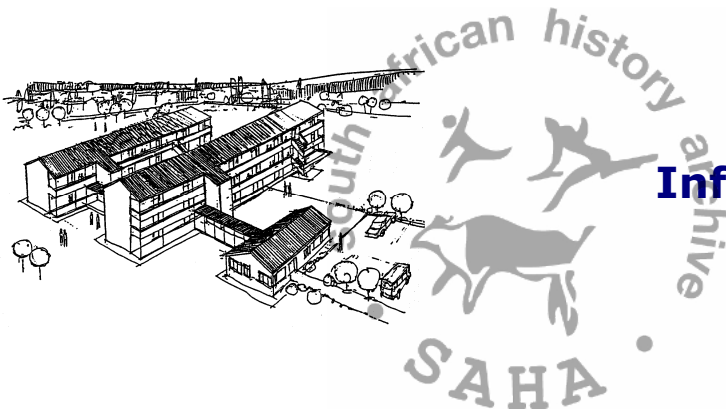**Province: KwaZulu-Natal**
Department: Education

Infrastructure Plan
2008/2009

Version Control

Rev	Originator	Approved	Date
1			
2			
3			
4			
5			
6			
7			

Date: 31 January 2008

Contents

1 Executive Summary

1.1 The Purpose of the Plan

In general the purpose of the Infrastructure Plan is to detail over the medium to long term **how** the infrastructure required by the Department to deliver on its mandated services will be **acquired, rehabilitated, maintained** and **funded.** To achieve this, the Plan will also outline what infrastructure is to be provided, when it is to be provided and at what cost.

The purpose of the KwaZulu-Natal Department of Education's Infrastructure Plan is the following:

- to identify and present the Department's infrastructure needs in terms of meeting its strategic objectives;
- to ensure that the greatest needs in the province are addressed as the highest priorities and to ensure that optimum cost efficiency is achieved;
- to provide an indication of anticipated expenditure per programme and per project over the lifecycle of the project should it be a multiple year project;
- to communicate to external as well as internal stakeholders the intentions of the department as far as its infrastructure delivery programmes are concerned; and
- to ensure that all statutory and regulatory requirements are adhered to, and also to prevent the random, subjective decision making which would not be in the best interests of the inhabitants of the province and specifically the learnership of the province which are all deemed to have the right of equal access to facilities of similar quality.

1.2 Description

The infrastructure covered in this plan can be categorized into the following:

- New constructions (complete new school buildings);
- Upgrades and additions to existing school buildings and the provision of basic services;
- Repairs and renovations to existing buildings;
- Maintenance of existing buildings, both planned and reactive;
- Non-school buildings; and
- Acquisition of buildings and land.

1.3   Levels of Service

In terms of the desired level of service, it is the Department's obligation to ensure equality across the Province. In this regard, it is the Department's intention to provide the same learning environment without prejudice to all learners. Ultimately, all classrooms and toilet blocks will be constructed as brick and mortars, maintained to a safe and acceptable standard, and have full access to basic services such as water, sanitation and electricity.

The Department's policy document in this regard is constantly being reviewed to accommodate this approach. A systematic approach is being applied to achieve these objectives, with the Department's prime objective being the eradication of all infrastructure backlogs. All new structures will comply with the desired level of service. Once this backlog has been cleared, attention will focus on upgrading all existing structures to the desired level of service.

1.4   Community Need

The determination of demand forecast in this Province is extremely difficult as the dynamics around macro- and micro-migration are changing at an alarming rate. This makes long- and even medium-term forecasting problematic when deciding on the placing of permanent education facilities.

Growth trends within the specific community/settlement/township/suburb are brought into account when determining sustained need for specific facilities. With the urbanization process as well as renewal of secondary school curriculums and the extension of courses and subjects to be offered, driven by industry demand for a skilled workforce, it is anticipated that demand will continue to change at an accelerated rate.

It has been assumed that urbanization will increase in pace as well as volume. This implies that due caution be exercised in rural area planning unless clear and verifiable indication prove that populations are likely to remain constant or where populations show growth trends.

This plan has, within the limitations of available information, attempted to determine the actual infrastructure requirements taking into account these factors.

1.5   Lifecycle Management Plan

By nature schools are intensely operational delivery sites. Learners are naturally far more active than disciplined adult office workers and consequently maintenance levels are likely to be substantially higher than normal. However, if appropriate preventative measures could be developed by school principals and governing bodies the impact of more severe wear and tear might be limited.

The ownership aspect of a school, where a specific community views the school as their school, significantly increases the level of care in preventing vandalism or even petty acts of damage to buildings and infrastructure.

As far as day to day maintenance is concerned the school and the governing body are responsible to ensure that all facilities are properly maintained. Funding norms and standards monies are provided directly or indirectly to the schools for this purpose.

Apart from these practical factors, the Department is changing its approach in terms of Infrastructure Programme Management Planning to ensure that the best value for money is obtained over the life cycle of the asset. This approach would ensure that the Department takes into account asset expenses over the various stages of the asset's life cycle and factor these into the infrastructure budgets.

1.6   Financial Summary

The financial summary of the Department's identified programmes over the MTEF period, including the allocated budgets for these programmes have been summarized in *Table 1*.

Type of Infrastructure	Programme	Number of projects[1]	Total costs	Medium-term Estimates		
				2008/09	2009/10	2010/11
Capital		**682**	R 4,241,155.00	R 1,126,918.00	R 1,313,184.00	R 1,801,053.00
New constructions		**396**	R 3,069,228.00	R 767,691.00	R 939,525.00	R 1,362,012.00
1 - New Schools (classrooms & toilets)	2	8	R 647,294.00	R 175,000.00	R 151,676.00	R 320,618.00
2 - Upgrades and additions	2	155	R 845,165.00	R 311,666.00	R 273,499.00	R 260,000.00
3 - Accelerated Needs Delivery	2	40	R 420,000.00	R 130,000.00	R 140,000.00	R 150,000.00
4 - Curriculum Redress	2	12	R 240,000.00	R 40,000.00	R 100,000.00	R 100,000.00
5 - W ater and Sanitation	2	80	R 76,265.00	R 21,265.00	R 25,000.00	R 30,000.00
6 - Mobile Classrooms	2	50	R 32,000.00	R 10,000.00	R 10,000.00	R 12,000.00
7 - LSEN	4	12	R 266,931.00	R 45,265.00	R 60,912.00	R 160,754.00
8 - FET Sites	5	3	R 224,495.00	R 24,495.00	R 100,000.00	R 100,000.00
9 - Roll out of ECD and Grade R	2	36	R 317,078.00	R 10,000.00	R 78,438.00	R 228,640.00
Rehabilitation		240	R 905,291.00	R 252,325.00	R 297,983.00	R 354,983.00
1 - Repairs and renovations	2	200	R 745,022.00	R 205,056.00	R 244,983.00	R 294,983.00
2 - Emergency Repair Response	2	40	R 160,269.00	R 47,269.00	R 53,000.00	R 60,000.00
Other capital projects		46	R 266,636.00	R 106,902.00	R 75,676.00	R 84,058.00
1 - Non-school building	1	35	R 228,124.00	R 96,902.00	R 63,201.00	R 68,021.00
2 - Special Projects	2	10	R 20,074.00	R 4,000.00	R 6,037.00	R 10,037.00
3 - Technical Support	2	1	R 18,438.00	R 6,000.00	R 6,438.00	R 6,000.00
Current		**2500**	R 264,495.00	R 80,000.00	R 84,495.00	R 100,000.00
Maintenance	2	2500	R 264,495.00	R 80,000.00	R 84,495.00	R 100,000.00
Total		**3182**	R 4,505,650.00	R 1,206,918.00	R 1,397,679.00	R 1,901,053.00

[1] "Number of Projects" means projects physically under construction during 2008/09, some of which have been carried over from 2007/08 and some of which will carry over into 2009/10

Table 1: KZNDE Infrastructure Budget for MTEF Period

1.7   Organisational and Support Plan

The transformation process whereby the organization is being restructured to maximize service delivery across all spheres of operation has been approved by the Department's top management. This process has also been completed for the section responsible for infrastructure planning and delivery (i.e. the Infrastructure Management Chief Directorate) and is being undertaken in two separate phases – the first involves a transitional arrangement in terms of human resources, while the second will cater for the permanent restructuring, both in terms of human resources and systems. The impact of the restructuring on the newly created districts and Head Office has been significant, with debilitating shortages of Infrastructure Management personnel being experienced throughout the Department. This problem is being further exacerbated by the difficulty of finding appropriate personnel to fill these positions.

The framework for the Organisational and Support Plan has been included in this Infrastructure Plan and has been approved by the Department's Exco. However, this Plan will continue to be reviewed and monitored regularly to ensure that service delivery is not compromised by capacity and/or system constraints in terms of planning, delivery management and financial management.

1.8   Monitoring and Improvement Programme

Monitoring and evaluation of infrastructure delivery is currently being undertaken as part of the recommendations from the Infrastructure Delivery Improvement Programme (IDIP). In summary, these recommendations are contained in the Organisational and Support Plan but consist of the following key focus areas:

- physical progress
- expenditure by month and by Quarter
- feedback from clients (school principal)

The Infrastructure Plan will also be reviewed at least annually to keep the Department's infrastructure needs as up to date and accurate as possible.

2   Introduction

2.1   Background

The KwaZulu-Natal Department of Education is required to prepare an Infrastructure Plan for the provisioning and maintenance of educational facilities within the Province. Currently the Province is responsible for approximately 6 000 educational facilities, inclusive of unsuitable structures, which accommodate in excess of 2 600 000 learners together with the associated infrastructure.

The Province, since the democratic dispensation ushered in 1994, has had to plan and provide for huge backlogs inherited. Furthermore, the poor state of repair of many of the existing structures necessitated ongoing and whole scale repairs and maintenance.

It is envisaged that with the NEIMS survey having been recently completed it will be possible in the future to estimate the capital required to address these backlogs and to undertake the required remedial work in order to provide an acceptable standard. The results of this exercise will be available during the next financial year.

Initial indications are that the cost to address the current backlogs at 2007 estimates would be R25bn, whilst replacement cost is in the order of R39bn. The maintenance of existing infrastructure at replacement value would be in the order of R780m per annum. The proposed Plan contained here below serves to provide a framework in which the backlogs and maintenance requirements are addressed for the relevant period to ensure quality and safe and healthy environments in which learning can be provided.

Furthermore, the Plan seeks to realign the provisioning and maintenance of schools to conform to the national model for space planning norms and standards for public schools.

2.1.1 Purpose of the Plan

The Plan provides a framework for the KwaZulu Natal Department of Education's infrastructure delivery programme 2005 – 2014 for the financial year 2008/2009.

The Plan sets out an approach and plan of action for providing and maintaining education infrastructure elucidating on the management, communication and funding requirements thereof. It is envisaged that the Plan will be reviewed on an annual basis to ensure its appropriateness and relevance as well as taking into account progress and challenges experienced. Peculiarities and specifics introduced on a yearly basis by the Division of Revenue Act are also addressed through the ongoing yearly review.

The Plan addresses the planning and management of all physical infrastructure for which the provincial Department of Education is currently responsible. This includes all government owned pre-primary, primary, secondary and tertiary learning facilities inclusive of the provisioning of water, sanitation, electricity and access to such facilities.

The rural nature of the Province and the levels of poverty present huge challenges for the delivery of quality, equitable and relevant education. The legacy of poor planning, weak management and poor administrative systems has had a major impact on the design and delivery of education. With the completion and release of the National Education Infrastructure Management System (NEIMS) survey by the National Department of Education, in September 2007, the status of the infrastructure at all schools has been established and the backlogs at individual institutions can now be accurately determined by benchmarking the existing infrastructure against an established norm, attached as Annexure A.

