

2020

**Inadequate funding for the provision of
reliable learner transport services in
main stream schools in KwaZulu-Natal**

STUDENT NAME: JOANNA ADU-BOAHEN

**CLUSTER: EDUCATION AND OTHER
RELATED DEPARTMENTS**

PROVINCE: KWAZULU-NATAL

Summary

Learner transport services ensure that learners in disadvantaged communities and deep rural areas have access to schools and become part of the active economy.

The National Department of Education policy on catchment areas and distance to schools states that all children should have access to a state school within five kilometres of their residence and in areas where children have to travel more than five kilometres, the government has to provide reliable and safe transport. KZN being largely rural, where learners are spread across wide geographical areas and with most residence being more than five kilometres from schools, learner transport services play a particularly important role in providing access to education in a province.

Section 3 of the South African School Act (SASA) provides for a compulsory general education phase for learners from the age of seven until the age of 15 or Grade 9, whichever comes first.

This PER aims to investigate the number of learners eligible for the learner transport services in KZN and the cost to fully implement the service to meet the requirement of SASA.

The province provides learner transport to 58 908 learners from 326 schools with a budget of R348.201 million in 2019/20 (this includes additional R130 million to cater for the shortfall in the budget). The allocations over the 2020/21 MTEF are R366.832 million in 2020/21 (including additional funds of R136.630 million), R242.863 million in 2021/22 and R255.006 million in 2022/23. This budget allocation is only adequate to fund 30 per cent of the total 176 156 eligible learners who qualify for the service. Thus, the province spends R5 911 per learner on average.

Based on a costing model, if the province is to transport 97 991 learners in 2020/21, it will cost the province R608.179 million, to transport 137 074 learner in 2021/22, it will cost R893.284

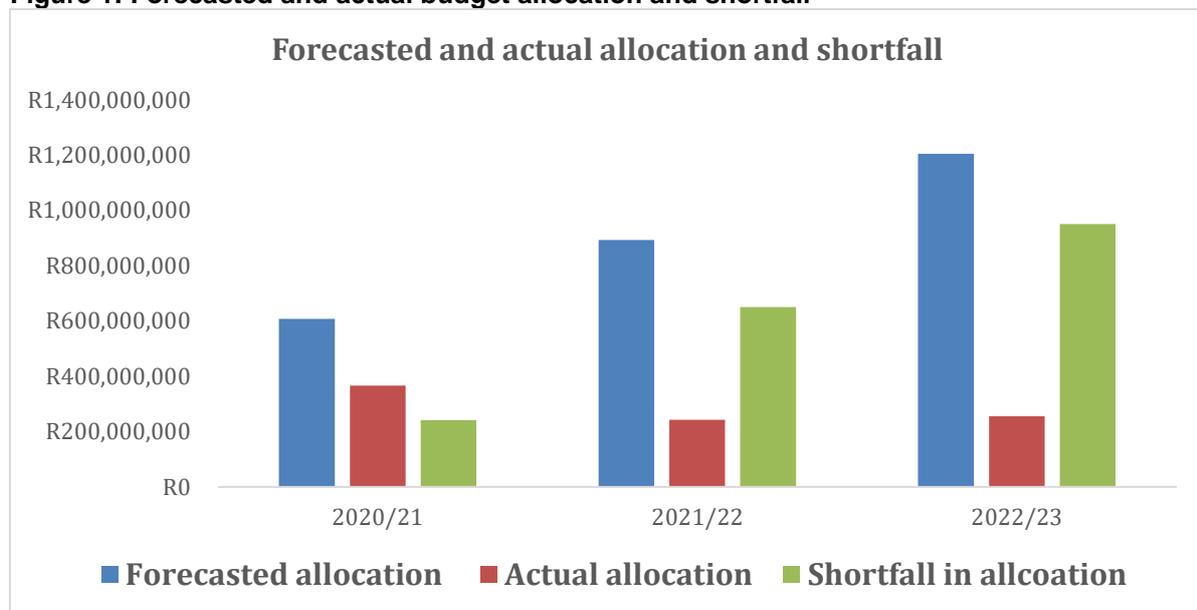
DISCLAIMER:

This document is not for quoting or circulation. It was done as part of the NT training exercise on the spending review methodology and is intended for discussion purposes. Further, there were serious data limitations and both the appropriate level of information, and its correctness could not be independently verified.

million and to transport the total R176 156 eligible learners in 2022/23, it will cost R1.205 billion. This translates to a funding shortfall of R241.347 million in 2020/21, R650.421 million in 2021/22 and R950.366 million in 2022/23. Thus, the demand for the services far exceed the current supply attributed to limited funding as only 60 per cent of the budget requirement is spent in 2020/21, 27 per cent in 2021/22 and 21 per cent in 2022/23.

