



## **Education and Sport Development**

Department of Education and Sport Development  
Departement van Onderwys en Sport Ontwikkeling  
Lefapha la Thuto le Tihabololo ya Metshameko  
**NORTH WEST PROVINCE**

Block B,  
Old Mmabatho High School Hostel,  
1305 Albert Luthuli Drive,  
Mmabatho 2735  
Private Bag X2044,  
Mmabatho 2735  
Tel.: (018) 389-8055  
Fax: (018) 384-3316

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**CHIEF DIRECTORATE: AUXILIARY SERVICES**  
**DIRECTORATE: PHYSICAL RESOURCES AND FACILITIES MANAGEMENT**

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# **NORTH WEST DEPARTMENT OF EDUCATION AND SPORT DEVELOPMENT**

## **PHYSICAL RESOURCES PLANNING AND IMPLEMENTATION**

### **INFRASTRUCTURE PLAN FOR EDUCATION SECTOR FOR THE PERIOD 2015 - 2030**

**November 2014**

Issue 1



## This Infrastructure Plan

- was developed by the management of the North West Department of Education and Sport Development, Auxiliary Services Directorate, under the guidance of the Executive Manager.
- was prepared in line with the current Annual Performance Plan 2013/14 – 2015/16.
- was developed according to the IDMS Toolkit.

## Official Sign Off

**Hon. M.L. Matsemela**

MEC, NW Dept. of Education and Sport Development

Signature: .....

Date: 28 November 2014

**Dr. I.S. Molale**

Acting HOD, NW Dept. of Education and Sport Development

Signature: .....

Date: 28 November 2014



## Table of Contents

1	SECTION 1: EXECUTIVE SUMMARY .....	iv
1.1	The Purpose of the Infrastructure Plan .....	iv
1.2	Description of Infrastructure covered by the plan .....	iv
1.3	Levels of Service Delivery .....	iv
1.4	Community Need .....	v
1.5	Lifecycle Management Plan .....	v
1.6	Financial Summary .....	vi
1.7	Organisational and Support Plan .....	viii
1.8	Monitoring and Improvement Programme .....	viii
2	SECTION 2: INTRODUCTION .....	1
2.1	Background .....	1
2.2	Goals and Objectives of Infrastructure Delivery and Ownership .....	2
2.3	Plan Framework .....	3
2.4	Planning Approach and Methodology .....	3
3	SECTION 3: LEVEL OF SERVICE .....	3
3.1	Departmental Norms and Standards .....	3
3.2	Current Level of Service .....	5
3.3	Desired Level of Service .....	8
4	SECTION 4: DEMAND AND NEED DETERMINATION .....	9
4.1	Demand Forecast .....	9
4.2	Demand Management Plan .....	9
5	SECTION 5: EXISTING INFRASTRUCTURE .....	11
5.1	Physical Parameters .....	11
5.2	Capacity / Performance .....	12
5.3	Condition .....	15
6	SECTION 6: ASSET MANAGEMENT – INFRASTRUCTURE .....	16
6.1	Routine Maintenance Plan .....	16
6.2	Renewal / Replacement Plan .....	17
6.3	Creation / Acquisition Plan .....	17
7	SECTION 7: FINANCIAL SUMMARY .....	18
7.1	Financial Statements and Projections .....	18
7.2	Funding Strategy .....	20
7.3	What are the Key Assumption Made in Financial Forecasts? .....	20
8	SECTION 8: ORGANISATIONAL AND SUPPORT PLAN STRUCTURE .....	21
8.1	Human Resources .....	21
8.2	Organisational .....	21
8.3	Systems and Processes .....	23
8.4	Accounting / Financial Systems .....	24
9	SECTION 9: PLAN IMPROVEMENT AND MONITORING .....	25
	Performance Measures .....	25
10	SECTION 10: REFERENCES AND APPENDICES .....	25
10.1	References .....	25
10.2	Appendices .....	25



## List of Tables:

<i>Table 1: Summary of Three Year Financial Projections</i> .....	vi
<i>Table 2: Summary of Seven Year Financial Projections</i> .....	vii
<i>Table 3: Summary of Ten Year Financial Projections</i> .....	vii
<i>Table 4: Summary of Seventeen Year Financial Projections</i> .....	vii
<i>Table 5: Summary of Implementation Plan</i> .....	viii
<i>Table 6: List of Schools NEIMS Assessed</i> .....	1
<i>Table 7: Summary of Table B5 Budget</i> .....	6
<i>Table 8: Detailed Table B5 Programs</i> .....	10
<i>Table 9: Summary of Private and Independent Schools</i> .....	11
<i>Table 10: Maintenance Plan Financial Projections</i> .....	16
<i>Table 11: Three Year Financial Projections</i> .....	18
<i>Table 12: Seven Year Financial Projections</i> .....	19
<i>Table 13: Ten Year Financial Projections</i> .....	19
<i>Table 14: Seventeen Year Financial Projections</i> .....	19
<i>Table 15: Financial Projections Assumptions</i> .....	20
<i>Table 16: Project Delivery Committees</i> .....	22

## List of Figures:

<i>Figure 1: Lifecycle concepts on an immovable asset.</i> .....	vi
<i>Figure 2: Summary of Table B5 Schools</i> .....	7
<i>Figure 3: Current Expenditure by Programme</i> .....	7
<i>Figure 4: Number of Schools per District</i> .....	11
<i>Figure 5: Summary of Schools with Basic Services Needs - Provincial</i> .....	12
<i>Figure 6: Number of schools with Basic Services' Needs – per District</i> .....	13
<i>Figure 7: Summary of Schools with Fencing, Classrooms &amp; Grade R Needs – Provincial</i> .....	13
<i>Figure 8: Summary of Schools with Fencing, Classrooms &amp; Grade R Needs – per district</i> .....	14
<i>Figure 9: Summary of Schools with Educational Support Needs</i> .....	14
<i>Figure 10: Educational support Needs – per district</i> .....	15
<i>Figure 11. Functional Performance of 1411 schools in NW Province</i> .....	15
<i>Figure 12. Project delivery organogram</i> .....	22

## Definitions

EIG	Education Infrastructure Grant
cAMP	Custodian Asset Management Plan
CIDB	Construction Industry Development Board
Norms and Standards	Regulations Relating to Minimum Uniform Norms And Standards for Public Schools Infrastructure, Government Gazette Number 37081, 29 November 2013
ES	Equitable Share from provincial budget
DPWRT	Department of Public Works, Roads and Transport
GIAMA	Government Immovable Asset Management
IDT	Independent Development Trust
MTEF	Medium Term Expenditure Framework
NEIMS	National Education Infrastructure Management System
PEDs	Provincial Education Departments
uAMP	User Asset Management Plan
IDMS	Infrastructure Delivery Management System



ASIDI	Accelerated Schools Infrastructure Delivery Initiative
IPMP	Infrastructure Projects Management Plan
DBE	Department of Basic Education
IRM	Infrastructure Reporting Model
NWDoE	North West Department of Education



## **1 SECTION 1: EXECUTIVE SUMMARY**

### **1.1 The Purpose of the Infrastructure Plan**

The main purpose of the Department's Infrastructure Plan is to align the current infrastructure with the promulgated Norms and Standards issued by the National Department of Basic Education in November 2013 by means of the following methodology;

- a. To assess current performance of existing infrastructure and compare against desired service delivery objectives to identify long term needs and backlog infrastructure required, including the budget requirements to address these over a specified period.
- b. To indicate the budget requirements in a breakdown of the departmental infrastructure delivery programmes such as New and Replacement Assets, Upgrades and Additions, as well as Basic Services Provision of Water, Sanitation, Fencing and Electricity.
- c. To communicate to key external stakeholders, such as the National Treasury, the specific time-frame and cost implications for addressing the departmental infrastructure backlog so as to meet service delivery objectives and the stipulated norms and standards.

### **1.2 Description of Infrastructure covered by the plan**

The infrastructure covered in this plan can be classified as follows;

- a. New and Replacement Assets (Building of new schools).
- b. Upgrades and Additions (Classrooms, Educational Support like Libraries, etc.).
- c. Provision of Basic Services (Water, Electricity, Sanitation and Fencing).
- d. Maintenance of existing school buildings.

### **1.3 Levels of Service Delivery**

The department has an overall obligation across the Province to ensure the following levels of service and performance measures in terms of Basic Safety and Optimum Functionality;

- a. Appropriate Water Supply.
- b. Appropriate Electricity Supply.
- c. Appropriate Sanitation.
- d. Appropriate Fencing.
- e. No Over-Crowding.
- f. Adequate number of spaces.
- g. Minimum size of spaces.



The Department is in support of the following two grading categories;

- a. Primary Schools (Grade R - 7)
- b. Secondary Schools (Grade 8 – 12)

This is to align it with the National Norms and Standards.

#### **1.4 Community Need**

Population growth and decline dynamics must be incorporated in the infrastructure plan to allow for macro and micro migration patterns across the province. These movements influence location and establishment of new educational facilities that responds to the needs of the communities in line with the norms and standards.

