

Vote 14

Education

R thousand	2007/08 To be appropriated	2008/09	2009/10
MTEF allocations			
Administration	180 855	188 126	202 428
System Planning and Monitoring	89 864	94 412	105 843
General Education	281 291	334 316	319 622
Further Education and Training	864 822	1 016 137	197 654
Quality Promotion and Development	1 213 390	1 630 754	1 848 226
Higher Education	13 330 873	14 920 801	16 683 586
Auxiliary and Associated Services	39 828	41 725	43 586
Total	16 000 923	18 226 271	19 400 945
Direct charges against the National Revenue Fund	–	–	–
Total expenditure estimates	16 000 923	18 226 271	19 400 945
Economic classification			
Current payments	731 023	1 067 842	1 177 316
Transfers and subsidies	15 265 892	17 153 881	18 218 866
Payments for capital assets	4 008	4 548	4 763
Total expenditure estimates	16 000 923	18 226 271	19 400 945
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: 2003/04 – 2009/10

Over the past decade, new policies aimed at transforming the education system, fostering redress and ensuring that quality education is increasingly available have been developed. The current focus is on ensuring their full and effective implementation.

A major driver of development

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 programmes on 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 reforms. All these programmes contribute to economic growth, progress in social development and greater social equity. HIV and Aids prevention programmes, early childhood development (ECD), educator provisioning and improving employment conditions also help to meet social development objectives. Other departmental priorities that contribute to greater social equity are democratic education governance, gender equity and sound education labour relations.

Equitable and adequate funding

In 2007/08, the funding frameworks and norms and standards for ABET, ECD and FET will be finalised. These frameworks provide the rules for distributing funding to ensure that funding is adequate and equitably accessible, with a special focus on pro-poor distribution. Over the MTEF period, the department will be supporting the implementation of the new funding norms in the provinces.

Data management

The process of standardising the reporting and collecting of data in the education system is proceeding well. The first phase was to determine the needs and requirements of provincial and national education departments. A fully integrated system is envisaged for 2010.

Monitoring and evaluation

A system wide monitoring and evaluation framework of indicators will be developed and reported on. Work has already started on a learner unit tracking system, which will be finalised over the MTEF period.

National human resources

The national human resource development strategy and a report on scarce skills will be dealt with over the MTEF period.

Infrastructure standards

In 2004, the department began developing standards for school infrastructure, including minimum requirements for basic services like water and sanitation. Once approved, the standards will be used to standardise school design and construction, leading to savings through economies of scale and efficiency, and quicker construction turnaround times. The department also developed monitoring tools to track progress in reducing the number of learners still receiving education under trees and in unsafe structures. To determine school infrastructure backlogs, a comprehensive audit of schools was started in 2005. The audit is almost complete and a report and operational database will be produced in March 2007. The challenge will then be to eradicate all substandard structures and backlogs in services.

Human resources in the education system

The development of the integrated quality management system (IQMS) in 2004 has made a major contribution to improving the quality of education, and has been used for salary progression assessments as well as for accelerated grade progression. It will also be used for performance rewards and incentives, which will be finalised in 2007. The moderation of the outcomes of the IQMS will be strengthened through visits by district education officials to schools and the establishment of the national education evaluation development unit (NEEDU) to oversee the measurement and improvement of teacher performance.

The model for determining the number of educator posts that should be provided per school will be revised, and an education human resource management system developed over the MTEF period. The conditions of service of principals will be amended to establish a principals' management service linked to performance contracts/agreements. Norms and standards will be established for school based support personnel as well as for office based personnel to ensure sufficient capacity to administer, manage and support the education system.

During the same period, a dedicated bursary scheme for attracting young people into the profession will be implemented alongside programmes for general teacher development.

Improving access and quality in general education

The national curriculum statement was successfully implemented in the foundation and intermediate phases, and processes are in place for implementation in grades 8 and 9 at the beginning of the 2007 academic year. Religious education was integrated into the national curriculum statement and the life skills/HIV and Aids programme was fully integrated into the curriculum for the intermediate phase.

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. An integrated plan on ECD in collaboration with the departments of health and social development was completed at the end of 2005 and implemented in 2006. One of the key policy developments over the medium term is to offer quality Grade R programmes in 80 per cent of quintile 1 and 2 primary schools through ensuring properly qualified teachers at this level and providing guidelines for ECD programmes.

Reading programmes in the foundation phase were promoted through the provision of sets of 100 storybooks to foundation phase classes in 5 233 primary schools serving learners from underprivileged communities. All primary schools will implement the reading strategy for the foundation phase to increase literacy levels, and all quintile 1 primary schools will have access to library facilities over the medium term.

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 assessments 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 in order to improve governance and administration, rehabilitate buildings and other infrastructure, and develop new modern curricula to produce graduates with the skills needed to contribute to accelerated economic growth. A bursary scheme to enable needy students to attend FET colleges will be implemented. The department will also continue to deliver credible and reliable examinations at an internationally comparable standard for adult and basic education level 4, the senior certificate and FET colleges.

Transformation in higher education

The central premise that underpins the 1997 policy framework for the transformation of the higher education system is that it must be planned, governed and funded as a single national co-ordinated system.

The emphasis on planning is informed by the fact that if the higher education system is to respond to the national development agenda, in terms of access, redress and human resource development needs, the size and shape of the higher education system cannot be left to the vagaries of the market, in particular, unco-ordinated institutional decisions on student enrolments and programme offerings. The department has a vital role to play in planning the higher education system. The purposes are to: (a) match enrolment plans with available resources to enable the higher education system to deliver on its teaching and research mandate; (b) ensure that enrolment plans are linked to national human resource and research priorities; and (c) improve quality, in particular throughput and graduation rates.

Consolidating the restructuring of the higher education system continued in 2006/07 and will be a significant focal point in 2007/08. Substantive councils are now in place in all newly established institutions. The boards of the national institutes for higher education in Mpumalanga and the Northern Cape have been appointed and are operational.

Education contributes to improving quality of life

The main outcome for the department is to contribute to quality of life and build a peaceful, prosperous and democratic South Africa. Achieving this includes creating a culture of lifelong learning, improving the skills needed for economic growth, and empowering people to deal with life's challenges.

Improving access to educational opportunities, particularly for the poor, is central to the department's objectives, and contributes to eradicating poverty as the benefits of education accrue to learners and their families. The introduction of no fees schools affecting the poorest 40 per cent of learners, bursaries for needy FET college students, and continued financial support for needy and deserving higher education students all improve access to educational opportunities for the poor. Similarly, the ABET mass literacy programme creates opportunities for adult learners to participate meaningfully in social, cultural and economic affairs, and will be implemented over the MTEF period.

Improving its contribution to the development of the country's economy is another important outcome for the department. The revival of the FET colleges with new, industry relevant curricula will ensure that the appropriate skills for a growing economy are delivered by these colleges. They are therefore pivotal to the human resource development strategy. Together with the national strategy for mathematics and science and technology education, which aims to increase both participation and success rates in these key subject areas, these strategies are a support mechanism for the Accelerated and Shared Growth Initiative for South Africa (ASGISA). Adult participation in literacy projects and ABET level 4 examinations continues to grow, providing more adults with the skills to participate more fully in society.

A number of department initiatives contributed to improving the quality of education. The successful implementation of the national curriculum statement for grades R to 7 and grade 10 by 2006 ensured that teachers were equipped to roll out the curriculum. The simplified curriculum statement provides teachers with significantly more guidance. The integrated quality management system is used to promote and assure the quality of teachers. Infrastructure became a major impediment to the delivery of quality education and significant steps were taken to improve the conditions under which teachers teach and learners learn.

Expenditure estimates

Table 14.1 Education

Programme	Audited outcome			Adjusted appropriation	Revised estimate	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07		2007/08	2008/09	2009/10
R thousand								
1. Administration	89 209	99 591	117 440	128 510	114 207	180 855	188 126	202 428
2. System Planning and Monitoring	58 743	22 402	34 202	54 932	48 636	89 864	94 412	105 843
3. General Education	323 052	223 083	224 479	241 068	244 700	281 291	334 316	319 622
4. Further Education and Training	110 434	150 364	238 461	696 635	698 684	864 822	1 016 137	197 654
5. Quality Promotion and Development	782 056	878 863	1 144 523	1 156 643	1 156 643	1 213 390	1 630 754	1 848 226
6. Higher Education	8 952 567	9 911 391	10 646 832	11 967 570	11 937 570	13 330 873	14 920 801	16 683 586
7. Auxiliary and Associated Services	240 955	54 685	30 870	53 818	54 736	39 828	41 725	43 586
Total	10 557 016	11 340 379	12 436 807	14 299 176	14 255 176	16 000 923	18 226 271	19 400 945
Change to 2006 Budget estimate				169 943	125 943	658 000	1 536 000	
Economic classification								
Current payments	373 151	400 071	480 548	581 778	547 823	731 023	1 067 842	1 177 316
Compensation of employees	160 981	174 565	188 818	216 922	212 967	263 295	255 621	250 589
Goods and services	200 874	200 443	281 233	364 856	334 856	467 728	812 221	926 727
<i>of which:</i>								
Communication	7 164	6 304	5 421	6 725	6 725	7 122	7 400	7 770
Computer services	11 076	11 288	61 379	39 654	39 654	53 217	44 381	41 301
Consultants, contractors and special services	52 266	29 396	44 735	73 072	58 072	157 282	164 603	178 889
Inventory	6 107	8 762	26 569	41 768	41 768	40 106	44 861	49 678
Operating leases	15 159	17 775	20 006	1 763	1 763	22 270	23 629	25 327
Travel and subsistence	48 969	58 270	62 873	133 023	133 023	65 038	70 248	65 434
Municipal services	1 913	2 008	2 167	2 539	2 539	2 756	2 929	3 222
Financial transactions in assets and liabilities	11 296	25 063	10 497	–	–	–	–	–
Transfers and subsidies	10 131 698	10 933 174	11 942 150	13 708 060	13 700 515	15 265 892	17 153 881	18 218 866
Provinces and municipalities	1 136 407	991 023	1 249 019	1 712 650	1 712 650	1 905 633	2 201 392	1 501 344
Departmental agencies and accounts	606 917	632 679	943 091	995 813	995 813	1 405 487	1 631 678	2 038 872
Universities and technikons	8 373 458	9 302 907	9 740 336	10 988 701	10 977 201	11 944 151	13 309 708	14 666 997
Foreign governments and international organisations	13 578	5 529	9 413	9 749	9 749	10 621	11 103	11 653
Households	1 338	1 036	291	1 147	5 102	–	–	–
Payments for capital assets	52 167	7 134	14 109	9 338	6 838	4 008	4 548	4 763
Buildings and other fixed structures	42 477	–	–	–	–	–	–	–
Machinery and equipment	9 378	5 906	13 830	7 844	6 344	3 573	3 879	4 075
Software and other intangible assets	312	1 228	279	1 494	494	435	669	688
Total	10 557 016	11 340 379	12 436 807	14 299 176	14 255 176	16 000 923	18 226 271	19 400 945

