

2019

**ASSESSMENT OF THE SCHOLAR
TRANSPORT PROGRAMME IN GAUTENG
OVER THE 2019 MTEF**

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PROVINCE: GAUTENG

Summary

Over a four-year period, from 1 April 2015 to 31 March 2019, expenditure on learner transport accounted for 2 per cent of Gauteng Department of Education (GDE)'s total expenditure.

GDE's total expenditure grew at an average annual growth rate of 7.2 per annum over the period under review. Expenditure on learner transport increased by an average annual growth rate of 18.4 per cent per annum, from R541.8 million in 2015/16 to R893.6 in 2018/19.

Whilst according to the department's Remunerative Model the average expenditure per learner per annum is R14 000.00, the analysis revealed that the department's average expenditure per learner per year increased from R5 700.00 to R7 200.00 over the past four financial years. The unit cost grew at an average annual growth rate of 8.5 per cent. Growing at the same rate, unit cost will be at about R9 200.00 by 2022.

Future scenario highlighted that if the demand for learner transport continue, the total expenditure on learner transport by 2021/22 could be as high as R1.5 billion compared to the 2015/16 baseline of R541.8 million. Therefore, there is a need for Gauteng Provincial Treasury (GPT), in collaboration with GDE, to consider paying special attention on the Scholar Transport Programme (STP), particularly around credible planning, costing and budgeting. The department should realistically cost the STP considering the current realities such as the growth in learner numbers as a result of high level of immigration.

Linked to the above, the findings revealed that the demand for learner transport is more than the current supply and this is expected to persist over the period ahead. Therefore, a long-term solution is required to arrest the growing demand which is to accelerate the construction of schools through the Education Infrastructure Grant. This will in turn, reduce the demand for learner transport and ultimately the expenditure.

Therefore, the department must prioritise districts with relatively more learners and fewer schools to ensure that majority of Gauteng learners can access schools near their homes (within 5 kilometres). For instance, Johannesburg Central has more learners (182 824) compare to Johannesburg North (172 921). Logically, the former district supposed to have more schools than the latter. This, however, is not the case. Instead, Johannesburg North is having more schools (257) than Johannesburg Central (244) despite the fact that the latter district is having about 10 000 more learners than the Johannesburg North.

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.

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1. Introduction

This mini-Performance Expenditure Review (PER) assess the implementation of the scholar transport programme in Gauteng, and the efficacy of the funding model. The mini-PER demonstrate how funding and expenditure impacts on the programme. Actual expenditure reported on Basic Accounting System (BAS) is reviewed from 2015/16 to 2018/19 to comprehensively evaluate the programme performance in terms of its efficiency and to determine funding requirements and mechanisms over the medium term.

Problem Statement

Transport costs for low-income families are high in monetary terms and this poses a challenge to learners from poor background since they want to improve their livelihoods through education. Similarly, scholar transport has financial implications on a government that is already faced with limited resources since it has committed to making basic education accessible to all.

The cost and accessibility of transport directly affects school absenteeism as well as the physical safety and well-being of those who choose to walk to school. Many mainstream newspaper articles over the past number years have reported the long distances that learners walk to school and the dangers that they face along the way such as crime, violence, overflowing rivers and traffic accidents.

The mini-PER examine the key issues facing the programme and its possible positive effects on the policy intended objectives. It further reviews the funding and spending-related issues over the past four financial years and postulates future expenditure. The analysis also ascertains if the programme has value for me and clearly indicate whether the programme is sufficiently funded or not.

2. Policy and Institutional Information

Transportation of learners to their respective schools has always been a key challenge confronting government in South Africa. To address this, the Department of Roads and Transport (DRT) in collaboration with GDE developed the National Learner Transport Policy which aim to address the challenges of accessibility and safety of learners.

The National Learner Transport Policy provided uniform approach, norms and standards, promote co-ordination and co-operation amongst stakeholders and framework for monitoring and evaluation of learner transport services. Guided by this Policy, Learner transport is provided based on several guiding principles, including operational safety and efficiency, broad based access, equity and redress, operational sustainability and multi-modal integration.

Below, are some of the important role-players identified and their respective responsibilities in the development and implementation of the STP:

The Gauteng Department of Roads and Transport

DRT in collaboration with the GDE developed a Gauteng Transport Strategy in order to meet the needs of scholars in the province. DRT ensures that all services providers are legalized and have the necessary operating licenses. Furthermore, DRT has established and monitors the joint planning committee on learner transport with representatives of both DRT and GDE.

Gauteng Department of Education

GDE developed the scholar transport strategy and manages the implementation of scholar transport provision in the province, i.e. from planning (in consultation with key transport stakeholders) and including identifying beneficiaries. GDE as a primary custodian of the programme, take steps to bring on board all other stakeholder for the successful implementation of the programme.

