

Vote 15

Education

R thousand	2006/07 To be appropriated	2007/08	2008/09
MTEF allocations	14 129 233	15 342 923	16 690 271
<i>of which:</i>			
Current payments	575 864	534 886	563 710
Transfers and subsidies	13 546 832	14 751 863	16 067 805
Payments for capital assets	6 537	56 174	58 756
Statutory amounts	-	-	-
Executive authority	Minister of Education		
Accounting officer	Director-General of Education		

Aim

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

Programme purposes

Programme 1: Administration

Provide for policy formulation and the overall management of the department.

Programme 2: System Planning and Monitoring

Provide strategic direction in the development, implementation and monitoring of education policies, programmes and projects.

Programme 3: General Education

Manage the development, implementation, monitoring, evaluation and maintenance of national policy, programmes and systems for general education and quality assurance.

Programme 4: Further Education and Training

Provide strategic direction to the further education and training sector. Manage the planning, development, evaluation, monitoring and maintenance of national policy, programmes and systems for further education and training, including national assessments and quality assurance systems.

Programme 5: Quality Promotion and Development

Provide strategic direction for the development of policies and education programmes to ensure continuous improvement of the quality of learning.

Programme 6: Higher Education

Provide strategic direction and develop policy and regulatory frameworks for an effective and efficient higher education system so that it contributes to fulfilling South Africa's human resources, research and knowledge needs.

Programme 7: Auxiliary and Associated Services

Co-ordinate and promote effective international relations and give support and advisory services to provincial education departments.

Strategic overview and key policy developments: 2002/03– 2008/09

Education is a major driver of development in South Africa

All the key policy developments of the period under review have been aimed at ensuring an enabling environment for driving transformation in education. These include the implementation of the national curriculum statement, teacher development, adult basic education and training (ABET), inclusive education, literacy, recapitalising further education and training (FET), the national school nutrition programme and higher education. All contribute to economic growth, progress in social development and greater social equity. HIV and Aids prevention programmes, early childhood development, educator provisioning, and employment conditions also help to meet social development objectives. Other departmental priorities that contribute to greater equity in society are democratic education governance, gender equity and education labour relations.

Improved systems for planning, budgeting and monitoring

A number of amendments were made to the South African Schools Act (1996) and the Employment of Educators Act (1998) to improve the governance and funding of schools and education human resources management. The Education Laws Amendment Bill of 2005, which has been published for public comment, aims at strengthening the policy on no-fee schools and access for the poor to free education.

To improve the quality of teaching and promote sound labour relations, a number of collective agreements were concluded. In 2003/04, a new salary progression and career-path system was concluded. An integrated quality management system, through which educators are assessed for pay progressions, was agreed on and implementation began in 2004/05. In 2005/06, the payment of backlogs for educators who did not receive progression payments in 2005 were eliminated. The heads of education departments committee approved a draft agreement on performance rewards for educators during 2004/05, which, together with an agreement on incentives, will be finalised in 2006.

A revised model for distributing educator posts, which allocated 5 per cent of the posts to poorer schools, was finalised in 2002. In 2004, draft norms and standards for allocating school support staff (administrative and service) were developed. These norms and standards are currently being discussed with provincial education departments, because provinces are key employers and must implement the norms and standards.

A comprehensive review of the resourcing, financing and cost of education began in 2002. The policy on funding public schools was revised in 2004. The Council of Education Ministers approved the draft norms and standards for funding adult basic education and training centres (ABET) in June 2005. The draft norms and standards for funding public FET colleges and Grade R in public schools and community-based sites were developed in 2005. Public comments are currently being considered.

To improve the quality of education management information, the education management information system has been made a priority, with full integration between the Department of Education and provincial education departments envisaged by 2010.

In 2004, the department began to develop standards for school infrastructure, including minimum requirements for basic services like water and sanitation. A comprehensive audit of all infrastructure, which will inform a capital investment plan to address unsafe school infrastructure,

is underway and will be completed in March 2007. There are backlogs in infrastructure delivery due to the many agencies involved. Strategies to deal with the backlogs are being implemented.

Teacher development and teacher allocations to schools

The department considers the development of teachers, school managers and school governing bodies a high priority. The medium-term goals are to ensure that all teachers are qualified and to improve the overall quality of teaching and management. The department will continue reducing the number of unqualified teachers in the system. Policy frameworks for teacher development and education management were initiated during the period under review and are all nearing completion.

Capacity-building programmes, including a national qualification for principals and a national professional diploma in education, were introduced to upgrade underqualified teachers, including principals. A mathematics, science and technology advanced certificate in education was introduced to reskill and train teachers across the general education and training band for implementing the national curriculum statement.

Improving access and quality in general education

The national curriculum statement for grades R to 9 became policy in April 2002. Related teachers' guides for developing learning programmes were created for the eight learning areas and the foundation phase. These have been translated into all the official languages. The national curriculum statement was successfully implemented from grades R to 3 in 2004, and in grades 4 to 6 in 2005. The department will concentrate on implementing it in the senior phase in 2006 and 2007.

The department aims to remove all barriers to learning, so that children with special education needs, including the most vulnerable, are able to participate fully. An audit of special schools has been finalised and the first stages of the White Paper on Building an Inclusive Education and Training System are being implemented. Learner access to Grade R is increasing, and the department expects to meet its target of implementing Grade R in all public primary schools by 2010.

The department will focus on improving the outcomes of education in the early years of schooling and beyond. An integrated plan on early childhood development in collaboration with the departments of health and social development was completed at the end of 2005 for implementation from 2006 and beyond.

Developments in further education and training

Further education and training encompasses grades 10 to 12 in schools and FET colleges. Policies, interventions and funds have been dedicated to expanding access to and improving the quality of education and training in FET schools and colleges.

Over the medium term, the department will devote its attention to developing and implementing modern, relevant and high-level curricula and assessment in grades 10 to 12, including improving the quality of teaching and learner performance in mathematics, science and technology in those grades. ICT for teaching and learning will also be introduced and expanded. The department will continue with the FET college recapitalisation programme, aimed at improving governance and administration, the rehabilitation of buildings and other infrastructure, improving curricula to produce graduates with the skills needed to contribute to accelerated economic growth, establishing learner support units and developing youth programmes and interventions. The department will also continue to deliver credible and reliable examinations for ABET level 4, the senior certificate and FET colleges.

Transformation in higher education

The restructuring of the higher education system was consolidated in 2005/06. In addition to national planning, funding and quality assurance mechanisms and processes, the focus will be on supporting institutions to achieve national human resources development goals and objectives, such as enrolments and graduations in the fields of science, engineering and technology. The department will continue providing technical and financial support (including recapitalisation) to institutions after the restructuring of the higher education institutional landscape. The National Student Financial Aid Scheme also supports these objectives; it continues to be refined and aligned with national development needs to address urgent skills requirements.

The new funding framework, which came into effect for public institutions in 2004, has been complemented by a student enrolment planning framework, which aims to sustainably increase student enrolments. Institutional enrolment plans will be agreed between the department and public higher education institutions within agreed performance criteria, such as throughput rates, in order to determine funding in future years.

Systemic performance indicators in the higher education system will be introduced and consolidated in the planning process from 2006 onwards, and they will be used to assess the planned development of the sector.

A collaborative sectoral funding review between the department and National Treasury has started, in a bid to assess the resource needs of the higher education sector. The findings of this review will inform allocations from 2006 so that higher education can contribute to human resources development in the medium to long term.

Expenditure estimates**Table 15.1 Education**

Programme	Audited outcome			Adjusted appropriation	Revised estimate	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06		2006/07	2007/08	2008/09
R thousand								
1. Administration	81 058	90 706	99 591	124 741	117 257	171 813	182 187	188 827
2. System Planning and Monitoring	32 131	57 246	22 402	42 288	41 323	55 304	62 225	64 956
3. General Education	282 083	323 052	223 083	249 720	247 825	243 317	264 482	289 200
4. Further Education and Training	89 131	110 434	150 364	223 984	221 484	670 887	778 148	985 403
5. Quality Promotion and Development	535 693	782 056	878 863	1 157 175	1 144 957	1 141 976	1 196 936	1 283 015
6. Higher Education	8 043 477	8 952 567	9 911 391	10 808 154	10 806 691	11 806 793	12 821 619	13 839 551
7. Auxiliary and Associated Services	262 871	240 955	54 685	23 854	32 197	39 143	37 326	39 319
Total	9 326 444	10 557 016	11 340 379	12 629 916	12 611 734	14 129 233	15 342 923	16 690 271
Change to 2005 Budget estimate				232 852	214 670	403 050	806 530	1 361 033
Economic classification								
Current payments	319 822	373 150	400 071	525 582	510 000	575 864	534 886	563 710
Compensation of employees	135 437	160 981	174 565	197 199	189 199	217 854	226 470	235 842
Goods and services	184 333	200 873	200 443	328 383	320 801	358 010	308 416	327 868
<i>of which:</i>								
Communication	6 291	7 164	6 313	5 942	6 442	6 883	7 243	7 895
Computer Services	7 476	11 076	11 290	24 822	21 822	32 839	35 146	35 299
Consultants, contractors and special services	52 582	52 266	34 131	74 271	70 604	115 407	71 629	80 440
Inventory	4 357	6 107	8 598	32 641	17 641	24 831	31 636	30 750
Maintenance repair and running cost	510	–	2 100	3 303	4 853	1 986	2 216	2 444
Operating leases	11 906	15 159	17 776	19 088	20 123	19 640	21 563	23 173

Table 15.1 Education (continued)

R thousand	Audited outcome			Adjusted appropriation	Revised estimate	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06		2006/07	2007/08	2008/09
Travel and subsistence	31 433	49 778	70 308	74 009	74 009	90 389	70 985	77 429
Printing and publication	51 802	41 077	36 208	31 360	46 360	8 081	10 893	11 672
Financial transactions in assets and liabilities	52	11 296	25 063	–	–	–	–	–
Transfers and subsidies	8 993 943	10 131 699	10 933 174	12 090 008	12 090 008	13 546 832	14 751 863	16 067 805
Provinces and municipalities	936 501	1 136 408	991 023	1 249 072	1 249 072	1 712 660	1 899 634	2 195 391
Departmental agencies and accounts	523 309	606 917	632 622	930 598	930 598	995 813	1 185 457	1 251 603
Universities and technikons	7 520 276	8 373 458	9 302 907	9 899 491	9 899 491	10 828 620	11 656 151	12 609 708
Foreign governments and international organizations	13 857	13 578	5 529	10 673	10 673	9 739	10 621	11 103
Households	–	1 338	1 093	174	174	–	–	–
Payments for capital assets	12 679	52 167	7 134	14 326	11 726	6 537	56 174	58 756
Buildings and other fixed structures	8 574	42 596	–	–	–	–	50 290	52 643
Machinery and equipment	4 105	9 571	5 906	13 410	10 810	5 026	3 913	3 857
Software and other intangible assets	–	–	1 228	916	916	1 511	1 971	2 256
Total	9 326 444	10 557 016	11 340 379	12 629 916	12 611 734	14 129 233	15 342 923	16 690 271

Expenditure trends

Expenditure is expected to continue to grow strongly, having risen from R9,3 billion in 2002/03 to R12,6 billion in 2005/06, an average annual growth rate of 10,6 per cent. It is expected to rise to R16,7 billion in 2008/09, an average annual growth of 9,7 per cent over the medium-term expenditure framework (MTEF).