Expenditure trends

Expenditure is expected to continue to grow strongly. Having risen from R10,6 billion in 2003/04 to R14,3 billion in 2006/07 at an average annual rate of 10,6 per cent, it is expected to rise to R19,4 billion in 2009/10 at an average annual rate of 10,7 per cent over the MTEF period.

Spending is dominated by the *Higher Education* programme, representing on average 84,5 per cent of total expenditure across the seven-year period, and consisting mainly of transfers to higher education institutions and the National Student Financial Aid Scheme (NSFAS). The strong growth in the contribution to the NSFAS is due to provisions for FET bursaries and bursaries for the initial supply of teachers.

The rapid increase in expenditure on compensation of employees in 2007/08 is due to the increase in spending on examiners and moderators, which resulted from the provision for the preparation of national curriculum statement examinations.

The rapid increase in expenditure in the *Quality Promotion and Development* programme is due to the provision for adult literacy, while the decrease in the FET programme in 2009/10 relates to the conditional grant for FET recapitalisation, which gets phased into the equitable share.

The 2007 Budget provides additional allocations of R658 million in 2007/08, R1,5 billion in 2008/09 and R2,4 billion for 2009/10, mainly for:

- subsidies to higher education institutions to respond to the need to increase volumes of activities in specifically targeted areas like engineering, the built environment, the health sciences and teacher training, and for purchasing academic clinical training for medical students (R288 million in 2007/08, R700 million in 2008/09 and R1,2 billion in 2009/10)
- the National Student Financial Aid Scheme, which includes bursaries for the initial supply of teachers (R120 million in 2007/08, R180 million in 2008/09 and R400 million in 2009/10) and bursaries for studies at FET colleges (R100 million in 2007/08, R200 million in 2008/09 and R300 million in 2009/10)
- the adult mass literacy campaign (R20 million in 2007/08 for planning and research, R350 million in 2008/09 and R480 million in 2009/10 for rollout)
- systemic evaluation (R20 million in 2007/08, R50 million in 2008/09 and R20 million in 2009/10)
- the integrated quality management system (R26 million in 2007/08, R29 million in 2008/09 and R32 million in 2009/10)
- preparation for the national curriculum statement examinations (R54 million in 2007/08 and R27 million in 2008/09)
- planning and research for ICT (R30 million for 2007/08).

No fee schools

The national school funding norms, which came into effect in January 2000, are the policy basis for determining how public funds are distributed to individual schools. The norms were gradually implemented in all provinces by 2002, after which a comprehensive study on the costs and financing of education was undertaken due to growing concerns about the cost of education, especially for poor parents. Flowing from this study, amendments have been made to the South African Schools Act (1996), which came into effect in January 2006 and provide the mandate for introducing no fee schools and other changes to ensure more effective implementation of school fee exemptions. Revised norms and standards for implementing the amendments were published in August 2006 and revised school fee exemption regulations in October 2006.

The introduction of no fee schools and the refinement of exemption regulations aim to remove school fees as a source of marginalisation and victimisation of learners from poor families. It was found, and widely reported, that failure to pay school fees led to poor learners being subjected to various unacceptable practices (results withheld and public humiliation, among others). While school fees are generally low in the poorest schools, they are regressive: that is, the poor pay a bigger proportion of their income on fees than the rich. The no fee policy also promotes adequacy of funding in that all no fee schools must receive a minimum amount of state funding of R554 per learner per year in 2007. Access will also be supported through the changes to exemption regulations, which: provide for a clearer definition of school fees and the automatic exemption of certain vulnerable groups (such as orphans and recipients of social grants); take into consideration the number of learners parents have in fee paying schools; and provide a table for pro rata exemptions.

For the 2007 academic year, just over 5 million learners (40 per cent of learners) will be attending 13 856 no fee schools.

Departmental receipts

The main revenue sources for the department are the repayment of government loans by higher education institutions and fees for technical examinations. The increase in departmental receipts in 2003/04 is a result of the increase in donations from the Education Labour Relations Council for various projects and in 2005/06 primarily because of an increase in income from administration fees.

Table 14.2 Departmental receipts

R thousand	Audited outcome			Adjusted appropriation	Medium-term receipts estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Departmental receipts	27 803	9 374	13 429	6 340	6 907	6 996	7 096
Sales of goods and services produced by department	707	719	2 607	769	885	899	914
Sales of scrap, waste and other used current goods	18	9	16	6	10	12	14
Transfers received	19 225	1 697	627	–	–	–	–
Interest, dividends and rent on land	4 504	4 391	4 300	4 308	4 143	4 103	4 073
Financial transactions in assets and liabilities	3 349	2 558	5 879	1 257	1 869	1 982	2 095
Total	27 803	9 374	13 429	6 340	6 907	6 996	7 096

Programme 1: Administration

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

Expenditure estimates

Table 14.3 Administration

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
Minister ¹	875	857	998	885	938	985	1 034
Deputy Minister ²	657	667	772	687	728	764	802
Management	32 212	38 736	39 508	55 104	51 353	53 171	55 608
Corporate Services	41 893	43 873	59 436	53 784	108 305	112 173	121 818
Property Management	13 572	15 458	16 726	18 050	19 531	21 033	23 166
Total	89 209	99 591	117 440	128 510	180 855	188 126	202 428
Change to 2006 Budget estimate				(43 303)	(1 332)	(701)	

1. Payable as from 1 April 2006. Salary: R 707 956. Car allowance: R 176 988.

2. Payable as from 1 April 2006. Salary: R 549 264. Car allowance: R 137 315.

Economic classification

Current payments	83 519	96 175	112 041	125 556	179 681	186 810	200 996
Compensation of employees	40 123	44 842	47 592	57 360	59 903	62 352	66 773
Goods and services	43 390	51 327	64 399	68 196	119 778	124 458	134 223
<i>of which:</i>							
Communication	2 934	3 255	2 497	2 664	2 936	3 134	3 285
Computer services	4 043	2 996	10 206	1 724	1 903	1 989	2 084
Consultants, contractors and special services	3 706	3 049	5 007	11 639	52 981	53 151	57 618
Inventory	2 939	2 271	2 471	5 206	3 452	3 433	3 642
Operating leases	12 523	14 913	16 198	(942)	16 775	18 104	19 944
Travel and subsistence	7 745	9 661	10 899	11 841	12 082	12 670	13 565
Municipal services	1 913	2 008	2 167	2 539	2 756	2 929	3 222
Financial transactions in assets and liabilities	6	6	50	–	–	–	–
Transfers and subsidies	440	302	350	1 176	150	200	250
Provinces and municipalities	119	134	146	37	–	–	–
Departmental agencies and accounts	321	81	147	110	150	200	250
Households	–	87	57	1 029	–	–	–
Payments for capital assets	5 250	3 114	5 049	1 778	1 024	1 116	1 182
Machinery and equipment	5 057	3 031	4 982	1 662	930	999	1 058
Software and other intangible assets	193	83	67	116	94	117	124
Total	89 209	99 591	117 440	128 510	180 855	188 126	202 428

Expenditure trends

Expenditure increased at an average annual rate of 12,9 per cent, from R89,2 million in 2003/04 to R128,5 million in 2006/07. It is expected to increase further, at an average annual rate of 16,4 per cent, reaching R202,4 million in 2009/10. These increases are mainly due to the planned new office building for the department. All agreements were concluded in 2006 and physical construction will begin in 2007. This also accounts for the high consultancy fees in 2006/07 and over the MTEF period.