Local government (municipalities)

Municipalities must enforce by-laws where all vehicles contracted for the transportation of learners. They also conduct assessments and issue roadworthy certificates to operators.

Local Scholar Transport Committees

These committees are established by GDE (through district offices) and are primarily responsible for determining the needs for learners, evaluate them in consultation with respective schools and communities and make recommendation to the GDE.

Schools

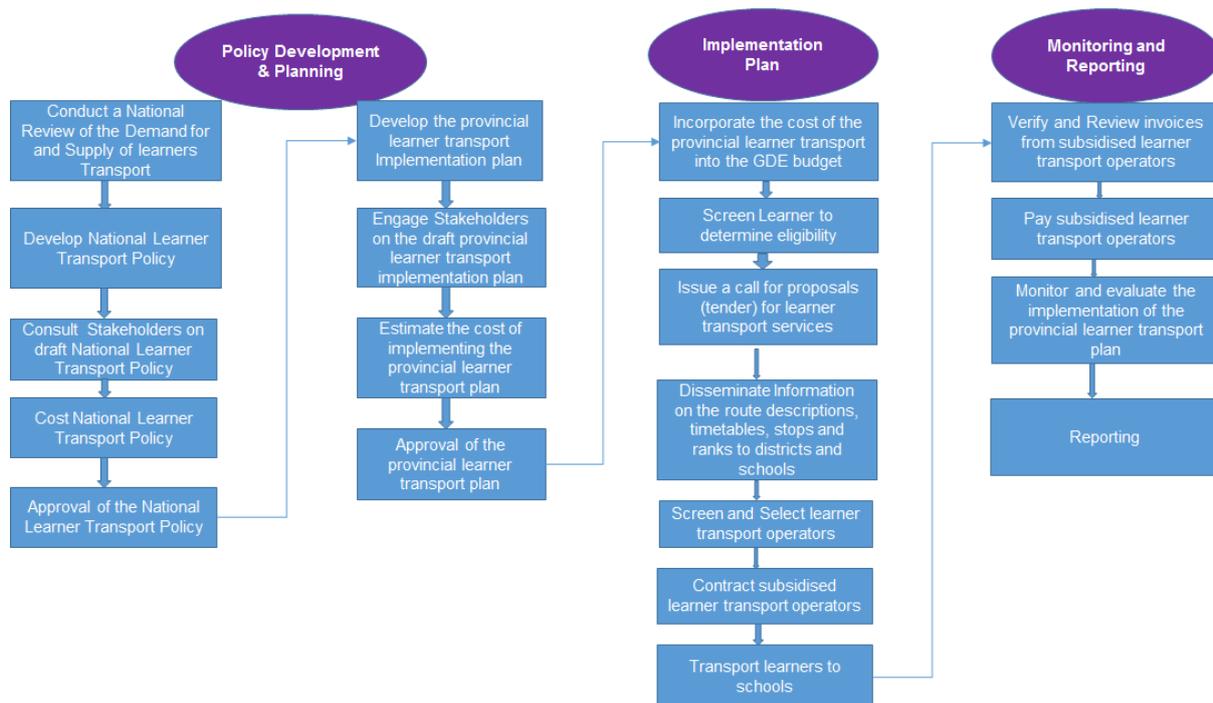
Schools is primary responsible for screening learners to determine eligibility for learners' transports and provide the information to the Local Scholar Transport Committee. They also

play important role in ensuring the learners are transported to and from on time and that they are not overloaded in the buses or minibuses.

Operators

These are a group of individuals or companies with appropriate mode of transport given operating permits or licences by DRT and contracted by GDE to transport identified learners in the province. Their primary duties are to transport learners according to their contractual conditions, including, critically, complying with traffic laws.

Figure 1: STP Process Map



3. Programme Chain of Delivery

The Chain of Delivery identifies inputs necessary for the delivery of the STP. Clearly articulates how these inputs are translated into outputs and ultimately outcomes and the impact the Policy has in the education system in Gauteng. Important to highlight is that the analysis mainly focus on the STP in Gauteng notwithstanding the fact that the Policy has been developed at the National level. Therefore, the inputs and related activities identified only communicates the delivering of the programme in Gauteng.

To this end, school principals have been identified as one of the key role-players. The Gauteng Scholar Transport Policy specifically assigned them the responsibility of identifying learners who would not arrive in school in time due to the distance they travel. If the distance travel to school per trip is more than 5km daily, the principal must then make a request to the district office for the provision of Scholar Transport for those learners. It is for this reason that district officers have been identified as one of the inputs necessary for ensuring that learners are transported to schools.

The responsibility of the district office is to assess the applications to determine the eligibility of the learners before making the application to the GDE. This includes screening of learners to ensure that there is no school nearer the residence of the learners. Other important activities necessary for the production of output (learners transported to schools), includes a call for tender for learner transport services led by GDE supply chain management officials and screening and selection of buses by the local municipalities to ensure that only roadworthy buses and taxis are selected to transport learners.