To improve the delivery of infrastructure, the strengthening of the partnership with the provincial Department of Public Works, as the key deliverer of infrastructure, is being vigorously pursued. This includes the improvement of the relationship

between the Departments through the establishment of a Joint Task Team that seeks to streamline and fast-track service delivery.

It is also the Department's intention to promote the underlying strategies and objectives of the Provincial Growth and Development Strategy. The Department's infrastructure budget is the largest in the country and therefore is ideal for the promotion of the Expanded Public Works Programme through the involvement of BEE and SMME companies specifically addressing appropriate skills development and poverty alleviation through sustainable job creation.

This infrastructure plan therefore aims to put infrastructure service delivery into context of the Province's needs and priorities, as well as placing service delivery into the context of the Department's Strategic Plan and the overall Provincial Growth and Development Strategy. It also aims to present and justify funding requirements for infrastructure over the MTEF period. In this Plan, the Department's infrastructure delivery programmes, budgets and targets are presented.

2.1.2   Strategic and Departmental Goals

Infrastructure delivery forms part of Programme 2: Public Ordinary School Education, the objective of which is to provide public ordinary education from Grades 1 to 12 in accordance with the South African Schools Act. Programme 2 has two Sub-Programmes, namely Public Primary Phase and Public Secondary Phase, the objectives of which are to provide specific public primary ordinary schools and specific public secondary schools with resources required for the Grades 1 to 7 phase and Grades 8 to 12 phase respectively.

Within both of these Sub-Programmes, the measurable objective is to put the basic physical infrastructure in place, for both public primary phase and public secondary phase, in accordance with policy, through the implementation of the Department's Infrastructure Plan.

These strategic goals are monitored through the following performance measures:

- Number of new classrooms built;
- Learner: Classroom ratio;
- Number of new toilets built;
- Percentage of schools with water supply; and
- Percentage of CAPEX budget spent on maintenance.

Simply put, these performance measures are used to determine the Department's effectiveness in eradicating infrastructure backlog in terms of provision of teaching and learning spaces and water and sanitation, as well as maintaining all structures, through a preservation programme, to an acceptable level that minimizes deterioration.

The Department's service delivery programme over the strategic plan period (2005 to 2010), within current budget allocations, has set the targets to address the backlogs as shown below in *Table 2*:

Performance Measure	Existing Backlog (NEIMS)	2006/07 Target	2007/08 Target	2008/09 Target	2009/2010 Target	Remaining Backlog
Classrooms	*10,000*	*1,800*	*2,000*	*2,000*	*2,000*	*2,200*
Toilets (number of seats)	*28,800*	*2,700*	*2,700*	*2,000*	*1,000*	*21,400*

Table 2: KZNDE Infrastructure Delivery Targets over 2005-2010 Strategic Plan Time Frame within Current Budgets

The above information as reflected in the Strategic Plan reflects the status quo prior to the release of the NEIMS information and therefore differs from the more accurate NEIMS information. It should be noted that there is only a slight increase of classrooms to about 10 000 from 9 700, but a significant increase in the toilet seats, from 8 500 to 28 800, due to the down grading of sub-standard toilets previously counted. A total of about 17 000 toilet seats are required for learners, whilst an additional 11 000 is required for educators. The above table also excludes specialist teaching spaces, administration facilities and other ancillary buildings required to provide a conducive learning environment.

These service delivery targets have been determined based on the allocated infrastructure budget for the MTEF period and the Department's current standards and policies. *Table 2* clearly indicates that the Department would be unable to eradicate the existing backlog within the Department's current Strategic Plan time frame and within the associated proposed budget allocation. In relation to the Strategic Plan, it should be noted that a planning horizon of 5 years was catered for. This was deemed to set more attainable goals than that associated with a ten year plan.

Inserted here below, are the relevant portions of the Departmental Strategic Plan (2007 – 2010):

Branch: Planning and Support:

Branch: Planning And Support

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Systemic Evaluation and Quality Assurance				
To provide high quality, relevant education to all learners, regardless of age, which will equip them with knowledge, skills, values and attitudes to meet the challenges of the twenty-first century	To monitor progress in relation to the effectiveness of the education system	Implement the NSLA in accordance with national and provincial policies	Implement the NSLA in accordance with national and provincial policies	Implement the NSLA in accordance with national and provincial policies
		Implement policy on quarterly assessment at schools.	Implement policy on quarterly assessment at schools.	Implement policy on quarterly assessment at schools.
		Evaluation of a sample of schools a view to assess the effectiveness of teaching and learning to apprise the education system	Evaluation of sample of schools with a view to assess the effectiveness of teaching and learning to apprise the education system	Evaluation of sample of schools with a view to assess the effectiveness of teaching and learning to apprise the education system
		Develop quality indicators for the system	Develop quality indicators for the system	Develop quality indicators for the system
Key Result Area: Infrastructure Planning and Delivery Management				
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	Provide a 5 year infrastructure plan for all public schools, including special schols	Update 5 year infrastructure plan for public all schools, including special schools	Update 5 year infrastructure plan for public schools, including special schools
	To provide administration offices and support spaces in accordance with Provision Space Norms for the offices.	Design norms and standards for infrastructure provision in public ordinary and special schools	Design norms and standards for infrastructure provision in public ordinary and special schools	Design norms and standards for infrastructure provision in public ordinary and special schools
		Facilitate the provision of office accommodation	Facilitate the provision of office accommodation	Facilitate the provision of office accommodation
	To produce standard plans for various spaces in educational institutions.	Provide priority list for each sub-programme with concomitant budgets	Provide priority list for each sub-programme with concomitant budgets	Provide priority list for each sub-programme with concomitant budgets

Strategic Goals	Strategic Objectives	Outputs		
		2007/08	2008/09	2009/10
Key Result Area: Infrastructure Planning and Delivery Management				
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	Design norms and standards for office and support spaces	Design norms and standards for office and support spaces	Design norms and standards for office and support spaces
		Construct new schools where needs are urgent	Construct new schools where needs are urgent	Construct new schools where needs are urgent
		Implement special infrastructure projects	Implement special infrastructure projects	Implement special infrastructure projects
	To put the basic physical infrastructure for primary schooling in place in accordance with policy	Provide water, sanitation and electricity to schools in the priority list of the infrastructure plan	Provide water, sanitation and electricity to schools in the priority list of the infrastructure plan	Provide all schools with water, sanitation and electricity
	To provide laboratories for schools. To provide requisite infrastructure to support effective teaching & learning	Provide infrastructure to improve the quality of teaching and learning eg laboratories	Provide infrastructure to improve the quality of teaching and learning eg laboratories	Provide infrastructure to improve the quality of teaching and learning eg laboratories

Key Results Area 14:   Infrastructure Planning

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	* Gathering of information (data collection) * Analysis of demographics and identification of needs. * Identification of services. * Prioritisation of projects. * Budgeting. * Liaison with implementing agents beneficiary communities school's governing bodies.	Publish the 2007/2008 Infrastructure Plan with the following services: 1. Repairs and Renovations. 2. Curriculum redress. 3. Additions and upgrades. 4. New schools. 5. Provision of toilets. 6. Provision of infrastructure for water and electricity.	28 February 2007
	To provide spaces for LSEN learners in special/full service schools in accordance with White Paper 6 on Inclusive Education.	Plan suitable accommodation for LSEN learners. * Identification of services through meetings with the relevant component in the Department.	List of schools to be upgraded to full service schools through the provision of requisite infrastructure handed to the Department of Works.	1 April 2007
	To provide administration offices and support spaces in accordance with Provision Space Norms for the offices.	* Gathering of information (Restructring Plan of the Department). * Identification of needs. * Determination of design and capacity as defined by space norms/organograms.	Design for District Office completed.	30 July 2007
	To produce standard plans for various spaces in educational institutions.	* Meetings/Workshops with design component in the Department of Works. * Collection of inputs from users. * Collection of information from other Provincial Departments.	Standard plan for: 1. Teaching and learning spaces. 2. District Offices. 3. Specialist teaching and learning spaces. 4. Kitchens.	30 April 2007 30 July 2007 30 September 2007 30 October 2007
		Identification of Needs	Determination of design and capacity as defined by space norms and organogram.	1 April 2007

Key Results Area 15: Infrastructure Management

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide space to learners in the public schools in accordance with policy.	* Liaise with Branch: Finance to budget for planned services. * Brief to Implementing Agents. Monitoring and Evaluation * Appointment of Consultants * Design and Documentation * Contact Procurement * Construction * Post construction	1. Budget in place for various programmes. - Capital Works - Repairs and Renovations - Sites Acquisition 2. Implementation Programme of Infrastructure Plan (IPIP) submitted by Implementing Agents. 3. Service Level Agreement (SLA). in place. 4. Programme is implementation. 5. Programme Monitoring 6. Regular reports are submitted to Top Management and Provincial Treasury	30 June 2007 31 March 2008
	To put the basic physical infrastructure for primary schooling in place in accordance with policy.	Manage the delivery Departments physical infrastructure plans for 2007/2008 financial year and submit reports on: * Classrooms and toilets built * Specialist classrooms built * Percentage of Budget spent on Rehabilitation. * Percentage of CAPEX budget spent on maintenance.	* Classrooms and toilets built. * Specialist classrooms built. * Schools provided with infrastructure for the supply of electricity. * Percentage of budget spent on rehabilitation. * Percentage of budget spent on maintenance.	1 April 2007 to 31 March 2008
	To provide spaces for LSEN learners in special / full service schools in accordance with policy and principles of Inclusive Education.	Increase the provision of suitable accommodation of LSEN learners. Monthly Education / Works liaison committee meetings (monitoring and evaluation of programme).	Prioritised List of Needs handed to Implementing Agents.	1 April 2007 to 31 March 2008

Strategic Goal	Strategic Objectives	Key Activity	Performance Indicators	Time Frames
To provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions	To provide administration offices and support spaces in accordance with policy.	Increase provision of district and other offices.	* Prioritised list of needs handed to Implementing Agents. * IPIP submitted by Implementing Agent. * Meetings, monitoring and evaluation. * Reports to Top Management and Treasury.	1 April 2007 to 31 March 2008

2.1.3 Departmental Strategic Goals and Impact of the Plan

This Infrastructure Plan has been prepared on the basis of the available infrastructure budget over the MTEF period and therefore any interpretation of this plan in the light of the Department's Strategic Plan must take budgetary constraints into account. This is specifically true when the State of the Province Address by the Premier of KwaZulu-Natal (March 2005) is taken into consideration. In this address, it was stated that all infrastructure backlog for education will have been addressed by 2009 – **challenges are currently being experienced in meeting this target, due to budget and associated capacity constraints.**

Should the budget not be revised in significant amounts, and the same quantitative delivery requirements remain, it may be necessary to revise the Department's levels of service to meet these objectives. This may be achieved through ensuring the realisation of community expectations whilst being mindful of the financial constraints. Alternatives to be considered could include inter alia, obtaining of political support and buy-in in relation to revised provincial norms and standards and adequate consultation with all affected parties in relation thereto.

It is also part of the Department's strategic goals, within the auspices of basic infrastructure delivery, to align itself with other strategies and programmes of the Government. In this regard, the principles of the Expanded Public Works Programme (EPWP), poverty alleviation, job creation, skills development and BEE and SMME development form a foundation for all infrastructure projects.

