

IN THE EASTERN CAPE HIGH COURT, BHISHO
(REPUBLIC OF SOUTH AFRICA)

CASE NO. _____

In the matter between:

EQUAL EDUCATION

First Applicant ✓

INFRASTRUCTURE CRISIS COMMITTEE OF
MWEZENI SENIOR PRIMARY SCHOOL

Second Applicant

INFRASTRUCTURE CRISIS COMMITTEE OF
MKANZINI JUNIOR SECONDARY SCHOOL

Third Applicant

and

MINISTER OF BASIC EDUCATION

First Respondent ✓

MEC FOR EDUCATION: EASTERN CAPE

Second Respondent ✓

GOVERNMENT OF THE EASTERN CAPE PROVINCE

Third Respondent ✓

GOVERNMENT OF THE REPUBLIC OF SOUTH AFRICA

Fourth Respondent ✓

MEC FOR EDUCATION: FREE STATE

Fifth Respondent ✓

MEC FOR EDUCATION: GAUTENG

Sixth Respondent ✓

MEC FOR EDUCATION: KWAZULU-NATAL

Seventh Respondent ✓

MEC FOR EDUCATION: LIMPOPO

Elghth Respondent ✓

MEC FOR EDUCATION: MPUMALANGA

Ninth Respondent ✓

MEC FOR EDUCATION: NORTHERN CAPE

Tenth Respondent ✓

MEC FOR EDUCATION: NORTH WEST

Eleventh Respondent ✓

MEC FOR EDUCATION: WESTERN CAPE

Twelfth Respondent ✓

MINISTER OF FINANCE

Thirteenth Respondent ✓

FOUNDING AFFIDAVIT

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I, the undersigned,

YOLISWA DWANE

state under oath the following:

- 1 I am the Head of the Policy, Communication and Research Department of Equal Education, the first applicant. I was a co-founder of Equal Education. I grew up in Dimbaza Township in the Eastern Cape and finished school in King William's Town. I have completed a degree in film and media studies and an LLB degree at the University of Cape Town.
- 2 I am duly authorised to bring this application on behalf of Equal Education. I attach the resolution of the Board of Equal Education taken on 11 December 2011, marked YD1.
- 3 Separate affidavits will be filed on behalf of each of the second and third applicants. These affidavits are attached as YD2 and YD3 for convenience.
- 4 The facts contained herein are, to the best of my knowledge, true and correct. Unless otherwise stated or indicated by the context, they are within my personal knowledge.

PARTIES

- 5 The first applicant is EQUAL EDUCATION ("EE").

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95 The official statistics show that inadequate infrastructure is still widespread. This situation has a clear racial dimension. Overwhelmingly, it is black children who attend the schools where the infrastructure is inadequate. Most schools in South Africa, including the original Mwezeni SPS and Mkanzini JSS buildings, were built during apartheid. The infrastructure reflects the racial inequality which was then a matter of policy. Many schools in poor rural communities had to be and were built by community members themselves, using the limited resources that they had.

96 It is of course no longer policy to maintain this inequality. But the inescapable fact is that gross inequality continues with regard to school infrastructure. It has a clear racial dimension, with black children suffering the consequences of under-provision. It is the most disadvantaged learners whose education and opportunities in life are compromised by the continuing failure to provide adequate infrastructure.

THE IMPACT OF INADEQUATE INFRASTRUCTURE ON THE EDUCATION OF LEARNERS.

97 There is a direct relationship between adequate school infrastructure and learner performance. Adequate infrastructure is a key element of providing an adequate education.

98 The Minister and her Department have acknowledged this causal relationship. This is made clear both in official government documents, and in government's correspondence with the first applicant.

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- 99 For example, in the Minister's foreword to the National Policy for an Equitable Provision she highlighted the significance of school infrastructure as follows:

"School infrastructure remains a critical issue on the social agenda for South Africa for a number of reasons. In the first place, infrastructure differentials are so large in South Africa and some of the infrastructure available so inadequate that it is inconceivable that it DBEs [does] not impact on learner performance. Secondly, the highly unequal access to quality facilities remains critical in the light of our Constitution and the Bill of Rights which demand equity and equality." (page 4)

- 100 The National Policy for an Equitable Provision states:

"Significance of the Physical Teaching and Learning Environment:

Yet as recent studies show, there is a link between the physical environment learners are taught [in], and teaching and learning effectiveness, as well as learning outcomes. Poor learning environments have been found to contribute to learner irregular attendance and dropping out of school, teacher absenteeism and the teacher and learners' ability to engage in the teaching and learning process. The physical appearance of school buildings are shown to influence learner achievement and teacher attitude toward school. Extreme thermal conditions of the environment are found to increase annoyance and reduce attention span and learner mental efficiency, increase the rate of learner errors, increase teacher fatigue and the deterioration of work patterns, and affect learning achievement. Good lighting improves learners' ability to perceive a visual stimuli and their ability to concentrate on instructions. A colourful environment is found to improve learners' attitudes and behaviour, attention span, learner and teacher mood, feelings about school and reduces absenteeism. Good acoustics improves learner hearing and concentration, especially when considering the reality that at any one time, 15 percent of learners in an average

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classroom suffer from some hearing impairment that is either genetically based, noise-induced or caused by infections. Outdoor facilities and activities have been found to improve learner formal and informal learning systems, social development, team work and school-community relationships." (Page 7. See also pages 23-25).

101 In a letter to EE dated 9 May 2010 (Annexure YD13), the Minister acknowledged that:

"Research indicates that learners who achieve at higher levels have invariably come from a well-resourced school infrastructure which includes electricity, sanitation, playgrounds, equipment and access to books and resources." (page 1)

102 These statements are consistent with international and local research on school infrastructure and its relation to learner performance. A review of the international research compiled by Specialist Researcher, Debbie Budlender, which is annexed as YD14 together with her affidavit and curriculum vitae, confirms this. This review demonstrates that:

102.1 International research supports the finding that a causal relationship exists between the quality of school infrastructure and learner outcomes and performance.

102.2 The causal relationship is stronger in disadvantaged schools where the state of school infrastructure is poor and inadequate.

102.3 The causal relationship is stronger in developing countries.

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102.4 There is a strong relationship between the lack of adequate school infrastructure and the negative impact this has on learners' self-esteem and the importance of school. It ultimately increases absenteeism among other things.

SUPPORTING AFFIDAVITS FROM SCHOOLS

103 Equal Education's work in the Western Cape, Limpopo, Mpumalanga, Gauteng, KwaZulu-Natal, Eastern Cape and North-West had shown it that the problem of inadequate school infrastructure is widespread. In order to document this and its impact on school education, Equal Education and attorneys from the Legal Resources Centre collected 24 affidavits from schools situated throughout South Africa during November and December 2011. Learners, parents, teachers and principals discussed, at length, the infrastructure problems facing their schools and their impact on teaching and learning. They deposed to supporting affidavits that are attached to this affidavit and marked YD15 to YD38.

104 These affidavits paint a bleak picture of schools with poor or absent infrastructure, demotivated teachers and learners, frustrated parents, and schools that are rarely provided with any information regarding the Department's plans, if any exist, to provide desperately needed infrastructural improvements. Classroom shortages and classrooms that are structurally unsafe or leak; a lack of electricity; inadequate water and sanitation; absent or non-functioning libraries, science laboratories and computer facilities; and poor security were prevalent infrastructural problems at the schools.

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<i>MEC FOR EDUCATION : NORTHERN CAPE</i>	<i>Tenth Respondent</i>
<i>MEC FOR EDUCATION : NORTH WEST</i>	<i>Eleventh Respondent</i>
<i>MEC FOR EDUCATION : WESTERN CAPE</i>	<i>Twelfth Respondent</i>
<i>MINISTER OF FINANCE</i>	<i>Thirteenth Respondent</i>


FIRST RESPONDENT'S ANSWERING AFFIDAVIT

I, the undersigned,

SHUNMUGAM GOVINDASAMY PADAYACHEE

state under oath as follows:

- 1 I am the Deputy Director-General for the Planning, Information and assessment branch within the Department of Basic Education ("*the Department*"). My offices are at Sol Plaatje House, 222 Struben Street, Pretoria.
- 2 The contents of this affidavit are to the best of my belief true and correct. They fall within my personal knowledge, unless otherwise stated or indicated by the context. Certain facts to which I refer below by way of background are derived from the official records of the Department which fall under my control and which I believe to be reliable and accurate.


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- 3 I am duly authorised by the first respondent - being the Minister of Basic Education (to whom I shall refer below as "*the Minister*") -- to depose to this answering affidavit on her behalf.

OUTLINE OF THE MINISTER'S OPPOSITION TO THE APPLICATION

- 4 There are two distinct parts to the relief sought by the applicants :
- 4.1 The first part relates to prayers 1 to 4 in the notice of motion. They concern conditions at the Mwezeni Secondary Primary School and the Mkanzini Junior Secondary School (to which I shall refer in this affidavit as "*the two individual schools*"). The applicants seek a declaratory order that there has been a failure by the relevant respondents to deal adequately with the problematic conditions at those schools. In addition, the applicants seek an order directing the first to fourth respondents to provide emergency relief to those schools. A structural interdict is also sought.
- 4.2 The second part relates to the issue of regulations to prescribe minimum uniform norms and standards for school infrastructure. The applicants seek a declaratory order that the failure of the Minister to make such regulations is unconstitutional and unlawful. They also seek to review the Minister's failure to make those regulations. In addition

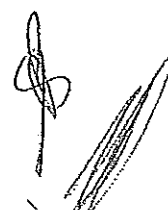


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they seek an order to compel the Minister to make such regulations.

- 5 In relation to the first issue – concerning the two individual schools – as will be set out in detail below, substantial steps have been taken to redress the problems at the two individual schools, and to provide them with adequate facilities. It will be submitted that there is no justification or need for relief in the circumstances.
- 6 In relation to the second issue – concerning regulations for uniform norms and standards for school infrastructure – the case for the Minister is outlined as follows:
 - 6.1 No legal obligation is placed upon the Minister to promulgate regulations for such uniform norms and standards.
 - 6.2 Although it was the initial intention on the part of the Minister to promulgate regulations, she was ultimately persuaded that issuing minimum uniform norms and standards in the form of regulations would cause serious practical difficulties and that it was appropriate and justifiable instead to issue guidelines relating to planning for public school infrastructure.
 - 6.3 The Minister has in fact published such guidelines during January 2012 and these are currently in force.
 - 6.4 It is neither necessary nor desirable for the Minister to be



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compelled to issue regulations in substitution of the guidelines already published.

6.5 There is no legal justification or any ground for the review of the Minister's actions in that regard.

- 7 Much of the applicants' founding affidavit, as well as the numerous supplementary affidavits attached thereto, set out lengthy argument and considerable detail relating to unsatisfactory and inadequate conditions at the two individual schools as well as various other schools in the Republic.
- 8 The Minister and her Department acknowledge that there are still serious difficulties and problems relating to inadequate infrastructure, in its various forms, at many schools, and that these require urgent attention.
- 9 However, these problems must be seen in the context of the huge backlog in resources inherited from the apartheid system, financial constraints and other resource and capacity inadequacies.
- 10 The current government, both at national and provincial level, has, since the advent of democracy, made substantial progress in addressing many of these shortcomings. This is apparent *inter alia* from the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment, which was published by the Minister in the Government Gazette of 11 June 2010. It has been attached to the founding affidavit as Annexure "YD12" from page 175

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of the court record. I refer in particular to the facts set out in the first chapter, headed "*Historical Context*" appearing from page 188 to 192. Further and ongoing progress has been achieved in that regard since the date of that Policy and the statistics referred to therein.

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- 11 The Minister and the Department accept, however, that there remain huge challenges and difficulties which require ongoing and urgent attention. They are receiving such attention, as reflected in the various policies and plans which are apparent from some of the annexures attached to the founding affidavit, as well as what is set out in later sections of this answering affidavit, together with its annexures.
- 12 One of the problems that have been experienced relates to the inadequate performance of certain provincial administrations. While accepting that they have serious financial constraints, there have in certain instances been inadequate prioritisation, planning and budgetary provision for the improvement of infrastructure.
- 13 The Minister and her Department have sought to address this in various ways. In the provinces of the Eastern Cape and Limpopo, there was a crisis situation in the provincial departments responsible for basic education. Accordingly the national government intervened in terms of s 100 of the Constitution of the Republic of South Africa, 1996.
- 14 The Department, at national level, has provided substantial increased funding to provincial departments responsible for basic education, for

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their various needs generally, and in relation to urgent short-term, medium and long term improvements in infrastructure. Furthermore, the Minister (and her predecessor) and the Department have undertaken a process of formulating and applying policies and uniform norms and standards for school infrastructure. Further details in this regard will be set out below.

- 15 The Minister has been advised, and respectfully submits, that it is not necessary, in this answering affidavit, to traverse either the lengthy argument or the vast amount of detail relating to the problems facing not only the two individual schools but the numerous other schools referred to in the applicants' founding papers. Although there may be some points of detail that are not correct in every respect, the Minister does not dispute the fundamental reality that there are serious inadequacies and shortcomings in relation to infrastructure at many schools, both the two individual schools and various other schools across the country.
- 16 The Minister submits that the central focus in this application should be on whether the applicants make out any case for the type of relief that they seek, and in particular on whether there is any factual or legal justification for the court to intervene to set aside decisions, actions and policies undertaken by the Minister and her Department and to compel them to act in the manner sought by the applicants.
- 17 It will be submitted that the manner in which the Minister and the Department have sought – and continue to seek – to resolve the

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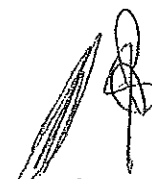
problems relating to school infrastructure represents the lawful and justifiable exercise of the powers, function and duties of the Minister and the Department. It would, with respect, be unnecessary and indeed unjustifiable for the court to grant any relief in such circumstances.

- 18 In the light of the general approach to this matter as summarised in the preceding paragraphs, the contents of the founding affidavit will be dealt with below largely at the broad level of principle and policy, rather than addressing each and every point of detail as set out the voluminous founding papers. I shall therefore deal, in broad terms, with the two issues raised by the applicants – being the situation of the two individual schools and the regulations for norms and standards, and therefore address only those portions of what is contained in the founding affidavit to the limited extent necessary. My failure to deal with each and every point of factual detail in the founding affidavit, should not be construed as an admission of any of the allegations contained in the founding affidavit to the extent that they are inconsistent with what is set out in this answering affidavit.

THE TWO INDIVIDUAL SCHOOLS

- 19 The conditions at the two individual schools were indeed rendered unacceptable, as a result of :

- 19.1 the Mwezeni Senior Primary School incurring serious damage caused by heavy rains early in 2011; and
- 19.2 serious damage caused by a fire at the Mkanzini Junior

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Secondary School in July 2009.

- 20 Urgent action was needed to remedy these problems. Regrettably, the Eastern Cape Provincial Department of Education failed – which was at the time charged with the power and duty to deal with such problems - to take the necessary immediate action. The provincial department failed to take adequate steps for the budgetary provision for and prioritisation of urgent projects such as those relating to the two individual schools.
- 21 Because of this and related problems, the national government undertook a national intervention in terms of s 100 (1) (b) of the Constitution to take over the administration of the Eastern Cape Provincial Department of Education. Efforts to implement the national intervention were obstructed by certain provincial officials, in particular the then Head of Department for Education in the Eastern Cape. Further steps were taken by the national department to resolve these issues. Much progress has been made in this regard in recent months, particularly since the resignation of the former Head of Department.
- 22 The urgent needs relating to the two individual schools are currently being attended to as a matter of urgency and priority.
- 23 At the initiative of the Department, a plan, referred to as “*the Baseline Project Execution Plan*”, was finalised in relation to the two individual schools on 10 May 2012. This provides for short-term provision of facilities in the form of prefabricated classrooms and other facilities.

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A copy of this plan is attached as Annexure "R1". This provides for the following:

- 23.1 At the Mwezini Junior Primary School : seven prefabricated classrooms, five x 5000 litre water tanks, toilets and fencing;
 - 23.2 At the Mkanzini Junior Secondary School : ten prefabricated classrooms, six x 5000 litre water tanks, toilets and fencing;
 - 23.3 Electrical works at each school;
 - 23.4 Commencement of the project on 15 May 2012 and completion of the works by 15 August 2012.
- 24 This project has been commenced and is progressing well, and the Department is confident that the work will be completed, as scheduled, by mid-August 2012.
- 25 This will address the immediate short-term needs of the two individual schools. To the extent that more permanent structures and additional facilities are necessary and appropriate, these will be provided in due course, as soon as budgets and planning for the province as a whole, taking into account of priorities, will allow for this.
- 26 This project in respect of the two individual schools is part of a wider project currently being undertaken at the initiative and cost of the Department at national level, in which R8 billion is being spent over

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the next three years for priority infrastructural upgrades and development to provide school buildings, facilities and services at schools currently experiencing unsafe and other emergency conditions.

27 In addition, the project for these two individual schools is part of the process involved in the national intervention in the Eastern Cape as referred to above.

28 The Department is committed to ensuring the completion of this project, to ensure that the acceptable conditions at these two individual schools are addressed and resolved without further delay. Furthermore, the longer term need for these schools are being planned.

29 It is submitted that the project referred to above meaningfully addresses the immediate needs of the two individual schools. It renders the relief sought in relation to this first issue of the two individual schools moot. There is no necessity or justification for the relief as claimed by the applicants.

UNIFORM NORMS AND STANDARDS

30 The second issue raised by the applicants concerns their complaint that the Minister has failed to make regulations which prescribe minimum uniform norms and standards for school infrastructure.

31 The applicants contend that it was obligatory and necessary for the Minister to impose - by way of regulation under s 5A of the South African Schools Act 84 of 1996 (*"the Act"*) - norms and standards for basic infrastructure in public schools.