Expenditure is dominated by the *Higher Education* programme, representing on average 84,9 per cent of total expenditure, and consisting mainly of transfers to higher education institutions and the National Student Financial Aid Scheme. The strong growth in provincial transfers over the 2006 MTEF is due to the provision for the recapitalisation of FET colleges, which is reflected as a conditional grant under the *Further Education and Training* programme. As a result, this programme grows at an average rate of 63,9 per cent over the 2006 MTEF.

The rapid increase in expenditure on compensation of employees from 2002/03 to 2005/06 is due to: the increase in spending on examiners and moderators; an increase in the department's staff complement from 790 in 2002/03 to 896 in 2005/06; improvements in conditions of service; and salaries for 9 co-ordinators and 198 educators in the Ikhwelo project.

The 2006 Budget increased the allocation to the department by R403,1 million for 2006/07, R806,5 million for 2007/08 and R1,4 billion for 2008/09. These increases are mainly for:

- subsidies to higher education institutions: R350 million in 2006/07, R650 million in 2007/08 and R1 billion in 2008/09
- human resources systems, teacher development and the improvement of mathematics, science and technology: R20 million in 2006/07, R27 million in 2007/08 and R30 million in 2008/09
- implementing the national curriculum statement: R15 million in 2006/07, R10 million in 2007/08 and R10 million in 2008/09
- the recapitalisation of FET colleges: R100 million in 2007/08 and R300 million in 2008/09
- funds devolved from the Department of Public Works for property management: R18,1 million in 2006/07, R19,5 million in 2007/08 and R21 million in 2008/09.

Departmental receipts

The main revenue sources for the department are the repayment of government loans by higher education institutions and fees for technical examinations.

Table 15.2 Departmental receipts

R thousand	Audited outcome			Adjusted appropriation	Medium-term receipts estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Departmental receipts	10 812	27 803	9 374	6 292	6 340	6 352	6 367
Sales of goods and services produced by department	655	707	719	693	769	784	800
Sales of scrap, waste and other used current goods	15	18	9	22	6	7	8
Transfers received	786	19 225	1 697	–	–	–	–
Interest, dividends and rent on land	4 583	4 504	4 391	4 375	4 308	4 240	4 173
Financial transactions in assets and liabilities	4 773	3 349	2 558	1 202	1 257	1 321	1 386
Total	10 812	27 803	9 374	6 292	6 340	6 352	6 367

Programme 1: Administration

The *Administration* programme conducts the overall management of the department and provides centralised support services.

Expenditure estimates

Table 15.3 Administration

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand							
Minister ¹	684	875	857	837	887	934	981
Deputy Minister ²	519	657	667	649	688	725	761
Management	30 955	32 212	38 737	39 866	46 665	48 960	51 370
Corporate Services	36 869	43 390	43 872	66 663	105 523	112 038	114 682
Property Management	12 031	13 572	15 458	16 726	18 050	19 530	21 033
Total	81 058	90 706	99 591	124 741	171 813	182 187	188 827
Change to 2005 Budget estimate				(8 215)	5 542	7 091	4 181

¹ Payable as from 1 April 2005. Salary: R 669 462. Car allowance: R 167 365.

² Payable as from 1 April 2005. Salary: R 519 399. Car allowance: R 129 849.

Economic classification

	79 264	84 947	96 170	121 768	170 043	130 646	134 858
Current payments							
Compensation of employees	38 571	41 073	44 842	48 682	56 421	58 642	61 281
Goods and services	40 668	43 868	51 322	73 086	113 622	72 004	73 577
<i>of which:</i>							
Communication	2 635	3 035	3 261	2 368	2 818	2 955	3 156
Computer Services	3 252	4 043	2 998	8 098	1 749	1 819	1 896
Consultants, contractors and special services	3 920	3 706	6 345	13 156	54 261	6 730	7 037
Inventory	1 688	2 939	2 189	2 424	4 223	4 539	4 801
Operating leases	10 618	12 523	14 913	15 842	17 131	18 966	20 380

Table 15.3 Administration (continued)

	Audited outcome	Adjusted appropriation	Medium-term expenditure estimate
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R thousand	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
<i>Travel and subsistence</i>	7 587	8 585	10 430	10 716	10 803	11 399	12 043
Financial transactions in assets and liabilities	25	6	6	–	–	–	–
Transfers and subsidies	310	443	307	316	152	120	125
Provinces and municipalities	111	122	136	156	42	–	–
Departmental agencies and accounts	199	321	81	101	110	120	125
Households	–	–	90	59	–	–	–
Payments for capital assets	1 484	5 316	3 114	2 657	1 618	51 421	53 844
Buildings and other fixed structures	–	–	–	–	–	50 290	52 643
Machinery and equipment	1 484	5 316	3 031	2 460	1 458	964	1 020
Software and other intangible assets	–	–	83	197	160	167	181
Total	81 058	90 706	99 591	124 741	171 813	182 187	188 827

Expenditure trends

Expenditure increased at an average annual rate of 15,5 per cent, from R81,1 million in 2002/03 to R124,7 million in 2005/06. It is expected to rise further, at an average rate of 14,8 per cent, reaching R188,8 million in 2008/09. Much of the increase in total expenditure is due to costs associated with the planned new office building for the department, for which construction is expected to begin in March 2006. This also explains the high consultancy fees in 2005/06 and 2006/07.

From 1 April 2006, costs for leases and accommodation charges will be devolved from the Department of Public Works to individual departments. The Department of Education received the following amounts: R18,1 million in 2006/07, R19,5 million in 2007/08 and R21 million in 2008/09. Expenditure has been adjusted for 2002/03 to 2005/06.

Programme 2: System Planning and Monitoring

The *System Planning and Monitoring* programme provides strategic direction for education policies, programmes and projects.

There are three subprogrammes:

- *Education Human Resources Planning* is responsible for human resources management, developing college and school educators, and for educator labour relations.
- *Information Monitoring and Evaluation* develops information systems for the education and training sector, and monitors and evaluates the performance of the education system.
- *Financial and Physical Planning and Analysis* focuses on cross-cutting aspects, such as financial and physical resource planning and co-ordination with provinces for implementing national policy, and provides support to provinces on budgetary matters.

Expenditure estimates

Table 15.4 System Planning and Monitoring

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand							
Education Human Resources Planning	5 342	5 281	10 263	10 057	17 749	18 775	19 422
Information Monitoring and Evaluation	10 935	6 143	5 985	23 187	27 662	33 175	34 781
Financial and Physical Planning and Analysis	15 854	45 822	6 154	9 044	9 893	10 275	10 753
Total	32 131	57 246	22 402	42 288	55 304	62 225	64 956
Change to 2005 Budget estimate				5 390	13 348	7 017	6 737
Economic classification							
Current payments	23 159	14 050	21 045	41 139	53 957	60 441	62 888
Compensation of employees	9 627	10 693	16 044	18 255	21 273	22 114	23 109
Goods and services	13 532	3 357	5 000	22 884	32 684	38 327	39 779
<i>of which:</i>							
<i>Consultants, contractors and special services</i>	<i>11 351</i>	<i>861</i>	<i>2 165</i>	<i>14 268</i>	<i>22 764</i>	<i>26 888</i>	<i>27 694</i>
<i>Travel and subsistence</i>	<i>861</i>	<i>769</i>	<i>1 415</i>	<i>4 944</i>	<i>3 605</i>	<i>4 364</i>	<i>4 643</i>
<i>Printing and publication</i>	<i>322</i>	<i>435</i>	<i>249</i>	<i>681</i>	<i>302</i>	<i>390</i>	<i>388</i>
Financial transactions in assets and liabilities	–	–	1	–	–	–	–
Transfers and subsidies	28	32	40	56	19	–	–
Provinces and municipalities	28	32	40	56	19	–	–
Payments for capital assets	8 944	43 164	1 317	1 093	1 328	1 784	2 068
Buildings and other fixed structures	8 574	42 596	–	–	–	–	–
Machinery and equipment	370	568	443	578	318	319	341
Software and other intangible assets	–	–	874	515	1 010	1 465	1 727
Total	32 131	57 246	22 402	42 288	55 304	62 225	64 956

Expenditure trends

Over the MTEF, expenditure rises from R42,3 million in 2005/06 to R65 million, an average annual rate of 15,4 per cent. The strong decline in overall spending in 2004/05 is because the Thuba Makote rural schools building project was phased out from April 2004, which also explains the spending trend for buildings and other fixed structures.

Spending on compensation of employees increased rapidly in 2004/05, because of the restructuring of the department and the establishment of a budget office to support and monitor provincial education departments. The rapid increase in spending in 2005/06 in the *Information Monitoring and Evaluation* subprogramme and consultancy services is mainly due to earmarked funds allocated for the education management information system. The increased expenditure in the *Education Human Resources Planning* subprogramme for 2004/05 and 2005/06 is mainly due to the payment of claims from the Western Cape Education Department for seconded personnel to the Education Labour Relations Council. The increased spending from 2006/07 is for the human resources and information quality management system.

Service delivery objectives and indicators

Recent outputs

The education human resources planning programme tried to ensure an effective legal framework in the education system by implementing the revised legislative framework. The Education Laws

Amendment Bill was tabled in the National Assembly and National Council of Provinces in November 2005.

The baseline evaluation of teachers for the integrated quality management system, which ought to be implemented in all provinces, was completed during 2005/06, but the final evaluation has been delayed due to a dispute with unions.

During 2005, the department continued to monitor school infrastructure expenditure by co-ordinating monthly and quarterly reports, submitted by provinces, on financial and non-financial data.

The development of a database of financial and non-financial information for education economic analysis, systems and capacity was completed in September 2005.

Selected medium-term output targets

System Planning and Monitoring

Measurable objective: Provide strategic direction in the development, implementation and monitoring of education policies, programmes and projects.

Subprogramme	Output	Measure/indicator	Target
Education Human Resources Planning	Human resources development (HRD) strategy and report on scarce and critical skills	Review report on HRD and publish list of scarce and critical skills	By December 2006
	Improved career path and salary structure for educators	New career path and salary structure implemented	By July 2006
Information Monitoring and Evaluation	Learner records	National learners' records database developed and piloted	By March 2007
	Audited school data	National 2% sample survey conducted	By December 2006
	Annual system indicator report	Monitoring and evaluation framework developed to produce an annual system indicator report	By March 2007
Financial and Physical Planning and Analysis	Funding policies	Funding policies for schools, Grade R, ABET and FET colleges published as national norms and standards	By December 2006
	Updated register of school needs	Audit of physical facilities and basic infrastructure for public schools, early childhood development and ABET centres, and district, circuit and other offices in all provinces	By March 2007
	Funding norms and standards, infrastructure policy	Funding norms and standards and infrastructure policy revised and finalised	By March 2007

Programme 3: General Education

The *General Education* programme manages national policy, programmes and systems for general education, and quality assurance.

There are three subprogrammes:

- *General Education and Training Curriculum and Assessment* develops and implements the curriculum and related programmes and systems for general education and for evaluating and maintaining policy initiatives.
- *Institutional and Human Resources Development* develops policies and programmes to promote the development of educators and management and governance capacity, and evaluates qualifications for employment in education.
- *Quality Promotion and Assurance* strengthens the education system's understanding of the performance of learners and institutions, and increases the levels of accountability for educational outcomes at all levels of the system.