From April 2006, costs for leases and accommodation charges were devolved from the Department of Public Works to individual departments. The Department of Education received the following amounts: R19,5 million in 2007/08, R21 million in 2008/09 and R23,2 million in 2009/10. Expenditure has been adjusted for 2003/04 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 14.4 System Planning and Monitoring

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
Education Human Resources Planning	6 896	10 264	10 000	7 927	44 754	47 618	57 458
Information Monitoring and Evaluation	6 108	5 985	16 680	25 388	33 498	35 921	37 469
Financial and Physical Planning and Analysis	45 739	6 153	7 522	21 617	11 612	10 873	10 916
Total	58 743	22 402	34 202	54 932	89 864	94 412	105 843
Change to 2006 Budget estimate				(372)	27 639	29 456	

Economic classification

	15 478	21 045	33 828	53 809	89 374	93 759	105 170
Current payments							
Compensation of employees	11 643	16 044	17 274	20 384	22 310	23 218	24 122
Goods and services	3 835	5 000	16 552	33 425	67 064	70 541	81 048
<i>of which:</i>							
Communication	374	254	268	436	542	560	519
Computer services	2	2	3 309	2 264	2 741	3 091	3 244
Consultants, contractors and special services	861	917	5 768	21 046	55 325	58 731	69 117
Inventory	68	580	405	1 255	1 044	1 126	1 159
Operating leases	7	–	17	42	116	94	46
Travel and subsistence	800	1 215	4 579	5 617	3 905	3 462	3 407
Financial transactions in assets and liabilities	–	1	2	–	–	–	–

Table 14.4 System Planning and Monitoring (continued)

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Transfers and subsidies	35	40	70	13	–	–	–
Provinces and municipalities	35	40	52	13	–	–	–
Departmental agencies and accounts	–	–	18	–	–	–	–
Payments for capital assets	43 230	1 317	304	1 110	490	653	673
Buildings and other fixed structures	42 477	–	–	–	–	–	–
Machinery and equipment	714	443	215	311	446	431	458
Software and other intangible assets	39	874	89	799	44	222	215
Total	58 743	22 402	34 202	54 932	89 864	94 412	105 843

Expenditure trends

The decline in overall spending in 2004/05 is due to the phasing out of the Thuba Makote rural schools building project from April 2004, accounting for 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 growth of 60,6 per cent in 2006/07 is due to additional funds for the education management information system (EMIS).

Over the MTEF period, expenditure increases from R54,9 million to R105,8 million, an average annual increase of 24,4 per cent, mainly as result of an additional allocation for the management and control of the integrated quality management system, which, together with the additional allocation for EMIS in 2006/07, explains the high consultancy fees over this period.

Service delivery objectives and indicators

Recent outputs

The *Education Human Resources Planning* subprogramme revised the conceptual framework for the national human resource development strategy with a broader focus on human development.

In July 2006, the department implemented an improved career pathing and salary structure for qualified level 1 educators. The salary progression system was also accelerated for all educators on applicable salary levels, and the school grading norms for principals were implemented.

The integrated quality management system for evaluating educators' performance was implemented for the first time in 2005/06. Seven of the provinces successfully completed evaluations and financially rewarded educators who performed satisfactorily. The remaining two provinces will complete the evaluation by March 2007.

A draft monitoring and evaluation framework has been developed for the learner records database and the department's first macro-indicator report will be available by March 2007.

No fee schools became a reality with the promulgation of the Education Laws Amendment Act (2005). For the first time since 1996, schools can be declared no fee schools.

The department developed and finalised the draft funding policies for Grade R and adult basic education and training as well as the draft FET norms. The drafts are to be presented to the ministers of education and finance for agreement.

The planned audit of physical facilities and basic infrastructure for public schools, ECD and ABET centres, districts, circuits and provinces is on track and near conclusion. Nearly 30 000 public education institutions

have been assessed, and the data on the majority of these was captured. A report on audited school data will be ready by February 2007.

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	Education service delivery report	System report on service delivery developed	March 2008
Information Monitoring and Evaluation	Refined integrated quality management system for teacher performance evaluation	System implemented and report produced	March 2008
	Human resource management information system	System developed and implemented in all provincial education departments	March 2008
	Review of national human resources development strategy	Strategy reviewed	March 2008
Financial and Physical Planning and Analysis	Funding policies for Grade R, ABET and FET colleges	Guidelines and plans for implementation of funding policies developed	March 2008
	Monitoring implementation of amended national norms and standards for school funding	Reports, analysis and plans related to the implementation of the amended norms and standards	March 2008
	Learner unit record information and tracking system	System implemented in all provinces	March 2009
	National education infrastructure management system in provincial education departments	Operational system, providing relevant and formal reports, in all provinces	March 2008

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 as well as 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 14.5 General Education

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
General Education and Training Curriculum and Assessment	283 272	181 056	180 161	197 512	196 771	214 866	225 960
Institutional and Human Resources Development	34 936	34 760	36 405	32 992	54 134	58 358	61 824
Quality Promotion and Assurance	4 844	7 267	7 913	10 564	30 386	61 092	31 838
Total	323 052	223 083	224 479	241 068	281 291	334 316	319 622
Change to 2006 Budget estimate				(2 249)	16 809	45 116	

Table 14.5 General Education (continued)

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Economic classification							
Current payments	109 064	84 705	84 577	95 601	123 043	165 821	141 597
Compensation of employees	22 636	22 685	25 635	28 690	28 531	29 698	30 852
Goods and services	86 428	62 018	58 921	66 911	94 512	136 123	110 745
<i>of which:</i>							
Communication	1 144	599	587	837	742	743	787
Consultants, contractors and special services	33 029	21 476	10 094	21 508	39 614	43 667	44 692
Inventory	431	2 886	20 391	16 158	19 768	24 441	28 597
Operating leases	74	16	96	48	10	12	14
Travel and subsistence	15 255	15 756	10 143	12 115	6 714	7 782	8 526
Other	36 495	19 171	17 508	16 089	27 567	59 409	28 044
Financial transactions in assets and liabilities	–	2	21	–	–	–	–
Transfers and subsidies	213 023	137 729	139 066	144 591	157 795	168 005	177 501
Provinces and municipalities	211 635	136 682	136 363	144 491	157 695	167 905	177 401
Departmental agencies and accounts	–	57	2 500	–	–	–	–
Foreign governments and international organisations	100	62	61	100	100	100	100
Households	1 288	928	142	–	–	–	–
Payments for capital assets	965	649	836	876	453	490	524
Machinery and equipment	920	524	721	719	363	368	394
Software and other intangible assets	45	125	115	157	90	122	130
Total	323 052	223 083	224 479	241 068	281 291	334 316	319 622

Details of major transfers and subsidies:

Provinces and municipalities							
Provincial revenue funds							
Current	211 579	136 621	136 293	144 471	157 695	167 905	177 401
HIV and Aids (Life Skills Education) Grant	126 049	134 151	136 293	144 471	157 695	167 905	177 401
Early Childhood Development Grant	85 530	2 470	–	–	–	–	–
Foreign governments and international organisations							
Current	100	62	61	100	100	100	100
Guidance, Counselling and Youth Development Centre for Africa: Malawi	100	62	61	100	100	100	100

Expenditure trends

Expenditure declined in 2004/05, due to the phasing out of the early childhood development grant. Over the 2007 MTEF period, expenditure will increase from R241,1 million in 2006/07 to R319,6 million in 2009/10, an average annual increase of 9,9 per cent, mainly due to the additional allocations for implementing the national curriculum statement, teacher development, improving the quality of teaching and learner performance in mathematics, science and technology, and systemic evaluation, all of which account for the high consultancy fees. The total allocation over the MTEF period excludes R700 million for teacher bursaries, which is provided for under programme 6 (*Higher Education*) as an earmarked transfer to the National Student Financial Aid Scheme.

Service delivery objectives and indicators

Recent outputs

The *General Education* programme has met most of its 2005 and 2006 targets, which are closely linked to activities in provincial education departments. Some of the targets were exceeded, such as the significant increase in the number of Grade R learners.

The field testing of the White Paper on Building an Inclusive Education and Training System began in 2005/06. The conversion of selected primary schools into full service schools was costed, and district based support teams were established in 30 districts. 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 implementation of the national curriculum statement began in 2004. It has been successfully introduced in the foundation and intermediate phases and Grade 7. An orientation programme was conducted for approximately 2 100 provincial officials and 200 000 foundation and intermediate phase teachers and Grade 7 teachers across all provinces.

The findings of a baseline study on learner achievement in literacy, mathematics and natural sciences in Grade 6 were reported at national, provincial and classroom levels. The study provided a scientific basis for identifying quality gaps in the system, as well as contextual factors that impact on the transformational goals of access, equity and quality.

Based on the above findings, a policy brief for teachers and school principals, and teacher guides in mathematics, literacy and natural sciences, were developed in 2006/07. Refined diagnostic literacy and numeracy assessment instruments for the foundation phase have also been developed.

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, which is intended for further professional and technical development of the system to make it user friendly and web enabled, was successfully completed in March 2006. The system is intended for data related to quality promotion and assurance in graphical and spatial (map) formats.

In 2005, the department increased the number of teachers teaching scarce skills subjects and subjects in critical need areas (like mathematics 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.

In 2005, a report was finalised on governance in public schools, with recommendations for strengthening the model for democratic school governance. Advocacy material on the rights and responsibilities of parents, learners and public schools was distributed, including 2 million pamphlets in 11 languages through a range of government and civil routes. A toll free line for public enquiries was opened.

