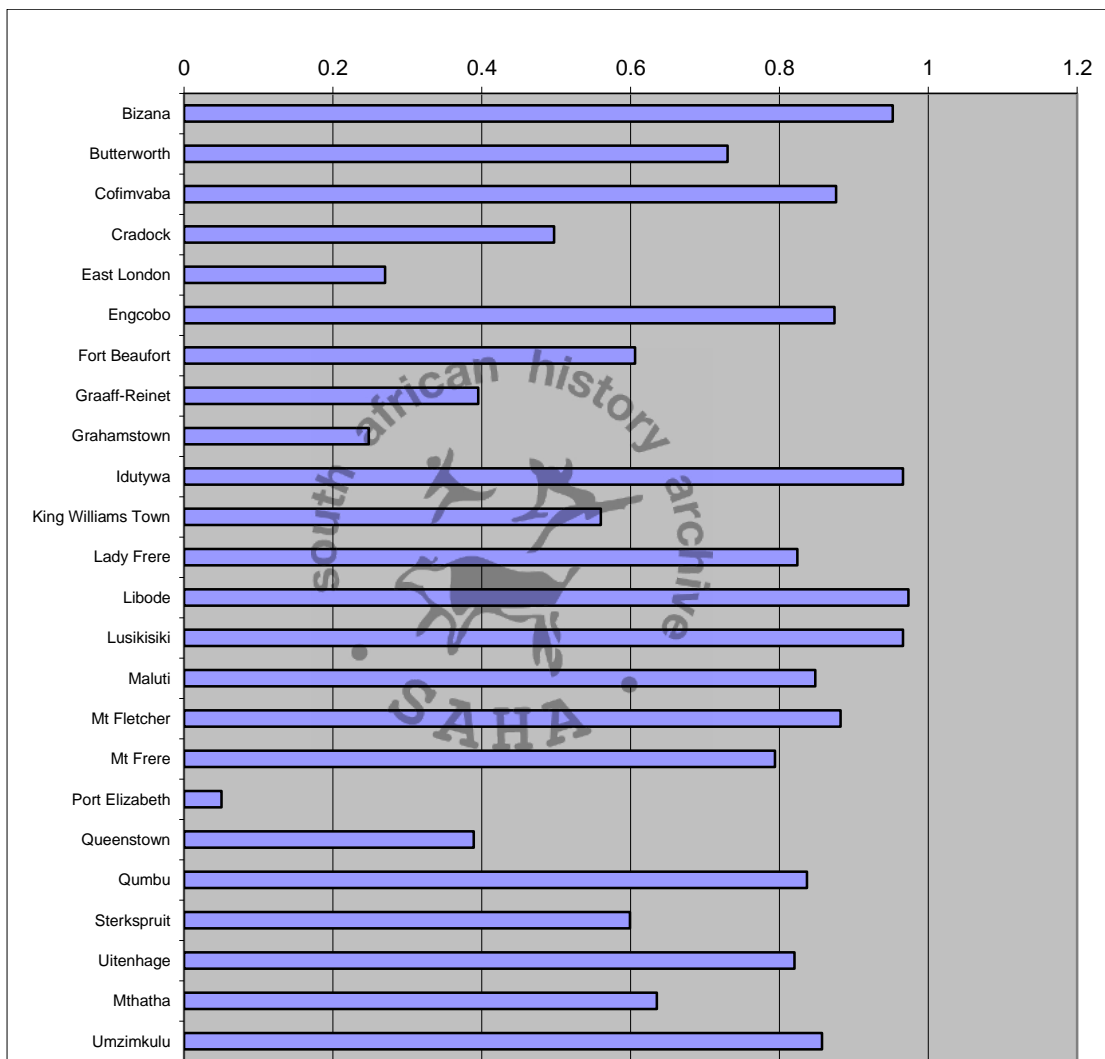


Figure 2.4.2: Comparative Socio-economic Deprivation (1996 Census)

### 2.4.3 Demand Projections

In the light of population migration and urbanisation trends it is difficult to predict the demand for education facilities in any particular area with confidence. The Department is considering various options for analysing demographic tendencies, but in the interim uses two available indicators:



- Enrolment history at a particular school or group of schools
- Changes in census data (per enumerator area)

In addition to these two indicators, planning officials take into account all the other factors bulleted in Section 4.2 above before allocating accommodation to any particular school.

The planning module, which forms part of the EFMS, is a powerful tool for planning new facilities and can identify hotspots. This has the functionality of projecting in which areas increased demand for facilities can be expected.

This whole aspect of demand projection will be elaborated on in more detail in future updates of this U-AMP.

#### **2.4.4 Demand Management**

The Department recognises that there are often possibilities of finding non-infrastructure solutions to apparent infrastructure shortages, and that these need to be fully explored and exploited before investing in further infrastructure. Those being considered at present are the following:

- Re-alignment and rationalisation of schools, as discussed earlier herein
- Provision of hostels or restitution of existing hostels (as part of the above process)
- Provision of scholar transport – also as part of the rationalisation process – where this is the more cost effective means of providing quality education
- The advent of e-learning and its roll out will also affect the requirements for classroom and specialist facilities, and this will be taken into account as well.
- Alternative design and construction technologies

Before any additional capital outlay is approved for any school, the non-infrastructure possibilities described above are reviewed to ensure that fixed assets are only created where they are most needed in the long term.

These and other relevant aspects will be carefully monitored throughout before any infrastructure is built that could possibly be avoided. The current procedure is to map the utilisation of facilities at all adjacent schools before additional accommodation is provided at any particular school. This is to ensure that no facilities are built as a result of an artificial need created by, for example, one school being more attractive / popular than an adjacent school.

However, despite any demand management efforts by the Department, there is still a huge need for additional facilities, and here the Department has looked outside of Government for additional resources. There has been a concerted effort by both government and the business community through the Nelson Mandela Foundation, the Eastern Cape Education Development Trust as well as foreign donors such as the Japanese Government and the European Union to assist the Department to deal with the classroom backlog. More than R2bn has been spent through this collective effort over the past ten years which has resulted in significant improvements in the learning environment of our schools.

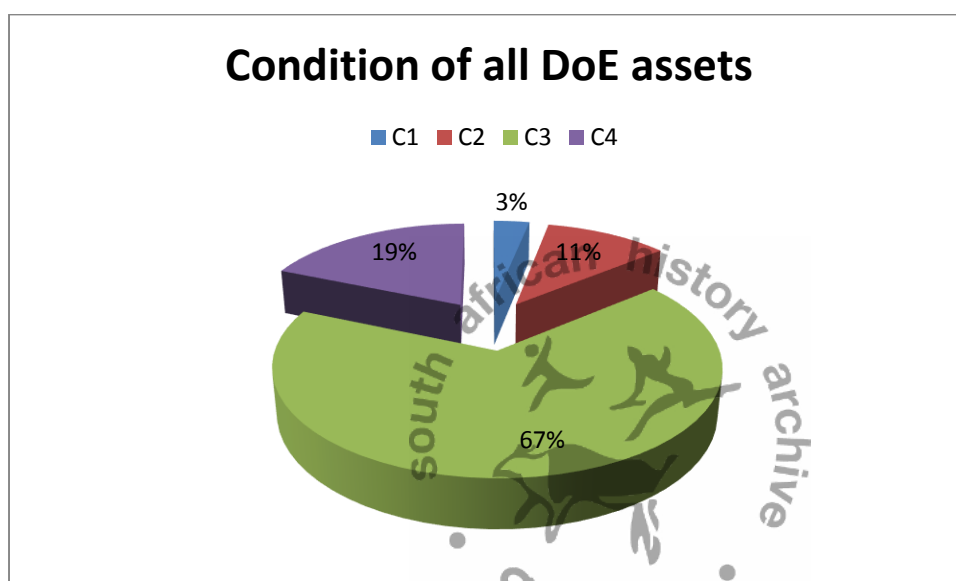
An aspect that has not yet been satisfactorily addressed is the acceptability of alternative building technologies. The perception that any building system other than conventional brick and mortar is inferior seems to be entrenched among communities of the Eastern Cape.

However, significant progress has been made locally and internationally in the development of alternative system that are highly effective in appropriate environments. Such systems could therefore be erected far more cost effectively in certain localities than conventional structures. Whilst there are many benefits for using conventional construction, there is a strong case for alternatives. However, this would require the necessary time and effort be put into research and advocacy to ensure their acceptability and sustainability.

## 2.5. Existing Infrastructure

### 2.5.1 Introduction

The Department currently has 5620 public ordinary schools in the Province, which serve approximately 1,954 million learners. These are accommodated in 55 629 classrooms. The condition of these facilities is shown schematically below.



