

GENERAL NOTICES • ALGEMENE KENNISGEWINGS

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

NOTICE 2373 OF 2024

CONTINUING EDUCATION TRAINING ACT, 2006 (ACT 16 OF 2006)

CALL FOR PUBLIC COMMENTS ON THE DRAFT NATIONAL NORMS AND STANDARDS FOR INFRASTRUCTURE FUNDING OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

I, Bonginkosi Emmanuel Nzimande, Minister of Higher Education, Science and Innovation hereby invite public comments on the draft National Norms and Standards for Infrastructure Funding of Technical and Vocational Education and Training Colleges (NNSIF–TVET Colleges) in accordance with section 23 of the Continuing Education and Training (CET) Act, 2006 (Act No. 16 of 2006), as set out in the Schedule.

All interested persons and organisations are invited to comment on the Draft National Norms and Standards for Infrastructure Funding of Technical and Vocational Education and Training Colleges in writing and to direct their comments to:

The Director-General, Private Bag X74, Pretoria, 0001.

For attention, Mr. ZM Nonkwelo, Email: Nonkwelo.Z@dhet.gov.za; and Ms. Kgomotso Seroalo, Email: Seroalo.K@dhet.gov.za.

Kindly provide the name, address, telephone number, and email address of the person or organisation submitting the comments.

The comments must be submitted within 21 working days from the date of publication of this notice.



Dr BE Nzimande, MP

Minister of Higher Education, Science, and Innovation

Date: 14/12/2023



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DRAFT NATIONAL NORMS AND STANDARDS FOR INFRASTRUCTURE FUNDING OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

2023

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ACRONYMS USED

CET	CONTINUING EDUCATION AND TRAINING
CET ACT	CONTINUING EDUCATION AND TRAINING ACT (ACT NUMBER OF 2006)
CET COLLEGE	COMMUNITY EDUCATION AND TRAINING COLLEGE
CIEG	CAPITAL INFRASTRUCTURE AND EFFICIENCY GRANT
DHET	DEPARTMENT OF HIGHER EDUCATION AND TRAINING
ERPP	ECONOMIC RECOVERY AND RECONSTRUCTION PLAN
GIAMA	GOVERNMENT IMMOVABLE ASSET MANAGEMENT ACT (ACT NO 19 OF 2007)
HEI	HIGHER EDUCATION INSTITUTION
M&E	MONITORING AND EVALUATION
MTEF	MEDIUM-TERM EXPENDITURE FRAMEWORK
NC(V)	NATIONAL CERTIFICATE (VOCATIONAL)
NDP	NATIONAL DEVELOPMENT PLAN
NNSIF-TVET COLLEGES	NATIONAL NORMS AND STANDARDS FOR INFRASTRUCTURE FUNDING OF TVET COLLEGES
SDGs	SUSTAINABLE DEVELOPMENT GOALS
SHIP	STUDENT HOUSING INFRASTRUCTURE PROGRAMME
TVET	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
UPS	UNINTERRUPTED POWER SUPPLY
PFI	PRIVATE FINANCE INVESTMENT
PPP	PUBLIC-PRIVATE PARTNERSHIPS
PFMA	PUBLIC FINANCE MANAGEMENT ACT NO 1 OF 1999

A. INTRODUCTION

Background

1. The fifty Technical Vocational Education and Training (TVET) Colleges became the national competency of the Department of Higher Education and Training (the Department) in 2015, as a result of the functional shift. TVET Colleges consist of various campuses, and the state of infrastructure differs depending on how the campus has been maintained. The TVET College sector has never received funding to expand and upgrade physical infrastructure maintenance and repairs to address backlogs inherited from past until April 2018. The funding of TVET Colleges' infrastructure has been part of the National Norms and Standards for Funding TVET Colleges (NNSF -TVET Colleges). The infrastructure funding model is meant to develop the National Norms and Standards for Infrastructure Funding (NNSIF) of TVET Colleges.
2. Minimum Norms and Standards define the essential infrastructure funding for provision and maintenance of TVET Colleges to meet the standard to appropriately become conducive learning institution (DHET, 2018). This is of great significance to South African students, regardless of race, gender, or class. They will be able to learn in environments with adequate infrastructure. Access to the TVET system will accelerate when the issues of spatial inequalities, expanded provisioning, and financial constraints are addressed.