2.1.4 Links to Department's Vision, Mission, Goals and Objectives

The Department's vision, as contained in the Strategic Plan, is:

"*That of a literate and skilled society capable of benefiting from participating in all democratic processes and contributing to the development and growth of the people of KwaZulu-Natal.*"

This vision is reinforced by the Department's mission, which is:

"*To provide opportunities for all our people to access quality education which will improve their position and contribute to the advancement of democratic values in KwaZulu-Natal.*"

In terms of the Department's Strategic Goals and Objectives of infrastructure delivery in support of the vision and mission, the Strategic Plan contains the following:

"*Strategic Goal 5: Provide and utilize resources to achieve redress and equity and to eliminate conditions of physical degradation in institutions.*

Objective 5.2   develops a plan to eradicate infrastructure backlogs in schools."

This Infrastructure Plan is therefore the realization of the Department's Strategic Goals for infrastructure delivery over the 2008/09 MTEF period.

2.1.5   Relationship with other Planning Documents

The Plan should not be seen as existing in isolation to other strategic planning instruments. Rather, the Plan is informed by and comprehensively integrated with other key plans and documents. Amongst these are included:

- The Local and District Municipal Integrated Development Plans (IDPs) and sector plans;
- District Growth and Development strategies;
- The Provincial Growth and Development Plan and associated Spatial Development Framework;
- National and Provincial sector related plans and strategies;
- Departmental Strategic Plans, Operational Plans, Action Plans and associated Performance Measures;
- Spatial Economic Development Strategy.

This Plan therefore is deeply rooted in the broader strategic development plans of the Province and takes cognisance of all key strategies and programmes, as more fully illustrated by the diagram here below:
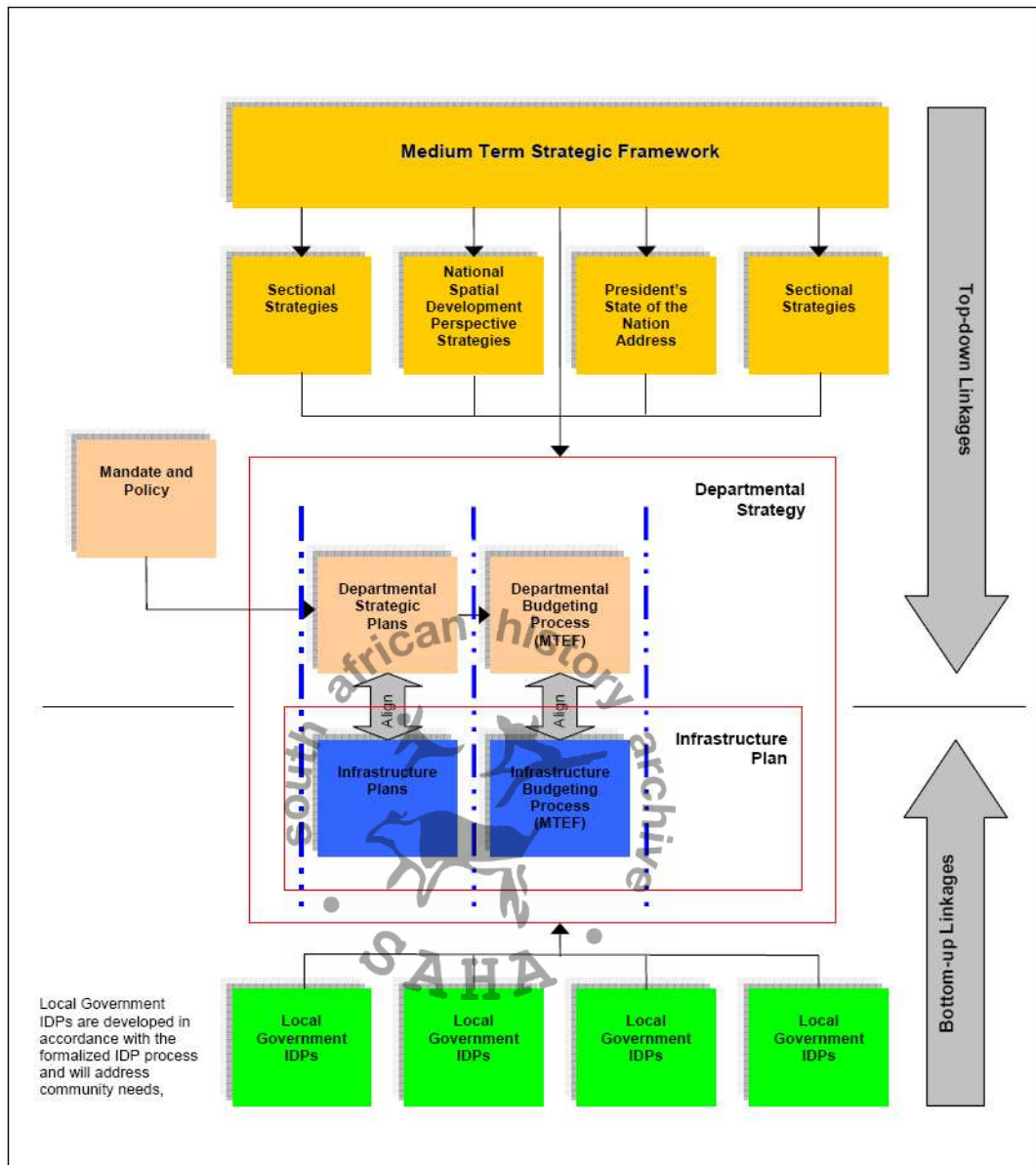
Diagram 1: Strategic Planning Linkages

The Plan has been developed in the context of national, provincial and local development frameworks as represented in the Figure here above, in a process of top-down and bottom-up planning. In this process careful consideration was given to the development planning processes of the other spheres of government, inherent in the principles of co-operative government set-out in Chapter 3 of the Constitution.

2.2 Goals and Objectives of Infrastructure Ownership

2.2.1 Reasons and Justification for Infrastructure Ownership

While it is the State's intention to provide adequate and safe infrastructure it remains the responsibility of the schools, School Governing Bodies and the community at large to accept ownership and maintain such infrastructure. Without this commitment the pressures placed on an already overextended infrastructure budget would be exacerbated.

2.2.2 Legislative Requirements

The following background legislation and/or regulations which affect infrastructure operation or require certain levels of service have been considered in the drafting of this Infrastructure Plan:

- Constitution of the Republic of South Africa (Act No 108 of 1996)
- Public Service Act (Act No 103 of 1994)
- National Education Policy Act (Act No 27 of 1996)
- South African Schools Act (Act No 84 of 1996)
- Education White Paper 6 on Inclusive Education (2001)
- Preferential Procurement Framework Act (2000)
- KwaZulu-Natal Preferential Procurement Act (2001)
- National Building Regulations
- Occupational Health and Safety Act
- CIDB Act (Act No 38 of 2000)
- Division of Revenue Act (as amended)
- Government Immovable Asset Management Act (Act 19 of 2007).

More specifically, the South African Schools Act states as follows:

o Clause 3(1) – "The MEC must ensure that there are enough school places so that every child that lives in his/her Province can attend school…";

o Clause 12(1) – "The MEC must provide public schools for education of learners out of funds appropriated for this purpose by the provincial legislature."

2.2.3 Infrastructure Included in Plan

The details in relation to infrastructure required have been more fully elaborated on in Section 4.2 (Demand Management) here below.

2.2.4 Key Stakeholders in the Plan

This Plan is owned by the KZN Department of Education. It seeks to lay out the strategic objectives that the Department's senior Management are incumbent on addressing and who would be responsible for the implementation thereof. In order to successfully implement this plan it is necessary for a variety of stakeholders to be engaged on an ongoing basis. These key stakeholders include:

o National Government Departments;

o Provincial Government Departments;

o Local and District Municipalities responsible for integrated planning and service provisioning;

o Public Entities and State Owned Entities particularly those charged with the responsibility of providing physical infrastructure and services;

o Non Governmental Organisations and Community Based Organisations involved in the educational sector;

o Communities, School Governing Bodies, Organised Labour and learners who are the recipients and users of such infrastructure;

o   Business and donor/funding sectors interested or involved in the delivery of infrastructure to schools.

2.2.5   Organisational Structure

The approved Departmental organisational structure is included in Section 8 of this document. This structure has been tailor made to ensure the overall attainment of the goals and objectives elaborated on in the Departmental Strategic Plan.

2.2.6   Plan Framework

This Infrastructure Plan is presented in coordination with the Department's Strategic Plan and will address the following key elements:

- Presentation of Department's planning process;
- Presentation of the Department's level of service;
- Identification of infrastructure programmes, project needs and Implementing Agents;
- Prioritization of infrastructure needs;
- Costing of infrastructure needs for integration into the MTEF budget allocations; and
- Delivery of infrastructure programmes over financial years.

Fundamental to the Department's Infrastructure Plan are the programme and project lists of the new infrastructure, as included as Annexure B. The projects included are those that are not currently under construction. The projects under construction (carry-over) are contained in the Infrastructure Reporting Model[1] (IRM) and the total estimated expenditure, for these projects, for 2008/09 is reflected.

---

[1] The IRM is the report submitted to Treasury on a quarterly basis and reflects the project financial and implementation progress details.

The format of the Plan is as follows:

- o **Section1** deals with the Executive Summary;

- o **Section 2** provides the Background to the Plan, its objectives, scope, format as well as methodology utilised for the formulation thereof;

- o **Section 3** covers the Norms and Standards, Levels of Infrastructure and current Levels of Service;

- o **Section 4** deals with the expected demand for services and the management of such;

- o **Section 5** provides a description of both the physical parameters and capacity, including backlogs, of existing infrastructure;

- o **Section 6** describes the Department's approach to asset management;

- o **Section 7** addresses the Plan's financial cost estimates and projections;

- o **Section 8** covers the organisational arrangements necessary for the implementation of the Plan;

- o **Section 9** addresses how the Plan's performance will be monitored, amended and improved.

2.3   Planning Approach and Methodology

This Infrastructure Plan has been prepared using the NEIMS data released in September 2007. In relation thereto, it must be acknowledged that the information used is by far the most reliable information available. The scope of work identified for all capital infrastructure projects at existing institutions has been determined using this information and will have to be re-confirmed once detailed planning

takes place. The verification exercise will be undertaken by the Implementing Agent/s or consultant/s with a view of ensuring the accuracy and quality standards thereof.

Ultimately, rehabilitation and maintenance projects will also be identified using the NEIMS data, but currently the needs are identified and addressed on a completely reactive basis due to existing financial constraints. The limitations of this approach have been acknowledged and systems are currently being investigated in order to utilise the NEIMS data allowing for a more planned, directed and focused approach, ensuring efficient addressing of these needs. It is unlikely that these will be implemented before the end of the 2008/09 financial year.

3 Levels of Service

3.1 Norms and Standards

The levels of service to be provided by the Provincial Department are outlined in the document "Space Planning Norms and Standards for Public Schools", attached as Annexure A hereto.

These Norms and Standards have been summarised here below:

3.1.1 Classrooms

These will be provided on the following basis:

- ➤ Grade R   : To be verified
- ➤ Primary schools (Grades 1 – 7)   : One classroom for every 40 learners
- ➤ Secondary schools (Grades 8 – 12)   : One classroom for every 40 learners
- ➤ Learners with Special Education Needs   : 15 learners (to be verified)

These standard learning spaces are further supplemented by various specialist/multipurpose classrooms as indicated below.

