Document 1

Appendix A: Software System User Requirements

Asbestos Software Requirements		
Function	Description	Feature
Survey Inspection	**On Site Data Capture and Reporting.** A system that captures on site data in accordance with HSE guidance and MoE standards and procedures. This data is then used to produce a PDF report which is compliant with current regulatory requirements. Quality Check and Approval	• Ability to inspect building by building, room by room • Material location and material • Material assessments and priority assessments • Multiple image features • Enter material descriptions and locations • Include recording of non-asbestos items • Add additional site notes, make comments • Provide automated recommendations based of a material and priority assessment algorithm • Asbestos Management, refurbishment and demolition surveys. • Multi scope surveys such as Asbestos Management Surveys with Localised Refurbishment • Reinspection Surveys • Report production in Word, PDF and Excel. • A quality check function that allows for a peer review of reports before submission.
AMP	An AMP is a live document that sets out the asbestos present within a school. This document is a statutory requirement for any property built prior to the year 2000.	• Held on a central system and is easily accessible. • Live document that is updated when any changes have been made
Clearance Reports and Air Monitoring	These features are specific to the consultancy engaged to carry out the work. MoE might want to consider making these part of the standardised template approach.	
Back End Management	**MoE Portfolio Management** A centrally managed system which allows the MoE to prescribe a set of standards and controls. This will assist in providing a standardised approach across the data recorded.	• Complete portfolio oversite. • Ability to assign individual schools to key members of staff. • Nationwide risk assessment reports • Regional risk assessment reports • Central location to store all asbestos projects at a site specific basis. • Cost management – project specific.

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	Data Control
	A centrally managed system which allows the MoE to prescribe a set of standards and controls. This will assist in providing a standardised approach across the data.
		- Can create a master project system – One unique job reference which all jobs associated with the school feeds in to.
		- Ability to upload multiple documents on a site by site basis through the cycle of a project. For Example:
		  - Asbestos Management Survey
		  - Asbestos Refurbishment Survey
		  - Asbestos Removal Scope of Work
		  - Pricing Document
		  - ARCP
		  - Daily Air Monitoring
		  - Clearance Certificate.
		- Customise the output of 3rd party (members on a panel) information. Such as:
		  - Building references / room numbering
		  - Scoring parameters
		  - Material codes
		  - Material descriptions
		  - Recommended actions
		  - Unique sample identifiers

	Data Migration It is important that the system is able to utilise past data and allow for data control outside of the software. The ability to transfer data from previous reports, and other software in a streamline method reduces the addition of administrative labour.	• **Past: Pre-existing asbestos data held by the MoE, Schools and 3rd party consultants.** Having a system that can take historical data and import into a prescribed format by the MoE that could then automate this information in to the standardised risk assessment would be very advantageous. Ideally would be a system requiring minimal administrative labour. • **Future:** The ability to migrate all data records held by the MoE in the event of a system change. • Capability to synchronise with other service provider information.

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	Data Prompts and Notifications Given the MoE is the second largest property portfolio in NZ, the management of all the asbestos items will be a sizeable task. Making sure all past, present and future data is assigned a timeline in order to stay compliant is vital and a system that is able to process the data and provide automatic notifications would be a huge benefit.	• Notification system to alert when: • - schools are due reinspection • - items are due reinspection • - material conditions have been registered as changed • Notifications can be sent directly to key staff member (property advisors, asset managers)
	Diary Management Ability to track and monitor asbestos works through a diary system has the benefit of ensuring asbestos compliance is met when cross referenced against other projects.	• Better transparency of WIP • Help assist with planning of work
	Management Controls Systems that can be implemented to ensure site asbestos requirements are met and prevent unnecessary disturbance of asbestos.	• QR or Label control system. – Implementing QR and digital labelling helps to track and prevent unnecessary asbestos disturbance. • Data Access Tracking – Monitoring and records when data has been accessed at a school – Contractors logging in and acknowledging they have read all relevant asbestos documentation for that school. • Contractor Management – An alert system to highlight if a contractor performing asbestos duties on site are approved • Record Keeping – Documentation of all the panel members training, licences, competencies, and procedures.
	Customisation Having a system that can be customised to the needs of the MoE.	• Ability to create standardised documents. • Custom fillable forms feature.
Ease of Use	A system that is easy to use and navigate through from a back end management perspective and consultant perspective. Current off the shelf software has a varying degree of usability.	

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Integrated Laboratory Communication	Having a capability to sync with laboratory systems is not a necessity but has several benefits.	• Real time asbestos sample information. • CoC Tracking – Chain of Custody • Faster data analysis information.
Customer Service	Having access to an actual person within the company to answer general / technical questions and to act promptly in the event of a system error. Ideally an NZ or AUS based provider.	• Ability to speak with someone to answer system questions • Ability to notify someone within the company of a system error • Ability to react and fix issues preferably within the same time zones.
Market Presence	Identifying a system that has a pre-existing presence within the asbestos software industry.	Familiarity of software by panel members engaged to carry out the work. This assists with: - Speed of work being completed. - Less system issues and queries. - Reduces the likelihood of mistakes which then delay the submission of information. - Systems already in place. - Minimal development requirements. - Improved systems integration.
Cost	Prices for asbestos software come in several different pricing models. Most of which will have an initial set up cost. Additional cost can then come by means of: Price per report basis. Price per user basis. Annual Management Cost Further Development Costs	

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Document 2

9(2)(ba)(i) - Fire Alarm Install

Event	Subcontractors failed to show an understanding of the requirement to acknowledge any known ACM as part of their work. They proceeded to install a fire alarm system and penetrated through Asbestos Insulating Board (Friable Asbestos) to run electrical wiring.
Result	• Significant asbestos exposure to contractors. • Contamination to the electrical cupboard and adjacent corridor. – Tests proved that contamination was present. • Other likely areas contaminated – Ceiling cavity, wall cavity causing a risk when entering this space.
Risk Profile	High Risk
Impact	**Operational** School electrical cupboard and adjacent area is isolated preventing any access to the location. Should there be a requirement to reset the trip switch this would not be possible. Access through adjacent areas prohibited. **Community** (In an event it became public knowledge) Loss of trust in the school / MoE to provide a safe learning environment. (for contaminated adjacent areas) Poor media image. **Financial** Remediation work to resolve and make safe could be estimated to be $12,000 - $15,000
Preventative Action	• Mandated Asbestos Awareness Training for all contractors working on an MoE site. • Implemented labelling process for all ACM present. • Contractor sign in process that can track the acknowledgement of ACM Register.