The purpose of the policy

3. The National Norms and Standards for Infrastructure Funding (NNSIF) is guided infrastructure provisioning norms and standards in public Technical Vocational Education and Training (TVET) colleges developed by the Department of Higher Education and Training (DHET). This funding is directed to immovable infrastructure assets, furniture and equipment to operationalise new buildings, Information Communication Training (ICT) upgrades as well as intangible assets such as installations for WIFI connectivity. Furthermore, the policy seeks to provide guidelines and uniformity by DHET to allocate infrastructure funds allocated by the National Treasury to TVET Colleges.

4. This policy is established subject to the requirement of the following legislation:
 - a. *Section 22 (3) of the Continuing Education and Training Act (CET) Act, 2006 (Act 16 of 2006)* requires the Minister of Higher Education, Science, and Innovation to determine further appropriate measures for the redress of past inequalities.
 - b. *Section 23 of the CET Act, 2006 (Act 16 of 2006)* requires that the Minister of Higher Education, Science, and Innovation, after consultation with the Minister of Finance, determine the norms and standards for funding public education and training colleges.

5. This policy is supported by the National Norms and Standards for Funding (NNSF)-TVET Colleges as follows:
 - 5.1 *Paragraph 61 of the NNSF-TVET Colleges* states that Earmarked Capital funding covers two types of capital expenditure of grants:
 - 1) *Capital expenditure to expand the infrastructure of existing campuses or to construct new campuses; and*
 - 2) *Capital expenditure required to address capital infrastructure backlogs inherited from spending in the past.*
 - 5.2 *Paragraph 62 of the NNSF-TVET Colleges* states DHET must develop special conditions on the expenditure of grants; and
 - 5.3 *Section 61 of the NNSF-TVET Colleges* proposes that DHET must ensure transparent and fair procedures to allocate earmarked capital funding to colleges. However, it is not required that all colleges be funded equitably concerning this stream every financial year. Targeting colleges for years is thus permissible. However, in the medium to long term, the distribution of earmarked capital funding across colleges must be equitably pro-poor.

6. This policy intends to respond to the National Development Plan of 2030, which aims to reduce the technical skill shortages in South Africa by expanding the TVET colleges by providing adequate and well-maintained infrastructure, thereby increasing student enrolment. This advances the South African Government's goals to create employment opportunities; develop skills; grow the economy; reduce inequality, and increase access to education as a fundamental human right as enshrined in the Constitution of the Republic of South Africa (1996). The premise for the development of the infrastructure funding

norms for public TVET Colleges derives from both internal and external policy and legislative imperatives, namely:

- 6.1 The Constitution of the Republic of South Africa (Act 108 of 1996);
 - 6.2 Continuing Education and Training Act No.16 of 2006 (CET Act 16 of 2006);
 - 6.3 National Norms and Standards for Funding TVET Colleges (NNSF-TVET Colleges).
 - 6.4 The Department of Higher Education and Training (DHET) Monitoring and Evaluation (M&E) Framework.
 - 6.5 National Development Plan (NDP) 2030;
 - 6.6 Public Finance Management Act (Act 1 of 1999); and
 - 6.7 Government Immovable Asset Management (GIAMA) Act.
7. The position of the South African Government is on transforming its approach to the planning and implementation of capital projects and clearly articulates funding for TVET Colleges' infrastructure. This policy is an essential document as its development occurs when funding infrastructure in the education sector, mainly the TVET sector, is an ongoing debate and should ensure needs based allocation of infrastructure funds to TVET Colleges.
8. Infrastructure expansion and maintenance of the existing immovable assets should make TVET Colleges accessible to communities. Constructing new buildings and surveying all public spaces for learning which includes closed schools will increase the learning space in TVET colleges. The Department should prioritise improving less-resourced infrastructure in rural community areas.

