

# Spending for growth. the South African case

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# Goals

Present snap short of RSA  
education history  
Expenditure patterns  
Quality concerns  
Proposals



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# CONTEXT

Apartheid education characterized by

Education used as an instrument of subjugating other races

Unequal expenditure favoring the white minority

Unequal quality education reflecting apartheid philosophy

Neglect of systems not dealing with the minority



# CONTEXT CONTINUED

## Post apartheid South Africa

Focus on redress of the past

Dealing with backlogs

Focus on equity



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# apartheid

## Redress and Equity

Increase teacher salaries to that of the level of white teachers

Use equitable share formula to allocate budgets to provinces: number of learners and poverty (not race)

Spend more money on the two most poor quintiles

Direct more non-personnel expenditure to the most poor





# Current expenditure patterns

Education expenditure share is 5,5% of GDP, higher than many developing countries

Building of more schools

Equalization of salary structure

Instituting Funding Norms providing for exclusion from paying school fees



# Current expenditure patterns

Declare no fees schools

Nutritional project: 6million learners fed 156 days

Learner teacher support material

New salary structures to retain teachers



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# Results

Rapid expansions of the education system

GRE 95%

Retention rates are very high at primary school

GPI – 1.3

More school built however the backlog is still high





## Per capita increase

|                         | 2005/06      | 2006/07        | 2007/08      |
|-------------------------|--------------|----------------|--------------|
|                         |              | <b>Outcome</b> |              |
| <b>R million</b>        |              |                |              |
| Eastern Cape            | 5 222        | 6 129          | 6 765        |
| Free State              | 7 133        | 7 793          | 8 516        |
| Gauteng                 | 5 963        | 6 237          | 7 342        |
| KwaZulu-Natal           | 5 526        | 5 859          | 6 461        |
| Limpopo                 | 5 435        | 6 417          | 6 626        |
| Mpumalanga              | 6 322        | 5 742          | 7 192        |
| Northern Cape           | 7 440        | 6 276          | 8 648        |
| North West              | 7 034        | 8 660          | 8 238        |
| Western Cape            | 6 580        | 7 072          | 7 985        |
| <b>National average</b> | <b>6 295</b> | <b>6 687</b>   | <b>7 530</b> |

*1 2008/09 learner numbers were used for the period 2009/10 –*



# schools

|                      | Number of learners | % of learners exempted from school fees | Number of no-fee schools | % of schools not charging fees | Per learner allocation Q1 | Per learner allocation Q2 | Total spent (Rand thousand) |
|----------------------|--------------------|---|--------------------------|--------------------------------|---------------------------|---------------------------|-----------------------------|
| Eastern Cape         | 1 158 053          | 56.8%                                   | 3 725                    | 65.5%                          | 807                       | 740                       | 2 887 699                   |
| Free State           | 502 674            | 76.6%                                   | 1 202                    | 74.5%                          | 807                       | 740                       | 956 733                     |
| Gauteng              | 391 378            | 22.8%                                   | 443                      | 22.3%                          | 807                       | 740                       | 357 501                     |
| KwaZulu-Natal        | 1 139 592          | 41.8%                                   | 3 174                    | 54.9%                          | 807                       | 740                       | 2 473 645                   |
| Limpopo              | 1 106 681          | 63.8%                                   | 2 836                    | 70.5%                          | 807                       | 740                       | 2 206 175                   |
| Mpumalanga           | 420 395            | 40.6%                                   | 952                      | 50.8%                          | 807                       | 740                       | 734 496                     |
| Northern Cape        | 143 160            | 54.4%                                   | 395                      | 65.6%                          | 807                       | 740                       | 308 849                     |
| North West           | 296 468            | 38.7%                                   | 895                      | 51.7%                          | 807                       | 740                       | 703 706                     |
| Western Cape         | 136 109            | 14.5%                                   | 407                      | 28.0%                          | 807                       | 740                       | 320 208                     |
| <b>Total/Average</b> | <b>5 294 510</b>   | <b>44.6%</b>                            | <b>14 029</b>            | <b>56.7%</b>                   |                           |                           | <b>10 949 012</b>           |



| Expenditure                   | 1998/99 | 1999/00 | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Personnel                     | 91      | 90.7    | 90      | 88      | 85.7    | 82.4    | 82.7    | 80.8    |
| Capital                       | 1.2     | 1.2     | 1.3     | 2       | 3.3     | 4.3     | 3.9     | 3.9     |
| Non-personnel/<br>non-capital | 7.7     | 8.2     | 8.7     | 10      | 11.1    | 13.3    | 13.5    | 15.3    |
| Total                         | 100     | 100     | 100     | 100     | 100     | 100     | 100     | 100     |