#### **1.5 Lifecycle Management Plan**

According to the Custodian Asset Management Plan or C-AMP (draft 15), Figure 1 below illustrates the key concepts of an immovable asset lifecycle;

- a. The immovable asset is obtained at an initial acquisition cost. Ordinary use of the asset leads to wear and tear, thus requiring preventative maintenance to ensure that deterioration remains within the parameters of the asset's required performance.
- b. After an initial phase (7-10 years for buildings) the asset requires renovation to reinstate it to its original state, followed by the next phase of preventative maintenance.
- c. During an asset lifecycle, the asset may also be upgraded or extended which would increase the value of the asset.
- d. The asset could be renovated for a second or a third time. At a particular point in time, certain elements of the system supporting the asset are likely to fail. These systems are typically air conditioning plant, boilers, etc. The asset will now require a refurbishment which may involve a major overhaul of all the building systems and in some cases replacement of such building systems. This point is generally reached after about 25 years for buildings, which also marks the end of the economic life cycle of the asset. The useful life of immovable assets generally is in excess of sixty (60) years, therefore spanning many MTEF and economic lifecycles.

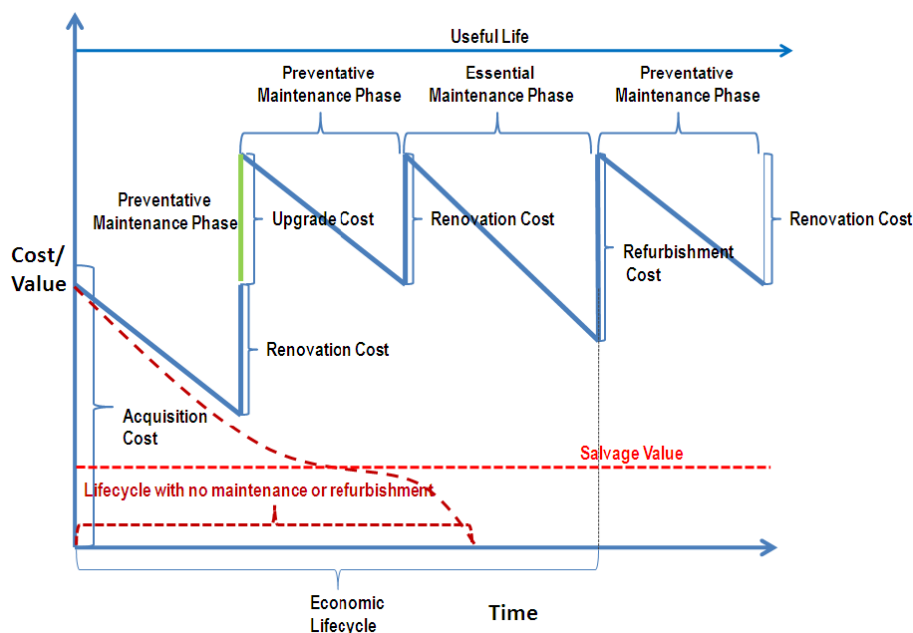


Figure 1: Lifecycle concepts on an immovable asset.

The dashed curve denotes the lifecycle performance of the immovable asset whereby no maintenance is undertaken on the asset, while the horizontal dashed line indicates the salvage value of the asset. Once the value of the asset has deteriorated below the salvage value, the cost to refurbish or repair the asset is generally more than the cost to construct a new asset.

In general, schools are highly operational sites due to the naturally active nature of the learners using the infrastructure. School vandalism and faster asset deterioration is more prevalent at schools than at normal corporate offices. However, if appropriate preventative measures can be adopted by school management teams, the asset deterioration due to wear and tear might be greatly reduced. The culture of joint ownership between the neighboring communities and the school users will certainly improve the lifespan of the school and prevent acts of vandalism that might occur.

### 1.6 Financial Summary

Table 1 below summarises the three year financial projections of the department to address the Basic Services backlog by March 2016.

Table 1: Summary of Three Year Financial Projections

Programme Name	Schools	Total Costs
No Water Supply	28	R 5 600 000,00
Sanitation (Pit Latrines)	254	R 304 800 000,00
No Electricity Supply	5	R 3 750 000,00
Inappropriate Material (Full)	7	R 329 000 000,00
<b>Grand Total</b>		<b>R 643 150 000,00</b>





Table 2 below summarises the Seven Year financial projections of the department to address the Infrastructure backlog by 31 March 2020.

*Table 2: Summary of Seven Year Financial Projections*

<b>Programme Name</b>	<b>Schools</b>	<b>Total Costs</b>
No. of Classrooms Shortages	1420	R 852 000 000,00
Insufficient Water Supply	217	R 43 400 000,00
Insufficient Sanitation	501	R 48 597 000,00
Insufficient Electricity Supply	17	R 12 750 000,00
No Perimeter Fence	135	R 101 250 000,00
<b>GRAND TOTAL</b>		<b>R 1 057 997 000,00</b>

Table 3 below summarises the Ten Year financial projections of the department to address the Infrastructure backlog by 31 March 2023.

*Table 3: Summary of Ten Year Financial Projections*

<b>Programme Name</b>	<b>Schools</b>	<b>Total Costs</b>
Libraries	898	R 538 800 000,00
Laboratory	1055	R 211 000 000,00
Grade R Structure	722	R 866 400 000,00
<b>GRAND TOTAL</b>		<b>R 1 616 200 000,00</b>

Table 4 below summarises the Seventeen Year financial projections of the department to address the Infrastructure backlog by 31 March 2030.

*Table 4: Summary of Seventeen Year Financial Projections*

<b>Programme Name</b>	<b>Schools</b>	<b>Total Costs</b>
New Schools	58	R 2 610 000 000,00
Inappropriate Space	652	R 1 630 000 000,00
Nutrition Center	687	R 824 400 000,00
Multi-Purpose Classroom	1073	R 804 750 000,00
Administration Block	671	R 2 348 500 000,00
Computer Room	701	R 841 200 000,00
Sport & Recreational Areas	939	R 563 400 000,00
Parking Base	396	R 138 600 000,00
Maintenance - New Schools	58	R 26 100 000,00
Maintenance - Existing Schools	994	R 844 900 000,00
Inappropriate Material (Partial)	104	R 1 040 000 000,00
<b>GRAND TOTAL</b>		<b>R 11 671 850 000,00</b>



Table 5 below summarises the Proposed Total Infrastructure Implementation Plan over the Seventeen Year Period by 31 March 2030.

Table 5: Summary of Implementation Plan

<b>PERIOD (17 Year Projected Plan)</b>	<b>Total Costs</b>
Three Year Plan	R 643 150 000,00
Seven Year Plan	R 1 057 997 000,00
Ten Year Plan	R 1 616 200 000,00
Seventeen Year Plan	R 11 671 850 000,00
<b>GRAND TOTAL</b>	<b>R 14 989 197 000,00</b>

The main sources of funding for the North West Department of Education are;

- a. Education Infrastructure Grant (EIG).
- b. ASIDI Grant
- c. Equitable Share from provincial budget (ES).

### **1.7 Organisational and Support Plan**

The North West Department of Education uses its internal personnel and two external implementing agents to deliver infrastructure projects. The program delivery is driven by the appointment of Professional Service Providers (Consultants) and Contractors which ultimately execute the projects. Implementing Agents appointed by the department are;

- a. Department of Public Works, Roads and Transport (DPWRT).
- b. Independent Development Trust (IDT).
- c. Internal Departmental Infrastructure Unit (NW DoE).

A service level agreement is entered into between the department and the implementing agents for the execution of projects. List of projects are issued to implementing agents as well as transfer of funds required accordingly.

### **1.8 Monitoring and Improvement Programme**

Monitoring will be as stipulated in the IPMP, IPIP and the Service Level Agreements that will be reviewed annually. Performance of the Infrastructure Plan will have to be monitored annually against targets set with the main intention of addressing the infrastructure backlog and meeting the mandatory norms and standards. Infrastructure projects delivered by implementing agents will have to be reviewed and monitored using the following key areas;

- a. Physical Progress per month.



- b. Expenditure per month.
- c. Feedback from Departmental Works Inspectors and/or Project Managers.



## 2 SECTION 2: INTRODUCTION

### 2.1 Background

The North West Department of Education (NWDoE) conducted National Education Infrastructure Management System (NEIMS) assessments on all of its Public Ordinary Schools across the province. Aseda Consulting Engineers and PriceWaterhouse Coopers were the two service providers that conducted assessments on behalf of the department between the period 2012 and 2014. Table 6 below summarises the list of schools assessed;

*Table 6: List of Schools NEIMS Assessed*

DISTRICT	No. of Schools Assessed
Bojanala Platinum	490
Dr K. Kaunda	200
Dr Ruth S. Mompati	327
Ngaka M. Molema	438
<b>TOTAL</b>	<b>1455</b>

#### *I. Purpose of the Infrastructure Plan*

The main purpose of the North West Department of Basic Education's Infrastructure Plan is;

- a. To assess current performance of existing infrastructure and compare against desired service delivery objectives to identify long term needs and backlog infrastructure required, including the budget requirements to address these over a specified period.
- b. To indicate the budget requirements in a breakdown of the departmental infrastructure delivery programmes such as New and Replacement Assets, Upgrades and Additions, as well as Basic Services Provision of Water, Sanitation, Fencing and Electricity.
- c. To communicate to key external stakeholders, such as the National Treasury, the specific time-frame and cost implications for addressing the departmental infrastructure backlog so as to meet service delivery objectives and the stipulated norms and standards.