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32 Section 5A(1) of the Act states:

“The Minister may, after consultation with the Council of Education Ministers, by regulation prescribe minimum uniform norms and standards for –

(a) school infrastructure;

(b) ...” (emphasis added)

33 It is submitted with respect that the applicants’ argument misconceives the nature of the power imposed upon the Minister in terms of s 5A of the Act. It is a permissive and not a mandatory power. It provides for a discretion, not an obligation.

34 To the extent that the Minister has exercised her discretion – by issuing guidelines rather than regulation - there is no ground to justify the review and setting aside of her exercise of the discretion and her decision in that regard.

35 The applicants, in their founding papers, make much of the fact that the Minister initially indicated that her intention was to promulgate regulations.

36 The brief background facts relevant in this regard are the following:

36.1 The previous Minister, Minister Naledi Pandor, during November 2008, published a Gazette Notice calling for public comment on proposed norms and standards as contemplated in s 5A of the Act. The applicants have

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attached a copy of that notice, with the proposed norms and standards, as Annexure "YD39" to the founding affidavit (from page 496 of the record).

36.2 During May 2010, the National Policy of an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (to which reference was made earlier) was published by the current Minister in the Gazette. A copy has been attached by the applicants as Annexure "YD12" to the founding affidavit (from page 175 of the record).

36.3 Further efforts were undertaken by the current Minister and the Department to consult interested stakeholders, including the public, education departments in the provinces and other relevant institutions. The applicants in their founding affidavit refer to communication between the first applicant and the Minister, as appears also from various annexures to the founding affidavit, such as Annexure "YD13" from page 234.

36.4 The Department continued, on an ongoing basis, to assess the needs for upgrading of and provision for improved and additional infrastructure. This is apparent, for example, from a document adopted by the Department and referred to as the "*ASIDI Proposal*" – "*Infrastructure Challenges in the Education Sector : A Case for the Accelerated School*

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Infrastructure Delivery Initiative (ASIDI)". This reflected significant progress achieved from 1996 until 2010 (which has continued thereafter). It provided for various plans, teams and programs to pursue the various shortcomings and challenges that were identified. It reflects a management plan which has been – and is in the process of being – implemented and pursued by the Department.

- 36.5 The most recent Annual Performance Plan adopted by the Department, in respect of the 2012 – 2013 year (Annexure "R2" hereto), is a reflection of the huge challenges faced by the Department, and the high level of planning, budgetary provision and management entailed in the administration of basic education at national level (together with provincial departments). Reference is made in that plan to the ASIDI initiative adopted by the Department (page 59 of Annexure "R2") and infrastructure grants (at pages 60 and 61) of Annexure "R2". Reference is also made to the reconciliation of performance targets with budgets and medium term expenditure, with provision made for financial support for payment for goods and services, computer services, leases, buildings and other fixed structures, machinery and equipment and software and intangible assets (see for example page 24 and 25 of Annexure "R2").

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- 36.6 As indicated in s 5A(1) of the Act, if the Minister proposes to prescribe minimum uniform norms and standards for school infrastructure by way of regulation, she is required to do this, after consultation with the Council of Education Ministers ("*the CEM*"). The CEM is a Council established in terms of s 9 of the National Education Policy Act 27 of 1996. It consists of the Minister as chairperson, as well as the Deputy Minister of Basic Education and every provincial political head of education, meaning the respective MECs of basic education in the various provinces.
- 36.7 Detailed consultations took place within the CEM in relation to the Minister's initial proposal to make regulations for uniform norms and standards.
- 36.8 During the discussions in the CEM, it became apparent that the various provinces, based on substantial grounds, foresaw serious practical difficulties which would flow from the promulgation of regulations which would apply, by way of binding prescripts across all provinces. This would follow *inter alia* from the fact that the provinces face different practical problems, have different budgetary constraints and priorities, and have different approaches and ideas for dealing with the various situations that they face.
- 36.9 It also became apparent that some of the provinces had

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innovative ideas for dealing with situations which should not be hampered by rigid binding regulations.

- 36.10 For example, in the new residential development of Cosmos in Gauteng Province, the plan is to set up a precinct for three separate schools with shared facilities for laboratories, libraries etc. In most other areas, schools are some distance from each other. The sort of economics of scale available in the Cosmos project, due to sharing facilities between three schools cannot be achieved.
- 36.11 Some provinces consider it appropriate to have high schools and junior schools on the same campus.
- 36.12 There are markedly different conditions relating to the availability of money, budgets, land, numbers of learners, population density etc. In respect of some schools, there is simply no space available for recreational facilities. Some schools currently have inadequate numbers of learners to make the school viable. For example in remote areas of the Eastern Cape, there are schools with less than 30 learners in the entire school. Creative and innovative ways can and should be conceived and pursued to deal with such situations.
- 36.13 It became apparent during our consultations within the CEM that it was necessary or strongly advisable that there should be flexibility. Rigidity in the form of regulations

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which had to be complied with across the board, regardless of differing circumstances, would militate against the interests of provinces and regions, and their ability to plan, budget and provide for the various needs of each province in an appropriate way.

- 36.14 To prescribe rigid regulations would fetter the discretion and flexibility needed by each province. It could result in excessive and unaffordable burdens being placed on the national Department to fund provinces for shortfalls where they are required to comply with rigid regulations where more creative and less expensive solutions can be found, which better suit the particular needs and circumstances of their regions and local conditions.
- 36.15 The Minister was ultimately persuaded that uniform norms and standards should be adopted by way of a framework, as guidelines, rather than as prescriptive regulations.
- 36.16 In terms of the applicable legislation, as well as the requirements of cooperative government laid down in s 40 and 41 of the Constitution, provincial departments are required to take into account the policies of the Department and the Minister at national level and to coordinate their actions, but this does not require that the Minister must inevitably promulgate regulations under s 5A of the Act.

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- 37 It is submitted with respect that the Minister has properly exercised her powers and discretion in this regard. The issuing of regulations under s 5A was a possibility and one of the choices available to the Minister, which she favoured initially but ultimately found to be the most suitable option. There is no obligation compelling her to promulgate such regulations.
- 38 Her decision not to promulgate regulations but rather to formulate and adopt guidelines was taken in good faith, after proper consideration of all facts and relevant considerations, and after taking into account -- and ultimately being persuaded by - the well motivated submissions of the various provincial MECs.
- 39 The process of consultation with the CEM resulted in consensus being reached by the participants in the CEM, including the Minister, that guidelines should be approved and issued by her. This took place in January 2012 in the form of "*Guidelines relating to Planning for Public School Infrastructure*", a copy of which is attached as Annexure "R3" hereto. These guidelines were distributed throughout the provinces and were published *inter alia* on the Department's website.
- 40 It is submitted with respect that these guidelines provide meaningful, rational and justifiable provisions for school infrastructure, to be taken into account by the provinces and the Department in the planning and budgeting for new schools and facilities and for refurbishment and redevelopment of existing educational facilities and structures.

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41 It is submitted that these guidelines are valid, lawful and rational, and serve a reasonable and justifiable governmental purpose.

42 In the circumstances, it is submitted with respect that there is no basis for any legal challenge to the lawfulness and validity of the guidelines issued by the Minister (after consultation with the CEM).

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43 It must furthermore be stressed that the right guaranteed by s 29(1)(a) of the Constitution is the right to a *basic* education. Account has to be taken of socio-economic realities, the need to address inequities inherited from a past system of apartheid, and budgetary constraints and the limitation of available resources, as well as the need progressively, over time, to improve standards and facilities. How this is achieved is a matter ultimately for democratically elected representatives in government to determine in a lawful and rational manner. It is submitted that this is what has occurred in the present matter. There is with respect no legal basis or justification for the court to interfere in this regard.


44 The various contentions advanced in the applicants' founding affidavit in relation to s 5A and other provisions of the Act are, I submit, with respect wrong and will be addressed fully during legal argument.

CONCLUSION

45 For the reasons set out above, and to be dealt with during legal argument on our behalf, it is submitted with respect that there is no basis for the relief sought by the applicants.

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46 Accordingly, the application should be dismissed. No order is sought against the applicants for costs.



DEPONENT

THUS SIGNED and SWORN to before me at *Pretoria* on this *5th* day of *July* 2012, the deponent having acknowledged that he knows and understands the contents of this affidavit; that he has no objection to taking the prescribed oath and that he considers the oath as binding on his conscience.



COMMISSIONER OF OATHS

FULL NAMES:

BUSINESS ADDRESS:

CAPACITY:

AREA:

HENDRIK ANDRIES KLEYNHANS
LEGISLATIVE DRAFTER AND RESEARCHER
COMMISSIONER OF OATHS
EX OFFICIO RSA
CIVITAS BUILDING
CNR ANDRIES & STRUBEN STREET
PRETORIA

IN THE EASTERN CAPE HIGH COURT, BHISHO
(REPUBLIC OF SOUTH AFRICA)

CASE NO. 81/2012

In the matter between:

EQUAL EDUCATION AND TWO OTHERS

Applicants

and

MINISTER OF BASIC EDUCATION AND TWELVE OTHERS

Respondents

AFFIDAVIT

I, the undersigned,

MODIDIMA MANNYA

state under oath the following:

1. I am the former Head of Department ("the HoD") of the Department of Education in the Eastern Cape Provincial Government ("the Department"). I held that post from 8-November 2010-until 30-April 2012 when my contract was re-determined by agreement.
2. I hold B. Iuris and LLB degrees from the Universities of the North and Pretoria respectively. I am admitted as an Advocate of the High Court.
3. I have held various senior government positions including as Special Adviser to the then Minister of Welfare and Social Development, Special Adviser to

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the then Premier of the Province of Gauteng, and Superintendent General in the Department of Agriculture and Environmental Affairs, Province of Kwa Zulu Natal. I have also worked as a management and policy adviser and consultant.

4. In my capacity as the HoD, I was responsible for the administration of the affairs of the Department. In that capacity I also served in and attended various structures of government, including:

- 4.1. The Heads of Education Committee (HEDCOM): I was a member of this Committee, which consists of the Director-General of the national Department of Basic Education and the Heads of the nine provincial Departments.

- 4.2. The Council of Education Ministers (CEM): I attended meetings of this Committee, which consists of the Minister of Basic Education and the nine provincial Members of Executive Council (MECs) responsible for Education.

5. In my capacity as Accounting Officer of the Department and by virtue of being the HoD, I appeared before various committees of the Legislature to account on the problems relating to the state and performance of school infrastructure. I was also one of the Accounting Officers summoned by the National Council of Provinces to account on the report of the Auditor General on the performance of the school infrastructure programme.

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school infrastructure is consistent with the entire policy framework. On the basis of my experience of the difficulties of having to deal with such enormous problems, in my opinion the absence of enforceable norms and standards contributes significantly to the ongoing infrastructure problems of schools. I do not believe that ad-hoc policy decisions and instructions are adequate to address this matter.

25. There is an organic and natural relationship between the availability of proper and adequate infrastructure and the effective implementation of the curriculum. Proper and adequate school infrastructure plays a critical role in creating a protective and enabling environment for the learning and development of children, and in enabling educators and non-educators in the school to perform their duties efficiently and effectively and in a safe and secure environment. Proper and adequate infrastructure is therefore a critical requirement for a proper education system.

26. The National School Nutrition Programme, an important government programme, also requires appropriate infrastructure. This programme, generally referred to as the "feeding scheme", is intended to provide learners particularly from poor communities with a nutritious daily meal to enhance their development and learning. Part of the infrastructure required to implement this programme is appropriate kitchen facilities. This is important to ensure that food is prepared and served under hygienic conditions, in order to prevent possible outbreak of food related diseases.

MEC FOR EDUCATION: NORTH WEST

Eleventh Respondent

MEC FOR EDUCATION: WESTERN CAPE

Twelfth Respondent

MINISTER OF FINANCE

Thirteenth Respondent

AFFIDAVIT

I, the undersigned,

ABONGILE NYUMBEKA

do hereby make oath and state that:

1. I am the General Secretary of the Social Justice Coalition ("the SJC"), the First Applicant in this application for the SJC and the Most Reverend Dr Thabo Cecil Makgoba ("Archbishop Makgoba") to be joined as applicants, alternatively admitted as *amici curiae* in the application brought by Equal Education under the above case number ("the main application") and am duly authorised to bring this application and to depose to this affidavit.
2. The facts stated herein fall within my personal knowledge save where the context indicates to the contrary and are true and correct. Where I make legal

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everyone has access to a basic education. If they do not, then the state has failed to fulfil its constitutional obligation.

39. The Applicants in the main application rely on domestic legislation and policies, and international covenants and commentaries to give content to the right to a basic education (in paragraphs 31 to 43 of the founding affidavit). The SJC and Archbishop Makgoba align themselves with this analysis.

40. The right to a basic education necessarily implies the right to a basic education of a reasonable quality. It must promote and develop a child's personality, talents and mental and physical abilities to his or her fullest potential and provides a foundation for a child's lifetime learning and work opportunities.

41. The right to a basic education in section 29(1)(a) is to be distinguished from the right to "further education" in section 29(1)(b). The word "basic" denotes a phase of education – it has been interpreted by the Constitutional Court as being the phase which is made compulsory in terms of section 3(1) of the Schools Act (from ages 7 to 15, or up to the ninth grade, whichever occurs first). It does not denote a lesser *quality* of education.

PART D: INADEQUATE INFRASTRUCTURE IN SOUTH AFRICAN PUBLIC SCHOOLS

42. It is not disputed by the Minister that adequate infrastructure is a precondition for the realisation of the right to a basic education. I refer to the following

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paragraphs of the founding affidavit in the main application, which are not denied:

42.1. *"...safe and functional infrastructure is essential for adequate education to be provided... The achievement of an adequate basic education requires amongst other things that a child study in classrooms and an environment that are safe and conducive to learning"* (paragraph 40 on page 22);

42.2. Section 29(1)(a) of the Constitution imposes a duty on government *"to ensure that public schools have adequate and safe infrastructure conducive to learning..."* (paragraph 43 on page 24);

42.3. *"There is a direct relationship between adequate school infrastructure and learner performance. Adequate infrastructure is a key element of providing an adequate education. The Minister and her Department have acknowledged this causal relationship. This is made clear both in official government documents, and in government's correspondence with the first applicant"* (paragraphs 97 and 98 on page 48 and see paragraphs 99 to 101 on pages 49 to 50).

43. That adequate infrastructure in schools, including safe buildings in which to teach and other basic facilities, is a necessary precondition for the realisation of

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the right to a basic education is confirmed in the accompanying affidavit of Ursula Hoadley.

44. The state of school infrastructure in many South African public schools is however wholly deficient.

45. This is also not contested by the Minister. I refer for example to the following statements made in the founding affidavit which are not denied:

45.1. *"The poor physical conditions at Menziwa SSS, Mwezeni SPS and Mkanzini JSS are not unique. There are many more schools which, while not in this unsafe condition, do not have the basic infrastructure which is necessary for the provision of adequate basic education ... there is a widespread, systemic and continuing failure to provide adequate infrastructure for public schools, which affects the poorest schools in the country"* (paragraph 81 on page 42);

45.2. *"Today there are still thousands of schools across South Africa that are operating without adequate resources and in unsafe conditions"* (paragraph 85 on page 43);

46. The studies and reports referred to in paragraphs 88 to 90 of the founding affidavit in the main application are not placed in dispute.

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IN THE EASTERN CAPE HIGH COURT, BHISHO
(REPUBLIC OF SOUTH AFRICA)

CASE NO. 81/2012.

In the application of:

THE SOCIAL JUSTICE COALITION

First Applicant for joinder

and

**THE ANGLICAN ARCHBISHOP
OF CAPE TOWN, REV, DR THABO MAKGOBA**

Second Applicant for joinder

In the matter between:

EQUAL EDUCATION

First Applicant

**INFRASTRUCTURE CRISIS COMMITTEE OF
MENZIWA SENIOR SECONDARY SCHOOL**

Second Applicant

**INFRASTRUCTURE CRISIS COMMITTEE OF
MWEZENI SENIOR PRIMARY SCHOOL**

Third Applicant

and

MEC FOR EDUCATION: EASTERN CAPE

First Respondent

MINISTER OF BASIC EDUCATION

Second Respondent

GOVERNMENT OF THE EASTERN CAPE PROVINCE

Third Respondent

GOVERNMENT OF THE REPUBLIC OF SOUTH AFRICA

Fourth Respondent

MEC FOR EDUCATION: FREE STATE

Fifth Respondent

MEC FOR EDUCATION: GAUTENG

Sixth Respondent

MEC FOR EDUCATION: KWAZULU-NATAL

Seventh Respondent

MEC FOR EDUCATION: LIMPOPO

Eighth Respondent

MEC FOR EDUCATION: MPUMALANGA

Ninth Respondent

MEC FOR EDUCATION: NORTHERN CAPE

Tenth Respondent

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MEC FOR EDUCATION: NORTH WEST

Eleventh Respondent

MEC FOR EDUCATION: WESTERN CAPE

Twelfth Respondent

MINISTER OF FINANCE

Thirteenth Respondent

AFFIDAVIT

I, the undersigned,

URSULA KATE HOADLEY

do hereby make oath and state that:

1. I am employed as a Senior Lecturer at the School of Education, University of Cape Town.
2. The facts stated herein fall within my personal knowledge save where the context indicates to the contrary, and are true and correct.
3. I have PhD and MPhil degrees in Education and I am a National Research Foundation rated researcher. My area of research relates to the sociology of education and reflects a particular interest in the relationship between education and social stratification; especially social class. My work has focused on three main areas: teachers' work, pedagogy and curriculum.

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4. Most recently I have worked on, amongst others:
- 4.1. The SPADE (Schools Performing Above Demographic Expectations) Foundation Phase Project funded by the European Union, which is a three year project aimed at identifying factors which impact on performance in primary schools which are performing above expectations (as Principal Investigator);
 - 4.2. An Abdul Latif Jameel *Poverty Action Lab* randomised controlled trial of an intensive literacy course for Grade 2 and 4 learners in 100 of the Western Cape's lowest performing schools (co-Principal Investigator);
 - 4.3. A monitoring survey for the Department of Basic Education of 2000 schools to establish functionality; and
 - 4.4. A Foundation Phase Study for the Western Cape Education Department Treasury – a review of classroom-based research in primary schools in South Africa.
5. I am the author and co-author of peer-reviewed journal articles, textbooks and monographs, and published research reports. I am a reviewer for several local and international journals. A copy of my curriculum vitae is attached marked "UKH1".