The School Management Team of the benefitting schools determine the timetable for the learner transportation in consultation with other school(s) if more than one school participate in a route. (See **Annexure A** for a detailed STP Logical Framework).

4. Expenditure Observations

Table 1: Expenditure Bucket – STP

Scholar Transport Programme	2015/2016	2016/2017	2017/2018	2018/2019	Grand Total
Advertising	0	0	22 002	0	22 002
Agency & Support/ outsourced services	309 751	119 874	0	0	429 625
Communication	0	28 661	26 030	17 303	71 994
Consumables: Stationery, Printing & Office Supplier	4 268	20 353	0	7 005	31 626
Fleet Services	0	92 867	19 680	12 028	124 575
Operating leases	0	1 468 673	37 666	47 392	1 553 731
Salaries and Wages	3 033 945	3 813 432	4 984 558	5 604 504	17 436 438
Machinery and Equipment	16 071	38 402			54 473
Transport provided departmental activities	541 890 843	562 515 132	812 531 055	893 565 346	2 810 502 376
Of which:					
Scholar Transport - Primary Schools	328 563 752	370 579 325	527 734 721	582 121 812	1 808 999 610
Scholar Transport - High Schools	213 240 877	187 645 709	284 796 334	311 443 534	997 126 454
Travel and subsistence	92 345	56 125	58 137	126 312	332 919
Other	170 901	6 556	0	0	177 457

Grand Total	545 518 123	568 160 075	817 679 128	899 379 888	2 830 737 214
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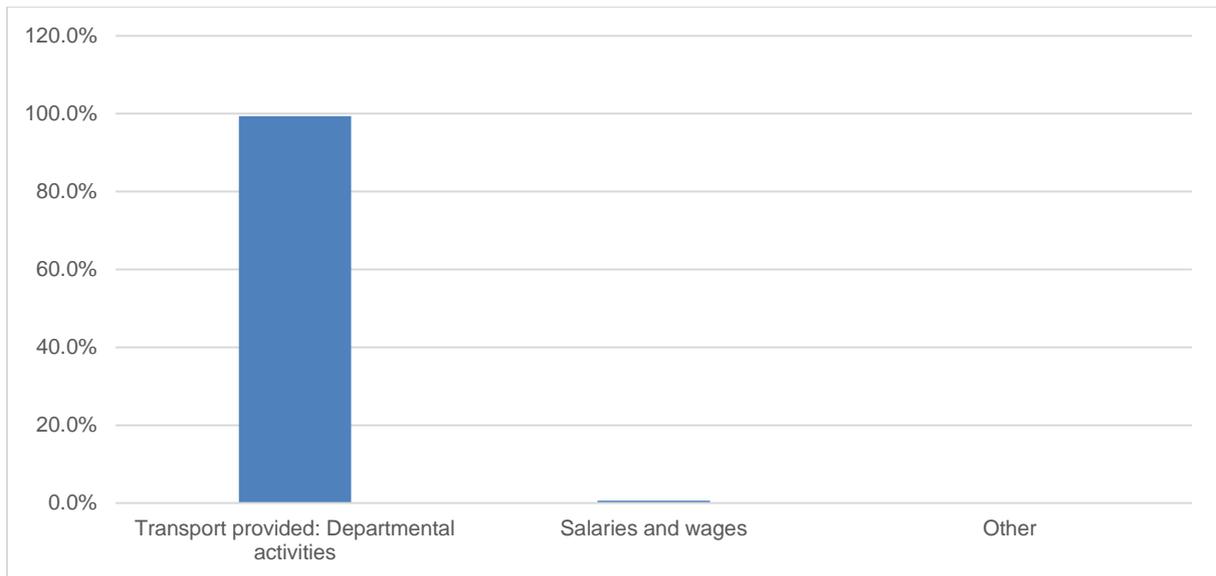
In 2015/16, GDE spent 1.5 per cent of its budget on the STP and this has since increased to about 2 per cent in 2018/19. This is a clear indication of the increase in the demand for the programme but also the province's commitment to improve access to basic education. The province's commitment is clearly demonstrated by an increase in funding over the past years. In monetary terms, the department's spending on this programme increased from R545.5 million in 2015/16 to R899.4 million in 2018/19, following a rapid increase in learner numbers benefitting from the programme from 95 718 to 124 533 during the same period.

