

NATIONAL ASSESSMENT REPORT (Public Ordinary Schools)

Contract EDO 305

National Education Infrastructure Management System (NEIMS)

September 2007



education

Department:

Education

REPUBLIC OF SOUTH AFRICA

NATIONAL ASSESSMENT REPORT (Public Ordinary Schools)

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1. BACKGROUND

1.1 Introduction

The School Register of Needs (SRN) survey conducted in 1996 was the first of its kind in the history of education in South Africa. It was the first database that included every school in the country, indicating their geographic location, the condition of buildings and the facilities available.

By quantifying the provision of physical infrastructure for education, a rational basis was established for pursuing a planning strategy based on equity, democracy and justice.

Although initiated and developed by the Department of Education, the School Register of Needs was intensely used by other government departments, non-governmental organisations, research and development institutions and individuals. The Department of Education institutionalised systems for the ongoing updates and maintenance of the database.

The purpose of the 2000 School Register of Needs was to update the 1996 SRN database and to identify and capture 3 000 institutions that were not surveyed in 1996. In total, the 2000 SRN survey collected data from 27 148 ordinary, public and independent schools and 390 schools for learners with special education needs (ELSEN). This was more than the 26 734 schools surveyed in 1996.

The Department of Education realised that the SRN in its current format failed to provide adequate information to deal with continual changes in schooling and education provisioning.

The monitoring and tracking functions of the SRN were identified as serious limitations in dealing with the issue of provisioning decent education infrastructure on time and at the right place. From the 1996 SRN baseline, the 2000 SRN indicated huge improvements in the delivery of basic services and the number of classrooms. However, the 2000 SRN also revealed that the condition of school buildings was actually getting worse than they were in 1996. This was mainly attributed to poor maintenance.

1.2 Purpose of the 2006 assessments

In 2005, the Department of Education changed their approach. A National Education Infrastructure Management System (NEIMS) was developed that consisting of the following components:

- Standardised assessment instruments.
- Technical assessment of all public schools, public ECD centres, public ELSEN centres, public ABET centres and education offices operated by the Department of Education.
- Web-enabled database from where data can be imported into an overall National Education Asset Register.

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- GIS-based infrastructure management system that will eventually form part of the overall Facilities Management System. This infrastructure management system will link to mapping and satellite images.

1.3 Scope and coverage of the 2006 assessments

The 2006 assessments were limited to public schools, compared to the 2000 SRN assessments that included independent schools. The 2006 assessments excluded independent schools, but included Early Childhood Development (ECD) Centres and Adult Basic Education & Training (ABET) centres.

The data summarised in this report is based on the captured data. At this stage, the following aspects may influence some of the statistics in this report:

- Learner numbers, as well as educator numbers, were provided by an official of the school and have not been verified against Snap Survey of Annual Survey records.
- Shortages of furniture were provided by an official of the school. In some instances the reported shortages in learner desks and chairs are more than the total number of learners at the school.
- The master list of education sites is regularly improved. This resulted in certain sites that were assessed previously no longer being included in the latest master list. Similarly, the number of ECD centres and ABET centres differs substantially between subsequent revisions of the master list.
- Differences in definition of parameters, for instance primary schools, secondary schools, combined schools, level of water supply, and type of sanitation, electricity source and supply.
- Condition assessment was previously limited to subjective classification of overall building conditions. The 2006 assessments were more specific per infrastructure element and the overall classification was based on estimates for the Condition Backlog values and Estimated Replacement values.

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2. SUMMARY OF THE 2006 ASSESSMENT DATA

2.1 *Number of education sites per province*

- Based on the information available on 15 March 2007, the following number of education sites that was assessed and found to be “operational” in the province is summarised in **TABLE 1**.

TABLE 1: SUMMARY OF “OPERATIONAL” SITES: 2006 ASSESSMENT

Province	Total number of education sites assessed at 15 March 2007 Sum (1-2)	Number of assessed sites that are “not operational” (1)	Number of assessed sites that are “operational” (2)
E Cape	6,448	176	6,272
F State	2,765	505	2,260
Gauteng	2,155	14	2,141
KZN	5,945	40	5,905
Limpopo	4,839	88	4,751
Mpumalanga	2,616	92	2,524
N Cape	888	43	845
N West	2,639	364	2,275
W Cape	1,822	9	1,813
Total 2006	30,117	1,331	28,786
% 2006	100.00%	4.42%	95.58%
No corresponding statistics from the 1996 and 2000 assessments were available.			

- All sites with no learners, no educators and no staff were defined as “not operational”.

2.2 *Conditions of facilities*

The various infrastructure elements assessed were defined in the following manner:

- Specific descriptions*

This refers in general to the description of infrastructure for identification purposes. The specific description will distinguish between a flat metal roof and a roof with concrete tiles. Similarly, it will distinguish between a floor with carpets and a floor that has ceramic tiles. The specific descriptions are unique for every element assessed.

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- *Level of service*

Infrastructure can be designed and constructed to provide a specific level of service. Such level of service will differentiate between a ceiling with isolation and one without. Similarly, it will differentiate between a roof with gutters and a roof without gutters. The level of service definitions are unique for every element assessed.

- *Condition*

Infrastructure elements are expected to exhibit noticeable deterioration. The condition of elements was assessed on a generic 5 point scale based on the percentage of the element that was in need of refurbishment.

The SRN 2000 used similar specific descriptions but did not differentiate on the level of service. The assessment of conditions in the SRN 2000 seems to have been limited to a single subjective rating of the condition of all buildings per site. The 2006 assessments rated the condition of individual elements in terms of the 5 point scale. The implication is that any direct comparison between the SRN 2000 assessments and the 2006 assessments must be evaluated with due consideration for the inherent differences in approach.

The value of the “Condition Backlog”, as a percentage of the “Replacement value” was used as the criteria to determine to overall condition of infrastructure on a site.

- o *Excellent building condition:*

The “Condition Backlog” is less than 2.5% of the “Replacement value”. This implies a 1 year backlog in Planned Maintenance.

- o *Good building condition:*

The “Condition Backlog” is between 2.5% - 5% of the “Replacement value”. This implies a 2 year backlog in Planned Maintenance.