From figure 1, it is evident that the budget allocation for this service is far lower than the funds needed to carry out the implementation of full function over the MTEF. With the current MTEF allocation, DOT will be able to transport 59 105 learners in 2020/21 and 37 267 learner in both 2021/22 and 2022/23. The funding gap is much wider in 2022/23.

Figure 1: Forecasted and actual budget allocation and shortfall



Education, especially in early childhood development improves the quality of lives and places less burden on the government to provide social services. Also, education provides access to employment which can improve the economy and revenue collection. It is thus crucial for the KZN government to address the budgetary challenges in respect of the provision of learner transport in the province.

DISCLAIMER:

This document is not for quoting or circulation. It was done as part of the NT training exercise on the spending review methodology and is intended for discussion purposes. Further, there were serious data limitations and both the appropriate level of information, and its correctness could not be independently verified.

DISCLAIMER:

This document is not for quoting or circulation. It was done as part of the NT training exercise on the spending review methodology and is intended for discussion purposes. Further, there were serious data limitations and both the appropriate level of information, and its correctness could not be independently verified.

Contents

1. Introduction	1
2. Policy and Institutional Information	2
3. Programme Chain of Delivery	5
4. Expenditure Observations	7
5. Performance	12
6. Options	13
7. Recommendations	13
8. Action	14
Reference	15
Annexure 1: Logframe	16
Annexure 2: Expenditure tables	16
Annexure 3: Other analysis and information	18

DISCLAIMER:

This document is not for quoting or circulation. It was done as part of the NT training exercise on the spending review methodology and is intended for discussion purposes. Further, there were serious data limitations and both the appropriate level of information, and its correctness could not be independently verified.

1. Introduction

KZN has struggled in the past to fund the cost of learner transport services, and this is evident in the current year, as well as over the 2020/21 Medium Term Expenditure Framework (MTEF) budget allocation for the service. This is partly as a result of fiscal constraints in the province and the country as a whole, resulting from the country's inability to raise enough revenue for the payment of government's services including rising debt bills and increasing wage bill. Some of the reasons for government's inability to raise enough funding is because of the global economic downturn, high unemployment rate and low economic growth, among others.

As a result, the province had had substantial budget cuts in the past years, as well as over the MTEF period. The province's budget sees a budget cut of R1.458 billion in 2020/21, R1.978 billion in 2021/22 and R2.859 million in 2022/23 due to the Provincial Equitable Share data update and fiscal consolidation. These cuts have hindered on the funding for the provision of reliable learner transport services in the province. The province requires over R1 billion in a given year to provide the service – money it does not have.

This PER aims to investigate the following research questions:

1. How many learners are eligible for the learner transport services in the province?
2. How much will it cost to fully fund the learner transport services in the province?

To answer these questions, this PER uses expenditure information from BAS and demographic data from the *Estimates of Provincial Revenue and Expenditure* to analyse the expenditure on learner transport across the 10 districts and the Metro and to develop a costing model that estimates the cost to fully fund learner transport across the province.

2. Policy and Institutional Information

Apartheid planning located the majority of people in areas that were largely inaccessible. This coupled with the complexity of the current transport needs from changing spatial patterns makes delivering public transport to the public a major challenge for the government.

Specifically, a survey by the National Household Travel Survey (NHTS) of 2013 and published by Stats SA shows that most learners have difficulty accessing both rural and urban schools in the country. According to the survey, of the 17.4 million learners who attended educational institutions, about 11 million walked all the way. In KZN alone, more learners walk to school than in any other province, and over two million primary and secondary school learners walked all the way to school. Of these learners, more than 210 000 walk for more than an hour in one direction, and 659 000 walk for between 30 minutes and an hour each way.

This section sets to outline the specific legislation and regulation guiding the provision of learner transport services.

Learner transport is a necessary and integral part of the right to basic education. Section 29(1)(a) of the Constitution, 1996, described the right to basic education as follows: “The right to a basic education is an important socio-economic right directed, among other things, at promoting and developing a child’s personality, talents and mental and physical abilities to his or her fullest potential. Basic education also provides a foundation for a child’s lifetime learning and work opportunities. To this end, access to school, an important component of the right to a basic education guaranteed to everyone is a necessary condition for the achievement of this right”.