The department experienced a massive increase in expenditure on scholar transport between 2016/17 and 2017/18 of 43.9 per cent. The increase was triggered by a spike in the number of learners benefitting from the programme rising by 16 978 from 99 795 to 116 773 during this period. Worth noting is the number of learners who benefited during the latter year was against a target of 90 000, an indication that more work needs to be done in identifying the accurate number of beneficiaries for the purpose of credible planning and budgeting. To achieve this, the department may leverage on its prior academic year online application to identify learners who would require transport in the next financial year. This will also assist the department in factoring in the learners from other provinces migrating to Gauteng during the planning phase.

It should also be noted, however, that the enrolment of more learners in the programme as the academic year progressed (due to various justifiable reasons) also has contribute to the above observation.

The increase in learners' numbers impacted expenditure at both Primary and High Schools. However, the learner transport for Primary School learners continue to account for a bigger proportion of the programme's total expenditure. This is because majority of the learners benefitting from the programme are at Primary Schools level.

Figure 2: STP Share Analysis



Whilst there are administrative costs associated with the implementation of the Scholar Transport Programme, the department spends 99 per cent of the programme's budget on transporting learners to and from schools. The department maintained this trend for the past four years despite growing demand for learner transport. This was achieved through provision of additional funding from the Provincial Revenue Fund to match the growing demand. The administrative cost relates to personnel costs for the officials responsible for managing the programme as well as the associated Goods and Services and tools of trade.

Officials of GDE are important inputs necessary for the provision of learner transport to all deserving learners. While the department invest in this important input, it's important to note that the department spent a maximum of 0.1 per cent to administer the programme and this includes salaries and wages for learner transport programme managers, their tools of trade and Goods and Services. Goods and Services include travel and subsistence, consumables, communication, fleet services and operating leases.

In terms of growth in expenditure, all the top cost categories have had double digit annual growth rate except for expenditure in Goods and Services items over the period under review. Whilst the cost categories with significant growth rates are subjected to the Consumer Price Index (CPI), the growth rates are significantly higher than the average CPI over the four-year period. Therefore, the high growth rates in expenditure cannot purely be attributed to CPI.

Over the past years, the department had to respond to the growing demand of the learner transport. This means the programme's administration needed to increase its capacity to support the growth in the number of learners benefiting from the STP. For instance, expenditure

on salaries and wages increased on an average annual growth rate of 22.7 per cent between 2015/16 and 2018/19 since the department capacitated the Scholar Transport unit. The number of officials coordinating the STP at head office increased from 6 in 2015/16 to 12 in 2018/19. The increase in personnel was also triggered by the growth in the number of benefiting schools from about 450 in the former financial year to 474 in the latter financial year.

Nevertheless, the department managed to uphold the balance between spending on learner transport and programme's administration against the programme's total budget at 99 per cent and 0.1 per cent, respectively.

Table 2: SPT Expenditure Growth

Scholar Transport Programme	Year-on-Year Growth Rate			CAGR
	2015/16 - 2016/17	2016/17 - 2017/18	2017/18- 2018/19	4 Years period
Advertising	-	-	-100%	-
Agency & Support/ outsourced services	-	-100,0%	-	-100,0%
Communication	-	-9,2%	-34%	-
Consumables: Stationery, Printing & Office Supplier	376,9%	-100,0%	-	18,0%
Fleet Services	-	-78,8%	-39%	-
Operating leases	-	-97,4%	26%	-
Salaries and Wages	25,7%	30,7%	12%	22,7%
Machinery and Equipment	139,0%	-100,0%	-	-100,0%
Transport provided departmental activities	3,8%	44,4%	10%	18,1%
Of which:				
Scholar Transport - Primary Schools	12,8%	42,4%	10%	21,0%
Scholar Transport - High Schools	-12,0%	51,8%	9%	13,5%
Travel and subsistence	-39,2%	3,6%	117%	11,0%
Other	-96,2%	-100,0%	-	-100,0%
Grand Total	4,2%	43,9%	10%	18,1%

5. Performance

The department is obliged to ensure that all eligible learners are provided with transport to access learning. This has, however, stretched the resources of the department over the past years because the number of learners eligible to benefit from the STP keep on increasing year-on-year. As can be deduced from table 3 below, there has been a steady increase in the number of learners benefiting from scholar transport. In fact, the actual number of learners that are being provided with scholar transport have consistently surpassed the target in the past three financial years, and this had significant effect on the resource allocated for the programme.

Every year there are 25,000 more learners than the department has planned for. The department has been adjusting its target upward each year but the demand for STP in Gauteng keeps growing. This is a clear indication that there is a need to realistically and accurately identify learners eligible for learner transport in Gauteng.

