

THE ASIDI BRIEF

Helping to restore dignity in education

PRESIDENTIAL SCHOOL BUILD PROGRAMME
EASTERN CAPE

"THROUGH GOVERNMENT'S
INFRASTRUCTURE PLAN, WE
ARE REALISING MADIBA'S
VISION.
I HAVE BEEN GIVEN HOPE &
OPPORTUNITY THROUGH A
NEW SCHOOL IN MY AREA."
ANATHI MANGALISO

NOBANTU
SPS

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REPUBLIC OF SOUTH AFRICA

PRESIDENTIAL INFRASTRUCTURE
Together we are changing lives

SPEC 401/2

PRIMEDIA



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ASIDI
Accelerated Schools Infrastructure Delivery Initiative

ASIDI STATS UPDATE

The ASIDI programme is finally steaming ahead. Despite the challenges faced in 2013 and prior, the ASIDI team is proud to report the following numbers.

Under construction

- 49 schools are now occupied by learners and teachers in the Eastern Cape.
- An additional 120 schools are at planning stage in the Eastern Cape. The team plans to complete the construction of these schools at the end of the 2014/15 financial year.
- An additional 47 schools are at different phases of construction in the Eastern Cape.
- 14 schools in the Western Cape are at different phases of construction.
- 10 schools are at different phases of construction in the Free State
- 5 schools at different phases of construction in the Mpumalanga.

On the drawing board

- An additional 11 schools are at planning stage in the Western Cape.
- 20 schools are at planning stage for the Free State.
- 3 schools each are at planning stage in KwaZulu-Natal and Limpopo.
- 2 schools are at planning stage in North West.
- 1 school is at planning stage in the Northern Cape.

Process flow for original ASIDI Masterlist

NO	Activity	Responsible Person
1	Entire mud schools selected from NEIMS database	DBE
2	Provinces requested to confirm the selections in consultation with districts.	Provinces
3	ASIDI list approved and adopted for implementation	DBE
4	DBE allocates a school to Implementing Agent (IA) to implement	DBE
5	IA visits the school and conduct visual assessments.	IA
6	If the school has already received infrastructure, districts provided an alternative school within the same district or additional infrastructure is provide to meet basic functionality	DBE/Province
7	If an alternative school is identified within the district, the original identified school is cancelled and no further action is taken by ASIDI. (the school remains on the ASIDI list for records purpose)	DBE/Province
8	If the school has been provided with some infrastructure before and no school in the district is made from mud in its entirety, the original school is provided with additional infrastructure to get it to basic functionality	DBE/Province
9	The IA is issued with a scope change with a directive.	DBE
10	Update the ASIDI Masterlist accordingly	DBE
11	Begin implementation processes in line with the Infrastructure Delivery Management System (IDMS) from the CIDB and National Treasury	IA

ASIDI is a multi-year programme and 496 schools built from inappropriate structures cannot be eradicated in a single year. Apart from the government procurement processes that need to be followed, shortage of material, over heating of local economies and inadequate capacity in different organisations involved in the programme, there are many other factors that make this impossible. Planning is a complex issue and includes assessing a site to see whether it still qualifies for the ASIDI programme. Communities can delay progress on a project for various reasons such as unrealistic expectations for jobs and contracts, industrial relations disputes. In instances, communities located along the route to ASIDI schools will not understand why the latter is getting electricity and other services when other facilities such as clinics might not enjoy the same and will interrupt provision of said services to ASIDI schools because they do not understand the context in which the schools are planned. In addition, depending on the region, the terrain poses massive logistical challenges which are worsened by rain.

Services

There are schools over and above the completely brand new schools that are built from scratch that never had access to services that afford basic human dignity to communities. ASIDI in keeping with its "helping to restore dignity to education" mantra is rolling back years of deprivation. The numbers below tell the on-going story:

- 232 schools across the country now have access to water for the first time.
- 226 schools across the country now have decent sanitation for the first time.
- 150 schools across the country now have electricity for the first time.

PRESIDENT KICKS THE YEAR OFF WITH A SCHOOL HAND OVER

4000 people packed the marquee tent in Ngqeleni on Thursday 16 January for the official hand over of Ngidini Senior Primary School which took practical completion in July 2013. Once a school has taken practical completion, in construction terms, it is taken as fit for purpose and learners together with their educators can start using the premises. The official hand over is a ceremony that brings communities, government officials together to celebrate the event as another chapter closed in the people's long walk to freedom.

On his tour of the school, the President observed learners conducting an experiment in a science lab, had two learners read to him in the library and watched learners going through their digitised lessons on the 27 laptops that come standard with every ASIDI school. The government will continue to hand schools over every week to celebrate the programme that is transforming the rural landscape of the Eastern Cape.



SPECIAL NEEDS SCHOOL IN KROONSTAD: A SUCCESSFUL PROJECT OF THE EDUCATION INFRASTRUCTURE GRANT (EIG)

The Johan Slabbert Special Needs School in Kroonstad makes for a pretty interesting visit. Founded in 1961, the school receives 306 children daily who have mild and severe intellectual barriers. Even if the intake is from age 12 to 18, some of the children with the more severe cases operate at a 3 or 4 year level. For this reason, the classes have to be small to allow for individual attention. At the moment, the school is housed in classrooms built from inappropriate structures in a setting that is not wheel chair friendly and has a shortage of space, but all this is due to change in 2014.

The background is not a pretty tale. The majority of learners come from poor backgrounds and some of them display a lack of emotional security. A large number come from single parent families in which it is the father figure that is mostly absent. A small number of the learners have a history of getting involved in drugs and gangs. The threat of teen pregnancies looms large in their lives because of the diminished decision-making capacity in the girls ability to say no to predator males in their home backgrounds be it suburban or informal settlement.