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6. In the course of the sixteen years that I have been doing education research I have conducted fieldwork and visits in a large number of schools, including schools with poor infrastructure and physically challenging environments.

ADEQUATE INFRASTRUCTURE AND A BASIC EDUCATION

7. That the physical environment impacts on teaching and learning effectiveness is acknowledged by the Minister of Basic Education ("the Minister") in the "*National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment*" published in the Government Gazette on 11 June 2010 (Government Gazette No. 33283, 11 June 2010) ("the Equitable Provision Policy") (Copy attached as Annexure "YD12" to the founding affidavit in the main application).
8. The Equitable Provision Policy records that there is a link between the physical environment in which learners are taught, and teaching and learning effectiveness, as well as learning outcomes. The policy states that poor learning environments contribute to irregular attendance and higher drop-out rates by learners, and teacher absenteeism, attrition and turnover (page 7, 180 and 200 of the main application).
9. The link between physical infrastructure and learning outcomes is confirmed by scientific research.

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10. A particularly rigorous study is the Working Paper of the National Bureau of Economic Research entitled "*School Resources and Educational Outcomes in Developing Countries: A Review of the Literature from 1990 to 2010*" (October 2011). Relevant extracts from the Working Paper are attached marked "UKH2". The National Bureau of Economic Research is a leading non-profit economic research organisation based in Cambridge, Massachusetts. The paper examines 79 studies published between 1990 and 2010 in both education and economics to investigate which school and teacher characteristics in developing countries have strong positive impacts on student achievement scores and time spent in school (measured as daily attendance, current enrolment and years in school). The 79 studies were chosen from over 9 000 studies as being of sufficient quality. Of these 79, 43 studies were chosen by setting an even higher bar in terms of methods used, as being "high quality studies". The paper draws the following conclusions:
-

- 10.1. that "*Perhaps the clearest finding is that having a fully functioning school – one with better quality roofs, walls and floors, with desks, tables and chairs, and with a school library – appears conducive to learning*" (page 41);
- 10.2. that both the 79 studies and the 43 high quality studies, contain strong support that improvements in the quality of the school's walls, roofs and floors raised students' test scores (page 29 and Tables 7 and 10);

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- 10.3. that the results of the 43 higher quality studies as regards the effect of libraries on student learning are almost unanimous: four of the six results are significantly positive, and none significantly negative (page 29);
- 10.4. that of the two studies dealing with the effect of school libraries on the time spent by students in school, both reveal that school libraries increase time spent in school (page 37).
11. Despite methodological complexities and the difficulties of making generalisations from findings related to the very context-specific nature of schooling in particular places, there is evidence in the literature to support the notion that the quality of school infrastructure in many South African public schools affects learners' rights to a basic education.
12. The negative effect of poor infrastructure on a learner's right to a basic education can be said to comprise three broad components:
- 12.1. A temporal component: poor infrastructure diminishes time for learning, for example, if learners are forced to stand in long queues to make use of toilet facilities, or when lessons in poorly constructed classrooms must be suspended during bad weather;
- 12.2. An affective component: poor infrastructure undermines learners' self-esteem, their motivation to learn and signals that they are not cared for; and

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12.3. A physical component: poor infrastructure may pose a threat to personal hygiene and affects a learner's ability to concentrate.

13. It is clear in my view that the level of infrastructure provided at many public schools in South Africa falls far short of that required to ensure an environment which is conducive to learning and undermines the right to a basic education.

SANITATION AND SEX AND GENDER DISCRIMINATION

14. The international literature makes extensive reference to the gendered impact of poor sanitary conditions in the school setting.
15. In particular, monthly absenteeism by girls during menstruation because of a lack of proper sanitation facilities at schools has been documented in several international studies.
-
16. One such study, "*School menstrual hygiene management in Malawi: More than toilets*" by Sally Piper Pillitteri, 2011, found that in schools with facilities comparable to those described in the supporting affidavits in the main application, a third of the 104 girls questioned said that they never used the school toilets while menstruating, either waiting until they went home, using the bush or simply not coming to school (p 14). A copy of the study is attached marked "UKH3".

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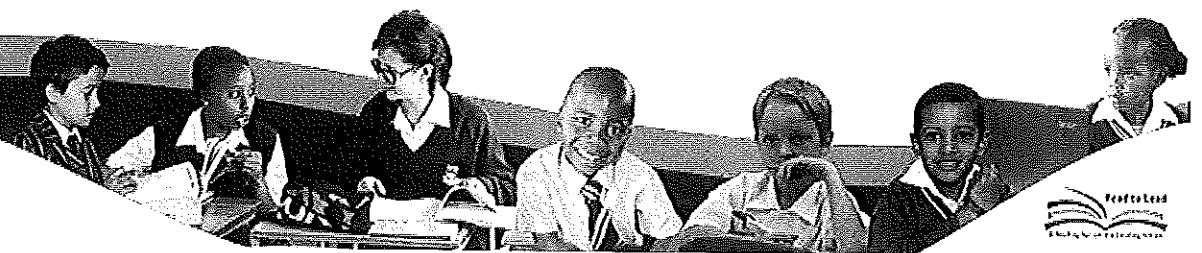
Every child is a National Asset

**FOURTH QUARTERLY REPORT ON THE PERFORMANCE OF
THE DEPARTMENT IN MEETING ITS STRATEGIC OBJECTIVES
FOR 2015/16**

**Portfolio Committee on Basic Education
23 August 2016**



basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA



Challenges and Mitigation Measures

Challenges	Mitigation Measures
<p>Programme 2: Curriculum Policy, Support and Monitoring</p> <p>The under-spending on this programme is mainly on EPWP Grant. The under-spending on the grant was due to delays in finalising the calculation and late submission of data in the EPWP electronic system. The major problem was the delay in submitting the certified ID Copies to EPWP.</p>	<p>The Department held meetings with EPWP unit of the Department of Public Works. Both Department's agreed on amendment of the application form for volunteers to meet the categories required by the EPWP electronic system and the Department to assign a dedicated Deputy Director to work fulltime on data submission into the EPWP electronic system.</p>
<p>Programme 4: Planning, Information and Assessment</p> <p>The under-spending on this programme is mainly on the ASIDI programme. The process of consultation on rationalisation of schools took longer than anticipated and impacted on the spending trends for the ASIDI project.</p>	<p>The consultation on rationalisation of schools has been completed in some areas.</p>



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ALLOCATION AGAINST ACTUAL EXPENDITURE FOR THE 2015/16 FINANCIAL YEAR

ECONOMIC CLASSIFICATIONS	2015/16			Expenditure as % of Appropriation
	APPROPRIATION	ACTUAL EXPENDITURE	VARIANCE	
	R'000	R'000	R'000	
Compensation of Employees	363 230	361 008	2 222	99.39%
Examiners and Moderators	21 002	21 336	(334)	101.59%
Transfers to Public Entities	1 103 789	1 104 391	(417)	100.00%
Other Transfers	77 839	82 401	(4 562)	105.86%
Conditional Grants	15 631 771	15 631 771	-	100.00%
Schools Infrastructure Backlogs Indirect Grant	2 046 186	1 622 420	423 766	79.29%
Earmarked Funds	1 676 517	1 587 847	88 670	94.71%
Departmental Operations	100 343	107 272	(6 929)	109.91%
Office Accommodation	165 238	165 242	(4)	100.00%
Projects	100 326	112 436	(12 110)	112.07%
Total	21 286 426	20 796 124	490 302	97.70%

STANDING COMMITTEE ON APPROPRIATIONS

Presenter: Dondo Mogajane | DDG: Public Finance, National Treasury | 23 August 2016



national treasury

Department:
National Treasury
REPUBLIC OF SOUTH AFRICA

Basic Education

R. J. J. J. J.

	ENE budget	AENE	Final available budget	Actual expenditure	Expenditure under/(over) available budget	% Expenditure under/(over) available budget
Vote 14 Basic Education						
Administration	357,697	360,297	386,645	386,477	168	0.0%
Curriculum Policy, Support and Monitoring	1,877,765	1,844,922	1,837,965	1,797,740	40,225	2.2%
Teachers, Education Human Resources and Ins	1,171,484	1,163,353	1,164,017	1,163,547	470	0.0%
Planning, Information and Assessment	12,129,738	11,974,032	11,959,764	11,511,904	447,860	3.7%
Educational Enrichment Services	5,974,456	5,943,822	5,938,035	5,936,457	1,578	0.0%
Total	21,511,140	21,286,426	21,286,426	20,796,125	490,301	2.3%

Spent 97.7%, an underspending of R490.361 million, mainly from:

- Programme 4: *Planning, Information and Assessment*
 - R423.4 million on the School Infrastructure Backlogs grant (ASIDI) due to poor performance and difficulty in replacing underperformers by some implementing agents and service providers, and delays in finalising the merging and rationalisation of schools in the Eastern Cape Province
 - R51.9 million from the Annual National Assessments since not all schools completed these assessments in 2015/16
- Programme 2: *Curriculum Policy, Support and Monitoring*
 - R36 million from the EPWP Kha Ri Gude incentive grant due to delays in finalising the calculation of full time equivalents (which is used to determine the amount due to the department) for the EPWP Unit at DPW.

Education and related departments

Basic Education

- 31.8 per cent spent; variance is mainly under programmes 2 and 4:
 - Programme 2 - expenditure on workbooks will only take place in Quarter 2, while it was initially projected to happen in Quarter 1. The delay is not expected to result in the late delivery of workbooks for the 2017 school year.
 - Programme 4 – low spending due to implementation delays in the School Infrastructure Backlogs grant, where R176 million was spent against the projected amount of R929 million for the quarter; slow spending also due to poor performance by some implementing agents, difficulty in replacing underperformers, and delays in finalising the merging and rationalisation of schools in the Eastern Cape Province.
 - Underspending of this grant has been a problem since its inception in 2011/12

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MINISTRY: FINANCE

REPUBLIC OF SOUTH AFRICA

Private Bag X115, Pretoria, 0001 Tel: +27 12 323 8911 Fax: +27 12 323 3262

P O Box 29, Cape Town 8000 Tel +27 21 464 6100 Fax +27 21 461 2934

Website : www.treasury.gov.za , email : minreg@treasury.gov.za

2015

Budget Speech

Nhlanhla Nene

Minister of Finance

25 February 2015

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Education, sport and culture

Honourable Speaker, over R640 billion will be allocated to basic education during the next three years.

Under Minister Motshekga's oversight, personnel planning for schools is being reviewed to ensure that learner-teacher ratios are maintained at appropriate levels.

The number of qualified teachers entering the public service is projected to increase from about 8 200 in 2012/13 to 10 200 in 2017/18. To support teacher training, R3.1 billion will be awarded in *funza lushaka* bursaries over the next three years.

We will distribute 170 million workbooks to over 23 000 public schools over this MTEF period. Each learner in Grades R to 9 will receive two books per subject each year in numeracy, mathematics, literacy, language and life skills.

The school infrastructure backlogs programme is allocated R7.4 billion for the replacement of over 500 unsafe or poorly constructed schools, as well as to address water, sanitation and electricity needs. The education infrastructure grant of R29.6 billion over the medium term will enable all schools to meet the minimum norms and standards for school infrastructure by 2016.

The budget also includes R4.1 billion over the MTEF period to build and support public libraries. School and community sport programmes and sports academies will receive R1.7 billion in conditional allocations to provinces.

Post-school education and training

Honourable Speaker, allocations to post-school education and training exceed R195 billion over the medium term, increasing at an annual average of 7.1 per cent.

University operating subsidies will amount to R72.4 billion. Transfers to universities for infrastructure of R10.5 billion are proposed, including R3.2 billion for the new universities of Mpumalanga and Sol Plaatje.

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REPUBLIC OF SOUTH AFRICA

DIVISION OF REVENUE BILL

*(As introduced in the National Assembly (proposed section 76(1)); explanatory summary of
the Bill published in Government Gazette No. 38458 of 13 February 2015)
(The English text is the official text of the Bill)*

(MINISTER OF FINANCE)

[B 5—2015]

ISBN 978-1-4850-0209-3

No. of copies printed 1 800

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SCHEDULE 6, PART A
ALLOCATIONS-IN-KIND TO PROVINCES FOR DESIGNATED SPECIAL PROGRAMMES

Vote	Name of allocation	Purpose	Column A	Column B	
			2015/16	Forward Estimates	
			R'000	2016/17	2017/18
Basic Education (Vote 14)	School Infrastructure Backlogs Grant	Eradication of entire inappropriate school infrastructure; provision of water, sanitation and electricity to schools.	2 046 825	R'000 2 374 867	R'000 2 619 873
Health (Vote 16)	National Health Grant	To address capacity constraints in provinces and to create an alternate track to speed up infrastructure delivery; to improve spending, performance, monitoring and evaluation on National Health Insurance pilots and infrastructure projects; to fund the introduction of the Human Papillomavirus vaccination programme in schools.	1 411 250	1 221 024	1 347 002
TOTAL			3 458 075	3 595 891	3 966 875

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REPUBLIC OF SOUTH AFRICA

DIVISION OF REVENUE BILL

*(As introduced in the National Assembly (proposed section 76); explanatory summary of
Bill published in Government Gazette No. 37337 of 21 February 2014)
(The English text is the official text of the Bill)*

(MINISTER OF FINANCE)

[B 5—2014]

ISBN 978-1-4850-0111-9

No. of copies printed 1 800

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SCHEDULE 6, PART A
ALLOCATIONS-IN-KIND TO PROVINCES FOR DESIGNATED SPECIAL PROGRAMMES

Vote	Name of allocation	Purpose	Column A	Column B		
			2014/15 Allocation	Forward Estimates		2016/17
			R'000	2015/16 R'000	R'000	R'000
Basic Education (Vote 15)	School Infrastructure Backlogs Grant	Eradication of entire inappropriate school infrastructure; provision of water, sanitation and electricity to schools.	2 938 503	2 433 310		2 610 662
Health (Vote 16)	National Health Grant	To address capacity constraints in provinces and to create an alternate track to speed up infrastructure delivery; to improve spending, performance, monitoring and evaluation on National Health Insurance pilots and infrastructure projects; to fund the introduction of the Human Papillomavirus vaccination programme in schools.	1 574 862	1 634 973		1 515 980
Human Settlements (Vote 31)	Human Settlements Development Grant	To provide funding for the creation of sustainable human settlements.	899 177	975 399		-
TOTAL			5 412 542	5 043 682		4 126 642

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NEIMS STANDARD REPORT JUNE 2016

Water



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Basic Education
REPUBLIC OF SOUTH AFRICA

NEIMS
National Education Infrastructure Management System

Water Source Facilities

15/06/16

Table 4

Site Type : Ordinary Operational Schools

Province Name	Number of Sites	No Water Supply	Unreliable Water Supply	Water Supply	Borehole Well on Site	Mobile Tankers	Municipal Communal	Municipal Yard Supply	Rainwater Harvesting
Western Cape	1441	0	8	1441	163	81	354	921	10
Eastern Cape	5433	53	1958	5378	1040	44	642	2076	3188
Northern Cape	534	0	54	534	244	7	50	364	61
Free State	1227	27	57	1200	365	36	98	766	21
KwaZulu Natal	5839	91	1522	5740	1538	332	574	2638	2885
North West	1485	0	260	1485	915	95	211	777	57
Gauteng	2069	0	81	2069	314	26	313	1696	86
Mpumalanga	1715	0	235	1715	628	228	429	646	5
Limpopo	3834	0	829	3834	2793	245	632	1306	204
Total	23577	171	5004	23396	8000	1094	3303	11190	6517

*One site can have more than one type of water source.
1023 number of projects are in Design and planning or construction stages

Electricity



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NEIMS
National Education Infrastructure Management System

Electricity Source Facilities

15/06/16

Table 3

Site Type : Ordinary Operational Schools

Province Name	Number of Sites	Without Electricity Supply	Unreliable Electricity Supply	With Electricity Supply	Generator	Solar	Grid Connection
Western Cape	1441	0	11	1441	3	2	1438
Eastern Cape	5433	177	1511	5254	204	929	4530
Northern Cape	534	0	24	534	6	14	525
Free State	1227	32	51	1195	2	35	1166
KwaZulu Natal	5839	343	676	5496	222	473	5062
North West	1485	3	152	1482	17	4	1474
Gauteng	2069	0	105	2069	37	6	2065
Mpumalanga	1715	13	57	1702	6	1	1700
Limpopo	3834	1	336	3833	27	289	3717
Total	23577	569	2923	23006	524	1753	21677

*One site can have more than one type of electricity source
500 number of schools are in design and planning or construction stages

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Sanitation



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Basic Education
REPUBLIC OF SOUTH AFRICA

NEIMS

National Education Infrastructure Management System

Ablution Source Facilities

15/06/16

Table 5

Site Type : Ordinary Operational Schools

Province Name	Number of Sites	Pit	Bucket	Enviro Loo	VIP	Flush Toilet Septic Tank	Flush Toilet Municipal	Mobile Toilets	Chemical Toilets	Alternative Sanitation	Without Facilities
Western Cape	1441	0	0	1	9	209	1375	3	0	0	0
Eastern Cape	5433	2369	0	84	2244	213	1009	5	8	0	62
Northern Cape	534	62	0	31	87	86	357	8	1	0	0
Free State	1227	317	0	41	136	135	730	5	1	0	6
KwaZulu Natal	5839	2608	0	199	2357	550	1582	63	65	4	0
North West	1485	476	0	41	308	473	689	14	8	1	0
Gauteng	2069	7	0	13	25	152	1938	100	8	0	0
Mpumalanga	1715	835	0	88	546	457	496	0	0	0	0
Limpopo	3834	2529	0	1252	1393	637	398	1	3	0	0
Total	23577	9203	0	1750	7105	2912	8574	199	94	5	68