As part of the department's commitment to improved school management, governance and improved learning across the system, a standard for principalship was developed. 500 school principals from quintile 1 and 2 schools will be registered for the resultant advanced certificate in education in June 2007.

The policy on career and training development structures for education managers and school governors was gazetted in 2005. An advanced certificate in education (ACE EdMan) was gazetted in June 2004, and the management plan for standardising postgraduate degrees (BEd (Hons), MEd and DEd) is in process. Specific courses on co-operative discipline and on women in management have been run in all provinces. The department is monitoring the impact of the training through site visits and questionnaires.

Selected medium-term output 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 general education and training	NCS implemented in all schools in grades 8 and 9 Number of teachers in number of schools trained to support NCS implementation	December 2007 All teachers trained in all schools
	Full service schools in designated districts fully equipped to support all learner needs in inclusive settings	Number of ordinary primary schools converted into full service schools	30 schools
Institutional and Human Resources Development	Appropriate qualifications and programmes offered by accredited higher education institutions for teacher education	BEEd and advanced certificate in education approved	November 2007
	School management and governance	Number of principals registered for ACE by December 2007	1 000 principals
	National framework for teacher education implemented	Policy and standards for school leadership and policy gazetted Number of initial professional education for teachers (IPET) and mathematics, science and technology (MST) teachers registered	June 2007 2 000 IPET and 900 MST teachers
	Efficient and effective districts	Common national framework on roles and responsibilities of districts and circuit managers	March 2008
Quality Promotion and Assurance	Reports on learner performance in numeracy and literacy in the foundation phase (Grade 3)	National report, 9 provincial reports, district and school profiles produced from the Grade 3 survey	March 2008
	Report on whole school evaluation in 2007 academic year	Number of copies of the report printed and distributed to decision makers	1 500 reports
	Updated quality promotion and assurance database system	Reliable, real-time and accessible data available in the QPA DBS on the learner achievement and performance of schools in general and schools in the quality improvement, development support upliftment programme	March 2008

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 mathematics, science and technology and 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 14.6 Further Education and Training

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
Education Measurement, Assessment and Public Examinations	74 333	69 621	86 878	96 712	147 137	124 358	101 879
Further Education and Training Schools	34 360	75 420	90 988	88 445	106 862	80 542	84 127
Further Education and Training College Programmes, Qualifications and Institutional Support	1 741	5 323	60 595	511 478	610 823	811 237	11 648
Total	110 434	150 364	238 461	696 635	864 822	1 016 137	197 654
Change to 2006 Budget estimate				25 748	86 674	30 734	

Economic classification

Current payments	93 711	110 687	182 545	183 088	225 225	174 401	148 796
Compensation of employees	48 721	51 871	66 046	68 551	107 296	93 247	79 902
Goods and services	33 700	51 768	116 451	114 537	117 929	81 154	68 894
<i>of which:</i>							
Communication	1 656	1 432	1 305	1 614	1 751	1 755	1 931
Computer services	7 006	5 860	47 631	20 146	33 329	24 202	20 224
Consultants, contractors and special services	3 129	294	23 148	11 128	4 949	4 250	2 898
Inventory	1 253	1 525	2 414	9 292	12 360	11 936	12 025
Operating leases	2 486	2 755	3 600	2 479	5 300	5 329	5 252
Travel and subsistence	13 225	16 195	22 143	62 542	22 720	25 748	18 572
Financial transactions in assets and liabilities	11 290	7 048	48	–	–	–	–
Transfers and subsidies	15 581	38 631	49 986	511 577	638 343	840 226	47 259
Provinces and municipalities	157	167	212	470 036	595 000	795 000	–
Departmental agencies and accounts	15 374	38 461	49 686	41 423	43 343	45 226	47 259
Households	50	3	88	118	–	–	–
Payments for capital assets	1 142	1 046	5 930	1 970	1 254	1 510	1 599
Machinery and equipment	1 112	978	5 922	1 935	1 147	1 397	1 475
Software and other intangible assets	30	68	8	35	107	113	124
Total	110 434	150 364	238 461	696 635	864 822	1 016 137	197 654

Details of major transfers and subsidies:

Provinces and municipalities							
Provinces							
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	15 374	38 461	49 686	41 423	43 343	45 226	47 259
South African Qualifications Authority	11 270	26 646	38 567	33 991	35 691	37 297	39 069
Umalusi	4 104	11 815	11 119	7 432	7 652	7 929	8 190

Expenditure trends

Expenditure grew at an average annual rate of 84,8 per cent from R110,4 million in 2003/04 to R696,6 million in 2006/07. The first significant increase in 2004/05 is mainly due to the rewriting and implementation of the FET 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. This accounts for the significant increase in goods and services in 2005/06.

Over the MTEF period, spending declines by 34,3 per cent due to the phasing out of the FET colleges recapitalisation conditional grant at the end of 2008/09, for 2006/07 to 2008/09, FET recapitalisation is funded through a provincial conditional grant, which explains the growth of transfers to provinces.

The total allocation over the MTEF period excludes R600 million for FET college bursaries, which is provided for under programme 6 (*Higher Education*) as an earmarked transfer to the National Student Financial Aid Scheme.

Starting in 2007/08, provision is made for researching, planning and piloting the use of ICT in education, and preparing for the national curriculum statement exit examinations in 2007/08 and 2008/09.

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. Attention was also given to the recapitalisation and funding framework of FET colleges.

400 schools are part of the department's Dinaledi initiative to improve participation and performance in maths and science and technology, particularly among disadvantaged learners. A task team received training on monitoring these schools and visited 108 of them. Master trainers were trained and all the schools received the required resources.

The national curriculum statement for grades 10 to 12 was declared policy and gazetted in July 2005. Subject assessment guidelines were developed and distributed in November 2005. The department co-ordinated teacher training in 15 subjects with low enrolment, and provinces were responsible for teacher training in subjects with high enrolment. Over 75 000 teachers were trained in 2005/06. The screening and re-screening of grade 11 text books for 29 subjects has been completed. A national catalogue for grade 11 text books has been finalised and distributed to all publishers and provinces. The registering of grade 12 text book titles has begun.

The department continues to implement e-learning strategies. In 2005, it collaborated with private sector companies Microsoft and Symantec for schools software, and negotiated with the Department of Communication to provide an e-rate (discounted rate for connectivity) for schools. A framework for educator competencies in ICT and models for using ICT for management, administration, teaching and learning were developed. The e-start framework was developed to determine the e-readiness of schools and to assist in the aggregation of ICT data at the provincial level. Further research will be done over the 2007 MTEF period.

In 2005/06, 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 matriculation passes. In 2006/07, policy was developed and gazetted for conducting external examinations.

In 2005/06, plans were completed and approved for the FET college recapitalisation programme. An audit of FET college programmes and staff establishment norms was done, and guidelines for managing multi-campus institutions were developed.

In 2006, 28 colleges installed level 2 equipment, 14 sites were rehabilitated, 800 staff were trained, connectivity took place at 11 colleges and 486 applications were received for the registration of private FET colleges, of which 331 were screened for the accuracy and adequacy of the information submitted.

A booklet on career guidance was launched at the Youth and Democracy education campaign at John Knox Bokwe College in October 2006.

Selected medium-term output targets

Further Education and Training

Measurable objective: Improve access to quality education in grades 10 to 12 and in FET colleges.

Subprogramme	Output	Measure/Indicator	Target
Educational Measurement, Assessment and Public Examinations	Systems for external examinations and site-based assessment and regulations for conducting public examinations	Senior certificate pass rate	Minimum 50% pass rate in all schools
	National examination system for senior certificate and vocational certificate	Regulations for conducting examinations approved High quality national question papers	November 2007 National question papers endorsed by external quality assurance body Zero serious irregular practices
	Credible examination and assessment practices in schools, colleges and public adult learning centres	Number of serious irregular practices in examinations	
Further Education and Training Schools	Full implementation of national curriculum statement	Implementation in all grades	January 2008
	Support for curriculum implementation	Grades using subject assessment guidelines, learning programme guidelines and national catalogue for selecting textbooks	Grades 10 to 12 by 2008
	Mathematics, science and technology education strategy	Number of Dinaledi schools participating in the second phase of the strategy	450 schools by November 2007
Further Education and Training College Programmes, Qualifications and Institutional Support	FET college connectivity	Number of colleges connected to the FET college virtual private network by March 2008	13 colleges
	Edunet connectivity established in secondary schools in selected provinces	Number of computers in secondary schools having access to the internet in selected provinces by December 2007	9 500 computers
	New regulations for registering private FET institutions	New regulations gazetted	March 2008

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. It ensures quality access to and promotes increased participation by all learners in the curriculum and school enrichment programmes. It collaborates with relevant departments and stakeholders to create safe and caring schools, safety nets for orphaned and vulnerable children, and quality ABET and literacy programmes for adult learners.
- *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, non-sexism, and democratic values in education, and moral regeneration in public schools. It drives quality education programmes in rural and farm schools and schools in the presidential nodes.

