



# LIMPOPO

**PROVINCIAL GOVERNMENT**  
REPUBLIC OF SOUTH AFRICA

User Asset Management Plan 2015/16

Public Ordinary Schools

Limpopo Province

Department of Education

## 1. Sign-off by the Accounting Officer

The goal of immovable asset management in government is to meet the required levels of service delivery in the most cost-effective way through the construction, acquisition, operation, maintenance, rehabilitation and disposal of immovable assets. The Limpopo Department of Education compiled this User Asset Management Plan (U-AMP), dealing with the infrastructure planning and management of all public ordinary schools that the department uses or intends to use. The U-AMP takes into account all relevant policies, legislation and other service delivery mandates and objectives of the Limpopo Department of Education. It reflects the requirements for immovable assets, which will support the service delivery objectives of the department for the financial years 2015/16 to 2022/23.

The Limpopo Department of Education adheres to its Strategic Goals, the Core Values and the Core Functions. The Limpopo Department of Education prioritize the eradication of inappropriate school infrastructure, provisioning of fencing, electricity, sanitation, water and maintenance of existing infrastructure.

The Limpopo Department of Education provides educational, educational support, administration support spaces to deliver fully functional education facilities. It takes into account learner movement during infrastructure planning and considers the merging of small schools to ensure efficiency in resource allocation.

The Limpopo Department of Public Works is the preferred implementing agent in compliance with the Provincial EXCO resolution.

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Chief Financial Officer

Limpopo Department of Education

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Date

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The Accounting Officer

Limpopo Department of Education

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Date

## 2. Contents

1. Sign-off by the Accounting Officer .....	i
2. Contents .....	ii
3. Definitions .....	v
4. Introduction .....	1
4.1 Scope of the User Asset Management Plan.....	1
4.2 Data used .....	1
4.3 Planning cycle .....	1
5. Overview of organisation .....	2
5.1 Background .....	2
5.2 Mandate.....	2
5.3 Vision.....	3
5.4 Mission .....	3
5.5 Strategic Goals .....	3
5.6 Service delivery context.....	4
6. Demand for Education Infrastructure .....	6
7. Limpopo Demographics.....	6
8. Current Demand for School Infrastructure .....	8
8.1 The Limpopo Current Supply of School Infrastructure .....	10
8.2 The Limpopo Gap between Supply and Demand.....	11
8.3 The Limpopo Linkage with Provincial Outlook.....	12
8.4 Utilisation Improvement Plan.....	13
8.5 Current Utilisation .....	13
8.6 Utilisation Improvement .....	14
9. Current Performance of Education Infrastructure .....	16
9.1 Infrastructure Targets .....	16
9.1.1 Grading of Functionality .....	16
9.1.1.2 Minimum Functionality .....	16

9.1.1.3	Optimum Functionality .....	16
9.1.1.4	Enrichment Functionality .....	17
9.1.2	Targets related to Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure .....	17
9.1.2.1	Basic Safety Targets.....	18
9.1.2.2	Minimum Functionality Targets .....	18
9.1.2.3	Optimum Functionality Targets .....	18
9.1.2.4	Other Functionality Targets .....	18
9.1.3	Continuous Operation and Maintenance.....	19
9.2	Desired Level of Service.....	20
9.2.1	Basic safety .....	20
9.2.2	Minimum Functionality.....	20
9.2.3	Optimum Functionality.....	20
9.2.4	Continuous Operation & Maintenance .....	20
9.2.5	Performance.....	21
9.2.6	Condition .....	21
9.2.7	Accessibility .....	21
10.	Current Level of Service.....	21
10.1	Basic safety .....	21
10.2	Optimum Functionality.....	24
10.2.1	Continuous Operation & Maintenance .....	25
11.	Gap analysis .....	27
11.1	Addressing the Gap .....	28
12.	Portfolio plan .....	30
12.1	Acquisitions .....	30
12.2	Leases.....	30
12.3	Refurbishment, upgrading and reconfiguration .....	30
12.4	Maintenance .....	31
12.5	Surplus accommodation .....	31

13.	Budget and funding of accommodation.....	32
13.1	Infrastructure Programme Management Structure .....	32
13.2	Sources of funding.....	32
13.3	Past Financial Performance .....	33
13.4	Expenditure Outlook .....	33
13.5	Financial Outlook.....	34
14.	U-AMP Improvement Plan .....	36

### 3. Definitions

**Acquisition means:**

- a) for national government, acquisition through construction, purchase, lease, acceptance of a gift, expropriation, exchange or transfer of custodianship between custodians in that sphere of government; and
- b) for provincial government, “acquire” as defined in the relevant provincial land administration law or transfer of custodianship between custodians in that sphere of government.

**Best value for money** means the outcome of considering evaluation criteria that includes financial, non-financial (e.g. environmental, heritage & cultural benefits) and socio-economic benefits.

**Custodian** means a national or provincial department designated in terms of GIAMA that must plan, acquire, manage and dispose immovable assets.

**Determined life** means the planned period between refurbishments in the immovable asset’s lifecycle.

**Disposal** means any disposal contemplated in the State Land Disposal Act, Act No 48 of 1961, other relevant legislation or a provincial land administration law.

**Full and true cost** is the total and actual cost of providing an immovable asset to a user and include all lifecycle costs as described in Part 1 of this document.

**Immovable Asset** means any immovable asset acquired or owned by government. Immovable assets are further described as land and any immovable improvement on that land, and which have enduring value and consist of assets of residential, non-residential or infrastructure nature and include machinery and equipment that have been installed and are an integral part of immovable assets and include all assets both state-owned and leased.

The application of the definition means that the types of assets listed below, will be construed to be immovable assets for the purposes of this guideline.

- a) Land including but not limited to developed, undeveloped, vacant, cultivated, non-useable or inaccessible land.
- b) Buildings including but not limited to office accommodation, prison buildings, police stations, courts, schools, hospitals, and houses.
- c) Rights in land including servitudes, “right to use”, leases.

- d) Infrastructure including but not limited to roads, harbours, railway lines, airports, transmission lines, dams and pipe lines.
- e) Machinery, plant and equipment including but not limited to pump stations, machinery and irrigation systems for as far as such machinery, plant and equipment are construed to be immovable in terms of the common law applicable to property.
- f) Conservation, cultural and heritage assets including but not limited to monuments, historical sites, heritage sites, conservation areas and sites of scientific significance.

**Immovable Asset Management** means those management processes, which ensure that the value of an immovable asset is optimised throughout its lifecycle.

**Lifecycle** means the National Treasury prescribed period (per asset class) during which a Custodian could expect to derive economic benefits from the control of an immovable asset.

**Maintenance** means all work on existing immovable asset that is undertaken to:

- a) prevent deterioration and failure;
- b) restore the immovable asset to its specified level of operation;
- c) restore the physical condition to specified standards;
- d) recover the immovable asset from structural and service failure; and
- e) partial equivalent replacement of components of the immovable asset.

Immovable asset maintenance excludes:

- a) improvements and upgrading to meet new service capacity or functions;
- b) refurbishment to new condition to extend the capacity or useful life;
- c) replacement of major components to extend the capacity or useful life;
- d) upgrading to meet new statutory requirements;
- e) operational tasks to enable occupancy use (e.g. cleaning, security, waste removal);
- f) supply of utilities (energy, water and telecommunications);
- g) construction of new assets; and
- h) major restoration as a result of natural and other disasters.

**Reconfiguration** means the implementation of activities to make changes to the configuration of an immovable asset and thereby changing the functionality of the asset. An example of reconfiguration is to make changes to the internal walls of a building to develop open plan offices. Reconfiguration cannot be classified as maintenance as it comprises changes requested by a user to increase the functionality of the asset to contribute towards the achievement of service delivery objectives. A user therefore initiates reconfiguration, whereas a custodian initiates maintenance, renovation or refurbishment.

**Renovation** means comprehensive capital works actions intended to bring an immovable asset back to its original appearance. Renovation works do not necessarily extend functionality or the life of the asset, but are necessary for the planned life to be achieved. In such cases, the capital value of the asset is not affected.

**Refurbishment** means comprehensive capital works actions intended to bring an immovable asset back to its original appearance or state or to extend its lifecycle. It may also be required for historical preservation. Refurbishment generally takes place at the end of an asset's lifecycle to extend the lifecycle and gain further income potential from the asset.

**Repair** means actions required to reinstate an immovable asset to its original state when such asset is damaged accidentally or maliciously.

**Strategic plan** means the strategic plan of a custodian or user as prescribed in terms of the Public Service Act and the PFMA.

**Surplus** in relation to an immovable asset means that the immovable asset no longer supports the service delivery objectives of a user.

**Tenant installation** means any furnishes and fittings (including computer networks, electrical cabling and security installations) that customise an immovable asset for use by a specific user.

**Upgrade (extension, addition)** means comprehensive capital works that increase the value of an existing immovable asset and extends the area of or add new functionality to the asset. Upgrades can take place at any time through the lifecycle of the asset and will increase the income potential of the asset. A user therefore initiates upgrades, whereas a custodian initiates maintenance, renovation or refurbishment.

**Useful life** means the period during which a user derives benefit from the use of an immovable asset.

**User** means a national or provincial department that uses or intends to use an immovable asset in support of its service delivery objectives (and includes a custodian in relation to an immovable asset that it uses or intends to use in support of its own service delivery objectives).



## 4. Introduction

The Limpopo Department of Education aims to provide access to education to all learners of school going age in the province of Limpopo. The department is responsible for the management of education infrastructure comprised of 4076 ordinary schools and 34 special schools with a value of **R43 123 105 840**. This responsibility entails the provision of new infrastructure as well as the maintenance of existing infrastructure.

### 4.1 Scope of the User Asset Management Plan

This is the User Asset Management Plan (U-AMP) for 2015/16 compiled in terms of the Government Immovable Asset Management Act (GIAMA), Act 19 of 2007. The plan deals with the planning and management of all public ordinary schools that the user (in this case the Limpopo Department of Education) uses or intends to use.

