



education

Department of
Education
FREE STATE PROVINCE

FREE STATE PROVINCIAL GOVERNMENT

DEPARTMENT OF EDUCATION
INFRASTRUCTURE PLAN

2009/2010

Superintendent-General: Department of Education

Date

Department of Education

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SECTION1: EXECUTIVE SUMMARY

1.1 PURPOSE OF THE PLAN

The purpose of this infrastructure plan is to outline the delivery of educational infrastructure in the Free State Province in line with the Constitution of the RSA, other relevant legislation as well as the mandates as outlined in the State of the Nation Address by the President, the pronouncement of the Minister of Education, the Premier's speech and the Budget speech of the MEC for Education. This Infrastructure Plan is aligned with the Free State Growth and Development Strategy and the Departmental Strategic Objectives and Strategic Thrusts.

1.2 BRIEF BACKGROUND

The MEC for Education is obliged to ensure access to education to all the learners in the province. This plan goes a long way towards ensuring that the infrastructure required to ensure access to basic education is increased within the Free State Province. Certain areas within the province are experiencing serious shortages of basic educational facilities and which leads to platooning and extreme overcrowding. This is due to various "push" and "pull" factors impacting on the demographics of the province. The infrastructure plan therefore prioritises schools that are platooning or are accommodated in prefabricated structures, which are deemed to be unsafe; as well as those schools that are in rented buildings such as churches and community halls.

The Free State Department of Education (FS DoE) Strategic Plan defines how the members of the communities will be provided with the services defined in the policies of government. It comprise of two main components – the strategic plan for service delivery and the supporting Infrastructure Plan. Infrastructure planning is undertaken in parallel with the development of the strategic plan and they are designed to be in alignment with each other.

The Infrastructure Delivery Improvement Programme (IDIP) has been in full swing since November 2006, a major contribution of this programme has been towards Infrastructure Planning, which is essentially a plan for filling the gap between supply and demand. Physical planners have been capacitated and its is anticipated that the quality of this and future infrastructure plans will be much more reliable, since the analysis of future demand has been greatly enhanced and the NEIMS data, which gives information on the existing supply, became available during July 2007.

The main elements of the aligned education strategy and infrastructure plan are as follows:

- ✓ The construction of new schools will be done through the Project Implementing Agency (PW)

- ✓ The elimination of platooning schools through a special intervention in collaboration with (DPW) and the provincial Treasury.
- ✓ The focus will be on eliminating unsafe structures and “learning under the trees” conditions
- ✓ Additional facilities will be provided at existing schools in order to address overcrowding, and to promote full school effectiveness where some necessary facilities were previously not provided at the school.
- ✓ The rehabilitation of schools would be focused on some of the worst minor and major renovations on the prioritised list of backlogs
- ✓ Non-viable farm schools will be eliminated and hostels associated with viable schools will be renovated to accommodate the affected learners.
- ✓ Converting empty classrooms into other usable facilities.
- ✓ Providing basic services: water, sanitation and electricity to schools without them.
- ✓ Encouraging the process of Letsema to draw significant voluntary community participation into the rehabilitation and maintenance of schools
- ✓ Implementing identified projects through EPWP guidelines.
- ✓ Facilitating unsigned farm agreements
- ✓ Compiling and managing a detailed Asset Register where the conditions of all the school facilities will be recorded, to assist in developing a programme to do planned maintenance.
- ✓ The development of standard type plans and specifications for new schools in order to minimise costs spend on consultants.

1.3 LEVEL OF SERVICE - CHALLENGES AND PROGRAMME OF ACTION

The existing challenges in the delivery of service vary from school to school and the proposed plan of action will be addressing these problems. Below is a brief description indicating what each programme will be addressing. In some instances, new schools will be built, in others existing schools will be rehabilitated and/or upgraded. Finally non-viable schools will be closed and the learners transferred to viable schools.

The main points to note in understanding the infrastructural challenges in the Free State, is that the population is growing at an extremely slow rate. The population growth rate for the province is around 0.6% as compared to a national average of 2% (in real terms the province’s population grew by only 73 268 between 1996 and 2001¹) suggesting that barring any unforeseen economic developments, the population should stabilize or even decline in the next decade. This suggests further that the longer-term demands for education infrastructure should decline once most of the backlogs have been addressed.

¹ Unless otherwise noted the data comes from the Free State Provincial Growth and Development Strategy.

The population is spread very unevenly around the province with the majority conglomerating in a few major urban centres whilst the rest is spread incredibly thinly across the rest of the provincial space economy. In terms of internal population dynamics, Motheo saw the largest growth (49 753) followed by Thabo Mofutsanyana (45 568) whilst Lejweleputswa experienced the largest decline (43 489). These figures however disguise some real intra-district dynamics. Larger urban areas (including Bloemfontein and Sasolburg) grew by around 70 000 despite the loss of between 40-50 000 people from Welkom and Botshabelo. Smaller sized towns however received the largest numbers as people resettled from farming areas. Although the overall population growth is low, these intra-provincial and intra-district movements indicate that infrastructure demand in specific localities is likely to continue to arise in the future.

Although population trends are driven largely by demographics (births, marriages and deaths), a major driving force of migration, key to population dynamics, is of course economic activity. We can expect that growing economic activity is likely to lead to population growth whilst declining economic activity may result in people migrating away these trends may be subject to leads and lags. What we know is that Motheo and Fezile Dabi accounted for 64.7% of the Free State's Gross Value Added (GVA) in 2001 whilst Thabo Mofutsanyana (11.8%) and Xhariep (2.8%) made the least contribution to GVA (14% of Free State GVA). It is likely that the decline of Agriculture contributed primarily for this declining contribution (down from 32.7% in 1996). Similarly the decline in Gold Mining has seen Lejweleputswa's contribution to the Province's GVA go from around 29.1% in 1996 to 20.8% in 2001.

Whilst these economic trends may suggest that in the longer-term the population trends in these declining districts may also be subject to negative pressures, in the short-term they have exacerbated the settlement pressures in the declining districts. It would seem that the decline in agriculture has contributed significantly to the increase in population in small and medium sized towns (see above) whilst the decline in mining meant that many previous hostel dwellers would have sought to settle in the towns. Both these trends may have actually increased the pressure on educational infrastructure at the very time that the economic resources of those districts were diminishing.

Economically we expect no major surprises. Apart from niche products, agriculture is unlikely to reverse the trend towards decline. Mining too is not expected to experience a major revival with the exception of a few major mines (e.g. Voorspoed). The province can expect a major rise in manufacturing but this will be concentrated primarily in Sasolburg and Bloemfontein. In particular, we can anticipate a significant boost from petro-chemicals and related products since there are few other areas where industry has any comparative advantage. Lastly, we can expect there to be a reasonable growth in Tourism (primarily in the Thabo Mofutsanyana district) as the internal markets for weekend getaways and recreation develop. These future economic developments are therefore likely to encourage further population growth and consequently additional pressures for infrastructure in those select areas experiencing economic growth. In all the other areas, due to economic decline, we can expect a much longer-term decline in population and, hence, a reducing demand for educational infrastructure.

Finally it should be noted that in addition to intra-provincial dynamics, different districts have a higher or lower proportion of younger people relative to the national and provincial averages. This would suggest that even where there is limited growth, the pressures for educational infrastructure may increase. Thabo Mafutsanyana (33.6%) and Xhariep (32.1%) have the highest proportion of 0-14 year olds relative to the average (30.7%), and given that the former district has seen population growth, we can therefore anticipate higher demand for educational infrastructure in that district but perhaps not in the other. Unfortunately the average for 0-14 year-olds is lower than the national average (34.3) confirming the Province's low growth potential.

Overall population trends would indicate that infrastructure demands should decline significantly in the near future as historical inequalities and poor service delivery backlogs are overcome. We can still anticipate some infrastructural pressures in areas subject to specific population dynamics, but the prospect of overcoming most backlogs in educational infrastructure seems to be a real possibility in the near to medium term future. Once the major backlogs have been addressed, it should be possible to focus more on maintaining and upgrading existing infrastructure.

1.3.1 NEW SCHOOLS

There are two main reasons for building a new school:

- Migration and/or population growth resulting in the establishment of new community needs in certain areas
- Elimination of unacceptable conditions ("learning under trees conditions"), which can be divided into two categories:
 - ⇒ Platooning – where two schools use the same buildings to have classes, one in the morning and another one in the afternoon
 - ⇒ Unsafe structures – which includes, mud structures, corrugated iron structures, dangerous structures etc.

Physical Resource Planners in each district establish the needs through broad consultation with relevant stakeholders and are approved by the District Director. The Head Office will in turn consolidate all the lists received from the districts and based on the budget allocation for the financial year, will establish how much will be allocated for each district according to the identified needs.

During the next five years, the total backlog for **new schools** will be overcome through the planned intervention of the Department. The Department has commenced with construction of 15 new schools to eliminate platooning and complete 8 new schools which started in the previous financial years.

The total budget for building new schools for this financial year (2009/ 2010) is: R 307,238 million.

1.3.2 ADDITIONAL FACILITIES

Most of the schools build previously were not provided with adequate basic facilities such toilets, classrooms and specialised facilities. Provisioning of additional facilities will be addressing basic education facilities, overcrowding and previously neglected specialised facilities in both rural and urban areas.

For the 2009/10 financial year an amount of R 19,871. have been set aside to address additional facilities.

1.3.3 UPGRADING, REHABILITATION AND RENOVATIONS

The unacceptable physical conditions prevalent at our schools are mainly due to the non-existence and implementation of a preventative maintenance plan. The extent of the problem is not well recorded due to poor asset management. Despite these challenges, a number of schools have been identified for this programme. This programme will include major & minor renovations, sanitation, water, fences, kitchens and computer rooms. This programme will also include the upgrading of facilities for learners with disabilities (the target is 10 schools per annum).

1.3.4 URGENT DAY-TO-DAY MAINTENANCE (UNPLANNED)

Although this amount is always very difficult to estimate, it has to be budgeted for every year. In the next three years, maintenance budgets should rise from R 9 million to R14 million. The allocation for 2009/10 is R 9,790 million.

Requests for unplanned maintenance are received from schools on a daily basis. This allocation addresses needs like blocked toilets, leaking pipes, electro-mechanical requests, sewer problems etc. The magnitude cannot be projected since it is executed as and when reported.

1.3.5 BASIC SERVICES

This Department is challenged to address serious backlogs in basic services like available clean running water and sanitation. The most acute shortages are found in the rural areas where most schools were historically disadvantaged. The Province is faced with a situation where more than 500 schools are one-educator schools with less than 21 learners. It is very difficult to deliver quality education at these sites. They are also referred to as “non-viable” schools. Most of the backlogs in basic services are experienced at these schools.

Approximately 152 of these schools are without water, 132 without sanitation and 74 without electricity. However once non-viable schools are eliminated, then the current backlog is schools for water, schools for sanitation and for electricity. In 2009/10, schools will receive water and sanitation meaning that all remaining backlogs should be overcome in the 2010/11 financial year.

1.3.6 LETSEMA (Community Involvement)

Letsema Programme started in 2002 as a response to the President's call that communities should get involved in maintaining schools. Maintenance (minor) of schools in this case refers to painting of classrooms, replacement of windows panes, ceilings, doors, locks, electrical bulbs etc. An amount of R1, 650 m is available for this initiative in 2009/10.

1.3.7 ALTERNATIVE SOLUTIONS

Due to migration of learners and the availability of empty classrooms in some areas within the province, the department has adopted a long term strategy to investigate alternative strategies to improve access to learning facilities. The following strategies will be investigated as alternatives to merely building new schools.

a) Learner Transport:

At present, the Learner Transport Scheme caters for the transportation of farm school learners traveling 21 kilometers or more per day to the nearest school. The Department will identify cases where, through a learner transport scheme, learners could be transported to nearby schools where surplus capacity exists. This process involves thorough planning and consultation at district and local level as well as meticulous costing in order to launch it as a cost-effective option.

b) Hostel upgrading:

At present, the current Hostel Project Scheme caters for the accommodation of farm school learners where non-viable farm schools were closed. These learners are then enrolled at bigger town schools. The Department will identify cases where, through a hostel project, learners could be transported and accommodated at schools where surplus capacity exists. This process involves thorough planning and consultation at district and local level as well as meticulous costing in order to launch it as a cost-effective option.

c) A process of Merging / Reorganization / Phasing of schools:

The process of Merging / Reorganization / Phasing of schools has started to eliminate non-viable schools. This approach will now be taken forward to focus the process on eliminating overcrowding and improving access of learners not necessarily at non-viable

schools. This process will be driven by transversal teams to consider all the educational and financial implications.

