Province of the
EASTERN CAPE
EDUCATION

2026-27

INFRASTRUCTURE ASSET MANAGEMENT PLAN

DRAFT

Province:	**Eastern Cape**
Institution/Department:	**Eastern Cape Department of Education**
Document:	**Infrastructure (User) Asset Management Plan (IAMP)**
Financial Year:	**2026/2027**
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Province of the
EASTERN CAPE
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INFRASTRUCTURE - ASSET MANAGEMENT PLAN 2026/27

Draft version June 2026

Document Approval Control				
Approval Type	Name	Designation	Signature	Date
Prepared by	M Mduba	Chief Director PRM		24/06/2025
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Approved by	SA Maasdorp	Head of Department		25/06/2025

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ANNEXURE B: TEMPLATE ON ASSESSMENT OF USER ASSET MANAGEMENT PLAN FOR THE 2026/27 IMPLEMENTATION YEAR

ASSESSMENT INFORMATION	
PROVINCE	Eastern Cape
DEPARTMENT	Education
DATE	26-Jun-25
ASSESSOR	Provincial Treasury

LEGEND FOR RATING	
0	NON SUBMISSION
1	NON COMPLIANT
2	PARTIALLY COMPLIANT
3	COMPLIANT
4	GOOD PRACTICE

NUMBER	FOCUS AREA	WEIGHT
1	User Asset Management Plan (UAmp)	10,00%
	TOTAL WEIGHT	10,00%

NUMBER	User Asset Management Plan (UAmp)	RATING	SCORE	COMMENTS 2025/2026	IMPROVEMENTS EFFECTED IN 2026/27 U-AMP
1,1	Extent to which a strategic needs assessment links to national and provincial sector vision goals and objectives (e.g. SIPS, PGDS, rationalization, realignment, NHI, norms & standards etc.)	3	9,5%	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Pages 22-25 address the strategic alignment along the criteria described, detailing the legislative and institutional environment within which the planning process must take place. This section also sets out the planning processes that guide the department. The department has published its Revised Strategic Plan 2019/20 - 2024/25, aligned with Vision 2030 as set out in the National Development Plan (NDP). The strategic needs assessment links both national and provincial goals and objectives, reflecting the NDP and the Provincial sector vision in the introduction section. Close alignment has been forged with other investment initiatives that the province has accessed, such as the SAFE and ASIDI programs (page 33) and the Budget Facility for Infrastructure (BFI) (page 34). The effect of the rationalisation process is also alluded to, as is the inclusion of curriculum considerations, including the Early Childhood function shift to ECDoE. The strategic alignment is further elaborated by the referencing and inclusion of the Spatial Planning Framework in Section 4.8. The development of the nine Integration Programmes has strengthened the strategic assessment.
1,2	Assessment of sector demands and needs assessment against department strategic requirements / service level requirements (backlogs – i.e the gap between existing and required immovable assets) as well as financial and non-financial strategies to meet the demands / needs.	3		Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Section 6.2 sets out the department's existing asset base, which provides context for the demands and needs. The department has updated the utilisation of the facilities with the latest May 2024 enrolment figures. The potential effect of rationalisation is still being analysed, and the implications will be included in future utilisation projections. Section 9.1 illustrates the cost to address these backlogs, as determined in the previous section, based on the Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure. This cost is estimated to be around R65.1 billion. The latest StatsSA figures that determine demand have been analysed and inserted into Section 6.3. The Department also conducted a comprehensive assessment of 1,075 schools suspected to have asbestos roofs (Page 79). Lab results confirmed the presence of asbestos in 940 of these schools. The estimated cost to replace the asbestos roofs and ensure safe learning environments is R3.9 billion. The department is planning to conduct condition assessments on another 1,600 schools. Condition assessment on the remainder schools will be done through the NEIMS assessments, which is compulsory once practical completion has been achieved.
1,3	Detail the conditional assessments and ratings of facilities conducted. How have these conditional assessments informed the lifecycle costing for all facilities?	3		Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Section 6.2 sets out the department's existing asset base, which provides context for the demands and needs. The department has updated the utilisation of the facilities with the latest May 2024 enrolment figures. The potential effect of rationalisation is still being analysed, and the implications will be included in future utilisation projections. Section 9.1 illustrates the cost to address these backlogs, as determined in the previous section, based on the Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure. This cost is estimated to be around R65.1 billion. The latest StatsSA figures that determine demand have been analysed and inserted into Section 6.3. The Department also conducted a comprehensive assessment of 1,075 schools suspected to have asbestos roofs (Page 79). Lab results confirmed the presence of asbestos in 940 of these schools. The estimated cost to replace the asbestos roofs and ensure safe learning environments is R3.9 billion. The department is planning to conduct condition assessments on another 1,600 schools. Condition assessment on the remainder schools will be done through the NEIMS assessments, which is compulsory once practical completion has been achieved.
1,4	Extent to which the current utilisation, functional performance and conditional assessment of existing facilities was matched to the service delivery objectives of the department?	3		Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	The plan alluded to the fact that migration out of the province and movements within the districts has led to a number of schools being under-utilised. The performance and utilisation of each of the Department's assets is set out in Templates 3 & 4, which are included as annexures to this I-AMP. Section 8.2 outline the functional performance where (Table 23, Pg 85) indicates the performance ratings which majority of schools are at B2 (4,231), 542 at B1, 168 at C1, 140 at C2, 125 at B3 and 73 at C3 out of a grand total of 5 038. The department in annexure B has outlined the long-term improvement plan for rationalisation and / or re-utilisation of existing schools that are currently being under-utilised (refers also to Template 5). Table 20 (Pg 82) show the latest trend of utilisation of classrooms per district. The plan has mentioned that in 6 of the 12 districts fewer than 50% of the schools have normal distribution, meaning there is severe over- crowding and under-utilisation in the province. 22.4% are overcrowded (noted that in OR Tambo Coastal, Alfred Nzo and Joe Gqabi the overcrowding is extreme, and Buffalo City and Sarah Baartman is also badly affected) and 24.8% are under-utilised (Alfred Nzo West, Buffalo City, Nelson Mandela and Amathole West show significant under-utilisation). Template 1 provides a summary of the functional performance of all the schools in the province per category, it further indicates the plans to convert such excess classrooms into Grade R classrooms, this will assist in eradicating the backlogs in this area as per the Norms and Standards. There is also a plan to convert the under-utilised schools into teacher development centres. A sizable number of small schools (1780) are in the process being rationalised and it has been noted that the planning unit is closely liaising with the rationalisation team to avoid investing in schools where not needed. As part of this initiative the PED has alluded to developing a hostel masterplan as the process is expected to lead to a number of schools being closed or merged and thus increasing a need for scholar transport/hostel. The condition rating of all assets in the province has been provided under section 2.5 of the document, with the majority of these at C3 - 42%, and C4 -39%. The conventional (additional classrooms together with refurbishment of the existing facilities) and mud structure programme comprise approximately 70% of the allocation.
1,5	Extent to which the 2024 Improvement Plan was used in the development of the current U-AMP.	3		Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Pages 125-131 of the document detail improvements made to various sections since the last submission. These enhancements include more district-specific information, such as outcomes from the rationalisation process. The development of the prioritisation model, though currently applicable only to new projects, has also been highlighted. Several processes outlined in the plan have been refined and progress on improvement plans for the current I-AMP is detailed in Section 12.3. Strategies from the previous I-AMP have been integrated to address gaps and enhance the current document. Additional data analysis from updated StatsSA figures, integration of the Spatial Infrastructure Framework, development in the 9 integration Areas, insights into the Three Streams Model, advancements in BFI progress and submission, and extensive engagement on the IAMP priority list have enhanced the inputs for the IAMP.
1,6	Is there a 2026 UAMP improvement plan in place, including a strategy for:- 1) Improvements to the full requirements as required by GIAMA and the UAMP guideines?	4		Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	The improvement and monitoring plan is detailed from pages 125 to 131. The department has outlined improvement strategies by providing progress and due dates for strategies and monitoring plans intended for implementation during 2026/2027. This section categorises these improvements into immediate and long-term initiatives, with detailed progress provided for each identified area.

TOTAL SCORE	48
OVERALL PERCENTAGE SCORE	9,5%

Dept of Education

Name: Mr M. Mduba

Position: Chief Director

Provincial Treasury

Name:

Position:

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GLOSSARY OF ABBREVIATIONS

Table 1: IAMP Abbreviations

ABBREVIATIONS	MEANING
ABET	Adult Basic Education and Training APP
APP	Annual Performance Plan
ASIDI	Accelerated School Infrastructure Delivery Initiative
BFI	Budget Facility for Infrastructure
C-AMP	Custodian Asset Management Plan
C-AMP	Custodian Asset Management Plan
CES	Chief Education Specialist
CIDB	Construction Industry Development Board
CSLP	Circuit School landscape Plan
DBE	National Department of Basic Education
DoE	Department of Education
DoRA	Division of Revenue Act
DoRA	Division of Revenue Act
DPWI	Department of Public Works & Infrastructure
DWS	Department of Water & Sanitation
EC	Eastern Cape
ECD	Early Childhood Development
ECIP	Eastern Cape Infrastructure Plan
EFMS	Education Facilities Management System
EIG	Education Infrastructure Grant
EMIS	Education Management Information Services
EPRE	Estimates of Provincial Revenue
EPWP	Expanded Public Works Programme
FIPDM	Framework for Infrastructure Procurement and Delivery Management
HoD	Head of Department
IA	Implementing Agent
IAMP	Infrastructure Asset Management Plan
I-AMP	User Asset Management Plan VO
ICT	Information and Communication Technology IDMS
IDMS	Infrastructure Delivery Management System
IDP	Integrated Development Plan
IPIP	Infrastructure Programme Implementation Plan
IPIP	Infrastructure Programme Implementation Plan IPMP
IPMP	Infrastructure Programme Management Plan
IPMP	Infrastructure Programme Management Plan
IPS	Infrastructure Procurement Strategy
IRM	Infrastructure Reporting Model
JBCC	Joint Building Contracts Committee
MEC	Member of Executive Council
MGDP	Municipal Growth and Development Plan
MTEF	Medium Term Expenditure Framework
NDP	National Development Plan
NEIMS	National Education Infrastructure Management System NSF
NSF	Norms & Standards Funding
NSDF	National Spatial Development Plan

ABBREVIATIONS	MEANING
PFMA	Public Finance Management Act PIA
PGDP	Provincial Growth and Development Plan
PGDP	Provincial Growth and Development Plan
PGDS	Provincial Growth and Development Strategy
PIA	Programme Implementing Agent
PIDF	Provincial Infrastructure Delivery Framework
PPP	Private Public Partnership
PRM	Physical Resources Management
PSC	Provincial Steering Committee
PTC	Provincial Technical Committee
RCC	Regional Co-ordinating Committee RPM
SASA	South African Schools Act
SDA	Service Delivery Agreement
SDA	Service Delivery Agreement
SDF	Spatial Development Framework
SGB	School Governing Body
SIAMP	Strategic Infrastructure Asset Management Plan
SIPS	Strategic Integrated Projects
SNP	School Nutrition Programme
SPD	Spatial Development Plan
SPLUMA	Spatial Planning and Land Use Management Act
SRRASCOM	School Rationalisation and Realignment Steering Committee
UAMP	User Asset Management Plan
VO	Variation Order
DoRA	Division of Revenue Act
EPRE	Estimates of Provincial Revenue
IA	Implementing Agent
IAMP	Infrastructure Asset Management Plan
IDMS	Infrastructure Delivery Management System
IPIP	Infrastructure Programme Implementation Plan
IPMP	Infrastructure Programme Management Plan
IPS	Infrastructure Procurement Strategy
IRM	Infrastructure Reporting Model
MTEF	Medium Term Expenditure Framework
MGDP	Municipal Growth and Development Plan
NDP	National Development Plan
PGDS	Provincial Growth and Development Strategy
PGDP	Provincial Growth and Development Plan
SIAMP	Strategic Infrastructure Asset Management Plan
UAMP	User Asset Management Plan

ANNEXURES:

Annexure A: Assumptions and Costing of Backlogs.
Annexure B: Rate Calculations.
Annexure C: Rationalisation Status.
Annexure D: RTT for Resourcing Schools.
Annexure E: SDM Templates.

APPENDIX:

Separate Appendix: Provisional 10-year Project List & SDM Office Survey.
Separate Appendix: Norms and Standards Gap Calculations.

TEMPLATES:

Template 1: Accommodation requirement
Template 2.1: State owned facilities
Template 2.2: Leased properties
Template 3: Needs assessment
Template 4.1: New Capital Requirement
Template 5.1: Refurbish and Renovations
Template 5.2: Maintenance
Template 5.3: Leased Out Buildings
Template 6: Surrender Plan
Template 7: Budget for MTEF

REFERENCES:

Reference 1: South African Schools Act (Act 84 of 1996 as amended)
Reference 2: EC Department of Education Strategic Plan 2019/20 - 2024/25
Reference 3: Provincial Infrastructure Delivery Framework (PIDF) 2014
Reference 4: Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure
Reference 5: Eastern Cape Infrastructure Plan 2017
Reference 6: Framework for Infrastructure Delivery and Procurement Management

1. EXECUTIVE SUMMARY

The 2026/27 Immovable Asset Management Plan (IAMP) is the product of deep, province-wide collaboration across multiple planning and education units. At the core of this work is our Planning Directorate, led by Deputy Chief Education Specialists who support our twelve education districts & other sister directorates. These dedicated education planners criss-crossed the province to facilitate engagements with key stakeholders ensuring that the plan is responsive to both learner needs and spatial realities.

Our engagements included:

- District Directors and District Education Forums,
- Curriculum specialists, EMIS, and ECD coordinators,
- Units overseeing hostels, scholar transport, and rationalization,
- Special Schools, Maritime and Aviation school initiatives
- Officials from local municipalities

These efforts were technically supported by our colleagues in Town Planning, Property Management, and Geographic Information Systems (GIS). This spatial planning capability is vital in targeting infrastructure investments that genuinely enhance the quality of teaching and learning.

As infrastructure planning, we do not operate in isolation, we lead strategically but rely on the collective input of all relevant directorates to align infrastructure with curriculum transformation. This includes our support for the Three Streams Model, as well as implementation of eLearning and Education across the province.

Importantly, we meet today while also convening the Rationalization Summit in Gqeberha, where we are advancing the merger and closure of unviable schools, those with enrolment below 135 learners, in line with national policy. These discussions are critical, especially in light of recent challenges, including storm damage in areas such as Amathole East, OR Tambo Inland, and OR Tambo Coastal, as well as the continuing decline in learner enrolment in certain localities.

The IAMP presented today reflects not just the infrastructure needs of our sector, but a clear strategy to deliver sustainable, quality education infrastructure across the Eastern Cape, one that is spatially targeted, fiscally responsible, and educationally sound.

Strategic Objectives and Responses

Guided by the National Development Plan (NDP) 2030, the ECDoE had assessed in the past all schools and revealing:

- 58% of schools were in 'very poor' or 'poor' condition.
- 5% of schools, mostly in urban and economic nodes, were in 'excellent' condition.
- Eliminating all school infrastructure backlogs over six years is estimated to cost R72.3 billion, with an annual provincial school infrastructure budget of approximately ±R1.8 billion.

The O.R. Tambo, Chris Hani, and Alfred Nzo Districts face significant backlogs, necessitating urgent funding and strategic realignment. Ongoing communication with National Treasury seeks Budget Facility for Infrastructure (BFI) funding.

Key Strategies for Improvement

i. **Infrastructure Enhancement:**

- Replace unsuitable structures and ensure access to water, sanitation, and electricity.
- Replace hazardous asbestos roofs and implement secure fencing, functional security systems, and structurally sound buildings.

ii. **Addressing Disparities:**

- Focus on schools in disadvantaged areas, particularly in the O.R. Tambo, Chris Hani, and Alfred Nzo Districts.

iii. **Rationalisation of Resources:**

- Re-align primary and secondary schools to optimise resource use and improve outcomes, especially in rural areas.

iv. **Budget Management:**

- Manage the impact of mid-year budget cuts on the Education Infrastructure Grant (EIG) and secure additional funding through engagement with DBE and Provincial Treasury.

v. **Audit Readiness and Data Management:**

- Enhance Work-In-Progress (WIP) and Asset Registers and implement a Change Management Plan for improved audit readiness and data accuracy through the EFMS.

vi. **Project Close-Outs:**

- Address backlog of project close-outs and Section 42 transfers to mitigate audit risks and improve documentation.

vii. System Enhancements:

- Procure a dedicated support team to manage EFMS maintenance and improvements.

viii. Governance and Oversight

The I-AMP establishes robust governance structures with regular committee meetings to monitor progress and address challenges. External audits and site visits by OTP, Provincial and National Treasury, AGSA and the DBE ensure compliance and effectiveness.

ix. Long-Term Planning

A provisional 10-year project list with projected cash flows aligns with asset life cycles, supporting the strategic goals of the Eastern Cape Infrastructure Plan.

Conclusion

The 2026/27 I-AMP addresses critical infrastructure challenges with targeted strategies and robust planning, laying a strong foundation for the future of educational infrastructure in the Eastern Cape. This plan is crucial for ensuring every learner has access to a safe, supportive, and inspiring teaching and learning environment.

2. INTRODUCTION

Infrastructure Improvement Strategies

The Infrastructure Asset Management Plan (I-AMP) aims to enhance infrastructure planning and delivery. This document outlines the strategies for improvement, as detailed in the attached Improvement Plan. This plan identifies necessary actions to enhance each component of the I-AMP, incorporating lessons from the 2025/26 cycle to inform the 2026/27 edition.

The 2025/26 Improvement Plan's utilisation in this 2026/27 I-AMP is documented in the attached summary, highlighting incorporated enhancements based on prior assessments. The Improvement Plan also provides specific timeframes for each strategy. Detailed below are key strategies and recommendations for improving infrastructure delivery management, as part of the Infrastructure Programme Management Plan (IPMP).

NO	IDENTIFIED ISSUE	PROPOSED CORRECTIVE ACTIONS
1.	**Mid-Year Budget Cuts:** The mid-year budget cut to the EIG has resulted in the need to adjust targeted achievements downward and threatens the Department's ability to honor payment commitments on active projects. The Department had to slow down on payments as it was in a cashflow problems by end March 2024.	• The Department developed a contingency plan to prioritise critical projects and delay non-essential expenditures. • The Department approached DBE and the Provincial Treasury in writing for additional funds and communication is ongoing with National Treasury for the Budget facility for Infrastructure (BFI).
2.	**Audit Readiness:** Audit readiness is currently inadequate, particularly regarding WIP & Asset Registers, management of PIAs, SCM/contract management, and maintaining up-to- date and accurate data on the EFMS.	• Implement the Change Management Plan with a strict timetable and targets for each component of the EFMS. • Continue SCM training sessions with PIAs and ensure ongoing improvement. • Expedite the establishment of a VO Committee within the DoE SCM section for infrastructure VOs.
3.	**Project Close-Outs and S42 Transfers**: The large number of completed projects not yet closed out poses an audit threat, especially for older projects, due to difficulties in sourcing necessary documentation. DPWI also has insufficient capacity to assess S42 transfers promptly.	• Allocate additional resources to manage the backlog of project close-outs. • Utilisation of the fair value methodology, to address historical projects. • Continue progress with close-outs and S42 transfers, building on the improvements of the past two financial years.
4.	**Over-Commitment of Indicative Budgets:** Interventions during the first two quarters of 2022/23 have over- committed the indicative budgets for the outer years of the current MTEF.	• Manage programmes efficiently to ensure expenditure does not exceed available budgets for 2024/25. • Conduct careful analysis before awarding new tenders. • Focus on budget management in the Delivery Unit • and among PSU Programme Managers.

NO	IDENTIFIED ISSUE	PROPOSED CORRECTIVE ACTIONS
5.	**EFMS Enhancements and System Migration:** Delays in operationalising the EFMS and implementing identified enhancements are constraining asset and project management, reporting, and audit responsiveness.	• DBE is procuring a dedicated support team to manage EFMS maintenance and enhancements. • Expedite de-bugging and enhancement implementation post-migration.
6.	**Reporting Structures and Data Management:** Frequent ad hoc requests from various parties are time- consuming and distract from line functions. Scattered data sources make generating reliable reports challenging.	• Establish EFMS as the common data source for all reporting. • Deploy EFMS 2 to improve system functionality and speed. • Align IRM and EFMS at the national level to avoid duplication of effort.
7.	**Routine Condition Assessments:** The Department has not conducted routine condition assessments since 2013/14 (DBE) and 2014/15 (ECDoE), making asset data unreliable for planning or reporting on backlog eradication.	• Budget R30m - R40m per year over the forthcoming MTEF for condition assessments • Assessment of 1075 schools with asbestos materials completed in 2022/23 the balance of the schools to be completed by end of 2025/26.
8.	**Asbestos Roofs in Schools:** Nearly 1,000 schools in the Eastern Cape have asbestos roofs. Limited funding and competing priorities have prevented a dedicated replacement programme.	• Contain contamination risk by ensuring asbestos roofs are painted and have ceilings • Prioritise replacement within available funding, • balancing against other critical infrastructure needs.
9.	**School Rationalisation and Realignment Programme (SRRP):** Slow initial implementation of the SRRP resulted in facilities being planned for potentially closed/merged schools.	• Use Circuit Landscape Plans (CLPs) to guide planning and facilitate effective facility utilisation. • Compile the 10-year project list around CLPs and planned school consolidations.

Table 1: Portfolio and Programme Management Improvement Recommendations

Infrastructure Improvement Objectives

To align its planning and delivery with strategic goals, the Department's infrastructure unit has set the following objectives, which are articulated in the Annual Performance Plan (APP), along with specific delivery targets for physical infrastructure:

- Ensure all schools have access to adequate basic services, including water, sanitation, and electricity, by replacing mud and other inappropriate structures.
- Intensify efforts to ensure all schools meet safety standards for all children, including secure fencing, functional security systems, and safe building structures.
- Align ECDoE backlog elimination efforts with the ASIDI intervention by prioritising schools most in need and setting clear timelines for completion.
- Re-align primary and secondary schools and re-organise small, unsustainable, or under-utilised schools to optimise resource use and improve educational outcomes.
- Systematically eliminate infrastructure backlogs in compliance with the Minimum Uniform Norms & Standards for Public School Infrastructure by 2030.
- Enhance User Asset Management Planning with a focus on life cycle planning, including comprehensive maintenance schedules and resource allocation strategies.

- Promote principles of sound asset and financial management to ensure legislative compliance, meet audit criteria, and adopt best practices in resource utilisation.
- Ensure the effective and efficient implementation of the Education Facilities Management System (EFMS) as both a programme management and asset management tool.

The physical targets associated with these objectives are detailed in the Annual Performance Plan (APP) and are summarised in Table 2 below.

OUTCOME	OUTPUT	OUTPUT INDICATOR	MTEF PERIOD		
			2026/27	2027/28	2028/29
School physical infrastructure and environment that inspires learners to learn and teachers to teach.	Provision of water infrastructure	**SOI. 601** Number of public schools provided with water infrastructure.	40	50	56
	Provision of electricity infrastructure	**SOI. 602** Number of public schools provided with electricity infrastructure.	10	8	12
	Provision of sanitation facilities	**SOI. 603** Number of public schools supplied with sanitation facilities.	8	150	158
	Provision of Boarding facilities	**SOI. 604** Number of schools provided with new or additional boarding facilities.	1	1	2
	School maintenance projects completed	**NSOI. 605** Number of schools where scheduled maintenance projects were completed.	120	130	140
School physical infrastructure and environment that inspires learners to learn and teachers to teach.	The proportion of schools which reach minimum physical infrastructure norms and standards.	**NSOI. 606** Number of new schools that have reached completion (includes replacement schools).	25	27	30
		NSOI. 607 Number of new schools under construction (includes replacement schools).	46	50	56
		NSOI. 608 Number of new Grade R classrooms built or provided (includes those in new, existing and replacement schools).	30	32	34

OUTCOME	OUTPUT	OUTPUT INDICATOR	MTEF PERIOD		
			2026/27	2027/28	2028/29
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Provision of additional classrooms	**NSOI. 609** Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools).	146	189	197
All schools meet the statutory safety standards resulting in safer schools.	Specialist room built in Public Schools	**NSOI. 610** Number of additional specialist rooms built in public schools (includes specialist rooms built in new and replacement schools).	75	81	89

Performance measures and utilisation benchmarking

Benchmarking of asset utilisation against the Minimum Uniform Norms & Standards for Public School Infrastructure is crucial for effective resource management, as detailed later in this document.

The success of this Plan hinges not only on achieving commitments and targets but also on how well it aligns with the Department's strategic goals and is perceived by stakeholders as a reliable guide to infrastructure delivery and management.

To assess the quality and effectiveness of our planning efforts, we employ specific performance measures and means of verification (MoV), which include:

PERFORMANCE MEASURE	MEANS OF VERIFICATION
• Reliability of the planning (asset and condition) information utilised.	Determined by currency and accuracy of asset data per school.
• Level of consultation with District and Provincial stakeholders.	Verified by sign-off of project lists by districts after consultation process, I-AMP also signed off by HoD after internal presentation and feedback.
• Alignment of planned projects with strategic priorities.	Analysis of project list and values against strategic priorities.
• Delivery performance against set targets.	Annual comparison and analysis of delivery performance against APP targets.
• Cost-effectiveness of infrastructure planning.	Annual evaluation of delivery costs and comparisons with other provinces.
• Effectiveness of planning outputs.	Determined from feedback at annual assessment workshop.
• Compliance with regulatory timeframes.	Timely submission in accordance with DoRA or agreed timeframes.

• Utilisation of current delivery performance to inform planning.	Feedback from annual assessment workshops.
• Assessment rating of I-AMP by DBE, Provincial & National Treasury.	Assessment rating and feedback received.

Table 3: Performance Measures and Means of Verification

These metrics are essential for ensuring transparency and accountability in our infrastructure planning across short, medium, and long-term goals.

- **Structure and Governance**

The Department has established a robust governance structure to guide and monitor the implementation of its infrastructure program. This structure includes various committees and roles that ensure effective management and compliance with Service Delivery Agreements (SDAs) with Implementing Agents. These components are detailed elsewhere in this document.

In addition to managing the programme and monitoring performance, the governance structure supports:

- **Compliance Assurance:** Ensuring adherence to the conditions outlined in SDAs, fostering accountability in project delivery.
- **Performance Reporting Regime:** A structured reporting framework allows the Department to measure achievements against its Annual Performance Plan (APP) targets. These reports are integral to the monthly Infrastructure Reporting Module (IRM) report, providing external stakeholders with insights into progress.

The operationalisation of the Education Facilities Management System (EFMS) has significantly enhanced our operational capabilities:

- **Enhanced Performance Reporting:** EFMS serves as a centralised tool for collecting, analysing, and reporting data. This capability enables informed decision-making and facilitates comprehensive oversight of infrastructure projects.
- **Improved Oversight Management:** Integration of EFMS into our reporting framework ensures transparency and accountability in monitoring project progress and outcomes. This streamlined approach supports effective resource allocation and risk management.

These efforts collectively support the Department in achieving its infrastructure goals efficiently and effectively, reflecting our commitment to rigorous governance and performance excellence.

- **Monitoring and review procedures**

The Department, through the Chief Directorate: Physical Resources Management, conducts an annual review of the Infrastructure Annual Management Plan (I-AMP) to coincide with the budgeting cycle. This review evaluates the performance of both ECDoE and the Department of Public Works and Infrastructure (DPWI), including its Implementing Agents, over the past year against the Plan's objectives and targets.

The review process includes:

- **Performance Evaluation:** Utilising specific performance indicators detailed earlier in this document to assess achievements and areas for improvement.
- **Data Integration:** Performance reports are generated from the Education Facilities Management System (EFMS), complemented by qualitative inputs from Implementing Agents and stakeholders.
- **Governance Support:** This process is bolstered by a well-established governance structure, ensuring accountability and effective oversight throughout.

These procedures ensure a comprehensive assessment of the I-AMP's effectiveness in infrastructure management and delivery, promoting transparency and continuous improvement.

- **Timeframes for monitoring, audit and review**

The frequency of meetings for the structures that manage, review and / or audit the various components of the infrastructure programme are briefly summarised below:

STRUCTURE	PURPOSE	FREQUENCY
Provincial Infrastructure Steering Committee	Management / oversight of programmes	Monthly
Executive Reporting Meetings (ERM)	Oversight and management of programme and SDAs / IA's.	Monthly
Technical Programme Management Support (TPMS)	Create an opportunity for PIAs to interact with their respective DOE Programme Managers in preparation for the reporting imperatives for the ERM's.	Weekly
Provincial Technical Committee (PTC)	Resolution of generic technical issues arising on the programme, recommendations.	When necessary
Budget Committee	Expenditure oversight and recommendations, budget control.	Monthly
VO Committee	Recommendations on approval of Variation Orders.	Fortnightly
EFMS Steering Committee	Monitoring EFMS utilisation and effectiveness, data integrity.	Monthly
District Infrastructure Reporting Meeting	Monitoring programme performance at regional level.	Six-weekly
Infrastructure review	Review of performance over past year and readiness / improvements for forthcoming year by senior management.	Annually
External audits and site visits	Monitoring of performance, effectiveness, and compliance of infrastructure programmes by Provincial Treasury, National Treasury and DBE.	As determined
Policy Development and Review Committee (PDRC	Development and Review Committee	Monthly

Table 4: Structures that manage, review and / or audit the various components of the Infrastructure Programme

2.1. Background

This document consolidates all necessary educational components essential for effective infrastructure asset provisioning.

2.2. Purpose

The Government Immovable Asset Management Act (GIAMA Act 19 of 2007) mandates user departments to shift from ad hoc infrastructure and property management to strategic immovable asset management. This transition aims to optimise government's immovable asset management requirements.

Under GIAMA, user departments must compile a User Asset Management Plan (I-AMP) capturing the immovable asset needs. The I-AMP serves as a portfolio-level planning document with a 17-year horizon and includes a provisional 10-year project list detailing projected first-order cash flows aligned with asset life cycles.

The I-AMP encompasses the following components, as detailed in the contents page and depicted in Figure 1:

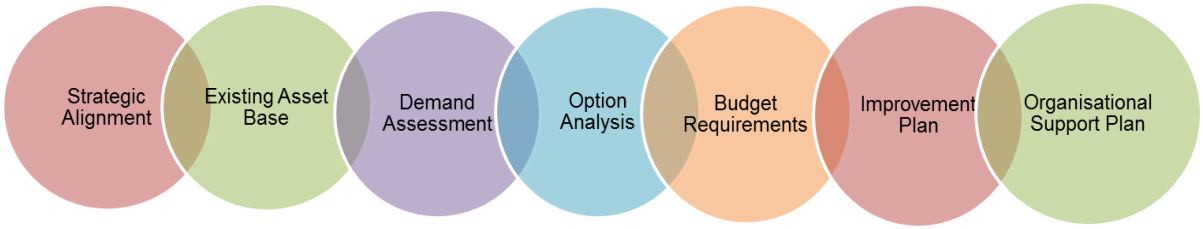


Figure 1: I-AMP Components

The I-AMP aligns with relevant policies, legislation, and mandates of the Eastern Cape Department of Education (ECDOE), translating strategic goals into actionable plans for managing immovable assets to achieve service delivery objectives.

This document serves as a framework that converts policy decisions and strategic priorities into budgeted infrastructure intervention programs, covering the entire lifecycle of infrastructure provision: planning, procurement, construction, rehabilitation, maintenance, and disposal.

The objectives of this plan are:

- **Strategic Alignment:** Identify infrastructure needs aligned with national, provincial, and sectoral strategic plans.
- **Quantification:** Assess and quantify infrastructure requirements for improvements and maintenance.
- **Prioritisation:** Prioritise infrastructure improvements and interventions based on strategic importance and urgency.
- **Regulatory Compliance:** Implement regulations related to Minimum Uniform Norms & Standards for Public School Infrastructure effectively.
- **Budget Justification:** Quantify budgetary needs and propose funding requirements accordingly.
- **Stakeholder Communication:** Clearly communicate ECDoE's infrastructure delivery and management intentions to both internal and external stakeholders.
- **Corporate Governance:** Demonstrate responsible corporate governance in managing public funds allocated to infrastructure projects.

2.3. Source Documentation Information

The legislative and institutional framework guiding the planning process is detailed in the following section, which also outlines the Department's specific planning procedures.
The strategic direction of this I-AMP draws from several key documents and plans, including:

- **National and Provincial Policy Addresses:**
  - State of the Nation Address (06 February 2025)
  - Budget Speech (12 March 2025 and 21 May 2025)
  - State of the Province Address (21 February 2025)
  - Eastern Cape Main Budget Speech – (10 April 2025)
  - MEC's Policy & Budget Speech – (22 April 2025)

- **Educational Policies and Plans:**
  - Sanitation Appropriate for Education Initiative (Launched 14 August 2018)
  - Revised Education System Transformation Plan (ECDoE) 2019-2024
  - ECDoE Strategic Plan 2020-2025

- **Long-term Development Frameworks:**
  - Provincial Development Plan 2030
  - National Spatial Development Framework (Launched 2022)
  - National Development Plan 2030
  - Medium-term Strategic Framework 2030

The impact of these documents on infrastructure planning, delivery, and maintenance is detailed in Section 2 of this I-AMP. Additionally, this I-AMP aligns closely with the Department's Revised Strategic Plan and reflects objectives from:

- **Local Government Plans:**
  - District and Metropolitan Municipality Integrated Development Plans (IDPs)
  - District and Metropolitan Municipality Spatial Development Frameworks (SDFs)
  - Eastern Cape Provincial Infrastructure Plan (approved April 2017)
  - Provincial Spatial Development Plan
  - ECDoE Service Delivery Model (approved 2017)

- **Regulatory Frameworks and Initiatives:**
  - Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure (November 2013, and Updated May 2024)
  - Accelerated School Infrastructure Delivery Initiative (ASIDI) and Sanitation Appropriate for Education (SAFE)
  - Budget for Infrastructure (BFI)

As part of a long-term government planning exercise, the I-AMP integrates strategic directions from national and provincial policy addresses, educational plans, and regulatory frameworks. These sources inform the infrastructure responses proposed to support the service delivery requirements outlined in the Department's strategic plans.

Several internal Facilities Management documents which affect the planning process were used during the I-AMP consultation process and are thus referred to in this document, most notably, the Regulations relating to the Minimum Uniform Norms & Standards for Public School Infrastructure (Reference 4) published in November 2013, and the revised guidelines published in May 2024.

2.4. Objectives of Asset Ownership

In alignment with the community vision, the Eastern Cape Department of Education (ECDoE) underscores its commitment through comprehensive planning and strategic initiatives aimed at enhancing educational infrastructure and service delivery. Emphasising a forward-looking approach, the ECDoE integrates the Circuit School Landscape Plans (CSLPs) and the School Rationalisation and Realignment Programme to ensure efficient resource allocation and educational quality.

This strategic direction, guided by the ECDoE Strategic Plan 2019 - 2025 and informed by national and provincial policy frameworks, aims to optimise infrastructure development and support the achievement of educational excellence across the province. The below elements detail the elements.

2.4.1. Alignment with Service Delivery Plan

A Service Delivery Plan (SDP) is essential for guiding the Department in fulfilling its mandate effectively. While not legally required, a long-term SDP is crucial for achieving seamless and integrated service delivery across all Departmental functions. It informs the Department's Human Resources, Organisational Structure, and Information Technology plans, as well as its infrastructure needs and priorities.

Regarding infrastructure, the SDP aligns with the requirements outlined in the Provincial Infrastructure Plan (currently under development), addressing specific service delivery challenges in accordance with legislated norms and standards. Essentially, it defines the spatial and functional service delivery model of the Department, emphasising long-term planning over a 20-year horizon, with annual updates to adapt to changing service delivery environments and a comprehensive review every five years.

Although the Department does not currently have a formal Service Delivery Plan, it has developed Circuit School Landscape Plans (CSLP) and a Rationalisation Masterplan. These initiatives are integral to shaping the Proposed Service Plan, detailed in the following section.

2.4.2. Circuit School Landscape Plan

To meet the requirements of the Service Plan, the Department has undertaken a rigorous, scientific process involving spatially referenced analytical techniques and detailed demographic and enrollment analyses at the circuit level. This effort has resulted in the development of long-term integrated, sustainable plans known as Circuit School Landscape Plans (CSLPs).

The primary goal of CSLPs is to rationalise the distribution of schools within education circuits. This transformation aims to optimise school population and distribution, align with local socio-economic dynamics, and enhance educational and service delivery efficiency.

Key objectives include reducing the number of small and unviable schools through strategies like realignment, mergers, incorporations, and closures. Additionally, CSLPs aim to establish efficient schooling systems at primary and secondary levels, achieve higher enrollment densities closer to the national average of 504 learners per school, and improve resource allocation through reliable data sets, GIS information, and demographic analysis.

CSLPs have broad implications across the Department's operations. They influence teacher provisioning, curriculum mapping under the three-stream model, school specialisation initiatives, and the provisioning of scholar transport and learner hostel accommodations. Moreover, CSLPs guide infrastructure provisioning and financial resource allocation.

The endorsement of 220 CSLPs by circuit and district management in May 2018 marked a significant milestone. Ongoing consultative processes, supported by structures like the Provincial School Rationalisation and Realignment Steering Committee (SRRASCOM) and District-level Rationalisation and Realignment Coordinating Committees (DRRCC), continue to refine and schedule the necessary interventions.

2.4.3. ECDoE Strategic Plan

The Department's revised Strategic Plan 2019-2024 articulates key objectives that are directly aligned with the Infrastructure Asset Management Plan (I-AMP). These strategic goals guide the Department's efforts in enhancing educational outcomes and operational efficiency through targeted infrastructure initiatives:

Strategic Goal	Response in the I-AMP
Strategic Goal 1: Equitable access to education and resources.	The greater part of this Plan is devoted to the analysis of current facilities and their accessibility, and then determining the most effective response to the infrastructure needs of the province. See sections 2, 3, 4 & 5.
Strategic Goal 2: Quality of teaching and learning improved at all educational institutions.	The DoE professional team, in consultation with their DPWI counterparts, ensures that the planning process provides facilities that create an environment that is conducive to teaching and learning. See Section 2.
Strategic Goal 3: School functionality improved for learner achievement at all levels.	As per above
Strategic Goal 4: Organisational capacity enhanced through human resource development and talent management.	See Section 9: Organisational and Support Plan
Strategic Goal 5: Social cohesion promoted through cooperation with all stakeholders in education.	Section 1 describes the stakeholder engagement process. There is also a communications plan in the IPMP which details how communication with stakeholders will be managed.
Strategic Goal 6: Efficient administration through good corporate governance and management.	Section 8 describes the governance structure for managing the infrastructure delivery process.