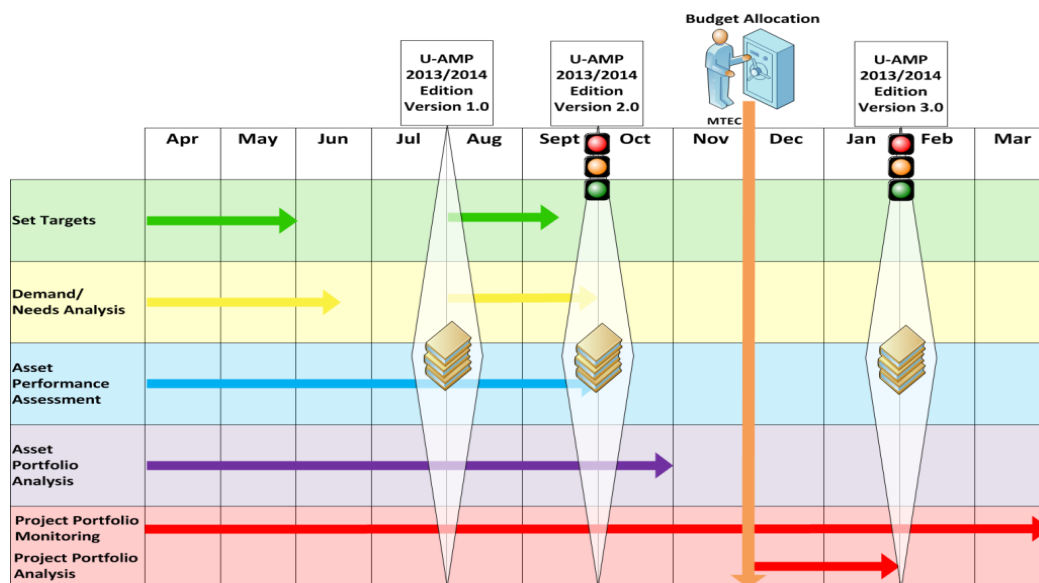
### 4.2 Data used

Schools data used in the compilation of this U-AMP document is extracted from the existing 2006 NEIMS database and updated with relevant information provided by the Provincial Education Department (PED). The 2001 National Census data as updated with the 2011 Mid-year Estimates was used to calculate demand for schools in the province.

### 4.3 Planning cycle

Figure 1 provides an outline of the planning timeline for finalisation and approval of the U-AMP document.

Figure 1: Education infrastructure planning timeline



## 5. Overview of organisation

### 5.1 Background

Government is confronted with service delivery needs which must be matched with the efficient and effective use of all resources, including immovable assets. Government's extensive and diversified immovable asset portfolio have a significant impact on the macro-economic, socio-political and physical landscape. Decisions on immovable assets have long term implications and should be based on the full impact of costs over the expected lifespan of such assets. It is therefore imperative that government's immovable assets be managed in a uniform, efficient, effective and accountable manner.

GIAMA requires users and custodians to move from their current position of ad hoc infrastructure and property managers towards more strategic immovable asset management. This is in line with meeting the primary objective of optimised immovable asset management requirements of government.

GIAMA places a legislative requirement on the user department, in this instance the Limpopo Department of Education, to compile a User Asset Management Plan (U-AMP) which will capture the immovable asset needs for the department.

### 5.2 Mandate

The department derives its mandate from Schedule 4, section A and Schedule 5, section A of the Constitution.

The Limpopo Department of Education draws its legislative mandate mainly from the Constitution and other ancillary national legislation. This enables the department to carry out its functional responsibilities. The Limpopo Department of Education may utilise subordinate legislation, in terms of national legislation and provincial laws, to address specific provincial variations. This may be done where national legislative frameworks or provincial frameworks do not suffice.

The key Legislation impacting on service delivery with respect to planning for and management of education facilities included but are not limited to the following:

- The Constitution of the Republic of South Africa (Act 108 of 1996);
- The National Education Policy Act, 1996 (Act 27 of 1996);
- South African Schools Act (SASA), 1996 (No.84 of 1996);
- Regulations on Minimum Uniform Norms and Standards for Public School Infrastructure, 2013;
- The Public Finance Management Act (PFMA) ( Act 1 of 1999);

- The Annual Division of Revenue Act, No. 1 of 2010;
- The Public Service Act, 1994 (Proclamation 103 of 1996);
- The White Paper 5 on Early Childhood Development;
- The White Paper 6 on Inclusive Education;
- The White Paper on e-education;
- National Building Regulations;
- Occupational Health and Safety Act, 1993. (February 2005) and amendments;
- The Government Immovable Asset Management Act (Act 19 of 2007);
- Facilities Regulations, 2004 defining safety requirements;
- National Sport and Recreation Act, 1998 (Act No. 110 of 1998) which has been amended by the National Sport and Recreation Amendment Act, 2007 (Act No. 18 of 2007), as published in Government Gazette No. 30476 dated 16 November 2007;
- Construction Industry Development Board Act No. 38 of 2000 and Regulations and amendments;
- National Environmental Management Act (NEMA), 1998; and
- National Treasury Regulations.

### **5.3 Vision**

The vision for the Limpopo Department of Education is: A catalyst for human development, providing innovative and inspiring quality life-long education.

### **5.4 Mission**

We will achieve the vision by:

- delivering curriculum in an innovative, effective and efficient way;
- maximising accountability;
- fostering community participation and governance in education;
- ensuring equitable and efficient allocation and utilisation of resources; and
- striving for a competent and motivated workforce.

### **5.5 Strategic Goals**

The Limpopo Department of Education has 28 strategic goals and we have included below the goals that are relevant to the provision and management of immovable assets with respect to education facilities.

- Increase access among learners to a wide range of media which enrich their education;
- Ensure that basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment;
- Improve parent and community participation in governance of schools;
- Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively;
- Ensure that the physical infrastructure and the environment of every school inspire learners to come to school and learn as well as teachers dedicated to teaching;

- Use the school as a location to promote access among children to the full range of health and poverty reduction interventions;
- Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services and

Improve the frequency and quality of the monitoring and support services provided by district offices to schools.

## 5.6 Service delivery context

The department's strategic objectives as outlined in the department's strategic plan are described as follows:

- Effective Resources utilisation and management for optimal client satisfaction.
- Provide in-service training and development.
- Improve administration systems.
- Improve learner performance.
- Provide Learner Teacher Support Materials,
- Adequate school infrastructure and basic services.
- Strengthen school governance and promote access.
- Promote in-school sports, arts and culture.
- Regulate and Support independent schools.
- Provide resources and support to all 28 special schools by 2015/16.
- Provide skills development programmes and curricula.
- Manage assessment and examination effectively.
- Provide continuous professional development.
- Implement HIV and AIDS programmes.

All planning for school infrastructure in the Limpopo Department of Education has in the past been guided by Department of Basic Education strategic planning documents, in particular the Action Plan to 2014: Towards the Realisation of Schooling 2025 and the Limpopo Department of Education Five Year Strategic Plan. Policy for the development and management of school infrastructure is set out in the National Norms and Standards for School Funding, as amended.

Additional information on infrastructure norms and standards for the Department of Basic Education is available in a number of additional documents, in particular the Guidelines Relating to Planning for Public School Infrastructure, approved by Head of Education Departments Committee (HEDCOM) Sub-Committee on School Infrastructure Development in 2011.

However, the Limpopo Department of Education has adopted a long term planning strategy informed by the National Development Plan, the Limpopo Provincial Growth and Development Plan and the need to bring all schools to compliance with both Regulations on

Minimum Uniform Norms and Standards for Public School Infrastructure by the year 2030 and the Infrastructure Delivery Management System Guidelines.

The Limpopo Department of Education has prioritised the eradication of inappropriate school infrastructure, provision of water, provision of sanitation facilities and maintenance of existing infrastructure through four funded programmes as the current strategic cycle objectives with respect to provision of education facilities.

These programmes are classified as:

- Provision of new or replacement infrastructure;
- Upgrades and additions;
- Rehabilitation, renovation, refurbishment of existing facilities; and
- Maintenance and repairs of existing facilities,

The Regulations on Minimum Uniform Norms and Standards for Public School Infrastructure were promulgated in November 2013 and therefore place considerable importance on long - term integrated planning for education facilities. This also shifts the focus to efficient and effective management of all existing education facilities through ensuring that planned, unplanned, periodic maintenance is conducted timeously to achieve optimum value for money with respect to total asset lifecycle costing considerations and preservation.

Infrastructure objectives are aligned to departmental service delivery programmes as shown in **Annexure A**.

## 6. Demand for Education Infrastructure

The demand for Education Infrastructure emanates from the NEIMS data for basic safety, minimum and optimum functionality issues, as well as EMIS data for the number of learners and educators in each school. The demand for infrastructure is based on achieving the targets established by Department of Basic Education. Currently all schools are to be compliant with the Norms and Standards for education infrastructure by 2030.

Infrastructure demand is determined by:

- the need to comply with human settlements planning guidelines for ensuring accessibility of education to new and existing communities;
- the geographic distribution of existing assets against the demographic distribution of beneficiaries (population dynamics and learner movements);
- the proposed geographic distribution of new education facilities against the demographic distribution of beneficiaries and proximity in relation to existing facilities;
- the optimum utilisation of existing facilities;
- the condition of an asset;
- basic functionality not addressed;
- minimum functionality not addressed; and
- optimum functionality not addressed.

