GUIDELINES FOR CONDUCTING CONDITION ASSESSMENT OF EDUCATION FACILITIES

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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2030 NDP

GUIDELINES FOR CONDUCTING CONDITION ASSESSMENT OF EDUCATION FACILITIES

(*Version 1*)

March 2019

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FOREWORD

For us, as the basic education sector, to be successful in coming up with meaningful and useful infrastructure plans, it is unarguable that those plans would have to be premised on complete, reliable and up-to-date information on all our Education Facilities. As a sector, we need to have this information at our finger tips so that our response to issues and to demands on infrastructure provisioning could be informed by authentic baseline information and formidable plans.

While substantial ground has been covered by the sector in providing quality education infrastructure, a lot of work still needs to be done in addressing infrastructure challenges. Any required infrastructural interventions in this regard have to be informed by concrete and informed infrastructure plans that are based on reliable baseline information. This would aid in ensuring a planning process that is holistic, more strategic, more scientific and systematic when responding to the required infrastructure interventions. The poor quality, incompleteness and unreliability of available information on Education Facilities have given rise to extreme uncomfortability. This has been compounded by an outdated and incomplete database electronic system that has been used by the sector as a databank for information on its Education Facilities. Also, while condition assessments have been carried out by some Provinces on some of their school facilities, there were inconsistences on how these assessments were carried out and how the outcomes were analysed.

The Department of Basic Education has had a fresh look at this problem and considered it prudent that it be addressed as a matter of urgency, given the huge implications that it has on the work that the sector does on a daily basis on infrastructure provisioning. We have therefore developed this document, the ***Guidelines for Conducting Condition Assessment of Education Facilities*** to pave way to this process. This document provides guidelines and standard procedures for conducting Condition Assessment of Education Facilities. It provides a procedure for rating these facilities based on their conditions and deficiencies as at the date of their assessment, and for ranking them for the required infrastructure interventions, using the Standard Prioritisation Matrix that is provided in these ***Guidelines***.

These ***Guidelines*** are considered as a critical starting point, Phase 1 of a 3-phased programme. Phase 2 comprises the development of a Centralised Web-based GIS-enabled Electronic System that will be used for storing and synthesising massive data that will be collected on site when condition assessments are carried out and for extracting information on any Education Facility for reporting and planning purposes. We acknowledge and appreciate the fact that the existence of this system is central and unequivocally critical in the success of the entire processes of conducting condition assessments of our facilities. Also, the full ownership of the resultant data/information by the Department is cardinal, while allowing all the Provincial Education Departments to have full access to it for planning and reporting purposes. This electronic system will also enable us to scientifically prioritise the required infrastructural interventions, assisting the Provincial Education Departments in coming up with useful and informed Provincial Education Infrastructure Plans. Phase 3 will comprise the actual process of carrying out Condition Assessments. These Condition Assessments will be carried out on regular basis to ensure that the information on our Education Facilities remains up-to-date, relevant and reliable.

This document has been developed to give effect to Sections 5A, 12 and 58C of the South African Schools Act (No. 84 of 1996), as amended, and it also gives consideration to Section 13 of the Government Immovable Asset Management Act (Act No. 19 of 2007). It was tabled before the Council of Education Ministers and was approved for implementation by the basic education sector.

These ***Guidelines*** appreciate the dynamic nature of technological developments, curriculum changes, ever changing needs and better ways of doing things. Also, the fact that this process will be embarked upon for the first time by the sector at a national scale suggests that we are on a steep learning curve. Therefore we anticipate a number of useful lessons to be learned during the implementation processes. This might lead to a need for further improvements to be effected on this document. In a sense, this suggests that this is a live document, therefore we invite any other suggestions from our stakeholders and the general public to enable continuous improvement to be realised. These should be addressed to the Director-General of the Department of Basic Education, for the attention of Dr M. Mabula at mabula.m@dbe.gov.za

Mrs A.M. Motshekga, MP

MINISTER OF BASIC EDUCATION

Date: 25 April 2019

EXECUTIVE SUMMARY

General Overview

The Basic Education Sector has considered it paramount for it to ascertain, on a regular basis, the true condition of all its Education Facilities through Comprehensive Baseline Condition Assessments. The primary purpose of these Condition Assessments is to obtain the most up-to-date, authentic and reliable information on the number, location, condition and functional adequacy of all the existing Education Facilities. This is aimed at facilitating and improving the reporting and planning processes carried out by the basic education sector pertaining to:

(a) Infrastructure provisioning with respect to the required Capital Improvement Works on New Projects, Replacement Projects, Additions and Renewals (i.e. Renovations, Refurbishments, Retrofitting, and/or Rehabilitation);

(b) Required maintenance interventions on existing Education Facilities;

(c) Objective prioritisation of projects for required infrastructure interventions on various Education Facilities across the country;

(d) Budgeting processes for the required infrastructure interventions; and

(e) Reliable reporting on education infrastructure backlogs, progress made and *status quo* of any Education Facility.

The Comprehensive Baseline Condition Assessments cover both immovable and movable assets, where the following areas are assessed:

(a) The number and location of various Education Facilities (EFs);

(b) The condition of Outdoor Amenities;

(c) The physical condition of all the buildings found in an EF;

(d) Functional adequacy of available Functional Spaces as a function of the number of facility users, service offerings and business objectives of an EF;

(e) The condition, adequacy, and reliability of the available Basic Services (Water, Sanitation and Power);

(f) The condition, suitability (age appropriateness and appropriateness for People with Disabilities) and adequacy of the available Furniture, Fittings and Equipment (FF&E);

(g) The condition, adequacy and availability of Operating Systems, including ICTs/Technology; and

(h) The extent to which the EFs were well-looked after generally and required minor maintenance interventions carried out on an ongoing basis as part of the General Upkeep and Maintenance Process.

This document provides detailed information on:

(a) How the Condition Assessment of Education Facilities should be carried out;

(b) The level of technical expertise required from the professionals who would be carrying out these assessments;

(c) The type of information and details to be collected on each EF;

(d) The capabilities and high level functional requirements of an electronic system that needs to be made available for collecting information on site, storing such information, synthesising it and producing the required reports and for accessing information remotely on any EF;

(e) How various buildings found in an EF should be rated based on their physical condition;

(f) How the functional adequacy of facility components (Functional Spaces, Basic Services, Operating Systems, FF&E, and Outdoor Amenities) should be assessed;

(g) The type of analysis to be carried out;

(h) The type of reports to be produced;

(i) Prioritisation of EFs for required infrastructural interventions based on the outcomes of Condition Assessments; and

(j) Various Forms to be used to facilitate the process of carrying out Condition Assessments.

The Guiding Principles

Given the critical nature of these Condition Assessments and the capital to be invested in conducting them, it was deemed necessary to stipulate the Guiding Principles that should be observed and adhered to by the Professionals who would be carrying out these Condition Assessments. This is aimed at mitigating against the risk of GIGO (garbage-in, garbage-out), and also in appreciating that these Professionals would be the eyes and ears of the Department on what the true situation is on site. The Guiding Principles are:

(a) Authenticity and reliability;

(b) Consistency of practice;

(c) Speed, accuracy and prudency;

(d) Cost-effectiveness; and

(e) Independency and professional judgement.

Main Components of an EFCA

The main components of a complete Education Facility Condition Assessment (EFCA), as spelt out in the *EFCA Guidelines*, are:

(a) Collation of Facility Portfolio Information (FPI);

(b) Determination of Facility Condition Rating (FCR);

(c) Determination of Facility Adequacy Index (FAI); and

(d) Determination of General Upkeep and Maintenance Rating (GU&MR).

Standard Uniform Procedures and Protocols for EFCA

The Elemental Building Components

(a) To ensure the ease and systematic process of carrying out EFCAs, each EF would be broken down into manageable components – the sub-components and sub-systems.

(b) The Standard Classification System for EFCA (EFCA-SCS) has been adopted by the Basic Education Sector to enable the process of breaking down a facility to manageable components. The adopted EFCA-SCS comprises the following:

(i) Site and Outdoor Amenities;

(ii) Substructure;

(iii) Superstructure;

(iv) Basic Services;

(v) Operating Systems;

(vi) Furniture, Fittings and Equipment; and

(vii) Other Areas of Importance (Inclusivity Provisions, Indoor Environmental Quality Standards).

Condition Ratings and Colour Coding

In order to have a common approach when rating similar conditions, Standard Condition Rating and Colour Coding have been adopted by the Basic Education Sector as presented below. These are intended to facilitate a common approach by the sector because currently there is no unified approach. These are aligned with approach in the National Immovable Asset Maintenance Management Planning Guidelines.

Rating Level	Condition Rating	Colour Reading	Interpretation of Rating
5	Very Good /Excellent	Green	• Meets all the required standards and serving its purpose. • Has no defects and appearance is as new.
4	Good	Purple	• Meets most required standards, performing satisfactorily but not optimally. • Exhibits superficial wear and tear, minor defects, and minor signs of deterioration to surface.
3	Fair	Blue	• Meets about 50% of the required standards and partially serving its intended purpose. • Average defects with minor and some infrequent larger repairs required.
2	Bad / Poor	Amber	• Barely meets the required standards and barely fulfilling its intended purpose. • Major defects and significant repairs are required.
1	Very Bad / Vey Poor	Red	• Does not meet the required standards, and is totally unacceptable. • Major repairs and/or major replacements are required to restore functionality.

Procedure for Conducting Comprehensive Baseline EFCA

(a) The process of initiating and managing the entire process of conducting Comprehensive Baseline Condition Assessment of all the Education Facilities would be facilitated by the Department of Basic Education, working together with the Provincial Education Departments.

(b) The Comprehensive Baseline Condition Assessments should be carried out by Professionals in the built environment. The person leading the Professional Team carrying out the EFCA must have qualifications in the built environment and be registered as a professional with any of the recognised South African Professional Bodies.

(c) The *EFCA Guidelines* define a step-wise systematic approach of conducting Condition Assessments, which include:

(i) Preparatory work that need to be done by the Department, the appointed Service Providers and Senior Management/Leadership of facilities to be assessed;

(ii) Confirmation of an access to a Departmental Electronic System, with an APP, to capture information on site;

(iii) High level / cursory assessment of an access to and environs of an EF;

(iv) Confirmation of what exists in an EF in terms of various Functional Spaces, their net floor areas, current

use versus their intended use (per the design) and the number of users;

(v) Assessment of condition of various components of an EF (Outdoor Amenities, Functional Spaces, Basic Services, Operating Systems, FF&E (furniture, fittings, equipment and machinery);

(vi) Taking photographic pictures, with date imprints, of various facility components;

(vii) Assessment of Functionality Adequacy of various facility components against the *Norms and Standards for Education Facilities* and as would be informed by the number of users, service offerings and business objectives of the facility;

(viii) Assessment of the extent to which the Education Facilities were looked after and maintained;

(ix) Quality Control processes to be undertaken to ensure correctness of the collected information;

(x) Synthesis of the collected data, which includes production of various ratings and indices; and

(xi) Prioritisation of projects based on their conditions and functional adequacy, using the Standard Prioritisation Matrix.

Outcomes of Comprehensive Baseline EFCA

The outcomes of the Comprehensive Baseline EFCA will be used to develop Provincial Project Priority Lists based on the Priority Rankings of all the Education Facilities. The outcomes of the EFCA and Project Priority Lists will be published on the DBE's website.

The data collected on site and the outcomes of the data analysis stated above will be owned, managed, controlled and maintained by the DBE. All the Provincial Education Departments will have full access to this information for planning and reporting purposes.

SECTION A

1 ACRONYMS AND DEFINITIONS

1.1 Acronyms and Abbreviations

ABS	:	*Asbestos-built Structures*
ABT	:	*Alternative Building Technology*
Admin	:	*Administration*
BCR	:	*Buildings Condition Rating*
BSR	:	*Basic Services Rating*
CB-EFCA	:	*Comprehensive Baseline Education Facilities Condition Assessment*
CCA	:	*Current Cost of Additions*
CEM	:	*Council of Education Ministers*
CIW	:	*Capital Improvement Works*
CRC	:	*Current Renewal Costs*
CRV	:	*Current Replacement Value*
DBE	:	*Department of Basic Education*
DCOs	:	*District and Circuit Offices of Basic Education*
DoRA	:	*Division of Revenue Act, as promulgated from year to year*
EFs	:	*Education Facilities*
EFCA	:	*Education Facility Condition Assessment*
EFCR	:	*Education Facility Condition Report*
EIG	:	*Education Infrastructure Grant*
EMIS	:	*Education Management Information System*
FAI	:	*Functionality Adequacy Index*
FCI	:	*Facility Condition Index*
FCR	:	*Facility Condition Rating*
FF&E	:	*Furniture, Fittings and Equipment*
FFER	:	*Furniture, Fittings and Equipment Rating*
FPA	:	*Facility Portfolio Assessment*
FPI	:	*Facility Portfolio Information*
FY	:	*Financial Year*
GIAMA	:	*Government Immovable Asset Management Act (No. 19 of 2007)*
GIAR	:	*Government Immovable Asset Register*
GSM	:	*Gross Square Meter*
GPS	:	*Global Positioning System*

GU&M	:	*General Upkeep and Maintenance*
GUMRR	:	*General Upkeep, Minor Repairs and Minor Replacements*
HVAC	:	*Heating, Ventilation and Air-Conditioning*
ICT	:	*Information and Communication Technology*
IEQ	:	*Indoor Environmental Quality*
IEQR	:	*Indoor Environmental Quality Rating*
IR	:	*Inclusivity Rating*
LAN	:	*Local Area Network*
LBF	:	*Learner Boarding Facility*
LEF	:	*Learner Enrolment Figures*
SLSEN	:	*Schools for Learners with Special Education Needs*
LTSM	:	*Learning and Teaching Support Material*
MRR	:	*Major Repairs and Major Replacements*
MTEF	:	*Medium Term Expenditure Framework*
NASA	:	*National Aeronautics and Space Administration*
NEFIMS	:	*National Education Facilities Information Management System*
NEIP	:	*National Education Infrastructure Plan*
NEPI	:	*National Education Portfolio Information*
NoB	:	*Number of Boarders in a Learner Boarding Facility*
NSEF	:	*Norms and Standards for Education Facilities*
OA	:	*Outdoor Amenities*
OFI	:	*Overall Facility Index*
OS	:	*Operating Systems*
PEDs	:	*Provincial Education Departments*
PEIP	:	*Provincial Education Infrastructure Plan*
PSPs	:	*Professional Service Providers*
SASA	:	*South African Schools Act (No. of 84 of 1996), as amended*
SANS	:	*South African National Standards*
SCS	:	*Standard Classification System*
SPM	:	*Standard Prioritisation Matrix*
PWDs	:	*People with Disabilities*
UCAT	:	*Universal Condition Assessment Tool*
UPS	:	*Uninterruptable Power Supply*
WAN	:	*Wide Area Network*

1.2 Definitions

For the purpose of these *EFCA Guidelines*, the following terms shall bear the meanings reflected herein under:

Abandoned Facility	:	*Means an education facility that is owned by the Department but no longer used by the basic education sector, not maintained and left unattended.*
Additions	:	*Means a component of a facility that is added to an existing facility, to increase its capacity after its original building's year-built date.*
Agrément South Africa	:	*Means the body operating under the delegation of authority of the Minister of Public Works, whose mandate is to review, test and certify new and/or alternative building technologies, thereby approving them for use in industry.*
Alternative Building Technology	:	*Means any building technology that utilises any building material, or combination thereof, other than the normal brick and mortar, meeting the Agrément certification requirements and Indoor Environmental Quality Standards as set out in the Norms and Standards for Education Facilities.*
Assessment Year	:	*Means the Financial Year in which the Comprehensive Baseline Education Facilities Condition Assessment (CB-EFCA) is to be carried out.*
Building Capacity	:	*Means the number of users a facility can physically accommodate, per the design standards.*
Capacity Analysis	:	*Means an analysis of a number of facility users (e.g. learners) that an education facility can accommodate comfortably within its current configuration, as assessed against the design standards.*
Capital Improvement Works	:	*Means renewal of an existing facility in its totality and/or adding a permanent structure or a component of a facility to an existing facility, thereby enhancing the facility's value and increasing its useful life.*
Centrally Co-ordinated	:	*Means central co-ordination of all the processes associated with the CB-EFCA, which include procurement of, management and maintenance of the Universal Condition Assessment Tool/APP (UCAT), Procurement of Professional Service Providers (PSPs) to carry out CB-EFCA, and review and approval of CB-EFCA information uploaded onto the Education Information Management System (NEFIMS).*
Components of a Facility	:	*Means any of the main components, sub-components, systems and sub-systems making up a total facility.*
Condemnation Area	:	*Means an enclosed designated Functional Space in an Education Facility that is used for storing temporarily, furniture, parts, tools and equipment that is broken beyond repairs, obsolete or unusable and no longer fit for purpose, and has to be disposed of following the Facility's Asset Disposal Policy.*
Condition	:	*Means the physical state, degree of structural integrity or functional fitness of a facility, any of its components or systems to carry out its intended purpose.*
Constitution	:	*Means the Constitution of the Republic of South Africa, (Act No. 108 of 1996).*

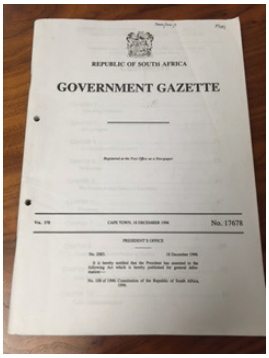
Cost Model	:	*Means a holistic, transparent, systematic and elemental representation of the total cost of installed components and systems at a facility. Included in the cost model are the standard unit cost estimates, gross areas and all the associated professional fees.*
Current Renewal Costs (CRC)	:	*Means the total costs associated with bringing the current facility components and systems back to a fully functional state, as installed and as was intended.*
Current Replacement Value (CRV)	:	*Means a hypothetical total cost, in today's costs, of rebuilding anew or replacing an existing facility, as is, to its optimal condition under the current building codes and construction standards, using the current construction materials.*
Deferred Maintenance	:	*Means maintenance work that was planned to be undertaken but postponed to a future date when the resources are available to undertake it.*
Deficiency	:	*Means the physical state of a facility leading to its inability to meet its business objectives or intended purpose due to damages, wear and tear or inadequacy at the original building's year-built date.*
Department	:	*Means the Department of Basic Education (DBE) together with any or all the nine (9) Provincial Education Departments (PEDs).*
Design Capacity	:	*Means the number of users a facility or Functional Space is designed to accommodate, or the optimum load that a facility system is designed to carry.*
Education Facility	:	*Means any of the facilities that are utilised by the Department for providing educational services such as teaching, learning, administration work, support services and ancillary services. These facilities include public schools (Ordinary, Focus and SLSENs), Learner Boarding Facilities, and Departmental Offices (Provincial, District and Circuit Offices). Included in the definition are state-owned facilities and facilities rented/leased from third parties.*
Facility Condition Assessment	:	*Means an evaluation of the current condition of an education facility against the set criteria and/or standards, identifying the condition and adequacy of the current buildings, operating systems and outdoor amenities.*
Facility Condition Index (FCI)	:	*Means an industry-standard measurement of a facility's condition, which is the ratio of the cost to address the facility's condition deficiencies to the Current Replacement Value of a complete facility. The higher the FCI value, the poorer the condition of the current facility.*
Facility Manager	:	*Means any person who is accountable for all the operations taking place in an Education Facility. This includes School Principals, Boarding Masters/ Mistresses, District Directors and Circuit Managers.*
Facility Portfolio Information	:	*Means the full information about infrastructure provisions made in a facility. This includes the list of all the currently available buildings, Functional Spaces, together with their floor sizes, and outdoor amenities.*

Facility Support Areas	:	*Means Functional Areas that support the day-to-day operations of a facility but not informing the core business of a facility. This includes the Gatehouse, Caretaker Quarters, Support Staff Pause and Change Rooms, temporary solid waste storage area and Condemnation Area.*
Functional Adequacy	:	*Means the extent to which the available Functional Spaces and/or building systems are able to support the core business of a facility, based on the current needs.*
Functional Space	:	*Means any of the covered and/or enclosed spaces/rooms that have been provided to fulfil a certain purpose in a facility. This excludes covered walkways and covered parking areas.*
Gross Square Meter (GSM)	:	*Means the size of an enclosed floor space of a building in square meters, measured to the outside face of an enclosing wall or demarcated area.*
Inappropriate Materials	:	*Means materials that, according to the Norms and Standards for Education Facilities (NSEF), are regarded as being unsafe and not conducive for use as building materials when used as the main building envelope in Education Facilities and these include: mud, timber/planks, corrugated iron, and asbestos. Excluded in this definition is the normal utilisation of timber and corrugated iron such as in roof trusses, timber flooring, doors and roof cladding.*
Leaner Boarding Facility	:	*Means a facility that is used solely for accommodating learners at various grades, per the provisions of the NSEF. This excludes privately owned houses or flats that might be rented out to learners.*
Life-cycle	:	*Means the useful life or the period of time that a facility, any of its components or systems, can be expected to adequately serve its intended function, having been well-looked after and maintained accordingly.*
Minister	:	*Means the Minister of Basic Education.*
National Education Portfolio Information	:	*Means an inventory or database of all the Education Facilities in South Africa that are used for educational purposes, both state-owned and privately-owned (Section 14 Schools and Independent Schools).*
Order of Magnitude	:	*Means a professional rough approximation of a value or figure, made within a certain degree of confidence that the estimated value falls within a reasonable range.*
Outdoor Amenities	:	*Means grounds, landscapes, courtyards, assembly area, gardens, vehicular provisions, pedestrian provisions, drop-off and pick-up area, playgrounds, sport fields, fences and gates.*
Renewal	:	*Means a combined term that refers to renovation, refurbishment, rehabilitation and/or retrofitting, which denotes the construction works that are aimed at bringing the existing facility to its original state without adding or taking away any Functional Spaces.*
Sector	:	*Means the Basic Education sector, which comprises all the levels of government.*

Site	:	*Means the land area, either on a single location or parcels of land located in multiple locations, which is currently used or intend to be used as part of an Education Facility.*
Solid Waste Management Area	:	*Means a designated area where solid waste is stored temporarily for disposal, may be sorted for recycling, or may be incinerated on-site per the approved methods.*
Standard Prioritisation Matrix	:	*Means a tool that is used by the basic education sector to rate and rank all its facilities, based on their professionally assessed conditions and functional inadequacies, for prioritising them for Capital Improvement Works.*
Temporary Structure	:	*Means a building or any facility component that is used over a defined limited duration to conduct basic education activities while a permanent solution is either planned or being provided.*
Vacant Property	:	*Means a facility or land that is owned, looked after and maintained by the Department but not occupied and/or utilised at the time of carrying out condition assessments.*
Works	:	*Means construction activities carried out on site.*

2 BACKGROUND AND INTRODUCTION

2.1 The Background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GOVERNMENT GAZETTE

No. 17678

Section 29 of the Constitution of the Republic of South Africa (Act No. 108 of 1996) ("the Constitution") considers it everyone's right to basic education. The Department of Basic Education (DBE) has a constitutional mandate of providing quality education to all its learners. This includes providing Education Facilities that are capable of supporting and sustaining the educational needs of learners, educators, administrators, education officials today and in the future. In this regard the DBE's **Mission** is to "*provide leadership in the establishment of a South African education system for the 21st century*". In its Action Plan to 2019 – Towards the Realisation of Schooling 2030, the DBE has identified its Goal 24 as being to "*ensure that physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach*".

Section 28 of the Constitution states that everyone has an inherent dignity and the right to have their dignity respected and protected. This dignity therefore spreads to the quality of Education Facilities provided by the Department wherein educational activities take place - teaching and learning spaces, spaces for providing education support services, learner boarding facilities, and administrative spaces. Therefore, this requires that the Department continually assesses the condition, state and functional adequacy of all its Education Facilities to ascertain the extent to which they:

(a) Meet the minimum acceptable occupational health and safety standards;

(b) Continue to fulfil their initial intended purpose;

(c) Respond to the educational needs as dictated by the new developments and curriculum changes in the sector; and

(d) Are aligned to the provisions of the:

  (i) Latest *Norms and Standards for Education Facilities (NSEF)*;

  (ii) National Building Regulations;

  (iii) Relevant standards and other pieces of legislation; and

  (iv) International best practices.

Section 5(1)(d) of Government Immovable Asset Management Act (No. 19 of 2007) (GIAMA) also requires that immovable assets that are currently used be kept operational to function in a manner that supports efficient service delivery. Section 13(1)(d) of GIAMA further requires that *the accounting officer of a custodian must, for all immovable assets for which that custodian is responsible:*

(i) *Manage an immovable asset throughout its life cycle;*

(ii) *Assess the performance of the immovable asset;*

(iii) *Assess the condition of the immovable asset at least every fifth year;*

(iv) *Identifying the effect of the condition of an immovable asset on service delivery ability;*

(v) *Determine the maintenance required to return the immovable asset to the state in which it would provide the most effective service; and*

(vi) *Estimating the cost of the maintenance activities identified.*

2.2 Introduction

The Minister promulgated *Regulations Relating to Norms and Standards for Education Facilities* ("*the NSEF*") which are intended to provide minimum standards to be adhered to when providing new or upgrading existing Education Facilities, thereby correcting the ills of the past where lower standards of education and Education Facilities were provided for certain population groups. The *NSEF* stipulates infrastructure provisions that need to be made in an Education Facility, based on the business needs and service offerings of that facility.

The curriculum changes and introduction of technologies in schools have brought about another shift in the teaching and learning environment thus necessitating re-assessment and refocus in providing teaching and learning spaces. The DBE together with the Provincial Education Departments (PEDs) ("the Department") are steadfast in providing quality and purpose-built Education Facilities, eradicating those that do not meet the provisions of the *NSEF* and providing additional classrooms, basic services and furniture where these were inadequate.

Currently, the sector has a total of about 24 000 school facilities across the country. These facilities are at various levels of acceptability with respect to their current conditions where some are:

(a) Newly built and well-looked after;

(b) Newly built but not well-looked after;

(c) In good condition structurally but not well maintained;

(d) Have been affected by natural disasters and therefore inhabitable;

(e) Built of inappropriate materials and therefore regarded as being unacceptable;

(f) Built of appropriate materials but not sound structurally therefore not safe;

(g) Inadequate because of insufficient Functional Spaces due to higher learner enrolment figures than their design capacity;

(h) Incomplete because:

  (i) They do not have all the requisite Functional Spaces and/or Outdoor Amenities; or

  (ii) Incomplete because they were not provided with all the finishes, such ceiling, floor covering, etc.;

(i) In a state of disrepair because of:

(i) Natural wear and tear; and

(ii) Abuse and vandalism.

What is apparent is that the condition of these facilities and other demands keep changing with time. For the sector to be ahead of all these changes and to ensure that these facilities continue to be conducive for the intended purpose and meet the acceptable standards per the provisions of the *NSEF*, require capital injection. This capital injection has to be preceded by careful planning and effective execution of infrastructure plans so that maximum return on investment is realised.

For meaningful, sensible and effective planning to take place, it is imperative that the sector knows, to a reasonable degree of confidence, the condition and functional adequacy of infrastructure in its Education Facilities. This would be the basis upon which meaningful infrastructure plans could be developed. This requires that up-to-date and authentic information on the condition of all the Education Facilities was available for reliable and formidable baseline information to exist. The true progress made by the sector and by government at large in providing basic education infrastructure would be assessed objectively against this baseline information.

While this thinking is appreciated and commonly agreed upon, the problem is that there are no standard sector-wide and sector-specific guidelines in place that indicate how these condition assessments should be carried out across the sector, what information should be solicited from the condition assessments, what to do with the data after it has been amassed and what information needs to be provided following the analysis of the data. It is appreciated that some documents, such as the National Immovable Asset Maintenance Management Planning Guidelines, are in place covering some aspects of condition assessments. However, its primary focus is in assisting entities that need to prepare Maintenance Management Plans, enabling them to prioritise facilities that would be maintained over others. As such, if looked at in the context of the primary objectives of these *EFCA Guidelines*, those guidelines have the following shortcomings:

(a) Focus on maintenance related assessments;

(b) Focus only on immovable assets but do not include movable assets such as Operating Systems and Furniture, Fittings and Equipment;

(c) Aimed at determining the need and timing of preventative or remedial action to maintain the desired level of service by the facility;

(d) Do not provide a means of assessing various building elements individually and sub-systems, and thereafter sum up the outcomes to inform the overall condition rating of a facility, based on some weighted averages;

(e) Do not provide means of assessing the functional adequacy and/or completeness of a facility in line with the *NSEF*;

(f) Do not make any provisions for determining remedial cost estimates; and

(g) Do not provide a means of determining comprehensive infrastructure portfolio information to enable preparation of authentic Provincial Infrastructure Plans.

The Maintenance Management Planning Guidelines are ideal for the purpose they were intended, which is the development of Maintenance Plans but not useful in planning Capital Improvement Works (CIW) and in developing Provincial Education Infrastructure Plans (PEIPs).

As a result of all the shortcomings highlighted above, there is no common approach and uniformity across the sector in undertaking condition assessments. Also, there is no clarity on the focus areas, type of data and information to be solicited, and type of analysis to be carried out following the condition assessments. The *EFCA Guidelines* are aimed at addressing these shortcomings by providing guidance and standard protocols to be followed when carrying out condition assessment of Education Facilities (EFs).

Because of specific challenges encountered in the basic education sector, the *EFCA Guidelines* go beyond condition assessment of immovable assets but also include some movable assets, such as Operating Systems, furniture and critical equipment, because a complete functional facility is made up of this complete composite, as accorded in the *NSEF*.

2.3 Structure of the Document

(a) This document is divided into three main sections:

- **Section A:**
    - Provides background to the problem statement regarding condition of EFs and why the identified problem is a problem;
    - Introduces the *EFCA Guidelines*, its objectives, and why it is imperative for the sector to have them in place and to implement them;
    - Highlights the Roles and Responsibilities of various parties involved in the EFCA processes.
- **Section B:**
    - Provides critical information about the EFCA processes, what they cover and what they exclude;
    - Provides the Standard Rating Protocol and Colour Coding for various conditions of EFs;
    - Provides technical details on how the Walk-through Condition Assessment Surveys should be conducted;
    - Specifies the type of data and information to be collected and how the condition of the facility components and systems should be rated;
    - Introduces specific type and level of data analysis that should be carried out, various ratings and indices to be determined and their standard interpretation.
- **Section C:**
    - Provides guidelines on the reporting requirements;
    - Specifies a need for the collected data, information and EFCA Report to be uploaded onto the National Education Information Management System (NEFIMS);
    - Introduces the Standard Prioritisation Matrix (SPM) for assisting with rating of the facilities after they have been assessed and prioritising them for Capital Improvement Works.

(b) The **Annexures**:

(i) Are a critical component of these *EFCA Guidelines* and form the basis for all the condition assessments, regardless of the type of EFCA to be carried out;

(ii) Are summarised in **Annexure A**, with an indication of their applicability depending upon the type of an Education Facility that is being assessed;

(iii) Are aimed at guiding the assessment process therefore they are arranged in a logical sequence following the overall assessment process and not introduced sequentially in the document; and

(iv) Form the basis for the Universal Condition Assessment Tool/APP (UCAT).

3 CHALLENGES WITH BASELINE INFORMATION

(a) The challenges that the Department is faced with regarding the baseline information on its Education Facilities (EFs) include the following:

(i) While a number of condition assessments have been conducted on Education Facilities by various Service Providers, and continue to be conducted, there is no uniformity on how this work is carried out, the analysis carried out and the types of reports produced.

(ii) There are no set and followed regular intervals on which comprehensive condition assessments should be carried out on the EFs to ensure that up-to-date and reliable information is available, given the dynamic nature of the problem (constant abuse and vandalism, high rate of wear and tear, and natural disasters).

(iii) While there is an electronic system into which the data on the condition of the school facilities is deposited (the National Education Information Management System – NEIMS), it needs to be overhauled to be in line with the demands of today with respect to the technological advancements, ease of extracting information, completeness of the data fields, completeness of the data with respect to the different types of Education Facilities whose information has to be available for planning and for reporting purposes, accessibility of the information remotely (web-based), and ability to draw different types of reports for different purposes and audiences.

(iv) The learner enrolment figures (LEF) keep changing due to the natural population growth rates and also due to the erratic scholar migration, which implies that medium-term and long-term plans have to be revised regularly. This further suggests that a "static solution" in terms of the physical facilities, is being provided to address a very dynamic problem.

(v) There is non-uniformity and inconsistency across the sector on how to prioritise the provision of education infrastructure investments and this process tends to be subjective, preferential and biased at times.

(vi) Reliable information on the general condition of Education Facilities is not easily available and so also clarity on the progress made towards meeting the provisions of the *NSEF*.

(vii) Lack of comprehensive information on infrastructure deficiencies and funding needs to assist with the medium- to long-term investment strategic decisions and on the development and implementation of meaningful infrastructure plans.

(viii) The ongoing closure and merger of micro schools as part of the School Rationalisation Process, and the mushrooming of a number of Education Facilities especially in the private sector, continue to make it difficult for the Department to know, to a reasonable degree of certainty, the exact number of existing Education Facilities in the country as at a given point in time.

(b) With these challenges, it would continue to be difficult for the Department to come up with an authentic, informed and meaningful macro plan for Capital Improvement Works, and assess objectively its progress towards the realisation of its plans and towards the attainment of the objectives of the *NSEF*.

(c) Creating a reliable and up-to-date database on the status quo, via the Comprehensive Baseline Condition Assessment of all the existing Education Facilities, per the provisions of this *EFCA Guidelines*, is considered as a formidable means to realise the desired goal.

4 OBJECTIVES OF THE EFCA GUIDELINES

4.1 Aim and Primary Objective

The primary objective of the *EFCA Guidelines* is to provide a road-map on best practices that should be adhered to when carrying out condition assessments of Education Facilities. The aim is to provide uniform approach towards determining reliable and up-to-date information for planning Capital Improvement Works (CIW), leading to the development of Provincial Education Infrastructure Plans (PEIPs).

(***Please Note**: the National Immovable Asset Maintenance Management Planning Guide would still be considered when developing Maintenance Plans, which is a different focus from the EFCA Guidelines.)*

The *EFCA Guidelines*:

(a) Provide a mechanism for pursuing a consistent and a uniform approach when preparing for, conducting and reporting on the outcomes of condition assessments;

(b) Provide a standard approach of sub-dividing a facility into various components and assigning weightings to these elements based on their relative critical importance;

(c) Present a uniform approach for conducting condition assessments, data collection protocols and required tools for collecting field data;

(d) Introduce uniform grading, objective rating, and fair prioritisation of all the Education Facilities with respect to their current physical conditions and on their functional inadequacies, i.e. the extent to which they enable the business of a facility to be carried out fully and effectively; and

(e) Define standards for EFCA Reports to be produced and how the information would be utilised.

4.2 Intended Outcomes

The intended outcomes of the *EFCA Guidelines* are to ensure that there is clarity, uniformity, consistency and predictability with respect to:

(a) How the condition assessment of EFs that is aimed at planning CIW and developing PEIPs, should be carried out;

(b) The minimum level of technical expertise of Service Providers that would be appointed to carry out the EFCA;

(c) Providing clarity on the scope of the EFCA, which includes the data to be collected and the tools to be used for such;

(d) The data analysis that should be carried out and common interpretation of outcomes;

(e) The types of reports that should be produced, as a minimum, to assist the PEDs in identifying high priority needs and in developing PEIPs;

(f) Regularity of carrying out comprehensive condition assessments on all the EFs;

(g) Quality standards to be adhered to when conducting condition assessments and in producing EFCA Reports;

(h) Highlight any general upkeep and maintenance problems; and

(i) Rating and prioritising projects for capital improvement interventions as would be contained in the PEIPs.

5 APPLICABLE LEGISLATION AND ASSOCIATED DOCUMENTS

These *EFCA Guidelines* should be read and construed in the context of the applicable acts, policies, standards, guidelines, notices, as amended from time to time, which include:

(a) Constitution of the Republic of South Africa (Act No. 108 of 1996);

(b) South African Schools Act (Act No. 84 of 1996), as amended (SASA);

(c) Government Immovable Assets Management Act (Act No. 19 of 2007) (GIAMA);

(d) National Environmental Management Act (Act No. 107 of 1998);

(e) Occupational Health and Safety Act, (Act No. 85 of 1993);

(f) Regulations Related to Norms and Standards for Education Facilities (2019);

(g) Space Planning Norms and Standards for Office Accommodation Used by Organs of State (Notice No. 1665 of 2005);

(h) Applicable South African National Standards;

(i) National Immovable Asset Maintenance Management Planning Guidelines;

(j) Infrastructure Delivery Management Strategy (IDMS) Toolkit (2010);

(k) Education White Paper 6: Special Needs Education, Building and Inclusive Education and Training System, 2001;

(l) Guidelines for Full-services / Inclusive Schools, 2010;

(m) White Paper on the Rights of Persons with Disabilities (Gazette No. 39792 of 09 March 2016);

(n) Draft National Sanitation Policy, (Gazette No. 39688 of 12 Feb 2016);

(o) School Infrastructure Safety and Security Guidelines (2017); and

(p) Guidelines for General Upkeep and Maintenance of Education Facilities (2018).

6 APPLICABILITY OF THE GUIDELINES

The provisions of these *EFCA Guidelines* are applicable to and have to be:

(a) Followed and adhered to by:

(i) The Department of Basic Education (DBE) and by all the Provincial Education Departments (PEDs); and

(ii) All the Implementing Agents and Professional Service Providers appointed either by the DBE, PEDs or by third parties to conduct condition assessments of Basic Education Facilities.