Expenditure estimates

Table 15.5 General Education

Subprogramme	Audited outcome			Adjusted	Medium-term expenditure estimate			
	2002/03	2003/04	2004/05	appropriation	2005/06	2006/07	2007/08	2008/09
R thousand								
General Education and Training	250 967	283 272	181 056	199 871	187 553	200 179	218 560	
Curriculum and Assessment								
Institutional and Human Resources	25 451	34 936	34 760	40 566	44 574	52 303	57 670	
Development								
Quality Promotion and Assurance	5 665	4 844	7 267	9 283	11 190	12 000	12 970	
Total	282 083	323 052	223 083	249 720	243 317	264 482	289 200	
Change to 2005 Budget estimate				24 622	12 547	22 913	34 455	

Economic classification

	94 419	109 064	84 708	112 133	97 920	111 909	126 449
Current payments							
Compensation of employees	19 475	22 636	22 686	28 060	31 049	32 014	33 182
Goods and services	74 924	86 428	62 020	84 073	66 871	79 895	93 267
<i>of which:</i>							
<i>Consultants, contractors and special services</i>	19 113	33 029	21 476	18 251	26 661	29 597	36 526
<i>Inventory</i>	384	431	2 855	26 474	9 230	12 193	13 722
<i>Travel and subsistence</i>	9 626	15 255	19 594	19 688	14 739	13 621	15 482
<i>Printing and publication</i>	41 421	29 974	14 473	16 826	6 070	8 300	9 000
Financial transactions in assets and liabilities	20	–	2	–	–	–	–
Transfers and subsidies	186 510	213 023	137 726	136 588	144 595	151 796	162 004
Provinces and municipalities	186 510	211 636	136 681	136 373	144 495	151 696	161 904
Foreign governments and international organizations	–	100	62	100	100	100	100
Households	–	1 287	983	115	–	–	–
Payments for capital assets	1 154	965	649	999	802	777	747
Machinery and equipment	1 154	965	524	971	647	607	582
Software and other intangible assets	–	–	125	28	155	170	165
Total	282 083	323 052	223 083	249 720	243 317	264 482	289 200

Details of major transfers and subsidies:

Provinces							
Current	186 458	211 579	136 621	136 293	144 471	151 696	161 904
HIV and Aids (Life Skills Education) Grant	133 458	126 049	134 151	136 293	144 471	151 696	161 904
Early Childhood Development	53 000	85 530	2 470	–	–	–	–

Expenditure trends

Expenditure reflects a decline in 2004/05, due to the phasing out of the early childhood development conditional grant. Over the 2006 MTEF, expenditure will increase from R249,7 million in 2005/06 to R289,2 million in 2008/09, an average annual increase of 5 per cent. The increase is mainly attributed to the additional allocations for implementing the national curriculum statement, teacher development and improving the quality of teaching and learner performance in mathematics, science and technology.

Service delivery objectives and indicators

Recent outputs

The *General Education* programme managed to meet most of its 2005 targets, which are closely linked to activities in provincial education departments. Some of the targets were exceeded, such as the significant increase in Grade R learners.

More children and adults receiving formal education

Systems and programmes were provided to increase access to formal education and improve learner and institutional performance in early childhood education, special needs education, grades 1 to 9, and in adult, children's and youth literacy.

The field testing of the White Paper on Building an Inclusive Education and Training System is in process and service providers for project management and for the human resources development programme have been appointed. A proposal for a linkage programme (study visits, joint research projects and student exchange programmes) has been developed in partnership with the Finnish board of education.

The national curriculum statement

The implementation of the national curriculum statement began in 2005. It has been successfully introduced in the intermediate phase. An orientation programme was conducted for Grade 7 teachers. In addition, approximately 2 100 provincial officials and 200 000 foundation phase and intermediate phase teachers across the nine provinces have been orientated to implement the national curriculum statement. A team has been set up to monitor these orientation sessions.

Evaluation

The report on the systemic evaluation that was conducted at Grade 6 level in 2004 was completed. A plan of action that supports appropriate interventions to address the recommendations arising from the report has been developed, and will be implemented from 2006/07.

In response to the requirements of the national policy on whole school evaluation, the first phase of the quality promotion and assurance database system was developed. Phase 2, for further professional and technical development on the system, is planned for completion during the first half of 2006.

More teachers for maths and science

During 2005, the department increased the number of teachers teaching scarce skills subjects and subjects in critical need areas (like maths and science) by 500, improved the quality of teachers by facilitating teacher support systems, and increased the number of schools supported by this initiative. This was in response to the need to expand national assessments, strengthen school-based assessments, and facilitate teacher support systems to improve learner performance.

Systems in place for better school governance

A report was finalised on the state of governance in public schools, with recommendations for strengthening the model for democratic school governance. Advocacy flyers on the rights and responsibilities of parents, learners and public schools were developed. A toll-free line for public enquiries was opened. The department conducted orientation and capacity-building programmes on co-operative discipline as an alternative to corporal punishment, and on school records management, and provided provincial and district officials with management training.

Career pathing and training for education managers and school governors

The policy on career and training development structures for education managers and school governors was gazetted in 2005. An advanced certificate in education (ACE)(Ed.Man) was gazetted in June 2004, and the compilation of the management plan for standardisation of B.Ed.(Hons), M.Ed. and D.Ed. is in process. Specific courses on co-operative discipline and on women in management have been run in all the provinces. The department is monitoring the impact of the training through site visits and questionnaires.

Selected medium-term outputs and targets**General Education**

Measurable objective Improve education in the foundation, intermediate and senior phases, by implementing the national policy for outcomes-based education and related teacher development and quality assurance programmes.

Subprogramme	Output	Measure/indicator	Target
General Education and Training Curriculum and Assessment	National curriculum statement implemented in the senior phase	Number of teachers provided with assessment guidelines	All teachers in the senior phase by January 2007
	Monitoring and evaluation system	Monitoring and evaluation system established	By March 2007
		Percentage of schools monitored and evaluated for curriculum-related programmes	5% of senior phase schools, Grade R and special schools
Institutional and Human Resources Development	Programmes for improved school management and governance and for improved quality of learning across the system	Standard for principalship finalised and a national principalship course developed	By March 2007
		Number of potential school principals from quintile 1 and 2 schools registered and doing the ACE course	20 000 nationally
Quality Promotion and Assurance	Improved whole-school evaluation	Principals and other relevant stakeholders trained in the school self-evaluation process	By March 2007
	Intervention strategies to improve quality	Reports on national assessment in mathematics and literacy at Grade-3 level	1 national report, 1 report for all education districts or regions, and 1 report on each assessed school

Programme 4: Further Education and Training

The *Further Education and Training* programme provides strategic direction to the further education and training sector and manages related national policy, programmes and systems, including national assessment and quality assurance systems.

There are three subprogrammes:

- *Educational Measurement, Assessment and Public Examinations* promotes the integrity of national assessments and the existence of quality assurance systems in further education and training.
- *Further Education and Training Schools* manages national policy, programmes and systems for further education and training, and is also responsible for curriculum enrichment, focusing on improving maths, science and technology, ICT training in schools, and youth development programmes.
- *Further Education and Training College Programmes, Qualifications and Institutional Support* provides the framework, co-ordination and support for further education and training.

Expenditure estimates

Table 15.6 Further Education and Training

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand							
Education Measurement, Assessment and Public Examinations	58 305	74 333	69 622	90 002	88 415	92 407	96 546
Further Education and Training Schools	22 577	33 709	75 419	73 062	72 736	75 748	78 450
Further Education and Training College Programmes, Qualifications and Institutional Support	8 249	2 392	5 323	60 920	509 736	609 993	810 407
Total	89 131	110 434	150 364	223 984	670 887	778 148	985 403
Change to 2005 Budget estimate				12 075	6 555	110 628	281 475

Economic classification

	76 195	93 711	110 687	177 010	158 086	138 712	144 053
Current payments							
Compensation of employees	47 209	48 721	51 871	66 145	67 579	70 532	73 160
Goods and services	28 983	33 700	51 768	110 865	90 507	68 180	70 893
<i>of which:</i>							
Communication	1 665	1 656	1 434	1 800	1 395	1 464	1 663
Computer Services	4 062	7 006	5 860	15 864	17 418	17 795	17 600
Consultants, contractors and special services	4 727	3 129	294	20 068	3 316	3 396	3 784
Inventory	1 504	1 253	1 366	1 797	6 775	10 386	7 694
Operating leases	1 239	2 486	2 755	3 121	2 318	2 372	2 583
Travel and subsistence	7 367	13 225	20 863	21 963	45 220	23 859	27 798
Printing and publication	5 726	3 696	16 753	6 417	1 251	1 369	1 408
Financial transactions in assets and liabilities	3	11 290	7 048	–	–	–	–
Transfers and subsidies	12 243	15 581	38 631	39 970	511 459	638 343	840 226
Provinces and municipalities	151	157	167	213	470 036	595 000	795 000
Departmental agencies and accounts	12 092	15 374	38 461	39 757	41 423	43 343	45 226
Households	–	50	3	–	–	–	–
Payments for capital assets	693	1 142	1 046	7 004	1 342	1 093	1 124
Machinery and equipment	693	1 142	978	6 871	1 258	1 003	1 032
Software and other intangible assets	–	–	68	133	84	90	92
Total	89 131	110 434	150 364	223 984	670 887	778 148	985 403

Details of major transfers and subsidies:

Provincial revenue funds							
Current	–	–	–	–	470 000	595 000	795 000
Further Education and Training College Sector Recapitalisation Grant	–	–	–	–	470 000	595 000	795 000
Departmental agencies and accounts							
Current	12 092	15 374	38 461	39 757	41 423	43 343	45 226
South African Qualifications Authority	10 579	11 270	26 646	32 067	33 991	35 691	37 297
Umalusi	1 513	4 104	11 815	7 690	7 432	7 652	7 929

Expenditure trends

Expenditure grows very strongly, from R89,1 million in 2002/03 to R224 million in 2005/06, reaching R985,4 million in 2008/09. The first significant increase, in 2004/05, is mainly due to the rewriting and implementation of the further education and training curriculum for grades 10 to 12. The second significant increase, starting in 2005/06, is due to the FET college recapitalisation programme, with a total projected cost of R2 billion from 2005/06 to 2008/09. The project will be

funded through a provincial conditional grant, which explains the growth of transfers to provinces and municipalities.

Service delivery objectives and indicators

Recent outputs

During the period under review, a key focus of the *Further Education and Training* programme was on implementing outcomes-based education in grades 10 to 12. Specific attention was also given to the recapitalisation and funding framework of FET colleges.

Phasing in of outcomes-based education

In 2004, national core training teams trained provincial training teams in all provinces to implement the national curriculum statement for grades 10 to 12. There was monitoring and support during both generic and subject-specific training. Furthermore, learning programme guidelines were finalised and aligned with subject statements, and have been distributed for printing by the provinces. The national senior certificate, a qualification at level 4 on the national qualifications framework, was developed.

The integration of ICT

The department has started implementing the e-learning strategies set out in the White Paper on E-Education (2004). During 2005, the department collaborated with private sector companies Microsoft and Symantec for software for schools, and negotiated with the Department of Communication to provide an e-rate (discounted rate for connectivity) for schools.

Youth development programmes

The ministers of education and labour signed a memorandum of understanding to fast-track the delivery of skills programmes through FET colleges, funded by the Umsobomvu Youth Fund. An investment of R3,2 million was made by the Umsobomvu Youth Fund to benefit 200 young people studying at public FET colleges in programmes related to construction and engineering.