The factors stipulated above can cascade into either capital or operational investment in immovable assets through:

- New schools;
- Upgrade of an existing school;
- Reconfiguration of an existing school; and
- Maintenance of existing school facilities

## 7. Limpopo Demographics

Limpopo province according to the 2011 Mid-year population estimates had a population of 5 546 657, which accounts for 10,98 % of the country's population. Table 1 below shows the 2011 midyear population estimates for the province broken down by age,

**Table 1: 2011 midyear population estimates for the province broken down by age**

Age	Male	Female	Total
0-4	324 580	320 286	644 866
5-9	310 582	308 244	618 826
10-14	331 328	334 885	666 213
15-19	341 131	343 011	684 142
20-24	296 434	301 082	597 516

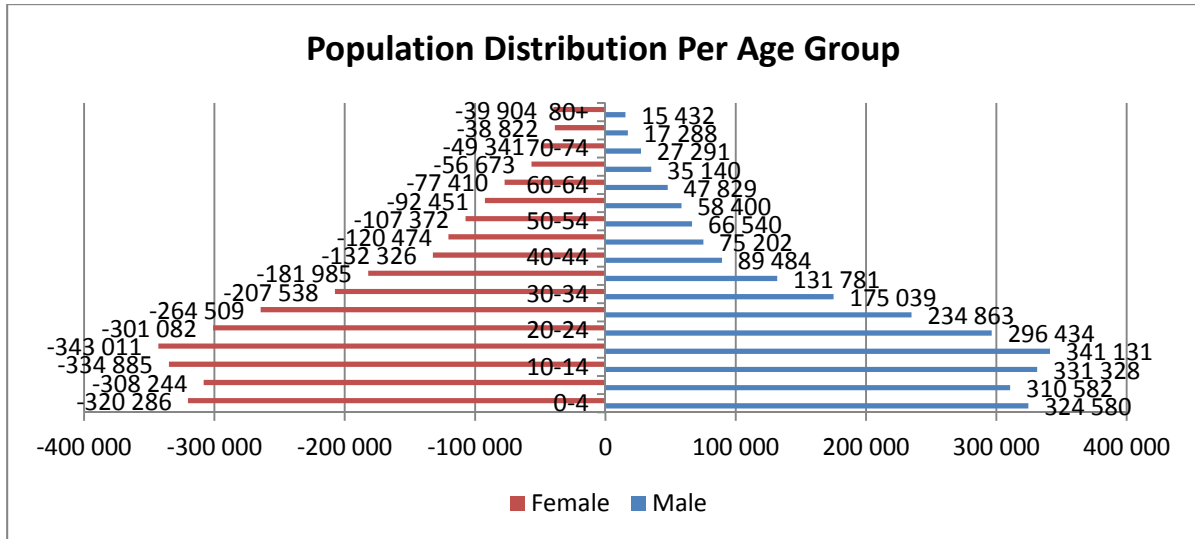
25-29	234 863	264 509	499 372
30-34	175 039	207 538	382 577
35-39	131 781	181 985	313 766
40-44	89 484	132 326	221 810
45-49	75 202	120 474	195 676
50-54	66 540	107 372	173 912
55-59	58 400	92 451	150 851
60-64	47 829	77 410	125 239
65-69	35 140	56 673	91 813
70-74	27 291	49 341	76 632
75-79	17 288	38 822	56 110
80+	15 432	39 904	55 336
Total	2 578 344	2 976 313	5 554 657

At a macro level 47% of the population or 2 614 047 young people are eligible for entering and sustaining the schooling system (based on the 0-4, 5-9, 10-14 and 15-19 age group statistics).

The age group between the ages of 5-19, is the legal age for attending school (Pre-School, Primary School and Secondary School) which accounts for 35.45% of the overall population. 47.9% of the population or 2 660 719 people are economically active and 5% of the population or 279 891 people are beyond economic activity.

The highest population age group is the 15-19 at 684 142 people, followed by the 10-14 age group with 666 213 people, followed by the 0-4 age group with 644 866 and 5-9 age group at 618 826 people. The population dynamics for the 0-19 age group inform the rationalisation and planning for provision of provincial education facilities. Diagram 1 below shows the population distribution per age group by gender in the Limpopo Province.

**Diagram 1: 2011 midyear population distribution per age group**



A total amount of 238 545 people have migrated out of the province, with 96 117 migrating into the province with a net migration of 142 428. The net migration rate is 3% of the province’s population, with majority of the migration to Gauteng followed by Mpumalanga, as indicated in the Table 2 below.

**Table 2: 2011 Migration trends**

Province In 2006	Province In 2011									LIMPOPO IN 2011		
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Out-migration	In-migration	Net migration
National	3 462	5 295	166 621	5 512	1	26 462	821	25 596	4 776	238 545	96 117	-142 428

An assumption has been made that the migration is taking place within the working class and school going population in the Limpopo Province. This scenario needs to be evaluated at a deeper level to identify the potential negative impact on education space requirements and assist with the development of mitigation plans for the Limpopo Department of Education.

### 8. Current Demand for School Infrastructure

The Limpopo Department of Education in 2012 had **1 664 231** learners enrolled in public ordinary schools and the number slightly increased by 0.1% to **1 665 974 in 2014 (Snap Survey 2013)**. Table 3 below outlines the number of learners enrolled per district.



**Table 3: Number of learners enrolled per district**

District Code	District Name	Number of learners (2012)	Number of learners (2014)
DC33	Mopani District Municipality	363 248	343 402
DC34	Vhembe District Municipality	422 671	410 957
DC35	Capricorn District Municipality	375 736	374 324
DC36	Waterberg District Municipality	154 347	173 102
DC47	Greater Sekhukhune District Municipality	348 229	364 169
<b>Total</b>		<b>1 664 231</b>	<b>1 665 974</b>

The number of learners decreased by in Mopani, Vhembe and Capricorn and increased by in Waterberg and Greater Sekhukhune District Municipalities respectively. The increased economic activity supported by the agricultural, mining and construction sectors can be cited as the driver for the significant demographic changes in learner numbers in the Waterberg and Greater Sekhukhune Districts.

Table 4 below depicts the demand for educational space for the total population and current number of learners per district in Limpopo Province.

**Table 4: Demand for educational space for the total population and current number of learners per district in Limpopo Province**

Province	District Code	District Name	Educational space need from population	Educational space need from number of learners
Limpopo	DC33	Mopani District Municipality	979 610	412 082
Limpopo	DC34	Vhembe District Municipality	599 963	493 148
Limpopo	DC35	Capricorn District Municipality	566 015	449 189
Limpopo	DC36	Waterberg District Municipality	274 615	207 722
Limpopo	DC47	Greater Sekhukhune District Municipality	293 924	437 003
<b>Total</b>			<b>2 714 128</b>	<b>1 999 145</b>

The demand for ordinary public educational space based on the total population is 2 714 128 m<sup>2</sup>. The demand for ordinary public educational space based on actual number of learners enrolled in 2014 is 1 999 145 m<sup>2</sup> (to meet Basic functionality with respect to Norms and Standards target of 1.2m<sup>2</sup>).

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## 8.1 The Limpopo Current Supply of School Infrastructure

The Limpopo Department of Education operates and is responsible for **4110** public ordinary schools (government-owned and leased) consisting of **2 605 752 m<sup>2</sup>**. Table 5 below outlines the number of schools per district together with the space allocated for each district, (see *Annexure B for schedule of Accommodation*).

**Table 5: Distribution of public ordinary schools and educational space per district in Limpopo Province**

District Municipality	Code	Number of Public Ordinary Schools	Total available educational space (m <sup>2</sup> )
Capricorn	DC35	958	<b>637 980</b>
Mopani	DC33	722	<b>496 732</b>
Greater Sekhukhune	DC47	941	<b>556 068</b>
Vhembe	DC34	1023	<b>626 627</b>
Waterberg	DC36	466	<b>288 345</b>
<b>Total</b>		<b>4110</b>	<b>2 605 752</b>

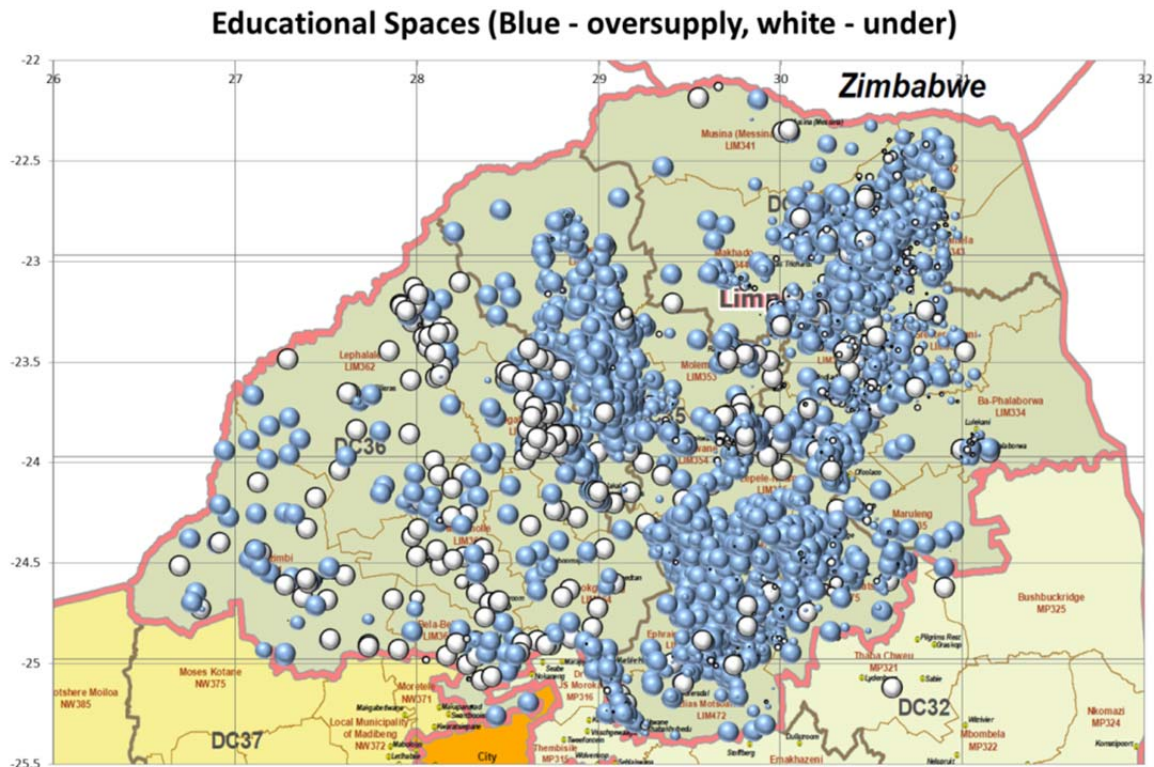
The total available educational space in the Limpopo Province is 2 605 752 m<sup>2</sup> with an equivalent student carrying capacity of 2 171 460 learners. Table 6 below outlines the supply of educational space and student carrying capacity per district.