Table 5: Alignment of I-AMP with Revised Strategic Plan 2019-2024

Alignment with MEC's policy & budget speech 2025/26

Infrastructure development remains a pivotal program for the ECDoE, underscored in the recent Policy and Budget Speech delivered by the MEC for Education. The speech highlighted significant achievements and priorities for the new fiscal year, reflecting the Department's commitment to enhancing educational infrastructure across the province.

The Department has made substantial progress in executing various infrastructure projects, demonstrating its dedication to improving educational facilities. The department completed 391 projects, including 241 sanitation projects worth R651 million and 58 classroom construction projects worth R134.45 million. Additionally, the department improved school security by investing R93.29 million in fencing projects. Moving forward, R1.6 billion has been allocated for 20 major infrastructure projects across the province, including the construction of new schools and hostels.

The Department are actively addressing the pit latrine crisis. By March 2026, all pit latrines in our schools will be eradicated, in line with the directive from the Minister of Basic Education. To date, 312 schools have been upgraded with modern sanitation facilities. School renovations and refurbishments also received attention, with R77.15 million dedicated to upgrading and maintaining school infrastructure. In addition, R76.77 million was allocated towards the successful completion of three new or replacement schools, ensuring access to modern learning facilities.

The three schools are Tolweni SSS in OR Tambo Inland, Riverview PS in Nongati in Mbhashe Local Municipality and Cabane JSS in Alfred Nzo West. Maintenance is a critical part of asset management and to this end our maintenance projects successfully completed include: Maintenance efforts (R25 million, 7 projects) Support for Early Childhood Development (ECD) maintenance (R2.19 million, 4 projects). Phase I of the Hostel maintenance project at Daliwonga SSS.

The Department has seen tangible results due to these interventions which extend beyond bricks and mortar. The improved infrastructure has significantly enhanced the teaching and learning experience, fostering greater learner attendance, retention, and performance. Schools that previously faced challenges due to dilapidated conditions now operate in environments that inspire academic excellence. Through partnerships with local contractors and skilled workers, our infrastructure projects have contributed to job creation and local economic development. This investment has not only empowered communities but also strengthened our shared responsibility for educational advancement.

The Department is making steady progress on 20 major projects, collectively valued at R1.6 billion, with forecasted expenditures of R322 million for the 2024/25 financial year and R795 million in total over the Medium-Term Expenditure Framework (MTEF) period. Three of these projects – Hillbrow and Upper Corana Secondary schools in OR Tambo Coastal; and Gamble Street Secondary in Nelson Mandela Bay have been handed over to contractors.

These achievements underscore the Department's alignment with strategic priorities outlined in the MEC's policy directives, emphasising sustainable infrastructure development that supports educational excellence and community well-being.

2.4.4. Agriculture Schools

Despite facing fiscal constraints, the Department remains committed to enhancing teaching and learning by recapitalising 12 existing Agriculture Schools categorised under 2 and 3. These schools play a crucial role in providing specialised education and skills development in agriculture.

The implementation plan spanning from 2019 to 2030 outlines a strategic approach to revitalising these schools. This includes upgrading infrastructure, modernising teaching facilities, and enhancing curriculum offerings to align with current agricultural practices and educational standards. By investing in these schools, the Department aims to foster a conducive learning environment that supports both academic excellence and practical skills development.

This initiative is expected to significantly impact educational outcomes and community development, empowering learners with relevant agricultural skills while contributing to the growth of the agricultural sector in the Eastern Cape Province.

TYPE OF SCHOOL	NO.	EXPANSION PLAN 2020 -2030			
Agricultural schools	17	• Recapitalise 12 existing Agricultural Schools in category 2 & 3 with boreholes. • Resource 6 schools in category 2 & 3 to meet minimum curriculum requirements of 3 production enterprises - Ulana, Abambo, Frank Zibi, Gobizizwe, Patensie & Freemantle. • Resource 17 schools with goods & services. • Establish 1 new Agricultural School in Alfred Nzo East District.	• Recapitalise 8 existing Agricultural Schools in category 2 to move closer to category 1 • Resource 17 schools with goods and services. • Provide farm vehicles to schools without • Establish 1 new Agric. school in Nelson Mandela Bay Metro •	• Recapitalise 6 existing Agricultural Schools in category 2 & 3 to specialise in enterprises based on agro-ecology • Resource 17 schools with goods & services • Establish 1 new Agric. School in Buffalo City Metro •	• Recapitalise 2 existing Agricultural Schools in category 1 • Recapitalise 8 existing Agricultural Schools to specialise in enterprises based on agro-ecology y •

Figure 2: Agriculture Schools Expansion & Development Plan

2.4.5. Three Streams Model

The Department of Basic Education has implemented a transformative Three Streams Model as part of the EC Education System Transformation Plan 2019-2023. This model aims to bolster subject offerings and enhance learner skills through three distinct streams:

- Increasing participation in quality skills programmes
- Improving the quality of existing skills programmes

- Integrating the private and public skills sectors to maximise entrepreneurial opportunities in the Eastern Cape

Figure 3: Rationale for the 3 Stream Model

The Three Streams Model is pivotal in driving the economic agenda of the Eastern Cape Province. By aligning education with the evolving skills demands of high-growth sectors, the model supports provincial economic development, facilitates job creation, and contributes to poverty alleviation efforts. The Department envisions a skilled workforce equipped to meet 21st-century demands, fostering self-sufficiency and enhancing the overall economy of the Eastern Cape

3. PORTFOLIO MANAGEMENT PROCESS: APPROACH AND METHODOLOGY

3.1. Project identification

3.1.1. Legislative Context

Infrastructure planning and delivery management must comply with the Infrastructure Delivery Management System (IDMS), driven by the Division of Revenue Act and the Construction Industry Development Board (CIDB) Act. This alignment will soon become a legislative requirement, and all future audits of infrastructure delivery will adhere to IDMS standards. Figure 4 illustrates the IDMS process flow and its stages.

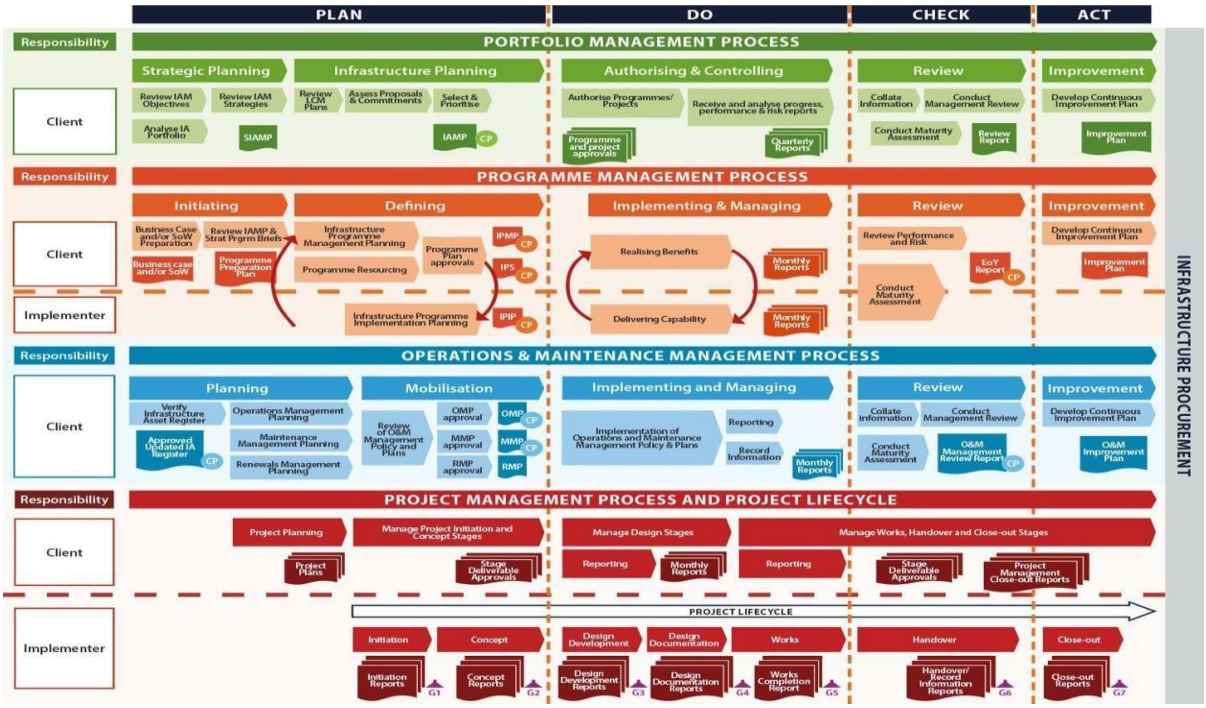


Figure 4: IDMS Process Diagram

3.1.2. Departmental Alignment

To comply with IDMS, the Department has integrated this approach into its planning processes. As shown in the diagrams, infrastructure planning and the Infrastructure Asset Management Plan (I-AMP) are key components of Portfolio Management.

3.1.3. Local Level Planning

Plan (IDP) forums to gather municipal input and set mutual expectations. Provincial infrastructure planning unit officials have engaged in District Municipality (DM) workshops to present the planning process and relevant outputs.

3.1.4. Regular Interactions

Regular meetings with district officials, especially at the start of the financial year, ensure the compilation of project lists for the next Medium Term Expenditure Framework (MTEF) period. This process is detailed in the following sections.

3.1.5. Infrastructure Plan Updates

In 2012, Provincial Treasury commissioned the Integrated Provincial Infrastructure Plan to identify trends and guide provincial planning. The plan's outputs have informed the DoE's alignment with provincial and economic infrastructure trends. An updated plan by the Office of the Premier is forthcoming. Preliminary findings from the recently developed Eastern Cape Infrastructure Plan are included here, though the final version is pending release.

3.2. The project planning process

The project planning process is driven by two key components: a comprehensive register of all assets and their condition, and an interactive process with the districts to assess and confirm local needs and requirements. This is illustrated in the diagram below.

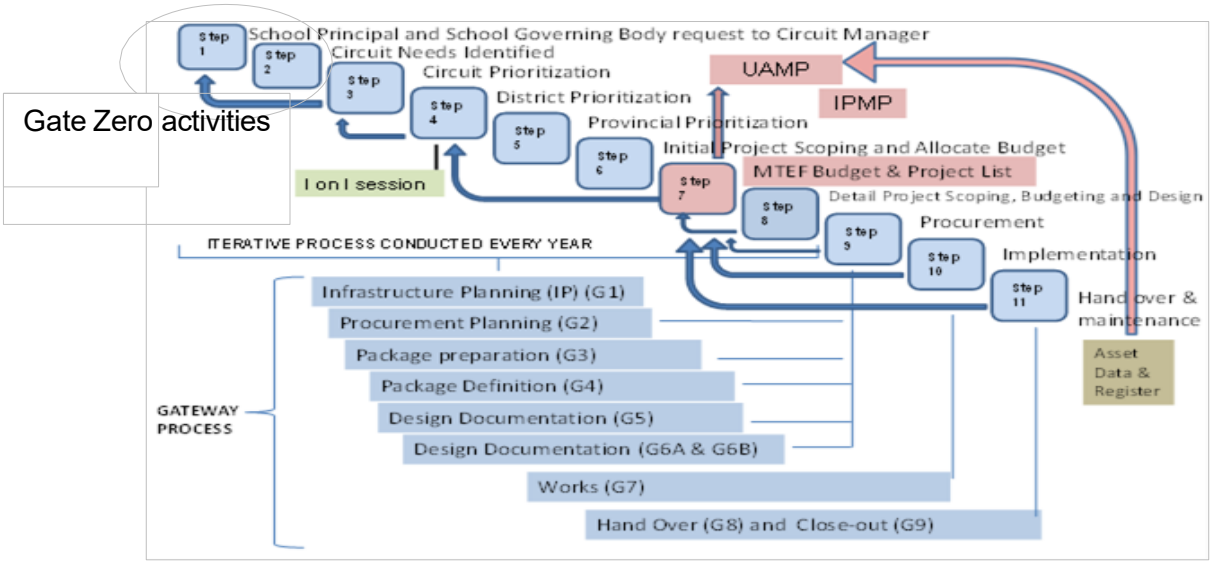


Figure 5: Annual Prioritisation Process

The diagram illustrates the process and its integration with the IDMS gateway system. Although the process appears locally driven, it is led at a strategic level. Strategic criteria are applied to accurate statistical data, as local inputs have been unreliable in the past.

3.2.1. Institutionalisation of Approach

To institutionalise this approach, the Department, with assistance from the DBE, has updated condition assessments at all schools in the province. The institutionalised process, as depicted in the diagram, includes the following steps:

- The current asset baseline information (EFMS) and enrolment (EMIS) data is used to identify and prioritise projects based on agreed criteria derived from the Regulations and the Department's strategic objectives.
- Draft priority lists at the provincial level are compiled using EFMS and EMIS data, along with strategic and policy input for each District. These lists are based on:
    - Facilities backlogs (determined from the Norms & Standards).
    - Condition backlogs (determined from the condition assessment data).
- These lists are then workshopped with District stakeholders to confirm the basis for prioritisation and the sources of data.
- The district finalises its list, ensuring fair distribution of facilities across all circuits. The District Director signs off the list and submits it to Head Office through the responsible Chief Directorate.
- The Department compiles the final list based on feedback from the districts and inputs from relevant Departmental Programme Managers, considering existing financial commitments and projected cash flows.
- The list is sent to the Head of Department and MEC for Education for final approval, including submission to the Portfolio Committee on Education.

3.2.2. Engagement with District Offices and Head Office Units

During the I-AMP compilation process, the PRM Deputy Chief Education Specialists (DCES) engaged with various District Offices & Head Office Units. The primary goal is to involve the districts in the planning process and gather their input on local priorities. The critical outcome of these interactions is the establishment of consensus and the finalisation of the District I- AMP.

3.2.3. Rationalisation & Re-alignment

As previously mentioned, the rationalisation of small schools and the re-alignment of combined schools into primary and secondary streams have become key strategic priorities. This re-alignment will include the provision of facilities as required by regulations. There are two school prototypes: Primary and Secondary. Through the rationalisation and re-alignment program, the department is aligning all schools to one of these two prototypes.

3.2.4. Compilation of Project List

As previously described, projects are identified based on asset data and local needs. Once identified, a Business Case must be prepared (Gate Zero of IDMS) to justify the project in terms of departmental requirements, priorities, and local needs. The first-order costs will also be determined as part of the Business Case development.

The process of compiling the project list is briefly summarised below:

i. Allocate funds to active projects already contracted (i.e., contractual commitments).
ii. Allocate funds to approved projects, where planning and design are advanced, and funds have been approved through the bidding process.
iii. Allocate funds for maintenance and emergency repairs (e.g., roofs blown off, floods) in line with Grant conditions and management directives.
iv. Allocate funds to prioritised new infrastructure, upgrades, and additions at existing facilities, rehabilitation, and maintenance, in accordance with strategic priorities (derived from the Strategic Plan) and Regulations, as captured in this I-AMP.
v. Ensure sufficient allocation for planning (site assessments, land readiness, etc.).
vi. Ensure equitable distribution

3.2.5. Planning within the Project Cycle

The planning process departs from agreed norms and standards, further amplified by strategic criteria, to determine and prioritise provincial needs. These two aspects are then superimposed on the existing asset base and confirmed through interaction with District officials (local inputs). The process becomes cyclical as improvements to infrastructure (outputs from the delivery program) are included in an updated asset register for the following planning cycle.

The criteria used for identifying and prioritising projects are developed from the Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure and the strategic inputs described earlier. These criteria determine the need for a project, which must be confirmed by developing a Business Case, signed off by the accounting officer. The I-AMP lays the foundation for the development of Business Cases by establishing the framework within which this must happen.

The planning process at the project level is shown diagrammatically in Figure 9 below (numbers in brackets indicate the Project Stage in terms of the Standard for Infrastructure Procurement & Delivery Management).

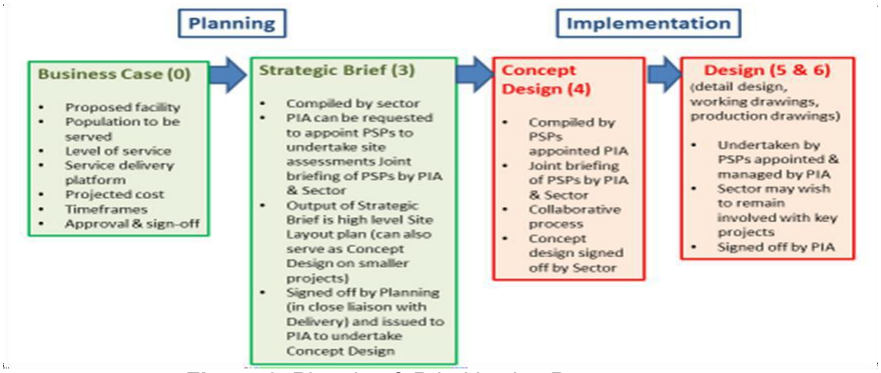


Figure 6: Planning & Prioritisation Process

3.3. Accelerated Schools Infrastructure Delivery Initiative (ASIDI

The Department of Basic Education (DBE) embarked on the ASIDI program to assist provincial departments in addressing schools without access to basic services (water, sanitation, and electricity) and schools comprising entirely inappropriate structures (mostly mud structures in the Eastern Cape). The infrastructure planned and delivered by the ECDoE was carefully coordinated with ASIDI to ensure that the two programs complement each other and promote cost-effectiveness and prioritisation of needs. Institutional structures such as SRRASCOM and DRRCC were established to ensure alignment, including joint determination of the implications of rationalisation and re-alignment, and applicable standards for special cases (e.g., small schools).

This initiative (ASIDI) ended on 31 March 2021. Projects currently under construction will be completed, and all planning projects part of this initiative were handed over to ECDOE for implementation. Twenty (20) of these former ASIDI shovel-ready projects will form part of the Budget Facility for Infrastructure application to be submitted during the next funding application window.

3.4. Sanitation Appropriate for Education (SAFE)

The SAFE initiative, launched by the President on 14 August 2018, has significantly contributed to eradicating inappropriate ablution facilities in the Eastern Cape. The purpose of this initiative is to restore the dignity of learners in mostly rural and township schools by providing age-appropriate sanitation facilities.

Figure 7 depicts the geographical spread of the 1,598 schools (red) with inadequate or inappropriate sanitation requiring intervention, against the total population of schools identified under the Presidential SAFE initiative.

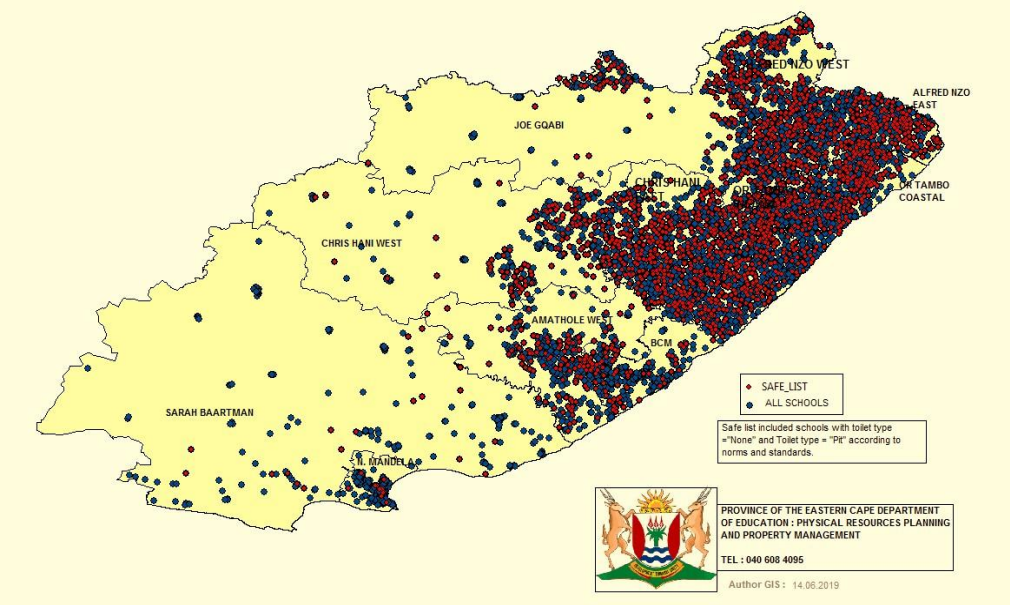


Figure 7: Map indicating extent of the EC Inappropriate Sanitation

Of the 1,598 identified schools, 1,337 have been completed and the following is the status of projects:

EDUCATION DISTRICTS	Planning	Construction 0% - 25%	Construction 1% - 25%	Construction 26% - 50%	Construction 26%-50%	Construction 51%-75%	Construction 76%-99%	PC Achieved
ALFRED NZO EAST	-	3	4	-	1	3	6	149
ALFRED NZO WEST	5	2	5	7	-	11	1	114
AMATHOLE EAST	2	-	-	2	10	12	15	248
AMATHOLE WEST	6	10	3	2	8	27	11	86
BUFFALO CITY	2	2	2	3		1	2	39
CHRIS HANI EAST	-	1	2	-	1	13	2	158
CHRIS HANI WEST	4	2	5	1	4	2	5	80
JOE GQABI	2	1	1	2	3	2	6	77
NELSON MANDELA	-	-	-	-	1	1	-	-
O R TAMBO COASTAL	3	3	-	2	4	15	4	182
O R TAMBO INLAND	1		1	2	3	24	6	199
SARAH BAARTMAN	1	2	-	1	-	-	1	5
Grand Total	**26**	**26**	**23**	**22**	**35**	**111**	**59**	**1 337**

Table 6: Status of SAFE Projects

3.5. Budget for Infrastructure (BFI)

In the President's 2022 State of the Nation Address (SONA), he introduced an innovative social infrastructure delivery mechanism aimed at addressing critical issues in the delivery of school infrastructure. This mechanism is designed to enhance the speed, financing, and quality of delivery, while also generating mass employment and ensuring ongoing maintenance.

The President also announced the creation of a Special Purpose Vehicle (SPV) that will collaborate with prominent Development Finance Institutions and the private sector to deliver high-quality school infrastructure.

Following this announcement, National Treasury has opened various funding windows for the submission of planning projects / programmes and shovel-ready projects / programmes. The department is busy finalizing a submission for the funding window closing on 1 July 2025. The Department's submission consists of 355 schools, which is the final list of schools still with pit toilets. The submission is therefore to eradicate pit toilets in the province.

Programme	No of Schools	Total BFI Requirement	Budget required for 2025/26	Budget required for 2026/27	Budget required for 2027/28	Budget required for 2029/23
Eradication of Pit Toilets	355	R1,312,747,278	R362,371,387	R476,601,087	R466,198,460	R7,576,343
Grand Total	**355**	**R1,312,747,278**	**R362,371,387**	**R476,601,087**	**R466,198,460**	**R7,576,343**

This initiative also aims to uphold Section 29 of the Bill of Rights in the Constitution, which guarantees the right to a basic education. The state is mandated to "protect, respect, promote, and fulfill" this right through legislation, policy development, and the establishment of relevant programs. This submission is motivated by the need to develop such programs to ensure every learner's right to quality education is met.

By focusing on strategic consolidation and the efficient use of resources, this submission not only addresses current infrastructural deficiencies but also aligns with the constitutional mandate to provide accessible and quality education to all learners.

4. INFRASTRUCTURE ASSET MANAGEMENT OBJECTIVES

Below are key components that drive the departmental infrastructure vision.

4.1. Public Ordinary Schools

Infrastructure planning and delivery support the vision and mission of the Department by creating facilities that foster an environment conducive to effective teaching and learning.

The Department's approach to the planning, design, and maintenance of infrastructure is guided by several key documents and principles: its mission statement, the Revised Strategic Plan 2019/20 – 2024/25, the National Development Plan, and the Norms & Standards for school infrastructure. These frameworks ensure that all infrastructure projects align with the Department's broader strategic objectives and educational goals.

Each of these guiding documents plays a crucial role:

- **Mission Statement:** Directs the overarching goals and priorities of the Department.
- **Revised Strategic Plan 2019/20 – 2024/25:** Outlines specific targets and initiatives to be achieved within the specified timeframe.
- **National Development Plan:** Provides a long-term vision for the nation's educational infrastructure, ensuring alignment with broader socio-economic goals.
- **Norms & Standards:** Establish clear benchmarks for the quality and specifications of educational facilities, ensuring consistency and equity.

Further strategic inputs, detailed in subsequent sections, provide additional guidance and context, ensuring a comprehensive and cohesive approach to infrastructure development. By adhering to these guiding principles, the Department ensures that all infrastructure projects not only meet current educational needs but also contribute to the long-term vision of providing high-quality education for all learners.

4.2. Early Childhood Development

Vision 2030 emphasises that Early Childhood Development (ECD) is critical for children to reach their full potential. Early intervention in the lives of children offers numerous benefits, including:

- Better school enrolment rates, retention, and academic performance.
- Higher rates of high school completion.
- Lower levels of antisocial behaviour.
- Higher earnings.
- Better adult health and longevity.
- Improving early nutrition has been shown to increase school attainment by up to one grade and adult earnings by up to 40 percent.

Since 01 April 2022, the Department has assumed the custodial function of ECD responsibilities from the Department of Social Development. This transfer mandates the Department to improve access to quality early learning. To achieve this, the Department will:

- Subsidise education for 0-to-6-year-old children from identified registered ECD Centres and schools that offer Grade R.
- Provide training to upgrade the qualifications of ECD practitioners.
- Continue in-service training for ECD practitioners on the National Curriculum Framework for the 0 to 4 age cohort and the Curriculum and Assessment Policy Statement (CAPS) for Grade R.

These initiatives aim to enhance foundational skills in numeracy and literacy, ensuring that children receive the best start to their educational journey. The Department is committed to supporting ECD practitioners through continuous professional development and resources, thereby fostering a nurturing and effective early learning environment.

4.3. Grade R Facilities

The Eastern Cape Department of Education (ECDoE) recognises Grade R as the critical foundation for lifelong learning and socio-economic inclusion.

Nearly all schools in the province now offer Grade R, with the ECDoE having attached a Grade R class to about 4 477 schools, achieving approximately 98% ECD coverage. Practitioners are supported through stipends and encouraged to upskill over 5 378 receive monthly stipends, and more than 1 150 have enrolled in NQF-level programmes, including diplomas and B.Ed. foundation phase training.

ECDoE emphasises creating rich, literacy-focused settings. This includes promoting access to age-appropriate reading materials, equipping classrooms with stimulating resources, and provide capacity through development and training. The department advocates for intersectoral collaboration with social development, health, and nutrition services—ensuring Grade R learners receive holistic support beyond academics.

A list of projects has been included in the DBE BFI sector application.

4.4. Special Schools

The ECDoE envisions a fully inclusive education system that supports learners with diverse needs.

The province has designated 26 schools across various districts as full-service or inclusive schools, supported by District-Based Support Teams (DBSTs) to screen, identify, and place learners appropriately. Investments include revitalising infrastructure and workshops in special schools, developing "Schools of Skills," and transforming special schools into resource hubs. The aim is to empower youth with disabilities and those facing learning barriers.

Substantial funds have been allocated to improve norms and standards in special schools, including hiring non-teaching staff (e.g., therapists) and procuring assistive devices. There's also a clear drive to investigate and address any maltreatment of learners. The department is implementing policy adaptations like SASL CAPS for deaf learners and differentiated curricula tailored to individual needs, aiding learner retention and success.

Three special schools (Nomvume, Manzabila and Merryvale Special Schools) have been identified for implementation and have been awarded to an Implementing Agent to start with the planning phase.

4.5. School Hostels

The Department received nineteen (19) hostels from the DBE in 2021 and together with the existing 15 school hostels that the department has identified constitutes the proposed number of hostels in the province. The Department has proposed to fund the hostels utilising the Budget

Facility for Infrastructure (BFI) and a submission is targeted for the 1 January 2026 window. The Department, however, has identified that the implementation of these projects poses risks in terms of project life-cycle sustainability. The construction of hostels requires high capital, operational and maintenance costs that would need the infrastructure, hostels and school resourcing units in the Department to develop a strategy that would not compromise the health and safety of learners. Additionally, a cost-benefit analysis needs to be conducted to assess the construction of hostels against the use of scholar transport. There are also ethical issues around the appropriateness of having foundation phase and Grade R learners in hostels as opposed to maintaining scholar transport.

4.6. Infrastructure Development

The 2026/27 infrastructure development plan focuses on a strategic and comprehensive approach to address educational needs across the province. This plan includes an overview of the DDM project list, funding and budget allocations, major projects, and maintenance investments. Here is a detailed breakdown:

4.6.1. DDM Project List Overview

The current DDM project list results from a rigorous cash-flowing process initiated after the submission of the adjustment budget in November 2024. Implementing Agents (IAs) were required to submit their draft submissions for the 2025 Medium Term Expenditure Framework (MTEF) period cashflow projects. These submissions were reviewed, and recommendations were issued to IAs. In January 2025, work sessions with all IAs were held, involving the submission, analysis, and adjustment of all projects, including performance metrics and budget requirements for the 2025 MTEF period. The final list reflects these efforts to ensure alignment with the grant framework, organisational objectives, and funding constraints.

4.6.2. Funding Overview

The funding baseline for 2026/27 shows a significant increase of 8.55% compared to the 2025/26 adjusted budget. However, when compared to the main appropriation for 2024/25, this increase amounts to only 1.03%. This highlights stagnation in real terms, as the annual rate of change in the construction cost index exceeds the growth in the funding baseline.

4.6.3. Major Projects

Steady progress is being made on twenty (20) major projects that have been identified, collectively valued at R1.6 billion, with forecasted expenditures of R795 million in total over the Medium-Term Expenditure Framework (MTEF) period. Three of those projects are:

- Hillbrow SS in OR Tambo Coastal
- Upper Corana SS in OR Tambo Coastal
- Hector Peterson in Buffalo City
- Gamble Street SS in Nelson Mandela Bay

4.6.4. Budget Allocations and Changes

The administration sub-programme's budget allocations for 2025/26 have decreased by 51% compared to the previous adjustment estimate. This drop is due to improved recruitment processes introduced by the HR Capacitation project, resulting in efficiencies that reduced the demand for professional services. Conversely, allocations for the other three sub-programmes

have grown, particularly for the construction of Grade R facilities. This investment prioritises early childhood education infrastructure, consistent with the sector's broader goals.

4.6.5. Maintenance and Infrastructure Investments

- **Maintenance Component:** 30% (R446 million) of the budget is allocated to maintenance, including repairs, rehabilitation, renovation, and refurbishments. This investment has seen a year-on-year decrease of 10%.
- **Upgrades and Additions:** There has been an 8% increase in upgrades and additions and a 2% decrease in non-infrastructure investment areas.
- **Blended Strategic Approach:** 53% (R1.2 billion) of the budget is earmarked for upgrades and additions to existing schools, integrating maintenance requirements into these projects.

4.6.6. Current Budget Allocation for 2025/26

- **Construction Phase:** 61% (R1.2 billion) of the budget is for projects currently in the construction phase.
- **Planning Phase:** 26% (R518 million) is allocated to projects in the planning phase, with 41% (R202 million) undergoing procurement processes.
- **Administration Purposes:** 13% (R259 million) is designated for administration purposes.

Projects in the planning phase are progressing through various procurement stages and are anticipated to be handed over to contractors during the first quarter of the financial year.

4.6.7. Conclusion

The 2026/27 budget allocation reflects a strategic approach to addressing infrastructure needs, emphasising maintenance, upgrades, and early childhood education facilities. By integrating maintenance into broader capital works and ensuring efficient use of resources, the Department aims to enhance the quality and accessibility of education infrastructure across the province.

The budget allocation for the current MTEF is as follows:

Nature of Investment	Budget 2026/27	Budget 2027/28	Budget 2028/29
Maintenance and repairs	388 169 661	270 614 800	284 145 540
New Infrastructure Assets	51 303 404	63 528 916	66 705 361
Non-Infrastructure	295 053 934	336 744 934	353 582 180
Rehabilitation, renovations and refurbishment	58 153 334	23 793 900	24 983 595
Upgrades and additions	1 164 949 667	1 352 305 449	1 419 920 721
Grand Total	**1 957 630 000**	**2 046 988 000**	**2 149 337 397**

Table 8: MTEF Budget Split per Nature of Investment

4.7. Rationalisation Programme

In the MEC's Policy Speech of 2025, he reiterated the Department's commitment to the rationalisation and realignment of unviable schools. This aims to optimise resource distribution through the densification of schools, enhancing school management and improving learning outcomes. The Department will continue to support viable secondary schools in Quintile 1 to 3, ensuring they receive an appropriate package of support.

4.7.1. Objectives of Rationalisation

- **Provision of Quality Education:** The main rationale for rationalising small and unviable schools is to ensure the provision of quality education.
- **Financial Efficiency:** The second objective is to improve financial efficiency and redistribute resources where they are most needed.

The process of rationalisation is complex and will be guided by a Provincial Education Plan based on needs assessments and emerging trends. Infrastructure revitalisation and development will align with the rationalisation process.

4.7.2. School Rationalisation Process

The Department has approved a new organisational structure where the School Rationalisation and Re-alignment Programme (SRRP) will be part of the Directorate of School Landscape Planning. The concept of rationalisation includes the following processes:

- School designation and specialisation.
- School infrastructure upgrading.
- Addressing inclusive education needs.
- Closure of small and unviable schools.
- School incorporation.
- School mergers and realignment.
- School expansion and conversion.
- New school planning

One of the first actions in the rationalisation process was to issue Section 33 letters, in terms of SASA, in which the MEC advises a school that its closure is being contemplated and the school to provide reasons why this should not proceed. A total of 2,077 schools were identified as small and unviable, and 1,902 of these schools were issued with Section 33 letters in September 2016. This baseline has been regularly reviewed to align it with changes in demographics, enrolment patterns, and the outcomes of the circuit landscape planning processes.

In the interim, the Infrastructure Planning Unit is liaising closely with the rationalisation team to ensure that infrastructure planning is aligned with the rationalisation process, thereby avoiding situations where infrastructure is provided at schools that may be affected by rationalisation. A register of 1,142 schools that have been gazetted for closure has been considered in the planning of this initiative.

4.7.3. School Rationalisation

The rationalisation of the approximately 5,092 schools in the Eastern Cape is a critical element of the new Service Delivery Model (SDM). The primary objective is to provide quality education by consolidating small and unviable schools, improving financial efficiency, and reallocating resources to areas of greatest need.

In 2016, 2,077 schools were identified as small and unviable. Notices of intent to rationalise were issued to 1,902 of these schools in September 2016. Of these, 1,142 schools have been gazetted for closure, as shown in Figure 8.

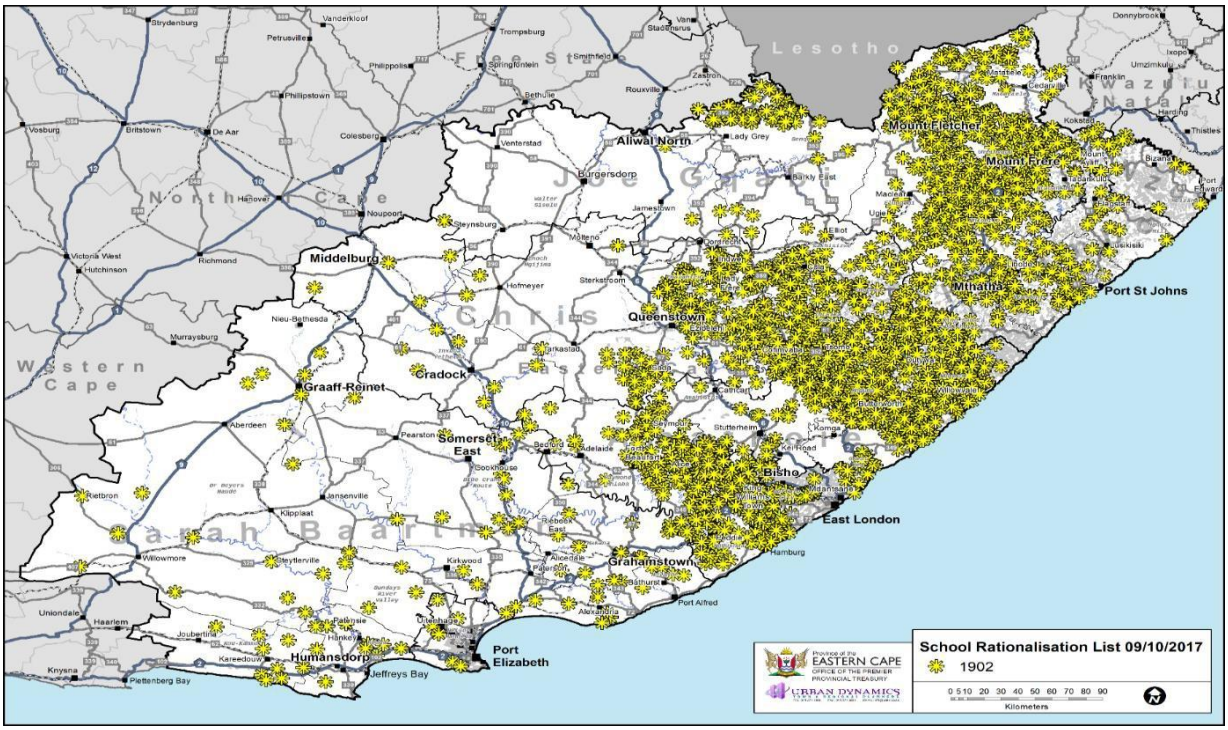


Figure 8: Schools impacted by Rationalisation in the EC (S33 notices issued)

The infrastructure revitalisation and development efforts will align with this rationalisation process. The focus includes:

- Building large, viable schools with hostels in rural areas.
- Revitalising township schools.
- Constructing day schools in new urban settlements, reducing the need for learner transportation.