There is growing excitement, nevertheless, at the school as brand new facilities take shape right next door. The new school is being built on a budget of R9,5 million using funds from the Education Infrastructure Grant (EIG). It is quite a massive undertaking that will produce more classrooms allowing the school to appoint more teachers. The social worker and occupational therapist will get more space than that in their current offices and will be better able to conduct play and occupational therapy. The new school will also be wheel chair friendly.

The educators are doing a great job. For instance, every Wednesday, Grade 10 learners go for mini internships at panel beating firms, old age homes, butcheries, stationery shops and other businesses depending on what they are doing at school. Some of them not only obtain permanent jobs in the process, they also end up with scholarships for further formal training!



TRAINING IN WATER & SANITATION: The Mvula Trust approach

Providing access to water and sanitation is not simply a case of building toilets or sinking a borehole and walking away. Right from the beginning, to ensure buy in, Mvula Trust embarks on capacity building training of School Governing Board (SGB) members so that they can assume the duties of a project steering committee (PSC) during construction. The PSC is trained in the following important areas

- Conflict resolution
- Communication management and communication channels will be outlined
- Roles and responsibility of PSC in a construction project.

Development of Sustainability and action plans

The biggest challenge to any infrastructure project after completion is maintenance. Mvula Trust runs a workshop with the school management to develop a sustainability and action plan. Each member is required to sign the final document to make sure that they take responsibility. The sustainability plan consists of:

- A list of activities that will be carried out to ensure that the facilities remain in a very good condition.
- Solid waste management emphasising on waste avoidance, re-use, recycling and correct disposal
- A list of activities that will be required in order for good health and good personal hygiene to be maintained.
- Activities that will be required to conserve and minimise water wastage.
- Activities are all linked to the name of a responsible person.
- Estimated costs for the activity e.g. paying of water and electricity bills.

This plan is developed using posters and cards that help the participants identify good and bad practices contributing to or detracting from the sustainability of the infrastructure.

Health and Hygiene training for Life Orientation (LO) educators

Mvula Trust holds training for life orientation educators on health and hygiene. The idea is to emphasise health and hygiene education by using the existing learning area through the educators. The purpose of the training is for educators to continue training learners on health and hygiene.

Health, hygiene and end user education for learners

This training is conducted when construction of the infrastructure is complete and facilities are ready for use but before the practical hand over has been done. Learners, educators and members of the SGB are trained on how to use the facilities and how to keep them in good working order. This training is conducted using posters and a video demonstrating the advantages of good hygiene practices and disadvantages of bad practices. Copies of posters are left behind in the school for each classroom to serve as a reminder to the learners.

Operation & Maintenance Training

This training focuses on minor maintenance of the new infrastructure. A maximum of 5 people are trained on how to do minor repairs. A tool box with a basic tool kit is given to each school.



SOCIO-ECONOMIC IMPACT OF ASIDI

by Nontuthuzelo Ngaleka

Report for the Third Quarter of 2013

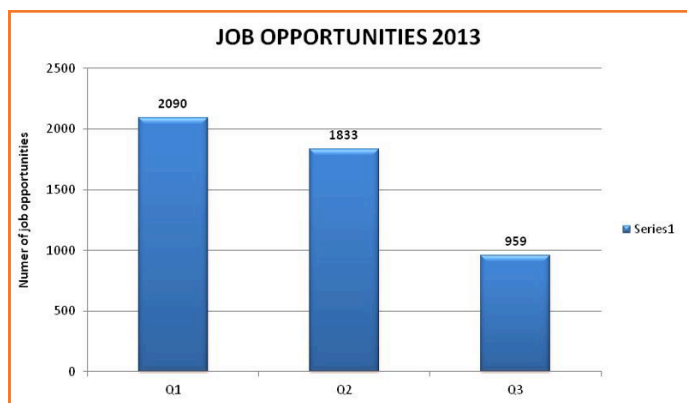
As a national programme, ASIDI aims to draw significant numbers of unemployed people into productive work opportunities, accompanied by on the job training to increase their capacity to earn an income. Project level monitoring data is collated in accordance with agreed indicators from implementing bodies across the provinces. The agreed indicators for the programme have also been integrated into existing reporting systems, the Infrastructure Reporting Model.

This report focuses on those indicators of the project that can be monitored cost effectively on a monthly and quarterly basis.

JOB OPPORTUNITIES

At least 959 job opportunities were created by the end of the third quarter of 2013. It is a reduction of almost 874 work opportunities since the second quarter. Causes for this decline could be associated with rescheduling in implementations of new projects and first batch projects reaching practical completion. To date, ASIDI has created just over 8000 jobs opportunity.

This performance indicator can be described as the opportunity to work provided to a targeted individual for any period of time. The period can range from a day to weeks and months



DEMOGRAPHICS

Equity employment is reported for three categories of workers: Is those who declare themselves to be women, people with disabilities, and Youth. A break-down of the data for the period under review shows that work opportunities created thus far consist of 7% women above 35, 69% youth and approximately 1% people with disabilities.



FIGURE 2: EQUITY EMPLOYMENT

Internships

Work place experience for interns is provided by the Implementing agents, professional consultants and contractors to enable the young professionals to gain suitable experience. A total of sixty-nine (69) interns were offered in-service training during the period of 2012/2013. This would enable the interns to benefit in terms of completing their practical training obligations towards their Built Environment Qualifications.

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