

Vote 14

Education

To be appropriated by Vote	R8 208 861 000
Statutory appropriations	-
Responsible Minister	Minister of Education
Administering Department	Department of Education
Accounting Officer	Director-General of Education

Aim

The aim of the Department of Education is to develop, maintain and support a South African education and training system for the 21st century.

Key objectives and programmes

Educating and training are long-term investments that lay the foundation for an improved quality of life through increased skills and capabilities. Education is a concurrent function – the national and provincial levels share responsibility for all levels of education, except higher education. The national Minister of Education has overall political and legislative responsibility for education. Executive responsibility for school education, however, rests with provincial governments. They also determine provincial expenditure on education from the equitable share of national revenue allocated to the provinces.

The national Department of Education outlines nine key priorities in the *Tirisano* (“working together”) strategic plan of action. These are to:

- Ensure effective provincial education systems by building cooperative government
- Eliminate illiteracy among adults and youth
- Make schools the centre of community life
- Improve the maintenance and rehabilitation of schools
- Develop the professional quality of teachers
- Ensure the success of active learning through outcomes-based education
- Create a vibrant further education and training system to equip youth and adults
- Implement a rational higher education system that takes account of the professional challenges facing South Africa in the 21st century
- Address the issue of HIV/Aids in the education and training system

The key objectives of the Department are achieved through the following programmes:

- *Administration* conducts the overall management of the Department and develops and manages policy related to financial, human resources and physical planning.
- *Planning and monitoring* manages the development and maintenance of policy, programmes and systems for early childhood development, school education, adult and community education and training, and for learners with special education needs. The programme also works to enhance skills and capabilities in terms of human resources development in education, gender equity and safety.
- The *General education* and *Further education* programmes manage the development of general and further education and training programmes, and develop and maintain policy on distance education, education technology and quality assurance.

- *Higher education* regulates, coordinates and monitors the higher education system, including the registration of private higher education institutions. It provides management support and financial assistance to higher education institutions.
- *Auxiliary and associated services* coordinate and promote effective international relations and national and provincial cooperative governance in education.

Strategic overview and key policy developments: 1997/98 – 2003/04

The national Education Policy Act of 1996 defines the policy, legislative and monitoring responsibilities of the Minister of Education and formalises the relations between national and provincial education authorities. The Act provides the Minister with the power to establish national education policy and to monitor its implementation. It also spells out the consultations to be undertaken prior to the determination of policy and establishes consultative bodies.

The Higher Education Act of 1997 and the Further Education and Training Act of 1999 established the framework for a coordinated higher and further education and training system. The Acts provide for the establishment, governance and funding of institutions, the registration of private institutions, and quality assurance. The 1999 and 2000 amendments to the Higher Education Act increased the powers of the Minister to ensure proper governance of institutions. Certain reforms of the National Student Financial Aid Scheme were also implemented through the National Student Financial Aid Scheme Act of 1999. This Act forms the basis for the institutionalisation of the National Student Financial Aid Scheme which provides bursaries and loans to qualifying students in higher education.

The South African Schools Act of 1996 provides for a uniform system for the organisation, governance and funding of schools. In terms of the Act, Government must fund public schools on an equitable basis to redress past inequities in education provision. Norms and minimum standards for the funding of public schools were implemented at the beginning of the 2000 school year. These will be revised, based on experience gained in the initial phase of implementation.

The national admissions policy for public schools and age-grade norms for ordinary public schools came into effect in January 2000. In terms of these norms, learners may only enrol in Grade 1 if they turn seven in the course of that calendar year. This will reduce the pressure of numbers, address the lack of school preparedness, and improve the quality and efficiency of education delivered. An admissions policy for independent schools will follow in 2001.

The phased implementation of Curriculum 2005, an outcomes-based education approach, has meant a significant departure from earlier education and teaching approaches. The new curriculum was phased into Grade 1 during 1998, Grades 2 and 3 during 1999, and Grades 3 and 7 during 2000. Curriculum 2005 will be phased into the remaining grades and the entire curriculum will undergo thorough review over the medium term.

The Adult Basic Education and Training Act of 2000 provides for the establishment, governance and funding of public adult learning centres, the registration of private adult learning centres, as well as quality assurance and promotion in adult basic education and training. The Department has developed appropriate learner programmes and a learner support database. Future developments will include assessment evaluations, regulations on adult basic education and training, and a policy on learners with special needs.

The national policy on HIV/Aids for learners, students and educators was published in August 1999. The policy addresses:

- Admission of learners and appointment of educators with HIV/Aids, attendance of learners and students with HIV/Aids, and non-discrimination and equality
- Establishing a safe school environment and prevention of transmission

- Education on HIV/Aids, whereby schools are mandated to implement continuing life skills and HIV/Aids education programmes

The major strategic priorities of the Department of Education for the next four years are set out in the *Tirisano* strategic action plan. The priorities are organised into five core programme areas in the implementation plan:

- HIV/Aids
- School effectiveness and teacher professionalism
- Literacy
- Further education and training, and higher education
- Organisational effectiveness of the national and provincial departments of education

The Department is also working on gaps identified in the policy framework. These include gender equity, early childhood development, education for learners with special needs, the implementation of management development, and quality assurance enhancement in school education. Attention will also be given to ending the conditions of physical degradation in South African schools.

Expenditure estimates

Table 14.1: Education

Programme	Expenditure outcome					Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00	Adjusted appropriation 2000/01	Revised estimate	2001/02	2002/03	2003/04
R thousand								
Administration ¹	37 756	40 089	45 217	51 187	47 635	50 204	56 464	60 953
Planning and monitoring	6 149	9 318	8 616	13 139	12 939	64 426	51 709	82 571
General education	22 762	13 914	13 691	67 615	62 315	174 857	159 239	204 058
Further education	39 987	17 315	65 591	75 088	75 088	86 234	90 473	95 684
Higher education	5 439 540	6 055 005	6 619 641	7 114 122	7 113 122	7 549 375	7 909 932	8 298 727
Auxiliary and associated services	428 667	333 894	358 846	357 243	324 295	283 765	288 221	301 126
Total	5 974 861	6 469 535	7 111 602	7 678 394	7 635 394	8 208 861	8 556 038	9 043 119
Change to 2000 Budget Estimate				164 686	121 686	272 471	309 699	

¹ Authorised losses of R44 103 in 1997/98 and R67 352 in 1998/99 included

Economic classification

Current	5 370 766	6 212 855	6 871 495	7 446 218	7 415 218	7 966 907	8 335 733	8 808 735
Personnel	44 643	54 974	91 540	109 104	104 104	128 880	138 680	146 804
Transfer payments	5 243 054	6 090 921	6 685 340	7 165 000	7 159 000	7 649 125	7 989 353	8 433 942
Other current	83 069	66 960	94 615	172 114	152 114	188 902	207 700	227 989
Capital	604 095	256 680	240 107	232 176	220 176	241 954	220 305	234 384
Transfer payments	599 913	253 389	236 660	229 088	217 088	200 905	189 437	178 666
Acquisition of capital assets	4 182	3 291	3 447	3 088	3 088	41 049	30 868	55 718
Total	5 974 861	6 469 535	7 111 602	7 678 394	7 635 394	8 208 861	8 556 038	9 043 119

Standard items of expenditure

Personnel	44 643	54 974	91 540	109 104	104 104	128 880	138 680	146 804
Administrative	29 698	27 727	36 217	46 340	46 340	64 361	70 999	78 670
Inventories	12 149	14 443	15 228	9 019	9 019	14 785	14 235	16 340
Equipment	7 082	7 227	7 895	10 303	10 303	18 081	21 857	29 415
Land and buildings	-	-	-	-	-	-	-	-
Professional and special services	37 692	20 064	37 628	108 083	88 083	132 724	131 477	159 282
Transfer payments	5 842 967	6 344 310	6 922 000	7 394 088	7 376 088	7 850 030	8 178 790	8 612 608
Miscellaneous	630	790	1 094	1 457	1 457	-	-	-
Total	5 974 861	6 469 535	7 111 602	7 678 394	7 635 394	8 208 861	8 556 038	9 043 119

Expenditure trends

The Education Vote has expanded to six programmes in the 2001 Budget. The previous *General and further education and training* programme was split into the *General education* programme and the *Further education* programme. Cooperative governance and support services to provincial education departments were shifted from the previous *Systems and planning* programme to the *Auxiliary and associated services* programme. The change in the programme structure is in line with policy developments in education and improves transparency.

Spending on the Vote is dominated by the *Higher education* programme, which is projected to consume an average of 92,1 per cent of the total over the medium term. This largely reflects the transfers to higher education institutions and the National Student Financial Aid Scheme.