One site can have a combination of different types of ablution facilities.
* 1242 projects are in design and planning or construction stages



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NEIMS

National Education Infrastructure Management System

Pits Only And No Sanitation Report

15/06/16

Site Type : Ordinary Operational Schools

TABLE 5 A

Province Name	Number Of Site	Pit Only	No Sanitation
Western Cape	1441	0	0
Eastern Cape	5433	1893	62
Northern Cape	534	10	0
Free State	1227	223	6
KwaZulu Natal	5839	1380	0
North West	1485	146	0
Gauteng	2069	1	0
Mpumalanga	1715	392	0
Limpopo	3834	941	0
Total	23577	4986	68

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Fencing and security



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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NEIMS

National Education Infrastructure Management System

15/06/16

Fencing and Security

Table 6

Site Type : Ordinary Operational Schools

Province Name	Number of Sites	Fencing								Security						
		No Fencing	Palisade (C)	Palisade (S)	Wire Fence	Razor wire fence	Pre cast	Brick Wall	No Security	Electric Fence	Gate	Access Control	Security Room Guard	Alarm System	Security Lights	Surveillance Cameras
Western Cape	1441	0	32	120	1359	28	8	95	0	15	1342	270	25	18	26	8
Eastern Cape	5433	603	16	223	4196	1679	17	233	11	11	4490	45	133	151	420	41
Northern Cape	534	9	5	128	415	207	8	93	0	4	518	13	7	19	53	22
Free State	1227	62	14	233	972	121	4	87	0	3	1117	26	33	7	53	28
KwaZulu Natal	5839	193	289	258	5142	3451	90	573	20	20	5621	365	2033	49	335	117
North West	1485	41	30	276	1032	830	16	196	23	6	1254	44	67	143	168	39
Gauteng	2069	0	435	1127	793	252	115	578	0	36	2005	973	539	144	603	196
Mpumalanga	1715	142	20	91	1497	3	0	20	1	1	1624	16	5	0	0	1
Limpopo	3834	144	72	427	3493	1208	13	516	4	7	3620	92	311	58	93	11
Total	23577	1399	913	2888	18850	7789	271	2396	59	103	21591	1844	3208	589	1811	463

One site can have more than one type of fencing

Sports Facilities



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NEIMS

National Education Infrastructure Management System

15/06/16

Sports Source Facilities

Table 10

Site Type : Ordinary Operational Schools

Province Name	Number of Sites	Sports Facilities Available										Without Sports Facilities	
		Athletics	Tennis	Combi Court	Hockey	Netball	Swimming Pool	Soccer	Cricket	Rugby	Squash Court	Total	%
Western Cape	1441	70	233	24	100	883	19	762	149	33	1	359	24.91
Eastern Cape	5433	103	176	104	76	1783	66	1409	164	334	12	3222	59.30
Northern Cape	534	59	76	71	25	316	17	176	62	89	3	160	29.96
Free State	1227	69	152	31	49	678	17	539	116	36	6	403	32.84
KwaZulu Natal	5839	187	153	276	120	2016	181	1592	258	112	11	3186	54.56
North West	1485	76	113	113	41	891	28	812	83	70	0	392	26.40
Gauteng	2069	425	433	360	244	1325	168	1106	460	233	9	465	22.47
Mpumalanga	1715	53	77	3	38	1082	15	862	44	1	0	487	28.40
Limpopo	3834	74	82	65	35	2320	43	1636	64	37	1	1233	32.16
Total	23577	1116	1495	1047	728	11294	554	8894	1400	945	43	9907	34.56

One site can have more than one type of sports facilities

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Communication source facilities



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NEIMS
National Education Infrastructure Management System

Communication Source Facilities

15/06/16

Site Type : Ordinary Operational Schools

Table 11

Province Name	Number of Sites	Communication Systems Available								Without Communication Systems	
		Cell Network	Landline	Fax	Two way radio	Internet Connectivity for Teaching and Learning	Internet Connectivity for Administrative Purposes	Public Call box	Intercom	Total	%
Western Cape	1441	1033	1406	1339	89	1252	1253	736	87	1	0.07
Eastern Cape	5433	5286	1231	1015	35	550	798	466	201	74	1.36
Northern Cape	534	497	410	391	11	194	301	104	121	3	0.56
Free State	1227	1167	684	833	29	304	387	443	53	10	0.81
KwaZulu Natal	5839	5642	2454	1827	55	535	945	662	242	53	0.91
North West	1435	1464	646	548	7	270	581	142	86	3	0.20
Gauteng	2069	1757	1865	1746	131	1331	1436	996	495	0	0.00
Mpumalanga	1715	1642	937	656	3	71	101	129	2	13	0.76
Limpopo	3834	3785	893	539	5	139	234	160	35	23	0.60
Total	23577	22278	10726	8894	365	4646	6041	3843	1327	180	0.59

One site can have more than one type of communication

Computer centres report



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NEIMS
National Education Infrastructure Management System

Computer Centres Summary

15/06/16

Site Type : Ordinary Operational Schools

Table 9

Province Name	Number of Sites	With Computer Centre	% With Computers	Without Computer Centre	% Without Computer Centre
Western Cape	1441	854	59.26	587	40.74
Eastern Cape	5433	588	10.82	4843	89.14
Northern Cape	534	293	54.87	241	45.13
Free State	1227	435	35.45	792	64.55
KwaZulu Natal	5839	1942	33.26	3897	66.74
North West	1485	641	43.16	844	56.84
Gauteng	2069	1662	80.33	408	19.72
Mpumalanga	1715	690	40.23	1025	59.77
Limpopo	3834	575	15.00	3259	85.00
Total	23577	7680	41.38	15896	58.62

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Library report



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NEIMS

National Education Infrastructure Management System

Library Summary

15/06/16

Site Type : Ordinary Operational Schools

Table 7

Province Name	Number of Sites	With Library	% With Library	Is The Library Stocked	% Library Stocked	Without Library	% Without Library
Western Cape	1441	793	55.03	434	30.12	648	44.97
Eastern Cape	5433	459	8.45	255	4.69	4974	91.55
Northern Cape	534	149	27.90	107	20.04	385	72.10
Free State	1227	429	34.96	200	16.30	798	65.04
KwaZulu Natal	5839	1411	24.17	1003	17.18	4428	75.83
North West	1485	344	23.16	193	13.00	1141	76.84
Gauteng	2069	1310	63.32	882	42.63	759	36.68
Mpumalanga	1715	327	19.07	136	7.93	1388	80.93
Limpopo	3834	249	6.49	108	2.82	3585	93.51
Total	23577	5471	29.17	3318	17.19	18106	70.83

Laboratory



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NEIMS

National Education Infrastructure Management System

Laboratory Source Facilities

15/06/16

Site Type : Ordinary Operational Schools

Table 8

Province Name	Number of Sites	With Laboratory	% With Laboratory	Without Laboratory	% Without Laboratory
Western Cape	1441	478	33.17	963	66.83
Eastern Cape	5433	312	5.74	5121	94.26
Northern Cape	534	90	16.85	444	83.15
Free State	1227	327	26.65	900	73.35
KwaZulu Natal	5839	667	11.42	5172	88.58
North West	1485	283	19.06	1202	80.94
Gauteng	2069	689	33.30	1380	66.70
Mpumalanga	1715	211	12.30	1504	87.70
Limpopo	3834	228	5.95	3606	94.05
Total	23577	3285	18.27	20292	81.73

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Office of the Head of Department
for Education
MPUMALANGA PROVINCE

Building No. 5, Government Boulevard, Riverside Park, Ext 2, Mpumalanga Province, Private Bag X 11341, Mbombela, 1200.
Tel: 013 768 5520/ 5353, Fax: 013 768 5577

Litiko le Temfundvo, Umnyango we Fundo

Ndzawulo ya Dyondzo

Departement van Onderwys


Mr HM Mwell
Director-General
Department of Basic Education
Private Bag X895
PRETORIA
0001

SUBMISSION OF THE REPORT ON PROGRESS MADE TOWARDS MEETING THE REQUIREMENTS OF NORMS AND STANDARDS

The above matter bears reference.

Please find the above report on progress made towards meeting the requirements of Norms and Standards.

Regards


MRS M.O.C MHLABANE
HEAD OF DEPARTMENT
DATE: 29/11/2016

TM
MIS



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Building No. 5, Government Boulevard, Riverside Park, Mpumalanga Province
Private Bag X11341, Mbombela, 1200.
Tel: 013 766 5552/5115, Toll Free Line: 0800 203 116

Litiko le Tomfundvo, Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

REPORT ON PROGRESS MADE TOWARDS MEETING THE REQUIREMENTS OF NORMS AND STANDARDS

Mpumalanga Department of Education (MDOE)

Approval Control			
Name	Designation	Signature	Date
Mrs M Kopeledi <i>M</i>	Chief Director: Physical Resource and Facilities Management	<i>[Signature]</i>	29/11/2016
Mrs MOC Mhlabane <i>P</i>	Head : Department: MDOE Education	<i>[Signature]</i> Mhlabane	29/11/2016
Hon Mrs MR Mhaule	MEC for Education		

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Update on Norms and Standards in MDOE

In response to the Norms and Standards Regulations, the MDOE developed a Norms and Standards Implementation Plan which to a large extent inform the provision of infrastructure and its associated planning. Per the Norms and Standards Implementation Targets; Water, Sanitation, Electricity and Inappropriate Structures required immediate attention and were targeted for the period ending in November 2016.

The situation of sanitation is more complicated than simply identifying schools without toilets. Although schools may have some toilets of the appropriate technology, e.g. VIP, and therefore do not fall within the first 3 year timeframe, many schools also have inadequate sanitation and/or require maintenance. The Department is dealing with the problems simultaneously and envisages that all sanitation backlogs will be addressed within the SEVEN year time-frame.

The provision of water at existing schools without water is addressed together with sanitation. The provision of permanent piped water to schools remains a challenge as the department relies on local municipality for bulk supply. In such cases, boreholes and storage tanks are considered.

1. NORMS AND STANDARD NEED IDENTIFICATION

The names of all the schools that were identified as having no form of basic services Sanitation, Water and Electricity as at 30 Nov 2013 is being address in this report. Annexure A provides a list of schools which were reported in 30 November 2013 as not having Sanitation, Water, and Electricity which qualified to be attended to during the first three year of the Norms and Standards implementation targets. These were as follows:

- Water supply 8 schools
- Sanitation 11 schools
- Electricity supply 40 schools
- Inappropriate Structures 21 schools

1.1. WATER SUPPLY

In 30 November 2013 8 schools in the Province were reported as having no water provision at all. The breakdown per district is indicated in table 1 below and a listing is provided as part of Annexure A.

Table 1 – As at 30 November 2013

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	0
Bohlabela	5
Gert Sibande	1
Nkangala	2
Grant Total	8

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1.2 SANITATION

In 30 November 2013 11 schools in the Province were reported as having no sanitation at all. The breakdown per district is indicated in table 2 below and a listing is provided as part Annexure A.

Table 2 – As at 30 November 2016

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	1
Bohlabela	8
Gert Sibande	1
Nkangala	1
Grant Total	11

1.3 ELECTRIFICATION

In 30 November 2013 - 40 schools in the Province were reported as having no electricity. The breakdown per district is indicated in table 2 and a listing is provided as Annexure A.

Table 3 – As at 30 November 2013

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	5
Bohlabela	6
Gert Sibande	22
Nkangala	7
Grant Total	40

1.4 INAPPROPRIATE MATERIAL

In 30 November 2013 -5 schools were reported as built entirely of inappropriate material and 16 schools were identified in 2015/16 financial year

Table 4 – As at 30 November 2013

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	0
Bohlabela	9
Gert Sibande	5
Nkangala	7
Grant Total	21

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2 PROGRESS TO-DATE

The progress that has been made towards addressing the schools in the norms and standards, i.e. progress made towards eradicating and replacing those that were built entirely of inappropriate materials and the provision of basic services to those that did not have any form of such services. This must indicate the schools that have been, or are being addressed under the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) Programme.

2.1 WATER SUPPLY

The provision of permanent piped water to schools especially in rural and outlying area is to a large extent dependent on external service providers. Where an external water service provider is not available, the option of boreholes is considered. In most schools boreholes have been provided.

As at November 2016 all 8 schools have been provided with water.

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	1
Bohlabela	4
Gert Sibande	3
Nkangala	0
Grant Total	8

2.2 SANITATION

As at November 2016 all the 11 schools identified as having no sanitation in 30 November 2013 have been provided with sanitation.

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	0
Bohlabela	7
Gert Sibande	2
Nkangala	2
Grant Total	11

2.3 ELECTRIFICATION

As at November 2016 – Out of the 40 schools identified as having no electricity in 30 November 2013 24 schools have been provided with electricity, 2 schools have been closed whilst the other 14 school have been planned for 2017/18 financial year.

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	0
Bohlabela	6
Gert Sibande	13
Nkangala	5
Grant Total	24

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2.4 ERADICATION OF SCHOOLS BUILT WITH INAPPROPRIATE MATERIAL (ASIDI)

As at November 2016 the 21 schools built entirely of inappropriate material have been replaced. 9 of these are still in progress.

DISTRICT NAME	NO OF SCHOOLS
Ehlanzeni	0
Bohlabela	9 (on progress)
Gert Sibande	5
Nkangala	7
Grant Total	21

3 TOTAL INFRASTRUCTURE EXPENDITURE IN ADDRESSING THE SCHOOLS IN PROVIDING THE RESPECTIVE FACILITIES, EXCLUDING THE INAPPROPRIATE REPLACEMENT (ASIDI PROJECTS)

The expenditure for the majority of the projects completed since November 2013 have to a large extent not been specific to on Water, or Sanitation nor Electrification, but part of larger program of infrastructure provisioning such as Upgrade and Addition, or Water and Sanitation where the expenditure relates to a greater scope and not restricted to only Water, or Sanitation or Electricity.

The expenditure for Water, Sanitation and Electrification is a part of the amount indicated on the table below:-

FINANCIAL YEAR	TOTAL EXPENDITURE '000
2013/14	R713 732
2014/15	R684 656
2015/16	R1 029 554
TOTAL	R2 427 942

4 RECOMMENDATION

It is recommended that DBE notes the status and progress of Norms & Standards in the Mpumalanga Province

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ANNEXURE A

SANITATION COMPLETED IN 2013/14

District	Name	NatEmis
NKANGALA	ALEX BENJAMIN SECONDARY SCHOOL	800030668
EHLANZENI	INJABULO PRIMARY SCHOOL	800006338
GERT SIBANDE	INJABULO SCHOOL	800030502
BOHLABELA	MAAKERE HIGH SCHOOL	800034861
BOHLABELA	MAHUBAHUBA PRIMARY SCHOOL	800034891
EHLANZENI	MANDLESIVE SECONDARY SCHOOL	800005330
BOHLABELA	NEMBE MHLABA PRIMARY SCHOOL	800035203
BOHLABELA	RHANDZEKILE PRIMARY SCHOOL	800035210

SANITATION COMPLETED IN 2014/15

NKANGALA	ENTOKOZWENI SECONDARY SCHOOL	800003830
BOHLABELA	KUFAKWEZWE SECONDARY SCHOOL	800034941
BOHLABELA	MACHAYE SENIOR SECONDARY SCHOOL	800034832
BOHLABELA	MANYELETI PRIMARY SCHOOL	800035032
BOHLABELA	MATLUSHE PRIMARY SCHOOL	800034897
GERT SIBANDE	MD COOVADIA PRIMARY SCHOOL	800010975
NKANGALA	MKHUTSHWA SECONDARY SCHOOL	800026567
BOHLABELA	MOTSELENG SENIOR PRIMARY SCHOOL	800035009
BOHLABELA	NWA MAHUMANA LOWER PRIMARY SCHOOL	800035072
BOHLABELA	SHANKE SENIOR SECONDARY SCHOOL	800035017
GERT SIBANDE	UMZIMVELO SECONDARY SCHOOL	800024455

SANITATION COMPLETED IN 2015/16

GERT SIBANDE	BHEKOKUHLE PRIMARY SCHOOL	800013540
GERT SIBANDE	CABANGANI PRIMARY SCHOOL	800002188
GERT SIBANDE	CABANGANI PRIMARY SCHOOL	800001859
GERT SIBANDE	CLIFTON PRIMARY SCHOOL	800002196
GERT SIBANDE	DINGA PRIMARY SCHOOL	800002576
GERT SIBANDE	EKULINDENI SECONDARY SCHOOL	800003251
GERT SIBANDE	EMZWELE PRIMARY SCHOOL	800003699
NKANGALA	KAGISO PRIMARY SCHOOL	800007278
GERT SIBANDE	LILANGA SECONDARY SCHOOL	800010447
BOHLABELA	MCHAKA HIGH SCHOOL	800035006
NKANGALA	MOUTSE PRIMARY SCHOOL	800015487
GERT SIBANDE	NGILANDI SECONDARY SCHOOL	800016758

INTERVENTIONS

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ANNEXURE A

WATER SUPPLY SCHOOLS

District	Name	NatEmis
BOHLABELA	FRANK MAGHINYANA HIGH SCHOOL	800035023
NKANGALA	HLALISANANI PRIMARY SCHOOL	800005264
GERT SIBANDE	KWASHUKU SECONDARY SCHOOL	800008813
BOHLABELA	MBHANDULE SECONDARY SCHOOL	800035106
BOHLABELA	MOSES MNISI HIGH SCHOOL	800034921
BOHLABELA	MPISANE PRIMARY SCHOOL	800034949
BOHLABELA	SABEKA PRIMARY SCHOOL	800035170
NKANGALA	SEABE SECONDARY SCHOOL	800020016