**Table 6: Supply of educational space and student carrying capacity per district in Limpopo Province**

Province	District Code	District Name	Total available educational space (m <sup>2</sup> )	Student capacity (no. of learners)
Limpopo	DC33	Mopani District Municipality	<b>496 732</b>	413 943
Limpopo	DC34	Vhembe District Municipality	<b>626 627</b>	522 189
Limpopo	DC35	Capricorn District Municipality	<b>637 980</b>	531 650
Limpopo	DC36	Waterberg District Municipality	<b>288 345</b>	240 288
Limpopo	DC47	Greater Sekhukhune District Municipality	<b>556 068</b>	463 390
Total			<b>2 605 752</b>	2 171 460

The variance in the levels of supply of educational space in Limpopo is depicted spatially in Figure 2, at an individual school level. Blue circles indicate a supply of educational space above a Basic Safety target of 1.2 m<sup>2</sup> educational space per learner, while white circles indicate an undersupply. The size of the circle gives an indication of the relative size of the over- or under-supply.

**Figure 2: Spatial analysis of educational space supply per school in the Limpopo Province**



From Figure 2, it is evident that there is a general over-supply of educational space in all the five districts, while Waterberg has a prevalent undersupply of educational space

## 8.2 The Limpopo Gap between Supply and Demand

With the positive and negative demographic changes discussed in section 2.2 being taken into consideration, it is worth noting that the Limpopo Department of Education has excess educational space in all five education districts. This statement needs to be qualified further, based on an assumption that all educational spaces are correctly located, habitable and in good condition for conducting learning and teaching and compliant with the space norms for primary and secondary schools. Table 7 below shows the additional educational space available per district in the province.

**Table 6: Supply of educational space and student carrying capacity per district in Limpopo Province**

Province	District Code	District Name	Total available educational space	Educational space need from number of learners	Educational space (additional)
Limpopo	DC33	Mopani District Municipality	496 732	412 082	84 650
Limpopo	DC34	Vhembe District Municipality	626 627	493 148	133 479
Limpopo	DC35	Capricorn District Municipality	637 980	449 189	188 791
Limpopo	DC36	Waterberg District Municipality	288 345	207 722	80 230
Limpopo	DC47	Greater Sekhukhune District Municipality	556 068	437 003	119 065
<b>Total</b>			<b>2 605 752</b>	<b>1 999 145</b>	<b>606 215</b>

From the above it is clear that the supply of educational space outstrips the demand for educational space. From the demand and supply analysis it is evident that the Limpopo Department of Education currently has excess educational space in the order of 606 215 m<sup>2</sup> at the provincial district level.

This excess educational space equates to an additional 505 506 learners to the current enrolled learners that can be accommodated in existing educational space in 2014, provided all facilities are at serviceable levels and well aligned with the dynamic demographic densities.

### **8.3 The Limpopo Linkage with Provincial Outlook**

The Limpopo Economic Growth and Development Plan (LEGDP) states the following: “In order to give effect to the strategic objectives as spelled out in the electoral mandate of the ruling party [the African National Congress], the Provincial Government of Limpopo contextualized ten priority areas as contained in the Medium Term Strategic Framework into key strategic priorities which will guide service delivery. These strategic priorities were articulated in broad terms in the Premier’s State of the Province Address on 11 June 2009; and they are:

- Ensuring more inclusive economic growth, decent work and sustainable livelihoods:
- Economic and social infrastructure:
- Rural development, food security and land reform:
- Access to quality education:
- Improved health care:
- Fighting crime and corruption:
- Cohesive and sustainable communities:
- Creation of a better Africa and a better world:
- Sustainable resource management and use:
- A developmental state including improvement of public services.”

The Limpopo Department of Education therefore contributes to six of the provincial priorities through the education infrastructure portfolio and User Asset Management Plan through continued investment in the infrastructure programme aimed at expanding and improving social infrastructure to increase access, quality and reliability of education services.

The Limpopo Department of Education has spatially-referenced, planned for and is implementing current programmes and projects in an integrated manner to provide and maintain education infrastructure and further contributes to the provincial Public Infrastructure Investment Programme.

Over and above the LEGDP, the Limpopo Province is currently developing a comprehensive Limpopo Integrated Infrastructure Management Plan (LIIMP), for all the infrastructure implementing departments in an effort to align service delivery imperatives to provincial economic and spatial development plans.

The Limpopo Department of Education with its current asset base is pivotal in ensuring that the education sector needs in each of the five districts are well represented and included in the LIIMP. As initially stated, there are significant changes in learner numbers in Waterberg and Greater Sekhukhune districts which are the highest priority areas with respect to agricultural and mining infrastructure investment referenced in the Limpopo Economic Growth and Development Plan.

#### **8.4 Utilisation Improvement Plan**

The Limpopo Department of Education infrastructure programmes are informed and guided by the “Regulations on Minimum Uniform Norms and Standards for Public School Infrastructure, 2013”. Therefore in developing an utilisation improvement plan it is pivotal to consider the levels of service of existing infrastructure and the additional requirements for ensuring compliance.

The Department of Basic Education has instructed all sector departments to develop a 17 year long Norms and Standards Implementation Plan to guide and ensure full compliance by 2030. From the NEIM 2014 data, basic services provision still needs to be addressed by the Limpopo Department of Education.

#### **8.5 Current Utilisation**

Using the 2013 data from DBE we have performed a current utilisation analysis and is discussed in the current section of the document.

892 schools in the portfolio do not currently meet the space norm of  $1.2\text{m}^2$ , while 2940 schools exceed the space norm of  $1.2\text{m}^2$ . The average educational space available per learner in the Limpopo Province is  $2.06\text{m}^2$ , which is higher than the space norm of  $1.2\text{m}^2$ .

1192 schools are above the average provincial educational space per learner. 642 primary, 376 secondary and 174 intermediate and combined schools are above the average provincial education space per learner of  $2.06\text{m}^2$ .

2640 schools are below the provincial average educational space per learner. 1467 primary, 855 secondary and 318 intermediate and combined schools are below the average provincial education space per learner of  $2.06\text{m}^2$ .

This confirms the oversupply/ underutilisation of educational space discussed earlier in the document with the following factors attributed to the underutilisation:

- Condition and level of service of available educational spaces;
- The distance between the community and an alternative school;
- The quality of teaching in nearby schools, therefore encouraging learners to attend far schools for better education; and
- Small sized school servicing a larger community.

*(see Annexure D for a detailed Utilisation Assessment and Annexure E for the Gap Analysis)*

## **8.6 Utilisation Improvement**

The under and over utilisation with respect to educational space can be addressed through the following strategies on the education facilities portfolio:

- Addressing current maintenance backlogs at each facility with respect to repairs, replacements, rehabilitations, planned and unplanned maintenance;
- Increasing/decreasing learner enrolment per facility in line with existing infrastructure;
- Use of scholar transport to feed learners from over utilised to underutilised schools;
- Conversion of underutilised educational space to required educational support space and administration support spaces in line with the Minimum Norms and Standards for Planning for Education Infrastructure;
- Attracting excess learners to other underutilised schools through improved teaching;
- Providing platoon learning;
- Providing additional facilities and
- Providing mobile classrooms as a short term educational space solution.

The Limpopo Department of Education will need to address eight areas with respect to infrastructure in order to implement the utilisation improvement plan at education facilities.

These areas are listed below:

- Provision of water;
- Provision of electricity;
- Provision of sanitation;
- Provision of compliant fencing;
- Elimination of general danger to learners;
- Removal of unsafe walls;
- Removal of pit latrines; and
- Alleviation of overcrowding after removal of unsafe walls

Based on the 2012 data provided by Department of Basic Education, 100 schools do not have basic safety issues, while 4010 schools in the Limpopo Province have basic safety issues. The Limpopo Department of Education will need to invest R 5 717 701 854 on the

education portfolio through physical infrastructure intervention programmes to be in a position to implement the facilities utilisation improvement plan.

Additional costs such as scholar transport, educator employment costs would need to be considered and funded by support services provided through the institutional governance, auxiliary services branches in the Limpopo Department of Education to ensure success with the utilisation improvement plan.

The Limpopo Department of Education with its current asset base is pivotal in ensuring that the education sector needs in each of the five districts are well represented and included in the LIIMP. To this end, the Limpopo Department of Education has further authorised and commissioned a “Geographic accessibility analysis of schools in Limpopo Province” study.

The objective of the study is to compare the location and capacity of current school provision to the distribution of the learners in the province. The study will facilitate investment in school infrastructure where it will benefit the largest numbers of learners and will ensure the distances learners travel to schools is minimised given the development landscape and the available resources.

The study will evaluate if the current distribution and size of schools is in harmony with the distribution and density of human settlements. The analysis will assess the current supply of schools in relation to the number and distribution of all potential learners aged 5 to 19. The study will further enhance the supply versus demand of schools already discussed in this section to identify which schools need to be retained, those that should be rationalised and closed, and those that need expansion, as well as areas where new schools are required.

The accessibility study will identify where best to address the needs for additional education facilities in different settlements to achieve equitable and affordable access to education in both urban and rural areas of the province.

The aim of the utilisation improvement plan is to improve business performance while reducing the demand for additional school space, see *Annexure D for the Utilisation Improvement Plan*.

## 9. Current Performance of Education Infrastructure

This section deals with the performance of education facilities. The performance is measured against set targets for basic safety, optimum functionality and operations and maintenance. A gap between current and the ideal situation is determined and actions for bridging this gap proposed.

### 9.1 Infrastructure Targets

#### 9.1.1 Grading of Functionality

The Department of Basic Education published guidelines related to Planning for Public School Infrastructure to ensure uniformity in infrastructure provisioning by all sector Departments. The guidelines grade the school environment on four levels.

##### 9.1.1.1 Basic Safety Functionality

The first grading level is **basic safety** (that is, whether there are factors present which may cause harm to learners and educators and hampers carrying out the core functions of a school). A school environment does not meet the basic safety requirements if learners are exposed to conditions such as:

- A lack of access to potable drinking water and sanitation facilities;
- Toxic substances in the school environment;
- Extremely unsafe building structures that could collapse on top of the learners;
- Classrooms that are overcrowded
- Inadequate fencing; and
- Security risks.