The most important trend is the increase in expenditure growth on the *Planning and monitoring* programme. Spending on this programme is expected to increase by an annual average of 85,5 per cent from 2000/01 to 2003/04, as against an increase of 28,1 per cent between 1997/98 and 2000/01. This reflects the priority that the Department attaches to improving education planning and monitoring systems in its drive to raise learning outcomes and achievements over the medium term.

Average annual growth on the *Higher education* programme declines from 9,4 per cent between 1997/98 and 2000/01 to 5,3 per cent from 2000/01 to 2003/04. The decline mainly reflects decreased transfers for interest and redemption payments to higher education institutions. It also points to the Department's intention to restructure the higher education system and implement a revised formula for assistance to institutions over the medium term. Higher education transfer payments dominate expenditure, comprising an average of 92,1 per cent of spending over the seven-year period.

Excluding higher education transfer payments, personnel expenditure comprises 19,8 per cent of the total over the medium term. Spending on personnel grew strongly at an average of 32,6 per cent a year between 1997/98 and 2000/01. This reflects the incorporation of the National Technical Examinations and the National Film Library functions from the Gauteng provincial education department during this period.

The 2001 Budget increases the medium-term allocations to the national Department of Education by R130,8 million in 2001/02, R235,7 million in 2002/03 and R311,7 million in 2003/04, to support the priorities of the Department.

These additional allocations are supported by a further R68,7 million in 2001/02 for HIV/Aids programmes and R73 million in 2001/02, R74 million in 2002/03 and R114 million in 2003/04 from the Poverty Relief Fund for the following:

- R25 million is allocated for adult basic education and training in the Ikwelohlo Project in 2001/02, rising to R40 million in 2002/03 and R50 million in 2003/04. This allows for the expansion of the Ikwelohlo pilot project in the Eastern Cape and Northern Province, and its replication in other provinces. The project focuses mainly on the delivery of agricultural capacity building and training programmes for small, medium and microenterprises.
- R48 million is allocated for the Rural School Building Project for 2001/02. This will be used to establish nine pilot schools, one in each province. The allocation is decreased to R34 million in 2002/03 to facilitate a period of evaluation and review of lessons from the pilot schools. The allocation increases to R64 million in 2003/04 to enable the completion of 18 rural schools.

Departmental receipts

The Department of Education is a policy-making department. Departmental receipts, such as the fees for the remarking of examination scripts, tariffs for members of the National Centre for Educational Technology and Distance Education, and registration fees for private higher education institutions are the main revenue sources for the Department. These amount to R7,7 million in 2000/01 and are expected to rise to R8 million in 2001/02, R8,8 million in 2002/03 and R9,6 million in 2003/04. These receipts are deposited into the National Revenue Fund.

Programme 1: Administration

The *Administration* programme aims to conduct overall management of the Department. Several management and policy functions are funded through the programme, including:

- Policy formulation and management of the Department by the Minister, Deputy Minister, Director-General and Management Services
- Provision of centralised administrative, legal and office services
- Managing of departmental personnel and financial administration
- Determination of working methods and procedures, and the exercising of management and budgetary control through head and regional offices

Table 14.2: Administration

Subprogramme	Expenditure outcome			Adjusted appropriation 2000/01	Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00		2001/02	2002/03	2003/04
R thousand							
Minister ¹	474	483	499	604	634	669	702
Deputy Minister ²	385	409	421	486	515	543	571
Management	13 027	13 338	12 217	12 477	16 401	18 345	19 279
Corporate Services	23 870	25 859	32 080	37 620	32 654	36 907	40 401
Total	37 756	40 089	45 217	51 187	50 204	56 464	60 953
Change to 2000 Budget Estimate				(4 949)	(4 139)	(4 696)	

¹ Payable as from 1 April 2000: salary: R478 530, car allowance: R119 632

² Payable as from 1 April 2000: salary: R388 942, car allowance: R97 236

Economic classification

Current	35 547	38 925	44 206	50 247	49 738	55 954	60 401
Personnel	16 344	21 589	20 745	24 257	30 996	33 260	35 091
Transfer payments	-	-	-	-	680	729	765
Other current	19 203	17 336	23 461	25 990	18 062	21 965	24 545
Capital	2 209	1 164	1 011	940	466	510	552
Transfer payments	-	-	-	-	-	-	-
Acquisition of capital assets	2 209	1 164	1 011	940	466	510	552
Total	37 756	40 089	45 217	51 187	50 204	56 464	60 953

Standard items of expenditure							
Personnel	16 344	21 589	20 745	24 257	30 996	33 260	35 091
Administrative	11 628	9 991	10 376	13 043	8 932	11 569	12 789
Inventories	1 841	852	1 230	1 750	1 474	1 536	1 602
Equipment	4 389	3 998	2 160	2 963	2 011	2 147	2 275
Land and buildings	-	-	-	-	-	-	-
Professional and special services	3 310	3 325	10 394	8 765	6 111	7 223	8 431
Transfer payments	-	-	-	-	680	729	765
Miscellaneous							
Civil Pensions Stabilisation Fund	200	267	312	409	-	-	-
Thefts and losses	44	67	-	-	-	-	-
Total	37 756	40 089	45 217	51 187	50 204	56 464	60 953

Policy developments

The Department is implementing appropriate plans to ensure that it complies with the provisions of the Public Finance Management Act.

Expenditure trends

Spending on *Administration* increases by an average of 8,6 per cent between 2000/01 and 2003/04, compared to an increase of 8,1 per cent from 1997/98 to 2000/01. Limited growth over the medium term reflects the Department's commitment to reprioritise resources towards the *Planning and monitoring* programme and away from operational activities.

Personnel expenditure is projected to average 59,4 per cent of the total over the medium term and includes transfers to the Sectoral Education and Training Authority on education and training development. These amount to R680 000 in 2001/02, increasing to R729 000 in 2002/03 and R765 000 in 2003/04.

Programme 2: Planning and monitoring

The *Planning and monitoring* programme aims to provide strategic direction in the development and implementation of education policies, programmes and projects. The programme comprises two subprogrammes:

- Education human resources planning is responsible for planning, developing and managing human resource policies and plans on conditions of employment, labour relations in education, and the evaluation of teacher education programmes and qualifications. The subprogramme also develops appropriate policies for the recognition of employment and Relative Education Qualification Values, and manages legislative and legal matters.
- Financial and physical planning develops and maintains policies on planning, development, finances, information systems and physical resources of schools and learning centres, and promotes the development and operation of education and training information systems.

Table 14.3: Planning and monitoring

Subprogramme	Expenditure outcome			Adjusted appropriation 2000/01	Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00		2001/02	2002/03	2003/04
R thousand							
Education human resources planning	3 399	5 950	4 664	7 062	8 294	8 932	9 342
Financial and physical planning ¹	2 750	3 368	3 952	6 077	56 132	42 777	73 229
Total	6 149	9 318	8 616	13 139	64 426	51 709	82 571
Change to 2000 Budget Estimate				1 914	51 711	37 535	

¹ Includes R48 million, R34 million and R64 million allocated for the Rural School Building Project over the medium term

Economic classification

Current	5 919	8 985	8 296	12 873	26 189	23 759	30 319
Personnel	4 794	5 648	6 567	7 825	12 156	13 195	13 809
Transfer payments	-	-	-	-	-	-	-
Other current	1 125	3 337	1 729	5 048	14 033	10 564	16 510
Capital	230	333	320	266	38 237	27 950	52 252
Transfer payments	-	-	-	-	-	-	-
Acquisition of capital assets	230	333	320	266	38 237	27 950	52 252
Total	6 149	9 318	8 616	13 139	64 426	51 709	82 571

Standard items of expenditure

Personnel	4 794	5 648	6 567	7 825	12 156	13 195	13 809
Administrative	427	853	695	673	3 942	3 082	4 403
Inventories	106	72	212	173	2 948	1 612	3 142
Equipment	290	408	428	387	10 210	6 265	12 913
Land and buildings	-	-	-	-	-	-	-
Professional and special services	463	2 258	621	3 948	35 170	27 555	48 304
Transfer payments	-	-	-	-	-	-	-
Miscellaneous							
Civil Pensions Stabilisation Fund	69	79	93	133	-	-	-
Total	6 149	9 318	8 616	13 139	64 426	51 709	82 571

Policy developments

The *Planning and monitoring* programme monitors the implementation of norms and standards, and supports provinces in their implementation. The national norms and standards for school funding aim to redistribute non-personnel current spending to the neediest learners within each province. The policy stipulates that schools should provide each learner with a basic package of R100 for learner support materials. If funds are insufficient to make this allocation to all learners, the provincial education departments should prioritise the neediest learners.

