



Schools' Infrastructure Buyambo

Bambelela Siyajika

IN THIS EDITION...

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Secondary School
completed

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of a GIS Technician

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for themselves



Let's Grow
South Africa.
Together.

Covid-19 Safety Tips



Wash & sanitise
your hands

Hlamba ucoce
izandla zakho



Keep your distance
from others

Gcina umgama phakathi
kwakho nabanye



Wear your mask

Nxiba i-mask
yakho

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September 2022

**“She is clothed with strength and
dignity, and she laughs without
fear of the future.”**

**“Wambethe amandla nesidima,
yaye uhleka engenalo
uloyiko ngekamva.”**

Proverbs / IMizekeliso 31:25-31

Sakh'isidima News is produced by the Physical
Resources Management
Programme Support Unit (PSU)
Editor: Shirazaan Taylor
Kindly share your comments by: Sending an email to
infrastructurenews@ecdoe.gov.za or
Sending a message to 067 413 0383
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The socio-economic upliftment of women remains key

The month of August is a special month in the calendar of our nation, it is Women's Month. The robust and thought-provoking discussions that were held nationwide on the imperativeness and urgency of the socio-economic development of women is proof that as a society we are aware of our mounting debt to the women of this country. We appreciate the robust discussions; they are an important aspect of solution expedition in our democratic society. Regardless, it is time for us to work and deliver a fair, equal and just society to the women of this country.

Our country is blessed with a rare breed of gifted and dependable women with strong personalities. The generation of 9 August 1956 proved beyond any doubt that what women can conceive in their mind, they can achieve. The generation set the tone for a breed of uncompromising women who are neither fearful to challenges nor hesitant to initiative.

We have a broad obligation as a society to ensure that our nation continues to produce this crop of women in the caliber of Lilian Ngoyi, Albertina Sisulu, Ruth Mphathi, Nosipho Dastile and Rahima Moosa.

The Department of Education is located at the grassroots of human development. This affords us a unique, yet huge responsibility to the development of generations of formidable women. We have graciously accepted this responsibility as a compliment to our ability. It is our pledge that we will not betray the responsibility but rise to the occasion and deliver as our nation requests.

We are dedicated through our various coordinated strategies that range from the classroom domain to making use of our fiscal expenditure to advance the overdue cause of empowering women on a socio-economic level.



The Eastern Cape School Infrastructure Development Programme has a massive role to play in levelling the playing fields for women in the construction sector. To this end, we are committed to the inclusion of women in our construction programme, as business owners; professionals; and skilled and semi-skilled workers.

The infrastructure unit is an admirable testament of unmatched belief in the ability of women. The unit has an impressively gender-balanced personnel spread. We have generously afforded young women opportunities to flourish, and they have not disappointed our faith. Our PSU program has caught on the spirit and counts a range of female consultants in its ranks.

Our Basic Education Employment Initiative has put together a capable group of General School Assistants assigned for infrastructure maintenance. The program managed to recruit a group of proud young women who are doing a superb job in assisting with maintenance of school facilities in jobs traditionally occupied by men.

Our message as a department is clear, we will not stop at anything nor pass any opportunity to advance the cause of women. We remain committed to the levelling of the gender beam balance and tilt it towards women.

Mr Fundile Gade (MPL)
MEC for Education

WOMEN'S SOCIO-ECONOMIC RIGHTS AND EMPOWERMENT: BUILDING BACK BETTER FOR WOMEN'S RESILIENCE!

#WomensMonth2022 #WomensEmpowermentAgenda



R70m Sophatisana Secondary School completed

The construction of Sophatisana Secondary School located in Reeston, Buffalo City was successfully completed by Coega Development Corporation in July at a total cost of R70,6 million. The project, which started in August 2019, provided close to seventy work opportunities for both skilled and semi-skilled workers. Most of these opportunities went to locals who were employed as general workers, bricklayers, carpenters, and administrative support. Fifty percent of those employed were youth and 7% women.

Several training opportunities were also provided for semi-skilled workers as part of the construction programme.