All the efforts above need to be considered by taking into account the number of empty classrooms in the province. Before a new school is built, it must be ensured that existing empty classrooms cannot be used to eliminate the need to build. Statistics in this regard should be considered in its spatial context without generalizing that empty classrooms are not where they are needed.

d) Mobile classrooms:

Due to the uncertainty regarding the future of many farm schools, the option of mobile units is considered to provide a short term solution. They can be easily relocated to new premise or where there is a need.

e) Green Patch Schools

Another alternative for non-viable farm schools is to create green patch schools. This refers to a bigger or viable public school on private property, which is well resourced and caters for other nearby schools.

1.3.8 NORMS AND STANDARDS

Documentation for Norms and Standards are being finalised and obtaining reliable information on costing of infrastructure.

1.3.9 SERVICE DELIVERY AGREEMENTS

An updated Service Delivery Agreement is being finalised and should be endorsed by the Departments Education and Public Works by March 2009.

1.4 Financial Summary

SUMMARY OF INFRASTRUCTURE BUDGET 2009/10 - 2011/12				
ALLOCATIONS				
PROGRAMMES	PIA	2009/10	2010/11	2011/12
Infrastructure Grant to Provinces		187,546,000.00	219,650,000.00	293,480,000.00
New schools & Additions	D&B / PW	187,546,000.00	219,650,000.00	293,480,000.00
Infrastructure Enhancement Allocation		101,428,000.00	102,739,000.00	107,483,000.00
New schools & Additions	D&B/PW	101,428,000.00	102,739,000.00	107,483,000.00
Equitable Share – Capital		38,665,000.00	46,362,000.00	56,564,000.00
Renovations & Rehabilitations	Education	33,126,500.00	36,439,150.00	40,083,065.00
Equitable Share – Current		14,940,000.00	15,856,000.00	19,917,000.00
Kagisho Trust Partnership	Education	3,500,000.00	3,500,000.00	3,710,000.00
Letsema	Education	1,650,000.00	1,782,000.00	1,999,000.00
Day-to-day maintenance (All districts)	Education	9,790,000.00	10,574,000.00	14,208,000.00
GRAND TOTAL		342,579,000.00	384,607,000.00	477,444,000.00

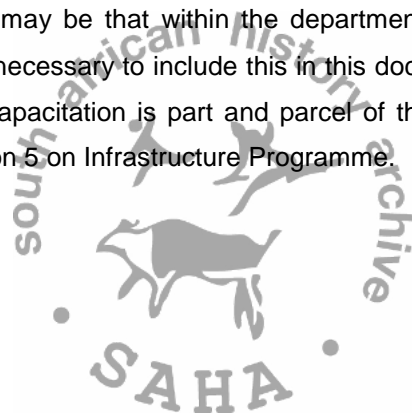
SECTION 2: INTRODUCTION

2.1 Background

2.1.1 Purpose of the Plan

The purpose of this infrastructure plan is to outline the delivery of educational infrastructure in the Free State Province (in the short and medium term) in line with the Constitution of the RSA, other relevant legislation as well as the mandates as outlined in the State of the Nation Address by the President, the pronouncement of the Minister of Education, the Premier's speech and the Budget speech of the MEC for Education and the subsequent Budget Statement. This Infrastructure Plan is therefore aligned with the Free State Growth and Development Strategy and the Departmental Strategic Objectives and Strategic Thrusts.

This plan would include actions should be taken to actually ensure the necessary capacity is in place to deliver infrastructure. i.e. the resulting programme of projects and activities would not only describe the building of schools and related physical aspects but also those actions to build up the capacity, including internal procedures. It may be that within the department the latter may fall within other sections thereof, but it would be necessary to include this in this document to give an integrated view of infrastructure management. Capacitation is part and parcel of the infrastructure delivery process and this is dealt with under Section 5 on Infrastructure Programme.



2.2 Goals and Objectives of Infrastructure Ownership

2.2.1 Strategic and Departmental Goals

Strategic Goals	Objectives
To break the back of illiteracy among adults and youths	To increase number of learners achieving General Education and Training Certificate(GETC)
To create a vibrant, relevant and responsive Further Education and Training (FET) System that will equip youth and adults to meet the social and economic needs of the 21st century	Providing relevant and accessible FET programmes in line with the needs of the communities as well as labour market
To strengthen special schools to accommodate learners who experience severe barriers to learning and development	Upgrading physical resources, providing additional classrooms, skills training of staff on how to handle certain disabilities.
To provide an effective, accessible quality public education and training system to the citizens of the province in all public primary and secondary schools	To provide learners and educators in public ordinary schools with departmentally managed support
	To extend implantation of no fee school policy from quintile 1 & 2 schools to quintile 3 schools
	To implement the National Curriculum Statement (NCS) across the schooling systems (Grades R -12)
To provide for special departmentally managed intervention projects in the education system as a whole	Build new schools and upgrade existing schools to eliminate infrastructure backlogs through creation of new jobs and provide support to SMME's
	Provide Hostel accommodation for farm school learners
	Provide basic nutrition to learners through National School Nutrition Project (NSNP)
	Provide transport to farm school learners who walk 21 km to school
To provide effective and efficient management for sound asset management of departmental assets at Head Office and District level	To have an accurate and reliable asset register that reflect all the departmental assets with the correct values
To have adequate management control measures in place.	Facilitate the formulation of departmental asset management policies. Creation of control measures to safeguard departmental assets

2.2.2 Departmental Strategic goals and impacts on Plan

The infrastructure planning process is a component of a department's strategic planning process. A department's overall strategic planning process must address the overall strategic direction of a department – addressing all operational issues related to service delivery, of which infrastructure is only one component. The process is represented in the diagram in Figure 2-1.

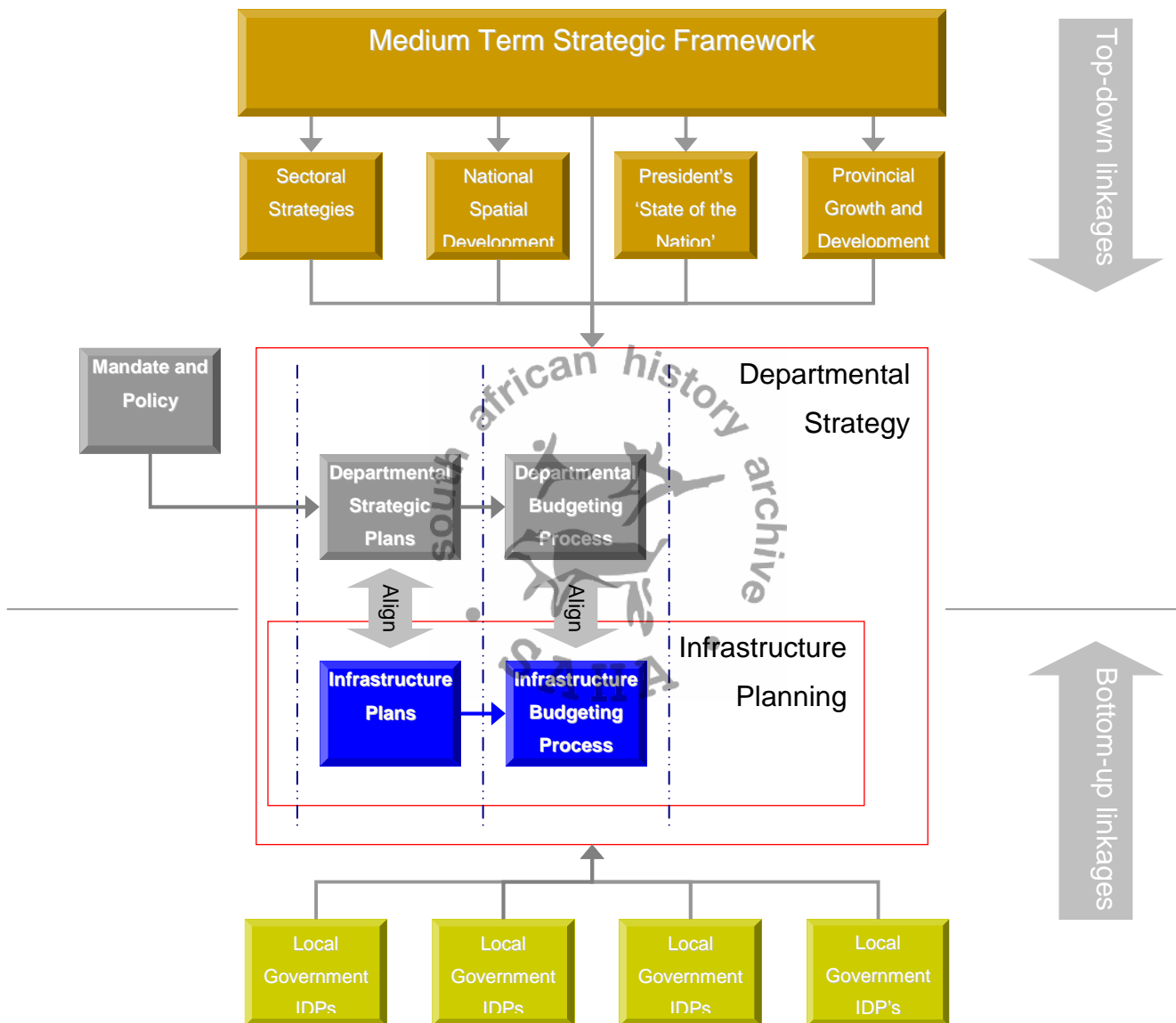
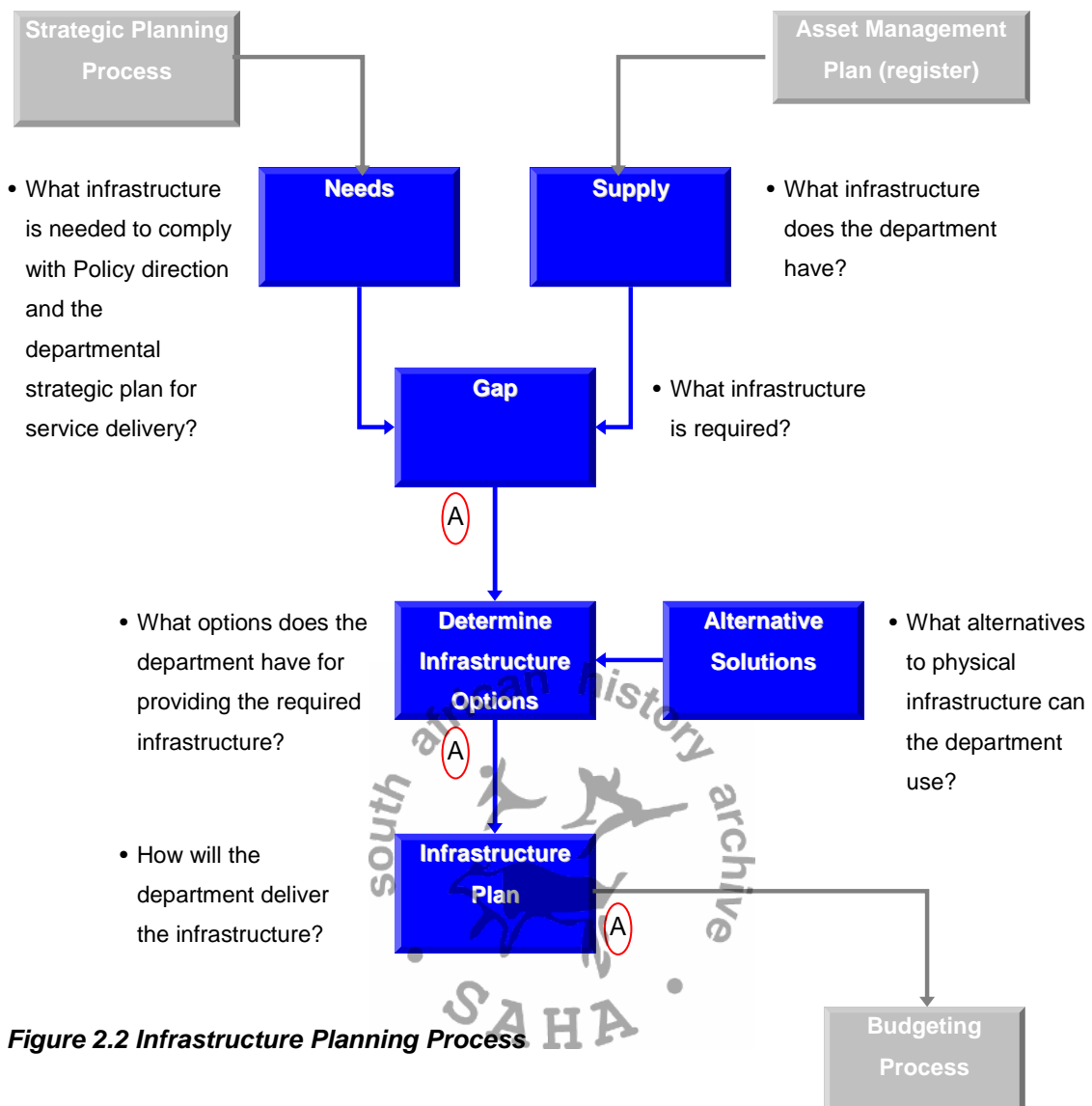