Redress, equity, and quality

9. The Minister of Higher Education, Science and Innovation regards redress and equity in public TVET College infrastructure as critical to improving the quality of further education and training. The Preamble of the CET Act 16 of 2006 states that:
- "...redress past discrimination and ensure representivity and equal access. Ensure access to basic adult education, further education and training, and the workplace through continuing education and training by persons who have been marginalised in the past, such as women, the disabled, and the disadvantaged".*

10. To systematically achieve the objectives outlined in the CET Act (Act No16 of 2006), DHET requires additional budgeting and funding for public TVET Colleges.
11. These infrastructure funding norms and standards require that public TVET Colleges honour the duties of the state to address the right to education through reasonable measures to South African citizens by the provision of resources progressively. Education-related needs are mostly greater than the available resources. Therefore, the spending on public TVET Colleges infrastructure must target the needs of the poor and previously disadvantaged to redress the past imbalances, improve equity and ensure quality education.

The rationale behind the development of this funding policy

12. The South African TVET Colleges are given a task through its National Development Plan to have 1.25 million students enrolled in TVET colleges by 2030, a significant increase from 540 000 students enrolled in 2022. This will become a significant driver in addressing inequality, unemployment, and poverty. To achieve the development goals and objectives of the South African government, the Department of Higher Education and Training should expand TVET infrastructure to increase access to TVET Colleges.
13. All public TVET Colleges require adequate provisions with the required quality standards applicable for infrastructure linked to the different programmes offered, avoiding infringing the individual right to education. In funding a public TVET College, Section 23 of the Continuing Education and Training (CET) Act, 2006 (Act 16 of 2006) propose that the Ministry of Higher Education, Science and Innovation should determine the minimum norms and standards for the funding of public colleges.

B. SCOPE AND APPLICATION

14. These Norms and Standards for Infrastructure Funding apply to all public TVET Colleges.

People's right to education

15. The Constitution of the Republic of South Africa, 1996, (No. 108 of 1996) establishes the right to education in these terms:

"Everyone has the right to:

- (a) Basic education, including adult basic education, and
- (b) Further education, which the state, through reasonable measures must progressively make available and accessible".

16. The TVET Colleges infrastructure funding norms and standards serves as a departmental vehicle supporting the Constitutional right to education. This policy focuses on college expansion; repairs and maintenance; as well as ICT improvement that will support online education . It is designed to deal with the challenges of unequal access to TVET Colleges and inequality concerning the quality of the education these colleges provide due to lack of required facilities.

Challenges experienced in the South African Technical Vocational Education and Training sector

17. DHET shall use this infrastructure funding policy to address the challenges faced by TVET Colleges as follows:

17.1 The current inadequate and poor infrastructure, i.e., dilapidated buildings, inadequate ablution facilities, bulk services, and improved access for people with disabilities. There should be an optimal utilisation of Infrastructure facilities in TVET Colleges.

18. Problems associated with inadequate infrastructure funding in TVET Colleges pose a severe threat to the quality of education and training offered by colleges. If infrastructure funding is not addressed correctly, this may contribute to poor performance by TVET Colleges.

C. THE ROLE OF PUBLIC TVET COLLEGE

19. Public TVET Colleges focus on vocational and occupational education and training to prepare students to become productive workers in skilled trades and other intermediate occupations. Public TVET colleges are funded from State funds administered by DHET.

D. FRAMEWORK FOR THE PUBLIC INFRASTRUCTURE FUNDING OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Positioning public infrastructure funding for technical and vocational education and Training at TVET Colleges

20. Government infrastructure budgets have been under strenuous pressure over the past several years due to lower economic growth, lower tax revenue, and a shift in spending priorities, such as a reduction in higher education funding. Revenue shortfalls and rising spending pressure threaten the government's ability to invest in new infrastructure.
21. The education delivery to students requires collaboration between the public and the private sector (i.e. public-private partnership-PPP) infrastructure provision. This is done as follows:
 - 21.1 The private sector performs the function provided by the public sector and utilises state property according to the partnership agreement. The project risks, such as technical, operational, and financial, are transferred to the private sector. The public sector pays for the complete services, including infrastructure repairs and maintenance and the construction of new buildings; and
 - 21.2 This policy encourages a public-private partnership to improve public infrastructure provision in priority areas with the potential to attract private-sector funding and contribute to economic development. This promotes widespread and appropriate technical and vocational education and training for the historically disadvantaged and vulnerable population who could not privately access this type of education.
22. Some unused public infrastructure resources, such as previous public teacher training colleges, should be considered for use and transfer ownership to the TVET Colleges. An audit must be conducted on the sustainability and cost-effectiveness of the TVET Colleges taking over these teacher training colleges. This will give the government a clear picture of the budget required to fund infrastructure in TVET colleges.