Training opportunities provided for semi-skilled workers



Bricklaying



Carpentry



Plumbing



Plastering



Painting



Scaffold erecting and inspections



New facilities provided

Teaching Spaces

- ✓ 25 Classrooms
- ✓ 3 Library / Media Centre
- ✓ 3 Multipurpose Centres
- ✓ 5 Computer Rooms
- ✓ 1 Laboratory



Administration & Support Spaces

- ✓ Offices and Staff Room
- ✓ Sick room
- ✓ Safe / Strong Room



Sanitation

- ✓ 25 Toilets (Flush Municipal)



Other

- ✓ 1754m2 Paving
- ✓ 424 m security fencing
- ✓ New furniture
- ✓ 11 Temporary mobile classrooms

Sophatisana SS, Before



Sophatisana SS, During







• right **PLACE** • right **TIME** • right **CHOICE**

ISO 9001 14001 20001 27001 31000 OHSAS 18001

Vukile Tshwete Secondary School completed by CDC

Keiskammahoek is a town located in the Amahlati Local Municipality in Amathole West. From 1981 to 1994 (the end of apartheid) this town formed part of the Ciskei Bantustan.

Today, there is much to celebrate for this small community, who, just a little over ten years ago, had a population of 4 429*. Plans to invest in decent education infrastructure for learners in this community started back in 2015 and the new facilities were finally completed in June this year by Implementing Agent Coega Development Corporation (CDC) at a cost of R58 million.

The new facilities include administration offices; teaching spaces (12 ordinary classrooms, 2 computer rooms, a laboratory, and multipurpose classroom); 14 toilets; 21 rainwater tanks; a sports field; security fencing; and over 2 200 square meters of paving, amongst others.

*StatsSA Population Census 2011

2015 February

Project identified



2016 April

Implementing Agent assigned



2016 June

Feasibility report approved



2016 July

Concept design approved



2017 December

Final design submitted and approved



2018 April

Tender advertisement published



2018 July

Construction contracts awarded



2019 January

Site handover and start of construction



2022 June

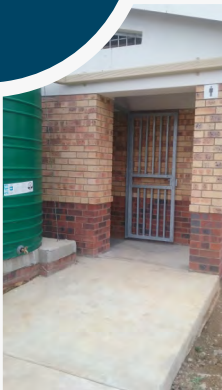
Project completed



DURING



AFTER



A peek into the world of a **GIS Technician**

Ms Yolanda Gangathele

**Geographic Information Systems
(GIS) Technician**

**National Diploma in Cartography,
Cape Peninsula University of
Technology**

**Registered with the South African
Geomatics Council (SAGC)**

Why did you decide to pursue a career in GIS?

My love for Map Production started when I got an opportunity to work as a Pupil Survey Officer at National Geo-spatial Information (NGI) also known as South Africa's national Mapping organisation in Cape Town. I was introduced to Land Surveying, Photogrammetry, Annotation and Map production.

I developed an interest in Map Production, more than anything else and decided to enroll for a National Diploma in Cartography (Art of map making), now known as GIS.

What does your day-to-day job entail?

A Geographic Information System (GIS) is a computer system for capturing, storing, checking, and displaying data related to positions on the earth's surface. GIS displays diverse types of data on one map, such as streets, buildings, roads, and rivers. This enables people to easily see, analyse, and understand patterns and relationships between these features. My day-to-day duties as part of the ECDoE Infrastructure Unit includes compiling and integrating new data into the GIS database. I do this by collecting credible schools' data from various sources such as the Education Management Information System (EMIS); data on Infrastructure projects from the Education Facilities Management System (EFMS); Excel spreadsheets; and data from other Departments (for example, Population data from Stats SA) using GIS.

