



**SACE**

South African Council for Educators

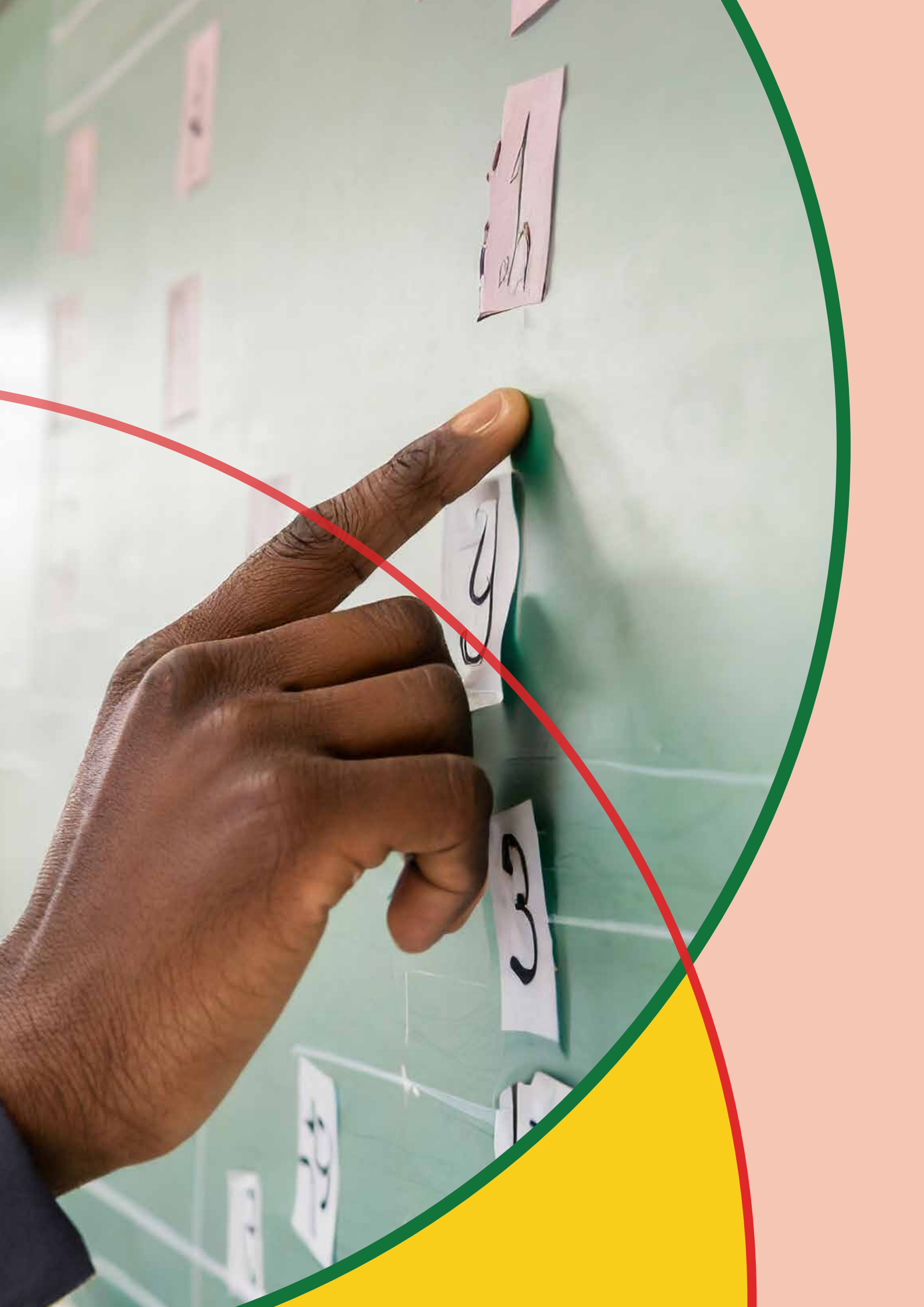
*Towards Excellence in Education*



# ANNUAL PERFORMANCE PLAN 2024/25

The Year of Education  
and the Profession  
*We Want in Africa*







## EXECUTIVE AUTHORITY STATEMENT

The South African Council for Educators (SACE) derives its core mandate from the SACE Act no.31 of 2000. Accordingly, the Council has a legislative responsibility to build a capable, ethical, and inclusive teaching profession and professionals alike. In doing so, it also strengthens the government's agenda of professionalising the public service by playing an immense role in doing the same in the teaching profession through the mandatory professional registration of all educators before their employment; ensuring their adherence to the code of professional ethics and professional teaching standards, as well as maintaining their professional status and standing through participation in continuing professional development.