Figure 2.1: Infrastructure Plan alignment with Departmental Strategic Plan

The Free State Department of Education (FS DoE) strategic plan will define how the members of the communities will be provided with the services defined in the policies of government. It should comprise of two main components – the strategic plan for service delivery and the supporting infrastructure plan. Infrastructure planning is undertaken in parallel with the development of the strategic plan and they must fully align.



The key elements of the Infrastructure Planning processes can be summarized as indicated below:

1. Needs Analysis
2. Supply Analysis
3. Gap Analysis
4. Alternative Solutions Assessment
5. Options Analysis
6. Drafting of the Infrastructure Plan

2.2.3 Links to Department Vision, Mission, Goals and Objective

In general the Departmental Strategic Plan takes a long-term view of development planning and service delivery in line with the department's defined mandate from National, Provincial and own policies and strategies. The Free State Department of Education focus on the following strategic objectives:

- To enhance Economic Development and Job Creation
- Sustainable Infrastructure Development
- Investing in the Development of People
- Ensuring a Safe and Secure Environment
- Good and Co-Operative Governance with sustainable use of Resources

Department's Vision

To be a department that improves the quality of life of all Free State citizens by providing quality life-long education and training.

Department's Mission

To operate an efficient, effective, outcomes-based education system that works towards the overall development of Free State citizens in a dedicated, professional manner.

Department's Values

Uphold the Constitution	Foster innovation and creativity
Communicate effectively	Be professional and accountable
Re-dress past imbalances	Provide courteous, timely service
Address training needs for high quality service	Comply with the National Qualifications Framework (NQF).
Maintain high standards of performance and professionalism	

A departmental Strategic Plan comprises two main components – the strategic plan for service delivery and the supporting Infrastructure Plan. Planning of both components is undertaken in parallel, ensuring full alignment.

In the context of the Department of Education, the Infrastructure Plan must typically be based on:

- The Department's mission, goals and strategic objectives, which are aligned with National and Provincial policies, priorities and directives.
- An analysis and integration of all relevant base data sets such as:
 - Spatially arranged current and projected population demographics including location, age profile, income and employment levels, employment sectors, centres of employment, known movements into or out of areas, school preferences, growth points, etc.
 - Economic development nodes including mining, industrial and agricultural development growth points.
 - Analysis and integration of data collected within the Department:
 - Learner enrolment trends at each school
 - Location, capacity and condition of existing physical facilities.
 - Planned schools facilities and facilities in the process of being constructed.
 - Planning and requests for additional facilities generated by District offices.
 - Reported urgent repair and renovation work required.

2.2.4 Relationship with other Planning Documents

The National Spatial Development Framework (NSDF), the Millennium Development Goals (MDG) and other related planning initiatives informs the Free State Growth and Development Strategy (FSGDS). The latter in turn informs the Department's Strategic and Annual Performance Plans, which in turn informs the Infrastructure Plan. Currently the department's strategy has to be updated according to the "higher" documents. However, it is not expected that there would be major deviations from the departmental strategy as it stands.

The planning and prioritisation process is also aligned to national and provincial priorities relating to education infrastructure. The following are national and provincial priorities funded from the 2009/10 financial year's budget:

A. National Priority	2009/10 BUDGET R'000	EXPLANATORY NOTES
1. QIDS UP	R3, 490	<ul style="list-style-type: none"> • The aim of this project is to address infrastructure needs in previously disadvantaged schools. • Needy schools in Quintiles 1 and 2 will be targeted for this purpose. The project will assist the identified schools with the provision of fully equipped libraries, office equipment, supplies and materials including computers, printers and faxes.
2. E-Education	R4, 182	<ul style="list-style-type: none"> • Provide hardware (Including replacements) and educational software to schools • Connect schools

		<ul style="list-style-type: none"> • Provide training • Support curriculum implementation • Provide end-user support • Infrastructure • Teacher & management ICT training • Research • Management & Support
3. National School Nutrition Programme	R122, 306	The purpose of the programme is to enhance learning capacity through school feeding. A comprehensive business plan has been approved and it covers primary schools that qualify for the feeding scheme in 2009/10
B. Provincial Priority		
1. Kagisho Trust Partnership	R3, 500	The Beyers Naude Schools Development Programme involves a holistic intervention at secondary schools in order to improve the overall performance of so-called “dysfunctional” or “under-performing” schools. 10 secondary schools in Thabo Mofutsanyana are serviced by this partnership between the Department and the Beyers Naude Schools Development Programme.

Other priorities that the province will be focusing on in the current MTEF include amongst others Special School infrastructure and Grade R facilities.

2.2.5 Reasons and Justification of Infrastructure Ownership

The Department of Education is inter alia responsible for the provisioning and maintaining of physical facilities for education purposes in the Free State Province. The Department is obliged to formulate a capital investment plan according to the funds allocated. The projects on these capital investment plans are however subject to time consuming planning and tender processes and the performance of consultants (Architects, Quantity Surveyors and Engineers) and contractors. These factors have a huge influence on the capital investment plan if problems are experienced with, for example, a contractor who cannot perform according to schedule on a capital project.

Since 1994 the Department of Education in the Free State has come a long way in its efforts to eradicate backlogs in educational infrastructure across the province. These backlogs were mostly located in rural and previously disadvantaged communities. All learners in all communities within the province should have access to schools with the necessary minimum physical facilities. Communities should become involved in ensuring that physical facilities at schools are maintained.

2.2.6 Background Legislation which affects Infrastructure operation

The legislative mandate of the Department of Education is found in the Constitution of South Africa, the South African Schools Act, the Norms and Standards and several other legislative, functional and policy mandates that inform what the department does and how it does it.

Section 10 of the Division of Revenue Act (DORA) refers to infrastructure plans only, and should also be read together with the purpose of the grant outlined in schedule 4 of the DORA. Also read this sections with the grant framework (gazetted, 1 April 04, No 26230, from Treasury Web).

Constitutional Basis:

Section 7(2) of the Constitution enjoins the state to “respect, protect, promote and fulfil the rights in the Bill of Rights”. Guidance as to the meaning of these obligations can be found in international law.

South African Schools Act (Act 84 of 1996) as amended

Chapters 3, 12 & 13

Documents on which Constitutional Mandate is based and implemented Free State Schools Education Act 2 of 2000:

This Act should be read with and subject to the South African Schools Act 84 of 1996. It addresses those issues that are peculiar to the Free State and are covered in the National Act, e.g. the establishment of the Free State Education and Training Council – which is a body comprised of diverse stakeholders that advises the MEC on education issues broadly, as well as the establishment of the Principals’ Council and the Provincial Examination Board.

Public Finance Management Act 1 of 1999

“To regulate financial management in the provincial and national government; to ensure that all revenue, expenses, assets and liabilities of that government are managed efficiently and effectively; to provide for the responsibility of persons entrusted with financial management in that government; and to provide related matters.”

Norms and Standards for funding of Public Schools:

Provides the criteria for funding of public schools in order to address the past imbalances in the provision of education and facilities. The funding takes place in a pro-poor approach.

Preferential Procurement Policy Framework Act:

Provides the criteria for the Procurement of all goods and services, taking into account BEE's, HDI's, etc.

Disaster policy:

Provides guidelines on the handling of any disaster for example floods, fires, etc.

2.2.7 Infrastructure included in the Plan

DEFINITIONS USED IN THIS DOCUMENT:

(The definitions are in line with definitions used in the HEDCOM report)

Construction of new facilities

New works are those works that create a new infrastructure that did not previously exist, or works that upgrade or improve an existing infrastructure beyond its existing capacity. The Department of Public Works address these types of projects.

Rehabilitation & Renovations of facilities

This type of work is major work, which does not increase the infrastructure's design capacity but restores, rehabilitates, or renews an existing infrastructure to its original capacity. This action implies that the asset is restored to its original condition and or effectiveness, thereby extending the life of the asset. Work over and above restoring an infrastructure to original capacity is new works expenditure.

Upgrading of facilities

Actions aimed at improving the capacity and effectiveness of an asset above that of intended in the original design, in response to a change in demand and/or a change in service requirements. A "new" asset is created and the expenditure is classified as a capital expenditure. Education District Works offices address this group of projects.

Additional facilities

The provision of ad-hoc classrooms at an existing school to overcome the existing overcrowding. Development of classrooms should not have an impact on existing post establishment and financial requirements for the delivery of education. Both Education District Works offices and DPW address this group of projects.

Maintenance of Assets

It is defined as routine programmable action and/or remedial intervention required ensuring that the asset is retained in a serviceable condition during its specific life span. The key condition that needs to be satisfied when classifying expenditure as maintenance – is that it neither extends the life span of the asset nor increases its value. Education District Works offices address this group of projects.

It is important that a Department recognize that departmental planning is not done in isolation of other departments. Careful consideration and integration is required with the development planning processes of the other spheres of government, which is inherent in the principles of co-operative government set-out in Chapter 3 of the Constitution. Premier's Office, Local Government IDPs (Integrated Development Plans); National Spatial Development Initiatives (The National Spatial Development Initiative from the President's Office) and Provincial Growth and Development Strategies are all important spatial planning initiatives.

The key stakeholders in this plan are the National Department of Education, National - and Provincial Treasury, Free State Department of Education (Client) and the Free State Department of Public Works (Project Implementing Agent – PIA).

The organisation structure attached (2.2.4) presents the macro structure in the Free State Department of Education. The organizational layout shows the location of the Physical Resources Planning Directorate (PRP) within the Department. The District Offices that provide inputs directly or indirectly to the minor capital and maintenance function are also indicated.