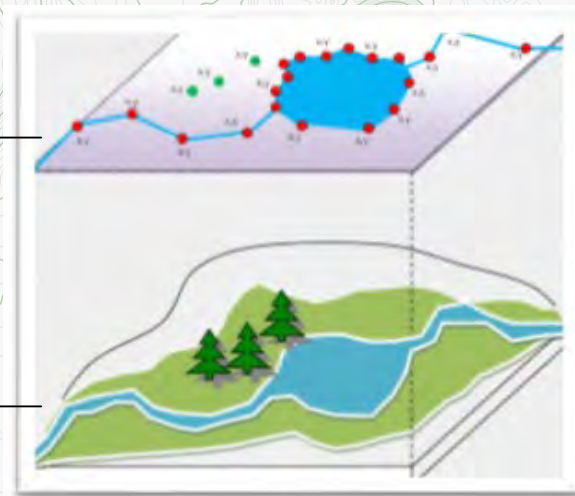
The data is used to produce fully functional maps according to the requirements of users. For example, maps on the infrastructure programme are generated a per the Infrastructure Delivery Management System (IDMS) stages for each of the 12 Education Districts. These maps are updated regularly as the project stages change. Maps which may show the routes between schools and the distances between them; or indicating closed or operational schools in a particular district, are also generated.

My job feeds into the planning of school infrastructure and I provide spatial and cadastral data, deeds information, and survey diagrams which assists the planning section in making informed decisions. In addition, I do data analysis, and manage the GIS database.



GIS REPRESENTATION

OBJECTS ON THE GROUND



In what other areas can your skills be applied, besides the school infrastructure field?

- Environmental Geography – to examine the influence people have on the environment.
- Physical Geography – to study the elements of atmosphere, biosphere and geosphere.
- Emergency Management Information System – to give emergency responders the geographical layout of a particular area.
- Health Geography – to use geographical information to study health related issues such as diseases.
- Economic Geography – to study economic activities across the earth.
- Transportation Geography – to investigate the spatial interactions of people..

Is this a male dominated field or are there many women who choose this type of career?

Just like many other technical professions, the GIS industry is a male-dominated field. Women are under-represented with less than 30% of women in this field.

What would your advice be to other women wishing to enter this field?

GIS is a good field for female participation. The best way to increase female leadership in GIS is by encouraging more women to enter the field so that we will have female role models to look up to.

What do you love about your job?

Working with maps is way cooler than working with dull excel spreadsheets because patterns, trends or events that take place on earth can be translated into a digital, interactive and real time map.

What are you not crazy about?

GIS systems are not like other programs. They do not come off the shelf, which means that they must be assembled and constructed to a specific user design. This can often be a long, complex and costly process. Data availability is a major issue - if the data is not available, the GIS system is useless



Ensuring Occupational Health & Safety Practices on Construction Sites

Ms Sbongile Dingiso

**Occupational Health and Safety Consultant, PSU
National Diploma in Safety Management, Shemtrac,
Incident Investigation and Internal Auditors Training,
ISO 18001&14001**

Why did you decide to pursue a career in OHS?

I want to protect workers from injuries or illness by monitoring safety conditions in the workplace.

What does your day-to-day job entail?

Visiting construction sites to assess whether Health and Safety representatives are ensuring OHS compliance in the workplace.

What is the importance of OHS on construction sites?

Health and safety in construction is particularly important because the industry is prone to hazardous situations which can be extremely dangerous, or even fatal, at times.

What are some of the OHS risks on site and how are these mitigated?

Some of the serious risks include falling from work heights or into deep trenches; and suffering injuries using hand tools, for example, grinders. This can be reduced by clearly communicating health and safety policies; dealing with on-site hazards speedily; equipping employees for Health and Safety (by providing correct gear – for example safety harnesses; and protective wear); and making health and safety part of your culture.

What are the most common safety issues that are not adhered to on site?

Moving office equipment and tripping over objects on the floor, for example, power cords.

Are there any OHS functions conducted by you on site, that you cannot do, because you are a woman?

Not at all! I do not have any boundaries on site, I do everything regarding OHS Matters.

What would your advice be to other women wishing to enter the OHS field?

This is a nice field as there are no limitations. Do your job with passion.

What do you love about your job?

Having a forward thinking, supportive company that recognise that employees are their greatest asset.



Did you know?