- o *Weak building condition:*

The “Condition Backlog” is between 5% - 10% of the “Replacement value”. This implies a 4 year backlog in Planned Maintenance.

- o *Very weak building condition:*

The “Condition Backlog” is more than 10% of the “Replacement value”. This implies a backlog in Planned Maintenance in excess of 4 years.

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TABLE 2: CONDITION OF INFRASTRUCTURE

Province	Total "operational" sites assessed	Excellent	Good	Poor	Very Poor
Eastern Cape	6,727	41%	18%	22%	19%
Free State	2,260	59%	17%	15%	9%
Gauteng	2,141	81%	10%	5%	4%
KwaZulu Natal	5,905	54%	17%	14%	15%
Limpopo	4,751	52%	20%	18%	10%
Mpumalanga	2,524	58%	19%	14%	9%
Northern Cape	845	70%	13%	11%	6%
North West	2,275	70%	13%	10%	7%
Western Cape	1,813	93%	4%	2%	1%
% 2006	28,786	58%	16%	15%	11%
Total 2000	100.00%	5%	61%	25%	9%
% 2000	0	53%	-45%	-10%	2%
%1996	0	7%	77%	11%	5%
% change since 1996	0	51%	-61%	4%	6%

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2.3 *The breakdown of “operational” sites per type*

The diagrammatic structure of the different types of education sites visited is given in Figure I with a summary of the statistics in TABLES 2, 3 and 4.

- “Offices” refers to all sites indicated as offices on the Master List of education sites. Only district and circuit offices were included.

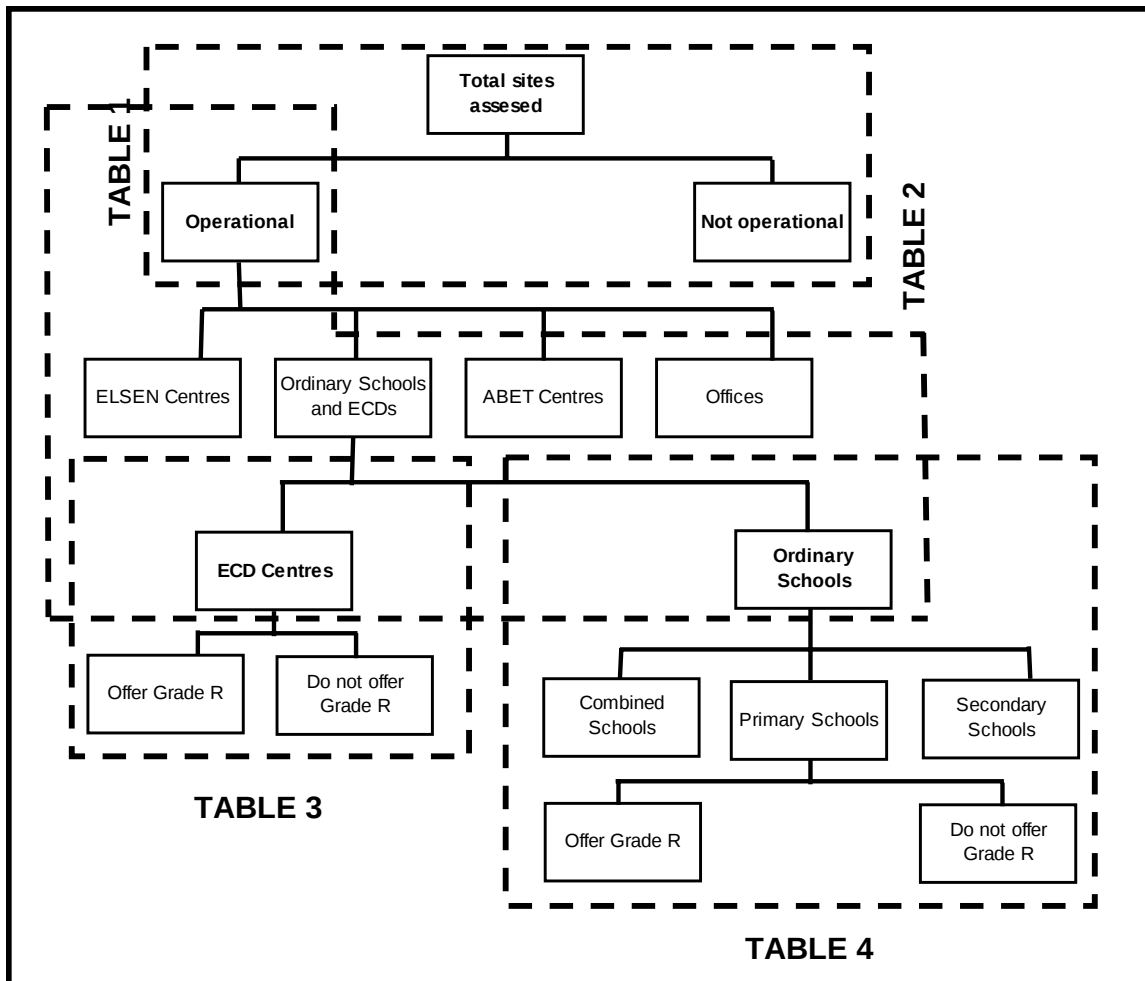


FIGURE 1

- “ABET centres” refers to all sites indicated as ABET centres on the Master List.

These are institutions that offer education to adult learners. No differentiation was made between ABET centres offering formal grades and ABET centres offering levels of education. Only ABET centres that are managed by the state were included in this assessment. No independent ABET centres were included.

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- “ELSEN centres” refers to all sites indicated as ELSEN centres on the Master List. These are institutions that offer education to learners with special education needs. No differentiation was made between ELSEN centres offering formal grades and ELSEN centres offering levels of education. Full-service schools were regarded as ELSEN centres for the purpose of this report. Only ELSEN centres that are managed by the state were included in this assessment. No independent ELSEN centres were included.
- All other sites were assumed to be “operational” ordinary public schools or ECD centres.

All institutions that offer early childhood development programmes up to a highest level of Grade R were considered to be ECD centres. Only ECD centres that are managed by the state were included in this assessment. No independent ECD centres were included. In all cases where higher grades than Grade R are offered to ordinary learners, such institutions were considered to be ordinary schools. Some schools offer Grade R and some schools do not offer Grade R. Only schools that are managed by the state were included in this assessment. No independent schools were included.