Expenditure estimates

Table 14.7 Quality Promotion and Development

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
Adult Learning and School Enrichment Programmes	59 169	35 065	12 857	22 104	33 437	364 174	494 685
Health and Wellness Promotion	715 859	837 683	1 125 760	1 120 323	1 168 851	1 255 038	1 341 205
Equity in Education	7 028	6 115	5 906	14 216	11 102	11 542	12 336
Total	782 056	878 863	1 144 523	1 156 643	1 213 390	1 630 754	1 848 226
Change to 2006 Budget estimate				14 667	16 454	347 739	

Table 14.7 Quality Promotion and Development (continued)

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Economic classification							
Current payments	43 162	45 991	30 699	57 704	60 158	391 945	523 949
Compensation of employees	21 356	21 150	14 070	16 446	18 189	18 932	19 669
Goods and services	21 806	24 839	16 628	41 258	41 969	373 013	504 280
<i>of which:</i>							
Communication	546	344	321	407	321	381	401
Consultants, contractors and special services	7 932	3 499	640	4 062	1 969	2 036	2 221
Inventory	1 215	1 183	490	8 191	2 145	2 620	2 878
Operating leases	42	28	40	35	3	18	3
Travel and subsistence	6 380	12 386	9 604	23 589	13 759	14 446	14 998
Financial transactions in assets and liabilities	–	2	1	–	–	–	–
Transfers and subsidies	738 101	832 282	1 112 194	1 098 049	1 152 938	1 238 487	1 323 943
Provinces and municipalities	711 685	832 264	1 112 190	1 098 049	1 152 938	1 238 487	1 323 943
Departmental agencies and accounts	26 416	–	–	–	–	–	–
Households	–	18	4	–	–	–	–
Payments for capital assets	793	590	1 630	890	294	322	334
Machinery and equipment	788	576	1 630	534	220	256	268
Software and other intangible assets	5	14	–	356	74	66	66
Total	782 056	878 863	1 144 523	1 156 643	1 213 390	1 630 754	1 848 226

Details of major transfers and subsidies:

Provinces and municipalities							
Provincial revenue funds							
Current	711 620	832 200	1 112 151	1 098 036	1 152 938	1 238 487	1 323 943
National School Nutrition Programme grant	711 620	832 200	1 112 151	1 098 036	1 152 938	1 238 487	1 323 943
Departmental agencies and accounts							
Public entities							
Current	26 416	–	–	–	–	–	–
Construction Education and Training Authority	10 000	–	–	–	–	–	–
Tourism Hospitality Education and Training Authority	6 750	–	–	–	–	–	–
Primary Agriculture and Training Authority	6 666	–	–	–	–	–	–
Education Sector and Education Training Authority	3 000	–	–	–	–	–	–

Expenditure trends

The significant growth in expenditure over the seven-year period, at an average annual rate of 15,4 per cent, is due to increased allocations for the expanding national school nutrition programme. Over the 2007 MTEF period, expenditure will increase from R1,2 billion in 2006/07 to R1,9 billion in 2009/10, an average increase of 16,9 per cent. The significant increase from 2008/09 is due to additional allocations for the expanding adult literacy campaign.

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 that year. The Ikhwelo project was phased out in 2003/04. The high expenditure level in 2004/05 was due to the 10 Years of Freedom celebrations.

Payments for capital assets grew by 176,3 per cent in 2005/06, due to the purchasing of vehicles for provinces to provide support for the national school nutrition programme.

Service delivery objectives and indicators

Recent outputs

In 2005, meals were served to 5 million of the poorest learners at 16 000 schools nationally. In 2006, the number of meals served increased to 6 million at 18 000 schools. Cooking equipment, eating utensils and kitchens were provided to some schools, and schools were assisted to set up vegetable gardens and plant fruit trees. More than 4 000 schools have vegetable gardens. Master trainers were trained on food safety and the programme was rolled out. Learner and teacher support materials on nutrition education are being developed.

Numerous sporting events were held to promote the participation of rural and farm communities, and for mildly mentally handicapped and physically disabled people.

The national schools indigenous games, music and movement festivals were successfully co-ordinated in Polokwane, Limpopo, as part of Heritage Month in September 2006.

In 2005, about 289 000 learners (including illiterate learners) attended ABET classes (levels 1 to 4) and 90 000 learners have enrolled for programmes beyond ABET level 4. In 2006, more than 200 000 adult learners have been reached through formal ABET programmes. A further 300 000 learners have been reached through other programmes, like the expanded and skills-based ABET programmes implemented by the public and private sector, NGOs and SETAs. 15 000 of the targeted 25 000 new adult learners in ABET programmes have been reached.

In 2006, advocacy materials on race and gender were distributed to all schools. It was also established that more than 50 per cent of schools are compliant with the values of the Constitution. Five copies of the booklet on national symbols were distributed to every school and provincial and district support personnel in six provinces were trained on how teachers can use the book in their classrooms. A gender equity consultative workshop was held in August 2006 and 60 000 copies of *Opening Our Eyes*, a gender-based training manual for educators, were distributed. A train the trainer workshop was also held in collaboration with UNICEF in October 2006 in Cape Town.

Three key national events were celebrated in 2006. For the 10th anniversary of the adoption of the Constitution, the department hosted the inter-generational dialogue at Constitution Hill on what the Constitution means to young people. For the 30th anniversary of the Soweto uprising, the department distributed a commemorative book, *The Age of Hope: A Century of Struggle*, and a comic book on the events of 16 June 1976 to all schools. The 50th anniversary of the women's anti-pass march on Pretoria was commemorated with a re-enactment of the march.

In 2005, HIV and Aids resource guidelines 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.

A health and wellness consultative workshop was held in August 2006, and the guidelines for the management and prevention of drug abuse by learners in all public schools and FET institutions were launched on the International Day against Drug Use and Abuse and Illicit Drug Trafficking at Umbumbulu, KwaZulu-Natal, in September 2006.

Selected medium-term output targets

Quality Promotion and Development

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

Subprogramme	Output	Measure/Indicator	Target
Adult Learning and School Enrichment Programmes	Social cohesion through learner access to sport, art, culture and music strategies	Percentage increase in learners from farm and rural communities, learners with disabilities and girls participating in sport, art, culture and music	60% more learners
		Percentage of life orientation and arts and culture educators in GET trained in curriculum enrichment programmes	30% of educators
	Safe and secure environments	Number of identified schools with highest prevalence of crime and violence with established infrastructural safety measures by June 2007	1 school per province
Health and Wellness Promotion	Improved health and wellness in schools	Number of new learners in ABET formal programmes in basic literacy programmes	340 000 learners in formal programmes 53 000 learners in literacy programmes
		Percentage of nodal schools in which health and wellness framework implemented	30% of schools
Equity in Education	Promotion of racial and gender equity, a culture of human rights, national identity and values in education	Number of learners and institutions reached by the school nutrition programme	About 6,7 million learners at 18 000 targeted schools
		Number of districts that have structures in place to deal with issues of discrimination by March 2008	All districts in 6 provinces
		Training manual on gender based violence developed and distributed	September 2007

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 14.8 Higher Education

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
Higher Education Planning and Management	8 947 069	9 905 768	10 639 513	11 958 536	13 320 900	14 910 348	16 672 702
Higher Education Policy and Development	5 498	5 623	7 319	9 034	9 973	10 453	10 884
Total	8 952 567	9 911 391	10 646 832	11 967 570	13 330 873	14 920 801	16 683 586
Change to 2006 Budget estimate				160 777	509 254	1 081 250	

Table 14.8 Higher Education (continued)

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Economic classification							
Current payments	12 170	12 223	13 769	24 092	24 354	24 481	24 871
Compensation of employees	9 443	9 604	9 815	13 958	15 060	15 677	16 286
Goods and services	2 727	2 616	3 952	10 134	9 294	8 804	8 585
<i>of which:</i>							
Communication	248	225	222	466	458	449	465
Computer services	25	348	220	927	1 450	445	445
Consultants, contractors and special services	288	4	48	3 383	2 407	2 726	2 301
Inventory	84	234	223	841	1 062	1 011	1 052
Operating leases	6	53	53	90	53	58	53
Travel and subsistence	1 203	1 165	1 955	3 591	3 417	3 652	3 760
Financial transactions in assets and liabilities	–	3	2	–	–	–	–
Transfers and subsidies	8 939 858	9 898 921	10 632 860	11 942 998	13 306 145	14 895 960	16 658 360
Provinces and municipalities	26	30	31	17	–	–	–
Departmental agencies and accounts	564 806	594 080	890 740	954 280	1 361 994	1 586 252	1 991 363
Universities and technikons	8 373 458	9 302 907	9 740 336	10 988 701	11 944 151	13 309 708	14 666 997
Foreign governments and international organisations	1 568	1 904	1 753	–	–	–	–
Payments for capital assets	539	247	203	480	374	360	355
Machinery and equipment	539	183	203	459	358	341	336
Software and other intangible assets	–	64	–	21	16	19	19
Total	8 952 567	9 911 391	10 646 832	11 967 570	13 330 873	14 920 801	16 683 586

Details of major transfers and subsidies:

Departmental agencies and accounts							
Public entities							
Current	564 806	594 080	890 740	954 280	1 361 994	1 586 252	1 991 363
National Student Financial Aid Scheme	544 893	583 200	864 092	926 378	1 332 697	1 555 267	1 958 711
Council on Higher Education	19 913	10 880	26 648	27 902	29 297	30 985	32 652
Universities and technikons							
Current	8 204 862	9 164 718	9 616 122	10 888 475	11 859 151	13 239 708	14 598 997
Higher education institutions	8 204 862	9 164 718	9 616 122	10 888 475	11 859 151	13 239 708	14 598 997
Capital	168 596	138 189	124 214	100 226	85 000	70 000	68 000
Higher education institutions	168 596	138 189	124 214	100 226	85 000	70 000	68 000
Foreign governments and international organisations							
Current	1 568	1 904	1 753	–	–	–	–
Fulbright Commission	1 568	1 654	1 753	–	–	–	–
Association for African Universities	–	250	–	–	–	–	–
Total	8 939 858	9 898 921	10 632 860	11 942 998	13 306 145	14 895 960	16 658 360

Expenditure trends

Transfer payments to higher education institutions remains the programme's largest spending item, increasing at an annual average of 9,8 per cent between 2003/04 and 2009/10. The rapid growth of 10,1 per cent over the MTEF period is due to the additional allocation for subsidies to higher education institutions to respond to the need to increase activities in specifically targeted areas like engineering, the built environment, the health sciences and teacher training, as well as for purchasing academic clinical training for medical students.