The norms and standards provisions also regulate the funding of independent schools, which receive a proportionate subsidy in relation to public school learners, depending on the fees charged at the school.

The Department implemented a new Management Information System for the school sector during 1997 to collect education data from schools in a systematic and consistent manner. The Schools Register of Needs, which located and mapped 32 000 schools, was also published and a national school survey followed during 1998. The register will be updated regularly.

Expenditure trends

The most important trend in the *Planning and monitoring* programme is the significant rise in the average annual growth of the Financial and physical planning subprogramme to 129,3 per cent between 2000/01 and 2003/04. In particular, this reflects increased provision from the Poverty

Relief Fund for the Rural School Building Project. Financial and physical planning is projected to consume an average of 86,2 per cent of total spending on the programme over the medium term.

Outputs and service delivery trends

Table 14.4: Planning and monitoring: Key outputs and indicators

Subprogramme	Outputs	Service delivery indicators
Education human resources planning	Sound labour relations	Quality of assistance and advice given to the employer, especially during negotiations
Financial and physical planning	Integrated capital development plan for the education sector	Quality and timeliness of plan
	Effective and efficient use of the funding for the Rural School Building Project from the Poverty Relief Fund	Quality and timeliness of expenditure in each financial year Quality and timeliness of progress reports handed to the National Treasury
	Policy for capital investment	Norms and standards for education infrastructure to be published by planned date
	Rural education development plan and a model for the provisioning of farm school education	Quality and timeliness of plan and model
	Improved capacity building for physical resource planning in provinces	The number and type of programmes delivered per province, including the number of officials trained per programme over the period 2001–2004 Results of survey to gauge quality of training received
	Integrated information system for improving physical resource planning	An integrated information system operational by planned date in 2004
	Updated Schools Register of Needs (2001–2004)	Quality and timeliness of information in the Register of Needs database

During 2000, the infrastructure requirements of schools were assessed in order to improve the quality of education in rural and poorer communities. A physical planning directorate was established through which school building projects would be managed during the 2001 Budget. Workshops were held in provinces to investigate the situation of farm schools so as to improve the quality of service in this category of public schools.

Programme 3: General education

The *General education* programme aims to promote the development, research, evaluation, implementation and maintenance of national policy, programmes and systems for general education. The programme consists of the following subprogrammes:

- Curriculum and assessment development and learner achievement manages the development, evaluation and maintenance of policy, programmes and systems for learners with special learning needs in early childhood development, school education, and adult and community education and training.
- Education human resources development, gender equity and safety focuses on developing education management and governance capacity; promoting capacity building of educators; monitoring, evaluating and coordinating gender equity in education; and promoting a safe, drug-free, healthy and effective educational environment.

Table 14.5: General education

Subprogramme	Expenditure outcome			Adjusted appropriation 2000/01	Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00		2001/02	2002/03	2003/04
R thousand							
Curriculum and assessment development and learner achievement ¹	19 601	10 522	9 487	58 602	148 207	132 043	175 591
Education human resources development, gender equity and safety	3 161	3 392	4 204	9 013	26 650	27 196	28 467
Total	22 762	13 914	13 691	67 615	174 857	159 239	204 058
Change to 2000 Budget Estimate				20 201	154 044	137 517	

¹ Includes R25 million, R40 million and R50 million for the Adult Basic Education and Training programme, R30 million, R65 million and R100 million for the Early Childhood Development pilot programme, as well as R68,7 million for HIV/Aids programmes over the medium term

Economic classification

Current	22 437	13 758	13 138	67 329	173 809	157 824	202 180
Personnel	7 367	7 710	7 897	12 749	12 280	13 089	13 695
Transfer payments	-	-	-	26 930	84 500	52 000	88 000
Other current	15 070	6 048	5 241	27 650	77 029	92 735	100 485
Capital	325	156	553	286	1 048	1 415	1 878
Transfer payments	-	-	-	-	-	-	-
Acquisition of capital assets	325	156	553	286	1 048	1 415	1 878
Total	22 762	13 914	13 691	67 615	174 857	159 239	204 058

Standard items of expenditure

Personnel	7 367	7 710	7 897	12 749	12 280	13 089	13 695
Administrative	5 381	2 354	1 859	3 873	27 101	29 732	31 884
Inventories	5 277	1 325	258	1 306	4 162	4 836	5 016
Equipment	373	235	589	392	1 168	9 003	9 473
Land and buildings	-	-	-	-	-	-	-
Professional and special services	4 240	2 172	2 961	22 182	45 646	50 579	55 990
Transfer payments	-	-	-	26 930	84 500	52 000	88 000
Miscellaneous							
Civil Pensions Stabilisation Fund	124	118	127	183	-	-	-
Total	22 762	13 914	13 691	67 615	174 857	159 239	204 058

Policy developments

The *General education* programme has focused its efforts in key priority areas, including early childhood education, adult basic education and training, and HIV/Aids. A national early childhood development pilot project was launched in 1997 and concluded in 2000. The Department plans to extend the pilot project in line with its intention to prioritise early childhood development over the medium term. The Department has also published its policy and national multi-year implementation plan for adult basic education and training. These are supported by the development of learning programmes and a database on learner support material over the past year.

The first phase to address HIV/Aids was implemented in 2000/01. The main objectives are to implement the life skills and HIV/Aids programmes in primary and secondary schools, train master trainers to train teachers at schools, as well as train a number of lay counsellors.

The programme also undertook a detailed review of school curricula during 2000. The implementation of Curriculum 2005 is on track in all nine provinces. The Department monitors the timely provision of learner support materials at the start of the school year. This facilitates effective teaching and learning in the school system.

Expenditure trends

Spending on the *General education* programme is projected to increase by an annual average of 44,5 per cent between 2000/01 and 2003/04, as against 43,8 per cent from 1997/98 to 2000/01. The growth in spending is due mainly to increased allocations to the programmes on HIV/Aids, adult basic education and training, and early childhood development.

Current transfer payments rise from zero in 1999/00 to R26,9 million in 2000/01, owing to the spending on HIV/Aids programmes. These transfers support the expansion of HIV/Aids programmes in 2001/02 and provides for the Early Childhood Development pilot programme over the medium term. The increase in other current expenditure in 2000/01 is due to the rollover of donor funds for teacher resource material. A further increase over the medium term provides for the Ikhwelo project.

Capital spending is projected to grow by an average of 87,3 per cent between 2000/01 and 2003/04, owing largely to increased spending on capital assets, specifically equipment for activities under the Ikhwelo project.

Outputs and service delivery trends

Table 14.6: General education: Key outputs and indicators

Subprogramme	Outputs	Service delivery indicators
Curriculum and assessment development and learner achievement	Senior, intermediate and foundation phase documents for each phase to assist with the implementation of Curriculum 2005, including <ul style="list-style-type: none"> • Illustrative learning materials • Learning support materials for learners and teachers Training sessions for the education district officers and teachers	Documents available for the proposed implementation of new learning programmes in schools on planned dates: <ul style="list-style-type: none"> Grades 4 & 8 – 2001 Grades 5 & 9 – 2002
	Streamlined curriculum for general school education	Number of successful sessions per province during the implementation of Curriculum 2005
	Learning programmes for adult basic education and training	Results of survey to gauge quality of training received
	Implementation of the assessment system for adult basic education and training	Streamlined curriculum introduced in general school education beginning 2003
	Regulations on Adult Basic Education and Training Act	Learning programmes developed and implemented by planned date in 2004
	Policy document on learners with special needs in adult basic education and training, and implementation of policy	Quality and timeliness of implementation of placement tools for adult basic education and training
	The licensing and registering of practitioners in the system	Quality and timeliness of assessment tools for levels 1–4
	Effective and efficient use of the funding for the adult basic education and training project from the poverty relief allocation	Norms and standards for funding are published by planned date
	Effective implementation of first phase of HIV/Aids programme	Adult Basic Education and Training Board established by planned date
Education human resources development, gender equity and safety	Effective collaborative management teams in place in each province by March 2002	Quality and timeliness of policy document
		Implementation of policy by planned date during 2001
		Number of practitioners licensed in the planned time-frame and against the planned target of 4 500
		Quality and timeliness of expenditure in each financial year
		Quality and timeliness of progress reports handed to the National Treasury
		Life skills programme published on planned date
		The number of master trainers trained by planned date
		The number of lay counsellors trained by planned date
		The number of efficiently functioning management teams by planned date

Subprogramme	Outputs	Service delivery indicators
	Report from the Gender in Education Task Team in 2001	Quality and timeliness of draft policy document
	The upgrading of the unqualified and underqualified educators	Number of educators trained in the planned time-frame (July 2001) against the planned target of 10 000 educators Results of survey to gauge quality of training received
	Implementation of national teacher awards programme	Process for selection of candidates completed in planned time-frame
	Training of educators in mathematics and science, focusing on content and pedagogy	Number of educators trained in the planned time-frame (2001/02 to 2003/04) against the target of 155 educators per province a year Results of survey to gauge quality of training received

Programme 4: Further education

The *Further education* programme aims to manage the planning, development, evaluation and maintenance of policy, programmes and systems for a further education and training, and a quality assurance system. The programme is organised into two subprogrammes:

- Further education and training provides for planning, developing and managing systems for further education and training assessment, development and support. The subprogramme evaluates further education and training qualifications and provides support to the National Board for Further Education and Training. It also provides financial assistance to the South African Qualifications Authority and to the South African Certification Council (Safcert).
- Policy support, curriculum, qualifications and quality assurance develops, evaluates and maintains a quality assurance system. The subprogramme also develops policies regarding the promotion of open and life-long learning, and the use of technology and media in education.