#### *II. Strategic and Departmental Goals*

The North West Department of Education's Annual Performance Plan (2013/14 – 2015/16), or APP, covers the Infrastructure Development under Programme 8, with the purpose of providing and maintaining infrastructure facilities for the administration of schools. For a school to be declared



as functional, it must its physical infrastructure must meet minimum standards whilst providing quality education.

Strategic goal 24 of the department is to ensure that the physical infrastructure and environment of every school inspire learners to want to come and learn, and teachers to come to teach. Infrastructure Plan will assist the department greatly to identify infrastructure backlogs as well as to identify over-utilised and under-utilised school infrastructure. Amongst others, the department has set the following strategic objectives;

- a. Provide Grade R for schools that are incorporating grade R.
- b. Provide Water, Electricity and Sanitation Facilities to Public Ordinary Schools.
- c. Upgrade Special Schools.
- d. Provide Technical Schools with well-resourced workshops.
- e. Provide existing Public Primary Schools with Full Services.
- f. Built extra classrooms in Public Ordinary Schools as per shortage.

## **2.2 Goals and Objectives of Infrastructure Delivery and Ownership**

The department has set norms and standards for equitable provision of an enabling physical teaching and learning environment as prescribed by the South African Schools Act Number 84 of 1996. The Act also prescribes the type of infrastructure that should be provided for, in terms of rendering of Basic Education Services by Provincial Education Departments (PEDs). It furthermore prescribes the manner in which infrastructure for schools should be provided. The Guidelines Relating to Planning for Public School Infrastructure will ensure that our learners enjoy the same educational environment, irrespective of where a school is situated. These guidelines are aimed at improving access to quality education facilities, as well as to facilitate the realisation of outcomes 1 and 12 of the Government Plan of Action.

The mission of the North West Department of Education is to provide quality basic education for higher learner achievement through educator excellence and support services, including proper and safe infrastructure. The Annual Performance Plan (2013/14 – 2015/16) of the North West Department of Education, under Program 8 (Infrastructure Development) intends to provide and maintain infrastructure facilities for the administration and schools. In support of the department's mission statement, Strategic Goal 24 of Action Plan 2014, Towards the Realisation of Schooling 2025, requires the Department to provide every school with the physical infrastructure and an environment that inspires learners to want to come to school and learn, and teachers to teach.



## **2.3 Plan Framework**

The Infrastructure Plan presented will highlight the following key elements;

- a. List of NEIMS Assessed Public Ordinary Schools in the North West Province.
- b. Summary of infrastructure backlog to meet the departmental norms and standards.
- c. 10 Years Financial Projections to address the infrastructure backlog.
- d. Consistency of the infrastructure plan with the Strategic Objectives of the Department.
- e. Human and Financial Resources required by the department to implement the infrastructure plan so as to address the infrastructure backlog.
- f. Major actions required by the department for successful implementation and roll out.

## **2.4 Planning Approach and Methodology**

The infrastructure plan has been compiled using the latest and best available information sourced from NEIMS Assessment Reports conducted between the periods 2012 to 2014. Two external service providers, Aseda Consulting Engineers and Pricewaterhouse Coopers were appointed to conduct these assessments on behalf of the department. The scope of these NEIMS Assessments included Public Ordinary Schools, ECDs / ELCs and Private / Independent Schools. However, the infrastructure plan presented is based only on Public Ordinary Schools. Accuracy and validity of the data sourced through NEIMS Assessments is satisfactory as the data was physically collected through an interview with the school manager and walkabout survey of the infrastructure conditions.

High level cost estimates are provided in the plan to indicate financial projections required for infrastructure backlog eradication. Market related rates were used in arriving at these budget estimates. However, technical assessment by professional quantity surveyors will be required to collect accurate quantities for the compilation of proper Bill of Quantities (BoQ) before commencement of any construction works. The Presidential Infrastructure Coordinating Commission, announced by the President in 2012 State of the Nation Address, as well as the appointment of Implementing Agencies will improve delivery and provision of school infrastructure.

## **3 SECTION 3: LEVEL OF SERVICE**

### **3.1 Departmental Norms and Standards**

The departmental norms and standards for educational facilities, which are applicable to all Public Ordinary Schools (excluding hostels) that operate in South Africa, regardless of the ownership; are



aligned to the following Legal and Policy underpinnings;

- a. National Policy for Equitable Provision of an Enabling School Physical Teaching and Learning Environment.
- b. The South African Schools Act No. 84 of 1996. The Act is amended by the Minister of Education after consultations with the Council of Education Ministers (CEM).
- c. The National Education Policy Act No. 27 of 1996.
- d. The Development Facilitation Act No. 15 of 1986.
- e. The Environmental Management Act No. 107 of 1998.
- f. The Town Planning and Township Ordinance Act No. 15 of 1986.
- g. The Water Act No. 108 of 1997.
- h. The Intergovernmental Relation Act No. 13 of 2005.

The published norms and standards for school infrastructure with regards to safety, functionality and effectiveness can be summarised below as follows;

3.1.1 **Basic Safety** (that is, whether there are factors present which may cause harm to learners and educators and hamper 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;
- b. Toxic substances in the school environment;
- c. Extremely unsafe building structures that could collapse on top of the learners;
- d. Classrooms that are overcrowded; and
- e. Inadequate fencing.

3.1.2 **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;

3.1.2.1 If it meets the basic safety requirements as contemplated in paragraph 3.1 above, as well as having –

- a. Classrooms;
- b. Ablution facilities;
- c. Electricity;
- d. Textbooks; and
- e. Basic supplies of the most important teaching aids.



**3.1.3 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;

- a. Classrooms;
- b. Adequately-sized classrooms;
- c. Specialised teaching spaces;
- d. A staff preparation room;
- e. An administration block;
- f. Multipurpose classrooms;
- g. A general purpose school hall;
- h. Laboratories for science, technology, mathematics and life sciences, as may be required;
- i. Adequate equipment;
- j. A library or library stocks that are regularly renewed; and
- k. Computer rooms or media centers.

**3.1.4 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).

The main objective, amongst others, of the uniform norms and standards is to ensure that there is compliance in the design and construction of new schools and additions, alterations and improvements to schools in the Republic. Criteria used to identify infrastructure backlog was developed with reference these norms and standards to;

- a. Classify schools according to learner enrolment.
- b. Identify over-crowding in classrooms using the minimum space. Allocation per learner and educator.
- c. Identify schools with inadequate minimum height of the perimeter security fencing.

## **3.2 Current Level of Service**

The Department of Education has compiled an Infrastructure Programme Management Plan (IPMP) for the financial years 2014/2015 to 2016/2017. The IPMP incorporates all Implementing Agents; Department of Public Works & Roads, Independent Development Trust and the Department of Education. The IPMP is attached herewith as part of an addendum in Appendix 1 of this Infrastructure Plan. Three Strategic Plan Periods are highlighted in the IPMP;





2010 – 2014 Strategic Plan Period (Focus on)

- ✓ Schools that do not meet basic safety norms and standards.
- ✓ Schools with inappropriate material of construction.
- ✓ Schools without basic services (Water, Sanitation, Electricity and Fencing).
- ✓ Development of a Maintenance Plan.
- ✓ Provision of E-Learning facilities, Mobile Laboratories and Libraries.

2015- 2020 Strategic Plan Period (Focus on)

- ✓ Expand on provision of critical teaching and learning spaces.
- ✓ Enhancement of new technological ICT systems to improve learning.
- ✓ Continuous development of E-Learning facilities.

2020 – 2025 Strategic Plan Period (Focus on)

- ✓ To ensure schools' teaching and learning environments are at a new and relevant international best practice level of provision and functionality.