External examinations

The department developed a national strategy for improving levels of learner competence and skills in the senior certificate, as part of the strategy to support schools with less than 50 per cent matric passes.

FET institutions

During 2004/05, the department developed a draft funding framework policy for funding norms and standards for FET colleges. The department also began developing more relevant programmes to address skills shortages. The FET college merger process was completed and new governance and management systems put in place.

Selected medium-term output targets

Further Education and Training

Measurable objective: Improve student capacity by improving further education and training and by implementing national policy for outcomes-based education, including national assessments and quality assurance systems.

Subprogramme	Output	Measure/indicator	Target
Educational Measurement, Assessment and Public Examinations	Improved integrity of assessment and public examinations	Percentage irregular practices eliminated	100% irregular practices eliminated

Examinations	Systems for external examinations and site-based assessment and regulations for conducting public examinations	Improved performance in under-performing schools	No school performs under 50% by 2008
Further Education and Training Schools	Mathematics, science and technology education strategy Implementation of the national curriculum statement	Number of Dinaledi schools monitored for performance and participation (schools identified as part of the strategy to improve teaching and learner performance in maths, science and technology) Provincial officials and grades 10 to 12 teachers trained in 29 subjects Number of grade 10 to 12 teachers using the national catalogue for selecting textbooks	400 schools By December 2006 All teachers by 2008
Further Education and Training College Programmes, Qualifications and Institutional Support	FET college recapitalisation programme Registration of private FET institutions Programmes targeted at youth in FET colleges and secondary schools	Level of progress in refurbishing infrastructure and implementing new learning programmes Percentage of private FET colleges registered Career guidance booklet updated and distributed	Phase 1 completed in all FET colleges 100% registered By end 2007

Programme 5: Quality Promotion and Development

The *Quality Promotion and Development* programme provides strategic direction for developing policies and education programmes to ensure continuous improvements in the quality of learning.

There are three subprogrammes:

- *Adult Learning and School Enrichment Programmes* manages policy, programmes and systems for adult education and school enrichment.
- *Health and Wellness Promotion* manages policies on the overall wellness of educators and learners, and manages and monitors the national school nutrition programme.
- *Equity in Education* develops policies and programmes for promoting gender equity, non-racialism and values in education.

Expenditure estimates

Table 15.7 Quality Promotion and Development

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand							
Adult Learning and School Enrichment Programmes	6 349	59 169	35 065	21 065	15 035	15 675	16 017
Health and Wellness Promotion	521 666	715 859	837 683	1 129 170	1 114 921	1 170 414	1 256 253
Equity in Education	7 678	7 028	6 115	6 940	12 020	10 847	10 745
Total	535 693	782 056	878 863	1 157 175	1 141 976	1 196 936	1 283 015
Change to 2005 Budget estimate				197 580	(4 619)	(6 298)	14 154

Economic classification

	14 167	43 162	45 993	42 877	43 248	43 491	44 168
Current payments							
Compensation of employees	7 633	21 356	21 150	14 631	17 561	18 254	19 075
Goods and services	6 534	21 806	24 841	28 246	25 687	25 237	25 093
<i>of which:</i>							
<i>Consultants, contractors and special services</i>	109	7 932	3 499	8 163	4 956	2 299	2 339
<i>Inventory</i>	459	1 215	1 341	825	2 103	2 286	2 274
<i>Travel and subsistence</i>	3 275	6 380	14 633	11 345	9 541	11 473	10 924
<i>Printing and publication</i>	1 634	5 091	3 462	5 341	166	526	543
Financial transactions in assets and liabilities	–	–	2	–	–	–	–

Table 15.7 Quality Promotion and Development (continued)

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Transfers and subsidies	521 344	738 101	832 280	1 112 199	1 098 050	1 152 938	1 238 487
Provinces and municipalities	521 344	711 685	832 264	1 112 199	1 098 050	1 152 938	1 238 487
Departmental agencies and accounts	–	26 416	–	–	–	–	–
Households	–	–	16	–	–	–	–
Payments for capital assets	182	793	590	2 099	678	507	360
Machinery and equipment	182	793	576	2 083	671	502	354
Software and other intangible assets	–	–	14	16	7	5	6
Total	535 693	782 056	878 863	1 157 175	1 141 976	1 196 936	1 283 015

Details of major transfers and subsidies:

Provinces							
Current	521 322	711 620	832 200	1 112 151	1 098 036	1 152 938	1 238 487
National School Nutrition Programme Grant	521 322	711 620	832 200	1 112 151	1 098 036	1 152 938	1 238 487

Expenditure trends

The significant growth in expenditure over the seven-year period, at an average annual rate of 15,7 per cent, is due to increased allocations for the national school nutrition programme.

The high level of expenditure on the *Adult Learning and School Enrichment Programmes* subprogramme in 2003/04 is because of the poverty relief allocation for the Ikhwelo project, which also explains the once-off transfers to certain SETAs in 2003/04. The Ikhwelo project was phased out in 2003/04. The subprogramme also shows relatively high expenditure in 2004/05, due to celebrations for the tenth anniversary of democracy.

Service delivery objectives and indicators**Recent outputs**

The programme met most of its 2005 targets and addressed a number of new matters.

Sustainable school nutrition for poorest learners nationally

During 2005, meals were served to 5 million of the poorest learners at 16 000 schools across the country, compared to a target of 15 000. Food preparation shelters were also set up, and schools were encouraged to set up their own food gardens. 12 813 food gardens are being developed, and more schools are being targeted.

Health promotion.

During 2005, HIV and Aids resource guides were distributed to all schools. Educators have also been trained as master trainers on how to integrate life skills and HIV and Aids into the curriculum.

Equity in education

Between 2003 and 2005, 1 550 educators were trained in the advanced certificate in education, specialising in race and values.

Adult literacy

About 250 000 learners (including illiterate learners) attended adult basic education and training (ABET) classes (levels 1 to 4) and 90 000 learners have enrolled for programmes beyond ABET level 4. 17 000 ABET educators were employed on contract to give classes to these learners, and 133 additional co-ordinators were employed on contract to monitor the delivery of basic literacy classes.

School enrichment programmes

During 2005, learners participated in various national and international celebrations marking the 50th anniversary of the Freedom Charter, with the aim of developing and promoting national identity and enhancing cultural life through music and dance.

Selected medium-term output targets**Quality Promotion and Development**

Measurable objective: Improve education by developing and implementing programmes that address socio-economic risk, including school nutrition, HIV and Aids, race and gender equity, values in education, adult learning and school enrichment programmes.

Subprogramme	Output	Measure/indicator	Target
Adult Learning and School Enrichment Programmes	Social cohesion and learner access to sport, art, culture and music and strategies Literate adults up to ABET level 4	Increase in specific groups of learners participating in sport, art, culture and music Percentage of specific groups of teachers trained in curriculum enrichment programmes Number of new adult learners in ABET programmes	More than 60% increase in farm and rural communities, learners with disabilities and girls 30% of life orientation educators and arts and culture educators in GET trained 25 000 new learners enrolled
Equity in Education	Promotion of racial and gender equity, a culture of human rights, national identity and values in education in all learning institutions Booklet on national symbols developed	Distribution of advocacy materials Percentage institutions compliant with the values of non-racism and equality Distribution of booklet	To all schools 75% of institutions compliant To all schools
Health and Wellness Promotion	Programmes for improved health in education and school nutrition	Learners screened for health problems and referrals provided Number of learners and institutions reached by the programmes	All primary school learners from Grade R to Grade 4 Over 5 million learners in more than 17 000 institutions

Programme 6: Higher Education

The *Higher Education* programme provides strategic direction and develops policy and regulatory frameworks for the higher education system so that it contributes to fulfilling the human resources, research and knowledge needs of South Africa.

There are two subprogrammes:

- *Higher Education Planning and Management* provides management support services to the higher education system and is responsible for managing government transfers and subsidies to higher education institutions and agencies.
- *Higher Education Policy and Development* registers private higher education institutions and liaises with constituencies in higher education.

Expenditure estimates

Table 15.8 Higher Education

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand							
Higher Education Planning and Management	8 039 246	8 947 069	9 905 768	10 800 918	11 797 617	12 812 021	13 829 464
Higher Education Policy and Development	4 231	5 498	5 623	7 236	9 176	9 598	10 087
Total	8 043 477	8 952 567	9 911 391	10 808 154	11 806 793	12 821 619	13 839 551
Change to 2005 Budget estimate				(1 410)	353 558	652 278	1 006 469

Economic classification

	10 429	12 170	12 223	15 857	23 364	23 096	23 205
Current payments							
Compensation of employees	7 466	9 443	9 604	11 422	13 283	13 806	14 427
Goods and services	2 959	2 727	2 616	4 435	10 081	9 290	8 778
<i>of which:</i>							
<i>Consultants, contractors and special services</i>	423	288	41	130	3 001	2 103	2 419
<i>Travel and subsistence</i>	855	1 203	1 270	2 259	4 074	3 688	3 876
Financial transactions in assets and liabilities	4	–	3	–	–	–	–
Transfers and subsidies	8 032 828	8 939 858	9 898 921	10 792 025	11 782 910	12 798 145	13 815 960
Provinces and municipalities	21	26	29	41	10	–	–
Departmental agencies and accounts	511 018	564 806	594 080	890 740	954 280	1 141 994	1 206 252
Universities and technikons	7 520 276	8 373 458	9 302 907	9 899 491	10 828 620	11 656 151	12 609 708
Foreign governments and international organisations	1 513	1 568	1 904	1 753	–	–	–
Households	–	–	1	–	–	–	–
Payments for capital assets	220	539	247	272	519	378	386
Machinery and equipment	220	539	183	245	469	352	349
Software and other intangible assets	–	–	64	27	50	26	37
Total	8 043 477	8 952 567	9 911 391	10 808 154	11 806 793	12 821 619	13 839 551

Details of major transfers and subsidies:

Departmental agencies and accounts							
Public entities							
Current	511 018	564 806	594 080	890 740	954 280	1 141 994	1 206 252
National Student Financial Aid Scheme	500 132	544 893	583 200	864 092	926 378	1 112 697	1 175 267
Council on Higher Education	10 886	19 913	10 880	26 648	27 902	29 297	30 985
Universities and technikons							
Current	7 343 499	8 204 862	9 164 718	9 769 598	10 728 394	11 571 151	12 539 708
Higher Education Institutions	7 343 499	8 204 862	9 164 718	9 769 598	10 728 394	11 571 151	12 539 708
Capital	176 777	168 596	138 189	129 893	100 226	85 000	70 000
Higher Education Institutions	176 777	168 596	138 189	129 893	100 226	85 000	70 000
Foreign governments and international organisations							
Current	1 513	1 568	1 904	1 753	–	–	–
Fulbright Commission	1 513	1 568	1 654	1 753	–	–	–
Association for African Universities	–	–	250	–	–	–	–

Expenditure trends

Expenditure consists mainly of transfer payments to higher education institutions and the National Student Financial Aid Scheme. Expenditure is expected to grow steadily at an average annual rate of 8,6 per cent over the 2006 MTEF. Due to the additional allocation for subsidies to higher education institutions, the growth rate in transfer payments to higher education institutions remains stable, at an annual average of 9 per cent, over the seven-year period.

Service delivery objectives and indicators

Recent outputs

The *Higher Education* programme met most of its targets during 2005.