The condition ratings referred to in the diagram are defined as follows:

- C1 Very poor (CBM > 30%)
- C2 Poor (CBM 18% - 30%)
- C3 Fair (CBM 4% - 18%)
- C4 Good CBM < 4%)

The Condition Based Maintenance index (CBM) is the ration of repair cost to replacement cost

### 2.5.2 Current capacity

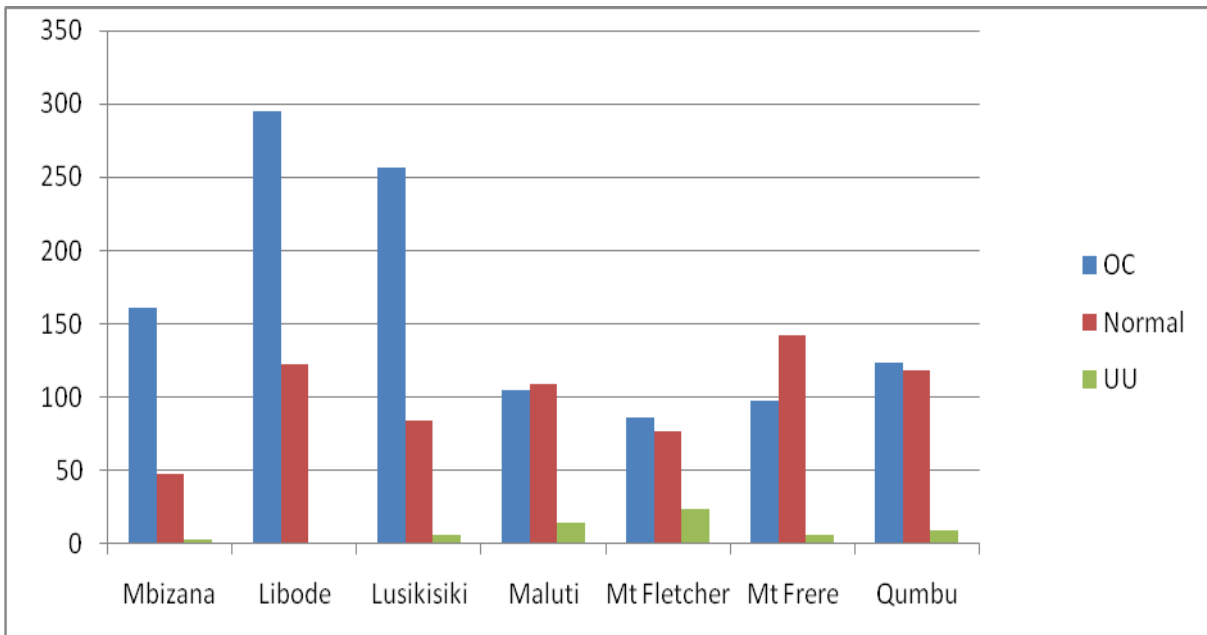
The current capacity and utilisation of facilities is summarised in terms of classroom utilisation across the Districts in the table hereafter. The criteria used for defining overcrowding / under-utilisation are as follows:

- A school is classified as Normal if does not require any more additional classrooms, or if it needs only 1 additional classroom than the classrooms available, or has only 1 more classrooms than the ideal number. **(Normal)**
- If a school has only 2 to 3 additional classrooms to the ideal no. of classrooms, the school is classified as Under-utilized **(UU)**
- If a school has 4 or more additional classrooms than the ideal no. of classrooms, the school is classified as Highly Under-utilized **(HUU)**

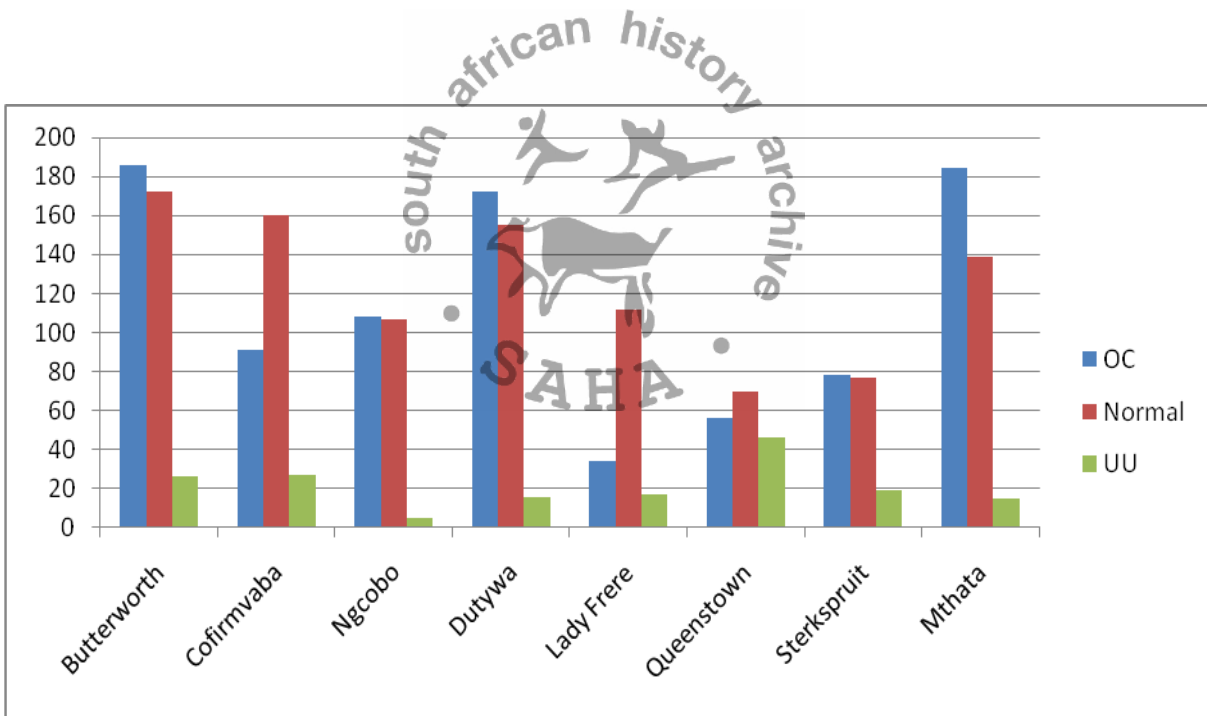
- If a school needs 2 or 3 additional classrooms to the classrooms available, the school is classified as Overcrowded **(OC)**
- If a school needs 4 or more additional classrooms than the classrooms available, the school is classified as Highly Over-crowded **(HOC)**

District	HOC	HUU	NORMAL	OC	UU	Grand Total
Bizana	118	2	48	43	1	212
Butterworth	79	16	172	107	10	384
Cofimvaba	25	16	160	66	11	278
Cradock	11	27	27	16	8	89
East London	36	93	93	36	46	304
Engcobo	61	3	107	47	2	220
Fort Beaufort	16	32	134	49	22	253
Graaff-Reinet	14	27	19	17	9	86
Grahamstown	13	20	30	12	4	79
Idutywa	83	6	155	89	10	343
King William's Town	40	64	226	61	46	437
Lady Frere	7	7	112	27	10	163
Libode	187	1	123	108		419
Lusikisiki	159	3	84	98	3	347
Maluti	49	5	109	56	10	229
Mt Fletcher	39	13	77	47	11	187
Mt Frere	39	4	142	59	2	246
Port Elizabeth	26	118	51	22	26	243
Queenstown	27	28	70	29	18	172
Qumbu	54	2	118	70	7	251
Sterkspruit	35	8	77	43	11	174
Uitenhage	17	52	54	26	15	164
Umtata	106	7	139	78	8	338
<b>Grand Total</b>	<b>1241</b>	<b>554</b>	<b>2327</b>	<b>1206</b>	<b>290</b>	<b>5618</b>

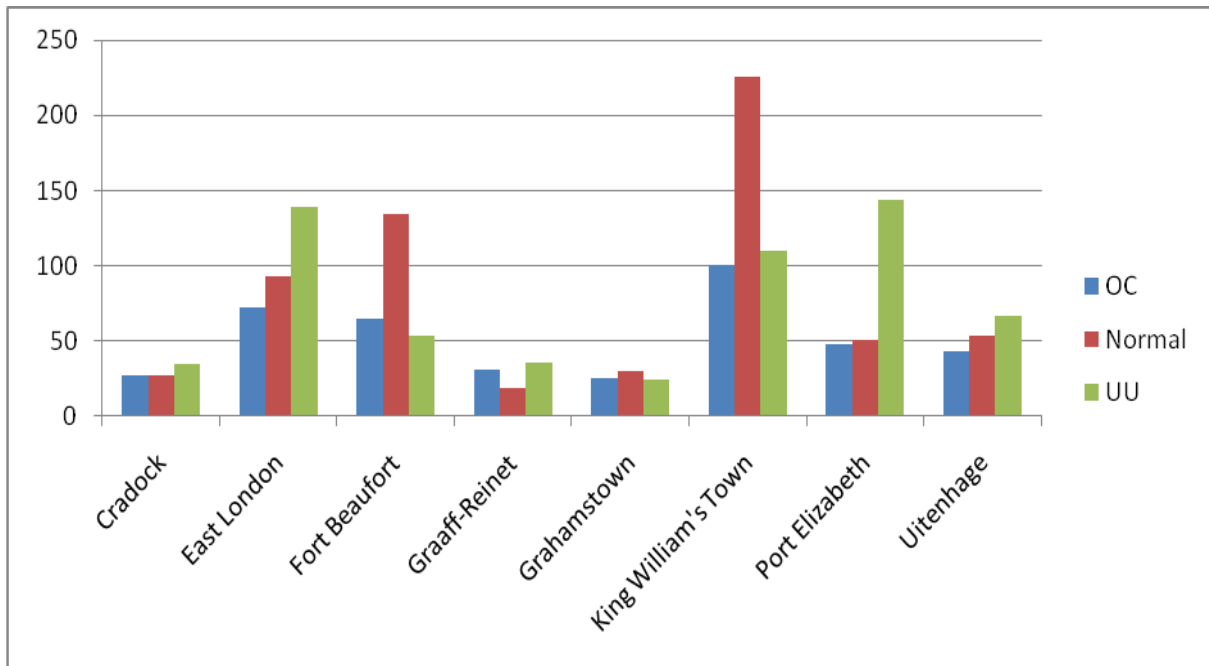
Due to the population dynamics, and the historical neglect of the former homeland areas, the distribution of the overcrowded and under-utilised schools differs significantly across the Districts and the regions (clusters). The number of schools in each category (over-crowded, normal, and under-utilised) is shown graphically for each District. Whilst there are notable differences among the Districts, there are also distinct trends from one cluster to the next.