E. MECHANISM OF INFRASTRUCTURE FUNDING ALLOCATION

23. To strive towards equitable infrastructure funding of public TVET colleges, each college must:
 - i. Provide credible infrastructure needs for appropriate planning and budgeting by the Department on the yearly basis.
 - ii. Implement necessary data-based systems to guide planning for infrastructure provisioning and budget funding allocations.
 - iii. Provide evidence to DHET on the progress update on infrastructure spending from the funds transferred to the TVET College
24. The measures contained in this policy apply to the maintenance and repairs activities of existing TVET college infrastructure and the construction of new buildings such as new classrooms, libraries, laboratories, workshops, and hubs as well as improvement in ICT infrastructure for more connectivity and digitisation of TVET College activities. Implementing the infrastructure funding norms and standards is subject to the availability of resources and the cooperation of other government agencies and entities responsible for infrastructure funding.
25. The TVET Colleges must annually provide the Department with three (3) year rolling infrastructure funding requirements and/or Maintenance Plans. The medium-term plans should be submitted to the Department by **30 September** each year, and the reporting format may be determined by DHET.
26. The funding mechanism for TVET Colleges' infrastructure will be based on 60% of funding reserved for new infrastructure (such as new buildings with fencing, ICT); 30% of funding is reserved for repairs and maintenance for all TVET Colleges; and 10% of funding is reserved as discretionary funding by DHET which will be applied for emergency projects. The projects may either be identified by the Department or recommended by the TVET Colleges Councils and Regional Managers for endorsement by Director General.
27. It is required that TVET Colleges submit funding applications through three-year costed rolling maintenance plans for all infrastructure needs to the DHET. DHET will assess fully

costed funding applications in terms of priority and criticality. Application will be based on the requirements below to be allocated funding:

27.1 Criticality is considered as the following:

- i. Extremely urgent where there is life-threatening to serious injury, or service delivery has failed, and the consequential damage negatively impacts the college cash flow.
- ii. Moderately urgent may cause minor injuries and compromise service delivery, and the direct cost is high with less consequential costs.
- iii. Low critical is where there is no threat to human life. The direct costs are marginal and low consequential costs.

27.2 Priority is considered as the following:

- I. High priority where the condition of the component is unfit for use, and it is an immediate high risk to health and safety or property.
- II. Medium priority in which the component's availability is limited, and unavailability affects service delivery and performance of other components.
- III. Low priority where the component has minor defects and a minor inconvenience to operations. The probability of risk to health and safety or property is low, and its unavailability is not influencing service levels

28. DHET will consider from time to time to appoint Infrastructures auditors to provide audit reports on the state and infrastructure conditions as well as required needs by the TVET Colleges

29. Other aspects that should be considered for funding applications are as follows:

- 29.1 Property evaluation conducted by the Independent Evaluator. The DHET may consider appointing Independent Evaluator for all TVET Colleges, subject to availability of funds;
- 29.2 Student enrolment plans for the following year by TVET Colleges to determine the budget allocation of the financial year under review; and
- 29.3 The property's occupancy rate or any other method that may be deemed appropriate for DHET to allocate funds to TVET Colleges. DHET must be satisfied with the optimal utilisation of the buildings. This requires the college to provide detailed utilisation of the building to the DHET. The occupancy rate will indicate where there is a need or no need for additional buildings.

30. The funding for new infrastructure includes furniture, fittings, and equipment required to render the infrastructure functional. TVET Colleges must submit formal application letters to the Department for new infrastructure stating amongst others:
 - 30.1 The type of infrastructure required;
 - 30.2 The estimated cost; and
 - 30.3 Motivation which should indicate how urgent is request.
31. The spending of the funds is subject to the conditions that DHET will develop and communicate to the TVET Colleges through various forms that include Circulars and DHET Communique.

F. AREAS OF FUNDING AT PUBLIC TVET COLLEGES

32. New building:

The new building should include furniture and equipment to be ready for operationalisation.