Progress with higher education institution mergers

The five mergers for 2005 took place as planned, resulting in a new institutional landscape of 23 institutions compared to the original 36. Interim councils and interim management for the merged institutions are also in place and considerable progress has been made in integrating key administrative systems, policies and procedures. Most institutions have progressed well in harmonising conditions of service and benefits, with three having completed the process. Proposals have been developed for consolidating academic programmes and structures, and these will be implemented in the coming years.

Frameworks for funding and enrolment planning

The funding framework was consolidated and proposals for sustainable student enrolment planning for higher education were made early in 2005. The enrolment planning framework will only be finalised late in 2006, after discussion and consultation with all higher education institutions.

The total allocation to the National Student Financial Aid Scheme increased to R1,164 billion in 2005, which enabled about 114 000 poor but academically able students to pursue higher education studies. R60 million of the allocation was allocated to high-priority teacher education programmes.

Selected medium-term output targets

Higher Education

Measurable objective: Improve the access, efficiency and outputs of the higher education system through governance, planning, monitoring, and financing frameworks.

Subprogramme	Output	Measure/indicator	Target
Higher Education Planning and Management	Reviewed funding of higher education and performance indicators for the higher education system	Approved changes in the funding framework implemented	By September 2006
		Performance indicators (including equity and graduation rates developed)	By December 2006
Higher Education Policy and Development	Policy and frameworks for creative and performing arts	Policy for measurement of research outputs for performing and creative arts revised	By July 2006
	Registration of private higher education institutions, including their annual reporting framework and instruments	Review report on regulatory framework for the registration of private higher education institutions produced	March 2007

Programme 7: Auxiliary and Associated Services

The *Auxiliary and Associated Services* programme co-ordinates and promotes effective international relations, gives support and advisory services to provincial education departments, monitors provincial budgets and cash flows, and manages donor and conditional grant funding.

There are two subprogrammes:

- *International Relations and UNESCO* develops, promotes and cultivates international relations, and supports the UN Educational, Scientific and Cultural Organisation (UNESCO) in the education sector.
- *Financial Support Services* monitors provincial budgets and cash flows, provides support and advice to provincial education departments for overall management, organisational structures

and all aspects of corporate services, and manages, monitors and reports on donor and conditional grant funding.

Expenditure estimates

Table 15.9 Auxiliary and Associated Services

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand							
International Relations and UNESCO	16 536	19 564	8 112	15 169	21 289	18 485	19 326
Financial Support Services	246 335	221 391	46 573	8 685	17 854	18 841	19 993
Total	262 871	240 955	54 685	23 854	39 143	37 326	39 319
Change to 2005 Budget estimate				2 810	16 119	12 901	13 562
Economic classification							
Current payments	22 189	16 046	29 245	14 798	29 246	26 591	28 089
Compensation of employees	5 456	7 059	8 368	10 004	10 688	11 108	11 608
Goods and services	16 733	8 987	2 876	4 794	18 558	15 483	16 481
<i>of which:</i>							
Computer Services	–	–	2	20	10 225	10 912	11 691
Consultants, contractors and special services	12 939	3 321	311	235	448	616	641
Inventory	84	117	83	658	470	364	410
Travel and subsistence	1 862	4 361	2 103	3 094	2 407	2 581	2 663
Financial transactions in assets and liabilities	–	–	18 001	–	–	–	–
Transfers and subsidies	240 680	224 661	25 269	8 854	9 647	10 521	11 003
Provinces and municipalities	228 336	212 750	21 706	34	8	–	–
Foreign governments and international organisations	12 344	11 910	3 563	8 820	9 639	10 521	11 003
Households	–	1	–	–	–	–	–
Payments for capital assets	2	248	171	202	250	214	227
Machinery and equipment	2	248	171	202	205	166	179
Software and other intangible assets	–	–	–	–	45	48	48
Total	262 871	240 955	54 685	23 854	39 143	37 326	39 319
Details of major transfers and subsidies:							
Provinces							
Current	228 320	212 731	21 683	–	–	–	–
Financial Management and Quality Enhancement	228 320	212 731	21 683	–	–	–	–
Foreign governments and international organisations							
Current	12 344	11 910	3 563	8 820	9 639	10 521	11 003
UNESCO (United Nations Educational Scientific and Cultural Organisation)	11 844	10 910	2 553	7 200	7 919	8 711	9 103
Commonwealth of Learning	500	1 000	1 000	1 300	1 400	1 450	1 500
Association for the Development of Education in Africa	–	–	10	10	10	10	10
India-Brazil-South Africa Trilateral Commission	–	–	–	310	310	350	390

Expenditure trends

The substantial drop in expenditure in 2004/05 is due mainly to the phasing out of the financial management and quality enhancement conditional grant to provinces, under the *Financial Support Services* subprogramme. There was also a sharp decrease in the annual membership fee to

UNESCO during 2004/05. The decline was influenced by exchange rate movements and because the USA joined UNESCO as a new member country and makes large contributions.

The increased expenditure over the 2006 MTEF can mainly be attributed to budget monitoring and support activities to provincial education departments.

Service delivery objectives and indicators

Recent outputs

During the period under review, the programme met most of its targets, including establishing a customer care centre to minimise undue delays in responding to public queries.

The department launched the UN Literacy Decade and the UN Decade on Education for Sustainable Development. The department also facilitated inputs by various stakeholders into the conventions on heritage and cultural diversity, and co-ordinated a paper on the information society that was submitted to the world summit.

During 2005, the *Financial Support Services* subprogramme gave priority to monitoring, evaluating and reporting on the procurement, distribution and retrieval of learning and teaching support materials. The subprogramme also gave administrative support to public entities and provincial education departments, including evaluating the CEO and other management posts in three public entities and auditing outstanding disciplinary cases in the Eastern Cape department of education.

Selected medium-term output targets

Auxiliary and Associated Services

Measurable objective: Improve effective international relations, monitor and report on budgets, cash flow, donor and grant funding, provide financial support and advisory services to education departments.

Subprogramme	Output	Measure/indicator	Target
Financial Support Services	Reports on the use of donor funds and conditional grants, provincial expenditure and performance, and the administrative capacity of provincial education departments	Frequency of progress reports on conditional grants and donor funds submitted to the minister, donors, the National Council of Provinces and National Treasury	Quarterly
		Frequency of reports to the minister on provincial financial performance	Monthly
		Database for donor funds compiled	By June 2006
		Framework established for monitoring the administrative capacity of provinces	By September 2007
	Improved procurement, distribution and retrieval system for learning and teaching support materials	Monitoring tool refined and report submitted to minister	By January 2007
International Relations and UNESCO	Procedural guidelines on educational co-operation UNESCO programmes and projects	Guidelines developed for educational co-operation internationally and in Africa	By December 2006
		UNESCO activities within national departments, co-operating organisations and civil society integrated	By March 2007

Public entities reporting to the Minister

Council on Higher Education

The Council on Higher Education (CHE) was established in terms of the Higher Education Act (1997) and is responsible for:

- advising the minister on all policy matters related to higher education
- executive responsibility for quality assurance in higher education and training

- monitoring and evaluating the achievement of policy goals and objectives, including reporting on the state of South African higher education
- promoting students' access to higher education.

The CHE also publishes an annual report on the state of higher education for submission to Parliament, and convenes an annual summit of higher education stakeholders. In addition, the council has been given the mandate to accredit private providers and programmes for quality assurance.

Transfers to the CHE will be R27,9 million in 2006/07, R29,3 million in 2007/08 and R31 million in 2008/09. Other revenue comprises donor funds and interest on investments. This allows the council to run a small surplus after expenses. The balance sheet shows a strong asset position, with investments projected at about R30 million in 2008/09 compared to liabilities of less than R2 million.

In 2006, the CHE will advise the minister on, in particular, the appropriate scope and structure of the higher education system, language policy, new funding arrangements for higher education, and new academic policies.

Table 15.10 Financial summary for the Council on Higher Education (CHE)

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2006/07	2007/08	2008/09
R Thousand	2002/03	2003/04	2004/05	2005/06			
INCOME STATEMENT SUMMARY							
Revenue							
Non-tax revenue	3 896	3 385	3 264	2 776	3 275	3 500	3 500
Sale of goods and services other than capital assets	–	–	–	–	–	–	–
<i>of which:</i>							
<i>Other non-tax revenue</i>	3 896	3 385	3 264	2 776	3 275	3 500	3 500
Transfers received	16 810	20 282	22 460	30 527	30 668	30 297	30 985
Total revenue	20 706	23 667	25 724	33 303	33 943	33 797	34 485
Expenses							
Current expense	16 489	18 898	23 305	27 080	27 952	30 537	31 365
Compensation of employees	6 243	7 908	10 373	10 647	11 253	11 917	12 379
Goods and services	10 045	10 735	12 586	16 070	16 300	18 181	18 498
Depreciation	201	255	346	363	399	439	488
Interest, dividends and rent on land	–	–	–	–	–	–	–
Transfers and subsidies	22	156	162	163	174	200	215
Total expenses	16 511	19 054	23 467	27 243	28 126	30 737	31 580
Surplus / (Deficit)	4 195	4 613	2 257	6 060	5 817	3 060	2 905
BALANCE SHEET SUMMARY							
Carrying value of assets	762	894	1 127	1 237	1 300	1 412	1 351
Investments	14 568	20 893	13 872	21 261	25 298	27 519	30 351
Receivables and prepayments	483	1 330	1 698	78	137	147	152
Cash and cash equivalents	9	798	1 546	496	978	895	1 125
Total assets	15 822	23 915	18 243	23 072	27 713	29 973	32 979
Capital and reserves	10 817	11 275	13 534	19 592	25 409	28 469	31 374
Trade and other payables	4 930	12 567	4 239	2 959	1 504	704	755
Provisions	75	73	470	521	800	800	850
Total equity and liabilities	15 822	23 915	18 243	23 072	27 713	29 973	32 979

Data provided by the Council on Higher Education

Education Labour Relations Council

The Education Labour Relations Council (ELRC) is a statutory bargaining council in the public education sector established in terms of the Labour Relations Act (1995). It is responsible for negotiating agreements on matters of mutual interest and settling disputes between parties to the council. It also analyses South African education, and keeps abreast of international developments and trends.

The council does not receive transfers from the department, but earns revenue through levies on employees and employers, and interest on investments.

During 2005, the Human Sciences Research Council presented its research findings commissioned by the ELRC, on what determines the supply and demand of educators. The initial findings on post-provisioning norms and workloads for educators were also presented to the council. The research has implications beyond the education sector. It is currently in an advanced stage and is due to be completed this year.

In 2006, the ELRC will continue to build an effective, efficient and caring council that aims to deliver labour peace and a better quality of education by resolving disputes and facilitating effective negotiations.

General and Further Education and Training Quality Assurance Council

The General and Further Education and Training Quality Assurance Council, also known as Umalusi, was established in terms of the General and Further Education and Training Quality Assurance Act (2001). Its major functions: monitoring the suitability and adequacy of standards and qualifications; assuring the quality of learner assessments at exit points; and promoting quality improvement among providers of education in these bands.

In 2005, the criteria for the moderation of question papers were revised and the assessment outcomes for the vocational education and training exams and the adult basic education and training (ABET) exams were standardised. Moderator training workshops for each of these were convened, and the moderation of assessment instruments for 2006 exams is in progress. The qualifications and assessment committee has approved a policy on concessions and directives for reporting irregularities. Furthermore, Umalusi evaluated and reported on 180 schools and 40 ABET and 40 FET provider portfolios. A total of 11 assessment bodies were evaluated.