(b) Followed and adhered to when conducting condition assessments of all the EFs that include:

(i) Public schools (primary and secondary schools) of all levels of speciality (Ordinary, Focus and SLSEN);

(ii) Learner Boarding Facilities; and

(iii) Departmental Offices (District and Circuit Offices).

(c) Followed and adhered to when assessing the conditions of EFs in paragraph (b) above, whether state-owned or privately owned; and

(d) Followed and adhered to regardless of the programme under which education projects are to be implemented.

7 THE GUIDING PRINCIPLES

(a) The Client Departments and the relevant stakeholders rely solely on the information collated, compiled and presented by professionals appointed to carry out condition assessments. In turn, members of the public rely on the decision-makers with respect to the fairness and objectivity of the decision-making processes towards providing and effective management of these facilities. Therefore in order to achieve these objectives the following Guiding Principles would be applicable to any entity that is involved in carrying out condition assessments of Education Facilities:

(i) **Authenticity and Reliability:** Accuracy, fairness and honest reporting about the condition and functional adequacy of a facility, its Operating Systems, furniture and equipment by providing correct and true information about its current status;

(ii) **Consistency:** Consistent application of the principles and analysis to enable fair comparison of the condition of various EFs across the sector;

(iii) **Speed, accuracy and prudency:** Providing thorough, true reflection and quick assessment to enable quick decision-making processes and minimise disturbances on the normal activities carried out in the assessed facility;

(iv) **Cost-effectiveness:** Conduct the assessments in a cost effective manner and provide cost effective solutions, but without misrepresentations; and

(v) **Independency and professional judgement:** Not allow oneself to be unduly influenced and to provide a biased and/or inaccurate analysis and EFCA Report.

(b) Failure to observe these principles could be reportable to the relevant Professional Bodies of the entities concerned and might lead to blacklisting of the entity or individuals on the National Treasury's Database, based on the degree of misrepresentation.

(c) The provisions of paragraph (a) and (b) should be reflected in the contracts to be entered into with Service Providers that would be appointed to carry out EFCA.

SECTION B

8 PURPOSE AND SCOPE OF CONDITION ASSESSMENTS

8.1 Objectives of the Education Facilities Condition Assessments

(a) The primary purpose of carrying out the Education Facilities Condition Assessments (EFCA) is to assess:

(i) The health state or physical condition of each EF;

(ii) Completeness and functional adequacy of EFs by assessing the extent to which they meet the business needs of each EF; and

(iii) The extent to which the EFs meet the provisions of the *NSEF*.

(b) The Queensland Department of Public Works in Australia (1999) defines condition assessment as the "*the technical assessment of the physical condition of an asset, using a systematic method designed to produce consistent, relevant and useful information.*" The goal is to identify and communicate physical deficiencies to the interested parties (ASTM E 2018 – 08).

(c) The term "physical deficiency" refers to the presence of conspicuous defects or material deferred maintenance of a subject property's material systems, components, and equipment as observed during the Walk-through Condition Assessment Surveys.

8.2 Scope of Education Facilities Condition Assessments

(a) In essence, the *NSEF, Guidelines for General Upkeep and Maintenance of Education Facilities* (*GU&M Guidelines*), Building Regulations and other applicable Standards provide a benchmark against which EFCA should be carried out.

(b) The EFCA process is not intended to delve deep into deficiencies that may be remedied through Corrective Maintenance, particularly through the General Upkeep, Minor Repairs and Minor Replacements (GUMRR) interventions, but the assessor has to report generally on the state of the facility, advising on its state with respect to the required General Upkeep and Maintenance (GU&M) interventions or shortcomings, to provide a holistic picture of the condition of the facility as at the date of the Walk-though Condition Assessment Survey.

(c) The scope of the EFCA would include the assessment of:

(i) The facility infrastructure portfolio;

(ii) The condition and adequacy of Functional Spaces;

(iii) The condition and adequacy of Basic Services;

(iv) The condition and adequacy of Operating Systems;

(v) The condition and adequacy of furniture, fittings and equipment (FF&E);

(vi) The status or level of Indoor Environment Quality (IEQ) Standards;

(vii) The condition and adequacy of Outdoor Amenities; and

(viii) Accessibility to people with disabilities (PWDs).

(d) The assessment of adequacy of Functional Spaces, Operating Systems and FF&E would be based on the current space requirements (existence and size) per the provisions of the *NSEF* and not on the future aspirations or future business plans.

(e) Cost estimates for addressing the deficiencies, thereby bringing the existing facility to the required level of functionality, acceptable standards and state of completeness, should always be determined and provided.

(f) Schools that are affected by the School Rationalisation Process and earmarked for closure should also be included on the Comprehensive Baseline EFCA (CB-EFCA). Information should also be provided on the status of schools that have already been closed down with respect to transfers to third parties and deregistration from the relevant systems.

8.3 Exclusions from the EFCA

The following should not form part of EFCA:

(a) Any staff related matters;

(b) Judgement related to the leadership and management of a facility;

(c) Any funding arrangements besides determining the cost estimates for bringing a facility to the required standards and state of completeness;

(d) Availability of consumables and supplies, which include:

  (i) Learning and Teaching Support Material (LTSM);

  (ii) Library books and other referral materials;

  (iii) Laboratory apparatus and consumables; and

  (iv) Nutrition Centre and kitchen supplies.

(e) Destructive testing;

(f) Design calculations;

(g) Planned facilities or planned infrastructure works;

(h) Express opinion about the designs except where professional ethical standards dictate so;

(i) Judgement on whether or not a facility should be the subject of a School Rationalisation and Re-alignment Process other than being aware of the fact that the EFCA outcomes could feed into that process;

(j) Assessment and reporting or opining on the root cause of observed infrastructure problems or functional inadequacies;

(k) Structures (e.g. cellphone masts, power lines, advertising boards, etc.) that are located within the premises of an EF but belonging to third parties and not used solely for educational purposes). However, a note should be made where there are safety risks posed by such structures; and

(l) Infrastructure that is a responsibility of a PED but, traditionally, belonging to other government functionaries, per the Constitution, (e.g. Public Libraries, Community Sport Facilities, etc.). These could be assessed using the *EFCA Guidelines* but should not be included as part of reporting on traditional EFs.

8.4 Main Facets of the EFCA

(a) The four (4) main facets that inform a complete EFCA are summarised in **Figure 1** and elucidated below:

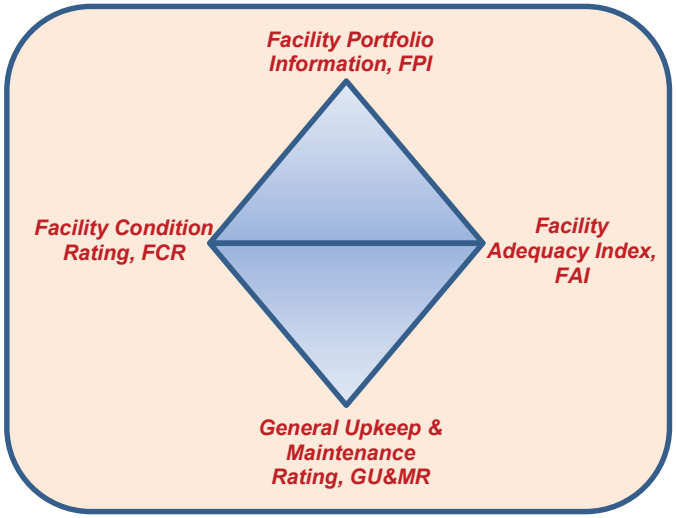

Figure 1: *The Four Main Facets that inform the Condition Assessment of Education Facilities (EFCA).*

(1) Assessment of Facility Portfolio Information:

This is an assessment of the entire infrastructure found in a public Education Facility together with its approaches and environs. This is referred to as the Facility Portfolio Information. Put together with the Facility Portfolio Information (FPI) of all Independent Schools, the combined information provides the National Education Portfolio Information (NEPI), which is the focus of the CB-EFCA. This is reflected in **Figure 2** below.

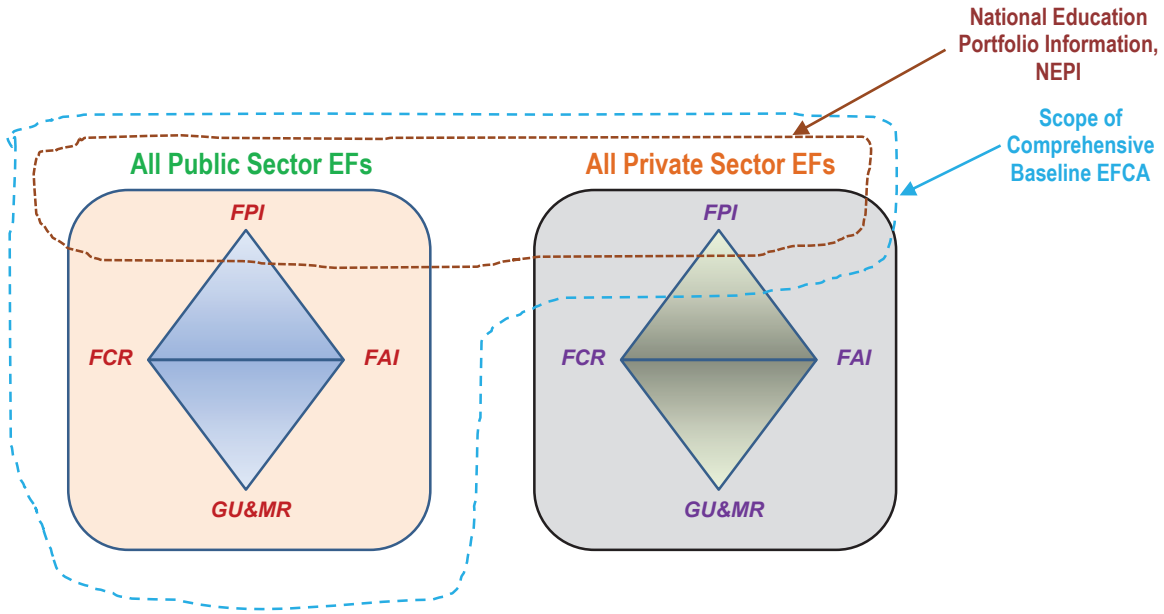

Figure 2: *Scope of Comprehensive Baseline EFCA and derivation of NEPI.*

(2) Assessment of Physical Condition of an EF:

What is the physical condition of components of a facility that are reported on as part of the FPI? This includes the structural integrity, the level of functionality, operability and reliability towards the fulfilment of the current business objectives of a facility. The Facility Condition Rating (FCR) provides a summary of the outcomes of this assessment. This will be dealt with in more detail under Section 14.4. The outcomes of this assessment are also expressed in terms of the costs of rectifying the identified deficiencies and presented as the Facility Condition Index (FCI). This will be dealt with in more detail under Section 14.5.

(3) Assessment of Completeness and Adequacy of an EF:

Given the design standards, per the provisions of the *NSEF*, the current needs, current load, user requirements and the business of the facility, does a facility have all the necessary Functional Spaces, Basic Services, FF&E, and Outdoor Amenities to enable the business of the facility to be conducted effectively, efficiently and successfully, and also to meet the provisions of the *NSEF*? This is the objective of the functionality adequacy assessment. Its outcomes are expressed as the Functionality Adequacy Index (FAI). This will be dealt with in more detail under Section 14.6.

(4) General Upkeep and Basic Maintenance Assessments:

How well has an EF been looked after and to what extent has it been maintained by the Facility Management to keep it clean, orderly and fully functional? This is the focus of this assessment. While this assessment is not intended to delve into any detail on the Corrective Maintenance aspects, especially as it pertains to General Upkeep Minor Repairs and Minor Replacements (GUMRR), it will nevertheless afford an opportunity for a general assessment to be carried out and be reported on. The outcomes of this assessment would be summarised as the General Upkeep and Maintenance Rating (GU&MR). This will be dealt with in more detail under Section 14.3.

(b) The scope of the CB-EFCA and derivation of the National Education Portfolio Information (NEPI) are summarised in **Figure 2** above.

8.5 Intended Use of the Information from the EFCA

The information obtained from the EFCA would be used for:

(a) Confirming and reporting on each EF's total infrastructure, Basic Services, FF&E and Outdoor Amenities, i.e. the FPI. Per Section 8.4, when this information is summed up and combined with the private sector FPIs, it provides a country-wide education infrastructure portfolio information, i.e. the NEPI.

(b) Reporting on the current condition of the Education Facilities as at the date of their assessment and also for identifying the occupational health and safety concerns that might need immediate attention;

(c) Assessing functional adequacy of the existing facilities, to inform infrastructure interventions that might be required;

(d) Providing high level cost estimates for addressing the current facility condition deficiencies and correctable functional adequacy deficiencies;

(e) Assisting with the prioritisation of projects using the Standard Prioritisation Matrix (SPM) leading to a transparent, fair, consistent and objective determination of Provincial Project Priority Lists for Capital Improvement Works (CIW);

(f) Portfolio/Strategic and Capital Planning where the assessment will provide information that will be used for planning long-range CIW and investment which include:

  (i) Identification of future building and system needs;

  (ii) The MTEF Planning and Budgeting Process;

  (iii) Development of Provincial Education Infrastructure Plans (PEIPs); and

  (iv) Development or refinement of National Education Infrastructure Plan (NEIP), which is a combination of all the PEIPs.

(g) Determination of scope of work for Capital Improvement Works (CIW);

(h) Revision or refinement of General Upkeep and Maintenance (GU&M) Plans;

(i) Monitoring progress made towards eradicating backlogs and towards meeting the provisions of the *NSEF*;

(j) Benchmarking facility conditions provincially, nationally and internationally; and

(k) Enable proper objective assessment that Donors could make in deciding on their interventions.

9 DIFFERENT TYPES OF EFCAs

(a) Three (3) different types of Education Facilities Condition Assessments (EFCAs) will be applicable in the Education Sector and they are presented in **Table 1** below**.**

(b) The scope of the EFCA must always be informed by the Type of EFCA to be conducted, as reflected in Table 1, to enable fair comparison, cross referencing and uniform reporting.

Table 1: *Different types of EFCAs and their brief descriptions.*

Types of EFCA	General Scope and Brief Descriptions
(1) Comprehensive Baseline EFCA	1.1 Comprehensive Baseline EFCA (CB-EFCA) would cover: • **All** the existing Public Education Facilities in the country; and • **All** the existing Independent Education Facilities in the country, per paragraph 1.3 below. 1.2 For Public Education Facilities, this assessment would: • Cover all the existing EFs, which include: ○ All Public Schools of all types and specialist focus; ○ All Section 14 Schools, per SASA; ○ All Public Learner Boarding Facilities; ○ All Departmental Offices (District and Circuit), rented or state-owned. • Cover all the Four Facets of EFCA, per Section 8.4; • Include all the components making up a facility: ○ Approach and Environs; ○ All the buildings; ○ Basic Services; ○ Operating Systems; ○ Furniture, Fittings and Equipment (FF&E); and ○ Outdoor Amenities. 1.3 For Independent Education Facilities, this assessment would: • Cover all the existing Education Facilities, which include: ○ All Independent Schools of all types and specialist focus; and ○ All Independent Learner Boarding Facilities. • Cover only assessment of Facility Portfolio Information (FPI), per Section 8.4; • Include all the components making up a facility: ○ Approach and Environs; ○ All the buildings; ○ Basic Services;

	○ Operating Systems; ○ Furniture, Fittings and Equipment (FF&E); and ○ Outdoor Amenities. 1.4 Carried out on periodic intervals as indicated under Section 10; 1.5 Would be initiated, managed and centrally co-ordinated by the Department of Basic Education (DBE), through its Infrastructure Branch; 1.6 Carried out during the first quarter (April to June) of the Assessment Year; 1.7 Funded from the Education Infrastructure Grant (EIG) Fund and/or other funding sources; 1.8 On the Assessment Year, National Treasury would be requested to set aside sufficient budget as part of the EIG to carry out CB-EFCA; 1.9 The amount of EIG to be set aside would be on pro-rata basis, depending upon the number of EFs in each province; 1.10 For cost control and for budgeting purposes, uniform rates would be strived for across the country for compensating the Professional Service Providers (PSPs) that would be appointed to carry out CB-EFCA; 1.11 The Universal Condition Assessment Tool/APP (UCAT) would be used to collect the required information; and 1.12 All the information obtained from the CB-EFCA would be loaded onto the National Education Facilities Information Management System (NEFIMS) hosted by the DBE and accessible to all the PEDs.
(2) Project Specific EFCA	1.1 Carried out on a specific EF when a CIW project has been identified for that facility, where it could be informed by the outcomes of a CB-EFCA; 1.2 Its primary purpose is to confirm the scope of work for the planned CIW; 1.3 The scope should focus on specific areas agreed upon with the Client; 1.4 Funded by the initiator of the project, who can either be the DBE, PEDs or Third Parties, e.g. a Donor; 1.5 If Project Specific EFCA needs to be carried out within two (2) years of the Assessment Year of the CB-EFCA, the extent to which the outcomes of the most recent CB-EFCA could be used should be assessed and considered, subject to paragraph 2.6 below. This is intended to reduce both the total delivery costs and the delivery times. The stipulated two-year period is informed by an assumption that within two years of CB-EFCA, the condition of a facility might not have changed materially in all the components of the facility; 1.6 In the event of a facility been affected by natural or man-made disasters, after the CB-EFCA was completed, the assessment should focus on all the affected areas regardless of period the CB-EFCA was completed; 1.7 Where necessary, Project Specific EFCA should provide technical explanation of the observed structural problems and may include review of the design calculations and destructive testing; 1.8 Relevant sections of the UCAT would be used to collect the required information or additional fields included where necessary; and 1.9 The outcomes of the EFCA would be loaded onto the NEFIMS.

(3) Special Programme EFCA	1.1 To be carried out as part of a Special Infrastructure Programme; 1.2 To be carried out as and when necessary; 1.3 To focus on newly identified areas of focus that might not have been included as part of the scope of assessments of the most recent CB-EFCA; 1.4 To be funded as part of the Special Infrastructure Programme concerned by the entity that initiated it, i.e. either the DBE, PEDs or Third Parties; 1.5 The UCAT to be used, and might require modification by the DBE to cater for additional data fields, as might be necessary; and 1.6 Outcomes to be loaded onto the NEFIMS, having the DBE modified the NEFIMS, creating the necessary additional data fields to cater for the additional information that might have to be uploaded.

10 PERIODIC CYCLES FOR COMPREHENSIVE BASELINE EFCAs

(a) The conditions of any facility change over time as the physical and operational environments impact on the buildings (Abbott *et al*, 2007). This becomes more pronounced in School Facilities as these facilities are subjected to constant abuse and vandalism by the leaners and, at times, by the members of the public.

(b) As pointed out by NASA (2003), as facilities age, the physical condition of facility components and its systems decline and/or become obsolete even with good maintenance practices. In addition, as design standards continue improving, new legislative requirements being introduced, curriculum changes and space demands change, the older facilities may no longer meet the new space requirements. It is therefore necessary to periodically evaluate and assess each Education Facility to determine its current physical condition and functional adequacy to support its business needs.

(c) Regular, accurate and consistent condition assessments are therefore required on a continuous basis to update the current information, provide for any CIW (Abbott *et al*, 2007).

(d) The regularity of carrying out EFCAs in the basic education sector shall be as follows:

(i) CB-EFCA would be carried out after every **five (5)** years on all the existing EFs, in line with the provisions of Section 13 of GIAMA. This period is informed by the considerations in paragraph (b) above, the fact that there are still huge backlogs towards meeting the requirements of the *NSEF*, huge Functional Adequacy gaps, and high rate changes in the curriculum and a need to meet the needs of the 21st century. Therefore this requires close and constant monitoring to keep up with these changes;

(ii) Project Specific EFCA would be carried out as and when required, subject to the provisions of Section 9; and

(iii) Special Programme EFCA would be carried out as and when necessary.

11 ROLES AND RESPONSIBILITIES

The Roles and Responsibilities of key role-players involved in EFCAs are reflected in **Table 2** below. This is intended to ensure that there is no confusion on who has to make what decisions as part of initiating and carrying out EFCAs. Table 2 takes into consideration the constitutional obligations that the Department has towards providing quality education, doing so in safe, accessible and conducive Education Facilities. By virtue of this constitutional mandate, the Department is solely accountable for planning, budgeting, providing and maintaining EFs, while the responsibility for undertaking certain activities, e.g. maintenance, might reside with others.

*(**Please Note:** Table 2 takes into consideration the fact the objectives and outcomes of National Immovable Maintenance Management Planning Guidelines, which are Maintenance Plans, are distinct from those of the EFCA Guidelines, which are development of PEIPs and NEPI. The activities associated with the Maintenance Management Guidelines would be initiated, carried out, funded, reported on and utilised per the provisions of those guidelines.)*

Table 2: *Roles and Responsibilities of various role-players involved in EFCAs.*

Stage of the EFCA Process	Entity	Roles & Responsibilities
1 **Statutory Requirements**	DBE	1.1 Develop, maintain and update the *EFCA Guidelines*; 1.2 Develop and maintain the Universal Condition Assessment Tool (UCAT) to be used when carrying out EFCAs; 1.3 Develop and maintain the NEFIMS for capturing, synthesising, analysing the information and for storing geospatial database information on all the EFs, including high level information (FPI) on Independent Schools; 1.4 Initiate, facilitate and manage the 5-yearly CB-EFCAs; 1.5 Make arrangements with National Treasury to secure funding for conducting CB-EFCAs. This would include setting aside portion of EIG and/or securing funds from other sources; and 1.6 Provide various access rights to various entities either to view only, to upload only, or to update information on the NEFIMS.
2 **EFCA Pre-Project Processes**	Client (DBE, PEDs, or any Third Party)	1.1 Identify a need and initiate the process of conducting EFCA; 1.2 Determine the Type and Scope of EFCA to be carried out, per Table 1 in Section 9; 1.3 Determine and provide budget for carrying out EFCA: • CB-EFCA budgeted and funded by DBE through the EIG, per paragraph 1.5 above; • Project Specific EFCA budgeted and funded by the initiator of this EFCA; and • Special Programme EFCA budgeted and funded by the initiator of this EFCA; 1.4 Determine the Acceptance Criteria for the project; 1.5 Solicit and transact with the PSPs to carry out the EFCAs ensuring that they meet the minimum requirements per Section 13.3; and 1.6 Prepare Letter of Introduction to be submitted to the Facility Managers, introducing the PSP to carry out the EFCA.

3	**EFCA Planning Processes**	Appointed Professional Service Provider (PSP)	3.1 Decide on the Project Team Members who have the relevant experience, expertise and qualifications, and define their roles and responsibilities; 3.2 Plan the EFCA Process and the approach to be adopted; 3.3 Develop an Implementation Plan (Schedule of Milestone Activities and Resource Plan) and submit to the Client for approval; 3.4 Confirm the type of EFCA to be carried out and the Scope of Work; 3.5 Ensure access to the UCAT and NEFIMS by receiving the necessary access rights and necessary access codes from the DBE; and 3.6 Collect and test any required Condition Assessment tools and equipment.
4	**CB-EFCA Execution Process**	PSP	4.1 Collect, collate and review any relevant documentation on the facilities to be assessed; 4.2 Prepare the Pre-Survey EFCA Questionnaire to be sent to the Facility Management before the Walk-through Survey and complete the process of soliciting the relevant survey information on each facility to be assessed; 4.3 Make appointments with the Facility Management to carry out the EFCA; 4.4 Hand-over the Letter of Introduction to the Facility Management; 4.5 Carry out the Walk-through Surveys using the UCAT/APP to capture site information; 4.6 Report any matters that need urgent attention (emergencies) to the Client and inform the Facility Management; 4.7 Upload Walk-through Survey information onto the NEFIMS; 4.8 Undertake Quality Control on the uploaded information; 4.9 Repeat parts of the Walk-through Surveys, at own costs, where some information is suspect, following the quality control processes; 4.10 Carry out the synthesis and analysis of the information gathered, generating various indices (Per Section 13.6 below); 4.11 Produce the Education Facilities Condition Assessment Report (EFCR), conduct Quality Control and submit final report to the Client; 4.12 Present the outcomes of the EFCA to the Client and obtain physical sign off of the product by the Client; and 4.13 Upload the approved EFCR onto the NEFIMS, following paragraph 5.4 below.

5 **Close-out**	Client (DBE, PED, or Third Party)	5.1 Meet with the PSP to receive the presentation on the outcomes of the EFCA; 5.2 Confirm that all the deliverables have been received and that they meet the Acceptance Criteria; 5.3 Review the submitted EFCR and carry out own Quality Control on all the submitted information; 5.4 Approve deliverables if all requirements are met; 5.5 Ensure that all the information is uploaded onto the NEFIMS and that relevant reports could be extracted; 5.6 Receive the Close-out Report from PSP; 5.7 Settle all the outstanding payments to the PSP; and 5.8 Formally close the project.
6 **Post EFCA Activities**	PEDs	6.1 Ensure that any work with Emergency Rating 1 to 2, per Section 12.4, is planned for and has been carried out. 6.2 In case of CB-EFCA, prepare Provincial Project Priority Lists and PEIPs

12 STANDARD UNIFORM PROCEDURES AND PROTOCOLS FOR EFCA

12.1 The EFCA Elemental Building Components and Systems

12.1.1 General Considerations

(a) When carrying out EFCA, it is necessary to sub-divide the facility to be assessed into manageable components in a form of sub-components and sub-systems. This will enable ease of managing the overall scope of work.

(b) Uniformity has to be adopted in deciding on how to approach the process of "breaking down" or subdividing a facility into sub-components and sub-systems. This:

(i) Enables utilisation of common language;

(ii) Ensures uniformity and consistency of data analysis, interpretation and reporting of the outcomes; and

(iii) Enables transferability of information and benchmarking.

12.1.2 The Elemental Classification Framework for EFCA

(a) For the purpose of this document and for uniformity in the sector, the Standard Classification System for EFCA (EFCA-SCS) will be used as an elemental classification framework for EFCAs.

(b) A detailed EFCA-SCS is presented as **Annexure G** and is summarised in **Table 3** below, also presenting weightings assigned to each element.

(c) Although the Building Substructure has been included in the EFCA-SCS, it would only be necessary to survey the Basement and only make subjective inference on the probably condition of the foundations based on any observed cracks on the superstructure. The type of foundation used, based on the As-built Drawings, should also be noted. This will be relevant when assessing any potential structural cracks on the walls and also when determining the Current Replacement Value (CRV) of a facility, as will be dealt with in more detail under Section 14.5.3.

Table 3: *Summarised Elemental Classification of Education Facilities, EFCA-SCS, for conducting condition assessments.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
A SITE AND OUTDOOR AMENITIES	10%	**A.1** On-site Conditions	25%
		A.2 Outdoor Amenities	50%
		A.3 Fences and Gates	25%
B SUBSTRUCTURE	10%	**B.1** Foundations	60%
		B.2 Basement	40%
C SUPERSTRUCTURE	30%	**C.1** Structural Frame	30%
		C.2 External Envelope	20%
		C.3 External Finishes	5%
		C.4 Roof Structure	25%
		C.5 Roof Drainage	5%
		C.6 Interior Fabric and Partitions	10%
		C.7 Interior Finishes	5%
D BASIC SERVICES	20%	**D.1** Water Supply and Plumbing	40%
		D.2.1* Sanitation (Non-Waterborne)	30%*
		D.2.2* Sanitation (Waterborne)	30%*
		D.3 Power Supply and Electrical Systems	30%
E OPERATING SYSTEMS	15%	**E.1** Admin and Communications System	30%
		E.2 Electronic and Connectivity System	30%
		E.3 HVAC System	5%
		E.4 Fire Protection System	15%
		E.5 Safety & Security System	15%
		E.6 Conveyance System	5%
F FURNITURE, FITTINGS & EQUIPMENT	10%	**F.1** Loose Furniture	30%
		F.2 Fixed Furniture and Fittings	40%
		F.3 Equipment	30%
G OTHER AREAS OF IMPORTANCE	5%	**G.1** Inclusivity Provisions	50%
		G.2 Indoor Environmental Quality Standards	50%

(d) Under Basic Services, the indication should be made whether a non-waterborne or a waterborne sanitation system is found in an EF and the available sanitation system assessed per Annexure G. The assigned weighting of 30% in Table 3 would therefore be applicable to any of the available sanitation system not to both.

(e) Where one or more items that have been identified in Table 3 above (or Annexure G) are not found in an EF, the weight assigned to those items should be distributed equitably among the remaining elements.

(f) Red-flags should be raised where the following have been identified:

(i) Statutory Requirements and/or Compliance issues not complied with such as omission of indoor ceiling boards, beam filling not provided, etc.; and

(ii) Items that pose immediate danger to the occupants, such as exposed electrical wiring, critical building element that is in the brink of collapsing in a habited space or heavily trafficked area.

12.2 EFCA Survey Granularity

(a) The EFCA Survey Granularity is the process of deciding on the level of detail at which the Walk-through Surveys should be conducted or the extent to which the facility components should be broken down for assessment.

(b) Per the EFCA-SCS, the granularity for the Education Facilities should, where necessary and at most, be extended to the **fourth (4th) level**.

(c) The rating of the condition of facility components should start at the lowest level of granularity and be rolled up to inform the rating of the entire facility, using the weighted averages. This will be dealt with in more detailed under Section 14.4.1.

12.3 Condition Rating Procedure and Colour Coding Protocol

(a) A Standard Condition Rating and Colour Coding Protocol for EFCAs has been developed for the sector.

*[**Please Note:** while there is similarity in the rating terminology used in the National Immovable Asset Maintenance Management Planning Guidelines and these EFCA Guidelines, these ratings are materially different because they are informed by different measures and inputs – consideration of various sub-components and sub-systems and the use of weighted averages. Therefore there is no relationship between the two ratings. The interpretation of these outcomes would be different and should therefore not be transposed to infer same interpretation.]*

(b) The Rating and Colour Coding Protocol is aimed at ensuring:

(i) Standard and uniform reporting across the sector;

(ii) Ease of interpreting the outcomes of the EFCA;

(iii) Ability and ease of transferring the results;

(iv) Benchmarking; and

(v) Ability to compare facilities against one another for rating and prioritisation purposes, leading to the development of Provincial Project Prioritisation Lists and PEIPs.

(c) **Table 4** below presents the Standard Condition Rating and the Colour Coding Protocol for EFCA.

Table 4: *Standard Condition Rating and Colour Coding Protocol for EFCAs.*

Rating Level	Condition Rating	Interpretation of Rating
5	Very Good / Excellent	• The facility component or system meets all the standard requirements, is sound, performing its function optimally, meets quality standards, available at all material times and serving its intended purpose. • The facility component or system has no defects and the appearance is as new. Only normal scheduled maintenance is required to sustain it.
4	Good	• Most of the time the facility component or system functions as intended, meets most of the standard requirements and quality standards, performing satisfactorily but not optimally. • Exhibits superficial wear and tear, minor defects, minor signs of deterioration to surface finishes, does not require major maintenance interventions but some minor repairs are needed.
3	Fair	• The facility component or system is still performing fairly well but not meeting the standards as, occasionally, it is unable to function as was intended and is not achieving its intended purpose fully. • The facility component or system is in average condition; deteriorated surfaces require attention; backlog maintenance work exists. More minor repairs and some infrequent larger repairs are required.
2	Bad / Poor	• The asset or system has deteriorated badly, has serious structural problems, is not available most of the time and barely fulfilling its intended purpose. • General appearance is poor with eroded protective coatings; elements are defective, services are frequently failing; and a significant number of major defects exist. Significant repairs are required.
1	Very Bad / Vey Poor	• The asset or system does not meet the minimum requirements, is totally unacceptable. Effectively the asset or system is regarded as having failed and is unfit for occupation or normal use, or is not available whereas it was supposed to. • Major repairs and/or major replacements are required to restore functionality.

12.4 Emergency Rating and Emergency Procedures

12.4.1 The Emergency Rating Standards

(a) During Walk-through Surveys some sub-systems or sub-components of facilities might be identified as posing serious threat to the facility users in one way or the other therefore needing to be attended to urgently.

(b) This section provides a uniform approach to be used for rating a potential hazard identified during the Walk-through Surveys.

(c) The outcomes of this assessment would be used as part of amplifying the seriousness and urgency of the facility components needing immediate attention, especially those assigned a Hazard/Issue Rating of 1 or 2.

(d) Where a potential hazard requiring an immediate action has been identified, the provisions of Sub-section 12.4.2 below should be followed to determine an appropriate action to be undertaken.

(e) In essence, this assessment would be looked at in the context of "risk" rating, but with the note below:

*[**Please Note**, while elsewhere this is viewed in the context of "risk" rating, it would be an anomaly to refer to it as "risk" in the context of condition assessments. PMBoK defines "risk" as the potential of a particular event taking place. The condition assessment is a process of reporting about the condition of a facility which manifests from a certain event already having taken place. PRINCE2 states that if an event that was foreseen during the risk assessment process has already taken place, it would no longer be regarded as a "risk" but as an "issue". Then if it is an issue, reference can no longer be made to a probability or likelihood of occurrence because the event would have already occurred. Rather an assessment would be on how far it has advanced towards total failure/collapse and how catastrophic the outcomes would be if total failure were to occur.*

"Failure" is regarded as having occurred if the component is no longer meeting the design specifications and/or no longer able to perform the originally intended function. The nature of failure would differ, and could vary from cosmetic to total collapse or total shutdown.]

(f) The matrix in **Table 5(a)** should be used for EFCA Emergency Rating. The interpretation of the outcomes of the assessment would be based on a 1-5 rating scale in line with provisions of Sub-section 12.3 and is reflected in **Table 5(b)** below.

Table 5(a): *The Issue Rating Matrix for Education Facilities Condition Assessment for determining Emergency Rating.*

Impact / Advancement	Insignificant 5	Minor 4	Moderate 3	Major 2	Catastrophic 1
5 Fully functional but with cosmetic defects only	No Special Attention Required (NA)	NA	SA	UA	VUA
4 Minor defects, asset starting to malfunction	NA	Some Attention Required (SA)	SA	UA	VUA
3 Serious defects, asset does not function at acceptable standards	SA	SA	Urgent Attention Required (UA)	VUA	E
2 Total failure is imminent	UA	UA	VUA	Very Urgent Attention Required (VUA)	E
1 Total failure / total shutdown has already occurred	VUA	VUA	E	E	Emergency (E)

NA - No special Attention Required, but continue monitoring;

SA - Some Attention is Required;

UA - Urgent Attention is required;

VUA - Very Urgent Attention Required;

E - Emergency.

Table 5(b): *Standard Urgency Codes and their interpretation.*

Legend	Issue Value	Issue Rating	General Description
NA	25.0 – 15.0	5	Normal, no special attention is required, but continue monitoring.
SA	14.9 – 10.0	4	Some attention required, manage by routine procedures, action required within 12 months.
UA	9.9 – 5.0	3	Urgent attention required within 6 months.
VUA	4.9 – 3.0	2	Very urgent attention required within 3 months.
E	2.9 – 1.0	1	Emergency, immediate action required.

12.4.2 Emergency Protocols

(a) Some of the potential hazards identified during Walk-through Surveys may require immediate action to prevent or reduce the degree of impact.

(b) While the PSP would be appointed to carry out EFCA, they would nevertheless still be required to exercise their professional judgement and take the necessary actions to prevent the catastrophe where a potential hazard has been identified during the Walk-through Survey.

(c) The nature of the potential hazard may require any of the following actions:

(i) Immediate evacuation of the facility;

(ii) Immediate evacuation of a specific area or Functional Space(s); or

(iii) Notification for urgent action to be undertaken within a limited period of time.

(d) Where items in paragraph (c) have been identified, the PSP should not be an alarmist, and cause unnecessary panic leading to more danger, such as stampede.

(e) The triggers that might lead to a need for immediate evacuation of the facility include instances where:

(i) Asbestos-built Structures (ABS) or Asbestos Containing Materials (ACM) have been disturbed or broken exposing asbestos fibres;

(ii) Sinkhole is developing;

(iii) Imminent structural collapse of a large area or potential collapse of a number of areas; or

(iv) Unknown beehive, or similar, is discovered.

(f) The triggers that could lead to a need for a specific area or Functional Space to be evacuated, and/or certain functions to be suspended, include:

(i) Part of a structure about to collapse;

(ii) Exposed live electrical wiring;

(iii) Faulty Distribution Box;

(iv) Collapsing retaining wall; or

(v) Dangerous reptile, or similar, or infested area discovered.

(g) In the event of a need for **immediate evacuation** been identified, the following procedures must be followed:

(i) The PSP must immediately suspend the Walk-through Survey and inform the Facility Management of the potential hazard;

(ii) The Facility Management must suspend the facility activities in the identified area (either the entire facility, defined area or Functional Space) and such spaces to be evacuated with immediate effect;

(iii) Following the evacuation, the Assessor must:

(1) Cordon off the area;

(2) Inform the Client;

(3) Cause the relevant Registered Professional in the PSP Team to conduct full assessment of the hazard;

(4) Advise the Client and Facility Management of the next steps to be undertaken; and

(5) Record the full incident.