Table 7 below outlines Programme objectives Budget Allocations of the financial years in review (2014/15, 2015/16 & 2016/17);

*Table 7: Summary of Table B5 Budget*

Program Description	Budget Allocation (R'000)			TOTAL
	2014/15	2015/16	2016/17	
New Assets	R 408 572	R 393 939	R 701 592	<b>R 1 504 103</b>
Additions & Alterations	R 212 536	R 485 039	R 275 601	<b>R 973 176</b>
Rehabilitation, Renovations & Refurbishment	R 54 957	R 70 000	R 106 500	<b>R 231 457</b>
Maintenance	R 63 240	R 66 339	R 69 565	<b>R 199 144</b>
<b>TOTAL</b>	<b>R 739 305</b>	<b>R 1 015 317</b>	<b>R 1 153 258</b>	<b>R 2 907 880</b>

Figure 2 and Figure 3 below, outlines the budget commitment against programmes across the districts and the province respectively, for the budget allocation presented in Table 3 above;



**Table B5 (2014 - 17)**

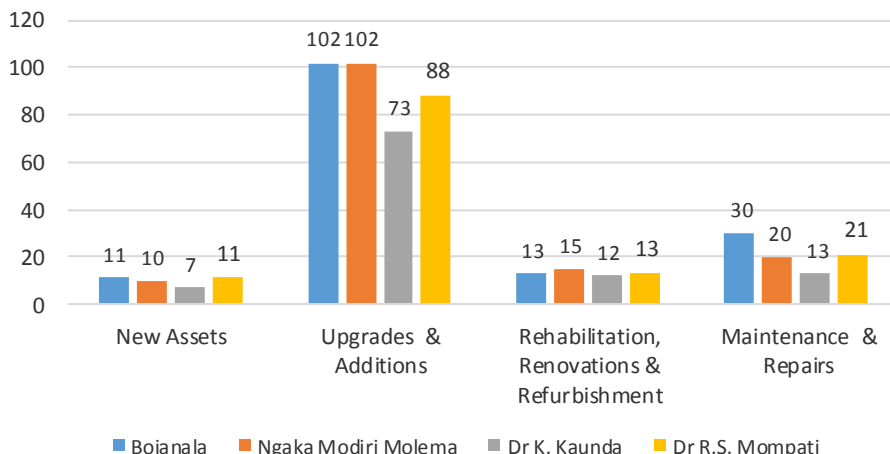


Figure 2: Summary of Table B5 Schools

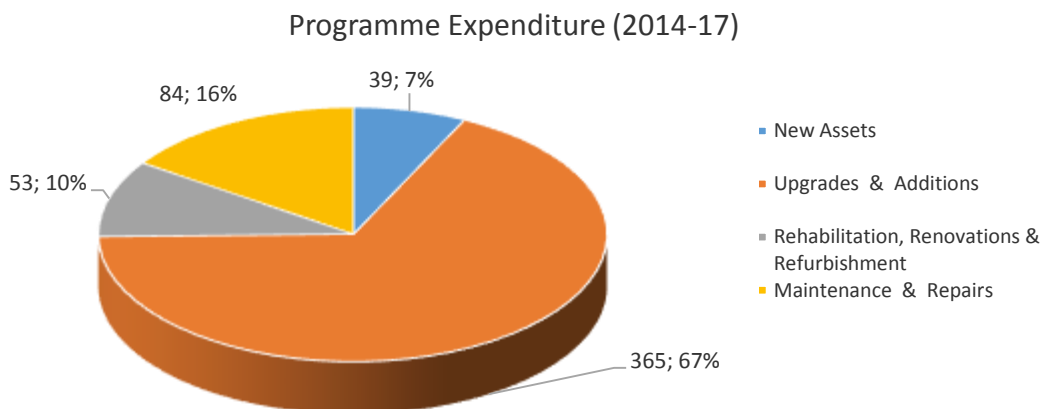


Figure 3: Current Expenditure by Programme

A summary of 541 schools prioritized in Figure 2 above is attached as Appendix 2 to the report. The Department currently implements infrastructure projects through Implementing Agents, managed by Service Level Agreements. The Implementing Agents will appoint professional service providers and contractors to execute the projects. Monitoring and evaluation of projects delivery currently is measured through;

- Measurement of Physical Progress on-site.
- Tracking of Monthly and Quarterly Expenditure based on work-done.
- Feedback from clients represented by Works Inspectors and/or school principals.



### 3.3 Desired Level of Service

The Department intends to provide a conducive learning and teaching environment without prejudice equally across all districts of the province. All building infrastructure provided for educational space and educational support spaces needs to be constructed as bricks and mortar, maintained to a safe and acceptable standard to meet the educational service delivery objectives. Learners and teachers must have full access to basic services such as water, sanitation and electricity. All schools will need to be secured with adequate perimeter fence.

The infrastructure norms and standards as prescribed by the National Department of Basic Education (DBE) must be the measuring barometer for the type of infrastructure provided by the department to eradicate backlog. All new infrastructure will comply with the desired level of service and standard. Upon eradication of all infrastructure backlog, more emphasis and attention must be focused on upgrading of all existing structures to the desired level as well as continuous maintenance of newly constructed buildings. The culture of replacement rather than maintenance will eventually cost government significantly more than what routine and on-going maintenance would have cost.

The South African Schools Act prescribes that all departments are responsible to adhere to national norms and standards for the provision of basic services as they deliver water, electricity, buildings and sanitation. Architectural Norms should guide designs to include minimum and maximum ratio of learner per classroom, specify proper materials of construction as well as specifications of equipment and furnishers. Planning Norms should be considered during the planning phase for the provision of the physical teaching and learning environments. These kind of norms include distance of the school from the catchment areas as well as ultimate proximity of a school to a shopping center.

With regards to the capacity to deliver on the infrastructure plan, the department will continue to safe programmes like ASIDI (Accelerated Schools Infrastructure Development Initiative) coupled with the ongoing recruitment of qualified personnel with built environment expertise to add impetus to the planning and delivery of infrastructure projects. The North West Department of Education has recently recruited the following professionals in the 2014 MTEF year;

- a. Chief Architect
- b. Architect
- c. Chief Engineer (Civil and Structural)



## **4 SECTION 4: DEMAND AND NEED DETERMINATION**

### **4.1 Demand Forecast**

Based on the 2014 Mid-Year population estimates released by Statistics South Africa (Statistical Release P0303), the North West Province population is estimated to about 3 676 300 (three million six hundred and seventy six thousand and three hundred) which constitute about 6,8 % of the entire South African Population. Most economic activity is concentrated in the southern region between Potchefstroom and Klerksdorp, as well as Rustenburg and the eastern region, where more than 80% of the province's economic activity takes place.

Mining contributes 23.3% to the North West economy, and makes up more than a fifth of the South African mining industry as a whole. Ninety-four percent of the country's platinum is found in the Rustenburg and Brits districts, which produce more platinum than any other single area in the world. North West also produces a quarter of South Africa's gold, as well as granite, marble, fluorspar and diamonds. Employment along the Platinum Corridor, from Pretoria to eastern Botswana, accounts for over a third of total employment in North West. Population growth dynamics must be incorporated in the infrastructure plan to allow for macro and micro migration patterns across the province. Location and establishment of new educational facilities must be influenced by these movements.

The placing of new permanent educational facilities must be decided upon based on medium to long term forecasting of population growth trends in the province. Rustenburg in the Bojanala Platinum District has relatively high economic activity resulting in increased population growth and demand for services like schooling. The perceived high quality of education at a specific school (particularly in the urban areas) appears to also influence the migrations and willingness of learners to enroll at such a school. Generally the implication will be that schools perceived to offer inferior education quality will be avoided even by learners in close proximity to those particular schools. These demand phenomenon will pose an overload and undersupply of educational resources and the preferred schools. Infrastructure deterioration due to high usage will increase the maintenance requirements of such facilities to keep them at high level of performance.

### **4.2 Demand Management Plan**

The North West Department of Education has added to its current Annual Performance Plan (2013/14 – 2015/16) its New Strategic Goal of ensuring that physical infrastructure is provided and maintained as planned. Supply Chain Management of the department plays a key role in ensuring that goods, works and services are delivered to the right place, in the right quantity, at the right quality, at the right cost and at the right time. Jointly the SCM and the departmental infrastructure directorate must ensure that relevant and qualifying service providers are contracted to deliver infrastructure projects as planned.



TABLE B5 is attached herewith in Appendix 3 of this Infrastructure Plan Report which serves as the Infrastructure Demand Management Plan (DMP). The DMP covers the following areas;

- ✓ Infrastructure Programme Name (e.g. New and Replacement Assets).
- ✓ Identity of the project name (School Name and Emis Number).
- ✓ Project Location (Municipality and District Municipality Names).
- ✓ Type of Infrastructure (Water, Fencing, etc.)
- ✓ Project Duration (Dates of Project Commencement & Finishing)
- ✓ Source of Funding (e.g. Education Infrastructure Grant).
- ✓ Budget Programme Name (e.g. Programme 8).
- ✓ EPWP Budget for current financial year.
- ✓ Financials (Totals Project Cost & Expenditure to date from previous years).

TABLE B5 for the North West Department of Education can be summarised in Table 8 below.