TABLE 3: BREAKDOWN OF TOTAL NUMBER OF EDUCATIONAL SITES: 2006 ASSESSMENT

Province	Total "Operational" sites assessed Sum (1-5)	Total number of sites assessed: 2006				
		ECD Centres (1)	Ordinary Schools (2)	ELSEN Centres (3)	ABET Centres (4)	Offices (5)
E Cape	6,272	202	5,724	41	282	23
F State	2,260	303	1,717	18	196	26
Gauteng	2,141	47	1,972	88	24	10
KZN	5,905	6	5,822	64	12	1
Limpopo	4,751	95	4,037	18	467	134
Mpumalanga	2,524	224	1,981	16	237	66
N Cape	845	78	620	11	127	9
N West	2,275	282	1,796	37	143	17
W Cape	1,813	4	1,476	65	262	6
Total 2006	28,786	1,241	25,145	358	1,750	292
% 2006	100.00%	4.31%	87.35%	1.24%	6.08%	1.01%
Total 2000	27,538	0	27,148	390	0	0
% 2000	100.00%	0.00%	98.58%	1.42%	0.00%	0.00%
% change since 2000	N/A	4.31%	-11.23%	-0.18%	6.08%	1.01%
Total 1996	27,004	0	26,734	270	0	0
% 1996	100.00%	0.00%	99.00%	1.00%	0.00%	0.00%
% change since 1996	N/A	4.31%	-11.65%	0.24%	6.08%	1.01%

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TABLE 4: BREAKDOWN OF ECD CENTRES

Province	Total "operational" ECD Centres assessed Sum(1-2)	ECD Centres	
		ECD centres that offer Grade R (1)	ECD centres that do not offer Grade R (2)
E Cape	202	161	41
F State	303	298	5
Gauteng	47	42	5
KZN	6	5	1
Limpopo	95	59	36
Mpumalanga	224	196	28
N Cape	78	69	9
N West	282	251	31
W Cape	4	3	1
Total 2006	1,241	1,084	157
% 2006	100%	87.35%	12.65%
No corresponding statistics from 1996 and 2000 assessments were available.			

Some ECD centres cater for the education of toddlers only and do not offer the formal Grade R, while others do.

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TABLE 5: BREAKDOWN OF THE "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total "Operational" ordinary public schools assessed	Provinces			
		Primary Schools		Combined	Secondary
		Offer Gr R	Don't offer Gr R	Schools	Schools
E Cape	5,724	1,375	1,060	2,435	854
F State	1,717	277	906	294	240
Gauteng	1,972	771	548	135	518
KZN	5,822	2,480	1,281	564	1,497
Limpopo	4,037	1,966	614	119	1,338
Mpumalanga	1,981	676	594	271	440
N Cape	620	153	207	155	105
N West	1,796	310	753	428	305
W Cape	1,476	503	445	201	327
Total 2006	25,145	8,511	6,408	4,602	5,624
% 2006	100.00%	33.85%	25.48%	18.30%	22.37%
Total 2000	27,144	16,891		4,739	5,514
% 2000	100.00%	62.23%		17.46%	20.31%
% change since 2000	N/A	-2.90%		0.84%	2.06%
Total 1996	26,734	17,466		4,129	5,139
% 1996	100.00%	65.33%		15.44%	19.22%
% change since 1996	N/A	-6.00%		2.86%	3.15%

The following criteria were used to differentiate between school types:

- *Primary schools*

These are institutions offering formal grades up to a highest level of Grade 7. Several institutions in this group do not offer Grade R but start only at Grade 1. There are also institutions in this group that offer only a selection of grades between these limits.

- *Combined schools*

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Institutions offering a selection of grades between Grade R and Grade 12, but such a selection is not in line with either the Primary school or the Secondary school limits of grades offered.

- *Secondary school*

These are institutions offering a lowest level of Grade 8 and a highest level of Grade 12. There are also institutions included in this group that offer only a selection of grades within these limits.

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3. SUMMARY OF 2006 ASSESSMENTS OF ORDINARY PUBLIC SCHOOLS

3.1 *Number of schools per learner number category*

TABLE 6: AVERAGE NUMBER OF LEARNERS PER SCHOOL: ORDINARY PUBLIC SCHOOLS: 2007 SNAP SURVEY

Province	"Operational" ordinary public schools assessed	Number of "Operational" ordinary public schools						
		Learners per school < 0-50	Learners per school 51-100	Learners per school 101-200	Learners per school 201-500	Learners per school 501-1000	Learners per school 1001-1500	Learners per school >1500
	Sum(1-7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
E Cape	5,724	417	389	965	2,559	1,188	193	13
F State	1,717	716	98	68	210	415	202	8
Gauteng	1,972	8	16	50	354	883	521	140
KZN	5,822	170	236	732	2,395	1,822	421	46
Limpopo	4,037	191	167	476	1,813	1,170	199	21
Mpumalanga	1,981	192	162	149	508	690	250	30
N Cape	620	69	76	80	170	168	56	1
N West	1,796	164	133	282	591	472	145	9
W Cape	1,476	111	95	112	316	485	318	39
Total 2006	25,145	2,038	1,372	2,914	8,916	7,293	2,305	307
% 2006	100.00%	8.10%	5.46%	11.59%	35.46%	29.00%	9.17%	1.22%
Total 2000	27,148	3,509	1,975	3,151	8,910	7,466	1,924	213
% 2000	100.00%	12.93%	7.27%	11.61%	32.82%	27.50%	7.09%	0.78%
% change since 2000	N/A	-4.83%	-1.81%	-0.02%	2.64%	1.50%	2.08%	0.44%
Total 1996	26,723	3,054	2,331	2,991	8,091	7,998	2,037	221
% 1996	100.00%	11.43%	8.72%	11.19%	30.28%	29.93%	7.62%	0.83%
% change since 1996	N/A	-3.33%	-3.26%	0.40%	5.18%	-0.93%	1.55%	0.39%

3.2 *Utilisation of school sites*

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A variety of site utilisation arrangements were encountered.