The items that need to be checked by Health & Safety Representatives on site relate to:

- Public access to the site including the display of health & safety signage.
- Availability and use of Personal Protective Equipment (PPE).
- Housekeeping – storage of site materials; removal of site rubble etc.
- Safety of scaffolding, formwork and support structures.
- Use and storage of ladders.
- Use of electricity on site.
- Fire protection including use and storage of hazardous materials.
- Safety measures around excavations.
- Safety around the use and storage of tools.
- Lifting equipment, mobile and tower cranes.
- Hoisting of construction materials including the transport, equipment and machinery used for this purpose.
- Health and hygiene of construction site workers including toilets; change rooms; showers; first aid; drinking water; and eating facilities.
- Demolition protocols; tunneling; and fall protection.

**SAFETY
FIRST**

Sisters are doing it for themselves

Story Contributors:
Cheera-Dee Robinson and Glynis Prince

In the July edition of *Sakh'isidima news* we covered the employment opportunities created in the basic education sector through the Basic Education Employment Initiative (BEEI). The BEEI is a spin-off from the Presidential Youth Employment Intervention (PYEI) aimed at providing employment opportunities for our country's youth.

The BEEI opportunities at Eastern Cape Schools are for Education Assistants (to assist with teaching and learning in classrooms), and General School Assistants (GSA's) (to help with Infrastructure Maintenance, offer Psychosocial Support / Counselling, and provide support in Sport and Enrichment programmes).

A total of 136 323 youth have been employed by the ECDoE in Phases 1-3, and a further 40 200 job opportunities will be created by February 2023 when the recruitment for Phase 4 is finalised.

Sakh'isidima news recently recently travelled to Buffalo City to interviewed female General Assistants (who are responsible for maintenance) to get an indication of the difference that this employment initiative has made in their lives.

This is what they had to say...



**Ms Noluthando
Tuswa
Inyathi Primary
School**

“My maintenance duties include cleaning; scrubbing toilets; taking out the garbage; cutting grass and; fixing and cleaning windows.”

Why do you think your job is important?

“My job is very important as we clean the school yard and sterilize the toilets, which keeps the little learners healthy and safe.”

What are your qualifications?

Electrical Artisan with a trade test from Transnet.

Has this program changed your life in anyway?

Yes, it has changed my life in a positive way. With the money I can feed my children and the experience I am gaining can be added to my CV.





**Ms Sinesipho
Lungana
Inyathi Primary
School**

“My job is important because we like a clean school yard and classrooms... even the teachers can see the difference.”

What are your duties and responsibilities at the school?

Cleaning classrooms, fixing and washing windows, keeping toilets clean and sanitized.

What are your qualifications?

Computer Literacy and home-based care.

Has this program changed your life in anyway?

Yes, because I am now able to maintain my standard of living and I don't need to rely on anyone else for food or clothing.



**Ms Sandiswa
Tokwe
Inyathi Primary
School**

“This program has improved my life - at home we are no longer struggling, I look after my sister's children, and they are no longer in need.”

What are your duties and responsibilities at the school?

Cleaning classrooms, scrubbing and sanitizing toilets, fixing and washing windows, grass cutting and taking out garbage.

What are your qualifications?

Matric with Computer Literacy.

Why do you think your job is important?

We are helping towards a healthier environment and ever since we came here things have changed. We get many compliments for our work, and this makes me happy.



**Ms Justine
Pon
Greenpoint High
School**

“It is important to have a clean environment, for healthy mindsets of learners. My job contributes to this.”

What are your duties and responsibilities at the school?

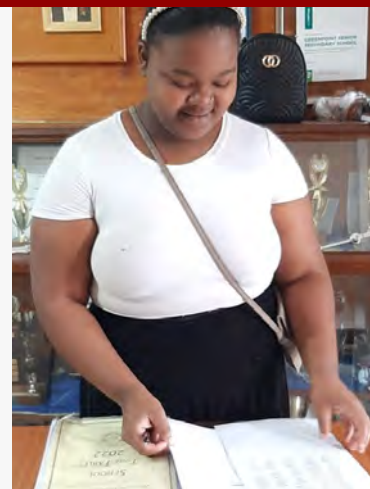
We clean classes, clean the admin block, and when we're not cleaning, we assist learners and parents.

What are your qualifications?

Matric.

Has this program changed your life in anyway?

Yes, because I have managed to get my own place, buy furniture and maintain my lifestyle.