In 2006, Umalusi will be responsible for: improving and maintaining a system for quality assuring qualifications, programmes and assessment; establishing a system for evaluation and accreditation; and establishing, maintaining and improving the IT system and certification of learner achievements.

Transfers to Umalusi will be R7,4 million in 2006/07, R7,7 million in 2007/08 and R7,9 million in 2008/09. Other revenue sources include fees charged for issuing certificates, and accrediting service providers, and interest on investments. Allowance has been made for an inflationary growth in expenses in line with historic expenditure. The estimated outcome for 2005/06 shows a deficit of R500 000. This is expected to improve over the 2006 MTEF. Moreover, the small deficit poses little risk when compared to the strong asset position, with R12 million in investments and over R4 million in cash.

Table 15.11 Financial summary for the General and Further Education and Training Quality Assurance Council

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2006/07	2007/08	2008/09
R thousand	2002/03	2003/04	2004/05	2005/06			
INCOME STATEMENT SUMMARY							
Revenue							
Non-tax revenue	7 856	11 791	8 164	16 713	22 082	27 552	32 555
Sale of goods and services other than capital assets	6 644	10 733	7 228	15 513	21 553	26 944	31 855
<i>of which:</i>							
Admin fees	6 644	10 733	7 228	15 513	21 553	26 944	31 855
Other non-tax revenue	1 212	1 058	936	1 200	529	608	700
Transfers received	5 902	6 286	15 384	8 446	7 432	7 652	7 929
Total revenue	13 758	18 077	23 548	25 159	29 514	35 204	40 484
Expenses							
Current expense	14 400	15 661	18 341	25 547	29 573	35 263	40 394
Compensation of employees	5 274	6 152	9 043	10 080	11 994	13 793	15 862
Goods and services	8 729	9 106	8 719	14 856	17 264	21 117	24 283
Depreciation	397	403	579	611	315	353	249
Interest, dividends and rent on land	-	-	-	-	-	-	-
Transfers and subsidies	48	45	50	123	141	162	187
Total expenses	14 448	15 706	18 391	25 670	29 714	35 425	40 581
Surplus / (Deficit)	(690)	2 371	5 157	(511)	(200)	(221)	(97)
BALANCE SHEET SUMMARY							
Carrying value of assets	549	966	1 278	713	1 124	1 218	1 474
Investments	10 109	7 460	11 500	12 000	12 000	12 000	12 000
Receivables and prepayments	454	2 443	805	926	1 065	1 172	1 289
Cash and cash equivalents	835	2 245	5 421	5 058	4 562	4 379	4 178
Total assets	11 947	13 114	19 004	18 697	18 751	18 769	18 941
Capital and reserves	9 177	11 548	16 705	16 194	15 994	15 773	15 676
Trade and other payables	2 396	1 032	1 464	1 584	1 746	1 884	2 042
Provisions	374	534	835	919	1 011	1 112	1 223
Total equity and liabilities	11 947	13 114	19 004	18 697	18 751	18 769	18 941

Data provided by the Umalusi Council of Quality Assurance and Further Education and Training

National Student Financial Aid Scheme

The National Student Financial Aid Scheme (NSFAS), which was established in terms of the National Student Financial Aid Scheme Act (1999), is responsible for: administering and allocating loans and bursaries to eligible students; developing criteria and conditions for granting loans and bursaries in consultation with the minister; raising funds; recovering loans; maintaining and analysing a database; and doing research on using financial resources more effectively. The NSFAS also advises the minister on student financial aid.

In 2005, for the first time, NSFAS made advance payments available to institutions to cover upfront payments for those students who were likely to be NSFAS recipients. The success of this process is currently being evaluated. The total awards amount managed by the NSFAS for 2005 was approximately R1,2 billion.

Transfers to NSFAS will be R926,4 million in 2006/07, R1,1 billion in 2007/08 and R1,2 billion in 2008/09. Other revenue comprises donor funds, the repayment of study loans and interest on investments. This combined revenue leaves the NSFAS with a large surplus of about R1 billion. This is partly explained by the improved recovery of loans, with recoveries in excess of R20 million per month. In 2006, the NSFAS will continue to make it possible for the rural poor, the disadvantaged, disabled persons and women to access higher education. It is developing a new allocations formula, in line with higher education needs and transformation imperatives, for the equitable distribution of funds.

Table 15.12 Financial summary for the National Student Financial Aid Scheme (NSFAS)

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2006/07	2007/08	2008/09
R Thousand	2002/03	2003/04	2004/05	2005/06			
INCOME STATEMENT SUMMARY							
Revenue							
Non-tax revenue	60 480	164 498	240 429	295 550	317 400	339 300	362 200
Sale of goods and services other than capital assets	–	–	–	–	–	–	–
Other non-tax revenue	60 480	164 498	240 429	295 550	317 400	339 300	362 200
Interest on investments	27 965	33 654	31 838	35 000	37 000	39 000	42 000
Interest on loans advanced	32 508	130 680	208 591	260 000	280 000	300 000	320 000
Other	7	164	–	550	400	300	200
Transfers received	591 562	719 116	737 673	1 025 961	1 108 696	1 321 521	1 432 000
Total revenue	652 042	883 614	978 102	1 321 511	1 426 096	1 660 821	1 794 200
Expenses							
Current expense	38 674	947 651	(60 433)	33 626	37 162	41 044	44 709
Compensation of employees	5 597	6 326	7 334	11 441	13 069	14 225	15 557
Goods and services	32 090	940 628	(68 680)	21 210	23 098	25 804	28 117
Depreciation	987	697	913	975	995	1 015	1 035
Interest, dividends and rent on land	–	–	–	–	–	–	–
Transfers and subsidies	211 330	252 711	302 715	362 653	434 071	519 540	621 842
Total expenses	250 004	1 200 362	242 282	396 279	471 234	560 584	666 551
Surplus / (Deficit)	402 038	(316 748)	735 820	925 232	954 862	1 100 237	1 127 649
BALANCE SHEET SUMMARY							
Carrying value of assets	1 879	5 826	5 795	6 055	6 535	6 417	6 293
Long term investments	366 526	341 503	342 802	350 000	400 000	450 000	500 000
Loans	2 143 150	1 985 971	2 709 023	3 622 910	4 516 900	5 527 721	6 571 526
Receivables and prepayments	27 146	29 512	24 026	25 300	25 320	25 350	25 380
Cash and cash equivalents	443	29	79	51	51	51	51
Total assets	2 539 144	2 362 841	3 081 725	4 004 316	4 948 806	6 009 539	7 103 250
Capital and reserves	2 432 113	2 327 983	3 062 898	4 003 116	4 947 426	6 008 079	7 101 710
Borrowings	433	4	–	–	–	–	–
Trade and other payables	6 092	10 400	7 141	800	1 000	1 100	1 200
Provisions	100 506	24 454	11 686	400	380	360	340
Total equity and liabilities	2 539 144	2 362 841	3 081 725	4 004 316	4 948 806	6 009 539	7 103 250

Data provided by the National Student Financial Aid Scheme

South African Council for Educators

The South African Council for Educators (SACE) was established in terms of the South African Council for Educators Act (2000) and is responsible for the registration, promotion and professional development of educators, and for setting, maintaining and protecting their ethical and professional standards. 8 966 educators were registered at SACE in 2005, bringing the total to 473 925 registered educators.

The council does not receive funds from the department, and relies on membership fees from educators and interest on investments.

South African Qualifications Authority

The South African Qualifications Authority (SAQA) is a statutory body established in terms of the South African Qualifications Authority Act (1995). SAQA focuses on ensuring access, quality, redress and development for all learners, through an integrated national framework of learning achievements. It has three main deliverables: registering qualifications and standards on the national qualifications framework, establishing a system-wide quality assurance system; and establishing a national learners' record database.

In 2005, SAQA's new standard setting system was implemented, a discussion document for rationalising qualifications on the NQF was developed, the unit standards project (the checking of all registered unit standards) was completed, and the mathematics fundamentals for level 4 qualifications were checked and cleared. The loading of Umalusi senior certificate data was also completed and 5,5 million learner records are now in the national learners' records database. Furthermore, 1 902 applications were registered and 1 526 certificates of evaluation were issued to individuals.

In 2006, SAQA will continue to provide leadership and professional expertise to ensure that high-quality, nationally relevant and internationally comparable unit standards and qualifications are registered on the NQF. SAQA has an important role to play in the effort to develop appropriate scarce skills, particularly in technical fields. In this context, the NQF will remain a priority, and SAQA will continue to target strategic areas for skills development such as the further education and training sector.

Transfers to SAQA will be R34 million in 2006/07, R35,7 million in 2007/08 and R37,3 million in 2008/09. Other revenue comprises donor funds, fees charged for processing private higher education institutions' applications, and interest on investments, allowing SAQA to maintain a small surplus of about R1 million over the MTEF.

Table 15.13 Financial summary for the South African Qualifications Authority (SAQA)

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2006/07	2007/08	2008/09
R thousand	2002/03	2003/04	2004/05	2005/06			
INCOME STATEMENT SUMMARY							
Revenue							
Non-tax revenue	5 690	3 858	4 744	6 479	12 648	6 298	6 587
Sale of goods and services other than capital assets	5 057	2 365	2 440	2 373	2 953	3 101	3 225
<i>of which:</i>							
<i>Non-market est. sales</i>	5 057	2 365	2 440	2 373	2 953	3 101	3 225
<i>Other non-tax revenue</i>	633	1 493	2 304	4 106	9 695	3 197	3 362
Transfers received	35 108	35 747	45 913	61 703	38 391	38 691	39 297
Total revenue	40 798	39 605	50 656	68 182	51 039	44 989	45 884
Expenses							
Current expense	38 204	40 516	48 011	64 369	49 528	43 075	44 313
Compensation of employees	14 831	16 665	17 722	23 344	23 983	17 268	17 527
Goods and services	18 638	18 981	25 320	36 057	20 488	20 681	21 661
Depreciation	4 735	4 869	4 968	4 968	5 058	5 126	5 125
Interest, dividends and rent on land	–	–	–	–	–	–	–
Transfers and subsidies	191	271	447	507	467	486	505
Total expenses	38 395	40 786	48 458	64 877	49 995	43 561	44 818
Surplus / (Deficit)	2 403	(1 182)	2 198	3 306	1 044	1 428	1 066

Table 15.13 Financial summary for the South African Qualifications Authority (SAQA) (continued)

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2006/07	2007/08	2008/09
R thousand	2002/03	2003/04	2004/05	2005/06			
BALANCE SHEET SUMMARY							
Carrying value of assets	29 340	30 226	26 104	25 732	21 718	18 020	13 961
Inventory	78	70	109	109	109	109	109
Receivables and prepayments	1 083	1 398	2 054	2 054	2 054	2 054	2 055
Cash and cash equivalents	36 825	14 190	30 370	1 235	1 130	5 356	15 524
Total assets	67 326	45 883	58 639	29 131	25 012	25 540	31 650
Capital and reserves	33 065	27 463	25 786	24 140	20 021	20 548	26 659
Trade and other payables	33 933	17 187	31 606	3 746	3 746	3 746	3 746
Provisions	328	1 233	1 246	1 246	1 246	1 246	1 246
Total equity and liabilities	67 326	45 883	58 639	29 131	25 012	25 540	31 650

Data provided by the South African Qualifications Authority

Annexure

Vote 15: Education

Table 15.A: Summary of expenditure trends and estimates per programme and economic classification