3.1.2 Specialist Facilities/Multipurpose Classrooms

Where justifiable in terms of learner numbers and curriculum, the following specialist facilities will be provided, including inter alia:

- ➤ Computer laboratory;

- ➤ Science laboratory;

➢ Home economics centre;

➢ Technology workshops; and

➢ Library/resource centre (note where there is a fully fledged computer laboratory the traditional library space may not be necessary).

3.1.3 Administration Facilities

The Department acknowledges the need for the provision of administrative facilities in all schools and is actively pursuing this goal through various programmes.

3.1.4 Water Supply and Sanitation

All schools will be provided with appropriate facilities for clean drinking water where running water is available and adequate. Where limited water resources are available, rainwater tanks will be provided at a rate of four tanks per block to address this requirement.

All schools are to be provided with adequate sanitation for both learners and educators as per SABS 0400 Table 7. Table 7 has been included in Annexure A.

3.1.5 Electricity

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

3.1.6 Space Norms for teaching and learning areas (to be reviewed in context of proposed ideal school)

In relation to the above, the following norms will apply:

Classrooms:	50 m²
Computer laboratory + Storeroom:	75 + 25m²
Science laboratory + Storeroom:	75 + 25m²
Home economics + Storeroom:	75 + 25m²
Library/resource centre:	100 m²

3.2 Current Levels of Service

The Department's current levels of service are to provide a permanent teaching and learning environment and support spaces to all learners and educators, both in terms of new structures and replacing and upgrading of old structures. The Province's schools range from mud structures to modern buildings and it is the Department's intention to ensure that equality exists in the provision of buildings across the Province, in both rural and urban areas.

In terms of the provision of classrooms, the Department currently provides for brick buildings for all new schools and upgrades and additions. One classroom is provided for every 40 learners and supplemented with laboratories, multi purpose classrooms, computer rooms and media centres. In terms of toilet facilities, the Department provides for toilet blocks that are water-borne where possible, failing which VIP's are provided. Toilet seats are provided for as per the statutory requirements of the National Building Regulations, viz., ±30 learners per toilet. The Department also provides support spaces (administration blocks, storerooms, etc) in accordance with its planning norms and standards

The Department also has the responsibility to ensure that every school has access to water on site and where a permanent water supply is not available to provide facilities to store water on site. It is also the intention of the Department to have all schools electrified. However, the Department is not a bulk services provider (water

and electricity) and coordinates the provision of these services with the relevant provider. National initiatives are being undertaken by the Departments of Water and Forestry and Mineral and Energy Affairs to assist in eliminating these backlogs.

It is also the Department's intention to secure every school site by installing fences around all school properties.

The Department currently monitors delivery of the basic infrastructure needs by tracking the following performance measures on a monthly basis:

- Number of classrooms completed
- Number of toilet seats completed.

In terms of these performance measures, it is the Department's intention to expand its indicators to include other relevant delivery measures such as support space, water and fencing.

In terms of value for money, cost standards ought to be at least comparable to the industry as a whole as far as unit costs (cost per m^2) are concerned, although the current building environment is such that often the market dictates the prices rather than the other way around.

Quality of materials and workmanship are to be compliant with relevant regulations.

3.3 Desired Levels of Service

In terms of the desired levels of service, it is the Department's obligation to ensure equality across the Province. In this regard, it is the Department's intention to provide the same learning environment without prejudice to any learners. Ultimately, all classrooms and toilet blocks will be constructed as brick and mortar, maintained to a safe and acceptable standard, and will have full access to basic services such as water, sanitation and electricity.

The Department's policy document in this regard has been revisited to accommodate this approach. A systematic approach is being applied to achieve these objectives, with the Department's prime objective being the eradication of all infrastructure backlogs. All new structures will comply with the desired level of service. Once this backlog has been cleared, attention will focus on upgrading all existing structures to the desired level of service.

Procurement of contractors, in line with National Treasury and Construction Industry Development Board (CIDB) prescripts and empowerment through the Expanded Public Works Programme principles will form the foundation of all infrastructure delivery channelled through the Department.

4 Determination of Needs

4.1 Demand Forecast

4.1.1 Community Need

4.1.1.1 Community Research and Expectations

Based on the assumption that equity must be achieved and that the provision of educational services must have, as a primary focus area, the disadvantaged communities with very poor facilities, completely impartial and objective criteria and processes have to be used in all decision making processes. Complete transparency is therefore essential in identifying the end-user's needs and expectations. The KwaZulu-Natal Department of Education has commissioned the University of KwaZulu-Natal (UKZN) and the Human Sciences Research Commission (HSRC) to undertake two studies, viz.;

- To investigate and make recommendations on new school requirements and property needs for the Province for a 10-year period, and
- Consolidation of rural and farm schools with the aim of consolidating non-viable schools through rationalization and optimization, respectively.

These investigations will be completed by the end of March 2008 and the findings used to inform and support future planning decisions.

The implementation of uniform norms and criteria is essential. As stated here above, it is generally accepted that a reasonable and affordable level of classroom provision is calculated at 40 learners per standard classroom, supplemented by various specialist classrooms, multipurpose classrooms, computer rooms and media centres, depending on the size of the school. To this end the Department has established space planning norms and standards for primary and secondary schools, which are attached as Annexure A. If services are delivered in line with these norms with high levels of consistency, a much better chance of acceptance by all communities at large exists.

Community perception in terms of the choice of building material and type of learning space is also essential in ensuring that the utilization of the spaces provided by the Department for teaching and learning are maximized. This issue is highlighted in the choice of mobile classroom units versus permanent classrooms and their respective acceptance or lack thereof from the local communities, educators and learners. Community perceptions and equality of the teaching and learning environment, together with the backlog of infrastructure across the Province, is taken into consideration when deciding on the levels of service as discussed in the following section.

Community research is also carried out in terms of the Department's FET curriculum and ABETS requirements. The community needs are taken into consideration when planning for infrastructure requirements and also translate into the Department's levels of service as discussed in the following section.

4.1.1.2 Factors Influencing Demand

The determination of demand forecast in this Province is extremely difficult as the dynamics around macro- and micro-migration are changing at an alarming rate. This makes long- and even medium-term forecasting problematic when deciding on the placing of permanent education facilities.

Growth trends within the specific community/settlement/township/suburb are brought into account when determining sustained need for specific facilities.

It has been assumed that urbanization will increase in pace as well as volume. This implies that due caution be exercised in rural area planning unless clear and verifiable indication prove that populations are likely to remain constant or where populations show growth trends. In this regard, the Department is currently reviewing the operation of all rural and farm schools in terms of possibly consolidating such schools into centres of excellence that are better equipped to provide a quality learning environment.

Mobility of learners appears to be increasing, therefore the assumption that urban children will attend school in close proximity to their homes is not particularly acceptable or correct.

The perceived quality of education at a specific school also appears to influence the willingness of learners to enrol at such a school. Schools known to have inferior educational quality are often avoided by learners staying close to the school. This means that should the perceived quality of education at what is thought to be a poorly performing school be correct and the perception is created that it now offers good quality education the enrolment trends especially in urban areas could be reversed for that particular school. This phenomenon is constantly being monitored and management plans put in place at education service delivery level to improve the performance of the particular school These turn around strategies, implemented through inter alia, horizontal integration of relevant service delivery indicators at strategic planning level are starting to bear fruit with improved results and concomitant increased enrolments being evident, as well as appropriate infrastructure delivery forward planning and implementation. These trends have more clearly been illustrated in the graphs here below:

4.1.1.3   Details of Projected Growth/Decline of Demand

The graphs here below serve to illustrate the complexities associated with accurate projected growth trends as well as decline of demand due to declines in enrolment figures. This information was extracted from EMIS and recently released NEIMS data.

Some of the challenges experienced in the collection and collation of the abovementioned figures relate to the non-submission of approximately 3% of predominantly smaller schools,

The general trend emerging from an analysis of the available information indicates that the overall learner enrolment numbers in the Province for 2003 and 2007 remained virtually the same, with lower enrolment number registered

for the period 2004 to 2006. However significant fluctuation can be seen in certain districts which may be attributed to movement of learners.

The inconsistency of overall enrolment numbers may be attributed to incomplete data, the non-submission and/or non-capturing of information, the impact of HIV and Aids on family sizes, child headed households and inaccuracies in relation to baseline information. The Department is in the process of aligning the EMIS and NEIMS data to improve the reliability of the information database to assist in the planning of projects.

AMAJUBA DISTRICT

EMPANGENI DISTRICT

ILEMBE DISTRICT

Number of Learners Enrolled

180 000
178 000
176 000
174 000
172 000
170 000
168 000
166 000
164 000
162 000

1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007

Year of Enrolment

OBONJENI DISTRICT

Number of Learners Enrolled

300 000
250 000
200 000
150 000
100 000
50 000
0

1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007

Year of Enrolment

OTHUKELA DISTRICT

Number of Learners Enrolled

Year	Value (approx)
1997	198 500
1998	203 500
1999	195 500
2000	187 500
2001	191 800
2002	195 200
2003	199 000
2004	193 500
2005	195 200
2006	193 700
2007	199 300

Year of Enrolment

PINETOWN DISTRICT

Number of Learners Enrolled

Year	Value (approx)
1997	317 000
1998	326 000
1999	318 500
2000	315 200
2001	318 500
2002	325 000
2003	332 000
2004	330 500
2005	326 000
2006	328 300
2007	334 200

Year of Enrolment

SISONKE DISTRICT

UGU DISTRICT

UMGUNGUNDLOVU DISTRICT

UMLAZI DISTRICT

UMZINYATHI DISTRICT

VRYHEID DISTRICT

KZN DEPARTMENT OF EDUCATION
TOTAL NUMBER OF LEARNERS ENROLLED

4.1.1.4 Community Expectations

The expectations of affected communities have been considered and included in the Section 3.2 here above, dealing with the current levels of service.

4.1.1.5 Anticipated Changes in Community Expectations

The Department has largely anticipated community expectation and has substantially raised the level of service provided such as the provision of ceilings, use of face bricks, as well as providing additional facilities beyond standard classrooms i.e. laboratories, media centres, etc.

4.1.2 Levels of service

As noted above, the UKZN is currently undertaking in depth research into growth areas and will be making recommendations that will inform levels of service catering for future demand.

4.1.3 Impact of Changes in Demand on Infrastructure Utilization

The following changes are taken into consideration:

- Changes in the teaching environment e.g. new curriculum;
- Introduction of technological improvements e.g. computers; and
- Demographic increases and decreases.

4.1.4 Changes in Technology

4.1.4.1 Use of New Technology and Effect on Future Infrastructure Provisioning

One specific change in technology affects both the introduction of new technology and obsolescence. The use of prefabricated classrooms ("old technology") has usually been frowned upon by both schools and the local community. However, significant advances have been made in this technology and the introduction of modular classroom structures may potentially prove to have a positive impact on the Department's service delivery. The Department's officials are currently investigating the implementation of this type of technology for future rapid delivery.

4.1.4.2 Obsolescence

See Para 4.1.6.1 here above.

4.2 Demand Management Plan

The Department is investigating the need for preparation of a Demand Management Plan and if it is found to be required will develop such during 2008/09.