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9(2)(ba)(i) – Block Refurbishment

Image shows highly contaminated crawl space. Thermal insulation on the floor.

Image shows highly contaminated crawl space. Thermal insulation remaining on the pipes.

Image shows highly contaminated crawl space. Thermal insulation on the floor. In this condition the likelihood that the sub-contractors would have needed to crawl through this is probable.

Event	Project Manager / MoE staff failed to recognise the legal requirement to obtain an asbestos Refurbishment Survey prior to starting any work. There was not existing asbestos Management Survey for the site. Asbestos was suspected to be in the floor, further investigation identified extensive amounts of thermal insulation pipe lagging within the subfloor. Several sub contractors had been entering the floor void on multiple occasions crawling through the debris with no significant PPE/RPE.
Result	• Significant daily asbestos exposure to contractors previously working in the sub floor. • The potential of the sub-contractors taking contamination home to family. • Work was stopped for 2 weeks causing a delay to the project schedule. • Floor void completely isolated and no longer able to be accessed as part of the work. • Floor void completely isolated and no longer able to be accessed as part of any emergency works.
Risk Profile	Very High Risk
Impact	**Operational** Sub Floor is completely isolated impacting the installation of the floor insulation. Delay to the schedule for the Block to be operational for the school affecting the staff and children's learning. Ongoing management of the isolated area, and the material. **Financial** Remediation work to resolve and make safe could be estimated to be $80,000 - $150,000. Ongoing cost of contractor stand down for the 2 week period.
Preventative Action	• Mandated Asbestos Awareness Training for all contractors working on an MoE site. • Having an Asbestos Management Survey and AMP already in place identifying the ACM. • A better understanding of legislative requirements. • Having a Refurbishment Survey specific to scope organised prior to any work starting at the school.

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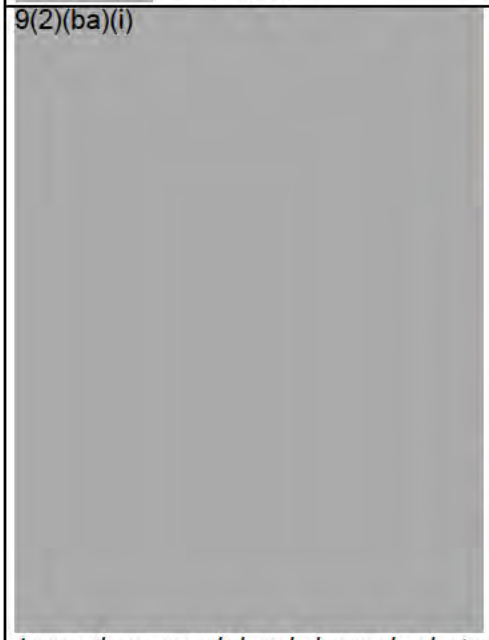
9(2)(ba)(i) – Changing Rooms		
9(2)(ba)(i)  *Image shows unsealed and damaged asbestos cement panels. Panels have been painted on by the children of the school.*	Event	Damaged asbestos cement sheeting identified during an Asbestos Management Survey. The panels were found to be in poor condition in parts, more alarmingly was that it appears the school children were allowed to paint and draw directly on to the asbestos panels.
	Result	• Potential asbestos exposure to school children during the painting of the ACM. • Likelihood of the surfaces to contain asbestos containing dust. • Potential ongoing exposure to school children due to the material being in a damaged condition. • Room no longer able to be accessed.
	Risk Profile	High Risk
	Impact	**Operational** School has lost the use of a space. Ongoing management of material while the room has been isolated. **Community** (In an event it became public knowledge) Loss of trust in the school / MoE to provide a safe learning environment. Poor media image. **Financial** Approx - $10,000 - $18,000 in remediation costs - Removal of cement sheeting or encapsulation and the independent assessment fee. Cost does not include the price to either reclad or rebuild.
	Preventative Action	• Having an Asbestos Management Survey and AMP already in place identifying the ACM.

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9(2)(ba)(i) – ACM Removal - Clearance

Image shows ACM still present after the clearance certificate has been issued..

An example of the ACM identifed.

Event	Asbestos removal of wall cladding removed as part of the demolition scope. The material had been appropriately identified during a survey which informed the removal contractor of the work required. **Day 1** - A site visit was carried out by MoE staff and were made aware that the area had been passed as clear from any remaining asbestos as part 4 Stage Clearance process. The MoE Asbestos Compliance Advisor identified several pieces of remaining asbestos debris around the perimeter and underneath the building and brought in to question the standard of the 4 Stage Clearance process. This should not have passed as safe for reoccupation. Immediate isolation and further remediation was organised with a second visual assessment by an independent assessor arranged for later that day. **Day 2** - A clearance certificate was reissued stating it has passed for a second time. The document appeared to only include 2 images of the same small areas deemed as the removal zone. This was questioned and no further images were able to be provided. A second impromptu visit further identified the presence of asbestos debris to the surrounding ground, the building had since been demolished within the previous 24 hour period. Obstructing the ability to identify further. **Day 3** - Third visual inspection was carried out.
Result	• 2 day delay in project schedule. • Professional capability of licenced assessor / consultancy now in question. • Potential for contaminated material waste to be incorrectly disposed of. • Display of poor removal practices.
Risk Profile	High Risk
Impact	**Operational** Sub Floor is completely isolated impacting the installation of the floor insulation. Delay to the schedule for the **Financial** Approx - $2,000 - $3,000 in multiple fees of independent assessor visits. These costs are likely to be hidden within the invoice of the site PM. Cost of 2 day delay.
Preventative Action	• Site auditing process. • Approved panel of service providers which have met the requirement of demonstrating competency and ongoing development.

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9(2)(ba)(i) – Incorrect Identification / Information		
9(2)(ba)(i) *Image shows AIB fire surround with stored items leaning against material art work fixed directly in to the AIB and children's seating -Taken from the survey report.* 9(2)(ba)(i) *Image shows AIB fire surround unsealed and easily accessible.*	Event	An Asbestos Management Survey was carried as part of the NIK program. The survey identified the presence of an Asbestos Insulation Board (AIB) fire surround. As part of the risk assessment the material was described as in fair condition and sealed. The actual material assessment would deem this material to have medium damage and is completely unsealed. There were also multiple discrepancies about the material description throughout the report.
	Result	• Material incorrectly assessed deeming it to be in a safer condition that it actually is. • Significant daily asbestos exposure to children and teachers if disturbed. Disturbance would have occurred when fixing drawing pins and art work to the board. In • Room required immediate isolation and safety barrier construction. • Further testing identified the presence of AIB debris present below the fire place.
	Risk Profile	High Risk
	Impact	**Operational** Classroom shut down for several days while further investigations were carried out. Due to the constructed safety barrier, access to the fire place no longer possible if this is used as a source of heat. Future disruptions to the classroom when remediating the material. **Community** (In an event it became public knowledge) Loss of trust in the school / MoE to provide a safe learning environment. Poor media image. **Financial** Approx - $8,000 - $12,000 in remediation costs - Removal of AIB or encapsulation and the independent assessment fee.