TABLE 7: UTILIZATION OF SCHOOL SITES: ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "operational" ordinary public schools				
	"Operational" ordinary public schools assessed	Schools operating a single shift on own site	Schools operating multiple shifts on own site	Schools using another site in a "Platoon" arrangement	Public schools on private land in a "Section 14" arrangement
	Sum (1-4)	(1)	(2)	(3)	(4)
E Cape	5,724	5,412	22	32	258
F State	1,717	1,230	10	28	449
Gauteng	1,972	1,896	4	18	54
KZN	5,822	5,399	2	21	400
Limpopo	4,037	3,372	44	14	607
Mpumalanga	1,981	1,528	0	45	408
N Cape	620	486	1	7	126
N West	1,796	1,522	2	26	246
W Cape	1,476	1,194	3	4	275
Total 2006	25,145	22,039	88	195	2,823
% 2006	100.00%	87.65%	0.35%	0.78%	11.23%
Total 2000	27,148	0	0	1,079	0
% 2000	100.00%	0.00%	0.00%	3.97%	0.00%
% change since 2000	N/A	87.65%	0.35%	-3.19%	11.23%
Total 1996	26,624	0	0	1,142	0
% 1996	100.00%	0.00%	0.00%	4.29%	0.00%
% change since 1996	N/A	87.65%	0.35%	-3.51%	11.23%

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3.3 *Availability of basic site services at “operational” ordinary public schools*

3.3.1 *Source of water supply*

The provision of water supply to a site is a municipal function. Specific municipalities were declared as Water Services Authorities with a duty to ensure access to water for all consumers in their areas of jurisdiction. No institution may provide water, except the Water Services Providers appointed by the Water Services Authorities.

The following categories of water sources were defined:

- *Schools with no source of water on or near site*

There is no known source of water on or near the site.

- *Schools depending on non-municipal boreholes or rainwater harvesting systems*

There is no formal municipal service and the school depends on other sources of water. Typically a borehole is located on or near the site and provides water to the school. In many instances, the ownership of the borehole was not clear and it was assumed that it is owned and operated by the school. Alternatively rainwater is collected on roofs and paved areas and piped to storage tanks equipped with taps to provide water to the school.

- *Schools serviced by the municipality by means of mobile tankers*

The municipality transports water from a source to a point on the school site or near the school from where the learners and staff can collect water in containers. Some schools may have an alternative supply from the boreholes and rainwater harvesting systems described above.

- *Schools served by the municipality by means of communal standpipes*

The municipality installed a basic water reticulation system with communal taps typically located in the road reserves. Some schools may have an alternative supply from the boreholes and rainwater harvesting systems as described above.

- *Schools served by the municipality by means of a dedicated yard connection*

The municipality installed a detailed water reticulation system and provided a specific water supply connection to the site. Some schools may have an alternative supply from the boreholes and rainwater harvesting systems described above.

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TABLE 8: SOURCE OF WATER SUPPLY: ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	"Operational" ordinary public schools assessed Sum (1-3)	Number of "Operational" ordinary public schools		
		Schools with no source of water on or near site (1)	Schools depending on boreholes on site or rainwater harvesting systems (2)	Schools served by the municipality (3)
E Cape	5,724	1,135	2,315	2,274
F State	1,717	320	512	885
Gauteng	1,972	32	86	1,854
KZN	5,822	648	2,231	2,943
Limpopo	4,037	397	1,191	2,449
Mpumalanga	1,981	224	477	1,280
N Cape	620	13	174	433
N West	1,796	88	507	1,201
W Cape	1,476	34	98	1,344
Total 2006	25,145	2,891	7,591	14,663
% 2006	100.00%	11.50%	30.19%	58.31%
Total 2000	27,148	7,817	19,331	
% 2000	100.00%	28.79%	71.21%	
% change since 2000	N/A	-17.29%	17.29%	
Total 1996	26,734	8,823	17,366	
% 1996	100.00%	33.00%	64.96%	
% change since 1996	N/A	-21.50%	23.54%	

These statistics should not be interpreted to mean that all infrastructures are either at the appropriate level of service or in an acceptable condition.

A breakdown of the modes of municipal water supply is presented in the table below.

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TABLE 9: BREAKDOWN OF MUNICIPAL WATER SUPPLY: ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	“Operational” ordinary public Schools served by the municipality Sum (1-3)	Number of “Operational” ordinary public schools		
		Schools served by the municipality by means of mobile tankers (1)	Schools served by the municipality by means of communal standpipes (2)	Schools served by the municipality by means of a dedicated yard connection (3)
E Cape	2,274	39	554	1,681
F State	885	12	127	746
Gauteng	1,854	9	381	1,464
KZN	2,943	325	363	2,255
Limpopo	2,449	145	1,613	691
Mpumalanga	1,280	159	499	622
N Cape	433	5	139	289
N West	1,201	46	345	810
W Cape	1,344	82	359	903
Total 2006	14,663	822	4,380	9,461
% 2006	100.00%	5.61%	29.87%	64.52%
No corresponding statistics from 1996 and 2000 assessments were available.				

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There were incidents where a school official indicated that the supply of water to the site is not consistent. If the official reported that the supply is on average available for less than half the time, it was recorded as "Reliability of service is less than 50%".

TABLE 10: REPORTED RELIABILITY OF MUNICIPAL WATER SUPPLY: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	"Operational" ordinary public schools served by the Municipality	Number of "Operational" ordinary public schools that apparently suffer from an unreliable municipal supply of water
E Cape	2,274	326
F State	885	62
Gauteng	1,854	62
KZN	2,943	1,163
Limpopo	2,449	667
Mpumalanga	1,280	206
N Cape	433	58
N West	1,201	79
W Cape	1,344	10
Total 2006	14,663	2,633
% 2006	100.00%	17.96%
No corresponding statistics from 1996 and 2000 assessments were available.		

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3.3.2 Sewage disposal

The provision of sanitation services to a site is a municipal function. Specific municipalities were declared as Water Services Authorities with a duty to ensure access to water for all consumers in their areas of jurisdiction. Water Services include water supply and sanitation.