**Ms Keezia
Amos
Aspiranza Primary
School**

“Part of my work includes fixing doors and tables; changing lightbulbs; and cleaning drains and windows.”

What are your duties and responsibilities at the school?

Gate duties, sweeping classrooms, cleaning toilets, making sure the fields are clean, fix doors, tables, change lightbulbs, clean drains and clean windows.

Why do you think your job is important?

We try our best to keep everything clean all the time, especially because we deal with small children at this school.

What are your qualifications?

Matric and an Adult Basic Education & Training (ABET) course.

Has this program changed your life in anyway?

Yes, it has because work is so scarce, it helps towards my family because one salary just isn't enough anymore.



**Ms Spokazi
Makawu
Aspiranza Primary
School**

“The duty of a GSA is important at this school because we are creating a clean environment for both learners and teachers.”

What are your duties and responsibilities at the school?

Cleaning toilets and drains; cleaning fields; sweeping classrooms; fixing doors, tables and changing lightbulbs; cleaning windows; and Gate duty.

What are your qualifications?

Matric, a short course in Computer Literacy, Counseling, ABET and Diploma in Farm Management.

Has this program changed your life in anyway?

Yes, it has a lot. I provide food for me and my family, it also helps with my studies. I am proud that this money doesn't only help me but my family too.





Infrastructure audit contributes to improved service delivery

Contributors: Lumko Nkuzo; Tinashe Mutema

The Eastern Cape Department of Education (ECDoE) is allocated approximately R1,6 billion per annum for its School Infrastructure Development Programme. This annual allocation is dependent on the achievement of targets and prudent spending of the budget within the relevant financial year.

Internal Audits are performed throughout the year by the ECDoE Internal Audit team. The audit, through its recommendations, performs a qualitative assessment of, amongst others, the strength and suitability of the Department's systems and structures (control environment) and makes recommendations where control deficiencies are noted. These recommendations are indispensable to the continuous improvement of the Department's systems and structures towards greater efficiency.

An external audit is conducted at the end of the financial year i.e., March, by auditors from the Office of the Auditor-General South Africa, the Supreme Audit Institution which derives its mandate from the Constitution of the Republic of South Africa. This audit extends to all items that are disclosed in the Department's Annual Financial Statements (AFS), ranging from Procurement and Contracts Management, Capital Commitments and Immovable Tangible Capital Assets which have a substantial material value on AFS.

Quite recently the Auditor General has included Performance Audits which includes Service Delivery matters. For this audit certain infrastructure projects are selected, and a full audit will be performed - from inception of the specific project to its current state at the time that the audit is performed. The physical verification of expenditure through these site visits, ensures that our communities are provided with quality school infrastructure in support of quality teaching and learning.

The primary purpose of the audit is to qualitatively assess the way the department disbursed public money towards the infrastructure program. It seeks to establish if the infrastructure budget has been expended within the framework of the Public Finance Management Act (PFMA) and serves as a deterrent for abuse of state resources.

The audit of the Infrastructure Programme is important because the Eastern Cape has historically been plagued by poor infrastructure. The provision of decent school infrastructure in this vastly rural province remains a problem primarily due to huge infrastructure backlogs and inadequate budgets.

The audit compels the department to deliver projects timeously by assessing the efficiency of the department's project management processes and providing recommendations for improvement. Timeous delivery of projects ensures that our learners get access to quality school infrastructure when they need it.

Upon completion of the audit, the auditors share all the findings with the PRM management team to afford them an opportunity to respond to these findings. In terms of the findings, the auditors will outline the root cause that has led to the finding, the impact of the finding on the audit outcome, the internal control deficiency identified, and make recommendations on how to improve controls around a specific area.