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ANNEXURE A

ELECTRICITY STATUS

District	Name	NatEms	Comments
GERT SIBANDE	IKHETHELO SECONDARY SCHOOL	800012401	Completed
GERT SIBANDE	INJABULO SCHOOL	800030502	Completed
GERT SIBANDE	BERBICE PRIMARY SCHOOL	800000943	Completed
GERT SIBANDE	NETHERLAND PARK SECONDARY SCHOOL	800035526	Completed
BOHLABELA	SAMUEL MHLANGA PRIMARY SCHOOL	800035481	Completed
GERT SIBANDE	VOLKSRUST PRIMARY SCHOOL	800024711	Completed
BOHLABELA	FRANK MAGHINYANA HIGH SCHOOL	800035023	Completed
NKANGALA	HLALISANANI PRIMARY SCHOOL	800005264	Completed
GERT SIBANDE	KWASHUKU SECONDARY SCHOOL	800008813	Completed
NKANGALA	NEW CORONATION (KLARINET)		Completed
GERT SIBANDE	AMERSFOORT PRIMARY SCHOOL		Completed
BOHLABELA	SABEKA PRIMARY SCHOOL	800035170	Completed
NKANGALA	SEABE SECONDARY SCHOOL	800020016	Completed
BOHLABELA	MOSES MNISI HIGH SCHOOL	800034921	Completed
BOHLABELA	MPISANE PRIMARY SCHOOL	800034949	Completed
BOHLABELA	MBHANDULE SECONDARY SCHOOL	800035106	Completed
NKANGALA	MIDDELBURG COMBINED SCHOOL	800014274	Completed
NKANGALA	KLARINET PRIMARY SCHOOL		Completed
GERT SIBANDE	OSIZWENI SPECIAL SCHOOL	800017808	Completed
GERT SIBANDE	BETHAMOYA PRIMARY SCHOOL	800000984	Completed
GERT SIBANDE	BUTHANA PRIMARY SCHOOL	800001784	Completed
GERT SIBANDE	KWASIKHOVA PRIMARY SCHOOL	800008821	Completed
GERT SIBANDE	SOKO PRIMARY SCHOOL	800021980	Completed
GERT SIBANDE	ZIWELILE PRIMARY SCHOOL	800034782	Completed

ELECTRICITY ONGOING IN 2016/17

GERT SIBANDE	CHERRY PRIMARY SCHOOL	800002477	The school doesn't have electricity and in 2017/18 plans
GERT SIBANDE			The school was closed
GERT SIBANDE	CHAMBERLAINA PRIMARY SCHOOL	800005389	The school doesn't have electricity and in 2017/18 plans
GERT SIBANDE	CHAMBERLAINA PRIMARY SCHOOL	800017855	The school doesn't have electricity and in 2017/18 plans
GERT SIBANDE	CHAMBERLAINA PRIMARY SCHOOL	800019422	The school doesn't have electricity and in 2017/18 plans
GERT SIBANDE	CHAMBERLAINA SCHOOL	800021592	The school doesn't have electricity and in 2017/18 plans
GERT SIBANDE			The school was closed
Ehlanzeni	Camalaza	800001875	The school doesn't have electricity and in 2017/18 plans
Ehlanzeni	Catfulani primary school	800001974	The school doesn't have electricity and in 2017/18 plans
Ehlanzeni	Dlamadoda secondary school	800002758	The school doesn't have electricity and in 2017/18 plans
N'kangala	Hlangu-Phala	800005322	The school doesn't have electricity and in 2017/18 plans
Gert Sibande	Injubuko primary school	800006353	The school doesn't have electricity and in 2017/18 plans
Gert Sibande	Isiyalu Primary	800006783	The school doesn't have electricity and in 2017/18 plans
Ehlanzeni	Kobi primary school	800008417	The school doesn't have electricity and in 2017/18 plans
Ehlanzeni	Loti primary school	800010694	The school doesn't have electricity and in 2017/18 plans
Gert Sibande	Tshepeha combined school	800023911	The school doesn't have electricity and in 2017/18 plans

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ANNEXURE A

INAPPROPRIATE STRUCTURE

District	Project Name:
Nkangala	Borolo Primary School
Nkangala	Ekuphumeleni Primary School
Gert Sibande	Enkundleni Primary School
Gert Sibande	Jandrell Secondary School
Nkangala	Ndayi Primary School
Nkangala	Springvalley Primary School
Nkangala	Zidli Primary School
Gert Sibande	Wesselton Primary School
Gert Sibande	Ngema Primary School
Nkangala	Goba Primary School
Gert Sibande	Loding Primary School
Nkangala	Tiylmeleni Primary School
PROJECTS IN PROGRESS	
Bohlabela	Mhlava Khosa Primary School
Bohlabela	Lapishe Primary School
Bohlabela	Rindzani Secondary School
Bohlabela	Skopandoda Mashabiya Secondary School
Bohlabela	Lesedi Primary School
Bohlabela	Moratiseng Primary School
Bohlabela	Relane Primary School
Bohlabela	Sedibeng Primary School
Bohlabela	Sonnye Primary School

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NORMS & STANDARDS

PROGRESS REPORT

NOVEMBER 2016



Prepared by: Northern Cape Department of Education: Infrastructure Development



Northern Cape
Department of Education
Infrastructure

SIGN OFF

OFFICIAL SIGN OFF OF THE NORMS AND STANDARDS PROGRESS REPORT (NOVEMBER 2016)

DATE	SIGNATURE	NAME & RANK
11/11/2016		MR. G.B. OLIPHANT CHIEF DIRECTOR: INFRASTRUCTURE, ICT & EMIS
11/11/2016		MR. G.T. PHARASI SUPERINTENDENT-GENERAL
11/11/2016		MS. M. BARTLETT MEMBER OF THE EXECUTIVE COUNCIL FOR NORTHERN CAPE DEPARTMENT OF EDUCATION

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3 YEAR IMPLEMENTATION PLAN

The Northern Cape Department of Education has achieved all targets relating to the provision of basic services (water, sanitation and power supply) both in terms of actual access to services, but also in terms of operational capacity of the sector to provide these services. The targets as articulated in the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure, is to attain universal access to basic services provision by the 2016/17 financial year.

According to Section 4 (3) (a) (b) of the Norms and Standards, "All schools built entirely from materials such as asbestos, metal and wood, as well as all those schools that do not have access to any form of power supply, water supply or sanitation must be prioritised and complied with, within a period of three years from the date of publication of the Regulations".

1.1. SANITATION

According to the Norms and Standards for the three-year target, all schools which do not have some form of sanitation facilities must be prioritised. To date the department has attended to the 3 year time frame plan for basic services and target dates have been set for the upgrading of reliability of sanitation facilities (7 Year Implementation Plan).

1.1.1. Sanitation – ASIDI Implemented Projects

The department is currently implementing fourteen (14) ASIDI sanitation projects these projects are all showing good progress (2) in Final Completion and sixteen (12) projects have reached close out status. However there are two (2) projects (Dutton– and Longhurst Primary School) that are on hold. An application for the removal of these schools from the ASIDI list has been submitted to DBE. The following table indicates the current project status of the NCDOE ASIDI projects:

Table 1: NCDOE ASIDI: Sanitation - Project Progress

School Name	Programme	Project Number	Contractor	Project Status	Total Allocated Budget
CARDINGTON PRIMARY SCHOOL	SANITATION	DRPW 0133/2013	SEGOMOTSI GENERAL TRADING	Closed Out	R 1 418 943.18
DITSHIPENG INTERMEDIATE SCHOOL	SANITATION	DOE103NC1007	NKGABISE CONSTRUCTION AND TRADE	Closed Out	R 3 086 345.48

School Name	Programme	Project Number	Contractor	Project Status	Total Allocated Budget
DUTTON PRIMARY SCHOOL (On Hold)	SANITATION	IRM-NC-9-70904		On Hold	R -
GAAESI PRIMARY SCHOOL (Terminated)	SANITATION	DOE103NC1008	ODISITSE CONSTRUCTION JV	Contract Terminated	R 1 484 913.77
GAAESI PRIMARY SCHOOL Replacement Contractor	SANITATION	DOE103NC1008	AJ PLUMBING CONSTRUCTION	Final Completion	R 430 672.59
GARAPOWANA PRIMARY SCHOOL	SANITATION	DRPW 0132/2013	BESO INALA CONSTRUCTION	Contract Terminated	R 1 243 313.30
GARAPOWANA PRIMARY SCHOOL - Replacement Contractor	SANITATION	DRPQ 032/2015	PLACE OF INNOVATION CONSTRUCTION	Closed Out	R 428 042.70
GATLHOSE PRIMARY SCHOOL	SANITATION	DRPW 022/2015	BANTSI CONSTRUCTION	Final Completion	R 1 692 569.40
GASEBONWE JANTJIE INTERMEDIATE SCHOOL	SANITATION	OR-018195	BOIKGATHOLLO THREE TRADING AND PROJECTS	Closed Out	R 465 435.00
GLEN RED PRIMARY SCHOOL	SANITATION	DOE103NC1013	KGWETLHANO JV	Contract Terminated	R 1 372 314.50
GLEN RED PRIMARY SCHOOL - Replacement Contractor	SANITATION	DOE103NC1013	REFBEE CONSULTING	Closed Out	R 219 273.30
KEGOMODITSWE SECONDARY SCHOOL	SANITATION	DOE103NC1006	CORDIAL BUILDING AND CONSTRUCTION	Closed Out	R 2 188 109.71
LUTZBURG (SSKV) INTERMEDIÈRE SKOOL	SANITATION	DRPW 029/2013	BANZI TRADE PTY LTD	Closed Out	R 1 744 475.00
MAKOLOKEMENG PRIMARY SCHOOL	SANITATION	DRPW 026/2013	ALF AND PHIL BUILDING CONSTRUCTION	Closed Out	R 1 383 970.84
TADCASTER INTERMEDIATE SCHOOL	SANITATION	DOE 103 NC 1004	MAJOB TRADING AND PROJECTS	Closed Out	R 1 059 759.67
TOPLINE INTERMEDIATE SCHOOL	SANITATION	DRPW 028/2013	SFC SLABBERT	Closed Out	R 1 254 766.00
LONGHURST PRIMARY SCHOOL (On Hold)	SANITATION	IRM-NC-4-30195		On Hold	R -

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School Name	Programme	Project Number	Contractor	Project Status	Total Allocated Budget
VUKASIZWE PRIMARY SCHOOL -Contract Terminated	SANITATION	DRPW 027/2013	IKETSETSE SERVICES T/A RAWOO 121 CC	Contract Terminated	R 746 321.24
VUKASIZWE PRIMARY SCHOOL -Replacement Contractor	SANITATION	DRPQ 050/2015	MTVR'S GENERAL SERVICES	Closed Out	R 124 655.00

1.2. WATER

According to the Norms and Standards for the three-year target, all schools must have access to some form of water supply. To date the department has attended to the 3 year time frame plan for water provisioning and target dates have been set for the upgrading of reliability of water (7 Year Implementation Plan).

1.2.1. Water – ASIDI Implemented Projects

The department is currently implementing five (5) ASIDI water projects these projects are all showed good progress as they have all reached close out status.

Table 2: NCDOE ASIDI: Water - Project Progress

School Name	Programme	Project Number	Contractor	Project Status	Total Allocated Budget
EDIGANG PRIMARY SCHOOL	WATER	OR-019974	CONBITS	Closed Out	R 121 570.00
GAMASEGO PRIMARY SCHOOL	WATER	OR-018608	AGRIE COUTURE	Closed Out	R 378 829.40
GATA-LWA-TLOU INTERMEDIATE SCHOOL	WATER	OR-020616	PLACE OF INNOVATION CONSTRUCTION	Closed Out	R 286 099.00
MATHANTHANYANENG PRIMARY SCHOOL	WATER	AG-337911	COUNTRY WIDE DRILLING	Closed Out	R 382 300.64
MOGOMOTSI HIGH SCHOOL	WATER	OR-018197	WOMEN ON EDGE CIVIL CONTRACTORS	Closed Out	R 434 792.51

1.3. ELECTRICITY

According to the Norms and Standards for the three-year target, all schools must have access to some form of power supply. To date the department has attended to the 3 year

time frame plan for electricity provisioning and target dates have been set for the upgrading of reliability of electricity (7 Year Implementation Plan).

Table 3: Baseline and Achievement of Electricity Supply

Province	Total number of Schools without Electricity October 2014	Total number of Schools without Electricity May 2015	Total number of Schools without Electricity November 2016	Total Achieved September 2016	% Achieved
Northern Cape	3	3	0	3	100%

1.4. INAPPROPRIATE STRUCTURES

According to the Norms and Standards for the three year target all schools built entirely from materials such as mud, asbestos, metal and wood must be prioritised.

1.4.1. PROGRESS ON IMPLEMENTATION

The following table indicates the Inappropriate Structures that is currently in progress, the three (3) schools in design phase will start construction within the last quarter of 2016/17 and the first quarter of 2017/18 financial year. The two (2) schools in construction are anticipated to reach Practical Completion in December 2016 and furthermore there is one (1) school that completed in 2015/16 and one (1) ASIDI school that was implemented by ASIDI that completed in 2014/15.

Table 4: Inappropriate Structure Progress

PROJECT STATUS	NUMBER OF SCHOOLS	TOTAL PROJECT COST
DESIGN	3 (Karos, Khiba & Groenpunt)	R 146 688 564.74
CONSTRUCTION 1%-25%	0	R -
CONSTRUCTION 26%-50%	0	R -
CONSTRUCTION 51%-75%	0	R -
CONSTRUCTION 76%-99%	2 (Phillipsvale, Kitlanyang)	R 113 156 242.40
PRACTICAL COMPLETION (100%)	1 (Emmaneul)	R 55 222 306.61
CLOSE OUT	1 (Sternham)	R 29 774 839.00
TOTAL	7	R 344 841 952.75

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Table 5: Completed and Active Inappropriate Structures

PROJECT NAME	PROJECT STATUS	DISTRICT MUNICIPALITY	PROGRAMME DESCRIPTION (TYPE, SIZE, QUANTITY)	TARGET COMPLETION (YY/MM/DD)	TOTAL PROJECT COST
REPLACEMENT SCHOOL - EMMANUEL HIGH SCHOOL	PRACTICAL COMPLETION (100%)	FRANCES BAARD	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL	2015-11-11	R 55 222 306.61
REPLACEMENT SCHOOL - PHILLIPSALE PRIMARY SCHOOL	CONSTRUCTION 76%-99%	PIXLEY KA SEME	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL - REPLACEMENT	2016-12-12	R 53 844 963.68
REPLACEMENT SCHOOL AND HOSTEL - KITLANYANG PRIMARY SCHOOL	CONSTRUCTION 76%-99%	JOHN TAULO GAETSEWE	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL AND HOSTEL - REPLACEMENT	2016-12-12	R 59 311 278.72
REPLACEMENT SCHOOL - GROENPUNT PRIMÉRE SKOOL	DESIGN	FRANCES BAARD	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL - REPLACEMENT	2020-02-01	R 58 388 730.50
REPLACEMENT SCHOOL - Khiba MIDDLE SCHOOL	DESIGN	JOHN TAULO GAETSEWE	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL - REPLACEMENT	2020-02-01	R 44 149 917.12
REPLACEMENT SCHOOL - KAROS	DESIGN	ZF MGCAWU	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL - REPLACEMENT	2020-01-01	R 44 149 917.12

1.4.2. Inappropriate Structures – ASIDI Implemented Projects

The following school was implemented and completed by DBSA through the ASIDI programme as a full replacement school.

Table 6: NCDOE ASIDI: Inappropriate Structures

PROJECT NAME	PROJECT STATUS	DISTRICT MUNICIPALITY	PROGRAMME DESCRIPTION (TYPE, SIZE, QUANTITY)	TARGET COMPLETION (YY/MM/DD)	TOTAL PROJECT COST
ASIDI REPLACEMENT SCHOOL – STERNHAM INTERMEDIATE SCHOOL	FINAL COMPLETION	ZF MGCAWU	PLANNING AND CONSTRUCTION ON A FULL SERVICE SCHOOL	2014-09-29	R 29 774 839.00

1.4.3. Existing Inappropriate Structures

The Northern Cape has a significant number of schools which were constructed out of asbestos. These schools were constructed as a temporary solution by mining houses that set up operations in the province. Although well maintained by the communities, the structures are considered to be a health hazard to the end user. Communities further see these structures as reminders of a past that should not be repeated.

The Northern Cape Department of Education has been served with three contravention Notices and one prohibition notice by the Department of Labour (DOL), which resulted in the

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closure of one school during the critical year end examination time and possible closure of the three other schools at year's end, due to asbestos contamination on the school sites as determined by DOL Inspectors.

These events prompted the Department of Education to convene an urgent intervention task team (Northern Cape Provincial Government Team) involving all departments in order to immediately address the issues at the schools, but also to holistically determine a strategy that will address asbestos contamination as a province wide issue and not as an issue relevant to solely the Department of Education. Schools, Clinics, Human Settlements Libraries, illegal mines, etc are located in these asbestos contaminated areas and thus a vigorous and sustainable effort is required by all affected stakeholders to address the issues related to asbestos contamination.

The Northern Cape Provincial Government (NCPG) has a legal obligation and responsibility to protect the health and safety of its citizens from the exposure to asbestos.

Although the issues identified by DOL involved schools in the John Taolo Gaetsewe District, it has been identified that all districts in the Province are affected , with the two other key districts being Pixley Ka Seme and ZF Mgcawu.

The Northern Cape Department of Education has through its allocated Education Infrastructure Grant as well as through the Department of Basic Education's Accelerated Schools Infrastructure Development Initiative began to address the replacement of Asbestos Containing Material School infrastructure in the recent years; with the replacement of schools such as Emmanuel High School in Frances Baard and Sternham Primary School in ZF Mgcawu. The large number of such schools and the works required to address the issues at such schools require funding that is beyond the current allocated budgets and anticipated future budget allocations.

In order to revisit the asbestos contamination issue and to chart a way forward, the proposed Asbestos Management Action Plan (AMP) is geared towards identifying the objectives, scope, management, practices and procedures required to ensure that NCPG remediate all affected sites effectively.