Table 8: Detailed Table B5 Programs

PROGRAMME NAME	Total Allocated Budget (R '000)	TOTAL MTEF BUDGET (R' 000)		
		2014/15	2015/16	2016/17
<b>New and Replacement Assets</b>				
Sub-Programme 2	R 1 419 612	R 241 316	R 314 945	R 0
Sub-Programme 4	R 207 539	R 51 000	R 37 761	R 0
<b>New &amp; Replacement Sub-Total</b>	<b>R 1 627 151</b>	<b>R 292 316</b>	<b>R 352 706</b>	<b>R 0</b>
<b>Upgrades &amp; Additions</b>				
Sub-Programme: <b>Additions</b>	R 583 039	R 143 591	R 139 125	R 0
Sub-Programme: <b>Full Service</b>	R 84 708	R 21 620	R 22 679	R 23 881
Sub-Programme: <b>Fencing</b>	R 26 432	R 13 451	R 9 200	R 0
Sub-Programme: <b>Sanitation</b>	R 106 026	R 33 710	R 37 773	R 0
Sub-Programme: <b>Water Provision</b>	R 15 400	R 3 400	R 12 000	R 0
Sub-Programme: <b>Rationalisation</b>	R 186 349	R 3 900	R 146 644	R 0
Sub-Programme: <b>Grade R Additions</b>	R 108 445	R 47 970	R 32 220	R 0
<b>Upgrades &amp; Additions Sub-Total</b>	<b>R 1 110 399</b>	<b>R 267 642</b>	<b>R 399 641</b>	<b>R 23 881</b>
<b>Rehabilitations, Renovations &amp; refurbishments</b>				
Sub-Programme: <b>Renovations</b>	R 158 085	R 49 915	R 79 466	R 0
<b>Rehabilitation, Renovations &amp; Refurbishment Sub-Total</b>	<b>R 158 085</b>	<b>R 49 915</b>	<b>R 79 466</b>	<b>R 0</b>
<b>Maintenance &amp; Repairs</b>				
Sub-Programme: <b>Itireleng Programme</b>	R 109 566	R 39 737	R 27 000	R 28 000
Sub-Programme: <b>Maintenance</b>	R 104 697	R 23 503	R 39 339	R 41 855
<b>Maintenance &amp; Repairs Sub-Total</b>	<b>R 214 263</b>	<b>R 63 240</b>	<b>R 66 339</b>	<b>R 69 855</b>
<b>Expanded Public Works Programme (EPWP)</b>	<b>R 2 000</b>	<b>R 2 000</b>	<b>R 0</b>	<b>R 0</b>
<b>Implementing Agents Fees</b>	<b>R 46 462</b>	<b>R 19 349</b>	<b>R 27 113</b>	<b>R 0</b>



PROGRAMME NAME	Total Allocated Budget (R '000)	TOTAL MTEF BUDGET (R' 000)		
		2014/15	2015/16	2016/17
Technical Support (Personnel)	R 32 000	R 16 000	R 16 000	R 0
<b>Total Education Infrastructure</b>	<b>R 3 190 360</b>	<b>R 710 462</b>	<b>R 941 265</b>	<b>R 93 736</b>

## 5 SECTION 5: EXISTING INFRASTRUCTURE

### 5.1 Physical Parameters

The existing infrastructure of the department under usage by Public Ordinary and Private / Independent Schools, has been summarised in Figure 4 below (Detailed list attached in Appendix 3);

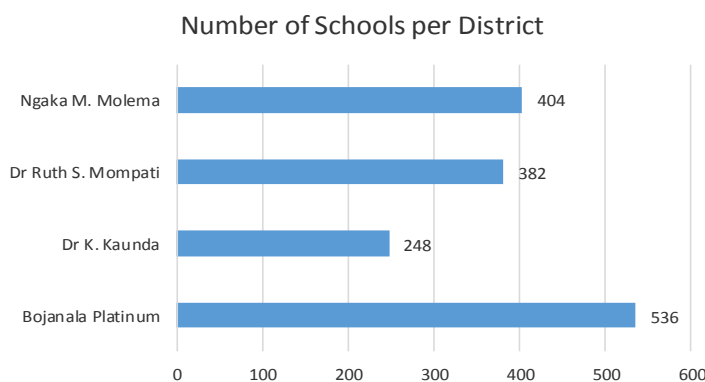


Figure 4: Number of Schools per District

Table 9 below summarises a list of Private and Independent Schools in the NW Province (Detailed list attached in Appendix 4);

Table 9: Summary of Private and Independent Schools

District	Private / Independent Schools
Bojanala Platinum	27
Dr K. Kaunda	16
Dr Ruth S. Mompoti	3
Ngaka M. Molema	11
<b>Total</b>	<b>57</b>

NEIMS Assessments were conducted on the schools in the province and the Infrastructure Plan Report presented herewith focuses on 1455 Public Ordinary Schools across the four districts of the North West Province as shown in Table 6 above. NEIMS Assessment Reports are available in the archives of the department in both hard and electronic copy versions for future



reference. Details of the size, age, material of construction, physical location (GPS Coordinates) of these schools is contained in these reports. Private and Independent schools, shown in Table 5 above, were not included in this Infrastructure Plan Report.

In the near future, the North West Department of Education will utilise the Education Facilities Management System (EFMS) as a database in which the NEIMS Assessment Reports are uploaded. The inherent benefit of the electronic database will be easy and readily available information of schools online. The EFMS will ultimately be useful in drawing the departmental Immovable Asset Register of schools per district.

## 5.2 Capacity / Performance

The main Strategic Objective of the North West Department of Education is to ensure that all Public Ordinary Schools infrastructure is in line with minimum physical infrastructure standards so that learners and teachers have an inspiring environment. Lack of adequate infrastructure prescribed in the norms and standards present a challenge for the department to meet its strategic objective.

The Infrastructure Plan Report covers a ten year projection plan for the eradication of infrastructure backlog including cost estimates. The ten year projections will follow the following prioritisation plan;

- 5.2.1 **Basic Services** – Water, Sanitation and Electricity.
- 5.2.2 **School Safety & Security** – Perimeter Fence.
- 5.2.3 **Educational Space** – Classrooms & Grade R Facilities.
- 5.2.4 **Educational Support Space** – Administration, Libraries, etc.

Figure 5 and Figure 6 below, presents the status of basic services shortages on the 1455 Public Ordinary Schools assessed in the province and districts respectively;

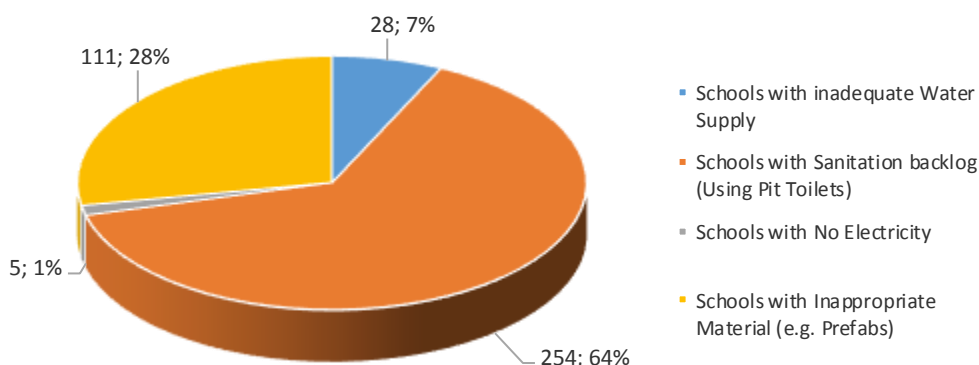


Figure 5: Summary of Schools with Basic Services Needs - Provincial

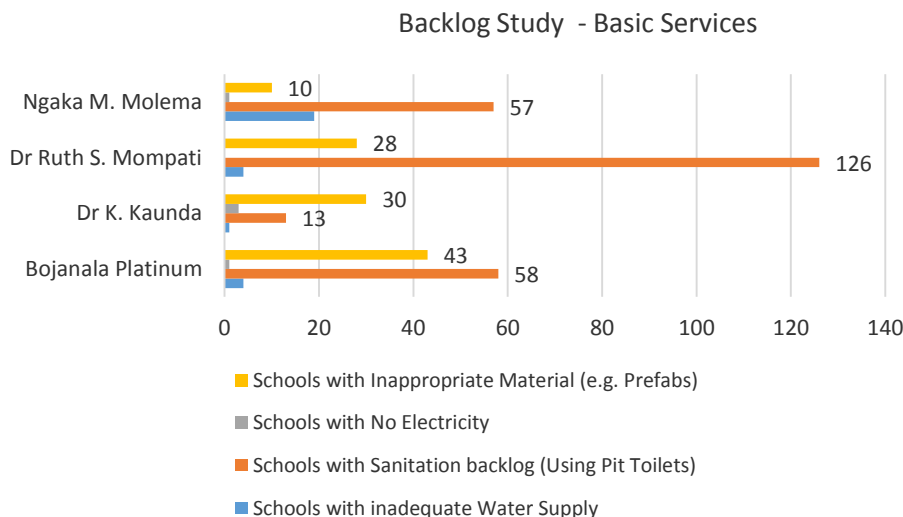


Figure 6: Number of schools with Basic Services’ Needs – per District

Challenges with regards to shortage of basic services will be treated as a first priority in eradicating infrastructure backlog. More financial resources will have to be channeled towards the basic services program within the next three years. The last seven years of the planning period (ten years) will focus on school safety and educational space requirements. Figure 7 and Figure 8 below presents a summary of schools without adequate perimeter fence, schools in need of additional classroom space as well as primary schools operating without dedicated Grade R facilities for the province and districts respectively;