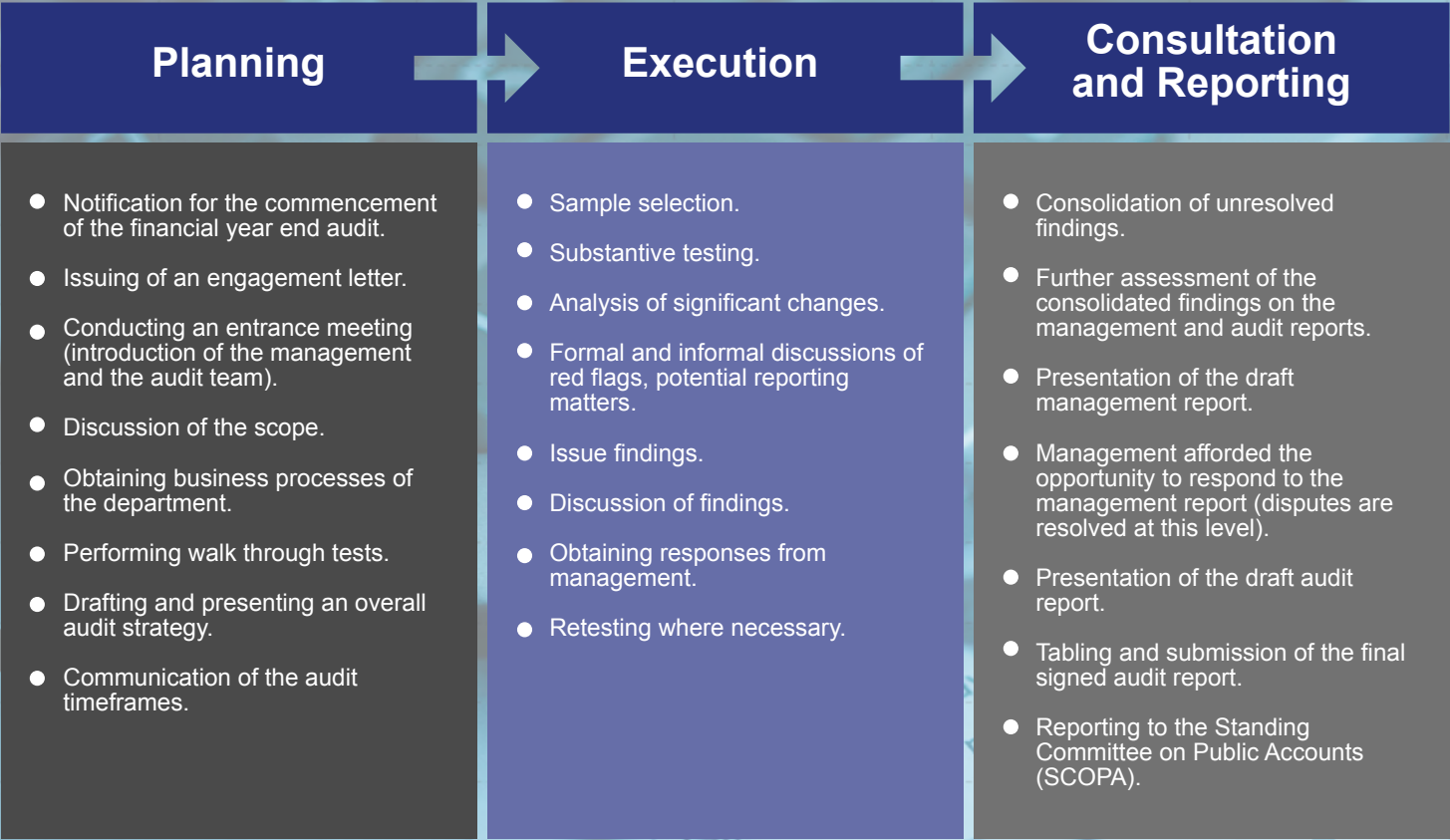
Did you know?

An audit outcome is the opinion expressed by the Auditor on the Financial statements of the entity audited. It indicates if the Financial Statements are a true reflection of the entity's financial performance and financial position.

Post the audit, management is provided with an opportunity to devise Action Plans to address the finding and report on the progress made to address the finding before the new audit cycle.

The audit is a huge deterrent to abuse of public financial resources. This ensures that the department does not lose money to fraud, theft, or any other illegal activity. When the department does not lose money, it means there is more left to advance the infrastructure programme and ultimately service delivery.

AUDIT OVERALL PROCESS



The following Audit categories can be distinguished:

Regulatory Audit:

To ensure compliance with regulations.

