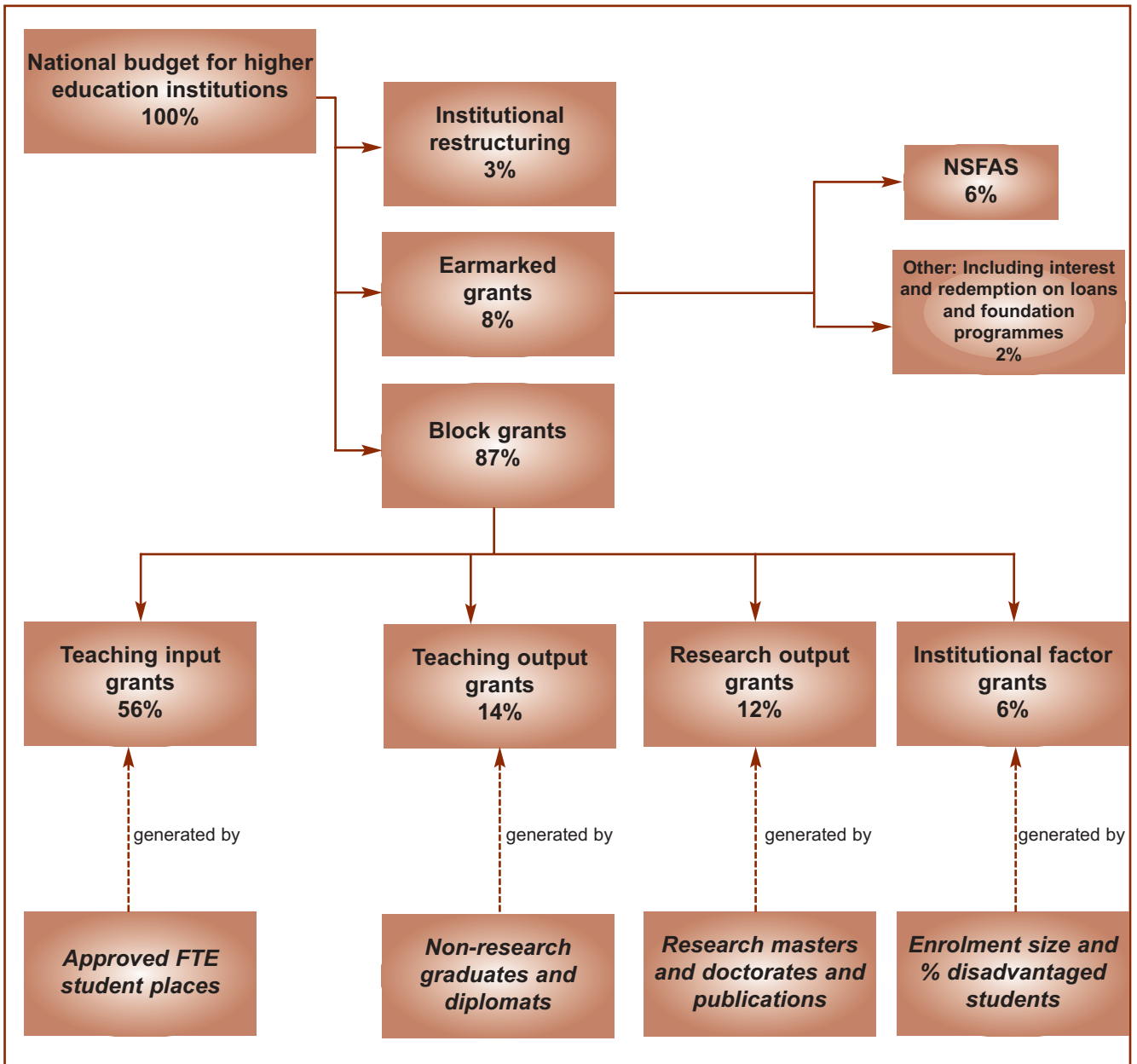


Figure 5:
Division of government budget between grant categories: 2004/05 to 2006/07



[Source: National Department of Education – A New Funding Framework, Feb. 2004]

5.1.3 Training of Specialists

Health care is driven by innovations in health interventions, be these through preventive or curative approaches. The health professions are vital to these innovations as almost all professions traditionally take the responsibility for improving the quality of the interventions that are associated with their scope of work. In the case of professional categories like nursing, pharmacy, medicine, psychology etc, specialisation is a key factor of innovative research to improve health outcomes.

A high level of specialisation traditionally drives academic development. This is certainly true of many health sciences professions, which tend to draw potential teachers from within their own ranks. The tradition in South Africa is that academics exist within the public health sector, as the major academic hospitals fall within this sector. A consequence of this is that academics are required to fulfil three functions: *teaching, service and research*. However research work tends to be neglected due to under-funding, and struggles to attract young entrants, probably due to the lack of instruction at undergraduate level and a lack of clear career paths. A