(h) In the event of a potential hazard that does not pose immediate danger but needing to be actioned within immediately, the Assessor should:

(i) Continue with the Walk-through Survey and complete it;

(ii) Advise the Facility Manager of the threat as part of the Post-survey Feedback Meeting, as covered under Section 13.7;

(iii) Advise the Client verbally immediately after completing the survey and follow the verbal report with a written communication, also advising on the action to be undertaken; and

(iv) The Client must carry out its own assessment and devise a plan of action and advise the Facility Management of such.

(i) The provisions of this section must be included as part of the Special Conditions in the contract to be entered into with the PSP duly appointed to carry out the condition assessments.

13 STANDARD PROCEDURE FOR CONDUCTING EFCA

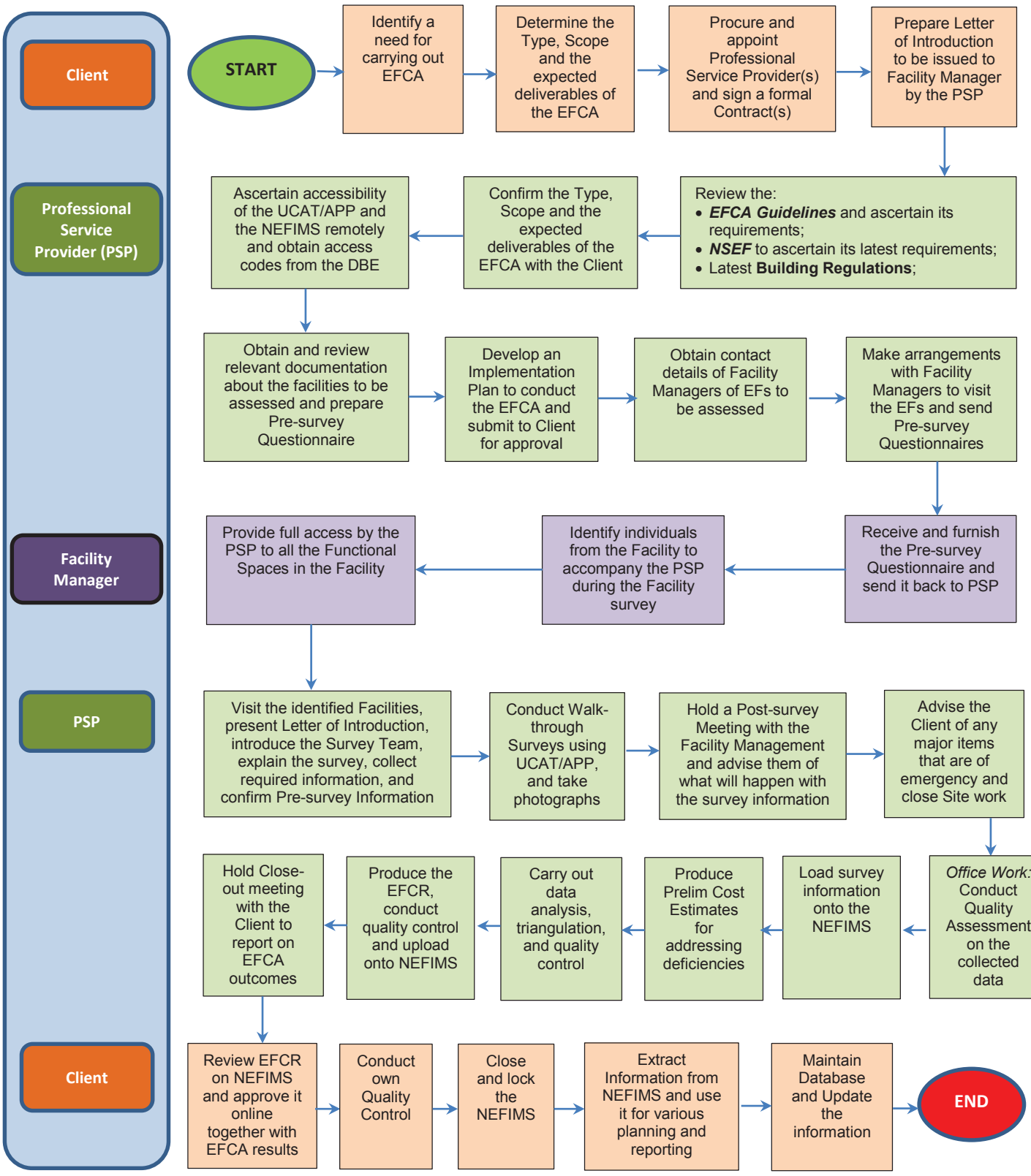

Figure 3*: Flow diagram for carrying out Education Facilities Condition Assessments.*

(a) The standard procedure for carrying out EFCAs is summarised in the flow diagram in **Figure 3** above.

(b) This diagram should be read in conjunction with the Roles and Responsibilities of key Role-players covered under Section 11 above.

(c) Each key step in Figure 3 will be elucidated in the sections that follow.

13.1 The Needs Identification Process

(a) The **primary objective** of the Needs Identification Process is to ensure that the purpose of conducting an EFCA is clear to the Client and communicated to the PSP to be appointed to conduct EFCA.

(b) The steps to be followed include the following:

(i) The Client (DBE, PEDs or Third Parties) should identify and initiate a need for carrying out EFCA.

(ii) The identified need and the type of EFCA to be carried out should be in line with the provisions of Section 9, Table 1 above.

(iii) The Client must specify the Acceptance Criteria for the work to be carried out and the implications or consequences if such requirements were not met.

(c) This process would be concluded by having clarity on and documenting:

(i) Type of EFCA required;

(ii) Scope of EFCA;

(iii) Areas that might need further clarification by the appointed Professional Service Provider(s) (PSP) when planning the EFCA activities;

(iv) Process to be followed when carrying out the EFCA; and

(v) Estimated timelines, high level cost estimates and confirmation of budget availability to carry out EFCA.

13.2 The Scope Identification Process for EFCA

(a) The **primary objective** of the Scope Identification Process is to confirm the scope of work to be carried out for the EFCA and that the process is clear to both the Client Department and the PSP to be appointed to carry out the EFCA.

(b) What must be clarified are the areas to be covered in the assessment and what the expected outcomes are.

(c) In carrying out the Needs Identification Process:

(i) The Client must specify the scope of the EFCA and not leave it to the PSP to decide;

(ii) The Scope of the EFCA could cover any of the following:

(1) Comprehensive Baseline EFCA, which focuses on all the components of a facility;

(2) Focus only on certain components of a facility. The components of interest should be specified by the Client;

(3) Focus only in addressing a specific area of interest which could be captured in the form of a question that would surface a specific type of problem, may be under a Special Infrastructure Programme. Typical questions leading to the specific areas of focus could be:

- Which schools are built entirely of inappropriate materials in a given area?
- Which schools have ICT enabled environment in a specific area?
- Which secondary schools do not have Life Science Laboratories and what is the condition of these Laboratories where they exist?

(iii) In deciding on the scope of the EFCA, the Client must be clear about the intended outcomes of an EFCA.

(iv) The PSP has a professional duty of assisting the Client by confirming if the defined scope of an EFCA will address the intended outcomes and if it is in line with the:

(1) Provisions of the *EFCA Guidelines*;

(2) Provisions of the *Norms and Standards for Education Facilities (NSEF)*; and

(3) National Building Regulations.

13.3 Professionals to be Appointed to Undertake CB-EFCA

13.3.1 Selection and Composition of the PSP Team

(a) The **primary objective** of this Section is to ensure that correct and competent Professional Service Providers (PSPs), with the requisite skills and experience in buildings and in conducting this type of work, are appointed to carry out EFCAs.

(b) In order to satisfy the requirement stated in paragraph (a) above:

(i) Qualified PSPs with requisite skills and experience on this type of work should be appointed to carry out EFCAs.

(ii) Where CB-EFCAs need to be carried out:

(1) No single company should be appointed to undertake such work but groups of professional firms from each Province. This is intended to mitigate a number of risks and to satisfy some requirements that include:

(aa) A need for basic risk diversification by avoiding “putting all eggs in one basket”;

(bb) Potential delays in the implementation of the EFCA project due to resource constraints;

(cc) Potential carry-through error from misunderstanding of the process or misinterpretation of data;

(dd) Inability to triangulate and cross-reference information;

(ee) Spread of work;

(ff) Local area knowledge; and

(gg) Need for encouraging industry experience, maturity and continuity.

(2) As a minimum, the appointed PSP team must have the following registered professionals:

(aa) Architect;

(ab) Civil Engineer;

(ac) Electrical/Mechanical Engineer; and

(ad) Quantity Surveyor.

(3) The person leading each professional team must be qualified in the built environment and registered with any of the recognised South African Professional Bodies.

(4) Where specialist work needs to be carried out, e.g. on HVAC System or Conveyance System, professionals in such specialist fields should be included as part of the PSP Team to provide services in those specialist areas.

(5) Walk-through Surveys:

(aa) Must be led by a registered professional, either an Architect, Civil Engineer or Building Technologist with requisite experience in buildings; and

(bb) No person with less than 5 years of experience in the built environment should play a key role in the Walk-through Surveys. This does not preclude exposure of trainees on this type of work.

(c) The appointed PSP Team must be trained on how to carry out EFCA according to the provisions of these *EFCA Guidelines*.

(d) A contract must be entered into between the Client Department and the duly appointed PSP. As a minimum, such contract should cover:

(i) Standard contractual matters;

(ii) The Guiding Principles and expectations per the provisions of Section 7(a) and (b);

(iii) Quality Control Requirements and associated punitive measures per Section 13.3.2(b) and (c) and Section 14.1(e);

(iv) Protocol for Managing emergencies per the provisions of Section 13; and

(v) Need for managing undue expectation per the provisions of Section 13.7(a) and (b).

13.3.2 Conditions of Engagement and Quality Control

(a) When results of a CB-EFCA have been made available by a PSP, the DBE (or PED in case of project specific and special programme EFCAs) would choose randomly about 10% of projects that have been assessed to verify the reported outcomes. This would be done as part of the Client Department's Quality Control processes.

(b) Where gross misrepresentation of the survey information has been identified, no payment should be made to the PSP but another PSP should be appointed to repeat the assessments. (This is intended to force the PSPs to undertake their Quality Control processes, exercise due diligence, display professionalism, prevent undue influence, biasness and favouritism).

(c) No part payments should be made to the PSPs. Payment should be made only upon receipt of submitted and approved EFCR, having it been uploaded on the NEFIMS.

*[**Please Note**, part payment refers to payment towards an incomplete EFCR for a specific EF on the project list. This does not imply that all the EFCRs for all the EFs must have been submitted and approved before payment could be processed.]*

(d) Ranking of projects using the Standard Prioritisation Matrix, following the CB-EFCA, would be carried out jointly by the DBE and PEDs to ensure consistency and uniformity across the provinces.

13.4 Preparations for EFCA

(a) The **primary objective** of this Section is to ensure that the appointed PSPs prepare properly for the EFCA to avoid any potential delays, mishaps, surprises and inability to focus and to capture correctly all the required data and information.

(b) This is part of the Project Planning Processes, culminating into the EFCA Execution Plan (Resources Plan and Milestone Schedule) that should be prepared by the appointed PSP for approval by the Client.

(c) The PSPs must prepare for the EFCA prior to resuming with the site work. The preparations must include the following:

(i) Review of the latest version of the *EFCA Guidelines, NSEF* and National Building Regulations, and to familiarise themselves with the latest requirements.

(ii) Confirm the Scope of EFCA: list of EFs to be assessed, their locations, Client's Acceptance Criteria and the expected outcomes of the assessment from the Client.

(iii) Prepare EFCA Execution Plan that should include a Human Resource Plan and a Milestone Schedule, reflecting all the key milestones and when they would be realised up to the submission of a Close-out Report.

(iv) Capture Basic Information about the facility and projected timelines for the various EFCA activities as contained in **Form EFCA-02** in **Annexure C.**

(v) Confirm the availability of all the resources to conduct the EFCA and indicate the quality control processes to be followed.

(vi) Confirm the latest version of the Universal Condition Assessment Tool (UCAT) to be used, ascertain its accessibility. (Access to the UCAT should be obtained from the DBE).

(vii) Ascertain the accessibility of NEFIMS into which to download data to be collected on site, to carry out data analysis, provide cost projections, download photographs and prepare EFCR.

(viii) Obtain contact details of the manager of an EF to be visited (e.g. School Principal, Boarding Master/Mistress, District Office Director, Circuit Office Manager,) and make arrangements to visit the facility.

(ix) Obtain and review relevant documentation on the facility to be assessed to enable the PSP to have a good sense of the facility concerned and to prepare him/herself adequately for the task ahead. It is not intended that the PSP include a commentary on the accuracy of the reviewed documentation. The documentation to be reviewed includes the following:

(1) Previous EFCR on the facility, if it is available;

(2) Construction history of the facility;

(3) Current layout plans - based on As-built Drawings;

(4) Either Google Map, recent Orthophoto Map, Drone Photographs of the facility with outlines indicating the building lines and fence-line of the EF including all the Outdoor Amenities;

(5) Maintenance History Records;

(6) Confirmation of EMIS Number for School Facilities and number of facility users; and

(7) Confirmation of whether the facility is registered on the Government Immovable Asset Register (GIAR) that is managed by the National Department of Public Works.

(x) Prepare and send to the Facility Manager Pre-survey Questionnaire and request for any information that might be required. The Template for the Questionnaire (**Form EFCA-09**) is attached as **Annexure K**.

(xi) Confirm the availability of the Project Team Members and provide clarity on their roles and responsibilities; and

(xii) Confirm the availability of all necessary tools and equipment such as cameras, with sufficient power and memory space, to capture the photographs during the EFCA.

(d) The Client should prepare a Letter of Introduction to be handed over to the Facility Management to:

(i) Introduce the Survey Team and the Walk-through Survey, confirming the legitimacy of the assessment for safety and security reasons; and

(ii) Manage expectation regarding the outcomes of the assessment by including the provisions of Section 13.7(b).

13.5 Conducting Walk-through Site Surveys

(a) The **primary objective** of this sub-section is to provide clarity on how to go about conducting Walk-through Site Surveys, the steps to be followed, type of information to be collected, and how to record it.

(b) The steps and procedures are elucidated in the sub-sections that follow.

13.5.1 Brief Introductory Meeting with Facility Management

(a) The PSP should visit sites to conduct Walk-through Surveys on the days arranged with the Facility Management.

(b) The times chosen for conducting Walk-through Surveys should be such that there is as minimum disturbance as possible to the normal day-to-day operations of the facility.

(c) As a starting point, the PSP must arrange an Introductory Meeting with the Facility Management to hand over a Letter of Introduction, introduce the Walk-through Survey Team, cover the objectives of the Survey, record the proceedings and collect all the information that might still be outstanding.

(d) The Pre-survey Questionnaire and the Introductory Meeting are intended to solicit:

(i) General information about the facility;

(ii) General problems that have been encountered or observed with the facility;

(iii) The identified needs of the facility;

(iv) The name of a person to accompany the Survey Team; and

(v) Confirmation that all the Functional Spaces are accessible, doors are unlocked.

(e) The information solicited from the Pre-survey Questionnaire and the Introductory Meeting should be included as part of the EFCR.

(f) For ease of identification and a means of addressing safety and security issues, when conducting Walk-through Surveys the Survey Team must:

(i) Wear safety vests and hard hats; and

(ii) Where possible, be accompanied by the member of staff, e.g. someone from the Caretaker Team.

13.5.2 Walk-through Condition Assessment Surveys

(a) The objective of the Walk-through Surveys is to obtain as much information as possible through the visual inspection of the facility components, systems and elements specified under the scope.

(b) The intentions are to:

(i) Undertake the Facility Portfolio Assessment (FPA), confirming the existence, size and capacity of the full infrastructure complement making up an Education Facility and summarise the results as Facility Portfolio Information (FPI);

(ii) Assess and provide a brief description of the condition of the facility components, identifying physical deficiencies to the extent that they are visible and readily accessible; and

(iii) Assess the extent to which the facility was well-looked after and maintained.

(c) The PSP is not required to prepare any calculations, remove materials, or conduct any exploratory probing or testing. This is a non-intrusive survey therefore it excludes destructive testing (e.g. concrete strength tests, compaction tests) but looks at the extent to which normal standard specifications have been adhered to and the quality of workmanship.

(d) The Survey Team is also not expected to survey the fleet and agricultural machinery other than making a note on the how they are kept, i.e. if proper storage is provided.

(e) The PSP is to make a reasonable attempt at discovery. Where possible, the PSP must make necessary attempt to have a general view of the condition of the roof trusses and roof cladding.

(f) Sufficient descriptive information must be provided to support an opinion about the condition of the observed element or system especially where there are observed deficiencies or faults. For instance, simply stating that the ‘‘roof covering is poor’’ is insufficient. The opinion should specify the fault, failure or deficiency.

(g) The severity or rating to be assigned per each of the elements on the EFCA-SCS is included as **Annexure G**.

(h) Only the UCAT/APP should be used for recording the information or data collected during Walk-through Surveys and this should be done electronically on site, to avoid double

handling of collected data/information.

(i) The common areas, Basic Services, Operating Systems and Outdoor Amenities should be assessed using the Assessment Sheet (**EFCA Form-06/1**) that is attached as **Annexure H-1**.

(j) Each building/block found in the facility must be assessed individually, fully, using the Assessment Sheet (**Form EFCA-06/2**) that is included as **Annexure H-2**, and should be labelled correctly reflecting the name of the block or building.

(k) All the elements and systems of a facility must be recorded per the EFCA-SCS.

13.5.3 Selective Assessments

(a) There may be instances where the condition of a facility does not warrant full assessment. This sub-section highlights such instances.

(b) There will be no need for conducting a full assessment of the condition of:

(i) Types of sanitation facilities that are prohibited per *NSEF*, and these include:

(1) Plain Pit Latrines;

(2) Bucket Toilets; and

(3) Chemical Toilets.

(ii) Replaced Structures - Structures built of inappropriate materials, structurally unsound buildings, and/or sanitation facilities listed in paragraph (i) above that were replaced with new structures but not demolished for some reason should not be included in the Condition Rating for an Education Facility. They should be clearly indicated on the Site Layout Plans and their photographs should also be taken and a note made on a need for their immediate demolition. Where this would be leading to infrastructure shortages it should be dealt with and included as part of Functionality Adequacy Assessment, per Section 14.6 below.

(c) The facilities highlighted in paragraph (b)(i) above:

(i) Should automatically be assigned a Condition Rating 1;

(ii) Their photographs should be taken;

(iii) A general overview of their condition should be provided; and

(iv) "Risk" assessment should be conducted to ascertain if there are no instances emergency, per Section 12.4.

(d) No full assessment of temporary structures should be conducted where construction work has already commenced on site or is imminent to commence to replace them, and no Condition Rating should be assigned to them. However, there is still a need to:

(i) Indicate them on the Site Layout Plan;

(ii) Make a note of their numbers, what they are used for, typical dimensions, and their general external and internal conditions.

(e) No assessment of a facility or buildings that are under construction at the time of conduction Walk-through Surveys should to be carried out. However, the following information should

be provided:

(i) In case of buildings, indicate:

(1) Their location on the Site Layout Plan of the existing facility;

(2) The number of Functional Spaces to be provided, their sizes and intended use; and

(3) The planned Practical Completion Date.

(ii) In case of a complete facility, indicate:

(1) Its location;

(2) Planned infrastructure provisions, per FPI;

(3) The Site Layout Plan;

(4) Photographs of Work-in-Progress; and

(5) Planned Practical Completion Date.

(f) There will be no need for conducting full condition assessment of the facilities that have been closed down by a PED as part of the School Rationalisation Process. However, the following information should be provided:

(i) Facility Portfolio Information;

(ii) General overall condition;

(iii) Photographs;

(iv) Indication of whether they:

(1) Have been transferred to Third Parties and who the Third Parties are;

(2) Are still registered on the EMIS; and

(3) Are still registered as the Department's assets on the GIAR.

(g) Where Mobile or Prefabricated Structures are found in an Education Facility they should be:

(i) Dealt with in terms of Section 13.5.2(j) above if they have been provided as a permanent or semi-permanent solution;

(ii) Dealt with in terms of paragraph (d) above if they intend to be used as a temporary solution; and

(iii) Treated as a permanent solution if they are reported as being temporary but with no imminent plans of replacing them within eighteen (18) months of the Assessment Date, and should be assessed in terms of Section 13.5.2(j) above.

(h) The following facilities should be included on the assessment:

(i) Abandoned and vacant Education Facilities, where a clear note should be made about such facilities;

(ii) Facilities with structures that are built entirely or up to 2/3 of inappropriate materials (i.e. between 70% and 100%), per the *NSEF*, pending provisions of paragraph (d)

above and dealt with per paragraph (j) below;

(iii) Facilities that are part of the School Rationalisation and Re-alignment Process, where a note should be made of such.

(i) Where structures are built partially of inappropriate materials, such as asbestos roof sheets, they should not be treated as structures built entirely of inappropriate materials and therefore prioritised over other facilities but as part of ordinary structures. A note should be made on such cases as part of FPI. The condition of such components will dictate the degree of urgency of dealing with them, per the assessment carried out, i.e. condition and Emergency Rating.

(j) Facilities with structures built of inappropriate material, per paragraph (h)(ii) above, should be ranked separately and have their own Project Priority List, per the provisions of Section 16.3.

13.5.4 Photographs for EFCA Reporting

(a) Photographs are a critical component of the EFCA process and a testimony of the condition of a facility, its systems and components on the day of the Walk-through Survey and also fairly provide a reasonable assertion of the proposed remedial costs.

(b) No EFCA process should be considered as complete and no EFCR should be accepted and/or approved if there are no recent photographs included.

(c) The PSP should document representative conditions of the facility, its systems and elements with either a:

(i) Hand-held Digital Camera;

(ii) Drone-mounted Digital Camera; and/or

(iii) Any other Electronic devise capable of taking quality photographs that meet the required standards.

(d) As a minimum, the photographs should include:

(i) General condition of the access road;

(ii) General conditions of the school environs;

(iii) View of the main entrance gates and fences;

(iv) Playground and Sport fields;

(v) Landscape photos of the grounds, landscaping, parking areas, assembly areas and walkways;

(vi) Front elevation and other representative elevations of buildings;

(vii) Landscape photos of the roof;

(viii) Representative interiors;

(ix) Representative systems; and

(x) Any special or significant physical defects.

(e) The number of photographs would be based on the size of the facility and the extent of the physical defects.

(f) The photographs should have filenames in a format consisting of **Facility Name and component**.

(g) All digital photographs should also have the date the photograph was taken embedded in the image area (**date imprint**).

(h) Image resolution should at least be **300dpi** for web-based presentation and production of printed copies

(i) Digital photographs should be taken in compressed **PC-JPG format**.

(j) Images shall be recorded/transferred onto **CD-ROM, DVDs or USB** and be submitted to the Client as part of the Close-out Report.

13.6 Specific Areas of Assessment

As alluded to in Section 8.4, the overall condition assessment should cover the Four Facets of EFCA, which are:

(a) Facility Portfolio Assessment;

(b) General Upkeep and Basic Maintenance Assessment;

(c) Assessment of the Physical Condition of the Facility; and

(d) Completeness and Functional Adequacy Assessment.

These areas will be elucidated below.

13.6.1 The Facility Portfolio Assessment

(a) The Facility Portfolio Assessment (FPA) is aimed at assessing the current infrastructure provisions in an Education Facility, identifying all the components of the facility.

(b) It <u>is not</u> intended to assess the condition of any of the components of a facility nor the adequacy with respect to Functional Spaces, available systems, FF&E, and Outdoor Amenities.

(A) ***Methodology***

(a) The focus of the FPA is on the assessment and confirmation of the:

(i) Location of an education facility and, in case of school facilities, cross check the correctness of the allocated EMIS Number;

(ii) Approach to the facility and its environs;

(iii) Identification of all the components making up the facility;

(iv) Relative location of various facility buildings and Outdoor Amenities;

(v) Various Functional Spaces found in the facility and their purpose;

(vi) Net Square Meterage of various Functional Spaces;

(vii) Gross Square Meterage of all the buildings; and

(viii) Total land size of the facility.

(b) The FPA is the process whose outcomes are presented as Facility Portfolio Information (FPI), covering the areas highlighted in paragraph (a) above.

(c) Reference should be made on the previous EFCAs to avoid repeating taking measurements that have already been recorded especially if there were no modifications/changes made during the intervening period.

(B) ***Recording and Reporting***

(a) Standard Forms should be used to capture the required information when conducting FPA and these are:

(i) For School Facilities**:**

(1) **Form EFCA-03/1** in **Annexure D-1**: General Information About a School Facility;

(2) **Form EFCA-03/2** in **Annexure D-2:** Infrastructure Provisions in a School Facility;

(ii) For Learner Boarding Facilities (LBFs)**:**

(1) **Form EFCA-04/1** in **Annexure E-1:** General Information About a Learner Boarding Facility;

(2) **Form EFCA-04/2** in **Annexure E-2:** Infrastructure Provisions in a Learner Boarding Facility;

(iii) For District and Circuit Offices (DCOs):

(1) **Form EFCA-05/1** in **Annexure F-1:** General Information About a District or Circuit Office;

(2) **Form EFCA-05/2** in **Annexure F-2:** Infrastructure Provisions in a District or Circuit Office.

13.6.2 General Upkeep and Minor Maintenance Assessment

(a) It is required that all the Education Facilities be looked after and maintained on an ongoing basis by the Facility Management per the provisions of the *GU&M Guidelines*.

(b) This contributes towards the creation of a decent, safe, hygienic, conducive and welcoming environment.

(c) Through regular maintenance, useful life of a facility would be prolonged, occupational health and safety concerns would be addressed, and maximum return on investment would be realised. It is therefore necessary to assess the extent to which the facility is looked after and maintained.

*[**Please Note:** It is acknowledged that carrying out the General Upkeep and Maintenance Assessments only after every 5 years would by no means be anywhere close to being enough. The School Governing Body, or similar body, should conduct its own random assessments per the provisions of the Guidelines for General Upkeep and Maintenance of Education Facilities (GU&M Guidelines).]*

(A) *Methodology*

(a) This Assessment is all about the first impressions about the facility from an aesthetic appeal point of view.

(b) It may be carried out as a starting point during the Walk-through Surveys, conducting a quick scan of the entire facility thus enabling the Survey Team to familiarise itself and to gain the feel of the facility and to plan its approach.

(c) The *GU&M Guidelines* breaks down maintenance into Preventative and Corrective Maintenance. Corrective Maintenance is further sub-divided into General Upkeep, Minor Repairs and Minor Replacements (GUMRR) and Major Repairs and Major Replacements (MRR) as depicted in **Figure 4** below:

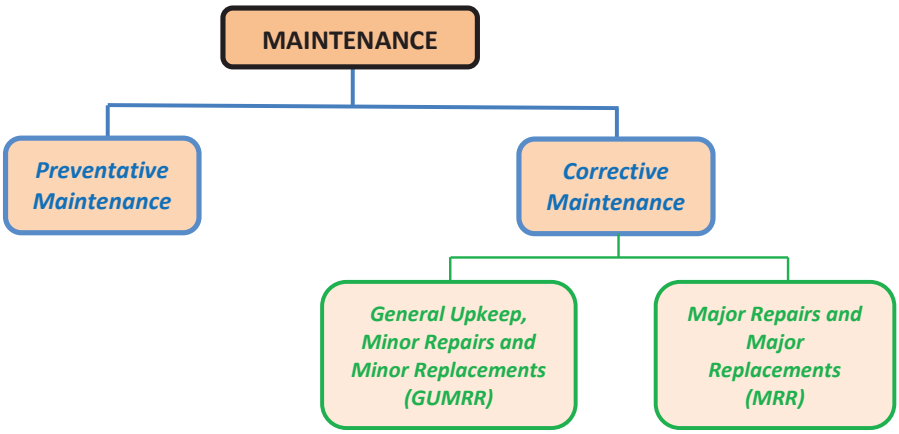

Figure 4: *The main components of General Upkeep and Maintenance.*

(d) This assessment is aimed at providing general impressions about the extent to which the General Upkeep, Minor Repairs and Minor Replacements (GUMRR) activities were carried out. The assessment of Major Repairs and Major Replacements deficiencies would be reported as part of the Physical Condition Assessments.

*[**Please Note**: while elsewhere there is an attempt to report separately maintenance related matters from Condition Assessments, the current magnitude of Deferred Maintenance in the education sector is such that separating these two assessments would not be beneficial. While the specific GU&M interventions could address some of the MRR backlogs, they would also be addressed during Renewals or Upgrade & Additions interventions as part of Capital Improvement Works.]*

(B) ***Recording and Reporting***

(a) The findings from the GU&M assessment should be recorded separately from other areas of assessment.

(b) **Form EFCA-10**, included as **Annexure L**, should be used for this assessment.

(c) Effectively, the areas to be assessed include the following:

(i) General upkeep, cleanliness and minor repairs of the outdoor environment, which includes the landscapes, court-yards, grounds, walkways, parking areas, playgrounds, sport-fields, stormwater drainage systems, etc.;

(ii) Effective management of solid waste material and condemned material;

(iii) General upkeep, cleanliness, orderliness, and minor repairs of the indoor environmental spaces which include all the Functional Spaces, corridors, passages, circulation spaces, and FF&E;

(iv) General upkeep and minor repairs of the operating systems; and

(v) General upkeep and cleanliness of Ablution Facilities.

(d) While the final report would be submitted to the Client, the main audience for this part of the report is the Facility Management.

(e) During the Post-survey Feedback, per Section 13.7 below, the Facility Management together with the Caretaker and Groundsman should be afforded an opportunity to express their experiences, concerns, constraints and suggestions on how to improve the system pertaining to the General Upkeep and Maintenance and such should be recorded and shared with the Client to consider system improvements.

13.6.3 Physical Condition Assessments

(a) Physical Condition Assessment is intended to provide full information about the physical condition and functional adequacy of the entire facility, its systems and sub-systems. This would be assessed against the provisions of the *NSEF* and the National Building Regulations.

(b) The primary purpose of this assessment is to provide an answer to the following questions:

(i) What is the current (as at the date of the Walk-through Survey) condition of various elements, sub-elements, systems and sub-systems making up the facility?

(ii) What is the current condition of the overall facility?

(iii) How much money would need to be invested to bring the current structures to acceptable standards?

(c) Habitability and Indoor Environmental Quality (IEQ) Assessment should also be carried out because:

(i) It affects the degree of comfort of the occupants in a Functional Space.

(ii) The *NSEF* covers the required IEQ Standards, which include:

(1) Lighting and Visual Comfort Provisions;

(2) Colour of Internal and External Walls;

(3) Acoustics and Noise Transmission Control;

(4) Thermal Comfort Standards;

(5) Indoor Air Quality Standards;

(6) Dampness and Moisture Ingress Prevention; and

(7) Draught and Dust Ingress Control Requirements.

(iii) Appropriate testing equipment should be provided by the appointed PSP to carry out tests that are required to verify compliance with IEQ Standards set out in paragraph (c)(ii) above. Standard testing procedures as covered in the applicable SANS and/or any similar standards, should be followed.

(d) Adequacy of Inclusivity Provisions:

(i) The Department has undertaken to ensure that all its Education Facilities are accessible to People with Disabilities (PWDs). This is also supported by its *Guidelines for Full-service/Inclusive Schools (2010)*.

(ii) Accessibility to various physical resources in an EF is one of the first determinants whether the facility can be considered as supporting inclusivity objectives.

(iii) The *NSEF* and SANS 10400-S:2011 provide the standard requirements. The areas that should be assessed to ascertain the extent of inclusivity of an EF have been grouped per ASTM E 2018-08 and presented in **Annexure I.**

(A) *Methodology*

(a) The facility and its sub-systems would be broken down into the sub-elements per Table 3 under Section 12.1.2.

(b) Where the facility is made up of a number of buildings, each building should be assessed as a stand-alone unit.

(c) The number and list of all the available Functional Spaces should be provided and a full condition assessment carried out on each Functional Space.

(d) The IEQ Standards should be assessed against the standards set in the *NSEF* and the applicable SANS to ascertain the current levels of acceptability.

(e) Reference must be made on the previous EFCA that might have been carried out.

(B) ***Recording and Reporting***

(a) The following Assessment Forms should be used for recording:

(i) **Form EFCA-06/1**, included as **Annexure H-1,** for assessing common areas;

(ii) **Form EFCA-06/2**, included as **Annexure H-2,** for assessing individual Buildings;

(iii) **Form EFCA-07**, included as **Annexure I**, for assessing Inclusivity Provisions; and

(iv) **Form EFCA-08**, included as **Annexure J**, for assessing IEQ Standards.

(b) The observations made during the GU&M Assessments should not be repeated when the Physical Condition Assessment is carried out.

13.6.4 Completeness and Functionality Adequacy Assessment

(a) Over and above the survey of physical condition of facility components, which primary considers only what is in place at the time of conducting the assessments, the completeness and functional adequacy of an EF should also be assessed.

(b) The Completeness and Functionality Adequacy Assessment covers the adequacy of what is in place and what should have been in place to render a facility fully functional, per the provisions of the *NSEF*.

(c) The Functionality Adequacy Assessment focuses on:

(i) The availability and adequacy of:

(1) The required Functional Spaces;

(2) Basic Services;

(3) Operating Systems;

(4) Furniture, Fittings and Equipment (FF&E); and

(5) Outdoor Amenities to support the business of the facility, in line with the acceptable design standards, per the *NSEF*.

(ii) The size or capacity of the facility components listed in paragraph (b)(i) above and the reliability of the Basic Services and Operating Systems (e.g. power supply, water, internet connectivity, etc.).

(d) The *NSEF* and applicable SANS should be used as reference points to assess the degree to which the elements identified in paragraph (c) above meet the required standards.

(e) Each of the areas highlighted under paragraph (c) above will be elucidated below:

(i) ***Adequacy of Functional Spaces:***

(1) Functional Space Adequacy is defined as the degree to which the existing Functional Spaces support the core business of an EF. These would include the core spaces, admin spaces and support spaces.

(2) The minimum standards for each Functional Space found in each EF are covered in the *NSEF* and also in the *Design Guidelines for Education Facilities*.

(3) In assessing the Functional Space adequacy, a distinction has to be made between what a facility has to have (based on the current space requirements and what it should have been provided with per the *NSEF)* from what a facility would like to have (based on its future growth plans or strategy). The focus should be on the former.

(4) The following permutations should be considered for assessing availability and sufficiency of the Functional Spaces:

(aa) Not available, was never provided before or was provided but currently used for other pressing needs while such Functional Space is still required;

(bb) Available and of correct size but not sufficient in numbers; and

(cc) Available and of sufficient numbers but the net floor area does not meet the space norms.

(5) Per Section 13.5.3, in instances where structures are built of inappropriate materials, structurally unsound buildings, and/or sanitation facilities that are regarded as inappropriate, per *NSEF,* were replaced with new structures but not demolished for one reason or the other, have to be demolished, thus giving rise to space shortages, such needs should be included as part of this assessment.

(6) **Form EFCA-11/1,** that is included as **Annexure M-1,** should be used for undertaking this assessment.

(ii) ***Adequacy of Basic Services:***

(1) The availability, adequacy, capacity and reliability of the Basic Services need to be assessed.

(2) These include:

(aa) Water Supply;

(bb) Sanitation; and

(cc) Electricity Supply.

(3) The adequacy and capacity/yield of these Basic Services has to be assessed against the *NSEF* and the applicable SANS, given the current demands in a facility.

(4) The relevant testing equipment for assessing the capacity of Basic Services should be arranged by the Service Provider appointed to carry out EFCA.

(5) **Form EFCA-11/2,** that is included as **Annexure M-2,** would be used for conducting this assessment.

(iii) ***Adequacy of Operating Systems:***

(1) The availability, adequacy, capacity and reliability of Operating Systems need to be assessed.

(2) These include:

(aa) Admin and Communications System;

(bb) Technology and Connectivity;

(cc) HVAC System;

(dd) Fire Protection System;

(ee) Safety and Security System; and

(ff) Conveyance System.

(3) The adequacy and capacity/yield of these Operating Systems should be assessed against the *NSEF* and the applicable SANS, given the current demand in a facility.

(4) **Form EFCA-11/3,** that is included as **Annexure M-3,** should be used for undertaking this assessment.

(iv) ***Adequacy of Furniture, Fittings and Equipment (FF&E):***

(1) Given the current functions performed in a facility and the number of users does it have the adequate FF&E and does the available FF&E appropriate (age-wise and disability-wise) to cater for all the facility users?

This is the question that this section seeks to ascertain.

(2) The Room Data Sheet, which is part of the *Design Guidelines for Education Facilities*, indicates the FF&E that should be provided in each Functional Space.

(3) In assessing the adequacy of FF&E:

(aa) Any piece of furniture or fitting that is broken or worn out, and not fit for use must be discounted, i.e. not considered as existing;

(bb) The size of the available furniture and fittings should be assessed against the anthropometrics of the users, per the *NSEF*. Where age-inappropriate FF&E has been provided for a certain group of learners, such FF&E should be discounted but a note made.

*[**Please Note:** Re-allocation of the available FF&E to the appropriate Functional Spaces should be considered before deciding on the overall FF&E shortages.]*

(cc) Any piece of equipment that is broken beyond repairs should be discounted;

(dd) Where a previously defined Functional Space has been converted into a different Functional Space, the FF&E adequacy should be assessed against the needs of the "new" Functional Space per the *NSEF*.

(4) **Form EFCA-11/4,** that is included as **Annexure M-4,** should be used for undertaking this assessment.