Table 14.7: Further education

Subprogramme	Expenditure outcome				Adjusted appropriation 2000/01	Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00			2001/02	2002/03	2003/04
R thousand								
Further education and training	9 669	10 702	54 606	63 017	69 221	72 992	77 648	
Policy support, curriculum, qualifications and quality assurance	30 318	6 613	10 985	12 071	17 013	17 481	18 036	
Total	39 987	17 315	65 591	75 088	86 234	90 473	95 684	
Change to 2000 Budget Estimate				6 883	15 141	16 944		
Economic classification								
Current	39 620	16 709	65 101	74 501	85 400	89 818	94 946	
Personnel	6 059	8 629	43 189	47 172	51 392	55 363	59 339	
Transfer payments	5 800	6 100	6 000	6001	6 001	6 001	6 271	
Other current	27 761	1 980	15 912	21 328	28 007	28 454	29 336	
Capital	367	606	490	587	834	655	738	
Transfer payments	-	-	-	-	-	-	-	
Acquisition of capital assets	367	606	490	587	834	655	738	
Total	39 987	17 315	65 591	75 088	86 234	90 473	95 684	

Standard items of expenditure							
Personnel	6 059	8 629	43 189	47 172	51 392	55 363	59 339
Administrative	881	1 224	5 251	5 720	9 335	9 525	9 604
Inventories	335	360	6 241	2 499	5 135	5 127	5 434
Equipment	534	623	3 262	5 418	4 115	4 023	4 333
Land and buildings	-	-	-	-	-	-	-
Professional and special services	26 320	282	1 273	7 843	10 256	10 434	10 703
Transfer payments	5 800	6 100	6 000	6 001	6 001	6 001	6 271
Miscellaneous	-	-	-	-	-	-	-
Civil Pensions Stabilisation Fund	58	97	375	435	-	-	-
Total	39 987	17 315	65 591	75 088	86 234	90 473	95 684

Policy developments

The Department has targeted interventions to improve control of Grade 12 examination results. This includes establishing marking centres in all provinces and setting up a database for examiners and moderators. Over the next few years, the Department will focus on developing an external adult basic education and training level 4 assessment. Systematic evaluation of grades 3, 6 and 9 will be conducted from 2001 to 2003. Whole-school evaluations will be implemented as from 2001 on an annual basis to assess the performance of all schools.

Expenditure trends

Spending growth on the *Further education* programme declines from an average of 23,4 per cent a year between 1997/98 and 2000/01 to 8,4 per cent from 2000/01 to 2003/04. This decline is largely due to the Department's reprioritisation of spending towards the *Planning and monitoring* programme over the medium term. Further education and training dominates the programme. Its share is projected to consume an average of 80,7 per cent of the total over the medium term.

Outputs and service delivery trends

Table 14.8: Further education: Key outputs and indicators

Subprogramme	Outputs	Service delivery indicators
Further education and training	<p>Develop a national plan for growth and restructuring of the sector and the registration of institutions</p> <p>Develop a framework for quality assurance for further education and training institutions</p> <p>Improve Grade 12 learner performance</p> <p>Establish first phase of uniform national question papers for Grade 12</p> <p>Policy on external adult basic education and training level 4 assessment</p> <p>Develop outcomes, range statements, assessment criteria on learning programmes and unit standards for further education and training</p>	<p>Declaration of further education and training colleges by planned date</p> <p>Provincial and institutional plans in place by planned date</p> <p>Quality and timeliness of framework</p> <p>Percentage increase in the absolute number of learners writing the examination</p> <p>Percentage increase in the number of learners passing Grade 12</p> <p>Percentage increase in the number of matric exemptions</p> <p>Percentage increase in the number of learners passing mathematics and science</p> <p>Question papers set for planned subjects for the 2001 examination: mathematics, physical science, biology, accounting and English second language papers accepted by the Examination Board as being of the approved quality</p> <p>Quality and timeliness of policy document</p> <p>Number of items approved by the South African Qualification Authority against planned targets</p> <ul style="list-style-type: none"> • 2001 – 17 learning programmes • 2002 – 5 learning programmes

Subprogramme	Outputs	Service delivery indicators
Policy support, curriculum, qualifications and quality assurance	Report on the assessment of the performance of schools on an annual basis	Quality and timeliness of the national and provincial reports on whole-school evaluation
	Propose and establish a national curriculum unit	Proposal accepted by all stakeholders in the planned time-frame of 2001/02 Establishment and functioning of unit by planned time-frame of 2002/03
	Report on appropriate network for curriculum change	Report delivered and accepted by all stakeholders by 2001/02
	Projects Audit report and database	Report on audit completed in planned time Projects database on Department of Education's web site in 2001/02
	Research reports and publications to support and inform language-in-education policy	Quality, relevance and timeliness of research reports
	Report on assessment of outcomes-based education	Report finalised by planned date Report utilised by Curriculum 2005 team and by provinces during 2001/02

The Adult Basic Education and Training Act of 2000 was passed last year. It provides for the establishment, governance and funding of public adult learning centres, the registration of private adult learning centres, as well as quality assurance and promotion.

Programme 5: Higher education

The *Higher education* programme aims to provide strategic direction in the development of an effective higher education system. The programme has the following subprogrammes:

- Planning and management aims to plan, manage and monitor the national higher education system and provide a management support service to higher education institutions. The subprogramme also provides financial assistance to higher education institutions, the National Student Financial Aid Scheme, the Council on Higher Education and the Fulbright Commission.
- Development and support manages the registration of private higher education institutions, liaises with constituencies in higher education and provides policy and development support to the Department and the higher education system.

Table 14.9: Higher education

Subprogramme	Expenditure outcome			Adjusted appropriation	Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00		2001/02	2002/03	2003/04
R thousand				2000/01			
Planning and management	5 436 887	6 053 248	6 616 950	7 109 676	7 542 876	7 902 876	8 290 703
Development and support	2 653	1 757	2 691	4 446	6 499	7 056	8 024
Total	5 439 540	6 055 005	6 619 641	7 114 122	7 549 375	7 909 932	8 298 727
Change to 2000 Budget Estimate				86 038	87 268	154 403	
Economic classification							
Current	4 839 260	5 829 366	6 397 261	6 907 015	7 348 344	7 720 350	8 119 914
Personnel	5 352	4 552	5 184	7 042	10 409	11 413	11 937
Transfer payments	4 831 450	5 823 465	6 390 495	6 897 815	7 335 701	7 706 303	8 104 492
Other current	2 458	1 349	1 582	2 158	2 234	2 634	3 485
Capital	600 280	225 639	222 380	207 107	201 031	189 582	178 813
Transfer payments	599 913	225 433	222 092	206 845	200 905	189 437	178 666
Acquisition of capital assets	367	206	288	262	126	145	147
Total	5 439 540	6 055 005	6 619 641	7 114 122	7 549 375	7 909 932	8 298 727

Standard items of expenditure							
Personnel	5 352	4 552	5 184	7 042	10 409	11 413	11 937
Administrative	1 982	899	626	1 242	1 339	1 688	2 488
Inventories	178	229	798	265	473	475	438
Equipment	414	282	317	312	173	191	198
Land and buildings	-	-	-	-	-	-	-
Professional and special services	180	73	65	478	375	425	508
Transfer payments	5 431 363	6 048 898	6 612 587	7 104 660	7 536 606	7 895 740	8 283 158
Miscellaneous							
Civil Pensions Stabilisation Fund	71	72	64	123	-	-	-
Total	5 439 540	6 055 005	6 619 641	7 114 122	7 549 375	7 909 932	8 298 727

Policy developments

A new Higher Education Management Information System for student and staff data was implemented in 2000. This will facilitate increased accuracy and reliability of the higher education data that inform policy and budgetary decision-making. Additional elements will be developed and implemented once a new funding formula for higher education institutions has been finalised.