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 *Image shows a close up image of the AIB.*  *Image shows AIB debris present to the ground below panel and close to children's activity box.* 9(2)(ba)(i) *Image shows immediately constructed safety barrier. Short term solution prior to removal.*	Preventative Action	• Site auditing process. • The use of an approved panel of service providers which have met the requirement for demonstrating competency and ongoing development.

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9(2)(ba)(i) – Poor Removal and Clearance

Image shows the asbestos removal set up which demonstrated poor practice and incompetence's in the removalists approach.

Image shows the asbestos removal area.

Image shows AIB debris still present to the ground following the removal.

Event	Asbestos Insulation Board (AIB) was removed using poor practices and substandard methods. The removal site set up was done in such a way that it would have created a deadzone for airflow within the enclosure resulting in high concentrations of asbestos fibres to be present in the air. This document appears to have not been previously reviewed by the asbestos assessor which is a mandatory requirement. The assessor has a duty of care to address any potential risks associated with the removal during the initial review stage and ultimately should have corrected the site set up. Following the removal, the assessor appears to have failed to identify the presence of asbestos still present to the surrounding areas. Later information suggested that the caretaker has previously mowed over this area since the removal potentially disturbing the ACM.
Result	• Significant asbestos exposure to removalists during the removal process. • Potential of exposure to caretaker due to mowing the lawns. • Potential of spreading contamination due to the use of a lawn mower. • Area no longer able to be used and requires isolation. • Area requires a second removal due to poor removal contractor and asbestos assessor practices.
Risk Profile	High Risk
Impact	**Operational** Area no longer able to be used and requires isolation. Ongoing management of implemented controls, i.e. maintaining isolation and managing access to other areas affected by the contamination. **Financial** Approx - $80,000 - $150,000 in remediation costs - Removal of AIB, Possible requirement for soil removal and the independent assessment fee. This is in addition to the initial removal.
Preventative Action	• Site auditing process. • The use of an approved panel of service providers which have met the requirement for demonstrating competency and ongoing development. • A more robust process for ARCP reviews and being approved.

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9(2)(ba)(i) – Poor Standard of Survey

Event	An Asbestos Management Survey was carried as part of the NIK program. The survey identified the presence of an Asbestos Insulation Board (AIB) fire surround. As part of the risk assessment the material was described as in good condition and partially unsealed. The actual material assessment would deem this material to have medium damage and is completely unsealed.
Result	• Material incorrectly assessed deeming it to be in a safer condition that it actually is. • Significant daily asbestos exposure to children and teachers if disturbed. Disturbance would have occurred when fixing drawing pins and art work to the board. In • Room required immediate isolation and safety barrier construction. • Further testing identified the presence of AIB debris present below the fire place. • Dispute with the MoE and Consultancy over correct scoring and return visit requested. • Return visit proved that there is further contamination present and the material is confirmed as completely unsealed.
Risk Profile	High Risk
Impact	**Operational** Classroom shut down for several days while safety barrier is able to be constructed. Due to the constructed safety barrier, access to the fireplace no longer possible if this is used as a source of heat. Future disruptions to the classroom when remediating the material. **Community** (In an event it became public knowledge) Loss of trust in the school / MoE to provide a safe learning environment. Poor media image. **Financial** Approx - $8,000 - $12,000 in remediation costs - Removal of AIB or encapsulation and the independent assessment fee.
Preventative Action	• The use of an approved panel of service providers which have met the requirement for demonstrating competency and ongoing development.

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Document 3

Scoring Overview

Scoring	✓✓ = 100%, ✓= 50%, X = 0%

Relative Weighting		Option 1 - Full Compliance	Option 2 – Devolved Compliance	Option 3 – Reduced Investment/Partial Compliance	Option 4 – Status Quo
30%		**Investment Objectives**			
10%	**IO1 - Health and Safety**: Increased assurance that students, staff and visitors will be adequately protected from asbestos-related health and safety risks.	✓✓	✓	X	X
8%	**IO2 - Compliance**: Improved surety of compliance with relevant regulations and guidelines, such as the Health and Safety at Work (Asbestos) Regulations 2016.	✓✓	✓	✓	X
4%	**IO3 - Data Management**: Improved understanding of the presence/status of asbestos through the asset base and the associated risk.	✓	X	X	X
3%	**IO4 - Optimised Investment:** Enhanced surety that the investment in the removal/management of asbestos management is performed in the most cost-effective manner resulting in maximum benefit.	✓✓	X	✓	X
5%	**IO5 - Avoiding Reputational Damage**: Avoiding the potential reputational damage for the MoE, with its school stakeholders as well as the wider community that is associated with asbestos related incidents (e.g. exposure, school closure).	✓	✓	X	X
30%					
		Critical Success Factors			
8%	**CSF1 – Strategic Fit and Business Needs**	✓✓	✓	X	X
7%	**CSF2 – Potential Value for Money**	✓✓	X	✓	X
5%	**CSF3 – Supplier Capacity and Capability**	✓	✓	✓✓	✓✓
5%	**CSF4 – Potential Affordability**	✓	✓	X	X
5%	**CSF5 – Potential Achievability**	✓	✓	✓	X
30%					
		Strategic Risks			
8%	**SR1** – The scope of the programme, including the budget, may differ significantly from the initial estimates. The programme initial costings are based on limited asbestos registers with low data integrity.	✓	✓	✓	X
10%	**SR2** – There may be an inability to deliver programme due to an absence of both internal resource capacity and capability to deliver AMP.	✓✓	✓	✓	X
10%	**SR3** - The Ministry may not be able to provide adequate programme funding to facilitate delivery of specified objectives.	✓	✓	X	X
10%	**SR4** - The limited supplier capacity for asbestos related services in the external industry may not cater for programme demands.	✓✓	✓	✓	X
2%	**SR5** – Organisational focus and budgets will be diverted away from the NAMP Compliance Phase to address large unforeseen asbestos related instances.	✓✓	✓	✓	X
40%					
	Overall rating	**Preferred**	**Discounted**	**Discounted**	**Discounted**

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Document 5

Appendix E – New Zealand Agencies

Open-source asbestos management plans.

