

THE ASIDI BRIEF

Helping to restore dignity in education



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ALTERNATIVE BUILDING TECHNOLOGY	2
PARLIAMENT SHOW & TELL	3
RUNNING WITH ON THE JOB EXPERIENCE	4
ASIDI PROGRESS	5



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ASIDI
Accelerated Schools Infrastructure Delivery Initiative

At the onset of the ASIDI programme, a team of assessors identified 510 schools that fitted the description of “schools built, in their entirety, from inappropriate material” as qualifying for inclusion in to the initiative. With time, and following a rationalisation and mergers exercise, however, this number has shrunk to 367 schools. The logic was simple. Enrolment figures fluctuate wildly in rural areas due to factors such as rural to urban migration which could lead to the building of white elephants. Where it was possible, therefore, to plan to merge schools around geographical zones with sustainable enrolment numbers and with easy accessibility, this was done in close and delicate consultation with provincial education departments and local communities.

The constitution is quite clear on the right to basic education as enshrined in the bill of rights. The country enacted the South African Schools Act in 1996 mandating schooling for all children until they reach age fifteen or the ninth grade, whichever

comes first. The Act also requires provincial governments to ensure that there are “enough school places.” In addition, it requires the state to adequately fund public schools so that all children can realize their right to basic education, stating: “The State must fund *public schools* from public revenue on an equitable basis in order to ensure the proper exercise of the rights of *learners* to education and the redress of past inequalities in education provision.”

What this has meant for ASIDI, rationalisation and mergers notwithstanding, is that some communities are so remote that schools have to be built where they are as opposed to busing learners in to more central areas. This has resulted in a sub-programme, termed ASIDI 57 by the programme support unit, which has seen the DBE embarking on a build programme to address that specific need.

ALTERNATIVE BUILDING TECHNOLOGY

Given the low enrolment in these remote areas, on recommendation by the Programme Support Unit, the DBE opted to use alternative building material. Low cost prefabricated buildings instead of brick and mortar offer cost saving and speedy delivery opportunities. The results have started coming in with 5 schools completed to date at Ayabulela, Emhlangeni, Masivuyiswe, Mdumiseni and Zanokhanyo.





PARLIAMENT SHOW & TELL

ASIDI was showcased at the media briefing on the occasion of budget vote presentation to the national assembly and national council of provinces. The focus, this year, was the use of alternative building technology to provide infrastructure in remote areas.



RUNNING WITH ON THE JOB EXPERIENCE

During the state of the nation address, 2019, President Cyril Ramaphosa stated, with regard to youth employment, *“the brutal reality is that when it comes to youth unemployment, we have to run just to remain in the same place. It is therefore essential that we proceed without delay to implement a comprehensive plan – driven and coordinated from The Presidency – to create no fewer than two million new jobs for young people within the next decade. This plan will work across government departments and all three tiers of government, in partnership with the private sector.”*

The President added, *“We are already working with the private sector to create pathways into work for young people through scaling up existing pathway management networks. These are networks that allow young people who opt in increased visibility, network support and opportunities to signal their availability for jobs and self-employment. They make sure that youth from poorer households – and young women in particular – are empowered to take up the new opportunities.”*

The ASIDI programme has been playing, and continues to play, its part in ensuring youth get indispensable work experience before they graduate from their different studies in the built environment. Out of the 19 433 youth who have gotten project cycle jobs, 203 of them have been interns pursuing a professional qualification at tertiary level. The ASIDI Brief has been profiling these young people who will go on to eventually start their own companies, in the process creating wealth for themselves, and employing other people. As the President noted, *“they want to be paid, yes, but they also want to become employers.”*

Mzambia Maseko a 29 year old male is one such beneficiary. He is studying for a qualification in Civil Engineering and building construction. Born and bred in Mount Frere’s Cabazi location he did his primary school at Siqhingeni JSS and secondary school at Osborn SSS. He always wanted to be a bricklayer when growing up but when he got to tertiary level he was introduced to a faculty which impressed him. He chose the course and is now busy building his life towards being a fully functioning citizen. He is enjoying working on site and he is fast learning how to communicate with people beyond the classroom, how to identify and deal with problems, both skills which will hold him in good stead once he has graduated and entered formal employment. For now, at the Sulenkama JSS site, he is supervising work, managing the site diary, setting out, making test cubes and also taking levels using a laser machine, an exciting journey for a young man from very humble beginnings. He wants to set up his own construction company so that he can create jobs.



Also learning the ropes at the same site is Oko Kwanele Tafeni, a 24 year old female born and raised in Mthata in what she calls a loving and wonderful upbringing. She is studying to become a Quantity Surveyor and went to primary school at Umtata International School with secondary schooling at Mbuge JSS. Raised in a family of sisters, she decided to try something different from the marketing studies that her siblings followed and seeking “something more challenging” decided to study engineering. Her passion for construction has grown since. Her duties on site at Sulenkama include measuring work done on a daily basis, reading the plans thoroughly as the photograph shows, making sure that material to be used is ordered on time, keeping stock of the material for reordering and assisting the foreman. The experience has helped transfer classroom learning on to site and given her a broader perspective on how things actually work on site. After her Quantity Surveyor qualifications, this young lady who loves challenges wants to further her studies.

ASIDI PROGRESS

Province	New schools	Water	Sanitation	Electrification
Eastern Cape	161	334	219	210
Free State	22	53	12	46
Gauteng	0	0	14	2
KwaZulu Natal	3	212	104	51
Limpopo	3	289	366	5
Mpumalanga	5	36	38	48
North West	2	3	10	2
Northern Cape	1	6	13	0
Western Cape	25	3	19	8
Total	222	936	795	372

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