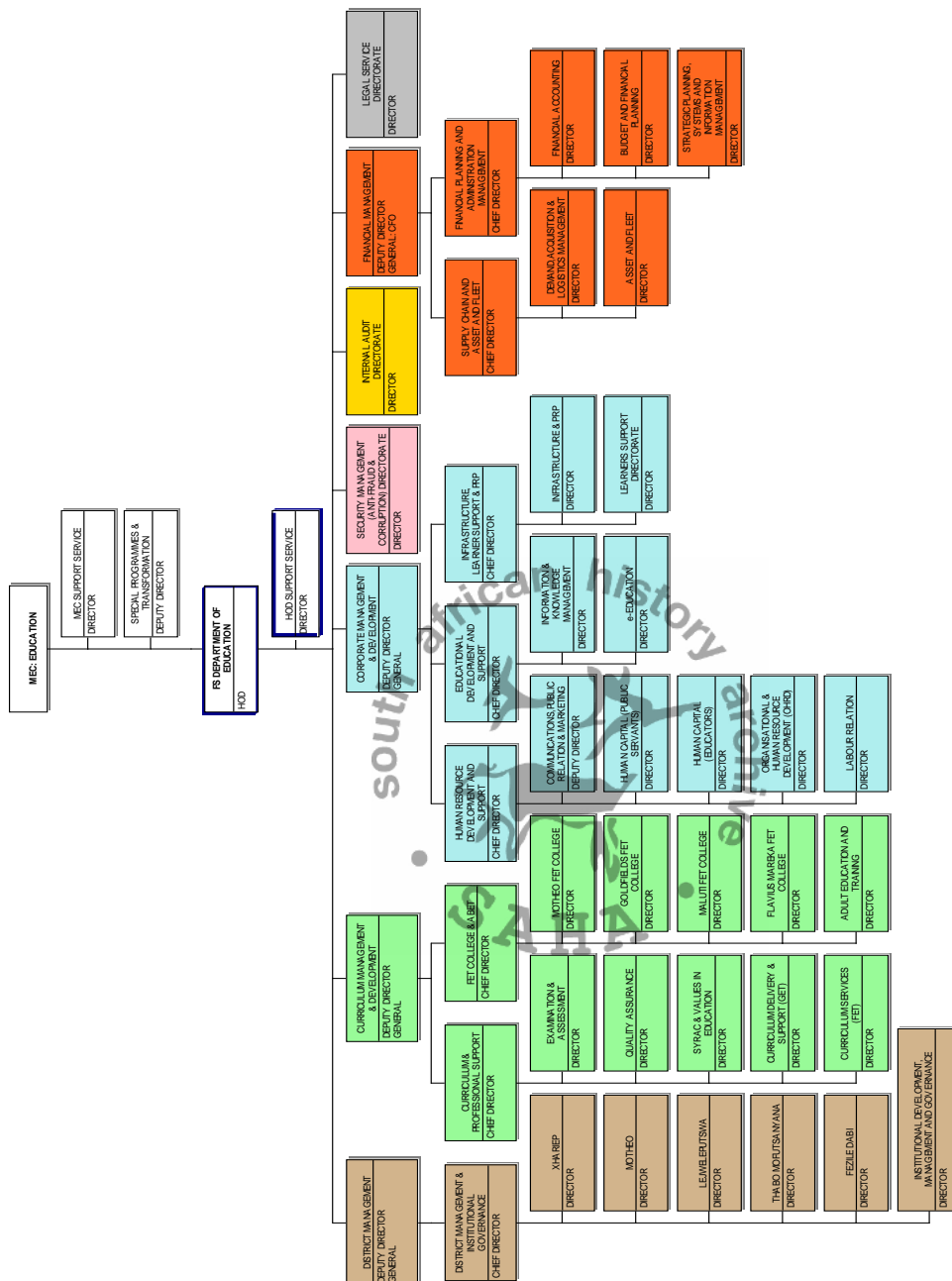
2.2.8 Key Stakeholders in the Plan

Key stakeholders involved in the preparation, implementation / execution, monitoring and review of the infrastructure covered in this document are listed as follows:

Internal Stakeholders	External Stakeholders
MEC: Free State Department of Education SG: Free State Department of Education DDG: Corporate Management and Development CFO: Free State Department of Education Chief Director: Infrastructure and Partnership Development Directorate: Infrastructure and Physical Resource Planning District Directors	Office of the Premier: Free State National Department of Education National Treasury Provincial Treasury Free State Department of Public Works Free State Community School Governing Bodies Department of Local Government & Housing (FS) District and Local Municipalities Department of water Affairs & Forestry Department of Minerals & Energy Other National & Provincial Departments Other Implementing Agents

2.2.9 Organisational Structure (Macro)

The infrastructure delivery programme within the Free State Department of Education resides in the Directorate: Infrastructure and Physical Resource which reports to the Chief Directorate: Infrastructure and Partnerships which in turn reports to the Branch: Corporate Management and Development. All capital projects of the department are implemented by the Department of Public Works while upgrading / renovations are executed departmentally.



2.3 Plan Framework

This Infrastructure Plan, in its layout, will be different from the 2008/09 one in that it will essentially also take into account:

- More fully the CIDB template where appropriate;
- Take into account the developments brought about by IDIP; and
- Infrastructure Asset Management (IAM) (will be described in the document)

The latter three aspects will essentially add detail in respect of capacity issues and capacitation development.

However, as the department is in the early stages of changes that could be brought about by IDIP, the focus at this stage of the document, i.e. a draft, would be to take it into account in the design of the document, and at the final draft stage, bring in actual concrete actions resulting from IDIP.

The basic logic of the document would thus be as follows:

- What is the policy and strategic context and issues;
- What is the state of the infrastructure delivery, including capacity to deliver, and what should it be;
- What improvements will be feasibly incorporated now and in the long run;
- What would the total infrastructure program be including the above improvements; and
- What would be the reporting and feedback mechanisms?

The basic process / procedures within the Chief Directorate: Infrastructure is envisaged to be:

- Add / update the record on a new / existing school in respect of a range of details;
- Determine what could be a task / project per school, whether it be physical or capacity related;
- Prioritize the above tasks / projects according to certain criteria (latter should be part of procedures);
- Update the multi-year program.

The core feature of an ideal system is a school based record which should include a regular condition assessment, tasks identified to fill gaps, etc, and it is envisaged within IDIP that this would be developed from the Gap model and related input form as a starting point.

This draft IP also acknowledges more the process of the finalization thereof. It is required that a first draft be submitted by the end of June 2009. It is envisaged that in this draft that by the time it is finalized that it would be updated to take into account:

- Fully the strategic direction of the department as it becomes available;
- Updated information in respect of infrastructure gaps, subsequent projects and budgets; and
- Developments brought about by IDIP.

2.4 Planning Approach and Methodology

It should be noted that the development of this document is based on information sourced from various sources such as National Education Information system (NEIMS), Education Management Information System (EMIS) and information provided by district physical planners in the province in consultation with various stakeholders.

Generally in about March / April the district offices are requested to send in what has been requested from various sources are the infrastructure needs at the school level. These are collated and prioritized and projects are created at head office through ongoing feedback in the normal monthly meetings of the physical planners.

2.4.1 Approach to Prioritisation

Due to the wide range of needs and limited resources, the interventions addressing the needs have to be prioritised. The prioritisation should be based on sound, justifiable and consistently applied criteria.

Need for Prioritisation

- Limited budgets
- Great need for infrastructural development
- Fair and transparent process
- Targeted implementation
- Focus on priority areas

Criteria could be developed based on the legislative frameworks regulating education as well as a focus on the core functions of the educational sector.

With the above in mind, the following framework is utilized.

Priority Classification	Infrastructure Category (examples)	Objective
1. Very high Priority	Provisioning of water, sanitation, elimination of unsafe structures;	To deliver on basic human needs (rights) To ensure safety and health of occupants
2. High	Provisioning of basic classroom spaces (eliminate overcrowding); elimination of platooning or double shifts	To provide basic facilities to render schools <i>functional</i> for basic teaching and learning to take place
3. Medium	Renovations Providing administration Blocks/office space	Basic infrastructure to improve functionality

Priority Classification	Infrastructure Category (examples)	Objective
4. Low	Infrastructure to improve effectiveness of schools (to deliver quality education) – eg. laboratories, media centres, halls	Facilities to enhance teaching and learning
5. Very Low	Facilities related to the ethos / improving the image / “nice-to-haves” (eg. auditorium; recreational facilities (lapas), /housing for educators on premises/	Beautification / enhancing image / related to traditions of school

The approach to prioritisation above is very simplistic and could be made more sophisticated by adding weightings to the conditions at schools. The five (5) categories (classification) could also have sub-categories.

An index could also be developed by adding weights to the different needs. A school could then have a certain score or weighting (numeric value) placing it higher than another.

SECTION 3: LEVEL OF SERVICE

3.1 Background

In order to ensure that all learners have access to adequate facilities, the Free State Department of Education (FSDoE) has embarked on an exercise to determine the infrastructure needs at all schools within the province. The department is faced with various backlogs in new schools and major renovations. Numerous cases of “platooning” (where 2 schools are using one school building over two different sessions during a day) schools occur. Quality education is severely compromised in these conditions. It is therefore imperative that the department dedicate a major portion of its available funds to these projects.

To provide access to schools with the basic minimum facilities and services is a major challenge within this province given its demographics and geography. In very sparsely populated areas it is difficult to provide education in a cost effective way due to small learner totals. The exercise to merge schools in order to create entities of acceptable scale is made difficult due to the distances between small rural schools. The analysis of backlogs should also take into account the fact that there may be instances in some areas within the province where an oversupply of classrooms, toilets etc. may be

prevalent. These instances are mainly due to historical factors as well as due to current migration patterns within the province.

The Department has adopted a holistic and a multi-pronged strategy to deal with the infrastructure situation in the province. The **Directorate's strategy** to achieve the Departmental goal of "Sustainable Infrastructure Development" is as follows:

All identified infrastructure backlog of schools need to be eliminated and all existing facilities need to be upgraded and renovated to an acceptable condition by 2014 and a preventative maintenance plan must be put in place.

This will be achieved by:

- ✓ Construction of new schools and additional facilities at existing schools to address platooning and overcrowding.
- ✓ Giving more attention to rehabilitation of schools.
- ✓ Compile and manage a detailed Asset Register where the condition of these assets is known and will be used with the future rehabilitation planning process.
- ✓ Renovate identified hostels in the rehabilitation of farm schools project.
- ✓ Non-viable small schools (<20 learners, 1 educator) will receive the least priority in allocating infrastructure funds.
- ✓ Assistance with the finalization of outstanding unsigned agreements with the farm school owners.
- ✓ Eliminate unsafe structures.
- ✓ Exploring the possibility of green patch schools whereby larger, viable schools are built on private land.
- ✓ Formulating the process of Letsema whereby funds are utilized 100% to draw a significant number of voluntary community participation into productive work.
- ✓ Linking the above process with the provisioning of basic services: water, sanitation and electricity.
- ✓ Exploring the possibility of transporting learners to where there are empty classes as well as the implications. Current facilities must be utilized as best as possible.
- ✓ Coordinating and sustaining the collaboration with Department of Public Works, Local Government and Housing, DWAF and Municipalities and all other stakeholders.
- ✓ Assure proper liaison with other Directorates on provision of equipment, furniture, etc.
- ✓ EPWP principles will be adhered to.

3.1.1 Norms and Standards

The provincial "Space Norms and Standards" for the construction of new facilities has been compiled and is currently utilised for new construction and additions to existing buildings. This has been developed to ensure that similar facilities are provided to all schools in as far as possible. It may not

be possible to replicate exact quality of materials and finishes, but classroom sizes, layouts and design features must be exactly the same for every school. However, it should be borne in mind that the following norms will soon be replaced by the national “Infrastructure Norms and Standards”.

1. ADMINISTRATION BUILDING

1.1	Staff Room	69 m ²
1.2	Kitchen with service hatch and counter to staff room	6.7 m ²
1.3	Stationary Store	13 m ²
1.4	Entrance Hall	15 m ²
1.5	Two Sick Rooms with hwb in each sick room	5.2 m ² each
1.6	One toilet between the sick rooms	
1.7	Print Room	5 m ²
1.8	General Office (Counter between general office & entrance hall)	24 m ²
1.9	Strong room (Entrance through general office)	8 m ²
1.10	Principal office	24 m ²
1.11	Two Vice-Principal offices	14.2 m ² each
1.12	Toilet facilities for the staff	

TOILET FACILITIES FOR STAFF	
LADIES	GENTS
3 Toilets	2 Toilets
2 WHB	2 Urinals
	2WHB
One toilet for a physical disabled person.	

NOTE: If a school has less than 500 learners, only one Vice-Principal Office should be provided.