##### 9.1.1.2 Minimum Functionality

The second grading level is **minimum functionality** (that is, whether the school has the resources and basic facilities that will enable it to perform the core functions of a school at the minimum acceptable level). A school environment is considered to be meeting the minimum functionality requirements if it meets the basic safety requirements as contemplated above as well as having:

- Classrooms;
- Ablution facilities;
- Electricity;
- Textbooks; and
- Basic supplies of the most important teaching aids

##### 9.1.1.3 Optimum Functionality

The third grading level is optimum functionality (that is, whether the school has the resources



and facilities that enable it to function beyond the levels of basic safety and minimum functionality). A school environment is considered to meet optimum functionality if it meets the basic safety requirements and minimum functionality requirements and while also having a high level of resources and facilities accessible to learners and educators, such as:

- Classrooms;
- Adequately-sized classrooms;
- Specialised teaching spaces;
- A staff preparation room;
- An administration block;
- Multipurpose classrooms;
- A general purpose school hall;
- Laboratories for science, technology, mathematics and life sciences, as may be required;
- Adequate equipment;
- A library or library stocks that are regularly renewed; and
- Computer rooms or media centres

#### **9.1.1.4 Enrichment Functionality**

The fourth grading level is **enrichment** (that is, whether resources for a specific objective, which the Minister may determine, should be added to a school environment that complies with optimum functionality). An enriched school environment pertains to special programmes that the Minister may launch from time to time, as the need arises. For the purposes of enrichment, the Minister may:

- Promote enriched environments;
- Determine their duration;
- Determine the schools that should participate; and
- Decide on the proportion of schools that should have such environments.

Enriched environments are not intended to apply to all schools.

#### **9.1.2 Targets related to Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure**

The Limpopo Department of Education has a mixed compliment of the above mentioned grading levels. The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure were published in November 2013 and clearly stipulate timeframes for compliance.

#### **9.1.2.1 Basic Safety Targets**

The Limpopo Department of Education should as far as reasonably practicable; comply with the norms and standards sub regulations 3(a) and (b) within a period of three years from the date of publication.

Sub regulations 3(a) and 3(b) relate to all schools built from mud as well as those schools built entirely from materials such as asbestos, metal and wood must be prioritised; and all those schools that do not have access to any form of power supply, water supply or sanitation must be prioritised. The target therefore for attaining compliance with basic functionality is 2019 for the Limpopo Department of Education.

#### **9.1.2.2 Minimum Functionality Targets**

The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure clearly stipulate that the Limpopo Department of Education as far as reasonably practicable comply with the norms and standards sub regulations 3(c) within a period of seven years from the date of publication.

Sub regulations 3(c) relate to prioritisation of the norms and standards relating to availability of classrooms, electricity, water, sanitation, electronic connectivity and perimeter security. The target therefore for attaining compliance with minimum functionality is 2023 for the Limpopo Department of Education.

#### **9.1.2.3 Optimum Functionality Targets**

The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure clearly stipulate that the Limpopo Department of Education as far as reasonably practicable comply with the norms and standards sub regulations 3(d) within a period of ten years from the date of publication.

Sub regulations 3(d) relate to prioritisation of norms and standards relating to libraries and laboratories for science, technology and life sciences. The target therefore for attaining compliance with optimum functionality is 2026 for the Limpopo Department of Education.

#### **9.1.2.4 Other Functionality Targets**

The Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure clearly stipulate that the Limpopo Department of Education as far as reasonably practicable plan, prioritize and phase and comply with all other norms and standards regulations before 31 December 2030. The target therefore for attaining compliance with all other functionality is 2030 for the Limpopo Department of Education.

The sub regulations also clearly state that for new schools and additions, alterations and improvements to schools excluded from sub regulation (1)(a) are those of which the planning and prioritisation within the 2013-14, 2014-15 and 2015-16 MTEF cycle have already been completed.

These sub regulations form the basis for the targets discussed in the following section on desired levels of service with respect to school facilities. No schools have been identified to date which are to be serviced to enrichment grading in the province by the Limpopo Department of Education.

### 9.1.3 Continuous Operation and Maintenance

The Limpopo Department of Education is required to plan, budget and conduct continuous operation and maintenance of education facilities in compliance with GIAMA. The budgeting for maintenance includes planned and unplanned maintenance, repairs, renovations, rehabilitations, refurbishments guided by the asset replacement costs in line with life-cycle costing. The continuous operation and maintenance activities aim at maximising the useful life and preservation of existing facilities. The figure below indicate the condition profile of education facilities.

CONDITION RATING	Condition	Action Required	Description
5	Very Good	Planned Preventative Maintenance	The component or building is either new or has recently been maintained, does not exhibit any signs of deterioration
4	Good	Condition-based Maintenance	The component or building exhibits superficial wear and tear, minor defects, minor signs of deterioration to surface finishes and requires maintenance/servicing. It can be reinstated with routine scheduled or unscheduled maintenance/servicing.
3	Fair	Repairs Required	Significant sections or component require repair, usually by a specialist. The component or building has been subjected to abnormal use or abuse, and its poor state of repair is beginning to affect surrounding elements. Backlog maintenance work exists.
2	Bad	Rehabilitation Required	Substantial sections or component have deteriorated badly, suffered structural damage or require renovations. There is a serious risk of imminent failure. The state of repair has a substantial impact on surrounding elements or creates a potential health or safety risk.
1	Very Bad	Replacement Required	The component or building has failed, is not operational or deteriorated to the extent that does not justify repairs, but should rather be replaced. The condition of the element actively contributes to the degradation of surrounding elements or creates a safety, health or life risk.

It has been proven that replacement costs can be up to twenty five times more that the maintenance cost of a facility. The Limpopo Department of Education has severe

maintenance backlogs which are not adequately funded. This negatively impacts on the ability to deliver on the functionality compliance imperatives as structures which could have been maintained end up being replaced due to the level of deterioration caused by the prolonged backlog in condition based maintenance.

Therefore the Limpopo Department of Education, in addition to compliance with norms and standards through its programmes, is prioritising the maintenance of existing facilities in order to derive maximum benefits on asset management from the allocated budgets over any MTF period.

## 9.2 Desired Level of Service

### 9.2.1 Basic safety

Basic Safety requires that all school accommodation occupied must comply with the basic safety issues in order to enable service delivery by the Limpopo Department of Education. The levels of service related to basic safety have been discussed in detail in the preceding section.

### 9.2.2 Minimum Functionality

The desired level of service is for the province to provide world class service in the Education sector. The levels of service related to minimum functionality have been discussed in detail in the preceding section.

### 9.2.3 Optimum Functionality

The desired level of service is for the province to provide world class service in the Education sector as indicated in the table below.

The levels of service related to optimum functionality have been discussed in detail in the preceding section.

**Table 6: Desired Level of Service**

Education Services	TYPES OF INFRASTRUCTURE NEEDED TO SUPPPORT SERVICES
Public ordinary schools	Education space: classrooms, laboratories Administration space: offices, counseling rooms Support facilities: access, sports, parking, security, nutrition centre Services: water, sanitation, electricity, multipurpose hall,

### 9.2.4 Continuous Operation & Maintenance

Functional performance requires that accommodation occupied must comply with the building regulation standards in order to enable service delivery by the Limpopo Department of Education. The desired condition rating for education facilities is level five, The component

or building is either new, fully rehabilitated or has recently been maintained and does not exhibit any signs of deterioration.

### 9.2.5 Performance

School accommodation occupied by the Limpopo Department of Education should be in a reasonable condition, fully meeting operational requirements and must be functionally-focused. The required performance rating for schools is at a P3 level.

**Table 7: Asset performance requirements**

Facility type	Required performance rating	Additional notes on performance required
Public Ordinary Schools	P3	Assets are functionally-focused and should be in reasonable condition, fully meeting operational requirements.

### 9.2.6 Condition

The condition of the schools needs to be in a good condition with basic safety issues addressed. The probabilities of risks to health and safety must be minimal. Limpopo Department of Education rated its accommodation in terms of condition through a user condition assessment, the results of which are shown in *Annexure C*.

### 9.2.7 Accessibility

#### 9.2.7.1 Location

As schools deal directly with the public within a specific community, the accommodation should be in a central location of the community which the school is servicing; must be accessible to the students.

#### 9.2.7.1 Accessibility to the physically challenged

All schools currently occupied by the Department should be accessible to the physically challenged.

## 10. Current Level of Service

### 10.1 Basic safety

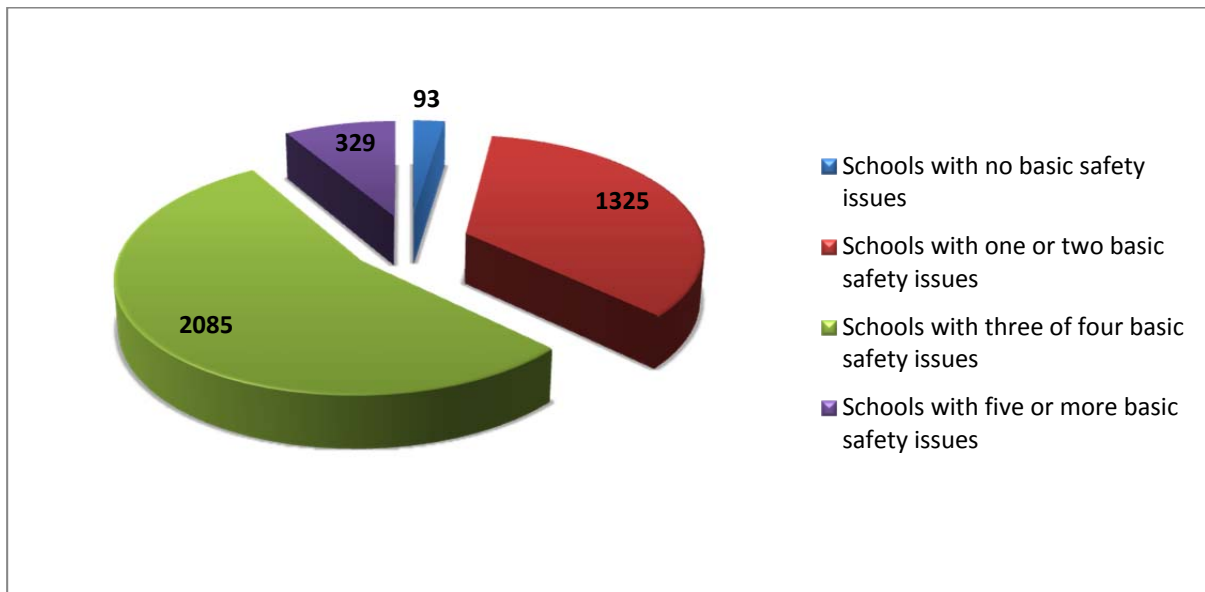
The Limpopo Department of Education assessed basic safety issues based on the 2013 and 2014 NEIMS data. According to NEIMS, there are a total of 6690 basic safety issues at schools, as indicated in the table below.