Over the same period, a further 10,2 per cent of the programme consists of transfers to the National Student Financial Aid Scheme. The significant growth in the NSFAS over the medium term is due to the provision made for bursaries for the initial supply of teachers (R700 million over the MTEF period) and for students at FET colleges (R600 million over the MTEF period).

The growth in spending of 75 per cent in current payments in 2006/07 is mainly for establishing the national institutes for higher education in Mpumalanga and Northern Cape, and for providing governance and capacity building support for higher education institutions. Setting up the higher education management information system accounts for the 136,5 per cent growth in spending on capital assets in 2006/07.

Service delivery objectives and indicators

Recent outputs

The five mergers took place as planned in 2005, resulting in 23 institutions from the original 36. All merged institutions have councils and vice-chancellors. 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. The boards of the national institutes for higher education in Mpumalanga and Northern Cape are operational.

The new funding framework has been operational since 2004/05, and proposals for sustainable student enrolment planning for higher education are being evaluated for finalisation in the first quarter of 2007. Discussions continued with all public higher education institutions about managing enrolment growth in line with national policy goals and objectives. To support national human resource development goals, all public higher education institutions were asked to identify priority areas in which they could increase enrolments.

In 2006/07, a report was produced on the macro-funding of higher education. Performance indicators which include equity and graduation rates will be developed in 2007.

The department continued with evaluating institutions in terms of the regulations for registering private higher education institutions. A review of the annual reporting framework for these institutions will be finalised in 2007.

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	National institutes for higher education in Mpumalanga and Northern Cape Implementation of review of classification of educational subject matter Strengthened systemic performance indicators for the higher education system	Strategic plans in place	July 2007
		Funding frameworks developed	March 2008
		Changes to higher education management system software implemented	March 2008
Higher Education Policy and Development	Improved governance capacity	Higher education system and institutional profiles monitored and assessed against revised goals and performance measures	March 2008
		Targeted support for councils	March 2007
		Assessment and functionality of institutional forums finalised	May 2007
		Guide and framework for student governance developed	March 2007
		Institutional forum structures revised as per the assessment	March 2008

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 United Nations 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 14.9 Auxiliary and Associated Services

Subprogramme	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand							
International Relations and UNESCO	19 564	8 112	13 900	29 315	19 106	19 951	20 869
Financial Support Services	221 391	46 573	16 970	24 503	20 722	21 774	22 717
Total	240 955	54 685	30 870	53 818	39 828	41 725	43 586
Change to 2006 Budget estimate				14 675	2 502	2 406	

Economic classification

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Current payments	16 047	29 245	23 089	41 928	29 188	30 625	31 937
Compensation of employees	7 059	8 369	8 386	11 533	12 006	12 497	12 985
Goods and services	8 988	2 875	4 330	30 395	17 182	18 128	18 952
<i>of which:</i>							
Communication	262	195	221	301	372	378	382
Computer services	–	2	6	14 421	13 718	14 574	15 220
Inventory	117	83	175	825	275	294	325
Maintenance repair and running cost	–	27	36	142	52	56	56
Operating leases	21	10	2	11	13	14	15
Travel and subsistence	4 361	1 892	3 550	13 728	2 441	2 488	2 606
Financial transactions in assets and liabilities	–	18 001	10 373	–	–	–	–
Transfers and subsidies	224 660	25 269	7 624	9 656	10 521	11 003	11 553
Provinces and municipalities	212 750	21 706	25	7	–	–	–
Foreign governments and international organisations	11 910	3 563	7 599	9 649	10 521	11 003	11 553
Payments for capital assets	248	171	157	2 234	119	97	96
Machinery and equipment	248	171	157	2 224	109	87	86
Software and other intangible assets	–	–	–	10	10	10	10
Total	240 955	54 685	30 870	53 818	39 828	41 725	43 586

Details of major transfers and subsidies:

Provinces and municipalities							
Provinces							
Provincial revenue funds							
Current	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Financial Management and Quality Enhancement in Education	212 731	21 683	–	–	–	–	–
Foreign governments and international organisations							
Current	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
UNESCO	10 910	2 553	5 610	7 919	8 711	9 103	9 558
Commonwealth of Learning	1 000	1 000	1 669	1 400	1 450	1 500	1 575
Association for the Development of Education in Africa	–	10	10	20	10	10	10
India-Brazil-South Africa Trilateral Commission	–	–	310	310	350	390	410

Expenditure trends

The 77,3 per cent decrease 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 in 2004/05, because of exchange rate movements and because the USA joined UNESCO and makes large contributions. Transfers to foreign governments increase again in 2005/06 due to the formation of the India-Brazil-South Africa Trilateral Commission and the increased contribution to the Commonwealth of Learning. The hosting of the Commonwealth Conference for Education Ministers and the introduction of a virtual private network account for the spike in current payments in 2006/07.

Service delivery objectives and indicators

Recent outputs

In 2005/06, the programme met most of its targets, including establishing a customer care centre to minimise delays in responding to public queries.

In 2005, the department launched the UN Literacy Decade and the UN Decade of 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 that was submitted to the World Summit on the Information Society.

Different programmes for co-competent departments have been established, for example: Education for All and the Millennium Development Goals for Education programmes; cultural conventions (with the Department of Arts and Culture); water projects (with the Department of Water Affairs and Forestry); and hydrological, environmental and life policy programmes (with the Department of Science and Technology).

Draft guidelines on international partnerships were developed in 2006 and will be finalised by December 2007.

In 2005 and 2006, the *Financial Support Services* subprogramme 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.

The monitoring tool for improved procurement, distribution and retrieval systems for learning and teaching support materials was refined. The department also implemented its first education budget standards exercise with the provincial education departments to evaluate budgets for the 2007 MTEF.

Selected medium-term output targets

Auxiliary and Associated Services

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

Subprogramme	Output	Measure/Indicator	Target
International Relations and UNESCO	Conference of AU ministers of education	Conference held	September 2007
	Second AU Decade of Education in Africa two year rolling plan of action	Frequency of reports on progress against plan	Quarterly reports
	Closer relations between South Africa and other countries of the South	Framework for implementation of co-operation programmes developed and implemented	March 2008
Financial Support Services	Provincial expenditure reports to the minister	Frequency of reports	Monthly reports

Public entities and other agencies

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
- contributing to the development of higher education.

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

Transfers to the CHE will be R30,2 million in 2007/08, R31,9 million in 2008/09 and R32,7 million in 2009/10. Other revenue comes from donor funds and interest on investments.

In 2007, the CHE will continue implementing a national system for quality assurance through its higher education quality committee and its monitoring and research activities. The work of the committee and the monitoring and research activities will inform the CHE's advice to the Minister of Education on different aspects of policy implementation in higher education.

Table 14.10 Financial summary for the Council on Higher Education

R thousand	Outcome			Estimated outcome	Medium-term estimate		
	Audited 2003/04	Audited 2004/05	Audited 2005/06		2007/08	2008/09	2009/10
Revenue							
Non-tax revenue	3 385	3 264	2 855	3 131	2 325	2 376	2 422
Accreditation fees	1 592	1 649	770	1 287	1 125	1 176	1 222
Interest	1 248	1 082	1 308	1 594	1 200	1 200	1 200
Other non-tax revenue	545	533	777	250	–	–	–
Transfers received	20 282	20 651	31 797	31 461	30 161	31 888	32 652
Total revenue	23 667	23 915	34 652	34 592	32 486	34 264	35 074
Expenses							
Current expense	18 898	23 268	27 571	30 679	32 376	34 149	34 955
Compensation of employees	7 908	10 374	11 324	12 670	14 392	15 107	15 713
Goods and services	10 735	12 504	15 723	17 465	17 317	18 754	18 494
Depreciation	255	372	500	519	640	260	719
Interest, dividends and rent on land	–	18	24	25	27	28	29
Transfers and subsidies	156	–	101	106	110	115	119
Total expenses	19 054	23 268	27 672	30 785	32 486	34 264	35 074
Surplus / (Deficit)	4 613	647	6 980	3 807	–	–	–

Source: 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). The council's core business is to promote the maintenance of labour peace in public education through dispute prevention and resolution processes. The council also concludes collective agreements on issues of mutual interest as provided for in its constitution. It

also researches, analyses and surveys education nationally and internationally and keeps abreast of international developments and trends.

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

In 2005, the Human Sciences Research Council (HSRC) presented the findings of the research commissioned by the ELRC on what determines educator supply and demand. The HSRC's integrated research report will assist the CHE's stakeholders to contribute to mapping out the future of public education. Initial findings on post provisioning norms and workloads for educators were also presented to the ELRC, which assisted in shaping negotiations around educator-learner ratios. The council has recently done comparative international research (13 countries in Africa, the Americas and Asia) on measures that contribute to improving quality outcomes in public education. The report has been issued.