Performance Audit:

To ensure that the department is delivering on its goals.

Performance Information / Predetermined Objectives:

To ensure that a set of activities and outputs that are set at the beginning of the financial year are met in an effective and efficient manner.

Information Systems Audit:

Examines the management controls within an Information Technology infrastructure, e.g., General Controls and Network Security.

NewsBytes



Fencing programme IV gets underway



The Hon MEC Mr Fundile Gade, MPL, conducted a media briefing on various education related matters on 4 August 2022. Key amongst these was the current security fencing programme at Eastern Cape schools. Contractors appointed on the programme attended the event and the preferred fencing suppliers (Cochrane and Betafence) had an opportunity to exhibit their products.



Fencing project completed at Ithembelihle Comprehensive school



Completed 20 May 2022
Education District: NELSON MANDELA
Project Location: Kwafor
Local Municipality: Nelson Mandela Bay
Implementing Agent: Coega Development Corporation
GPS Coordinates: -33.90216667 South, 25.58451000 East
Project Value: R 1,786 million
Duration: 4 Months
Scope of Work: New Fencing



Storm damaged schools restored



Storms wreak havoc on school infrastructure every year. Since 2013, close to 1 250 schools have suffered extensive damage due to forces of nature. Infrastructure projects to repair damage to three schools were completed in the first quarter of the 2022-23 financial year.

Sakhikamva High School

Completed 12 July 2022

Education District: BUFFALO CITY

Project Location: Nompumelelo

Local Municipality: Buffalo City

Implementing Agent: Department of Education

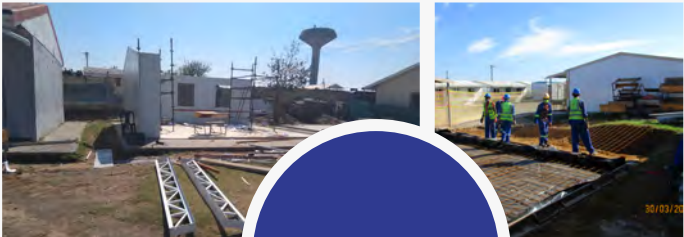
GPS Coordinates: -32.95169333 South, 27.92386833 East

Project Value: R 7,794 million

Duration: 23 Months

Strategic Priority: Emergencies / Disasters

Scope of Work: New Fencing and 9 New Classrooms New Classrooms / Emergency & Disaster Repairs