Schools deemed unviable, especially those with buildings made of unsuitable materials or mud structures and lacking growth potential, will not be rebuilt. Instead, these schools will receive temporary structures, including ablution facilities, during the rationalisation process.

4.7.4. Outcome of School Rationalisation and Re-alignment

The ECDoE inherited inefficient schooling systems from the former homelands, characterised by numerous small and multi-phase schools. These included primary schools (both junior and senior), junior secondary schools (Grade R to Grade 9), and senior secondary schools (Grade 10 to 12). As a result, many schools in the province are small and unviable in terms of enrolment, leading to multi-grade teaching and poor learner throughput.

To address this, the School Rationalisation and Realignment Programme (SRRP) aims to:

- Close unviable schools.
- Merge qualifying small unviable schools.
- Convert or realign out-of-phase schools.
- Expand certain schools to absorb learners from these processes.

The ongoing realignment from multi-phase to the current primary and secondary school system has significant infrastructure implications, which will take many years to fully address. These implications are discussed later in this document, but it is important to state upfront that realignment is a key departure point for future planning.

The rationalisation programme, including realignment, is managed by the Institutional Operations and Development branch. A dedicated project support team, led by a project manager and a multi-disciplinary team, oversees the process.

In 2018, the technical sub-committee of the Provincial School Rationalisation and Realignment Steering Committee (SRRASCOM) used the Circuit School Landscape Plans (CSLPs) to establish a baseline for the realignment and rationalisation of schools. At the end of the SRRP it is anticipated that the schools would decrease from 5 691 to 3 663 through mergers, closures, realignment and conversion. These baseline figures are indicated in the table below

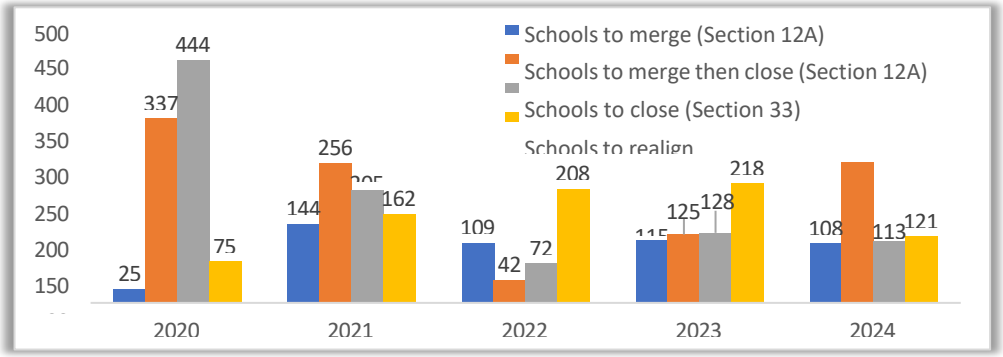
	Primary	Combined	Secondary	Lsen	All Schools
Start of rationalisation	**3 322**	**1 435**	**886**	**48**	**5 691**
Closed (or merged and closed) schools	0	0	0	0	0
Closure under Section 33 (outright closure)	*- 739*	*- 171*	*- 52*	*0*	*- 962*
Closure under Section 12A (merger and closure)	*- 792*	*- 170*	*- 57*	*0*	*-1 019*
Combined school realigned to a primary school	800	- 897	0	0	- 97
Combined school realigned to a secondary school	0	- 50	52	0	2
Combined school converted to a LSEN school	0	- 1	0	1	0
Primary school converted to a secondary school	- 15	0	15	0	0
Secondary schools converted to primary schools	1	0	- 1	0	0
Newly constructed schools	17	0	31	0	48
End of rationalisation	**2 594**	**146**	**874**	**49**	**3 663**
Independent schools	*88*	*92*	*29*	*0*	*209*

Table 9: Projected Baseline Projected Outcomes of Schools Rationalisation

Since 2018, the school rationalisation and re-alignment programme has made significant progress. An Implementation Plan was developed to guide Districts, setting annual targets over a 5-year period. Initially, the focus was on schools with one to three teachers (for primary and combined schools) and one to eight teachers (for secondary schools). Subsequently, the priority extended to all schools with fewer than 100 learners as of 2020. The programme also prioritises formalising the closure of unofficially closed schools and reallocating their resources.

The SRRP unit has actively engaged with Districts, supporting them in developing district implementation plans based on these priorities. This engagement has led to further recommendations for improving the Circuit School Landscape Plans (CSLPs), addressing the dynamic landscape of school operations. Implementation follows approved standard operating procedures for each rationalisation category. Additionally, the SRRP collaborates with other directorates and departments to ensure coordinated infrastructure, hostel, and scholar transport plans aligned with rationalisation efforts.

To date, a Rationalisation, Scholar Transport, and Hostel Task Team (RST&HTT) has been established to drive this work in the districts. This will culminate in a Concept Document for presentation at the Rationalisation Summit scheduled for July 2024.



Expected outcomes of the SRRP in the Eastern Cape.

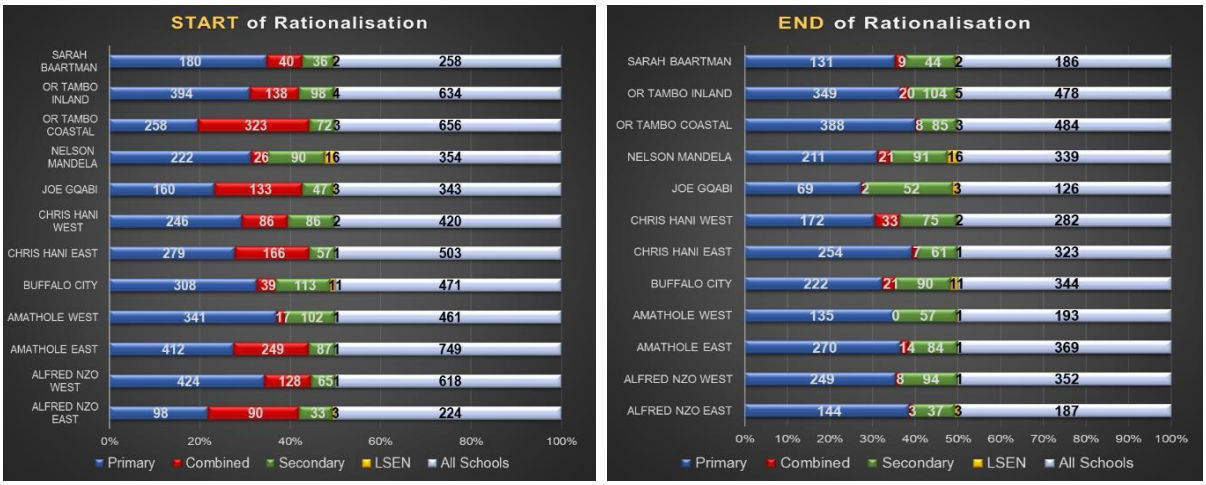


Figure 10: Start & End of Rationalisation

At the end of the SRRP, it is anticipated that the schools would decrease from 5,691 to 3,663 through mergers, closures, realignment, and conversion. This reduction aims to significantly improve the quality of education by enhancing resource allocation and teaching effectiveness. The number of schools will differ from district to district, reflecting the unique demographic and geographic needs of each area.

4.7.5. Delays and Challenges in Full Implementation of Rationalisation and Re-alignment

The rationalisation and realignment programme, aimed at improving educational viability and quality through the closure, merger, or realignment of small and underperforming schools, has faced several implementation challenges in the province. Below are the key issues:

- **Lack of Capacity Among Circuit Managers**

Many new Circuit Managers lack the necessary capacity and understanding to apply the approved Standard Operating Procedures (SOPs) and guidelines for rationalisation.

Despite each Circuit having a School Landscape Plan identifying potential schools for closure or merger, this guidance is often not followed.

In some cases, schools close or merge without following due process, resulting in unmanaged transitions.

- **Inadequate Post-Closure or Merger Processes**

Some vacant school facilities are left unattended, leading to vandalism and loss of assets. There is often no formal handover, repurposing, or security provision after closure or merger.

- **Poor Stakeholder Engagement and Communication**

Circuit Managers frequently fail to conduct proper Public Hearings or Social Facilitation, leading to:

Increased resistance from School Governing Bodies (SGBs) and community members. Perceptions of being excluded from critical decisions affecting their local schools.

- **Misapplication of Merger Procedures**

In mergers, the dominant (host) school often absorbs the others, violating SOPs that require the formation of a **new, combined school identity**. This undermines the intended goal of building a better-resourced, unified institution.

- **Weak Planning and Coordination**

Poor planning at Circuit, Circuit Management Centre (CMC), and District levels hampers smooth implementation. Inconsistencies in applying the programme across different schools fuel perceptions of unfair targeting, especially where no public consultations are held.

- **Community Resistance and Identity Issues**

Communities view local schools as integral to their identity and history, leading to emotional and organized resistance to closures or mergers. This is particularly evident in rural and historically underserved communities.

- **Human Resource and Leadership Disputes**

Mergers often trigger disputes over the appointment of school principals and other leadership roles. The absence of clear, transparent criteria for appointments can lead to labour disputes and instability.

- **Delays in Provision of Scholar Transport**

In rural areas, timely provision of learner transport is critical post-merger. Delays or lack of transportation limit access to the new schools, impacting attendance and performance.

Conclusion

Due to the challenges outlined above, the province continues to have a high number of small and unviable schools below the nationally recommended threshold of:

135 learners for Primary Schools

200 learners for Secondary Schools

Addressing these implementation gaps through improved capacity building, stakeholder engagement, planning, and resource coordination is essential to successfully advance the rationalisation programme.

4.8. Hostel Masterplan

The SRRP is driven by the need to improve learning outcomes through the SDM for education in the province, aiming to enhance the quality of teaching and learning at all educational institutions. This will be achieved through the efficiencies resulting from reducing the total number of schools and increasing the average enrolment at the remaining schools to more efficient levels.

Rationalisation is underpinned by a carefully planned and phased programme of school mergers, closures, incorporations, and realignments. However, these efforts can only succeed with the provision of support services such as scholar transport for learners residing over five kilometres away from their new schools and hostel accommodation for those residing even further who qualify under Department policies. The SRRP has refocused attention on the provision of hostels, anticipating an increased demand for scholar transport and boarding facilities due to the rationalisation process.

The process of rationalisation and realignment requires enablers like scholar transport and hostel accommodation, informed by provincial plans and supporting policies. These plans should be based on objective prioritisation criteria, the needs of learners, and the goals of the Education System Transformation Plan, which underpin the rationalisation efforts.

Currently, there are 161 public schools in the province with boarding hostels, accommodating approximately 21,783 boarders. Fifty-three of these hostels are subsidised by the ECDoE, covering around 6,370 (50%) boarders. This figure is expected to double due to the high

demand for school hostel accommodation, with learners qualifying for boarding subsidies based on poverty criteria.

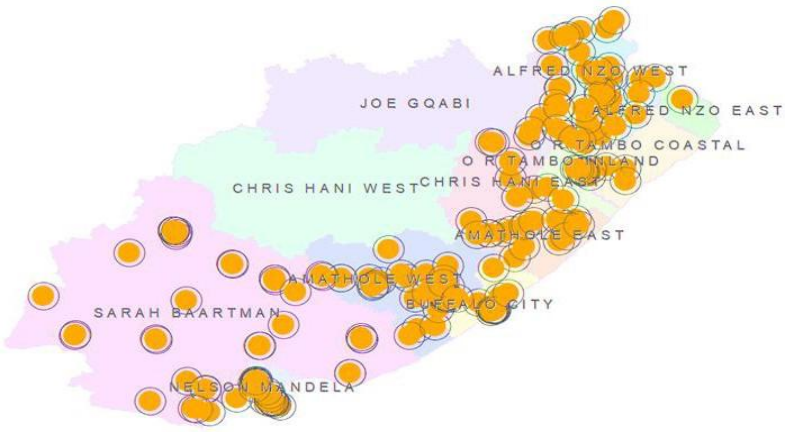


Figure 11: Existing Hostels in the Eastern Cape

Currently, 34 new hostels are proposed in the province as part of the Hostel Masterplan. This plan is based on a review of the Circuit School Landscape Plans (CLSPs), distances between schools, the spatial nature of the circuits, and the needs of learners. Among these, two hostels will serve multiple schools - one catering to three schools and the other to two. Additionally, the Hostel Masterplan identifies 27 hostels that require urgent renovations. These renovations are prioritised along with improvements in management to ensure optimal operation and accommodation standards.

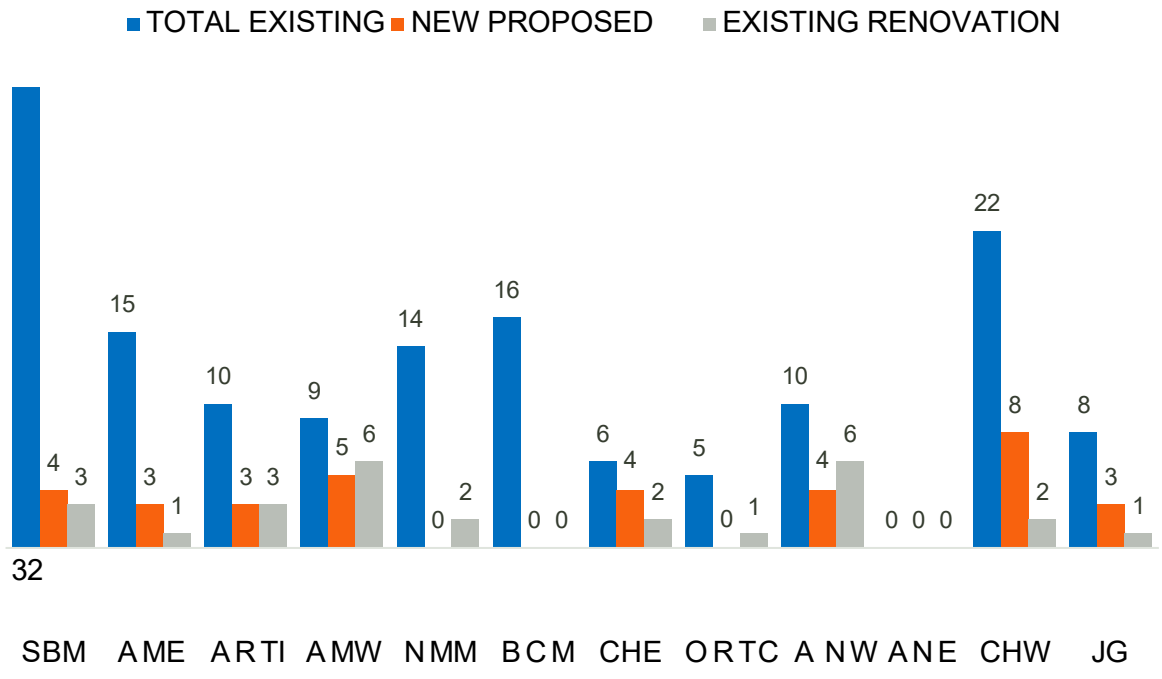


Figure 12: Proposed new Hostels and renovation recommendations (From Hostels Masterplan 2019)

In six cases, the provision of hostels is pending further verification of distances and the number of learners. There are 19 existing hostels, including four that were initially planned under the ASIDI programme, which can be repurposed for schools affected by rationalisation. However, the viability of hostels proposed for three schools needs to be reassessed before proceeding with construction.

4.9. Policy Formulation

Since July 2021, the ECDoE and Programme Support Unit (PSU) Policy Formulation Team have collaborated on compiling an Infrastructure Policy Portfolio comprising fourteen policies, sub-policies, and guidelines. These documents are designed to establish a robust foundation for evidence-based decision-making in the planning and delivery of school infrastructure across the Eastern Cape (Portfolio profile attached).

Additionally, the ECDoE has forged a partnership with the Nelson Mandela University Built Environment Research Centre (BERC) through an Engagement Program aimed at advancing research and development in key areas affecting the Department's Infrastructure Planning and Delivery Program. This collaboration is pivotal in shaping the development of school infrastructure in the Eastern Cape and includes provisions for skills transfer and professional development opportunities for ECDoE Physical Resources Management staff. The partnership will be overseen by a Programme Management Team comprising representatives from ECDoE/PSU and NMU.

Key milestones achieved include the completion and workshop review of several foundational documents now incorporated as Standard Operating Procedures:

- Immovable Asset Management Policy
- Framework for Infrastructure Procurement and Delivery Sub-policy (Section B; Part 5)
- Maintenance Sub-policy
- Asbestos Management Programme
- Google Policy Library

These documents collectively ensure streamlined operations and adherence to best practices in managing and delivering school infrastructure projects.

4.10. Strategic Alignment

The alignment of the I-AMP with the ECDoE's legislative mandate and institutional environment is crucial for ensuring effective implementation. The Department's Revised Strategic Plan 2019-2024, aligned with Vision 2030 of the National Development Plan, forms the cornerstone for this alignment.

The strategic revision of the Plan reflects recent developments within the Department and the education sector, including the implementation of a new Service Delivery Model with 12 District Offices and Circuit offices to better support schools. Additionally, the updated 2019 Organogram, effective from January 1, 2020, and advancements in initiatives such as Schooling 2030 and the Education System Transformation Plan (ESTP) are pivotal in shaping the strategic priorities.

The I-AMP articulates these priorities by ensuring that proposed infrastructure projects listed in the 10-year plan are closely aligned with the Department's strategic objectives. This alignment is essential for maximising the impact of infrastructure investments and supporting the overall educational goals of the Eastern Cape.

4.11. Spatial Planning Framework for Education Infrastructure

The Eastern Cape province faces a complex and multifaceted challenge in managing its educational infrastructure. Given the vast geographical area, the uneven distribution of schools, and the significant disparities in school conditions and resources, a spatial planning framework is essential for the following reasons:

i. **Optimising Resource Allocation**: A spatial planning framework will enable the ECDOE to allocate resources more efficiently by identifying areas with the highest need. This is crucial in a context where budget constraints necessitate careful prioritisation of projects.
ii. **Addressing Inequality**: The spatial distribution of schools in the Eastern Cape reveals significant inequalities, with rural areas and former homelands such as Chris Hani and Alfred Nzo Districts facing the worst infrastructure deficits. A spatial framework can help address these disparities by ensuring that investments are directed toward the most underserved regions.
iii. **Rationalising School Network**: Many schools are classified as 'small and unviable', and there is a proliferation of combined schools with inappropriate configurations. A spatial planning framework will support the rationalisation and realignment of schools, ensuring that they are appropriately sized and located to serve their communities effectively.
iv. **Improving Access to Education**: Spatial analysis can help identify gaps in school accessibility, ensuring that all children have reasonable access to educational facilities. This is particularly important in rural areas where distance and terrain can be significant barriers.
v. **Enhancing Decision-Making**: By integrating spatial data with demographic, economic, and educational performance data, the ECDOE can make more informed decisions regarding infrastructure investments, policy development, and resource distribution.
vi. **Supporting Long-Term Planning**: A spatial planning framework will support the development of long-term strategic plans that align with the goals of the National Development Plan 2030 and the provincial infrastructure plan, ensuring sustainable and equitable educational infrastructure development.
vii. **Integrating Schools with Broader Urban Planning:** Schools do not exist in isolation; they must be linked to housing developments, economic zones, transport systems, and public services. The framework ensures that education infrastructure is integrated into town planning, reducing travel time for students, enhancing multi-use spaces, and maximizing shared resources such as sports facilities, libraries, and health centers.
viii. **Enhancing Disaster Resilience and Environmental Sustainability:** Schools must be climate-resilient and located in safe zones away from floodplains, landslide-prone areas, or industrial hazards. Many schools within the Eastern Cape are faced with disasters each year which places a strain on allocated funding for disaster projects. The framework helps identify suitable locations while promoting green building designs, renewable energy use, and climate adaptation strategies to create sustainable learning environments.
ix. **Strengthening Community Development and Economic Growth:** A well-planned school network contributes to local economic development by creating jobs, training opportunities, and skill development programs. The framework encourages school-industry partnerships, supporting technical and vocational training, which aligns with regional economic priorities and workforce needs.
x. **Improving Monitoring and Evaluation:** By implementing spatial data systems, the framework enables continuous monitoring of school infrastructure conditions, enrollment trends, and service delivery gaps. This allows ECDoE to track progress, adjust

strategies, and ensure that educational infrastructure investments remain relevant and impactful over time.

4.11.1. Spatial Analysis Tools Required for the Framework

To develop an effective spatial planning framework for education infrastructure, the following spatial analysis tools and methodologies are essential:

i. **Geographic Information System (GIS)**: GIS is a critical tool for mapping and analysing the spatial distribution of schools, student populations, and infrastructure conditions. It allows for the visualisation of data, making it easier to identify patterns and areas of need.
ii. **Remote Sensing and Satellite Imagery**: These tools can provide up-to-date and detailed images of school locations and surrounding areas, helping to assess the physical condition of buildings and the suitability of land for new infrastructure projects.
iii. **Spatial Statistics and Analysis Tools**: Tools such as spatial autocorrelation, hotspot analysis, and cluster analysis can identify areas with significant infrastructure deficits or surpluses. These analyses help in prioritising interventions and understanding spatial patterns of need.
iv. **Network Analysis:** This tool can be used to assess accessibility to schools, considering factors such as road networks, terrain, and transportation options. It helps in planning the optimal location of new schools to maximise accessibility.
v. **Demographic and Socioeconomic Data Integration:** Combining spatial data with demographic and socioeconomic data (e.g., population density, income levels, and educational attainment) helps in understanding the broader context and ensuring that infrastructure planning is responsive to community needs.
vi. **Scenario Planning and Modelling Tools:** These tools allow the simulation of different planning scenarios, helping to predict the impacts of various interventions and guiding strategic decision-making.
vii. **Data Management and Visualisation Platforms:** Platforms such as dashboards and interactive maps enable the continuous monitoring of infrastructure projects, real-time data updates, and clear communication of spatial data to stakeholders.
viii. **Environmental Impact Assessment Tools:** These tools ensure that new infrastructure projects are environmentally sustainable and compliant with regulatory requirements, considering factors such as land use, water resources, and biodiversity.

By leveraging these spatial analysis tools, the Eastern Cape Department of Education can develop a robust spatial planning framework that enhances the effectiveness of its infrastructure investments, addresses historical and geographical disparities, and ultimately improves educational outcomes for all learners in the province.

4.12. Integrated Planning and Delivery of Education Infrastructure

Effective intergovernmental relations (IGR) are critical for the efficient planning and delivery of education infrastructure in the province. The integration of various governmental efforts ensures that resources are used optimally, priorities are aligned, and service delivery is improved. The Eastern Cape's initiative to strengthen IGR through the development of nine Integration Programmes provides a robust framework for addressing the multifaceted challenges in education infrastructure. This section explores how these programmes can enhance the coordination and effectiveness of education infrastructure projects.

4.12.1. Early Childhood Development (ECD)

The Early Childhood Development (ECD) Integration Programme ensures that foundational educational facilities are prioritised and uniformly developed across the province. Strengthening IGR in this context involves coordinating efforts between the provincial Department of Education, local municipalities, and relevant stakeholders to plan, fund, and maintain early learning centres. This collaboration addresses disparities in access to quality early childhood education, particularly in rural and underdeveloped areas.

4.12.2. Municipal Support

Improving IGR through municipal support programmes facilitates better integration of educational infrastructure needs into municipal planning processes. Municipalities play a crucial role in providing basic services and infrastructure such as water, electricity, and roads, which are essential for the functioning of schools. By aligning municipal support with provincial education goals, schools can benefit from improved local infrastructure and services, enhancing the learning environment for students.

4.12.3. Social Cohesion, Moral Regeneration, Community Safety, and GBVF

Education infrastructure projects can significantly contribute to social cohesion and community safety when planned in consultation with local communities and stakeholders. Strengthened IGR ensures that schools are not only centers of learning but also safe havens for students. This involves coordinating with law enforcement and social services to address issues like gender-based violence and fostering a supportive community environment.

4.12.4. Anti-Poverty and Food Security Programmes

Integrating anti-poverty and food security initiatives such as the NSNP with education infrastructure planning ensures that students' basic needs are met, which is critical for their academic success. Strengthened IGR allows for the implementation of school feeding programmes and the development of school gardens, ensuring that students have access to nutritious meals. This holistic approach supports the overall well-being of students and enhances their ability to learn.

4.12.5. Infrastructure, Human Settlements, and Broadband

Effective IGR is essential for developing and maintaining educational infrastructure, including classrooms, libraries, and laboratories. Coordinated efforts between the Department of Education, human settlements, and ICT departments ensure that schools are equipped with modern facilities and broadband access. This integration is crucial for providing students with the necessary resources for a contemporary education and bridging the digital divide.

4.12.6. Climate Change, Land Reform, and Agriculture Commercialisation

Addressing climate change and promoting sustainable practices through educational infrastructure is possible with strong IGR. Schools can serve as models for environmental stewardship by incorporating green building practices and renewable energy sources. Coordinating with agricultural and environmental departments, schools can also become centers for teaching sustainable agriculture and land use, which is particularly relevant in rural areas.

4.12.7. Disaster and Climate Change including Disaster Belt

South Africa is increasingly vulnerable to the impacts of climate change, with rising global temperatures contributing to a higher frequency and intensity of extreme weather events. These include prolonged droughts, flash floods, wildfires, heatwaves, and coastal storms—all of which have significant implications for human settlements, public infrastructure, agriculture, and service delivery.

In the context of the Eastern Cape, the effects of climate change are becoming particularly pronounced. The province is prone to cyclical droughts, especially in the western and central regions, while the eastern regions are increasingly affected by intense rainfall and flooding. These events not only disrupt learning and health services but also cause extensive damage to public infrastructure, including schools, clinics, roads, and water systems. The socio-economic consequences are severe, particularly in rural areas where communities already face poverty, food insecurity, and limited access to basic services.

The built environment in the province must now be planned, upgraded, and maintained with a resilience lens. Infrastructure must withstand climate shocks and incorporate adaptive features such as flood mitigation, drought-resistant landscaping, and elevated construction in flood-prone areas. Climate-responsive design and proactive disaster risk reduction measures are essential to ensure sustainability and protect long-term investments.

The so-called “disaster belt” in the Eastern Cape refers to a geographically defined zone stretching through parts of the former Transkei and along the Wild Coast, encompassing areas such as Port St Johns, Lusikisiki, Flagstaff, Mbizana, and surrounding inland regions. This belt is characterised by its exposure to recurring natural hazards, particularly flash floods, cyclones, and mudslides, triggered by torrential rainfall and exacerbated by deforestation, poor land use, and inadequate infrastructure.

Communities in this disaster belt often reside in informal or poorly built structures on unstable slopes or flood plains, heightening their vulnerability to extreme weather. Roads, bridges, and public buildings in this region are frequently damaged or rendered inaccessible during heavy storms, cutting off access to services and delaying emergency response.

The Eastern Cape government, in collaboration with national disaster management structures, has begun to map hazard-prone areas and incorporate disaster risk considerations into planning frameworks. However, the scale of vulnerability requires a coordinated and sustained investment in early warning systems, resilient infrastructure, climate education, and community-based disaster preparedness programmes.

In summary, integrating disaster risk reduction and climate adaptation strategies into planning, design, and service delivery is no longer optional but a necessity—particularly for high-risk regions such as the disaster belt in the Eastern Cape.

4.12.8. Digital Economy, Oceans Economy, Energy and Gas, Economic Development

Integrating educational infrastructure with economic development initiatives ensures that students are prepared for future job markets. Strengthened IGR facilitates the development of technical and vocational education and training (TVET) centers that align with regional economic opportunities in the digital economy, energy, and other sectors. This alignment helps to create a skilled workforce that meets the needs of the local economy.

4.12.9. Non-Communicable Diseases, Mental Health, and Social Determinants of Health

Coordinated efforts in IGR can improve the health and well-being of students by integrating health services into schools. This includes regular health screenings, mental health support, and health education programmes. By working together, the Departments of Health and Education can ensure that schools are equipped to address the holistic needs of students, thereby enhancing their academic performance and overall quality of life.

4.12.10. Transformation Programmes, Youth Development, Skills Development, and Training

Strengthening IGR ensures that transformation and youth development programmes are effectively integrated into the education system. This includes providing students with access to skills development and training opportunities that prepare them for the workforce. By coordinating with various governmental and non-governmental organisations, the province can ensure that youth development initiatives are comprehensive and impactful.

4.12.11. Conclusion

Overall, strengthening IGR in the province through the implementation of the nine Integration Programmes provides a strategic framework for ECDOE to enhance the planning and delivery of education infrastructure. These programmes ensure that efforts are coordinated, resources are optimised, and educational facilities meet the diverse needs of the province's student population. By fostering collaboration across all levels of government and with key stakeholders, the province can address the challenges of education infrastructure and improve educational outcomes for all learners.

5. LEGISLATIVE REQUIREMENTS

The following Acts and Regulations determine the legislative mandate within which the Department must provide, maintain, and manage infrastructure.

5.1. The South African Constitution

According to Section 29 of the Constitution everyone has the right to “a basic education, including adult basic education, and to further education, which the State through reasonable measures must make progressively available and accessible.”

5.2. The SA Schools Act (Act 84 of 1996)

The South African Schools Act requires that adequate accommodation conducive for teaching and learning be provided and maintained, by stating that:

Clause 3: (3) “Every Member of the Executive Council must ensure that there are enough school places so that every child who lives in his or her province can attend school as required by subsections (1) and (2).”

Furthermore, the Department is also obliged to budget accordingly for infrastructure by stating that:
Clause 12: (1) “The Member of the Executive Council must provide public schools for the education of learners out of funds appropriated for this purpose by the provincial legislature.”

5.3. Minimum Uniform Norms & Standards for Public School Infrastructure

The regulations were initially promulgated in November 2013 and were updated in May 2024 under SASA. They outline the requirements for providing various levels of school infrastructure services and the applicable time frames for implementation. These regulations also include provisions for universal access to schools, ensuring accessibility for learners with physical disabilities.

5.4. BELA Act

The Basic Education Laws Amendment (BELA) Bill is a legislative proposal aimed at amending the South African Schools Act of 1996 and the Employment of Educators Act of 1998. Introduced by the Department of Basic Education, the BELA Bill seeks to strengthen governance, accountability, and equity within South Africa’s basic education system.

One of the key objectives of the BELA Bill is to align educational policy with contemporary societal needs and constitutional principles. The bill introduces several changes, notably in areas such as the **language and admission policies of public schools**, which will now require approval by provincial heads of department. This provision aims to prevent the exclusion of learners based on language or arbitrary admission criteria, ensuring broader access and inclusivity in schools.

Another significant feature is the proposed **compulsory Grade R (Reception Year)**, making early childhood education a formal entry point into the schooling system. This change underscores the government's commitment to foundational learning and addressing inequalities from the earliest stages of education. The bill also seeks to enhance regulatory powers over **home education**, requiring detailed submissions and curriculum alignment with the national

curriculum. This move is intended to ensure quality assurance and learner progress, though it has attracted mixed reactions from stakeholders.

While the BELA Bill aims to foster accountability, equitable access, and learner protection, it has sparked considerable public debate. Concerns raised include the perceived centralisation of power, particularly regarding school governing bodies' diminished role in decision-making on language and admissions. Opponents argue that this could erode community participation and cultural identity, especially in Afrikaans-speaking and single-medium schools.

Supporters of the bill, however, view it as a critical instrument for redressing past inequalities and promoting uniform standards across all schools. As of mid-2024, the bill has been passed by the National Assembly and is awaiting further legislative processes.

5.5. Public Finance Management Act (Act 1 of 1999)

According to the PFMA and National Treasury Regulations, provincial departments are mandated to provide public services and require immovable assets to meet their service delivery goals. The management of these assets is guided by departmental strategies, service level statements, and physical accommodation requirements.

The PFMA stipulates that the accounting officer of a department "is responsible for the management, including the safeguarding and the maintenance of the assets ... of the department." This responsibility falls on the Head of Department, even though immovable asset management may not be the department's core function.

Managing these assets effectively is essential for achieving service delivery objectives, and departments may need to develop specialised strategies or seek external support to fulfill this mandate efficiently.

5.6. Government Immovable Asset Management Act

The Government Immovable Asset Management Act (GIAMA), Act 19 of 2007, outlines the roles and responsibilities related to the management of immovable assets.

5.6.1. Custodian

The GIAMA defines a provincial immovable asset custodian as: "a ... provincial department represented by the Premier of the province or MEC of such provincial department so designated by the Premier of that province." In the Eastern Cape, the Department of Public Works and Infrastructure (DPWI) has been designated as the custodian department. The Head of Department (HOD) of the DPWI is responsible for the operational performance in accordance with GIAMA. The responsibilities of the DPWI are detailed in the Provincial Infrastructure Delivery Framework (PIDF) and the Service Delivery Agreement (SDA) with each Provincial Implementing Agent (PIA).

5.6.2. User

The GIAMA also identifies a user department as: "a provincial department that uses or intends to use an immovable asset in support of its service delivery objectives." This means that any provincial department utilising immovable assets for delivering its services is considered a user department.

5.7. Public Service Act

The Public Service Act (PSA), Act 38 of 1994, establishes the legal framework for all officers and employees within the public service. This framework includes guidelines on functions and organisational structures, employment practices, salaries, information management and technology, and processes for transformation and reform.

It is important to note that while the PSA generally applies to public service employees, there are specific provisions and exceptions for individuals working in State schools and other educational institutions. In these cases, employees are subject to different employment conditions and regulations tailored to the educational sector.

5.8. Division of Revenue Act

The strategic goal of the Education Infrastructure Grant (EIG), as set out in the Division of Revenue Act, is to supplement provincial funding for the provision of education infrastructure in alignment with the regulations on minimum uniform norms and standards for public school infrastructure.

5.8.1. The purpose of the EIG

- To help accelerate construction, maintenance, upgrading and rehabilitation of new and existing
- infrastructure in education including district and circuit accommodation
- To address achievement of the targets set out in the minimum norms and standards for school infrastructure
- To address damages to infrastructure
- To enhance capacity to deliver infrastructure in education

5.8.2. Responsibilities of the National Department

The national department is responsible for visiting selected infrastructure sites in provinces and supporting provincial departments in improving their infrastructure delivery capacity and systems. This includes providing guidance on planning and prioritisation, issuing guidelines on capacitation processes, and evaluating progress with the capacitation of provincial infrastructure units alongside National Treasury. Additionally, the national department must:

- Assess provincial reports and provide feedback before transferring funds.
- Submit quarterly achievement reports to National Treasury.
- Comply with the conditions of the grant framework within the stipulated timeframes of the 2023 Division of Revenue Act.

5.8.3. Responsibilities of Provincial Departments:

Provincial departments must:

- Approve and submit monthly infrastructure reports to the relevant provincial treasury and DBE within specified deadlines.
- Comply with the grant framework conditions and clauses in the 2023 Division of Revenue Act.
- Submit quarterly capacitation reports.
- Ensure the execution of section 42 transfers as per the Public Finance Management Act.

These responsibilities ensure that provincial departments are accountable for their infrastructure programmes and maintain regular communication with the national department and National Treasury.

5.9. Modified Cash Standard (MCS)

The Modified Cash Standard (MCS) provides a clear framework for accounting and reporting financial transactions in the public sector. It ensures that financial statements accurately reflect an entity's financial status, performance, and cash flows. Adopting the MCS helps public sector organisations comply with legislative and regulatory requirements, enhance financial accountability, and improve decision-making through reliable financial information.

5.9.1. Summary of MCS Chapter 11

Chapter 11 of the Modified Cash Standard outlines the principles for managing and reporting financial assets and liabilities. It includes guidelines for recognising, measuring, presenting, and disclosing receivables, payables, loans, and investments. The chapter details how to handle impairments, interest accruals, and fair value assessments to ensure financial statements accurately represent the entity's financial obligations and resources. It emphasises maintaining comprehensive records and regular reviews to manage risks and optimise the use of financial assets effectively.

The department employs both the cost and fair value models for the valuation of its capital assets. This dual approach provides a more comprehensive view of asset value and depreciation. Currently, these valuations are under audit by the Auditor General of South Africa to ensure accuracy and compliance with the relevant standards

6. LEVEL OF SERVICE

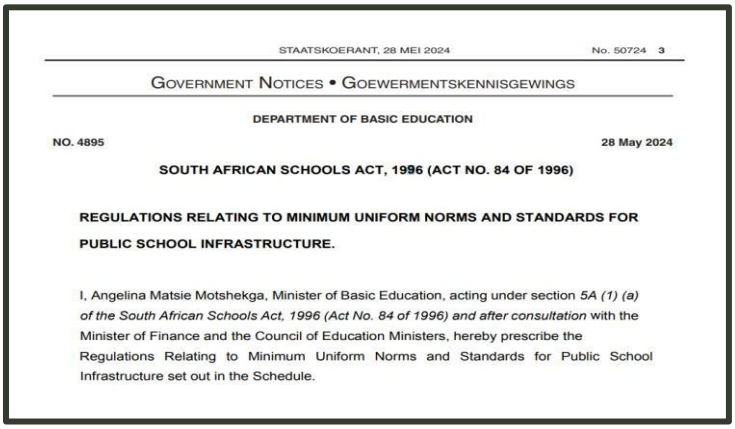
The province faces escalating demands for school infrastructure, exacerbated by population growth among school-aged children. This growth necessitates expanding education support infrastructure beyond classrooms to encompass access roads and ICT services. Urban centers and their outskirts have experienced significant population increases, straining existing school facilities and causing overcrowding.

Moreover, the proliferation of informal settlements and rural encroachments compounds these challenges, further burdening social service infrastructure. Effective coordination with other sections within the Department of Education is critical to align physical infrastructure programs with strategic priorities, including special schooling and curriculum planning. Additionally, Local and District Municipality Integrated Development Plans (IDPs) play a pivotal role. They provide bottom-up insights that influence decisions on education infrastructure development, ensuring alignment with local needs and priorities.

To address these issues comprehensively, it is crucial to bolster these coordination efforts and leverage data-driven planning. Specific metrics on overcrowding and infrastructure deficits should inform targeted interventions. Moreover, exploring innovative solutions such as modular classrooms or phased construction plans can optimise resource allocation and project timelines. Engaging stakeholders across sectors and exploring public-private partnerships are also viable strategies to enhance infrastructure delivery efficiency amidst growing demands.

The level of service is described in depth in the sections below.