**Cluster A**



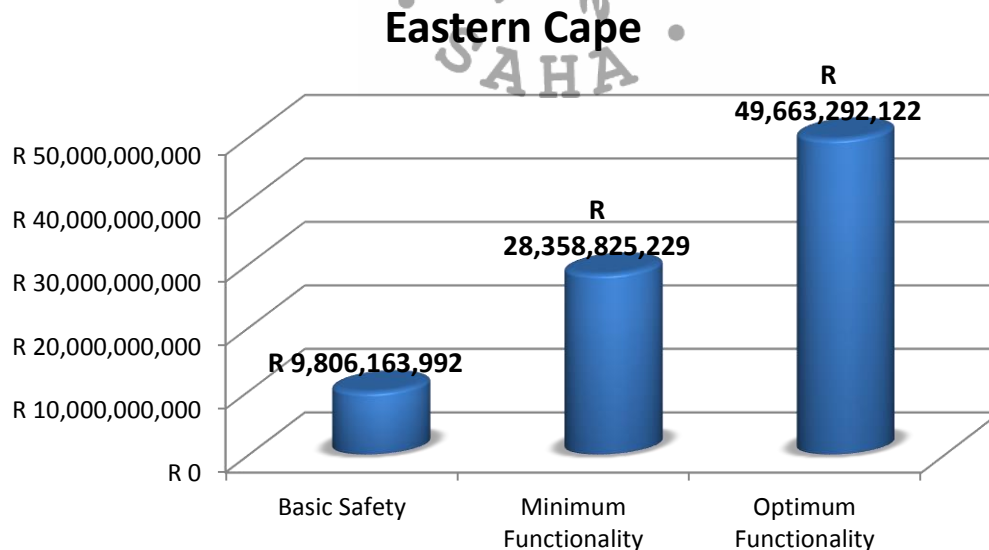
**Cluster B**



**Cluster C**

**2.5.3 Shortage of Facilities (Backlogs)**

Based on the norms, an analysis has been made of the cost of providing facilities to the three levels of service as per the guidelines. This is shown graphically below.



**2.5.4 Repair & Rehabilitation**

The figures quoted earlier are to eliminate shortages (backlogs) in facilities. However, there are a large number of schools that require either extensive repair (renovations) or rehabilitation (replacement) before they can be considered acceptable educational facilities.

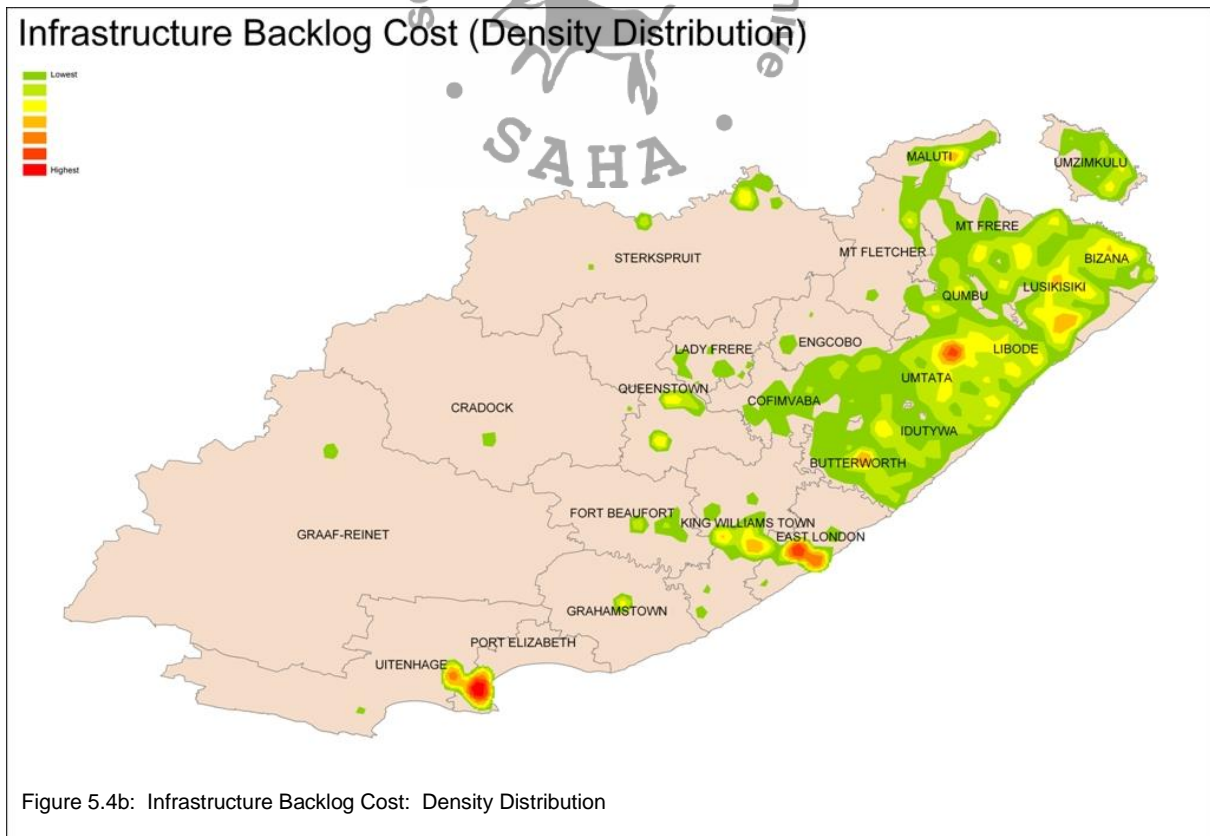
The costs of such repairs or rehabilitation are difficult to quantify without up to date condition assessments. However, on the basis of an estimated percentage of replacement value being used to calculate repair costs for various categories of condition, the following estimate can be derived.

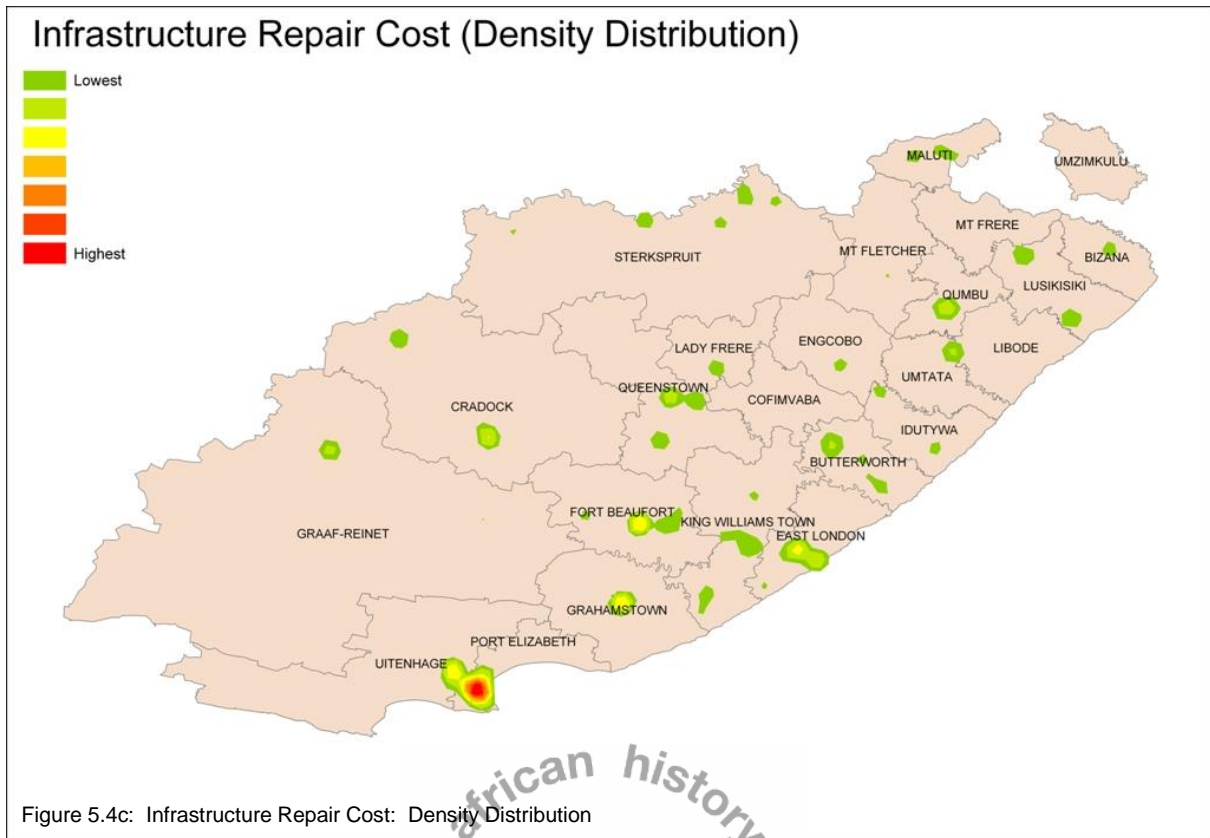
Condition category	Sum of maintenance cost per category
C1	R 834,362,409
C2	R 1,410,832,194
C3	R 3,821,130,556
C4	R 368,250,332
<b>Total</b>	<b>R 6,434,575,492</b>

This table shows that the total repair cost is estimated at R6,43bn. When this is added to the cost of bringing all schools up to Minimum Functionality (R28,36bn), the total backlog amounts to R34,8bn.

### 2.5.5 Spatial Representation

The infrastructure backlog and the repair / renovation cost distribution are each shown spatially in the following two diagrams.