Table 15.B: Summary of personnel numbers and compensation of employees

Table 15.C: Summary of expenditure on training

Table 15.D: Summary of conditional grants to provinces and local government (municipalities)

Table 15.E: Summary of official development assistance expenditure

Table 15.F: Summary of departmental public private partnership projects

Table 15.G: Summary of financial assistance to higher education institutions, 2005/06

Table 15.H: Summary of financial assistance to higher education institutions, 2006/07

Table 15.A Summary of expenditure trends and estimates per programme and economic classification

Programme	Appropriation		Audited outcome	Appropriation			Revised estimate
	Main	Adjusted		Main	Additional	Adjusted	
R thousand	2004/05		2004/05	2005/06			2005/06
1. Administration	106 231	119 876	99 591	132 956	(8 215)	124 741	117 257
2. System Planning and Monitoring	33 611	35 628	22 402	36 898	5 390	42 288	41 323
3. General Education	215 892	232 666	223 083	225 098	24 622	249 720	247 825
4. Further Education and Training	179 614	183 431	150 364	211 909	12 075	223 984	221 484
5. Quality Promotion and Development	874 244	903 561	878 863	959 595	197 580	1 157 175	1 144 957
6. Higher Education	9 908 545	9 908 521	9 911 391	10 809 564	(1 410)	10 808 154	10 806 691
7. Auxiliary and Associated Services	26 820	36 870	54 685	21 044	2 810	23 854	32 197
Total	11 344 957	11 420 553	11 340 379	12 397 064	232 852	12 629 916	12 611 734

Economic classification

	443 333	496 381	400 071	463 424	62 158	525 582	510 000
Current payments							
Compensation of employees	199 084	212 833	174 565	205 511	(8 312)	197 199	189 199
Goods and services	244 249	283 548	200 443	257 913	70 470	328 383	320 801
Financial transactions in assets and liabilities	–	–	25 063	–	–	–	–
Transfers and subsidies	10 896 351	10 913 490	10 933 174	11 889 082	200 926	12 090 008	12 090 008
Provinces and municipalities	961 277	991 100	991 023	1 048 936	200 136	1 249 072	1 249 072
Departmental agencies and accounts	617 816	617 622	632 622	930 592	6	930 598	930 598
Universities and technikons	9 300 504	9 300 504	9 302 907	9 899 491	–	9 899 491	9 899 491
Foreign governments and international organisations	16 754	4 264	5 529	10 063	610	10 673	10 673
Households	–	–	1 093	–	174	174	174
Payments for capital assets	5 273	10 682	7 134	44 558	(30 232)	14 326	11 726
Buildings and other fixed structures	–	–	–	27 170	(27 170)	–	–
Machinery and equipment	5 273	10 682	5 906	17 388	(3 978)	13 410	10 810
Software and intangible assets	–	–	1 228	–	916	916	916
Total	11 344 957	11 420 553	11 340 379	12 397 064	232 852	12 629 916	12 611 734

Table 15.B Summary of personnel numbers and compensation of employees

	Audited outcome			Adjusted appropriation	Medium-term expenditure estimates		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
A. Permanent and full-time contract employees							
Compensation (R thousand)	93 579	109 244	122 718	146 498	165 884	172 153	180 174
Unit cost (R thousand)	207	200	196	211	218	227	237
Compensation as % of total	69.1%	67.9%	70.3%	74.3%	76.1%	76.0%	76.4%
Personnel numbers (head count)	453	546	626	693	760	760	760
B. Part-time and temporary contract employees							
Compensation (R thousand)	41 858	51 737	50 791	48 835	50 029	52 299	53 569
Unit cost (R thousand)	242	575	260	334	325	340	348
Compensation as % of total	30.9%	32.1%	29.1%	24.8%	23.0%	23.1%	22.7%
Personnel numbers (head count)	173	90	195	146	154	154	154

Table 15.B Summary of personnel numbers and compensation of employees (continued)

	Audited outcome			Adjusted appropriation	Medium-term expenditure estimates		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
C. Interns							
Compensation of interns (R thousand)	–	–	1 056	1 866	1 941	2 018	2 099
Unit cost (R thousand)			24	27	28	29	30
Number of interns	–	–	44	69	70	70	70
Total for department							
Compensation (R thousand)	135 437	160 981	174 565	197 199	217 854	226 470	235 842
Unit cost (R thousand)	216	253	202	217	221	230	240
Personnel numbers (head count)	626	636	865	908	984	984	984

Table 15.C Summary of expenditure on training

	Audited outcome			Adjusted appropriation	Medium-term expenditure estimates		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Training and staff development							
Expenditure (R thousand)	2 366	1 201	280	1 460	1 888	2 104	2 015
Number of employees trained (head count)	366	112	263	244	270	262	251
Bursaries (employees)							
Expenditure (R thousand)	280	4 915	217	322	401	415	429
Number of employees (head count)	9	28	16	15	34	34	33
Total	2 646	6 116	497	1 782	2 289	2 519	2 444
Number of employees	375	140	279	259	304	296	284

Table 15.D Summary of conditional grants to provinces and local government (municipalities)¹

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Conditional grants to provinces							
3. General Education							
HIV and Aids (Life Skills Education) Grant	133 458	126 049	134 151	136 293	144 471	151 696	161 904
Early Childhood Development	53 000	85 530	2 470	–	–	–	–
4. Further Education and Training							
Further Education and Training College Sector Recapitalisation Grant	–	–	–	–	470 000	595 000	795 000
5. Quality Promotion and Development							
National School Nutrition Programme Grant	521 322	711 620	832 200	1 112 151	1 098 036	1 152 938	1 238 487
7. Auxiliary and Associated Services							
Financial Management and Quality Enhancement in Education	228 320	212 731	21 683	–	–	–	–
Total	936 100	1 135 930	990 504	1 248 444	1 712 507	1 899 634	2 195 391

¹ Detail provided in the Division of Revenue Act (2006).

Table 15.E Summary of official development assistance expenditure

Donor	Project	Cash/ kind	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
			2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
R thousand									
Local									
Billiton	Special advisors for Minister	Kind	2 000	–	–	–	–	–	–
Education Labour Relations Council	Umalusi Conference	Cash	–	200	–	–	–	–	–
Education Labour Relations Council	Tirisano School Choral Eisteddfod and HIV and Aids	Cash	–	4 933	–	–	–	–	–
Education Labour Relations Council	Amount included in the Adjustments Estimate	Cash	–	14 202	–	–	–	–	–
Education Labour Relations Council	Ikhwelo	Cash	–	–	12 000	–	–	–	–
Education Labour Relations Council	Historical records & security system of examination function	Cash	–	–	1 096	–	–	–	–
Education Labour Relations Council	School enrichment and gender equity	Cash	–	–	1 106	–	–	–	–
First National Bank	Tirisano School Choral Eisteddfod	Kind	5 000	–	–	–	–	–	–
Multi Choice	Teacher Awards	Cash	300	–	400	–	–	–	–
Old Mutual	Teacher Awards	Cash	400	–	–	–	–	–	–
Spoornet	Heritage Celebration	Kind	800	1 982	1 250	–	–	–	–
Foreign									
Belgium	Whole School Development	Cash	–	–	100	–	–	–	–
Belgium-Flanders	Development of Phase 3&4 of Quality Promotion and Assurance Monitoring and Evaluation system	Cash	–	–	–	–	3 500	2 000	900
Carnegie	History Project	Kind	3 605	–	–	–	–	–	–
Carnegie	South Africa undergraduate Women's Scholarship Programme	Kind	–	5 070	2 188	7 781	8 520	6 602	–
DANCED	KZN Literacy initiative programme	Cash	87	566	339	1 500	–	–	–
DANCED	National Environment Education Programme	Cash	84	1	628	–	–	–	–
DANCED	NEEP Co-ordinator salary	Cash	–	776	–	–	–	–	–
DANCED	NEEP GET Project	Kind	3 774	–	–	–	–	–	–
DFID	2nd Commonwealth of Learning	Kind	1 057	1 057	–	–	–	–	–
DFID	Accelerated Certificate in Education (ACE)	Cash	–	–	–	–	10 000	–	–
DFID	ACE on Values and Human Rights	Kind	69	–	–	–	–	–	–
DFID	Advance Certificate in Education	Kind	–	–	–	4 000	–	–	–
DFID	CHE	Kind	–	–	1 260	–	–	–	–
DFID	Emerging Initiatives in Education	Kind	–	3 817	2 458	–	–	–	–
DFID	EMIS	Kind	–	1 115	380	1 000	579	–	–
DFID	FET Reform of Technical college	Kind	465	844	799	2 000	1 500	1 000	–
DFID	Higher Education	Kind/Cash	1 863	4 283	732	5 300	–	–	–
DFID	HIV and AIDS EMIS	Kind	–	–	2 346	1 000	500	78 894	–
DFID	Language in Education Policy	Kind	273	–	–	–	–	–	–
DFID	Language Skills	Kind	–	474	72	–	–	–	–

Table 15.E Summary of official development assistance expenditure (continued)

Donor	Project	Cash/ kind	Audited outcome			Adjusted	Medium-term expenditure estimate		
			2002/03	2003/04	2004/05	appropriation	2006/07	2007/08	2008/09
R thousand									
DFID	Life skills	Kind	–	386	2 303	1 300	1 300	1 300	–
DFID	Life skills	Cash	–	253	69	–	–	–	–
DFID	Mergers of HEI	Cash	–	293	264	–	–	–	–
DFID	Project Management	Kind	348	460	322	–	–	–	–
DFID	Race and Values and Human rights	Kind	–	3 791	4 059	–	–	–	–
DFID	Salary of skills development project co-ordinator	Cash	316	47	–	–	–	–	–
DFID	Skills development co-ordinator	Kind	78	362	–	–	–	–	–
DFID	Whole School Evaluation	Kind	1 523	3 673	4 117	–	–	–	–
European Union	Eastern Cape Schools Reconstruction	Cash	(187)	1 089	30 881	–	–	–	–
European Union	EU School Building Programme	Cash	–	–	–	200	200	200	–
European Union	Higher Education HIV and Aids	Cash	–	–	–	22 828	22 828	22 828	22 828
European Union	Implementation of SA Schools Act	Cash	1 067	850	–	–	–	–	–
European Union	SAQA	Cash	27 626	–	7 444	–	–	–	–
European Union	School Building project: EC/KZN/Limpopo	Cash	–	–	–	113 100	113 100	113 100	–
European Union	School Infrastructure Support Programme	Cash	–	–	–	44 991	227 080	227 080	10 640
European Union	SISP School Building Programme	Cash	–	–	–	–	800	300 000	60 000
European Union	Technical and Business Education Initiative in SA (TABEISA)	Kind	–	–	5 838	16 856	16 856	–	–
European Union	Technical Support	Cash	–	1 835	–	–	–	–	–
European Union	Library books and training of HDI'S	Cash	19 627	4 457	–	–	–	–	–
Finland	Enhancement of the Quality of Educators in Higher Education	Kind	13 969	–	–	–	–	–	–
Finland	First Stage of Implementing Education White Paper 6 on Inclusive Education	Kind	–	–	–	–	37 584	–	–
Finland	ICT in Higher Education	Kind	–	12 000	–	12 000	12 000	–	–
Finnish	Special Needs Education	Cash	–	–	12	37 584	–	–	–
Flemish	Whole School Development	Cash	–	–	–	750	3 000	–	–
France	Curr 2005 RNCS	Cash	–	–	6 684	–	–	–	–
France	Grade 6: Systemic Evaluation	Cash	–	–	–	600	–	–	–
France	Maths and Science	Cash	3 199	1 818	208	2 167	–	–	–
France	System	Kind	–	179	–	–	–	–	–
France	Training of Education Executives	Cash	–	49	1	–	–	–	–
House of Commons in London	Cover accommodation expenses	Cash	–	–	1	–	–	–	–
Ireland	Refund for Minister and Spouse airtickets and Accommodation	Cash	–	90	–	–	–	–	–
Japan	School Building Programme	Kind	–	–	25 000	–	–	–	–
Japan	World Bank	Cash	–	–	–	6 400	–	–	–
Netherlands	Farmers-task team-farm schools	Cash	–	–	–	–	500	–	–
Netherlands	Framework for Teacher Education	Cash	–	–	–	–	1 000	1 083	1 084