The South African Schools Act mandates that all schools must provide and maintain adequate accommodation conducive to effective teaching and learning. This requirement is detailed in the Space Planning Norms and Standards set forth by the Department of Education. These standards encompass various aspects such as classroom sizes, facilities, safety measures, and accessibility provisions for learners with disabilities. By adhering to these norms, schools aim to create environments that support educational excellence and meet the diverse needs of learners across the country.



STAATSKOERANT, 28 MEI 2024 No. 50724 3

GOVERNMENT NOTICES • GOEWERMENTSKENNISGEWINGS

DEPARTMENT OF BASIC EDUCATION

NO. 4895 **28 May 2024**

SOUTH AFRICAN SCHOOLS ACT, 1996 (ACT NO. 84 OF 1996)

REGULATIONS RELATING TO MINIMUM UNIFORM NORMS AND STANDARDS FOR PUBLIC SCHOOL INFRASTRUCTURE.

I, Angelina Matsie Motshekga, Minister of Basic Education, acting under section *5A (1) (a) of the South African Schools Act, 1996 (Act No. 84 of 1996) and after consultation* with the Minister of Finance and the Council of Education Ministers, hereby prescribe the Regulations Relating to Minimum Uniform Norms and Standards for Public School Infrastructure set out in the Schedule.

Figure 13: Extract from SASA - Act No84 of 1996 (As Amended**)**

These recently published Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure (and the current exercise for their revision) specify the required level of service and set out the timeframes for implementing the minimum norms. The backlogs in the province have been analysed against these norms, and costs have been estimated for addressing these.

6.1. Norms and Standards

The DBE issued the Regulations relating to Minimum Norms and Standards for Public School Infrastructure in November 2013. On 30 May 2024, the Department gazetted updated uniform minimum norms and standards, replacing those implemented since November 2013. The objectives of these regulations include

The three objectives of the regulations are to:

- Provide uniform and standards for school infrastructure (i.e., size of classrooms etc).
- Ensure compliance to the norms.
- Provide timeframes within which backlogs must be addressed as per Table 4 below.

3-year Nov 2013 - Nov2016	7-year Nov 2013 - Nov 2020	10-year Nov 2013 – Nov 2023	17-year Nov 2013 -Nov 2030
- Mud & inappropriate schools. - No access to basic service (electricity, water & sanitation)	- Availability of classrooms. - Insufficient basic services (electricity, water & sanitation)	- Libraries, - Laboratories - Multi-purpose classrooms	- Administrative spaces, - Nutrition centres - Parking bays - Sports facilities

Table 10: Norms & Standards Timeframes

The new standards establish clear deadlines for school infrastructure:

- Existing infrastructure must achieve full compliance, although specifics on what this entails are not detailed.
- Plans for new school construction, additions, alterations, and improvements must align with updated requirements.

Additionally, the regulations mandate timeframes for addressing infrastructure backlogs:

- Schools lacking power, water, or sanitation have until the end of 2026 to comply.
- Structures made from mud, asbestos, metal, and wood must be replaced with compliant structures by mid-2025.

Factors influencing demand for infrastructure include:

- Quality of infrastructure impacting teaching and learning effectiveness.
- Migration trends towards development hubs, both within and outside the province.
- Population dynamics affecting demographics.
- Industrial development and related population changes.
- Rationalisation and re-alignment of schools, considering educator availability.
- Government policy initiatives shaping educational infrastructure needs.

The Department has incorporated these norms into its 10-year infrastructure plan, detailing interventions to address these backlogs. Key initiatives such as the ASIDI and SAFE programmes focus on eliminating schools with inadequate infrastructure within the first three years.

Norms and Standards Gap and Reprioritisation for Water and Sanitation

The Department has noted and acknowledged the publication of the "**REGULATIONS RELATING TO MINIMUM UNIFORM NORMS AND STANDARDS FOR PUBLIC SCHOOL INFRASTRUCTURE**" on the 27th of June 2024 which indicates through regulation 4.2.(a) to 4.2.(e) the infrastructure that must be incorporated in the Department's infrastructure plans within 12 months. Consequently, the Department has planned implementation in the relevant categories as follows:

- Water - 10 projects
- Sanitation - 135 projects
- Electricity - 19 projects
- Inappropriate Structures - 0 projects
- Asbestos - 0 projects
- Additional classrooms and learning areas - 62 projects
- Fencing - 0 projects

The South African Human Rights Commission (SAHRC) regarding the 427 schools in the province that form part of the pit latrine backlog. The Department has since taken steps to address the immediate eradication of inappropriate sanitation by allocating 60 sanitation projects to the Mvula Trust and applying for the implementation of three hundred and fifty-five (355) school to be funded through the BFI. The provision of water infrastructure continues to proceed through the provision of water tanks and the construction of boreholes across the province. In certain instances, the schools merely require a water line installation to the relevant district municipality's RDP water supply line.

6.1.1. Alignment with Spatial Planning & Land Use Management Act (SPLUMA)

Infrastructure provision aligns with development principles outlined in Chapter 2, Section 7 of the Spatial Planning and Land Use Management Act (Act 16 of 2013). These principles guide spatial planning, land development, and land use management, emphasising:

6.1.1.1. Principle of Spatial Justice

Addressing past spatial and development imbalances by improving access to and use of land designated for school infrastructure. The Department of Education's framework aligns with Municipal Spatial Development Frameworks (SDFs), prioritising areas previously excluded, such as informal settlements and former homelands.

6.1.1.2. Principle of Spatial Sustainability

Ensuring spatial planning protects prime agricultural land and considers environmental costs in greenfield developments. The Department promotes school development in sustainable locations as per norms and standards set out in the South African Schools Act (SASA).

6.1.1.3. Principle of Efficiency

Optimising use of existing resources and infrastructure, particularly in areas with surplus facilities due to school closures. Decision-making processes aim to minimise negative impacts on finances, society, economy, and environment.

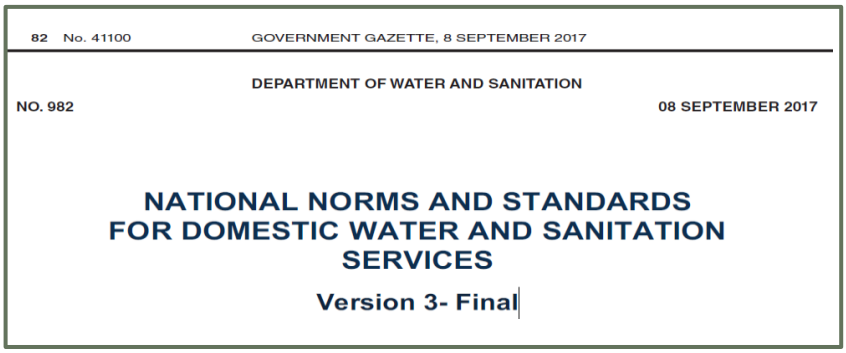
6.1.1.4. Principle of Good Administration:

Facilitating an integrated approach to land use management across government sectors. The Department participates in preparing and amending Municipal SDFs and IDPs, ensuring future school infrastructure is strategically located based on community needs and settlement growth patterns.

These principles ensure that education infrastructure development not only meets regulatory standards but also contributes to sustainable development and equitable access across communities.

6.1.2. National Department of Water and Sanitation Guidelines

The National Norms and Standards for Domestic Water and Sanitation Service under the Department of Water and Sanitation Services specify the water supply to educational facilities.



82 No. 41100 GOVERNMENT GAZETTE, 8 SEPTEMBER 2017

DEPARTMENT OF WATER AND SANITATION

NO. 982 08 SEPTEMBER 2017

NATIONAL NORMS AND STANDARDS FOR DOMESTIC WATER AND SANITATION SERVICES

Version 3- Final

Figure 14: Extract from DWA - Act No982 of 2017

- Water supply to educational facilities
- No school, crèche, educational or correctional facility is allowed to function without potable water.
- The Department of Basic Education relies on the DWS's norms and standards for water provision to educational centres.
- Goal: Meeting learners' and staff members' need for potable water (drinking and hygiene) at educational facilities where it is practical, affordable, financially viable and sustainable.
- Thus:
    1. A minimum volume of 15 to 20 liters of potable water per learner per day shall be made available to an educational centre.
    2. A minimum volume of 90 to 140 liters of potable water per learner per day for boarding shall be made available to an educational centre and boarding facility.
    3. The water provided shall comply with the SANS 241 quality standards.
    4. The access/delivery point shall be one hygienic water terminal on the premises for

every 130 learners and within 100m of the main building.

5. The water shall be made available for 350 days per year and not interrupted for longer than 48 consecutive hours.
6. All water use and/or supply shall be metered and tariffed.
7. Water loss and leak detection shall be implemented to reduce water demand.
8. Refurbishment and maintenance of the infrastructure for the service is the responsibility of the Department of Basic and Higher Education.
9. Greywater re-use and management shall be advocated.
10. Efforts shall be made to ensure user acceptance and understanding for this level of service.
11. Learners, educators, and staff shall be educated in effective water use, water conservation and hygiene.

6.1.3. Guidelines for Social Services Provisioning

The Council for Scientific and Industrial Research (CSIR) documents outline thresholds for education facility provision in human settlements and rural areas in The Neighbourhood Planning and Design Guide (Red Book), 2019. According to these planning requirements, a population of 1000 is necessary for a grade R classroom in a primary school, 7000 for a primary school, and 12500 for a secondary school to ensure adequate educational facilities.

Table H.1: Population thresholds and access distances for typical facilities offering education services

Social facility type	Typical population threshold (number of people)	Ideal maximum access distance (km)
Early Childhood Development centres (including day-care centres, nursery schools, play schools and after-school care facilities). These facilities provide programmes for the care of more than six and less than 150 children younger than five years of age.	2 400 - 3 500	2 - 5
Early Childhood Development Resource Centres/ Hubs Large ECD facilities are equipped for the care and development of children younger than five years of age. They also provide outreach services to the community and surrounding smaller	20 000	5

Table H.1: Population thresholds and access distances for typical facilities offering education services

Social facility type	Typical population threshold (number of people)	Ideal maximum access distance (km)
Primary schools Primary schools are education facilities for Grades R to 7 (age group 5 to 12). Three categories of school sizes (small, medium and large) are used for different contexts. Small schools (with a minimum population threshold of 1 000 people) should only be used in cases where no other options are available. Grade R classes should ideally form part of a primary school but can also be provided at a pre-school facility or be accommodated in a stand-alone facility.	2 200 - 6 600	5
Secondary schools Secondary schools are education facilities for Grades 8 to 12 (age group 13 to 17). Three categories of school sizes (small, medium and large) are used for different contexts. Small schools (with a minimum population threshold of 2 000) should only be used in cases where no other options are available.	4 000 - 10 000	5

Table 11: Threshold for the Provision of Education Facilities

- Efforts will be undertaken to ensure that users accept and understand this level of service.
- Learners, educators, and staff will receive education on effective water usage, water conservation, and hygiene practices.

6.2. Current Level of Service

6.2.1. Existing Asset Base

The Department currently oversees 5,038 operational public ordinary schools in the province, serving a total of 1,726,558 learners according to the EMIS Masterfile from April 2024. Efforts are underway to compile Terms of Reference for updating asset and condition data at all schools, aiming to establish an accurate baseline for infrastructure planning. As of 2022, assessments were completed for 1,075 schools, with plans to finalise the remaining assessments by the end of 2025.

The condition assessment of 5 038 education facilities aliggned to GIAMA is a multi-year project which commenced in 2022 with 1 075 schools condition assessed and completed in 2023. The second batch comprising of 817 schools was also completed in April 2025. In support of the Eastern Cape Department of Education's commitment to improving the planning, maintenance, and management of school infrastructure and building on the foundation of the first 1,892 assessments, the department is rolling out the next phase, which targets an additional 1,600 schools across all education districts in 2025/26 financial year. The remainder of the schools will be assessed through the NEIMS process. All completed schools must undergo a NEIMS assessment upon achieving practical completion. This forms part of the mandatory project close-out process. The remainder of the schools will be assessed through the NEIMS process. All completed schools must undergo a NEIMS assessment upon achieving practical completion. This forms part of the mandatory project close-out process.

The process will adhere to national norms and standards, integrate with existing school infrastructure databases, and feed directly into the provincial 10-year infrastructure pipeline. These assessments will contribute positively towards the strategic planning and management of education facilities through:

- Ensure schools meet Minimum Uniform Norms and Standards for School Infrastructure.
- Provide evidence-based data for the Department to allocate funds fairly and efficiently and helps to distinguish between emergency repairs and long-term infrastructure projects thus reducing wasteful spending by targeting the most critical needs first.
- Improved Safety and Risk Mitigation by identification of structural hazards (collapsing roofs, cracked walls, unsafe electrical wiring) and ensure compliance with building safety regulations and helps prioritize urgent repairs to prevent disasters.

This strategic programme is a cornerstone for achieving long-term infrastructure sustainability in the Eastern Cape education sector. It demonstrates a shift toward proactive asset management and long-term planning, with the goal of ensuring all learners are accommodated in safe, functional, and dignified learning environments.

The accompanying map illustrates the distribution of schools across the province. This Infrastructure Asset Management Plan (I-AMP) comprehensively covers the planning and management of all fixed physical infrastructure under the ECDoE's responsibility within the province.

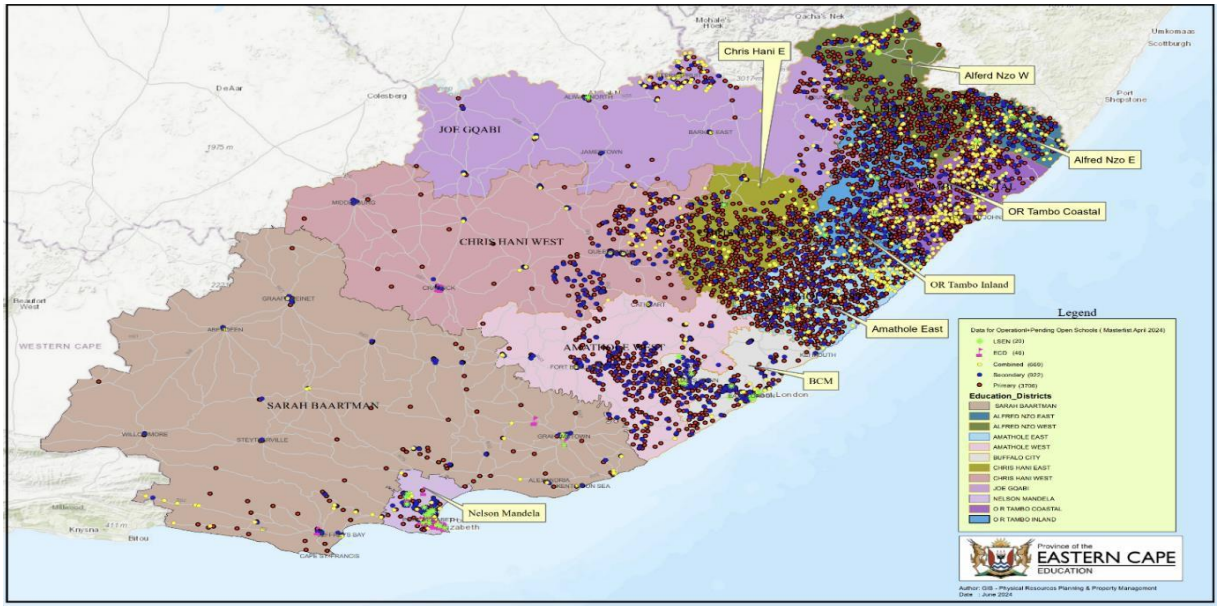


Figure 15: DoE Immovable Assets

This includes all government owned ordinary schools, special schools, examination centres, as well as all buildings and services (such as water, sanitation, and electricity) within the relevant premises.

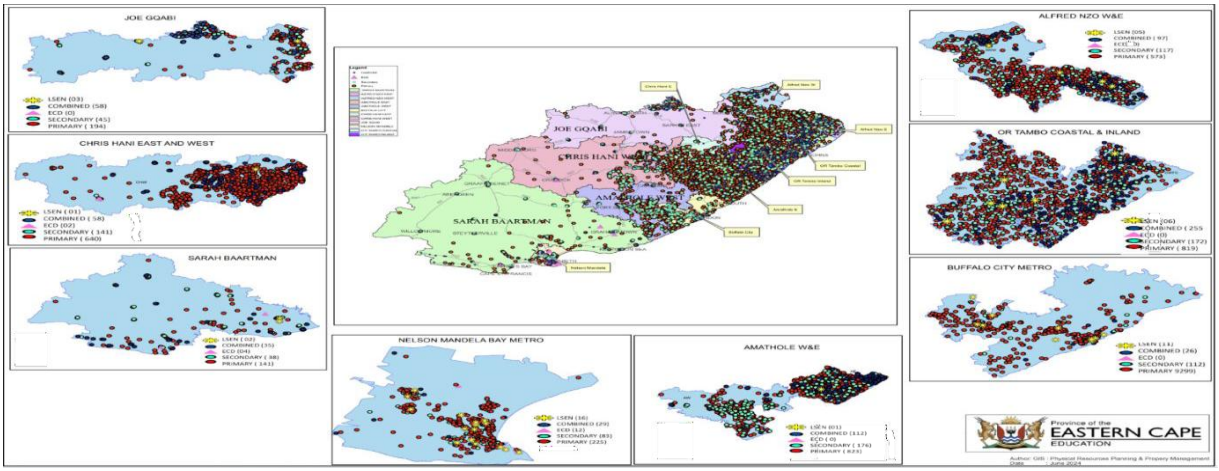


Figure 16: Prototype of Schools indicated per District or Metro

The above map shows the spatial referencing of the different types of schools in the six (6) districts and two metropolitan areas of the province.

The DoE assets are all scheduled in the various Templates that form part of this I-AMP, but for convenience there are 5 119 assets, and these are summarised in Table 12 below:

ASSET TYPES (STATE-OWNED)	OPERATIONAL	FINAL TALLY OF ASSETS
Education Institutes	4	4
District Offices (2 rented)	14	14
Circuit Management Centres (5 rented)	29	29
Exam Centres	34	34
Ordinary School – Combined	586	586
Ordinary School – Primary	3 530	3 530
Ordinary School – Secondary	861	861
Special School (LSEN)	45	45
ECD	16	16
Total	**5 119**	**5 119**

Table 12: Indicating Provincial School Distribution

According to recent updates from the Circuit School Landscape Plans (CSLPs), 1,503 operational schools have been earmarked for potential rationalisation. This figure reflects adjustments where some schools originally listed among the 1,902 have been reclassified as 'receiving schools,' thus no longer slated for rationalisation. The data also incorporates the effects of school closures, both planned and unplanned, spanning from 2020 to 2023.

Historically, a total of 503 schools ceased operations before 2012. Between 2018 and 2021, 639 schools were reported closed, with an additional 60 schools reported closed or pending closure in 2022. A register of 1,142 assets that have ceased to operate has been gazetted. Currently, the Department manages a total of 5,093 immovable assets.

The condition of the Department's fixed assets, based on recent assessments, is detailed below.

- The condition of the Department's fixed assets is depicted in the diagram and explanatory table.
- Sufficient funds need to be budgeted to maintain physical assets.
- The condition of assets as indicated on the left shows that there is a substantial maintenance backlog estimated at R6,1bn at current costs.

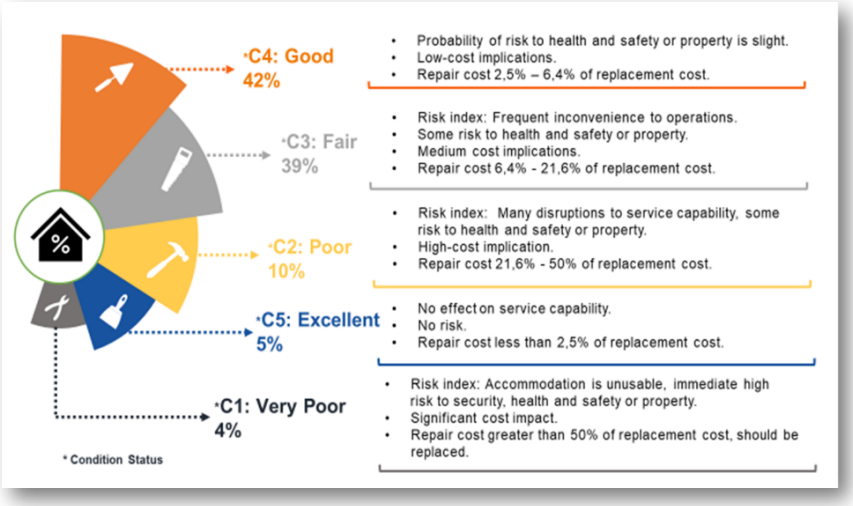


Figure 17: Condition of ECDoE Assets

The Department acknowledges the critical need to allocate sufficient funds for maintaining its physical assets to preserve their value over time. According to industry norms, an annual maintenance budget of at least 2% of the building's replacement value is recommended. This equates to an annual requirement of R1.5bn, encompassing the entire infrastructure budget. Detailed information on this budget allocation is further elaborated elsewhere in this document.

Additionally, there exists a substantial maintenance backlog, currently estimated at over R9.7bn at current costs, as detailed earlier. The Templates address the utilisation and performance of assets. Notably, 52.8% of schools operate within normal utilisation parameters in terms of learners per classroom, while 22.4% are overcrowded and 24.8% are under- utilised.

The Eastern Cape is characterised by numerous small schools, particularly in rural areas like the former Transkei, Ciskei, and farm regions of the Republic of South Africa. A significant planning challenge is that nearly a third (29.5%) of operational schools are classified as small and financially unsustainable due to low enrollment, resulting in multi-grade teaching and poor learner throughput.

6.2.2. Sanitation Appropriate for Education (SAFE)

The Eastern Cape has a high number of schools with pit latrines and other inappropriate structures as highlighted in media coverages of inadequate toilets and the distribution of chemical toilets as a COVID-19 intervention to assist the schools with no toilets.

Education Districts	No. of School - Original	Schools Identified for Closure	PC Achieved	Under Construction	Under Planning	No. of School - Revised
Alfred Nzo East	116	20	149	17	-	166
Alfred Nzo West	203	95	114	26	5	145
Amathole East	266	110	248	39	2	289
Amathole West	104	60	86	61	6	153
Buffalo City	60	28	39	10	2	51
Chris Hani East	198	65	158	19	-	177
Chris Hani West	84	33	80	19	4	103
Joe Gqabi	85	37	77	15	2	94
Nelson Mandela	1	0	-	2	-	2
OR Tambo Coastal	250	58	182	28	3	213
OR Tambo Inland	220	64	199	36	1	236
Sarah Baartman	11	8	5	4	1	10
Grand Total	**1,598**	**578**	**1 337**	**276**	**26**	**1639**

Table 13: Pit latrine Distribution per Education District & Progress Update

The above outlines the outcomes of the pit latrines audit conducted by the basic education sector and the progress against the targets. It is noteworthy that additional schools were enrolled under the SAFE programme, while others were returned to the province for implementation under the EIG.

Initially, the province identified a backlog of 25,800 toilet seats nationwide, which accounts for 37% of the national total. The budget estimated to replace these pit latrines with Ventilated Improved Pit Toilets (VIP) is R6.83 billion nationally, with R2.591 billion (equivalent to 37%) allocated specifically to eliminating inadequate sanitation within the province.

6.3. Desired Level of Service

6.3.1. Demand Assessment

The Eastern Cape Province is estimated to have a population more than 7,2 million as per the 2022 Stats SA population estimates.

PROVINCE	CENSUS YEAR	SEX		
		Male	Female	Total
EASTERN CAPE	1996	2 840 235	3 307 009	6 147 244
	2001	2 906 521	3 372 130	6 278 651
	2011	3 089 701	3 472 353	6 562 053
	2022	3 424 042	3 806 162	7 230 204

Table 14: Total Population by Census Year, Census 1996–2022

The table above illustrates the total population of the East Cape Province across census years from 1996 to 2022. The data indicates a consistent increase in population size, growing from 6,147,244 in 1996 to 7,230,204 in 2022, representing a growth of approximately 17.6%. The most significant population increase occurred between 2011 and 2022, with a rise of 10.2%, compared to a 4.5% increase from 2001 to 2011.

Additionally, the table provides the distribution of the population by sex from 1996 to 2022. In 2022, the female population was 3,806,162, while the male population was 3,424,042.

Population growth is observed across all districts in the province, with the highest growth in Buffalo City Metropolitan Municipality (BCM) at 24.5% (193,403 people), OR Tambo District at 10% (135,663 people), and Alfred Nzo District at 17% (135,108 people).

Despite the overall 10.2% population growth in the Eastern Cape, the province experienced the second-largest negative net migration in the country, indicating that more people are leaving the province than moving into it. A significant number of individuals migrating from the Eastern Cape have moved to the Western Cape (1,134,674) and Gauteng (495,494).

These migration trends could have various implications for the province, including potential impacts on the labor market, economic growth, and public service demands. Further analysis is needed to understand the underlying causes and to develop strategies to address these challenges.

6.3.2. Population Composition

The table presents the percentage distribution of the population by sex in the Eastern Cape province, according to Census 2022. The census data shows that the Eastern Cape has recorded the second-highest proportion of females among all provinces since 1996. However, there has been a consistent decline in the female population percentage from 53.8% in 1996 to 52.6% in 2022.

EASTERN CAPE PROVINCE							
1996		2001		2011		2022	
Mal	Female	Male	Female	Male	Female	Male	Female
46,2	53,8	46,3	53,7	47,1	52,9	47,4	52.6

Table 15: Percentage distribution of the population by sex, Census 1996-2022

6.1.1. Age and Sex Structure

The population profiles for various age groups, as recorded in the 2011 and 2022 Censuses, along with data from the 2016 Community Survey, are shown in Figure 19. The 2016 Community Survey indicates an increase in the school-going age groups, contrasting with a decline observed between the 2001 and 2011 Censuses.

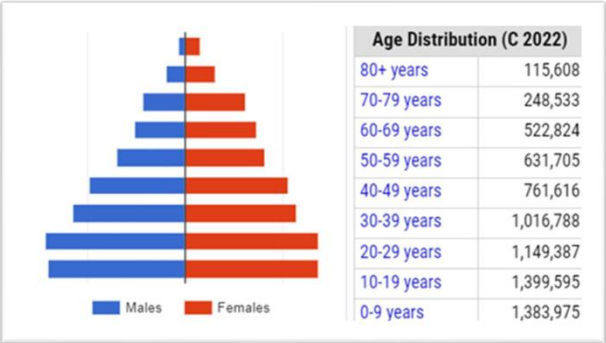


Figure 18: EC Age Structure by 5-year groups

6.1.2. Options Analysis

The significant backlog poses challenges for proposing feasible solutions within the current funding framework. However, avenues need to be explored to limit additional infrastructure requirements, ensure cost-effective provision, and address the highest priorities first.

The process of compiling the infrastructure project list is briefly summarised below:

a) Allocate funds to active projects already contracted (i.e., contractual commitments).
b) Allocate funds for maintenance, emergency repairs, and planning (site assessments, etc.).
c) Allocate funds to approved projects where planning and design are advanced, and funds have been approved through the bidding process.
d) Allocate funds to prioritised new infrastructure, upgrades, and additions at existing facilities, rehabilitation, and maintenance, in accordance with strategic priorities derived from the Strategic Plan and Regulations, as captured in this I-AMP.
e) Ensure equitable distribution across districts based on their needs, the condition of existing assets, and access to educational facilities.

The criteria for prioritisation, drawn from the Revised Strategic Plan, the Annual Performance Plan (APP), the MEC's policy speech, and national Regulations, include:

- Provision of basic services and replacement of mud and inappropriate structures.
- Adequate water supply, sanitation, fencing, and electricity at all schools.

- Provision of ECD centres at all primary schools.
- Elimination of classroom and other backlogs in line with Regulations.
- Re-alignment of school grades and rationalisation of small and under-utilised schools (including provision of hostels as required).
- Learning areas for children with special needs, including special schools and full-service schools.
- Addressing the shortage of specialist facilities (e.g., laboratories, libraries, e-learning facilities) in line with Regulations.
- Provision of adequate funding for maintenance and refurbishment, as well as for addressing emergencies and disasters.
- Provision of sufficient funding for planning (preparation of Business Cases, land readiness assessments, and Strategic Briefs).

The 10-year plan, a key part of this I-AMP, outlines projects aligned with the Department's strategic priorities and regulations on norms and standards. This plan sets out proposed projects to address these priorities. A summary from the 10-year project list is provided later, grouping projects according to strategic priorities and showing the percentage of the total anticipated budget allocated to each priority, as well as the projected trend over the 10-year period. Detailed projects and amounts are included in the attached 10-year project list.

6.1.3. Budget Requirements

The budget requirements to address the estimated backlogs within the given timeframes are substantial.

An estimated R62.1bn at present-day values (excluding escalation) is needed to eliminate backlogs over a 17-year phased approach. The detailed values for each category and timeframe are provided in Section 2.1.13 of the Plan.

To develop reasonable assumptions for annual budget requirements, it is assumed that the backlog will be eradicated over 17 years, addressing each backlog within the required timeframe.

Allowances for escalation (6% per annum) and annual maintenance (2% per annum) of the replacement value of new assets have been considered. The resulting annual budget requirement is approximately R5bn in the current MTEF period, increasing to R12bn annually by 2030. The maintenance budget required by 2030 is estimated to be around R2bn per annum. These figures should be compared against the current estimated annual infrastructure budget, which is based on present MTEF allocations and a projected annual increase of 5%.

Clearly, the backlogs cannot be eliminated within the required timeframes unless the budgets for the next 17 years are increased significantly.

The following section considers approaches to address this challenge. However, realistically, the targets cannot be met within the current budgeting framework.

7. FUTURE DEMAND

With the implementation of new government regulations for school infrastructure, including minimum classroom sizes and safety requirements, alongside standards for human settlements, the demand for school facilities has significantly increased. This surge in demand is further intensified by the rapid population growth among school-aged children. The need for infrastructure is evident not only in the shortage of classrooms but also in the essential educational support facilities such as libraries, science labs, sports complexes, and ICT services.

The province has experienced substantial population growth both within major cities and in their peripheries. This expansion has placed considerable strain on existing school infrastructure, manifesting in overcrowded classrooms and inadequate facilities.

Furthermore, the rapid increase of informal and rural settlements on agricultural land, often developed without formal planning or intervention by authorities, has exacerbated the backlog in infrastructure required for social services. Figure 19 below illustrates this phenomenon over a span of seven years, highlighting the growing demand for school infrastructure in response to these challenges.

Figure 19: Spatial Map indicating Urban Sprawling – Wells Estate 2016

In March 2016, certain patches of land were vacant, but by August 2022, these areas experienced significant population growth. Understanding these spatial patterns is essential for effective educational infrastructure planning. Spatial pattern analysis enables planners to evaluate the distribution and accessibility of educational facilities, population density, transportation networks, and other critical spatial factors.

This analytical approach is particularly vital for the Eastern Cape. It helps identify underserved areas, optimise the placement of new schools, and ensure equitable access to educational resources across both urban and rural regions. The Eastern Cape, with its varied topographies and socio-economic conditions, benefits significantly from spatial pattern analysis.

This method aids in addressing disparities, making data-driven decisions, and enhancing the effectiveness of infrastructure investments. Ultimately, it promotes better educational outcomes and supports regional development goals.

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Figure 20: Spatial Map indicating Urban Sprawling – Wells Estate 2022

7.1. Demand Forecasting

The factors influencing demand are identified as follows:

- Quality of infrastructure and perceptions of effective teaching and learning.
- Migration trends to nodal points of development (inside and outside the province).
- Other population dynamics affecting demographic patterns.
- Industrial development and other factors influencing population dynamics.
- Rationalisation / re-alignment of schools versus availability of educators.
- Government policy development initiatives.

The demographic profiles and population dynamics of the province significantly influence infrastructure planning, as discussed in the previous section. Given the challenges posed by population migration and urbanisation trends, accurately predicting the demand for educational facilities in any area is difficult. To mitigate the risk of underutilised facilities, the Department currently uses several key indicators at the project level. These indicators below, help ensure that the facilities provided will be effectively utilised in the long term:

- Enrolment history at the school, as well as the adjacent schools.
- Any planned rationalisation or re-alignment of the schools.
- Changes in Census data (per enumerator area).
- Planned developments by local authorities

7.1.1. Demographic dynamics

The population profiles for various age groups, as recorded in the 2001, 2011 and 2022 Censuses respectively, are shown in Figure 21 below, along with data from the 2016 Community Survey. This data is crucial for understanding trends in the school-going population, which directly impacts education infrastructure planning.

The 2016 Community Survey reveals an increase in the school-going population age groups, in contrast to the decline observed between the 2001 and 2011 and 2022 Censuses. This trend suggests a growing demand for educational facilities and resources, underscoring the need for proactive planning to accommodate the rising number of learners.

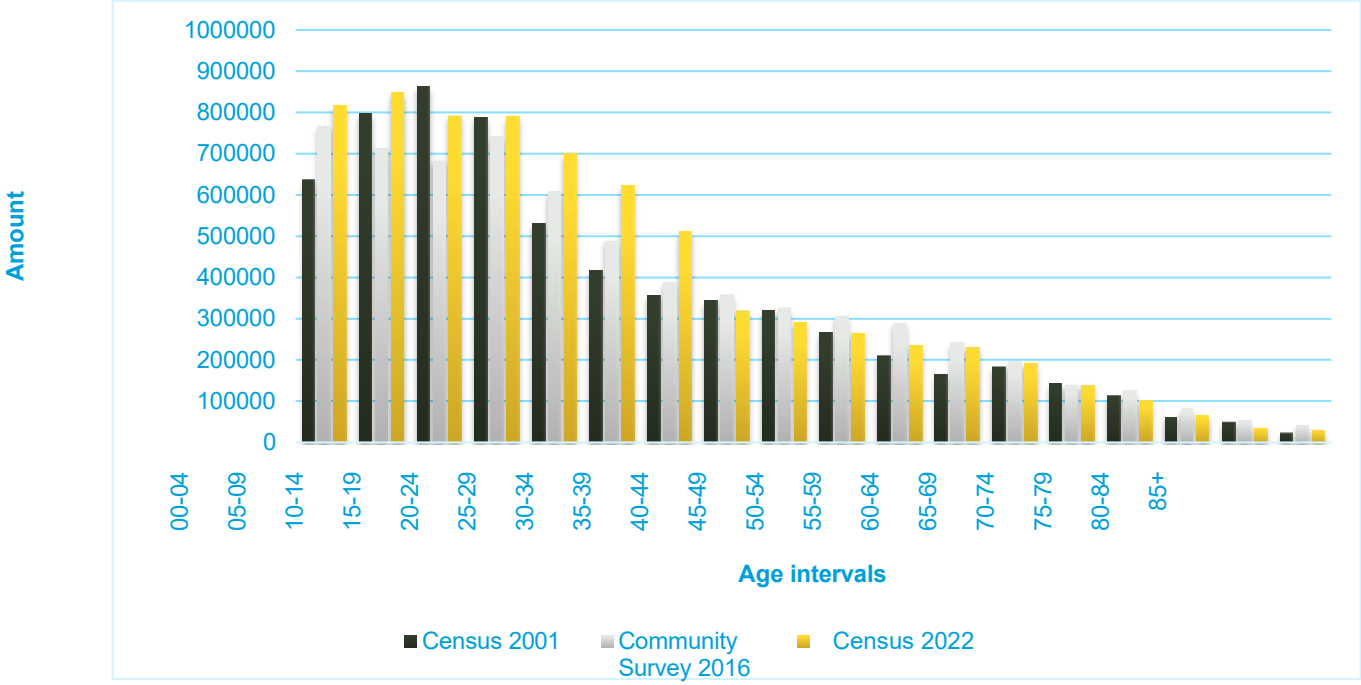


Figure 21: Eastern Cape Age Cohort

Based on an analysis of the 2022 Census data, which only became available in 2023, undertaken on behalf of the Provincial Treasury the following reasons are provided for the demographic changes since the previous Census:

- While the birth rate in the Eastern Cape remains amongst the highest in the country, the population numbers in the Eastern Cape over the past ten years have effectively decreased. This is ascribed to a westerly migration out of the region and a high mortality due to HIV induced complications.
- The 2016 Community Survey seems to indicate that the population in the school going age groups has increased. However, this does not appear to be supported by the latest enrolment data, as shown in the sections that follow.

2001 - 2011 RURAL GROWTH URBAN GROWTH				
	2001 Population	2011 Population	Rural Growth	Urban Growth
SARAH BAARTMAN	89 286	77 661	-13,0%	24,8%
AMATHOLE	804 804	692 327	-14,0%	23,4%
CHRIS HANI	535 695	498 965	-6,9%	11,8%
JOE GQABI	239 471	222 202	-7,2%	24,1%
O.R. TAMBO	1 168 557	1 175 420	0,6%	49,8%
ALFRED NZO	742 295	749 286	0,9%	69,2%
NELSON MANDELA BAY	22 226	26 846	20,8%	14,4%
BUFFALO CITY	175 528	133 962	-23,7%	17,3%

Table 16: DRDLR Rural Development Plan Spatial Analysis and Synthesis Report

In general, the data indicates that the population is urbanising, moving away from the impoverished rural hinterlands of the former homelands towards the coastal N2 corridor, which offers better economic opportunities. Small towns have also experienced significant growth. Over the planning period to 2030, this depopulation of the eastern rural hinterland is expected to continue.

The concentration of the population in urban centers is a common spatial pattern due to the benefits of access to higher-order services and economic opportunities. This trend has significant implications for regional planning and infrastructure development. Notably, O.R. Tambo is the fourth most populous district in the country and the most populous in the province, surpassing even the largest metropolitan area, Nelson Mandela Bay (NMB). Similarly, the population growth in the Alfred Nzo district to 936,462 makes it the second most populous district in the province, nearly matching the population of the Buffalo City Metropolitan Municipality (BCM). These trends highlight the ongoing shift towards urban areas and the need for strategic planning to accommodate growing populations in these regions.