It provides an outline of responsibilities and management procedures for dealing with asbestos products and materials. The AMP and its associated plans, instructions, registers, forms and procedures integrate and operate under the NCPG.

In order to determine a holistic and all inclusive approach and implementation strategy inclusive of the relevant and affected stakeholders, the following structure is recommended.

Table 7: AMP Roles and Responsibilities

ROLE	RECOMMENDED PARTY
Initiator	Northern cape Department of Education
Champion – Committee(s) Chair	Office of the Premier
Custodian	Department of Environmental and Nature Conservation Provincial Treasury
Advisor	State Legislative Board
Stakeholders	All Other Provincial Departments, Municipalities, District Offices and Affected Communities

The AMP is a working document designed to effectively manage and minimise asbestos-related health risks. The department therefore finds itself in a situation where a significant amount of pressure is expected from its current infrastructure budget to address these inappropriate structures.

An application has been submitted to the DBE in 23 July 2013 to request that the 32 full schools identified as being made of asbestos material to be replaced as part of the programme. On 30 June 2015 a follow-up request was made in order to request a response on the application submitted. Up to date there was no response received and given the capacity challenges and budgetary constraints in the province, the department views the task as best being addressed through a collective effort by the National department as well as provincial stakeholders. The following table identifies the schools that need to be fully replaced:

Table 8: Inappropriate Structures - Full Schools

EMIS Number	Official Name Of School	District Municipality	Primary School Classification	no. of Learners (Latest)	Inappropriate structure
300016201	AALWYN INTERMEDIÈRE SKOOL	Pixley ka Seme District Municipality	Medium	439	Replacement of Inappropriate structure
300016202	ANDERSON PRIMÈRE SKOOL	Pixley ka Seme District Municipality	Mega	959	Replacement of Inappropriate structure
300024203	DELTA PRIMARY SKOOL	Pixley ka Seme District Municipality	Small	305	Replacement of Inappropriate structure
300041202	FRANCISCUS INTERMEDIATE SCHOOL	ZF Mgcawu District Municipality	Large	865	Replacement of Inappropriate structure
300043208	GARIEPWATER PRIMÈRE SKOOL	ZF Mgcawu District Municipality	Small	148	Replacement of Inappropriate structure
300043401	HOERSKOOL CARLTON VAN HEERDEN	ZF Mgcawu District Municipality	Mega	1179	Replacement of Inappropriate structure
300014202	HOMEVALE PRIMARY SCHOOL	Frances Baard District Municipality	Mega	1088	Replacement of Inappropriate structure

EMIS Number	Official Name Of School	District Municipality	Primary School Classification	no. of Learners (Latest)	Inappropriate structure
300024305	IKHAYA PRIMARY SCHOOL	Pixley ka Seme District Municipality	Medium	475	Replacement of Inappropriate structure
300043309	JG JANSEN INTERMEDIÊRE SKOOL	ZF Mgcawu District Municipality	Medium	543	Replacement of Inappropriate structure
300022203	JJ DREYER PRIMÊRE SKOOL	Pixley ka Seme District Municipality	Large	906	Replacement of Inappropriate structure
300034305	KENHARDT INTERMEDIÊRE SKOOL	ZF Mgcawu District Municipality	Medium	533	Replacement of Inappropriate structure
300021205	KEURTJIEKLOOF PRIMÊRE SKOOL	Pixley ka Seme District Municipality	Micro Large	98	Replacement of Inappropriate structure
300043307	MÔRESON INTERMEDIÊRE SKOOL	Pixley ka Seme District Municipality	Medium	430	Replacement of Inappropriate structure
300041212	OLYVENHOUTSDRIFT PRIMÊRE SKOOL	ZF Mgcawu District Municipality	Mega	1354	Replacement of Inappropriate structure
300041213	ORANJE-OEWER INTERMEDIÊRE SKOOL	ZF Mgcawu District Municipality	Mega	1024	Replacement of Inappropriate structure
300043221	ORANJE-SUID PRIMÊRE SKOOL	ZF Mgcawu District Municipality	Large	803	Replacement of Inappropriate structure
300021304	PETRUSVILLE PRIMÊRE SKOOL	Pixley ka Seme District Municipality	Large	726	Replacement of Inappropriate structure
300021305	PHILIPSTOWN PRIMARY SCHOOL	Pixley ka Seme District Municipality	Small	156	Replacement of Inappropriate structure
300022208	RD WILLIAMS PRIMARY SCHOOL	Pixley ka Seme District Municipality	Mega	952	Replacement of Inappropriate structure
300043224	ROSENDAL INTERMEDIATE SCHOOL	ZF Mgcawu District Municipality	Mega	1433	Replacement of Inappropriate structure
300043226	SIMBRUNER PRIMARY SCHOOL	ZF Mgcawu District Municipality	Large	832	Replacement of Inappropriate structure
300022306	SONSKYN INTERMEDIATE SCHOOL	Pixley ka Seme District Municipality	Large	666	Replacement of Inappropriate structure
300011214	VAAL-ORANJE PRIMÊRE SKOOL	Pixley ka Seme District Municipality	Mega	1800	Replacement of Inappropriate structure
300024306	VAN RENSBURG PRIMÊRE SKOOL	Pixley ka Seme District Municipality	Large	832	Replacement of Inappropriate structure
300041217	VOORUITSIG INTERMEDIATE SCHOOL	ZF Mgcawu District Municipality	Large	883	Replacement of Inappropriate structure
300041219	VREDESVALLEI PRIMÊRE SKOOL	ZF Mgcawu District Municipality	Micro Large	108	Replacement of Inappropriate structure

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EMIS	SCHOOL NAME	MUNICIPALITY	SCHOOL CLASSIFICATION	DESCRIPTION
300044204	FINSCH (SSKV) PRIMARY SCHOOL	ZF Mgcawu District Municipality	Micro Large	Relocation or alternative solution as the falls within the Asbestos Band
300100707	KHIBA SECONDARY SCHOOL	John Taolo Gaetsewe District Municipality	Small	Relocation or alternative solution as the falls within the Asbestos Band
300101035	MAKHUBUNG PRIMARY SCHOOL	John Taolo Gaetsewe District Municipality	Micro Large	Relocation or alternative solution as the falls within the Asbestos Band
300101099	MARCH PRIMARY SCHOOL	John Taolo Gaetsewe District Municipality	Micro Large	Relocation or alternative solution as the falls within the Asbestos Band
300101579	OREEDITSE PRIMARY SCHOOL	John Taolo Gaetsewe District Municipality	Small	Relocation or alternative solution as the falls within the Asbestos Band
300044220	RE FENTSE PRIMARY SCHOOL	ZF Mgcawu District Municipality	Small	Relocation or alternative solution as the falls within the Asbestos Band
300101991	SHALANA PRIMARY SCHOOL	John Taolo Gaetsewe District Municipality	Micro Large	Relocation or alternative solution as the falls within the Asbestos Band
300102261	TSINENG PRIMARY SCHOOL	John Taolo Gaetsewe District Municipality	Medium	Relocation or alternative solution as the falls within the Asbestos Band
300104019	TSOE PRIMARY SCHOOL	John Taolo Gaetsewe District Municipality	Medium	Relocation or alternative solution as the falls within the Asbestos Band

1.5. Asbestos intervention projects

Some of the schools in the Province are situated in the asbestos belt, as discussed elsewhere in this document, but it is a much wider problem than just that of NCDOE. Where schools outside the asbestos belt are build entirely out of asbestos, the whole school is scheduled for replacement.

Removing asbestos is a costly exercise. The Department are therefore looking at alternative ways to contain asbestos fibres, executing pilot projects.

a) Painting

In the 2014/15 financial year, two schools were identified for rehabilitation namely Gamopedi Primary School and Gamohana Intermediate School. The structures at these schools were built with bricks containing asbestos fibres and the fibres were beginning to show. The walls were sprayed with sealer coating, a paint especially developed to contain asbestos fibres.

Where schools currently have asbestos roofs, they are scheduled to be replaced. The Department have pilot programmes that are looking at special thick roof paint that will cover the surface and contain the fibres until such time as the roofs that can be replaced.

b) Panels

Some schools have a classroom or two that are built with asbestos panels in a metal frame. In the 2015/16 financial year, the Department was doing remedial work on a couple of these buildings in Kimberley, by replacing panels with a GRC (glass reinforced concrete) panel that fit the steel structures.

Secondly, the Department are also investigating sandwiching the panels in order to keep the insulating properties of the asbestos and preventing costly removal of panels by cladding the outside and inside, thus providing a thicker wall with better thermal mass.

7 YEAR IMPLEMENTATION PLAN

Target dates have been set for the upgrading of reliability of water, electricity and required infrastructure. For instance schools that receive water through community connection, but the water supply are at times unreliable are considered to be provided with boreholes and water storage tanks. The department intends to address the backlog within the next 2 years.

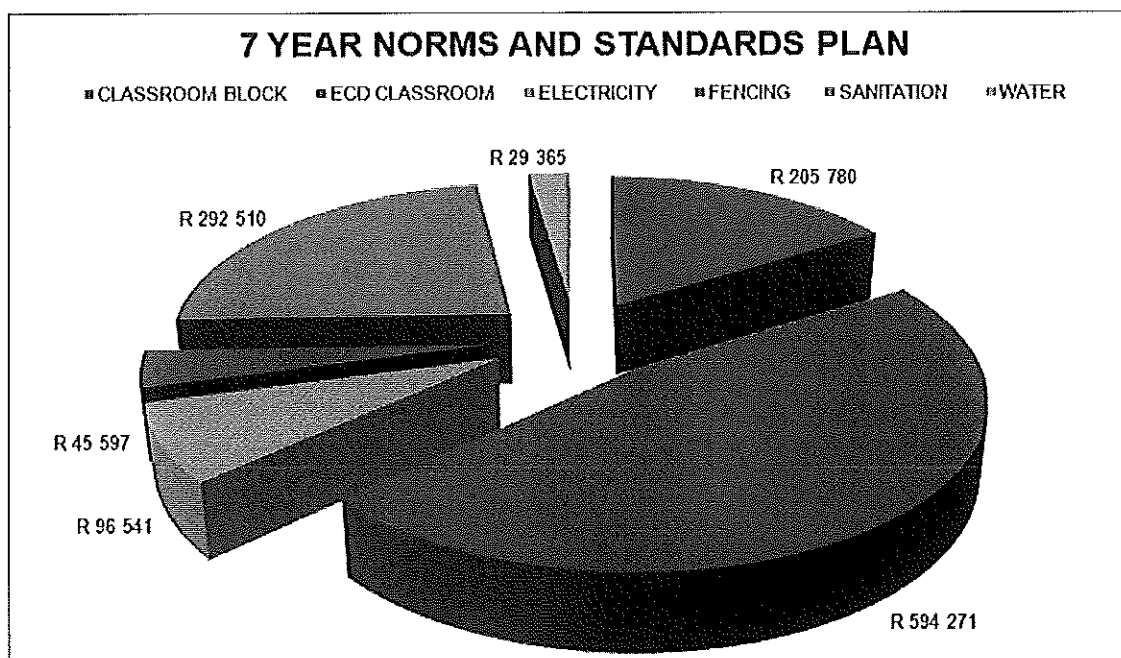
Core educational spaces are required to achieve the 7 Year Plan according to the Norms and Standards for Public School Infrastructure. The provision of new infrastructure to achieve the implementation of core educational spaces in the province has been prioritised by the department and the demand has been identified.

The following table indicates the baseline as was set in 2014/15, this baseline was revised within the 2016/17 financial year with verified information, this is an enormous improvement from the 2012/13 - 2014/15 financial years where the department utilised the 2006 NEIMS data and the 2015/16 financial year where the department had verified data on only 80% of the schools. Therefore the baseline date of 2014/15 and that of 2016/17 differ. This table furthermore indicates the number of projects that completed from 2014/15-2015/16 along with the expenditure as well as the revised baseline with an estimate baseline budget and projects that is currently active in 2016/17 with the remaining balance.

Table 10: 7 Year Implementation Plan

PROGRAMME	BASELINE AS AT 2014/15	NUMBER OF PROJECTS COMPLETED 2014/15 - 2015/16	EXPENDITURE	REVISED BASELINE 2016/17	BASELINE BUDGET	PRIORITISED IN 2016/17 MTEF	BALANCE
CLASSROOM BLOCKS (NUMBER OF SCHOOLS)	214	24	R 50 593 596.29	85	R 205 779 622.80	15	70
ECD CLASSROOMS	88	35	R 46 087 989.77	218	R 594 270 969.30	10	208
WATER	162	143	R 26 549 634.75	103	R 29 365 464.08	86	17
ELECTRICITY	9	43	R 9 195 838.25	241	R 165 759 186.10	9	232
SANITATION	118	27	R 28 318 145.09	325	R 305 509 590.00	51	274
FENCING	102	143	R 33 390 074.91	100	R 45 597 299.72	81	19

The figures encapsulated in the following figure are derived from the Infrastructure Database extracted from EFMS Property Register. Schools that have been identified on EFMS as not the relevant core spaces have been identified for the provision of such an asset. The construction costs applied are aligned to the cost model as applicable to the Province.



Graph 1: Budget per Programme for 7 Year Plan (Nov 2020)

The anticipated cost of construction of the specific assets is included in the following per district.

Table 11: Detail per District 7 Year Revised Baseline

DISTRICT MUNICIPALITY	CLASSROOM BLOCK		ECD CLASSROOM		ELECTRICITY	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
FRANCES BAARD	21	R 47 876	48	R 141 156	21	R 8 571
JOHN TAOLO GAETSEWE	33	R 82 969	79	R 237 058	121	R 47 210
NAMAKWA	3	R 5 435	23	R 39 474	11	R 3 670
PIXLEY KA SEME	11	R 33 865	34	R 92 583	42	R 17 180
ZF MGCAWU	17	R 35 635	34	R 84 000	46	R 19 910
Grand Total	85	R 205 780	218	R 594 271	241	R 96 541

DISTRICT MUNICIPALITY	FENCING		SANITATION		WATER	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
FRANCES BAARD	19	R 10 815	50	R 52 189	12	R 3 378

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DISTRICT MUNICIPALITY	FENCING		SANITATION		WATER	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
JOHN TAOLO GAETSEWE	65	R 28 405	169	R 139 625	46	R 12 979
NAMAKWA	8	R 2 588	26	R 22 250	14	R 4 058
PIXLEY KA SEME	2	R 539	39	R 40 111	17	R 5 194
ZF MGCAWU	6	R 3 250	41	R 38 334	14	R 3 756
Grand Total	100	R 45 597	325	R 292 510	103	R 29 365

The table indicates the overall estimated cost of providing new infrastructure in the province that will cater to the identified demand. An amount of **R 1 264 064.00** is required within the next three years in order to satisfy and address the demand for core educational spaces in the Province. This will ensure that the province will have achieved 7 year plan for all schools by the 2019/20 financial year.

Other intangible circumstances also prevail in the determination of infrastructure need. The migration of persons is not inherently movement between districts but also the re-settlement of families from one area to another in the same vicinity. Recent legislation has prompted farm owners to evict or relocate their farm worker components to areas outside the farm in an effort to avoid abiding by new laws that in effect grant farm workers partial ownership of the farm land. The influx of these families into other areas strains the available accommodation. In these instances the department will have to revise its plans and re-prioritise certain projects in order to cater for these intangible and un-foreseen events.

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10 YEAR IMPLEMENTATION PLAN

Supportive educational spaces are required to achieve the 10 Year Plan according to the Norms and Standards for Public School Infrastructure. The provision of new infrastructure to achieve the implementation of core educational spaces in the province has been prioritised by the department and the demand has been identified.

The following table indicates the baseline as was set in 2014/15, this baseline was revised within the 2016/17 financial year with verified information, this is an enormous improvement from the 2012/13 - 2014/15 financial years where the department utilised the 2006 NEIMS data and the 2015/16 financial year where the department had verified data on only 80% of the schools. Therefore the baseline date of 2014/15 and that of 2016/17 differ. This table furthermore indicates the number of projects that completed from 2014/15-2015/16 along with the expenditure as well as the revised baseline with an estimate baseline budget and projects that is currently active in 2016/17 with the remaining balance.

Table 12: 10 Year Implementation Plan

PROGRAMME	BASLINE AS AT 2014/15	NUMBER OF PROJECTS COMPLETED 2014/15 - 2015/16	EXPENDITURE	REVISED BASLINE 2016/17	BASLINE BUDGET	PRIORITISED IN 2016/17 MTEF	BALANCE
COMPUTER CENTRE	0	0	R -	42	R 42 352 638.00	0	42
MEDIA CENTRE	132	4	R 8 427 575.09	200	R 443 744 790.00	2	198
SCIENCE LABORATORY	100	0	R -	250	R 329 870 000.00	0	250

Table 13: Detail per District 10 Year Revised Baseline

DISTRICT MUNICIPALITY	COMPUTER CENTRE		MEDIA CENTRE		SCIENCE LABORATORY	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
FRANCES BAARD	9	R 12 600	49	R 119 073	54	R 71 290
JOHN TAULO GAETSEWE	19	R 17 150	85	R 177 050	107	R 147 200
NAMAKWA	5	R 4 802	14	R 26 421	23	R 25 530
PIXLEY KA SEME	5	R 3 400	27	R 62 400	28	R 36 870
ZF MGCAWU	4	R 4 400	25	R 58 800	38	R 48 980
Grand Total	42	R 42 352	200	R 443 745	250	R 329 870

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The table indicates the overall estimated cost of providing new infrastructure in the province that will cater to the identified demand. An amount of **R 815 966 000.00** is required within the next seven years in order to satisfy and address the demand for core educational spaces in the Province. This will ensure that the province will have achieved 10 year plan for all schools by the 2023/24 financial year.

17 YEAR IMPLEMENTATION PLAN

Supportive educational spaces are required to achieve the 17 Year Plan according to the Norms and Standards for Public School Infrastructure. The provision of new infrastructure to achieve the implementation of core educational spaces in the province has been prioritised by the department and the demand has been identified.