In order to provide the desired level of service as described previously, and in accordance with the Department's current policy on the application of the infrastructure budget, the following programmes and sub-programmes (aligned with the categories prescribed by National Treasury) have been identified for implementation:

Programme 1: New Constructions

Sub-Programme 1.1: New Schools

Sub-Programme 1.2: Acquisitions

Programme 2: Upgrades and Additions

Sub-Programme 2.1: Upgrades and Additions

Sub-Programme 2.2: Accelerated Needs Delivery

Sub-Programme 2.3: Curriculum Requirements

Sub-Programme 2.4: Water and Sanitation

Sub-Programme 2.5: Mobile Classrooms

Programme 3: Rehabilitation

Sub-Programme 3.1: Repairs and Renovations

Sub-Programme 3.2: Emergency Repair Fund

Programme 4: Maintenance

Sub-Programme 4.1: Planned Maintenance

Sub-Programme 4.2: Reactive Maintenance

Programme 5: Other Capital Works

Sub-Programme 5.1: Non-School Buildings

Sub-Programme 5.2: Special Projects

Programme 6: Organisation and Support

Sub-Programme 6.1: Technical Support

The scope of each of these programmes/sub-programmes has to be shared across the Province on either a geographical- or needs-based basis. The basis for the allocation of these programmes, together with their intended purpose and performance measures, has been summarized in *Table 3* here below.

Programme/Sub-Programme	Purpose	Equitable Distribution Measure	Performance Measure
1.1 New Schools	To provide new public primary and public secondary schools in response to planned developments or growth, complete with all supporting learning spaces and facilities	Geographically amongst Regions, but with due recognition to those areas with rapid urbanization and expansion taking place	• Number of new schools planned; • Number of new schools under construction; • Number of classrooms provided; • Number of toilets provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
1.2 Acquisitions	To purchase land or buildings in support of providing a learning or administrative environment	In support of Sub-Programme 1.1, 1.2 or 5.1	• Number of buildings purchased/disposed of; • Number of properties purchased/disposed of; • Increase/decrease in classrooms; • Expenditure vs. budget
2.1 Upgrades and Additions	To add to or improve existing structures in terms of learning spaces, water and sanitation facilities, support spaces and/or civil works (fencing, drainage, etc)	Geographically amongst Regions	• Number of projects planned; • Number of projects under construction; • Number of classrooms provided; • Number of toilets provided; • Number of support spaces provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
2.2 Accelerated Needs Delivery	To provide learning and teaching support spaces and water and sanitation facilities within the objectives of growing an emerging, targeted contractor support	Needs-based, not necessarily geographically	• Number of projects planned; • Number of projects under construction; • Number of classrooms provided; • Number of toilets provided;

	base as a continuation of the Fast-Track Programme from previous financial year		• Number of support spaces provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
2.3 Curriculum Upgrades	To provide new support and/or learning spaces in response to curriculum requirements	Geographically amongst Regions	• Number of projects planned; • Number of projects under construction; • Number of support spaces provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
2.4 Water & Sanitation	To provide water and sanitation facilities to those schools where none is currently available	Needs-based, not necessarily geographically	• Number of projects planned; • Number of projects under construction; • Number of schools provided with water; • Number of toilets provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
2.5 Mobile Classrooms	To provide temporary learning and support spaces as a response to emergency situations until such time as permanent structures can be provided	Geographically amongst Regions	• Number of classrooms provided; • Expenditure vs. budget; • Procurement targets
3.1 Repairs & Renovations	To improve the condition of existing buildings (including replacement) that have deteriorated due to neglect or damage in order to ensure a safe learning and teaching environment	Geographically amongst Regions	• Number of projects planned; • Number of projects under construction; • Number of classrooms repaired/provided; • Number of toilets repaired/provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
3.2 Emergency Repairs	To improve the condition of existing buildings that have been damaged by "acts of God", within a short space of time, in order to reinstate a	Geographically amongst Regions, but with due recognition of affected areas	• Number of schools affected; • Number of projects under construction; • Expenditure vs. budget; • Procurement targets

	safe learning and teaching environment		
4.1 Planned Maintenance	To ensure that the condition of existing infrastructure and buildings is sustained and not allowed to deteriorate	Geographically amongst Regions	• Number of schools planned; • Number of schools in programme; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
4.2 Reactive Maintenance	To respond to daily maintenance needs that would normally otherwise be covered by Norms and Standards funding	Geographically amongst Regions	• Number of projects under construction; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
5.1 Non-School Buildings	To provide and maintain non-school buildings as well as the hiring of schools and non-school buildings	Geographically amongst Regions	• Number of projects planned; • Number of projects under construction; • Number of lease agreements; • Expenditure vs. budget
5.2 Special Projects	To provide special projects on request from the MEC's Office	As per request	• Number of new schools planned; • Number of new schools under construction; • Number of classrooms provided; • Number of toilets provided; • Expenditure vs. budget; • Procurement targets; • EPWP requirements
6.1 Technical Support	To allow the procurement of external consulting support on a contract basis to assist the Department's Physical Planning staff	Geographically amongst Regions	• Number of resources contracted

Table 3: KZNDE Programme/Sub-Programme Purpose, Distribution Measure and Performance Measures for MTEF Period

The Department's Demand Management Plan includes the use of an infrastructure planning model that has been developed to assist with accurate project scoping and budgeting. This model forms the basis of all infrastructure needs

assessments. It utilizes the Space Planning Norms and Standards to calculate the backlogs.

The Department does not posses the skills or capacity to manage or carry out the delivery of the required infrastructure itself. It therefore relies on relationships with a number of Implementing Agents to assist with this responsibility.

Currently, there are numerous Implementing Agents involved in infrastructure delivery on behalf of the Department, *viz.,* KZN Department of Public Works (KZNDPW), Divine Life Society (DLS), Independent Development Trust (IDT), Ithala Development Corporation Limited (Ithala) and Umgeni Water (UW), all of which are managed through formal relationships which take the form of Service Level Agreements (SLA's). *Table 4* contains the Implementing Agents per programme, with the agreement durations:

Programme/ Sub-Programme	Implementing Agent/s	Duration of Service Level Agreement
New Schools	Ithala Development Corporation Limited	3 years
	KZN Department of Public Works	3 years
Acquisitions	KZN Department of Public Works	3 years
Upgrades and Additions	KZN Department of Public Works	3 years
	Divine Life Society	1 year
	Independent Development Trust	3 years
	Ithala Development Corporation Limited	3 years
Water and Sanitation	KZN Department of Public Works	2 years
	Independent Development Trust (IDT)	2 years
	Ithala Development Corporation Limited	2 years
	Umgeni Water	2 years
	KZN Department of Public Works	3 years
Curriculum Requirements	Umgeni Water	2 years
	Independent Development Trust	2 years
Mobile Classrooms	Department of Education	
Repairs and Renovations	KZN Department of Public Works	3 years
Emergency Repair Fund	KZN Department of Public Works	3 years

Planned Maintenance	KZN Department of Public Works	3 years
Reactive Maintenance	KZN Department of Public Works	3 years
Non-School Buildings	KZN Department of Public Works	3 years
Special Projects	All listed Implementing Agents	
Technical Support	Department of Education	

Table 4: Summary of Implementing Agent Service Level Agreements

These relationships are reviewed on an annual basis to determine any ongoing or changed needs and take into account the performance of the Agents over time. All Implementing Agents will be closely monitored and will need to comply with the recommendations of the Infrastructure Delivery Improvement Programme (IDIP) in terms of submission of Infrastructure Programme Implementation Plans as well as monitoring of performance measures.

4.2.1   Non-Infrastructure Solutions

In relation to the above, it is recognised that non-infrastructure solutions should be considered as possible alternatives to apparent infrastructure shortages. Such solutions could include: the rationalisation and re-alignment of schools, provisioning of hostels or restitution of existing hostels, provision of scholar transport and the advent of e-learning to name but a few.

Careful consideration would be given to such solutions prior to the roll out of traditional infrastructure delivery programmes with a view of preventing wastage and the building of inappropriate infrastructure. This should however be noted within the context of extensive backlogs existing throughout the Province.

4.2.2   Summarised New Works Programmes and Costs

The Department's allocated budgets for these programmes over the MTEF period have been summarized in *Table 5*.

Type of Infrastructure	Programme	Number of projects[1]	Total costs		Medium-term Estimates					
					2008/09		2009/10		2010/11	
Capital		682	R	4,241,155.00	R	1,126,918.00	R	1,313,184.00	R	1,801,053.00
New constructions		396	R	3,069,228.00	R	767,691.00	R	939,525.00	R	1,362,012.00
1 - New Schools (classrooms & toilets)	2	8	R	647,294.00	R	175,000.00	R	151,676.00	R	320,618.00
2 - Upgrades and additions	2	155	R	845,165.00	R	311,666.00	R	273,499.00	R	260,000.00
3 - Accelerated Needs Delivery	2	40	R	420,000.00	R	130,000.00	R	140,000.00	R	150,000.00
4 - Curriculum Redress	2	12	R	240,000.00	R	40,000.00	R	100,000.00	R	100,000.00
5 - W ater and Sanitation	2	80	R	76,265.00	R	21,265.00	R	25,000.00	R	30,000.00
6 - Mo bile Classrooms	2	50	R	32,000.00	R	10,000.00	R	10,000.00	R	12,000.00
7 - LSEN	4	12	R	266,931.00	R	45,265.00	R	60,912.00	R	160,754.00
8 - FET Sites	5	3	R	224,495.00	R	24,495.00	R	100,000.00	R	100,000.00
9 - Roll out of ECD and Grade R	2	36	R	317,078.00	R	10,000.00	R	78,438.00	R	228,640.00
Rehabilitation		240	R	905,291.00	R	252,325.00	R	297,983.00	R	354,983.00
1 - Repairs and renovations	2	200	R	745,022.00	R	205,056.00	R	244,983.00	R	294,983.00
2 - Emergency Repair Response	2	40	R	160,269.00	R	47,269.00	R	53,000.00	R	60,000.00
Other capital projects		46	R	266,636.00	R	106,902.00	R	75,676.00	R	84,058.00
1 - Non-school building	1	35	R	228,124.00	R	96,902.00	R	63,201.00	R	68,021.00
2 - Special Projects	2	10	R	20,074.00	R	4,000.00	R	6,037.00	R	10,037.00
3 - Technical Support	2	1	R	18,438.00	R	6,000.00	R	6,438.00	R	6,000.00
Current		2500	R	264,495.00	R	80,000.00	R	84,495.00	R	100,000.00
Maintenance	2	2500	R	264,495.00	R	80,000.00	R	84,495.00	R	100,000.00
Total		3182	R	4,505,650.00	R	1,206,918.00	R	1,397,679.00	R	1,901,053.00

Table 5: KZNDE Infrastructure Budget for MTEF Period
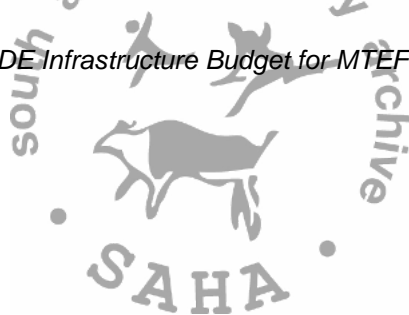
5   Existing infrastructure

The Department currently has approximately 6 000 schools in the Province, which serve approximately 2 600 000 learners. These are accommodated in 73 000 classrooms in the above schools. In terms of the condition of these, the table below indicates the situation in respect of non-brick/block/mortar structures. This information is as per the most recent survey undertaken at all our schools.

However, the following needs to be understood to fully comprehend the given data:

- The structures do not necessarily refer to classrooms
- The "instances" column, refers to the number of buildings, not the number of spaces, e.g. a structure with 2 classrooms is regarded as 1 instance
- Some of the structures may have been replaced since the survey was undertaken

The number of instances per classification is as follows:

Type of Wall	No. of Instances
Mud	240
Metal	378
Wood	162
Prefabricated/mobile	945
TOTAL	**1 725**

The prefabricated/mobile structures can be deemed to be medium to long term intervention.