(v) ***Adequacy of Outdoor Amenities:***

(1) This section seeks to assess the availability, adequacy and sizes of some Outdoor Amenities.

(2) These amenities include:

(aa) Facility Identification and Name Boards;

(ab) Vehicular Provisions;

(ac) Pedestrian Walkways;

(ad) Signage;

(ae) Stormwater Drainage System;

(af) General Landscaping, Grounds and Courtyards; and

(ag) Playgrounds and Sport Fields.

(3) **Form EFCA-11/5,** that is included as **Annexure M-5,** should be used for undertaking this assessment.

13.7 Post-survey Feedback Meeting with Facility Management

(a) At the end of the Walk-through Survey the Survey Team should again hold a closing meeting with the Facility Management to:

(i) Brief them on any issues of emergency, subject to provisions of Section 12.4.2;

(ii) Re-iterate how the outcomes of the EFCA would be used by the Client so as to manage the expectations and for transparency;

(iii) Clarify any areas that were picked up during the Walk-through Survey, that needed further clarity to eliminate any assumptions; and

(iv) Highlight any concerns about the General Upkeep and Maintenance of the facility.

(b) The Survey Team must desist from raising undue expectations regarding the planned CIW but must only stick to the items reflected in paragraph (a). This must be included in:

(i) The Letter of Introduction; and

(ii) Contract to be entered into with the appointed PSP.

(c) For safety and security reasons, the PSP should confirm completion of the Walk-through Survey to the Facility Management and sign off the log book as leaving the facility.

14 STANDARD PROCEDURE FOR DATA ANALYSIS AND COST ESTIMATION

14.1 General Overview

(a) The primary objective of this Section is to define the activities that should be carried out by the overall PSP Team as part of Office Work after the Walk-through Surveys.

(b) The Office Work include:

(i) Uploading of the survey information onto the National Education Facilities Information Management System (NEFIMS) – backing it up before it gets lost;

(ii) Carrying out Quality Control processes on the Field Data;

(iii) Analysis of the data and information collected;

(iv) Estimating the costs of rectifying the identified infrastructure deficiencies through Renewals, Upgrades and Additions, or Total Replacements;

(v) Determination of various indices for ranking a facility and for reporting;

(vi) Interpretation of results;

(vii) Preparation of the Education Facilities Condition Report (EFCR);

(viii) Carrying out Quality Control processes on data analysis and EFCR;

(ix) Assessment of the extent to which the Acceptance Criteria have been met;

(x) Uploading of EFCR (data analysis and photos) onto NEFIMS;

(xi) Presentation of the outcomes to the Client;

(xii) Preparation of a Close-out Report;

(xiii) Submission of a Close-out Report and uploading it onto NEFIMS;

(xiv) Getting all the outstanding accounts settled; and

(xv) Close the Project.

(c) The main thrust of this section is to provide guidance on various EFCA Ratings, Cost Estimation and various EFCA Indices that need to be determined as part of data analysis.

(d) Uniformity in the determination of the EFCA Ratings and Indices is critical in that it enables meaningful comparison of various facilities and would also feed into the Standard Prioritisation Matrix that gives rise to the Project Priority Lists. These Ratings and Indices are summarised in Section 14.2 below.

(e) If a PSP realises that there was an error, omission or oversight on some of the Field Recordings post the Walk-through Surveys, he/she should go back to site to confirm such data or information instead of making a guess-work. However, this would be at the PSPs cost.

14.2 Summary of Various EFCA Ratings and Indices

(a) The outcomes of Walk-through Surveys are summarised in a form of EFCA Ratings and Indices to enable the massive data collected to be presented as a unit value that summarises and represents the overall condition of an EF.

(b) EFCA Ratings and Indices enable comparison of the condition of various facilities and assist with the prioritisation of projects for Capital Improvement Works.

(c) EFCA Ratings:

(i) Provide quasi-objective summary of the outcomes of observations on the condition of all the facility components per the outcomes of the Walk-through Surveys;

(ii) Are based on a scale of 1 to 5, where 1 represents the worst case scenario and 5 the best case scenario; and

(iii) The process of determining the ratings is not an exact science but requires experience, professional judgement, objectivity, and consistency.

(d) EFCA Indices:

(i) Are derived from the financial implications of bringing an EF to the required infrastructure standards;

(ii) Are based on today's costs;

(iii) Are categorised into Condition Indices and Adequacy Indices:

(1) Condition Indices:

(aa) Generally expressed as a function of today's costs of addressing the identified deficiencies against the cost of providing the facility component anew in today's costs;

(bb) The results are expressed on a scale of 0.0 to 1.0, where 0.0 is the best case scenario and 1.0 the worst case scenario;

(cc) The assessment is associated with necessary Renewals, Partial Replacements and Total Replacements (where facilities comprise entirely of structures built of inappropriate materials).

(2) Functional Adequacy Indices:

(aa) Generally expressed as a function of the required infrastructure additions to an existing facility, in today's costs, as a function of the replacement value of the existing facility, in today's costs;

(bb) Outcomes may range from 0.0 to values of more than 1.0 for individual facility components, where 0.0 is the best case scenario, with higher values depicting the worst case scenario;

(cc) Are associated with infrastructure Additions only.

(iv) The combination of Condition Indices and Adequacy Indices would yield the Overall Facility Index (OFI).

(v) The OFI would be associated with Upgrades and Additions, and Total Replacements that are required to bring the facility to its full functionality and to be compliant, meeting the requirements as set out in the *NSEF*.

(e) The various EFCA Ratings and Indices are summarised in the diagram in **Figure 5** below:

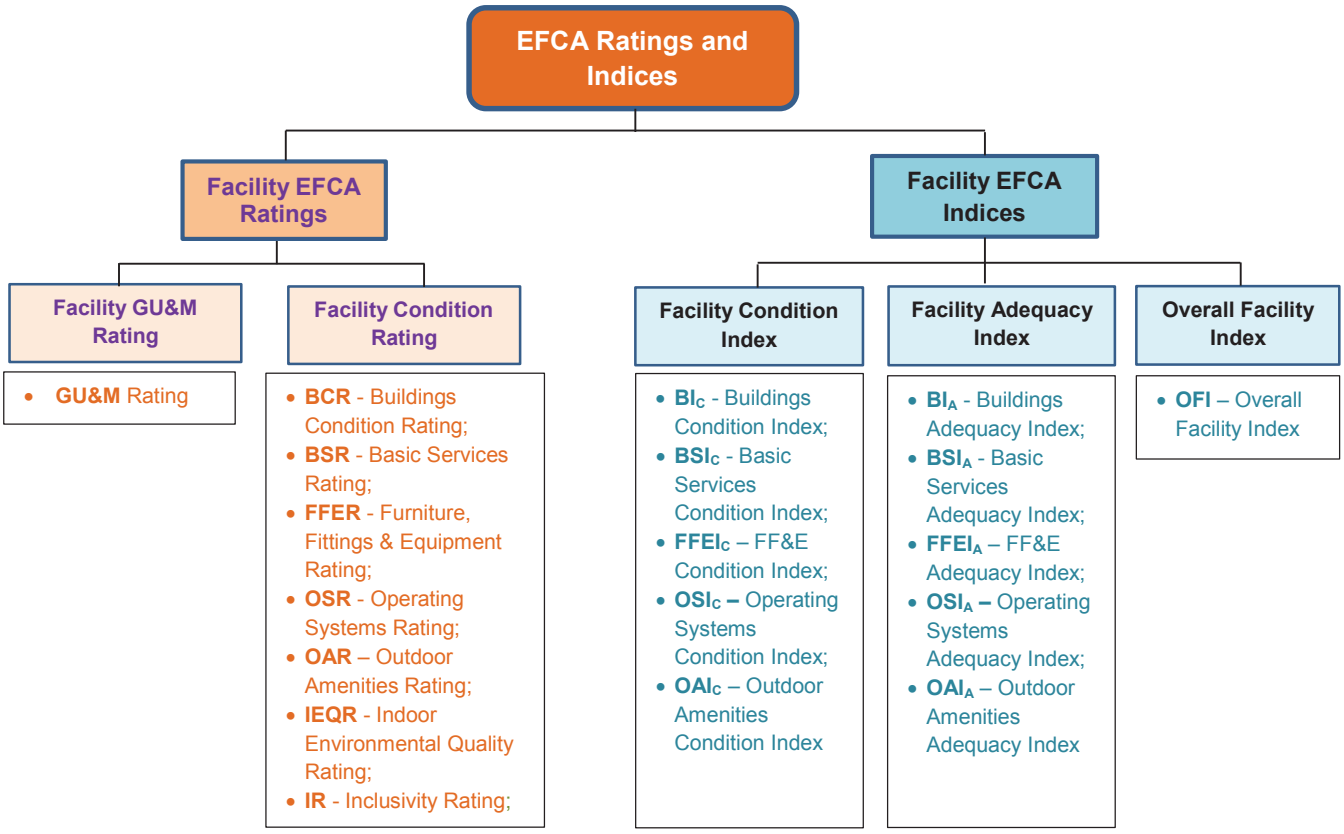

Figure 5: *Standard EFCA Ratings and Indices.*

14.3 Determination of GU&M Rating - GU&MR

(a) The General Upkeep and Maintenance Rating (GU&MR) is intended to provide a qualitative measure of how well the facility was looked after by the Facility Management, mainly focussing on GUMRR.

(b) In determining the GU&MR:

(i) Only items that form part of the GUMRR should be included under this assessment. Those that require Major Repairs and Major Replacements (MRR) should be included as part of the Facility Condition Rating, under Sub-section 14.4.1 below.

(ii) The GU&MR should be reported separately and should not be included as part of the Facility Condition Rating (FCR), Facility Condition Index (FCI), or Functionality Adequacy Index (FAI).

(iii) The items to be rated are summarised in **Table 6**, (**Form EFCA-10,** in **Annexure L**).

(iv) Weightings are assigned to each element and therefore weighted average is obtained to determine the GU&MR.

Table 6: *Assessment of GU&M Rating.*

Areas to be Assessed		Rating of Items				
		1	2	3	4	5
Site and Outdoor Amenities	20%					
Buildings and External Envelope	20%					
Indoor Spaces	20%					
Basic Services	20%					
Operating Systems	10%					
Furniture, Fittings and Equipment	10%					
GU&M Rating = Weighted Average Rating						

General Upkeep and Maintenace Rating, $\boldsymbol{GU\&MR = Weighted\ Average\ of\ Individual\ Items}$

GU&MR		Description
5	Very Good	Facility is well looked after and well maintained. General Upkeep and Maintenance of the facility need to continue.
4	Good	Facility is reasonably well-looked after and reasonably well-maintained. However, there is sluggishness in the system that needs to be tightened up.
3	Fair	Facility is fairly well looked after and fairly well maintained. However, there are a number of areas for improvement that need to be attended to urgently.
2	Poor	Facility is poorly looked after and poorly maintained. There are major areas of improvement that need to be attended to very urgently.
1	Very Poor	Facility is not well looked after at all and not maintained. This is a catastrophic image that needs to be attended to as an emergency.

14.4 Determination of Facility Condition Rating

(a) The overall condition of the facility, the Facility Condition Rating (FCR), is determined by obtaining the weighted average of the following indices:

(i) Building Condition Rating – BCR;

(ii) Basic Services Rating – BSR;

(iii) Operating Systems Rating – OSR;

(iv) Furniture, Fittings and Equipment Rating – FFER;

(v) Outdoor Amenities Rating – OAR;

(vi) Indoor Environmental Quality Rating – IEQR; and

(vii) Inclusivity Rating – IR.

(b) The method of determining each of the EFCA Ratings listed above will be elucidated in the sub-sections that follow and the FCR summarised under Sub-section 14.4.8 below.

14.4.1 Building Condition Rating – BCR

(a) The Building Condition Rating (BCR) is concerned with the condition of all the buildings found in a facility.

(b) An extract of the Standard Classification System for EFCA (EFCA-SCS) should be used to determine the condition rating of various sub-elements that make up buildings. These are presented in **Table 7** below.

(c) Per the provisions of Sub-section 13.5.2(j) above, each building/block should be assessed separately. The outcomes of individual building/block assessments should then be averaged.

(d) Each item on the EFCA-SCS has been assigned a weighting, based on its functional relative criticality. The total weight for all the items under each specific sub-group adds up to 100%.

*[**Please Note:** Elsewhere the weightings are based on the cost of the item relative to the total cost of the facility. While this is an objective approach, its shortcomings are that an item might cost relatively less but its failure might have catastrophic consequences on the operations of the facility.]*

(e) All the levels of granularity (Level 1 to Level 3 Elements) are assigned weightings per **Annexure G**.

(f) The Weighted Ratings for items at lower levels of granularity would then be added up to yield ratings at the next (upper) level of granularity until the overall Buildings Condition Rating is obtained.

(g) Per the provisions of Section 12.1.2(e), where an element that has been included in Table 7 (or Annexure G) is not found in an EF, the weighting assigned to such element should be distributed equitably among the remaining elements.

Table 7: *Extract of the EFCA-SCS indicating only buildings elements with weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
B SUBSTRUCTURE	10%	**B.1** Foundations	60%
		B.2 Basement	40%
C SUPERSTRUCTURE	30%	**C.1** Structural Frame	30%
		C.2 External Envelope	20%
		C.3 External Finishes	5%
		C.4 Roof Structure	25%
		C.5 Roof Drainage System	5%
		C.6 Interior Fabric and Partitions	10%
		C.7 Interior Finishes	5%

$$Buildings\ Condition\ Rating, \boldsymbol{BCR} = \boldsymbol{Weighted\ Average\ of\ Major\ Elements}$$

BCR Rating		Description
5	Very Good	The buildings are in overall very good to excellent physical condition.
4	Good	In overall, the buildings are in good physical condition with some building components needing repair or replacement.
3	Fair	The buildings are in overall in fair condition with a number of building components needing repair or replacement.
2	Poor	In overall, the physical condition of buildings is poor. Almost all the building components need repair or replacement. Many of the building components have exceeded their expected useful life.
1	Very Poor	The buildings are unsatisfactory and the current condition is unacceptable with all or almost all the building components needing repair or replacement. Many of the building components are failing or no longer meet the needs of the facility.

14.4.2 Basic Services Rating – BSR

(a) The Basic Services Condition Rating (BSR) focuses only on the Basic Services provided in an EF.

(b) The process of determining BSR is similar to BCR's, as dealt with under Sub-section 14.4.1 above.

(c) The portion of the EFCA-SCS that would be extracted to determine BSR is presented in **Table 8** below:

Table 8: *Extract of the EFCA-SCS indicating only Basic Services elements with weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
D BASIC SERVICES	20%	**D.1** Water Supply and Plumbing	40%
		D.2 Sanitation	30%
		D.3 Power Supply and Electrical Systems	30%

Basic Services Rating, $\boldsymbol{BSR = Weighted\ Average\ of\ Major\ Elements}$

BSR		Description
5	Very Good	The basic services are in overall very good to excellent physical condition.
4	Good	In overall, the basic services are in good physical condition with some components needing repair or replacement.
3	Fair	The basic services are in overall in fair condition with a number of components needing repair or replacement.
2	Poor	In overall, the physical condition of basic services is poor. Almost all the components need repair or replacement. Many of the components have exceeded their expected useful life.
1	Very Poor	The basic services are unsatisfactory and the current condition is unacceptable with all or almost all the components needing repair or replacement. Many of the components are failing or no longer meet the needs of the facility.

14.4.3 Furniture, Fittings and Equipment Rating – FFER

(a) The Furniture, Fittings and Equipment Condition Rating (FFER) focuses on the condition of FF&E in an EF.

(b) The process of determining FFER is similar to BCR's, as dealt with under Sub-section 14.4.1 above.

(c) The portion of the EFCA-SCS that would be extracted to determine FFER is presented in **Table 9** below:

Table 9: *Extract of the EFCA-SCS indicating only FF&E elements with weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
F FURNITURE, FITTINGS & EQUIPMENT	10%	**F.1** Loose Furniture	30%
		F.2 Fixed Furniture and Fittings	40%
		F.3 Equipment	30%

$$Operting\ Systems, \boldsymbol{OSR} = \boldsymbol{Weighted\ Average\ of\ Major\ Elements}$$

OSR		Description
5	Very Good	The FF&E is in overall very good to excellent physical condition.
4	Good	In overall, the FF&E is in good physical condition with some items needing repair or replacement.
3	Fair	The FF&E is in overall in fair condition with a number of items needing repair or replacement.
2	Poor	In overall, the physical condition of the FF&E is poor. Almost all the items need repair or replacement. Many of the items have exceeded their expected useful life.
1	Very Poor	The FF&E is unsatisfactory and the current condition is unacceptable with all or almost all the items needing repair or replacement. Many of the items are failing or no longer meet the needs of the facility.

14.4.4 Operating Systems Rating – OSR

(a) Operating Systems are an essential enabler towards effective operations of an EF and in responding to the technological requirements of the 21st century.

(b) Operating Systems Rating (OSR) assesses the condition of various Operating Systems that are found in an EF.

(c) The process of determining OSR is similar to BCR's, as dealt with under Sub-section 14.4.1 above.

(d) The items to be assessed are presented in **Table 10** below:

Table 10: *Extract of the EFCA-SCS indicating only operating systems with weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
E OPERATING SYSTEMS	15%	**E.1** Admin & Communications Systems	30%
		E.2 ICT and Connectivity	30%
		E.3 HVAC System	5%
		E.4 Fire Protection System	15%
		E.5 Safety & Security System	15%
		E.6 Conveying Systems	5%

$$Operting\ Systems, \boldsymbol{OSR} = \boldsymbol{Weighted\ Average\ of\ Major\ Elements}$$

OS Rating		Description
5	Very Good	The Operating Systems are in overall very good to excellent physical condition.
4	Good	In overall, the Operating Systems are in good physical condition with some components needing repair or replacement.
3	Fair	The Operating Systems are in overall in fair condition with a number of components needing repair or replacement.
2	Poor	In overall, the physical condition of the Operating Systems is poor. Almost all the components need repair or replacement. Many of the items have exceeded their expected useful life.
1	Very Poor	The Operating Systems are unsatisfactory and the current condition is unacceptable with all or almost all the components needing repair or replacement. Many of the components are failing or no longer meet the needs of the facility.

14.4.5 Outdoor Amenities Rating – OAR

(a) The Site and Outdoor Amenities Rating (OAR) focuses on the condition of the Outdoor Amenities.

(b) The process of determining OAR is similar to BCR's, as dealt with under Sub-section 14.4.1 above.

(c) The portion of the EFCA-SCS that would be extracted to determine FFER is presented in **Table 11** below:

Table 11: *Extract of the EFCA-SCS indicating only elements for Outdoor Amenities and their weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
A SITE AND OUTDOOR AMENITIES	10%	**A.1** On-site Conditions	25%
		A.2 Outdoor Amenities	50%
		A.3 Fences and Gates	25%

$$Outdoor\ Amenities\ Rating, \boldsymbol{OAR} = \sum(\boldsymbol{Weighted\ Average\ of\ Group\ Elements})$$

OA Rating		Description
5	Very Good	The Outdoor Amenities are in overall very good to excellent physical condition.
4	Good	Most of the Outdoor Amenities are in good physical condition with some components needing repair or replacement.
3	Fair	In overall, the Outdoor Amenities are in a fair condition with a number of components needing to be repaired.
2	Poor	In overall, the physical condition of Outdoor Amenities is poor. Almost all the components need to be repaired.
1	Very Poor	The Outdoor Amenities are in unacceptable condition with all or almost all the components needing to be repaired or redone. Many of the components do not meet the needs of the facility and are unsafe.

14.4.6 Inclusivity Rating – IR

(a) People with Disabilities (PWDs) need to have access to all the EFs. Inclusivity Rating assesses the extent to which this objective is met by an EF.

(b) The Inclusivity Assessment should be carried out on each building and Outdoor Amenities and the outcomes averaged.

(c) **Form EFCA-07** in **Annexure I** provides means of determining Inclusivity Rating and summarised in **Table 12** below, where all the available buildings would be assigned equal weightings.

Table 12: *Extract of the EFCA-SCS indicating only Inclusivity elements with weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
G OTHER AREAS OF IMPORTANCE	5%	**G.1** Inclusivity Provisions	50%

$$Inclusivity\ Rating, \boldsymbol{IR} = \sum(\boldsymbol{Weighted\ Average\ of\ Group\ Elements})$$

Inclusivity Rating		Description
5	Very Good	All the Functional Spaces and amenities in the facility provide adequately for inclusivity. The facility is friendly structurally and can be accessed with ease by People with Disabilities (PWDs).
4	Good	The facility has reasonably been well provided for inclusivity, is relatively friendly structurally and most of the Functional Spaces can be accessed with reasonable ease by PWDs.
3	Fair	The facility has fairly well been provided for inclusivity, is fairly friendly structurally and Functional Spaces can just be accessed by PWDs but with difficulties. A lot of reconfiguration is needed.
2	Poor	The facility barely provides for inclusivity, is not friendly structurally and Functional Spaces can barely be accessed by PWDs. A lot of work is needed to reconfigure the facility.
1	Very Poor	The facility does not provide at all for inclusivity, is completely unfriendly structurally and cannot be accessed by PWDs. Complete reconfiguration of the entire facility is needed to provide for inclusivity.

14.4.7 Indoor Environmental Quality Rating – IEQR

(a) The Habitability and Indoor Environmental Quality Rating (IEQR) is intended to assess the extent to which each Functional Space meets the IEQ Standards, per the NSEF.

(b) The IEQ Assessment should be carried out in each Functional Space and the outcomes averaged for all the Functional Spaces.

(c) **Form EFCA-08** in **Annexure J** provides means of determining IEQ Ratings and are summarised in **Table 13** below, where all the available Functional Spaces would be assigned equal weights.

Table 13: *Extract of the EFCA-SCS indicating only IEQ elements with weightings.*

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS	
G OTHER AREAS OF IMPORTANCE	5%	**G.2** Indoor Environmental Quality Standards	50%

Indoor Environmental Quality Rating, $\boldsymbol{IEQR = Weighted\ Average\ of\ Individual\ Items}$

IEQ Rating		Description
5	Very Good	All the Functional Spaces are habitable. Regular maintenance required to ensure continued habitability.
4	Good	Most of the Functional Spaces are reasonably habitable but attention is needed to address problematic areas.
3	Fair	Most of the Functional Spaces are just habitable, being on the border line. There is an urgent need to address problematic areas.
2	Poor	Most of the Functional Spaces are barely habitable. There is a very urgent need to address all the problematic areas.
1	Very Poor	Almost all the Functional Spaces are totally inhabitable. The situation should be attended to as an emergency. Drastic measures are required as an emergency to improve the current situation.

14.4.8 Facility Condition Rating – FCR

(a) Having assessed all the areas dealt with above and determined all the relevant EFCA Condition Ratings for the components making up a facility, what is the overall condition of the facility? The Facility Condition Rating (FCR) is intended to provide an answer to this question.

(b) The FCR is the combination of all the EFCA Ratings that were determined in the sub-sections above.

(c) These are summarised in the **Table 14** below:

Table 14: *Determination of the Overall Condition Rating of the Facility.*

Sub-elements of FCR	Rating per Assessments					Weightings	Weighted Rating
	1	2	3	4	5		
Buildings Condition Rating, BCR:							
• Substructure						10%	
• Superstructure						30%	
Basic Services Rating, BSR						20%	
FF&E Rating, FFER						10%	
Operating Systems Rating, OSR						15%	
Outdoor Amenities, OAR						10%	
Other Areas of Importance:							
• Indoor Environmental Quality Rating, IEQR						2.5%	
• Inclusivity Rating, IR						2.5%	
Total = Facility Condition Rating	**N/A**					**100%**	

$$Facility\ Condition\ Rating, \boldsymbol{FCR} = \sum(\boldsymbol{Weighted\ Average\ of\ Individual\ Items})$$

OCR		Description
5	Very Good	Overall the facility is in a very good physical condition, is habitable and very friendly and accessible to PWDs.
4	Good	Overall the facility is in a reasonable good condition, being relatively habitable, and is reasonably accessible to PWDs.
3	Fair	Overall the facility is in a fair condition, being fairly habitable, and is fairly accessible to and friendly to PWDs.
2	Poor	Overall the facility is in a poor condition, is barely habitable, being barely accessible to PWDs.
1	Very Poor	Overall the facility is in an extremely poor condition and totally unsatisfactory, is inhabitable, and totally inaccessible and unfriendly to PWDs.

14.5 Determination of Facility Condition Index

14.5.1 General Considerations

(a) This Section seeks to provide answers to the following questions:

(i) How much would it cost to rectify the deficiencies identified in Section 14.4 above to bring the facility to the acceptable standards per *NSEF* and National Building Regulations?

(ii) How can these costs be compared from one facility to the next to enable fair ranking of EFs per the priority areas to plan the Capital Improvement Works (CIW)?

(b) The Facility Condition Index (FCI) provides a means of addressing the questions posed in paragraph (a) above by looking at consequential monetary values only.

(c) The FCI is determined by comparing:

(i) The cost of reinstating the facility back to its full functional state as it was initially, i.e. the Current Renewal Costs (CRC) or cost of needed repairs, as a function of

(ii) The total cost that would be incurred if the entire facility, as it was initially conceived, were to be built anew in today's costs, using today's acceptable building standards and materials but without including any additional structures that might be required. These costs are referred to as the Current Replacement Value (CRV).

*[**Please Note**, elsewhere, particularly in developed countries, the CRC is referred to as the Delayed Maintenance (DM), i.e. costs for carrying out all the delayed maintenance and repair works. Facilities in those countries are not built of inappropriate materials and probably are sound structurally therefore the main issue becomes purely maintenance and additions to meet the latest curriculum trends/ requirements. In the South African context, there are still a lot of Education Facilities that are built of inappropriate materials and those that are not sound structurally. Therefore, the focus is not only maintenance and additions but also total replacement. Deferred Maintenance is further dealt with in the GU&M Guidelines.]*

(d) The method used for determining the Current Renewal Costs (CRC) and Current Replacement Values (CRV) is presented in Sections 14.5.2 and 14.5.3, respectively.

14.5.2 Determination of Current Renewal Costs - CRC

(a) CRC should be based on each item that needs to be repaired or renewed per the outcomes of the Walk-through Survey.

(b) For uniformity, this implies that any facility component that has been assigned a Condition Rating of 2 or less from the Walk-through Survey would be deemed as a candidate for replacement.

(c) The FCI must be based only on the current condition of an EF and should exclude the future needs identified either in the lifecycle costing or functional adequacy deficiencies.

(d) The costs associated with GUMRR such as replacement of fused globes, unblocking sewerage system should not be included as part of the CRC costs.

(e) The basis for deriving these costs should always be provided, reflecting the nominal quantities and the unit costs used. A rational approach to the derivation of cost estimates must be considered.

(f) The estimated costs derived from this exercise should always be deemed as being preliminary only and not as the final cost estimate of the required infrastructure interventions. Final cost estimates would be determined only after detailed designs have been carried out.

(g) The CRC should include all the soft costs, i.e. Implementing Agency Fees and Consultants Fees.

*[**Please Note:** elsewhere, soft costs are excluded from the FCI calculations, but for the purpose of these Guidelines it would be prudent to include them to provide the total indicative costs.]*

(h) In determining the indicative rates for soft costs, the worst case scenario should be assumed and the following rates should be used for uniformity:

(i) Contingencies = 5% of Construction Costs;

(ii) Consultants Fees = 14,5% of (Construction Costs + Contingencies);

(iii) Implementing Agency Fees = 7.5% of (Construction Costs + Contingencies + Consultants Fees).

(i) The total sum of all the Major Repairs and Major Replacement (MRR) Costs and Cost of Renewals would be the CRC.

(j) Phased repairs and replacements should not be considered in determining the FCI but the total current costs regardless of the construction approach to be adopted.

(k) As suggested by Jacobs (2014), the accounting principles indicate that a value of 65% or the “rule of two-thirds”, be utilised for identifying potential replacement candidates. In other words, if the FCI is about 65%, or roughly two-thirds of the estimated full replacement value of the facility, it may not be prudent to continue to fund the repairs but to replace the facility or its component.

14.5.3 Determination of Current Replacement Values - CRV

(a) As stated in Sub-section 14.5.1(c)(ii) above, the CRV is the estimated replacement value of the facility as is, in today's costs.

(b) The CRV would be determined by:

(i) Multiplying the Gross Square Meter of the facility buildings (m^2) by the Cost per Square Meter (R/m^2) to construct a new, similar facility; and

(ii) Add the Total Cost of Outdoor Amenities.

*[**Please Note**, elsewhere, the net CRV is used in the calculations, which only considers the total floor area of the facility excluding the external works. For the FCI to make sense the items in the CRV must include all the items in the CRC. In the South African context, it is not only the buildings that need attention but also Outdoor Amenities hence a need for considering gross CRV. The NEFIMS will, however, produce both the Gross CRV and the Net CRV where the Net CRV will only be used for benchmarking purposes.]*

(c) CRV should, therefore, comprise the total cost of Building Works plus cost of Outdoor Amenities.

(d) CRV should not include the demolition costs of the existing facility if it were to be demolished and the cost of purchasing the land, if it were bought from the private owner as the latter is regarded as a sunk cost.

(e) A combination of Parametric and Three-Point Estimating (Beta Distribution) Methods should be used to determine the Estimated Rates to be used in the calculations, which is:

$$R_E = (R_O + 4R_M + R_P)/6$$

R_E = Estimated Rate

R_O = Most Optimistic Rate

R_M = Most Likely Rate

R_P = Most Pessimistic Rate

*[**Please Note:** It would be ideal to use uniform rates country-wide to enable a fair comparison between the outcomes of the assessment in different parts of the country. However, this would not be a true representation of provincial and regional cost variations of certain items and therefore make it difficult to make use of Parametric Estimation and fine-tuning of the estimates following the "true" award values. Therefore this point must be taken into consideration when making comparisons across provinces.]*

(f) The cost estimates used in these *Guidelines* are for high level planning purposes and are not substitutes for project-level design costs. The Quantity Surveyor still needs to carry out detailed costing after the detailed designs have been completed and these figures will differ where the latter would most likely be more accurate.

14.5.4 Buildings Condition Index – BI_C

(a) The Buildings Condition Index (BI_C) would include the costs of rectifying:

(i) Building deficiencies;

(ii) Deficiencies on Inclusivity Provisions; and

(iii) Deficiencies associated with Indoor Environmental Quality Standards.

(b) In order to ensure that there is no double counting, Basic Services should be excluded from the BI_C calculations.

*[**Please Note:** under normal circumstances the Basic Services would be included as part of the BI_C calculations, but because of the backlogs in this area and the attendant strategic focus to provide sufficient Basic Services in all the Education Facilities, it has been decided to consider them separately for now.]*

(c) **Determination of the Current Renewal Costs – CRC_B**

(i) The Current Renewal Costs for Buildings (CRC_B) should be determined as per Sub-section 14.5.2.

(ii) The CRC_B should include the cost of:

(1) Replacing structures built of inappropriate materials, per the *NSEF*;

(2) Replacing structures that are structurally unsound;

(3) Replacing any structures that are deemed as temporary structures.

(iii) The CRC_B should not include the costs associated with GUMRR activities as these form part of the normal GU&M costs.

(iv) In determining the CRC_B, where there are shortages in terms of the number of Functional Spaces, such shortages should not be included as part of BI_C but under Buildings Adequacy Index, under Section 14.6.1 below.

(d) **Determination of the Current Replacement Value – CRV_B**

(i) The Current Replacement Value for Buildings (CRV_B) should be determined per Section 14.5.3 above.

(ii) CRV_B should include the cost of providing appropriate structures, per *NSEF*.

(e) **Determination of BI_C**

(i) The BI_C should be determined as follows:

$$Current\ Renewal\ Costs, \boldsymbol{CRC_B} = \sum(\boldsymbol{Quantity\ of\ each\ item\ x\ Unit\ Cost})$$

$$Current\ Replacement\ Value, \boldsymbol{CRV_B} = \boldsymbol{Gross\ Floor\ Area\ of\ Buildings\ x\ R_E}$$

$$\boldsymbol{R_E} = Estimated\ Rate\ per\ Section\ 14.5.3(e)$$

$$Buildings\ Condition\ Index, \boldsymbol{BI_C} = \frac{\boldsymbol{CRC_B}}{\boldsymbol{CRV_B}}$$

BI_C		Description
0.00 – 0.20	Very Good	The buildings are in overall very good physical condition with 20% or less of the value of the building systems needing repair or replacement.
0.21 – 0.35	Good	The buildings are in overall good physical condition with 21% to 35% of the value of the building systems needing repair or replacement
0.36 – 0.50	Fair	The buildings are in overall fair condition with 36% to 50% of the value of the building systems needing repair or replacement.
0.51 – 0.64	Poor	The buildings are in overall poor condition with 51% to 64% of the value of the building systems needing repair or replacement. Many of the building systems have exceeded their expected useful life.
0.65 +	Very Poor	The buildings are unsatisfactory with more that 65% of the value of the building systems needing repair or replacement. Many of the building systems are failing or no longer meet the needs of the facility.

14.5.5 Basic Services Condition Index – BSI_C

(a) The Basic Services considered under this BSI_C are the Water, Sanitation and Electricity.

(b) **Determination of the Current Renewal Costs – CRC_{BS}**

(i) The Current Renewal Costs for Basic Services (CRC_{BS}) should be determined per Sub-section 14.5.2.

(ii) The CRC_{BS} should include the cost of replacing any sanitation facilities that:

(1) Are built of inappropriate materials, per the *NSEF*;

(2) Are not permissible according to the *NSEF*, and these include Plain Pit Latrines, Bucket Toilets and Chemical Toilets; and

(3) Are dilapidated and structurally unsound.

(iii) The CRC_{BS} should not include the costs of emptying the toilet pits as these form part of the normal GU&M costs;

(iv) Temporary sanitation facilities that are provided while permanent facilities are being provided, or where construction activities are imminent to replace them, should not be included as part existing facilities in determining CRC_{BS};

(v) In determining the CRC_{BS}, where there are shortages in terms of the number of toilet seats, water supply, capacity of the power supply, such shortages should not be included as part of BSI_C but under Basic Services Adequacy Index, under Section 14.6.2 below.

(c) **Determination of the Current Replacement Value – CRV_{BS}**

(i) The Current Replacement Value for Basic Services (CRV_{BS}) should be determined per Section 14.5.3 above.

(ii) CRV_{BS} should include the cost of providing appropriate sanitation facilities that are permissible per the *NSEF*.

(d) **Determination of BSI_C**

(i) The BSI_C will be determined similarly to BI_C.

$$Basic\ Services\ Condition\ Index, \boldsymbol{BSI_C} = \frac{\boldsymbol{CRC_{BS}}}{\boldsymbol{CRV_{BS}}}$$

(ii) The BSI_C results would be interpreted similarly to the BI_C results.

14.5.6 FF&E Condition Index – $FFEI_C$

(a) The $FFEI_C$ should be determined similarly to BI_C.

(b) The FF&E includes the learner furniture, furniture for educators and admin staff, fittings, standard equipment and machinery that should be provided in each Functional Space as indicated in the Standard Room Data Sheet (per the *Guidelines for Design of Education Facilities*).

(c) In order to ensure that there is no double counting, the FF&E should be excluded from the BI_C calculations.

*[**Please Note:** under normal circumstances the FF&E would be included as part of the BI_C calculations, but because of backlogs in this area and the attendant strategic focus of ensuring that FF&E is provided in all the Education Facilities, it has been decided to consider them separately for now.]*

(d) **Determination of the Current Renewal Costs – $CRC_{FF\&E}$**

(i) The Current Renewal Costs for FF&E ($CRC_{FF\&E}$) should be determined per Section 14.5.2 above.

(ii) The $CRC_{FF\&E}$ should include the cost of replacing any FF&E that is not functional, obsolete, broken and cannot be repaired as part of GUMRR and with a Condition Rating that is 3 or below.

(iii) The $CRC_{FF\&E}$ should be based on latest acceptable FF&E and not an old type FF&E.

(iv) In determining the $CRC_{FF\&E}$, any FF&E shortages should not be included as part of $FFEI_C$ but under FF&E Adequacy Assessments, under Section 14.6.3 below.

(e) **Determination of the Current Replacement Value – $CRV_{FF\&E}$**

(i) The Current Replacement Value for FF&E ($CRV_{FF\&E}$) should be determined per Section 14.5.3 above.

(ii) The $CRV_{FF\&E}$ should be based on the latest acceptable FF&E and not old type FF&E.

(f) **Determination of $FFEI_C$**

(i) The $FFEI_C$ should be determined similarly to BI_C.

$$Furniture, Fittings\ and\ Equipment\ Condition\ Index, \boldsymbol{FFEI_C} = \frac{\boldsymbol{CRC_{FFE}}}{\boldsymbol{CRV_{FFE}}}$$

(ii) The $FFEI_C$ results would be interpreted similarly to the BI_C results.

14.5.7 Operating Systems Condition Index – OSI_C

(a) The OSI_C should be determined similarly to BI_C.

(b) The Operating systems include:

(i) Admin and Communications Systems;

(ii) ICT and Connectivity;

(iii) HVAC System;

(iv) Fire Protection & Fighting System;

(v) Safety & Security System; and

(vi) Conveyance Systems.

(c) In order to ensure that there is no double counting, the Operating Systems should be excluded from the BI_C calculations.