2. CLASS ROOMS

Class rooms to be grouped together in three sections for the three phases. Each group to be provided with its own toilet block & HOD office.

(Foundation phase)

(Intermediate phase)

(Senior phase)

Size of a class room 8.570 x 7.00 m

Store room adjacent to each class room size 3.390 x 1.770 m

Adjustable shelves to be provided in the store room.

Size 914mm wide X 365mm deep.

Wall bands 2110mm long.

Six shelves must be provided on plan level.

Five shelves must be provided in the vertical elevation.

The roof structure and floor structure of the covered walkway alongside the classrooms must form an integral part of the main roof and floor structure.

Internal Wall finish class room: Face brick dado, 13 brick courses high.
Plaster & paint above dado
Provide 1 coat acrylic PVA suitable for washing with a mild detergent and with a matt finish. Apply at 10 m² per litre spread rate.
Undercoat: Provide 1 coat alkaline resistant 100% pure acrylic filler coat.
Spread rate 6 m² per liter.

Floors: 300 X 300 X 2.5mm Flexible Floor Tiles.

2 X (2400 x 1140mm) Green chalk board to comply with CKS-36-1980 complete with chalk rail as one unit. Bottom of chalk board to be 800mm from finished floor level. Pinning Board to be provided for the complete width of classroom on the back wall.

3. MEDIA CENTRE

Library 70m²

Shelves to be provided only alongside the walls.

No island shelves to be provided.

Reception area with reception desk.

Office alongside library with space for a desk with a computer. A glass window between the office and the library for supervision purposes.

Two classrooms ± 80 m² each with 40 computers each.
Space for one printer per 4 work stations.

One air-conditioning unit per classroom

Work bench for the educator and a white writing board.

Each class room to be provided with an 8 m² store room.

The media centre must be centrally located between the 3 groups of class rooms.

4. SCHOOL HALL

Seating area calculated at 0.6 m² per learner
30 class rooms x 40 learners = 1200 learners
Seating area 720 m²

Stage ± 7.7 m deep x 21 m wide -
(6.700m deep behind proscenium & 1.000m in front of proscenium).
10.900 m wide x 4.500 m high proscenium opening provided with a stage curtain

Foyer 56 m²

Store room for chairs 50 m²

Kitchen 10 m²

Two dressing rooms 13.5 m² each with toilet facilities behind the stage.

4.6 Toilets for ladies & gents as well as one toilet for a disabled person next to the foyer

5. ONE ACTIVITY CENTRE

An activity centre consists of two multipurpose rooms of 96 m² each.

3 Store rooms, 16 m² each, and 1 x 8 m² Store room, accessible from both multipurpose rooms.

Two store rooms to be provided with shelves from floor to ceiling.

Two store rooms with shelves alongside one wall. The rest of the floor area will be utilized for stacking space.

A multi-purpose class room must be provided with the following:

For the teacher: - 3 plugs at the front of the class room
1 basin with running water
white writing board

For the learners: - 2 work stations alongside the wall. A work station must accommodate 4 learners with a plug per learner
- A notice board above each work station
- Green chalk boards alongside other open wall areas

6. ADDITIONAL FACILITIES

- | | | |
|-----|---|-------------------|
| 6.1 | One book store with adjustable shelves
A counter next to the walkway with lockable roller shutter. | 50 m ² |
| 6.2 | One HOD office per phase | 14 m ² |
| 6.3 | Feeding Scheme Kitchen with adjustable shelves.
A counter next to the walkway with a lockable | |

	roller shutter and a small undercover area in front of service hatch	25 m ²
6.4	Store room, accessible from feeding scheme Kitchen	8 m ²
6.5	Garden Store	25 m ²
6.6	Toilet & Rest room for the factotum	14 m ²
6.7	Paved parking area near Admin building for 20 cars	
6.8	ABET office	17 m ²

7. **LABORATORY**

Size – 74 m²

Demonstration desk for educator.

Gas installation

Resources storeroom 24 m² with zink

8. **SERVICES**

- Water supply pipes underneath buildings will not be allowed. Water connection is to be determined by the Civil Engineer at an early stage.
- Civil Engineer to determine the type of sewerage disposal noting that where no main sewer line is available nearby, VIP toilets are to be built to standard Departmental designs including one block for teachers outside Admin Block.
- Four drinking fountains according to details must be provided.

9. **DRAWINGS AND SPECIFICATION**

- No rain water gutters and rainwater down pipes must be provided except the areas above the entrance to the Administration building and other similar areas.
- A V-shaped concrete channel must be provided along the perimeter of all roofs to catch the water from the roof.
- Security gates to be provided at the external doors of the Admin. Block, Media Centre, Library, Stores, Multipurpose Classrooms, HOD office and ABET office.
- A Face brick wall carrying the school's name at the entrance gate outside the security perimeter fence is acceptable.
- Roof covering to be metal roof sheeting with concealed fixing, e.g. Kingklip, Craft Lock, Kliplok etc.
- Window frames to be SABS 727 approved with obscured glass to the storerooms. Proper burglar proofing must be provided at every window.

- The covered walkways linking the various blocks must be kept to the minimum and clear width of 2 m to enable wheelchairs to pass each other.
- The complete school must be accessible by wheelchair. Ramps must be provided as an alternative to stairs and the minimum gradient must be 1:15. Level landing areas to be provided at the top and bottom of ramps as well as at every 5m distance traveled.
- Care must be taken with the design and specification of opening sections of windows adjacent to walkways to prevent it from projecting into the walkway space at head level of adults and learners.
- The width of the various buildings except the administration block must be limited to 8m in order to use wooden roof trusses. Only the roof trusses for the school hall may be constructed out of steel as a result of the span exceeding 8m.
- External wall finishes to be face brick. External painted wall surfaces must be avoided.

10. DESIGN CRITERIA FOR FLUSHING TOILETS

NUMBER OF LEARNERS (GIRLS)	NUMBER OF TOILETS	NUMBER OF WASH BASINS
50	3	2
100	5	4
150	7	6
200	9	7
250	10	8
300	12	9

Where the number of girls exceeds 300, add one toilet for every 30 additional girls

Where the number of girls exceeds 300, add one wash basin for every 50 additional girls.

A wheelchair accessible WC must be provided at every toilet block.

NUMBER OF LEARNERS (BOYS)	NUMBER OF TOILETS	LENGTH OF URINAL	NUMBER OF WASH BASINS
50	3	1800 mm	2
100	4	2400mm	3
150	5	3000mm	4
200	6	3600mm	5
250	7	4200mm	6
300	8	4800mm	7

Where the number of boys exceeds 300, add one toilet as well as a 600mm length of urinal for every 40 additional boys

A wheelchair accessible WC must be provided at every toilet block.

Where the number of boys exceeds 300, add one wash basin for every 50 additional boys.

3.2 Current Level of Service

The current level of service being provided by the Directorate is described in this section.

3.2.1 Construction of new facilities

New works are those works that create a new infrastructure that did not previously exist, or works that upgrade or improve an existing infrastructure beyond its existing capacity.

The Department of Public Works currently address these types of projects.

The current backlog and platooning of schools prevents this directorate to construct any new schools when the actual need is identified e.g. when a new suburb are being developed.

3.2.2 Rehabilitation & Renovations of facilities

Actions arising from neglect and/or unsatisfactory maintenance or degeneration due to the asset reaching the end of its economic/design life. *This action implies that the asset is restored to its original condition and or effectiveness, thereby extending the life of the asset.* Education District Works offices address this group of projects according to the goals as identified in the strategic plan of the Department.

Extra-ordinary conditions could also create the need for rehabilitation. Examples of these conditions are floods or fires.

This expenditure is of a capital nature. This type of work is major work, which does not increase the infrastructure's design capacity but restores, rehabilitates, or renews an existing infrastructure to its original capacity. Work over and above restoring an infrastructure to original capacity is new works expenditure.

3.2.3. Upgrading of facilities

Actions aimed at improving the *capacity and effectiveness* of an asset above that of intended in the original design, in response to a change in demand and/or a change in service requirements. A “new” asset is created and the expenditure is classified as a capital expenditure.

Education District Works offices address this group of projects. Upgrading of facilities takes place on an ad-hoc basis at the moment and no structured plan is in place.

3.2.4. Additional facilities

The provision of ad-hoc facilities at an existing school to overcome the existing overcrowding or any backlog that was created during the past. Development of facilities should not have an impact on existing post establishment and financial requirements for the delivery of education.

The current level of service focus on overcrowding by providing extra classrooms and toilet facilities.

Both Education Regional Works offices and DPW address this group of projects.

3.2.5. Maintenance of Assets

It is defined as routine programmable action and/or remedial intervention required ensuring that the asset is retained in a serviceable condition during its specific life span. The key condition that needs to be satisfied when classifying expenditure as maintenance – is that it neither extends the life span of the asset nor increases its value.

Education District Works offices address this group of projects. No preventative maintenance takes place. Only day-to-day repairs are currently being done.

3.3 Desired Level of Service

This section provides details on the desired level of service to be done by the Directorate.

3.3.1 Construction of new facilities

New works are those works that create a new infrastructure that did not previously exist, or works that upgrade or improve an existing infrastructure beyond its existing capacity.

A Project Implementation Agent (PIA) e.g. the Department of Public Works or the PPP Unit will be needed to address the construction of new facilities or the upgrading of existing facilities.

The desired level of service will be to build new schools according to the Space Norms and Standards Policy within 2-3 years after the school need was identified.

3.3.2 Rehabilitation & Renovations of facilities

The desired level of service implies that the assets need to be kept to its original condition and or effectiveness.

Education District Works offices address this group of projects according to the goals as identified in the strategic plan of the Department.

3.3.3 Upgrading of facilities

Actions aimed at improving the *capacity and effectiveness* of an asset above that intended in the original design, in response to a change in demand and/or a change in service requirements. A “new” asset is created and the expenditure is classified as a capital expenditure.

The desired level of service is to upgrade facilities to an acceptable standard and effectiveness and keep the facility maintained according to a maintenance plan.

3.3.4. Additional facilities

The desired level of service will be not to build schools without all facilities and therefore not having backlogs of additional facilities and only adding facilities where overcrowding appears.

3.3.5 Maintenance of Assets

It is defined as routine programmable action and/or remedial intervention required ensuring that the asset is retained in a serviceable condition during its specific life span. The key condition that needs to be satisfied when classifying expenditure as maintenance – is that it neither extends the life span of the asset nor increases its value.

The desired level of service is to do maintenance according to a preventative maintenance plan.

3.4 Process to improve the Level of Service

This is clearly an ongoing process. The processes that are currently being undertaken to improve the level of service can broadly be listed as those being undertaken in its normal duties within the department and those under the workplan of the FS IDIP.

Currently the guidelines on planning and implementation of projects within the department are being improved. In respect of the planning and execution of the larger capital projects as undertaken by DPW these process improvements are largely the subject of the FS IDIP; the latter also covers the internally managed projects as well.

The workplan of the FS IDIP has two main initiatives that inform the processes to improve the LOS viz. the Best Practice as found in the CIDB / IDIP Toolkit and the other is the FS Enablement Strategy.

Best Practice

Clearly best practice is something that management has to be aware of constantly. The best practice currently being considered is that being highlighted by the FS IDIP, i.e. as found in the CIDB / IDIP Toolkit. As IDIP nationally and in the FS has been underway since 2005, additional best practices have been uncovered or developed through IDIP.

The core best practice input from IDIP is the notion of doing all planning and planning related activities and all pre-implementation activities like tendering in the year / years proceeding the year in which the budget is available for actual infrastructure creation, upgrading, etc., i.e. actual works.

Within the FS, the “local” best practice that has apparently manifested is the creation of the so-called Gap Model in the FS DoE. This is essentially a fairly detailed calculator for estimating the cost of works.

FS IDIP Enablement Strategy

The process of improving the level of service is also the subject of the FS IDIP. The logframe of the FS IDIP informs the workplan of the PTAT and specifically that of the Department of Education. A major part of this workplan is taken up by the so-called Enablement Strategy. This is described below (Once this done then the full picture in respect of the Education workplan is given).