The following table indicates the baseline as was set in 2014/15, this baseline was revised within the 2016/17 financial year with verified information, this is an enormous improvement from the 2012/13 - 2014/15 financial years where the department utilised the 2006 NEIMS data and the 2015/16 financial year where the department had verified data on only 80% of the schools. Therefore the baseline date of 2014/15 and that of 2016/17 differ. This table furthermore indicates the number of projects that completed from 2014/15-2015/16 along with the expenditure as well as the revised baseline with an estimate baseline budget and projects that is currently active in 2016/17 with the remaining balance.

Table 14: 17 Year Implementation Plan

PROGRAMME	BASLINE AS AT 2014/15	NUMBER OF PROJECTS COMPLETED 2014/15 - 2015/16	EXPENDITURE	REVISED BASELINE 2016/17	BASELINE BUDGET	PRIORITISED IN 2016/17 MTEF	BALANCE
ADMINISTRATION BLOCK	27	11	R 9 340 655.97	145	R 340 738 401.60	4	141
HALL/ASSEMBLY AREA	0	1	R 5 141 947.37	192	R 455 857 831.50	4	188
NUTRITION KITCHEN/CENTRE	0	0	R -	279	R 327 930 000.00	11	268
PARKING BAYS	0	0	R -	320	R 37 904 650.00	0	320
SPORT FACILITIES	425	0	R -	123	R 185 900 000.00	4	119
SECURITY	439	0	R -	237	R 41 150 000.00	0	237

Table 15: Detail per District 17 Year Implementation Plan

DISTRICT MUNICIPALITY	ADMINISTRATION BLOCK		HALL		NUTRITION KITCHEN	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
FRANCES BAARD	19	R 51 000	38	R 127 971	43	R 57 360
JOHN TAOLO GAETSEWE	93	R 229 400	81	R 149 200	129	R 142 850

DISTRICT MUNICIPALITY	ADMINISTRATION BLOCK		HALL		NUTRITION KITCHEN	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
NAMAKWA	8	R 7 488	20	R 27 261	24	R 25 400
PIXLEY KA SEME	10	R 27 000	27	R 85 850	38	R 46 120
ZF MGCAWU	15	R 25 850	26	R 65 576	45	R 56 200
Grand Total	145	R 340 738	192	R 455 858	279	R 327 930

DISTRICT MUNICIPALITY	PARKING BAYS		SPORT FACILITIES		SECURITY	
	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000	NUMBER OF	BUDGET REQUIRED R'000
FRANCES BAARD	86	R 11 169	36	R 53 050	45	R 8 225
JOHN TAOLO GAETSEWE	118	R 12 953	43	R 64 750	94	R 15 750
NAMAKWA	30	R 3 265	11	R 18 500	26	R 4 200
PIXLEY KA SEME	46	R 5 483	16	R 23 000	38	R 6 725
ZF MGCAWU	40	R 5 035	17	R 26 600	34	R 6 250
Grand Total	320	R 37 905	123	R 185 900	237	R 41 150

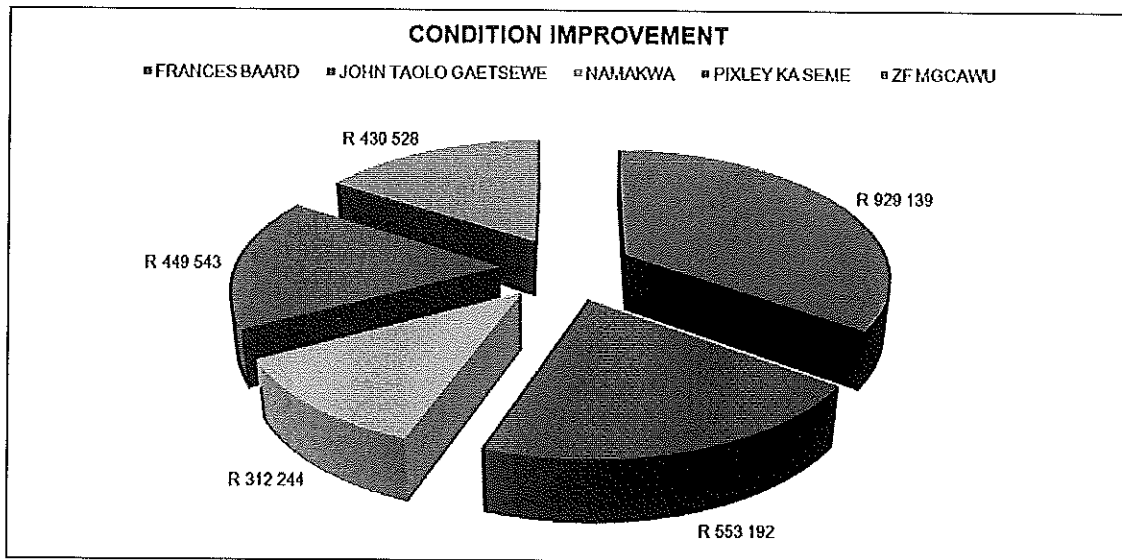
The table indicates the overall estimated cost of providing new infrastructure in the province that will cater to the identified demand. An amount of R 1 389 481 000.00 is required within the next fourteen years in order to satisfy and address the demand for core educational spaces in the Province. This will ensure that the province will have achieved 17 year plan for all schools by the 2029/30 financial year.

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COST OF IMPROVEMENT

The overall cost for improvement of core infrastructure assets in the province to bring all assets to meet the minimum functionality norm is based on the applicable construction rates within the province to renovate and rehabilitate infrastructure assets of a similar nature. The rates are then applied to the condition as captured from the verification data.

The cost of upgrades, rehabilitation and maintenance required bringing the existing infrastructure assets rated between C2 and C4 to a C5 rating are indicated in the tables below:



The estimated total amount required bringing all schools to optimum functionality is **R 2 674 646 000.00** over a period of 10 years. This approach is in line with best practice and confirms the fact that planning for, adequately financing and marketing long-term maintenance of public assets will prevent the need for repairs that are likely to cost many times as much as the maintenance costs themselves.

By performing long term maintenance on the immovable assets, the Department will ensure the scarce financial resources are committed elsewhere where the need is greatest.

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CONCLUSION

The Northern Cape Department of education has addressed the provisioning of basic services as per the 3 year implementation plan stated in the Norms and Standards all Northern Cape Schools do have some sort of electricity supply some sort of water supply as well as some sort of sanitation therefore the department has already started to implement the 7 year implementation plan where the sufficiency is addressed for basic services.

The main issue for addressing full inappropriate structures (asbestos, wood, metal) is that the problem is on a higher level due to the cost implications of which the NCDOE budget will not be able to cater for therefore this target of eradicating all fully inappropriate structures will not be met by November 2016.



**FREE STATE REPORT ON NORMS AND STANDARDS FOR EDUCATION INFRASTRUCTURE :
NOVEMBER 2016**

1. ASIDI BASIC SERVICES

(i)Background

The Free State Department of Education was again appointed as an implementing agent for the ASIDI Basic Services programme for 2013/2014 financial year. The scope of work for this programme entails provision of water, sanitation and electricity for farm schools in the province. The appointment was acceptance letters were signed on the 14 December 2012 and 8 April 2013 respectively.

The Professional Service Providers, E'tsho Project Managers where appointed on the 17th of May 2013 and subsequently accepted this appointment on the 24th May 2013. The table 1 below depicts a summary of budget allocation and number of projects for every service.

Progress to date of each project/School (See attached spreadsheet as Annexure A to the report.). The basic services programme was delayed for implementation due to the following reasons.

- Appointment of service provider's approval from DBE took more than 6 months, this had a negative impact on the roll out of projects.
- Validity periods for the tender lapsed and contractors were reluctant to extend after they were requested to extend several times.
- After appointment contractors were not paid within 30 days due to cash flow problems.
- Farm Owners reluctant to give access to service providers.

Table 1: Summary of budget allocation

Service	Number projects	Budget Allocation
Sanitation	36	R 15 000 000.00
Electricity	64	R 19 649 122.81
Water	37	R 17 989 732.21
Total	137	R52 638 855.02



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(ii). Summary of Progress Achieved to Date (Basic Services)

Service	Progress	Remedial
Provision of Water to Farm schools	To date 22 projects that were under implementation are completed. The remaining projects were awaiting concurrence approval from DBE which was granted in October 2016.	<ol style="list-style-type: none">1. Appointment of contractors is in progress, Anticipation to complete by the 31st March 2017 due to builders holidays break.2. All 9 projects outstanding will be monitored closely for quality and time management.
Provision of Sanitation to Farm schools	To date 3 projects that were under implementation are completed. The remaining projects were awaiting concurrence approval from DBE which was granted in October 2016. Due to schools closures other projects were put on-hold.	<ol style="list-style-type: none">1. Appointment of contractors is in progress, Anticipation to complete by the 31st March 2017 due to builders holidays break.2. All 29 projects outstanding will be monitored closely for quality and time management.3. The Infrastructure Unit is consulting the IDMG for confirmation on schools closures, District directors will be consulted as well to avoid fruitless expenditure.

Private Bag X20565, Bloemfontein, 9300
Old CHA Building, 5th Floor, Charlotte Mareke Street, Bloemfontein
Tel: (051) 404 9293 Fax: (051) 404 9264

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Provision of Electricity to Farm schools	<p>To date 17 projects are completed and Final completions are scheduled before the end of November 2016. Concurrence approval was granted in September 2016.</p> <p>24 schools were found to be closed and rationalized.</p>	<ol style="list-style-type: none">1. Due to validity expiry appointment of contractors was delayed. Anticipation to complete by the 31st March 2017 due to builders holidays break. Site handover will be conducted before the break.2. All 15 projects outstanding will be monitored closely for quality and time management.3. The Infrastructure Unit is consulting the IDMG for confirmation on schools closures, District directors will be consulted as well to avoid fruitless expenditure.
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Remedial on Implementation of projects:

- All projects will have contractors appointed in December and site handovers will be conducted before builder's holiday break.
- Construction is anticipated to start in January 2017.
- All projects will be completed in March 2017.

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Table 2: Sanitation Projects progress

#	ASIDI Project (School Name)	District Municipality	Enrollment	Progress			Progress Status / Comments
				% Work Completed	% Work Outstanding to Completion	Outstanding work to Completion	
1	CAIRO PF/S	Fezile Dabi	18	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
2	GRENELL PF/S	Fezile Dabi	14	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
3	GROENEWALD PF/S	Thabo Mofutsanyane DC	8	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
4	HELDERWATER PF/S	Fezile Dabi	4	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
5	KGATELOPELE PF/S	Fezile Dabi	58	10%		Site Handover Complete	Under Construction
6	LEOKA PF/S	Fezile Dabi	19	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
7	MAKAWAANSBANK PF/S	Fezile Dabi	21	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
8	MCIVOR PF/S	Fezile Dabi	0	90%	10%	Close Out Report	School Closed. (No Construction)

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9	MOEDING PF/S	Fezile Dabi	19	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
10	PLATBERG PF/S	Fezile Dabi	57	35%		Under Construction	Under Construction
11	RENOSTERDRAAI PF/S	Fezile Dabi	0	90%	10%	Close Out Report	School Closed. (No Construction)
12	SKURWEPOORT PF/S	Fezile Dabi	4	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
13	SPITSHOEK PF/S	Fezile Dabi	18	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
14	THABANTWA PF/S	Fezile Dabi	10	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
15	VOGELSTRUISFONT EIN PF/S	Fezile Dabi	0	90%	10%	Close Out Report	School Closed. (No Construction)
16	BARDIA PF/S	Lejweleputswa DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
17	BOPAPADI PF/S	Lejweleputswa DC	18	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
18	MCGRATHSPARK PF/S	Lejweleputswa DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
19	PHELA HANTLE PF/S	Lejweleputswa DC	8	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
20	PICCANIN PF/S	Lejweleputswa DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
21	RAPPARDSVLAKTE PF/S	Lejweleputswa DC	15	90%	10%	Close Out Report	In process of closing, (Enrollment <20)

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22	SOMMERSO PF/S	Lejweleputswa DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
23	THE RETREAT PF/S	Lejweleputswa DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
24	VOLSTRUISPAN PF/S	Lejweleputswa DC	17	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
25	BISHOP'S GLEN PF/S	Moltheo DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
26	LOCKSHOEK PF/S	Moltheo DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
27	SEMAJAN PF/S	Moltheo DC	357	5%	95%	Site Handover	Site Handover to be done
28	VEELHOEK PF/S	Moltheo DC	15	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
29	AMETIS PF/S	Thabo Mofutsanyane DC	17	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
30	GEDENK PF/S	Thabo Mofutsanyane DC	11	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
31	KHUTLO E NTLE PF/S	Thabo Mofutsanyane DC	4	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
32	PERDEHOEK PF/S	Thabo Mofutsanyane DC	6	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
33	RAROLOHA PF/S	Thabo Mofutsanyane DC	17	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
34	SILAM PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
35	SUMMERFIELD PF/S	Thabo Mofutsanyane DC	14	90%	10%	Close Out Report	In process of closing, (Enrollment <20)

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36	TUMELONG PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
37	Bradford PF/S (Scope Change)	Motheo DC	12	60%	40%	Construction STOP. 60% complete due to close.	Construction STOP, due to school in process of closing. (60% construction complete and excavations)
38	Verwisseling PF/S (Scope Change)	Lejweleputswa DC	0	90%	10%	Close Out Report	School Closed. (No Construction)
39	Soba PF/S (Scope Change)	Thabo Mofutsanyane DC	132	90%	10%	Retention Period & Close Out Report	Construction in progress.
40	William Strip PF/S (Scope Change)	Motheo DC	86	90%	10%	Retention Period & Close Out Report	Sanitation Civil work construction complete

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Table 2: Water Projects progress

#	ASIDI Project (School Name)	District Municipality	Enrollment	Progress			Progress Status / Comments
				% Work Completed	% Work Outstanding to Completion	Outstanding work to Completion	
1	ALPINE PF/S	Lejweleputswa DC	7	90%	10%	Close Out Report	Final Account and Close Out Report in progress.
2	ANNASPAN PF/S	Lejweleputswa DC	8	95%	5%	Awaiting approval of Final Account	Final Account and Close Out Report Submitted.
3	BOPAPADI PF/S	Lejweleputswa DC	19	95%	5%	Awaiting approval of Final Account	Final Account and Close Out Report Submitted.
4	DALJOSAFAT PF/S	Thabo Mofutsanyane DC	59	90%	10%	Close Out Report	Final Account and Close Out Report in progress.
5	DUIKFONTEIN PF/S	Thabo Mofutsanyane DC	46	90%	10%	Close Out Report	Final Account and Close Out Report in progress.
6	EENDRAG PF/S	Thabo Mofutsanyane DC	23	90%	10%	Close Out Report	Final Account and Close Out Report in progress.
7	EMDEN PF/S	Thabo Mofutsanyane	48	85%	15%	Construction PC site	PC site visit to be scheduled

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		DC				Inspection	
8	EMFULANENI PF/S	Thabo Mofutsanyane DC	23	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
9	ESIHLAHLENI PF/S	Thabo Mofutsanyane DC	18	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
10	GEDENK PF/S	Thabo Mofutsanyane DC	12	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
11	GRASNEK PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Report	Out School closed & Close Out Report in progress.
12	HAMILTONSR UST PF/S	Fezile Dabi	24	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
13	INLANDSEE PF/S	Fezile Dabi	26	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
14	KAHISANO PF/S	Thabo Mofutsanyane DC	13	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
15	KELELLO PF/S	Lejweleputswa DC	0	90%	10%	Close Report	Out School closed & Close Out Report in progress.
16	LERUTLE PF/S	Thabo Mofutsanyane DC	18	90%	10%	Close Report	Out Final Account and Close Out Report in progress.
17	LILAMANI PF/S	Thabo Mofutsanyane	43	90%	10%	Close Report	Out Final Account and Close Out Report in progress.

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		DC						
18	MAGDALEN A PF/S	Thabo Mofutsanyane DC	43	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
19	MAJWENG PF/S	Thabo Mofutsanyane DC	173	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
20	MATOPPO PF/S	Thabo Mofutsanyane DC	68	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
21	MODIYA PF/S	Thabo Mofutsanyane DC	5	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
22	MOLEKANE PF/S	Thabo Mofutsanyane DC	15	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
23	MOTHOLON G PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
24	MULLERSDRIF T PF/S	Motheo DC	41	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
25	NOOIT KONDENKEN PF/S	Thabo Mofutsanyane DC	23	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
26	PADLANGS PF/S	Thabo Mofutsanyane DC	18	5%	95%	Contractor Procurement		Procurement of contractor

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27	PHEDISANO PF/S	Motheo DC	14	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
28	PIETERSHOF PF/S	Thabo Mofutsanyane DC	21	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
29	RADIKGOM O PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
30	REITHUTILE PF/S	Thabo Mofutsanyane DC	14	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
31	SILOAM PF/S	Thabo Mofutsanyane DC	7	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
32	TSHEPONG PF/S	Thabo Mofutsanyane DC	26	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.
33	TUMELONG PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
34	UITKYK PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
35	VERJAARSD AG PF/S	Thabo Mofutsanyane DC	0	90%	10%	Close Report	Out	School closed & Close Out Report in progress.
36	VETPAN PF/S	Thabo Mofutsanyane	12	90%	10%	Close Report	Out	Final Account and Close Out Report in progress.