In 2007, the ELRC will continue to build an effective, efficient and caring council that aims to ensure good labour relations and a better quality of education by resolving disputes and facilitating effective negotiations.

National Student Financial Aid Scheme

The National Student Financial Aid Scheme (NSFAS), 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 researching better ways to use financial resources. The NSFAS also advises the minister on student financial aid.

In 2006, the NSFAS achieved most of its major strategic goals. Advance payments were made available to institutions to cover upfront payments for students who were likely to be NSFAS recipients. The success of this process is currently being evaluated. The total value of awards managed by the NSFAS for 2005 was approximately R1,2 billion. By the end of September 2006, R169,2 million (4 per cent above target) was recovered from previous beneficiaries. There are plans to raise additional funds from the private sector in the remainder of the financial year. In July 2006, all secondary schools and related institutions were sent information about the NSFAS.

Transfers to the NSFAS will be R1,4 billion in 2007/08, R1,6 billion in 2008/09 and R2 billion in 2009/10. Other revenue comes from donor funds, the repayment of study loans and interest on investments. In 2007, the NSFAS will continue to make access to higher education possible for women and for disadvantaged and disabled people. It is developing a new allocations formula, in line with higher education needs and transformation imperatives, for the equitable distribution of funds. Regarding loan repayment, the NSFAS plans to set a more accurate formula for projecting collections and future recovery trends by developing a model in 2007.

During the 2007 MTEF period, the NSFAS will also be responsible for managing the additional funds for the bursaries for FET college students, teachers and social workers.

Table 14.11 Financial summary for the National Student Financial Aid Scheme

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2006/07	2007/08	2008/09
R thousand	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Revenue							
Non-tax revenue	164 498	324 765	262 170	391 058	435 480	495 739	565 341
Interest on loans advanced	130 680	208 591	224 459	332 648	375 279	430 721	495 122
Interest on cash and investments	33 654	32 336	37 193	56 657	57 191	61 766	66 708
Other non-tax revenue	164	83 838	518	1 752	3 010	3 251	3 511
Transfers received	719 116	737 673	954 765	972 838	1 360 697	1 604 267	2 044 711
Total revenue	883 614	1 062 438	1 216 935	1 363 896	1 796 177	2 100 006	2 610 052

Table 14.11 Financial summary for the National Student Financial Aid Scheme (continued)

R thousand	Outcome			Estimated outcome	Medium-term estimate		
	Audited 2003/04	Audited 2004/05	Audited 2005/06		2007/08	2008/09	2009/10
Expenses							
Current expense	52 537	23 918	137 047	167 420	150 477	161 957	173 387
Compensation of employees	6 326	7 334	9 886	13 069	17 708	21 215	25 695
Goods and services	45 514	15 671	126 190	153 376	131 774	139 727	146 657
Depreciation	697	913	971	975	995	1 015	1 035
Transfers and subsidies	252 711	302 639	376 318	327 172	667 843	910 141	1 359 724
Total expenses	305 248	326 557	513 365	494 592	818 320	1 072 098	1 533 111
Surplus / (Deficit)	578 366	735 881	703 570	869 304	977 857	1 027 907	1 076 941
Loans advanced	895 114	981 354	1 213 888	974 065	1 335 693	1 580 903	1 969 108

Source: 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.

The SACE focused on reducing the number of unregistered educators in Eastern Cape, which has the highest number of educators employed in public schools and paid by the state but not yet in the SACE database system. Over 8 000 new applications are expected in 2007/08, comprising 3 000 new entrants to the profession and 5 000 practising educators that have not yet been registered.

The SACE will continue to develop programmes to publicise positive aspects of the teaching profession, e.g. developing profiles of outstanding teachers and documenting best teaching and learning practices. It will prepare a plan for managing continuing professional teacher development as per the national policy on teacher development.

The council does not receive funds from the department, and relies on membership fees from 482 663 educators in public and private institutions 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) and is well recognised nationally and internationally. 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. As an apex organisation and custodian of the national qualifications framework, SAQA is a touchstone for the South African education and training environment.

SAQA has registered qualifications and unit standards that continue to support the national imperative to attain quality education and training for all. 95 new qualifications, including the national certificate (vocational, levels 2, 3 and 4) and 1 023 unit standards were approved for registration on the NQF in 2006. 6 860 qualifications and 1 231 unit standards were re-registered by SAQA's qualifications and standards committee in 2006. SAQA plans to generate qualifications and standards as required by the various sectors in response to national skills needs and to finalise the standards generation process to register 189 additional qualifications by March 2007.

SAQA established the state of quality assurance, ensured that most of the quality assurance bodies closed all the quality gaps, and is starting a process to move from compliance to performance auditing. To ensure that all the accredited providers of registered qualifications are monitored and audited by accredited education and

training quality assurance bodies (ETQAs), a targeted monitoring process was undertaken and the performance audit model was refined with all inputs.

The national learners' records database (NLRD) is the key national source of information for human resource development in South Africa (in terms of both education and training and labour market supply), and is also the management information system of the NQF. It includes information on learner achievements and accredited providers uploaded from ETQAs, as well as the full contents of all qualifications and unit standards registered on the NQF. The NLRD is the first system in the world to contain all of these elements in one relational database.

The department will transfer R35,7 million in 2007/08, R37,3 million in 2008/09 and R39 million in 2009/10 to SAQA. Other revenue comprises donor funds, fees charged for processing private higher education institutions' applications, and interest on investments. The 35 per cent increase in transfers received in 2005/06 is mainly as a result of a once-off allocation of R16,8 million from the National Skills Fund to regrade some of the learnerships. This, together with the European Union funding coming to an end in 2005/06, accounts for the subsequent decline in transfers in 2006/07. The R14 million surplus shown in 2005/06 is mainly because SAQA was reluctant to embark on new projects while awaiting the outcome of the NQF review. Many of these deferred projects are being carried out in 2006/07 and 2007/08, which accounts for the subsequent deficits in those years.

Table 14.12 Financial summary for the South African Qualifications Authority

	Outcome			Estimated outcome	Medium-term estimate		
	Audited	Audited	Audited		2007/08	2008/09	2009/10
R thousand	2003/04	2004/05	2005/06	2006/07			
Revenue							
Non-tax revenue	3 858	4 744	6 801	9 144	9 020	12 273	13 132
Transfers received	35 747	45 913	62 065	46 036	45 323	47 166	45 793
Total revenue	39 605	50 656	68 866	55 180	54 343	59 439	58 925
Expenses							
Current expense	40 516	48 011	54 773	63 390	56 389	59 010	58 471
Compensation of employees	16 665	17 722	15 530	25 806	28 793	30 416	32 241
Goods and services	18 981	25 320	33 932	32 173	21 304	22 826	24 364
Depreciation	4 869	4 968	5 311	5 411	6 292	5 769	1 866
Transfers and subsidies	271	447	49	443	404	428	454
Total expenses	40 786	48 458	54 822	63 832	56 793	59 439	58 925
Surplus / (Deficit)	(1 181)	2 198	14 044	(8 653)	(2 450)	-	-

Source: South African Qualifications Authority

Umalusi Council for Quality Assurance in General and Further Education and Training

The Umalusi Council for Quality Assurance in General and Further Education and Training (Umalusi) was established in terms of the General and Further Education and Training Quality Assurance Act (2001). It exercises its major functions over private and public institutions of learning on the general and further education bands: monitoring the suitability and adequacy of standards and qualifications; assuring the quality of learner assessments at exit points; promoting quality improvement among providers of education in these bands; and issuing certificates.

In this regard, all examination processes for schools, ABET and colleges have been quality assured; the quality assurance systems for the national curriculum statement, a document on Umalusi's quality assurance of assessment processes, and provisional accreditation documents for qualifications and curriculum have been developed; the evaluation of independent schools has started; all public and private examinations bodies have been monitored; the criteria for evaluating and accrediting providers have been submitted to the minister for gazetting; and research on issues of quality and standards has been conducted.

In 2007, Umalusi will be responsible for: improving and maintaining a system for quality assuring qualifications, programmes and assessment; implementing a system for evaluating and accrediting adult education centres, independent schools and private FET providers; evaluating some curricula in private school education and the qualifications of private providers; conducting research on a number of topics on the standard of curricula and assessments in the two bands; and maintaining and improving the IT system and certification of learner achievements.

Transfers to Umalusi will be R7,7 million in 2007/08, R7,9 million in 2008/09 and R8,2 million in 2009/10. Other sources of revenue include fees charged for issuing certificates, accrediting service providers and interest on investments.