The Department has released a framework for the incorporation of colleges of education into the higher education system during 2001, as a first step towards reshaping the higher education system. Through this process, the distribution of financial and physical resources by the Department, as well as within institutions, will be beneficial for all parties as incorporation is expected to result in lower unit costs. The merging of study programmes will improve the efficiency of the system, with a likelihood of better outcomes.

Moving forward, the Department will focus on developing a national plan for reshaping the higher education system, taking account of the recommendations of the Council on Higher Education report.

Expenditure trends

Medium-term allocations to the *Higher education* programme increase by R87,3 million in 2001/02 and R154,4 million in 2002/03, owing mainly to the incorporation of colleges of education into the system. Higher education transfer payments are the main item of spending on the programme and consume an estimated average of 99,8 per cent of the total over the medium term. However, growth on transfer payments slows from an average of 9 per cent a year from 1997/98 to 2000/01 and to 5 per cent a year between 2000/01 and 2003/04, owing to a decline in transfers for interest and redemption payments to higher education institutions.

Outputs and service delivery trends

Table 14.10: Higher education: Key outputs and indicators

Subprogramme	Outputs	Service delivery indicators
Planning and management	<p>Development and implementation of a national plan for higher education</p> <p>New funding formula for higher education institutions and first phase implementation plan</p> <p>New financial reporting system for higher education institutions</p>	<p>Successful implementation of the plan according to the planned time-frame</p> <p>Formula is finalised and accepted by stakeholders in planned time-frame</p> <p>Phased implementation of the new funding formula begins in 2002/03</p> <p>Reporting system is finalised and accepted by stakeholders in planned time</p> <p>Full implementation of system commences on planned date in 2002/03</p>

Subprogramme	Outputs	Service delivery indicators
Development and support	<p>The incorporation of the new funding formula and the financial reporting systems into the Higher Education Management Information System</p> <p>Regulations for the registration of private higher education institutions</p> <p>Development of governance and management leadership training programme for institutional managers, members of Council and Students Representative Councils</p> <p>Framework for dealing with scholarships offered to South African students in other countries</p> <p>Framework and criteria for funding research outputs</p>	<p>Incorporation of the new funding formula and the financial reporting systems into the Higher Education Management Information System on planned date in 2002/03</p> <p>Regulations for the registration of private higher education institutions promulgated by planned date</p> <p>Number and types of training programmes delivered, including the number of participants per institution in the training programme</p> <p>Results of survey to gauge quality of training received</p> <p>Quality and timeliness of framework</p> <p>Quality and timeliness of framework</p> <p>Full implementation of policy by planned date</p>

The first phase for the incorporation of colleges of education into the higher education system should be completed early this year. The Department focused on the development of a new higher education funding formula, as well as a new financial reporting framework for higher education institutions. It anticipates that the new formula and system will be implemented in 2002.

The National Student Financial Aid Scheme reached 81 609 students in 2000, up from 72 788 students in 1996. The total value of awards over this period increased from R333 million to R551 million, including allocations other than the contribution by Government. The Board requested a review of the distribution formula during 2001 in the light of developments in higher education. Factors that may impact on the formula are the decline in student numbers and the migration of black students to historically white institutions.

Programme 6: Auxiliary and associated services

The programme aims to render auxiliary services and services associated with the Department's aims. It comprises three subprogrammes:

- Media liaison and national and provincial communication provides communication, liaison and related services to education departments.
- National and provincial cooperative governance and international relations manages and develops policy for general and further education and training projects, and provides ongoing liaison and education information sharing with provinces. The subprogramme supports and provides advice to education departments in management, organisational structures and all aspects of corporate services. It also develops and maintains international relations in the education sector and supports the United Nations Educational, Scientific and Cultural Organisation National Commission (Unesco).
- Government motor transport is the provision for purchases and maintenance of vehicles for departmental use.

Table 14.11: Auxiliary and associated services

Subprogramme	Expenditure outcome				Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00	Adjusted appropriation 2000/01	2001/02	2002/03	2003/04
R thousand							
Media liaison and national and provincial communication	7 660	6 615	4 210	4 940	6 134	6 634	7 028
National and provincial cooperative governance and international relations	421 007	327 279	354 076	351 842	277 630	281 586	294 097
Government motor transport	–	–	560	461	1	1	1
Total	428 667	333 894	358 846	357 243	283 765	288 221	301 126
Change to 2000 Budget Estimate				54 599	(31 554)	(32 004)	
Economic classification							
Current	427 983	305 112	343 493	334 253	283 427	288 028	300 975
Personnel	4 727	6 846	7 958	10 059	11 647	12 360	12 933
Transfer payments	405 804	261 356	288 845	234 254	222 243	224 320	234 414
Other current	17 452	36 910	46 690	89 940	49 537	51 348	53 628
Capital	684	28 782	15 353	22 990	338	193	151
Transfer payments	–	27 956	14 568	22 243	–	–	–
Acquisition of capital assets	684	826	785	747	338	193	151
Total	428 667	333 894	358 846	357 243	283 765	288 221	301 126
Standard items of expenditure							
Personnel	4 727	6 846	7 958	10 059	11 647	12 360	12 933
Administrative	9 399	12 406	17 410	21 789	13 712	15 403	17 502
Inventories	4 412	11 605	6 489	3 026	593	649	708
Equipment	1 082	1 681	1 139	831	404	228	223
Land and buildings	–	–	–	–	–	–	–
Professional and special services	3 179	11 954	22 314	64 867	35 166	35 261	35 346
Transfer payments	405 804	289 312	303 413	256 497	222 243	224 320	234 414
Miscellaneous							
Civil Pensions Stabilisation Fund	64	90	123	174	–	–	–
Total	428 667	333 894	358 846	357 243	283 765	288 221	301 126

Policy developments

The *Auxiliary and associated services* programme is responsible for ensuring the acquisition and effective utilisation of donor funding. In particular, donor funds for the national school building programme have facilitated the building of new school facilities across the country. The European Union technical support programme assists with the implementation of the multi-year implementation plan for adult basic education and training, and the early childhood development reception year pilot programme in all provinces.

The Department has prioritised regional cooperation through student exchanges and the harmonisation of policies and qualifications. This cooperation will also lead to the exchange of education experts and professionals. The recently established Binational Commissions with Algeria, Nigeria and Rwanda will lead to a number of exchanges of experts and some form of outreach.

Expenditure trends

Medium-term allocations to the *Auxiliary and associated services* programme decrease by R31,6 million in 2001/02 and R32 million in 2002/03, owing to the completion of the school building programme previously funded from Reconstruction and Development Programme funds.

Outputs and service delivery trends

Table 14.12: Auxiliary and associated services: Key outputs and indicators

Subprogramme	Outputs	Service delivery indicators
Media liaison and national and provincial communication	<p>A coordinated and integrated education communication system</p> <p>Fewer cases of corruption</p> <p>Improved communication on :</p> <p>The concept of inclusive education</p> <p>Schools governance that increases the awareness of the value of parent/community participation in the administration of schools and other centres of learning</p> <p>National teacher awards and best school awards</p> <p>HIV/Aids</p> <p>The implementation of outcomes-based education</p>	<p>Results of survey to gauge quality, timeliness and understanding of information from relevant clients</p> <p>A reduction in the number of corruption cases over the planned period</p> <p>Results of survey to gauge quality, timeliness and understanding of information from relevant clients</p>
National and provincial cooperative governance and international relations	<p>Organisational effectiveness of provincial systems</p>	<p>Number of district officials with improved capacity in a broad range of skills</p> <p>Survey to gauge the quality of the training received</p>

Public entities reporting to the Minister responsible for Education

Certification Council for Technikon Education (Sertec)

Sertec was established in terms of Section 2 of the Certification Council for Technikon Education Act of 1986 to undertake responsibilities related to the award of technikon certificates. This public entity is self-funded and does not benefit from government transfers.

South African Certification Council (Safcert)

Safcert was established in terms of the South African Certification Council Act of 1986 as amended by the Education Laws Amendment Act of 1999. It is a statutory council of the Department of Education. The public entity is self-funded and does not benefit from government subsidies or transfers. The Council is primarily responsible for issuing certificates to candidates who have successfully completed school or technical college education. It ensures that such certificates represent consistent standards of education and of examination. Revenue comprises fees charged for issuing certificates and interest on investments.

South African Qualifications Authority

The South African Qualifications Authority is a statutory body established in terms of the South African Qualifications Act of 1995. It is actively overseeing the development and implementation of the National Qualifications Framework. Moving forward, it will focus on ensuring access, quality, redress and development for all learners through an integrated national framework of learning achievements. An amount of R6 million will be transferred to the Qualifications Authority during 2001/02.