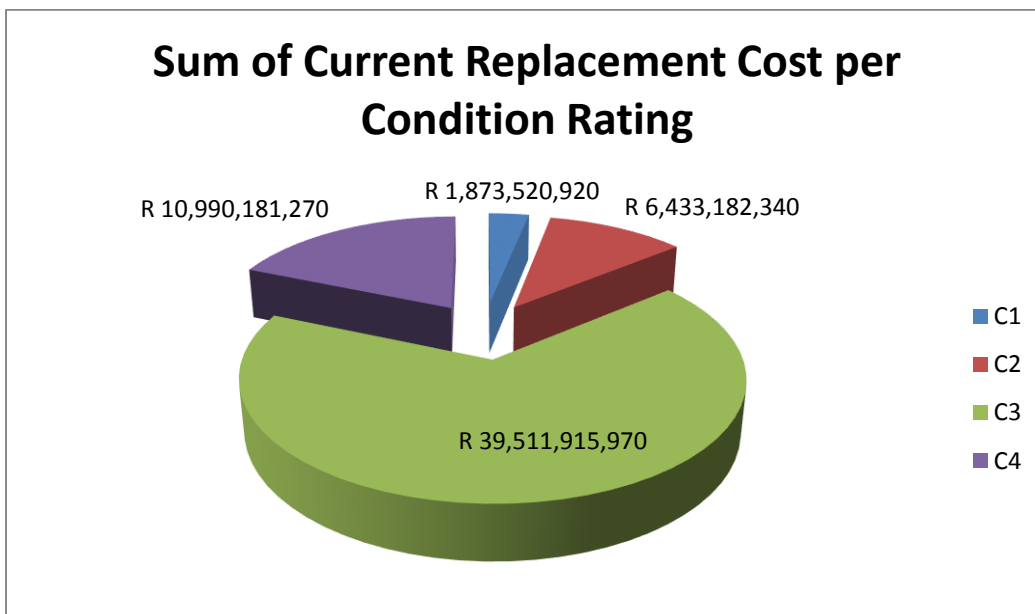




### 3. ROUTINE MAINTENANCE PLAN

#### 3.1 Introduction

The Department acknowledges that, to maintain the value of its physical assets, it needs to budget sufficient funds for this purpose. Industry norms indicate that an annual budget of at least 2% of the replacement value of the building should be made available for its maintenance. The replacement value of the Department’s building assets is currently estimated at R58,8bn – see diagram below.



This would imply an annual maintenance budget requirement of almost R1,2bn, which is the same order of magnitude as the entire infrastructure budget.

Clearly this is a situation that needs to be addressed urgently. However, in the light of the existing backlogs, it is difficult to justify the commitment of such substantial amounts to maintenance. The Department has increased its maintenance budget significantly, and intends continuing this trend. It has also developed a maintenance plan for utilising this budget.

However, additional funding for maintenance needs to be sourced. The current budget is insufficient to eradicate mud structures and address backlogs, and also maintain existing infrastructure adequately.

### 3.2 Maintenance Plan

To date routine maintenance has been fairly limited, as the emphasis of the infrastructure programme has been on eliminating historical backlogs and replacing uninhabitable buildings, such as mud structures.

Typically the annual routine (day to day) maintenance budget has been in the order of R50 – R80m, which is about 0,2% of the replacement value of the current asset stock. Last year this was increased to R160m, which is 0,4% of replacement value, but still well below the industry norm of 2%.

Maintenance funds are transferred directly to the schools to which they are allocated (Section 21 schools) or to the District office to procure services on their behalf (Section 20 schools).

The Department:

- is systematically improving the quality of information on which routine maintenance is based. The EMIS and EFMS support this function.
- intends increasing this portion of the infrastructure budget systematically but significantly in the medium term, and also to put a separate maintenance programme in place, using developing contractors and local expertise as far as possible
- will maintain a secure off-site records room for all relevant asset related documentation, in addition to operational files kept in the offices of the Facilities Management unit.

The Department has developed an Immovable Asset Management Policy, and this policy also addresses maintenance. A maintenance strategy and a plan have also been developed and are available. The DBE is in the process of compiling maintenance planning guidelines, and these will systematically be drawn into the DoE plans. The resource requirements are, however, quite onerous.

### 3.3 Standards and Specifications

Schools are expected to maintain their buildings to the same standards as that of the original construction, which should be according to the Department's design standards and specifications as determined in consultation with the DPW. These are available from the Department's Facilities Management unit.



District offices are accountable for the maintenance of their schools. Where any technical support is required, the local DPW office should be consulted. Currently the capacity of the DPW in the regions is also limited, and this requires attention.

### **3.4 Summary of Future Costs**

According to the industry norm of 2% of replacement cost as an annual maintenance budget, the Department would be expected to allocate R1bn to routine maintenance this year and increase this annually in line with escalation and new infrastructure being built.

## **4. RENEWAL/REPLACEMENT PLAN**

### **4.1 Conventional Building Programme**

This programme addresses the shortage of educational facilities (mainly classrooms) together with the refurbishment of existing facilities where necessary. The necessary facilities required are provided in accordance with the norms and standards and levels of service as described previously. All the required facilities as determined are provided during a single intervention (ie: preferably not phased), the intention being that the Department should not need to return to any particular school until the medium to long term.

The main focus of the conventional programme is on the eradication of mud structures and the replacement of other inadequate and/or unsafe structures.

The Department's current policy is to split FET and GET schools in accordance with the national model for re-alignment, and this approach will be followed with all new schools that are built.

### **4.2 Eradication of Mud and Unsafe Structures**

All new structures to be provided will be built according to the requirements of a school subscribing to the norms and standards for Optimum Functionality.

The mud structure crisis situation will be addressed concurrently with the finalisation of the projects under way. This programme will provide for a master plan on each site on the basis of an ideal school. Initially only basic facilities will be constructed, with the balance of the facilities following incrementally.

The split in funds among this and the foregoing will vary, but initially it is foreseen that a significant portion of the available budget will go to this programme.

The conventional and the mud structure programmes are the Department's major infrastructure interventions, and normally comprise approximately 70% of the annual budget.

### **4.3 Emergency Intervention**

Emergencies are defined as situations arising from failure of infrastructure, resulting in conditions which threaten lives or cause misery.

The S-G or delegated official can invoke emergency procurement procedures to deal with crises which occur and are acknowledged as emergencies.

#### **4.4 Water and Sanitation**

The Department is attempting to address the backlog in sanitation and water supply at schools, and has a dedicated programme for this. This is dealt with on an area basis, prioritising areas of greatest need first (especially areas that are prone to cholera outbreaks).

The Department collaborates closely with DWAF to plan and co-ordinate water supply and sanitation programmes to schools and clinics.

#### **4.5 Fencing**

There is a programme for fencing of school buildings and sports fields. Stock fencing is provided around the perimeter, with security fencing around the buildings.

#### **4.6 Electrification**

All schools will be electrified where electricity supply is available. Where there is no electricity as yet, but the school is planned for inclusion in the Eskom grid, conduits will be provided and these blanked off at switch and plug points. (If the school is outside the Eskom grid, it will be included in the Department's non-grid electrification programme. This provides for essential electrification such as lighting).

The Department will meet with Eskom Electrification Planning Management (Schools) and determine the number of schools that will be electrified by Eskom. This will establish the schools electrification programme and promote alignment between this and the DoE infrastructure programme.

Ultimately all schools are to be electrified. In areas where grid electrification is not planned, non-grid electricity will be provided. There is a small but continuous process in place to upgrade non-grid electrification.

### **5. CREATION / ACQUISITION PLAN**

#### **5.1 Selection Criteria**

Although overwhelming majority of infrastructure projects are extensions, replacement and/or upgrading on existing sites, the Department does provide new schools in areas where increasing population density demands this.

Site identification is based on proximity of demand and availability of sites.

- Establish the location of the schools property register
- Determine where it should be located
- Create property file for each school and locate within register
- Review the process of establishing a new school
- Consult with DPW with regard to the acquisition of property

The EFMS is used as a tool to identify highest priorities in terms of weighted criteria as described earlier herein. The two main criteria for the provision of new facilities, or upgrading/replacement of facilities are the following:

- Shortages of accommodation/facilities (ie overcrowding/backlogs)
- Condition of existing facilities (particularly if these are considered unsafe or unsuitable for tuition)

A significant constraint to planning for new facilities is the availability of information on population dynamics and projected demographic profiles. This particularly creates challenges in fast-growing urban areas. This type of information is not only required by the DoE, but also by other Departments such as Health and Social Development. A provincial initiative in this regard is therefore recommended.

## 5.2 Standards and Specifications

The standards and specifications for the provision of new facilities, and for the upgrading/replacement of existing facilities are all set out in the Department's Design Manual (Reference 4), and are as described earlier herein. These are being brought in line with the new National Norms and Standards for Infrastructure Provision (Reference 5).

## 5.3 Summary of Future Costs

The estimated present day costs of eliminating all the backlogs, together with upgrading/replacement, and repairs to an acceptable standard are set out elsewhere in this Plan. The projected costs of addressing all the projects on the project list for the current MTEF period are set out in the Annexure of this Plan.

## 6. DISPOSAL PLAN

### 6.1 Introduction

The Department seldom disposes of any of its physical assets, but the cases that do occur are briefly described below.

Where the Department replaces a dilapidated or unsafe structure, the said structure is required to be demolished to prevent any harmful accidents. Where the structure is still sound (but unsuitable for tuition purposes) the SGB is given the option of retaining the structure for storage or other purposes, at their own risk and cost.

In certain, though rare, cases the Department owns property which it may decide it no longer needs. In such cases:

- properties no longer needed are handed over to the DPW
- properties may be sold off once the necessary approval has been obtained from the Provincial Exco
- disposal process is handled by the DPW
- DoE property register must be updated accordingly
- disposal procedure must be reviewed and updated

## 6.2 Construction and Maintenance Plan

The Department's construction programme is set out in detail in Section 7.5 of this U-AMP, and therefore not repeated here. There it can be seen that, while there is a broad range of project sizes, the predominance is smaller projects which target the replacement of mud structures with basic facilities. The size of these projects also facilitates the awarding of contracts as the largest number of contractors in the province is also in the lower CIDB grading categories.

The Department subscribes to the EPWP objectives, and has a dedicated EPWP programme where emerging contractors are trained and developed.

The Department has taken a conscious decision to increase its commitment to the maintenance of its assets, and this is reflected in its budgetary allocation to this component (see Section 7.5). A strategy for planned maintenance is also being developed, and a programme for dealing with the day-to-day maintenance requirements of schools is being put in place.

## 6.3 Disasters

Major disasters (such as tornado or snow damage) on a wide scale are addressed on the basis of emergency intervention. Once a disaster has formally declared, funds can be sourced from a special provincial allocation.

The Department collaborates closely with the relevant Municipality who will have established a disaster management team.

The Department needs to formulate a policy or directive in this regard, if such does not yet exist.