The following categories of sewage disposal were defined:

- *No arrangement for disposal of sewage*

There is no known system for the removal of sewage from the site. Sewage will remain on the site in systems such as pit latrines, VIP toilets, Enviroloos and septic tanks.
- *Bucket collection system provided by the municipality*

The municipality operates a system of bucket collection from sites. The sewage is therefore removed from the site to be treated and disposed of elsewhere.
- *Vacuum tanker system provided by the municipality*

The municipality operates a system of mobile tankers equipped with suction pumps to suck sewage from vacuum tanks and pit latrines. The sewage is therefore removed from the site to be treated and disposed of elsewhere.
- *Municipal sewer connection*

The municipality installed a detailed sewer reticulation system and provided a specific sewer connection to the site. The sewage is therefore removed from the site to be treated and disposed of elsewhere.

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TABLE 11: SEWAGE DISPOSAL ARRANGEMENTS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools		
	"Operational" ordinary public schools assessed Sum (1-2)	Schools with no arrangement for disposal of sewage (1)	Schools served by the municipality (2)
E Cape	5,724	4,365	1,359
F State	1,717	839	878
Gauteng	1,972	128	1,844
KZN	5,822	4,227	1,595
Limpopo	4,037	3,364	673
Mpumalanga	1,981	1,277	704
N Cape	620	191	429
N West	1,796	984	812
W Cape	1,476	53	1,423
Total 2006	25,145	15,428	9,717
% 2006	100.00%	61.36%	38.64%
No corresponding statistics from 1996 and 2000 assessments were available.			

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TABLE 12: BREAKDOWN OF MUNICIPAL SEWAGE DISPOSAL ARRANGEMENTS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools			
	Total served by Municipality	Schools depending on disposal by the municipality by means of a bucket collection system	Schools depending on disposal by the municipality by means of a mobile vacuum tanker	Schools served by the municipality by means of a connection to the sewerage system
	Sum(1-3)	(1)	(2)	(3)
E Cape	1,359	23	401	935
F State	878	3	156	719
Gauteng	1,844	8	81	1,755
KZN	1,595	96	163	1,336
Limpopo	673	1	350	322
Mpumalanga	704	7	202	495
N Cape	429	5	134	290
N West	812	7	223	582
W Cape	1,423	14	87	1,322
Total 2006	9,717	164	1,797	7,756
% 2006	100.00%	1.69%	18.49%	79.82%
No corresponding statistics from 1996 and 2000 assessments were available.				

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There were incidents where a school official indicated that the sewage disposal service is not consistent. If the official reported that the service is on average available for less than half the time, it was recorded as "Reliability of service is less than 50%".

TABLE 13: REPORTED RELIABILITY OF MUNICIPAL SEWAGE DISPOSED: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "operational" ordinary public schools	
	"Operational" Ordinary Public Schools served by the municipality	Number of "Operational" ordinary public schools that apparently suffer from an unreliable municipal sewage disposal service
E Cape	1,359	85
F State	878	14
Gauteng	1,844	127
KZN	1,595	98
Limpopo	673	35
Mpumalanga	704	18
N Cape	429	15
N West	812	18
W Cape	1,423	7
Total	9,717	417
% 2006	100.00%	4.29%
No corresponding statistics from 1996 and 2000 assessments were available.		

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TABLE 14: NUMBER OF TOILETS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools			
	Total	No Toilets on site	>=50 learners per toilet (1)	<50 learners per toilet (2)
E Cape	5,724	605	1,054	4,065
F State	1,717	114	28	1,575
Gauteng	1,972	41	104	1,827
KZN	5,822	209	1,284	4,329
Limpopo	4,037	91	837	3,109
Mpumalanga	1,981	112	344	1,525
N Cape	620	18	25	577
N West	1,796	102	142	1,552
W Cape	1,476	26	124	1,326
Total 2006	25,145	1,318	3,942	19,885
% 2006	100.00%	5.24%	15.68%	79.08%
Total 2000	27,148	2,496	24,652	
% 2000	100.00%	9.19%	90.81%	
% change since 2000	N/A	-3.95%	3.95%	
Total 1996	26,734	3,265	23,469	
% 1996	100.00%	12.21%	87.79%	
% change since 1996	N/A	-6.97%	6.97%	

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3.3.3 Toilet types

The following types of toilets were defined:

- *Bucket system*
Waterless toilets operating on the basis of a removable bucket that needs to be emptied on a regular basis. This may be in combination with other toilet types.
- *Pit latrines*
Waterless basic pit latrines without proper ventilation. This may be in combination with other toilet types.
- *VIP & Enviroloo toilets*
Improved waterless latrines with proper ventilation. This may be in combination with other toilet types.
- *Flush toilets*
Water-borne flush system to either septic tanks or municipal sewer system. This may be in combination with other toilet types.

It is important to note that schools often have a variety of toilet types.

The table below provides an overview of the types of toilets encountered. These statistics should not be interpreted to mean that all infrastructures are either at the appropriate level of service or in an acceptable condition.

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TABLE 15: OVERVIEW OF TYPES OF TOILETS: “OPERATIONAL” ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of “Operational” ordinary public schools				
	Schools with toilets on site	Schools depending on bucket systems	Schools depending on pit latrines	Schools depending on VIP & Enviroloo toilets	Schools equipped with flush toilets
	Sum(1-4)	(1)	(2)	(3)	(4)
E Cape	5,119	23	2,884	1,086	1,126
F State	1,603	1	589	159	854
Gauteng	1,931	2	54	14	1,861
KZN	5,613	26	2,251	1,753	1,583
Limpopo	3,946	0	1,577	1,564	805
Mpumalanga	1,869	0	511	397	961
N Cape	602	4	67	101	430
N West	1,694	2	571	185	936
W Cape	1,450	2	5	7	1,436
Total 2006	23,827	60	8,509	5,266	9,992
% 2006	100.00%	0.25%	35.71%	22.10%	41.94%
Total 2000	26,319	195	15,398		10,361
% 2000	100.00%	0.74%	58.51%		39.37%
% change since 2000	N/A	-0.49%	-0.87%		2.57%
Total 1996	25,981	409	16,120		8,867
% 1996	100.00%	1.57%	62.05%		34.13%
% change since 1996	N/A	-1.32%	-4.24%		7.81%

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3.3.4 *Source of electricity supply*

The following sources of electricity were defined:

- *Schools with no source of electricity on or near site*

There is no known source of electricity on or near the site.

- *Schools depending on solar panels on site*

Solar panels are installed on the site and provide electricity to the school.