Maritime NZ: https://www.maritimenz.govt.nz/media/xedcondt/manage-asbestos-hswa.pdf

NZDF: https://www.nzdf.mil.nz/assets/Uploads/DocumentLibrary/NAS-Programme-Surveyor-User-Manual-v2.0-FINAL.pdf

Te Whatu Ora: https://www.tewhatuora.govt.nz/publications/the-management-of-asbestos-in-the-non-occupational-environment-guidelines/

WorkSafe: https://www.worksafe.govt.nz/topic-and-industry/asbestos/management-and-removal-of-asbestos/

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Document 6

Appendix F – International Agencies

Open-source asbestos management plans.

Australian Government: https://www.asbestossafety.gov.au/sites/default/files/documents/2020-08/ASEA_NSP2_ebrochure%28Nov19%29.pdf

Australian Ministry of Foreign Affairs & Trade: https://www.dfat.gov.au/sites/default/files/environmental-and-social-safeguard-asbestos-guideline.pdf

United Kingdom Health & Safety Executive: https://www.hse.gov.uk/pubns/priced/l143.pdf

University of Oxford: https://academic.oup.com/annweh/article/61/1/16/2762733

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Document 7

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Ministry of Education – PCBU

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Prepared by:	Rob McAllister
Prepared for:	Appendix – NAMP IB Business Case
Date:	10 June 2023
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New Zealand Government

Table of Contents

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1. Introduction

The purpose of this document is to evaluate the Ministry of Education's (MoE) status as a Person Conducting a Business or Undertaking (PCBU) and its resulting management of asbestos in New Zealand schools. It aims to analyse the MoE's legal obligations as a PCBU under the Health and Safety at Work Act 2015, specifically focusing on its responsibilities regarding asbestos compliance and the potential implications of non-compliance.

By examining the MoE's role as the governing body responsible for the New Zealand education system and its ownership of school properties, this document seeks to determine whether the MoE qualifies as a PCBU. It will also delve into the MoE's duty of care in relation to health and safety, including the management of asbestos risks, and assess whether the MoE has taken reasonable steps to fulfil its obligations as a PCBU.

Through a comprehensive review of relevant legislation, regulations, audits, and reports, this document will shed light on the MoE's knowledge, awareness, and actions concerning asbestos compliance in schools. It will also consider the potential consequences, legal considerations, and impacts associated with the MoE's performance as a PCBU in this domain.

Ultimately, this document aims to provide insights into the MoE's involvement in the asbestos management space, evaluating its compliance with health and safety requirements and offering recommendations and mitigation strategies to minimize risks and ensure the well-being of students, staff, and visitors in New Zealand schools.

As the MoE is the government agency responsible for the governance and administration of the education system in New Zealand. It plays a crucial role in setting policies, providing funding, and ensuring the delivery of quality education to students across the country. The Ministry is recognized as a PCBU under the Health and Safety at Work Act 2015 (HSWA).

This designation imposes legal obligations on the MoE to ensure the health and safety of workers and others affected by its work activities. This includes the management of asbestos risks in schools, as the MoE acts as owners of school properties on behalf of the Crown and funds various work activities related to the education sector. The MoE's responsibilities encompass creating and maintaining safe working environments, identifying and managing risks, and providing adequate resources and support to ensure compliance with health and safety regulations.

As a PCBU, the MoE is expected to take proactive measures to address asbestos compliance issues in schools and protect the health and safety of students, staff, and other occupants. Asbestos

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compliance in schools is a significant concern due to the potential health risks associated with asbestos-containing materials.

The improper management and disturbance of asbestos materials can release harmful asbestos fibres into the air, which, when inhaled, can cause serious respiratory diseases, including lung cancer and mesothelioma. It is essential for schools to comply with asbestos regulations to ensure the safety of students, staff, and visitors.

Against this backdrop, the MoE, as the PCBU responsible for school properties and work activities, holds a critical role in ensuring effective asbestos management and compliance across the education sector. Examining the MoE's responsibilities and actions in this context is crucial for understanding its role in safeguarding the health and safety of students, staff, and others involved in school environments.

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2. Legal Framework

In New Zealand, asbestos management and compliance are governed by various legislation and regulations, with the Health and Safety at Work Act 2015 (HSWA) being the primary framework. The HSWA sets out the overarching health and safety requirements for workplaces, including the management of asbestos risks.

Under HSWA, a PCBU has a non-transferable duty of care to ensure the health and safety of workers and others affected by the work being carried out. This duty cannot be contracted out of, meaning that a PCBU cannot transfer their legal responsibilities to another party.

In the context of the MoE and school boards, while the MoE may own school properties and provide funding for work activities, they cannot contract out of their duty as a PCBU. The MoE retains ultimate responsibility for the health and safety of workers and students within the education system, including the management of asbestos risks in schools.

Under the HSWA, the specific regulations related to asbestos are found in the Health and Safety at Work (Asbestos) Regulations 2016. These regulations provide detailed guidelines for identifying, managing, and controlling asbestos-related risks in the workplace.

Some of the key provisions of the legislation and regulations include:

- *Identification and Assessment:* PCBUs are required to identify asbestos-containing materials in their workplaces and undertake assessments to determine the condition and risks associated with the asbestos.
- *Risk Management:* PCBUs must develop and implement an asbestos management plan, which includes strategies for minimizing the risk of asbestos exposure. This involves considering control measures such as encapsulation, enclosure, or removal of asbestos-containing materials.
- *Information, Instruction, and Training:* PCBUs have a duty to provide adequate information, instruction, and training to workers and other relevant parties regarding asbestos hazards, safe handling practices, and emergency procedures.
- *Health Monitoring:* Where there is a risk of exposure to respirable asbestos fibres, PCBUs are obligated to arrange health monitoring for workers who are or may be exposed to asbestos.
- *Record Keeping:* PCBUs must maintain records of asbestos management, including asbestos assessments, control measures, and health monitoring records, for a specified period.

Overview of the duties and responsibilities imposed on a PCBU under the legislation:

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As a PCBU, the MoE has various duties and responsibilities under the HSWA and the associated asbestos regulations. These duties include, but are not limited to:

- Ensuring the health and safety of workers, students, and other occupants of school premises.
- Identifying and managing asbestos-related risks in school buildings and facilities.
- Providing and maintaining a safe working environment, free from the risks of asbestos exposure.
- Implementing control measures to minimize the risk of asbestos-related health hazards.
- Providing adequate resources, funding, and support to manage asbestos risks effectively.
- Informing and training staff and contractors on asbestos hazards and safe work practices.
- Regularly monitoring and auditing compliance with asbestos regulations.
- Collaborating with relevant stakeholders to promote a culture of health and safety and foster effective asbestos management practices.