**Table 8: total number of schools with basic safety issues**

Basic Safety Element	No. of Schools
Number of schools to Provide Water	11
Number of schools to Provide Electricity	60
Number of schools to provide Sanitation disposal	16
Number of schools to provide compliant Fencing	163
Number of schools to eliminate general danger	411
Number of schools to remove unsafe walls	883
Number of schools to remove pit latrines	2895
Number of schools to eliminate overcrowding (After removal of unsafe walls)	2251
Total	6690

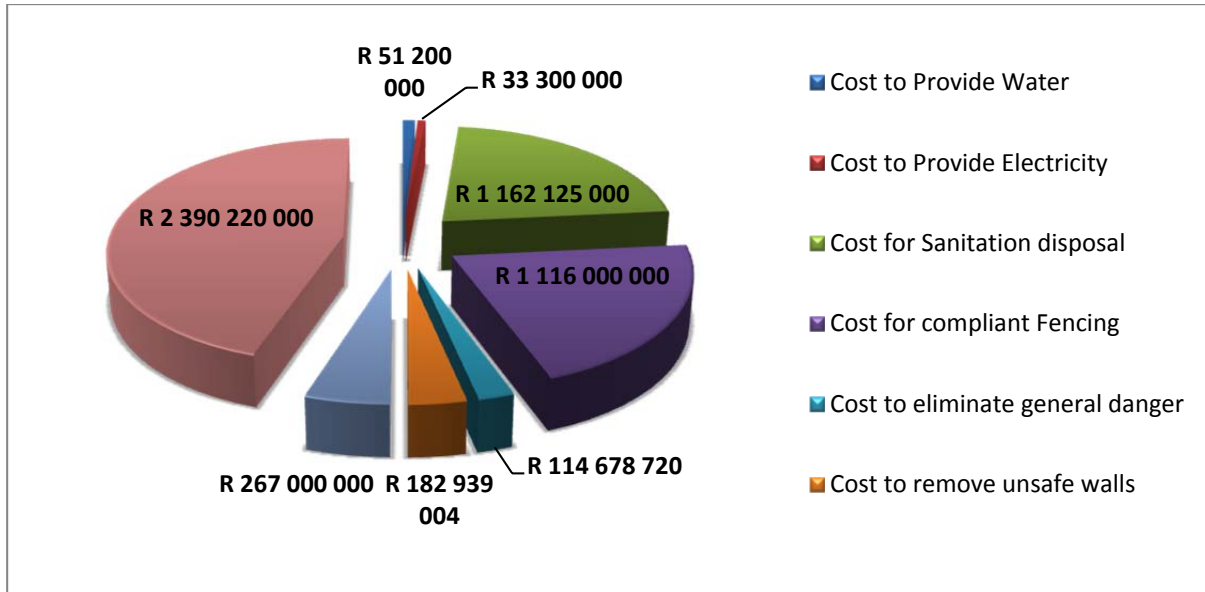
The number of schools with basic safety issues includes 1325 schools with one or two basic safety issues; 2085 schools with three or more basic safety issues; 329 schools with five or more basic safety issues and 93 schools with no basic safety issues as depicted in the diagram below

**Diagram 3: Number of schools with one or more basic issues**



The cost for addressing all the basic safety issues is **R 5 317 462 724.00** as depicted in Diagram below for the cost of addressing each element.

**Diagram 4: Cost to eliminate Basic Safety Issues**



In meeting the Basic Safety issues by 2014, Limpopo Department of Education plans to finalise 100% of sanitation, electrification and fencing issues, 90% of general danger issues, 45% of structural issues, and 39% of space in 2013. The remaining basic safety related to levels of service as at June 2014 are depicted in the diagram below.

**Table 5: Basic Service Type to be provided per number of schools and districts in Limpopo Province**

Basic Service Type to be Provided	Number of Schools	Number of Districts
Water	11	4
Ablution	16	4
Electricity	60	5
Fencing	163	5

## 10.2 Optimum Functionality

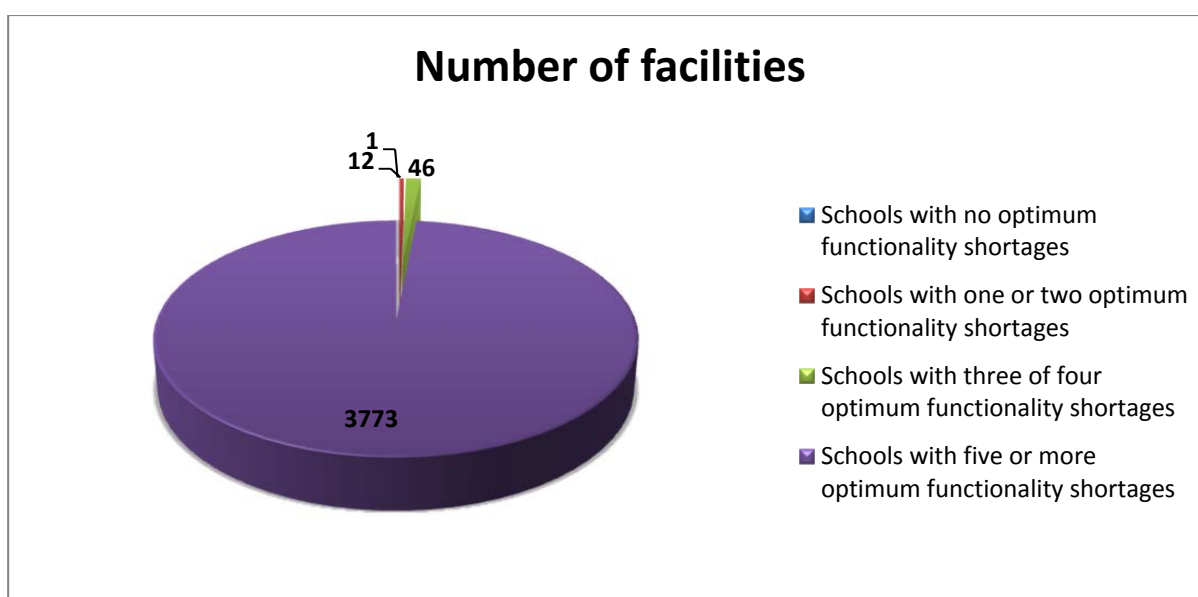
The Limpopo Department of Education assessed optimum functionality issues based on the 2014 NEIMS data. According to NEIMS, there are a total of 28788 optimum functionality issues at schools, as indicated in the table below

**Table 9: total number of schools with optimum functionality issues**

Optimum Functionality Element	No. of Schools
Number of schools to provide with Classrooms	2251
Number of schools to provide with Libraries	462
Number of schools to provide with Multipurpose	3999
Number of schools to provide with Laboratories	3964
Number of schools to provide with Computer Labs	1915
Number of schools to provide with Nutrition Centres	3900
Number of schools to provide with Administration	4085
Number of schools to provide with Toilets	3083
Number of schools to provide with Educational support spaces	3959
Number of schools to provide with sports fields	1170
<b>Total</b>	<b>28788</b>

The number of schools with optimum functionality shortages includes 12 schools with one or two optimum functionality shortages; 46 schools with three or four optimum functionality shortages; 3773 schools with five or more optimum functionality shortages and 1 school with no optimum functionality shortages as depicted in Diagram below.

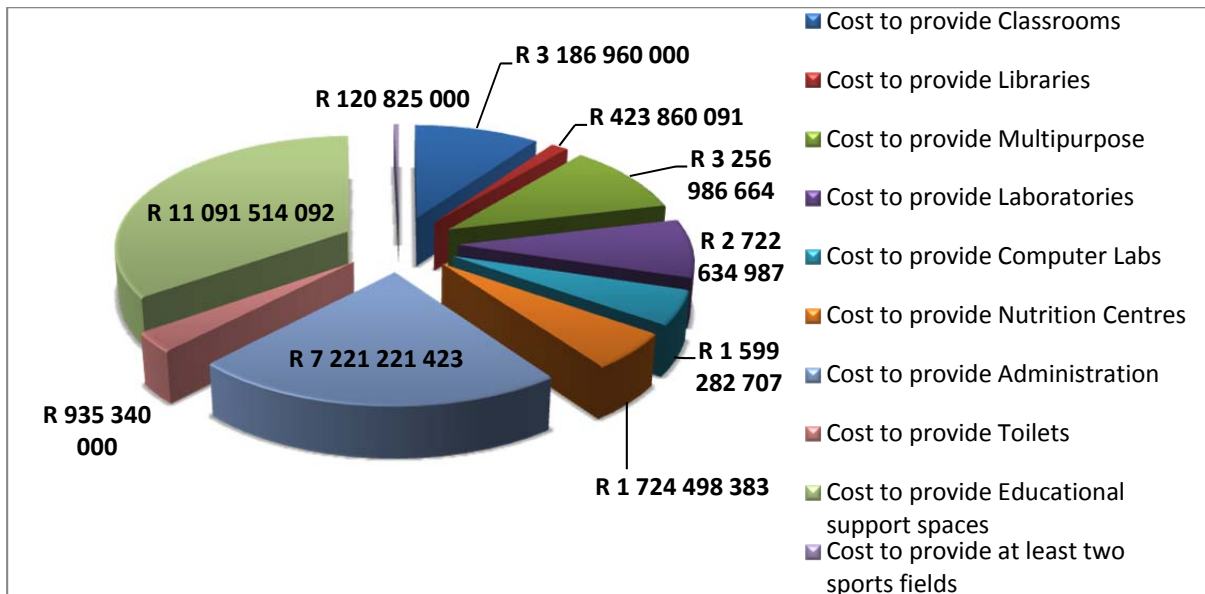
**Diagram 6: Number of schools with optimum functionality shortages**





The cost for addressing all the optimum functionality shortages is **R 35 210 366 072.00** as depicted in Diagram below for the cost of addressing each element.