5.1 Physical Parameters

The Department is in the process of analysing the NEIMS data sets to determine the exact profile of the school infrastructure in the Province. This will be reported on in the next financial year.

5.2 Capacity / Performance

The design capacity of a classroom is included in the Planning Norms and Standards and is used to determine the carrying capacity of existing institutions and to calculate the associated backlogs where enrolments exceeds capacity. Based on an overcrowding index the schools are being prioritized for new/upgraded infrastructure.

5.3 Condition

Refer to 5.1 above

5.4 Valuations (GIAMA)

Immovable Asset Register has not yet been finalized by the Department. It is anticipated that the NEIMS data, once finalized, will be utilized for the basis of this register.

The table in Section 6.3.3 give an indication of the infrastructure replacement value based on current costs.

5.5 Historical Data

The historical financial information is included in Section 7 here below, whilst the infrastructure status quo is contained in the NEIMS database.

6   Asset Management – Infrastructure

The Department is currently in the process of complying with its obligation to prepare an immoveable asset register of it's approximately 6 000 schools. The National Department of Education initiative to replace the School Register of Needs (SRN) with the National Education Infrastructure Management System (NEIMS) has been completed and was released in September 2007. This Department will now interrogate this information and will use it to provide a consolidated, current asset register of all structures, complete with a condition assessment, prioritized repair, rehabilitation, replacement and maintenance strategy and valuation.

Emanating from the release of the NEIMS data base is the need to maintain the integrity thereof. The National Department of Education is in the process of finalizing a strategy to keep this database updated, as the information is nationally managed and access restricted for the updating thereof

The Programmes, Sub-Programmes and associated budgets for all infrastructure management activities have already been presented in the previous section, but more detail on each of the infrastructure management components will be presented in the following sections.

6.1   Routine Maintenance Plan

6.1.1   Maintenance Plan

In terms of the South African Schools' Act it is the School Governing Body's responsibility to undertake day to day maintenance of the school. All schools in the Province receive a Norms and Standards funding allocation and it is expected of them to use 5% of this allocation for routine maintenance. The Norms and Standards budget for maintenance is approximately R75m for 2008/09. However this money does not come from the Department's infrastructure budget. Where a problem cannot be addressed by the school from the above allocation, the

Department will assist where possible from their maintenance budget allocated per district. The Department allocates these funds on a needs basis (reactive).

It is the intention that a routine maintenance plan be prepared and implemented, taking into account budgetary constraints. In this regard, the Department will work closely with its Implementing Agents to prepare a maintenance manual that can be distributed to Department officials and Agents alike.

It is the Department's intention to change the use of the maintenance budget from being largely reactive to being largely planned over a 5-year period. Consequently, a programmed repair and renovation programme is included in the infrastructure plan.

Presently, most maintenance is reactive in nature and the amount of maintenance work consistently exceeds the available budget. This is historically a consequence of the large percentage of education infrastructure that was built by communities with limited resources and/or assistance from the State. It does, however, remain cheaper to rehabilitate these structures than to replace them.

A routine maintenance plan will ultimately – once the condition of these schools have been adequately addressed – include aspects such as maintenance trends (as well as identifying underlying causes), standards, specifications and budget estimates over the MTEF period.

6.1.2   Standards and Specifications

Schools are expected to maintain their buildings to the same level of standard as that of the original construction. This should be according to the Department's design standards and specifications.

6.1.3   Summary of Future Costs

In terms of the industry norm of 2% of replacement cost as an annual maintenance budget, the Department would require an estimated annual maintenance budget of R780m, but it must however be noted that the Departmental allocation for the 2008/2009 financial year will be capped at R80m. This amount will have to be increased if adequate maintenance is to be undertaken at all schools throughout the Province.

6.2   Renewal / Replacement Plan

The Department's Renewal/Replacement plan is governed by the Repairs and Rehabilitation Programme and its budget. Renewal expenditure is major work which does not increase the infrastructure's design capacity but restores, rehabilitates, replaces or renews an existing infrastructure to its original capacity.

The Department currently relies on external advice to determine the point at which repair and/or rehabilitation becomes uneconomical. To a large extent, this programme focuses on ensuring that all unsafe structures are made safe, so the planning for this programme ensures that all existing damaged structures are returned to their original condition while at the same time complying with both legislative and policy requirements.

The Department has not been in a position to identify each and every project forming part of this programme at this stage but is currently compiling a project list in the same format as the other programmes contained in Annexure B. This will clearly identify projects, costs and forecast requirements for the MTEF period.

6.2.1   Renewal Plan

The Department does not have a Renewal Plan, as this is embraced in the Repair and Renovations Programme where buildings cannot be economically rehabilitated.

6.2.2   Renewal Standards

In relation to Renewal Standards, structures are replaced according the Departmental standards as elaborated on here above.

6.2.3   Summary of Future Costs

This is covered by the repair and maintenance budget

6.3   Creation / Acquisition Plan

In this specific component, the Department has differentiated between the creation of new institutions (creation of new infrastructure that previously did not exist or have permanent infrastructure) and acquisition. The former is contained in the New Constructions Programme (New Schools) and the Upgrades and Additions Programme which has been contained in the Demand Management Plan, the details of which have been included in Annexure F.

The Acquisition Plan entails the provision of supporting assets, mainly the purchase of land and existing buildings for use by the Department for either educational or administrative purposes.

In both of these cases, the need for land purchase (or even rental agreements for Section 14 schools) is identified by the Department's Infrastructure Planners and then handed over to the Department's Legal Services and thereafter to the Provincial Department of Public Works. In both cases, the budget has been accommodated in the New Constructions Programme (Acquisitions Sub-Programme). All transactions in this regard are facilitated by the Provincial Department of Public Works.

6.3.1   Selection Criteria

The construction of new schools and the acquisition of land are identified at a district level, supported by the research undertaken by the UKZN within the context of the Spatial Development Framework. The UKZN provided a ranking index in respect of areas to be targeted in the New School Programme

Schools currently located on private land are from time to time also acquired by the State and hence included in the immovable asset portfolio of the Department.

6.3.2   Standards and Specifications

The Department is currently using specifications pertaining to materials that conform to the SABS specification and building practices that conform to the Standard Building Regulations.

Standardized designs and material specifications are being finalized for use by KZNDoE for all new infrastructure to ensure equity, uniformity and safety in order to create a healthy learning and teaching environment.

6.3.3   Summary of Future Costs

The table below reflects the estimated backlogs at existing institutions in the province based on the information obtained from the NEIMS database. The replacement value and cost to address the backlogs are based on the current cost to provide the relevant infrastructure as per the Planning Norms and Standards.

Item Description	Total Requirement	Existing Stock	Backlog	Replacement Value		Cost to Address the Backlog	
Standard Classrooms	83000	73 000	10 000	R	24,966,000,000	R	3,420,000,000
Multi-purpose Classrooms	18000	3 000	15 000	R	1,846,800,000	R	9,234,000,000
Media Centres	4300	1 300	3 000	R	800,280,000	R	1,846,800,000
Computer Rooms	4700	1 100	3 600	R	752,400,000	R	2,462,400,000
Kitchens/Tuckshops	5000	0	5 000	R	-	R	684,000,000
Offices	27000	13 000	14 000	R	1,778,400,000	R	1,915,200,000
Storerooms	24000	8 000	16 000	R	766,080,000	R	1,532,160,000
Strongrooms	6100	1 100	5 000	R	150,480,000	R	684,000,000
Learner Toilet Seats	117000	100 000	17 000	R	5,472,000,000	R	930,240,000
Educater Toilet Seats	11000	0	11 000	R	-	R	601,920,000
Water	6000	5 300	700	R	362,520,000	R	47,880,000
Electricity	6000	4 000	2 000	R	1,094,400,000	R	547,200,000
Fences	6000	5 300	700	R	1,450,080,000	R	191,520,000
Total				R	39,439,440,000	R	24,097,320,000

Table 6: Estimated Backlog and Replacement Value

6.3.4 Disposal Plan

The disposal of any immoveable assets is normally carried out only if a school is closed or if land belonging to the Department is sold. Any arrangements in this regard are handled by the Provincial Department of Public Works in conjunction with Department of Education officials. This is an area in which the Department will improve its planning and no further information can be made available at this stage.

6.3.5 Construction and maintenance plan

This has already been addressed in the relevant section here above.

6.4 Disaster

Major disasters are to be addressed on the basis of emergency interventions – the scale and frequency hereof is unknown. The Department has allocated R47m for 2008/09 for this purpose from the Infrastructure Budget. Should these funds not be necessary it will be absorbed into other service delivery programmes. Conversely, should these funds be inadequate, savings o other programmes are identified and reallocated accordingly.

7   Financial Summary

In 2006 for the first time in over five years the Department received a qualified audit in stead of disclaimers. Whilst this marks the first breakthrough in the way the Department manages finances, it should be said that a lot more work lies ahead. Stricter enforcement of compliance with the PFMA, a visible commitment to dealing with non-compliance and the implementation of several cost cutting measures have together contributed to inculcating a culture of good governance.

To this end, the Department ensures that Senior Managers are informed of their obligations in terms of the PFMA.

The management of the budget and expenditure is carried out together with the Department's Chief Financial Officer's (CFO's) office and is based on Government's Basic Accounting System (BAS).

Initial unconfirmed data on expenditure on infrastructure is sourced from the Implementing Agent managing the respective Programme or Sub-Programme through the monthly Infrastructure Reporting Model (IRM.) Invoices are submitted by the Implementing Agent which are captured into BAS. As BAS reflects the actual expenditure where service providers have been paid, BAS has been adopted as the source of data for financial reports.

The cost management tasks / activities performed by the Directorate include, but are not restricted to the following:-

- *Cost estimation:-* Staff from the Directorate utilizes guideline costs adopted from experience and historical costs. However, due to limited available in-house resources the bulk of the estimates are performed by the Implementing Agents and /or Consultants appointed by the Department.

- *Cost budgeting:-* Staff from the Directorate utilizes guideline budgets adopted from experience and historical budgets.
- *Cost control & reporting:-* The DoE utilises the BAS system to administer the management of procurement and payments to Implementing Agents, Consultants and Contractors. Currently the Directorate lacks a formal structure in the processing, checking and approval of invoices and payment certificates. Appropriate systems and processes are, however, being put in place.

The Directorate does engage in monthly meetings with all the Implementing Agents and Consultants for the various programmes to monitor monthly expenditure, cash flows and budgets. Currently, due to capacity constraints, the Department does not adequately interrogate the data from the monthly reports as submitted by the implementing agents. It is, however, envisaged that this shortcoming will be adequately addressed on a progressive basis.

A primary function of the Infrastructure Directorate is to monitor expenditure versus budget as a measure of programme performance monitoring. The informal performance of the Implementing Agents and Consultants is measured at the monthly Provincial Infrastructure Delivery Committee (PIDC) meetings in terms of expenditure versus budget (as per the IRM & 3T11 reports submitted), and progress of physical completion on various sites.

7.1   Financial Statements and Projections

The financial statements and projections for the Department's infrastructure requirements are reflected here below. The Department does not have access to the budget allocations for the outer years and therefore these have not been presented. In terms of infrastructure needs the Department has sufficient projects for the next 7 years, assuming that the budget allocations can be projected at the same growth rates.