DURING



AFTER



Lugxogxo Junior Secondary School

Completed 26 April 2022

Education District: O R TAMBO INLAND

Project Location: Lugxogxo

Local Municipality: King Sabata Dalindyebo

Implementing Agent: Department of Public Works and Infrastructure

GPS Coordinates: -31.54447100 South, 28.53143800 East

Project Value: R 2,479 million

Duration: 5 Months

Scope of Work: New Classrooms / Emergency & Disaster Repairs



Jumba Senior Primary School

Completed 20 May 2022

Education District: CHRIS HANI EAST

Project Location: eMawusheni

Local Municipality: Intsika Yethu

Implementing Agent: Department of Public Works and Infrastructure

GPS Coordinates: -31.82099333 South, 27.77833500 East

Project Value: R 2,237 million

Duration: 9 Months

Scope of Work: New Classrooms / Emergency & Disaster Repairs





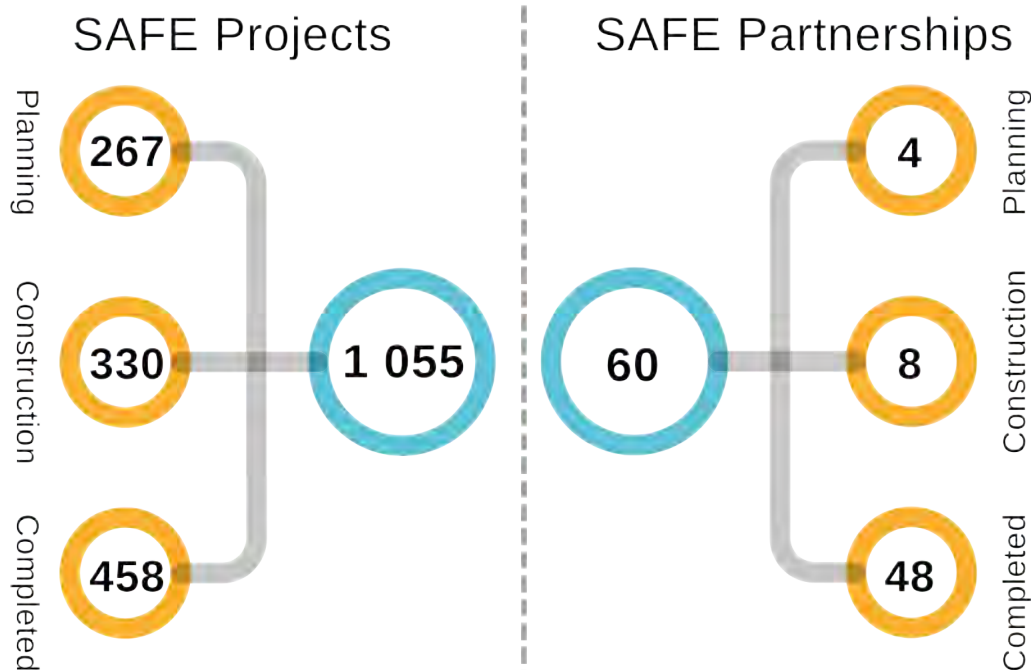
SAFE update

The Director-General of the Department of Basic Education, Mr H M Mveli, conducted SAFE post construction visits in the Eastern Cape in August to assess defects as per the 5-year defect liability.

The main areas of concern observed during the visits relate to:

- Defects on walkways and floors.
- Walkways below ground level.
- Walkways not linked to classroom blocks.
- Clearing up and compacting after demolition of old toilets.
- Vent pipes need better securing system – because its very windy in EC – need to relook at all vent pipes – loose pipes or whirly birds that may be missing.
- Retaining walls and poor stormwater control because of cost cutting measures.
- Manhole locks.
- Pits full of water due to water ingress.
- Leaking tanks and Hurricane clips.

This is what we've achieved on the SAFE programme in the Eastern Cape



SAFE Project Facts:

- 493 Projects managed by the National Education Collaboration Trust (NECT).
- 310 Projects completed by The Mvula Trust (TMT).
- Projects also implemented by Development Bank of SA (DBSA) (58); and Coega Development Corporation (CDC) (81).

SAFE Partnership Facts:

- 48 Projects completed, 29 of these funded by Assupol.
- 8 Projects in construction funded by Sibanye-Stillwater (7), and the Water Research Commission (WRC).
- Other funders include Unilever SA (6); South Korea Embassy (6); Northam Zondereinde (3); EnviroSan (2); and Harmony Gold (1).

Completed SAFE Projects



Mazeni JSS, OR Tambo Costal



Lingelethu SSS, Amathole West



Bashee JPS, Chris Hani East



Upper Gqaga JSS, Chris Hani East



Bangilizwe JSS, Chris Hani East

World Environmental Health Day - 26 Sep 2022

Themes...

- Heritage Month (South Africa)
- Tourism Month (South Africa)
- Public Service Month (South Africa)
- Heart Awareness Month (South Africa)
- Childhood Cancer Awareness Month (South Africa)
- National Month of Deaf People (South Africa)

What's Happening

- **8 Sep:** International Literacy Day
- **9 Sep:** World Foetal Alcohol Syndrome
- **10 Sep:** World Suicide Prevention Day
- **15 Sep:** International Day of Democracy
- **16 Sep:** International Day for the Preservation of the Ozone Layer
- **21 Sep:** International Day of Peace
- **21 Sep:** World Alzheimer's Day
- **24 Sep:** Heritage Day (South Africa)
- **28 Sep:** World Rabies Day
- **30 Sep:** International Translations Day

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Steve Tshwete
Education Complex
Zone 6, Zwelitsha
Private Bag X0032
Bhisho, 5605

Call centre
080 1212 570

www.eceducation.gov.za

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