**Diagram 7: Cost to address optimum functionality shortages**



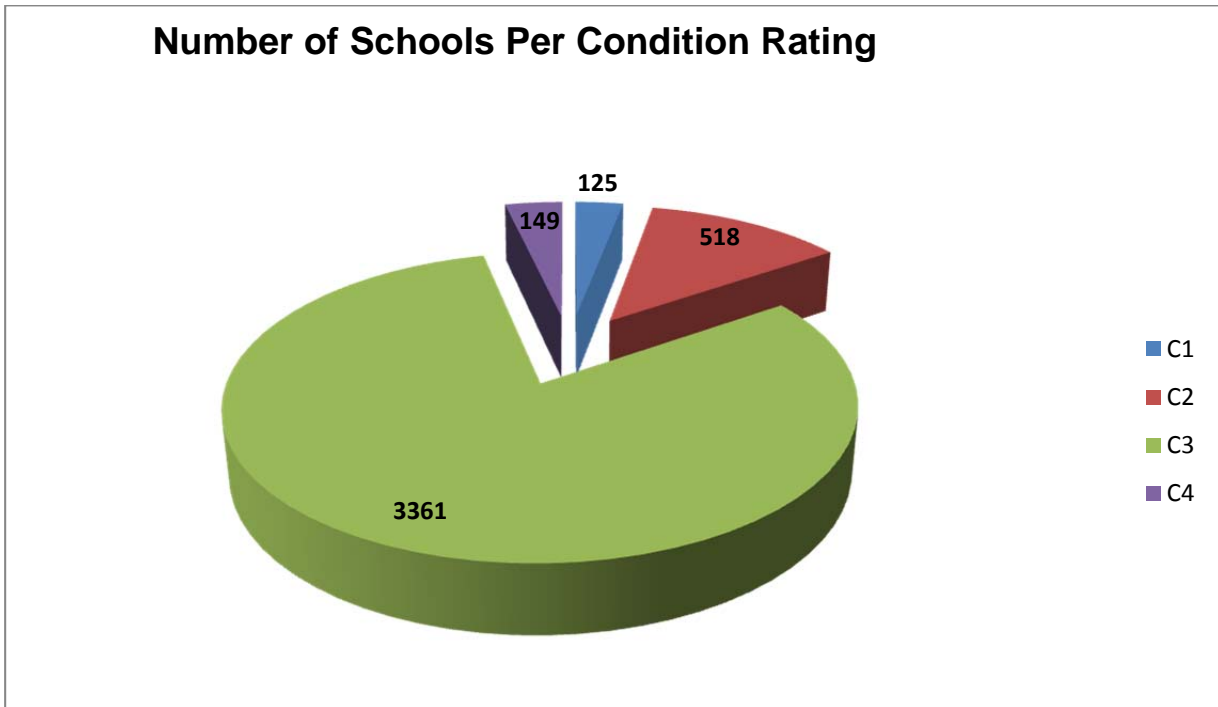
**10.2.1 Continuous Operation & Maintenance**

The various assets used and managed by the Limpopo Department of Education were assessed to rate their performance. Annexure C provides a schedule of condition for schools currently occupied or allocated to the Limpopo Department of Education. However the majority of schools in Limpopo are in a fair condition with 125 schools in a very poor condition.

A total of R 4,765,240,962 is required to conduct Condition Based Maintenance which will bring all schools to an appropriate functional level. Diagram 9 provides the sum of condition based maintenance per rating.

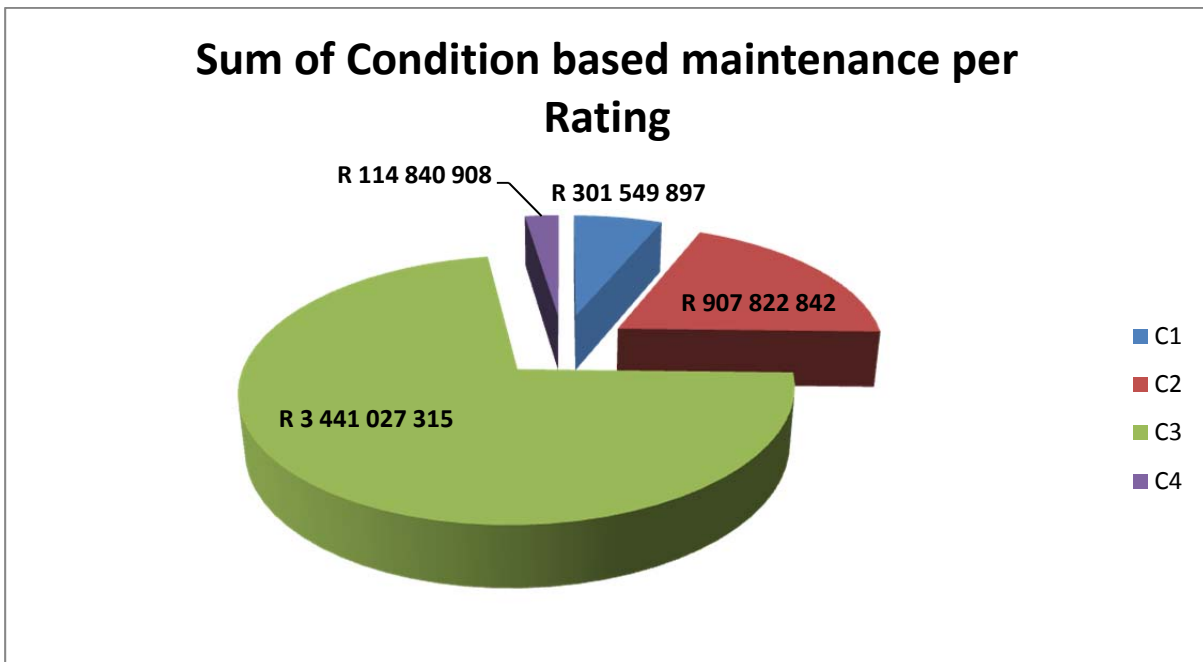
Diagram provides the number of schools per condition rating.

Diagram 8: Sum of Condition based maintenance per Rating



A total of R 4,765,240,962 is required to conduct Condition Based Maintenance which will bring all schools to an appropriate functional level. Diagram 9 provides the sum of condition based maintenance per rating.

Diagram 9: Sum of Condition based maintenance per Rating



## 11. Gap analysis

The performance of facilities is measured against the infrastructure targets as well as the Guidelines Relating to Planning for Public School Infrastructure. The gaps for ensuring that basic functionality is achieved by 2019 are listed per element in the table below.

**Table 10: Number of gaps for ensuring achievement of basic functionality**

Basic Safety Element	Target	No. of Schools	Gap
Number of schools to Provide Water	256	256	256
Number of schools to Provide Electricity	222	222	222
Number of schools to provide Sanitation disposal	3099	3099	3099
Number of schools to provide compliant Fencing	1488	1488	1488
Number of schools to eliminate general danger	383	383	383
Number of schools to remove unsafe walls	830	830	830
Number of schools to remove pit latrines	2699	2699	2699
Number of schools to eliminate overcrowding (After removal of unsafe walls)	2099	2099	2099

The gaps for ensuring that minimum functionality is achieved by 2023 are listed per element in the table below.

**Table 11: Number of gaps for ensuring achievement of minimum functionality**

Optimum Functionality Element	Target	No. of Schools	Gap
Number of schools to provide with Classrooms	2251	2251	2251
Number of schools to provide with Libraries	462	462	462
Number of schools to provide with Multipurpose	3999	3999	3999
Number of schools to provide with Laboratories	3964	3964	3964
Number of schools to provide with Computer Labs	1915	1915	1915
Number of schools to provide with Nutrition Centres	3900	3900	3900
Number of schools to provide with Administration	4085	4085	4085
Number of schools to provide with Toilets	3083	3083	3083
Number of schools to provide with Educational support spaces	3959	3959	3959
Number of schools to provide with sports fields	1170	1170	1170

The gaps for ensuring that optimum functionality is achieved by 2026 are listed per element in the table below.

**Table 11: Number of gaps for ensuring achievement of optimum functionality**

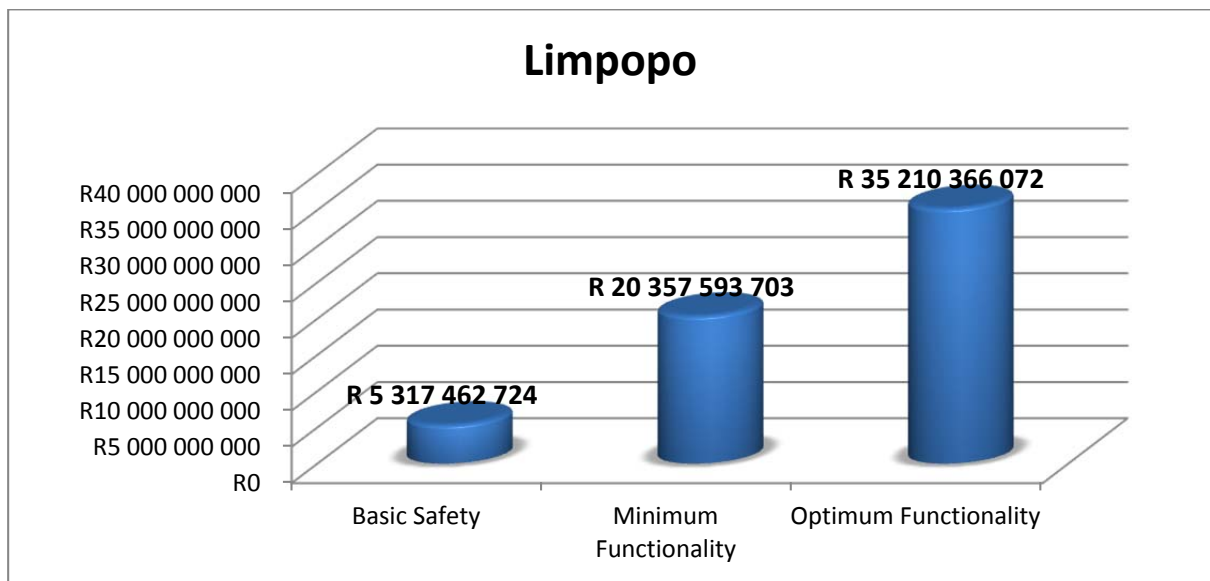
Optimum Functionality Element	Target	No. of Schools	Gap
Number of schools to provide with Classrooms	2251	2251	2251
Number of schools to provide with Libraries	462	462	462

Optimum Functionality Element	Target	No. of Schools	Gap
Number of schools to provide with Multipurpose	3999	3999	3999
Number of schools to provide with Laboratories	3964	3964	3964
Number of schools to provide with Computer Labs	1915	1915	1915
Number of schools to provide with Nutrition Centres	3900	3900	3900
Number of schools to provide with Administration	4085	4085	4085
Number of schools to provide with Toilets	3083	3083	3083
Number of schools to provide with Educational support spaces	3959	3959	3959
Number of schools to provide with sports fields	1170	1170	1170

### 11.1 Addressing the Gap

The estimated cost to bridge the gap for all targets is illustrated in Figure 10.