The 2024/25 Annual Performance Plan moves from the Council's vision of developing a credible teaching profession that ensures that schools have fit-to-practice, ethical, trustworthy, and capable educators, college lecturers and Early Childhood Development (ECD) practitioners in line with the imperatives of the National Development Plan: Vision 2030, SACE Act no 31 of 2000, National Policy Framework on Teacher Education and Development in South Africa (2007), and other relevant policy and legislative frameworks.

Moreover, the APP is reflective of the Council moving in sync with the government in prioritizing the professionalisation path of the teaching profession across the teacher education and development continuum, through Programmes 2, 3, 4, and 5 in this APP. The professionalization process is also underpinned by the values of the teaching profession and the ethical and professional teaching standards. Thus, the year ahead will prioritise the processing of the reported educator misconduct cases through the allocation and utilization of more resources on Programme 3 (Ethical Standards). This is also important in minimizing the carrying over of cases into the new financial years and regulating the teaching profession in the public and children's interest.

Coupled with this, the provisioning of SACE-endorsed continuing professional development by SACE endorsed approved providers will deliver programmes and activities that support educators in maintaining the ethical and professional teaching standards. This will assist in curbing the recurring gender-based violence in the profession and strengthening the social contract between the educators and public. Through the management of the continuing Professional Teacher Development (CPTD) System, SACE will monitor and report on professional development uptake.

A handwritten signature in black ink, appearing to read 'Mrs AM Motshekga', written over a horizontal line.

**Mrs AM Motshekga, MP**  
**Executive Authority**





## FOREWORD BY THE CHAIRPERSON

I am pleased to present the 2024/25 Annual Performance Plan (APP) which indicates SACE's planned outcomes, outputs and priorities in taking the teaching profession forward inconsistent with the entity's 2020–2025 strategic plan. Equally, the APP's planned outcomes, outputs, performance Indicators and targets contribute to the sixth administration's priority number three (3) in terms of educators and Early Childhood Development (ECD) practitioners' education and skills, as well as priority number one (1) regarding the building of a capable, ethical, and developmental teaching profession and public entity in line with the Revised 2019 – 2024 Medium-Term Strategic Framework (MTSF).

Thus, in overseeing this APP in the new financial year, SACE is responsible for strengthening its governance and accountability systems, and its organisational internal capacity. Part of this process would include ongoing capacity building and support to ensure good governance, effective implementation of the APP programme and accountability in service delivery at the coalface of the teaching profession.

In conclusion, the Accounting Authority commenced a process of reviewing and repositioning SACE as a public entity and professional self-regulatory body. Thus, the year ahead will see the conclusion of the reviewing and repositioning process with recommendations that may also have possible impact on and implications for basic and higher education and training sectors, the mid-term strategic plan review process and Council priorities, the 2024/25 APP, governance structure, SACE administration structure, as well as the SACE Act amendments.

A handwritten signature in black ink, appearing to read 'Mabutho Cele', positioned above a horizontal line.

**Mabutho Cele**  
**Chairperson of Council**



## ACCOUNTING OFFICER STATEMENT

The 2024/25 APP is presented as the financial year marks the final year of implementing SACE's 2020-2025 strategic plan through this APP. While the APP programmes are aligned with the strategic plan, they are equally informed by the SACE Act. This Act mandates the AA to provide for the professional registration of all educators; promote the continuing professional development of educators; and set, protect, and maintain ethical and professional standards in the teaching profession. The Council's mandate is further strengthened by chapter 9 of the National Development Plan (NDP) of 2012, which underscores SACE's role in setting professional standards

and ensuring that there is quality provisioning for educators' continuing professional development through the approval of providers and the endorsement of quality professional development programmes and activities.

The council has a total of six (6) programmes. The programmes are the core mandated programmes with performance indicators outlined as per the 2024/25 Annual Performance Plan. As a professional self-regulatory body, SACE is self-funding. Thus, the main source of funding is educator membership fees determined by the Accounting Authority periodically, in consultation with the Minister and stakeholders. SACE is self-funding from educators' monthly levy of R16.50. This amount appears incommensurate with the mandate and role of SACE in the main. The ripple effect of this is evident in the budget allocations to the APP programmes. Second, the inevitable budget allocation imbalances between the administration/salary bill and delivery of services to the teaching profession remain a cause of course for concern for the entity. This situation seems to be aggravated by extending provincial offices in their current brick-and-mortar form, along with the related increase in administration and human resource costs. It is for this reason, amongst others, that SACE is going through a self-renewal process that includes, amongst others, the rethinking and reconceptualization of provincial offices and exploring varying cost-effective and context-sensitive models.