# 7. FINANCIAL SUMMARY

## 7.1 Basis for Estimates / Key Assumptions

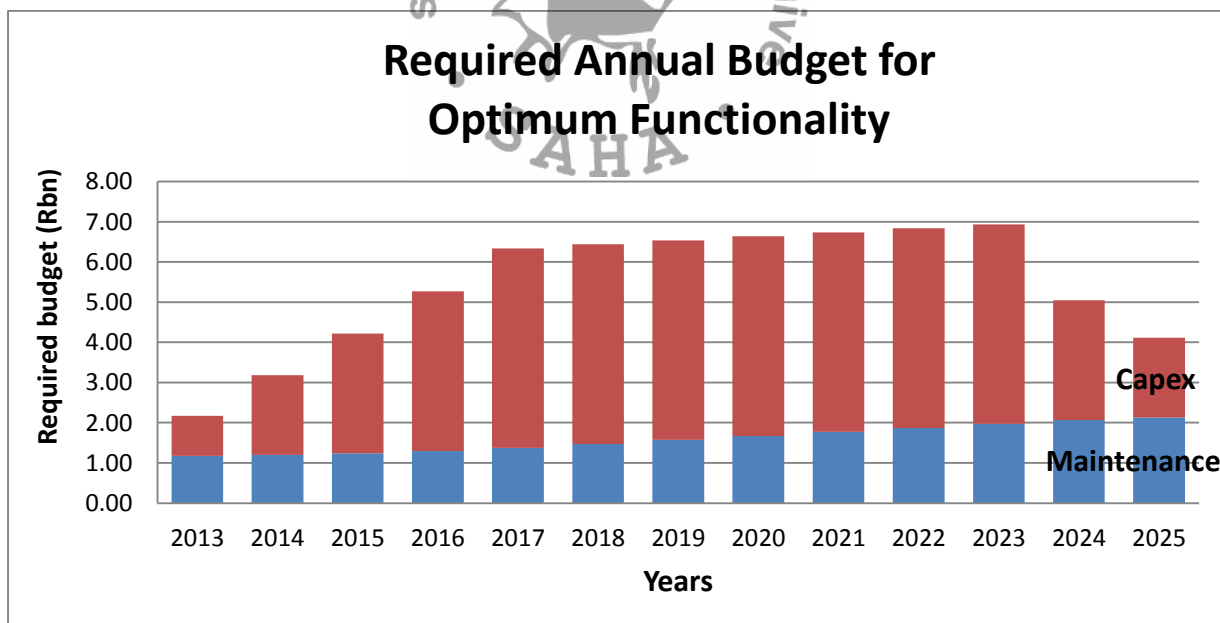
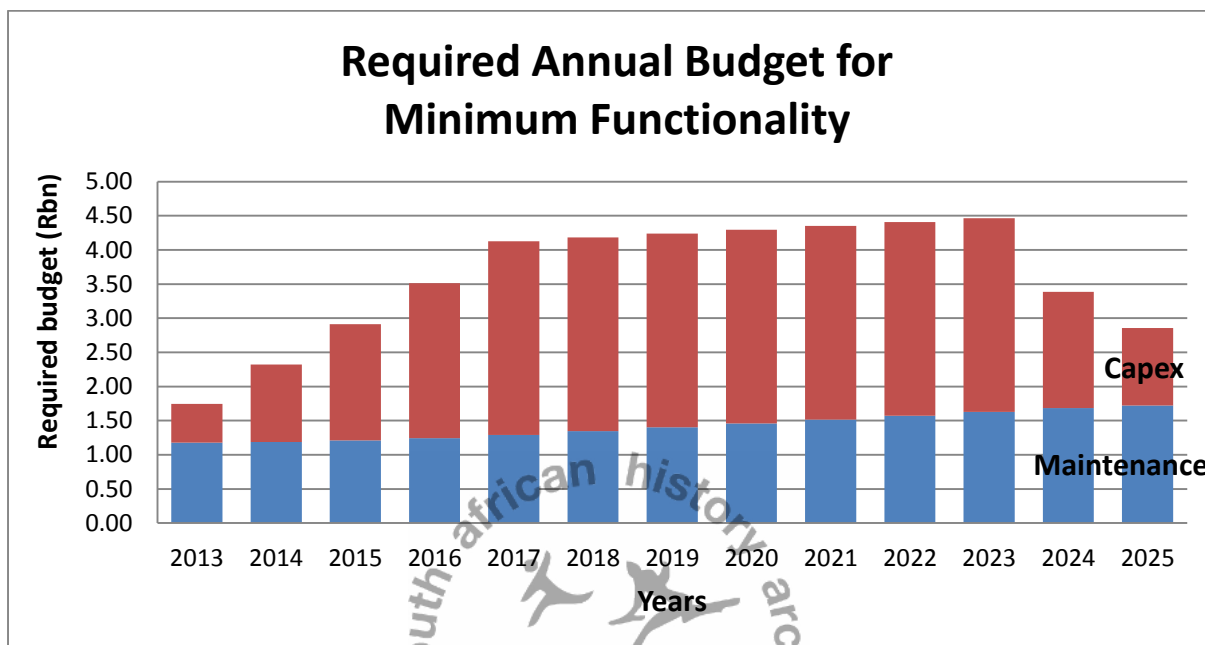
All cost projections contained herein are based on current (2012) estimates, and have not been escalated. This is consistent with Treasury guidelines for infrastructure planning.

## 7.2 Valuation Forecasts/Backlog Implications

As set out in Section 2 of this Plan, the present day cost of eliminating backlogs and bringing all buildings up to Minimum Functionality amounts to R28,36bn. In addition, the present day cost of the maintenance (repair) backlog (R6,43bn) must be added to this figure. An annual allowance for ongoing maintenance also needs to be made (R1,18bn).

In order to consider funding options for completing all this outstanding work, a number of scenarios will need to be considered. To illustrate the magnitude of the challenge, the following scenario for eliminating backlogs and addressing current and outstanding work is set out below:

- Eliminate backlogs (to Minimum Functionality) by 2025 12 years
- Repair existing buildings to serviceable standards 5 years
- Percentage of replacement cost of asset to be allocated annually to ongoing maintenance 2%
- Annual escalation of building costs Nil, current costs (2012)



The implications are shown graphically in the figure above. This reflects a maximum annual budget of almost R4,5bn and an average annual budget requirement of approximately R3,0bn to achieve Minimum Functionality by 2025. These two figures become a maximum of R7bn and an average of R5bn to achieve Optimum functionality.

Clearly this is not achievable in the current circumstances where indicative annual budgets are in the order of R1bn – R1,5bn. Significant policy decisions therefore need to be taken around this issue, viz:

- Levels of service / service delivery model
- Target dates
- Budgetary allocation
- Sourcing of funds

However, one also needs to look outside the Department before embarking on any sudden major budgetary increase. The capacity of the industry needs to expand to deal with additional requirements - an aspect that needs to be explored with, for example, the Construction Industry Development Board (CIDB).

As important, too, is the issue of sustainability. To this end, the Department needs to ensure that its funding base is consistent, and that there are no sudden deviations in its implementation programme that can have a negative effect on the industry – especially the emerging sector thereof.

### 7.3 Indicative Budgets

The indicative budgets for the current MTEF period are given below:

- 2013/14 R1,327,022,077
- 2014/15 R1,327,496,000
- 2015/16 R1,393,870,872

### 7.4 Determination of Funding Strategy

As stated earlier herein, the possibilities are fairly limited, viz:

- Increase the annual budget to meet the needs at the required levels of service
- Lower the levels of service to reduce financial requirements to budget levels
- Extend the period within which backlogs are to be eliminated (However at current funding levels this is impossible if adequate funds are still to be made available for maintenance).

The final strategy will probably have to be a combination of all 3 of the possibilities listed above. However, the latter two are likely to be less palatable to the affected communities. It is therefore earnestly recommended that the management of the Department lobby strongly for redress funding to eliminate backlogs.

In particular it is maintenance funding that must be made more accessible to ensure the physical learning environment is adequately maintained, and potential donors are given peace of mind that any investment they may make will be properly cared for.

There is a huge discrepancy between budget requirements to meet declared norms and standards and the expected availability of funding, as well as the cumulative effect of the resulting annual shortfall in funding. It is this tension that needs to be carefully managed by the Department.

## 7.5 Implementation Programme: 2013/14 Financial Year

### 7.5.1. Budget Summary

The total infrastructure budget for 2013/14 MTEF is summarised in the schedule below.

Sub-Programme	Budget 2013/14	Budget 2014/15	Budget 2015/16
Programme 1 Total	20,196,000	21,206,000	22,266,300
Programme 2 Total	973,447,077	968,213,000	1,016,623,722
Programme 4 Total	181,738,000	190,825,000	200,366,250
Programme 5 Total	-	-	
Programme 7 Total	121,192,000	127,252,000	133,614,600
Programme 8 Total	30,449,000	20,000,000	21,000,000
<b>Grand Total</b>	<b>1,327,022,077</b>	<b>1,327,496,000</b>	<b>1,393,870,872</b>

This information is given in detail per project in the attached draft project schedule (B5) for the entire MTEF period.

## 8. ORGANISATIONAL AND SUPPORT PLAN

### 8.1 Organisational Arrangements

#### 8.1.1 Contractual Arrangements

The organisational/contractual arrangements for the implementation of the Department's infrastructure programme are shown diagrammatically below.