*[**Please Note:** under normal circumstances the Operating Systems would be included as part of the BI_C calculations, but because of the backlogs in this area and the attendant strategic focus of ensuring that Operating Systems are provided in all the Education Facilities, it has been decided to consider them separately for now.]*

(d) **Determination of the Current Renewal Costs – CRC_{OS}**

(i) The Current Renewal Costs for Operating Systems (CRC_{OS}) should be determined per Section 14.5.2 above.

(ii) The CRC_{OS} should include the cost of replacing any Operating Systems that are not functional, obsolete, broken and cannot be repaired as part of GUMRR and with a Condition Rating that is 2 and below.

(iii) The CRC_{OS} should be based on latest acceptable Operating Systems and not an old type systems.

(iv) In determining the CRC_{OS}, any Operating System shortages should not be included as part of OSI_C but under Operating Systems Adequacy Assessments, under Section 14.6.3 below.

(e) **Determination of the Current Replacement Value – CRV_{OS}**

(i) The Current Replacement Value for Operating Systems (CRV_{OS}) should be

determined per Section 14.5.3 above.

(ii) The CRV_{OS} should be based on the latest acceptable Operating Systems and not an old type systems.

(f) **Determining the OSI_C**

(i) The OSI_C shall be determined similarly to BI_C.

$$Operating\ Systems\ Condition\ Index, \boldsymbol{OSI_C} = \frac{\boldsymbol{CRC_{OS}}}{\boldsymbol{CRV_{OS}}}$$

(ii) The OSI_C results would be interpreted similarly to the BI_C results.

14.5.8 Outdoor Amenities Condition Index – OAI_C

(a) The OAI_C shall be determined similarly to BI_C calculations.

(b) The Outdoor Amenities include:

(i) Fences and Gates;

(ii) Signage and Flagpoles;

(iii) Vehicular Provisions and Parking;

(iv) Pedestrian Walkways;

(v) Courtyards and Assembly Area;

(vi) Grounds, Landscapes, Flower Gardens, etc.;

(vii) Food Garden; and

(viii) Playgrounds and Sport-fields.

(c) In order to ensure that there is no double counting, the Outdoor Amenities should be excluded from the BI_C calculations.

(d) **Determining the Current Renewal Costs – CRC_{OA}**

(i) The Current Renewal Costs for Outdoor Amenities (CRC_{OA}) would be determined per Section 14.5.2 above.

(ii) The CRC_{OA} should include the cost of replacing any Outdoor Amenities that are not functional, not appropriate, not located at an ideal area and with a Condition Rating that is 3 and below.

(iii) The CRC_{OA} should not include the cost associated with GUMRR activities as these would be included as part of normal GU&M costs.

(iv) The CRC_{OA} should be based on the latest acceptable Outdoor Amenities and not the old type systems.

(v) Reference should be made to the *School Infrastructure Safety and Security Guidelines* (*SISSG*) on the type of fence and gates to be provided.

(vi) In determining the CRC_{OA}, any shortages of Outdoor Amenities should not be included as part of OAI_C but under Outdoor Amenities Adequacy Assessments, under Section 14.6.3 below.

(e) **Determining the Current Replacement Value – CRV_{OA}**

(i) The Current Replacement Value for Outdoor Amenities (CRV_{OA}) should be determined per Section 14.5.3 above.

(ii) The CRV_{OA} should be based on the latest acceptable Outdoor Amenities and not the old type systems.

(iii) Reference should be made the *SISSG* regarding the correct type of replacement fence to be considered.

(f) **Determining the OAI_C**

(i) The OAI_C shall be determined similarly to BI_C.

$$Outdoor\ Amenities\ Condition\ Index, \boldsymbol{OAI_C} = \frac{\boldsymbol{CRC_{OA}}}{\boldsymbol{CRV_{OA}}}$$

(ii) The OAI_C results would be interpreted similarly to the BI_C results.

14.5.9 Facility Condition Index – FCI

(a) Now that Condition Indices for various building components and systems have been determined per the preceding sections, what is the overall Facility Condition Index (FCI)? This is the focus of this section.

(b) It is imperative to note that the FCI should vary between 0.0 and 1.0.

(c) Based on paragraph (b) above, the FCI should be determined by adding all the outcomes of the Condition Index assessments determined above as follows:

$$Facility\ Condition\ Index, \boldsymbol{FCI} = \frac{\sum \boldsymbol{CRCs}}{\sum \boldsymbol{CRVs}}$$

$$\boldsymbol{FCI} = \frac{(\boldsymbol{CRC_B} + \boldsymbol{CRC_{BS}} + \boldsymbol{CRC_{FF\&E}} + \boldsymbol{CRC_{OS}} + \boldsymbol{CRC_{OA}})}{(\boldsymbol{CRV_B} + \boldsymbol{CRV_{BS}} + \boldsymbol{CRV_{FF\&E}} + \boldsymbol{CRV_{OS}} + \boldsymbol{CRV_{OA}})}$$

FCI		Description
0.00 – 0.20	Very Good	In overall, the facility is in very good physical condition, with 20% or less of the value of the facility components needing repair or replacement.
0.21 – 0.35	Good	In overall, the facility is in good physical condition, with 21% to 35% of the value of the facility components needing repair or replacement.
0.36 – 0.50	Fair	In overall, the facility is in fair condition, with 36% to 50% of the value of the facility components needing repair or replacement.
0.51 – 0.64	Poor	In overall, the facility is poor condition with 51% to 64% of the value of the facility components needing repair or replacement. Many of the facility components have exceeded their expected useful life.
0.65 +	Very Poor	The facility is unacceptable with more that 65% of the value of the facility components needing repair or replacement. Many of the facility components are failing or no longer meet the needs of the facility.

14.6 Determination of Functionality Adequacy Index

14.6.1 General Considerations

(a) The Functionality Adequacy Assessment, whose outcomes are expressed as Functionality Adequacy Index (FAI), seeks to ascertain the degree of adequacy of facility components and systems, in terms of their capacity and sufficiency, to support the current business needs.

(b) The capacity and sufficiency requirements would be assessed against the *NSEF* and National Building Regulations.

(c) The Functionaity Adequacy Assessment does not concern itself about the condition of the facility components and systems but only their capacity against the current facility load or current business requirements.

(d) For the education sector, the areas to be examined are:

(i) Adequacy of **Functional Spaces**;

(ii) Adequacy of **Basic Services**;

(iii) Adequacy of **Furniture, Fittings and Equipment**;

(iv) Adequacy of **Operating Systems**; and

(v) Adequacy of **Outdoor Amenities.**

(e) The FAI is expressed as the ratio of:

(i) The current cost of the required additions (Current Cost of Additions – CCA), and

(ii) The sum of the Current Replacement Value (CRV) and CCA.

(f) All the values used in determining FAI are based on today's costs.

14.6.2 Determination of Functionality Adequacy Index – FCI

(a) Both the number and the size of the available spaces should be assessed to assess the potential problems that could be encountered in this regard, as depicted in the matrix below:

		Number of Spaces		
		Few	**Standard**	**Too Many**
Size of Spaces	**Small**	**Over-crowding**	**Over-crowding**	**Under-utilised[1]**
	Standard	**Over-crowding**	**At Capacity**	**Under-utilised**
	Too Big	**Over-crowding[2]**	**Under-utilised**	**Under-utilised**

1 Less number of users in a given Functional Space.
2 More number of users in a single Functional Space than prescribed.

(b) **Forms EFCA-12** in **Annexure N** should be used to capture information on various facility components and systems that would aid the determination of FAI.

(c) Form **EFCA-14** in **Annexure Q,** summarised in **Table 15** below, provides the means of determining FAI.

(d) Care should be taken to ensure that what was included when EFCA Condition Indices were determined are the same as those considered when CCAs are considered.

Table 15: *Determination of the Facility Adequacy Index.*

Element Being Assessed	CCA	CRV	FAI
Functional Space Requirements			
Basic Services			
Furniture, Fittings and Equipment			
Operating Systems			
Outdoor Amenities			
TOTAL			

$Current\ Cost\ of\ Additions, \boldsymbol{CCA}$

$Current\ Replacement\ Value, \boldsymbol{CRV}$

$$Functionality\ Adequacy\ Index, \boldsymbol{FAI} = \frac{\sum \boldsymbol{CCA})}{(\sum \boldsymbol{CRV} + \sum \boldsymbol{CCA})}$$

FAI		Description
0.00 – 0.20	**Very Good**	The available facility components are adequate and enable the facility to provide its business objectives and the facility meets the provisions of NSEF.
0.21 – 0.40	**Good**	The available facility components are reasonably adequate and enable the facility to reasonably the business requirements of the facility. The facility is falling short of meeting the requirements of the NSEF.
0.41 – 0.50	**Fair**	The available facility components are somehow adequate and enable the facility to operate albeit with difficulties. The facility falls below the requirements of the NSEF.
0.51 – 0.70	**Poor**	The available facility components are barely adequate and barely enable the facility to meet its business requirements. The facility falls far below the requirements of the NSEF.
0.71 – 1.00	**Very Poor**	The available facility components are inadequate and do not meet the business requirements of the facility. The facility does not meet the requirements of NSEF.

14.7 Determination of the Overall Facility Index

14.7.1 General Considerations

(a) Now that both the:

(i) Condition of the facility; and

(ii) Adequacy of facility components

have been assessed, what is the overall condition of a facility? What are the total cost estimates of addressing all the infrastructure requirements in the facility to bring it to required standards, per the *NSEF* and National Building Regulations?

(b) The Overall Facility Assessment, whose outcomes are expressed as the Overall Facility Index (OFI), is aimed at addressing the question posed in paragraph (a) above.

The Overall Facility Assessment seeks to ascertain the extent to which a facility, as a whole, enables and supports the business of a facility through the provision of appropriate, conducive, adequate and compete Functional Spaces, Basic Services, Operating Systems, FF&E, and Outdoor Amenities.

(c) This is also an indication of the extent to which the facility complies with the provisions of the *NSEF* and the Building Regulations.

(d) The areas to be considered are:

(i) Condition and Adequacy of **Functional Spaces**;

(ii) Condition and Adequacy of **Basic Services**;

(iii) Condition and Adequacy of **Furniture, Fittings and Equipment**;

(iv) Condition and Adequacy of **Operating Systems**; and

(v) Condition and Adequacy of **Outdoor Amenities.**

(e) The OFI is expressed as the sum of:

(i) The Current Renewal Costs (CRC), plus

(ii) The current cost of the required additions (Current Cost of Additions – CCA), all divided by

(iii) The sum of the Current Replacement Value (CRV) and CCA.

(f) All the values used in determining OFI are based on today's costs.

(g) The OFI is intended to:

(i) Be an objective assessment of the current infrastructural and systems gaps on the facility;

(ii) Quantitatively assess what is already in place against what ought to have been in place to have a complete and fully functional facility;

(iii) Provide indicative costs of Upgrades and Additions and/or Replacement Costs; and

(iv) Does not cater for phased approach (this does not refer to design and construction

activities but to the total infrastructure interventions required at a particular facility as at the date of the Walk-through Surveys) as this considers that all the EFs must meet the provisions of the *NSEF*.

14.7.2 Determination of the Overall Facility Index – OFI

(a) **Form EFCA-15** in **Annexure Q,** as summarised in **Table 16** would be used to determine the OFI.

(b) The CRC, CCA and CRV of each element would be determined separately but the OFI is determined using the formula below:

Table 16: *Determination of the Overall Facility Index.*

Element Being Assessed	CRC	CCA	CRV	OFI
Functional Space Requirements				
Basic Services				
Furniture, Fittings and Equipment				
Operating Systems				
Outdoor Amenities				
TOTAL				

$$Overall\ Facility\ Index, \boldsymbol{OFI} = \frac{(\sum \boldsymbol{CRC} + \sum \boldsymbol{CCA})}{(\sum \boldsymbol{CRV} + \sum \boldsymbol{CCA})}$$

OFI		Description
0.00 – 0.20	**Very Good**	The condition of the facility components and systems is superb and are adequate thus enabling the facility to fulfil its business objectives and the facility meets the provisions of NSEF.
0.21 – 0.40	**Good**	The general condition of the facility components and systems is reasonably good and are reasonably adequate thus enabling the facility to fulfil its business objectives to a large extent. The facility is falling slightly short of meeting the requirements of NSEF.
0.41 – 0.50	**Fair**	Generally the condition of the facility components and systems is on the borderline and are somewhat adequate. It enables the facility to operate albeit with difficulties. The facility falls below the requirements of NSEF.
0.51 – 0.70	**Poor**	Generally the condition of the facility components and systems is poor and are barely adequate and barely enable the facility to fulfil its business objectives. The facility falls far below the requirements of NSEF.
0.71 – 1.00	**Very Poor**	The condition of the facility components and systems is very poor and are severely inadequate. The facility can barely operate with its business objectives not fulfilled. The facility does not meet any of the provisions of the NSEF.

SECTION C

15 STANDARD REPORTING REQUIREMENTS

15.1 Preparation of Education Facilities Condition Assessment Report

15.1.1 General Overview

(a) The Education Facilities Condition Assessment Report (EFCR) is intended to provide concise information about the snap-shot of the conditions of a facility as at the date of the Walk-through Survey.

(b) The EFCR should therefore be prepared within reasonable period of time after the completion of the assessments. At best, this should be within two (2) to three (3) months of the date of Walk-through Surveys. This is intended to ensure that the report is relevant and not to report on obsolete information.

(c) The conditions of a facility change subtly over time, however, they can also change rapidly. For example, a day after the Walk-through Surveys, a facility system or component might break down, repaired or affected by a natural disaster. These occurrences may not be reflected in the assessment findings. For this reason, the findings in the EFCR should be viewed as time-bound although the conditions on site are ever-changing.

(d) Individual EFCRs should be produced for each facility. Where a school has a Learner Boarding Facility (LBF), a school facility should be reported separately from a LBF.

(e) EFCRs should be quality checked and signed off by a Registered Professional in the appointed PSP Team.

15.1.2 Outline of the EFCR

(a) The EFCR must, as a minimum, cover the information summarised below:

1 Cover Page

2 Table of Contents

3 Executive Summary

4 Purpose and Scope of the Condition Assessment

5 Project Organisation

6 Key Issues from Pre-survey Introductory Meeting

7 General Information About the Facility – Facility Portfolio Information

8 Condition of the Facility

- 8.1 General Upkeep & Maintenance Assessment
- 8.2 Physical Condition Assessment
- 8.3 Functionality Adequacy Assessment
- 8.4 Summary of EFCA Ratings and Indices

9 Cost Estimates to Remedy Deficiencies

10 Key Issues Raised in the Post-survey Feedback Meeting

11 Recommendations

12 Annexures

12.1 Pre-survey Questionnaire

12.2 General Site-layout Plan

12.3 Key Photographs

12.4 Furnished EFCA Forms

(b) The EFCR should be loaded onto the NEFIMS as soon as possible.

(c) Only EFCRs uploaded onto the NEFIMS should be assessed and approved by a Client, when this system is available and operational.

(d) Only after the provisions of paragraph (c) above have been achieved that payments should be made to an appointed PSP.

(e) The Reporting Process should be concluded by preparing a Close-out Report, covering all the projects that a PSP was appointed for.

15.2 Preparation of a Close-out Report

(a) PSPs appointed to undertake EFCAs should always prepare Close-out Reports for the group of projects they were appointed for.

(b) The Close-out Report should be submitted to the Client and the signed copy should also be uploaded onto the NEFIMS.

(c) As minimum, the Close-out Report should include the following:

1 Cover Page

2 Table of Contents

3 Project Brief and Scope of Work

4 Project Team and Project Organisation

5 Agreed Acceptance Criteria

6 Performance Against the Acceptance Criteria

7 Project Management Control Processes

7.1 Time Management (To include Actual Time vs Projected Time)

7.2 Cost Management (To include Projected/ Tendered Costs vs Actual Costs)

7.3 Risk Management

7.4 Quality Management

8 Lessons Learned on the Project

9 Proposed System Improvements

10 Final Accounts

11 Conclusions

16 THE PORTFOLIO PRIORITISATION PROCESS

16.1 The Need and Primary Objective of the Prioritisation Process

(a) Essentially, all the users and would-be-users of EFs would like to have their facilities attended to urgently and be prioritised where infrastructure interventions are required. Also, there are diverse interests across provinces on what is deemed to be of priority regarding the required infrastructure interventions.

(b) The public sector at large, including the basic education sector, has been operating under very tight fiscal constraints and the situation is not getting any better with time, following the added demands on the national fiscus.

(c) Following the realities in paragraphs (a) and (b), the basic education sector cannot respond to all the infrastructure demands simultaneously due to the sheer number EFs requiring infrastructure interventions, extent of interventions (monetarily) and acute resource constraints. These constraints are:

(i) Financial – budget constraints, limited from national fiscus;

(ii) Consultants - capacity to plan, design and monitor all the site works;

(iii) Contractors - capacity to deliver; and

(iv) Material Suppliers - availability of sufficient construction materials.

(d) Given the demand that exceeds the supply, there is a need for the sector to prioritise. The prioritisation process provides the sector with a unified strategic approach towards responding to its needs and to its infrastructure delivery programme. This would enable it to have a meaningful measure, for itself, on how well it is progressing towards eradicating infrastructure backlogs and the extent to which its infrastructure meets the provisions of the *NSEF*.

(e) With a unified, strategic and focussed approach towards infrastructure delivery, endeavours of the Department stand a chance of being more impactful to the benefit of the users of Education Facilities, image of the sector and of Government at large.

(f) To respond to this call, the starting point would be the identification of a sector-wide approach, in terms of identifying the priority areas for the sector, and to pursue them with the necessary attentiveness and vigour.

(g) The Standard Prioritisation Matrix (SPM) is a tool that would be used by the basic education sector to guide the prioritisation process leading to the development of Provincial Project Priority Lists for undertaking Capital Improvement Works (CIW). The Provincial Education Infrastructure Plans would be developed, being informed by the infrastructure demands, per the Priority List and the budget allocation over the given number of years.

(h) The Prioritisation has to be informed by various infrastructure interventions that are required in a Province. These are dealt with in Section 16.2 below.

16.2 Categorisation of Infrastructure Interventions

(a) Different types of infrastructure interventions that take place in the basic education sector fall under the categories reflected in **Table 17** below:

Table 17: *Types of infrastructure interventions that could take place in an Education Facility.*

Type of Intervention	Brief Description
1 ***General Upkeep and Maintenance (GU&M)***	Process of looking after and maintaining an existing EF, a process that needs to be undertaken on all the EFs.
2 ***Renewals Only***	Process of upgrading an existing facility through Renovations, Refurbishment, Rehabilitation, or Retrofitting to bring it to acceptable standards, as a result of: • Natural wear and tear; • A need to respond to natural disasters and accidents; • A need to respond to the latest functional/ business requirements such as curriculum changes; • Strategic shift, such as resuscitation of old EFs, e.g. Learner Boarding Facilities;
3 ***Additions Only***	Process of providing additional Functional Spaces, Basic Services and/or Operating Systems in an existing EF because: • They were not provided at all when the facility was built initially; • Increase in the number of facility users; • Change in curriculum requirements or business focus (e.g. Focus Schools); • Legislative and/or Policy changes (e.g. Management of Early Childhood Development, introduction of School Nutrition, Infection Control);
4 ***Upgrades & Additions***	Process of renewing or upgrading (Renewals) some existing structures in a facility and adding other structures (Additions).
5 ***Replacement***	This refers to Partial or Total Replacement of existing structures in an EF because: • They were built of inappropriate materials; • They were built of "acceptable" materials but structurally unsound because of poor construction methods, poor workmanship or "cutting corners"; • They were dilapidated following vandalism, abuse, disuse and would cost more than 2/3 of the replacement value to Renew; • A new need has been identified and would cost more than 2/3 of the replacement value to Renew (Retrofit) an existing structure;
6 ***New Facility***	Process of providing a new EF where they did not exist before because of: • In-migration of learners from other Provinces or parts of the same province (e.g. rural to urban); • Strategic shift, e.g. introduction of Learner Boarding Facilities as part of the School Rationalisation Process, increasing the number of District or Circuit Offices; • Establishment of a new settlement following a new economic development in the area or re-settlement from other areas.

(b) The Project Prioritisation process and budget allocation for CIW should take into consideration all the potential infrastructure interventions reflected in Table 17 above.

(c) Notwithstanding the provisions of paragraph (b) above, the Government has considered that eradication of structures built of inappropriate materials is paramount and must be prioritised. While this is an undertaking, it is also considered that there are instances where existing infrastructure

is built of acceptable material but not sound structurally and where there is chronic overcrowding because of Functional Space shortages. The sector has to find a fine balance to tackle all these challenges equitably in a manner that is more impactful.

(d) It is equally considered that the degree of structural soundness of structures built of inappropriate materials varies, others being worse off, posing imminent risk to the users, while others could still be used, with a fair degree of maintenance. Typically, Asbestos- built Structures (ABS) fall in the latter category, as long as they are left intact, with no asbestos fibres exposed.

(e) In dealing with the prioritisation process, structures built of inappropriate materials would be dealt with as follows:

(i) Where a facility comprises between 70% (about 2/3) to 100% of structures in an EF built of inappropriate materials, they should be deemed as being inappropriate and would be dealt with on a separate list of projects (the “Inappropriate Structures List”);

(ii) Where a facility comprises less than 2/3 of structures built of inappropriate materials, they should be included on the “Ordinary Project List”;

(iii) Where structures found in an EF comprise Asbestos-containing Materials (ACMs) such as roof cladding, they should be included on the “Ordinary Project List”.

(f) All the other infrastructure interventions, besides those in paragraph (k) above and new facilities projects shall be included on the “Ordinary Project List”.

16.3 Apportionment of Available Budget

(a) Assuming that all the available financial resources for infrastructure related interventions, besides donations and special grant funds, were to be put in one “pot”, all the infrastructure interventions under Section 16.2 have to be considered and the available funds apportioned equitably.

(b) The equitable apportionment referred to in paragraph (a) above would be affected by nuances found in each Province. While all the Provinces need infrastructure interventions of one form or the other, each Province may be predominantly characterised by one or two of the following:

(i) High net inflow of learners inter and intra-provincially – additional capacity required (either as Additions or as New Facilities);

(ii) A number of micro and unviable schools due to net outflow of learners or organically small catchment areas, leading to School Rationalisation and Re-alignment Process – Additions required at the Receiving Schools;

(iii) Where there is a high number of EFs built of inappropriate materials – Total Replacements required;

(iv) Where there is a number of facility components that have reached their useful lives – Renewals required;

(v) Curriculum changes including introduction of technologies – Upgrades required;

(c) An indicative equitable apportionment of the available funds is reflected in **Table 18** based on the potential predominant infrastructure interventions required in a Province, per paragraph (b) above:

Table 18: *Indicative apportionment of available financial resources for infrastructure interventions.*

Type of Infrastructure Intervention	Apportionment of Total Available Infrastructure Funds[1]		
	(b)(i) Net Inflow	(b)(ii) and (iii) Micro Schools and Inappropriates	(b)(iv) End of Useful Life
General Upkeep and Maintenance	20%	20%	20%
Renewals and/or Additions	40%	40%	40%
Total Replacement	10%	30%	40%
New Facilities	30%	10%	0%
Total (= EIG[2] + PES[3])	**100%**	**100%**	**100%**

1 Excludes Special Grant Funds and Donations;
2 EIG = Education Infrastructure Grant;
3 PES = Provincial Equitable Share

16.4 General Approach to the Prioritisation Process

(a) All the Provincial Education Departments (PEDs) would be required to use the SPM to rank the education infrastructure projects for CIW.

(b) The Minister of Basic Education ("the Minister"), in consultation with the Council of Education Ministers (CEM), would decide and advise the sector on the priority areas for the MTEF Period as informed by the outcomes of the Comprehensive Baseline Education Facilities Condition Assessment (CB-EFCA), including the indicative budget apportionment in Table 18 above.

(c) All the basic Education Facilities should be ranked per the outcomes of the CB-EFCA and the rank determined using the SPM.

(d) The consolidated Provincial Project Priority Lists would be published as the National Project Priority List for Basic Education.

(e) The list of projects to be implemented on a specific Financial Year would depend upon the budget availability. This would be reflected in the Provincial Education Infrastructure Plans (PEIPs) to be prepared by PEDs and submitted to the Minister annually, per the requirements of SASA and NSEF.

(f) The PEIPs need to be aligned with the published Project Priority Lists, based on the projected budget allocation, as published in the latest version of the Division of Revenue Act (DoRA).

(g) The municipal Integrated Development Planning (IDP) Process should take the published National Project Priority List into consideration when deciding on their priority projects, thus complementing the efforts of the basic education sector.

(h) The Government Departments responsible for providing complementary services such as roads, water, electricity, sport and recreational facilities, clinics, public libraries, housing, etc. would be urged to take note of the published National Project Priority List and PEIPs in deciding on and prioritising their infrastructure projects. This would be done with a view to inculcating integrated and joint planning in pursuit of co-operative governance per Section 41 of the Constitution.

(i) The development of the Project Priority List would not stop the implementation of projects under Special Programmes that focus on specific strategic areas, as might be determined from time to time by the Minister. Such Special Programmes would be communicated to the sector and be run parallel with the projects on the National Project Priority List.

(j) Assistance from the third parties in providing education infrastructure is encouraged, per the provisions of the *NSEF*. The Donors could make use of the National Project Priority List to decide on the Education Facilities to contribute towards, but would not be obliged to.

(k) Any construction that will take place in any EF, being donated either by the community or by a private donor, should be approved by the Member of Executive Council of Education, per the provisions of the *NSEF*. Such approval will include the Building Plans and Technical Specifications. The primary objective is to prevent the use of restricted building materials, sub-standard workmanship and deviation from the provisions of the *NSEF*, thereby increasing the "backlogs" that the education sector is trying to eradicate.

(l) The CB-EFCA process would not identify a need for completely new schools, other than new replacement schools. Completely new schools might be required as a result of an increase in the learner numbers in a given geographic area due to the scholar inflow migration trends or new economic development opportunities. Such schools would be identified by the PEDs and the lists, with motivation, be forwarded to the Minister for inclusion on the National Project Priority List.

(m) There would be instances where Micro and Unviable schools that are candidates for closure and merger, especially those built of inappropriate materials, form part of the Project Priority List. Such projects should not be taken off the Priority List but must be dealt with in accordance with the provisions of the *Guidelines for Rationalisation and Re-alignment of Public Schools.*

16.5 The Standard Prioritisation Matrix

(a) The Standard Prioritisation Matrix (SPM) takes into consideration the fact that the overall portfolio of the public Education Facilities comprises the facilities in **Table 19** over-leaf.

(b) Given the different types of facilities, there is a need to decide on the order of priority, being ranked from 1 to 5.

(c) The SPM takes into consideration the outcomes of the EFCA and therefore comprises the following four elements:

(i) The Type of Facility;

(ii) The Condition of the facility, FCI;

(iii) The Adequacy of the facility components and systems, FAI; and

(iv) Overall Facility Index, OFI.

Table 19: *Portfolio of public Education Facilities.*

FACILITY TYPE	TOTAL NUMBER	SPECIALITY	LOCATION	SERVICE LEVEL	SIZE
School Facilities	• 23 576	• Ordinary • Focus • LSENS	• Farm • Rural • Township • Urban	• Primary • Combined • Secondary	• Micro • Small • Medium • Large • Mega
School Boarding Facilities	• 446	• Ordinary • Special	• Farm • Rural • Urban	• Primary • Combined • Secondary	• Small • Medium • Large
District Offices	• 99	• Ordinary	• Urban • Rural	• All Services	• Normal
Circuit Offices	• 1 021	• Ordinary	• Urban • Rural	• All Services	• Normal

(d) To arrive at the Priority Rating, each of the four elements listed above has been assigned a weight to recognise different levels of emphasis.

(e) Where a school facility has been vandalised, burnt down in part or in whole by the learners and/or members of community as part of the protest action it would be relegated to the bottom of the Project Priority List regardless of its prior ranking.

(f) Into order to give effect to a need to prioritise eradication of inappropriate structures but without negating other infrastructure requirements, two SPMs have been developed as follows:

(i) **SPM-1:** For dealing with EFs on the "Inappropriate Structures List", per Section 16.2(e), and presented as Table 20(a) below; and

(ii) **SMP-2:** For dealing with the rest of EFs other than those in paragraph (f)(i) above, and presented as Table 20(b) below.

Table 20(a): *SPM-1, for Education Facilities with structures that are classified as inappropriate.*

ELEMENT	RATING LEVELS					WEIGHT	RATING	WEIGHTED RATING
	1	2	3	4	5			
Type of Facility	All Mud	Mud an Cement	Corrugated Iron	Timber / Plank	Asbestos	20%		
Facility Condition Index, FCI	1.00 - 0.65	0.64 – 0.51	0.50 – 0.36	0.35 – 0.21	0.20 – 0.00	35%		
Facility Adequacy Index, FAI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	35%		
Overall Facility Index, OFI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	10%		
							PRIORITY RATE =	

Table 20(b): *SPM-2, for Education Facilities with structures that are <u>not classified</u> as inappropriate.*

ELEMENT	RATING LEVELS					WEIGHT	RATING	WEIGHTED RATING
	1	2	3	4	5			
Type of Facility	Rural and Farm School	Township School	Sub-urban and Urban School	Learner Boarding Facility	District / Circuit Office	20%		
Facility Condition Index, FCI	1.00 - 0.65	0.64 – 0.51	0.50 – 0.36	0.35 – 0.21	0.20 – 0.00	35%		
Facility Adequacy Index, FAI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	35%		
Overall Facility Index, OFI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	10%		
							PRIORITY RATE =	

(g) The Priority Rate should be rounded off to **two decimal points**.

(h) The Priority Rate determines the order of priority on the Project Priority List. The lower the Priority Rate, the higher the position of such facility on the Project Priority List.

(i) Where two or more facilities have the same Priority Rate, other criteria should be used to re-rank them. The following additional criteria should be used:

(i) Size, as informed by the number of facility users such as Learner Enrolment Figures (LEF). The schools with higher LEF to enjoy higher ranking; and

(ii) Service Level – Primary schools to enjoy higher priority than Secondary Schools.

(j) If schools still rank the same after paragraph (i) above, then the ranking order should be decided upon by lots.

17 IMPLEMENTATION PROCESS

17.1 General Principles

(a) As a general principle, the sector has to obtain comprehensive information on all its facilities as at a particular point in time, i.e. the National Education Portfolio Information (NEPI) to enable macro planning processes.

(b) The Comprehensive Baseline EFCA (CB-EFCA) will enable provisions of paragraph (a) above to be realised. Therefore CB-EFCA should be conducted on all the existing EFs during the same period.

(c) The UCAT, as informed by these *Guidelines*, would be the only acceptable tool to be used by the basic education sector to gather the required information, undertake the predefined data analysis, prioritise projects using the SPM, and the basis for the Provincial Education Infrastructure Plans (PEIPs).

(d) A number of PSPs would have to be appointed for a group of projects across all Provinces.

(e) The PSPs to carry out the CB-EFCA would need to be trained on the utilisation of the UCAT to ensure uniform understanding.

(f) The first CB-EFCA is expected to be elaborate to create the necessary comprehensive baseline information. However, the subsequent CB-EFCAs will be less elaborate as they will draw most of the Facility Portfolio Information from the first CB-EFCA.

17.2 Transitional Arrangements

(a) Some Provinces might have carried out some condition assessments in the past few years.

(b) Where condition assessments were carned out recently, it would be necessary to make use of any useable information from those surveys. However, it is unlikely that all the required information , per these Guidelines, was collected from those assessment therefore all such facilities may have to be re-visited to establish a common baseline.

(c) Where physical conditions were assessed more than 3 years ago before the date of conducting CB-EFCA, these need to be re-done when CB-EFCA are carried out as it is likely that physical conditions might have changed since the last assessment.

17.3 The Implementation Process

(a) After the *EFCA Guidelines* have been approved by the last approval structure, they will be workshopped with each Province.

(b) The UCAT will be piloted on a handful of schools before it is rolled out nationally. Any required modifications will be effected before it is launched nation-wide..

(c) The availability of the required ICT Systems (UCAT and NEFIMS) is crucial for efficiency in collecting data and for data warehousing. Arrangements to secure such systems will also be pursued during the intervening period.

18 SHORT TITLE

The short title for this document is: ***EFCA Guidelines***.

19 REVIEW OF EFCA GUIDELINES

(a) The ***EFCA Guidelines*** should be reviewed as and when necessary.

(b) Any modifications and revisions made during the intervening period would be deemed as being Annexures to this document.

(c) The entire document should be reviewed after every five (5) years.

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ANNEXURES

ANNEXURE A: Summary of EFCA Forms

EFCA Forms	Description	Annexure	TYPE OF EDUCATION FACILITY		
			School Facilities	Learner Boarding Facilities	District and Circuit Offices (DCOs)
N/A	Summary of EFCA Forms	A	√	√	√
EFCA-01	Education Facility Condition Assessment (EFCA) Summary Information	B	√	√	√
EFCA-02	General Information About Professional Team Conducting EFCA	C	√	√	√
EFCA-03/1	General Information About School Facility Being Assessed	D-1	√	X	X
EFCA-03/2	Infrastructure Provisioning at School Being Assessed	D-2	√	X	X
EFCA-04/1	General Information About Learner Boarding Facility Being Assessed	E-1	X	√	X
EFCA-04/2	Infrastructure Provisioning at Learner Boarding Facility Being Assessed	E-2	X	√	X
EFCA-05/1	General Information About DCO Facility Being Assessed	F-1	X	X	√
EFCA-05/2	Infrastructure Provisioning at DCO Facility Being Assessed	F-2	X	X	√
N/A	Elemental EFCA Standard Classification System with Reference Dictionary for Condition Ratings	G	√	√	√
EFCA-06/2	Assessment Sheet for Common Areas (Outdoor Amenities, Basic Services and Operating Systems)	H-1	√	√	√
EFCA-06/2	Assessment Sheet for Individual Blocks /Buildings	H-2	√	√	√
EFCA-07	Inclusivity Assessment Form	I	√	√	√
EFCA-08	Assessment of Habitability and Indoor Environmental Quality Standards	J	√	√	√
EFCA-09	Pre-Survey Education Facilities Condition Assessment (EFCA) Questionnaire	K	√	√	√
EFCA-10	Assessment of General Upkeep and Maintenance Practices	L	√	√	√
EFCA-11/1	Buildings Renewal Costs Assessment	M-1	√	√	√
EFCA-11/2	Basic Services Renewal Costs Assessment	M-2	√	√	√
EFCA-11/3	Operating Systems Renewal Costs Assessment	M-3	√	√	√
EFCA-11/4	Furniture, Fittings and Equipment Renewal Costs Assessment	M-4	√	√	√
EFCA-11/5	Outdoor Amenities Renewal Costs Assessment	M-5	√	√	√
EFCA-12/1	Functional Space Adequacy Assessment	N-1	√	√	√
EFCA-12/2	Basic Services Adequacy Assessment	N-2	√	√	√
EFCA-12/3	Operating Systems Adequacy Assessment	N-3	√	√	√
EFCA-12/4	Furniture, Fittings and Equipment Adequacy Assessment	N-4	√	√	√
EFCA-12/5	Outdoor Amenities Adequacy Assessment	N-5	√	√	√
EFCA-13	Determination of Facility Condition Index, FCI	O	√	√	√
EFCA-14	Determination of Facility Adequacy Index, FAI	P	√	√	√
EFCA-15	Determination of Overall Facility Index , OFI	Q	√	√	√
EFCA-16	The Standard Prioritisation Matrix	R	√	√	√

ANNEXURE B: Form EFCA-01 - Education Facility Condition Assessment (EFCA) Summary Information

JURISDICTION UNDER WHICH THE EDUCATION FACILITY FALLS:								
Type of Education Facility being Assessed (Tick one Box)	School Facility		Learner Boarding Facility		District Office		Circuit Office	
Name of Province								
Name of Education District								
Name of Education Circuit, if Applicable								
Name of Education Facility	Name:				EMIS No.:			
DETAILS OF EFCA:								
Type of EFCA (See Table 1, page 26. Tick one Box)	Comprehensive Baseline EFCA		Project Specific EFCA		Special Programme EFCA			
Date of Walk-through Survey								
DETAILS OF CLIENT:								
Name of Client Department / Sponsor								
Name of Client Representative								
Designation of Client Rep								
Contact Details of Client Rep	Tel No.:		Email:					
DETAILS OF OVERALL PSP TEAM LEADER:								
Name of Overall Team Leader								
Professional Qualifications								
Professional Registration No.								
Contact Details	Office Landline							
	Cell Number							
	E-mail Address							
	Business Physical / Street Address							
Signature of Overall PSP Team Leader								

ANNEXURE C: Form EFCA-02 - General Information About Professional Service Provider Team Conducting EFCA

PROFESSIONAL TEAM COMPOSITION:		
Name of Service Provider		
Composition of Professional Team (Names of Professionals)**:**	Lead Architect	
	Lead Civil Engineer	
	Lead Electrical Engineer	
	Lead Mechanical Engineer	
	Lead Quantity Surveyor	
	Other 1:	
	Other 2:	
	Other 3:	

PROJECTED TIME-FRAMES FOR EFCA:		
ITEM	**Projected Duration (Hrs)**	**Actual Duration (Hrs)**
General Admin Work, specific to the Project		
Travel time (to and fro site)		
Conducting Site Walk-through Surveys using the EFCA App		
Preparation of Cost Estimates for Remedial Work		
Conducting Data Analysis		
Uploading and verifying information on the NEFIMS		
Preparation of Condition Assessment Report (EFCR)		
Close-out Report		
Close-out Meeting with Client		
TOTAL DURATION		

ANNEXURE D-1: Form EFCA-03/1 - General Information About School Facility Being Assessed

DETAILS OF SCHOOL FACILITY:													
Name of School Facility													
School Classification		Public						Independent					
Location		Rural		Farm		Township		Sub-urban		Urban			
Is the Facility Registered on the Education System, EMIS?		No		Yes		**EMIS Number:**							
Level of School Facility		Primary			Combined				Secondary				
Type of School Facility		Ordinary			Focus				SLSEN				
Learners Accommodated		Girls Only			Boys & Girls				Boys Only				
Size of Ordinary and Focus School Facility	Size	**Micro**		**Small**		**Medium**		**Large**		**Mega**			
	Primary	<35	35 to 170	171 to 340		341 to 680		681 to 1020		1021 to 1360		>1360	
	Secondary	<100	100 to 200	201 to 400		401 to 800		801 to 1200		1201 to 1600		>1600	
Actual Learner Enrolment Figures, current and over the past 5 years		**Last 5yrs**		**Last 4yrs**		**Last 3yrs**		**Last 2yrs**		**Last Year**		**Current Year**	
School Facility with Learner Boarding Facility?		Yes						No					
Ownership of Public School Facility		State Owned			Privately Owned			Is Section 14 Agreement in Place?		Yes		No	N/A
Financial Management Capability of School		Section 21				Non-Section 21				N/A			
Level of Affordability		Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5			
Contact Details of School Facility	Name												
	EMIS Number												
	Contact Details	Tel No.:				Email Address:							
Physical Location of School Facility		**Province**			**Metro/Local Municipality**			**Nearest Town**		**Name of Village** (If applicable)			
Physical / Street Address of School Facility													
GPS Co-ordinates (at main gate)		X Co-ordinates:						Y Co-ordinates:					
Is Facility Registered on the Govt Immovable Asset Register (GIAR)?		No		Yes		GIAR Number:				N/A			
Total Number of Classrooms													
Total Gross Floor Area[A] (m^2)													
Land Size of Facility[B] (km^2)													

APPROACH - ACCESS ROAD:					
Type of Access Road	Surfaced	Gravel	Dirt Track		
Length of Access Road[C] (km)					
Average Road Width (m)					
Type of River Crossing(s), if any	Nothing Provided	Low River Crossing	Culverts	Bridge	N/A
Road Safety Measures in the vicinity of School Main Gate	Speed Humps	Pedestrian Crossing	None		

ENVIRONS - ADJACENT LAND USES:		
Expandability of School Site	Expandable	Partially Expandable	Land-locked
Any Prohibited Land-uses[D] in the vicinity of School	No	Yes	

	Type of Land-use	**Proximity to School**
Type and Proximity of Prohibited Land-use(s) to school	Land-use 1:	
	Land-use 2:	
	Land-use 3:	
	Land-use 4:	
	Land-use 5:	

A Total gross floor area of all the Functional Areas in the Facility (Staff & Admin Block, Classrooms, Learner Resource Centre and Workshops, Learner Support Centre, Facility Support Areas).
B Total land area of the facility including the grounds, gardens and sport fields.
C Length from the Main Access Road to the School Facility. Applicable in Rural and Farm Schools only.
D Any type of Prohibited Land-use in the vicinity of the facility, per the *Norms & Standards for Education Facilities*.