Expenditure and revenue are expected to decrease at an average annual rate of 1.03 per cent over the MTEF period, from R121.3 million in 2023/24 to R118.1 million in 2026/27. The decrease in revenue is mainly due to the expected decrease in the number of educators registered and reinstated.

The council expects to generate 81.2 per cent (R384.4 million) of its revenue over the MTEF period through membership and registration fees, and the remainder through interest on investments, reprints of certificates and transfers from the department for continuing professional teacher development programmes. Transfers from the department are expected to increase by 4.8 per cent over the period ahead, from R15.6 million in 2023/24 to R18 million in 2026/27.



The International Forum for Regulatory Authorities (IFTRA) will be hosting its biennial conference in June 2024, in Australia, under the theme: Teacher regulation for Quality and Quantity– can it be done? AFTRA is part of IFTRA, and as a member of AFTRA SACE will attend the conference as part of AFTRA, and present conference papers.

SACE carried the administrative responsibility of the Africa Federation of Teaching Regulatory Authorities (AFTRA). All the AFTRA member organisations that hold the Executive Director position have been requested to provide additional support to the Federation. The 2024 AFTRA Teaching and Learning conference will take place in Zambia on the 21<sup>st</sup> to 22<sup>nd</sup> May 2024. The conference theme has been approved as follows:

“Teachers We Need for the Education We Want: Agenda Setting for the African Union Year of Education 2024.” The African Union introduced 2024 as the year of Education, to be launched on the 17<sup>th</sup> of February whilst SACE Theme for the Year will read, “The Teaching Profession We want”.



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**Ms ME Mokgalane**

**Accounting Officer: SACE South African Council for Educators**

## OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of **The South African Council for Educators** under the guidance of the **Department of Basic Education and Council Structures**;
- Takes into account all the relevant policies, legislation and other mandates for which the **South African Council for Educators is responsible**; and
- Accurately reflects the Impact, Outcomes and Outputs that the **South African Council for Educators** will endeavour to achieve over the period of **2024/25**.



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**Ms NY Lechaba**  
**Programme Head: Professional Registration**  
**and Professional Teaching Standards**

**Date: 30 January 2024**



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**Ms TV Sophethe**  
**Acting Programme Head: Professional**  
**Development and Ethics**

**Date: 30 January 2024**

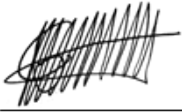


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**Ms TV Sophethe**  
**Manager Responsible for Planning**  
**M&E and Reporting**

**Date: 30 January 2024**





**Mr GM Mapindani**  
**Chief Financial Officer**

**Date: 30 January 2024**



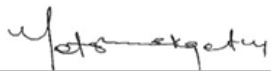
**Ms ME Mokgalane**  
**Accounting Officer**

**Date: 31 January 2024**



**Approved by:**  
**Mr Mabutho Cele**  
**Chairperson of Council**

**Date: 31 January 2024**



**Approved by:**  
**Mrs AM Motshekga,**  
**MP Executive Authority**

**Date: 22 February 2024**





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## LIST OF ACRONYMS

Africa Federation of Teaching Regulatory Authorities	<b>AFTRA</b>
Continuing Professional Teacher Development	<b>CPTD</b>
Continuing Professional Teacher Development Management System	<b>CPTD MS</b>
Department of Basic Education	<b>DBE</b>
Department of Higher Education and Training	<b>DHET</b>
District Teacher Development Centres	<b>DTDCs</b>
Education Deans Forum	<b>EDF</b>
Education Labour Relations Council	<b>ELRC</b>
Higher Education Institutions	<b>HEIs</b>
Integrated Strategic Planning Framework for Teacher Education and Development in South Africa	<b>ISPFTED</b>
Medium-Term Expenditure Framework	<b>MTEF</b>
National Association of Independent Schools in South Africa	<b>NAISA</b>
National Development Plan	<b>NDP</b>
National Education Evaluation and Development Unit	<b>NEEDU</b>
National Teacher Education and Development Committee	<b>NTEDC</b>
National Policy Framework for Teacher Education and Development in South Africa	<b>NPFTE</b>
Post-level one educators	<b>PL1</b>
Professional Learning Communities	<b>PLC</b>
Post-level one	<b>PL1</b>
Progress in International Reading Literacy Study	<b>PIRLS</b>
Professional Teaching Standards	<b>PTSs</b>
South African Council for Educators	<b>SACE</b>
South African Qualifications Authority	<b>SAQA</b>

A stylized, abstract illustration of a person's profile in shades of green and grey, facing right. The person is holding an open book. A large yellow circle is positioned over the book, containing the text 'PART A'.