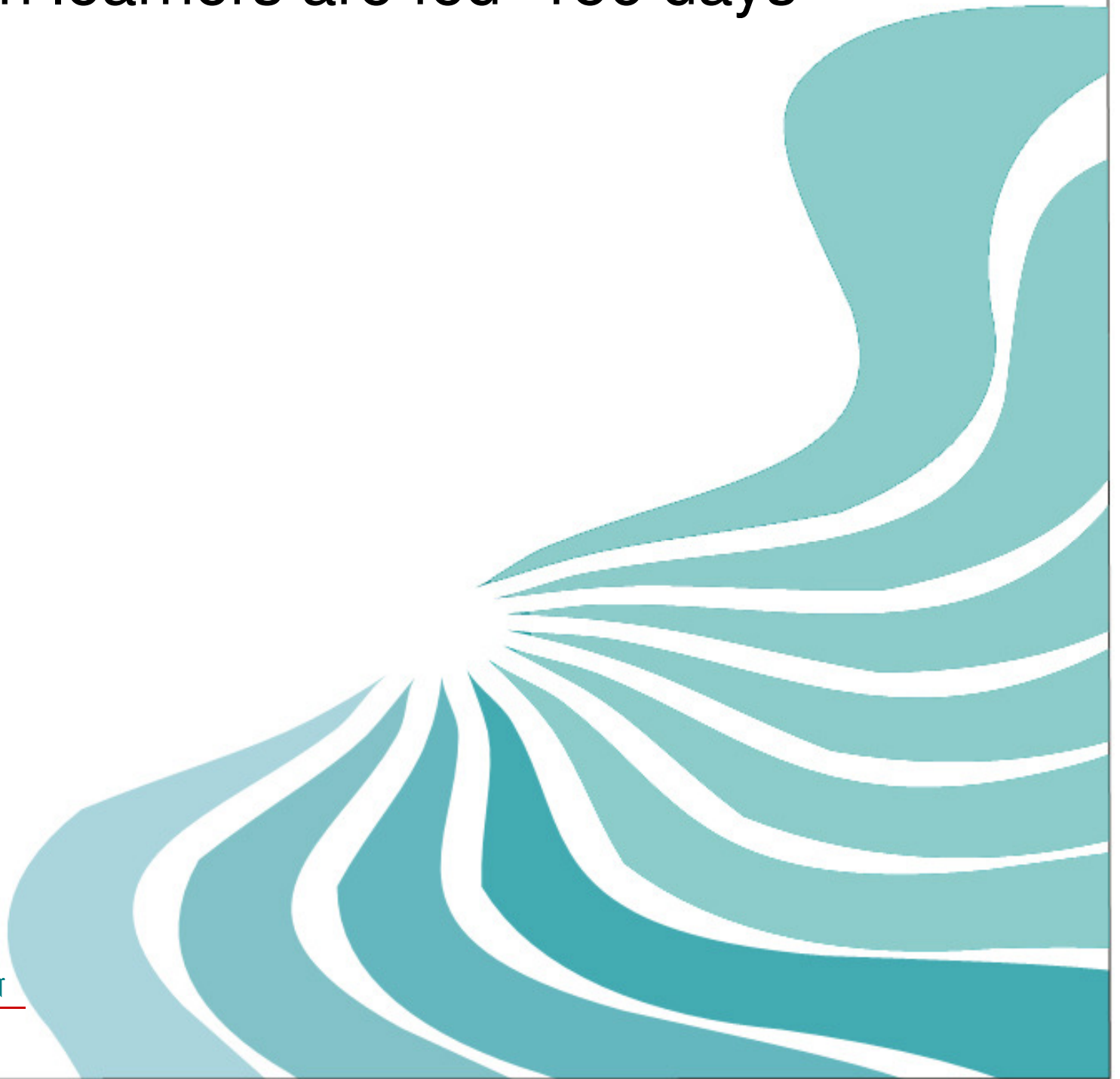


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Common learners are for 100 days