- *Schools depending on a generator on site*

A generator is installed on the site and provides electricity to the school.

- *Schools connected to the ESKOM grid*

ESKOM or the municipality installed a detailed electricity distribution system and provided a specific electricity supply connection to the site. Some schools may have an alternative supply from solar panels or generators described above.

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TABLE 16: SOURCE OF ELECTRICITY SUPPLY: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools				
	"Operational" ordinary public schools assessed Sum (1-4)	Schools with no source of electricity on or near site (1)	Schools depending on solar panels on site (2)	Schools depending on generators on site (3)	Schools connected to the ESKOM or municipal grid (4)
E Cape	5,724	1,227	1,048	29	3,420
F State	1,717	296	31	0	1,390
Gauteng	1,972	43	0	0	1,929
KZN	5,822	1,612	315	44	3,851
Limpopo	4,037	378	221	5	3,433
Mpumalanga	1,981	317	1	0	1,663
N Cape	620	30	8	3	579
N West	1,796	129	5	1	1,661
W Cape	1,476	14	1	3	1,458
Total 2006	25,145	4,046	1,630	85	19,384
% 2006	100.00%	16.09%	6.48%	0.34%	77.09%
Total 2000	27,148	12,109	14,891		
% 2000	100.00%	44.60%	54.85%		
% change since 2000	N/A	-28.51%	29.06%		
Total 1996	26,734	15,263	11,174		
% 1996	100.00%	57.09%	41.80%		
% change since 1996	N/A	-41.00%	42.11%		

There were incidents where a school official indicated that the electricity supply to the site is not consistent. If the official reported that the service is on average available for less than half the time, it was recorded as "Reliability of service is less than 50%".

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TABLE 17: REPORTED RELIABILITY OF ELECTRICITY SUPPLY FROM GRID: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	"Operational" ordinary public schools served by ESKOM or the municipality	Number of "Operational" ordinary public schools that apparently suffer from an unreliable electricity supply
E Cape	3,420	52
F State	1,390	33
Gauteng	1,929	96
KZN	3,851	327
Limpopo	3,433	57
Mpumalanga	1,663	19
N Cape	579	27
N West	1,661	11
W Cape	1,458	11
Total 2006	19,384	633
% 2006	100%	3.27%
No corresponding statistics from 1996 and 2000 assessments were available.		

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3.3.5 Site security

The following categories of site security were defined:

- *No fencing or fencing in a poor condition*
A lack of proper perimeter protection. This may imply no fence at all or a gate and fence that are in such a poor condition that it does not provide adequate protection.
- *Gate and fence in functional condition*
A gate and a fence of which at least 75% of the length is 1.8m high and at least 75% is in a good operational condition.
- *Functional gate and fence with access control*
A gate and a fence of which at least 75% of the length is 1.8m high and at least 75% is in a good operational condition. This is supplemented with a system that ensures access control. Such a system may involve a guard on duty or an electronic lock and intercom.

TABLE 18: SITE SECURITY ARRANGEMENTS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools			
	"Operational" ordinary public schools assessed	Schools with no fencing or fence in poor conditions	Schools with gate and fence in functional condition	Schools with functional gate and fence together with access control
	Sum (1-3)	(1)	(2)	(3)
E Cape	5,724	4,057	1,636	31
F State	1,717	861	830	26
Gauteng	1,972	-6	1,349	629
KZN	5,822	1,715	3,633	474
Limpopo	4,037	1,608	2,387	42
Mpumalanga	1,981	906	1,066	9
N Cape	620	289	322	9
N West	1,796	621	1,151	24
W Cape	1,476	257	1,043	176
Total 2006	25,145	10,308	13,417	1,420
% 2006	100.00%	40.99%	53.36%	5.65%
No corresponding statistics from 1996 and 2000 assessments were available.				

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Evidence of deliberate damage to infrastructure was recorded as vandalism. This may include items such as broken doors or windows or even graffiti on walls.

TABLE 19: APPARENT VANDALISM: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	"Operational" ordinary public schools assessed	Number of "Operational" ordinary public schools that apparently suffer from vandalism
E Cape	5,724	2,111
F State	1,717	454
Gauteng	1,972	688
KZN	5,822	1,217
Limpopo	4,037	1,499
Mpumalanga	1,981	784
N Cape	620	200
N West	1,796	534
W Cape	1,476	548
Total 2006	25,145	8,035
% 2006	100%	31.95%
No corresponding statistics from 1996 and 2000 assessments were available.		

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The level of building security varies considerably at schools. The following table provides an overview of the building security arrangements at schools.

TABLE 20: BUILDING SECURITY ARRANGEMENTS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Assessed	Number of "operational" ordinary public schools		
		Schools with no burglar bars at any of their buildings	Schools with no security gates at any of their buildings	Schools with no alarm system at any of their buildings
E Cape	5,724	2,267	3,208	5,294
F State	1,717	622	795	1,073
Gauteng	1,972	72	117	606
KZN	5,822	1,839	2,863	5,264
Limpopo	4,037	218	381	3,774
Mpumalanga	1,981	332	392	1,757
N Cape	620	68	127	412
N West	1,796	284	382	1,537
W Cape	1,476	294	556	426
Total 2006	25,145	5,996	8,821	20,143
% 2006	100%	23.85%	35.08%	80.11%
No corresponding statistics from 1996 and 2000 assessments were available.				

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3.3.6 Site access

The following categories of site access were defined:

- *No vehicle access* - The school is located in a remote area that cannot be accessed by motor vehicle.
- *Gravel road access* - There are no surfaced roads leading to the entrance of the school.
- *Surfaced road access* - A tarred or paved road provides access to the school.