**PART  
A**

**OUR MANDATE**

## PART A OUR MANDATE

### 1. Updates of the relevant legislative and policy mandates

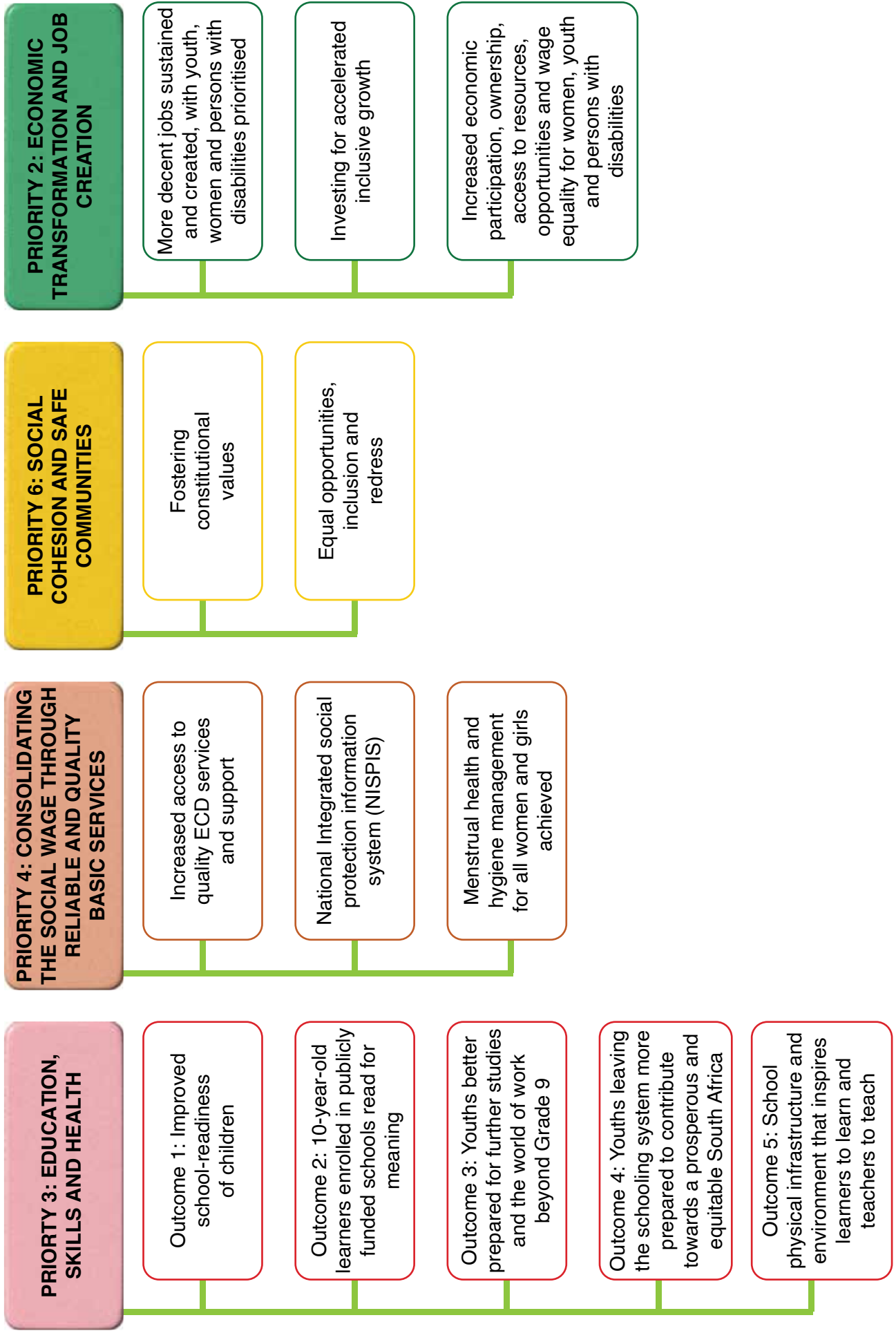
TITLE
<ul style="list-style-type: none"><li>• The Constitution of the Republic of South Africa (1996): It is fundamental in promoting the values that are consistent with the basic human rights, as well as ensuring that the child's welfare is paramount when making decisions about their lives.</li><li>• SACE Act, 2000 (Act no. 31 of 2000): It mandates SACE to provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards.</li><li>• NQF Act, 2008 (Act no. 67 of 2008): As a professional body, SACE should work collaboratively with all the quality councils, and ensure that it is recognised by the South African Qualifications Authority (SAQA).</li><li>• Employment of Educators Act, 1998 (Act no. 76 of 1998): It regulates the employment of educators and has implications for SACE in relation to issues of educator misconduct and the reporting thereof by the employers of educators.</li><li>• The Children's Act, 2005 (Act no. 38 of 2005): SACE is required to implement the SACE Act and enforce the code of professional ethics in line with the Children's Act, ensuring that the names of the sanctioned educators that are not fit to work with children are recorded there.</li><li>• The Criminal Law (Sexual Offences Act) Amended Act of 2007: It deals with the legal aspects pertaining to sexual offences and the inclusion of the convicted sex offenders in the National Register for Sex Offenders.</li></ul>