An infrastructure delivery enablement strategy has been presented and in essence the strategy is to create momentum around the elimination of obstacles and issues as identified by the officials in various interactions and crystallized into actions called “quick wins” and “rapid results” projects. These number seven altogether and represent what appear to be most critical issues. Task teams have been identified for the QWs and STTA assignments for the Rapids. The QW are planned to be launched and the STTA assignments would be got underway by the PTAT.

It is critical that officials are involved in all of the seven assignments as they would have to take forward all the results and recommendations of these teams.

The selection of the seven assignments shows the thinking on how the LOS would be improved. These assignments are, while would be done in parallel are listed below in some sort of logical order and in respect of some sort of critical path, i.e. the lead time required:

- Requirements Quantification:
- Transformation of Professional Services:
- Staff Attraction and Retention Strategy:

- Bid Specification Committee:
- SCM Process Improvement
- Service Delivery Improvement:
- Project Office:

Essentially the size of the task over the medium term in respect of infrastructure service delivery needs to be established as well as the capacity to do this. All the processes that are major obstacles to this are dealt with in various task teams listed above. All the processes and institutional arrangements are also looked at to be able take all of this forward sustainably.

The full workplan picture

The workplan is currently being revised and a draft workplan for basically 2009/10 is available. This workplan is that of the PTAT and thus covers three departments which are the subject of the FS IDIP viz. the FS Department of Education, the FS Department of Health and the FS Department of Public Works, Roads & Transport.

As indicated above the enablement strategy forms the core of the workplan. The basic structure of the workplan has three parallel processes running. They are:

- ✓ Processes that are common to all three departments most of which relate to the enablement strategy and then also those that relate to the so-called best practice as per mostly the CIDB Toolkit and any other practices that are found successful throughout the IDIP in all of the provinces;
- ✓ Processes that relate to the development of systems and tools in a particular department; these are a result of the application of the above best practice and the implementation of the recommendations of the enablement task teams;
- ✓ Processes that relate to the assimilation of all of the above into the processes and procedures of the department.

SECTION 4: DEMAND OR NEED DETERMINATION

4.1 Demand Forecast

The main challenge facing the Free State Department of Education is the movement of communities from one area to another, seeking job opportunities in economically viable areas (e.g. 46% of the migrating population leave the Free State to Gauteng province- according to Stats. SA: 2001). Since 1995, the department has paid special attention to the Constitutional principles of access, redress, equity and the re-establishment of the culture of teaching and learning, especially in the township schools. Furthermore, there has been a counter-productive trend that has evolved since 1995. A number of parents in the townships who can afford to send their children to ex-Model C schools which they perceive to be “centres of quality teaching and learning” continue to remove their children

from the township schools, putting more pressure on both the township schools and the ex-Model C schools.

This migration of both communities and learners has impacted negatively on the provisioning of quality education in the province. As a result of this, learner numbers in rural areas have been declining each year, particularly in township schools and as learner numbers go down, the educator numbers are affected as well. In this case, educators are either redeployed to other schools matching their curriculum needs. Where posts cannot be filled through the redeployment process, temporary educators are employed to address the principle: “no class should go on without a teacher”. The other unintended consequences of these movements have been under-utilization of schools and hostels in the province.

The under utilization of classrooms in the Province are calculated according to the norm of 40 learners per classroom in a primary school and 35 learners per classroom in a secondary school. The challenge is that the underutilized classrooms are not situated in the area where it is needed. Therefore in practice, learners in areas such as Northern Free State continue to experience overcrowding as well as platooning because of the infrastructure backlogs in this area and in Thabo Mofutsanyana there is an oversupply of classrooms.

The following factors also affect the demand forecasts:

- The small and non-viable farm schools with learner enrolment below 21 learners per school. These are also one- educator schools where ineffective multi-grade teaching takes place.
- Farm owners who are unwilling to sign the agreement with the department as required by the law. The physical facilities and basic services cannot be attended to in these farm schools.
- Inaccessibility of quality education nearest to the learners' homes. This affects mainly farm school learners who walk very long distances daily to school and back home.
- Resolving land administration issues - debate on ownership of land of schools within the Province impacts on where rental received should be accounted for. Currently the Department of Public Works Roads and Transport should account for it, according to *The Land Administration Act*. However, this has implications for the requirement of *The SA Schools Act* that indicates the MEC for Education as having to deal with issues of school property.
- Regulations in terms of *The Public Finance Management Act, 1999: Framework for Supply Chain Management* as published in Gazette No. 25767 of 25 December 2003 have significant implications, pointing to a paradigm shift being implemented in procurement and asset management.

- Internal monitoring and evaluation of infrastructure delivery. This process needs to be improved as well as the coordination and integration of planning of regular forums within the province for integration of planning and between the Department and the municipalities.

4.1.1 Total Gap in infrastructure (Backlog)

The Free State Department of Education has made great strides in the elimination of infrastructure backlogs since 1994. The elimination of these backlogs was at times affected by the high mobility of people, especially the migration to urban settlements. This would create “new” backlogs in urban settlements and the oversupply of spaces in some rural settlements. The major backlogs in basic educational infrastructure however still remain in the rural parts of the province.

The province was faced with 48 platooning schools in 1995. Currently 15 of these schools are in the process of being built for completion in 2009.

The backlog in basic services at schools were drastically reduced as illustrated in Table 1 below. The shortage of toilets and the conditions of toilets are however still a concern.

Table 1

Progress since 1996 (School Register of Needs)		
	1996	2008
% Schools without Water	37%	5.6%
% Schools without Electricity	58%	10.3%
% Schools without Toilets	16%	6.2%

Although the department made great strides in improving access to education, a backlog still exists in educational facilities which assist in improving the quality of education.

The following tables outline current backlogs as informed by surveys done in the province (EMIS – Education Management Information Systems, NEIMS – National Education Infrastructure Management System and other ad hoc surveys done by Physical Planners)

Water

The backlog in water is mainly located at rural farm schools in the province. With the assistance of DWAF, the backlog should be eliminated by the 2009/10 financial year. The focus would then fall on the maintenance and management of the water supply.

It is estimated that the backlog could be eliminated to the value of R 3, 8 million.

Sanitation

The key challenge facing the department is the extent to which the adequacy and quality of the toilet facilities should be improved. The table below includes the number of schools where toilet facilities are inadequate or of a poor quality. In the Thabo Mofutsanyana district, the majority of the backlog below refers to farm schools in need of VIP toilets and urban schools with a shortage of flush toilets.

Although the province do not have many schools without toilets, it needs to provide additional toilets at most of the 401 schools above at an approximate value of R 78, 3 million. The Department should be able to eliminate this backlog over the next MTEF especially after the platooning schools have been completed in 2009.

Classrooms and other educational facilities

Since 1995, the Department focused mainly on facilities to provide basic access to education and to fulfil on the basic constitutional rights of learners. These facilities were mainly new schools, classrooms, toilets, water and electricity.

Facilities like laboratories, computer laboratories, halls and media centers need to be provided once basic access to education is ensured. All the new schools did however receive all the additional facilities like administration blocks, laboratories, media centres and halls.

After the elimination of platooning in 2009, the department would be in a position to prioritise these facilities.

The table below illustrates this backlog. This backlog would cost the department approximately R1, 13 billion.

Administration Blocks

In order to ensure sound management and administration, basic administrative areas are required. The backlog in administration blocks are listed below. The department has already started to include the building of administration blocks as additional facilities at existing schools since 2004.

The total investment would amount to approximately R173, 4 million. This backlog should be eliminated in the next 3 to 5 years since the elimination of platooning should make more funds available after 2009/10.

Fencing

Since 2004, the department spent approximately R 20 million on new fencing at schools. The majority of the schools without fencing are at small farm schools. The closure of non-viable farm schools are continuing and this backlog will change and be reduced drastically in the next two years.

The total below includes farm schools without fences and town schools with inadequate fencing. This backlog is based on the assumption that existing dilapidated fences are replaced with Devil's Fork fencing. The current cost of this backlog is however estimated at R98 million.

Renovations and maintenance

Although the province has been doing fairly well in terms of new infrastructure, maintenance has generally been over-looked in the previous financial years. However, is it the intention of the province and the department to improve its maintenance allocation from 2010/11 financial year to be in line with the norm.

The National Department of Education compiled the NEIMS database for Provinces to determine the current backlogs. The Department is gradually increasing its allocations for renovations and maintenance as indicated below.

SUMMARY OF MAINTENANCE AND RENOVATIONS 2008/09 - 2010/11					
ALLOCATION	PROGRAMMES	Project Implementing Agency (PIA)	2008/09	2009/10	2010/11
Infrastructure Enhancement Allocation					
(A portion of the total grant)	Renovations & Rehabilitations	Education	31,112,000.00	43,000,000.00	47,000,000.00
Equitable Share - Capital					
	Renovations & Rehabilitations	Education	30,115,000.00	35,216,000.00	38,738,000.00
Equitable Share - Current					
	Day-to-day maintenance (All districts)	Education	9,790,000.00	10,280,000.00	10,793,000.00
GRAND TOTAL			71,017,000.00	88,496,000.00	96,531,000.00

The NEIMS database, where all schools were surveyed illustrate that the Department need to spend approximately R2 billion on renovations to improve the physical conditions at schools in the province

in order to get them to an acceptable condition. This was done for all schools in the province. The amount could be adjusted with the closure of non-viable farm schools.

In summary the overall cost to eliminate all backlogs listed above as well as the improvement of conditions through renovations would be as follows:

Backlog	Cost
Water	R 3,800,000.00
Sanitation	R 78,340,000.00
Teaching facilities (classrooms, laboratories, media centres, computer rooms.	R 1,132,500,000.00
Administration blocks	R 173,400,000.00
Fencing	R 98,700,000.00
Renovations to improve conditions of buildings	R 2,000,000,000.00
TOTAL	R 3,486,740,000.00

The Departmental indicative allocations for Infrastructure are as follows:

MTEF	2009 to 20010	20010 to 2011	2011 to 2012	Total
Indicative Allocation	R 342,579,000	R 384,607,000	R 477,444,000	R 1,204,630,000

The 2009/10 allocation would however mainly be used to complete the 15 platooning schools.

4.2 Changes in Service Delivery Approach

Options:

- ✓ Use of alternative procurement options and modes of delivery to provide future services.
- ✓ Provision of transport to schools with underutilized classrooms.
- ✓ Expansion of hostel project

4.3 Demand Management Plan

Before any project can successfully be implemented, data collection should take place in order to ensure that the Physical Resources Planner will make an informed decision. Sources of data can vary in their usefulness to the Physical Resources Planner and that is why it is essential that the Physical Resources Planner is involved in the process of data collection.

The Physical Resources Planner's involvement in data collection would include but not necessarily be limited to the following:

- ✓ Indicating all required information on a survey form
- ✓ Providing guidelines for completing the survey form
- ✓ Following up on feedback of completed forms to head office
- ✓ Spot checking data capturing.

The PRP must therefore interact with the relevant directorate or sections, which compile the various forms to ensure that meaningful planning data is collected. In most cases this would be the provincial EMIS section. Once the required data is collected, it is up to the PRP to process and analyse and prioritise it by means of computer databases or manually.

The underpinning principles of project prioritisation are:

- ✓ Availability of funds and
- ✓ Legislation (National and/or Provincial)

Priority lists must therefore correspond as far as possible with the estimated budget for each region.

Planning for provision of educational facilities includes the upgrading of existing facilities. Specific projects have to be identified and, since funds are limited, it should be decided beforehand, which of these projects have the highest priority.

A number of factors need to be considered in deciding about provision of new school buildings within an area. The two most important factors are:

- ✓ Average number of learners per classroom (learner density) in the community or planning unit; and
- ✓ Number of additional classrooms required addressing the backlog in the community or planning unit.

The needs and priority lists of the Directorate Physical Resources Planning can be found in **Appendix B**. These lists will be updated on a quarterly basis together with the Infrastructure Plan.