Council on Higher Education

The Council was established in terms of the Higher Education Act of 1997. It is responsible for advising the Minister on higher education matters, in particular the new funding arrangement, language policy and the appropriate shape and size of the higher education system. The Council is

also responsible for designing and implementing a system for quality assurance in higher education, as well as establishing the Higher Education Quality Committee. It promotes access of students to higher education, publishes an annual report on the state of higher education for submission to Parliament, and convenes an annual summit of higher education stakeholders. An amount of R4 million will be transferred to the Council during 2001/02, R4,8 million in 2002/03 and R5 million in 2003/04.

National Student Financial Aid Scheme

The National Student Financial Aid Scheme was established in terms of the National Student Financial Aid Scheme Act of 1999. It is responsible for:

- Allocating loans and bursaries to eligible students
- Developing criteria and conditions for the granting of loans and bursaries to eligible students in consultation with the Minister of Education
- Raising funds, recovering loans, maintaining and analysing a database and undertaking research for the better utilisation of financial resources
- Advising the Minister on matters relating to student financial aid

An amount of R450 million will be transferred to the scheme in 2001/02 and 2002/03, rising to R470 million in 2003/04.

South African Council for Educators

The South African Council for Educators was established in terms of the South African Council for Educators Act, 2000. It is responsible for the registration, promotion and professional development of educators, and for setting, maintaining and protecting the ethical and professional standards of educators. The Council does not receive funds from Government, but relies on membership fees as its source of revenue.

Education Labour Relations Council

The Education Labour Relations Council was established in terms of the Education Labour Relations Act, 1993. The Council is responsible for negotiating agreements on matters of mutual interest and settling disputes between parties in the Council. It also analyses the education situation in the country and keeps abreast of relevant developments and trends on the international education front. Membership fees are subsidised by Government as an employer's contribution.

Annexure: Vote 14: Education

Table 14.13: Summary of expenditure trends and estimates per programme

Table 14.14: Summary of expenditure trends and estimates per economic classification

Table 14.15: Summary of expenditure trends and estimates per standard item

Table 14.16: Summary of transfers and subsidies per programme

Table 14.17: Summary of personnel numbers and costs

Table 14.18: Summary of expenditure on training

Table 14.19: Summary of grants to provinces

Table 14.20: Summary of agency payments

Table 14.21: Programme 5: Financial assistance to universities

Table 14.22: Programme 5: Financial assistance to technikons

Table 14.13: Summary of expenditure trends and estimates per programme

	Expenditure outcome			Main appropriation	Adjustments appropriation			Revised estimate	Medium-term expenditure estimate				
	Audited	Audited	Preliminary outcome		Rollovers from 1999/00	Other adjustments	Adjusted appropriation		Current	Capital	Total	2002/03	2003/04
	1997/98	1998/99	1999/00										
R thousand													
Administration	37 756	40 089	45 217	56 136	1 429	(6 378)	51 187	47 635	49 738	466	50 204	56 464	60 953
Planning and monitoring	6 149	9 318	8 616	11 225	1 778	136	13 139	12 939	26 189	38 237	64 426	51 709	82 571
General education	22 762	13 914	13 691	47 414	16 394	3 807	67 615	62 315	173 809	1 048	174 857	159 239	204 058
Further education	39 987	17 315	65 591	68 205	35	6 848	75 088	75 088	85 400	834	86 234	90 473	95 684
Higher education	5 439 540	6 055 005	6 619 641	7 028 084	6	86 032	7 114 122	7 113 122	7 348 344	201 031	7 549 375	7 909 932	8 298 727
Auxiliary and associated services	428 667	333 894	358 846	302 644	53 544	1 055	357 243	324 295	283 427	338	283 765	288 221	301 126
Total	5 974 861	6 469 535	7 111 602	7 513 708	73 186	91 500	7 678 394	7 635 394	7 966 907	241 954	8 208 861	8 556 038	9 043 119
Change to 2000 Budget Estimate							164 686	121 686			272 471	309 699	

Table 14.14: Summary of expenditure trends and estimates per economic classification

	Expenditure outcome			Main appropriation	Adjustments appropriation			Revised estimate	Medium-term expenditure estimate				
	Audited	Audited	Preliminary outcome	Rollovers from 1999/00	Other adjustments 2000/01	Adjusted appropriation		Current	Capital	Total	2002/03	2003/04	
	1997/98	1998/99	1999/00					2001/02					
R thousand													
Current	5 370 766	6 212 855	6 871 495	7 297 559	50 062	98 597	7 446 218	7 415 218	7 966 907	-	7 966 907	8 335 733	8 808 735
Personnel	44 643	54 974	91 540	105 734	-	3 370	109 104	104 104	128 880	-	128 880	138 680	146 804
Salaries and wages	32 156	40 833	52 966	60 878	-	4 578	65 456	62 456	71 661	-	71 661	75 556	77 931
Other	12 487	14 141	38 574	44 856	-	(1 208)	43 648	41 648	57 219	-	57 219	63 124	68 873
Transfer payments	5 243 054	6 090 921	6 685 340	7 048 400	13 214	103 386	7 165 000	7 159 000	7 649 125	-	7 649 125	7 989 353	8 433 942
Subsidies to business enterprises	-	-	-	-	-	-	-	-	-	-	-	-	-
Other levels of Government	-	-	-	-	-	-	-	-	-	-	-	-	-
Social security funds	-	-	-	-	-	-	-	-	-	-	-	-	-
Universities and technikons	4 631 454	5 477 873	5 998 094	6 356 531	-	92 121	6 448 652	6 448 652	6 880 701	-	6 880 701	7 250 495	7 628 423
Extra-budgetary institutions	205 796	351 392	398 401	454 164	-	1 000	455 164	455 164	461 001	-	461 001	461 809	482 340
Provincial government	405 804	261 356	288 845	237 705	13 214	10 265	261 184	255 184	306 743	-	306 743	276 320	322 414
Local government	-	-	-	-	-	-	-	-	-	-	-	-	-
Households and non-profit institutions	-	-	-	-	-	-	-	-	680	-	680	729	765
Foreign countries and international credit institutions	-	300	-	-	-	-	-	-	-	-	-	-	-
Other current expenditure	83 069	66 960	94 615	143 425	36 848	(8 159)	172 114	152 114	188 902	-	188 902	207 700	227 989
Capital	604 095	256 680	240 107	216 149	23 124	(7 097)	232 176	220 176	-	241 954	241 954	220 305	234 384
Transfer payments	599 913	253 389	236 660	213 966	22 243	(7 121)	229 088	217 088	-	200 905	200 905	189 437	178 666
Movable capital	4 182	3 291	3 447	2 183	881	24	3 088	3 088	-	12 969	12 969	9 120	16 319
Motor vehicles (transport)	-	-	560	1	460	-	461	461	-	1	1	1	1
Equipment computers	2 905	2 226	2 400	1 534	136	13	1 683	1 683	-	3 571	3 571	3 584	5 888
Other office equipment	829	133	214	255	1	(2)	254	254	-	3 902	3 902	2003	4 071
Other	448	932	273	393	284	13	690	690	-	5 495	5 495	3 532	6 359
Fixed capital	-	-	-	-	-	-	-	-	-	28 080	28 080	21 748	39 399
Land	-	-	-	-	-	-	-	-	-	-	-	-	-
Buildings	-	-	-	-	-	-	-	-	-	28 080	28 080	21 748	39 399
Infrastructure	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	5 974 861	6 469 535	7 111 602	7 513 708	73 186	91 500	7 678 394	7 635 394	7 966 907	241 954	8 208 861	8 556 038	9 043 119

Table 14.15: Summary of expenditure trends and estimates per standard item

Expenditure outcome	Main appropriation			Adjustments appropriation			Revised estimate	Medium term expenditure estimate					
	Audited	Audited	Preliminary outcome	Rollovers from 1999/00	Other adjustments	Adjusted appropriation		Current	Capital	Total	2002/03	2003/04	
	1997/98	1998/99	1999/00										2000/01
R thousand													
Personnel	44 643	54 974	91 540	105 734	-	3 370	109 104	104 104	128 880	-	128 880	138 680	146 804
Administrative	29 698	27 727	36 217	63 188	2 234	(19 082)	46 340	46 340	64 361	-	64 361	70 999	78 670
Inventories	12 149	14 443	15 228	26 175	1 480	(18 636)	9 019	9 019	14 785	-	14 785	14 235	16 340
Equipment	7 082	7 227	7 895	8 248	1 399	656	10 303	10 303	5 112	12 969	18 081	21 857	29 415
Land and buildings	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional and special services	37 692	20 064	37 628	46 540	32 616	28 927	108 083	88 083	104 644	28 080	132 724	131 477	159 282
Transfer payments	5 842 967	6 344 310	6 922 000	7 262 366	35 457	96 265	7 394 088	7 376 088	7 649 125	200 905	7 850 030	8 178 790	8 612 608
Miscellaneous	630	790	1 094	1 457	-	-	1 457	1 457	-	-	-	-	-
Total	5 974 861	6 469 535	7 111 602	7 513 708	73 186	91 500	7 678 394	7 635 394	7 996 907	241 954	8 208 861	8 556 038	9 043 119