Furthermore, Section 85(2)(b) of the Constitution mandates the National Department of Transport (NDOT) to develop and implement transport policy that addresses the mobility needs of all citizens. It is against this backdrop that NDOT developed the National Learner Transport Policy (NLTP) in collaboration with the Department of Basic Education (DBE) and

in consultation with other stakeholders in 2015. The policy aims to address the challenges of funding, accessibility and safety of learners and makes provision for different types of learner transport including:

- Dedicated learner transport services comprising:
 - Subsidised group – Operators provide dedicated learner transport and receive subsidy from DOT and/or DOE. Learners are picked up and dropped off at designated points.
 - Non-subsidised group – Operators provide a dedicated learner transport service but are not receiving subsidy.
 - Class i – Operators enter into contractual agreements with parents and perform door-to-door services.
 - Class ii – Operators have special arrangements with learners. The learners organise themselves into groupings and are picked up and dropped off at designated points. Learners pay fares on a per trip basis.
- Non-dedicated services comprising:
 - Subsidised group – Operators provide general public transport services and are transporting learners with special subsidised tickets.
 - Non-subsidised group – Operators provide a non-dedicated learner transport service and are transporting learners without any government subsidies.

This PER focuses on the subsidised group, where learners are picked up and dropped off at designated points and operators provide dedicated learner transport and receive subsidy from the provincial DOT. This is because the Constitution mandates that access to school is an important component of the right to a basic education guaranteed to everyone.

The objective of the NLTP is to have a uniform approach to the transportation of learners, as well as fulfil the constitutional mandate of the NDOT in providing a safe and efficient transport system and achieve the objectives of the United Nations Decade of Action for Road Safety 2011-2020.

The development of the policy falls within the context of the national transport policy to support on-going efforts by government to address the socio-economic development of the country through standardised implementation plans and the alignment of strategic frameworks, such as the Medium Term Strategic Framework (MTSF) 2014-2019 and the National Development Plan (NDP) 2030.

The transportation of learners must happen within the broad public transport policy framework. The Public Transport Strategy and Action Plan, 2009, ushered in an integrated plan to deliver quality and reliable public transport infrastructure and services for Integrated Public Transport Networks (IPTN) that all South Africans, including learners could use.

Based on the NLTP, provinces then develop their own provincial policies in consultation with schools (circuit centres), teachers, parents, communities and bus operators to identify eligible learners and schools, as well as other logistics. KZN is in the process of developing its own learner transport policy, but uses the NLTP, at this stage.

The NLTP was developed in line with, and reinforces, other national transport policies and legislative prescripts, including the White Paper on National Transport Policy of 1996, the National Land Transport Act (NLTA), the National Land Transport Strategic Framework, the National Development Plan (NDP) 2030 and other legislation such as the National Road Traffic Act (NRTA) and its supporting regulations, SASA, and the Children's Act, 2005 (Act No. 38 of 2005).

This NLTP is applicable to the transportation of learners in main stream schools from Grades R to 12, including learners with disabilities as defined by SASA.

3. Programme Chain of Delivery

National government oversees the implementation of the policy in consultation with relevant stakeholders, including provinces, municipalities and school governing bodies (SGBs).

A National Inter-Departmental Committee (NIDC) is established to oversee and monitor the implementation of the NLPT in line with Key Performance Indicators (KPIs) developed as part of the implementation. The Committee consists of representatives from the NDOT, DBE and provinces. The Committee reports to the Ministers of Transport and Basic Education on the overall implementation of learner transport programmes.

The programme is designed and implemented by the province based on the NLPT, as the provincial learner transport is in the process of being developed. In KZN, the programme resides in two departments, the Department of Education (DOE) who provides the number of eligible learners and schools in main stream schools. Also, DOE identifies the routes based on the schools and the areas and/communities. DOT on the other hand, is mainly responsible for the procurement of bus operators.

The policy is drafted in consultation with relevant stakeholders starting with:

- The Provincial Treasury (for funding in cases where the department administering the programme does not have sufficient funds in its baseline).
- Teachers, school governing bodies and circuit centres for the identification of eligible schools and learners.
- Bus operators (for their services in transporting the learners).
- Parents and communities.

After the consultation and the approval of the policy by the Provincial Executive Council, DOE and DOT set out plans for the achievement of the programme. The following information is collected:

- The funding required.

- The number of eligible schools.
- The numbers of eligible learners.

In KZN, DOE collects the numbers of learners through eligible schools circuit centres, the numbers are then verified at the head office before they are forwarded to DOT. This information is then used by DOT to advertise tenders for service providers. After DOT has appointed bus operators to provide the service, they also appoint monitoring firms to monitor the services and verify invoices and claims by the operators. On a monthly basis, the monitoring firms checks and verifies claims from the operators against the number of learners transported before the claims are sent to DOT for processing and effecting payments.