Table 15.E Summary of official development assistance expenditure (continued)

Donor	Project	Cash/ kind	Audited outcome			Adjusted	Medium-term expenditure estimate		
			2002/03	2003/04	2004/05	appropriation	2006/07	2007/08	2008/09
R thousand									
Netherlands	Infrastructure management system	Cash	-	-	-	-	25 981	29 554	28 154
Netherlands	Monitoring and Implementation of RNCS teacher development	Cash	-	-	-	-	1 000	1 084	1 083
Netherlands	National Teaching Awards	Cash	-	-	-	-	2 919	3 162	3 163
Netherlands	Physical Planning School Infrastructure	Cash	-	-	-	-	2 200	-	-
Netherlands	Reconstruction of schools in Limpopo	Cash	5 113	6 286	-	-	-	-	-
Netherlands	Sectoral budget support programme	Cash	52 189	13 527	74 353	61 562	48 000	52 000	52 000
Netherlands	Technology and English second Language Projects	Cash	-	-	-	-	5 000	5 417	5 417
Netherlands	Upgrading of un&underqualified educators and MSTP	Cash	-	-	-	-	10 800	11 700	11 700
Netherlands Sectoral Budget Support (NSBS)	Education Audits and Infrastructure Programme	Cash	-	-	-	-	15 981	18 721	17 321
Netherlands Sectoral Budget Support (NSBS)	Emerging Initiatives	Cash	-	-	-	-	10 000	10 833	10 833
Netherlands Sectoral Budget Support (NSBS)	Mid Term	Cash	-	-	-	-	1 300	-	1 400
Norway	Higher Education Policy (SANTED)	Kind	23 990	20 380	10 000	10 000	18 330	18 330	18 340
Parliamentary Millenium Project	Parliamentary Millenium Project	Kind	-	32	-	-	-	-	-
Royal Netherlians Embassy Shuttleworth Foundation	History Project	Kind	-	-	661	-	2 641	-	-
	EMGD Standard for Principalship and Management ACE	Cash	-	-	-	-	700	-	-
SIDA	ABET	Cash	8 117	28	-	-	-	-	-
SIDA	Audit of Special Education Provisioning	Kind	4 933	32	-	-	-	-	-
SIDA	Education Management Information System	Kind	5 253	4 252	-	-	-	-	-
SIDA	EMGD Capacity Building	Kind	5 792	725	-	-	-	-	-
SIDA	Exchange Programme	Cash	203	-	-	-	-	-	-
SIDA	First Stage of Implementing Education White Paper 6 on Inclusive Education	Cash	-	-	-	-	18 420	-	-
SIDA	Gender Equity Programme	Kind	1 938	137	-	-	-	-	-
SIDA	Inclusive Education	Cash	-	-	-	20 870	18 000	2 870	-
SIDA	SANLI	Cash	1 076	-	-	-	-	-	-
Sweden	Human Resource Development in 30 nodal area districts and 60 schools	Cash	-	-	-	-	12 000	12 676	-
Swedish	Special Needs Education	Cash	-	-	11	8 870	5 200	6 800	-
Swiss Development Agency	Human Rights in the Curriculum	Cash	-	-	-	-	4 630	-	-
Swiss Development Corp	All Africa Minister Conference on Open & Distance Learning	Kind	-	500	-	-	-	-	-
Swiss Development Corp	Values in Curriculum Project	Kind/Cash	-	153	1 852	1 000	-	-	-

Table 15.E Summary of official development assistance expenditure (continued)

Donor	Project	Cash/ kind	Audited outcome			Adjusted	Medium-term expenditure estimate		
			2002/03	2003/04	2004/05	appropriation	2006/07	2007/08	2008/09
R thousand									
Taiwan	Alternatives to Corporal Punishment	Cash	-	421	-	-	-	-	-
Taiwan	Brencon Dundee Rotary Project	Cash	20	-	-	-	-	-	-
Taiwan	Distribution of NCS document	Cash	-	-	-	11 000	-	-	-
Taiwan	NCS Advocacy	Cash	-	-	-	5 490	-	-	-
USAID	College Fund	Kind	477	770	-	-	-	-	-
USAID	Development of business plans for conditional grants	Kind	12 243	-	-	-	-	-	-
USAID	Grade 6: Systemic Evaluation	Cash	-	-	-	293	-	-	-
USAID	Integrated education programme	Cash	-	-	-	-	1 400	1 470	1 543
USAID	IPE-PRYE Donations-Result 9&10	Cash	-	-	-	-	814	381	-
USAID	National working group of higher education	Cash	109	-	-	-	-	-	-
USAID	Participation of teacher representatives in C2005	Kind	811	1 457	-	-	-	-	-
USAID	Policy support for higher education	Kind	1 158	-	-	-	-	-	-
USAID	Technical Assistants for Policy Costing	Kind	-	-	-	2 200	2 321	2 449	-
USAID	USAID-IEP Project Results 9&10	Kind	-	-	-	-	814	381	-
World Bank	PHRD Grant	Cash	-	-	5 153	6 400	-	-	-
World Bank	PHRD Grant: Education Africa Reform Programme	Cash	-	-	179	-	-	-	-
World Bank	Cover transport and conference cost	Cash	-	-	45	-	-	-	-
SIDA	School Register of needs	Kind	3 386	418	-	-	-	-	-
Total			214 151	120 070	206 611	409 042	669 298	931 915	246 406

Table 15.F Summary of departmental public-private partnership projects

R thousand	Total cost of project	Budget expenditure	Medium-term expenditure estimate		
		2005/06	2006/07	2007/08	2008/09
Projects in preparation, registered in terms of Treasury Regulation 16¹	-	2 000	5 000	52 290	54 643
PPP unitary charge	-	-	-	50 290	52 643
Advisory fees	-	2 000	5 000	2 000	2 000
Total	-	2 000	5 000	52 290	54 643

Table 15.G: Summary of financial assistance to higher education institutions, 2005/06

Higher Education Institution	Block grant	Earmarked grant				Total	
		Interest and redemption	Ad hoc	NSFAS			Higher Education restructuring
				General allocation	Teacher training		
R thousand							
Cape Peninsula University of Technology	392 460	8 104	–	44 590	3 155	–	448 309
Cape Town	475 040	5 908	–	26 317	2 762	–	510 027
Central University of Technology, Free State	144 212	3 161	–	21 907	1 005	–	170 285
Durban Institute of Technology	342 855	4 400	–	49 598	225	–	397 078
Fort Hare	127 191	900	–	12 335	852	–	141 278
Free State	404 871	2 908	–	24 755	3 930	–	436 464
KwaZulu-Natal	712 935	9 554	–	62 976	3 590	–	789 055
Mangosuthu	109 906	840	–	20 599	–	–	131 345
Nelson Mandela Metropolitan University	355 064	5 399	–	29 691	2 364	–	392 518
North West University	480 319	4 519	–	29 402	6 291	–	520 531
Pretoria	815 002	1 250	–	34 382	3 589	–	854 223
Rhodes	124 490	823	–	4 933	583	–	130 829
Stellenbosch	477 411	5 093	–	6 285	44	–	488 833
Tshwane University of Technology	700 125	7 343	–	96 595	3 865	–	807 928
Unisa	895 240	26 895	–	38 368	2 868	–	963 371
University of Johannesburg	604 190	9 750	–	58 785	777	–	673 502
University of Limpopo	325 447	7 640	–	35 395	5 651	–	374 133
Vaal University of Technology	192 397	3 200	–	39 651	–	–	235 248
Venda	135 780	4 183	–	23 318	2 984	–	166 265
Walter Sisulu University of Science and Technology, Eastern Cape	303 078	6 530	–	48 126	7 757	–	365 491
Western Cape	276 773	480	–	28 054	2 409	–	307 716
Witwatersrand University	522 295	8 317	–	31 039	2 594	–	564 245
Zululand	139 357	2 696	–	22 471	2 705	–	167 229
Foundation teaching programmes	–	–	91 000	–	–	–	91 000
Restructuring	–	–	–	–	–	550 000	550 000
Unallocated	72 160	–	–	14 520	–	–	86 680
Total	9 128 598	129 893	91 000	804 092	60 000	550 000	10 763 583

Table 15.H: Summary of financial assistance to higher education institutions, 2006/07

Higher Education Institution	Block grant	Earmarked grant					Total
		Interest and redemption	Ad hoc	NSFAS		Higher Education restructuring	
				General allocation	Teacher training		
R thousand							
Cape Peninsula University of Technology	426 756	7 203	7 759	45 762	–	–	487 480
Cape Town	523 517	3 975	4 955	26 317	–	–	558 764
Central University of Technology, Free State	166 112	2 830	1 845	26 288	–	–	197 075
Durban Institute of Technology	353 870	3 835	3 232	54 570	–	–	415 507
Fort Hare	131 277	424	1 000	14 802	–	–	147 503
Free State	432 078	2 836	4 439	26 723	–	–	466 076
KwaZulu-Natal	735 839	9 375	6 000	63 355	–	–	814 569
Mangosuthu	113 437	840	6 193	39 989	–	–	160 459
Nelson Mandela Metropolitan University	414 028	4 592	10 035	30 990	–	–	459 645
North West University	526 536	4 119	5 820	29 398	–	–	565 873
Pretoria	952 371	550	4 185	37 985	–	–	995 091
Rhodes	137 798	668	2 338	4 933	–	–	145 737
Stellenbosch	529 058	4 570	720	7 542	–	–	541 890
Tshwane University of Technology	772 229	5 757	6 109	101 205	–	–	885 300
Unisa	957 937	17 721	3 020	39 843	–	–	1 018 521
University of Johannesburg	679 656	6 673	9 495	70 535	–	–	766 359
University of Limpopo	336 389	2 893	4 700	24 662	–	–	368 644
Vaal University of Technology	212 773	2 600	–	43 159	–	–	258 532
Venda	137 688	4 080	3 000	25 029	–	–	169 797
Walter Sisulu University of Science and Technology, Eastern Cape	313 611	6 551	9 793	49 368	–	–	379 323
Western Cape	297 879	296	4 100	28 050	–	–	330 325
Witwatersrand University	577 610	5 358	3 262	34 434	–	–	620 664
Zululand	149 432	2 480	2 500	22 467	–	–	176 879
Foundation teaching programmes	–	–	–	–	–	–	–
Restructuring	–	–	–	–	–	568 000	568 000
Infrastructure development	–	–	100 000	–	–	–	100 000
Unallocated	78 013	–	–	15 972	63 000	–	156 985
Total	9 955 894	100 226	204 500	863 378	63 000	568 000	11 754 998