ANNEXURE D-2: Form EFCA-03/2 - Infrastructure Provisions at School Facility Being Assessed

Name of School		EMIS No.		Page	

OVERALL SITE LAYOUT PLAN:

Provide Overall Site Layout Plan, either from recent Aerial Photograph, Orthophoto Map, Google Maps, Latest As-built Drawings, or similar, but **no hand-drawn** sketches. The Layout Plan to indicate the fence-line and all the building blocks, and should be labelled.

PERIMETER FENCE AND GATES:

Type (Tick available types)	Woven Diamond Mesh	Steel Palisade	Concrete Palisade	Brick Wall	Precast Concrete Wall Panel	Mild Steel Welded Mesh	High Tensile Steel Welded Mesh	None
Height (m)								
Length (m)								

Number and Type of Entry / Exit Points	Vehicular		Pedestrian		Combined Vehicular& Pedestrian	

Entry Point Control Measures	Gate House	Gate Controller	Lockable Gates	Boom Gates	None

BUILDINGS AT SCHOOL FACILITY:

Number of Blocks					
Name of Blocks	*Type of Structure*[1]	*No. of Storeys*	*Type of External Skin*[2]	*Type of Roof Truss*[3]	*Type of Roof Cladding*[4]
Block 1 :					
Block 2 :					
Block 3 :					
Block 4 :					
Block 5 :					
Block 6 :					
Block 7 :					
Block 8 :					
Block 9 :					
Block 10 :					
Block 11 :					
Block 12 :					
Block 13 :					
Block 14:					
Block 15:					
Block 16:					

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
Staff and Admin Centre:											
Reception Area											
Visitor's Waiting Area											
Principal's Office											
Deputy Principal's Office											
HoD Offices											
Admin Offices											
Finance Office											
Staffroom(s)											
Pastoral Care	Sick Rooms										
	Counselling Room				X						
	Multi-agency Office										
	Multi-therapy Room										
	PWD Store Room				X						
Printing Room					X						
Admin Store Rooms					X						
Strong Room					X						
LTSM Store-room					X						
Staff/Parent Mtng Room											
Staff Kitchenette					X						
Staff Ablution Facilities	Male				X						
	Female				X						
	Paraplegic				X						
Sickrooms & Visitors' Ablutions	Male				X						
	Female				X						
	Paraplegic				X						

Ordinary Classroom Blocks:											
Grade RR:											
Classroom Floor Area											
Sick Room											
Storeroom											
Toilets	Teacher										
	Learners										

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
Grade R:											
Classroom Floor Area											
Sick Room											
Storeroom											
Toilets	Teacher										
	Learners										
Grade 1:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 2:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 3:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 4:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 5:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 6:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
Grade 7:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 8:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 9:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 10:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 11:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										
Grade 12:											
Classroom Floor Area											
Teacher Storeroom											
Toilets	Girls										
	Boys										

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
Provisions For SLSENs:											
Calming Room											
Medical Examination Room											
Occupational Room											
Incontinence Room											
Sensory Support Room											
Speech Therapy Room											
Physiotherapy Room											
Other 1:											
Other 2:											
Other 3:											
Learner Resource Centre:											
Library	Receptionist Desk Area										
	Library Floor Area										
	Admin Office										
	Preparation/ Workroom										
	Store Room										
	Print Area										
	Computer Area										
Multi-P Classroom	Floor Area										
	Store Room										
LSEN Resource / Study / Group Room	Floor Area										
	Store Room										

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		*N/A*	*No.*	*Net Floor Area (m^2)*	*No. of Users*	*Type and Number of Furniture, Fittings & Equipment*					
						Furniture		*Fittings*		*Equipment*	
						Type	*No.*	*Type*	*No.*	*Type*	*No.*
LABORATORIES:											
Computer Lab	Lab Floor Area										
	Server Room										
	Store Room										
Science Lab (Primary)	Lab Floor Area										
	Resource Room										
	Store Room										
Physics & Chemistry Lab (Secondary)	Lab Floor Area										
	Prep Room										
	Store Room										
Life Sciences Lab (Secondary)	Lab Floor Area										
	Prep Room										
	Store Room										
Other 1:											
Other 2:											
Other 3:											

SPECIALIST CLASSROOMS:											
Agriculture and Nature Conservation	Floor Area										
	Store Room										
Arts and Culture Clsrms	Dramatic Arts										
	Visual Arts & Design										
	Dance Studies										
	Music										
	Store Rooms										
EGD Clsrms	Floor Area										
	Teacher Office										
	Store Room										
Creative Arts & Technology Room (Prim)	Floor Area										
	Store Room										

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
Dress-making	Floor Area										
	Teacher Office										
	Store Room										
Maritime Studies	Floor Area										
	Store Room										
Consumer Studies	Floor Area										
	Restaurant Set-up Room										
	Teacher Office										
	Dry Grocery Store										
	Freezer										
	Duct for Freezer Compressor										
	Gas Cage										
	Bin Storage										
Hospitality & Tourism Studies	Floor Area										
	Store Room										
	Hotel Room Set-up Area										
Other 1:											
Other 2:											
Other 3:											

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
WORKSHOPS:											
Civil Technology	Clsrm Area										
	Store Room										
	Tool Room										
	Workshop										
Electrical	Clsrm Area										
	Store Room										
	Tool Room										
Mechanical	Clsrm Area										
	Store Room										
	Tool Room										
	Workshop										
Carpentry & Woodwork	Clsrm Area										
	Store Room										
	Tool Room										
	Workshop										
Graphics & Design	Clsrm Area										
	Store Room										
	Tool Room										
Coding & Robotics	Workshop										
	Store Room										
	Tool Room										
Other 1:											
Other 2:											
Other 3:											
Ablution Facilities	Female										
	Male										
	Paraplegic										
	Girls										
	Boys										

Name of School:			EMIS No.			Page	

FUNCTIONAL AREA			N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
							Furniture		Fittings		Equipment	
							Type	No.	Type	No.	Type	No.
Learner Support Centre:												
Tuck Shop												
Multi-purpose Hall	Foyer					X						
	Hall Floor Area											
	Hall Stage					X						
	Back-stage:					X						
	Activity Studio					X						
	Toilets and Change Rooms	M				X						
		F				X						
		P				X						
Multi-P Hall Stores	Hall Store					X						
	PE & Sports Equip't Store					X						
	Cleaners Store					X						
Public Ablution Facilities	Male					X						
	Female					X						
	Paraplegic					X						
Nutrition Centre	Learner Hand-wash Area					X						
	Servery / Serving Station					X						
	Dining Area (*if not provided for in Multi-P Hall*)											
	Delivery Passage					X						
	Kitchen Floor Area with Stoves and Storage for Crockery					X						
	Scullery					X						
	Dry Bulk Storage					X						
	Cold / Wet Storage					X						
	Day Storage					X						
	Admin Office											
	Support Staff Pause Room											
	Kitchen Cleaner's Store					X						
	Toilets & Change Rooms	M				X						
		F				X						
		P				X						
	Covered Off-loading Bay					X						

Name of School:		EMIS No.		Page	

FUNCTIONAL AREA		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
	Duct for Cold Rm Compressor				X						
	Gas Cage				X						
	Bin Storage				X						
	Bin Wash Area				X						

Facility Support Areas:												
Gatehouse	Floor Area											
	Kitchenette Corner											
	Unisex Toilet											
Caretaker Quarters	Kitchen & Lounge											
	Bedroom											
	Bathroom											
Support Staff Change & Pause Room	Pause Room + Kitchenette											
	Toilets & Change Rooms M											
	F											
GU&M Stores					X							
Plant Room					X							
Back-up Generator (UPS) Room					X							
Pump House					X							
Condemnation Area					X							
Solid Waste Area	Refuse Storage				X							
	Recycling Area				X							
	On-site Incineration				X							
Shed & Garage	Cars				X							
	Buses				X							
	Agricultural Implements				X							
Other 1:												
Other 2:												
Other 3:												

Name of School		EMIS No.		Page	

BASIC SERVICES:

Water Supply:	*Source*		Municipal Network	Ground-water	Rainwater Harvesting	Water Tanker	Local Reservoirs	Spring / River
	Capacity/Yield							
	% Supply Reliability							
	Water Quality	*Turbidity*						
		TDS						
		pH						
		Indicator Organisms						
		Rating (1-5)						
	Water Leak Detection		No	Yes	With Auto Cut-off?		Yes	No

Electricity / Power Supply:	*Source*	Power Grid	Solar Energy	Wind Power	Generators	None
	Capacity					
	% Supply Reliability					
	Energy / Power Savers	Motion Detection Switches	Day-Night Switches	Energy Saving Gobles		None

Overall Ablution Facilities	*Type*		Water-borne (WB)	Semi Water-borne		Non-waterborne (NWB)					
				Septic	Con'cy	VIP	UDT	Plain Pit	Chem'l	Bucket	None
	Building Material[1]										x
	Type of Sanitaryware[8]										x
	Total No. of Seats	*M*									
		F									
		Para									
		B									
		G									

Name of School		EMIS No.		Page	

OPERATING SYSTEMS:

Admin & Comms:	*Type*	Fixed Tel	Fax Machines	Photocopiers	Computers	Printers	Intercom	PA System	Clock & Program System
	Number								

ICT	*Type*	WAN	LAN	Smart-Boards	Computers	Projectors	Projector Screens	TVs	Internet
	Number	x	x						x
	Speed			x	x	x	x	x	

Fire Fighting	*Type*	Fire Hoses	Fire Hydrants	Fire Extinguishers	Fire Blanket	Sand Buckets	Smoke Detectors
	Number	Reels:	Units:	Units:	No.:	No.:	Rooms:

Safety and Security	*Type*	CCTV	Panic Button	Flood Lights	Security Gates	Burglar Bars	Alarm	Lightning Protection	Armed Response
	Number	Units:	Units:	Units:	Rooms:	Rooms:	Rooms:	Bldgs:	

Conveyance	*Type*	Lifts	Escalators	Hoists	Stair Lifts
	Number				

HVAC	*Type*	Central Unit	Split Units	Extractor Fans	Ceiling Fans
	Number	Rooms:	Rooms:	Rooms:	Rooms:

Name of School		EMIS No.		Page	

OUTDOOR AMENITIES:

Name Board	Number				
	Sizes				
	Support Material	On Wall	Concrete Support	Galv Steel Pole	Timber Poles
	With All Required Information[5]?		Yes	No	
Flagpoles	Number				
	Height of Pole(s)				
	Type of Support	Steel Poles	Timber Poles	Concrete Poles	
	With Flags?		Yes	No	
Signage	Speed Limit Indicated?		Yes	No	
	Emergency Assembly Point?		Yes	No	
	Direction Signage?		Yes	No	
	Labels on each Block/Building?		Yes	No	
	Labels on Doors?		Yes	No	
	Road Markings?		Yes	No	

Surfaced Areas:	**Size/Number**	**Paved**	**Semi-paved**	**Type of Paving[6]**	**Not paved**
Driveway and Internal Roads	Width (m)				
Parking Area	No. of Bays				
Drop-off & Pick-up Area	Size (m^2)				
Pedestrian Walkways	Width (m)				
Assembly Area	Size (m^2)				
Courtyards	Number				

Drinking Water Fountains / Drinking Stand-pipes	Total Number of Taps					
	Number of Functional Taps					
	Type of Taps Used	Turning Type		Press Release Type		
	Tap Material	Steel	Plastic		Vandal-resistant	
	Slab around Fountain/Standpipe?		Yes		No	
Landscapes, Flower beds	Provided?		Yes		No	
Stormwater Management System	Provided?	Yes	No	Effective?	Yes	No
Food Gardens	Provided?		Yes		No	
Playgrounds	Provided?		Yes		No	
	Jungle Gyms for Grade R/RR?		Y	N	Jungle Gyms for Foundation Phase?	Y N

Name of School		EMIS No.		Page	

Sport Facilities:		*Number*	*Size* (Length x Breadth)	*With All Standard Amenities?*		*Type of Surfacing*[7]	*Shared with other school?*	
				Yes	*No*		*No*	*Yes*
Athletics Track			Lanes:					
Basket Ball Court			LxB:					
Cricket	Pitch		Oval LxB:					
	Nets		LxB:					
Hockey Field			LxB:					
Netball Court			LxB:					
Rugby Field (Separate)			LxB:					
Soccer Field (Separate)			LxB:					
Combined Rugby and Soccer Field			LxB:					
Swimming Pool			LxBxD[A]:					
Tennis Courts			LxB[B]:					
Other 1:								
Other 2:								
Other 3:								

A = Deepest end of the Swimming Pool.

B = Size measured to the fence-line.

MAIN AREA	SUB-CATEGORISATION
1 Type of Structure:	(a) Brick and Mortar
	(b) ABT - Mobile
	(c) ABT - Prefabricated
	(d) Inappropriate Material (mud, timber, metal sheets, asbestos)
2 Type of External Skin:	(a) Face Brick
	(b) Plastered Wall and Painted
	(c) Plastered Wall and Tiled
	(d) Concrete Panels
	(e) Light Weight Metal Sheet Cladding
3 Type of Roof Truss:	(a) Designed Timber Truss
	(b) Un-designed Timber Truss
	(c) Steel Truss
4 Type of Roof Cladding:	(a) Metal Sheets - IBR
	(b) Metal Sheets - Corrugated
	(c) Fibre Cement Roof Sheets
	(d) Asbestos Roof Sheets
	(e) Roof Clay Tiles
	(f) Metal Roof Tiles
	(g) Concrete Slab – Flat
	(h) Concrete Slab – Low Sloped (10^{O} and more)
	(i) Roof Shingles
	(j) Thatching
5 Name Board Information:	(a) Full Name of School
	(b) EMIS No.
	(c) Contact Details (Tel, Fax, email address, web-site (if available))
	(d) Grades catered for
	(e) Approved LEF Capacity
	(f) GPS Co-ordinates
6 Type of Paving:	(a) Concrete Pavers
	(b) Burnt Clay Pavers
	(c) Cobblestone
	(d) Pavers with grass in between
	(e) Concrete Slab
	(f) Asphalt
7 Type of Surfacing:	(a) Natural local grass
	(b) Treated kikuyu grass
	(c) Synthetic Grass / Astro-turf
	(d) Concrete slab
8 Material for Sanitary ware:	(a) Ceramic
	(b) Steel
	(c) Plastic
	(d) Vandal-resistant

ANNEXURE E-1: Form EFCA-04/1 - General Information About Learner Boarding Facility Being Assessed

DETAILS OF LEARNER BOARDING FACILITY (LBF):												
Name of LBF				**EMIS No.:**				**Page**				
LBF Shared with other Schools?	Yes						No					
Name(s) of School(s) LBF Shared With	1.						5.					
	2.						6.					
	3.						7.					
Learners Accommodated	Girls Only			Boys & Girls				Boys Only				
Design Capacity (NoB)	<60	Small (60 to 100)		Medium (101 to 200)			Large (201 to 300)			>300		
Number of Resident Boarders, current and over past 5 years	*Years*	Past 5yrs		Past 4yrs		Past 3yrs		Past 2yrs		Last Year		Current Year
	Boys											
	Girls											
Number of Boarders from other Schools	*Boys*											
	Girls											
Total Number of Boarders (NoB)	*Boys*											
	Girls											
Learner Grades Accommodated	*Boys*											
	Girls											
Separate Facilities for Girl and Boy Learners?	Yes						No					
Separate Facilities for Primary and Senior Learner Facilities?	Yes						No					
Ownership of LBF	State Owned			Privately Owned			In case of the latter, is Section 14 Agreement in place?		Yes		No	
Physical / Street Address of LBF												
GPS Co-ords (at main gate of LBF)	X Co-ordinates:						Y Co-ordinates:					
Total Number of Dormitories	Girls:						Boys:					
Boarding Staff Quarters Provided?	Yes			No			On Campus?		Yes		No	
LBF Total Gross Floor Area[A] (m^2)												
Total Gross Floor Area of Staff Housing Units (if separate) **(m^2)**												
LBF Land Size of Facility[B] (km^2)												

A Total gross floor area of all the Functional Areas (Admin Block, Living-Learning Centres, Learner Study Studios, Nutrition Centre, Learner Support Areas, Place of Worship, Facility Support Areas).

B Total land area of the Learner Boarding Facility including the grounds and gardens.

ANNEXURE E-2: Form EFCA-04/2 - Infrastructure Provisions in the Learner Boarding Facility Being Assessed

Name of LBF		EMIS No.:		Page	

OVERALL SITE LAYOUT PLAN:

Provide Overall Site Layout Plan, either from recent Aerial Photograph, Orthophoto Map, Google Maps, Latest As-built Drawings, or similar, but **no hand-drawn** sketches. The Layout Plan to indicate the fence-line and all the building blocks, and should be labelled.

PERIMETER FENCE AND GATES:

Type	Woven Diamond Mesh	Steel Palisade	Concrete Palisade	Brick Wall	Precast Concrete Wall Panel	Mild Steel Welded Mesh	High Tensile Steel Welded Mesh	None
Height								X
Length								X

Number and Type of Entry/Exit Points	Vehicular	Pedestrian	Combined Vehicular & Pedestrian

Gate Control Measures	Guard House	Gate Controller	Lockable Gates	Boom Gates	None

BUILDINGS:

Number of Building Blocks					
Name of Blocks	*Type of Structure*[1]	*No. of Storeys*	*Type of External Skin*[2]	*Type of Roof Truss*[3]	*Type of Roof Cladding*[4]
Block 1 :					
Block 2 :					
Block 3 :					
Block 4 :					
Block 5 :					
Block 6 :					
Block 7 :					
Block 8 :					
Block 9 :					
Block 10 :					
Block 11 :					
Block 12 :					
Block 13 :					
Block 14 :					
Block 15 :					
Block 16 :					
Block 17 :					
Block 18 :					

Name of LBF		EMIS No.:		Page	

Functional Space		Number	Net Floor Area (m^2)	Number of Users	Type and Number of Furniture, Fittings & Equipment					
					Furniture		Fittings		Equipment	
					Type	No.	Type	No.	Type	No.
Administration Block:										
Reception Area										
Waiting Area										
Visiting Parents' Room										
Boarding Master's/ Mistress Office										
Admin Office										
Pastoral Care	Counselling Room			X						
	Sick Rooms									
Support Areas	Meeting Room									
	Kitchenette			X						
Stores	Admin Store			X						
	Cleaners' Store			X						
Toilets	Male			X						
	Female			X						
	Paraplegic			X						

Living-Learning Centres (LLC) / Dormitories:										
LLC-Grade 6	Boys									
	Girls									
LLC-Grade 7	Boys									
	Girls									
LLC-Grade 8	Boys									
	Girls									
LLC-Grade 9	Boys									
	Girls									
LLC-Grade 10	Boys									
	Girls									
LLC-Grade 11	Boys									
	Girls									
LLC-Grade 12	Boys									
	Girls									
Ablution Facilities	Boys									
	Girls									

Name of LBF		EMIS No.:		Page	

Learner Study Studios (LSS):

Functional Space:		No.	Net Floor Area (m^2)	Number of Users	Type and Number of Furniture, Fittings & Equipment					
					Furniture		Fittings		Equipment	
					Type	No.	Type	No.	Type	No.
Study Rooms	Boys									
	Girls									
Group/Project Rooms	Boys									
	Girls									
Computer Rooms	Boys									
	Girls									
Ablution Facilities	Boys									
	Girls									

Nutrition Centre:

Dining Hall	Hand-washing Station	B									
		G									
	Serving Station	B									
		G									
	Learner Dining Floor	B									
		G									
	Elevated Supervisory Platform	B									
		G									
Kitchen	Prep Area										
	Cooking and Dishing Area										
	Storage Area for Crockery, etc.										
	Scullery										
	Admin & Records Office										
	Delivery Passage										
Storage Areas	Day Store										
	Dry Bulk Store										
	Wet / Cold Store										
	Condenser Duct										
	Cleaners Store										
Support Spaces	Toilets & Change Rooms	M									
		F									
		P									
Outside Areas	Gas Storage Area										
	Grease Trap										
	Bin Storage Area										
	Bin Wash Area										

Name of LBF		EMIS No.:		Page	

Learner Support Areas:

Functional Space:			*No.*	*Net Floor Area (m^2)*	*Number of Users*	*Type and Number of Furniture, Fittings & Equipment*					
						Furniture		*Fittings*		*Equipment*	
						Type	*No.*	*Type*	*No.*	*Type*	*No.*
Laundry Facilities	Washing Areas	B									
		G									
	Indoor Drying Areas	B									
		G									
	Drying Yards	B									
		G									
	Ironing Rooms	B									
		G									
Recreation Facilities	TV Rooms	B									
		G									
	Activity Rooms	B									
		G									
	Gymna-sium	B									
		G									
Support Services	Tuck Shop	B									
		G									
	Suitcase Storage Rooms	B									
		G									

Facility Support Areas:

Gate House	Floor Area										
	Kitchenette Corner										
	Unisex Toilet										
Place of Worship	Entrance Foyer										
	Chapel										
	Prayer Room										
	Clergy Change Room										
	Admin Office and Store										
	Toilets	M									
		F									
		P									
Caretaker Quarters	Kitchen & Lounge										
	Bedroom										
	Bathroom										
Staff Quarters	Entrance Foyer										
	Living Room										

	Dining Area										
	Kitchen										
	Bedroom 1										
	Bedroom 2										
	Bedroom 3										
	Garage										
	Courtyard										
GU&M Stores											
Plant Room											
Back-up Generator Room											
Pump House											
Condemnation Area											
Solid Waste Temporary Storage	Bin Storage										
	Recycling Area										
	On-site Incineration										
Garages	Vehicles										
	Buses										

BASIC SERVICES:

Water Supply:	*Source*		Municipal Network	Ground-water	Rainwater Harvesting	Water Tanker	Local Reservoirs	Spring / River
	Capacity/Yield							
	% Supply Reliability							
	Water Quality	*Turbidity*						
		TDS						
		pH						
		Indicator Organisms						
		Rating(1-5)						
	Water Leak Detection		No	Yes	With Auto Cut-off?		Yes	No

Electricity / Power Supply:	*Source*	Power Grid	Solar Energy	Wind Power	Generators	None
	Capacity					
	% Supply Reliability					
	Energy / Power Savers	Motion Detection Switches	Day-Night Switches	Energy Saving Gobles		None

Overall Ablution Facilities	*Type*		Water-borne (WB)	Semi Water-borne		Non-waterborne (NWB)					
				Septic	Con'cy	VIP	UDT	Plain Pit	Chem'l	Bucket	None
	Building Material[1]										x
	Type of Sanitaryware[8]										x
	Total No. of Seats	*M*									
		F									
		Para									
		B									
		G									

Name of LBF		EMIS No.:		Page	

OPERATING SYSTEMS:

Admin & Comms:	*Type*	Fixed Tel	Fax Machine	Photocopier	Computers	Printers	PA System	Clock & Program System
	No.							
ICT	*Type*	WAN	LAN	Computers	Projectors	Projector Screens	TVs	Internet
	No.	X	X					X
	Speed			X	X	X	X	

Fire Fighting	*Type*	Fire Hoses	Fire Hydrant	Fire Extinguishers	Fire Blanket	Sand Bucket	Smoke Detectors
	No.	Reels:	Units:	Units:	No.:	No.:	Rooms:

Safety and Security	*Type*	CCTV	Flood Lights	Security Doors	Burglar Bars	Alarm	Lightening Protection	Armed Response
	No.	Units:	Units:	Rooms:	Rooms:	Rooms:	Bldgs:	

Conveyance	*Type*	Lifts	Escalators	Hoists	Stair Lifts
	No.				

HVAC	*Type*	Individual Units	Central Unit
	No.	Units:	Rooms:

OUTDOOR AMENITIES:

Name Board	Number					
	With all Required Information[6]?	Yes	No			
Signage	Speed Limit	Yes	No			
	Emergency Assembly Point	Yes	No			
	Direction Signage	Yes	No			
	Labels on each block	Yes	No			
	Labels on Doors	Yes	No			
	Road Markings	Yes	No			

Surfaced Areas:	**Size / Number**	**Paved**	**Semi-paved**	**Type of Paving[7]**	**Not Paved**
○ Driveway and Internal Roads	Width (m):				
○ Parking Area	No. of Bays:				
○ Pedestrian Walkways	Width (m):				

Landscapes, Courtyards, Flower beds	Provided?	Yes		No		
Stormwater Management System	Provided?	Yes	No	Effective?	Yes	No
Playgrounds	Number:					

Main Area	Sub-categorisation
1 Type of Structure:	(a) Brick and Mortar
	(b) ABT - Mobile
	(c) ABT - Prefabricated
	(d) Inappropriate Material (mud, timber, metal sheets, asbestos)
2 Type of External Skin:	(a) Face Brick
	(b) Plastered Wall and Painted
	(c) Plastered Wall and Tiled
	(d) Concrete Panels
	(e) Light Weight Metal Sheet Cladding
3 Type of Roof Truss:	(a) Designed Timber Truss
	(b) Un-designed Timber Truss
	(c) Steel Truss
4 Type of Roof Cladding:	(a) Metal Sheets - IBR
	(b) Metal Sheets - Corrugated
	(c) Fibre Cement Roof Sheets
	(d) Asbestos Roof Sheets
	(e) Roof Clay Tiles
	(f) Metal Roof Tiles
	(g) Concrete Slab – Flat
	(h) Concrete Slab – Low Sloped (10^{O} and more)
	(i) Roof Shingles
	(j) Thatching
5 Amenities in a LLC:	(a) Single bed per learner (900mm W x 1800mm L)
	(b) Wardrobe per learner (1000mm W x 1800mm H)
	(c) Study Desk and Chair , 1 per learner
	(d) Desk Lamp
	(e) Plug Point per learner desk
6 Name Board Information:	(a) Full Name of LBF
	(b) EMIS No.
	(c) Contact Details (Tel, Fax, email address, web-site (if available)
	(d) Grades catered for
	(e) Approved Design Capacity for Boarders
	(f) GPS Co-ordinates
7 Type of Paving:	(a) Concrete Pavers
	(b) Burnt Clay Pavers
	(c) Cobblestone
	(d) Pavers with grass in between
	(e) Concrete Slab
	(f) Asphalt
8 Material for Sanitary ware:	(a) Ceramic
	(b) Steel
	(c) Plastic
	(d) Vandal-resistant

ANNEXURE F-1: Form EFCA-05/1 - General Information About Office Facilities Being Assessed

DETAILS OF DISTRICT OR CIRCUIT OFFICES (DCOs):					
Type of Facility		District Office	Circuit Office	Other Offices	
District or Circuit Office		Name:	EMIS No.:		
Ownership of Facilities Used as DCOs[A]		Owned by PED	Owned by other Govt Dept	Owned by a Local Authority	Privately Owned
Details of Entity Owning the Facilities, if it is not the Department	Name of Owner				
	Contact Person				
	Contact Details	Tel No.:	Email Address:		
Lease Agreement in place, if not owned by Department?		Yes	No	N/A	
Physical / Street Address of DCO					
GPS Co-ords (at main gate of DCO)		X Co-ordinates:	Y Co-ordinates:		
Total Number of Offices					
DCO Total Gross Floor Area[B] (m^2)					
Land Size of DCO Facility[C] (km^2)					

A DCO = District and/or Circuit Office
B Total gross floor area of all the Functional Areas (Main Reception, Offices, Facility Support Areas).
C Total land area of the DCO including the grounds and gardens.

ANNEXURE F-2: Form EFCA-05/2 - Infrastructure Provisions in the District or Circuit Office Being Assessed

Name of DCO:		EMIS No.		Page	

OVERALL SITE LAYOUT PLAN:

Provide Overall Site Layout Plan, either from recent Aerial Photograph, Orthophoto Map, Google Maps, Latest As-built Drawings, or similar, but **no hand-drawn** sketches. The Layout Plan to indicate the fence-line and all the building blocks, and should be labelled.

PERIMETER FENCE AND GATES:

Type	Woven Diamond Mesh	Steel Palisade	Concrete Palisade	Wall Brick	Precast Panel Wall	Mild Steel Welded Mesh	High Tensile Steel Welded Mesh	None
Height								
Length								

Number and Type of Entry / Exit Points	Vehicular	Pedestrian	Combined Vehicular & Pedestrian

Gate Control Measures	Guard House	Gate Controller	Lockable Gates	Boom Gates	None

BUILDINGS:

Number of Buildings					
Name of Buildings	*Type of Structure*[1]	*No. of Storeys*	*Type of External Skin*[2]	*Type of Roof Truss*[3]	*Type of Roof Cladding*[4]
Bldng 1 :					
Bldng 2 :					
Bldng 3 :					
Bldng 4 :					
Bldng 5 :					
Bldng 6 :					
Bldng 7 :					
Bldng 8 :					
Bldng 9 :					
Bldng 10 :					
Bldng 11 :					
Bldng 12 :					
Bldng 13 :					
Bldng 14 :					
Bldng 15 :					
Bldng 16 :					

Name of DCO:		EMIS No.		Page	

Office Spaces:		*N/A*	*No.*	*Net Floor Area (m^2)*	*No. of Users*	*Type and Number of Furniture, Fittings & Equipment*					
						Furniture		*Fittings*		*Equipment*	
						Type	*No.*	*Type*	*No.*	*Type*	*No.*
MAIN RECEPTION AREA											
Entrance Hall and Reception Desk											
Visitors Waiting Area											
Visitors Ablution Facilities	Male										
	Female										
	Paraplegic										
CIRCUIT MANAGER											
Offices	Circuit Manager										
	Admin Clerks										
	Admin Assis's										
Storage	Admin Store										
	Printing & Filing Room										
	Server Room										
	Cleaners Store										
	Office Registry										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										
DISTRICT DIRECTOR											
Offices	District Director										
	PA Office										
	DCES										
	Admin Assistant										
Storage	Filing Room										
	Admin Store										
	Strong-room										
	Server Room										
Support Areas	Print Room										
	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										

Name of DCO:		EMIS No.		Page	

Office Spaces:		N/A	No.	Net Floor Area (m^2)	No. of Users	Type and Number of Furniture, Fittings & Equipment					
						Furniture		Fittings		Equipment	
						Type	No.	Type	No.	Type	No.
FACILITIES & OFFICE MANAGEMENT											
Offices	Office Manager										
	Admin Assistants										
	Facilities Manager										
	Clerk of Works										
CURRICULUM SUPPORT & DELIVERY											
Offices	CES										
	DCES										
	Admin Assistants										
	Subject Advisors (SES)										
Storage Areas	Admin Store										
	LTSM Store										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										
EXAMS & ASSESSMENTS											
Offices	CES										
	DCES										
	SES										
	Assistant Directors										
	Senior Admin Officers										
	Admin Clerks										
Storage Areas	Admin Store										
	Strong-room										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										

Name of DCO:		EMIS No.		Page	

Office Spaces:		*N/A*	*No.*	*Net Floor Area (m^2)*	*No. of Users*	*Type and Number of Furniture, Fittings & Equipment*					
						Furniture		*Fittings*		*Equipment*	
						Type	*No.*	*Type*	*No.*	*Type*	*No.*
INSTITUTIONAL MANAGEMENT, GOVERNANCE & SUPPORT											
Offices	CES										
	DCES										
	SES										
	Admin Assistants										
Storage	Admin Store										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										

DISTRICT LEARNER SUPPORT											
Offices	CES										
	DCES										
	SES										
	Assistant Directors										
	Senior Admin Officers										
	Admin Assistants										
Storage	Admin Store										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										

Name of DCO:		EMIS No.		Page	

Office Spaces:		*N/A*	*No.*	*Net Floor Area (m^2)*	*No. of Users*	*Type and Number of Furniture, Fittings & Equipment*					
						Furniture		*Fittings*		*Equipment*	
						Type	*No.*	*Type*	*No.*	*Type*	*No.*
HUMAN RESOURCES MANAGEMENT											
Offices	Deputy Director										
	Assistant Directors										
	Principal HR Officers										
	HR Officers										
	LR Practition's										
	Admin Assistants										
Storage	Admin Store										
	District Registry										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										
FINANCE AND AUXILIARY SERVICES											
Offices	Deputy Director										
	Assistant Directors										
	State Account'ts										
	Chief Acc Clerks										
	Accounting Clerks										
	Procur'nt Assistants										
	Asset Manager & Inspectors										
	Database Admins										
	Admin Officers										
	Admin Assistants										
Storage	Admin Store										
	Strong Room										
Support Areas	Boardroom										
	Kitchenette										
Ablutions	Male										
	Female										
	Paraplegic										

Name of DCO:		EMIS No.		Page	

Office Spaces:		*N/A*	*No.*	*Net Floor Area (m^2)*	*No. of Users*	*Type and Number of Furniture, Fittings & Equipment*					
						Furniture		*Fittings*		*Equipment*	
						Type	*No.*	*Type*	*No.*	*Type*	*No.*
TRAINING CENTRE & CAFETERIA											
Reception and Training	Reception Area										
	Waiting Area										
	Training Rooms										
Support Areas	Cafeteria										
	Dining Area										
Ablutions	Male										
	Female										
	Paraplegic										

Facility Support Areas:												
Staff Pause Room	Pause Area											
	Kitchenette Corner											
	Toilets & Change Rooms	M										
		F										
Gate House	Floor Area											
	Kitchenette Corner											
	Unisex Toilet											
Caretaker Quarters	Kitchen & Lounge											
	Bedroom											
	Bathroom											
Solid Waste Temporary Storage Area												
Condemnation Area												

Name of DCO		EMIS No.		Page	

BASIC SERVICES:

Water Supply:	*Source*		Municipal Network	Ground-water	Rainwater Harvesting	Water Tanker	Local Reservoirs	Spring / River
	Capacity/Yield							
	% Supply Reliability							
	Water Quality	*Turbidity*						
		TDS						
		pH						
		Indicator Organisms						
		Rating (1-5)						
	Water Leak Detection		No	Yes	With Auto Cut-off?		Yes	No

Electricity / Power Supply:	*Source*	Power Grid	Solar Energy	Wind Power	Generators	None
	Capacity					
	% Supply Reliability					
	Energy / Power Savers	Motion Detection Switches	Day-Night Switches	Energy Saving Gobles		None