4. Expenditure Observations

This section analysis the budget and expenditure in the provision of learner transport service. Expenditure data was sourced from the BAS, demographic data was sourced from DOE database on the number of learners and schools eligible for the services, and the MTEF budget was sourced from the *Estimates of the Provincial Revenue and Expenditure*. These serve as the main sources of the data for this PER.

The PER is limited to an investigation of districts in KZN. It would have been interesting to observe the degrees of a much larger sample of other provinces. This will also increase the results of the degrees of freedom and the consistency of the findings. Also, availability of data for some districts being investigated is a challenge. As a result of scarcity of data for some districts, province-wide expenditure was apportioned to each district using historical expenditure data from 2016/17. Also, the budget allocation is apportioned in the same manner.

In order to determine the cost for the provision of the service, two costing models in two scenarios were developed. The first projects the learner numbers to meet the eligible target over the MTEF in Table 1. A five per cent inflationary adjustment is used to determine the cost over the MTEF, and this is in line with National Treasury guideline for 2020/21 inflationary increment. The second projects the number of learner numbers to meet the allocated budget in Table 2.

KZN funds the programme from its equitable share, and the budget resides with DOT. The province has a total of 176 156 learners who are eligible to receive the service. The province however, provides the service to only 58 908 learners from 326 schools with a budget of R348.201 million in 2019/20. The allocations over the 2020/21 MTEF are R366.832 million in 2020/21, R242.863 million in 2021/22 and R255.006 million in 2022/23 for the same number of learners. DOT indicates that in order to provide the service to the total 176 156 learners, it will require over R1 billion.

The funding allocation is not enough to cater for the total eligible learners and the current budget can only fund 30 per cent of the learners. Based on a costing model developed in Table 1 (Scenario 1), if the province is to transport 97 991 learners in 2020/21, it will cost the province R608.179 million, to transport 137 074 learner in 2021/22, it will cost R893.284 million and to transport the total R176 156 eligible learners in 2022/23, it will cost R1.205 billion.

Table 1: Costing model expenditure projections (Scenario 1)

COSTING MODEL EXPENDITURE PROJECTIONS (Scenario 1)					
Districts	2020/21		2021/22		2022/23
iLembe	R	40 664 926	R	59 728 888	R 80 589 858
Ugu	R	36 355 971	R	53 398 401	R 72 059 196
eThekwini	R	60 920 592	R	89 478 668	R 120 740 249
uMkhanyakude	R	26 296 528	R	38 623 517	R 52 120 553
Amajuba	R	35 357 805	R	51 927 443	R 70 073 613
uMgungundlovu	R	72 567 690	R	106 599 203	R 143 835 975
uMzinyathi	R	64 433 614	R	94 638 904	R 127 703 638
uThukela	R	68 236 417	R	100 215 849	R 135 234 372
King Cetshwayo	R	49 463 563	R	72 647 175	R 98 025 488
Harry Gwala	R	75 565 899	R	110 991 076	R 149 769 855
Zululand	R	78 323 394	R	115 036 093	R 155 224 252
Total	R	608 186 401	R	893 285 214	R 1 205 377 051

This translates to a funding shortfall of R241.347 million in 2020/21, R650.421 million in 2021/22 and R950.366 million in 2022/23. Thus, the demand for the services far exceed the current supply attributed to limited funding as only 60 per cent of the budget requirement is spent in 2020/21, 27 per cent in 2021/22 and 21 per cent in 2022/23. This is evident in Table 2, in the second costing model (Scenario 2).

Table 2: Costing model expenditure projections (Scenario 2)

COSTING MODEL EXPENDITURE PROJECTIONS (Scenario 2)					
Districts	2020/21		2021/22		2022/23
	Number of learners		Number of learners		Number of learners
iLembe	R	24 526 832	R	16 238 114	R 17 050 010
Ugu	R	21 929 311	R	14 518 412	R 15 244 324
eThekwini	R	36 745 709	R	24 327 685	R 25 544 054
uMkhanyakude	R	15 861 548	R	10 501 219	R 11 026 273
Amajuba	R	21 324 657	R	14 118 098	R 14 823 994
uMgungundlovu	R	43 772 963	R	28 980 114	R 30 429 102
uMzinyathi	R	38 864 292	R	25 730 303	R 27 016 803
uThukela	R	41 155 501	R	27 247 210	R 28 609 553
King Cetshwayo	R	29 833 073	R	19 751 138	R 20 738 683
Harry Gwala	R	45 577 711	R	30 174 957	R 31 683 686
Zululand	R	47 240 403	R	31 275 750	R 32 839 519
Total	R	366 832 002	R	242 863 001	R 255 006 001

Based on an incremental approach, the province could fund the service over the MTEF by increasing the number of learners each year by 39 083 learners in order to attain 176 156 learners by 2022/23, as reflected in Table 3. This eases the pressure of providing the full

budget in 2020/21. The costing model aligns with DOT request of over R1 billion for the provision of the service.