R'000	Outcome						Estimated Actual		Medium-term Estimates							
	Audited 2003/04		Audited 2004/05		Audited 2005/06		Actual 2006/07		2007/08		2008/09		2009/10		2010/11	
Capital	R	448,278	R	308,859	R	687,673	R	675,372	R	873,085	R	1,155,888	R	1,309,184	R	1,800,963
New constructions	R	100,000	R	173,079	R	343,836	R	411,778	R	560,886	R	767,691	R	935,525	R	1,362,012
Rehabilitation /upgrading	R	227,395	R	127,957	R	309,453	R	222,616	R	252,325	R	281,295	R	297,983	R	354,893
Other capital projects	R	120,883	R	7,823	R	34,384	R	40,978	R	59,874	R	106,902	R	75,676	R	84,058
Current	R	-	R	109,610	R	60,000	R	50,000	R	72,000	R	80,000	R	84,495	R	100,000
Total	R	448,278	R	418,469	R	747,673	R	725,372	R	945,085	R	1,235,888	R	1,393,679	R	1,900,963

Table 7: Financial Statement and Projections

7.2 Funding Strategy

A major portion of the funds for infrastructure are sourced in the Department's Programme 2 (Public Ordinary School Education), approximately half of which is received through the Provincial Conditional Grant for infrastructure service delivery and the rest from the Equitable Share. This budget could be supplemented by donors and/or sponsors who contribute towards specific projects. These projects are addressed as and when required. Two major donors in the past financial year have been Royal Netherlands Embassy (for the building and upgrading of education centres) and the European Union (for School Infrastructure Support Programme)

Donor	Project	Value
Royal Netherlands Embassy	Building & Upgrading of Education Centres	R19m
European Union	School Infrastructure Support Programme	R34m
Total		R53m

Table 8: Donor Funding

7.3 Valuation Forecasts

Valuation forecasts will only be available once the immoveable asset register has been completed. It is envisaged that more detailed information and plans will be available for inclusion in the 2009/10 Infrastructure Plan.

7.4 Key Assumption Made in Financial Forecasts

The single biggest assumption made in the financial forecasts lies in the assumption that no rollover of funds from 2007/08 will be allowed should the Department underspend on the current budget. This would have a major knock-on effect on the Water and Sanitation Programme and Additions and Upgrades Programme.

8   Organisational and Support Plan Structure

The restructuring of the Department has been finalized and the new approved structure of the Infrastructure Management Chief Directorate, which is responsible for the Directorates, Infrastructure Planning and Infrastructure Delivery, is included in Annexure C.

It is also important to note that, in terms of the development of systems, there is the Infrastructure Delivery Improvement Programme initiated by National Treasury which will influence the implementation and commissioning of certain systems, specifically in terms of infrastructure management.

8.1   Human Resources

The Department's Infrastructure Management Chief Directorate is aligning and structuring itself around the core functions of infrastructure planning and infrastructure delivery and as such, needs personnel that are skilled in either or both of these fields.

The Department recognizes the importance of retaining skills acquired from educators in the former Physical Planning Directorate but acknowledges that certain technical skills are also needed to ensure that efficient infrastructure planning and delivery takes place. A summary of the skills required by the Department to carry out these functions has been included in *Table 9.*

Core Functions	Description of Core Functions Needed
1. Infrastructure Planning	The skills needed to adequately plan the infrastructure needs and prepare an effective Infrastructure Plan
1.1 Demographic & Socio-Economic Analysis	Analysis of demographic and social economic trends including population growth/decline, migration trends, effects of HIV/AIDS etc. which will affect decisions on the demand for the infrastructure
1.2 Physical Planning	Analysis of physical infrastructure requirements including legal, site identification/verification for new schools, ownership, site acquisition/lease agreements, facility requirements (e.g. number of class rooms, size, type of usage, specialist facilities etc.), coordination with other logistics units regarding furniture supply, teacher deployment etc.
1.3 Spatial Planning	Analysis of spatial planning i.e. fitting the infrastructure needed within

	the spatial framework of available land and linkages to other social infrastructure and development initiatives e.g. new housing developments
1.4 Norms & Standards	Application of legislative and policy requirements. Development and use of norms and standards appropriate to the infrastructure being planned including application of funding norms
1.5 Project Prioritisation	Prioritisation of projects including determining prioritisation criteria and applying these in a consistent manner in order to derive the Infrastructure Plan
1.6 Project Life Cycle Costing	Analysis of the full life cycle costs of infrastructure including capital costs and operation/maintenance costs during the life of the infrastructure (minimum 15 years horizon)
1.7 Budgeting & Financial Planning	Assessment of infrastructure budgets, MTEF budgeting and forward planning in order to derive the infrastructure plan
1.8 Asset Management	Analysis of the infrastructure needs within the department based on the existing infrastructure availability, condition of infrastructure, current operational and maintenance costs, schedules maintenance and disposal/replacement etc.
2. Infrastructure Delivery	the skills needed to adequately manage the work of the programme implementing agents appointed to deliver the projects within the infrastructure plan
2.1 Contracting with Implementing Agents	Negotiating and concluding contracts (service level agreements) with implementing agents which adequately define the overall scope of the infrastructure programme to be delivered by the PIA. The agreement should include the Infrastructure Plan, budgets and timeframes for delivery, programme/ project work processes, applicable conditions, norms and standards, technical specifications to be applied, reporting requirements, planning requirements etc.
2.2 Preparation of Infrastructure Programme Management Plan (IPMP)	Allocate projects per programme from the infrastructure plan to programme implementing agents within the constraints of the budget and MTEF
2.3 Review and approval of Infrastructure Programme Implementation Plans (IPIPs)	Sufficient understanding of programme management principles in order to review the IPIPs and interrogate their contents, including review and confirmation of the budgets, endorsement of the activity plans, risk management plan, norms and standards, technical specifications to be applied, quality plan, communication plan and reporting formats etc.
2.4 Monitoring & Evaluation	In relation to the IPIP to monitor monthly the progress of the PIAs with respect to time, quality and budget, review of performance against key performance indicators. Facilitating evaluation of the programme and incorporating lessons learnt in order to improve the programme
2.5 Managing Compliance by PIAs	Manage that the PIAs are fulfilling their obligations in terms of the contract and IPIP including requiring remedies if breach of contract occurs
2.6 Financial Management of PIA contracts	Financial management including certifying PIA payment claims, monitoring total claim amounts against budgets and cash flow, managing variations and scope changes
2.7 Construction Procurement	Understanding the procurement process within construction and managing that the PIAs comply with government's procurement regulations within the framework of the Treasury Supply Chain Management Regulations & CIDB Construction Regulations. An essential skill is the formulation of comprehensive terms of reference with clearly defined deliverables for service providers
2.8 Reporting Progress	Consolidating PIA reports and producing consolidated progress reports, including formulation of appropriate reporting formats for various stakeholders
2.9 Risk Management	Assessing the risks which could impact on the programme and managing actions to ensure that the risks are mitigated
2.10 Communication Management	Establishing and managing the communication plan for the programme

	including planning and implementing key communications with key stakeholders, managing events etc.
2.11 Assessment of quality of infrastructure	Formulation of an overall quality plan for the programme which defines how quality will be managed throughout the delivery process including carrying out appropriate independent quality audits throughout the cycle
2.12 Handover & commissioning of Infrastructure	Managing the overall handover and commissioning process to achieve a smooth handover to the user department, including defining the defects liability and commissioning processes
2.13 Integration & Process Management	Ability to define and then manage work processes of complex multi disciplinary and multi stakeholder programmes including integration with other critical processes required for a successful outcome (e.g. coordination with other management processes to ensure furniture, books and personnel in a new school)

Table 9: Summary of Required Skills to Ensure Efficient Infrastructure Planning and Service Delivery

Based on the required skills base, it is also acknowledged that the sourcing of the above skills is critical in ensuring success in infrastructure service delivery. In this regard, a strong technical component is envisaged at Head Office level that will also provide technical support at a District level. Where these skills are not available within the Department, they shall be outsourced or contracted on a short- to medium-term basis. More details in this regard have been included in the following section.

8.2   Organisational Structure

As mentioned at the beginning of this section, the Department has recently finalised its restructuring and as such the organogram for the Department, and more specifically the Infrastructure Planning Chief Directorate, has yet to be implemented. Seven planning posts are officially still vacant, which is a serious challenge.

A number of key factors have been accepted for informing the base for the organogram of the Department, namely:

i)   The former Physical Planning Directorate has been upgraded to the Infrastructure Management Chief Directorate with two directorates, *viz.*, Infrastructure Planning Directorate and Infrastructure Delivery Directorate.

ii)   A new General Manager: Infrastructure Management has been appointed, and will be supported by two Managers responsible for the Infrastructure Planning and Infrastructure Delivery Directorates;

iii) The Department has favoured a District-based approach rather than a Regional-based approach for improved service delivery.

The approved organograms for the new Chief Directorate for both Head Office and the Districts have been included in Annexure D.

In spite of the fact that the organogram has been included in this Infrastructure Plan, the Department acknowledges that the required resources may not be timeously incorporated into its structure as permanently filled posts, and as such has allowed for a number of short-term technical support personnel to be contracted. These contracted resources will be employed as technical support and mentors to supplement any shortage of resources, train existing officials and assist in the setting up of appropriate systems.

The structure of the Department in terms of managing its infrastructure planning, service delivery, programme management and Implementing Agents is critical in ensuring that service delivery is not compromised even though capacity and capability may be lacking.

The management structure for service delivery within the Chief Directorate has been presented in *Diagram 2*, and the roles and responsibilities for the various structures/fora have been included in *Table 10*.
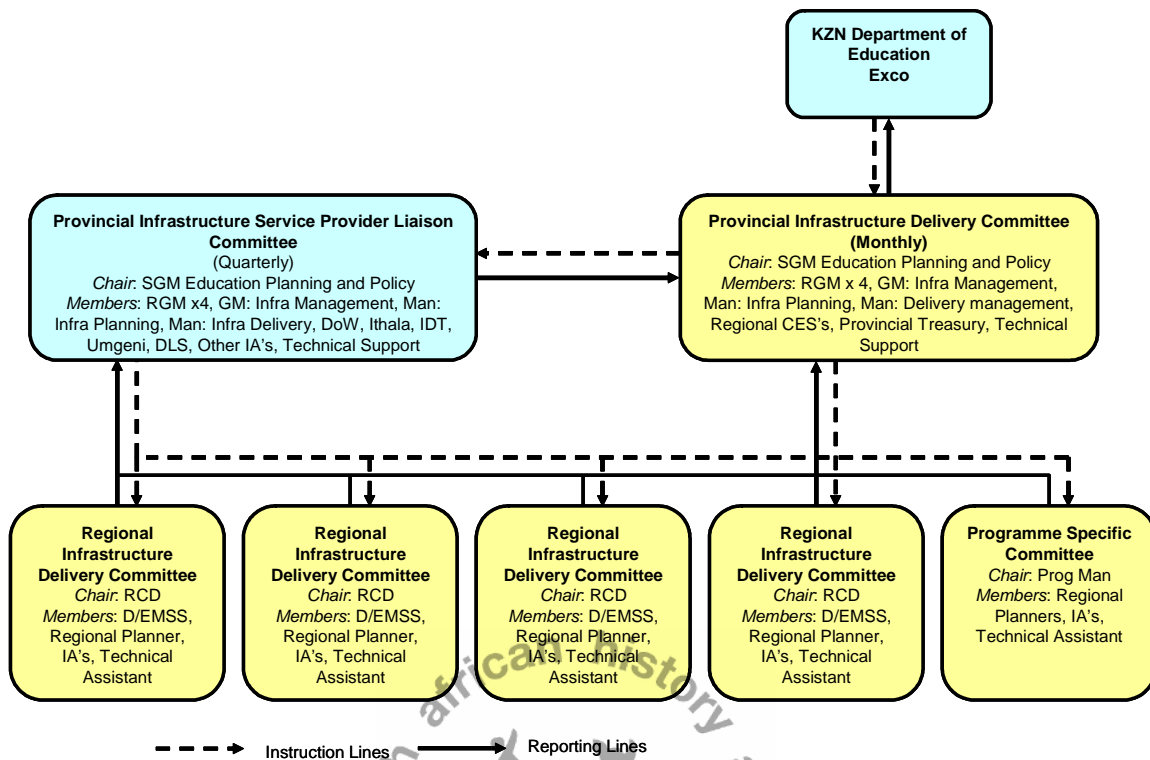
Diagram 2: KZNDE Management Structure for Infrastructure Service Delivery