Table 14.13 Financial summary for the Umalusi Council for Quality Assurance in General and Further Education and Training

R thousand	Outcome			Estimated outcome 2006/07	Medium-term estimate		
	Audited 2003/04	Audited 2004/05	Audited 2005/06		2007/08	2008/09	2009/10
Revenue							
Non-tax revenue	11 791	8 164	20 319	19 385	27 552	32 555	38 367
Certificates issued	10 733	7 228	19 011	18 385	19 125	20 148	21 200
Other non-tax revenue	1 058	936	1 308	1 000	8 427	12 407	17 167
Transfers received	6 286	15 384	8 285	10 432	7 652	7 929	8 190
Total revenue	18 077	23 548	28 604	29 817	35 204	40 484	46 557
Expenses							
Current expense	15 661	18 341	21 267	29 676	35 042	40 297	46 382
Compensation of employees	6 152	9 043	9 810	12 057	13 866	15 946	18 338
Goods and services	9 106	8 719	10 783	17 304	20 823	24 102	27 271
Depreciation	403	579	674	315	353	249	773
Transfers and subsidies	45	50	62	141	162	187	175
Total expenses	15 706	18 391	21 329	29 817	35 204	40 484	46 557
Surplus / (Deficit)	2 371	5 157	7 275	-	-	-	-

Source: Umalusi Council of Quality Assurance in General and Further Education and Training

Additional tables

Table 14.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	2005/06		2005/06	2006/07			2006/07
1. Administration	136 591	110 222	117 440	171 813	(43 303)	128 510	114 207
2. System Planning and Monitoring	39 510	41 321	34 202	55 304	(372)	54 932	48 636
3. General Education	230 889	236 211	224 479	243 317	(2 249)	241 068	244 700
4. Further Education and Training	211 909	242 993	238 461	670 887	25 748	696 635	698 684
5. Quality Promotion and Development	953 804	1 150 738	1 144 523	1 141 976	14 667	1 156 643	1 156 643
6. Higher Education	10 809 564	10 807 052	10 646 832	11 806 793	160 777	11 967 570	11 937 570
7. Auxiliary and Associated Services	31 523	41 379	30 870	39 143	14 675	53 818	54 736
Total	12 413 790	12 629 916	12 436 807	14 129 233	169 943	14 299 176	14 255 176
Economic classification							
Current payments	480 150	508 118	480 548	575 864	5 914	581 778	547 823
Compensation of employees	205 511	190 248	188 818	217 854	(932)	216 922	212 967
Goods and services	274 639	317 870	281 233	358 010	6 846	364 856	334 856
Financial transactions in assets and liabilities	–	–	10 497	–	–	–	–
Transfers and subsidies	11 889 082	12 103 623	11 942 150	13 546 832	161 228	13 708 060	13 700 515
Provinces and municipalities	1 048 936	1 249 072	1 249 019	1 712 660	(10)	1 712 650	1 712 650
Departmental agencies and accounts	930 592	943 027	943 091	995 813	–	995 813	995 813
Universities and technikon	9 899 491	9 899 929	9 740 336	10 828 620	160 081	10 988 701	10 977 201
Foreign governments and international organisations	10 063	11 273	9 413	9 739	10	9 749	9 749
Households	–	322	291	–	1 147	1 147	5 102
Payments for capital assets	44 558	18 175	14 109	6 537	2 801	9 338	6 838
Buildings and other fixed structures	27 170	–	–	–	–	–	–
Machinery and equipment	17 388	17 289	13 830	5 026	2 818	7 844	6 344
Software and intangible assets	–	886	279	1 511	(17)	1 494	494
Total	12 413 790	12 629 916	12 436 807	14 129 233	169 943	14 299 176	14 255 176

Table 14.B Summary of personnel numbers and compensation of employees

	Audited outcome			Adjusted appropriation	Medium-term expenditure estimates		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
A. Permanent and full-time contract employees							
Compensation (R thousand)	109 244	122 718	138 117	182 041	192 916	200 809	210 604
Unit cost (R thousand)	200	196	209	251	252	262	275
Personnel numbers (head count)	546	626	660	724	765	765	765
B. Part-time and temporary contract employees							
Compensation (R thousand)	51 737	50 791	48 835	32 433	67 931	52 266	37 337
Unit cost (R thousand)	575	260	273	287	302	317	333
Personnel numbers (head count)	90	195	179	113	225	165	112
C. Interns							
Compensation of interns	–	1 056	1 866	2 448	2 448	2 546	2 648
Unit cost (R thousand)	–	24	27	24	24	25	26
Number of interns	–	44	69	102	102	102	102
Total for department							
Compensation (R thousand)	160 981	174 565	188 818	216 922	263 295	255 621	250 589
Unit cost (R thousand)	253	202	208	231	241	248	256
Personnel numbers (head count)	636	865	908	939	1 092	1 032	979

Table 14.C Summary of expenditure on training

	Audited outcome			Adjusted appropriation	Medium-term expenditure estimates		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Training and staff development							
Expenditure (R thousand)	1 201	280	1 460	1 888	2 104	2 015	2 820
Number of employees trained (head count)	112	263	244	270	629	705	785
Bursaries (employees)							
Expenditure per programme (R thousand)	4 915	217	322	401	415	420	575
Number of employees (head count)	28	16	15	34	85	108	129
Total	6 116	497	1 782	2 289	2 519	2 435	3 395
Number of employees	140	279	259	304	714	813	914

Table 14.D Summary of conditional grants to provinces and municipalities¹

R thousand	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Conditional grants to provinces							
3. General Education							
HIV and Aids (Life Skills Education) Grant	126 049	134 151	136 293	144 471	157 695	167 905	177 401
Early Childhood Development Grant	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	711 620	832 200	1 112 151	1 098 036	1 152 938	1 238 487	1 323 943
7. Auxiliary and Associated Services							
Financial Management and Quality Enhancement in Education	212 731	21 683	–	–	–	–	–
Total	1 135 930	990 504	1 248 444	1 712 507	1 905 633	2 201 392	1 501 344

1. Detail provided in the Division of Revenue Act (2007).

Table 14.E Summary of expenditure on infrastructure

Description	Service delivery outputs	Audited outcome			Adjusted appropriation	Medium-term expenditure estimate		
		2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
R thousand								
Groups of small projects or programmes								
Rural schools - New construction		42 805	–	–	–	–	–	–
Total		42 805	–	–	–	–	–	–

Table 14.F Summary of departmental public-private partnership projects

R thousand	Project unitary fee at time of contract	Budgeted expenditure	Medium-term expenditure estimate		
		2006/07	2007/08	2008/09	2009/10
Projects in preparation, registered in terms of Treasury Regulation 16¹					
PPP unitary charge	–	5 000	52 290	52 643	57 102
Advisory fees	–	5 000	2 000	2 000	–
Total	–	5 000	52 290	52 643	57 102

1. Only projects that have received Treasury Approval: 1

Table 14.G: Summary of financial assistance to higher education institutions, 2006/07

Higher Education Institution	Block grant	Earmarked grant					Higher education restructuring	Total
		Interest and redemption	Ad hoc	NSFAS				
				General allocation	Teacher training	SA Institute of Chartered Accountants (SAICA)		
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 14.H: Summary of financial assistance to higher education institutions, 2007/08

Higher Education Institution	Block grant	Earmarked grant					Higher education restructuring	Total
		Interest and redemption	Ad hoc	NSFAS				
				General allocation	Teacher training	SA Institute of Chartered Accountants (SAICA)		
R thousand								
Cape Peninsula University of Technology	450 418	6 982	15 009	56 331	–	–	–	528 740
Cape Town	611 143	2 992	4 055	30 712	–	–	–	648 902
Central University of Technology, Free State	172 378	2 368	3 874	30 247	–	–	–	208 867
Durban Institute of Technology	368 882	3 980	15 022	65 491	–	–	–	453 375
Fort Hare	135 757	58	13 579	17 587	–	–	–	166 981
Free State	454 644	2 760	18 721	31 621	–	–	–	507 746
KwaZulu-Natal	783 578	7 180	21 192	73 286	–	–	–	885 236
Mangosuthu	115 286	840	9 635	29 409	–	–	–	155 170
Nelson Mandela Metropolitan University	410 324	3 736	16 154	36 945	–	–	–	467 159
North West University	532 038	3 138	26 170	33 961	–	–	–	595 307
Pretoria	1 013 827	535	2 700	45 266	–	–	–	1 062 328
Rhodes	152 923	609	1 325	5 856	–	–	–	160 713
Stellenbosch	569 640	3 862	2 638	9 102	–	–	–	585 242
Tshwane University of Technology	793 836	4 984	45 153	122 761	–	–	–	966 734
Unisa	867 324	16 203	185 222	47 996	–	–	–	1 116 745
University of Johannesburg	700 775	5 142	26 355	84 576	–	–	–	816 848
University of Limpopo	332 721	2 831	35 858	49 618	–	–	–	421 028
Vaal University of Technology	235 901	2 377	30 118	51 647	–	–	–	320 043
Venda	136 199	4 043	15 470	31 202	–	–	–	186 914
Walter Sisulu University of Science and Technology, Eastern Cape	297 431	3 538	36 691	60 356	–	–	–	398 016
Western Cape	309 568	296	18 825	33 066	–	–	–	361 755
Witwatersrand University	621 367	5 043	9 247	41 933	–	–	–	677 590
Zululand	154 103	1 747	8 221	26 158	–	–	–	190 229
Foundation teaching programmes	–	–	–	–	–	–	–	–
Restructuring	–	–	–	–	–	–	600 000	600 000
FET Bursaries	–	–	–	100 000	–	–	–	100 000
Teacher Development and Initial Supply(Bursaries)	–	–	–	–	120 000	–	–	120 000
Infrastructure development	–	–	445 000	–	–	–	–	445 000
Unallocated	13 811	–	18 799	17 569	66 000	14 001	–	130 180
Total	10 233 874	85 244	1 025 033	1 132 696	186 000	14 001	600 000	13 276 848