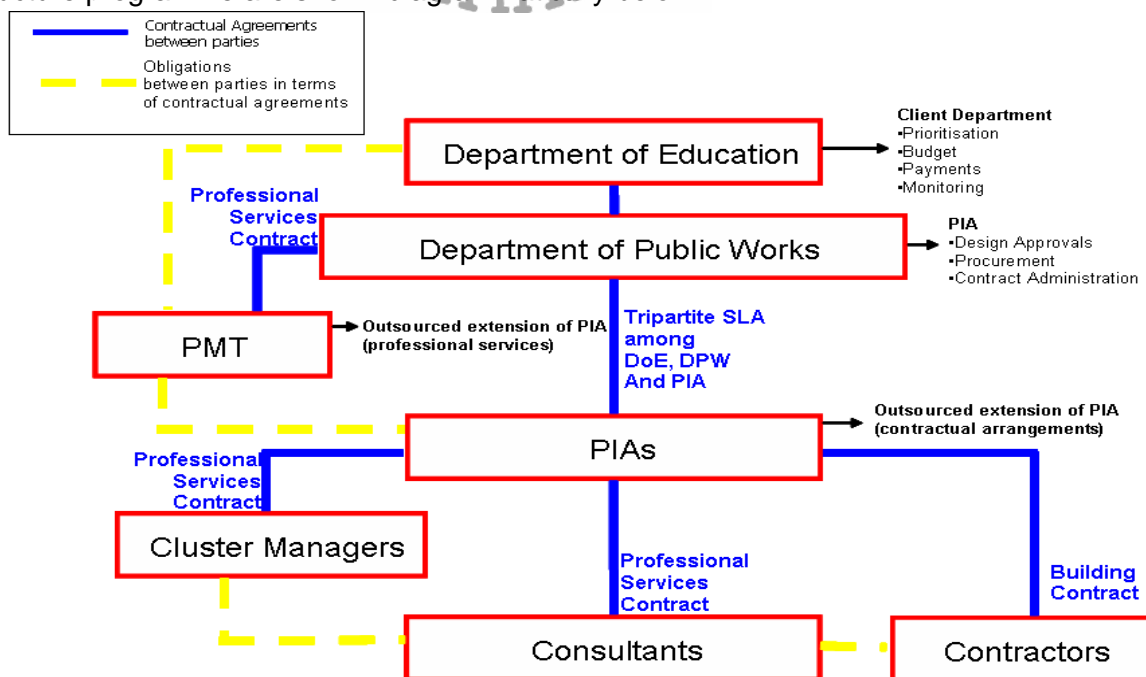


Figure 7.1: Organisational/Contractual Arrangements

### 8.1.2 Implementation Management

The delivery mechanism employed is prescribed in terms of a Provincial Exco resolution and, more recently, in terms of a Provincial Infrastructure Delivery Framework (PIDF) which has been signed off by the HoDs of Provincial Treasury, Health, Education and Roads & Public Works. Where the DPW does not have the requisite capacity, other Implementing Agents may be engaged to support this function. Currently the DoE is party to such agreements with Implementing Agents, as indicated in the diagram above. While the Department of Public Works (or Implementing Agents) is responsible for delivery, the Department of Education is still responsible for:

- Infrastructure planning
- Client-side programme management

Additionally it remains accountable for the funding utilised for infrastructure development.

The Eastern Cape Department of Education manages the programme management function through chiefly three structures, viz:

- Provincial Steering Committee
- Provincial Technical Committee
- Regional Co-ordinating Committees

The planning function is undertaken by the Eastern Cape Department of Education, and is based on information contained in its Education Facilities Management System (EFMS). This is also coupled to the Department’s asset management function.

Both the planning (and asset management) and delivery management functions require sufficiently skilled personnel at both provincial and district level. These personnel requirements are described in the following section.

The programme implementation is managed by the following structure:

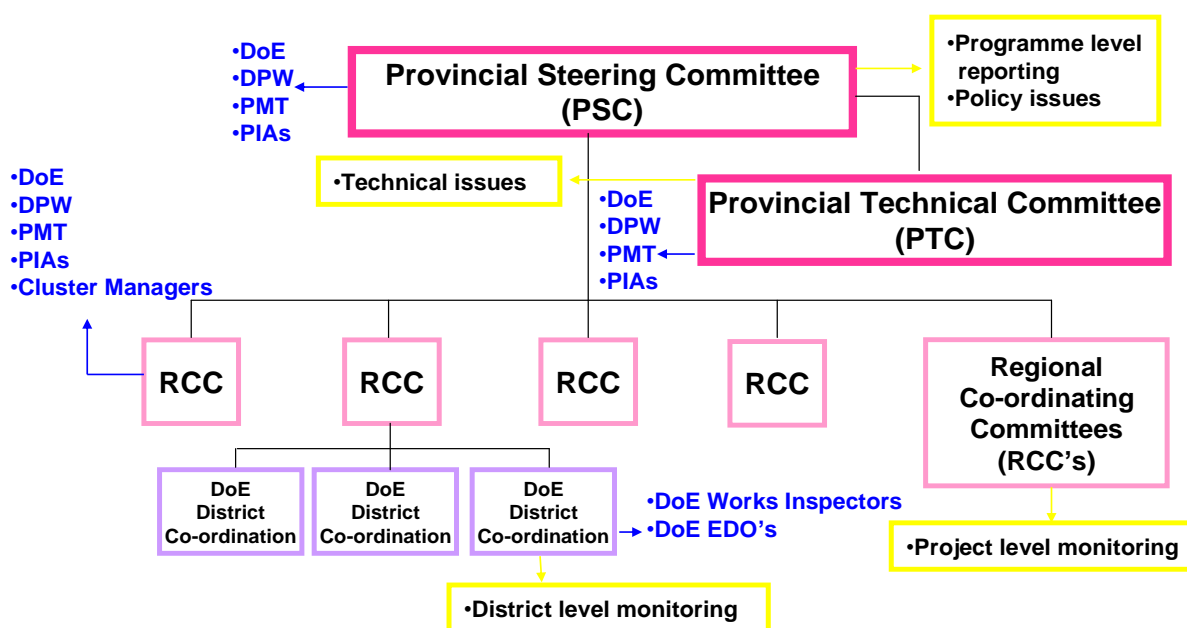


Figure 8.1.2: Programme implementation management structure



➤ **Provincial Steering Committee (PSC)**

Representation: Senior Management of Department of Education, Department of Public Works and Implementing Agents. Provincial Treasury also a member

Functions: Overall management of programme  
Decision making body on all major issues affecting programme (eg: scope, budget, etc)

Meeting Frequency: Quarterly

➤ **Provincial Technical Committee (PTC)**

Representation: Line function managers of Department of Education, Department of Public Works and Implementing Agents

Functions: Day to day decision making  
Formulation of recommendations to the PSC  
Reviewing of all technical issues referred by RCCs  
Pro-active technical product evaluations

Meeting Frequency: Monthly

➤ **Regional Co-ordinating Committees (RCCs)**

Representation: Department of Public Works regional representatives,  
 • Department of Education district representatives,  
 Regional management of relevant IAs, relevant IA Cluster Managers / Principal Agents

Functions: Progress and quality monitoring

Meeting Frequency: Monthly

### 8.1.3 Roles of the Parties

➤ **Department of Education: (User department)**

Infrastructure planning

- Strategic planning
- Project identification
- Prioritisation
- Budgeting
- Conceptualisation

Delivery management (client-side programme management)

- SLA management

- Payments/transfers
- Monitoring and evaluation
- Handovers

#### Asset management

- Facilities management
- Property management
- Electricity and telecommunications

#### Infrastructure systems management

- EFMS maintenance
- Data management
- Systems management

### ➤ **Department of Roads & Public Works (and Implementing Agents)**

#### Design and procurement

- Appointment of consultants
- Design approvals
- Tender procurement

#### Construction

- Contract administration
- Payment recommendations
- Reporting
- Variations
- Commissioning

Note that the PIA is expected to comply with all the requirements of the PFMA, the CIDB Act, SCM regulations, and also promote the principles of the EPWP.

## **8.2 Human Resource Requirements**

### **8.2.1 Required Internal Organisational Structure**

The proposed structure for the infrastructure unit of the Department of Education to manage a programme of this magnitude has recently been approved. This will see the infrastructure unit being elevated to a Chief Directorate, as shown in the diagram below. This structure is in the process of being implemented, and recruitment is set to commence shortly.

Provincial structure:

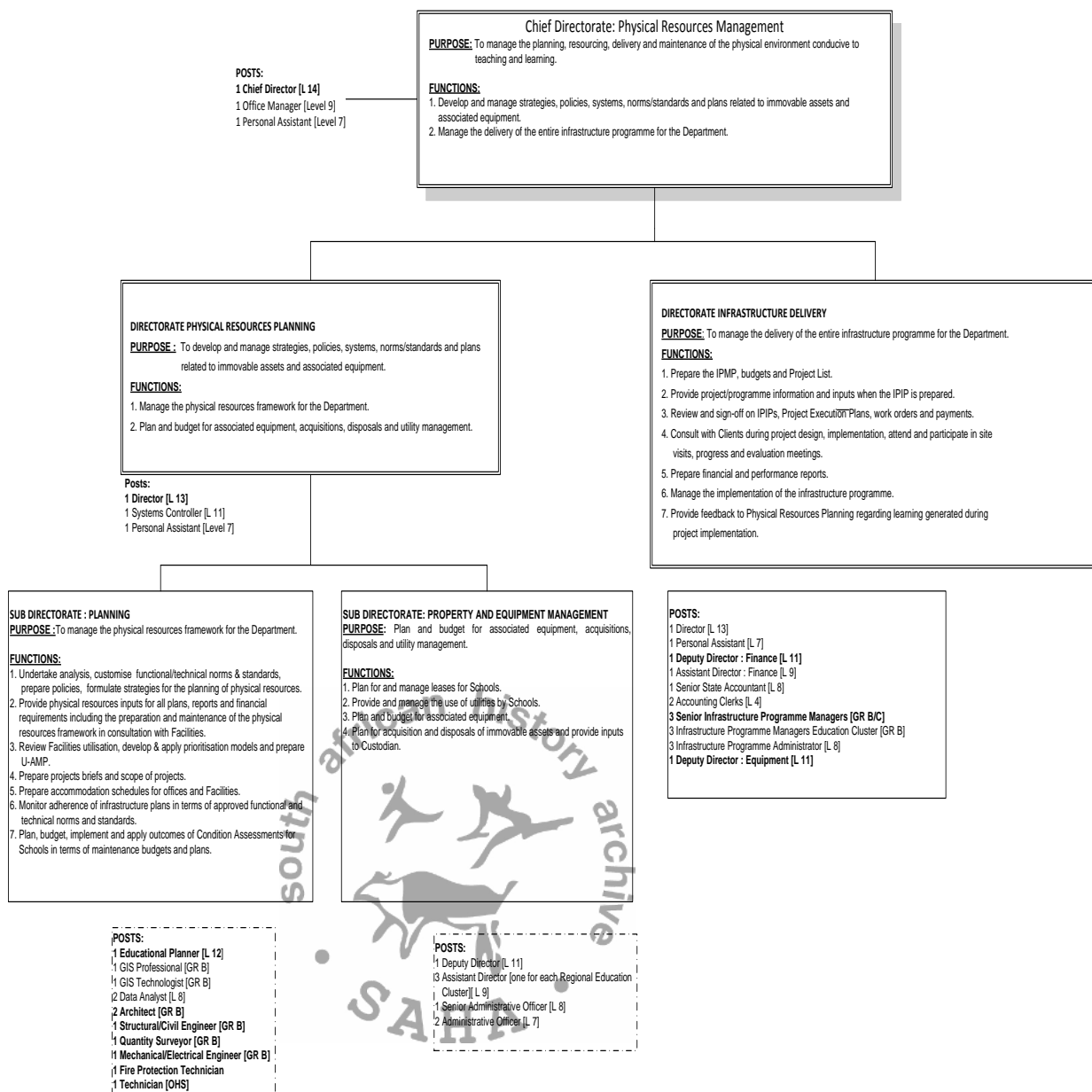


Figure 7.2.1a: Required Internal Organisational Structure – Provincial Level

District Level

The District level structure is still to be developed in consultation with the relevant stakeholders, but the draft proposal is given below for reference. The implementation hereof will form part of the roll-out of the HR strategy for the capacitation of the infrastructure sections of the District offices.

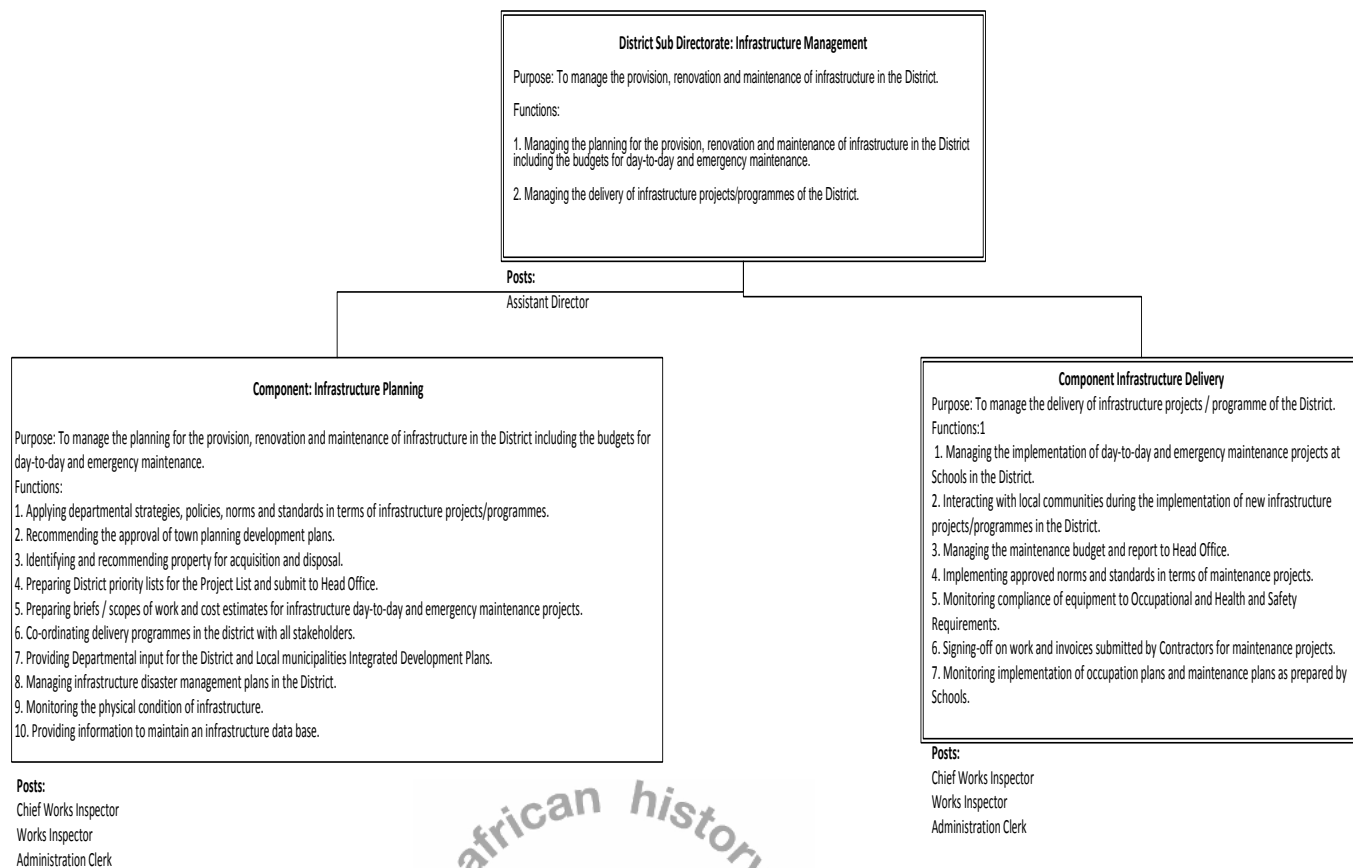


Figure 8.2.1b: Required Internal Organisational Structure – District Level

### 8.2.2 Current Staffing Levels

The current organisational structure is shown below, together with an indication of the posts that are presently filled.

#### Provincial Level

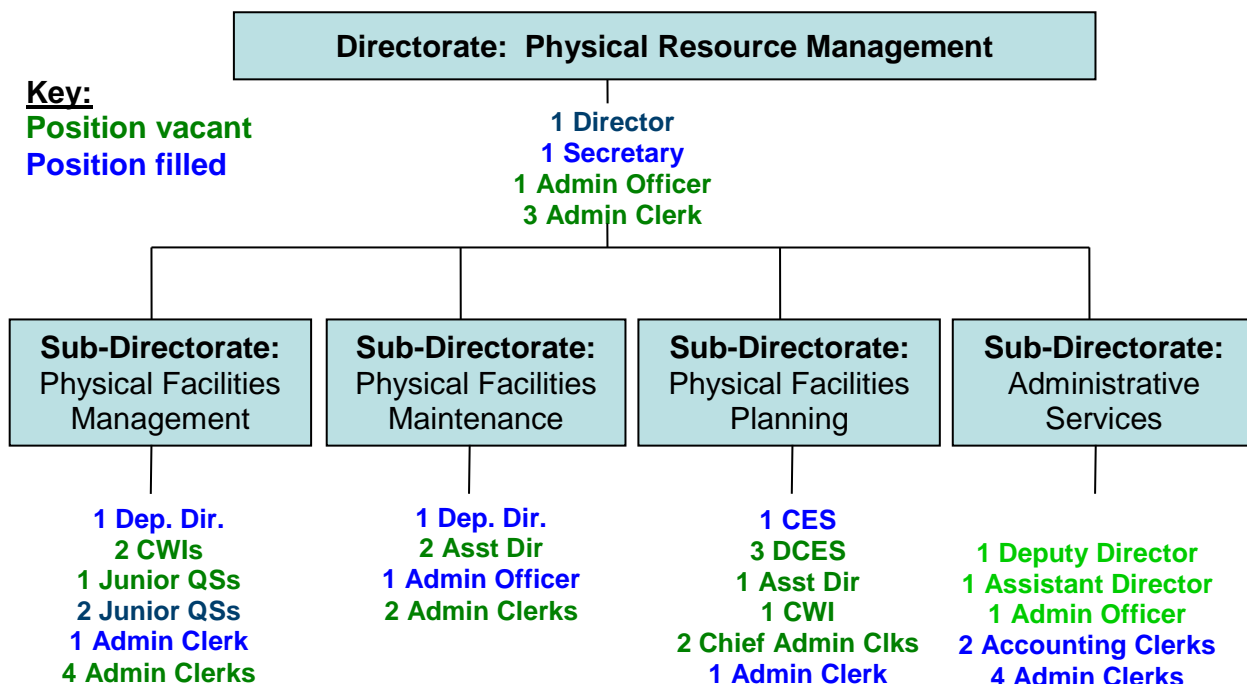


Figure 8.2.2a: Organogramme for Directorate: Physical Resources Planning – Provincial Level

Clearly the unit is severely understaffed, and therefore does not function along the lines indicated at provincial level.

District Level

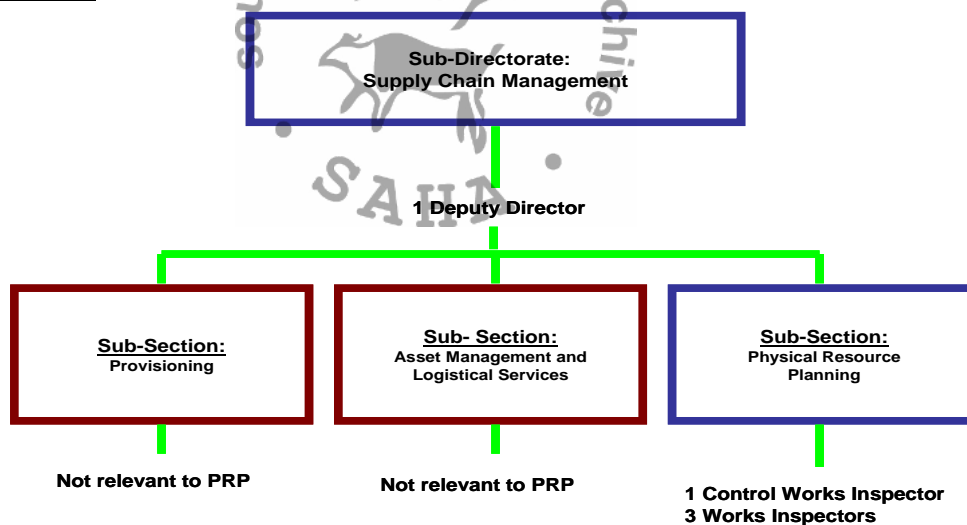


Figure 8.2.2b: Organogramme for Directorate: Physical Resources Planning – District Level

Very few, if any, of the Physical Resource Planning posts are filled at district level. In fact the Department has only fourteen Control Works Inspectors in the entire Province.