Table 3: Costing model learner projections (Scenario 1)

Districts	CURRENT NUMBER OF LEARNERS		COSTING MODEL LEARNER PROJECTIONS (Scenario 1)		
	2019/20 Number of schools	2019/20 Number of learners	2020/21 Number of learners	2021/22 Number of learners	2022/23 Number of learners
iLembe	30	3 489	5 804	8 119	10 433
Ugu	18	4 807	7 996	11 185	14 375
eThekwini	31	6 804	11 318	15 832	20 346
uMkhanyakude	31	5 639	9 380	13 121	16 863
Amajuba	21	2 943	4 896	6 848	8 801
uMgungundlovu	27	2 920	4 857	6 795	8 732
uMzinyathi	48	11 190	18 614	26 038	33 462
uThukela	27	3 852	6 408	8 963	11 519
King Cetshwayo	37	5 344	8 890	12 435	15 980
Harry Gwala	28	3 257	5 418	7 579	9 740
Zululand	28	8 663	14 411	20 158	25 905
Total	326	58 908	97 991	137 074	176 156

However, in 2019/20, the province transports only 58 908 learners at a cost of R348 206 million, and this allocation decrease to R255.066 million in 2022/23 as shown in Table 4. This is far lower than the budget allocation for the service. With this budget allocation, DOT will only be able to transport 59 105 learners in 2020/21 and 37 267 learners in 2021/22 and 2022/23

Table 4: Costing model learner projections (Scenario 2)

Districts	COSTING MODEL LEARNER PROJECTIONS (Scenario 2)		
	2020/21 Number of learners	2021/22 Number of learners	2022/23 Number of learners
iLembe	3 501	2 207	2 207
Ugu	4 823	3 041	3 041
eThekwini	6 827	4 304	4 304
uMkhanyakude	5 658	3 567	3 567
Amajuba	2 953	1 862	1 862
uMgungundlovu	2 930	1 847	1 847
uMzinyathi	11 227	7 079	7 079
uThukela	3 865	2 437	2 437
King Cetshwayo	5 362	3 381	3 381
Harry Gwala	3 268	2 060	2 060
Zululand	8 692	5 481	5 481
Total	59 105	37 267	37 267

Table 5 gives the unit cost per learner for the current year, as well as the forecasted unit cost at 5 per cent over the MTEF. uMgungundlovu is more urban, has less learners than all the other districts but the unit cost per learner appears to be higher than all the other districts particularly uMzinyathi and Zululand who have the highest number of learners. This is because uMgungundlovu is the head office of DOT and cost in this district includes all administrative

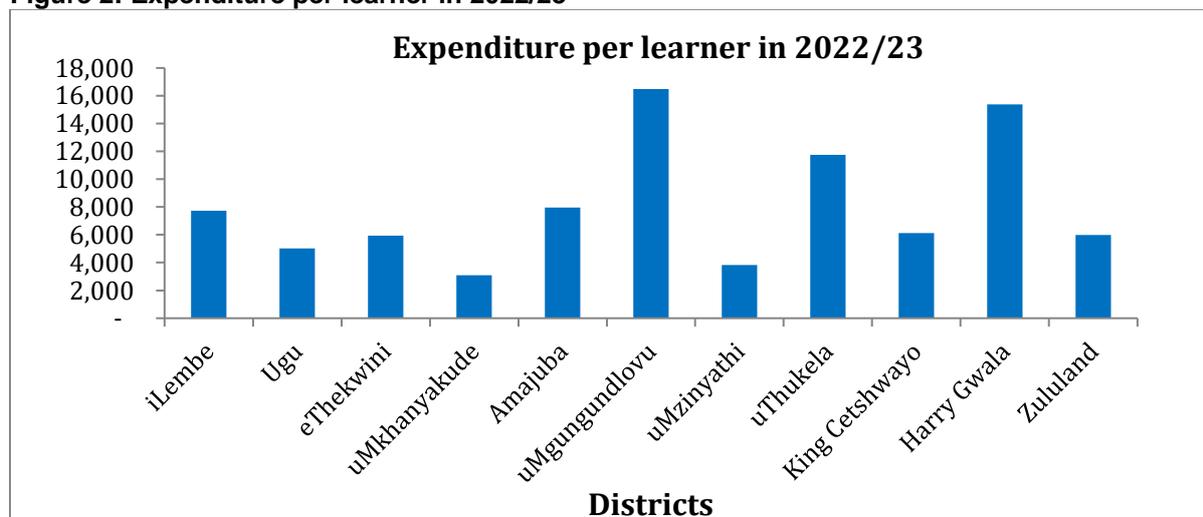
cost associated with the programme. In order to have a more realistic comparison, the administrative cost will have to be determined and excluded from the costing. Also, the unit cost per learner in Harry Gwala and uThukela seems high and this is due to the rurality of these areas, and thus the cost of providing the service is higher.