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remain a challenge



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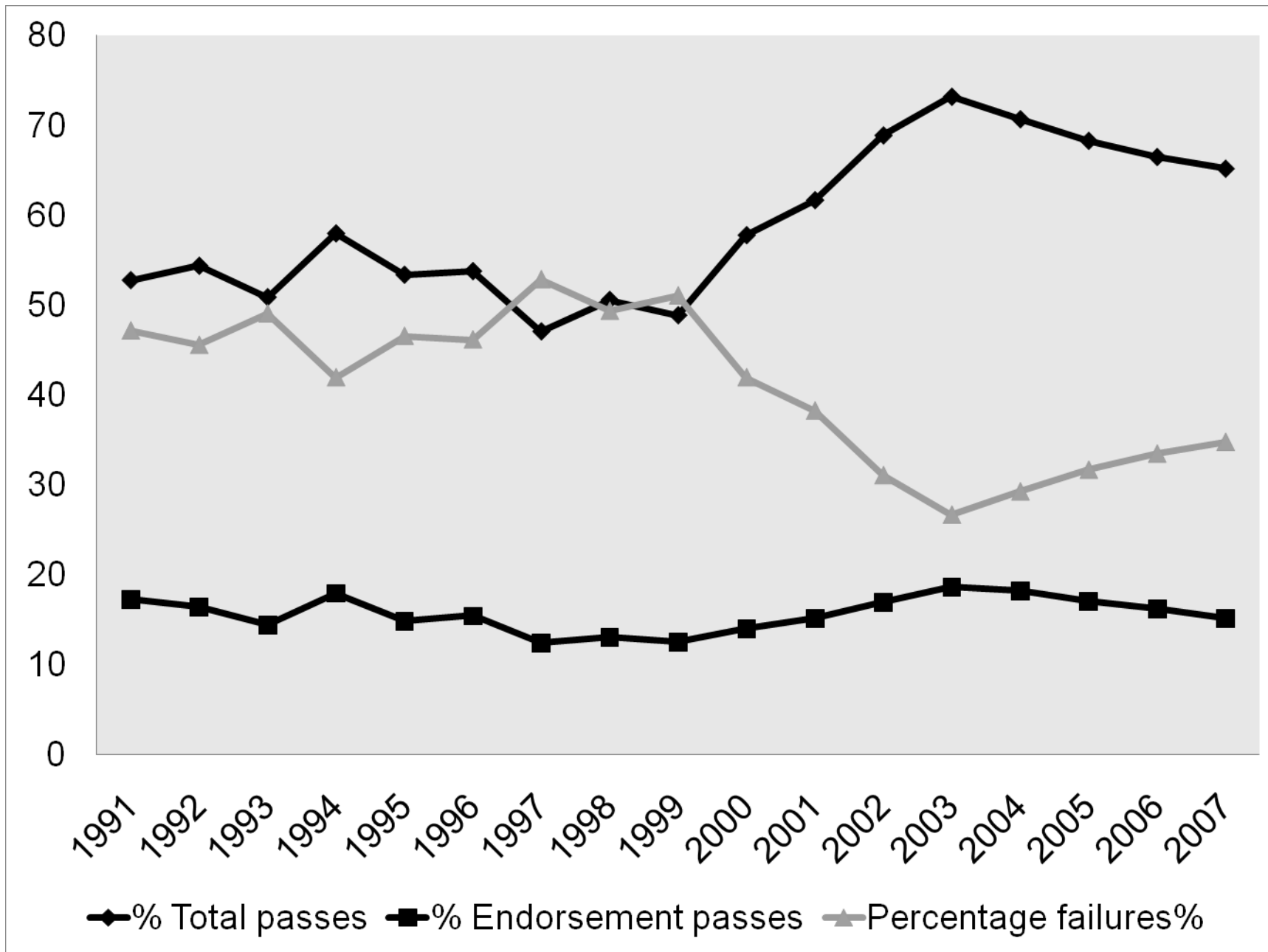


| Country             | GNI per capita** | Primary roll |           | Literacy     |              | Mathematics  |             |
|---------------------|------------------|--------------|-----------|--------------|--------------|--------------|-------------|
|                     |                  | GER*         | NER*      | Mean         | Δ SES°       | Mean         | Δ SES°      |
| Seychelles          | 8090             | 114          | 100       | 582          | 32.6         | 554.3        | 35.4        |
| Uganda              | 270              | 141          | na        | 582.4        | 23.2         | 506.3        | 22.9        |
| Kenya               | 460              | 92           | 66        | 546.5        | 52.2         | 563.3        | 40.2        |
| Tanzania            | 330              | 84           | 69        | 545.9        | 46.4         | 522.4        | 36.5        |
| Mauritius           | 4640             | 104          | 97        | 536.4        | 46.8         | 584.6        | 57.7        |
| Swaziland           | 1660             | 98           | 75        | 529.6        | 21.9         | 516.5        | 11.1        |
| Mozambique          | 250              | 103          | 55        | 516.7        | 12.5         | 530          | 5.1         |
| <b>South Africa</b> | <b>3630</b>      | <b>106</b>   | <b>89</b> | <b>492.3</b> | <b>103.4</b> | <b>486.1</b> | <b>77.5</b> |
| Zanzibar            | na               | na           | na        | 478.2        | 24.1         | 478.1        | 9.9         |
| Lesotho             | 740              | 126          | 86        | 451.2        | 5.3          | 447.2        | -3.7        |
| Namibia             | 2370             | 105          | 78        | 448.8        | 64.6         | 430.9        | 52.6        |
| Zambia              | 450              | 82           | 68        | 440.1        | 32.9         | 435.2        | 19.3        |
| Malawi              | 170              | 140          | na        | 428.9        | 17.8         | 432.9        | 14          |



|                             | Mathematics | Science |
|-----------------------------|-------------|---------|
| <b>TIMSS 1999</b>           |             |         |
| SA average score            | 275         | 243     |
| International average score | 487         | 488     |
| <b>TIMSS 2003</b>           |             |         |
| SA average score            | 264         | 244     |
| International average score | 467         | 474     |





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Monitoring systems have to be developed

Development of teachers, managers  
needs to be a priority

Teacher knowledge needs to be increased

Incentives to attract talented teachers in  
rural schools and black schools in general

Past expenditure gives government the  
space to demand more effective schools

Clear goals on school performance need  
to be set.



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Monitoring of school results should not be done only at grade 12.

Subject specific training for teachers who feel they need more training should be set up



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