Table 14.16: Summary of transfers and subsidies per programme

	Expenditure outcome			Main appropriation	Adjustments appropriation			Revised estimate	Medium-term expenditure estimate				
	Audited	Audited	Preliminary outcome		Rollovers	Other	Adjusted		Current	Capital	Total	2002/03	2003/04
R thousand	1997/98	1998/99	1999/00		from 1999/00	adjustments	appropriation		2001/02				
						2000/01							
Administration	-	-	-	-	-	-	-	-	680	-	680	729	765
Corporate services: SETA	-	-	-	-	-	-	-	-	680	-	680	729	765
General education	-	-	-	26 930	-	-	26 930	26 930	84 500	-	84 500	52 000	88 000
Curriculum and assessment development and learner achievement													
HIV/Aids	-	-	-	26 930	-	-	26 930	26 930	63 500	-	63 500	-	-
Early childhood development	-	-	-	-	-	-	-	-	21 000	-	21 000	52 000	88 000
Further education	5 800	6 100	6 000	6 001	-	-	6 001	6 001	6 001	-	6 001	6 001	6 271
Further education and training													
South African Qualifications Authority	5 800	5 800	6 000	6 000	-	-	6 000	6 000	6 000	-	6 000	6 000	6 270
Safcert	-	-	-	1	-	-	1	1	1	-	1	1	1
Policy support, curriculum, qualifications and quality assurance: Commonwealth of learning	-	300	-	-	-	-	-	-	-	-	-	-	-
Higher Education	5 431 363	6 048 898	6 612 587	7 018 660	-	86 000	7 104 660	7 104 660	7 335 701	200 905	7 536 606	7 895 740	8 283 158
Planning and management													
Financial assistance to universities and technikons	5 231 367	5 703 306	6 220 186	6 570 497	-	85 000	6 655 497	6 655 497	6 880 701	200 905	7 081 606	7 439 932	7 807 089
National Student Financial Aid Scheme	199 996	343 019	389 983	443 500	-	-	443 500	443 500	450 000	-	450 000	450 000	470 000
Council on Higher Education	-	1 459	1 418	3 663	-	1 000	4 663	4 663	4 000	-	4 000	4 808	5 024
Fulbright Commission	-	626	1 000	1 000	-	-	1 000	1 000	1 000	-	1 000	1 000	1 045
Bursaries (French Government)	-	488	-	-	-	-	-	-	-	-	-	-	-
Auxiliary and associated services	405 804	289 312	303 413	210 775	35 457	10 265	256 497	238 497	222 243	-	222 243	224 320	234 414
National and provincial cooperative governance and international relations													
National schools building programme	379 251	48 794	14 568	-	9 743	-	9 743	5 743	-	-	-	-	-
Youth colleges	26 553	47 760	27 292	8 775	-	8 183	16 958	10 958	9 243	-	9 243	-	-

Technology 2005	-	255	-	-	-	-	-	-	-	-	-	-	-
SYSTEM	-	790	703	-	-	-	-	-	-	-	-	-	-
Eastern Cape schools	-	1 853	7 379	-	-	-	-	-	-	-	-	-	-
Learner support materials	-	125 313	61 471	-	13 214	-	13 214	13 214	-	-	-	-	-
Backlog in classrooms	-	38 512	-	-	12 500	-	12 500	4 500	-	-	-	-	-
Financial management and quality enhancement in education	-	26 035	192 000	202 000	-	2 082	204 082	204 082	213 000	-	213 000	224 320	234 414
Total	5 842 967	6 344 310	6 922 000	7 262 366	35 457	96 265	7 394 088	7 376 088	7 649 125	200 905	7 850 030	8 178 790	8 612 608

Table 14.17: Summary of personnel numbers and costs¹

Personnel numbers	1997/98	1998/99	1999/00	2000/01	2001/02
Administration	180	194	234	247	236
Planning and monitoring	27	37	35	45	63
General education	52	47	53	58	67
Further education	17	39	221	243	258
Higher education	27	31	26	52	62
Auxiliary and associated services	29	51	44	54	64
Total	332	399	613	699	750
Total personnel cost (R thousand)	44 643	54 974	91 540	109 104	128 880
Unit cost (R thousand)	134,5	137,8	149,3	156,1	171,8

¹ Full-time equivalent

Table 14.18: Summary of expenditure on training

R thousand	Preliminary outcome	Revised estimate	Medium-term expenditure estimate		
	1999/00	2000/01	2001/02	2002/03	2003/04
Administration	33	421	925	1 078	1 132
Planning and monitoring	-	24	134	133	146
General education	1	297	161	155	493
Further education	88	240	140	131	135
Higher education	-	87	-	-	-
Auxiliary and associated services	33	27	153	123	125
Total	155	1 096	1 513	1 620	2 031

Table 14.19: Summary of grants to provinces

Programme	Expenditure outcome					Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00	Adjusted appropriation 2000/01	Revised estimate	2001/02	2002/03	2003/04
R thousand								
General education								
Curriculum and assessment development and learner achievement								
Early childhood development	-	-	-	-	-	21 000	52 000	88 000
Eastern Cape	-	-	-	-	-	3 885	9 620	16 280
Free State	-	-	-	-	-	1 323	3 276	5 544
Gauteng	-	-	-	-	-	2 583	6 396	10 824
KwaZulu-Natal	-	-	-	-	-	4 641	11 492	19 448
Mpumalanga	-	-	-	-	-	1 533	3 796	6 424
Northern Cape	-	-	-	-	-	399	988	1 672
Northern Province	-	-	-	-	-	3 297	8 164	13 816
North West	-	-	-	-	-	1 680	4 160	7 040
Western Cape	-	-	-	-	-	1 659	4 108	6 952
HIV/Aids	-	-	-	26 930	26 930	63 500	-	-
Eastern Cape	-	-	-	4 572	4 572	11 747	-	-
Free State	-	-	-	2 297	2 297	4 001	-	-
Gauteng	-	-	-	2 296	2 296	7 810	-	-
KwaZulu-Natal	-	-	-	4 617	4 617	14 033	-	-
Mpumalanga	-	-	-	2 473	2 473	4 636	-	-
Northern Cape	-	-	-	1 467	1 467	1 207	-	-
Northern Province	-	-	-	4 572	4 572	9 969	-	-
North West	-	-	-	2 339	2 339	5 080	-	-
Western Cape	-	-	-	2 297	2 297	5 017	-	-
Auxiliary and associated services								
National and provincial cooperative governance and international relations								
Financial management and quality enhancement initiative in education	-	26 035	192 000	202 000	202 000	213 000	224 320	234 414
Eastern Cape	-	526	35 520	38 854	38 854	39 405	41 500	43 367

Free State	-	1 221	12 096	12 096	12 096	13 419	14 132	14 768
Gauteng	-	9 876	23 616	23 616	23 616	26 199	27 591	28 833
KwaZulu-Natal	-	6 461	42 432	45 765	45 765	47 073	49 575	51 805
Mpumalanga	-	-	14 016	14 016	14 016	15 549	16 375	17 112
Northern Cape	-	-	3 648	3 648	3 648	4 047	4 262	4 454
Northern Province	-	6 400	30 144	33 477	33 477	33 441	35 218	36 803
North West	-	-	15 360	15 360	15 360	17 040	17 946	18 753
Western Cape	-	1 551	15 168	15 168	15 168	16 827	17 721	18 519
Total	-	26 035	192 000	228 930	228 930	297 500	276 320	322 414