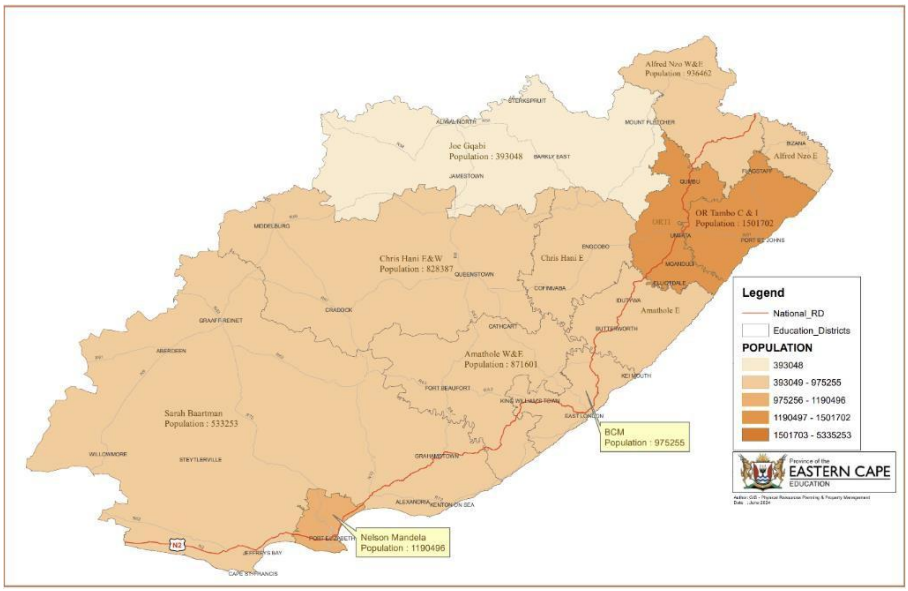


Figure 22: Map Indicating Population of Districts & Metros in the EC

7.1.2. Regional dynamics within school-going age

Within the Eastern Cape, evidence suggests that the population is gradually moving into the 60-100 km wide coastal belt and key nodal points within individual districts. Currently, these areas now contain 47% of the provincial residents. This shift is reflected in the increased enrolment in urban centers along the coast, such as Port Elizabeth and East London.

Additionally, there is a westward migration trend that is expected to continue, albeit at a slower rate, due to initiatives aimed at developing rural agriculture projects in the east.

Despite the observed increase in the population of school-going age, as shown in the previous section's diagram, overall school enrolment has declined slightly over the past several years. This ongoing trend raises questions about the accuracy of the Community Survey statistics, suggesting a need for further research.

The diagram below illustrates the change in enrolment per district over the current and past five years, highlighting these trends.

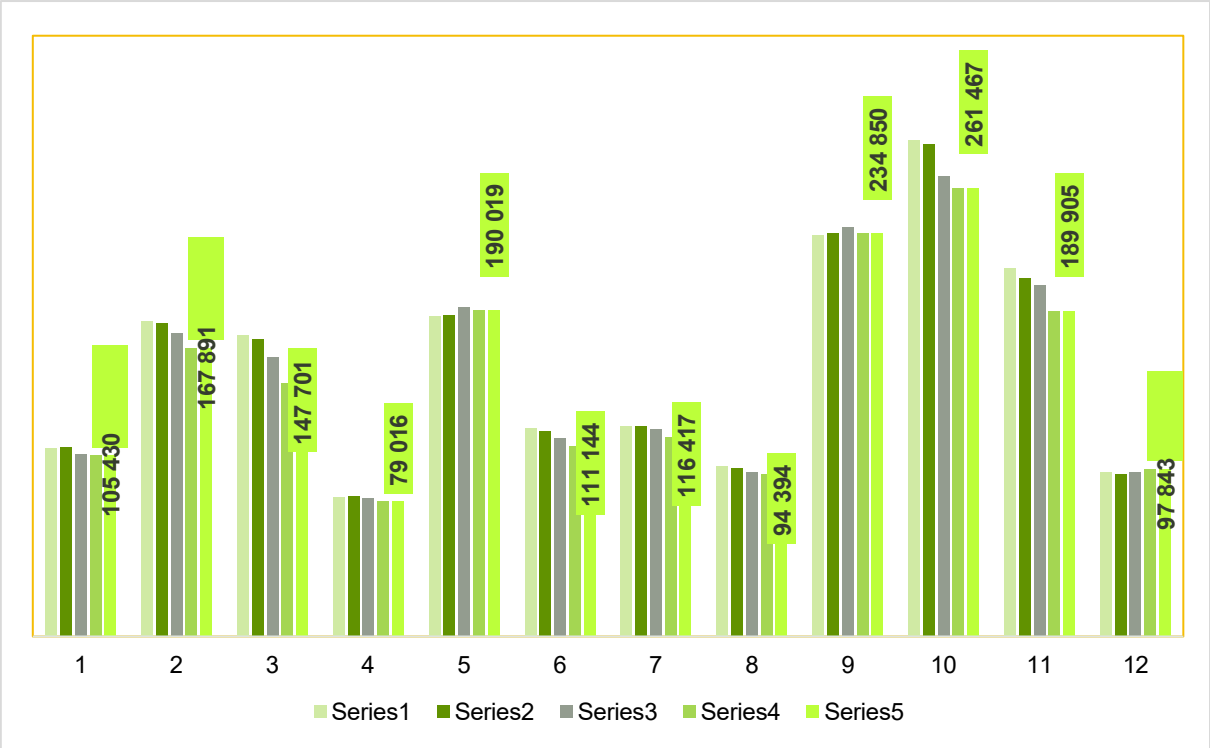


Figure 23: Enrolment Changes per District _ 5-year review

The previous diagram (Figure 23) shows the annual enrolment for each education district which totals 1,726,558 learners in total – a decline of 4,06% from 2018. This indicates that there has been an urbanisation trend to centres like Uitenage / Port Elizabeth (Nelson Mandela) and to East London (Buffalo City), whilst Mthatha (O R Tambo Inland) has shown a decline. The rural districts of the former Transkei have generally shown a significant decline. Figure 16 below shows the percentage change in enrolment per District over the past 11 years.

The previous diagram (Figure 23) shows the annual enrolment for each education district, totalling 1,726,558 learners - a decline of 4.06% from 2018. This decline reflects an urbanisation trend, with increasing enrolment in urban centers such as Uitenhage/Gqeberha (Nelson Mandela) and East London (Buffalo City), while Mthatha (O.R. Tambo Inland) has seen a decrease. The rural districts of the former Transkei have also experienced significant declines in enrolment.

These trends have important implications for educational planning and resource allocation. Urban areas may require additional infrastructure and resources to accommodate the growing number of students, whereas rural areas might need strategies to manage the impact of declining student numbers.

Figure 24 below illustrates the percentage change in enrolment per district over the past 11 years, highlighting these demographic shifts and their impact on the educational landscape.

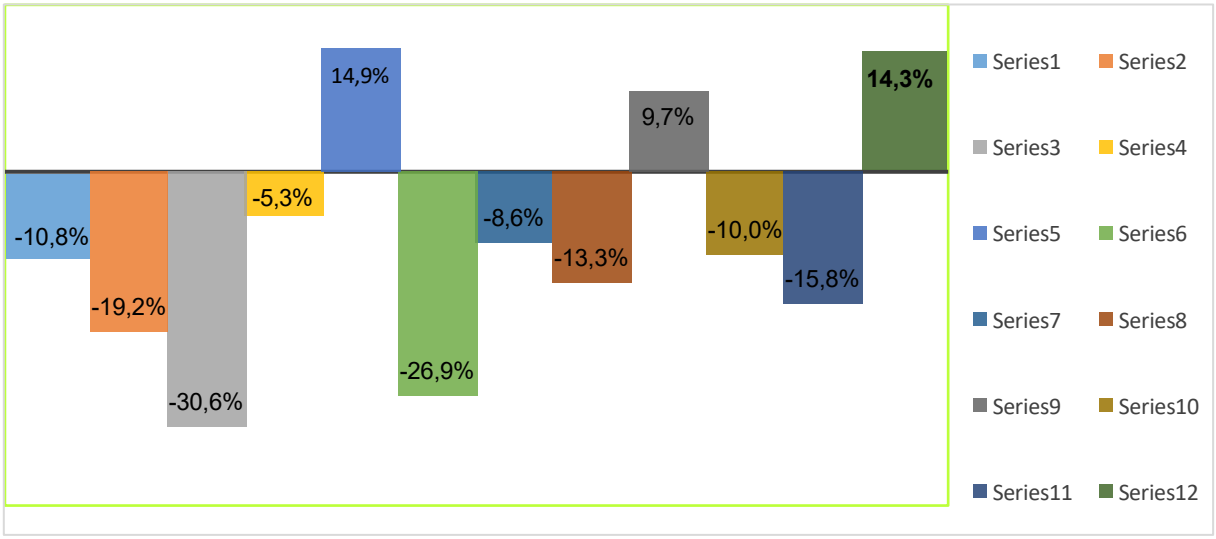


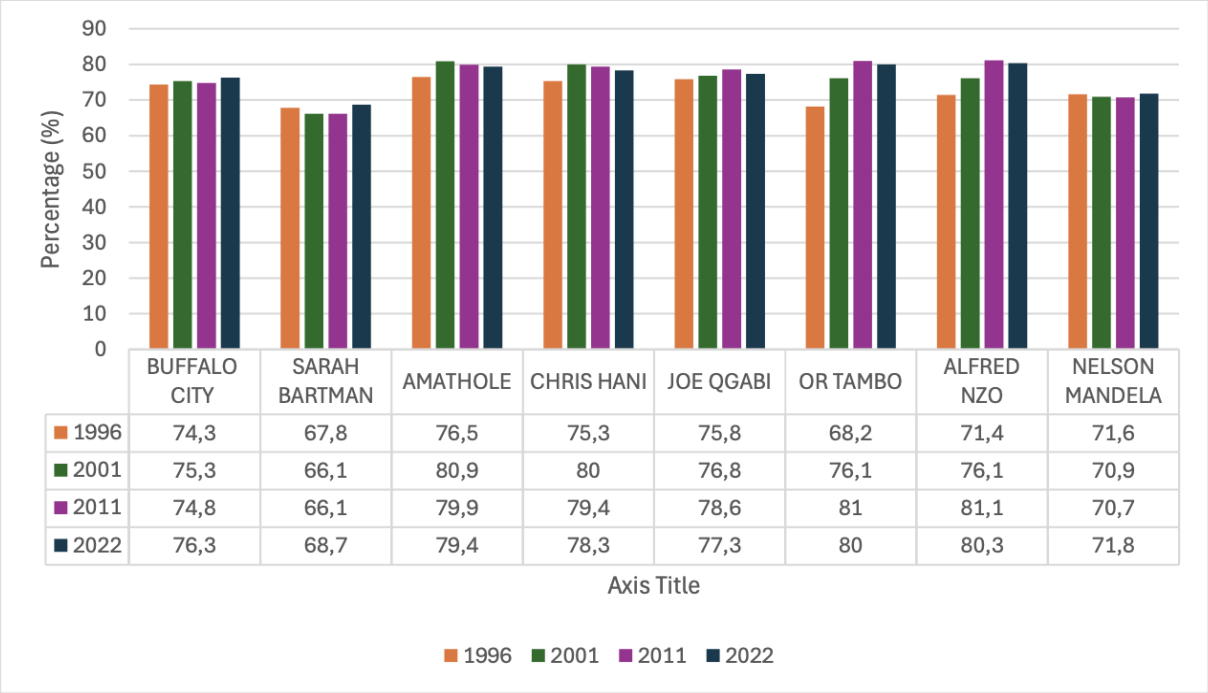
Figure 24: Enrolment Changes per District

7.1.3. School Attendance

Figure 25 below shows the distribution of the population aged 5 to 24 attending school by district municipality for the years 1996, 2001, and 2011 and 2022. The graph illustrates a general increase in the proportion of the population attending school in the province, with notable increases in the Buffalo City Metropolitan (BCM), Nelson Mandela Bay Metropolitan (NMB), and Sarah Baartman (SB) districts. However, largely rural and densely populated districts like O.R. Tambo and Alfred Nzo registered a slight decline during the same period.

This trend reflects the migration of learners to urban schools in pursuit of better-quality education. This migration results in overcrowding in urban schools, forcing them to use prefabricated classrooms as a temporary solution.

The graph highlights these demographic changes and their implications for the educational system. The increase in learner mobility underscores the need for strategic planning to address the overcrowding in urban schools and to ensure that rural schools are not neglected. Potential solutions could include expanding urban school facilities, improving the quality of rural education, and better resource allocation to manage the pressures of this mobility effectively.



	BUFFALO CITY	SARAH BARTMAN	AMATHOLE	CHRIS HANI	JOE QGABI	OR TAMBO	ALFRED NZO	NELSON MANDELA
1996	74,3	67,8	76,5	75,3	75,8	68,2	71,4	71,6
2001	75,3	66,1	80,9	80	76,8	76,1	76,1	70,9
2011	74,8	66,1	79,9	79,4	78,6	81	81,1	70,7
2022	76,3	68,7	79,4	78,3	77,3	80	80,3	71,8

Figure 25: Distribution of the Population Aged 5 - 24

The figure above shows a general increase in the proportion of the population attending school in the Eastern Cape Province, particularly in Buffalo City Metropolitan (BCM), Nelson Mandela Bay Metropolitan (NMB), and Sarah Baartman (SB) districts.

The 2022 Census Education Report in South Africa provides a comprehensive snapshot of educational enrolment, attainment, and progression in the Eastern Cape Province. Based on the data from Census 2022, the profile can be summarised as follows:

- **Enrolment:** The Eastern Cape Province has a significant population of individuals aged 5-24 years enrolled in educational institutions. Enrolment rates vary across age groups, with higher rates observed in younger groups. Disparities based on sex, province, and race/ethnicity highlight the need for targeted interventions to improve access to education for marginalised groups. While the province has made progress in increasing enrolment rates, challenges remain in ensuring universal access to education.

- **Attainment:** There has been progress in improving literacy rates and increasing the number of individuals completing secondary education. Adult education and skills development programs have contributed to this improvement. However, disparities remain, with lower proportions of individuals progressing to Grade 12 after Grade 9 and achieving a bachelor's degree after Grade 12 compared to national averages. The province also has a high percentage of individuals with no schooling or incomplete primary education, and fewer individuals attain tertiary qualifications. Targeted interventions are needed to improve educational attainment levels.

- **Progression:** Despite advancements in enrolment, educational progression faces significant challenges. Many students encounter barriers that prevent them from completing their education or transitioning to higher levels. The progression rates from Grade 9 to Grade 12 and from Grade 12 to tertiary education are lower in the Eastern Cape compared to national averages. Barriers include financial constraints, lack of access to quality learning materials, and social factors such as early marriage or pregnancy among young girls. Efforts are needed to improve progression rates and ensure smooth transitions between different education levels.

- **Challenges and Disparities:** The Eastern Cape faces challenges in access to quality education, teacher shortages, and infrastructure deficiencies. Spatial disparities exist, with urban areas having higher educational attainment levels than rural areas. Disparities based on sex, province, and race/ethnicity necessitate targeted interventions to promote educational equity. The census data also highlights disparities in educational outcomes based on gender and socioeconomic status, with girls and individuals from lower-income households facing greater obstacles to completing their education.

Overall, the profile of education enrolment, attainment, and progression in the Eastern Cape Province based on Census 2022 data indicates the need for focused efforts to improve access to quality education, address infrastructure deficiencies, and reduce disparities in educational outcomes. Targeted interventions should be implemented to enhance progression rates, increase access to higher education opportunities, and ensure equitable educational opportunities for all individuals in the province.

While these statistics reveal trends such as declining enrolment despite census indications, it is important to note that the Department does not rely solely on these for planning purposes. Extensive analysis of historical data and local authorities' planning play a significant role in identifying new education facilities required.

7.1.4. Impact of Schools Rationalisation Process

The following graphs depict the outcomes of the Rationalisation programme for each district, illustrating changes in school profiles influenced by decisions made in the Circuit School Landscape Plans (CSLPs). The ongoing realignment of schools to fit the Primary and Secondary school system has significant infrastructure implications and will take many years to complete. Recognising these implications early is crucial for future planning.

A dedicated task team, led by a project manager and supported by a multi-disciplinary team, oversees the realignment and rationalisation process. The technical sub-committee of SRRASCOM, using CSLPs, has identified necessary changes, as summarised in the district profile section.

The graphs indicate changes in school profiles per district. These changes will create new demands on existing sites, as projected learners in receiving schools must be accommodated. Additionally, redundant assets will be returned to the custodian.

Preliminary cost estimates for rationalisation and realignment are still being developed and mostly exclude the provision of learner hostel accommodation. Hostels are essential in some cases, as rationalisation and realignment decisions generate demand for learner accommodation. Immediate action is needed to align the functionality of current assets with future needs based on projected growth.

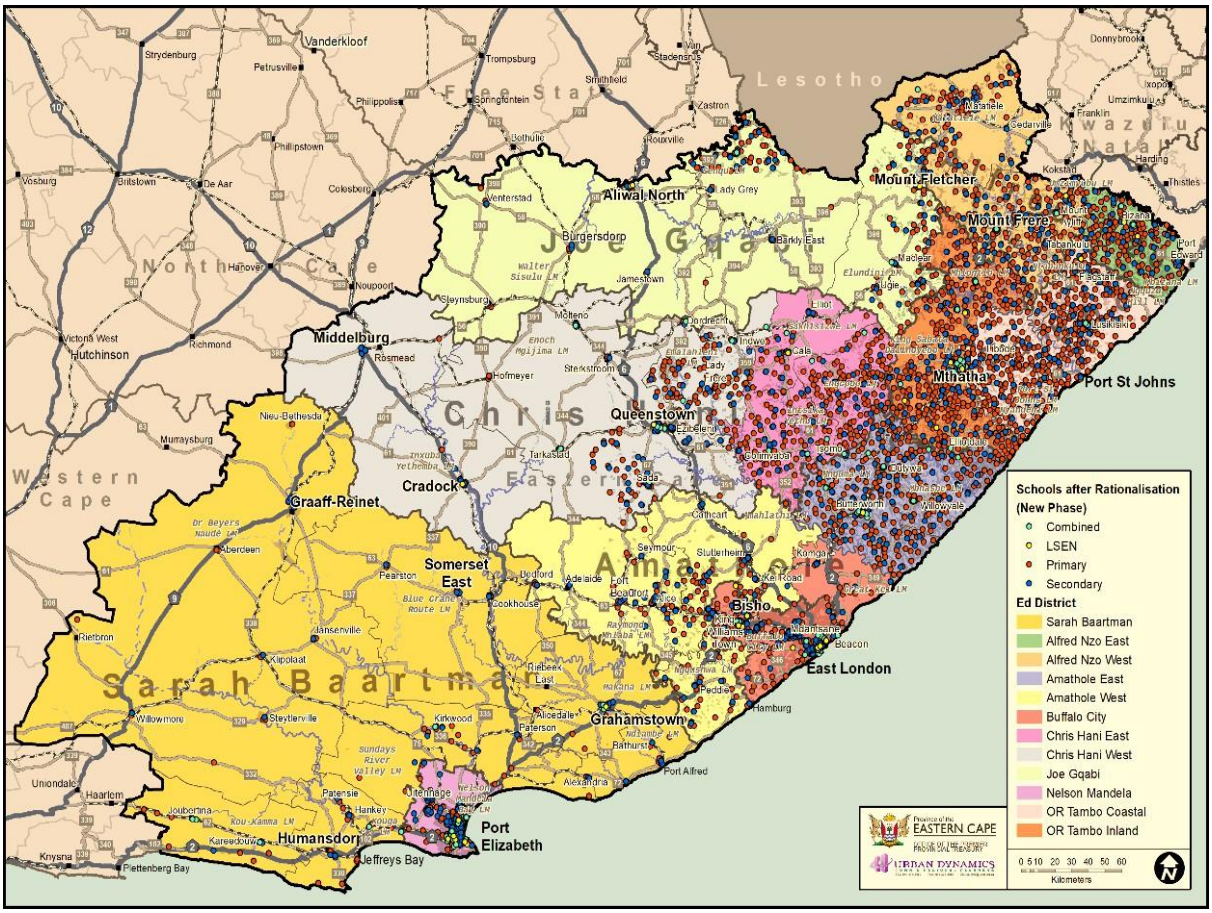
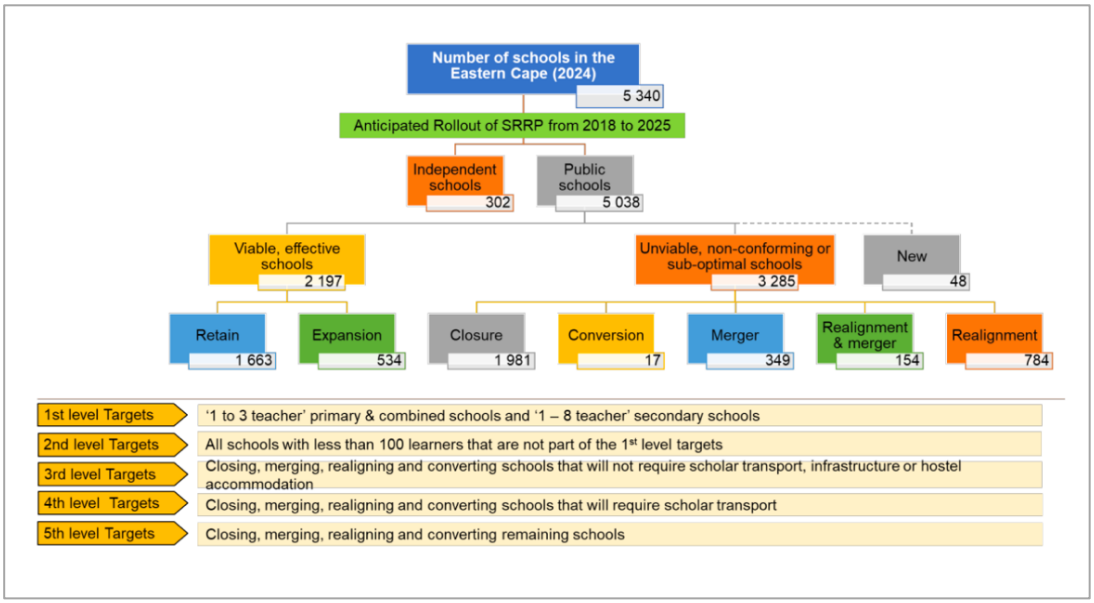


Figure 26: Schools After Rationalisation

Figure 26 above spatially depicts the distribution of school's post-rationalisation, illustrating a significant reduction in primary schools and combined institutions. This strategic consolidation aims to enhance educational resources and ensure sustainable infrastructure support. The primary objective of reducing facility backlogs focuses not only on cost efficiency (with an estimated R39.071 billion allocated) but also on improving educational quality in compliance with norms and standards. It's important to note that while these costs address facility backlogs, additional considerations, such as condition backlogs, are also critical factors impacting educational infrastructure development.



Above is the summary as per the outcomes of the CSLP and Rationalisation outcomes. The table below depicts the number of schools identified for closure in each district. This is guided and dependent on the outcomes of the consultation meetings with the Circuits and Districts.

EDUCATION DISTRICTS	LESS THAN 100 LEARNERS	LESS THAN 50 LEARNERS	TOTAL
Alfred Nzo East	-	1	1
Alfred Nzo West	21	61	82
Amathole East	79	112	191
Amathole West	67	61	128
Buffalo City	4	11	15
Chris Hani East	26	72	98
Chris Hani West	27	33	60
Joe Gqabi	23	42	65
OR Tambo Coastal	7	26	33
OR Tambo Inland	19	42	61
Sarah Baartman	15	10	25
Total	**288**	**471**	**759**

Table 17: Schools identified for Closure per District

7.2. Demand Management Plan

The Department recognises that there are often possibilities of finding non-infrastructure solutions to apparent infrastructure shortages or indeed limiting the amount of infrastructure required by optimising solutions. These need to be fully explored and exploited before investing in further infrastructure. Those being considered at present are discussed in Section 5.7 (non-infrastructure solutions).

7.2.1. Non-infrastructure Solutions

The Department recognises that while administrative data may reflect an apparent surplus of classrooms across the province, such assessments often fail to capture the full complexity of educational demand. Factors such as rapid urbanisation, population migration, informal settlement growth, and changing learner preferences continue to reshape the provincial education landscape. As a result, infrastructure planning requires a more nuanced, context-sensitive approach.

In line with principles of fiscal prudence and sustainable resource allocation, the Department prioritises non-infrastructure interventions as the first line of response before considering new capital investments. These include the provision of learner transport to reduce the burden on overcrowded schools by enabling access to under-utilised ones; the expansion of e-learning platforms to extend teaching and learning beyond physical classroom constraints; multi-grade teaching solutions in rural settings; and the optimisation of existing classroom space through timetable adjustments and temporary structures where appropriate.

To ensure informed decision-making, the Department employs a rigorous evaluation process that incorporates demographic trends, enrolment forecasts, geographic distribution of schools, and stakeholder consultation. Only after exhausting these non-infrastructure strategies does the Department consider brick-and-mortar solutions.

Where infrastructure needs are confirmed, preference is given to cost-effective rehabilitation, repurposing of existing spaces, or modular and mobile classrooms—particularly in areas with uncertain long-term growth. This mitigates the risk of overbuilding and ensures responsiveness to shifting learner demographics.

Additionally, detailed mapping and analysis of facility utilisation across neighboring schools is now embedded as a core requirement in infrastructure planning. This prevents unnecessary construction driven by factors such as school popularity, which can distort demand and lead to inequitable resource distribution. Through this measured and data-informed approach, the Department seeks to enhance learning environments, reduce wasteful expenditure, and promote the equitable use of available infrastructure.

7.2.2. Scholar transport

As part of the broader school rationalisation and re-alignment strategy, the Department recognises that scholar transport plays a critical role in ensuring equitable access to education—particularly for learners affected by the closure or merger of small and under-enrolled schools. To this end, the team overseeing the rationalisation process will also be responsible for managing and coordinating scholar transport interventions.

A key focus is on addressing the transport needs resulting from the closure of schools with fewer than 50 learners, where maintaining infrastructure and teaching staff is no longer viable. In these instances, scholar transport serves as a cost-effective, non-infrastructure solution to maintaining access to quality education in better-resourced schools.

The Department has established cross-functional communication channels internally (between the Infrastructure, Education Planning, and Transport units) and externally (with local municipalities and transport providers) to ensure a coordinated response. This interdepartmental approach is essential to aligning route planning with school placement decisions and learner distribution.

A dedicated task team is currently reviewing the efficiency and adequacy of existing scholar transport routes. This includes assessing route coverage, learner safety, vehicle capacity, cost-efficiency, travel time, and reliability. The objective is to identify areas of duplication or under-utilisation and propose optimised routes that better serve current and future needs.

Furthermore, the Department is exploring short-, medium-, and long-term strategies to support scholar mobility. In the short term, adjustments to routes and contracts will be made to reflect re-alignment decisions. Medium-term plans include the introduction of technology-based monitoring systems to track vehicle movement and learner attendance. Long-term proposals focus on improving the sustainability and integration of scholar transport into the provincial public transport network, while ensuring affordability, safety, and universal access.

By embedding scholar transport planning into the rationalisation framework, the Department aims to minimise disruption to learners, improve access to quality education, and ensure that infrastructure and transport resources are optimally deployed across the province.

7.2.3. E-learning

The Eastern Cape Department of Education has established a state-of-the-art eLearning Hub (eLearning Studio) at the Mandla Makupula Education Leadership Institute (MMLI) to transform curriculum support and modernize education delivery across the province.

This innovative platform provides learners with free, flexible access to high-quality, curriculum-aligned video lessons via YouTube. It empowers students to take ownership of their learning by reviewing, revisiting, and reinforcing subject content anytime, anywhere.

However, the eLearning Hub is more than just an online resource. The Department is actively working to roll out this initiative to schools through strategic infrastructure development. These plans include equipping schools with smart classrooms, reliable internet connectivity, and digital devices ensuring that every learner and teacher can benefit from this rich educational resource.

For educators, the platform offers consistent, expertly delivered content that supports lesson planning, promotes instructional excellence, and introduces modern teaching methodologies adaptable to both face-to-face and blended learning environments.

This initiative represents a bold step toward digital transformation in education promoting inclusive, equitable access to learning and building a future-ready schooling system for all learners in the Eastern Cape.

7.2.4. Under-utilised Schools

As a result of population dynamics there are several schools that are under-utilised (as indicated earlier herein). Some of these schools have already been closed and are in the process of being signed off as such and will be disposed of as described later herein. However, there is a need for additional resource centres (there are currently only four in the province).

The move from Districts to Regions will also create the need for Circuit offices. Thus, the re-utilisation of currently under-utilised schools will need to be evaluated before disposal thereof can be considered.

Following the rationalisation and re-organisation of schools as discussed earlier, there will be schools which will no longer be required as such, and can be re-utilised in an alternative capacity, such as conversion into education support facilities. Sharing of such facilities by other Departments who require accommodation in the area will obviously also be considered.

7.2.5. Interim Grade R facilities

In instances where Grade 8 and 9 learners are phased out from Junior Secondary Schools and accommodated at Senior Secondary Schools, this transition may result in the availability of classrooms within the vacated schools. While these classrooms are often reabsorbed to address existing overcrowding in lower grades, in certain cases where surplus capacity remains, such spaces present an opportunity to support Early Childhood Development (ECD). Where available, these underutilised or vacant classrooms can be repurposed as interim Grade R facilities, provided they can be appropriately modified to meet minimum ECD infrastructure and safety standards. These spaces should ideally be isolated from the rest of the school to ensure a safe, age-appropriate, and stimulating learning environment for younger children. This interim solution will enable the early integration of Grade R while permanent ECD centres are being planned, funded, and constructed.

Moreover, in schools that do not yet have a formal ECD centre but do have existing infrastructure that is either underused or unutilised, such facilities may be converted for Grade R use on a temporary or semi-permanent basis. These adaptations must ensure basic compliance with ventilation, lighting, hygiene, and security norms suitable for early learners.

In all cases, the Department will prioritise schools with the greatest need for Grade R access based on learner demographics, infrastructure readiness, and alignment with broader district education planning. This interim approach supports the provincial goal of universal access to Grade R, while also optimising the use of existing assets in a cost-effective manner.

The Eastern Cape Department of Education (ECDoE) recognises Grade R as the critical foundation for lifelong learning and socio-economic inclusion.

7.2.6. Improved school management

Good management of a school, resulting in a high pass rate, makes such a school attractive to learners. This results in increased enrolment (leading to over-crowding) at the expense of nearby schools, whose facilities then become under-utilised. Improved management at such schools will thus improve the utilisation of existing facilities and provide a non-infrastructure solution to a perceived shortage.

Effective and accountable school management plays a pivotal role in improving learner outcomes and overall school performance. Schools with competent leadership often achieve higher pass rates, thereby becoming more attractive to parents and learners alike. This increased demand for placement frequently leads to over-enrolment at high-performing schools, while underperforming schools in the same vicinity may experience a decline in enrolment, resulting in under-utilised infrastructure.

To address this imbalance and promote equitable use of educational facilities, the Department recognises the strategic value of improved school management as a non-infrastructure solution to a perceived shortage of classroom space. By strengthening leadership, governance, and accountability in underperforming schools, learner retention and academic outcomes can be enhanced, contributing to more balanced enrolment across the district.

Furthermore, the Department is in the process of finalising an incentive programme aimed at recognising and rewarding top-performing school managers. These incentives, which may include professional development opportunities, performance-based financial awards, and public recognition, are intended to motivate school leaders to maintain high operational standards.

In addition to improving educational outcomes, effective school management also plays a critical role in the preservation of physical infrastructure. Schools with strong leadership are generally better at fostering a culture of care, discipline, and accountability, which in turn reduces incidences of vandalism, neglect, and unnecessary wear and tear. As such, enhanced management capacity contributes not only to better learning environments but also to reduced maintenance costs over time.

8. LIFE CYCLE ASSET MANAGEMENT

Management of assets necessitates a responsive database recording the condition of assets throughout their life cycle.

8.1. Background Data

8.1.1. Physical parameters

The Department has implemented the Education Facilities Management System (EFMS) to manage its immovable assets, supported by the New Asset Information System (NEIMS) for project management. Initially, the EFMS captured asset data and their conditions across all schools in the province. The system's capability to prioritise projects using weighted criteria is crucial for effective planning, although maintaining the currency of this data has posed significant challenges.

Condition assessments were conducted during specific infrastructure programs like ASIDI and EIG, with comprehensive evaluations completed in 2013/14 across all schools. While this historic data is no longer fully applicable for current planning, updates based on NEIMS criteria have been ongoing, with 2,938 properties assessed since 2014. A process is being established to ensure regular updates on a five-year cycle to maintain data accuracy.

The tables below outline the outcomes of condition assessments conducted between 2013 and 2021, totaling R8.4 billion in expenditures spread across various districts in the Eastern Cape. An illustrative example of updated NEIMS data integrated into the EFMS is provided in the figures below.

NEIMS Updates loaded on the EFMS post Project completion since 2014 - Updates per year									
District Municipalities	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**	**Grand Total**
Alfred Nzo District Municipality	36	97	17	94	40	39	35	29	**387**
Amathole District Municipality	40	175	19	136	120	35	37	12	**574**
Buffalo City Metropolitan Municipality	29	24	9	47	37	24	28	11	**209**
Cacadu District Municipality	6	7	3	34	53	4	20	2	**129**
Chris Hani District Municipality	33	105	8	115	131	31	33	30	**486**
Joe Gqabi District Municipality	8	71	5	23	14	16	20	5	**162**
Nelson Mandela Bay Metropolitan Municipality	31	11	1	52	47	42	30	11	**225**
OR Tambo District Municipality	86	199	20	221	117	22	89	12	**766**
Grand Total	**269**	**689**	**82**	**722**	**559**	**213**	**292**	**112**	**2938**

Table 18: NEIMS Updates loaded on the EFMS post Project completion since 2014

NEIMS Updates loaded on the EFMS post Project completion since 2014 - Scope of Updates										
District Municipalities		Alfred Nzo District Municipality	Amathole District Municipality	Buffalo City Metropolitan Municipality	Cacadu District Municipality	Chris Hani District Municipality	Joe Gqabi District Municipality	Nelson Mandela Bay Metropolitan Municipality	O.R.Tambo District Municipality	Grand Total
Total Value of Projects Implemented with		R1 343 584 759.97	R1 511 623 914.98	R813 115 076.61	R454 544 763.78	R1 222 526 090.89	R396 281 627.30	R1 081 878 646.16	R1 585 259 377.88	R8 408 814 257.57
Number of Updates to NEIMS		387	574	209	129	486	162	225	766	2938
New Infrastructure completed and updated on NEIMS assement	New Admin	197	446	114	115	287	87	152	527	1925
	New Electricity	86	95	11	38	85	17	13	39	384
	New Metres of Fencing	58283	405652	849521	56623	115393	47636	108296	106219	1747623
	New Hostel Beds	110	88	320				28	39	585
	New Toilets	1898	2696	682	504	2763	628	545	4331	14047
	New Teaching Space	971	986	408	1208	959	306	1060	2225	8123
	New Water	605	952	63	334	1094	286	101	1700	5135
	Rehab Admin	24	107	8	2	26	19	71	48	305
	Rehab Electricity	4	31	12		20	2		4	73
	Rehab Metres of Fencing	1816	1320			380		969	1026	5511
	Rehab Hostel Beds		77	303	1	543	151		157	1232
	Rehab Toilets	105	382	214	63	448	139	271	158	1780
	Rehab Teaching Space	304	306	228	67	290	159	268	500	2122
	Rehab Water	25	5	6		5	6		1	48
	Maintain Admin Space		1	3		3		41	1	49
	Maintain Metres of Fenci	950	2037	3503	908	400	1340	4460	9344	22942
	Maintain Toilets		12			3		105	10	130
	Maintain Teaching Space		46	6		28	7	654	7	748

8.1.2. Asset Capacity/Performance

The Department has completed condition assessments at the various Departmental offices (as indicated in the table below) to establish an accurate baseline for infrastructure planning:

Asset Types	Number of assets
Teacher Training Institutes	4
Education District Offices	12
Circuit Management Centres	55
Exam Centres	22
Total	**93**

Table 19: Office Administration Asset Type

The department finalised the asbestos roofing assessment of 1,075 schools. Of these 1,075 schools, an OHS practitioner visited 1,069 (six schools were inaccessible because of flooding washing away related roads and bridges). These practitioners took roofing samples for testing. Of the 1,069 schools visited 940 had confirmed asbestos and 129 schools did not. The cost of removing the asbestos roofing and replacing it with acceptable materials has been costed to R3,9 billion.

The Department is also in the process of compiling the Terms of reference to update asset and condition data at all the schools to establish an accurate baseline for infrastructure planning. The Department has, since 2016/17, proactively taken the necessary steps to ensure that more reliable and up to date information on all assets, including the condition of these assets, is available for the planning cycle.

This data, among other things, is utilised to:

- Populate the condition, accessibility, and performance templates.
- Prepare indicative project lists for interaction with Districts.
- Prepare strategic briefs for new projects.
- Prioritise new and upgrading projects.
- Prioritise maintenance and refurbishment projects.
- Verify requests for interventions at schools.

8.1.3. Asset Condition

To ensure the sustained currency of asset and condition data, the Department is in the process of compiling a strategy to update this data regularly.

The following form the points of departure for this strategy:

- Accurate and up to date condition assessments are necessary for quantifying and planning maintenance effectively.
- Regular condition assessments (at least once every 5 years) are thus necessary - this is also a GIAMA requirement.
- Assessments must be undertaken by suitably qualified and trained personnel to ensure reliability and consistency.
- Information gathered must be captured accurately, and a quality management system must be developed to ensure data validity.
- Information must be captured in such a way as to facilitate its extraction for maintenance planning, and for providing reports and updates for the national NEIMS database.
- In terms of legislation (PFMA, DoRA and GIAMA) the Department is obliged to maintain the functionality of its assets, to maintain an accurate register of these assets including the current condition.
- The necessary budget and commitment of personnel and other resources is required on an ongoing basis to ensure the successful maintenance of the Department's fixed asset database in the long term.