**8.3 Interim Capacitation**

The Department acknowledges that its Infrastructure and Facilities Management units (provincial and district) are badly understaffed. However, this is set to be turned around in the light of the current national HR strategy initiative which is aimed at capacitating

infrastructure units in Provincial Government departments, and ensuring that Grant funding is made available for the appointment of personnel.

In the interim there are a number of actions that have been taken to provide capacity and develop systems to enable the Department to fulfil its functions with regard to infrastructure to some extent.

Below is a brief summary of the current actions to improve the unit's capacity to deliver on its mandate:

(a) HR strategy

There is currently a national HR strategy to capacitate infrastructure units within provincial government departments grant funding, for which grant funding has been made available. Seventeen posts have been advertised to date. Job evaluations are being conducted for the appointment of a Chief Director and two Directors. These are in accordance with the organisational structure show earlier herein.

(b) PMT & interim support

The Department has currently engaged a Programme Management Team (PMT) via the DRPW to provide programme management support. The Department has also secured the secondment of 4 professionals via the PMT to the infrastructure unit to provide additional short term capacity.

(c) Enhancement of EFMS

The Department has recently commissioned the operationalising of the programme management module of its EFMS. This will, among other functions, enable it to access real time expenditure information and to produce reports automatically from a common database.

(d) Infrastructure Delivery Improvement Programme (IDIP)

The Department is participating in the IDIP programme, which is aimed at institutionalising best practices in infrastructure planning and delivery, and building capacity. Through this programme a Technical Assistant has been placed within the infrastructure unit to facilitate the process.

## 8. MONITORING AND IMPROVEMENT OF PLAN

### 6.1 Performance Measures

The Department sees the performance of this Plan not only in the achievements of the commitments set out herein, but also in the extent to which it reflects the realistic aspirations of the Department and, more especially, the extent to which it is acknowledged by all stakeholders as a comprehensive and reliable source of

information on the entire Department's plan for infrastructure delivery and management in the short, medium and long term.

Performance measures are still to be set, but these will be designed to reflect the intentions expressed in the paragraph above.

## **8.2 Monitoring and Review Procedures**

The Department, through the Chief Directorate: Infrastructure and Facilities Management, has committed itself to an annual review of the U-AMP to coincide with the annual budgeting cycle. This will include an evaluation of performance (both of the DoE, as well as the DPW and its implementing agents) over the past year against the Plan, using the various performance indicators as described earlier herein.

The above process will be facilitated by an active link being established between the EFMS and performance reports which are also being set up. This will make it easy to monitor the effectiveness of the U-AMP.

## **8.3 Improvement Programme**

It is envisaged that significant improvements will be effected to this U-AMP with each annual update thereof, as infrastructure delivery proceeds and information systems are enhanced.

The improvement programme will be based on the following activities which will be undertaken annually, and incorporation thereof will form part of the annual review process:

- Interviews with stakeholders
- Monitoring of performance reports
- Benchmarking against international best practices
- External auditing
- Rigorous annual reviews

## **REFERENCES**

- Reference 1: Division of Revenue Act: Act 5 of 2012
- Reference 2: South African Schools Act: Act 84 of 1996
- Reference 3: Eastern Cape Department of Education Strategic Plan 2009-2014
- Reference 4: Guidelines relating to planning for public school infrastructure

## **ANNEXURE A:**

Project Lists for 2013 – 2016 (B5 Schedule)

## **TEMPLATES**

- Template 1:* Schedule of Asset Requirements per Budget Programme Objective
- Template 2.1:* Schedule of Assets currently occupied by or allocated to the User:  
State-owned
- Template 2.2:* Schedule of Assets currently occupied by or allocated to the User:  
Leased
- Template 3.1:* Schedule of Functional Performance per Asset: State-owned
- Template 3.2:* Schedule of Functional Performance per Asset: Leased
- Template 4:* Schedule of Current Utilisation
- Template 5:* Utilisation Improvement Plan: State-owned
- Template 6.1:* Gap Analysis: State-owned
- Template 6.2:* Gap Analysis: Leased
- Template 7:* Asset Plan
- Template 8:* New Accommodation Requirements
- Template 9:* Refurbishment or Reconfiguration Requirements
- Template 10.1:* Accommodation Identified for Surrender: State-owned
- Template 10.2:* Accommodation Identified for Surrender: Leased
- Template 11:* Repair Requirements



U-AMP 10 (non-state owned)

Province	Town	Suburb / District	Identifying Code (EMIS)	Asset Description	Current Use	Performance Rating	Surrender Rationale	status	Ownership Type	Surrendered To Custodian	Contingent Liabilities
Eastern Cape	Ndlambe	Alexandria NU	200100045	BAKANA P FA	Ordinary Schoc	C2	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Ndlambe	Alexandria NU	200100073	BOKNES PRIM	Ordinary Schoc	C2	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Kou-Kamma	Joubertina NU	200100169	DIE HOOGETE	Ordinary Schoc	C1	Redundant	Closed	Church - Section 14 Site		
Eastern Cape	Blue Crane Rol	Somerset East	200100175	DOORBOSCH	Ordinary Schoc	C1	Redundant	Closed	Church - Section 14 Site		
Eastern Cape	Ikwezi	Jansenville NU	200100182	DRIEKOPSVLE	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Kouga	Humansdorp NU	200100263	GOEDGELOO	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Kou-Kamma	Koomans Bos	200100400	KOMANSBOS	Ordinary Schoc	C1	Redundant	Closed	Church - Section 14 Site		
Eastern Cape	Sunday's River	Alexandria NU	200100443	LAKE ERIC FA	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Ndlambe	Bathurst NU	200100467	LOWER KAP F	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Blue Crane Rol	Bedford NU	200100569	NGQURA P SC	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Kouga	Hankey NU	200100644	RED CLIFFS P	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Kouga	Hankey NU	200100663	ROOVLAKTE	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Makana	Albany NU	200100759	SUPLASI P SC	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Sunday's River	Alexandria NU	200100867	WOODFORD F	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Baviaans	Willowmore NU	200100891	GOODHOPE P	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Makana	Albany NU	200100901	SIDBURY STA	Ordinary Schoc	C1	Redundant	Closed	Church - Section 14 Site		
Eastern Cape	Blue Crane Rol	Somerset East	200100938	VIEWLANDS F	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Amahlathi	Stutterheim NU	200200721	QUANTI FARM	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Amahlathi	Stutterheim NU	200200969	KINNERSLEY	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Parkside	Parkside	200201021	PARKSIDE TR	Special School	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Gariep	Albert NU	200600043	BERSHEBA FA	Ordinary Schoc	C2	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Guba	Guba	200600050	BO-GUBA SP	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inkwanca	Sterkstroom NU	200600070	BRANSTONE	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Maletswai	Wodehouse NU	200600090	CAMPERS GR	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Senqu	Wodehouse NU	200600104	CLANVILLE FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inxuba Yethem	Cradock NU	200600106	CLIFTON (SSK	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inkwanca	Molteno NU	200600112	COLLINGHAM	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Maletswai	Wodehouse NU	200600113	CONSTANT FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Tsolwana	Tarka NU	200600121	CYRILHURST	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Tsolwana	Tarka NU	200600132	DELTON FARM	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Inkwanca	Sterkstroom NU	200600134	DENWOOD FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Emalahleni	Dordrecht NU	200600144	DRIEFONTEIN	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Tsolwana	Queenstown NU	200600169	ELUVUYWENI	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inxuba Yethem	Cradock NU	200600251	HEUNINGKRA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inkwanca	Molteno NU	200600336	KING GLEN FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Gariep	Venterstad NU	200600342	KOLEEKO PUB	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Emalahleni	Indwe NU	200600371	LICHFIELD FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Tsolwana	Tarka NU	200600372	LINDELA P FA	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Amahlathi	Cathcart NU	200600486	MIDDLEDRIFT	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Gariep	Albert NU	200600489	MITHIMIDE FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inkwanca	Sterkstroom NU	200600532	MURRELSON	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Tsolwana	Tarka NU	200600566	NEWTONDALE	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Queenstown	Melton Garden	200600609	NOMZI MBONI	Ordinary Schoc	C1	Redundant	Closed	Church - Section 14 Site		
Eastern Cape	Senqu	Indwe NU	200600675	PINEGROVE F	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Maletswai	Aliwal North NU	200600721	RUGTEFONTE	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Maletswai	Wodehouse NU	200600729	SCHOEMANS	Ordinary Schoc	C2	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inkwanca	Sterkstroom NU	200600766	SMITSRIVIER	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Emalahleni	Dordrecht NU	200600767	SNOWDON FA	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Gariep	Albert NU	200600797	STANDHOU F	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Guba	Guba	200600831	THE WILLOWS	Ordinary Schoc	C1	Redundant	Closed	Church - Section 14 Site		
Eastern Cape	Emalahleni	Dordrecht NU	200600843	THYSFONTEIN	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Emalahleni	Dordrecht NU	200600916	WILLOWPARK	Ordinary Schoc	C1	Redundant	Closed	Farm - Section 14 Site		
Eastern Cape	Inxuba Yethem	Cradock NU	200600934	ZAMA PUBLIC	Ordinary Schoc	C1	Redundant	Closed	Trust Land - Section 14 Site		
Eastern Cape	Cacadu	Magemfaneni	200800888	NOMPUMELEI	ECD Centre	C2	Redundant	Closed	Private/Commercial		
Eastern Cape	East London	Vincent	200801040	HUDSON PAR	ECD Centre	C1	Redundant	Closed	Trust Land - Section 14 Site		