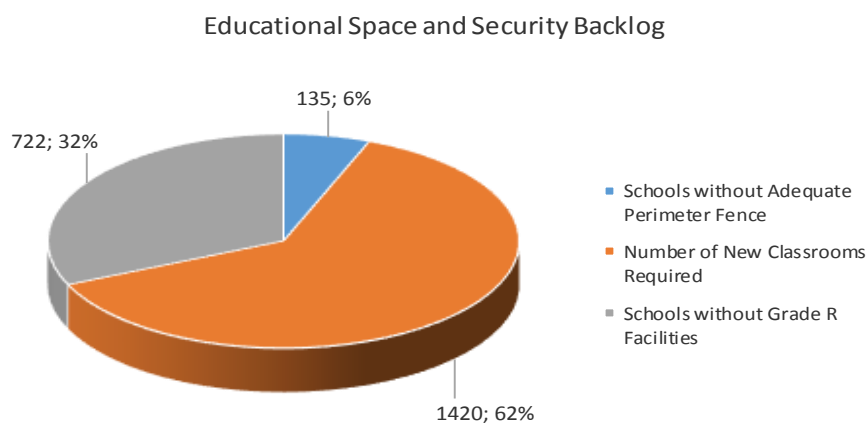


Figure 7: Summary of Schools with Fencing, Classrooms & Grade R Needs – Provincial

Figure 9 and Figure 10 below summarises schools without appropriate educational support space in the districts and the province respectively;



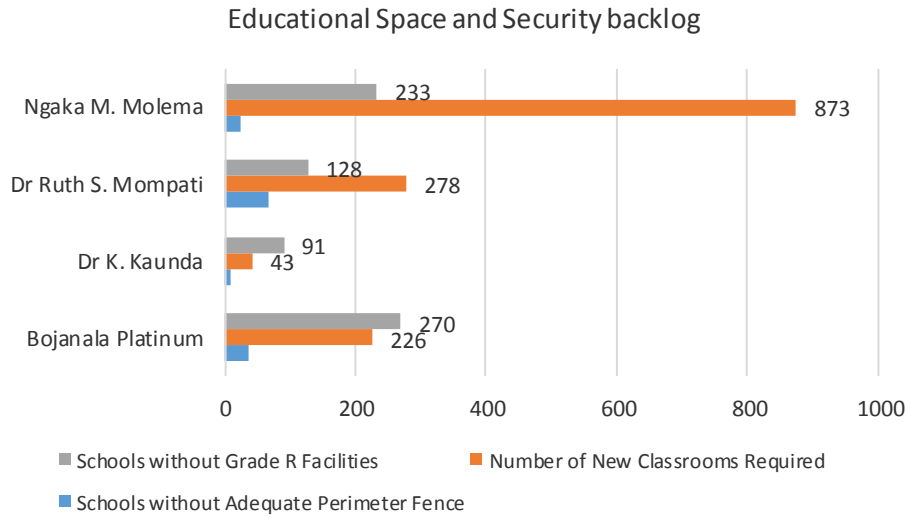


Figure 8: Summary of Schools with Fencing, Classrooms & Grade R Needs – per district

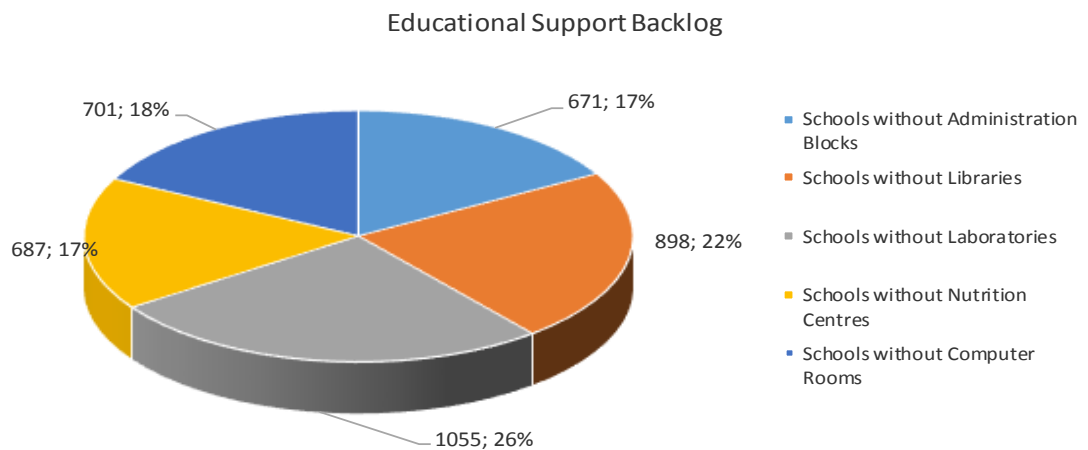


Figure 9: Summary of Schools with Educational Support Needs

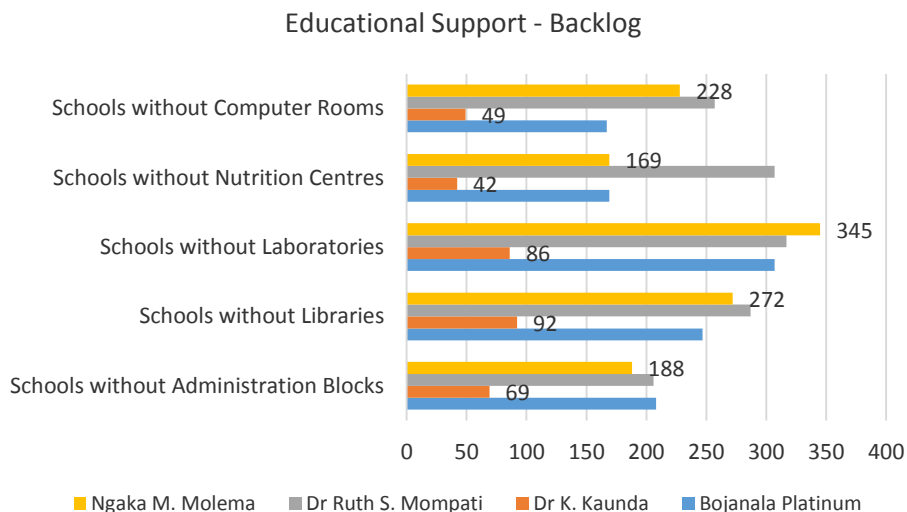


Figure 10: Educational support Needs – per district

### 5.3 Condition

The general condition of the existing infrastructure can be reliably sourced from the recently conducted Conditional Assessments. The Department of Public Works is the Custodian of the infrastructure and the Department of Education is classified as the User. The latest results of the conditional assessments were conducted between 2009 -2011 by the NW Department of Public Works on 1411 schools of the NW Province;

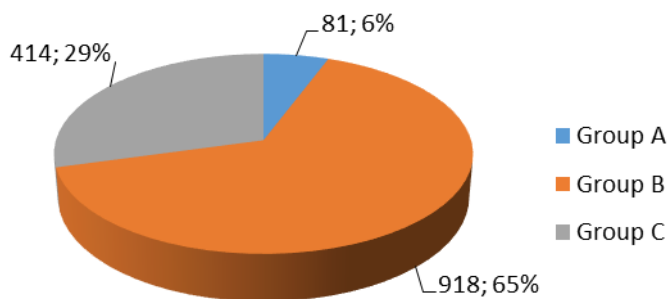


Figure 11. Functional Performance of 1411 schools in NW Province

- ✓ **Group A – Preventative Maintenance.** Immovable assets are in an acceptable condition to the User.
- ✓ **Group B – Condition-based Maintenance.** Immovable assets are suitable to the User’s requirements but require technical condition assessment as the asset performance does not meet minimum functional requirements of the facility.



- ✓ **Group C – Feasibility Study.** Immovable assets that have been identified as unsuitable to the current User's requirements. These schools will either be disposed or deployed to a new User.

From Figure 11 above, 414 schools across the NW Province do not qualify to be used as schools as the condition of the infrastructure available does not meet minimum service delivery objectives. The Department of Public Works must conduct Conditional Assessment over a cycle of five years to monitor the condition of the infrastructure under their mandate, including the schools.

## 6 SECTION 6: ASSET MANAGEMENT – INFRASTRUCTURE

Section 5 above has outlined the number of operational schools (1570) in the NW Province. The scope of this Infrastructure Plan covers 1455 Public Ordinary Schools under the management of the NW Department of Education.

### 6.1 Routine Maintenance Plan

#### 6.1.1 Maintenance Plan

The NW Department of Education has produced a 10 Year Maintenance Plan, developed in 2013, based on the Conditional Assessment Reports issued by the NW Department of Public Works. As outlined in Section 5 of this report above, results of the maintenance plan are tabulated below in Table 10 below according to Preventative Maintenance Needs (Group A), Condition-based Maintenance Needs (Group B) as well as Feasibility Study Needs (Group C) of non-functional schools.