The strategy considers various approaches to ensure that all schools are properly assessed as cost effectively as possible within the stipulated 5-year cycle. Foremost is the Department's commitment to the process and the appointment of a champion to drive the process. This commitment is in place, and the Deputy Director: Property Management will fulfil the role of champion. The elements of the strategy comprise the following:

i. Programmed assessments by building inspectors: This will be the major thrust of the strategy, and the requisite training has been provided to the District Works Inspectors. Their work schedules will also be adapted accordingly to ensure that they can devote timeslots to regular assessments in accordance with a prioritised schedule. This is being addressed by the Programme Manager (Deputy Director) responsible for the Works Inspectors and their relevant District offices.

ii. Training has been provided to Works Inspectors (with regular refresher courses) to ensure their proficiency in capturing data correctly and accurately. The Works Inspectors have also been trained to perform quality control oversight of assessments undertaken by others

iii. Close-out reports from completed projects will in future include assessments (so called NEIMS assessments) of all infrastructure on the site, regardless of whether it formed part of the project. This information will be used to update the asset and condition data on the EFMS, with the necessary quality control undertaken by the Works Inspectors.

iv. It is envisaged that the above arrangement will not be sufficient to comply with the GIAMA requirement of assessing each asset on a 5-year cycle. It will therefore be necessary to engage external resources from time to time to meet the GIAMA requirement, whilst at the same time ensuring that the base data for planning remains current and accurate, so that the reliability of infrastructure planning information is not compromised.

8.1.4. Asset Evaluation

It should be noted that the DPWI, as custodian of provincial assets, also has a database of fixed assets. The property register component has a record of land issues (ownership, servitudes, etc.). All improvements effected need to be conveyed to the custodian by way of Section 42 transfers (Gate 9 of the IDMS). The Department acknowledges that the process of closing out and transferring completed projects to DPWI has been problematic, and that this has also affected the updating of asset registers both provincially and nationally.

The Department has thus prioritised the resolution of these challenges through an action plan that is being managed by the ECDoE Programme Management Directorate, with support from the Infrastructure Planning Directorate (in the case of updating of the asset register and Section 42 transfers). The DPWI maintains an asset register of properties owned or leased by the State. The DPWI is also responsible for providing and maintaining office accommodation for User departments. The templates (Template 2.1(a) and 2.1(b)) contain information on all the office accommodation occupied by the ECDoE.

8.1.5. Historical Data

It is recognised that the educational facilities currently available, regardless of their condition, are inadequate for effective teaching and learning. This shortfall (backlog) has been calculated for each school based on the Regulations relating to Minimum Uniform Norms and Standards for Public School Infrastructure and is set out in the following section of this document.

The current capacity and utilisation of facilities is summarised in terms of classroom utilisation across the districts in the table hereafter. There are no formal definitions for “over-crowding” or “under-utilisation”. The informal criteria used for defining overcrowding / under-utilisation are as follows:

- The optimal Learner Classroom ratio (CR) is as follows:
  Primary: 40.0
  Combined: 37.5
  Secondary: 35.0

- Overcrowding
  If a school needs 4 or more additional classrooms to those classrooms available, the school is classified as Highly Over-crowded (HOC).
  If a school needs 2 or 3 additional classrooms to the classrooms available, the school is classified as Overcrowded (OC).

- Underutilisation
  If a school has 4 or more additional classrooms than the classrooms needed, the school is classified as Highly Under Utilised (HUU).
  If a school has 2 or 3 additional classrooms than the classrooms needed, the school is classified as Under Utilised (UU).

- Normal
  A school is classified as Normal School:
  - If it does not require any additional classrooms (Classrooms = CR Ideal)
  - If it needs only 1 additional classroom than the classrooms available (CR = 1)
  - If it has only 1 additional classroom than the ideal number of classrooms (CR = -1)

Please note that these are merely arbitrary criteria used to assist in assessing classroom utilisation, and do not in themselves represent a basis for prioritisation.

The classroom utilisation in terms of the above at 2022 enrolment is summarised as per the new District demarcation, in the table below:

Districts	Highly Overcrowded (HOC)	Highly Under-utilised (HUU)	Overcrowded (OC)	Under Utilised (UU)	Grand Total
Alfred Nzo East	69	125	5	8	199
Alfred Nzo West	76	432	10	7	518
Amathole East	90	587	5	8	682
Amathole West	28	336	4	5	368
Buffalo City	110	237	12	16	359
Chris Hani East	55	376	1	10	432
Chris Hani West	49	290	7	11	346
Joe Gqabi	43	225	5	6	273
Nelson Mandela	47	195	10	18	252
Or Tambo Coastal	201	358	18	16	577
Or Tambo Inland	111	446	13	11	570
Sarah Baartman	24	156	5	5	185
Grand Total	**903**	**3 763**	**95**	**121**	**4 761**

Table 20: District Classroom Utilisation

The table below expresses these figures as percentages of the total number of schools in a particular District.

Districts	Highly Overcrowded (HOC)	Highly Under-utilised (HUU)	Over-crowded (OC)	Under Utilised (UU)	Total Overcrowded or Under-utilised
Alfred Nzo East	30%	55%	2%	4%	88%
Alfred Nzo West	14%	78%	2%	1%	93%
Amathole East	12%	81%	1%	1%	94%
Amathole West	7%	86%	1%	1%	94%
Buffalo City	24%	53%	3%	4%	80%
Chris Hani East	12%	81%	0%	2%	93%
Chris Hani West	13%	76%	2%	3%	91%
Joe Gqabi	14%	75%	2%	2%	91%
Nelson Mandela	13%	54%	3%	5%	70%
OR Tambo Coastal	31%	55%	3%	2%	89%
OR Tambo Inland	18%	72%	2%	2%	92%
Sarah Baartman	11%	70%	2%	2%	83%
Grand Total	**17%**	**70%**	**2%**	**2%**	**89%**

Table 21: District Classroom Utilisation expressed as a Percentage

Analysis reveals significant challenges in school utilisation across the Eastern Cape districts. Overcrowding is particularly acute in OR Tambo Coastal, Alfred Nzo East, and Buffalo City, while districts such as Amathole West, Sarah Baartman, Chris Hani East, and Chris Hani West exhibit notable under-utilisation.

The most concerning observation is the prevalence of both overcrowded and underutilised schools within the same districts. In six out of twelve districts, less than half of the schools demonstrate what we define as 'normal distribution,' indicating severe disparities. Specifically, Alfred Nzo East, OR Tambo Coastal, and Buffalo City exhibit the most pronounced issues in this regard. Graphic representation in Figure 18 visually depicts the district distribution, highlighting these disparities.

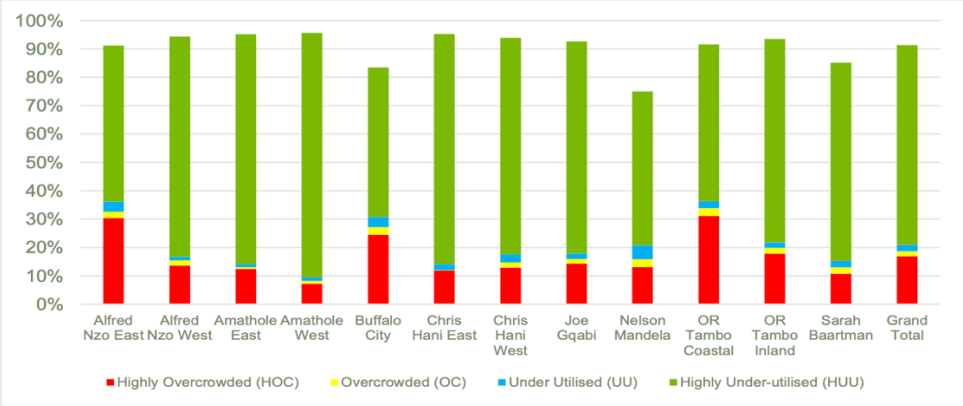


Figure 27: Distribution of Overcrowded and Underutilised Schools

Due to population dynamics, and the historical neglect of the former homeland areas, the distribution of overcrowded and under-utilised schools differs significantly across the districts and the regions (clusters). Whilst there are notable differences among the districts, there are also distinct trends from one cluster to the next.

The simultaneous over-crowding and under-utilisation is a challenge that needs to be met on a District / Circuit management level. It cannot only be met by the provision of infrastructure, but as far as possible non-infrastructure solutions must be employed. This aspect is addressed later in this Plan (Section 5 deals with the analysis of options).
The information above refers only to the status of classroom capacity. There are obviously other infrastructure needs such as support facilities (administration offices, ablutions, etc) and specialised spaces. These are addressed later herein as part of assessing the adequacy of the existing infrastructure.

The performance and utilisation of each of the Department's assets is set out in Templates 3 & 4, which are included as annexures to this I-AMP.

In the case of the Accessibility (see Table below), the rating allocation has been revised to express this as the extent to which the school meets the serviceability criteria. These have been allocated to align accessibility of education facilities with the Regulations relating to Minimum Uniform Norms and Standards for Public School Infrastructure.

Definition (as per GIAMA)	Rating	Criteria used for allocating rating applied in templates
The asset fully supports service delivery objectives; is fully accessible to the public with well-designed public areas and parking; is accessible for the physically challenged; and has all the services required by the functions performed in the accommodation.	A5	No backlogs in terms of Regulations regarding new national Norms & Standards (school has all the necessary facilities).
The asset mostly supports service delivery objectives; is accessible to the public with moderately designed public areas and parking; is accessible for the physically challenged to the main areas; and have most services required by the functions performed in the accommodation.	A4	Only 17-year backlogs in terms of Norms & Standards Regulations (only top end facilities lacking, e.g., sports fields, hall, etc.).
The asset partially supports service delivery objectives; is accessible to the public with limited public areas and parking; has limited accessibility for the physically challenged; and has the minimum services required by the functions performed in the accommodation.	A3	Only 10-year backlogs in terms of Norms & Standards Regulations (school has sufficient basic services and classroom accommodation, but lacks specialist rooms e.g., library, laboratory, etc.)
The asset limits achievement of service delivery objectives; is not generally accessible to the public with limited public areas and parking; is not accessible for the physically challenged; and does not have the services required by the functions performed in the asset.	A2	Only 7-year backlogs in terms of Norms & Standards Regulations (school has insufficient basic services, classroom accommodation or fencing)
The asset does not support service delivery objectives at all; is not at all accessible to the public and should not be used for the current service delivery objectives.	A1	3-year backlogs in terms of Norms & Standards (i.e., entirely lacking certain basic services)

Table 22: Accessibility Rating

8.2. Operations

Functional performance refers to the level to which the assets allocated to the User meet their needs, considering the suitability and flexibility of the assets. The following sub-processes must be conducted to determine the functional performance:

i. Identification of the required performance standard: This requires the identification of the minimum performance standards required per asset type. The required performance standard will set the benchmark for evaluating the immovable asset's suitability and operating performance in supporting service delivery objectives. A performance standard P3 has been used for all public ordinary schools.
ii. Rating the accessibility of the immovable asset: The accessibility rating has been determined using the extent to which the school meets the facility requirements in terms of the Minimum Uniform Norms & Standards for Public School Infrastructure.
iii. The required performance standard and accessibility rating is utilised to determine the suitability index of assets in supporting service delivery objectives.
iv. A rating is allocated for the condition of the building, measured against the required performance standard, to determine the operating performance of the building.
v. The allocated suitability and operating performance index are utilised to assess the functional performance rating.

The functional performance ratings of all the schools shown in Template 6 and is summarised in the Table 23 below.

Functional Performance Rating	Number of Operational Schools
B1	542
B2	4 078
B3	125
C1	168
C2	140
C3	73
Total	**5,093**

Table 23: Functional Performance

Schools classified as B1 and B2 are considered suitably functional. These number 2 481 (i.e., 47%). Schools classified as B3 (416) are functioning below the required operating performance index, while schools classified as C1, C2 and C3 (2 321 or 44%) are functioning below the required suitability index. The latter is largely a result of the facilities and condition backlogs at these schools.

8.3. Maintenance and repairs

The Department currently has 5 038 operational public ordinary schools in the province. Although the Department conducted condition assessments in 2013 and 2014, the traction in updating such by 2018 was not fully fulfilled.

The is following accounts for the strategy to make inroads into the matter:

- **Completed Major Projects:** Through ASIDI, the Province and other donors completed a significant number of projects in the last 3 years thereby significantly upgrading the condition of several projects.

- **Closed schools:** A total of 1 142 closed schools needs to be removed from the register of schools so that they do not form part of the condition assessment.

- **Assessments for Major Projects:** Since 2018, various schools have been assessed by various implementation agents to receive new infrastructure. These can be accounted for in the mentioned assessments.

However, while the strategy is to be deployed, the conditions of the Department's fixed assets, based on the 2013/14 assessments, is shown in Figure 12 graphically below:

CONDITION STATUS	GENERAL DESCRIPTION	RATING
Excellent	No effect on service capability. No risk. Repair cost less than 2,5% of replacement cost.	C5
Good	Probability of risk to health and safety or property is slight. Low-cost implications. Repair cost 2,5% – 6,4% of replacement cost.	C4
Fair	Risk index: Frequent inconvenience to operations. Some risk to health and safety or property. Medium cost implications. Repair cost 6,4% - 21,6% of replacement cost.	C3
Poor	Risk index: Many disruptions to service capability, some risk to health and safety or property. High-cost implication. Repair cost 21,6% - 50% of replacement cost.	C2
Very poor	Risk index: Accommodation is unusable, immediate high risk to security, health and safety or property. Significant cost impact. Repair cost greater than 50% of replacement cost, should be replaced.	C1

- The condition of the Department's fixed assets is depicted in the diagram and explanatory table.
- Sufficient funds need to be budgeted to maintain physical assets.
- The condition of assets as indicated on the left shows that there is a substantial maintenance backlog estimated at R6,1bn at current costs.

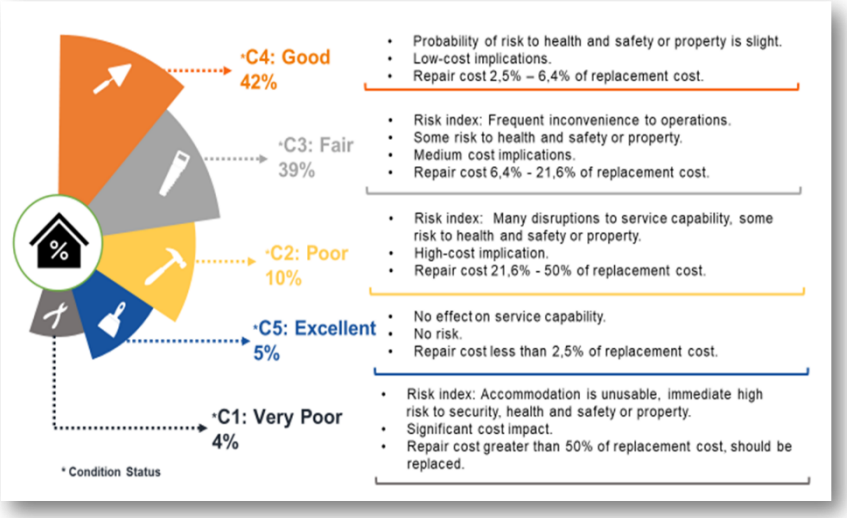


Figure 28: Condition of ECDoE Assets

The Department acknowledges that it needs to budget sufficient funds to maintain the value of its physical assets. Industry norms indicate that an annual budget of at least 2% of the replacement value of the building should be made available for its maintenance. This would imply an annual maintenance budget requirement of almost R1,2 bn, which is the same order of magnitude as the entire infrastructure budget.

In addition, there is a substantial maintenance backlog, as is evident from the information on the condition of assets as described earlier herein. This backlog is estimated to be in the order of R9,6 bn at current costs.

This information is available per school (see attached templates) and has been used to estimate the backlog information as recorded elsewhere herein.

Performance information on the assets (also available per school in the attached templates), is discussed in the next section. The distribution of the maintenance backlog is shown diagrammatically in Table 22 below.

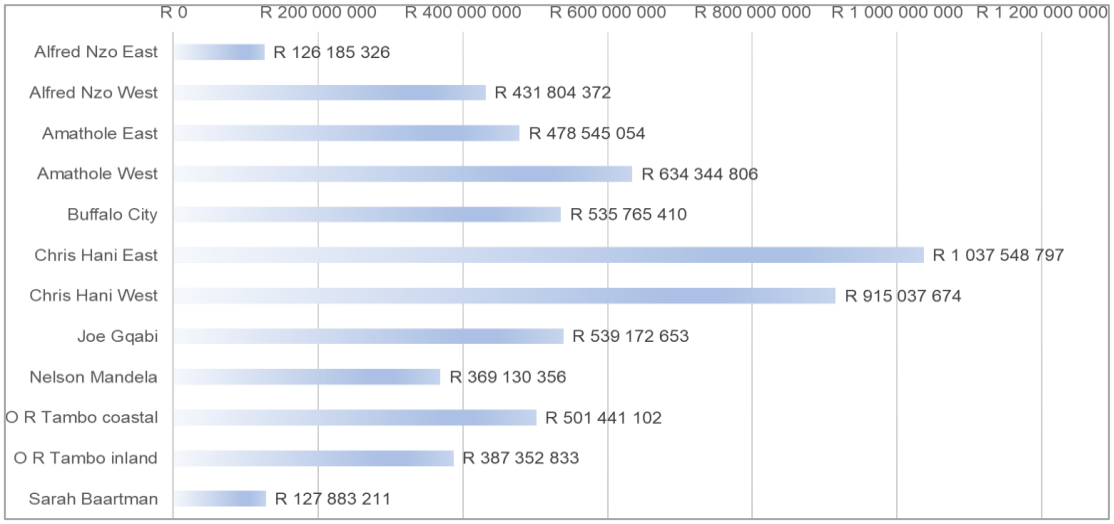


Figure 29: Distribution of Maintenance Backlog per District

8.3.1. Maintenance requirements

The Department acknowledges that, to maintain the value of its physical assets, it needs to budget sufficient funds for this purpose. Industry norms indicate that an annual budget of at least 2% of the replacement value of the building should be made available for its maintenance. The replacement value of the Department's building assets is conservatively estimated at more than R100bn. This would imply an annual maintenance budget requirement of almost R2bn, which is greater than the entire infrastructure budget.

In addition, there is a substantial maintenance backlog, as is evident from the information on the condition of assets as described earlier herein. This backlog is estimated to be more than R6,1bn at current costs.

If the Department now concentrates only on maintaining assets built or renovated in the past 5 years and leaves other assets for refurbishment programmes, then the annual life cycle (maintenance) costs would amount to R80m. An allowance of R35m in 2018/19 increasing to R52m has been made in the project schedule (whole life costing) which is summarised in the next section. This allowance is intended to supplement the Norms & Standards allocation directly to schools for maintenance, currently valued at R603m per annum.

Clearly this is a situation that needs to be addressed urgently. However, in the light of the existing backlogs, it is difficult to justify the commitment of such substantial amounts to maintenance. The Department has increased its maintenance budget significantly and intends continuing this trend. It has also developed a maintenance plan for utilising this budget.

However, additional funding for maintenance needs to be sourced. The current budget is insufficient to eradicate mud structures, address backlogs, and maintain existing infrastructure adequately. In the interim the Department is allocating at least 20% of its infrastructure budget to maintenance, increasing this to 26% over the period of this Plan.

Due to inadequate maintenance funding, most maintenance undertaken is reactive in nature, rather than planned. An initiative is currently being launched to take more control of how schools spend the maintenance funding allocated to them through the norms and standards funding. In the interim the District Works Inspectors will provide schools with support to identify their maintenance needs and procure services for undertaking this in a timeous manner.

It should be noted that deferred maintenance (however undesirable) is being addressed through current refurbishment projects. This is also being addressed in the planning process, as shown in the summarised project schedule later herein. The identification and prioritisation of such maintenance / refurbishment is done based on greatest need in terms of District priority, school utilisation rate and current condition.

We have identified in total 3,202 projects to the value of R 14.5billion (estimated value from Norms and Standards gap) of which 1,975 projects are funded over the I-AMP to the value of R 8.0billion.

8.4. New infrastructure Assets or Acquisitions

The Eastern Cape is characterised by numerous small schools as well as the anomaly of combined schools, particularly in the rural areas of the former Ciskei and Transkei, as is evident from the table below.

Phase	2018		2019		2020		2021		2022	
	No. of Schools	% of total schools	No. of Schools	% of total schools	No. of Schools	% of total schools	No. of Schools	% of total schools	No. of Schools	% of total schools
Primary										
0-134	1014	23.69%	1314	25.33%	1288	24.81%	1095	23.19%	2653	26.13%
Total	**3247**	**63.36%**	**3246**	**62.58%**	**3248**	62.57%	**2965**	62.80%	**3587**	67.53%
Secondary										
0-200	145	2.83%	157	3.03%	146	2.81%	103	2.18%	276	2.13%
Total	**840**	**16.38%**	**844**	**16.27%**	**846**	16.30%	**745**	15.78%	**850**	16.73%
Combined										
0-134	77	1.50%	76	1.47%	97	1.87%	92	1.95%	184	1.85%
Total	**1038**	**20.25%**	**1097**	**21.15%**	**1097**	21.13%	**1011**	21.41%	**592**	16.18%
Small schools	**1436**	**28.02%**	**1547**	**29.82%**	**1531**	**29.49%**	**1290**	**27.32%**	**1528**	30.11%
Total	**5125**		**5187**		**5191**		**4721**		**5029**	

Table 24: School Size

Of particular significance for planning and the rationalisation of schools is the fact that in 2022 almost a third (30.11%) of the schools have enrolments below what is considered the minimum for effective utilisation of physical and human resources. It is also clear that the number of small schools as a percentage of the total number of schools is increasing because of migration.

According to EMIS the number of Combined Schools has fallen significantly, from 1011 in 2021 to 669 in 2024, and this is mainly because of the accelerated efforts towards realignment in most of the districts.

8.5. Refurbishment & Rehabilitation

The refurbishment and rehabilitation of schools is undertaken to maintain the effective usability of the existing assets. See Table 24: Summary of Plan by Nature of Investment.

8.6. Upgrades and additions

Most infrastructure interventions provided by the Department to schools' concern is upgrades and additions, as most schools do not meet minimal uniform norms and criteria for public school infrastructure. See Table 25: Summary of Plan by Nature of Investment.

8.7. Infrastructure Transfers

The Department has made no capital transferred for infrastructure.

8.7.1. Infrastructure payments for financial assets

No concessions or loans have been made or intended to be made for infrastructure

8.7.2. Infrastructure leases

There are 84 schools on Private Properties, whereby lease agreements for 2022 to 2027 have been concluded with commencement date of 01 April 2022 to 31 March 2027.

The schools are owned by 55 different property owners, amongst them are Church Organisations, Trusts and individual property owners.

The schools are located within 10 districts namely:

District	No. of Schools	Total Rental Expense Per Annum	Total Rental Expense for the Lease Term
Alfred Nzo East	1	R208,971.36	R1,044,856.80
Alfred Nzo West	5	R1,349,895.53	R6,749,477.65
Amathole West	6	R794,786.40	R3,973,932.00
Buffalo City Metro	5	R1,620,266.64	R8,101,333.20
Chris Hani East	2	R594,099.36	R2,970,496.80
Chris Hani West	11	R812,872.80	R4,064,364.00
Joe Gqabi	6	R2,344,870.00	R11,724,350.00
Nelson Mandela Metro	9	R2,742,477.41	R13,712,387.05
OR Tambo Coastal	4	R1,488,651.84	R7,443,259.20
OR Tambo Inland	6	R4,143,251.66	R20,716,258.30
Sarah Baartman	27	R10,585,697.28	R52,928,486.40
Total		**R26,685,840.28**	**R133,429,201.40**

Table 25: Public Schools on Private Property

- The total rental expenditure per annum is R26 685 840.28 and the total rental expenditure for the 5-year lease period is R133 429 201.40.
- Lease agreements from 2027 to 2032 are yet to be negotiated, projections for rental expense for the 5-year lease period amount to R 429 107 700.54

8.8. Non infrastructure

8.8.1. Introduction

The Department acknowledges that, based on the current total provincial enrolment and existing classrooms available, there is (on paper at least) an over-supply of classrooms. However, these classrooms are not located at the schools where they are ideally needed, due to population migration and other demographic trends over the years.

The provision of additional facilities (i.e., building new infrastructure) however, is the solution of last resort. Other solutions that can meet the need for a conducive teaching and learning environment must be considered before any new facilities are contemplated. These include scholar transport and e-learning as mentioned earlier, but there are many other possibilities – many of which will be unique to a particular set of circumstances.

Before any additional capital outlay is approved for any school, the non-infrastructure possibilities will be reviewed to ensure that fixed assets are only created where they are most needed in the long term. Often minor alterations or rehabilitation can transform the functionality of a facility at a fraction of the cost of new facilities. These and other relevant aspects will be carefully monitored throughout before any infrastructure is built that could possibly be avoided. The current procedure is to map the utilisation of facilities at all adjacent schools before additional accommodation is provided at any school. This is to ensure that no facilities are built because of an artificial need created by, for example, one school being more attractive / popular than an adjacent school.

8.8.2. Scholar transport

The team guiding the rationalisation / re-alignment process will also oversee the scholar transport issue and establish the necessary lines of communication within the Department and externally. The priority will be to address the transport implications arising from the rationalisation of schools with fewer than 50 learners.

A team is looking into the effectiveness of current transport routes and their utilisation, with the view to optimisation. It will also investigate short, medium, and longer-term proposals in conjunction with the rationalisation and re-alignment processes.

8.8.3. E-learning

The e-learning element of education is still in its infancy in the province but forms an important component of the way forward in future. The e-learning programme and availability of telecommunications infrastructure will inform the infrastructure requirements in terms of information and communication technology (ICT). The ICT section of the Department will guide the infrastructure Directorate in this regard.

8.8.4. Under-utilised Schools

As a result of population dynamics there are several schools that are under-utilised (as indicated earlier herein). Some of these schools have already been closed and are in the process of being signed off as such and will be disposed of as described later herein. However, there is a need for additional resource centres (there are currently only four in the province). The move from Districts to Regions will also create the need for Circuit offices. Thus, the re-utilisation of currently under-utilised schools will need to be evaluated before disposal thereof can be considered.

Following the rationalisation and re-organisation of schools as discussed earlier, there will be schools which will no longer be required as such, and can be re-utilised in an alternative capacity, such as conversion into education support facilities. Sharing of such facilities by other Departments who require accommodation in the area will obviously also be considered.

8.8.5. Interim Grade R facilities

Where Grade 8 & 9 learners leave a Junior Secondary School to be accommodated at a Senior Secondary School, there will potentially be vacant classrooms. However, in most cases these will absorb existing overcrowding. Where this is not the case, they could be isolated from the rest of the school and used as Grade R facilities until such time as an ECD centre can be provided.

Where a school does not have an ECD centre, but does have under or unutilised facilities, these can be converted to ECD facilities, even on a temporary basis. In any event schools with greater need of ECD facilities will be prioritised ahead.

8.8.6. Improved school management

Good management of a school, resulting in a high pass rate, makes such a school attractive to learners. This results in increased enrolment (leading to over-crowding) at the expense of nearby schools, whose facilities then become under-utilised. Improved management at such schools will thus improve the utilisation of existing facilities and provide a non-infrastructure solution to a perceived shortage.

The Department also intends incentivising effective school management by rewarding top performers with incentives, the details of which are still being developed. As indicated earlier herein, improved school management will also reduce the need for maintenance because of poor operations and vandalism.

8.8.7. Investing in non-infrastructure solutions

From the foregoing there is much scope for employing non-infrastructure solutions to what appear to be infrastructure challenges. However, in many cases this will require some research, development, piloting, and change management cost. It is for this reason that a one- line item has been included in the 10-year project list, to fund non-infrastructure planning and limited initial implementation. It is not the intention to fund non-infrastructure solutions from the infrastructure budget, but it is in the interest of the infrastructure unit to ensure that such solutions are explored and turned into viable projects where appropriate.

8.9. Surplus immovable assets

8.9.1. Basis for Decision Making

Despite the apparent prevalence of surplus assets, the Department seldom disposes of any of its physical assets. The reasoning is based on several issues as discussed in earlier sections of this Plan, but the cases that do occur are briefly described below.

- There is currently an initiative under way in the short term to rationalise schools and close all unviable schools as indicated earlier. The longer-term rationalisation and re-alignment processes will also result in the closure of further schools.

- Initiatives are also under way to employ unused classroom accommodation for other purposes, such as education support services. This has also been discussed earlier herein.

- The Department has realigned its districts to 12 to align with Municipal boundaries. This resulted in the closure of certain District offices. However, this development will require the strengthening of the Circuits (which in many cases exist only as virtual offices) and thus the provision of Circuit offices.

- There are currently only four education resource centres in the province. Redundant school facilities may be converted to such resource centres, and this possibility will need to be investigated before disposal can be initiated

Where the Department replaces a dilapidated or unsafe structure, the said structure is required to be demolished to prevent any harmful accidents. Where the structure is still sound (but unsuitable for tuition purposes) the SGB is given the option of retaining the structure for storage or other purposes, at their own risk and cos

8.9.2. Operational Status

Performance monitoring forms an important part of the decision-making process. Were assets are underutilised or underperforming, an assessment must be made about continuing to fund the asset. Where an asset is underutilised, then prior to any decision to construct another similar asset, the potential for using the existing underutilised asset, should be considered.

8.9.3. Disposal of Assets

It should be noted that the ECDoE does not have a mandate to dispose of assets. This is done in conjunction with the Department of Public Works & Infrastructure, as described below.
In certain, though rare, cases the Department owns property which it may decide it no longer needs. In such cases:

● Properties no longer needed are handed over to the DPWI
● Properties may be sold off once approval has been obtained from the Provincial Exco
● The disposal process is managed by the DPWI
● The ECDoE property register must be updated accordingly

In this regard, the Chief Directorate intends to establish a disposal committee to establish the continuing status of immoveable facilities as well as determining the leasing out or surrender of such facilities to DPWI.

9. FINANCIAL SUMMARY

9.1. Summary of future costs

The Department currently has an infrastructure backlog of R72,36 billion as indicated in the table below.

Component	Cost	Per Timeframe / Area
Three Year Timeframe		
No Water	R40 083 528	
No Electricity	R151 717 536	
No Sanitation	R1 488 432 845	
Inappropriate Structures (100%)	R65 519 950	**R1 745 753 858**
Seven Year Timeframe		
Classrooms (Ordinary)	R4 949 291 122	
Classrooms (Grade R)	R876 906	
Inappropriate Structures (Classrooms and Ablutions)	R2 408 599 465	
Fencing	R1 171 871 207	
Burglar Bars	R2 529 522 626	
Insufficient Water	R142 446 772	
Insufficient Electricity	R546 974 208	
Insufficient Sanitation	R1 242 520 474	
Insufficient Sanitation (Other)	R1 193 925 658	
Connectivity	R25 568 083	**R14 211 596 521**
Ten Year Timeframe		
Classrooms (Multipurpose)	R22 161 600	
Library & Multimedia Centre (library and computer function)	R4 137 297 653	
Laboratories	R4 039 489 991	
Computer Labs	R1 442 127 683	
Inappropriate Structures (Education Spaces)	R716 048 000	**R10 357 124 926**
Seventeen Timeframe		
Administration Areas	R10 816 546 810	
Support Areas: Nutrition Centres	R9 129 934 699	
Support Areas: Parking Bays	R1 067 081 180	
Sport Facilities	R9 620 184 348	
Inappropriate Structures (Admin Space & Hostels)	R842 822 594	**R31 476 569 631**
Condition Backlog	R14 569 972 686	**R14 569 972 686**
Total	**R72 361 017 622**	**R72 361 017 622**

Table 26: Backlog Summary of Costs

9.1.1. Budget for planning

It is important for continuity of the infrastructure programme and the effective provision of services that sufficient budget is allowed for planning. This must be adequate for preparing business cases and for doing the necessary assessments to prepare Project Proposals for the bidding process. This will include resolution of land issues (ownership, zoning, EIAs, etc.) and undertaking site evaluations.

An allowance of approximately R1,8m per annum has therefore been included in the project schedule as shown in the 10-year project list.

9.1.2. Budgeting process

The budgeting process has been described in Sections 6.3 to 6.8. Assumptions used in the determination of costs are included as Annexure A to this document.

9.1.3. Projected budget requirements

The budget requirements for addressing the estimated backlogs in the requisite timeframes are extremely onerous, if it is assumed that this backlog described earlier herein is to be eradicated over the 17-year period. To effect this exercise each backlog is costed to be addressed within the requisite timeframe as per Regulations, and not on a project-by-project basis. The intention is to sketch the budget scenario only, not set out an intervention programme (that will happen later). If allowance is made for escalation (6% p.a.) and annual maintenance (2% p.a. of replacement value of new assets), then the following funding scenario is realised (Note that this is shown separately for existing infrastructure and for new infrastructure to be built going forward).

Financial Year	3-Year Backlog	7-Year Backlog	10-Year Backlog	17-Year Backlog	Condition Backlog	Maintenance of New Infrastructure	Maintenance of Existing Infrastructure	Annual Maintenance
2014	897,120	1,674,946			377,734	58,996	1,200,000	1,258,996
2015	1,345,680	1,954,104			400,398	133,000	1,272,000	1,405,000
2016	1,426,420	2,071,350			424,422	211,443	1,348,320	1,559,763
2017		2,195,631	2,161,444		449,887	307,583	1,429,219	1,736,802
2018		2,327,369	2,291,131		476,880	409,490	1,514,972	1,924,463
2019		2,467,011	2,428,599		505,493	517,512	1,605,871	2,123,383
2020		2,615,031	2,574,315		535,822	632,016	1,702,223	2,334,239
2021			2,728,774	1,704,838	567,972	732,047	1,804,356	2,536,404
2022			2,892,500	1,807,128	602,050	838,081	1,912,618	2,750,699
2023			3,066,050	1,915,556	638,173	950,477	2,027,375	2,977,851
2024				4,125,707	676,464	1,046,520	2,149,017	3,195,537
2025				4,373,250	717,051	1,148,326	2,277,958	3,426,284
2026				4,635,645		1,241,039	2,414,636	3,655,675
2027				4,913,784		1,339,315	2,559,514	3,898,828
2028				5,208,611		1,443,487	2,713,085	4,156,572
2029				5,521,127		1,553,909	2,875,870	4,429,779
2030				5,852,395		1,670,957	3,048,422	4,719,379
TOTAL	**3,669,220**	**15,305,440**	**18,142,813**	**40,058,040**	**6,372,345**	**14,234,197**	**33,855,456**	**48,089,654**

Table 27: Projected Budget Requirements

This scenario depicted in Table 27 above is shown graphically below. Note that the graph shows the entire picture from 2014 when the Regulations came into force. Underfunding in the preceding 3 years (2014 – 2016) will have increased the funding requirements going forward.

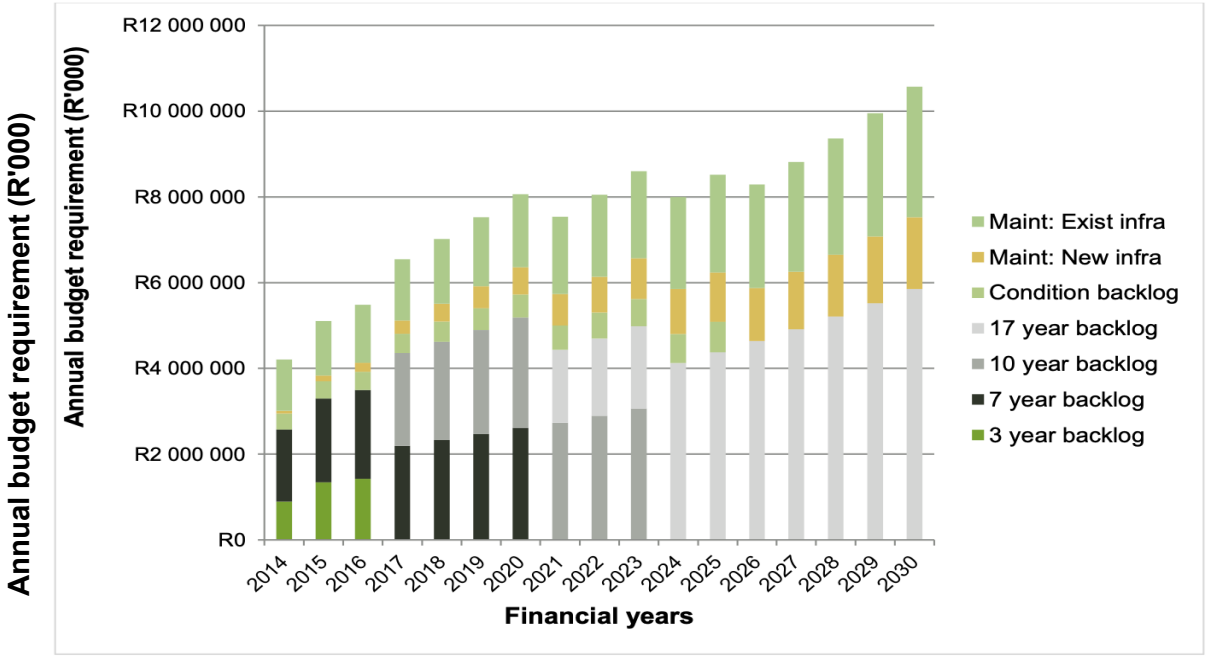


Figure 30: Projected Budget Requirements

From the foregoing Figure 42, it is apparent that the annual budget requirement amounts to approximately R5bn annually in the current MTEF period, increasing to R11bn annually by 2030. It can also be seen that the maintenance budget required by 2030 is in the order of R2bn per annum.

This scenario needs to be compared with the current estimated annual infrastructure budget (based on the present MTEF allocations and an annual increase of 5% thereafter). Note that the graph shows the entire picture from 2014 when the Regulations came into force. Underfunding in the preceding 3 years (2014 - 2016) will have increased the funding requirements going forward.

9.1.4. Gap between needs and budgeted interventions

The required funding to address the backlogs (both in terms of facilities and condition) has been determined and cash flowed over the period leading up to the end of 2030. This has in turn been compared with the anticipated budget over the same period, and the gap determined. This exercise is shown in the Table below.

Financial Year	Annual Budget Required (including escalation)	Estimated Budget	Cumulative shortfall
2014	4,208,795	1,237,000	2,971,795
2015	5,105,180	1,156,000	6,920,976
2016	5,481,955	1,714,000	10,688,931
2017	6,543,764	1,400,000	15,832,695
2018	7,019,842	1,470,000	21,382,537
2019	7,524,486	1,543,500	27,363,523
2020	8,059,407	1,620,675	33,802,255
2021	7,537,987	1,701,709	39,638,534
2022	8,052,377	1,786,794	45,904,116
2023	8,597,630	1,876,134	52,625,613
2024	7,997,708	1,969,941	58,653,380
2025	8,516,585	2,068,438	65,101,528
2026	8,291,320	2,171,860	71,220,988
2027	8,812,612	2,280,452	77,753,148
2028	9,365,182	2,394,475	84,723,855
2029	9,950,906	2,514,199	92,160,562
2030	10,571,774	2,639,909	100,092,428

Table 28: Gap between Needs Budget Estimates

Allowance has been made for 6% escalation annually, and maintenance requirements at 2% of the replacement value of the asset per annum. The amount required thus increases each year as new infrastructure is completed. The required annual budget vs anticipated is shown graphically in Figure 31 below.