Table 3: Performance Indicator

Performance Indicator	2015/16		2016/17		2017/18		2018/19	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Number of learners benefiting from Scholar Transport	95 718	95 718	70 000	99 795	90 000	116 773	95 718	124 533

Important to highlight is that the department did not transport Learners with Special Educational Needs (LSEN) before 2018/19 since they were not included in the mainstream Learner Transport Programme. As a result, some of the LSEN were transported by their schools using the resources allocated to them. However, not all schools were able to absorb this additional cost and to transport learners. For example, in 2017/18, only 82 out of 120 schools with LSEN offered transport. Meanwhile, at the 82 schools there were approximately 10 000 learners who could not be accommodated on the available transport due to limited space and were forced to use public and private transport. In 2018/19 financial year, the department received funding for LSEN after these learners were included in the mainstream Learner Transport Policy. This also explains the higher than anticipated number of learners transported in the same financial year.

Table 4: Budget Pressure per District

District Name	Schools that qualify learner transport in 2018/19	Learners that qualify learner transport in 2018/19	Learners transported in 2018/19	Learners qualifying but was not transported in 2018/19	Schools were not learner transport in 2018/19	Additional budget required to transport qualifying learners
Gauteng North	27	5 346	5 082	264	1	3 696 000
Gauteng East	48	9 386	8 236	1 150	4	16 100 000
Gauteng West	70	19 336	18 436	900	2	12 600 000
Tshwane North	18	8 238	7 438	800	2	11 200 000
Tshwane South	31	11 193	10 393	800	3	11 200 000
Tshwane West	49	23 345	22 645	700	3	9 800 000

District Name	Schools that qualify learner transport in 2018/19	Learners that qualify learner transport in 2018/19	Learners transported in 2018/19	Learners qualifying but was not transported in 2018/19	Schools were not learner transport in 2018/19	Additional budget required to transport qualifying learners
Ekurhuleni South	92	22 653	22 203	450	2	6 300 000
Ekurhuleni North	16	3 539	2 239	1 300	4	18 200 000
Sedibeng East	29	7 067	6 006	1 061	2	14 854 000
Sedibeng West	31	7 744	6 662	1 082	2	15 148 000
Johannesburg Central	15	1 714	1 064	650	2	9 100 000
Johannesburg East	4	2 405	1 714	691	2	9 674 000
Johannesburg North	16	5 050	4 150	900	2	12 600 000
Johannesburg South	16	7 707	7 368	339	1	4 746 000
Johannesburg West	12	1 967	768	1 199	3	16 786 000
TOTAL	474	136 690	124 533	12 157	35	172 004 000

Source: GDE 2018/19

Table 4 indicates budget pressure for the province resulting from an increase in learner numbers across the different districts of Gauteng for 2018/19. In 2018/19, GDE provided transport to 474 schools in 15 districts, benefitting 124 533 learners against 136 690 who qualified for the learner transport in the same year. As a result, 12 157 learners in 35 schools were not catered for despite qualifying for learner transport.

Despite exceeding its target in 2018/19 in terms of number of learners transported as indicated in table 3 above, this did not translate to transporting all eligible learners due to budget constraints. The department declared a shortfall of R172 million 2018/19, based on an estimate of about R14 000 per learner per year. The R14 000 per learner was estimated using the Remunerative Model developed by GDE to determine the payment to the service providers for service rendered.

However, it should be noted that the cost per learner varied and fell below the R14 000 over the past years and this led to fundamental questions regarding the reliability of the Remunerative Model. For example, it costed the department R893.6 million to transport 124 533 learners during the same financial year. On average, it costed about R7 000 to transport each learner per year.

Table 5: Gauteng Scholar Transport Fulfilment Rate

2018/19 Financial year					
Districts	Number of Schools in Gauteng	Total Number of Learners	Learners that qualify learner transport	Number of learners transported	Fulfilment rate
Gauteng North	69	53 979	5 346	5 082	95%
Gauteng East	190	183 079	9 386	8 236	88%
Gauteng West	184	172 451	19 336	18 436	95%
Tshwane North	160	142 147	8 238	7 438	90%
Tshwane South	313	206 845	11 193	10 393	93%
Tshwane West	182	168 827	23 345	22 645	97%
Ekurhuleni South	230	261 200	22 653	22 203	98%
Ekurhuleni North	267	233 211	3 539	2 239	63%
Sedibeng East	102	70 539	7 067	6 006	85%
Sedibeng West	150	126 284	7 744	6 662	86%
Johannesburg Central	244	182 824	1 714	1 064	62%
Johannesburg East	303	187 381	2 405	1 714	71%
Johannesburg North	257	172 921	5 050	4 150	82%
Johannesburg South	206	157 265	7 707	7 368	96%
Johannesburg West	191	128 018	1 967	768	39%
Total	3 048	2 446 971	136 690	124 404	91%

The table above illustrates the percentage of learners who benefitted from the SPT against the number of learners who qualified per district. The number of learners transported appear, in terms of percentage rate, to be stabilising well above the provincial average of 91 per cent in some of the districts. However, the fulfilment rates in some districts is still lower than the provincial average and this is the case in eight districts with Johannesburg West recording the lowest rate of 39 per cent. In this district, the GDE only transported 768 learners of the 1 967 learners who qualified for the transport.