33. The infrastructure facilities

- 33.1 Teaching, learning, and training center: A campus should operate as a learning centre with the primary objective of teaching, learning, and training. A learning centre houses the following facilities: faculty rooms, offices, staff entertainment, reconciliation area, administration, administration offices, equipment for training delivery, classrooms, lecture theatres, workshops, simulation areas, media, and ICT connectivity to deliver the necessary teaching and learning content.
- 33.2 The living center: the construction of such a college considers that students and faculty spend most of their day.
- 33.3 Fitness centres as part of a sports complex.
- 33.4 Entertainment centre: Aspects such as surfing the net, attending a concert or sports event, and joining a club or fraternity.

Components of TVET College infrastructure

34. Components of TVET College infrastructure are as follows:
 - 34.1 College central offices (separate or part of a lecturing and learning site).
 - 34.2 The sites where teaching and learning are taking place.

- 34.3 The sites for student support services for teaching and learning.
- 34.4 Student accommodation.
- 34.5 Sporting and recreational facilities.
- 34.6 Any site that the college has ownership or right of access and on which it intends to operate in any manner (this is for greenfield sites that colleges want to start developing), and brownfield that can be improved for reuse.

Source of funding

- 35. The funding sources diversification includes the following:
 - 35.1 Voted funds (Earmarked Capital Funding). The funding comes with conditions set by DHET to prevent mismanagement of the funds.
 - 35.2 External sources like private donors.
 - 35.3 Public-Private Partnership.
 - 35.4 Budget Facility Infrastructure (BFI).
 - 35.5 National Skills Fund (NSF).

Basic services

36. Water supply

It is essential for TVET Colleges to have access to suitable and sufficient water supply and storage facilities. These include one or more of the following:

- 36.1 A municipal water reticulation network;
- 36.2 Own borehole(s) with storage tank(s) and reticulation system;
- 36.3 Own reservoir or storage tank(s) to store municipal water for use during water supply disruptions. The reservoir or storage tanks need to water distribution to the campus ensuring that stored water flows during water disruptions. Stored water must not become stagnant.
- 36.4 Rainwater harvesting for flushing of toilets and irrigation;
- 36.5 Greywater water harvesting system (only for irrigation purposes); and
- 36.6 This policy covers every college site, including all college outbuildings, with appropriate fencing to a minimum height of at least 1.8 meters and a CAT 3 Security classification.

37. Sanitation

All TVET Colleges must have sufficient ablution facilities that are easily accessible to all students. This includes students and staff with disabilities, providing privacy and security,

promoting health and hygiene standards, and complying with all relevant laws while keeping them in good order. Sanitation facilities could include one or more of the following:

- 37.1 Waterborne sanitation;
- 37.2 Small-bore sewer reticulation;
- 37.3 Septic or conservancy tank systems;
- 37.4 Greywater recycling systems;
- 37.5 Urine-diverting toilets (known as dry toilets);
- 37.6 Composting toilet (NO Pit Latrines are permitted)

38. Stormwater

The TVET College campus requires an appropriate stormwater system to ensure the entire campus's drainage. This could include one or more of the following:

- 38.1 Municipal drainage system; and
- 38.2 On-site attenuation includes swales, filter strips, infiltration trenches, attenuation ponds, green roofs, rainwater harvesting, and permeable pavements.

39. Gutters and downpipes

The buildings must have suitable galvanised gutters and downpipes around buildings, to drain and remove stormwater that complies with relevant standards or building regulations and holding aprons.

40. College safety and security

This policy covers every college site, including all college outbuildings and other security matters as outlined in the *2021/22 minimum physical security standards for DHET*, including TVET Colleges.

41. Bulk service

Facilities such as electrical reticulation, backup generators, Uninterrupted Power Supply (UPS) systems, solar systems, water supply, and others in Hydrogen Economy.

G. TYPES OF INFRASTRUCTURE FUNDED IN TVET COLLEGES

42. The TVET Colleges' infrastructure funding norms and standards consider the following:

42.1 New building construction: The TVET infrastructure funding caters to teaching qualifications with simulation classrooms and non-teaching buildings such as Student Support Services and a cafeteria. DHET will apply the approved geographic classification and make provisions to consider the difference between rural and urban buildings. This funding will constitute 60% of the allocated funds by National Treasury.