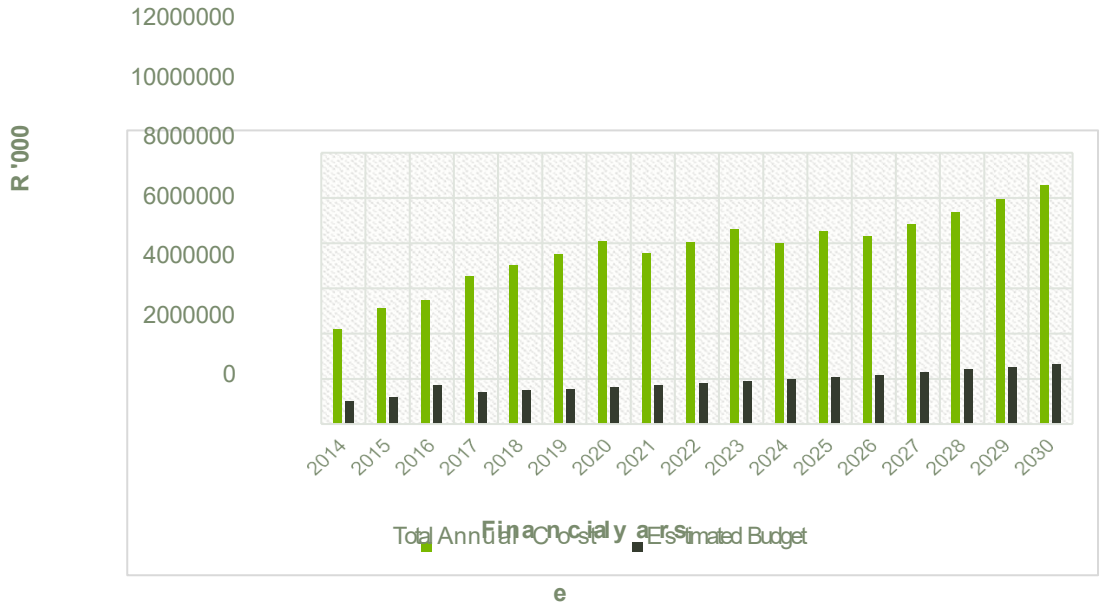


Figure 31: Annual Budget Required vs Anticipated Budget

Clearly the backlogs cannot be eliminated within the required timeframes unless the budgets for the next 17 years are increased significantly. The following section considers approaches to the challenge, but realistically the targets cannot be met within the current budgeting framework.

9.2. Ten-year project list

Introduction

The provisional 10-year project list is included in this Plan as an Appendix. This has been prepared in accordance with the Department's strategic objectives (including compliance with the Regulations regarding Norms & Standards). However, the schedule has had to take account of the budget reality and hence does not reflect the budget requirements as indicated in the foregoing paragraphs. Instead, a more pragmatic approach has been followed; this reflects a greater requirement than the indicative budget per annum (in the hope that additional funding will become available for backlog interventions) but substantially less than the required amount.

9.2.1. Summary by Strategic Priority

A summary of the 10-year project list per strategic priority is given in the schedule below.

Education District	Indicative Budget (25/26)	Indicative Budget (26/27)	Indicative Budget (27/28)	Indicative Budget (28/29)	Indicative Budget (29/30)	Indicative Budget (30/31)	Indicative Budget (31/32)	Indicative Budget (32/33)	Indicative Budget (33/34)	Indicative Budget (34/35)	Indicative Budget (35/36)
Additional Classrooms / Teaching Space	141 470 968	368 861 680	933 791 588	565 361 751	597 410 728	633 295 138	431 594 485	125 644 004	135 139 853	224 925 114	275 345 351
Administration Office	-	-	-	-	-	-	-	-	70 241 161	135 016 430	103 956 918
Agricultural Schools	-	-	-	-	-	-	-	-	16 857 879	14 048 232	11 238 586
Art Schools	-	-	-	-	-	-	-	-	2 809 646	-	-
Asbestos Removal / Replacement	-	-	-	-	-	-	-	421 446 966	118 005 150	-	-
Boarding Schools	98 180 212	99 124 957	42 080 695	162 250 499	162 250 499	221 052 658	116 054 819	231 321 001	70 833 028	28 688 332	-
ECD Centre	-	-	-	-	-	-	-	-	-	-	95 527 979
ECD Maintenance	20 617 000	34 679 000	36 991 000	-	-	-	7 582 578	-	-	-	-
Electricity	-	-	-	-	-	-	-	-	67 431 514	95 527 979	73 050 807
EPWP	29 800 000	-	-	-	-	-	-	-	-	-	-
Fencing	-	-	-	-	-	-	-	-	98 060 425	137 672 675	314 680 401
Focus Schools	-	-	-	-	-	-	-	-	-	-	22 477 171
Full Service School	-	-	-	-	-	-	-	11 238 586	39 335 050	44 954 343	5 619 293
Furniture Provision	8 000 000	-	-	-	-	-	-	-	-	-	-
Grade R Classrooms	68 508 399	68 872 113	52 524 799	105 983 302	77 234 296	124 341 385	158 877 780	23 438 989	137 672 675	247 402 285	126 434 090
Hostels	-	-	-	-	-	-	-	-	81 479 747	-	-
Inappropriate Structures	-	-	-	-	-	-	-	-	-	-	84 289 393
Maintenance Projects	59 841 419	162 529 872	32 547 543	50 384 643	72 559 727	33 519 620	362 861 920	713 190 511	62 291 103	63 272 842	23 350 791
Maintenance Projects / Hostels	-	-	-	-	-	-	-	-	-	-	-
Maritime	-	-	-	-	-	-	-	-	-	-	2 809 646
Natural Disaster Projects	203 762 178	91 362 308	7 177 459	13 438 932	7 428 485	7 770 195	33 679 019	8 501 495	8 892 564	9 301 622	9 729 496
New Schools				0	0	0	0	95 527 979	-	-	-
Non-Infrastructure	262 781 515	295 053 934	336 744 934	352 235 201	368 438 020	385 386 169	408 250 933	421 657 174	441 053 404	461 341 861	482 563 586
Number of New Schools	8 972 044	9 022 130	28 909 264	19 176 846	19 176 846	19 176 846	52 333 561	52 295 242	52 295 242	52 295 242	0
Nutrition Centre	-	-	-	-	-	-	-	-	109 299 011	281 118 042	236 010 301
Office Accomodation	10 778 670	8 148 502	18 105 295	41 059 126	41 059 126	35 235 896	519 570	-	-	-	-
Operations & Maintenance	4 995 607	-	-	-	-	-	-	-	-	-	-
Provision / Nutrition centres	9 500 000	1 509 640	-	-	-	-	-	-	-	-	-
Provision / Replacement of Sanitation	243 133 652	25 158 525	8 198 411	13 475 740	13 475 740	10 576 205	5 177 769	-	36 525 404	44 954 343	33 715 757
Provision / Upgrade of Electricity	14 358 698	9 746 719	1 935 034	38 658 050	38 658 050	24 086 553	0	-	53 106 082	39 335 050	14 048 232
Provision / Upgrade of Fence	95 823 706	34 685 068	-	-	-	10 111 486	50 888 326	-	36 525 404	42 144 697	33 715 757
Provision / Upgrade of Fire Extinguisher	1 256 000	388 790	-	-	-	-	7 955 186	-	-	-	-
Provision / Upgrade of Hostels			-	-	-	-	-	47 763 989	8 428 939	-	-
Provision / Upgrade of Water	60 495 426	3 398 301	0	6 153 929	6 153 929	-	23 769 160	-	213 255 929	224 771 715	129 243 736
Re-Alignment	381 427	6 705 901	-	-	-	-	-	-	28 096 464	33 869 156	118 005 150
Refurbishment Projects	37 505 248	125 338 272	192 335 081	237 394 323	236 590 274	236 342 562	43 888 566	55 646 720	16 857 879	-	-
Renovations	-	-	-	-	-	-	-	264 106 765	238 819 947	-	-
Replacement Schools	542 807 913	563 677 295	305 563 659	467 771 163	522 385 508	537 743 308	711 357 907	411 668 484	307 348 520	244 439 240	192 499 163
Sanitation	-	-	-	-	-	-	-	-	118 005 150	151 720 908	165 769 140
Special School	50 935 094	33 356 055	32 671 049	23 604 897	32 620 047	32 620 047	19 636 921	5 619 293	8 428 939	16 857 879	28 096 464
Specialist Rooms	2 975 094	16 010 938	17 412 188	44 201 046	44 201 046	31 407 801	-	-	92 718 332	168 578 786	191 055 958
Technical Schools	-	-	-	-	-	-	-	-	2 809 646	2 809 646	14 048 232
Technical Workshops	-	-	-	-	-	-	-	-	19 667 525	39 335 050	61 812 222
Vandalism	172 730	-	-	-	-	-	16 000 000	-	-	-	-
Water & Sanitation	-	-	-	-	-	-	-	-	-	-	84 289 393
Grand Total	1 977 053 000	1 957 630 000	2 046 988 000	2 141 149 448	2 239 642 322	2 342 665 869	2 450 428 499	2 889 067 197	2 692 291 613	2 804 381 467	2 933 383 015

Table 29: Summary of the 10-year Project List per Strategic Priority

9.2.2. Summary by District

A summary of the 10-year list by District is given below. Note that maintenance and whole life costing are currently included in provincial projects. This refinement will be addressed in future editions of the I-AMP.

Education District	Indicative Budget (25/26)	Indicative Budget (26/27)	Indicative Budget (27/28)	Indicative Budget (28/29)	Indicative Budget (29/30)	Indicative Budget (30/31)	Indicative Budget (31/32)	Indicative Budget (32/33)	Indicative Budget (33/34)	Indicative Budget (34/35)	Indicative Budget (35/36)
ALFRED NZO EAST	85 799 223	22 970 326	20 286 893	51 036 061	51 036 061	51 036 061	55 492 312	154 530 554	238 542 747	289 546 982	127 877 295
ALFRED NZO WEST	166 758 765	94 435 439	58 961 262	106 657 902	121 838 769	200 042 645	184 994 293	238 740 915	184 742 311	303 441 815	191 055 958
AMATHOLE EAST	190 120 230	196 925 329	115 922 352	392 259 939	366 339 713	324 109 355	61 042 490	52 295 242	52 295 242	52 295 242	2 809 646
AMATHOLE WEST	93 402 431	51 245 663	11 651 985	80 155 233	77 692 817	94 660 028	62 278 164	53 850 917	2 809 646	11 238 586	-
BUFFALO CITY	167 808 969	126 696 283	92 784 687	147 264 190	145 681 834	147 602 517	124 047 446	56 192 929	137 395 475	191 055 958	168 578 786
CHRIS HANI EAST	135 355 999	126 785 307	44 241 241	126 424 641	128 032 055	157 197 504	88 949 449	144 471 368	173 920 879	213 686 528	140 482 322
CHRIS HANI WEST	145 229 583	113 508 349	79 732 886	268 002 896	288 815 526	280 990 206	144 734 689	162 959 493	154 530 554	213 686 528	143 291 968
EC WHOLE	363 229 856	339 586 676	361 948 907	377 571 510	393 694 869	411 804 833	438 791 856	450 562 257	471 288 121	492 967 375	515 643 874
JOE GQABI	108 869 899	68 672 513	88 276 819	104 752 440	128 432 198	128 452 080	210 648 366	149 512 789	70 745 039	11 238 586	5 619 293
NELSON MANDELA	121 170 064	302 288 705	929 157 079	199 705 109	216 720 210	232 766 942	452 548 234	147 346 429	80 797 831	-	-
O R TAMBO COASTAL	139 281 811	130 447 783	67 533 707	125 871 619	151 428 476	151 428 476	114 882 241	162 745 523	134 863 029	306 558 261	148 911 261
O R TAMBO INLAND	83 126 115	88 893 854	61 517 216	106 308 535	98 284 462	105 950 922	134 021 372	85 339 921	85 339 921	43 758 596	-
SARAH BAARTMAN	175 705 566	260 494 773	77 981 968	55 139 373	71 645 331	56 624 298	265 483 720	359 013 361	306 566 128	275 937 218	185 436 665
Grand Total	1 977 053 000	1 957 630 000	2 046 988 000	2 141 149 448	2 239 642 322	2 342 665 869	2 450 428 499	2 563 148 211	2 681 053 028	2 804 381 467	2 933 383 015

Table 30: Summary of the 10-year Project List per District

9.2.3. Summary by Nature of Investment

The 10-year project list is summarised by nature of investment in the schedule below. This shows the split between new works, refurbishment, and maintenance for each Funding source or potential funder.

Nature of Investment	Indicative Budget (25/26)	Indicative Budget (26/27)	Indicative Budget (27/28)	Indicative Budget (28/29)	Indicative Budget (29/30)	Indicative Budget (30/31)	Indicative Budget (31/32)	Indicative Budget (32/33)	Indicative Budget (33/34)	Indicative Budget (34/35)	Indicative Budget (35/36)
Maintenance and repairs	514 813 351	340 483 400	111 616 090	138 401 372	154 566 009	76 525 712	456 400 911	395 773 020	71 183 667	72 574 464	33 080 288
New Infrastructure Assets	124 958 400	133 577 823	127 212 260	142 646 862	113 897 856	161 004 945	211 334 862	176 881 502	52 295 242	52 295 242	-
Non Infrastructure	300 581 515	295 053 934	336 744 934	352 235 201	368 438 020	385 386 169	403 420 933	421 657 174	441 053 404	461 341 861	482 563 586
Rehabilitation, Renovations and Refurbishment	42 197 434	104 521 050	182 792 611	336 028 891	335 224 843	317 485 304	46 838 059	926 541 711	522 594 237	-	-
Upgrades and additions	994 502 300	1 083 993 794	1 288 622 105	1 171 837 123	1 267 515 595	1 402 263 740	1 332 433 734	642 294 804	1 593 926 478	2 218 169 901	2 417 739 141
Grand Total	1 977 053 000	1 957 630 000	2 046 988 000	2 141 149 448	2 239 642 322	2 342 665 869	2 450 428 499	2 563 148 211	2 681 053 028	2 804 381 467	2 933 383 015

Table 31: Summary of Plan by Nature of Investment

The two categories of the nature of investment (Maintenance and Refurbishments) contribute overall to the maintenance as most of the Provincial refurbishment project carry a great deal of maintenance due to historical neglect. It must also be noted that another portion of maintenance is carried as part of the upgrades and additions and are built into the same projects and contracts. However, as it stands this amount is approximately 21% of the total 10-year budget allocation.

9.3. Funding strategy

The funding implications of meeting the requirements of the Regulations have been alluded to above and are discussed later in this plan. However, in summary these reflect a requirement of R6bn increasing to R10bn annually.

Clearly this is not achievable in the current circumstances where indicative annual budgets are in the order of R1,5bn – R1,8bn. Significant policy decisions therefore need to be taken around the relevant issues, viz:

- Levels of service
- Target dates
- Budgetary allocation
- Sourcing of funds
- Alternative solutions

As stated earlier, the possibilities are limited, viz:

- Increase the annual budget to meet the needs at the required levels of service.
- Lower the levels of service to reduce financial requirements.
- Extend the period within which backlogs are to be eliminated.

The final strategy will probably have to be a combination of all 3 of the options listed above. However, the latter two are unlikely to be palatable to the affected communities. It is therefore earnestly recommended that the management of the Department lobby strongly for redress funding to eliminate backlogs and look to central Government support for accessing foreign donor funding to assist in this regard.
It is maintenance funding that must be made more accessible to ensure that the physical learning environment is adequately maintained, and potential donors are given peace of mind that any investment they may make will be properly cared for.

However, one also needs to look outside the Department before embarking on any sudden major budgetary increase. The capacity of the industry needs to expand to deal with additional requirements – an aspect that needs to be explored with the CIDB. As important, too, is the issue of sustainability. To this end, the Department needs to ensure that its funding base is consistent, and that there are no sudden deviations in its implementation programme that can have a negative effect on the industry – especially the emerging sector thereof.

9.3.1. Procurement strategies

Procurement strategies can improve the cost effectiveness of infrastructure delivery. The mode of delivery, packaging of projects, and procurement options to optimise the cost effectiveness are dealt with in the Construction Procurement Strategy which forms part of the Infrastructure Programme Management Plan (IPMP).

9.3.2. Funding sources and strategy

The funding strategy of the Department is very dependent on Grant funding from the national fiscus but does rely on other sources. The sources of infrastructure funding are the following:

i. Education Infrastructure Grant:

As stated above this is the major source of funding and the Department relies heavily on it. The preparation of bidding documentation for sourcing funds from the Grant therefore plays a central role in the planning process, to the extent that the Department wishes to secure more funding than indicative budgets imply. Bids for additional maintenance funding, refurbishment, and ECD centres have been prepared. The strategy is to secure as much funding as possible, as other sources of funds as described below are not substantial enough to make an impact on the backlogs.

ii. Equitable Share:

The Department also budgets for maintenance form its Equitable Share allocation. This has unfortunately diminished considerably over the past number of years, to the extent that the allocation for 2020/21 MTEF is negligible. However, the Department has committed itself to savings in other areas to increase the contribution to infrastructure.

iii. Norms & standards funding:

All schools get a funding allocation for operational expenses in terms of norms & standards, the quantum depending on its quintile. A portion of this funding is intended for day-to-day maintenance, the total value of which is in the order of R340m per annum. The Department is in the process of strengthening its control over the use of these funds to direct it towards its intended purpose, school maintenance

iv. School funds:

Schools with access to sufficient school funds (e.g., Quintile 5 schools), and possibly Trust Funds as well, can and do utilise these funds to provide additional facilities and maintain existing infrastructure.

v. Donor funding:

The Department has been fortunate to have received substantial assistance from donors over the past 20 years to support its infrastructure endeavours. The major donors have been national (e.g., DfID, EU, etc.) and large businesses (e.g., Vodacom, Implats, etc). Of late donors such as Unilever, Sarah Baartman Wind Turbines, Japanese and Turkey Embassies are showing keen interest to donate facilities. In the interim, schools have been receiving donations from either alumnus or any good Samaritan who would address specific infrastructure matters in these schools.

The SAFE initiative is and has contributed tremendously towards the eradication of inappropriate ablution facilities in the Eastern Cape. The purpose of the SAFE initiative is to restore dignity of learners in mostly rural and township schools by providing age-appropriate sanitation facilities. This programme is currently in the construction phase with 150 projects completed to date.

The Budget Facility for Infrastructure (BFI) was introduced in 2016 as a reform to the budget process. It supports the execution of national priority projects and programmes by establishing specialised structures, procedures, and criteria for committing fiscal resources to public infrastructure spending. As directed by Cabinet, National Treasury is working jointly with other stakeholders to support the development of a robust pipeline of infrastructure projects. The aim is to support quality public investments through robust project appraisal, effective project development and execution and sustainable financing arrangements.

vi. Intervention funding / Grants-in-Kind (e.g., ASIDI):

It is foreseen that significant intervention funding (such as in the case of the ASIDI programme) would be needed to meet the targets as set out in the Regulations on Norms and Standards. The Department intends pursuing this actively, as the magnitude of funding required cannot be met from the sources described above.

vii. Private Public Partnerships:

Consideration has been given to PPPs. The Free State Department of Education initiated a PPP project some years ago, which was closely monitored by the DoE via reports to DBE. The DoE reached the conclusion that costs exceeded the risk management benefits, and that the potential funding could be better utilised for conducting condition assessments to establish a more reliable asset database as a decision-making tool.

PPPs may be considered in the future for facilities where they are more suited (e.g., large complex facilities with boarding facilities), but for public ordinary schools where the Department understands the environment intimately there is limited scope for employing this approach cost effectively. (It is noteworthy that the Free State PED did not pursue the PPP option further after the initial assessment phase.)

10. RISK MANAGEMENT

10.1. Critical assets

The Department's approach to assets is that all schools are education service points, and hence all of them must be prioritised and managed regardless of location, condition, or utilisation.

10.2. Risk assessment

Risk assessment has been made for the programme and mitigation strategies identified; the table below is indicative of this work.

NO	RISK	MITIGATION IMPLEMENTED
1.	The interventions initiated during the first two quarters of 2022/23 have effectively over- committed the indicative budgets for the outer years of the current MTEF.	The various programmes will need to be managed efficiently to ensure that expenditure does not exceed the available budgets for 2023/24 and 2024/25. Careful analysis will be required before any new tenders are awarded. This will be a key focus area of the Delivery unit and the PSU Programme Managers.
2.	The large number of completed projects which have not been closed out (and thus cannot be transferred in terms Section 42 of the PFMA) pose an audit threat. Because they include very old projects, difficulties are being experienced in sourcing the necessary documentation for audit. Good progress has, however, been made – especially compared to past financial years.	This risk remains, despite additional resources being allocated. The historical age of some projects (e.g., 2010 and earlier) poses huge challenges. A negotiated solution may need to be pursued.
3.	The valuation of completed projects, usually old projects where all invoices cannot be located, has been a major challenge which has resulted in audit qualifications for the past number of years.	An audit support team has been appointed via the PSU and has engaged extensively with Treasury, AGSA and experts from academia to resolve the issue of the methodology to be used for determining the fair value of assets on the asset register where actual cost cannot be supported by invoices. These negotiations have been protracted but appear to be bearing fruit. An improved audit outcome on the issue of asset values is anticipated.
4.	DoE capacity, particularly in the Programme Management Directorate, is severely limited due to vacant posts. This has manifested in poor contract management and record keeping.	PSU support, especially in the form of PSU Programme Managers has already made a big difference in audit readiness. A long-term solution remains elusive, as the Department has not been able to attract suitably qualified personnel.

5.	Implementation of enhancements to the EFMS to meet identified needs for electronic process flow and for improving audit outcomes. The system is also very slow, which discourages PIAs to upload documentation, thereby compromising audit readiness and responsiveness.	Numerous communications have already been directed to DBE (now the custodian of the EFMS), and at HoD level. DBE has committed to addressing ECDoE's concerns and has put out a tender for programming support, as SITA has been unresponsive to requests / instructions due to its own internal capacity shortages.
6.	Data mining during the annual audit exposed data management challenges with infrastructure projects which have constrained its ability to provide reliable information. This led to adverse audit findings in three specific areas: ● Under-reporting on achievements. ● Incorrect listing of Work in Progress (WIP) ● Commitment registers incomplete and not aligned to PIA commitments.	The Department is now strictly enforcing the SDA requirement that payment of any invoice will only proceed if all documentation and data for that project is up to date on the EFMS. A compliance checklist is being used to confirm all pertinent data and documentation. The EFMS is also being enhanced to facilitate easier extraction of the relevant audit reports in future. Reconciliation of all project listings will be done as net commitments from quarter-to-quarter, to identify projects which have reached closeout. Addressing this challenge through enforcement is already yielding positive results. Despite causing frustration for PIAs (and their suppliers), it is considered necessary to ensure compliance and future audit readiness. Provincial Treasury also understands the need for this requirement and supports the Department in its decision to enforce compliance.
7.	Reporting structures / hierarchy: Frequent ad hoc requests of varying content requested by many parties. These are time consuming and distracting from line functions. Data sources differ and are scattered, hence proving difficult to generate reliable reports consistently.	EFMS has been established as the common data source for all reporting. The EFMS functionality has been improved through the deployment of EFMS 2, and the speed of the system has been improved dramatically. Its utilisation has been improved by additional institutional capacity. Sources of data differ and are scattered, hence difficult to generate reliable reports consistently. Alignment of IRM and EFMS to be pursued at national level to avoid current duplication of effort.
8.	The Department has not conducted any routine condition assessments since the last assessment conducted by DBE in 2013/14 and ECDoE in 2014/15. In terms of GIAMA this is a 5-year rotational requirement. The result is that asset data is not reliable enough for planning or reporting on the eradication of backlogs.	The Department has budgeted R30m – R40m per year over the forthcoming MTEF to address this matter. The Department has already instructed the DPWI to undertake these assessments (in terms of its custodial function) but has been unable to avail funds in the current or past financial year due to the over-commitment on existing projects. The first phase of conducting new assessments commenced in late 2022/23, targeting 1 075 schools with suspected asbestos roofs.

9.	There are potentially over 1 000 schools in the Eastern Cape which have asbestos roofs. Due to many other competing priorities, there has not been a dedicated programme for replacing these.	The magnitude of funding required cannot be availed considering other critical infrastructure needs, such as adequate sanitation. The risk of contamination is contained largely in that most asbestos roofs are painted and have ceilings, thus limiting the risk of exposure to the learners and educators.
10.	The Department's enforcement of the PIAs SDA requirement that all data and documentation relevant to an invoice be captured on the EFMS by the PIA before the invoice will be processed (see above) has resulted in delays in payment to PIAs, and thus to their suppliers (PSPs and contractors).	The Department acknowledges that this enforcement resulted in teething problems for PIAs and thus delays in payments to them. The Department has therefore made support available to PIAs to assist them with challenges in capturing of data and documentation, and thus in complying with the ECDoE directive. PIAs can also generate a compliance checklist from the EFMS to ensure that a project is up to date before submitting an invoice. Provincial Treasury understands the need for this requirement and supports the Department in its decision to enforce this requirement.
11.	Capacity constraints with Implementing Agents (both internal management capacity and procurement challenges). Delays in the procurement of PSPs and building contractors. Unreliable and / or unrealistic expenditure projections resulting in under-expenditure. Insufficient monitoring of on-site activities and construction administration.	The allocation of projects to PIAs has migrated to those who have demonstrated an ability to perform, while other PIAs are being phased out. The PSU was appointed, among other reasons, to increase the capacity of the ECDoE to implement projects. Governance structures have been strengthened / revived to improve the management of PIAs and anticipation of under-performance so that proactive interventions can be implemented.

Table 32: Programme Risks and Mitigation Strategy

10.3. Infrastructure Resilience approach

Emergencies are defined as situations arising from failure of infrastructure, resulting in conditions which threaten lives or cause misery. The Head of Department or delegated official can invoke emergency procurement procedures to deal with crises which occur and are acknowledged as emergencies.

An allocation will be made as a one-line budget item for emergencies and disasters.
Major disasters (such as tornado or snow damage) on a wide scale are addressed based on emergency interventions. Once a disaster has formally been declared, funds can be sourced from a special provincial allocation. In this regard, the Department collaborates closely with the relevant Municipality who will have established a disaster management team.

11. ORGANISATIONAL AND SUPPORT PLAN STRUCTURES

11.1. Human Resources

The revised structure for the infrastructure unit of the Department of Education to manage a programme of this magnitude was approved in 2015. This s the infrastructure unit being elevated to a Chief Directorate, as shown in the diagram below.

Provincial structure:

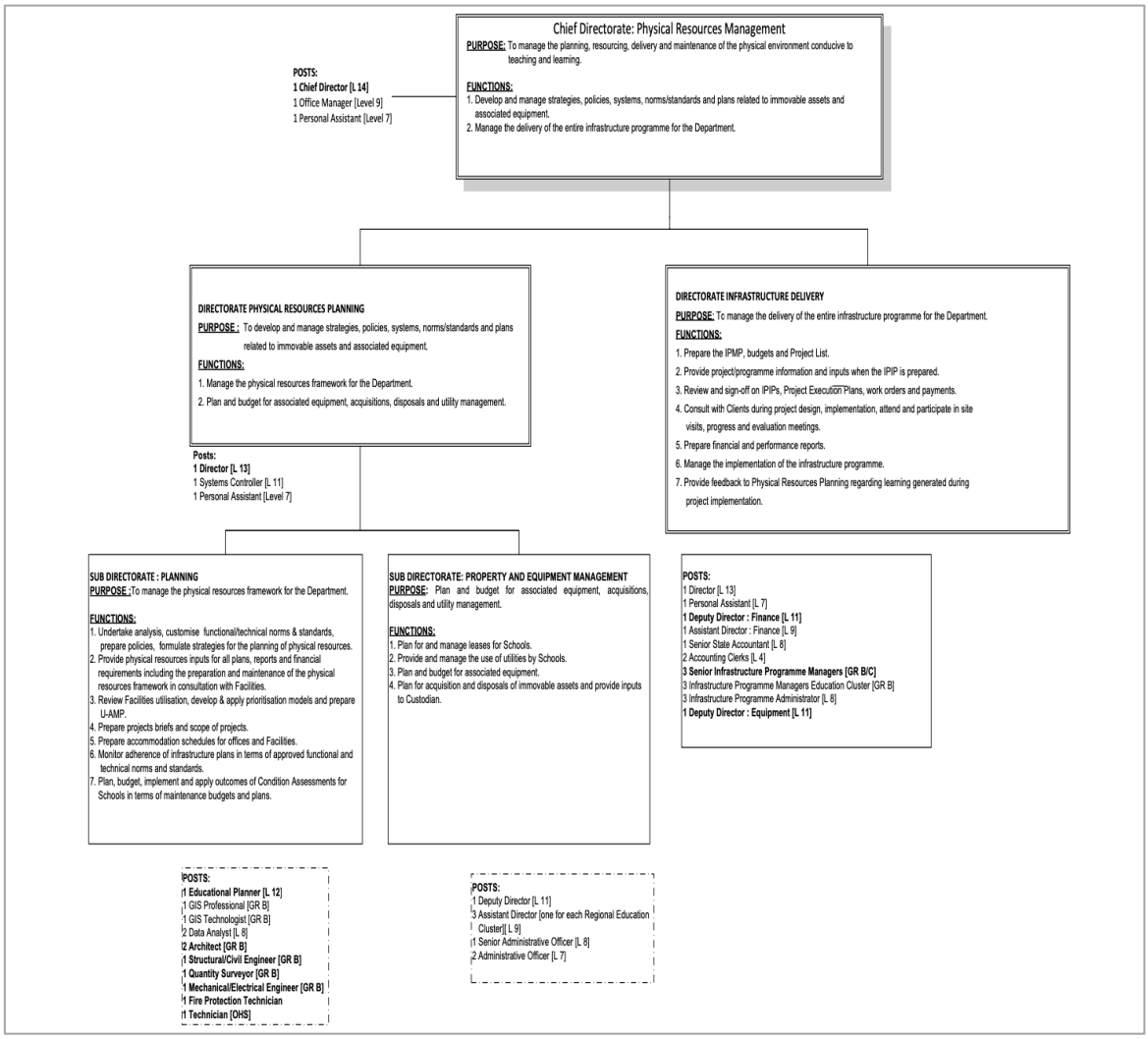


Figure 32: ECDoE PRM Provincial Structure

District Level

The district level structure is still being populated (placement) in consultation with the relevant stakeholders, but the draft proposal is given below for reference. The implementation hereof will form part of the roll-out of the HR strategy for the capacitation of the infrastructure sections of the district offices.

In the interim the existing structure shown later herein will remain unchanged.

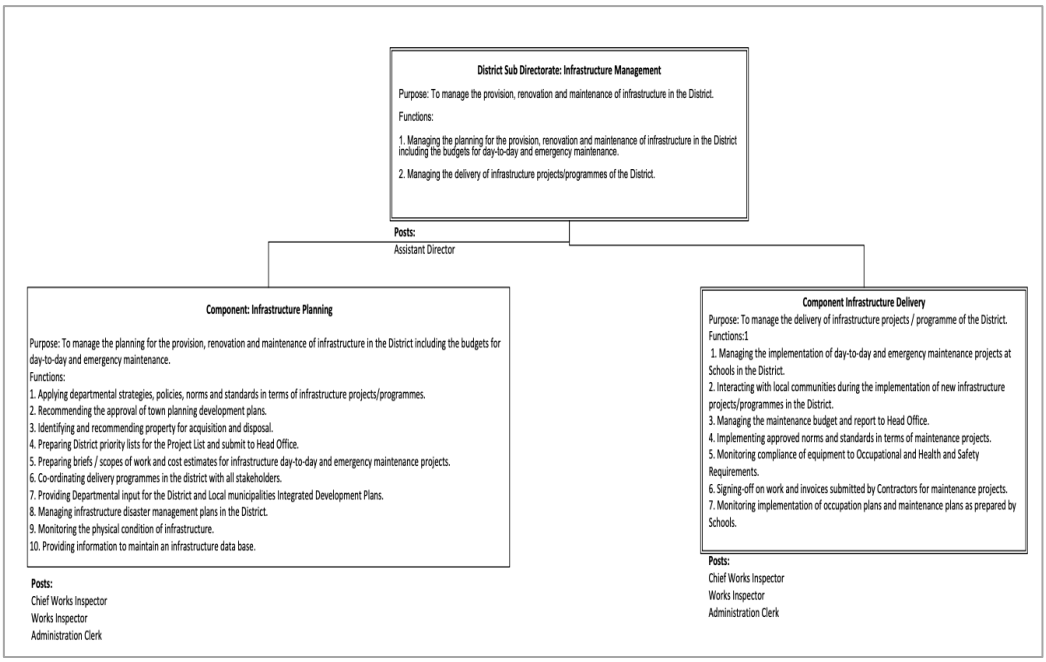


Figure 33: ECDoE PRM District Structure

Very few, if any, of the Physical Resource Planning posts are filled at a district level. The shortage of Works Inspectors has been major concern to the Department, and it is having to recruit many Works Inspectors through the HR strategy Grant.

The two provincial structures (existing & proposed) must co-exist on an interim basis as indicated earlier, until the new structure is implemented, and existing posts are migrated to the new structure.

This has been done by mustering the existing personnel into two streams, viz. infrastructure planning and programme management (delivery). This process has not been too challenging as the existing structure had so many unfilled posts, and it effectively aligns the existing personnel with the proposed structure, in terms of which the recruitment of technical and professional personnel is being done. Whilst the post levels of the existing personnel still need to be merged with the new structure, operations can continue without difficulty.
Current staffing and recruitment are reported on separately in quarterly capacitation reports. The existing Deputy Directors have received the necessary letters of delegation, as have the new senior programme managers

11.2. Organisational

Contractual Arrangements

As indicated earlier in this document, the Department is a signatory to the Provincial Infrastructure Delivery Framework (PIDF) which sets out the roles and responsibilities of the Sector Departments, the Department of Public Works & Infrastructure, and the Provincial Treasury. These roles and functions have been defined in terms of the national Infrastructure Delivery Management System (IDMS).

The Department has thus committed itself, not only to meeting its obligations in terms of its functions, but also to the institutionalisation of best practices as described in the IDMS.

The contractual arrangements for managing, monitoring, and controlling the Departmental infrastructure programme are aligned to the service delivery model, which is in turn aligned to the Provincial Infrastructure Delivery Framework (PIDF). This applies both to the contractual arrangements (Service delivery Agreements, etc) and to the governance structure for the implementation of the programme.

The contractual arrangements are shown diagrammatically in the Figure 34 below:

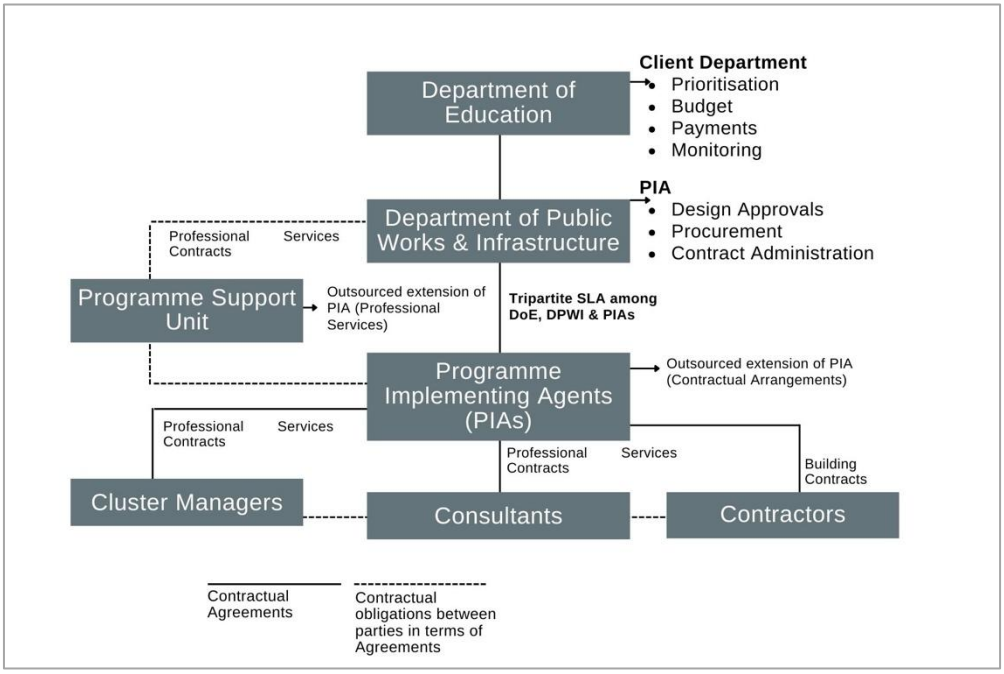


Figure 34: Organisational Contractual Arrangements

11.3. Implementation Management

The delivery mechanism employed is prescribed in terms of a Provincial Exco resolution and, more recently, in terms of a Provincial Infrastructure Delivery Framework (PIDF) which has been signed off by the HoDs of Provincial Treasury, Health, Education and Public Works & Infrastructure. Where the DPWI does not have the requisite capacity, other Implementing Agents may be engaged to support this function. Currently the ECDoE is party to such agreements with Implementing Agents, as indicated in the diagram above. While the Department of Public Works & Infrastructure (or Implementing Agents) is responsible for delivery, the Department of Education is still responsible for:

- Infrastructure planning
- Client-side programme management

The contractual arrangements for implementation of the infrastructure programme are shown diagrammatically below.