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3. PCBU Responsibilities of the Ministry of Education

As schools have failed to achieve compliance with asbestos regulations, and as a detailed audit has concluded this to be the case, the MoE holds both a legal and moral obligation to provide additional support. The MoE, acting as a PCBU, has three primary responsibilities related to asbestos compliance:

1. *Identification and Assessment of Asbestos Risks:* The MoE is responsible for identifying and assessing the presence of asbestos-containing materials in school buildings and facilities. This involves conducting thorough inspections and asbestos assessments to determine the location, condition, and potential risks associated with asbestos-containing materials. It is crucial to have accurate information about the presence and condition of asbestos to develop appropriate management and control measures.
2. *Implementation of Control Measures:* Once asbestos risks have been identified, the MoE is responsible for implementing control measures to manage and minimize the risks of asbestos exposure. This includes developing and implementing an asbestos management plan specific to each school property, outlining strategies and procedures to control and mitigate asbestos-related hazards. Control measures may include encapsulation or enclosure of asbestos-containing materials, regular maintenance and monitoring, proper signage, and the provision of personal protective equipment (PPE) where necessary.
3. *Provision of Resources, Support, and Training:* The MoE is responsible for providing adequate resources, funding, and support to ensure effective asbestos management and compliance in schools. This involves allocating appropriate budgets for asbestos-related activities such as inspections, assessments, removal, and ongoing monitoring. The Ministry must also ensure that staff, contractors, and relevant stakeholders receive the necessary training and education on asbestos hazards, safe handling practices, and emergency procedures. By providing the required resources and support, the MoE can enable schools to meet their obligations in managing asbestos risks effectively.

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4. Knowledge and Awareness

The MoE's knowledge and awareness of asbestos compliance issues in schools is a crucial aspect to continually evaluate to understanding its role and responsibilities as a PCBU.

This section examines the MoE's knowledge and awareness by reviewing the national audit, to better understand the extent of non-compliance with asbestos regulations. it is crucial for the Ministry to acknowledge the findings of the audits and treat them as a clear indication of the urgent need for intervention. The MoE should prioritize the allocation of resources, both financial and personnel, to address the identified areas of non-compliance and implement effective asbestos management strategies.

Findings from the audit report reveal significant deficiencies in the Ministry of Education's (MoE) knowledge and awareness regarding asbestos compliance in New Zealand state schools. The audit report highlights the following key points:

1. *Lack of Real-time Data:* The MoE does not have direct access to reliable real-time data on the current location, condition, and risk presented by Asbestos-Containing Materials (ACMs) in state schools. The available information within systems such as K2, School Property Portal, and school folders heavily relies on schools and MoE Property Advisors to update them accurately. This lack of real-time data hinders the Ministry's ability to have a comprehensive understanding of asbestos risks in schools.
2. *Non-Compliance with Asbestos Regulations:* High-level reviews of asbestos management plans and asbestos management surveys stored in K2 indicate that many schools are currently non-compliant with the key requirements to identify, control, and manage asbestos in accordance with the Health & Safety at Work (Asbestos) Regulations. The audit findings reveal a low percentage of schools with completed full asbestos management surveys and compliant asbestos management plans within K2.
3. *Poor Quality of Asbestos Identification:* During the verification site audits conducted by the audit team, it was consistently observed that the quality of asbestos identification in schools was poor. Some schools attempted in-house asbestos identification with unsatisfactory results, while others engaged independent third parties, which improved the quality of asbestos management surveys but still left gaps in asbestos identification.
4. *Additional Asbestos Risks:* The audit identified additional significant asbestos risks during school audits. Examples include instances where buildings containing asbestos were not identified correctly in the asbestos management plans, leaving a risk of exposure to unsuspecting occupants. Furthermore, instances of damaged or deteriorating ACM were noted, with a lack of follow-up on recommended actions to address these risks.

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5. *Inadequate Actions and Delayed Responses:* The audit findings indicate instances where recommended actions were not initiated, leaving damaged ACM in poor condition for an extended period without appropriate remediation. This lack of action and delayed response contribute to ongoing risks and potential exposure to asbestos hazards.

These findings emphasize the critical importance of accurate asbestos identification, comprehensive data collection, and effective management practices. It highlights the urgent need for the MoE to address these deficiencies and take immediate action to rectify non-compliance, improve asbestos identification processes, and ensure the safety of students, staff, and others within school premises.

The MoE's response may involve developing a comprehensive plan of action that includes timelines, responsibilities, and targets for achieving compliance across all schools. This plan should consider the prioritization of high-risk areas and the allocation of resources to ensure the swift removal, encapsulation, or appropriate management of asbestos-containing materials.

Furthermore, the MoE should establish clear lines of communication and provide support to schools, including guidance, training, and access to expert advice on asbestos management. Collaboration with relevant stakeholders, such as WorkSafe New Zealand, industry experts, and school boards, is essential in implementing effective solutions and sharing best practices.

It is vital for the MoE to demonstrate a proactive and transparent approach in addressing the issue of non-compliance. Regular monitoring, audits, and reporting should be established to track progress and ensure ongoing compliance with asbestos regulations in schools.

By taking immediate and effective measures to rectify widespread non-compliance, the MoE can fulfil its responsibilities as a PCBU and prioritize the health and safety of those within the education sector. This proactive approach will help restore confidence in the MoE's commitment to providing a safe learning environment for all students and a safe working environment for staff in New Zealand schools.