Table 5: Unit cost per learner adjusted for inflation at 5 per cent

Districts	Unit Cost per learner	Unit Cost per learner (adjusted for inflation @5%)		
	2019/20	2020/21	2021/22	2022/23
iLembe	R6 673	R7 006	R7 357	R7 725
Ugu	R4 330	R4 547	R4 774	R5 013
eThekwini	R5 126	R5 383	R5 652	R5 934
uMkhanyakude	R2 670	R2 803	R2 944	R3 091
Amajuba	R6 878	R7 222	R7 583	R7 962
uMgungundlovu	R14 229	R14 941	R15 688	R16 472
uMzinyathi	R3 297	R3 462	R3 635	R3 816
uThukela	R10 142	R10 649	R11 181	R11 740
King Cetshwayo	R5 299	R5 564	R5 842	R6 134
Harry Gwala	R13 283	R13 947	R14 645	R15 377
Zululand	R5 176	R5 435	R5 707	R5 992
Total	R5 911	R6 206	R6 517	R6 843

Figure 2 shows that expenditure per learner in 2022/23 is high in the uMgungundlovu district because the expenditure includes the administrative costs of the programme. This is followed by Harry Gwala and uThukela due to their rurality.

Figure 2: Expenditure per learner in 2022/23



The following are the criteria for learners to qualify for the learner transport services:

- The learner must be traveling six kilometres and above, from home to a grade-appropriate public school of need – Grade R to Grade 12.

- The learners must be going to nearest appropriate school with appropriate grades.
- The learners must be going to a school of need, not of choice. Learners attending a school of choice do not qualify.
- The provision of the dedicated learner transport services is only applicable to Public Ordinary schools.

There are more learners who qualify to benefit from the learner transport programme, whose schools have not as yet applied and are therefore not part of the statistics in this document. This will substantial add pressure on the already under-funded programme if these learners are added on the programme. There is a huge demand for additional transport on the existing services as most of the schools are situated in deep rural areas where roads conditions are very bad, and these roads compromise the safety of the learners.

5. Performance

There are 58 908 learners in the province. The bulk of the learners requiring the service is in uMzinyathi (11 190 learners), followed by Zululand (8 663 learners), uMkhanyakude (5 639 learners) and King Cetshwayo (5 344 learners).

The indicators used for measuring performance are the number of learners and the number of schools receiving the services. The total number of schools benefitting from the programme is 326 schools, and the bulk of the schools are in uMzinyathi (48 schools), followed by King Cetshwayo (37 schools), uMkhanyakude (31 schools) and iLembe (30 schools).

The following outputs are to be realised from the implementation of this policy:

- Timeous delivery of service.
- Reduction in the rate of road accidents.
- Adherence to road traffic regulations by learner transport operators.
- Viable and sustainable operations.
- Uniformity of services and tariff structure.
- Coherent performance monitoring system.

The relevant structures at national, provincial and local government level must monitor and evaluate implementation. Furthermore, an independent impact assessment must be undertaken every three years. The Key Performance Indicators of the National Learner Transport Policy will be developed by NDOT in consultation with DBE and other stakeholders. In assessing the overall performance of the programme, safe transportation of learners, and efficiency and effectiveness of the programme will be assessed.

6. Options

The demand for learner transport services is more than the current supply, because of limited funding in the province and the country as a whole. The learner transport service is a fully subsidised service for learners (subsidised group), as operators who are providing a dedicated learner transport services are receiving subsidy from DOT. Learners are picked up and dropped off at designated points. However, what are the other options the province can explore? It can consider the following:

- Bicycles – The province could look into buying bicycles for learners in areas where the learner transport services is not reaching or accessible in the interim.
- Partial subsidy – As a result of budget constraints, the provincial government can partially fund the services in areas where parents can afford to pay portion of the service.
- As presented, the province can use the incremental approach, by increasing the number of learner gradually each year to attain the total of 176 156 eligible learners by 2022/23, as reflected in Table 2 above.