Overall Ablution Facilities	*Type*		Water-borne (WB)	Semi Water-borne		Non-waterborne (NWB)				
				Septic	Con'cy	VIP	UDT	Plain Pit	Chem'l	Bucket	None
	Building Material[1]										x
	Type of Sanitaryware[8]										x
	Total No. of Seats	*M*									
		F									
		Para									

Name of DCO		EMIS No.		Page	

OPERATING SYSTEMS:

Admin & Comms:	*Type*	Fixed Tel	Fax Machine	Photocopier	Computers	Printers	PA System
	Number						
ICT	*Type*	WAN	LAN	Computers	Projectors	Projector Screens	Internet
	Number	X	X				X
	Speed			X	X	X	
Fire Fighting	*Type*	Fire Hoses	Fire Hydrant	Fire Blanket	Fire Extinguishers	Sand Bucket	Smoke Detectors
	Number	Reels:	Units:	No.	Units:	No.	Rooms:

Safety and Security	*Type*	CCTV	Flood Lights	Security Gates	Burglar Bars	Alarm	Lightening Protection	Armed Response
	Number	Units:	Units:	Rooms:	Rooms:	Rooms:	Bldgs:	

Conveyance	*Type*	Lifts	Escalators	Hoists	Stair Lifts
	Number				
HVAC	*Type*	Split/Wall Units	Central Unit	Extractor Fans	Ceiling Fans
	Number	Units:	Rooms:		

Name of DCO		EMIS No.		Page	
OUTDOOR AMENITIES:					
Name Board	Number:				
	With All Required Information[5]?	Yes	No		
Flag Pole	Number:				
	With Flags?	Yes	No		
Signage	Speed Limit	Yes	No		
	Emergency Assembly Point	Yes	No		
	Direction Signage	Yes	No		
	Labels on each block	Yes	No		
	Labels on Doors	Yes	No		
	Road Markings	Yes	No		

Surfaced Areas:	**Size / Number**	**Paved**	**Semi-paved**	**Type of Paving[6]**	**Not Paved**
○ Driveway and Internal Roads	Width (m):				
○ Parking Area	No. of Bays:				
○ Pedestrian Walkways	Width (m):				

Landscapes, Courtyards, Flower beds	Provided?	Yes		No		
Stormwater Management System	Provided?	Yes	No	Effective?	Yes	No

MAIN AREA	SUB-CATEGORISATION
1 Type of Structure:	(a) Brick and Mortar
	(b) ABT - Mobile
	(c) ABT - Prefabricated
	(d) Inappropriate Material (mud, timber, metal sheets, asbestos)
2 Type of External Skin:	(a) Face Brick
	(b) Plastered Wall and Painted
	(c) Plastered Wall and Tiled
	(d) Concrete Panels
	(e) Light Weight Metal Sheet Cladding
3 Type of Roof Truss:	(a) Designed Timber Truss
	(b) Un-designed Timber Truss
	(c) Steel Truss
4 Type of Roof Cladding:	(a) Metal Sheets - IBR
	(b) Metal Sheets - Corrugated
	(c) Fibre Cement Roof Sheets
	(d) Asbestos Roof Sheets
	(e) Roof Clay Tiles
	(f) Metal Roof Tiles
	(g) Concrete Slab – Flat
	(h) Concrete Slab – Low Sloped (10^{O} and more)
	(i) Roof Shingles
	(j) Thatching
5 Name Board Information:	(a) Full Name of School
	(b) EMIS No.
	(c) Contact Details (Tel, Fax, email address, web-site (if available))
	(d) Grades catered for
	(e) Approved LEF Capacity
	(f) GPS Co-ordinates
6 Type of Paving:	(a) Concrete Pavers
	(b) Burnt Clay Pavers
	(c) Cobblestone
	(d) Pavers with grass in between
	(e) Concrete Slab
	(f) Asphalt
7 Type of Surfacing:	(a) Natural local grass
	(b) Treated kikuyu grass
	(c) Synthetic Grass / Astro-turf
	(d) Concrete slab
8 Material for Sanitary ware:	(a) Ceramic
	(b) Steel
	(c) Plastic
	(d) Vandal-resistant

ANNEXURE G : Elemental EFCA Standard Classification System with Reference Dictionary for Condition Ratings

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS		LEVEL 3 GROUP ELEMENTS	
A SITE AND OUTDOOR AMENITIES	10%	**A1** On-site Conditions	25%	Site Slopes	50%
				Founding Conditions	50%
		A.2 Outdoor Amenities	50%	Flagpoles	5%
				Signage	5%
				Vehicular Driveways	5%
				Parking Lot	5%
				Pedestrian Walkways	5%
				Assembly Area	5%
				Landscapes, Courtyards, Flower Gardens	5%
				Outdoor Furniture	10%
				Stormwater Management	15%
				Food Garden	5%
				Playgrounds	10%
				Sport-fields	10%
				Solid Waste Management Area	10%
				Condemnation Area	5%
		A.3 Fences and Gates	25%	Perimeter Fence and Gates	70%
				Internal Fences and Gates	30%
B SUBSTRUCTURE	10%	**B.1** Foundations	60%	Foundations	100%
		B.2 Basement	40%	Basement Floor Slab and Drainage	15%
				Basement Walls	25%
				Basement Columns	30%
				Basement Roof Slab	30%
C SUPERSTRUCTURE	30%	**C.1** Structural Frame	30%	Columns	20%
				Beams	20%
				Suspended Floor/Roof Slabs	20%
				Stairs and Ramps	20%
				Upper-floor Walkways (Balconies)	20%
		C.2 External Envelope	20%	External Wall Structure	50%
				Verandas and Patios	10%
				Windows	15%
				External Doors	15%
				Apron	10%
		C.3 External Finishes	5%	Paintwork	30%
				Wall Plaster	50%
				Wall Tiles	20%
		C.4 Roof Structure	25%	Roof Trusses	35%
				Roof Cladding	35%
				Internal Ceiling	10%
				Insulation (Internal Ceiling)	10%
				Exterior Ceiling	5%
				Facia Boards, Barge Boards and Eaves Coverings	5%
		C.5 Roof Drainage	5%	Gutters	70%
				Downpipes	30%
		C.6 Interior Fabric and Partitions	10%	Interior Walls and Partitions	60%
				Interior Doors, Fanlights, etc.	10%
				Floor-bed (Concrete Slab)	30%
		C.7 Internal Finishes	5%	Paintwork	30%
				Wall Plaster	20%
				Wall Tiles	20%

				Floor Covering	30%
D BASIC SERVICES	20%	**D.1** Water Supply and Plumbing	40%	Water Supply System	35%
				Water Pumping System	10%
				Water Distribution System (Water pipes, water meters, leakage detection systems)	15%
				Water Storage System	20%
				Elevated Support and Tank Stands	10%
				Drinking Fountains, Standpipes, Water Taps	5%
				Hot Water System (Geyser, Boilers and piping)	5%
		D.2.1 Sanitation (Non-Waterborne)	30% *	External Structure (Roof, Side Panels and Doors)	20%
				Floors	30%
				Toilet Seats, Toilet Roll Holder	30%
				Urinals	10%
				Washbasins, Sinks, Towel Rails/Hand-Dryer	10%
		D.2.2 Sanitation (Waterborne)	30% *	Sewerage System	55%
				Partitions and Doors	15%
				Toilet Seats, Toilet Roll Holder	10%
				Urinals	10%
				Washbasins and Sinks, Towel Rail/ Hand Dryer	10%
		D.3 Power Supply and Electrical Systems	30%	Power Supply and Backup System	40%
				Power Distribution System	30%
				Light Switches and Plug Points	10%
				Internal Light System	10%
				External Light System	5%
				Lightning Protection System	5%
E OPERATING SYSTEMS	15%	**E.1** Admin and Communications Systems	30%	Fixed Telephone and Fax System	30%
				Computers and Printers	25%
				Photocopiers and Shredders	20%
				PA System, Intercom and Paging System	10%
				Clock and Program System	15%
		E.2 Electronic and Connectivity System	30%	Projection and Video Display Screens	20%
				Computers, Data Storage, and Printers	40%
				Connecting and Distribution Equipment (Cabling, LAN, WIFI Routers, Satellite Dishes,)	20%
				Connectivity (Internet, WAN)	20%
		E.3 HVAC System	5%	Condensers	70%
				Air-distribution Units	20%
				Controls and Instrumentation	10%
		E.4 Fire Protection System	15%	Smoke Detectors, Fire Alarm and Fire Sprinklers	20%
				Fire Blanket	20%
				Fire Hydrants	20%
				Fire Hoses	20%
				Fire Extinguishers	20%
		E.5 Safety & Security System	15%	Sight Lines for Natural Surveillance	20%
				Illumination of Specific Outdoor Areas	10%
				Burglar Proof Bars and Security Gates	30%
				Surveillance Cameras, Panic Buttons, Alarms,	10%
				Extra Security Measures in Specific Functional Spaces	10%
				Management of Foliage	5%
				Gas Storage Area	15%
		E.6 Conveyance Systems	5%	Elevators and Lifts	40%
				Escalators and Moving Walks	30%
				Hoists	30%

F FURNITURE, FITTINGS & EQUIPMENT	15%	**F.1** Furniture	30%	Loose Furniture	100%
		F.2 Fittings	40%	Fixed Furniture and Fittings	100%
		F.3 Equipment	30%	Loose Equipment	40%
				Fixed Equipment	60%
G OTHER AREAS OF IMPORTANCE	5%	**G.1** Inclusivity Provisions	50%	Per **Annexure I**	100%
		G.2 Indoor Environmental Quality Standards	50%	Per **Annexure J**	100%

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
A SITE AND OUTDOOR AMENITIES	A.1 On-site Conditions	Site Slope	Very Flat / Very Steep, therefore very poor for drainage and site development	Flat / Steep, therefore poor	Fairly Steep/ Fairly Flat, therefore fair	Fairly Gentle, therefore good	Gentle, therefore excellent
		Founding Conditions	Very Poor – Very problematic geological formation and very difficult and very expensive to work on	Poor – Problematic geological formation, difficult and expensive to work on	Fair – Potential problematic geological formation but manageable although fairly difficult to work on	Good - Not problematic geologically, suitable and relatively easy to work on	Excellent – Not problematic geologically, suitable and easy to work on
	A.2 Outdoor Amenities	Gates and Fences	Very Poor – Non-existent or not intact, not sturdy, some sections fallen, breached frequently on any of the four sides	Poor – Not intact, not sturdy, breached occasionally	Fairly - intact all around, fairly sturdy, not meeting most of the quality standards therefore breachable fairly easily and can be under-dug	Good - intact all around, sturdy, not meeting all the quality standards therefore breachable and can be under-dug but with difficulty	Excellent – intact all around, sturdy unbreachable with ordinary tools and meeting all the quality standards and cannot be under-dug
		Flagpoles	Non-existent or derelict and very rusty	Not study, bent and rusty	Fairly sturdy, with some rust	Sturdy, solid and looking relatively new	Sturdy, solid and looking new
		Signage	Non-existent or derelict, very faded, non-standard and most slanted or fallen therefor Very Poor	Non-standard, faded and some slanted therefore Poor	Most of them standard, reasonable visible, few slanted therefore Fairly Good	All of them standard, almost all visible and some slanted slightly therefore Good	All of them standard, erect, clear and looking new therefore Excellent
		Driveways and Internal Roads	Undefined very rugged tracks therefore Very Poor	Unpaved, not demarcated, rugged and Poor	Unpaved, demarcated or paved but with potholes or number of loose paving bricks therefore Fairly Good	Demarcated, paved but with some small potholes or few loose paving bricks therefore Good	Well demarcated well-paved, no potholes or loose paving bricks and Excellent

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Parking Area	No specific provisions made, area very rugged and unpassable when wet therefore Very Poor	Unpaved, not demarcated, area rugged, passable with difficulty when wet therefore Poor	Unpaved, demarcated or paved but with potholes or number of loose paving bricks therefore Fairly Good	Demarcated, paved but with some small potholes or few loose paving bricks therefore Good	Well demarcated well-paved, no potholes or loose paving bricks and Excellent
		Pedestrian Walkways	No Specific Provisions Made, sharing with vehicles	Unpaved, Non-demarcated Rugged and Poor	Unpaved, Demarcated and Fairly Good	Paved and Good	Paved and Excellent
		Assembly Area	No Specific Provisions Made, Unusable most of the time	Unpaved, Non-demarcated Rugged and Poor	Unpaved, Demarcated and Fairly Good	Paved and Good	Paved and Excellent
		Landscapes, Courtyards, Flower beds	No provisions made and unkempt	Poor, poorly defined and poorly managed	Fair, poorly defined, and fairly well managed	Good, well defined and fairy well managed	Excellent, well defined, well-managed
		Stormwater Management	No provisions made, stormwater always problematic	Poor, poorly shaped ground, unlined and poorly drained	Fair, shaped ground, grassed and not well drained	Good, lined, cleaned and fairly well drained	Excellent, lined, cleaned, well drained
		Food Garden	Area provided, no attempt made to use or manage it	Poor, not well demarcated, poorly kept with overgrowth	Fair, unfenced, fairly well kept and fairly well managed	Good, poorly fenced off, reasonably well-kept and well-managed	Excellent, fenced off, very well kept and very well managed
		Playgrounds	No provisions made, area used is unkempt and unsafe	Poor, self-created parched area, fairly rugged with limited space	Fair, open area with very limited provisions made	Good, open area, reasonably well provided for	Excellent, welcoming, well provided for and well kept
		Sport Facilities	No provisions made, area used is unkempt and unsafe with obstacles	Poor, self-created parched area, fairly rugged with limited space	Fair, demarcated open area with very limited provisions made	Good, fenced off area, reasonably well provided for	Excellent, fenced off, welcoming, well provided for and well kept

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Solid Waste Management System	No provisions made, waste dumped in some places and uncontrolled, incinerated on site at times	Some provisions made, short fence around, waste dumped, poor control, incinerated on site and ash not cleared	Dedicated facilities provided, not properly enclosed, no space provided for recycling and placed next to main entrance	Proper enclosed facilities provided, reasonable sufficient space for recycling but placed next to main entrance	Proper enclosed facilities provided, sufficient space for sorting reasonable placed well placed away from main entrance
		Condemnation Area	No provisions made, lot of very old broken furniture and equipment strewn at undemarcated areas	Some provisions made, lot of very old broken furniture and equipment piled disorderly in demarcated areas	Dedicated area provided, not managed, old and broken furniture and equipment piled disorderly.	Dedicated facilities provided, fairly well managed, well kept, two-year broken furniture and equipment kept	Dedicated facilities provided, well managed, well kept, only six-months broken furniture and equipment kept
B SUBSTRUCTURE	**B.1 Foundations**	Standard Foundations (Strip, Pad, Raft) and/or Special Foundations (Piles, Caissons, Grade Beams)	Very Poor, lots of reported problems, with serious cracks on floors and walls, structure unsafe	Poor, some problems reported with some cracks on floors and walls	Fair, inconclusive problems reported on, with minor cracks on walls	Good, no specific problems reported but with some wall cracks	Good to Excellent, no problems reported and no structural cracks on walls
	B.2 Basement	Basement Floor Slab and Drainage	Very Poor, uneven, not well drained, with lots of unstable cracks	Poor, fairly even with some cracks, not well drained	Fair, even but with cracks in certain areas and fairly well drained	Good, minor cracks, and well drained	Excellent, solid, no cracks and well-drained
		Basement Walls	Very Poor, large cracks, bulging at places with seepage when it rains, considered unsafe	Poor, some cracks at places, with salt crystals next to the floor	Fair, only minor cracks at places and isolated areas with salt crystals	Good, only hair line cracks in isolated areas	Excellent and solid
		Basement Columns	A lot of columns cracked and some chipped, exposing reinforcement	Some columns cracked and some chipped, exposing reinforcement	Most of columns are solid but some with some cracks at the roof support	All the columns are solid and intact but some with minor cracks at the roof support	All the columns are solid and intact

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS		CONDITION AND LEVEL				
				1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Basement Roof Slab		Roof slab hogging at most places, very rugged, cracked with reinforcement exposed at places	Roof slab hogging at some places, rugged, cracked at some places with reinforcement exposed at some cracks	Solid, intact, bit rugged, not hogging all around, but with some minor cracks at some construction joints	Solid, intact, fairly smooth, not hogging all around, some cracks at the construction joints	Solid, intact, smooth, not hogging all around, and no cracks
C SUPERSTRUCTURE	**C.1 Structural Frame**	Columns:	Concrete	Heavily cracked, spalling with exposed reinforcement, and tilting, unsafe	Cracked next to the roof slab and spalling	Minor cracks next to the roof slab	Only hairline cracks	Solid and Intact
			Steel	Almost all columns are heavily rusted especially at the base plates, weld breaking up at most joints, some flanges are bent	Most columns are rusted especially at the base plates, weld breaking up at some joints, flanges are bent at few places	All the columns are sturdy, solid and erect with fine cracks at welds and some rusted at the lower base plate	All the columns are sturdy, solid and erect with no weld problems but some rust at the lower base plate	All the columns are sturdy, solid and erect with no weld problems and no rust
		Beams	Concrete	Heavily cracked, spalling with exposed reinforcement, and bending, unsafe	Cracked next to the supports and middle and spalling	Minor cracks next in the middle	Only hairline cracks at places	Solid and Intact
			Steel	Almost all beams are heavily rusted especially at the base plates, weld breaking up at some joints, some beams visibly hogging	Most beams are rusted especially at the base plates, weld breaking up at some joints, a couple of beams visibly hogging	All the beams are sturdy, solid, some hogging slightly, fine cracks at welds and some rusted	All the beams are sturdy, solid and not hogging with no weld problems but some are rusted	All the beams are sturdy, solid and not hogging with no weld problems and no rust
		Suspended Floor Slabs		Heavily cracked, cracks running through, chipping at places with	Cracks along joints, uneven, chipping where there are cracks	Minor cracks next the edges, slightly uneven	Only surface cracks at few places	Solid and Intact

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
			exposed mesh reinforcement, and uneven				
		Concrete Stairs and Ramps	Heavily cracked, cracks running through, chipping at places with exposed mesh reinforcement, and uneven	Cracks along joints, uneven, chipping where there are cracks	Minor chips next the edges, slightly uneven	Only surface cracks at few places but uniform and even	Solid, intact uniform and even
		Elevated Walkways	Heavily cracked, cracks running through, chipping at places with exposed mesh reinforcement, and uneven	Cracks along joints, uneven, chipping where there are cracks	Minor cracks next the edges, slightly uneven	Only surface cracks at few places but even	Solid, Intact and even
	C.2 External Envelope and Finishes	Paintwork	Has lost its original colour, flaking off in large areas with bulges	Flaking off over fairly large areas, and has lost its original colour	Flaking off in certain areas, especially trafficked corners and top parts and is starting to lose its original colour	Intact but is losing its original colour	Intact, bright with its original colour
		Plaster	Very Poor, Hollow sound generally, cracked, very uneven, falling off and easily scraped with finger	Poor, Hollow sound in certain places, uneven, random cracks and chipping of in certain places	Small random cracks, hollow sound in few places, chipping at trafficked areas.	Intact with random hairline cracks	Very Intact with solid sound all around, cannot be scraped with bear hand
		External Wall Structure	Large gaping diagonal and vertical cracks, not plumb, very unsafe	Vertical cracks at corners, horizontal cracks running along mortar line, not plumb	Propagating diagonal cracks above windows and doors, some horizontal cracks along mortar line.	Some non-propagating cracks at corners or above doors, windows, or at joints	Solid and intact, with no visible cracks

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS			CONDITION AND LEVEL				
					1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Windows	Frames	Timber	Heavily discoloured, cracked, large pieces fallen off, does not close properly, leaks when it rains, hinges and handles not working	Discoloured, cracked, some pieces fallen off, does not close properly, leaks when it rains, hinges and handles very difficult to operate	Starting to discolour, some cracks starting to form, some pieces are loose, does not close properly, leaks when it rains heavily, hinges and handles difficult to operate	Still has its original colour, intact, some pieces are loose, closes properly, does not leak when it rains, hinges and handles slightly difficult to operate	Has its original colour, intact, no loose pieces, closes properly, does not leak, hinges and handles working perfectly and easy to operate
				Steel	Heavily rusted and chipping off at places, unpaintable, does not close properly, leaks when it rains, hinges and handles not working	Heavily rusted, very difficult to paint, does not close properly, leaks when it rains, hinges and handles very difficult to operate	Rusted, difficult to paint, does not close properly, leaks when it rains heavily, hinges and handles difficult to operate	Starting to rust, paintable, closes properly, does not leak when it rains, hinges and handles slightly difficult to operate	Intact, closes properly, does not leak, hinges and handles working perfectly and easy to operate
				Aluminium	Some rivets fallen off from hinges, does not close properly, leaks when it rains, handles very difficult to operate	Some rivets for hinges area wearing off, does not close properly, leaks when it rains, handles difficult to operate	Rivets intact, does not close properly, does not leak when it rains, handles relatively easy to operate	Rivets intact, closes properly but with some difficulty, does not leak when it rains, handles easy to operate	Rivets intact, closes properly with ease, does not leak when it rains, handles easy to operate
			Window Panes		None of windows panes meet SANS requirements, heavily scratched and most of them broken	About 25% of windows panes meet SANS requirements, some scratched and a number of them broken	About 50% of windows panes meet SANS requirements, some scratched and a few of them broken	About 75% of windows panes meet SANS requirements, none, scratched and none broken	All window panes meet SANS requirements, no scratches, and none broken
		External Doors	Frames	Steel	Heavily rusted and large parts with rust holes, unpaintable, has pulled off the wall at most places, heavily	Heavily rusted and certain parts with rust holes, difficult to paint, has pulled off the wall at	Rusted, difficult to paint, not fully intact with the wall, few dents at places, allows some draught	Not rusted, moves slightly when door is operated, minor dents, does not allow draught	Not rusted, intact, no dents, does not allow draught

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS			CONDITION AND LEVEL				
					1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
					dented and bent, allows lot of draught,	some places, dented and bent at some places, allows draught			
				Timber	Heavily discoloured, cracks have appeared, some parts have come off, has pulled off the wall at most places, allows lot of draught	Discoloured, some cracks have appeared, some parts are loose, has pulled off the wall at places, allows draught	Starting to discolour, cracks are starting to appear, some parts are loose, has pulled off the wall at places, allows some draught	Not discoloured, no cracks, some parts are loose, moves slightly when door is operated, does not allow draught	Not discoloured, not cracked, intact, does not move when door is operated, does not allow draught
			Door Panel		Hinges broken and not holding against the door, door panel broken, does not close, door handles broken	Hinges not holding against the door, door panel broken, does not close properly, door handles broken	Hinges loose, door panel with dents, closes with difficulty, door handles broken	Hinges intact, door panel with minor dents, closes easily but rattles when windy, door handles loose	Hinges intact, door panel with no dents, closes with ease, does not rattle when windy, door handles intact
	C.3 Roof Structure	Roof Trusses	Timber		Rotten, sagging, certain members broken or missing, very unsafe	Sagging, certain members rotten	Fairly intact, sagging with some members starting to rot	Intact, but slight sagging of bottom chord	Intact, top chords maintaining original slope and bottom chord not sagging
			Steel		Heavily deformed, bottom cord bent, most members buckled , and heavily rusted, very unsafe	Deformed, bottom cord bent, some members buckled and rusted	Slightly deformed, bottom chord slightly bent and starting to rust where there are nails	Not deformed, bottom chord slightly bent with no rust	Not deformed, bottom chord still straight with no signs of rusting
		Roof Cladding	Metal sheets		Sagging heavily between purlins, leaks heavily in many places and heavily rusted with rust holes through the sheet	Sagging between purlins, leaks heavily and rusted with edges eaten by rust	Slight sagging between purlins, leaks at few places and rust at places	Very slight sagging between purlins with isolated surface rust	Intact with no signs of rusting or sagging between purlins

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS		CONDITION AND LEVEL				
				1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
			Clay Tiles	Many tiles broken, some tiles coming off at valleys, not aligned, leaking, ridge mortar breaking off over large areas	A number of tiles broken, ridge mortar breaking off, some tiles coming off at valleys and leaking	Some tiles broken, ridge mortar breaking off at few paces and leaking in isolated areas	All tiles intact, ridge mortar starting to break off, leaks at places when raining heavily	All tiles still intact, ridge still intact with no leaks
			Concrete slab	Sagging between supports, with cracks running towards centre of slab, spalling, reinforcement exposed at places and leaking, very unsafe	Sagging between supports, some cracks running towards centre of slab, spalling at few places, and leaking	Slight sagging between supports, visible cracks and leaking when raining heavily	No visible signs of sagging, random fine cracks, wet marks when raining heavily	No visible signs of sagging, no cracks, and no wet marks when raining
		Facia Boards and Eaves Coverings		Broken or coming off at many places, bent or sagging between battens	Broken or coming off at places, sagging between battens	Broken at few areas, slight sagging between battens	Intact, not broken but loose at few places	Intact, not loose and not sagging
	C.3 Roof Drainage System	Gutters		None provided or large sections either broken or missing	Loose, some sections are broken or missing and leaking heavily at almost all joints	Hanging loosely at places, few sections are broken and leaking at some joints	Hung firmly, no sections are broken but leaking at a couple of joints	Hung firmly, no sections are broken, no leaks at joints
		Downpipes		None provided or large sections either broken or missing	Loose, some sections are broken or missing and leaking heavily at almost all joints	Secured loosely at places, few sections are broken and leaking at some joints	Hung firmly, no sections are broken but leaking at a couple of joints	Hung firmly, no sections are broken, no leaks at joints
	C.4 Interior Fabric and Finishes	Paintwork		Has lost its original colour, chipping off in large areas with bulges	Chipping off over fairly large areas, and has lost its original colour	Flaking off in certain areas, especially trafficked corners and is starting to lose its original colour	Intact but is losing its original colour	Intact, bright with its original colour

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS			CONDITION AND LEVEL				
					1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Plaster Work			Very Poor, hollow sound generally, cracked, very uneven, falling off and easily scraped with finger	Poor, hollow sound in certain places, uneven, random cracks and chipping of in certain places	Small random cracks, hollow sound in few places, chipping at trafficked areas	Intact with random hairline cracks	Very intact with solid sound all around, cannot be scraped with bear hand
		Interior Walls and Partitions			Large gaping diagonal and vertical cracks, not plumb, very unsafe	Vertical cracks at corners, horizontal cracks running along mortar line, not plumb	Propagating diagonal cracks above windows and doors,	Some non-propagating cracks at corners or above doors, windows, or at joints	Solid and intact, with no visible cracks
		Interior Doors	Frames	Steel	Heavily rusted and large parts with rust holes, unpaintable, has pulled off the wall at most places, heavily dented and bent	Heavily rusted and certain parts with rust holes, difficult to paint, has pulled off the wall at some places, dented and bent at some places	Rusted, difficult to paint, not fully intact with the wall, few dents at places,	Not rusted, moves slightly when door is operated, minor dents	Not rusted, intact, no dents
				Timber	Heavily discoloured, cracks have appeared, some parts have come off, has pulled off the wall at most places	Discoloured, some cracks have appeared, some parts are loose, has pulled off the wall at places	Starting to discolour, cracks are starting to appear, some parts are loose, has pulled off the wall at places	Not discoloured, no cracks, some parts are loose, moves slightly when door is operated	Not discoloured, not cracked, intact, does not move when door is operated
			Door Panel		Hinges broken and not holding against the door, door panel broken, does not close, door handles broken	Hinges not holding against the door, door panel broken, does not close properly, door handles broken	Hinges loose, door panel with dents, closes with difficulty, door handles broken	Hinges intact, door panel with minor dents, closes easily but rattles when windy, door handles loose	Hinges intact, door panel with no dents, closes with ease, does not rattle when windy, door handles intact
		Floors:	Covering		Not provided or torn or lifted off in more than 75% of the room.	Faded, dull, has lifted off or torn over about 50% of the room	Starting to fade and to be dull in heavily trafficked areas, has	Starting to fade and to be dull in heavily trafficked areas, has	Still has its original colour, not lifted off or torn.

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS		CONDITION AND LEVEL				
				1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
						lifted off or torn over about 25% of the room	not lifted off nor torn	
			Slab	Heavily cracked, cracks running through, chipping at places with exposed mesh reinforcement, and uneven	Cracks along joints, uneven, chipping where there are cracks	Minor cracks next the edges, slightly uneven	Only surface cracks at few places	Solid and Intact
		Ceiling		Not provided or missing over about 75% of the room	Broken or missing over 50% of the room	Broken or missing over 25% of the room and/or sagging between brandering with large leak stains	Not broken or sagging, but cover strips and cornice loose at places with small leak stains	Not broken, not sagging, cover strips and cornice intact, with no leak stains
D BASIC SERVICES	**D.1 Water Supply and Plumbing**	Water Supply System	Municipal Connection	Required water pressure not realised, water not available almost all the time, not meeting the quality drinking standards and smelling	Required water pressure fluctuates a lot, water not available most of the time, barely meeting the quality drinking standards	Required water pressure realised most of the time, water available fairly reasonably, meeting the quality drinking standards but turbidity fairly common	Required water pressure realised most of the time, water available almost at times, meeting the quality drinking standards but with some turbidity on few occasions	Required water pressure realised at all times, water available almost at all times, meeting the quality drinking standards with no turbidity
			Carted Water	No available more than 75% of the time, water not meeting the quality drinking standards and smelling	Not available more than 50% of the time, water barely meeting the quality drinking standards	Not available more than 25% of the time, water meeting the quality drinking standards but with high turbidity fairly common	Available at all material times, water meeting the quality drinking standards but with turbidity relatively high at few occasions	Available at all material times, water meeting the quality drinking standards with no turbidity

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS		CONDITION AND LEVEL				
				1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
			Borehole	Borehole dry or yield not realised more than 75% of the time, water polluted and not meeting water drinking standards with high water hardness	Borehole dry or yield not realised more than 50% of the time, water polluted and barely meeting water drinking standards with relatively high water hardness	Borehole dry or yield not realised more than 25% of the time, water meeting water drinking standards but with relatively high water hardness	Yield realised most of the time, water meeting water drinking standards but with water hardness on the border line of acceptable standards	Yield realised all the time, water meeting water drinking standards, water hardness within acceptable standards
			Rainwater Harvest	No available more than 75% of the time, water not meeting the quality drinking standards and smelling with worms, very unsafe	Not available more than 50% of the time, water barely meeting the quality drinking standards	Not available more than 25% of the time, water meeting the quality drinking standards	Available at all material times, water meeting the quality drinking standards but with impurities at times	Available at all material times, water meeting the quality drinking standards with no impurities
		Water Pumping System		Water pump not working more than 75% of the time	Water pump not working at least 50% of the time	Water pump not working at least 25% of the time	Water pump working most of the time	Water pump working at all material times
		Water Distribution System (Water pipes, water meters, leakage detection systems)		Major leaks most of the time and some systems not working most of the time	Leaks common and some system not working some times	Leaks fairly common and some systems working most of the time	Leakage at times and systems working almost at all times	No leakages and systems working at all material times
		Water Storage		Steel water tanks heavily rusted, leaking heavily, taps dripping heavily at all times, PVC tanks leaching chemicals heavily and taps leaking heavily	Steel water tanks rusted, leaking heavily, taps dripping at all times, PVC tanks leaching chemicals and leaking taps	Steel water tanks starting to rust, leaks occasionally, taps dripping most of the times, PVC tanks leaching some chemicals and taps leaking most of the time	Steel water tanks not rusted, leaks sparingly at the seams, taps dripping at times, PVC tanks not leaching chemicals but taps dripping at times	Steel water tanks not rusted, do not leak, taps not dripping, PVC tanks not leaching chemicals and taps not dripping

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Elevated Steel stands	Stand heavily rusted, Some members are ben or show signs of buckling, tilting heavily, very unsafe	Stand rusted, some members are bent, tilting, unsafe	Stand rusted, some members are bent, tilting slightly	Stand not rusted, all members sound but stand tilting slightly	Stand not rusted, all members sound and not tilting
		Drinking Fountains, Standpipes, Water Taps	Water leaking heavily all the time, some parts are loose, not accessible because of large pool of standing water around them	Water leaking heavily most of the time, some parts are loose, very difficult to access because of pool of standing water around them	Water leaking most of the time, some parts are loose, difficult to access because of pool of standing water around them	Some water leaks at times, some parts loose at times, can be accessed	None to insignificant water leaks, all the parts working at tight, can be accessed at all times
		Hot Water System (Geyser, Boilers and piping)	System broken down more than 75% of the time, with water bursts reported occasionally, with only 25% of user requirements met when it works	System broken down about 50% of the time, with only up to 50% of the user requirements satisfied when it works	System broken down about 25% of the time, with about 75% of user requirements when it works	System working all the time but only with no more than 75% of user requirements met	System working all the time with all the user requirements met all the time.
	D.2 Sanitation and Plumbing	Ablution Facilities	Not provided at all or just pit holes with no enclosures	Built of inappropriate materials, not structurally sound, doors missing or not closable, or Plain Pit and Bucket Toilets	Built of appropriate materials, reasonably sound structurally, doors not lockable and very difficult to close, and short cubicles therefore limited privacy	Built of appropriate materials, sound structurally, doors lockable but difficult to close, rather short cubicles therefore limited privacy	Built of appropriate materials, sound structurally, doors lockable and easy to close, correct height of cubicles and doors thus enabling appropriate level of privacy
		Sewerage System (piping, manholes, drain inlets, rodding eyes)	Major Leaks, blocked and overflowing more than 75% of the time	Major leaks, blocked and overflowing more than 50% of the time	Leaking, blocked and overflowing more than 25% of the time	Minor leaks at times, but not blocked and not overflowing	Not blocked, not leaking and flowing all the time

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS		CONDITION AND LEVEL				
				1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Septic and conservancy Tanks		Visible major structural defects, leaking, overflowing, smelling at all times with reported groundwater pollution, very unsafe	Some structural defects, leaking, overflowing, smelling more than 75% of the time with reported groundwater pollution	Minor structural defects, leaking, overflowing, smelling more than 50% of the time with potential groundwater pollution	No structural defects, not leaking, not overflowing but smelling more than 25% of the time	Structurally sound, not leaking, not smelling and no reported groundwater pollution
		Floor Structure	Timber	Very Bad – very rotten and broken at number of places and moving up and down a lot when walking, extremely unsafe	Bad – rotten and broken at places and moving up and down when walking, relatively unsafe	Fair – rotten and broken at few places and moving slightly up and down when walking, reasonably safe	Good - Solid, not rotten, not broken fairly sturdy when walking, safe	Very solid, not rotten, not broken very sturdy when walking, very safe
			Reinforced Concrete	Heavily cracked, cracks running through, chipping at places with exposed mesh reinforcement, and uneven	Cracks along joints, uneven, chipping where there are cracks	Minor cracks next the edges, slightly uneven	Only surface hairline cracks at few places	Solid and intact with no cracks
		Toilet Seats		Not provided or removed, or broken so much that they are unusable	Broken and heavily stained, used only as a last resort	Slightly broken and stained but usable with some difficulty	Not broken but slightly loose, not stained and usable at all times	Not broken , tightly fixed, not stained and usable at all times
		Urinals		Not provided or removed, or broken so much that they are unusable	Broken and heavily stained, used only as a last resort	Slightly broken and stained but usable with some difficulty	Not broken but not draining quick enough, not stained and usable at all times	Not broken , not stained draining quickly and usable at all times
		Hand-wash Basins and Sinks		Not provided or removed, or broken so much that they are unusable	Broken or heavily dented, heavily stained, leaking, draining very slowly and used only as a last resort	Slightly broken or dented, stained slightly, draining rather slow and with minor leaks.	Not broken or not dented, not stained, draining well but with minor leaks.	Not broken , not stained, draining quickly and with no leaks

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Swimming pool and amenities	Visible major structural defects, leaking, lining material fallen off at places, water pumping systems defective more than 75% of the time, very unsafe	Some structural defects, leaking, lining material fallen off at places, water pumping system defective more than 50% of the time	Minor structural defects, minor leakage, some lining material starting to come off at places, water pumping defective for about 25% of the time	No structural defects, minor leakage, lining material appears intact , water pumping systems operating most of the time.	No structural defects, no leakage, lining material appears intact, water pumping system operational all the time when required
	D.3 Power Supply and Electrical Systems	Power Supply (Municipal Supply, Solar Panels, Wind Turbines or Generator)	Power available only up to 25% of the time with random outages, and does not meet about 75% of user requirements, very unreliable and very insufficient	Power available only up to 50% of the time, does not meet about 50% of user requirements, unreliable and insufficient	Power available only up to 75% of the time, does not meet about 25% of user requirements	Power available all the time but does not meet about 25% of user requirements	Power available all the time and meet all user requirements
		Power Distribution System (Distribution Box, Electrical distribution and Cabling)	Very old equipment and cabling, faulty about 75% of the time	Relatively old equipment and cabling, faulty about 50% of the time	Relatively new equipment and cabling, but faulty about 25% of the time	New equipment and cabling, working all the time but needs attention occasionally	New equipment and cabling, working well all the time
		Light Switches and Plug Points	Loose switches and plugs, about 75% not working, very dangerous and as good as not having them	Loose switches and plugs, about 50% not working, dangerous and almost as good as not having them	Some loose switches and plugs, about 25% not working	All switches and plugs intact but about 25% of plugs with multitude of appliances connected	All switches and plugs intact and none overloaded
		Internal and External Lighting System	About 75% of bulkheads broken, most parts missing, bare cables exposed, very dangerous	About 50% of bulkheads broken, some parts missing, some bare cables exposed, rather dangerous	About 25% of bulkheads broken, some parts missing, no bare cables exposed	All bulkheads intact and working but most light bulbs have fused	All bulkheads intact and working and all light bulbs are working