*Table 10: Maintenance Plan Financial Projections*

Year	Group A (Millions)	Group B (Millions)	Group C (Millions)	TOTAL (Millions)
1	-	R 255 755 344,00	R 20 160 748,80	<b>R 275 916 092,80</b>
2	-	R 153 509 158,40	-	<b>R 153 509 158,40</b>
3	R 100 833 504,46	-	-	<b>R 100 833 504,46</b>
4	R 251 994 566,91	R 25 185 482,31	-	<b>R 277 180 049,22</b>
5	R 267 114 240,93	R 45 691 306,02	-	<b>R 312 805 546,95</b>
6	R 283 141 095,38	R 48 432 784,38	-	<b>R 331 573 879,76</b>
7	R 300 129 561,11	R 51 338 751,44	-	<b>R 351 468 312,55</b>
8	R 318 137 334,77	R 54 419 076,53	-	<b>R 372 556 411,30</b>



Year	Group A (Millions)	Group B (Millions)	Group C (Millions)	TOTAL (Millions)
9	R 337 225 574,86	R 57 684 221,12	-	<b>R 394 909 795,98</b>
10	R 357 459 109,35	R 61 145 274,39	-	<b>R 418 604 383,74</b>
<b>TOTAL</b>	<b>R 2 216 034 987,77</b>	<b>R 753 161 398,59</b>	<b>R 20 160 748,80</b>	<b>R 2 989 357 135,16</b>

### 6.1.2 Standards and Specifications

The NW Department of Education is currently undergoing a rigorous process to define uniform materials for school construction and specifications on furniture fittings and other accessories. The recently appointed Chief Architect in the department will oversee this process to ultimately develop industry relevant standards for adoption.

## 6.2 Renewal / Replacement Plan

### 6.2.1 Renewal Plan

The department undertakes renewal plan for its existing infrastructure through the following infrastructure programmes;

- ✓ Rehabilitation, Renovation and Refurbishment Programme.
- ✓ Maintenance and Repair Programme (Including Itireleng).

These programmes focus on the overall restoration of the existing infrastructure to its original capacity and performance. Schools prioritized under these programmes are generally unsafe and dilapidated through vandalism, poor general maintenance and natural disasters like storm damage. These programmes ensure that all existing damaged structures are restored while at the same time complying with legislative and policy requirements. The standardized renewal standards are part of the yet-to-be-finalised materials and specification mentioned above in section 6.1.2. Budget for the renewal program of the department is summarised in Table B5.

## 6.3 Creation / Acquisition Plan

### 6.3.1 Selection Criteria

Under the programme of New and Replacement Assets, the department list new schools to be constructed based on pre-determined need. Population growth, Migration due to urbanization are amongst the contributing factors for demand of new and replacement assets. Table B5 outlines a list of new schools to be constructed across the province, including costing forecasts.



### 6.3.2 Standards and Specifications

The department is currently developing uniform designs and specifications of new schools to be built. As mentioned previously, these standards will also cascade the costing part of infrastructure delivery.

### 6.3.3 Disposal Plan

Group C schools in the Maintenance Plan mentioned above will need to undergo thorough Feasibility Study to assess if the school can be resuscitated for further use, if the school infrastructure needs to be allocated to another use or if the school infrastructure needs to be completely be disposed of and be demolished. By law, the disposal of any immovable asset of government needs to be carried out and handled by the Department of Public Works (The Custodian) and the User (Department of Education in this case). The North West Department of Education is yet to undertake feasibility studies on the identified schools.

## 7 SECTION 7: FINANCIAL SUMMARY

### 7.1 Financial Statements and Projections

The Infrastructure Plan herewith present budget projections for the NW Department of Education to eradicate infrastructure backlog so as to meet the norms and standards as stipulated by the National Department of Basic Education. The department shall dedicate the next ten years (2015 – 2025) as a period to eradicate infrastructure backlog. The total budget over ten years is estimated at around R 19 billion with a yearly average of about R 2 billion.

**Three Year Projections**, in Table 11 below, are based on prioritization of provision of Basic Services;

Table 11: Three Year Financial Projections

Programme Name	Schools	Total Costs
No Water Supply	28	R 5 600 000,00
Sanitation (Pit Latrines)	254	R 304 800 000,00
No Electricity Supply	5	R 3 750 000,00
Inappropriate Material (Full)	7	R 329 000 000,00
<b>Grand Total</b>		<b>R 643 150 000,00</b>



**Seven Year Projections**, in Table 12 below, are based on the prioritization of the Educational Space, Educational Support and School Security.

*Table 12: Seven Year Financial Projections*

<b>Programme Name</b>	<b>Schools</b>	<b>Total Costs</b>
No. of Classrooms Shortages	1420	R 852 000 000,00
Insufficient Water Supply	217	R 43 400 000,00
Insufficient Sanitation	501	R 48 597 000,00
Insufficient Electricity Supply	17	R 12 750 000,00
No Perimeter Fence	135	R 101 250 000,00
<b>GRAND TOTAL</b>		<b>R 1 057 997 000,00</b>

**Ten Year Projections**, in Table 13 below, are based on the prioritization of the Educational Space, Educational Support and School Security.

*Table 13: Ten Year Financial Projections*

<b>Programme Name</b>	<b>Schools</b>	<b>Total Costs</b>
Libraries	898	R 538 800 000,00
Laboratory	1055	R 211 000 000,00
Grade R Structure	722	R 866 400 000,00
<b>GRAND TOTAL</b>		<b>R 1 616 200 000,00</b>

**Seventeen Year Projections**, in Table 14 below, are based on the prioritization of the Educational Space, Educational Support and School Security.

*Table 14: Seventeen Year Financial Projections*

<b>Programme Name</b>	<b>Schools</b>	<b>Total Costs</b>
New Schools	58	R 2 610 000 000,00
Inappropriate Space	652	R 1 630 000 000,00
Nutrition Center	687	R 824 400 000,00
Multi-Purpose Classroom	1073	R 804 750 000,00
Administration Block	671	R 2 348 500 000,00
Computer Room	701	R 841 200 000,00
Sport & Recreational Areas	939	R 563 400 000,00
Parking Base	396	R 138 600 000,00
Maintenance - New Schools	58	R 26 100 000,00
Maintenance - Existing Schools	994	R 844 900 000,00
Inappropriate Material (Partial)	104	R 1 040 000 000,00
<b>GRAND TOTAL</b>		<b>R 11 671 850 000,00</b>

Detailed ten year projections are in Appendices 5 and 6 attached herewith this report.



## 7.2 Funding Strategy

The NW Department of Education will request funding from Treasury (both Provincial and National) to fund the ten year infrastructure backlog. Bidding for funds will be substantiated by the submission of the Infrastructure Plan to demonstrate how the funds will be spent. Funds for Infrastructure in the department are obtained from the following sources;

- ✓ Education Infrastructure Grant (EIG).
- ✓ Technical Secondary School Recapitalisation Grant (RECAP).
- ✓ Equitable Share from Provincial Budget (ES).

## 7.3 What are the Key Assumption Made in Financial Forecasts?

Main assumptions, presented below in Table 15, were made in the putting together of the financial projections for the construction and maintenance rates of per school infrastructure delivery. No price escalations were accounted for in the proposed projections.

Table 15: Financial Projections Assumptions

Programme Description	Cost per School Assumptions
No Water Supply	R 200 000,00
Sanitation (Pit Latrines)	R 1 200 000,00
Electricity	R 750 000,00
Inappropriate Material	R 47 000 000,00
Classrooms Shortages	R 600 000,00
Insufficient Water Supply	R 200 000,00
Insufficient Sanitation	R 97 000,00
Insufficient Electricity Supply	R 750 000,00
No Perimeter Fence	R 750 000,00
Libraries	R 600 000,00
Laboratory	R 200 000,00
Grade R Structure	R 1 200 000,00
New Schools	R 45 000 000,00
Inappropriate Space	R 2 500 000,00
Nutrition Center	R 1 200 000,00
Multi-Purpose Classroom	R 750 000,00
Administration Block	R 3 500 000,00
Computer Room	R 1 200 000,00
Sport & Recreational Areas	R 600 000,00
Parking Base	R 350 000,00
Maintenance - New Schools	R 450 000,00
Maintenance - Existing Schools	R 850 000,00



## **8 SECTION 8: ORGANISATIONAL AND SUPPORT PLAN STRUCTURE**

### **8.1 Human Resources**

Infrastructure delivery in the department is achieved through internal and external human resources. Internally, the department uses technical and experienced personnel based at corporate and district offices. Externally the department uses two implementing agents (Department of Public Works and Independent Development Trust, the IDT). A service level agreement is entered into between the NW Department of Education and each implementing agent with regards to the terms and conditions of delivering infrastructure.