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5. Duty of Care and Reasonable Steps

To demonstrate the Duty of Care and Reasonable Steps, the MoE must take proactive measures to address the widespread non-compliance with asbestos regulations in schools. The following overview outlines the key requirements for fulfilling the Duty of Care and taking Reasonable Steps:

1. *Acknowledgement of Duty:* The MoE must recognize its legal obligation to ensure the health and safety of students, staff, and others within school environments. This duty of care encompasses identifying and managing asbestos risks to prevent harm and maintain a safe learning and working environment.
2. *Comprehensive Asbestos Management Program:* The Ministry should establish a comprehensive asbestos management program that includes clear policies, procedures, and guidelines. This program should outline the responsibilities of all stakeholders, define roles, and provide specific steps for identifying, controlling, and managing asbestos-containing materials.
3. *Real-time Data Collection and Monitoring:* Addressing the lack of real-time data identified in the audit findings is crucial. The Ministry should implement a robust system for collecting and analysing accurate information on the location, condition, and risk from asbestos in schools. This data should be regularly updated and monitored to track compliance, prioritize actions, and inform decision-making.
4. *Compliance and Remediation Plan*: Based on the audit findings, the Ministry should develop a comprehensive compliance and remediation plan. This plan should prioritize schools with the highest risks, outline specific actions required for each school, and establish timelines for achieving compliance. Adequate resources, including funding and expertise, should be allocated to support the implementation of the plan.
5. *Engagement and Support for Schools:* The Ministry must actively engage and support schools in their efforts to achieve compliance. This includes providing clear guidance, training, and access to expert advice on asbestos management. Collaboration with school boards, staff, and other stakeholders is essential to ensure a coordinated approach and effective implementation of control measures.
6. *Proactive Risk Mitigation:* Taking reasonable steps to mitigate risks involves addressing identified deficiencies promptly and thoroughly. The Ministry should ensure that damaged or deteriorating asbestos-containing materials are addressed without delay, and recommended actions from audits or inspections are promptly followed up. Proactive measures such as regular inspections, maintenance, and monitoring should be implemented to prevent further deterioration or exposure risks.
7. *Continuous Improvement and Monitoring:* The Ministry should establish mechanisms for continuous improvement and monitoring of asbestos compliance in schools. This may include

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regular audits, inspections, and reporting to assess progress, identify areas for improvement, and ensure ongoing compliance with asbestos regulations. Lessons learned from audits and incidents should be used to update policies, procedures, and training programs.

Based on the audit findings provided, it could be determined that the MoE has not taken reasonable steps to fulfil its duty of care in addressing asbestos compliance issues in schools. The findings indicate significant deficiencies and non-compliance with asbestos regulations, highlighting areas where the Ministry has fallen short in ensuring the health and safety of students, staff, and others within school premises.

Firstly, the lack of real-time data and limited access to reliable information on asbestos-containing materials in schools raises concerns about the Ministry's ability to effectively monitor and manage asbestos risks. Without accurate and up-to-date data, it becomes challenging to prioritize actions, allocate resources, and address the areas of highest risk.

Furthermore, the low compliance rates identified in the audit report, such as less than 10% completion of full asbestos management surveys and less than 6% compliance with asbestos management plans, demonstrate a failure on the Ministry's part to ensure that schools have proper measures in place to identify, control, and manage asbestos risks. This lack of compliance indicates a lack of proactive measures to mitigate hazards and prevent potential asbestos exposure.

The poor quality of asbestos identification, as highlighted in the audit findings, further suggests a lack of adequate guidance and support provided by the Ministry. The fact that some schools attempted in-house asbestos identification with unsatisfactory results points to the need for clearer guidelines, training, and access to expert advice on asbestos management.

Additionally, the findings reveal instances where recommended actions were not initiated, leading to damaged or deteriorating asbestos-containing materials being left unaddressed for extended periods. This lack of follow-up on identified risks demonstrates a failure to take prompt and effective action to mitigate potential asbestos hazards.

In conclusion, based on the audit findings, it could be interpreted that the MoE has not taken reasonable steps to fulfil its duty of care in addressing asbestos compliance issues in schools. The deficiencies identified in real-time data collection, compliance rates, quality of asbestos identification, and follow-up actions indicate a lack of proactive and comprehensive approach to managing asbestos risks.

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6. PCBU Funding and Support

As part of the proposed funding and support strategy, the NAMP group have prioritized high-risk schools based on factors such as the ages of the buildings constructed prior 1985 high and from 1985 – 2000 medium, condition of asbestos-containing materials, potential exposure risks, and vulnerability of occupants. Funding support will be utilised primarily for these schools to ensure immediate action is taken where the risks are most significant.

To support compliance measures, the provision of additional funding via the programme will enable schools to be part of the development and implementation asbestos management plans, conduct necessary surveys and inspections, and supporting the ministry to engage competent professionals to assist with the identification and management of asbestos-containing materials.

This funding will also support training programs for staff to enhance their knowledge and awareness of asbestos hazards and safe handling practices.

Recognizing the need for a nationwide approach, the NAMP group advocates for the establishment of a national asbestos management program specifically tailored for schools. Funding is allocated to develop comprehensive guidelines, procedures, and resources that assist schools in effectively managing asbestos risks. This program also facilitates collaboration and knowledge sharing among schools, industry experts, and relevant stakeholders through workshops, conferences, and online platforms.

To ensure long-term investment and sustainability, the NAMP group emphasizes the importance of ongoing funding support. They allocate resources for continuous monitoring, maintenance, and improvement of asbestos management practices in schools. Regular audits and inspections are conducted to evaluate compliance progress, and schools are held accountable for maintaining their asbestos management plans and implementing necessary actions.

Through this example, the NAMP group demonstrates a proactive approach in addressing asbestos compliance issues. By providing funding and support aligned with the outlined guidance, they prioritize the health and safety of students, staff, and others in the education sector, creating a safer learning environment across New Zealand schools.

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7. Consequences and Impacts

If the (MoE) as the PCBU fails to adopt the National Asbestos Management Program (NAMP) or a similar comprehensive program to address asbestos compliance issues in schools, several consequences and impacts can arise:

1. *Increased Health Risks:* The failure to adopt a program specifically designed to manage asbestos risks exposes students, teachers, staff, and other occupants to potential health hazards. Asbestos-related diseases, such as mesothelioma and lung cancer, may develop due to prolonged exposure. This can have severe long-term health consequences for individuals affected.
2. *Legal Non-compliance:* The MoE, as a PCBU, has legal obligations under the Health and Safety at Work Act 2015 (HSWA) and asbestos regulations to ensure the health and safety of all individuals within their control. Failing to adopt an effective asbestos management program may result in non-compliance with these legal requirements, leaving the MoE vulnerable to potential legal action, fines, and reputational damage.
3. *Financial Liabilities:* Without a proper asbestos management program, the MoE may face increased financial liabilities. In the absence of proactive measures, the likelihood of asbestos-related incidents, accidents, and subsequent legal claims or compensation increases. The cost of addressing such incidents can be substantial and may strain the MoE's financial resources.
4. *Reputation Damage:* The failure to adopt a comprehensive asbestos management program can negatively impact the MoE's reputation. It may be perceived as disregarding the health and safety of students and staff, which can lead to public outcry, loss of trust, and damage to the MoE's credibility. This can have far-reaching implications for the MoE's relationships with stakeholders, including parents, educators, and the wider community.
5. *Disruption to Education:* Asbestos-related concerns, if not properly managed, may lead to disruptions in educational activities. Inadequate management of asbestos risks may require temporary closures or relocation of classrooms and facilities, causing inconvenience to students, staff, and parents. The educational process can be significantly hampered, affecting academic progress and student well-being.
6. *Emotional and Psychological Impact:* The presence of asbestos in schools, combined with inadequate management, can generate fear, anxiety, and stress among students, staff, and parents. Concerns about potential health risks and uncertainties about the safety of the learning environment can have a profound emotional and psychological impact, affecting the overall well-being and mental health of individuals involved.