As it can be deduced from table 5, the number of schools per district is an important determinant of the demand for school transport. The higher the number of schools, the lower the demand for school transport and the opposite is also true. For example, Johannesburg Central has more learners (182 824) compare to Johannesburg North (172 921). Logically, the former district supposed to have more schools than the latter. This, however, is not the case. Instead, Johannesburg North is having more schools (257) than Johannesburg Central

(244) despite the fact that the latter district is having about 10 000 more learners than the Johannesburg North. As a result, the fulfilment rate is low in Johannesburg Central (62 per cent) compare to the 82 per cent in Johannesburg North due to shortage of schools in Johannesburg Central.

The largest centre of learning in Gauteng is Ekurhuleni North which housed 233 211 learners in 2018/19. Rationally, this district supposed to have the largest number of schools in the province. This is, however, not the case. The district is having 267 schools and the district with the highest number of schools is Tshwane South 313. This is despite the fact that Tshwane South is having 26 366 learners less than Ekurhuleni North. The observation clearly explains the poor fulfilment rate in Ekurhuleni North of 63 per cent and better rate in Tshwane South of 93 per cent. Therefore, there is a need to prioritise districts with more learners and fewer schools such as Ekurhuleni North and Johannesburg Central when building schools in the province. This will be critical in reducing the demand for scholar transport.

6. Options

Current Practice Scenario

GDE is currently using the following Remunerative Model to determine the payment to the service providers for service rendered:

- Learner numbers X number of km X rate X number of days per month = Monthly payment to the service provider.

Using the current rate per kilometer of R1.40, the department estimated that it cost about R14 000 to transport each learner from and to school per year. However, the historical information from 2015/16 to 2018/19 financial year revealed that it actual costs the department between R5 700 and R7 200 to transport each learner to and from school per year. In fact, the department's projections over the 2019 MTEF postulates that it will cost about R8 308 to transport each learner in 2019/20 financial year, increasing at an average growth rate of 4.1 per cent, to about R8 672 in the outer year.

Table 5: STP current expenditure scenario

Scholar Transport Programme	Actual Performance				2019 MTEF Projections			CAGR	
	2015/2016	2016/2017	2017/2018	2018/2019	2019/20	2020/21	2021/22	15/16-18/19	19/20-21/22
Rand									
Expenditure on Scholar Transport	541 804 629	562 527 903	817 679 128	899 379 888	1 007 556 000	1 057 169 000	1 114 362 000	18,4%	5,2%
Number of learners eligible to benefit from learner transport	95 718	99 795	116 773	124 533	126 000	127 248	128 496	9,2%	1,0%
Unit cost	5 660	5 637	7 002	7 222	7 996	8 308	8 672	8,5%	4,1%

The historical data indicates that expenditure on learner transport increased at average annual growth rate of 18.4 per cent over the past four financial year. This was in response to the higher demand of learner transport since the number of learners who benefitted from the STP increased at an average annual growth rate of 9.2 per cent during the same period. However, the department's 2019 MTEF projections seem not to take into consideration the current realities and challenges confronting scholar transport in Gauteng which relates to migration of learners from other provinces each year into Gauteng. The department is projecting that the number of learners eligible to benefit from learner transport will only increase by 1 per cent and that the expenditure will grow roughly in line with CPI at 5.2 per cent over the 2019 MTEF period. However, the fulfillment rate is still 90 per cent and therefore, the year on year growth rate in learners transport will have to be more than 1 per cent per year over the MTEF period.

Policy Scenario

This scenario forecast the future expenditure by applying a growth rate to the cost drive based on the past four financial year's average growth rate. The results are shown in the table below:

Scholar Transport Programme	Actual Performance				2019 MTEF Projections			CAGR	
	2015/2016	2016/2017	2017/2018	2018/2019	2019/20	2020/21	2021/22	15/16-18/19	19/20-21/22
Expenditure on Scholar Transport Rand	541 804 629	562 527 903	817 679 128	899 379 888	1 064 902 857	1 260 888 873	1 492 944 395	18,4%	18,4%
Number of learners eligible to benefit from learner transport	95 718	99 795	116 773	124 533	135 951	148 415	162 022	9,2%	9,2%
Unit cost	5 660	5 637	7 002	7 222	7 833	8 496	9 214	8,5%	8,5%

Based on the most pragmatic view (to continue with current growth rates) model if the growth rate of the number of learners eligible for learner transport remain unchecked, the expenditure on learner transport by 2021/22 could be as high as R1.5 billion compared to the 2015/16 baseline of R541.8 million.