7. Recommendations

The province should consider fully funding the programme in order for learners to access schools in line with their Constitutional rights and to meet the requirements of the South Africa Schools Act. The province should prioritise the service as critical and a much bigger budget be allocated toward the provision of the programme. The costing model shows that R1.205 billion is required to transport 176 156 learners in 2022/23 in comparison to the current allocation of R255.006 million for 58 908 learners in the same year. Also, the costing model developed is in line with DOT's request for R1 billion for the provision of the service.

8. Action

While the province is allocating the bare minimum budget in respect of the provision of learner transport services, this is what learners endure in their journey for education.



The following are some actions the province should take to ensure a better delivery of learner transport:

- The provincial government should review slow and under-performing programmes/projects and redirect savings to the full implementation of learner transport.
- The province cuts all departments' budget in 2016/17 and beyond to fund the payment of stipends for Izinduna (headmen/women), a similar approach should be applied with regard to the learner transport services.
- Urgently develop the provincial Learner Transport Policy and a much bigger budget be allocated.
- The province show lobby a conditional grant from National Treasury to allow for the full implementation of the learner transport services.

Reference

Department of Transport. 2015. National Learner Transport Policy. Government Printers. Pretoria.

Republic of South Africa. 2010. National Development Plan, 2030. Government Printers. Pretoria.

Republic of South Africa. 1996c. South African Schools Act, 1 996 (Act No. 84 of 1 996). Government Printers, Pretoria.

Department of Transport. 1 996. White Paper on National Transport Policy. Government Printers. Pretoria.

Annexures

Annexure 1 - Logframe

IMPACT	IMP1	Improved academic performance of learners				
Indicator		Percentage of eligible learners performance over overall learners performance				
Frequency		Annual				
Source of data		Targeted schools records				
OUTCOME	OUTC1	Safety and security of transporting learners		Minimise absenteeism of eligible learners in eligible schools		
Indicator				Number of absenteeism of eligible learners in eligible schools		
Frequency				Annual		
Source of data				Targeted schools records		
Final Output	FOUT1	Approved national learner transport policy		Transport learners safely to schools		
Indicator						
Frequency						
Source of data						
Intermediate outputs	IOUT1	National learner transport framework		Approved plan of roles for DOT and DOE		Appointment of service providers to transport learners and monitoring firms
Indicator						
Frequency						
Source of data						
Activities					ACT 2.5	Source service providers through issuing of contracts or tenders
Indicator						
Frequency						
Source of data						
Activities	ACT 1.4	Consult provinces and stakeholders on draft learner transport policy	ACT 1.5	DOT to procure service providers and DOE to identify routes and provide number of eligible learners	ACT 2.4	Incorporate cost for learner transport into provincial budget
Indicator						
Frequency						
Source of data						
Activities	ACT 1.3	Develop draft national learner transport policy	ACT 1.4	Identification and appointment of implementing departments – DOE and/or DOT	ACT 2.3	Identify number of eligible schools
Indicator						Number of eligible schools to be provided with learner transport
Frequency						Annual
Source of data						National Department of Basic Education (Lurits)
Activities	ACT 1.2	National Develop framework for learner transport	ACT 1.3	Approved provincial learner transport policy	ACT 2.3	Identify number of eligible learners
Indicator						Number of eligible learners to be provided with learner transport
Frequency						Annual
Source of data						National Department of Basic Education (Lurits)
Activities	ACT 1.2	National Develop framework for learner transport	ACT 1.2	Consult stakeholders	ACT 2.2	Costing based on items in implementation plan
Indicator						
Frequency						
Source of data						
Activities	ACT 1.1	National review of demand for and supply of learner transport	ACT 1.1	Draft Provincial framework for learner transport	ACT 2.1	Motivation for funding either through internal reprioritisation or PT
Indicator						
Frequency						
Inputs						
Performance indicator						
Frequency						
Programme elements						
Responsibility						

Annexure 2 – Expenditure tables

year on year growth

2016/2017	2017/2018	2018/2019	CAGR
0.0%	0.0%	286.3%	0.0%
-3.2%	55.8%	-69.5%	-22.8%
12.0%	17.5%	-72.5%	-28.8%
19.5%	-38.5%	-55.4%	-31.1%
-32.8%	-29.4%	-61.0%	-43.0%
51.7%	-44.7%	-64.2%	-33.0%
23.0%	-27.4%	-42.5%	-19.9%
71.7%	-52.8%	-54.9%	-28.5%
4.3%	14.5%	-67.8%	-27.3%
17.9%	-53.0%	-72.4%	-46.5%
188.5%	-27.7%	-59.0%	-5.1%
35.0%	-100.0%	0.0%	-59.4%
16.5%	13.9%	42.2%	23.6%