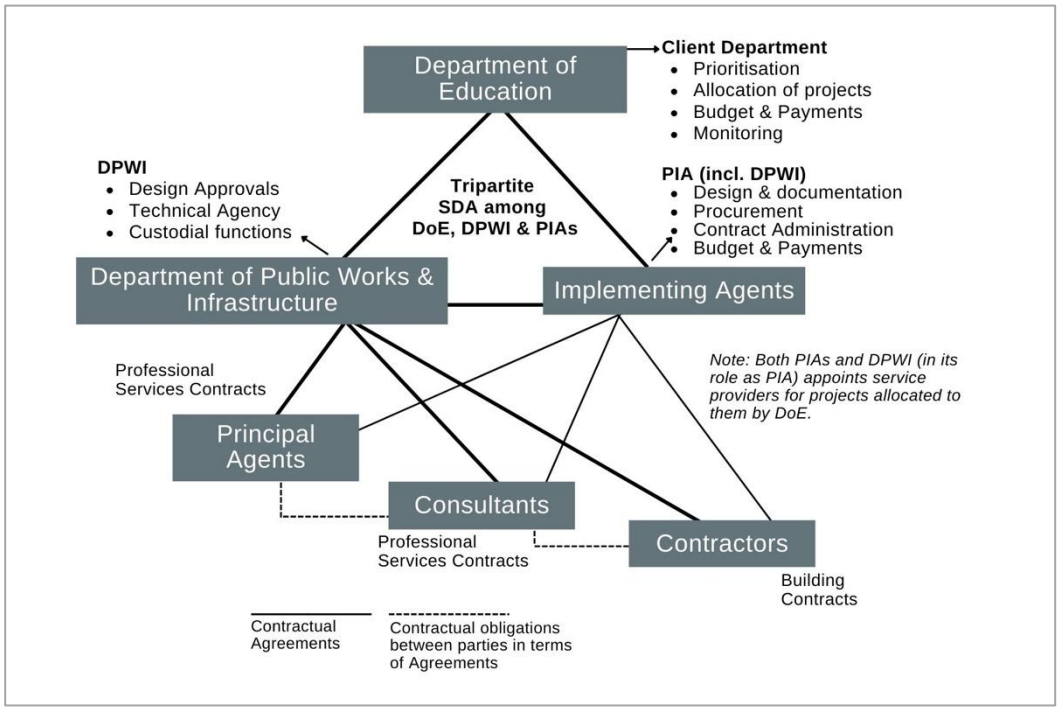


Figure 35: Contractual Arrangement for Implementation

The planning function is undertaken by the Eastern Cape Department of Education and is based on information contained in its Education Facilities Management System (EFMS). This is also coupled to the Department's asset management function.

The governance structure for the DoE infrastructure programme is shown below, together with a brief description of the functions of each component.

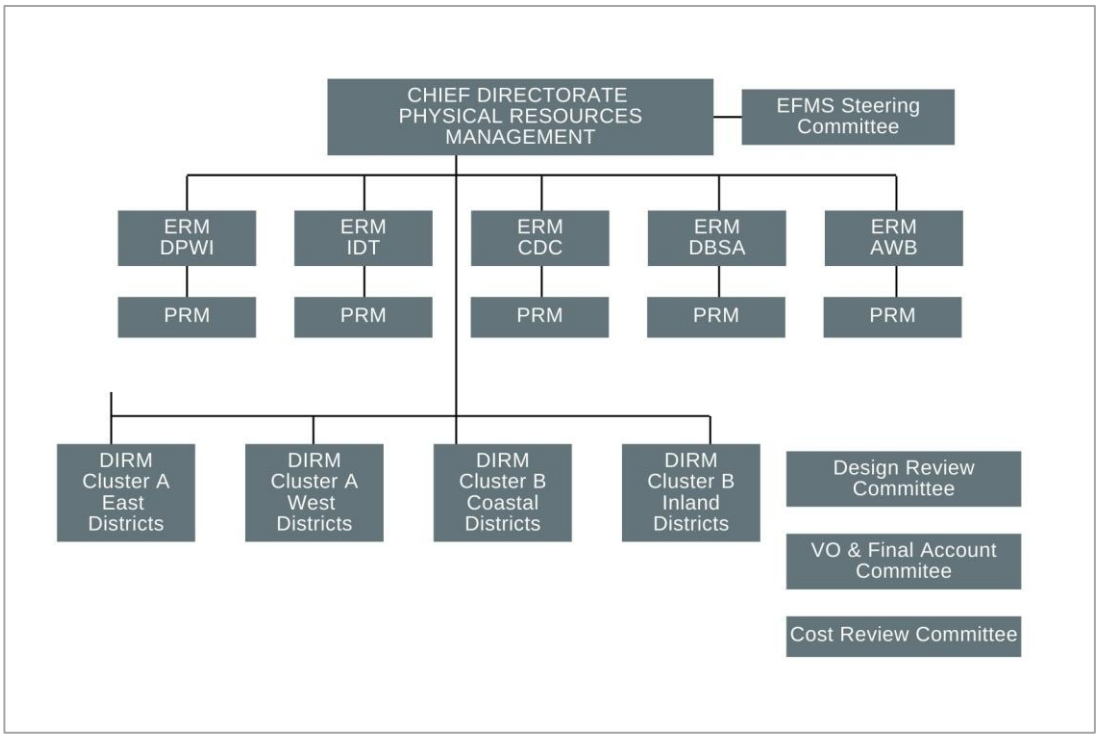


Figure 36: Project Governance Structure

11.3.1. EFMS Steering Committees

There are two EFMS steering committees, viz. the Data Steering Committee and the Business Steering Committee. Both meet monthly.

The EFMS Data Steering Committee is chaired by the Director: Programme Management (or alternatively the Chief Quantity Surveyor) and includes the PIA and ECDoE programme managers. It focusses on the status of project data and documentation on the EFMS in relation to the status of the projects.

The EFMS Business Steering Committee is chaired by the Director: Infrastructure Planning and deals with systems related issues such as speed, capacity, systems control, audit compliance and management of the service provider.

11.3.2. Executive Reporting Meetings

The ERMs are the forums in which the appointed Implementing Agents (PIAs) report to the Chief Directorate. These meetings thus constitute the performance management structure for holding PIAs accountable for performance in terms of their SDAs and their approved IPIPs. The ERM meetings are held individually with each PIA monthly (1st week of every month) and are chaired by the Chief Director (or alternatively by the Director: Programme Management).

11.3.3. Representation

The ERMs will comprise senior management representatives of the following organisations:

- Department of Education
- Provincial Treasury
- Department of Public Works & Infrastructure
- Extensions of the above two Departments (e.g., CPMU)
- Relevant Programme Implementing Agents, currently
- Other organisations as may be identified in the future
- NB: The level of representation should be such that the delegates can bind their organisation to commitments / decisions made in the meetings.

11.3.4. Role and Responsibilities

The role and responsibilities of the ERM can be summarised as follows:

- To manage adherence to the Service Delivery Agreement by all relevant parties.
- To monitor the performance of the various PIAs on the programme.
- To provide strategic direction for the implementation of the ECDoE infrastructure programme.
- To promote the cause of the infrastructure programme and the industry that supports it within the stakeholder Departments and organisations.
- To ensure effective communication among stakeholders and promote lesson learning.

11.3.5. Technical Programme Management Support

These meetings which are included in the 2021/22 IPMP are classified as being statutory programme support sessions. The purpose of the TPMS is to create an opportunity for PIAs to interact with their respective ECDoE Programme Managers in preparation for the reporting imperatives for the ERM's.

1. **Roles of the Parties**

- **Department of Education: (User department)**

Infrastructure planning

- Strategic planning
- Project identification
- Prioritisation
- Budgeting
- Conceptualisation

Delivery management (client-side programme management)

- SLA management
- Payments/transfers
- Monitoring and evaluation
- Handovers

Asset management

- Facilities management
- Property management

Infrastructure systems management

- EFMS maintenance
- Data management
- Systems management

11.4. Financial

The audited results for the year in review are not yet available but the preliminary expenditure shows a remarkable recovery in the final 2 quarters, especially in the final quarter, due to several interventions initiated timeously in the first half of the financial year. This is shown later in more detail in this report, together with the necessary explanations.

The Department is constantly looking towards improving its internal controls and processes to ensure that the value derived from this spend is also maximised. This means reducing wastage, improving SCM processes and enhancing contract management controls. Key among these improvements (as mentioned later herein) is reducing the turnaround time for the processing of payments. Many of these objectives depend on the departmental management and oversight of its infrastructure partners and its relationship and engagement with the Department of Public Works and Infrastructure (DPWI) and Provincial Treasury.

The table below shows past expenditure performance. The under-expenditure reflected in the past three financial years will seem unacceptably high, given the fact that the programme has been heavily over-committed. However, it needs to be highlighted that this is a result of three factors, viz:

- Supplementary adjustments received too late to be spent in the financial year.
- Cashflow positioning of the Department at year-end which affected the payment of infrastructure invoices.
- The after-effects of the Covid pandemic and budget cuts.

Year	Main Appropriation	Adjustment Appropriation	Audited Outcomes	Expenditure expressed as a percentage of Adjustment Appropriation	Under or (Over) Expenditure
2017/18	1 584 161	1 584 161	1 585 246	100%	(1 085)
2018/19	1 482 501	1 712 694	1 644 775	96%	67 919
2019/20	1 589 722	1 717 617	1 582 878	92%	134 739
2020/21	1 548 824	1 345 348	1 226 461	91%	118 887
2021/22	1 645 563	1 511 217	1 444 341	96%	66 876
2022/23	1 754 925	1 954 851	1 854 748	95%	100 103
2023/24	1 845 374	1 718 769	-	99,5%	9 394

Table 33: Financial Allocation and Outcomes: Grant Funding (R thousand)

Year	Main Appropriation	Adjustment Appropriation	Audited Outcomes	Expenditure expressed as a percentage of Adjustment Appropriation	Under or Over Expenditure
2017/18	55 000	77 000	77 000	100%	0
2018/19	10 000	104 500	N/A	N/a	0
2019/20	N/A	N/A	N/A	N/A	N/A
2020/21	N/A	N/A	N/A	N/A	N/A
2021/22	N/A	N/A	N/A	N/A	N/A
2022/23	N/A	N/A	N/A	N/A	N/A
2023/24	N/A	N/A	N/A	N/A	N/A

Table 34: Financial Allocation and Outcomes: Equitable Share [R thousand]

11.5. Systems and Processes

11.5.1. Accounting/Financial systems

Eastern Cape Department of Education undertakes various infrastructure construction projects for educational facilities through its various Implementing Agents. Upon reaching practical completion stage of the projects, an asset is recognised in the Asset Register since 2013/14 financial year as a 'Ready for Use Asset' until the close-out report is finalised and then transferred to the Department of Public Works in accordance with section 42 of the Public Finance Management Act.

Following our initial proposed methodology with to Provincial Treasury (PT) last Friday 18th February with various index options, we now have firmly opted for one. In our position presentation and paper submitted to PT, we referred to four indexes *viz* Municipal Valuation Roll; Aecom Handbook; EC DoE Estimated Construction Costs for relevant Scope of Work model (loosely referred to as "JB model"); and National Treasury Schools Cost Model for the Establishment of Cost Norms for Primary and Secondary Schools. We have tested the various indexes on a live project, and we were inclined to Aecom Handbook. Since then, the department reflected, and the following were the deciding factors:

1. **National Treasury Schools Cost Model for the Establishment of Cost Norms for Primary and Secondary Schools:**

    - This model is still being used as an indicative test parameter in combination with more specific cost parameters to manage project billing costs within DoE but is outdated (2015 based) with baseline limitations and still referring to VAT at 14%. The escalation component is defective due to unavailability of the indices used in the model.

    - The model caters for only two options namely new and existing schools, each with its intrinsic limitations – the new school model only allows for population based on enrolment with very limited flexibility. On existing schools model allows for population based on specific building and quantities and then generate output based on this input with very limited flexibility.

- The inflexibilities mentioned have proven not to be catering adequately for a range of components specific to the Eastern Cape facilities and in particular for the extent of site development costs which are known to be about 20% - 30% more than anywhere else in the country in DoE's experience.

2. AECOM Handbook

- AECOM is referred to in National Treasury's Accounting and Reporting on Immovable Assets guide, however the department has found it is heavily qualified with numerous exclusions requiring add-on costs for all the standard contractual costs, professional fees and disbursements at applicable rates. This creates a limitation in motivating and substantiate appropriate add- on rates and costs, like that challenged by AGSA on 18,5% fees and disbursements back in 2019/20 audit.

- The rates used in AECOM handbook are Gauteng based, and no Provincial/ Regional deviations allowed, Gauteng rates are known to have lesser rates than Eastern Cape by about 20% - 30% (refer to the research report prepared within DoE for HOD in 2018).

3. Municipal Valuation Roll

- Municipalities are required by the Municipal Property Rates Act to determine property rates within their jurisdiction based on the market value, this is a huge limitation because of specialised nature of assets being considered as they would not feature in the liquid market.
- The market value excludes professional fees and disbursements.
- As demonstrated in the example of Lumko Senior Secondary School, the Municipal Valuation Roll placed the value of the school at just north of R10 million whilst the cost of the school is just north of R60 million.
- Municipal Valuation Roll are further limited in properties on communal, tribal land.

The above then leaves us with EC DoE Estimated Construction Costs for relevant Scope of Work Index. The write up below explains the model in detail:
The Accounting and Reporting on Immovable Assets and Modified Cash Standard (MSC), Chapter 11 are the guiding standards for accounting for all the projects the Department undertakes and paragraph .81 of the MCS states that:

"*Documentation supporting the value at which the asset was transferred should accompany the transferred assets, whether is invoices or a valuation methodology that can be used to verify the value. A transfer is complete when the documentation is signed by both the transferor and the recipient department*"

Paragraph 69 of the Modified Cash Standard provides clear guidance on initial recognition of completed projects as assets as follows:
"*An immovable asset that qualifies for recording as a capital asset in the asset register shall be measured at its cost."*

And Paragraph 70 defines "cost" as the actual amount paid for the asset or to construct the asset, and payment can be made either as a single payment or a series of payments over a period.

However, due to long periods of time that the projects may take to construct, the use of implementing agencies and controls that have not yet reached maturity, amongst various other reasons, supporting documents determining the cost of the projects may not always be available and that renders it to be difficult to reliably measure the cost of the asset, and in this regard paragraph 72 of the MCS provide guidance as follows:
"Where the cost of an immovable asset cannot be determined reliably, the immovable asset is measured at its fair value"

11.5.2. Infrastructure Management Systems

Education Facilities Management System

The Department has developed an in-house Education Facilities Management System (EFMS), which has the following modules:

- Programme management (currently utilised).
- Property register (currently utilised).
- Facilities planning.
- Maintenance planning.
- Property management.

A significant effort has been made to operationalise the EFMS to optimise its utilisation for programme management, reporting and communication. Financial information is entirely up to date, and non-financial information has improved significantly. Enhancements are also being affected to institutionalise the IDMS through the EFMS at a project level, and to align this with the SIPDM. Condition assessments at all schools in the province have been updated. This will greatly assist planning and prioritisation of both capital works and maintenance.

District offices will also be empowered to utilise the system optimally and keep information up to date. The Department is committed to the establishment of sufficient dedicated capacity at District level.

11.5.2.1. Data

To ensure the sustained currency of asset and condition data, the Department is in the process of compiling a strategy to update this data regularly.

The following form the points of departure for this strategy:

- Accurate and up to date condition assessments are necessary for quantifying and planning maintenance effectively.
- Regular condition assessments (at least once every 5 years) are thus necessary - this is also a GIAMA requirement.
- Assessments must be undertaken by suitably qualified and trained personnel to ensure reliability and consistency.
- Information gathered must be captured accurately, and a quality management system must be developed to ensure data validity.
- Information must be captured in such a way as to facilitate its extraction for maintenance planning, and for providing reports and updates for the national NEIMS database.

- In terms of legislation (PFMA, DoRA and GIAMA) the Department is obliged to maintain the functionality of its assets, to maintain an accurate register of these assets including the current condition.
- The necessary budget and commitment of personnel and other resources is required on an ongoing basis to ensure the successful maintenance of the Department's fixed asset database in the long term.

The strategy considers various approaches to ensure that all schools are properly assessed as cost effectively as possible within the stipulated 5-year cycle. Foremost is the Department's commitment to the process and the appointment of a champion to drive the process. This commitment is in place, and the Deputy Director: Property Management will fulfil the role of champion. The elements of the strategy comprise the following:

1. Programmed assessments by building inspectors: This will be the major thrust of the strategy, and the requisite training has been provided to the District Works Inspectors. Their work schedules will also be adapted accordingly to ensure that they can devote timeslots to regular assessments in accordance with a prioritised schedule. This is being addressed by the Programme Manager (Deputy Director) responsible for the Works Inspectors and their relevant District offices.

2. Training has been provided to Works Inspectors (with regular refresher courses) to ensure their proficiency in capturing data correctly and accurately. The Works Inspectors have also been trained to perform quality control oversight of assessments undertaken by others.

3. Close-out reports from completed projects will in future include assessments (so called NEIMS assessments) of all infrastructure on the site, regardless of whether it formed part of the project. This information will be used to update the asset and condition data on the EFMS, with the necessary quality control undertaken by the Works Inspectors.

4. It is envisaged that the above arrangement will not be sufficient to comply with the GIAMA requirement of assessing each asset on a 5-year cycle. It will therefore be necessary to engage external resources from time to time to meet the GIAMA requirement, whilst at the same time ensuring that the base data for planning remains current and accurate, so that the reliability of infrastructure planning information is not compromised.

Custodial asset database

It should be noted that the DPWI, as custodian of provincial assets, also has a database of fixed assets. The property register component has a record of land issues (ownership, servitudes, etc.). All improvements effected need to be conveyed to the custodian by way of Section 42 transfers (Gate 9 of the IDMS). The Department acknowledges that the process of closing out and transferring completed projects to DPWI has been problematic, and that this has also affected the updating of asset registers both provincially and nationally.

The Department has thus prioritised the resolution of these challenges through an action plan that is being managed by the ECDoE Programme Management Directorate, with support from the Infrastructure Planning Directorate (in the case of updating of the asset register and Section 42 transfers). The DPWI maintains an asset register of properties owned or leased by the State. The DPWI is also responsible for providing and maintaining office accommodation for User departments. The templates (Template 2.1(a) and 2.1(b)) contain information on all the office accommodation occupied by the ECDoE.

11.5.2.2. Information flow requirements and processes

Criteria for Prioritisation

Regarding the allocation of funds to new projects (after existing commitments have been provided for), the following criteria for prioritisation have been developed from the Regulations, the Strategic Plan, MEC's Policy & budget speech and APP:

- Provision of basic services to schools where these are entirely lacking.
- Replacement of mud and inappropriate structures.
- Adequate water supply, sanitation, fencing and electricity at all schools.
- Provision of ECD centres at all primary schools.
- Elimination of classroom and other backlogs in line with the new Regulations on norms & standards.
- Re-alignment of school grades and re-organisation of small and under-utilised schools, aligned to implementation of the Regulations for norms & standards.
- Learning areas for children with special needs, i.e., Special Schools and appropriate facilities at normal schools.
- Addressing the shortage of specialist facilities (e.g., laboratories, libraries, e-learning facilities) in line with the Regulations on norms and standards.
- Provision of adequate funding for maintenance and refurbishment, as well as for addressing emergencies and disasters (C1 & C2 schools).
- Provision of sufficient funding for planning (preparation of Business Cases (Gate 0), land readiness assessments, and Strategic Briefs).

The process for compiling the 10-year project list (as described earlier) is briefly summarised below:

1. Allocate funds to active projects already contracted (i.e., contractual commitments).
2. Allocate funds for maintenance and emergency repairs (e.g., roofs blown off, floods and other situations that are clearly emergencies).
3. Allocate funds to approved projects, i.e., where planning and design is advanced, and funds have been approved through the bidding process.
4. Allocate funds to prioritised new infrastructure, upgrades and additions at existing facilities, rehabilitation, and maintenance, in accordance with strategic priorities (which are derived from the Strategic Plan) and Regulations (see above).
5. Ensure that there is sufficient allocation for planning (site assessments, land readiness, etc.)

Compilation process

A three-stage process was followed in compiling the list and aligning it with the strategic priorities of the Department:

1. Extract priorities in terms of condition and basic services backlogs from the asset data on the EFMS (compiled from the condition assessment data) and rank these in order of greatest need; distribute to Districts for them to prepare. (The process of utilising the condition assessment data is explained in more detail later herein.)
2. Engage with the Districts to obtain their priority lists for the various categories (water & sanitation, overcrowding, re-alignment, etc.) is described below. To populate the 10- year schedule, the top priorities in each District were selected. The number of priorities varies in each case (as is apparent when viewing the list).
3. Confirm with relevant Head Office programme managers (ECD, special schools, hostels, etc.) that project list aligns with their priorities, and adjust as required.

The categories of strategic priorities are briefly described in Table 26 below:

STRATEGIC PRIORITY	Description
NORMS & STANDARDS: Basic Services	Provision of basic services and fencing to schools where these are lacking or insufficient.
NORMS & STANDARDS: Combined Priority, inclusive of Nutrition, Sports fields, Admin	Consolidation of projects where a school appears at the top of District lists for more than one of the priorities (usually basic services, fencing and classrooms), including provision for rationalised and re-aligned schools up to 10-year N&S.
NORMS & STANDARDS: Additional Classrooms	Provisioning of temporary classrooms and or conventional classrooms to address over-crowding.
RATIONALISATION & REALIGNMENT (stand alone, short term)	Provision of classrooms and ablutions to accommodate re-alignment / rationalisation in the short-term.
MAINTENANCE	Provision for maintenance (excluding day-to-day), renovation and refurbishment, as well as emergencies and disasters. Also include provision for whole life costing of new infrastructure.
SPECIAL SCHOOLS	Schools for learners with special needs.
EARLY CHILDHOOD DEVELOPMENT CENTRES	Provision of ECD centres at primary schools where these are lacking, selected from District priority list.
SERVICE DELIVERY MODEL	Provision and upgrades to administration offices in support of the new service structure.
Capacitation, management fees, planning, etc	Provision for capacitation grant, planning costs, management fees, non-infrastructure solutions, etc.

Table 35: Strategic priorities - categories

Where appropriate the projects have been consolidated, i.e., where a school is identified as a priority for an ECD centre, for over-crowding, and for refurbishment it is classified as combined priority. These priorities are largely reflected in the outer years, while current projects on the B5 form the greater part of the forthcoming MTEF period. In these cases, the project classification still reflects the Treasury categorisation, as is evident from the schedule above.

Whilst the 3-year targets (basic services and replacement of mud schools) remain the highest priority, additional infrastructure in line with outer year targets will also be provided, more especially applicable to re-aligned schools. This is consistent with the requirement in the Regulations that the programmes for addressing the various targets should all commence simultaneously but have a greater focus on the higher priority targets initially. It should be noted that all projects proposed comply with the Regulations, norms & standards are inherently part of the entire project list and not a specific priority on their own.

Standards and Guidelines

	POLICY	TIMELINES (End Dates)			
		Development (Meeting, workshops, desktop research)	Implementation (Policy writing / formulation) Projected Dates	Progress / Comments	ECDoE SoP Promulgation
1.	**IMMOVABLE ASSET MANAGEMENT POLICY**	Jun – Jul 2021	30 Sept 2021 (First draft)	Veres04completed 29.07.21	Nov 2021
2.	**SCHOOL INFRASTRUCTURE DELIVERY**				
	Section A: Norms and Standards (Design)	Jul 2021 - Feb 2022	30 Jun 2022 (First draft)	ToR Vers01 16.07.21	Aug 2022
	Section B: Provision of Infrastructure				
	Part 1: Donor Agencies	Jul - Aug 2021	31 Aug 2021 (First draft)	Research being undertaken	Jun 2022
	Part 2: Basic Services	July - Sept 2021	29 Oct 2021 (First draft)		
	Part 3: School Hostel Design	July - Oct 2021	30 Nov 2021 (First draft)		
	Part 4: Alternative Building Methods	Sept - Dec 2021	29 Oct 2021 (First draft)		
	Part 5: Heritage Resources	Oct – Dec 2021	28 Feb 2022 (First draft)		
	Part 6: Close-out/Asset transfers	Jan - Feb 2022	29 Oct 2021 (First draft)	Vers06 completed 27.07.21	
	Part 7: Safety and security	Feb - Mar 2022	29 Oct 2021 (First draft)		
3.	**MAINTENANCE OF SCHOOLS**				
	Section A: General Upkeep and Maintenance of Schools and Hostels (GU&M).	June - Aug 2021	30 Nov 2021 (First draft)		Mar 2022
	Section B: Good Building recognition awards / SA SAMS.	June-Sept 2021	29 Oct 2021 (First draft)		

Table 35: Policy & Guideline Framework

The Department is currently busy with finalising and institutionalising a various number of policies as indicated below. Link to this, various Standard Operating Procedures have been developed to support the implementation of the policies.

12. PLAN IMPROVEMENT AND MONITORING

12.1. Performance measures

The physical targets associated with the objectives above are articulated in the Annual Performance Plan (APP). These, together with the specific delivery targets are summarised in Table 3 below.

OUTCOME	OUTPUT	OUTPUT INDICATOR	MTEF PERIOD		
			2026/27	2027/28	2028/29
School physical infrastructure and environment that inspires learners to learn and teachers to teach.	Provision of water infrastructure	**SOI. 601** Number of public schools provided with water infrastructure.	40	50	56
	Provision of electricity infrastructure	**SOI. 602** Number of public schools provided with electricity infrastructure.	10	8	12
	Provision of sanitation facilities	**SOI. 603** Number of public schools supplied with sanitation facilities.	8	150	158
	Provision of Boarding facilities	**SOI. 604** Number of schools provided with new or additional boarding facilities.	1	1	2
	School maintenance projects completed	**NSOI. 605** Number of schools where scheduled maintenance projects were completed.	120	130	140
School physical infrastructure and environment that inspires learners to learn and teachers to teach.	The proportion of schools which reach minimum physical infrastructure norms and standards.	**NSOI. 606** Number of new schools that have reached completion (includes replacement schools).	25	27	30
		NSOI. 607 Number of new schools under construction (includes replacement schools).	46	50	56
		NSOI. 608 Number of new Grade R classrooms built or provided (includes those in new, existing and replacement schools).	30	32	34

OUTCOME	OUTPUT	OUTPUT INDICATOR	MTEF PERIOD		
			2026/27	2027/28	2028/29
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Provision of additional classrooms	**NSOI. 609** Number of additional classrooms built in, or provided for, existing public schools (includes new and replacement schools).	146	189	197
All schools meet the statutory safety standards resulting in safer schools.	Specialist room built in Public Schools	**NSOI. 610** Number of additional specialist rooms built in public schools (includes specialist rooms built in new and replacement schools).	75	81	89

Table 36: APP MTEF Targets

12.2. Performance measures and utilisation benchmarking

Benchmarking of asset utilisation is done against the Minimum Uniform Norms & Standards for Public School Infrastructure, and performance is measured against these norms. This is crucial to the effective utilisation of assets and is discussed in detail in elsewhere in the document.

The Department sees the performance of this Plan not only in the achievements of the commitments and targets set out herein, but also in the extent to which it reflects the realistic aspirations of the Department and, more especially, the extent to which it is acknowledged by all stakeholders as a comprehensive and reliable source of information on the entire Department's approach to and plan for infrastructure delivery and management in the short, medium, and long term.

The performance measures which the Department will use to assess the quality and performance of its planning in general, and this Plan in particular, and the means of verification (MoV) are the following:

PERFORMANCE MEASURE	MEANS OF VERIFICATION
• Reliability of the planning (asset and condition) information utilised.	Determined by currency and accuracy of asset data per school.
• Level of consultation with District and Provincial stakeholders.	Verified by sign-off of project lists by districts after consultation process, I-AMP also signed off by HoD after internal presentation and feedback.
• Alignment of planned projects with strategic priorities.	Analysis of project list and values against strategic priorities.
• Delivery performance against set targets.	Annual comparison and analysis of delivery performance against APP targets.
• Cost-effectiveness of infrastructure planning.	Annual evaluation of delivery costs and comparisons with other provinces.
• Effectiveness of planning outputs.	Determined from feedback at annual assessment workshop.

• Compliance with regulatory timeframes.	Timely submission in accordance with DoRA or agreed timeframes.
• Utilisation of current delivery performance to inform planning.	Feedback from annual assessment workshops.
• Assessment rating of I-AMP by DBE, Provincial & National Treasury.	Assessment rating and feedback received.

Table 37: Performance Measures and Means of Verification

As can be seen from the above, most of the performance measures are objective and measurable. Those which are not will be determined from the annual review of the infrastructure programme which is conducted in the first quarter of the financial year following the year under review.

12.3. Improvements plan

Current and planned improvements to meet I-AMP guidelines & GIAMA compliance and to address more immediate challenges.

Part B: 2025/265 I-AMP Moderation showing extent to which comments were utilised to effect improvements in the 2026/27 I-AMP.

No	Focus Areas / Evaluation criteria	2025/26 score	COMMENTS ON 2025/26 I-AMP	IMPROVEMENTS EFFECTED IN 2026/27 I-AMP
1,1	Extent to which a strategic needs assessment links to national and provincial sector vision goals and objectives (e.g., SIPS, PGDS, rationalisation, realignment, NHI, norms & standards etc.)	3	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Pages 22-25 address the strategic alignment along the criteria described, detailing the legislative and institutional environment within which the planning process must take place. This section also sets out the planning processes that guide the department. The department has published its Revised Strategic Plan 2019/20 - 2024/25, aligned with Vision 2030 as set out in the National Development Plan (NDP). The strategic needs assessment links both national and provincial goals and objectives, reflecting the NDP and the Provincial sector vision in the introduction section. Close alignment has been forged with other investment initiatives that the province has accessed, such as the SAFE and ASIDI programs (page 33) and the Budget Facility for Infrastructure (BFI) (page 34). The effect of the rationalisation process is also alluded to, as is the inclusion of curriculum considerations, including the Early Childhood function shift to ECDoE. The strategic alignment is further elaborated by the referencing and inclusion of the Spatial Planning Framework in Section 4.8. The development of the nine Integration Programmes has strengthened the strategic assessment.

No	Focus Areas / Evaluation criteria	2025/26 score	COMMENTS ON 2025/26 I-AMP	IMPROVEMENTS EFFECTED IN 2026/27 I-AMP
1,2	Assessment of sector demands and needs assessment against department strategic requirement s / service level requirement s (backlogs – i.e., the gap between existing and required immovable assets) as well as financial and non-financial strategies to meet the demands / needs.	3	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Section 6.2 sets out the department's existing asset base, which provides context for the demands and needs. The department has updated the utilisation of the facilities with the latest May 2024 enrolment figures. The potential effect of rationalisation is still being analysed, and the implications will be included in future utilisation projections. Section 9.1 illustrates the cost to address these backlogs, as determined in the previous section, based on the Regulations relating to Minimum Uniform Norms & Standards for Public School Infrastructure. This cost is estimated to be around R65.1 billion. The latest StatsSA figures that determine demand have been analysed and inserted into Section 6.3. The Department also conducted a comprehensive assessment of 1,075 schools suspected to have asbestos roofs (Page 79). Lab results confirmed the presence of asbestos in 940 of these schools. The estimated cost to replace the asbestos roofs and ensure safe learning environments is R3.9 billion.

No	Focus Areas / Evaluation criteria	2025/26 score	COMMENTS ON 2025/26 I-AMP	IMPROVEMENTS EFFECTED IN 2026/27 I-AMP
1,3	Detail the conditional assessment s and ratings of facilities conducted. How have these conditional assessment s informed the lifecycle costing for all facilities?	**3**	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Condition assessments in certain aspects of infrastructure development were conducted during the implementation of the ASIDI and EIG programs. The department undertook condition assessments at all its schools in 2013-2015. However, that data is historic and can no longer be fully utilised for current infrastructure assessments. Certain aspects of condition assessments were updated within the NEIMS in terms of infrastructure interventions and improvements. Since April 2016, a total of 1,546 properties have been updated. A process is also being established to maintain the currency of this data on at least a 5-year cycle. The Department also conducted a comprehensive assessment of 1,075 schools suspected to have asbestos roofs (Page 79). Lab results confirmed the presence of asbestos in 940 of these schools. The estimated cost to replace the asbestos roofs and ensure safe learning environments is R3.9 billion.
1,4	Extent to which the current utilisation, functional performance and conditional assessment of existing facilities was matched to the service delivery objectives of the department?	**3**	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	The plan alluded to the fact that migration out of the province and movements within the districts has led to a number of schools being under-utilised. The performance and utilisation of each of the Department's assets is set out in Templates 3 & 4, which are included as annexures to this I-AMP. Section 8.2 outline the functional performance where (Table 23, Pg 85) indicate the performance ratings which majority of schools are at B2 (4,231), 542 at B1, 168 at C1, 140 at C2, 125 at B3 and 73 at C3 out of a grand total of 5 038. The department in annexure B has outlined the long-term improvement plan for rationalisation and / or re-utilisation of existing schools that are currently being under-utilised (refers also to Template 5).

No	Focus Areas / Evaluation criteria	2025/26 score	COMMENTS ON 2025/26 I-AMP	IMPROVEMENTS EFFECTED IN 2025/26 I-AMP
1,4 (continued)	Extent to which the current utilisation, functional performance and conditional assessment of existing facilities was matched to the service delivery objectives of the department?	**3**	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Table 20 (Pg 82) show the latest trend of utilisation of classrooms per district. The plan has mentioned that in 6 of the 12 districts fewer than 50% of the schools have normal distribution, meaning there is severe over- crowding and under-utilisation in the province. 22.4% are overcrowded (noted that in OR Tambo Coastal, Alfred Nzo and Joe Gqabi the overcrowding is extreme, and Buffalo City and Sarah Baartman is also badly affected) and 24.8% are under-utilised (Alfred Nzo West, Buffalo City, Nelson Mandela and Amathole West show significant under-utilisation). Template 1 provides a summary of the functional performance of all the schools in the province per category, it further indicates the plans to convert such excess classrooms into Grade R classrooms, this will assist in eradicating the backlogs in this area as per the Norms and Standards. There is also a plan to convert the under-utilised schools into teacher development centres. A sizable number of small schools (1780) are in the process being rationalised and it has been noted that the planning unit is closely liaising with the rationalisation team to avoid investing in schools where not needed. As part of this initiative the PED has alluded to developing a hostel masterplan as the process is expected to lead to a number of schools being closed or merged and thus increasing a need for scholar transport/hostel. The condition rating of all assets in the province has been provided under section 2.5 of the document, with the majority of these at C3 - 42%, and C4 -39%. The conventional (additional classrooms together with refurbishment of the existing facilities) and mud structure programme comprise approximately 70% of the allocation.

No	Focus Areas / Evaluation criteria	2025/26 score	COMMENTS ON 2025/26 I-AMP	IMPROVEMENTS EFFECTED IN 2026/27 I-AMP
1,4 (continued)	Extent to which the current utilisation, functional performance and conditional assessment of existing facilities was matched to the service delivery objectives of the department?	**3**	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Maintenance and repairs budget largely focuses on schools at C3 and C4, while schools at ratings C1 and C2 fall under the major renovations and refurbishments. The plan has mentioned that the simultaneous over- crowding and under-utilisation is a challenge that needs to be met on a District / Circuit management level and that it cannot only be met by the provision of infrastructure, but as far as possible non-infrastructure solutions must be employed. Section 7.2,1 outlines the non-infrastructure solutions which are school transport,e-learning, interim grade R facilities and the use of under-utilised schools.
1,5	Extent to which the improvement plan was used in the development of the current I- AMP.	**3**	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	Pages 126-131 of the document detail improvements made to various sections since the last submission. These enhancements include more district-specific information, such as outcomes from the rationalisation process. The development of the prioritisation model, though currently applicable only to new projects, has also been highlighted. Several processes outlined in the plan have been refined and progress on improvement plans for the current I-AMP is detailed in Section 12.3. Strategies from the previous I-AMP have been integrated to address gaps and enhance the current document. Additional data analysis from updated StatsSA figures, integration of the Spatial Infrastructure Framework, development in the 9 integration Areas, insights into the Three Streams Model, advancements in BFI progress and submission, and extensive engagement on the IAMP priority list have enhanced the inputs for the IAMP.

No	Focus Areas / Evaluation criteria	2025/26 score	COMMENTS ON 2025/26 I-AMP	IMPROVEMENTS EFFECTED IN 2026/27 I-AMP
1,6	Is there a 2026/27 UAMP improvement plan in place, including a strategy for: - **1)** Improvements to the full requirement as required by GIAMA and the UAMP guidelines?	**4**	Completed. Still to be beefed up. Score is tentative, and the final score will be adjusted on submission.	The improvement and monitoring plan is detailed from pages 126 to 131. The department has outlined improvement strategies by providing progress and due dates for strategies and monitoring plans intended for implementation during 2026/2027. This section categorises these improvements into immediate and long-term initiatives, with detailed progress provided for each identified area.

Table 38: I-AMP Improvement Plan

12.4. Monitoring and Review Procedures

The frequency of meetings for the structures that manage, review and / or audit the various components of the infrastructure programme are briefly summarised below:

STRUCTURE	PURPOSE	FREQUENCY
Provincial Steering Committee	Management / oversight of programmes	Monthly
Executive Reporting Meetings (ERM)	Oversight and management of programme and SDAs / IA's.	Monthly
Technical Programme Management Support (TPMS)	Create an opportunity for PIAs to interact with their respective DOE Programme Managers in preparation for the reporting imperatives for the ERM's.	Weekly
Provincial Technical Committee (PTC)	Resolution of generic technical issues arising on the programme, recommendations.	When necessary
Budget Committee	Expenditure oversight and recommendations, budget control.	Monthly

STRUCTURE	PURPOSE	FREQUENCY
VO Committee	Recommendations on approval of Variation Orders.	Fortnightly
EFMS Steering Committee	Monitoring EFMS utilisation and effectiveness, data integrity.	Monthly
District Infrastructure Reporting Meeting	Monitoring programme performance at regional level.	Six-weekly
Infrastructure review	Review of performance over past year and readiness / improvements for forthcoming year by senior management.	Annually
External audits and site visits	Monitoring of performance, effectiveness, and compliance of infrastructure programmes by Provincial Treasury, National Treasury and DBE.	As determined
Policy Development and Review Committee (PDRC	Development and Review Committee	Monthly

Table 39: Structures that Manage, Review and/or audit the various Components of the Infrastructure Programme