Forum	Description	
KZNDE Provincial Infrastructure Delivery Committee (PIDC)	*Purpose*	Responsible body tasked with monitoring and reporting on overall delivery in accordance with policy; to prepare KZNDoE's Infrastructure Plan; develop, maintain and guide the implementation of applicable Department standards, guidelines and policies; ensure training of Physical Planners and implementation of IDIP Toolkit

	Function	To receive progress reports from Implementing Agents and Programme Managers and make informed recommendations/decisions on all matters relating to infrastructure delivery; to issue instructions to other fora; to develop and recommend infrastructure service planning and delivery policy; to compile and submit Infrastructure Plan to the Department's Exco for approval and endorsement; to undertake correct and proper planning; to identify needs, to prepare Regional priority lists, identify Programme-specific projects; ensure application of standard plans, coordinate collation of standard plans and bills of quantities; ensure application of Department policy; ensure application of BEE and EPWP principles where appropriate; react to emergency situations where necessary	
	Authority	This body acts with delegated authority with respect to the application of Programme 2 transferred to it by the Department's Exco	
	Accountability	Accountable to Exco and the Head of Department	
	Reporting	To the Department's Exco and Provincial Treasury by means of standard Quarterly Reports	
	Meeting	Monthly	
	Members	*Chairperson*: SGM: Education Planning and Policy *Members*: RGM x 4, GM: Infrastructure Management, Manager: Infrastructure Planning; Manager: Infrastructure Delivery; Regional/District Planners, Provincial Treasury, Technical Support	
Provincial Infrastructure Service Provider Liaison Committee	*Purpose*	To report on overall Provincial progress i.t.o. infrastructure delivery and act on instructions received from PIDC	
	Function	To receive instruction from the PIDC; to ensure infrastructure delivery in real terms; to report on progress on site; to report on financial progress; to identify and address any delays or problems experienced during infrastructure delivery	
	Authority	The respective representatives from the Implementing Agents must have full authority to make decisions on behalf of their organizations	
	Accountability	Accountable to the PIDC	
	Reporting	To the PIDC on a monthly basis	
	Meeting	Quarterly in preparation for submission of Quarterly Expenditure Reports	
	Members	*Chairperson*: SGM: Education Planning and Policy *Members*: RGM x 4, GM: Infrastructure Management, Manager: Infrastructure Planning, Manager: Infrastructure Delivery, Programme Managers for any Implementing Agents appointed for Infrastructure Delivery, Technical Assistant	
Regional Infrastructure Delivery Committee (x 4) (RIDC)	*Purpose*	To receive instruction from PIDC and instruct Implementing Agents. To prepare Regional/ District input to KZNDoE's Infrastructure Plan	

	Function	To compile and submit Regional/District input to Infrastructure Plan to PIDC for approval and endorsement; to undertake correct and proper planning; to identify needs, to prepare Regional priority lists, identify Programme-specific projects; ensure application of standard plans, coordinate collation of standard plans and bills of quantities; ensure application of Department policy; ensure application of EPWP principles where appropriate; react to emergency situations where necessary; to ensure infrastructure delivery in real terms; to report on progress on site; to report on financial progress; to identify and address any delays or problems experienced during infrastructure delivery
	Authority	This body acts on delegated authority transferred to it by the PIDC
	Accountability	Accountable to the PIDC
	Reporting	To the PIDC on a monthly basis
	Meeting	Monthly
	Members	*Chairperson*: RGM *Members*: D/EMSS, Regional/District Planner, Representatives from relevant Implementing Agents, Technical Assistant
Infrastructure Delivery Technical Support Team	Purpose	To advise on all infrastructure delivery arrangements, advise Provincial Infrastructure Delivery Committee, monitor progress and report on progress; assist with implementation of IDIP and IDIP Toolkit; manage specific programmes on appointment
	Function	Detailed functions on specific programmes include: scope of work finalization, sourcing of standard plans and bills of quantities, ensuring removal of project duplication, preparation of tender documentation, preparation of tender notices, running of tender briefing meetings, issuing of supplementary information, preparation of tender adjudication reports and recommendations, attending to all design queries on site, all contract administration, certifying and submission of payment certificates, limited site supervision (DoW), chairing of site meetings, preparation of Provincial progress reports, tracking project status, tracking financial progress
	Authority	To convey instructions received from PIDC
	Accountability	Accountable to the PIDC
	Reporting	To the PIDC on a monthly basis
	Meeting	As required
	Members	As procured

Table 10: Roles and Responsibilities of KZNDE Management Structure for Infrastructure Service Delivery

8.3   Financial Plan

The financial components of this Infrastructure Plan have been presented in Section 7 and will not be re-presented in this section.

8.4   Systems and Processes

8.4.1   Accounting / Financial Systems

The Department's infrastructure budget, monitoring of the budget and recording of expenditure is carried out together with the Chief Financial Officer's office and is based entirely on Government's BAS (Basic Accounting System).

Expenditure on infrastructure is obtained from the Agent managing the respective Programme or Sub-Programme but all expenditure is eventually captured on BAS, which serves as the source of all reporting data.

Reports on infrastructure expenditure are required on a monthly, quarterly and annual basis as per the requirements laid down by Treasury and are collated by the Head Office component of the Infrastructure Management Chief Directorate. All reports are submitted to the CFO's office who in turn arrange for the reports to be submitted to Treasury through the Accounting Officer.

The financial requirements and systems for each Programme, Sub-Programme and/or Implementing Agent are contained in the respective Programme Management Plans and Service Level Agreements and are not further expanded in this section.

8.4.2   Infrastructure Management Systems

The Department previously based its infrastructure planning on the **school enrolment data** contained in the Education Management Information System or **EMIS**, which is controlled and maintained by the EMIS Directorate outside of the Infrastructure Management Chief Directorate. The source of all information

contained in the EMIS database is the Snap Survey carried out on the10th school day of every year and the Annual Survey carried out during March.

With the release of the **NEIMS infrastructure** data, this information will now be used for planning purposes, supplemented by the EMIS enrolment data.

Once NEIMS is fully operational, the National Department of Education will host the database on a central server that can be accessed and maintained by authorized officials. However, the strategy to maintain this data has yet to be finalized at National level.

8.4.3   Data

See 8.4.2 here above. With regards to the NEIMS data, 175 institutions have not been surveyed and will need to be in order to complete the data set. Generally speaking, the information is reliable and is verified by consultants/implementing agents.

8.4.4   Information Flow Requirements and Processes

Key information flows into the Infrastructure Plan are received from the data sources mentioned in the previous section as well as input from the Department's District Physical Planners. Input is also expected from other Department officials such as Ward Managers, Superintendents of Education (Management), District Managers and Cluster Managers to determine and sanction the project scopes. The identified project scope must address the infrastructure backlog identified by the Department.

The physical planners, together with the Provincial Department of Public Works, will identify both the capital (new, upgrades or replacements) and current expenditure (repairs, rehabilitation and maintenance) projects and any associated support requirements (land acquisition, etc), based on a cost/benefit analysis of the project scope.

Once the project scope has been finalized, all prioritized projects are placed in District, Provincial perspective through a formal prioritization basis, within Programmes or Sub-Programmes (and therefore using appropriate ranking criteria), with the projects being distributed on the basis mentioned in Section 4.2.

All decisions regarding project scope are made based on value for money and lifecycle costing.

8.4.5   Standards and Guidelines

The Department has prepared standard drawings and bills of quantities for its Upgrades and Additions (standard classrooms and toilets) and Water and Sanitation Programmes (toilets) due to uniformity in application thereof and not project specifics. These documents can be easily reproduced. It is compulsory for all of the Department's Implementing Agents to use these standards in service delivery.

Non-standard construction, such as repairs, rehabilitations, replacements, new schools and curriculum requirements are treated on an individual basis due to their nature.

The Infrastructure Planning Model (included in Annexure B) forms the basis for providing guidelines for project scoping.

9 Plan Improvement and Monitoring

This section provides a framework for the planned monitoring of the performance of this Infrastructure Plan and any improvements to the systems and procedures that will increase the level of confidence in it.

9.1 Performance Measures

Performance measures for the monitoring of the effectiveness of the Infrastructure Plan will include:

- Planned Capital Expenditure vs. Actual Capital Expenditure (at both Programme and Project level)

- Amount of annual rollover

- Planned Operational Expenditure vs. Actual Operational Expenditure (at both Programme and Project level)

- Planned Project Completion time vs. Actual Project Completion time

- Planned Project Implementation duration vs. Actual Project Implementation duration (across all phases, from tender to construction)

- Planned Infrastructure vs. Actual Infrastructure completed (no. of classrooms, latrines, new schools etc.)

- Planned vs. Actual dates of submission of various documents and reports, including, the Infrastructure Programme Management Plan (IPMP), the Infrastructure Programme Implementation Plan (IPIP), individual Programme Reports, IRM Reports, etc.

- No. of "fast-track" projects implemented

Two primary tools will be used to monitor the effectiveness of the Plan:

i. A simple spreadsheet which will capture the above performance measures – these figures will be captured on a quarterly basis as the financial year progresses

ii. The Logframe – as developed for monitoring of the IDIP programme for KZNDoE – will also be a very useful tool to monitor the effectiveness of the Infrastructure Plan.

9.2   Improvement Programme

It is acknowledged that this Infrastructure Plan may still have shortcomings and inaccuracies. These will need to be addressed in later document revisions in subsequent financial years. Of specific note in this regard are the following:

- The accuracy of the project and demographic data

- Project prioritization

- Funding allocations to individual projects

- Cash flow projections

- Maintenance planning and budgeting

- Monitoring of the planning and implementation processes

9.3   Monitoring and Review Procedures

The performance of this plan should ultimately be evaluated on an annual basis. However, the performance measures as outlined above should be monitored on an ongoing basis to ensure the overall integrity of the Infrastructure Plan.

External auditing and review of the Infrastructure Plan should continue to be undertaken on an annual basis.

It can thus be expected that the quality of the Infrastructure Plan will significantly - though incrementally - improve over the next three years, both as the capacity of KZN DoE increases, and as the accuracy and availability of data improves and better management systems are put in place.

10   References and Appendices

10.1 References

- CIDB Toolkit v4.0

- Infrastructure Reporting Model (IRM)

- KZN DoE Annual Performance Plan 2007 – 2008

- KZN DoE Strategic Plan 2007 – 2008

- KZN DoE Budget Statement 2006 – 2007

10.2 Appendices

Annexure A   - Space Planning Norms and Standards for Public Schools

Annexure B   - Project Priority Lists

Annexure C   - Organisational Structure – Infrastructure Management - Head Office

Annexure D   - Organisational Structure – Infrastructure Management - District Offices