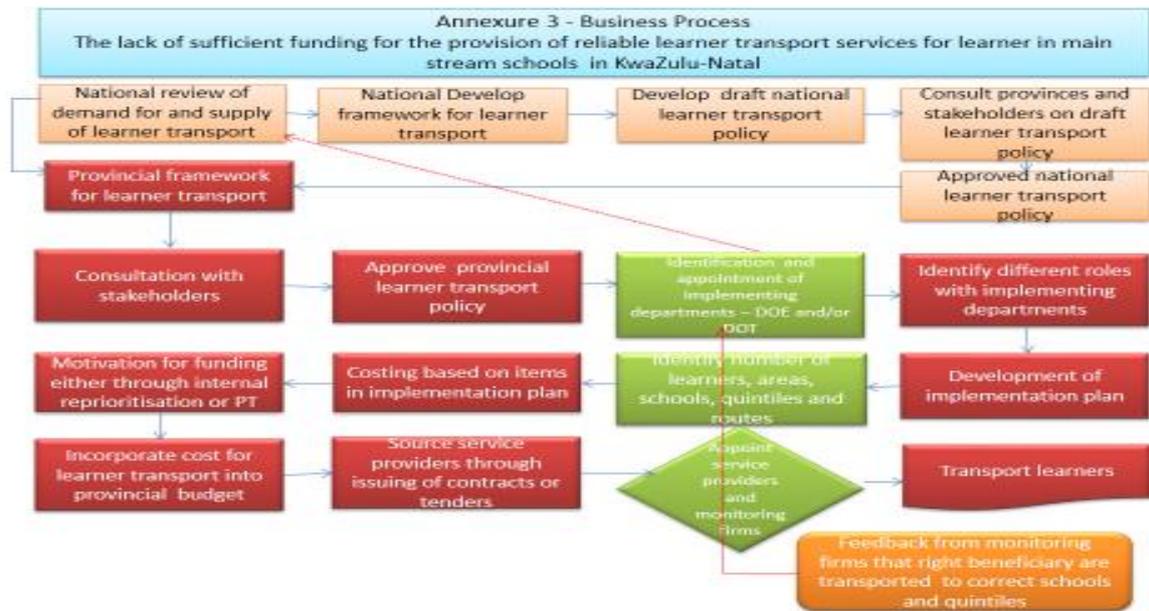
Growth Projections using the 4 year CAGR

2019/2020	2020/21	2021/22	2022/23
R 343 112 346 R	363 699 086 R	385 521 032 R	408 652 293 R
R 14 619 567 R	15 496 741 R	16 426 545 R	17 412 138 R
R 10 334 832 R	10 954 921 R	11 612 217 R	12 308 950 R
R 9 100 058 R	9 646 061 R	10 224 825 R	10 838 314 R
R 7 110 455 R	7 537 082 R	7 989 307 R	8 468 665 R
R 5 721 859 R	6 065 171 R	6 429 081 R	6 814 826 R
R 8 752 607 R	9 277 763 R	9 834 429 R	10 424 495 R
R 5 809 724 R	6 158 307 R	6 527 806 R	6 919 474 R
R 5 529 412 R	5 861 177 R	6 212 847 R	6 585 618 R
R 2 236 250 R	2 370 425 R	2 512 651 R	2 663 410 R
R 4 566 818 R	4 840 828 R	5 131 277 R	5 439 154 R
R 553 465 R	586 673 R	621 874 R	659 186 R
R 417 447 393 R	442 494 236 R	469 043 890 R	497 186 524 R

Pareto analysis

Y1 cumsum	Y2 cumsum	Y3 cumsum	Y4 cumsum	GT cumsum
0.0%	0.0%	30.3%	82.2%	36.3%
14.4%	11.9%	46.6%	85.7%	46.8%
27.3%	24.4%	59.4%	88.2%	55.9%
39.9%	37.2%	66.4%	90.4%	63.5%
57.2%	47.3%	72.6%	92.1%	71.1%
65.9%	58.5%	78.0%	93.4%	76.9%
73.6%	66.6%	83.2%	95.5%	82.1%
80.7%	77.2%	87.6%	96.9%	87.3%
87.2%	83.0%	93.4%	98.2%	91.7%
93.9%	89.7%	96.2%	98.8%	95.3%
96.3%	95.7%	100.0%	99.9%	98.3%
100.0%	100.0%	100.0%	100.0%	100.0%
200.0%	200.0%	200.0%	200.0%	200.0%

Annexure 3 – Business Process



Annexure 4 - Institutional Mapping