TABLE 21: SITE ACCESS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools			
	"Operational" ordinary public schools assessed to date Sum(1-3)	No vehicle access (1)	Gravel road access (2)	Surfaced road access (3)
E Cape	5,724	382	4,649	693
F State	1,717	39	1,311	367
Gauteng	1,972	59	321	1,592
KZN	5,822	151	4,420	1,251
Limpopo	4,037	64	3,373	600
Mpumalanga	1,981	94	1,398	489
N Cape	620	9	445	166
N West	1,796	65	1,144	587
W Cape	1,476	20	285	1,171
Total 2006	25,145	883	17,346	6,916
% 2006	100.00%	3.51%	68.98%	27.50%
Total 2000	27,148	2,295	17,404	7,353
% 2000	100.00%	8.45%	64.11%	27.08%
% change since 2000	N/A	-4.94%	4.87%	0.42%
Total 1996	26,734	630	18,944	7,137
% 1996	100.00%	2.36%	70.86%	26.70%
% change since 1996	N/A	1.15%	-1.88%	0.80%

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3.3.7 *Communication*

The following types of communication were defined:

- *Schools limited to a two-way radio connection*

The sole communication medium is a two-way radio system with no telecommunication arrangements

- *Schools with cell phone reception*

Cell phone service providers have installed transmitting facilities in the area and can provide, or are currently providing, a cell phone service to the site.

- *Schools with a landline connection*

Telkom has installed infrastructure that can provide, or is currently providing, a landline service to the site.

- *Schools with current internet access*

Operational infrastructure to establish access to the internet.

- *Schools with current own web site*

Operational own web site for the school.

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TABLE 22: COMMUNICATION ARRANGEMENTS: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Assessed	Number of "Operational" ordinary public schools		
		Schools depending on a two-way radio connection	Schools depending on cell phone reception	Schools with land line connection
E Cape	5,724	0	4,220	1,397
F State	1,717	0	713	944
Gauteng	1,972	0	96	1,829
KZN	5,822	0	2,994	2,645
Limpopo	4,037	0	2,925	1,048
Mpumalanga	1,981	0	928	978
N Cape	620	0	141	468
N West	1,796	0	905	829
W Cape	1,476	0	18	1,446
Total 2006	25,145	0	12,940	11,584
% 2006	100.00%	0.00%	51.46%	46.07%
Total 2000	27,148	18,403		
% 2000	100.00%	67.79%		
% change since 2000	N/A	29.74%		
Total 1996	26,734	13,076		
% 1996	100.00%	48.91%		
% change since 1996	N/A	48.62%		

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3.4 *Management ratios : Space backlog*

A sufficient number of teaching spaces is a critical parameter affecting the efficiency of education. The learner numbers used in this analysis are the numbers obtained from the school official during the interview. These numbers have not been cross-checked with the Snap Survey, the Annual Survey or the school registers. The number of teaching spaces was abstracted from the captured assessment data.

To avoid possible double-counting in either learner numbers or number of classrooms this analysis is limited to schools operating a single shift on their own site. It therefore excludes all schools operating multiple shifts as well as all schools involved in a "Platoon" arrangement.

TABLE 23: NUMBER OF LEARNERS PER CLASSROOM: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	"Operational" ordinary public schools operating a single shift on own site Sum (1-3)	Number of "Operational" ordinary public schools		
		<30 learners per classroom (1)	30-45 learners per classroom (2)	>45 learners per classroom (3)
E Cape	5,724	2,190	1,671	1,863
F State	1,717	1,176	402	139
Gauteng	1,972	587	935	450
KZN	5,822	1,877	2,215	1,730
Limpopo	4,037	1,527	1,485	1,025
Mpumalanga	1,981	739	619	623
N Cape	620	347	219	54
N West	1,796	920	593	283
W Cape	1,476	710	602	164
Total 2006	25,145	10,073	8,741	6,331
% 2006	100.00%	40.06%	34.76%	25.18%
Total 2000	27,148	15,695		11,453
% 2000	100.00%	57.81%		42.19%
% change since 2000	N/A	17.01%		-17.01%
Total 1996	26,734	13,203		13,531
% 1996	100.00%	49.39%		50.61%
% change since 1996	N/A	25.43%		-25.43%

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These statistics should not be interpreted to mean that all infrastructures are either at the appropriate level of service or in an acceptable condition.

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3.5 *Management ratios : Number of learners per educator*

A sufficient number of educators is another critical parameter affecting the efficiency of education. The learner numbers and educator numbers used in this analysis were the numbers obtained from the school official during the interview. These numbers have not been cross-checked with the Snap Survey, the Annual Survey or the school registers.

TABLE 24: NUMBER OF LEARNERS PER EDUCATOR: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	"Operational" ordinary public schools operating a single shift on own site Sum (1-3)	Number of "Operational" ordinary public schools		
		<30 Learners per educator (1)	30-45 Learners per educator (2)	>45 Learners per educator (3)
E Cape	5,724	2,258	3,084	382
F State	1,717	1,243	462	12
Gauteng	1,972	448	1,421	103
KZN	5,822	1,596	3,868	358
Limpopo	4,037	1,494	2,401	142
Mpumalanga	1,981	689	1,158	134
N Cape	620	310	299	11
N West	1,796	1,025	733	38
W Cape	1,476	512	874	90
Total 2006	25,145	9,575	14,300	1,270
% 2006	100.00%	38.08%	56.87%	5.05%
No corresponding statistics from the 1996 and 2000 assessments were available.				

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3.6 *Availability of resources*

The room utilization of each building space was identified. Sites with space utilised for "Library" are summarised below. During an interview with an official at the school, the library was classified as either "not stocked" or "stocked".

TABLE 25: STATUS OF SCHOOL LIBRARIES: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools			
	"Operational" ordinary public schools assessed Sum (1-3)	Schools with no library space (1)	Schools with library space that are reportedly not stocked (2)	Schools with library space that are reportedly stocked (3)
E Cape	5,724	5,179	378	167
F State	1,717	1,290	275	152
Gauteng	1,972	828	781	363
KZN	5,822	4,633	833	356
Limpopo	4,037	3,742	199	96
Mpumalanga	1,981	1,668	191	122
N Cape	620	438	109	73
N West	1,796	1,453	228	115
W Cape	1,476	709	394	373
Total 2006	25,145	19,940	3,388	1,817
% 2006	100.00%	79.30%	13.47%	7.23%
Total 2000	27,209	22,101	5,108	
% 2000	100.00%	81.23%	18.77%	
% change since 2000	N/A	-1.93%	1.93%	
Total 1996	26,673	21,907	4,766	
% 1996	100.00%	82.13%	17.87%	
% change since 1996	N/A	-2.83%	2.83%	