7. Recommendations

Gauteng experience a persistent increase in the demand for learner transport each year. Over the past four financial years, the number of learners who benefitted from the learner transport increased at annual growth rate of 9.2 per cent. Important to note, however, is that this excludes those learners who qualified for the learner transport but were not catered for in the past and the LSEN who were only funded from 2018/19 financial year. It is therefore recommended that the department consider the following to deal with the growing demand:

- Review the Remuneration Model to be independent of the number of learners' transport, i.e. pay for fixed capacity regardless of the number of learners.

- The budget is to a certain extent under pressure as it can only be used for some learners and others not covered. It's therefore critical for the Gauteng School Infrastructure programme to prioritise remote areas to address the growing demand for learners requiring transportation from one area to another to access education. This will also be critical to address the growth in demand as a result of massive learners' migration patterns into the Gauteng province.
- Whilst there is no doubt that the SPT has value for money considering the number of learners transported to and from schools each year, there is a need to monitor the programme effectively to ensure that more economical routes are used in order to curtail excessive spending. This is critical considering that the number of kilometers travelled is an important factor in determining that cost.
- There is need for GPT to consider paying special attention on the STP, particularly around credible planning, costing and budgeting. For example, the department costed that R14 000 per year was required to transport each additional learner in 2018/19 financial year while it actual costed the department about R7 000 during the same financial year to transport each learner.

8. Action

- The immediate action would be to engage the officials of the GDE to consider reviewing the Remunerative Model.
- To advise the GDE to prioritise districts (such as Ekurhuleni North and Johannesburg Central) with higher demand for scholar transport when building new schools.'
- To advise the department to consider revising the allocation for the programme over the MTEF period to ensure that sufficient resource is made available.
- To advise the department to consider introducing a new facility on its online application that will enable them to identify learners who will require transport during the application phase.

Annexure 1: STP Logframe

IMPACT	IMP1	Improved Educational Outcome for the Country				
Indicator						
Frequency						
Source of data						
OUTCOME	OUTC1	Access to quality education by providing safe, decent, effective, integrated and sustainable learner transport				
Indicator						
Frequency						
Source of data						
Final Output	FOUT1	Number of learners transported				
Indicator						
Frequency						
Source of data						
Intermediate outputs	IOUT1	Approved Implementation Plan	IOUT2	Contracted learner transport operators	IOUT3	Transported learners
Indicator						
Frequency						
Source of data						
Activities	ACT.1.5	Estimate the cost of implementing the provincial learner transport plan	ACT.2.4	Contract subsidized learner transport operator (sign SLA, issue routes with learner numbers, etc.)	ACT.3.5	Report on the implementation provincial learner transport programme
Indicator						
Frequency						
Source of data						
Activities	ACT.1.4	Engage stakeholders on the draft provincial learner transport implementation plan	ACT.2.3	Screen and select learner transport operators	ACT.3.4	Monitor and evaluate the implementation of provincial learners transport operators
Indicator						
Frequency						
Source of data						
Activities	ACT.1.3	Draft the provincial learner transport implementation plan	ACT.2.2	Disseminate information on route descriptions, timetable, stops, learner	ACT.3.3	Pay subsidized transport operators
Indicator						
Frequency						
Source of data						
Activities	ACT.1.2	Map scholar transport routes	ACT.2.1	Issue a call for proposals (tender) for learner transport services	ACT.3.2	Verify and review invoices from learner transport operators
Indicator						
Frequency						
Source of data						
Activities	ACT.1.1	Conduct needs analysis on scholar transport			ACT.3.1	Transport learners
Indicator						
Frequency						
Inputs		PDE, Districts, School officials, SGB		Bus operators, project manager, circuit manager, school principal		Bus operators, project manager, circuit manager, school principal
Performance indicator						
Frequency						
Programme elements		Implementation plan development		Procurement and contracting of transport operators		Transporting learners and payment of operators
Responsibility		Scholar Transport directorate		Scholar Transport directorate, SCM		Scholar Transport directorate, Finance

Annexure 2: Expenditure tables

Historical Expenditure Analysis

GDE: SCHOLAR TRANSPORT	ACTUAL EXPENDITURE				ANNUAL GROWTH RATE		
	2015/2016	2016/2017	2017/2018	2018/2019	2015/16-2016/17	2016/17-2017/18	2017/18-2018/19
HO: DIR SCHOLAR TRANSPORT	545 518 123,07	568 160 074,57	817 679 128,38	899 379 888,47	4,2%	43,9%	10,0%
COMPENSATION OF EMPLOYEES	3 020 736,26	3 813 431,71	4 984 558,17	5 604 503,62	26,2%	30,7%	12,4%
GOODS AND SERVICES	96 613,39	489 438,14	163 515,38	210 038,90	406,6%	-66,6%	28,5%
MACHINERY AND EQUIPMENT	16 070,69	-	-	-	-100,0%	#DIV/0!	#DIV/0!
OTHER	R 580 073,90	R 5 632 171,57	R -	R -	R -	R -100,0%	R #DIV/0!
SCHOLAR TRANSPORT: PRIMARY SCHOOLS	328 563 752,10	370 579 325,24	527 734 721,29	582 121 811,54	12,8%	42,4%	10,3%
SCHOLAR TRANSPORT SECONDARY SCHOOLS	213 240 876,73	187 645 708,90	284 796 333,54	311 443 534,41	-12,0%	51,8%	9,4%
Grand Total	545 518 123,07	568 160 074,57	817 679 128,38	899 379 888,47	4,2%	43,9%	10,0%