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It is crucial for the MoE as the PCBU, to adopt and implement an effective asbestos management program to mitigate these consequences and impacts. By prioritizing the health and safety of all individuals within their control, the MoE can create a safe learning environment and fulfil its duty of care to students, staff, and the wider community.

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8. Legal Considerations

As a PCBU (Person Conducting a Business or Undertaking), the (MoE) must consider various legal considerations in relation to asbestos management and compliance. Some of the possible legal considerations for the MoE are:

Health and Safety at Work Act (HSWA): The MoE is subject to the provisions of the HSWA, which sets out the legal framework for managing health and safety in the workplace. The MoE must comply with its duties and obligations as outlined in the Act, including ensuring the health and safety of workers, students, and visitors in relation to asbestos-related risks.

Asbestos Regulations: The MoE must adhere to specific regulations related to asbestos, such as the Health and Safety at Work (Asbestos) Regulations. These regulations provide guidance on the identification, assessment, management, and removal of asbestos-containing materials. Failure to comply with these regulations can result in legal consequences.

Duty of Care: The MoE has a duty of care towards workers, students, and visitors who may be exposed to asbestos within school premises. This duty requires the MoE to take reasonable steps to eliminate or minimize risks associated with asbestos and provide a safe and healthy environment.
Compliance and Reporting Requirements: The MoE is responsible for ensuring compliance with relevant health and safety legislation, including maintaining accurate records, conducting risk assessments, and reporting incidents or breaches as required by law. Failure to meet these compliance and reporting requirements may result in legal consequences.

Contractual Obligations: The MoE may enter into contracts with various parties, such as contractors or service providers, who are involved in managing asbestos-related risks. It is important for the MoE to ensure that these contracts include appropriate provisions for compliance with health and safety obligations and the proper management of asbestos risks.

Civil and Criminal Liability: Non-compliance with health and safety laws, including inadequate management of asbestos risks, can lead to civil and criminal liabilities. This may result in legal action, fines, penalties, and potential criminal prosecution against the MoE and its responsible officers.
Duty to Inform and Train: The MoE has a legal obligation to inform and train its employees, contractors, and relevant stakeholders on asbestos-related risks, safe handling procedures, and emergency response protocols. Failure to provide adequate information and training may lead to legal repercussions in the event of an incident or exposure.

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Statutory and Regulatory Authority: The MoE, as a government entity, operates under statutory and regulatory authority. It must comply with the legal requirements and directives set forth by relevant authorities, such as the Ministry of Business, Innovation and Employment (MBIE), WorkSafe New Zealand, and other government agencies responsible for health and safety regulation.

It is essential for the MoE to understand and address these legal considerations to ensure compliance, minimize legal risks, and fulfil its obligations as a PCBU in managing asbestos-related matters. Seeking legal advice and staying updated on relevant legislation and regulations are crucial steps in meeting these legal considerations effectively.

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9. Conclusion

In conclusion, it is of utmost urgency for the (MoE) to fully comprehend its obligations as a PCBU and the risks associated with non-compliance in managing asbestos in schools. The implications of not understanding these obligations and attempting to contract out of responsibilities are particularly significant due to the changes made in the Health and Safety at Work Act 2015, which explicitly prohibits the practice of contracting out for health and safety matters.

The audit findings have revealed widespread non-compliance with asbestos regulations in schools, raising serious concerns about the health and safety of students, staff, and visitors. Asbestos exposure poses severe health risks, including the development of life-threatening diseases. Failing to fulfil the obligations as a PCBU not only endangers the well-being of individuals within the school environment but also exposes the MoE to legal liabilities and potential reputational damage.

The Health and Safety at Work Act 2015, which brought significant changes to health and safety legislation, abolished the ability to contract out of responsibilities. This means that the MoE, as the owner and funder of school properties, cannot simply rely on the property occupancy document to shift the responsibility of health and safety matters to school boards. The MoE, as the primary PCBU, holds the ultimate duty of care for the health and safety of everyone within the school premises.

The urgency lies in the immediate need to establish a comprehensive asbestos management program that addresses the identified non-compliance issues. This program should encompass thorough audits, effective identification and control of asbestos-containing materials, prompt remediation, and ongoing monitoring. It is crucial for the MoE to allocate adequate resources, engage qualified professionals, and foster a culture of awareness and compliance to minimize risks effectively.

By fully understanding and fulfilling its obligations as a PCBU, the MoE can demonstrate its commitment to the well-being of students, staff, and visitors, while also adhering to the legal requirements set forth in the Health and Safety at Work Act 2015. Failure to do so not only jeopardizes the health of individuals, but also exposes the MoE to potential legal consequences and damage to its reputation.

In conclusion, the MoE must urgently recognize and fulfil its obligations as a PCBU in managing asbestos in schools. The prohibition on contracting out of responsibilities under the Health and Safety at Work Act 2015 emphasizes the need for the MoE to take direct and proactive action. By doing so, the MoE can ensure a safe learning environment, protect the health of all stakeholders, and mitigate the legal and reputational risks associated with non-compliance.

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Appendix A – Case Studies

Case Study 1: James Hardie Industries - Asbestos Contamination

One notable case that highlights PCBU failures regarding asbestos is the James Hardie Industries asbestos contamination incident. James Hardie Industries was a leading manufacturer of asbestos-containing products in Australia, and their negligence in managing asbestos risks had severe consequences.

In the 1970s and 1980s, James Hardie Industries manufactured and sold a range of asbestos-based products, including building materials. The company was aware of the health risks associated with asbestos but failed to adequately inform workers, customers, and the public about these dangers.

As a PCBU, James Hardie Industries had a duty of care to ensure the health and safety of its employees and others affected by its activities. However, the company failed to implement sufficient controls to protect workers from asbestos exposure and did not provide proper training or protective equipment. This resulted in numerous cases of asbestos-related diseases among workers and their families.

Furthermore, James Hardie Industries failed to take appropriate steps to remediate contaminated sites and did not properly inform the public about the potential risks associated with their products. As a result, many individuals unknowingly came into contact with asbestos-containing materials, leading to widespread health issues and a significant public health crisis.