Diagram 10: Budgets for meeting Basic Safety, Minimum and Optimum Functionality



## 12. Portfolio plan

This section forms the core of the document, dealing with the planning for the schools immovable asset portfolio. Issues that are addressed include acquisitions, leases, refurbishments, maintenance, disposal and possible non-asset solutions. The Limpopo Department of Education will implement 313 projects in 2015/16; this includes projects planned and currently in progress. The majority of the projects are upgrades and refurbishments to ensure schools meet the basic functionality target of 2014, not ignoring maintenance to ensure the schools are kept at a functional level. Due to issues of over-utilisation of schools, the department will build new schools and replace schools which are not in a suitable location or its condition has deteriorated immensely. The entire project portfolio will be funded through the Education Infrastructure Grant (EIG).

### 12.1 Acquisitions

The department has planned 18 projects to address the issues of space need and basic functionality as well as replacing schools which were not accessible and which their condition interrupted service delivery immensely. These includes 5 projects which are currently in progress but have allocations for 2015/16 and 13 planned projects.

Annexure F lists the new asset requirements for Limpopo Department of Education which are both in progress and planned with detailed budget for the Medium Term Expenditure Framework (MTEF).

### 12.2 Leases

Detail information on the leases held by the Limpopo Department of Education is attached as *Annexure J*.

### 12.3 Refurbishment, upgrading and reconfiguration

The refurbishments, upgrading and reconfiguration of the immovable assets will ensure that schools comply with the basic safety issues by 2014.

All the projects will work towards closing the gap of schools with one or more basic safety issues. This includes 117 projects currently in progress and 166 more projects planned for 2015/16. This however constitutes a shortfall in terms of addressing all 11076 issues by 2014, due to resource constraints, namely budget to address all the issues.

See Annexure G for the list of refurbishment, reconfiguration, additions and upgrade projects scheduled for the MTEF

## **12.4 Maintenance**

Based on the current functional performance and ensuring that the accommodation remains functionally focused, and continues to support the service delivery objectives, the department has budgeted an amount of R 29 251 000.00 for maintenance, see *Annexure I* for a schedule of planned maintenance.

## **12.5 Surplus accommodation**

None identified.

### **13. Budget and funding of accommodation**

Up to 2011/2012 the Limpopo Department of Education funded four infrastructure programmes through the Provincial Infrastructure Grant and the Provincial Equitable Share allocations. The Provincial Infrastructure Grant was utilised for new and additional infrastructure, upgrades and additions and rehabilitation and refurbishment of facilities.

The Provincial Equitable Share allocation was utilised for conducting maintenance and repairs of education facilities.

The four infrastructure programmes funding requirements for the Limpopo Department of Education are informed by the prior MTEF budget commitments on multi-year projects and forward MTEF budget outlook.

#### **13.1 Infrastructure Programme Management Structure**

The Education Infrastructure Grant allocations are utilised for both planning and implementation of the infrastructure programmes. The planning and implementation is conducted through Implementing Agents, Professional Services Providers and Contractors.

The Professional Service Providers and Implementing Agents conduct condition assessments on education facilities and prepare cost estimates and cash flow projections over the MTEF period in line with the IDMS.

The Implementing Agents and Professional Service Providers monitor the implementation of programmes and projects in line the Service Delivery Agreements and project specific contractual agreements. The Implementing Agents and Professional Service Providers conduct bi-weekly site inspections of projects under implementation.

The Limpopo Department of Education is responsible for planning monitoring and evaluation of the infrastructure programmes aligned with the IDMS. The Limpopo Department of Education monitors the infrastructure programmes through monthly progress meetings and ad-hoc site visits. The monthly progress meetings inform the expenditure and cash flow aligned with the Infrastructure Programme Implementation Plans.

The statistics derived from these meetings inform the monthly, quarterly and annual reporting aligned with the Operational Performance Plans, the Annual Performance Plans and the Strategic Performance Plans.

#### **13.2 Sources of funding**

Currently the four infrastructure programmes and projects are solely funded through the Education Infrastructure Grant allocations in accordance with the Division of Revenue Act.



### 13.3 Past Financial Performance

The Limpopo Department of Education infrastructure programme spent 99% of its reduced 2013-14 Education Infrastructure Grant allocation including the approved roll over from 2012-13 and completed 244 projects.

At the end of the 2013/14 Financial Year the Limpopo Department of Education had commitments on 1589 projects with a total project value of R 4 980 066 000 over the 2015/16-2017/18 MTEF.

### 13.4 Expenditure Outlook

The Limpopo Department of Education's summary of budget requirements for infrastructure programmes is shown below.

**Table 12: Financial summary over MTEF period – Capital expenditure**

Capital expenditure: Estimated cost (Rand)					
Summary item	Total for MTEF period R'000	Planning Expenditure MTEF 1 2015-18 R'000	MTEF Year 2015/16 R'000	MTEF Year 2016/17 R'000	MTEF Year 2017/18 R'000
New infrastructure	R 3 192 389	R 347 115	R 491 507	R 341 463	R 194 378
Upgrades and Additions	R 1 210 932	R 123 873	R 509 921	R 365 194	R 141 492
Refurbishment, renovations and rehabilitation.	R 2 265 881	R 266 565	R 923 989	R 354 346	R 387 174
<b>Total</b>	<b>R 6 669 202</b>	<b>R 737 553</b>	<b>R 1 925 416</b>	<b>R 1 061 003</b>	<b>R 723 044</b>

**Table 13: Financial summary over MTEF period – Current expenditure**

Current expenditure: Estimated cost (Rand)					
Summary item	Total for MTEF period (R'000)	Planning Expenditure MTEF 1 2015-18 (R'000)	MTEF Year 2015/16 (R'000)	MTEF Year 2016/17 (R'000)	MTEF Year 2017/18 (R'000)
Repairs and maintenance	R 495 997	R 89 272	R 244 067	R 120 538	R 79 173
Accommodation charges	-	-	-	-	-
Leases	R 736	-	R 354	R 382	-

HR DORA Cap	R 78 000	-	R 26 000	R 26 000	R 26 000
<b>Total</b>	<b>R 1 337 982</b>	<b>R 89 272</b>	<b>R 434 283</b>	<b>R 457 967</b>	<b>R 475 992</b>

### 13.5 Financial Outlook

The Limpopo Department of Education's summary of budget requirements for infrastructure programmes is shown below.

**Table 12: Financial summary over MTEF period – Capital expenditure**

<b>Capital expenditure: Estimated cost (Rand)</b>				
<b>Summary item</b>	<b>Total for MTEF period '000</b>	<b>MTEF Year 2015/16 '000</b>	<b>MTEF Year 2016/17 '000</b>	<b>MTEF Year 2017/18 '000</b>
New infrastructure	<b>885 014</b>	442 507	265 504	177 003
Upgrades and Additions	<b>2 276 520</b>	1 138 260	682 956	455 304
Refurbishment, renovations and rehabilitation.	<b>468 329</b>	234 165	140 499	93 666
<b>Total</b>	<b>3 629 863</b>	<b>1 814 932</b>	<b>1 088 959</b>	<b>725 973</b>

**Table 13: Financial summary over MTEF period – Current expenditure**

<b>Current expenditure: Estimated cost (Rand)</b>				
<b>Summary item</b>	<b>Total for MTEF period</b>	<b>MTEF Year 2015/16</b>	<b>MTEF Year 2016/17</b>	<b>MTEF Year 2017/18</b>
Leases	<b>1240589</b>	382143	412714	445732
Accommodation charges	<b>0</b>	0	0	0
Municipal services	<b>0</b>	0	0	0
Repairs and maintenance	<b>142802</b>	71401	42841	28560
<b>Total</b>	<b>1 383 391</b>	<b>453 544</b>	<b>455 555</b>	<b>474 292</b>



## 14. U-AMP Improvement Plan

The Limpopo Department of Education will progressively improve immovable asset management based on lessons learnt from the U-AMP process. Issues to be improved in future include:

- Updating of 2006 NEIMS data
- Inclusion of an organisation and support plan
- The role of the custodian and measures to improve the relationship between user and custodian
- Performance monitoring of the U-AMP process

Limpopo Department of Education will update the NEIMS data with an accurate functional performance assessment for each facility occupied by the department. These will include a thorough performance assessment and space confirmation to be updated quarterly. This will ensure that Limpopo has an accurate asset list, which will also assist in updating the asset register.

The department will achieve the above mentioned improvements by training personnel at a circuit, district and provincial level on the processes for asset management, as they will be co-ordinating the data collection aspects.

The department will also ensure the accuracy of the project information, by ensuring adequate update and monitoring of every project implemented in order for the department to have the latest information, thereby ensuring high standard quality information feeding into the UAMP.

A designated official will be responsible for overall co-ordination of the departmental information to ensure all key stakeholders supply the department with the relevant accurate information.