42.2 Repairs and maintenance: Repairs and maintenance are done on an ongoing basis, as and when, and the needs analysis should inform a college maintenance requirement for maintenance. This funding will constitute 20% of the allocated funds by National Treasury.

42.3 There will further be budget allocation to Discretionary funding for unplanned emerging urgent projects which will constitute 20% of the Budget Allocation by NT.

43. The infrastructure funding norms and standards provide for TVET Colleges' universal access, which complies with the requirements related to the nature of the specialised support programmes offered at the college and the support level required.

- The National Plan for Higher Education in South Africa (2001) states that:
"The Ministry recognises that it may not be possible for every institution to provide the full array of infrastructure needed to service the specific educational needs of disabled students. This provides an ideal opportunity for the Department to develop a strategy to ensure that disabled students are catered to. However, at a minimum, all institutions should have the basic infrastructure to allow unrestricted access to the campus for disabled students and community members".

44. *Other infrastructure works:* DHET will utilise the funding made available from various sources that include NT to upgrade and refurbish the existing infrastructure. Infrastructure works include but are not limited to land and buildings acquired or donated by other departments that are the custodians of immovable assets. Such infrastructure may consist of roads and fencing, which come as a standard provision for new campuses, and the ablution facilities that meet the regulations set out by the National Building Regulations.

45. The policy makes provision for both rural and urban environments. The funding framework should respond to the needs of the historically disadvantaged TVET Colleges and rural colleges with small campuses far from the central office. Twenty percent of the allocated budget will be earmarked for these institutions.

H. RESEARCH, PLANNING, MONITORING, AND EVALUATION

46. DHET is responsible for monitoring and evaluating the implementation of the funding norms annually or at other specified intervals, as stated in Section 41G of the Continuing Education and Training (CET) Act, 2006 (Act No.16 of 2006). The Minister emphasises the importance of DHET in monitoring and evaluating to ensure compliance with the Constitution of South Africa.
47. DHET must verify compliance to allocated funds with the national norms or implement acceptable alternatives. DHET may assist a TVET College if it finds it challenging to comply with the given norms and standards due to a lack of expertise and other reasons. In that case, DHET must be informed without undue delay to remedy the problem.
48. *The monitoring and Evaluation (M&E) Framework for DHET states that “the impetus of Monitoring and Evaluation (M&E) is driven mainly by the demand for greater accountability of publicly funded organisations and institutions. Governments are increasingly called upon to be more transparent and accountable to the public, to demonstrate results emanating from their policies and actions, and demonstrate value for money”.*
49. Section 26(3) of the CET Act 16 of 2006 emphasises that the Minister may withhold the funds if the management staff or college council fails to comply with the provision or conditions timeously.
50. The focus of monitoring funds is on two aspects:
 - 50.1 *Result-oriented monitoring based on TVET College's progress in implementing the project following the grant conditions.*
 - 50.2 *Financial utilisation following agreed utilisation standards.*

- 50.3 *Financial monitoring that assesses financial compliance by TVET Colleges and*
51. DHET requires reporting of the project implementation to the Department through a reporting template that will be provided to TVET Colleges with timelines. The reporting will be made at the following intervals:
- 51.1 During *the planning phase*, the projects in the approved Maintenance Plans must apply potential corrective measures and determine if there is a risk involved that will be during project implementation.
- 51.2 The implementation phase ensures that the projects in the approved Maintenance Plans are implemented as planned.
- 51.3 During the close-out phase, DHET's responsibility is to ensure that the project's completion is according to the work scope and the value allocated for money.
52. It is essential to allocate funds for research, monitoring, and systems development to ensure the infrastructure funding system's success. The TVET Colleges must convince the Department that all measures are being taken into account during the application for new infrastructure funding. This will include the following:
- 52.1 TVET colleges must develop monitoring systems to improve data relevance and reliability for the TVET sector.
- 52.2 The development of information systems that include financial accounting
53. The implementation date will be determined by the Minister of Higher Education, Science, and Innovation.

I. CONCLUSION

54. The infrastructure funding norms are to provide a framework to allow uniformity in spending and accountability, and reporting by TVET Colleges. TVET Colleges' responsibility is to ensure the implementation progresses and make any corrective measures contributing to improving efficiency.