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37	VISHOEK PF/S	DC Thabo Mafutsanyane DC	0	90%	10%	Close Out Report	School closed & Close Out Report in progress.
38	William Strip PF/S (Scope Change)	Motheo DC	86	5%	95%	Contractor Procurement	Procurement of contractor
39	Blydskap PF/S (Scope Change)	Motheo DC	16	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
40	Vervisseling PF/S (Scope Change)	Lejweleputswa DC	0	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
41	Soba PF/S (Scope Change)	Thabo Mafutsanyane DC	132	5%	95%	Contractor Procurement	Procurement of contractor
42	Bradfort PF/S (Scope Change)	Motheo DC	12	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
43	Rappardsvla kte PF/S (Scope Change)	Lejweleputswa DC	15	90%	10%	Close Out Report	In process of closing, (Enrollment <20)
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Table 2: Electrical Projects progress

#	Schools	Type	Site handover Date	Contractual Practical Completion	Actual Practical Completion	Anticipated Final Completion	Percentage progress	Comments
1	OLNEY PF/S	Minor Electrical Installation	03 May 2016	11 sept. 2016	16 September 2016	09 January 2017	95%	Final completion to be scheduled
2	SANDSPRUIT PF/S	Minor Electrical Installation	03 May 2016	11 sept. 2016	16 September 2016	09 January 2017	95%	Final completion to be scheduled
3	KAROO PF/S	Minor Electrical Installation	03 May 2016	11 sept. 2016	16 September 2016	09 January 2017	95%	Final completion to be scheduled
4	NOOIT KONDENKEN PF/S	Minor Electrical Installation	03 May 2016	05 sept. 2016	25 July 2016	09 January 2017	95%	Final Completion to be scheduled
5	SEKHAHLA PF/S	Minor Electrical Installation	04 May 2016	05 sept. 2016	25 July 2016	09 January 2017	95%	Final Completion to be scheduled
6	HESTERDAL PF/S	Minor Electrical Installation	04 May 2016	05 sept. 2016	25 July 2016	09 January 2017	95%	Final Completion to be scheduled
7	MODIYA PF/S	Minor Electrical Installation	04 May 2016	05 sept. 2016	25 July 2016	09 January 2017	95%	Final Completion to be scheduled
8	MEULRIVIER PF/S	Minor Electrical	04 May 2016	05 sept. 2016	26 July 2016	09 January	95%	Final

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		Installation				2017		Completion to be scheduled
9	BHOJWANA PF/S	Minor Electrical Installation	05 May 2016	06 sept. 2016	26 July 2016	09 January 2017	95%	Final Completion to be scheduled
10	MBEKA PF/S (Electrical work)	Minor Electrical Installation	05 May 2016	06 sept. 2016	26 July 2016	09 January 2017	95%	Final Completion to be scheduled
11	PADLANGS PF/S	Minor Electrical Installation	05 May 2016	06 sept. 2016	27 July 2016	09 January 2017	95%	Final Completion to be scheduled
12	GRENFELL PF/S	Minor Electrical Installation	06 May 2016	07 sept. 2016	26 July 2016	09 January 2017	95%	Final Completion to be scheduled
13	MOOIGELLEN PF/S	Minor Electrical Installation	06 May 2016	07 sept. 2016	26 July 2016	09 January 2017	95%	Final Completion to be scheduled
14	SIBONGILE PF/S	Minor Electrical Installation	09 May 2016	10 sept. 2016	26 July 2016	09 January 2017	95%	Final Completion to be scheduled
15	TABU PF/S	Minor Electrical Installation	09 May 2016	10 sept. 2016	27 July 2016	09 January 2017	95%	Final Completion to be scheduled
16	BUITEN AF PF/S	Minor Electrical Installation	10 May 2016	11 sept. 2016	27 July 2016	09 January 2017	95%	Final Completion to be scheduled
17	NTUTUBOLLE PF/S	Minor Electrical Installation	10 May 2016	11 sept. 2016	28 July 2016	09 January 2017	95%	Final Completion to be scheduled

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								be scheduled
18	OSLAAGTE PF/S	Minor Electrical Installation	10 May 2016	11 sept. 2016	28 July 2016	09 January 2017	95%	Final Completion to be scheduled
19	HAMILTONSRUST PF/S	Minor Electrical Installation	10 May 2016	11 sept. 2016	28 July 2016	09 January 2017	95%	Final Completion to be scheduled
20	NOVA SCOTIA PF/S	Minor Electrical Installation	10 May 2016	11 sept. 2016	28 July 2016	09 January 2017	95%	Final Completion to be scheduled
21	OLNEY PF/S	Solar System Installation	03 May 2016	04 sept. 2016	13 September 2016	09 January 2017	95%	Final Completion to be scheduled
22	SANSPRUIT PF/S	Solar System Installation	03 May 2016	04 sept. 2016	13 September 2016	09 January 2017	95%	Final Completion to be scheduled
23	NOOIT KONDENKEN PF/S	Solar System Installation	03 May 2016	04 sept. 2016	N/A	09 January 2017	20%	Contractor to change the 1.2KVA system to 2.4 KVA
24	SEKHAHLAPF/S	Solar System Installation	04 May 2016	05 sept. 2016	13 September 2016	09 January 2017	95%	Final Completion to be scheduled
25	MODIYA PF/S	Solar System Installation	04 May 2016	05 sept. 2016	14 September 2016	09 January 2017	95%	Final Completion to be scheduled
26	MEULRIVIER PF/S	Solar System Installation	04 May 2016	05 sept. 2016	14 September	09 January 2017	95%	Final Completion to

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					2016			be scheduled
27	BHOJWANA PF/S	Solar System Installation	05 May 2016	6 sept. 2016	14 September 2016	09 January 2017	95%	Final Completion to be scheduled
28	MBEKA PF/S	Solar System Installation	05 May 2016	6 sept. 2016	14 September 2016	09 January 2017	95%	Final Completion to be scheduled
29	PADLANGS PF/S	Solar System Installation	05 May 2016	6 sept. 2016	14 September 2016	09 January 2017	95%	Final Completion to be scheduled
30	TIDOR PF/S	Solar System Installation	11 May 2016	12 sept. 2016	N/A	01 March 2017	85%	Construction underway
31	RAPPARDSVLAKTE PF/S	Solar System Installation	11 May 2016	12 sept. 2016	N/A	01 March 2017	85%	Construction underway
32	MISGUN PF/S	Solar System Installation	11 May 2016	12 sept. 2016	N/A	01 March 2017	0%	Contractor not started yet
33	MARIENDAL PF/S	Solar System Installation	11 May 2016	12 sept. 2016	N/A	01 March 2017	0%	Contractor not started yet
34	MOLEBEDI PF/S	Solar System Installation	11 May 2016	12 sept. 2016	N/A	01 March 2017	0%	Contractor not started yet
35	DIKGOHONG PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
36	GROENEWALD PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
37	HWETLA PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before

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								Construction
38	MEYERSHOF PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
39	THABO-LERATHO PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
40	WILHELM PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
41	RABONIE	Minor Electrical Installation	07 March 2014	11 March 2014	05 August 2014	05 August 2014	100%	Completed & Closed after Close out Stage
42	BARDIA PF/S	Minor Electrical Installation	19 February 2014	21 February 2014	05 August 2014	05 August 2014	100%	Completed
43	ALPINE PF/S	Minor Electrical Installation	04 March 2014	N/A	N/A	N/A	98%	Completed & Closed after Construction
44	EXCELSIOR PF/S	Minor Electrical Installation	17 February 2014	19 February 2014	01 August 2014	01 August 2014	100%	Completed
45	MARIENDAL PF/S	Minor Electrical Installation	24 February 2014	26 February 2014	04 August 2014	04 August 2014	100%	Completed
46	MISGUN PF/S	Minor Electrical Installation	24 February 2014	19 February 2014	05 August 2014	05 August 2014	100%	Completed
47	MOLEBEDI PF/S	Minor Electrical Installation	11 February 2014	19 February 2014	04 August 2014	04 August 2014	100%	Completed
48	OVERIYZEL PF/S	Minor Electrical Installation	27 February 2014	03 March 2014	05 August 2014	05 August 2014	100%	Completed & Closed after



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								Close out Stage
49	RAPPARDSVLAKTE PF/S	Minor Electrical Installation	21 February 2014	25 February 2014	05 August 2014	05 August 2014	100%	Completed
50	TIDOR PF/S	Minor Electrical Installation	26 February 2014	19 February 2014	07 August 2014	07 August 2014	100%	Completed
51	WELKOMSTAT PF/S	Minor Electrical Installation	21 March 2014	19 February 2014	N/A	N/A	98%	Completed & Closed after Construction
52	EMFULANENI PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
53	GOSHI PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
54	REITHUTILE PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
55	SILLOAM PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
56	SITHOKOZILE PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
57	TWEEDEGELUK PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before Construction
58	UITKYK PF/S	Minor Electrical Installation	N/A	N/A	N/A	N/A	0%	School Closed Before

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								Construction
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2 INAPPROPRIATE STRUCTURES

Inappropriate structures schools are defined as ***"those schools that have been constructed of materials such as mud, wood, metal or prefabricated material"***.

(a)Background

During 2011/12 financial year the Department of Basic Education extended Accelerated School Infrastructure Delivery Initiative (ASIDI) programme to cover inappropriate structures with a purpose eradicating backlogs in schools infrastructure in line with Action Plan to 2014: towards the realization of schooling 2015. This programme commenced with the replacement of 49 mud schools with brick and mortar in the Eastern Cape. The Free State and the Western Cape Provinces are second and third in terms of the provinces with the highest number of projects in this category. The ASIDI programme for inappropriate structures in the Free State Province consists of demolishing and replacement of schools built of prefabricated material. In the case of the Free State 30 schools constructed of prefabricated materials were identified.

Table 1: IDT Projects

School	Town	District	Learner Number	Appointed Implementing Agent
Diamanthoogte Combined	Koffiefontein	DC 16	1443	DBSA
Luckhoff Combined	Luckhoff	DC 16	920	IDT
P.T. Sanders Intermediate	Trompsburg	DC 16	480	IDT
Heide Primary	Bloemfontein	DC 17	1153	IDT
Tweespruit Primary	Tweespruit	DC 17	378	DBSA
Sehlabeng Secondary	Ladybrand	DC 17	792	DBSA
Boshof Intermediate	Boshof	DC 18	932	DBSA
Itemoheng Primary	Marquard	DC 19	1039	IDT
Caledon Park Intermediate	Ficksburg	DC 19	529	IDT
Nampo Secondary	Bothaville	DC 20	638	IDT

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**Table 2: DBSA Projects**

School	Town	District	Learner Number	Appointed Implementing Agent
Tjhebelopele C/S	Bloemfontein	DC 17	1275	DBSA
Bethlehem C/S	Bethlehem	DC 19	1074	DBSA
Ntsu S/S	Bethlehem	DC 19	1333	DBSA
Phephetso S/S	Kroonstad	DC 20	1066	DBSA
Dorington Matsepe Intermediate	Kroonstad	DC 20	1123	DBSA
Pele-ya-Pele S/S	Sasolburg	DC 20	733	DBSA
Lehutso P/S	Sasolburg	DC 20	1706	DBSA
Metsimatlle S/S	Oranjeville	DC 20	357	DBSA
Qalabothja S/S	Villiers	DC 20	635	DBSA
Vredefort P/S	Vredefort	DC 20	434	DBSA
Clarens I/S	Clarens	DC 19	341	DBSA

Table 3: FSDoE Projects

School	Town	District	Learner Number	Appointed Implementing Agent
Edenhoogte P/S	Edenburg	DC 16	304	FSDoE
Oranjekrag I/S	Gariepdam	DC 16	433	FSDoE
Smithfield P/S	Smithfield	DC 16	252	FSDoE
Williamsville P/S	Springfontein	DC 16	204	FSDoE
BergmansHoogte I/S	Phillipolis	DC 16	400	FSDoE
Hermana P/S	Ladybrand	DC 17	405	DBSA
Thaba Patchoa I/S	Tweespruit	DC 17	242	DBSA
Ebenheaserhoogte I/S	Wepener	DC 17	696	DBSA
Dawiesville P/S	Mantsopa	DC 17	195	DBSA

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IMPLEMENTING AGENT: INDEPENDENT DEVELOPMENT TRUST

Name of School	Town	District	Name of Contractor	Progress to date
Boshof I/S	Boshof	Lejweleputswa	To be appointed	DBE terminated IDT and the project is being given over to new Implementing Agent (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Caledon Park P/S	Ficksburg	Thabo Mofutsanyana	Siyavuna Trading	The project is completed and the Practical Completion was done on the 1 st September 2015.
Diamantthoogte C/S	Koffiefontein	Xhariep	To be appointed	DBE terminated IDT and the project is being given over to new Implementing Agent (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Heide P/S	Mongaung	Motheo	Matakanye Contractors	The project is completed and the Practical Completion was achieved on 18 th July 2015.
Itemoheng P/S	Marquard	Thabo Mofutsanyana	Baphalaborwa 72	The anticipated Practical Completion will be Mid December 2016. The contractor has beefed up his team to realize this date.
Luckhoff C/S	Luckhoff	Xhariep	Clear Choice	The project is completed and the Practical Completion was achieved on 15 th July 2015.
Nampo S/S	Bothaville	Fezile Dabi	Baphalaborwa 72	The anticipated Practical Completion will be Mid December 2016. The contractor has



				beefed up his team to realize this date.
PT Sanders I/S	Trompsburg	Xhoriep	Clear Choice	Project reached Final Completion on 14 th September 2016.
Sehlabeng S/S	Ladybrand	Motheo	To be appointed	DBE terminated IDT and the project is being given over to new Implementing Agent (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Tweespruit P/S	Tweespruit	Motheo	To be appointed	DBE terminated IDT and the project is being given over to new Implementing Agent (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.

Factors that led to the delay in Implementation of projects (IDT)

- IDT was terminated by DBE for nonperformance.
- 4 of their projects were taken away from them as an Implementing Agent
- DBSA was then appointed for those projects
- All 4 projects are on procurement stage and awaiting concurrence approval from DBE.
- Anticipation is to commence with construction in January after builder's holidays.

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IMPLEMENTING AGENT: DEVELOPMENT BANK OF SOUTH AFRICA (DBSA)

Name of School	Town	District	Name of Contractor	Progress to date
Dorington Malsepe I/S	Kroonstad	Fezile Dabi	C-Pro / Sobharhuza JV	Project reached Final Completion on the 27 th July 2016.
Phephetso S/S	Kroonstad	Fezile Dabi	Stefonuffi Storks Homes	Project reached Final Completion on the 27 th July 2016.
Vredefort P/S	Vredefort	Fezile Dabi	Clear choice	Project reached Final Completion on the 27 th July 2016.
Lehuiso P/S	Sasolburg	Fezile Dabi	Stefonuffi Storks Homes	Project reached Practical Completion on the 15 th March 2016.
Metsimalle S/S	Oranjeville	Fezile Dabi	Tawana Business Projects/ M&M Projects/Ikatiseng Contractors	Anticipated Practical Completion will be 27 th February 2017
Pele-ya-Pele S/S	Sasolburg	Fezile Dabi	Siyavuna Trading	Project reached Practical Completion on the 30 th September 2015.
Qalabotjha S/S	Villiers	Fezile Dabi	Condocor	This is a replacement contractor after the first contractor was terminated. The anticipated completion date will be in FY 2017 / 018
Tjhebelopele P/S	Bloemfontein	Motheo	Solidaire Construction	DBSA on 19 August 2016 instructed contractor to stop works and serve termination. A replacement contractor will be appointed when all the legal issues are finalized.
Bethlehem C/S	Bethlehem	Thabo	Tloilliso Sempe	Project reached Practical Completion on the

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		Mofutsanyana	Construction	22 nd September 2015.
Ntsu S/S	Bethlehem	Thabo Mofutsanyana	Stefanutli Stocks Housing	Project reached Final Completion on the 27 th July 2016.
Clarens P/S	Clarens	Thabo Mofutsanyana	Zidlaphi Kgomo and Associates	Project reached Practical Completion on the 23 rd September 2016.

IMPLEMENTING AGENT: FREE STATE DEPARTMENT OF EDUCATION

Name of School	Town	District	Progress
Williamsville P/S	Springfontein	Xhariep	Contractors' advertisement placed on the 21 st October 2016, a briefing session held on 2 nd November 2016 and closed on 11 th November 2016.
Edenhoogte P/S	Edenburg	Xhariep	Contractors' advertisement placed on the 21 st October 2016, a briefing session held on 2 nd November 2016 and closed on 11 th November 2016.
Thaba Phatchoa C/S	Tweespruit	Motheo	DBE transferred the project to (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Hermona P/S	Ladybrand	Motheo	DBE transferred the project to (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Oranjekrag I/S	Gariepdam	Xhariep	Contractors' advertisement will be placed by the end of November 2016 and the contractor will be on site by the end of current financial year.

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Smithfield P/S	Smithfield	Xhariep	Contractor's advertisement placed on the 21 st October 2016, a briefing session held on 2 nd November 2016 and closed on 11 th November 2016.
Tweespruit C/S	Tweespruit	Motheo	DBE transferred the project to (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Ebenhaeserhoogte I/S	Wepener	Motheo	DBE transferred the project to (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Bergmanshoogte I/S	Phillipolis	Xhariep	Contractors' advertisement placed on the 21 st October 2016, a briefing session held on 2 nd November 2016 and closed on 11 th November 2016.

Factors that led to the delay in Implementation of projects :(FSDoE)

- Concurrence to appoint service providers took a year(12 months) to be approved by DBE.This impacted very badly on the whole programme.
- DBE terminated 4 of FSDoE projects due resources (Human Resources).
- To date 5 projects were approved and they are on procurement stage.
- The bids were advertised and closed on the 02nd November 2016.
- Adjudication will commence early January 2017.

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Smithfield P/S	Smithfield	Xhariep	Contractor's advertisement placed on the 21 st October 2016, a briefing session held on 2 nd November 2016 and closed on 11 th November 2016.
Tweespruit C/S	Tweespruit	Moltheo	DBE transferred the project to (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Ebenhaeserhoogte I/S	Wepener	Moltheo	DBE transferred the project to (DBSA). The project is on procurement stage, the anticipated site handover will be in January 2017.
Bergmanshoogte I/S	Phillipolis	Xhariep	Contractors' advertisement placed on the 21 st October 2016, a briefing session held on 2 nd November 2016 and closed on 11 th November 2016.


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 Mr PHI Makgoe
 MEC Department of Education Free State Province

Date: 13/11/2016


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