Expenditure Growth Projections

GDE: SCHOLAR TRANSPORT	ACTUAL EXPENDITURE				GROWTH PROJECTIONS		
	2015/2016	2016/2017	2017/2018	2018/2019	2019/20	2020/21	2021/22
COMPENSATION OF EMPLOYEES	R 3 020 736,26	R 3 813 431,71	R 4 984 558,17	R 5 604 503,62	R 5 856 706,28	R 6 120 258,07	R 6 395 669,68
GOODS AND SERVICES	R 96 613,39	R 489 438,14	R 163 515,38	R 210 038,90	R 219 490,65	R 229 367,73	R 239 689,28
MACHINERY AND EQUIPMENT	R 16 070,69	R -	R -	R -	R -	R -	R -
OTHER	R 580 073,90	R 5 632 171,57	R -	R -	R -	R -	R -
SCHOLAR TRANSPORT: PRIMARY SCHOOLS	R 328 563 752,10	R 370 579 325,24	R 527 734 721,29	R 582 121 811,54	R 608 317 293,06	R 635 691 571,25	R 664 297 691,95
SCHOLAR TRANSPORT: HIGH SCHOOLS	R 213 240 876,73	R 187 645 708,90	R 284 796 333,54	R 311 443 534,41	R 325 458 493,46	R 340 104 125,66	R 355 408 811,32
Grand Total	R 545 518 123,07	R 568 160 074,57	R 817 679 128,38	R 899 379 888,47	R 939 851 983,45	R 982 145 322,71	R 1 026 341 862,23

Compounded Average Growth Rate

Department of Education	Actual Expenditure				CAGR
	2015/2016	2016/2017	2017/2018	2018/2019	
HO: DIR SCHOLAR TRANSPORT	R 545 518 123,07	R 568 160 074,57	R 817 679 128,38	R 899 379 888,47	18,1%
COMPENSATION OF EMPLOYEES	R 3 020 736,26	R 3 813 431,71	R 4 984 558,17	R 5 604 503,62	22,9%
GOODS AND SERVICE	R 96 613,39	R 489 438,14	R 163 515,38	R 210 038,90	29,5%
MACHINERY AND EQUIPMENT	R 16 070,69	R -	R -	R -	-100,0%
OTHER	R 580 073,90	R 5 632 171,57	R -	R -	-100,0%
SCHOLAR TRANSPORT: PRIMARY SCHOOLS	R 328 563 752,10	R 370 579 325,24	R 527 734 721,29	R 582 121 811,54	21,0%
SCHOLAR TRANSPORT: SECONDARY SCHOOLS	R 213 240 876,73	R 187 645 708,90	R 284 796 333,54	R 311 443 534,41	13,5%
Grand Total	R 545 518 123,07	R 568 160 074,57	R 817 679 128,38	R 899 379 888,47	18,1%

Share Analysis

GDE: SCHOLAR TRANSPORT	ACTUAL EXPENDITURE				SHARE OF TOTAL EXPENDITURE			
	2015/2016	2016/2017	2017/2018	2018/2019	2015/2016	2016/2017	2017/2018	2018/2019
COMPENSATION OF EMPLOYEES	3 020 736,26	3 813 431,71	4 984 558,17	5 604 503,62	0,55%	0,67%	0,61%	0,62%
GOODS AND SERVICES	96 613,39	489 438,14	163 515,38	210 038,90	0,02%	0,09%	0,02%	0,02%
MACHINERY AND EQUIPMENT	16 070,69	-	-	-	0,00%	0,00%	0,00%	0,00%
OTHER	580 073,90	5 632 171,57	-	-	0,11%	0,99%	0,00%	0,00%
SCHOLAR TRANSPORT: PRIMARY SCHOOL	328 563 752,10	370 579 325,24	527 734 721,29	582 121 811,54	60,23%	65,22%	64,54%	64,72%
SCHOLAR TRANSPORT: SECONDARY SCHOOL	213 240 876,73	187 645 708,90	284 796 333,54	311 443 534,41	39,09%	33,03%	34,83%	34,63%
Grand Total	545 518 123,07	568 160 074,57	817 679 128,38	899 379 888,47	100,00%	100,00%	100,00%	100,00%