Table 14.20: Summary of agency payments

Programme	Expenditure outcome					Medium-term expenditure estimate		
	Audited 1997/98	Audited 1998/99	Preliminary outcome 1999/00	Adjusted appropriation 2000/01	Revised estimate	2001/02	2002/03	2003/04
R thousand								
Auxiliary and associated services								
National and provincial cooperative governance and international relations								
Technology 2005	-	255	-	-	-	-	-	-
Eastern Cape	-	-	-	-	-	-	-	-
Free State	-	-	-	-	-	-	-	-
Gauteng	-	-	-	-	-	-	-	-
KwaZulu-Natal	-	-	-	-	-	-	-	-
Mpumalanga	-	-	-	-	-	-	-	-
Northern Cape	-	55	-	-	-	-	-	-
Northern Province	-	200	-	-	-	-	-	-
North West	-	-	-	-	-	-	-	-
Western Cape	-	-	-	-	-	-	-	-
Backlog in classrooms	-	38 512	-	12 500	4 500	-	-	-
Eastern Cape	-	-	-	-	-	-	-	-
Free State	-	-	-	-	-	-	-	-
Gauteng	-	-	-	-	-	-	-	-
KwaZulu-Natal	-	38 512	-	-	-	-	-	-
Mpumalanga	-	-	-	-	-	-	-	-
Northern Cape	-	-	-	-	-	-	-	-
Northern Province	-	-	-	12 500	4 500	-	-	-
North West	-	-	-	-	-	-	-	-
Western Cape	-	-	-	-	-	-	-	-
National schools building programme	-	48 794	14 568	9 743	5 743	-	-	-
Eastern Cape	-	-	-	-	-	-	-	-
Free State	-	-	-	-	-	-	-	-
Gauteng	-	-	-	-	-	-	-	-
KwaZulu-Natal	-	4 013	-	-	-	-	-	-
Mpumalanga	-	12 119	5 192	8 544	4 544	-	-	-
Northern Cape	-	-	-	-	-	-	-	-

Northern Province	-	32 662	8 204	1 199	1 199	-	-	-
North West	-	-	1 172	-	-	-	-	-
Western Cape	-	-	-	-	-	-	-	-
Youth colleges	-	47 760	27 292	16 958	10 958	9 243	-	-
Eastern Cape	-	7 807	3 068	1 711	711	-	-	-
Free State	-	6 044	5 178	-	-	-	-	-
Gauteng	-	-	-	-	-	-	-	-
KwaZulu-Natal	-	10 195	9 254	3 042	2 042	5 852	-	-
Mpumalanga	-	3 664	1 643	4 935	2 935	1 365	-	-
Northern Cape	-	537	1 899	2 848	2 048	-	-	-
Northern Province	-	7 676	2 485	3 105	2 305	2 026	-	-
North West	-	2 149	3 765	1 317	917	-	-	-
Western Cape	-	9 688	-	-	-	-	-	-
Eastern Cape Schools	-	1 853	7 379	-	-	-	-	-
Eastern Cape	-	1 853	7 379	-	-	-	-	-
SYSTEM	-	790	703	-	-	-	-	-
Eastern Cape	-	-	82	-	-	-	-	-
Free State	-	205	-	-	-	-	-	-
Gauteng	-	-	-	-	-	-	-	-
KwaZulu-Natal	-	-	-	-	-	-	-	-
Mpumalanga	-	-	-	-	-	-	-	-
Northern Cape	-	-	69	-	-	-	-	-
Northern Province	-	585	-	-	-	-	-	-
North West	-	-	-	-	-	-	-	-
Western Cape	-	-	552	-	-	-	-	-
Learner support	-	125 313	61 471	13 214	13 214	-	-	-
Materials								
Eastern Cape	-	27 738	-	9 362	9 362	-	-	-
Free State	-	681	10 916	1 103	1 103	-	-	-
Gauteng	-	19 548	8 052	-	-	-	-	-
KwaZulu-Natal	-	23 692	18 908	-	-	-	-	-
Mpumalanga	-	14 978	21	-	-	-	-	-
Northern Cape	-	1 247	2 342	9	9	-	-	-
Northern Province	-	16 078	12 423	-	-	-	-	-
North West	-	6 056	7 104	2 740	2 740	-	-	-
Western Cape	-	15 295	1 705	-	-	-	-	-

Financial management and quality enhancement in education	-	-	-	2 082	2 082	-	-	-
Eastern Cape	-	-	-	-	-	-	-	-
Free State	-	-	-	-	-	-	-	-
Gauteng	-	-	-	-	-	-	-	-
KwaZulu-Natal	-	-	-	-	-	-	-	-
Mpumalanga	-	-	-	-	-	-	-	-
Northern Cape	-	-	-	-	-	-	-	-
Northern Province	-	-	-	-	-	-	-	-
North West	-	-	-	-	-	-	-	-
Western Cape	-	-	-	2 082	2 082	-	-	-
Total	-	263 277	111 413	54 497	36 497	9 243	-	-

Table 14.21: Programme 5: Financial assistance to universities

University R thousand	Current expenditure		Capital expenditure		Interest and redemption		Ad hoc		Total	
	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01
Cape Town	350 047	308 985	-	-	8 284	9 340	16 400	18 200	374 731	336 525
Durban Westville	167 012	161 945	-	-	-	-	2 664	2 100	169 676	164 045
Fort Hare	86 992	85 794	-	-	2 140	2 200	3 500	2 700	92 632	90 694
Free State	221 343	190 053	-	-	4 487	4 851	3 353	2 800	229 183	197 704
Medunsa	168 911	154 956	-	-	3 088	3 100	-	-	171 999	158 056
Natal	355 072	336 600	-	-	10 734	11 070	7 128	7 200	372 934	354 870
North West	112 449	100 014	-	-	610	740	508	730	113 567	101 484
Port Elizabeth	172 013	138 837	-	-	4 610	4 900	1 780	1 635	178 403	145 372
Potchefstroom University for CHE	242 208	212 697	-	-	5 145	5 290	1 876	1 646	249 229	219 633
Pretoria	584 249	534 746	12 600	12 600	10 665	13 765	23 100	23 190	630 614	584 301
Rand Afrikaans University	225 545	241 523	-	-	6 413	6 584	2 796	2 607	234 754	250 714
Rhodes	100 289	98 235	-	-	1 635	1 759	1 920	1 850	103 844	101 844
Stellenbosch	361 561	314 017	-	-	9 290	9 640	9 190	8 924	380 041	332 581
The North	181 419	186 390	-	-	7 333	8 200	11	11	188 763	194 601
Transkei	102 651	98 837	-	-	7 800	7 800	2 200	2 200	112 651	108 837
South Africa	488 963	458 674	-	-	3 943	4 750	3 300	3 500	496 206	466 924
Venda	106 987	83 594	-	-	4 270	4 400	10	1 400	111 267	89 394
Vista	253 767	231 689	-	-	19 367	19 400	1 280	1 240	274 414	252 329
Western Cape	145 842	145 469	-	-	3 355	3 863	3 899	3 750	153 096	153 082
Witwatersrand	342 529	315 496	-	-	11 880	11 950	11 200	11 440	365 609	338 886
Zululand	110 774	99 848	-	-	5 400	5 400	94	71	116 268	105 319
Redress Fund	-	-	-	-	-	-	-	30 000	-	30 000
Ad hoc incorporation needs	-	-	-	-	-	-	42 792	-	42 792	-
Total	4 880 623	4 498 399	12 600	12 600	130 449	139 002	139 001	127 194	5 162 673	4 777 195

Table 14.22: Programme 5: Financial assistance to technicians

Technikon	Current expenditure		Capital expenditure		Interest and redemption		Ad hoc		Total	
	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01
R thousand										
Border	70 626	63 085	-	-	2 800	3 600	200	113	73 626	66 798
Cape	126 057	115 766	-	-	10 130	10 130	2 430	2 330	138 617	128 226
Eastern Cape	67 739	54 204	-	-	2 990	4 530	51	59	70 780	58 793
Free State	72 273	64 932	-	-	3 430	3 477	950	880	76 653	69 289
M L Sultan	120 044	111 695	-	-	-	-	1 400	1 167	121 444	112 862
Mangosuthu	74 644	73 538	-	-	841	841	-	-	75 485	74 379
KwaZulu-Natal	118 755	110 464	-	-	6 893	6 894	3 000	3 000	128 648	120 358
North West	58 262	54 173	-	-	1 865	1 865	-	202	60 127	56 240
Northern Gauteng	119 710	110 595	-	-	-	-	250	381	119 960	110 976
Peninsula	115 509	113 374	-	-	1 978	2 000	1 800	1 700	119 287	117 074
Port Elizabeth	104 283	93 196	-	-	2 735	2 735	1 450	1 245	108 468	97 176
Pretoria	275 887	238 352	-	-	11 070	12 267	2 200	2 400	289 157	253 019
SA	239 290	223 610	-	-	4 140	4 571	460	495	243 890	228 676
Vaal Triangle	133 764	136 776	-	-	3 357	3 580	120	429	137 241	140 785
Witwatersrand	140 190	142 199	-	-	9 560	9 952	5 800	6 500	155 550	158 651
Total	1 837 033	1 705 959	-	-	61 789	66 442	20 111	20 901	1 918 933	1 793 302