4.3.2 Alternative Solutions (Non-Infrastructure)

The expansion of the hostel project to accommodate more farm school learners in order to rationalize the large number of "non-viable" farm schools in the province will have to be a phased process. It involves many internal and external stakeholders and a variety of logistical and legal considerations.

The current expansion project involves 7 hostels (existing unused structures being renovated) at a cost of approximately R 3 million. The estimated recurrent cost for the operationalisation of the hostels (inclusive of the 7 additional hostels) is indicated in the table below:

ITEM	UNIT COST	TOTAL COST
Hostel Subsidy per learner	R 713,50/L/M	R 7, 341.915.00*
Hostel Security	N/A	R 2, 460.672.00
Hostel Stock	N/A	R 4, 961.956.00
Hostel Transport	N/A	R 2, 000.000.00
Other Costs	N/A	R 100.000.00
TOTAL COST		R 16, 864.543.00

- This is the total for 1029 learners for 10 months.

The Department is in the process of revising its Learner Transport System through the revision of routes and the distances. For the current financial year the budget will not be adequate for the year. The budget will be exhausted by the end of December 2009 and the rest of the financial year will be funded from savings in other areas.

DISTRICT	BUDGET REQUIRED TO END DECEMBER
Xhariep	R 7, 699.581.60
Motheo	R 10, 282.571.97
Lejweleputswa	R 5, 049.898.33
Thabo Mofutsanyane	R 15, 020.862.45
Fezile Dabi	R 4, 428.618.15
TOTAL	R 42, 481.532.50

A budget of R44 million has been allocated for the 2009/10 financial year. The Learner Transport System in the Province will be totally overhauled to ensure a quality service as well as to ensure that

it does not overshoot the budget allocation. The allocations for 20010/11 and beyond will be influenced by some strategic decisions on the future modes of delivery.

SECTION 5. EXISTING INFRASTRUCTURE

In order to manage the Major capital projects, executed by DPW, the two Departments engage on the basis of a Service Delivery Agreement. Both Departments have certain responsibilities in order to assure successful planning and execution. The Department of Education should provide DPW with the details of budgets and projects to be executed in the next financial year by July of the current financial year including an Infrastructure Programme Management Plan (IPMP) which shows how the department will monitor progress on delivery. DPW should provide Education with a detailed **Infrastructure Project Implementation Plan (IPIP)** by at least February of the current financial year.

5.1 Physical Parameters

The Free State is mainly rural and as such more than 47% of schools are rural and farm schools. This situation plays a critical role in the development of policy guidelines, plans and implementation strategies. Its total human resource capacity including both the educator and non-educator component is equivalent to approximately 30,000.

5.2 Conditions

The intention is to put an Asset Management System in place whereby the condition of all assets can be monitored.

Unplanned Maintenance (Day-to-day repairs)

Routine maintenance is the regular ongoing day-to-day work that is necessary to keep infrastructures operating, including instances where the portions of the infrastructure fail and need immediate repair to make the infrastructure operational again.

(i) Maintenance Plan

The schools will report in writing to the Physical Resources Planning and Administration Division in the Districts to register complaints. The complaints are attended with immediate effect by selecting three contractors to submit their quotations and the Quotation Committee will approve the lowest bid. The contractor will be sent out immediately to urgently attend to the job and thereafter the inspector will carry out an inspection and if the job is done satisfactorily the payment will be authorized.

Under Unplanned Maintenance the following are attended to as a matter of urgency:

- ✓ Building work
- ✓ Electrical work
- ✓ Mechanical work
- ✓ Fire equipment
- ✓ Elevators / Escalators
- ✓ Pest control

Letsema

The Department allocates a certain amount per school for general maintenance. The school request the community to assist with labour in executing the needed services. The intention is to include the provision of food to the voluntary labourers from the community as part of the Letsema project.

- Summary of Future Costs

Rehabilitation and Renovation and Upgrading Plan

- Rehabilitation Plan

It is the policy of the Department to rehabilitate and renovate its educational facilities. The Department has a responsibility with regard to normal wear and tear but cannot be held accountable for damage caused by vandalism.

General rehabilitation and renovation is done periodically and includes those steps, which contribute to the continued defective life of a building, even though the building does not pose a threat to life or health.

These include:

- Repainting or repair of roofs
- Repainting external surfaces and indoor surfaces
- Service or upgrading of water supply services, including monitoring the water consumption to ensure that there is no possibility of underground leakage, which may cause subsidence.
- Servicing or upgrading the sewage systems.
- Servicing or upgrading the storm water system.
- Servicing or upgrading electrical and intercom systems
- Reviewing or upgrading all specialist function areas.

Where the necessary technical expertise is lacking within the Department, consultants will be appointed to attend to the renovation and rehabilitation projects.

- Summary of Future Costs

The costs are summarised in Section 7 as **Appendix A**.

New Infrastructure and Additional facilities

The identified new infrastructure and additional facility projects that will be attended to in 2009/10 are attached as **Appendix B** (MTEF).

These projects are managed and executed by DPW. A SDA between the two Departments exists, which states exactly what the responsibilities of each department are and what the reporting systems and the regularity thereof is.

Generally the principal agents will monitor the professional teams of architects, quantity surveyors and engineers on the different projects and report to the implementation agency via the Department of Public Works, Roads & Transport, who will in turn report to the primary client via the Department of Education.

Monthly site meetings will be held, where the principal agents, the professional teams, Department of Public Works, Roads & Transport (DPW), Department of Education (Inspectors and/or Physical Planners) and the contractor are present. These meetings will review the progress and the quality of the projects, labour disputes as well as the financial status of the projects. Site meeting minutes will be taken and kept as reports of project progress and status.

Reporting will be in terms of:

- Expenditure versus budget
- Percentage of work completed
- Job creation

SECTION 6 ASSET MANAGEMENT - INFRASTRUCTURE

This chapter represents the response in respect of the management of infrastructure delivery. Infrastructure delivery is also seen from the full life cycle concept. It also includes looking at capacity and programming issues as well as the management of relationships / contracts with service providers.

6.1 Maintenance Plan

Asset Management

Broadly within government there is the acknowledgment that the provision of new infrastructure to bring down the so-called backlog is only part of the picture for sustained service delivery. This is reflected in several ways:

- The application of IAM international best practice developed in local government;
- The maintenance strategy in the national department of works; and
- The new GIAMA

Best Practice

For the purposes of this document the following would be taken as a brief description the best practice process developed in local government internationally and which also informs NIMS:

- What is the policy and strategic context and issues;
- What is the state of the infrastructure delivery, including capacity to deliver, and what should it be;
- What improvements will be feasibly incorporated now and in the long run;
- What would the total infrastructure program be including the above improvements; and
- What would be the reporting and feedback mechanisms.

National Maintenance Strategy

“The National Infrastructure Maintenance Strategy in support of ASGISA and government growth objectives”, (NIMS), have the following important concepts:

- Infrastructure maintenance :
 - Operating the infrastructure and delivering services.
 - Creating sustainable jobs.
 - Saving costs in the long term, and often in the short term as well.
 - Ensuring that more funds for new infrastructure will be available in the future.
- “Delivery” needs to be understood as embracing not just the construction of infrastructure but the operation and maintenance of that infrastructure throughout its intended life;
 - "Infrastructure maintenance":
 - the term "infrastructure maintenance" embraces planned maintenance and repair, refurbishment and renewal, and provision for replacement of that infrastructure.
 - "The following are the principles of immovable asset management; [inter alia] in relation to an acquisition, it must be considered whether the cost of the immovable asset as well as operational and maintenance cost throughout its life cycle justifies its acquisition in relation to the cost of the service [and]
 - when an immovable asset is acquired or disposed of best value for money must be realised. ("Government Immoveable Asset Management Act", clauses 5(1) (c) and (e).)

National Treasury, according to this document, is finalising Asset Management Guidelines. These two initiatives will provide a government-wide policy framework for the management of assets; including:

- planning for new infrastructure (and considering alternatives such as non-asset solutions (eg mobile service centres) and maintaining existing assets better so that they can continue to be used rather than building new assets);
- compiling and updating of asset registers, including the information required to be kept on asset registers (eg description of the asset, condition of the asset, maintenance history, value, utilisation, floor area of buildings, etc);

GIAMA

GIAMA is essentially about the maintenance of fixed infrastructure that is under the custodianship of government, the relationship between the (public sector) custodian and the public sector user, and the responsibilities of these two parties and the documentary record thereof.

It should be noted that the user document would contain similar information to the IPMP especially around the planning and execution of projects and the “order of hierarchy” might be that the user plan has to inform the IPMP in the case of FSDoE. The custodian plan would have to inform the IPMP, which is also a response to the IPMP.

Taking the above into account, and the comments under asset management earlier, it is expected that the most optimal route to ensuring that the assets under the departments oversight is developed as rapidly as possible, will be, at least should be, the result of what processes / capacity / institutional arrangements are developed through the current IDIP program. This is briefly outlined below.

The IDIP program very briefly so far is as follows:

- The determination of a business case for IDIP in the Free State in 2006/07;
- The establishment of what the current processes are around infrastructure delivery;
- The establishment of what the ideal processes are in the current delivery scenario and what the obstacles re to reaching the ideal and the best delivery of infrastructure in general;
- The establishment of what the Change Enablement strategy has been determined to put in place the preferred delivery system and it essentially has task teams to unlock that future roadmap;
- The enablement strategy broadly looks at the future development as follows, in no particular order:
 - The development a of staff attraction and retention strategy and the implementation thereof;

- Detailed investigation into the SCM processes across departments with a view to resolving obstacles including that of the capacity of consultants and contractors;
- Establishing the infrastructure delivery requirements including that of the capacity required to deliver for input into other tasks like the ;
- Investigating ways in which the service provided by works to the client departments can be improved;
- Investigating the Project Office option and how it can be implemented;

SECTION 7 FINANCIAL SUMMARY

This section contains the financial requirements resulting from all the information presented in previous sections. The financial forecasts outline a department's future financial requirements based on all information related to the full life-cycle of infrastructure – creation / acquisition, operation and maintenance, rehabilitation and disposal.

7.1 Financial Statements and Projections

Life cycle costing allows government to assess the lifetime cost of infrastructure against alternative service delivery solutions. It is a logical, systematic process for estimating the total cost of an infrastructure. Life cycle costing should blend all of the known costs over the infrastructure's life into a coherent view of the true overall cost of the infrastructure to a department.

Actual costs of existing infrastructure should be systematically measured and recorded. This will provide a baseline to estimate costs for future acquisition projects and provides the data with which to analyze the performance of existing infrastructure against predicted life-cycle costs.

Two basic types of costs are associated with infrastructure, namely capital costs and operating costs.

Capital costs: include the acquisition cost of the infrastructure, inclusive of commissioning costs. If the infrastructure must be developed or constructed, capital costs might include the design, testing, construction, installation and training costs.

Operating costs: are all those incurred in utilizing the infrastructure. Life cycle costs may be viewed in terms of the life cycle itself and costs may be associated with life cycle of the infrastructure providing the function of time together with costs incurred.