This case demonstrates a clear failure on the part of James Hardie Industries as a PCBU to fulfil its obligations in managing asbestos risks, resulting in devastating health consequences for workers and the wider community.

Case Study 2: Wittenoom - Asbestos Mining Town

Another prominent case illustrating PCBU failures in asbestos management is the town of Wittenoom in Western Australia. Wittenoom was once a thriving mining town where blue asbestos (crocidolite) was mined extensively from the 1930s to the 1960s.

The mining company responsible for the operations in Wittenoom, which changed hands over the years, neglected to implement adequate safety measures to protect the workers and the

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surrounding community from asbestos exposure. The company was aware of the dangers posed by asbestos but failed to take appropriate steps to mitigate the risks.

As a result, residents of Wittenoom, including mine workers and their families, were exposed to high levels of asbestos fibres. The health consequences were devastating, with numerous cases of asbestos-related diseases, including mesothelioma, lung cancer, and asbestosis, being reported.

The failure of the mining company to fulfil its duty of care as a PCBU in managing asbestos risks in Wittenoom led to severe health outcomes and a tragic loss of lives. The situation in Wittenoom serves as a stark reminder of the consequences that can arise when PCBU responsibilities are neglected or disregarded.

These case studies emphasize the importance of PCBUs taking their obligations seriously in managing asbestos risks. They serve as reminders of the devastating impacts that can result from PCBU failures, underscoring the need for robust asbestos management practices, effective controls, and a strong commitment to the health and safety of individuals in the workplace and the broader community.

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Document 8

NAMP Compliance Phase – Potential Models for Through-Life Management of Assets

Management Approach	Explanation	Disbenefits	Benefits
Model 1. Devolved Delivery **Centralised Support**	Upon completion of the asbestos surveys and management plans at relevant schools across the portfolio (i.e. those built before 2001), the assets will be handed back to the respective school who will then be responsible for regular update of the surveys, provision of planning information to anyone undertaking work on site, update of the plan as appropriate, as well as engagement with WorkSafe. There will also be a requirement to utilise approved surveyors, removalists, and assessors (i.e. on the panel). The Ministry will detail formal performance, maintenance and monitoring requirements based on the legislation. Schools will be provided with guidance including panel details, survey and plan management, and how to proceed upon discovery of ACM.	I. High likelihood of emerging non-compliance within a short period (improper procedures in dealing with ACM), resulting in unsafe school spaces and exposure events. II. Significant uncertainty as to consistency of approach and level of service provided. III. High financial and opportunity cost particularly for small rural schools. IV. Limited transparency on asset performance and remaining life. V. Asbestos safety vulnerable to other resourcing priorities and variable management skill levels.	I. No organisational change required. II. Similar to current approach for maintenance of other school assets. III. Schools retain decision making autonomy in respect of resource allocation. IV. Improved levels of compliance and H&S outcomes compared to current situation.
Model 2. Devolved Delivery – Centralised Regulation	Upon completion of the asbestos surveys and management plans at relevant schools across the portfolio (i.e. those built before 2001), the assets will be handed back to the respective school who will then be responsible for regular update of the surveys, provision of planning information to anyone undertaking work on site, update of the plan as appropriate, as well as engagement with WorkSafe. In addition to the performance requirements and guidance, a dedicated team within the Ministry will perform oversight and undertake quality assurance to ensure compliance.	I. Significant likelihood, where schools do not engage, of improper procedures in dealing with ACM and exposure events. II. On-going uncertainty as to consistency of approach and level of service provided. III. High financial and opportunity cost particularly for small rural schools. IV. Limited transparency on asset performance and presence/condition of ACM V. Asbestos safety still vulnerable to other resourcing priorities and variable management skill levels. VI. Partial acceptance of risk by MOE introduces potential for misunderstanding of responsibilities. VII. Additional resourcing requirements will compete with other MOE programme priorities	I. Limited organisational change required. II. Similar approach to that followed for BWOF so well understood. III. Schools retain decision making autonomy in respect of resource allocation. IV. Provides evidence record that required planning and work procedures are being undertaken. V. Improved levels of compliance and H&S outcomes compared to Model 1.
Model 3. Shared Delivery	Upon completion of the asbestos surveys and management plans at relevant schools across the portfolio (i.e. those built before 2001), the assets will be handed back to the respective school who will then be responsible for regular update of the surveys, provision of planning information to anyone undertaking work on site, and update of the plan as appropriate. Maintenance of specialist action, including Make Safe work and assessment, will be the responsibility of a dedicated team within the Ministry.	I. Shared allocation of duties may result in confusion around respective responsibilities II. Residual risk of routine survey and planning tasks not being completed, resulting in improper procedures in dealing with ACM and exposure events. III. Residual financial and opportunity cost in respect of routine maintenance particularly for small rural schools. IV. Asbestos safety still vulnerable to other resourcing priorities and variable management skill levels. V. New MOE team to be established VI. Additional resource requirements likely to compete with other MOE programme priorities VII. Novel approach to maintaining assets not followed for other school assets. VIII. Reduced flexibility for schools to prioritise resources.	I. Formal acceptance by MOE of critical H&S risks and mitigation responsibility II. High certainty of regulatory compliance and provision/continuance of safe school spaces III. School administrative and financial burden significantly reduced. IV. School remains engaged with operating and monitoring of asbestos and safe school spaces V. Reduced long run cost of asset ownership due to pro-active intervention VI. Opportunity to achieve delivery efficiencies through regional or national procurement of equipment and services
Model 4. Centralised Delivery - Full Service	Upon completion of the asbestos surveys and management plans at relevant schools across the portfolio (i.e. those built before 2001), the school will be responsible only for regular surveys. Maintenance of specialist action, including provision of information to anyone working on site, plan review and update, and Make Safe work and assessment, will be the responsibility of a dedicated team within the Ministry.	I. Asbestos safety and compliance still reliant on knowledge and skill of school management II. Significantly increased delivery costs III. New MOE team to be established IV. Additional resource requirements likely to compete with other MOE programme priorities V. Novel approach to maintaining assets not currently adopted for other school assets. VI. Reduced flexibility for schools to prioritise resources	I. Formal acceptance by MOE of H&S risks associated with asbestos II. High certainty of regulatory compliance and provision/continuance of safe school spaces III. School administrative and financial burden largely removed. IV. School remains engaged with operating and monitoring of asbestos and safe school spaces V. Reduced long run cost of asset ownership due to pro-active intervention VII. Opportunity to achieve delivery efficiencies through regional or national procurement of equipment and services

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