The department is currently embarking on a recruitment drive to capacitate the department with technical personnel. Chief Architect, Architect and a Structural Engineer had since been placed at corporate office. Personnel at district offices had been taken through on-the-job training by external consultants to compile Minor Works Bills of Quantities, Applications of JBCC, Project Management best practices and Evaluation of Completion Certificates.

### **8.2 Organisational**

As mentioned in part 8.1 above, the department will deliver projects with assistance of two other implementing agents. The two Implementing Agents will appoint professional service providers and contractors to deliver the projects. Figure 12 below shows a schematic representation project delivery organogram and reporting structure, where Implementing Agent A represent the NW Department of Education.



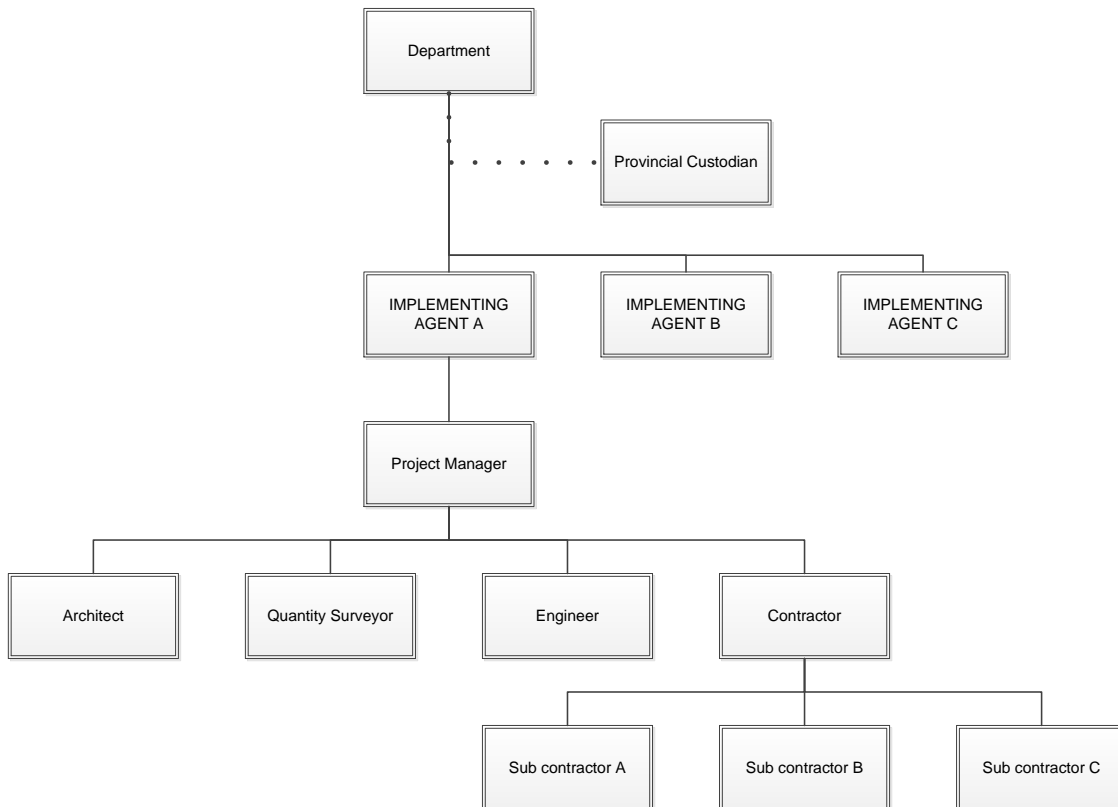


Figure 12. Project delivery organogram

The project implementation program is driven by the specific committees with the department. Table 16 below, extracted from the Infrastructure Program Management Plan (IPMP), and outlines the Programme Governance.

Table 16: Project Delivery Committees

Resources	Roles and Responsibility
Planning Committee	Provide strategic direction to the Programme.
	Provide general oversight on the programme.
	Ensure that the management of the programme brings together those players responsible for different elements of project success and ensure a holistic approach in support of the programme.
	Approve any changes in scope of work.
	Ensure that standards are in line with different prescripts e.g. Norms and Standards for school Infrastructure are adhered to.
	Facilitate the establishment of Sub-programme Management, their membership, reporting modalities and their interaction with the Committee.



Resources	Roles and Responsibility
	Supervise the programme and ensure appropriate coordination and cooperation between different agencies and departments involved.
	Facilitate the linkages between provincial stakeholders such as the Provincial Treasury, IDIP, CIDB, Department of Human Settlements, and Public Works.
	Monitor progress in terms of national goals and targets;
	Assist the management of the programme in solving particular issues that may arise and that may require the intervention of the committee.
	Report to the Director PRFM, Chief Director Auxiliary Services, HOD of Department
Technical Committee	Approval of quality on all outputs as determined by the quality standards.
	Ensuring conformity to educations standard designs.
	Reviewing designs.
	Approving designs.
Project Management Committee	Act as the Principal Agent as appropriate
	Manage, design and implement project
	Prepare designs and contract documentation for tendering
Bid Specification and Evaluation Committee	Ensure that Specifications are correctly costed
	Ensure that there is compliance with SCM Regulations
Bid Adjudication Committee	Ensure that recommendations from Bid Evaluation Committees are correct and comply with SCM Regulations.

### 8.3 Systems and Processes

The NW Department of Education uses a stipulated programme management system stipulated in Infrastructure Delivery Management System (IDMS). Three phases are followed to deliver projects;

- ✓ **Phase A:** Programme Planning
- ✓ **Phase B:** Implementation Agent **Procurement**
  - Stage 1: Delivery Planning



- Stage 2: Professional Service Provider (PSP) Procurement
- Stage 3: Design
- Stage 4: Contractor Procurement
- Stage 5: Works & Practical Completion
- Stage 6: Final Completion and Hand-over
- Stage 7: Project Closing
- ✓ **Phase C: Programme Closure.**

Currently the NW Department of Education is evaluating software applications to be used to store and analyse infrastructure data.

#### **8.4 Accounting / Financial Systems**

The NW Department of Education will follow the procedure to handle accounting-related matters for project delivery;

- ✓ Implementing Agents submit payment certificates to NW DOE for payment.
- ✓ DOE will prepare VA 2 Control forms (Vouchers) which will have all supporting documents attached.
- ✓ These will have route to the following for verification and control.
- ✓ Budget for allocations, internal control for controlling and verification. Payment section for payment.
- ✓ During this process, Commitment register will be updated and later the Financial Statement Report will be prepared.
- ✓ Implementing agent such as IDT will prepare Projections for projects and request Cash Flows. This initiative will be on quarterly basis.
- ✓ DOE will prepare Tranches based on the Invoice from IDT which must be approved by Budget Planning before any payment can be done.

The NW Province uses the Walker/Bas System to make all its payments. Thus all of NW DoE's Infrastructure expenditure is done through this system.

Reporting on projects delivery expenditure is consolidated to incorporate projects under implementation by the department internally, projects under the Independent Development Trust and Department of Public Works. The consolidated document called the IRM is then submitted to treasury as a tool of feedback report for the funds made available. IRM is an initiative managed by both Provincial Treasury and the Department of Basic Education.



## **9 SECTION 9: PLAN IMPROVEMENT AND MONITORING**

### **Performance Measures**

Success of eradicating infrastructure backlog will be mainly measured by conducting NEIMS Assessments every five years. Three year review of the Infrastructure Plan will have to be conducted as a monitoring and auditing tool. A time table for the reviews will have to be scheduled to keep track of the plan performance.

## **10 SECTION 10: REFERENCES AND APPENDICES**

### **10.1 References**

The following list of references were used to compile the Infrastructure Plan;

- 10.1.1 Infrastructure Plan Template 2T01 (IDMS Toolkit - Source CIDB & Treasury Initiative)
- 10.1.2 Standard for an Infrastructure Delivery Management System (National Treasury)
- 10.1.3 NW Department of Education NEIMS Assessment Reports
- 10.1.4 South African School Act No. 84 of 1996
- 10.1.5 Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure
- 10.1.6 NW Department of Education Infrastructure Programme Management Plan (IPMP)
- 10.1.7 NW Department of Education Maintenance Master Plan
- 10.1.8 Department of Education Guidelines Relating to Planning for Public School Infrastructure
- 10.1.9 Department of Basic Education Annual Performance Plan 2014 – 2015
- 10.1.10 North West Department of Education Annual Performance Plan 2013/14 – 2015/16
- 10.1.11 Statistics South Africa Release P0302 Mid-year Population Estimates 2014

### **10.2 Appendices**

- Appendix 1: Infrastructure Programme Management Plan (IPMP)
- Appendix 2: Copy of Table B5
- Appendix 3: List of schools in 2014 Snap
- Appendix 4: List of Private and Independent Schools
- Appendix 5: Detailed 10 Year Financial Projections
- Appendix 6A: List of Schools in Three Year Plan
- Appendix 6B: List of Schools in Seven Year Plan
- Appendix 6C: List of Schools in Ten Year Plan
- Appendix 6D: List of Schools in Seventeen Year Plan