Best practice has shown that lifecycle costing should include an assessment of the following:

- ✓ Planning Costs – Costs associated with developing the infrastructure solution to a stage ready for acquisition (feasibilities, EIA, etc)
- ✓ Acquisition Costs – Costs associated with the initial acquisition of the infrastructure (construction cost, commissioning, etc)

- ✓ Operational and Maintenance Costs – recurrent expenditure on a day-to-day basis (utilities, maintenance, etc)
- ✓ Disposal Costs – Potential losses or gains dependent on the increase or decrease in value of the infrastructure over time (gain or loss on disposal)

7.2 Funding Strategy

7.2.1 Trends from the previous financial years

Past Performance

2007/8 Financial Year

a) Capital Investment

Building projects which were under construction in the 2007/8 financial year:

School Name	Expected Completion Date
New Schools	
Bloemfontein: Kamohelo (Matla) Prim (Phase 6)	2008/06/30
Reitz : Kgotso-Uxolo Sec.	2008/04/10
Rosendal: Mautse Prim	2008/10/31
Sasolburg: Kahobotjha-Sakubusha S/S	2008/07/31
Sasolburg: Kopanelang Thuto (Irag) P/S	2008/07/31
Senekal: E.E. Monese Sec	2008/04/30
Virginia: Phahamisanang Primary	2008/06/03
Welkom: Dr. M.G. Mngoma	2008/05/30
Wesselsbron: Ipateleng P/S	2008/05/31
Additional facilities	
Bethlehem: Bodikela Pri	2008/05/31
Bethlehem: Tiisetsang S/S Hall	2008/09/31
Bloemfontein: Joe Solomon (Renovations)	2008/04/27
Bloemfontein: Petunia S/S (Renovations)	2008/04/30
Clocolan: Hlohlohwane P/S	2008/06/30
Clocolan:Tshepang SS Hall	2008/05/31
Cornelia:Bongani Lobohang Comb	2008/03/31
DeWetsdorp: Christiaan de Wet	2008/10/31
Ficksburg: Qhowaneng Prim	2008/07/30

Frankfort: Falesizwe Hall	2008/06/30
Gariepdam: Oranjekrag P/S	2008/04/27
Hertzogville: Kegomoditswe P/S:	2007/12/29
Hoopstad : Relekile P/S Hall	2008/05/31
Kroonstad: Brentpark Hostel (Renovations)	2008/07/31
Ladybrand: Hermana P/S	2008/08/31
Ladybrand: Lereng S/S Hall	2008/07/31
Mangaung : Lereko P/S	2008/05/31
Odendaalsrus: Kutlwanong S/S Hall	2008/06/30
Parys: Schonkenville I/S	2008/09/30
Parys: Selogile I/S	2008/05/31
Rouxville: Thabo Vuyo Hall	2008/03/31
Smithfield: Smithfield Primary	2008/07/31
Soutpan :Kagisanong Hall	2008/05/31
Thaba Nchu: Sediti Hall	2008/04/30
Tweeling: Sebongile PFS	2008/05/31
Verkeerdevlei: Refihletse: Toilets	2008/05/31
Villiers: Retshidisitswe Hall	2008/06/30
Vrede: Evungwini S/S Hall	2008/07/31
Zastron: Lerelathuto Hall	2007/07/31
Hennenman: Moso	2008/05/31

b) Maintenance Backlog

The National Department of Education compiled the NEIMS database for Provinces to determine the current backlogs. The Department is gradually increasing its allocations for renovations and maintenance as indicated below.

SUMMARY OF MAINTENANCE AND RENOVATIONS 2008/09 - 2010/11					
ALLOCATION	PROGRAMMES	Project Implementing Agency (PIA)	2008/09	2009/10	2010/11
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Equitable Share - Current					
	Day-to-day maintenance (All districts)	Education	9,790,000.00	10,280,000.00	10,793,000.00
GRAND TOTAL			71,017,000.00	88,496,000.00	96,531,000.00

Developments that will impact of expenditure:

The current ongoing rising building costs had an enormous impact on the Departments current expenditure in the sense that all estimates on the budget for new projects will be too little to cover the costs. The projects under construction are also affected in terms of escalation in costs. These projects will then have to be partially funded by the next financial year allocations.

c) Emergency Maintenance

98% of the maintenance budget was spent in 2007/08.

Actual expenditure Planned expenditure

R 8 500 000.00 R 8 308 432.32

The expenditure on maintenance is much less than the property industry norm, because the budget for maintenance is much less than the property industry norm.

The maintenance backlog is growing due to the fact that the budget is less than the property industry norm.

2008/9 Financial Year

a) Capital Investment

A total of R 448,817 million has been allocated for major capital infrastructure development, minor capital (renovations) and day-to-day maintenance.

The major intervention for the 2008/9 financial year was the commencement of the Capital Infrastructure Development Programme to eliminate platooning in the province. This programme will involve the building of 11 new schools as well as the provisioning of additional facilities and major renovations at 4 schools (a total of 15 schools)

The building of the 15 platooning schools through a “Design and Build” approach commenced in July 2008 and the schools were expected to be 50% complete by the end of the 2008/9 financial year. These schools will be completed in November 2009 for occupation in January 2010.(See attached list)

	District	Name of School	Town	Type	Platooning since	Solution	Scope
1	Fezile Dabi	Nomsa	Deneysville	S	1993	PPP	New School - 28 CR
2	Thabo Mofutsanyana	Kopanang Hlanganani	Warden	P	1994	PPP	New School - 24 CR
3	Fezile Dabi	Rebatla Thuto	Koppies	S	1995	PPP	New School - 28 CR
4	Motheo	Refentse	Thaba Nchu	P	1998	PPP	New School - 26 CR
5	Lejweleputswa	S.A. Mokgothu	Allanridge	P	1996	PPP	New School - 26 CR
6	Fezile Dabi	Kgabareng	Viljoenskroon	S	1997	PPP	New School - 30 CR
7	Thabo Mofutsanyana	Mehopung	Ficksburg	P	1997	PPP	New School - 26 CR
8	Fezile Dabi	Mohlakeng	Villiers	P	1998	PPP	New School - 30 CR
9	Thabo Mofutsanyana	Khetha Tsebo	Tshiame	S	2002	PPP	New School - 30 CR
10	Thabo Mofutsanyana	Mohlodi-Thuto Int.	Marquard	S	2006	PPP	New School - 30 CR
11	Lejweleputswa	Lemotso	Welkom	P	1998	PPP	Major Renovations and add facilities-total 26 CR
12	Motheo	Relebelletse (Rekgonne 2)	Bloemfontein	P	2002	PPP	Major Renovations and add. Facilities-total 26 CR
13	Motheo	Gonyane	Bloemfontein	P	2002	PPP	Major Renovations and add facilities-total 26 CR
14	Fezile Dabi	Matiwangtiwang	Steynsrus	P	1996	PPP	Major Renovations and add facilities-total 30 CR
15	Thabo Mofutsanyana	Tsebong Ulwazini	Harrismith	P	1994	PPP	Major Renovations and add facilities-total 26 CR

The Department will also intended to commence the second phases of 6 new schools where the first phases are currently underway. The first phases were completed in the third quarter of 2008/9. The second phases could not commence due to huge escalation in building costs.

A further 35 schools were due to receive additional facilities ranging from new classrooms, administration blocks, toilet blocks and facilities at special schools. These will have to be postponed due to escalation in costs of both existing projects as well as the final cost of the 15 platooning schools.

The minor capital programme involves major and minor renovations, erection of fencing, provisioning of water, upgrading of sanitation, provisioning of kitchens for the school nutrition programme, electrical repairs at schools, conversion of facilities for the disabled as well as the provisioning of mobile units at a total of 305 schools. These projects are due to be completed by end March 2009.

The major constraint in the 2008/9 financial year was the staff attrition (refers to under capacity) as well as the financial constraints experienced due to escalation in costs forcing the department to scale down on its output. This was further exacerbated by the provincial cash flow position impacting on all provincial departments.

Financial Projections

Attached, as **Appendix A** is a detail summary on the funding strategy for 2009/10 to 20011/12

SECTION 8. ORGANISATIONAL AND SUPPORT PLAN

8.1 Human Resource

The infrastructure delivery programme within the Free State Department of Education resides in the Directorate: Infrastructure and Physical Resource which reports to the Chief Directorate: Infrastructure and Partnerships which in turn reports to the Branch: Corporate Management and Development. All capital projects of the department are implemented by the Department of Public Works while upgrading / renovations are executed departmentally.

The organisational structure to support infrastructure delivery at both the head office and at regional offices is shown below.

8.1.1 Head Office

INFRASTRUCTURE AND PRP DIRECTORATE			
No of posts	Post	Filled	Vacant
1	Director	1	
1	Secretary	1	
1	Admin Clerk		1 Vacant
Physical Planning Sub-directorate			
1	CES	1	
2	DCES	1	1
2	SES		2 Vacant
1	Admin Clerk	1	
1	Coordinator		1Vacant
Technical Services Sub-directorate			
1	Deputy Director	1	
4	Control Works Inspector	1	3 Vacant
1	Quantity Surveyor		1 Vacant
1	Architect		1 Vacant
1	Admin Clerk	1	

Property Admin Sub-directorate			
1	Deputy Director	1	
1	Coordinator		1 Vacant
1	Assistant Director		1 Vacant
3	Admin Officer	3	
2	Chief Admin Clerk	1	1 Vacant
6	Admin Clerk	2	4 Vacant
Total		15	17

8.1.2 Regional Offices

No of Posts	Post	Filled	Vacant
Thabo Mofutsanyane			
1	Control Works Inspector	1	
9	Works Inspector (Building)	1	8 Vacant
2	Works Inspector (Civil)		2 Vacant
1	Works Inspector (Mechanical)		1 Vacant
3	Works Inspector (Electrical)	2	1 Vacant
1	Chief Admin Clerk		1 Vacant
2	Admin Clerk	1	1 Vacant
1	Registry Clerk		1 Vacant
1	Driver		1 Vacant
1	Cleaner	1	
Lejweleputswa			
1	Control Works Inspector		1 Vacant
7	Works Inspector (Building)	1	6 Vacant
2	Works Inspector (Civil)		2 Vacant
1	Works Inspector (Mechanical)	1	
3	Works Inspector (Electrical)	1	2 Vacant
1	Chief Admin Clerk		1 Vacant
2	Admin Clerk	1	1 Vacant
1	Registry Clerk		1 Vacant
1	Driver		1 Vacant
1	Cleaner		1 Vacant
Motheo / Xhariep			
1	Control Works Inspector	1	
7	Works Inspector (Building)	6	1 Vacant
2	Works Inspector (Civil)		2 Vacant
1	Works Inspector (Mechanical)	1	
3	Works Inspector (Electrical)		3 Vacant
1	Tradesman Aid	1	
1	Chief Admin Clerk		1 Vacant
3	Admin Clerk	3	
1	Registry Clerk		1 Vacant
1	Driver		1 Vacant
1	Cleaner		1 Vacant
Fazile Dabi			
1	Control Works Inspector	1	
7	Works Inspectors (Building)	2	5 Vacant
1	Works Inspector (Civil)		1 Vacant
1	Works Inspector (Mechanical)	1	
3	Works Inspector (Electrical)	2	1 Vacant
1	Chief Admin Clerk	1	
2	Admin Clerk	2	
1	Registry Clerk	1	
1	Cleaner	1	
Total		33	49

As can be seen from the tables above, the directorates' vacancy rate is over 50% at both head office and the district where service delivery is taking place.

The following table summarises the funding required to fill all vacant positions in the directorate.

Sub - Directorate	Number of Vacant Posts	Estimated Cost
Technical Services	54	R 5 346 000,00
Physical Resource Planning	4	R 692 000,00
Property Administration	7	R 615 000,00
Totals	65	R 6 653 000,00

SECTION 9. PLAN IMPROVEMENT AND MONITORING

This section provides details on planning for monitoring the performance of the plan and any improvements to systems that will improve the level of confidence in the plan.

In order for the Infrastructure Plan to have an impact on the provincial infrastructure delivery, it needs to be continuously assessed and improved. This plan update will be done in line with the budgeting process.

9.1 Performance Measure

The performance of this plan will be measured by its impact in the Free State Province such as the reduction of education infrastructure backlog.

9.2 Improvement Programme

Although it is acknowledged that this planning process could improve as our internal systems and information improves, the shortcomings will be addressed in the subsequent financial years. A number of inadequacies identified at this stage are the lack of proper utilisation of existing information systems such as EMIS and NEIMS and non-existence of prioritisation model for new projects.

The most important way in which this plan will be improved is through regular revision in consultation with all relevant stakeholders.

9.3 Monitoring and Review Procedure

The department through various structures will continuously review and update the plan. The following are considered to be the most important areas for improvement in this plan:

- Development of prioritisation model
- Improvement of quality of data
- Improve relation with all stakeholders
- Efficient utilisation of existing IT systems (EMIS, NEIMS, etc)
- Linkage to municipal IDP's

SECTION 10 REFERENCES AND APPENDICES

Appendix A: Details of Infrastructure Budget

Appendix B: Capital and Minor Capital Projects- Projects Lists and Funding Strategies