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TABLE 26: STATUS OF SECONDARY SCHOOL LABORATORIES: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Number of "Operational" ordinary public schools			
	"Operational" ordinary public schools assessed	Schools with no laboratory space	Schools with laboratory space that are reportedly not stocked	Schools with laboratory space that are reportedly stocked
	Sum (1-3)	(1)	(2)	(3)
E Cape	854	507	270	77
F State	240	53	129	58
Gauteng	518	102	293	123
KZN	1,497	1,033	344	120
Limpopo	1,338	1,158	128	52
Mpumalanga	440	296	118	26
N Cape	105	27	45	33
N West	305	140	115	50
W Cape	327	71	142	114
Total 2006	5,624	3,387	1,584	653
% 2006	100.00%	60.22%	28.17%	11.61%
Total 2000	7,749	5,879		1,870
% 2000	100.00%	75.87%		24.13%
% change since 2000	N/A	12.52%		-12.52%
Total 1996	7,770	5,870		1,900
% 1996	100.00%	75.55%		24.45%
% change since 1996	N/A	12.84%		-12.84%

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TABLE 27: COMPUTERS FOR TEACHING AND LEARNING: ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total assessed	Number of "operational" ordinary public schools		
		No Computers	>= 100 learners per computer	< 100 learners per computer
E Cape	5,724	4,810	355	559
F State	1,717	1,319	91	307
Gauteng	1,972	660	373	939
KZN	5,822	3,137	1,590	1,095
Limpopo	4,037	3,323	314	400
Mpumalanga	1,981	1,283	408	290
N Cape	620	293	32	295
N West	1,796	1,427	54	315
W Cape	1,476	829	67	580
Total 2006	25,145	17,081	3,284	4,780
% 2006	100.00%	67.93%	13.06%	19.01%
Total 2000	27,148	18,197	2,972	
% 2000	100.00%	67.03%	10.95%	
% change since 2000	N/A	0.90%	21.12%	
Total 1996	26,736	18,348	2,714	
% 1996	100.00%	68.63%	10.15%	
% change since 1996	N/A	-0.70%	21.92%	

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TABLE 28: REPORTED EDUCATOR DESK SHORTAGES: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total assessed	Number of Schools		
		> 10% Educators without desks	5 - 10% Educators without desks	< 5% Educators without desks
E Cape	5,724	4,280	20	1,424
F State	1,717	519	5	1,193
Gauteng	1,972	969	31	972
KZN	5,822	3,571	23	2,228
Limpopo	4,037	3,257	16	764
Mpumalanga	1,981	1,511	13	457
N Cape	620	336	1	283
N West	1,796	1,165	9	622
W Cape	1,476	456	9	1,011
Total 2006	25,145	16,064	127	8,954
% 2006	100.00%	63.89%	0.51%	35.61%
No corresponding statistics from the 1996 and 2000 assessments were available.				

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TABLE 29: REPORTED EDUCATOR CHAIR SHORTAGES: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total assessed	Number of Schools		
		> 10% Educators without chairs	5 - 10% Educators without chairs	< 5% Educators without chairs
E Cape	5,724	4,508	11	1,205
F State	1,717	579	3	1,135
Gauteng	1,972	1,046	22	904
KZN	5,822	3,589	13	2,220
Limpopo	4,037	3,244	20	773
Mpumalanga	1,981	1,549	7	425
N Cape	620	336	3	281
N West	1,796	1,227	4	565
W Cape	1,476	534	6	936
Total 2006	25,145	16,612	89	8,444
% 2006	100.00%	66.06%	0.35%	33.58%
No corresponding statistics from the 1996 and 2000 assessments were available.				

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TABLE 30: REPORTED LEARNER DESK SHORTAGES: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total assessed	Number "operational" ordinary public schools		
		> 10% Learners without desks	5 - 10% Learners without desks	< 5% Learners without desks
E Cape	5,724	3,862	282	1,580
F State	1,717	373	98	1,246
Gauteng	1,972	831	247	894
KZN	5,822	3,326	515	1,981
Limpopo	4,037	3,015	177	845
Mpumalanga	1,981	1,014	157	810
N Cape	620	337	64	219
N West	1,796	987	151	658
W Cape	1,476	450	159	867
Total	25,145	14,195	1,850	9,100
% 2006	100.00%	56.45%	7.36%	36.19%
No corresponding statistics from the 1996 and 2000 assessments were available.				

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TABLE 31: REPORTED LEARNER CHAIR SHORTAGES: "OPERATIONAL" ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total assessed	Number of "operational" ordinary public schools		
		> 10% Learners without chairs	5 - 10% Learners without chairs	< 5% learners without chairs
E Cape	5,724	4,140	184	1,400
F State	1,717	443	76	1,198
Gauteng	1,972	960	178	834
KZN	5,822	2,968	328	2,526
Limpopo	4,037	3,090	121	826
Mpumalanga	1,981	1,167	87	727
N Cape	620	340	51	229
N West	1,796	1,063	95	638
W Cape	1,476	539	145	792
Total 2006	25,145	14,710	1,265	9,170
% 2006	100.00%	58.50%	5.03%	36.47%
No corresponding statistics from the 1996 and 2000 assessments were available.				

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Facilities for disabled persons

A person in a wheelchair was assumed to be the norm for “disabled” facilities. The specifications for access ramps and toilets as published by the CSIR were assumed as the appropriate criteria.

TABLE 32: FACILITIES FOR DISABLED PERSONS AT SCHOOLS: “OPERATIONAL” ORDINARY PUBLIC SCHOOLS: 2006 ASSESSMENT

Province	Total assessed	Number of “Operational” ordinary public schools		
		Schools with no paved access from gate to buildings	Schools with no appropriate ramps into all their buildings	Schools with no appropriate toilets for disabled persons
E Cape	5,724	5,625	5,617	5,534
F State	1,717	1,684	1,697	1,680
Gauteng	1,972	1,852	1,945	1,856
KZN	5,822	5,764	5,796	5,629
Limpopo	4,037	3,954	3,775	4,015
Mpumalanga	1,981	1,933	1,925	1,965
N Cape	620	603	610	580
N West	1,796	1,780	1,787	1,743
W Cape	1,476	1,424	1,449	1,440
Total 2006	25,145	24,619	24,601	24,442
% 2006	100.00%	97.91%	97.84%	97.20%
No corresponding statistics from the 1996 and 2000 assessments were available.				