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Lightening Protection System	System is incomplete, most elements missing, loosely hanging wires, ground termination rods loosely secured in the ground, extremely dangerous	System is incomplete, some few elements are missing, wires loosely hanging, ground termination rods not firmly secured onto ground	System is complete, all elements have been provided but some wires loosely hanging, some ground termination rods not firmly secured onto ground	System is complete, all elements have been provided but some wires loosely hanging, all ground termination rods firmly secured onto ground	System is complete, all elements have been provided, all wires secured firmly, all ground termination rods firmly secured onto ground
E OPERATING SYSTEMS	**E.1 Admin and Communications Systems**	Fixed Telephone and Fax System	Not working more that 75% of the time, very unreliable	Not working about 50% of the time, unreliable	Not working about 25% of the time	Generally, most of them working most of the time	Working satisfactorily at all material times
		Computers and Printers	Not working more that 75% of the time, very unreliable	Not working about 50% of the time, unreliable	Not working about 25% of the time	Generally, working most of the time	Working satisfactorily at all material times
		Photocopiers and Shredders	Not working more that 75% of the time, very unreliable	Not working about 50% of the time, unreliable	Not working about 25% of the time	Generally, working most of the time	Working satisfactorily at all material times
		Public Address System, Intercom & Paging System	Not working more that 75% of the time, very unreliable	Not working about 50% of the time, unreliable	Not working about 25% of the time	Generally, working most of the time	Working satisfactorily at all material times
		Clock & Program Systems	Not working more that 75% of the time, very unreliable	Not working about 50% of the time, unreliable	Not working about 25% of the time	Generally, working most of the time	Working satisfactorily at all material times
		ICT Equipment and Gadgets (Smartboard, Projectors, Computers, etc.)	Not working more than 75% of the time, not accessible to more than 75% of needy users	Not working about 50% of the time, not accessible to about 50% of needy users	Not working about 25% of the time, not accessible to about 25% of needy users	Working at all material times but not accessible to about 25% of needy users	Working at all material times and accessible to 100% of the needy users

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Connectivity and Distribution Equipment (Cabling, LAN, Antennas, Satellite Dishes, WIFI Routers, etc.)	Not enabling connectivity more than 75% of the time	Not enabling connectivity almost 50% of the time	Not enabling connectivity almost 25% of the time	Connectivity realised at all material times but weak and slow	Strong connectivity realised at all material times
		Connectivity (Internet, WAN, etc.)	Connectivity is as good as non-existent, extremely poor and not working almost all the time	Connectivity is bad, poor and not working most of the time with very weak reception	Connectivity is fairly good, working most of the time with fairly strong reception	Connectivity is good, working almost at all material times with a reasonably strong reception	Connectivity is excellent, working at all material times with a strong reception
	E.3 HVAC System	Air Conditioning and Heating System	Broken more than 75% of the time, very noisy and rattling when operated, most parts loose and not firmly secured to the wall or ceiling, rather dangerous and irritating	Broken more than almost 50% of the time, very noisy and rattling when operated, some parts loose and relatively firmly secured to the wall or ceiling,	Broken at least almost 25% of the time, rather noisy and rattling when operated, few parts are loose and firmly secured to the wall or ceiling	Working almost all the time but rather noisy and rattling when operated, some parts loose and firmly secured to the wall or ceiling	Working all the material times, relatively quiet, no rattling when operated, all parts firmly fixed and firmly secured to the wall or ceiling
		Controls & Instrumentation	About 75% of controls not working not working for about 75% of the time, as good as not having them	About 50% of controls not working not working for about 50% of the time, almost as good as not having them	About 25% of controls not working for about 25% of the time,	All controls working, but very difficult to operate, therefore not used	All controls working, and user friendly therefore used at all material times
	E.4 Fire Protection	Fire Alarm	Does not work for about 75% of the time, therefore very unreliable	Does not work for about 50% of the time, therefore unreliable	Does not work for about 25% of the time, therefore reliability questionable	Works at all material times but difficult to set it off	Works perfectly at all the material times and straightforward to set it off
		Fire Hydrants, Sprinklers	Water pressure very low more that 75% of the test times, with fire hydrants very difficult to access, therefore very unreliable	Water pressure very low at least 50% of the test times, with fire hydrants relatively difficult to access, therefore rather unreliable	Water pressure very low at least 25% of the test times, fire hydrants relatively easy to access, therefore fairly reliable	Water pressure at acceptable levels almost at all material times, fire hydrants relatively easy to access, therefore reliable	Water pressure at acceptable levels at all material times, fire hydrants always easily accessible, therefore very reliable

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Fire Hoses	Water pressure very low more that 75% of the test times, fire hoses leak a lot all the time and very difficult to access, therefore very unreliable	Water pressure very low almost 50% of the test times, fire hoses leak at all times and difficult to access, therefore rather unreliable	Water pressure very low almost 25% of the test times, fire hoses leak at times and relatively easy to access, therefore fairly reliable	Water pressure at acceptable levels almost at all material times, fire hoses, leak at times and relatively easy to access, therefore reliable	Water pressure at acceptable levels at all material times, fire hoses do not leak and always easily accessible, therefore very reliable
		Fire Extinguishers	Extremely difficult to access them and all of them out of service, therefore very unreliable	Very difficult to access them and about 75% of them out of service therefore rather unreliable	Somehow difficult to access them and about 25% of them out of service, therefore fairly reliable	Fairly easy to access them and all within service, therefore reliable	Easy to access them and all within service, therefore Very reliable
	E.5 Safety & Security System	Natural Surveillance (main entrance, toilets, sport-fields, playground, corridors, staircases, drop-off and pick-up zone, parking area, computer lab, Locker Areas, etc.)	Not realised in more than 75% of the critical sports	Not realised in about 50% of the critical sports	Not realised in about 25% of the critical sports	Realised in all critical sports most of the time	Fully realised in all critical sport at all times
		Illumination of Specific Outdoor Areas	All areas identified as critical not illuminated	Most of the areas identified as critical not well illuminated	Some of the areas identified as critical fairly well illuminated	All the areas identified as critical are reasonably well illuminated	All the areas identified as critical are well illuminated at all material times
		Burglar Proof Bars and Burglar Proof Gates	Not available in more than 75% of the critical areas	Not available in more than 50% of the critical areas	Not available in more than 25% of the critical areas	Available in all critical areas, but not fully secured and not addressing all the functional requirements	Available in all critical areas, fully secure and addressing all the functional requirements
		Surveillance Cameras, Panic Buttons	Not working more than 75% of the time	Not working about 50% of the time	Not working about 25% of the time	Working at all material times but not covering all the critical areas	Working at all material times and cover all the critical areas

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		Extra security measures in specific Functional Spaces	None of the identified critical Functional Spaces have been provided with the necessary security measures	Most of the identified critical Functional Spaces have not been provided with the adequate security measures	Most of the identified critical Functional Spaces have been provided fairly well with reasonable adequate security measures	Almost all the identified critical Functional Spaces have been provided with adequate and effective security measures	All the identified critical Functional Spaces have been provided with adequate and effective security measures
		Management of Foliage	Foliage not managed at all providing hiding places and ability to jump over the perimeter fence with ease	Foliage poorly managed providing a number of opportunities for hiding places and lot of potential for jumping over the perimeter fence	Foliage fairly well-managed, not providing any hiding places and providing some opportunity to jump over the perimeter fence	Foliage managed effectively most of the time, providing limited opportunity as hiding places and providing very limited opportunity to jump over the perimeter fence	Foliage is managed effectively, not providing any hiding places and providing no ability to jump over the perimeter fence
		Gas Storage	Gas Cylinders placed along main pedestrian heavily trafficked routes, with long sections of gas pipes running along the wall, not enclosed in lockable secure cages, very dangerous	Gas Cylinders placed along heavily trafficked routes, with long sections of gas pipes running along the wall, enclosed in lockable but unsecure cages,	Gas Cylinders placed along trafficked routes, long sections of gas pipes running along the wall, enclosed in lockable but insecure cages,	Gas Cylinders placed away from main pedestrian traffic routes, hidden gas pipes, enclosed in locked but insecure cages	Gas Cylinders placed away from main pedestrian traffic routes, hidden gas pipes, enclosed in locked secure cages
	E.6 Conveying System	Elevators & Lifts	Not operational in more than 75% of the time	Not operational in more than 50% of the time	Not operational in more than 25% of the time	Operating at all times but sub-optimally	Operational at all times unless when undergoing Preventative Maintenance
		Escalators and Moving Walks	Not operational in more than 75% of the time	Not operational in more than 50% of the time	Not operational in more than 25% of the time	Operating at all times but sub-optimally	Operational at all times unless when undergoing

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
							Preventative Maintenance
		Hoists	Not operational in more than 75% of the time	Not operational in more than 50% of the time	Not operational in more than 25% of the time	Operating at all times but sub-optimally	Operational at all times unless when undergoing Preventative Maintenance
F FURNITURE, FITTINGS AND EQUIPMENT	**F.1 Furniture**	All Movable Furniture (Desks, Tables, Chairs, Beds, etc.)	Not available for more than 30% of the users, not meeting anthropometric requirements of more than 60% of the users	Not available for about 20% of the users, not meeting anthropometric requirements of about 40% of the users	Not available for about 10% of the users, not meeting anthropometric requirements of about 20% of the users	Available for all the facility users, meeting anthropometric requirements of most of the users and not meeting all the required quality standards	Available for all the facility users, meeting anthropometric requirements of almost all the users and of required quality standards
	F.2 Fittings	Fixed Furniture and Built-ins	Not available for more than 60% of identified uses, not meeting space and ergonometric requirements in more than 60% of occurrences	Not available for about 40% of identified uses, not meeting space and ergonometric requirements in about 40% of occurrences	Not available for about 20% of identified uses, not meeting space and ergonometric requirements in about 20% of occurrences	Available for all the identified uses, meeting space and ergonometric requirements in most occurrences, meeting required quality standards	Available for all the identified uses, meeting space and ergonometric requirements in all the occurrences, meeting required quality standards
	F.3 Equipment	Movable Equipment (for Core , Admin, Support, Specialist , Sport Functional Spaces)	Not working for more than 75% of the time, not available for more than 30% of identified uses,	Not working for about 50% of the time, not available for more than 20% of identified uses	Not working for about 25% of the time, not available for more than 10% of identified uses	Working at all material times, available for all the identified uses, meeting most of the quality and safety requirements	Working at all material times, available for all the identified uses, meeting quality and safety requirements

LEVEL 1 MAJOR GROUP ELEMENT	LEVEL 2 GROUP ELEMENTS	LEVEL 3 INDIVIDUAL ELEMENTS	CONDITION AND LEVEL				
			1 Very Poor/ Very Bad	2 Poor / Bad	3 Fair	4 Good	5 Very Good / Excellent
		All Fixed Equipment (Workshops, Nutrition Centre, Specialist)	Not working for more than 30% of the time, not available for more than 30% of identified uses,	Not working for about 20% of the time, not available for more than 20% of identified uses	Not working for about 10% of the time, not available for more than 10% of identified uses	Working at all material times, available for all the identified uses, meeting most of the quality and safety requirements	Working at all material times, available for all the identified uses, meeting quality and safety requirements

ANNEXURE H-1: Form EFCA-06/1 - Assessment Sheet for Common Areas (Outdoor Amenities, Basic Services and Operating Systems)

DETAILS OF FACILITY:			
Name of Facility		**EMIS No.**	

COMMON AREAS OF ASSESSMENT:

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS		LEVEL 3 GROUP ELEMENTS		Rating
A SITE AND OUTDOOR AMENITIES	5%	**A1** On-site Conditions	25%	Site Slopes	50%	
				Founding Conditions	50%	
		A.2 Outdoor Amenities	75%	Fences and Gates	20%	
				Flagpoles	5%	
				Signage	5%	
				Driveways and Internal Roads	5%	
				Parking Lot	5%	
				Pedestrian Walkways	5%	
				Assembly Area	5%	
				Landscapes, Courtyards, Circulation, Flower Gardens	5%	
				Stormwater Management	10%	
				Food Garden	5%	
				Playgrounds	5%	
				Sport-fields	10%	
				Solid Waste Management Area	10%	
				Condemnation Area	5%	
D BASIC SERVICES	20%	**D.1** Water Supply and Plumbing	40%	Water Supply System	35%	
				Water Pumping System	10%	
				Water Distribution System (Water pipes, water meters, leakage detection system)	15%	
				Water Storage System	20%	
				Elevated Support and Tank Stands	10%	
				Drinking Fountains, Standpipes, Water Taps	5%	
				Hot Water System (Geysers, Boilers, and piping)	5%	
		D.2 Sanitation and Plumbing	30%	External Structure (Roof, Side Panels and Doors)	25%	
				Floor Structure	25%	
				Sewerage System	20%	
				Toilet Seats	10%	
				Urinals	10%	
				Washbasins and Sinks	10%	
		D.3 Power Supply and Electrical Systems	30%	Power Supply System	40%	
				Power Distribution System	30%	
				Light Switches and Plug Points	10%	
				Internal and External Lighting System	10%	
				Lightening Protection System	10%	
E OPERATING SYSTEMS	15%	**E.1** Admin and Communications Systems	30%	Fixed Telephone and Fax System	30%	
				Computers and Printers	25%	
				Photocopiers and Shredders	20%	
				PA System, Intercom and Paging System	10%	
				Clock and Program System	15%	

		E.2 ICT and Connectivity	30%	Projection and Video Display Screens	20%	
				Computers, Data Storage, and Printers	25%	
				Connecting and Distribution Equipment (Cabling, LAN, WIFI Routers, Satellite Dishes,)	25%	
				Connectivity (Internet, WAN)	30%	
		E.3 HVAC System	5%	Air-conditioning and Heating Systems	70%	
				Controls and Instrumentation	30%	
		E.4 Fire Protection System	15%	Smoke Detectors and Fire Alarm	20%	
				Fire Sprinklers	20%	
				Fire Hydrants	20%	
				Fire Hoses	20%	
				Fire Extinguishers	20%	
		E.5 Safety & Security System	15%	Sight lines for Natural Surveillance	15%	
				Illumination of Specific Outdoor Areas	10%	
				Burglar Proof Bars and Security Gates	15%	
				Surveillance Cameras, Panic Buttons,	10%	
				Relative Location of Elevated Structures	10%	
				Extra Security Measures in Specific Functional Spaces	15%	
				Management of Foliage	10%	
				Gas Storage Area	15%	
		E.6 Conveying Systems	5%	Elevators and Lifts	40%	
				Escalators and Moving Walks	30%	
				Hoists	30%	

ANNEXURE H-2 : Form EFCA-06/2 - Assessment Sheet for Individual Blocks /Buildings

DETAILS OF FACILITY:			
Name of Facility		EMIS No.	
Name of Block/Building			

INDIVIDUAL AREAS OF ASSESSMENT:

LEVEL 1 MAJOR GROUP ELEMENT		LEVEL 2 GROUP ELEMENTS		LEVEL 3 GROUP ELEMENTS		Rating
B SUBSTRUCTURE	5%	**B.1** Foundations	60%	Standard or Special Foundations	100%	
		B.2 Basement	40%	Basement Floor Slab and Drainage	15%	
				Basement Walls	25%	
				Basement Columns	30%	
				Basement Roof Slab	30%	
C SUPERSTRUCTURE	30%	**C.1** Frame and Upper Floors	30%	Columns	25%	
				Beams	25%	
				Suspended Floor/Roof Slabs	20%	
				Stairs and Ramps	10%	
				Verandas, Balconies and Patios	20%	
		C.2 External Envelope and Finishes	30%	Paintwork	15%	
				Plaster	25%	
				External Wall Structure	45%	
				Windows	5%	
				External Doors	5%	
				Apron	5%	
		C.3 Roof Structure	25%	Roof Trusses	45%	
				Roof Cladding	45%	
				Facia Boards and Eaves Coverings	10%	
		C.4 Roof Drainage	5%	Gutters	70%	
				Downpipes	30%	
		C.5 Interior Fabric and Finishes	10%	Ceiling	15%	
				Paintwork	15%	
				Plaster	15%	
				Interior Walls and Partitions	35%	
				Interior Doors	5%	
				Floor-bed Slab & Covering	15%	
F FURNITURE, FITTINGS & EQUIPMENT	15%	**F.1** Furniture	40%	Loose Furniture	100%	
		F.2 Fittings	30%	Fixed Furniture and Fittings	100%	
		F.3 Equipment	30%	Loose Equipment	40%	
				Fixed Equipment	60%	
G OTHER AREAS OF IMPORTANCE	10%	**G.1** Inclusivity Provisions	50%	Per **Annexure I**	100%	
		G.2 Indoor Environmental Quality Standards	50%	Per **Annexure J**	100%	

ANNEXURE I : Form EFCA-07 - Inclusivity Assessment Form

DETAILS OF FACILITY:			
Name of Facility		**EMIS No.**	

INCLUSIVITY AREAS OF ASSESSMENT:								
LEVEL 1 Group Element		**LEVEL 2 Sub-elements**	**Rating of Sub-elements[1]**					
Parking Bays and Drop-off Areas	5%	Availability of reserved parking bays	1	2	3	4	5	
		Adequacy of width of parking bays						
		Mountable curbs at the parking bays						
		Presence of appropriate Signage						
		Average Rating-1						
Ramps	15%	Availability of ramps						
		Correctness of ramp slopes						
		Intermittent Landings of correct size						
		Railings on both sides where necessary						
		Correct height of railings						
		Average Rating-2						
Stairways	5%	Height of risers						
		Depth of steps						
		Availability of handrails						
		Average Rating-3						
Entrances/ Exits	15%	Width of doorways						
		Absence of steps at doorways						
		Revolving doors						
		Dimensions of space between two doors in series						
		Average Rating-4						
Paths of travel	15%	Availability of designated walkways						
		Walkways paved and covered						
		Width of walkways						
		Width of corridors and passageways						
		Appropriateness of emergency escape routes						
		Presence of random obstacles/ obstructions						
		Average Rating-5						
Functional Spaces	15%	Accessibility to all Functional Spaces						
		Size and layout						
		Ergonomic outlay, dexterity and manipulation						
		Usability of Specific spaces						
		Average Rating-6						
Ablution Facilities	15%	Availability and adequacy						
		Appropriateness and usability						
		Adequate size to enable manoeuvring						
		Accessibility of sinks						
		Average Rating-7						
Bathrooms	10%	Accessibility of showers (roll-in)						
		Accessibility of bathtubs						
		Accessibility of sinks						
		Size and layout						
		Average Rating-8						
Recreational and Sport Facilities	5%	Availability and appropriateness						
		Accessibility						
		Average Rating-9						
		OVERALL INCLUSIVITY RATING						

1 Compliance should be assessed against National Building Regulations and SANS 10400-S:2011.

ANNEXURE J : Form EFCA-08 - Assessment of Habitability and Indoor Environmental Quality Standards

DETAILS OF FACILITY:			
Name of Facility		**EMIS No.**	
Name of Functional Space			

IEQ ASSESSMENT:

Area of Assessment		Rating of Individual Elements				
		1	2	3	4	5
Colour of Internal Walls	15%					
Lighting and Visual Comfort	15%					
Acoustics and Noise Transmission	15%					
Thermal Comfort	15%					
Indoor Air Quality	15%					
Draught and Dust Ingress	15%					
Condensation, Dampness and Mould	10%					
Weighted Overall IEQ Rating						

ANNEXURE K : Form EFCA-09 - Pre-Survey Education Facilities Condition Assessment (EFCA) Questionnaire

This Form has been developed by the Department of Basic Education (DBE) for use by the Professional Service Providers (PSPs) who have been appointed either by the Provincial Education Department or by the DBE to undertake Comprehensive Baseline Education Facilities Condition Assessment (CB-EFCA). It must be filled in correctly by the Facility Managers (School Principal, Boarding Master/Mistress, District Director, or Circuit Manager) of an Education Facility to be assessed, or by designated persons. The information provided should be accurate, reflecting the true situation about the Education Facilities. The furnished Questionnaire must be sent back to the PSP concerned prior the date of the EFCA Site Survey to be conducted by the PSP.

The EFCA Site Survey is aimed at soliciting sufficient information about the physical condition of an Education Facility, which include the Buildings, Basic Services, Operating Systems, and Outdoor Amenities (such as fences, driveways, assembly areas, sport-fields, etc.), where such information will be used for planning purposes by the Department of Basic Education and Provincial Education Departments.

DETAILS ABOUT THE EDUCATION FACILITY:						
Name of Education Facility			**EMIS No.**		Page 1	
Name of Education District						
Name of Education Circuit						
Location of an Education Facility	Province	Local Municipality / Metro	Nearest Town	Name of Village *(If applicable)*		
Physical Address of Education Facility						
Name of Facility Manager						
Telephone Number (landline)						
Cell Number of Facility Manager						
Name of Alternative Person to Assist with the Site Surveys						
Designation of Alternative Person for the Site-surveys						
Cell Number of Alternative Person for the Surveys						
E-mail Addresses:	Facility Manager					
	Alternative Person					
DETAILS ABOUT THE FACILITY USERS:						
Number of Learners (where applicable)	Past 5yrs	Past 4yrs	Past 3yrs	Past 2yrs	Last Year	Current Year
Required Total Number of Members of Staff (per organogram)						
Actual Number of Members of Staff						
Current Number of General Support Staff						

Name of Facility		EMIS No.		Page 2

INFORMATION ABOUT THE FACILTY:

ITEM	Yes	No
(1) Does the Facility have all the necessary **Functional Spaces** (e.g. offices, classrooms, store-rooms, laboratories, libraries, etc.) required by the Facility?		
(2) If "No" to (1) above, provide details on a separate sheet.		
(3) Are there sufficient **Facility Support Areas** in the Facility?		
(a) Gatehouse (Where Gate Controllers /Security Guards are provided.);		
(b) Caretaker Quarters (Where Caretaker is provided and staying on the Facility.);		
(c) Pause Area and Change Rooms for General Support Staff, where they are provided;		
(d) Storage Area for Tools and Equipment for looking after and maintaining the Facility;		
(e) Solid Waste Management System (Temporary Storage or Incineration);		
(f) Condemnation Area for temporary storage of broken furniture and equipment;		
(4) If "No" to (3) above, provide details on a separate sheet.		
(5) Are there sufficient **Ablution Facilities/Toilets** for all the Facility Users and are they working properly?		
(a) For Members of Staff and Visitors;		
(b) For Learners (where applicable);		
(c) For People with Disabilities / Paraplegic;		
(d) Are they appropriate for the age of users, especially young learners:		
(6) If "No" to any item in (5) above, provide details on a separate sheet.		
(7) Is there sufficient **Water Supply** to the Facility?		
(a) Water supply enough and reliable, being available at all times;		
(b) Enough water draw-off points such as taps, drinking fountains and stand-pipes;		
(8) If "No" to any item in (7) above, provide details on a separate sheet		
(9) Is there sufficient **Power Supply** to the Facility?		
(a) Power supply sufficient and reliable, being available at all times;		
(b) Sufficient fixtures such lights, switches, plug points and data points;		
(10) If "No" to any item in (9) above, provide details on a separate sheet.		
(11) Does the Facility have all the **Furniture, Fittings/Fixed Furniture and Equipment**?		
(a) Movable furniture that is appropriate for the users;		
(b) Fittings/Immovable furniture fixed on wall and/or floor, such as built-ins;		
(c) Large equipment and machinery that is in working condition;		
(12) If "No" to any item in (11) above, provide details on a separate sheet.		
(13) Does the facility have all the **Operating Systems** required by the Facility?		
(a) Admin and Communication Systems and equipment;		
(b) ICT and Connectivity Systems and equipment;		
(c) Heating, Ventilation & Air-conditioning System (Extractor Fans, Ceiling Fans, Air-conditioners)		
(d) Fire Protection System (Fire Extinguishers, Fire Hoses, Smoke Detectors, etc.)		
(e) Safety and Security System (CCTV Cameras, Burglar Bars, Security Gates, etc.);		
(14) If "No" to any item in (13) above, provide details on a separate sheet.		

Name of Facility		EMIS No.		Page 3

INFORMATION ABOUT THE FACILTY:

ITEM	Yes	No
(15) Does the facility have all the **Outdoor Amenities** required by the Facility?		
(a) Fences and Gates;		
(b) School Identification Board, Signage and Flagpoles;		
(c) Learner Drop-off and Pick-up Areas, Vehicle Internal Roads/Driveways and Parking Lots;		
(d) Road Signage and Road Markings;		
(e) Pedestrian Walkways, Assembly Areas and Courtyards;		
(f) Stormwater Drainage System;		
(g) Landscape and Flower Gardens;		
(h) Vegetable / Food Gardens;		
(i) Playgrounds and Sport Fields;		
(16) If "No" to any item in (15) above, provide details on a separate sheet.		
(17) Is the Facility (buildings, toilets, operating systems, outdoors, sport-fields, etc.) **looked after and maintained**?		
(18) Provide details on a separate sheet supporting the response in (15) above.		
(19) Are there any other infrastructure related problems or issues with the Facility?		
(20) If "Yes" to item (19) above, provide details on a separate sheet.		
(21) Are there other specific issues pertaining to infrastructure provisioning and maintenance that you would like to bring to the attention of the Assessors?		
(22) If "Yes" to item (21) above, provide details on a separate sheet.		
(23) Will all the Functional Spaces (i.e. Rooms, stores, etc.) be accessible to the Assessors, with keys to all locked doors available?		

Name of Person Filling the Questionnaire_____

Designation of Person Filling the Questionnaire_____

Signature_____

Date of Signature_____

Date on which the Questionnaire is sent back to Assessors_____

Contact Details of Assessors:

*Name of Contact Person:*_____

*Landline of Contact Person:*_____

*Fax Number of Contact Person:*_____

*Cellphone No. of Contact Person:*_____

*Email Address of Contact Person:*_____

ANNEXURE L : Form EFCA-10 - Assessment of General Upkeep and Maintenance Practices

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Level 1 Items to be Assessed		Level 2 Items to be Assessed		Rating of Items				
				1	2	3	4	5
Site and Outdoor Amenities	20%	Facility Environs						
		Fences and Gates						
		Grounds, Landscapes and Courtyards						
		Food Gardens						
		Playgrounds and Sport-fields						
		Solid Waste System						
		Condemnation Area						
Buildings External Envelope	20%	Roofs						
		Walls						
		Windows						
		Doors						
		Verandas, Corridors, Patios						
Indoor Environment	20%	Ceiling						
		Walls						
		Floors						
		Internal Doors						
Basic Services	20%	Water Supply System						
		Ablution Facilities						
		Power Supply System						
Operating Systems	10%	Admin and Communications						
		ICT and Connectivity						
		HVAC System						
		Fire Protection System						
		Safety & Security System						
		Conveying Systems						
Furniture, Fittings and Equipment	10%	Furniture						
		Fittings						
		Equipment						
Overall Weighted GU&M Rating								

ANNEXURE M-1 : Form EFCA-11/1 – Buildings Renewal Costs Assessment

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Building / Block	Scope of Work	Quantities	Units	Rate	Cost Estimates
TOTAL-M1					

ANNEXURE M-2 : Form EFCA-11/2 – Basic Services Renewal Costs Assessment

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Basic Services	Scope of Work	Quantities	Units	Rate	Cost Estimates
TOTAL-M2					

ANNEXURE M-3 : Form EFCA-11/3 – Operating Systems Renewal Costs Assessment

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Operating System	Scope of Work	Quantities	Units	Rate	Cost Estimates
TOTAL-M3					

ANNEXURE M-4 : Form EFCA-11/4 – Furniture, Fittings and Equipment Renewal Costs Assessment

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Functional Space	FF&E Requiring to be Repaired / Fixed	Scope of Work	Qty	Units	Rate	Cost Estimates
TOTAL-M4						

ANNEXURE M-5 : Form EFCA-11/5 – Outdoor Amenities Renewal Costs Assessment

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Outdoor Amenities	Scope of Work	Quantities	Units	Rate	Cost Estimates
TOTAL-M5					

ANNEXURE N-1 : Form EFCA-12/1 – Functional Space Adequacy Assessment

Name of Facility		EMIS No.	
Date of Facility Inspection			
Name of Assessor			

Name / Type of Functional Space	Space Norm	Number of Users	Space Requirements		Space Available		Area Gaps (m^2)	Cost Estimates
			Area (m^2)	No. of Units	Area (m^2)	No. of Units		
TOTAL-N1								

ANNEXURE N-2 : Form EFCA-12/2 – Basic Services Adequacy Assessment

Name of Facility		**EMIS No.**	
Date of Facility Inspection			
Name of Assessor			

Name / Type of Basic Service[1]	Capacity Norm	Number of Users / Nature of Demand	Demand / Req'ts Capacity or No. of Units[1]	Available Supply Capacity or No. of Units	Capacity Gaps	Cost Estimates
Water						
Municipal Water Supply						
Carted Water						
Borehole Yield						
Power Source						
Elevated Water Tanks						
Stand and Fence						
Rain Water Tanks						
Stand Pipes						
Drinking Fountains						
Water Distribution System						
Ablution Facilities						
Toilet Seats						
Urinals						
Sanitary Bins						
Hand-wash Basins						
Toilets for PWDs						
Bathrooms						
Change Rooms						
Sewerage System						
Electricity						
National Power Grid						
Wind Turbines						
Solar Panels						
Generator						
UPS						
Power Distribution System						
TOTAL-N2						

1 Identify applicable Type of Supply

ANNEXURE N-3 : Form EFCA-12/3 – Operating Systems Adequacy Assessment

Name of Facility		**EMIS No.**	
Date of Facility Inspection			
Name of Assessor			

Name / Type of Operating System	**Capacity Norm**	**Number of Users / Nature of Demand**	**Demand / Req'ts** Capacity or No. of Units[1]	**Available Supply** Capacity or No. of Units	**Capacity Gaps**	**Cost Estimates**
Admin & Comms						
Fixed Telephones & Lines						
Fax Machine & Lines						
Computers (for Admin)						
Printers						
Photocopiers						
Shredders						
PA, Intercom, Paging System						
Clock & Program System						
Internet Connection						
ICT and Connectivity						
Smart Boards						
Projector Screens						
Computers						
Printers						
Data Storage / Servers						
Internet Connection (WAN)						
Receiving and Distribution System (LAN)						
Fire Fighting						
Fire Hoses						
Fire Hydrants						
Fire Extinguishers						
Smoke Detectors						
Fire Sprinklers						
Fire Blankets						
Sand Buckets						
Safety and Security						
Burglar Proof Bars						
Security Gates /Doors						
CCTV (with amenities)						

Flood Lights						
Panic Buttons, Alarms,						
Lightening Protection System						
Armed Response						
HVAC						
Centralised System						
Individual Units						
Conveying System						
Lifts						
Escalators						
Hoist						
TOTAL-N3						

1 Identify applicable Type of Supply

ANNEXURE N-4 : Form EFCA-12/4 – Furniture, Fittings and Equipment Adequacy Assessment

Name of Facility		**EMIS No.**	
Date of Facility Inspection			
Name of Assessor			

Name of Functional Space	Number of Users / Nature of Demand	FF&E Reqts per		Available FF&E		FF&E Gaps		Cost Estimates
		Type of FF&E	No. of Units	Type of FF&E	No. of Units	Type of FF&E	No. of Units	
TOTAL-N4								

ANNEXURE N-5 : Form EFCA-12/5 – Outdoor Amenities Adequacy Assessment

Name of Facility				**EMIS No.**	
Date of Facility Inspection					
Name of Assessor					
Name of Outdoor Amenity[1]		**OA Reqts per NSEF** No. of Units / Length / Area	**Available OA** No. of Units / Length / Area	**OA Gaps** No. of Units / Length / Area	**Cost Estimates**
Fencing and Gates[2]					
Guard House					
Perimeter Fence					
Vehicular Entrance Gate					
Pedestrian Gates					
Internal Fences					
Internal Gates					
Information Display					
Name Board					
Flag Poles					
Signage					
Vehicular Amenities					
Driveway					
Parking Lot					
Parking Bay for PWDs					
Pedestrian Amenities					
Walkways					
Assembly Area					
Circulation Areas					
Pause Areas					
Ramps for PWDs					
Recreational Facilities					
Physical Education Spaces					
Playgrounds	Grade R/RR				
	Grades 1-3				
	Grades 4-7				
Sport-fields	Athletic Track				
	Basket Ball				
	Cricket Pitch				
	Hockey Field				
	Netball Court				
	Rugby Field				

	Soccer Field				
	Swimming Pool				
	Tennis Court				
Waste Management					
Solid Waste	Recycling Area				
	Waste Bins				
	On-site Incinerator				
	Enclosed Temporary Storage				
Enclosed Condemnation Area					
TOTAL-N5					

1 Assess only those relevant to the type of facility.

2 Per School Infrastructure Safety and Security Guidelines.

ANNEXURE O : Form EFCA-13 – Determination of Facility Condition Index, FCI

Element Being Assessed	Element CRC	Element CRV	Element FCI
Buildings	Total-M1 =		
Basic Services	Total-M2 =		
Furniture, Fittings and Equipment	Total-M3 =		
Operating Systems	Total-M4 =		
Outdoor Amenities	Total-M5 =		
TOTAL			

- CRC = Current Renewal Costs
- CRV = Current Replacement Value
- FCI = Facility Condition Index

$$Facility\ Condition\ Index, \boldsymbol{FCI} = \frac{\sum \boldsymbol{CRCs}}{\sum \boldsymbol{CRVs}}$$

$$\boldsymbol{FCI} = \frac{(\boldsymbol{CRC_B} + \boldsymbol{CRC_{BS}} + \boldsymbol{CRC_{FFE}} + \boldsymbol{CRC_{OS}} + \boldsymbol{CRC_{OA}})}{(\boldsymbol{CRV_B} + \boldsymbol{CRV_{BS}} + \boldsymbol{CRV_{FFE}} + \boldsymbol{CRV_{OS}} + \boldsymbol{CRV_{OA}})}$$

ANNEXURE P : Form EFCA-14 – Determination of Facility Adequacy Index, FAI

Element Being Assessed	Element CCA	Element CRV	Element FAI
Functional Space Requirements	Total-N1 =		
Basic Services	Total-N2 =		
Furniture, Fittings and Equipment	Total-N3 =		
Operating Systems	Total-N4 =		
Outdoor Amenities	Total-N5 =		
TOTAL			

- CCA = Current Cost of Additions
- CRV = Current Replacement Value
- FAI = Facility Adequacy Index

$$Facility\ Adequacy\ Index, \boldsymbol{FAI} = \frac{\sum \boldsymbol{CCAs}}{\sum \boldsymbol{CRVs} + \sum \boldsymbol{CCAs}}$$

ANNEXURE Q : Form EFCA-15 – Determination of Overall Facility Index , OFI

Element Being Assessed	Element CRC	Element CCA	Element CRV	Element OFI
Functional Space Requirements	Total-M1 =	Total-N1 =		
Basic Services	Total-M2 =	Total-N2 =		
Furniture, Fittings and Equipment	Total-M3 =	Total-N3 =		
Operating Systems	Total-M4 =	Total-N4 =		
Outdoor Amenities	Total-M5 =	Total-N5 =		
TOTAL				

- CRC = Current Renewal Costs
- CCA = Current Cost of Additions
- CRV = Current Replacement Value
- OFI = Overall Facility Index

$$Overall\ Facility\ \ Index, \boldsymbol{OFI} = \frac{\sum \boldsymbol{CRCs} + \sum \boldsymbol{CCAs}}{\sum \boldsymbol{CRVs} + \sum \boldsymbol{CCAs}}$$

ANNEXURE R : The Standard Prioritisation Matrix (SPM)

SPM-1, for Education Facilities with structures that are classified as inappropriate.

ELEMENT	RATING LEVELS					WEIGHT	RATING	WEIGHTED RATING
	1	2	3	4	5			
Type of Facility	All Mud	Mud an Cement	Corrugated Iron	Timber / Plank	Asbestos	20%		
Facility Condition Index, FCI	1.00 - 0.65	0.64 – 0.51	0.50 – 0.36	0.35 – 0.21	0.20 – 0.00	35%		
Facility Adequacy Index, FAI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	35%		
Overall Facility Index, OFI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	10%		
							PRIORITY RATE =	

SPM-2, for Education Facilities with structures that are <u>not classified</u> as inappropriate.

ELEMENT	RATING LEVELS					WEIGHT	RATING	WEIGHTED RATING
	1	2	3	4	5			
Type of Facility	Rural and Farm School	Township School	Sub-urban and Urban School	Learner Boarding Facility	District / Circuit Office	20%		
Facility Condition Index, FCI	1.00 - 0.65	0.64 – 0.51	0.50 – 0.36	0.35 – 0.21	0.20 – 0.00	35%		
Facility Adequacy Index, FAI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	35%		
Overall Facility Index, OFI	1.00 – 0.71	0.70 – 0.51	0.50 – 0.41	0.40 – 0.21	0.20 – 0.00	10%		
							PRIORITY RATE =	

Note

Note

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222 Struben Street

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