## 2. Updates to Institutional Policies and Strategies

- Medium-Term Strategic Framework 2019-2024



3. Basic Education Contribution to MTSF 2019-2024





**SACE Contribution to MTSF as per DBE Strategic Plan and APP**



- **NDP: Vision 2030: National Development Plan (2012):** requires that SACE play a quality management role in the approval of professional development providers and endorsement of quality professional development programmes/activities, as well as setting professional standards for the teaching profession.
- The NDP on education aims to reform the delivery of education to cater for the developmental needs of the youth, starting from their formative years right through to their coming of age. The way the system aims to address the needs of the youth should be such that everyone is afforded every opportunity to succeed regardless of their background.
- **District Development Model:** decentralising the SACE services by working collaboratively with the education districts in accelerating the delivery of the SACE mandates closer to where the schools are in terms of the promotion and management of the continuing professional development system, and the maintenance of the ethical and professional standards.
- **National Strategic Plan on Gender-Based Violence:** the protection of women and children against gender-based violence and femicide in the basic education sector, through interventions that contribute to the achievement of the national strategic plan on gender-based violence, is vital.
- **The Human Resources Development Strategy for Early Childhood Development (based on the National Integrated Early Childhood Development Policy) (2018):** The professionalisation of the ECD sector is important in terms of ensuring professionally registered and capable ECD practitioners and educators within the DBE/DSD ECD function shift process.
- **National Policy Framework of Teacher Education and Development in South Africa – More Teachers, Quality Teacher (2007):** stipulates SACE’s central role in managing a system for continuing professional development for educators in the schooling sector with the support of the Department of Basic Education, Provincial Education stakeholders and stakeholders in the sector.
- **Policy on Minimum Requirements for Teacher Education Qualifications (2016):** guides the sector on the minimum qualifications for entry into the teaching profession and continuing professional development in learning throughout an educator’s career.
- **The Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators:** guides the sector on the minimum qualifications for entry into the ECD levels within the teaching profession and continuing professional development and learning throughout the practitioners’ and educators’ careers.
- **Integrated Strategic Planning Framework on Teacher Education and Development in South Africa (2011):** This is an integrated and collaborative plan for teacher education and development in South Africa and clarifies various stakeholders’ roles and responsibilities in that regard. SACE’s quality management role in the provisioning of continuing professional development by various providers is underscored. The continued implementation of this plan should also be understood within the broader context of the review and reflection process and the resolutions and declaration taken at the sector’s multi-stakeholder Teacher Education and Development Summit held in November 2021.

## Other institutional policies and strategies over the five-year planning.

- ICT Strategy (2020)
- Communication Strategy (2020)

## 4. Update to Relevant Court Rulings

### South African Council for Educators v Deon Scheepers and Others [2023] ZACC23

- The educator herein was charged with several counts of examination fraud.
- ETHCOM took the decision that charges be preferred against him.
- The educator took the decision to charge him on review on the basis that he was not afforded an opportunity to respond to the allegations, despite having responded twice to the allegations
- This matter was heard on 7 June 2021 and SACE lost the case and is currently appealing the judgement.
- The judge in the matter could not distinguish between SACE and the Department of Education and ruled that in all instances, SACE should wait for an employer to finalise its case before SACE can deal with such a matter.
- This means that SACE will never be able to process a case until an employer has dealt with such a matter. The argument was both wrong in law and fact.
- On 5 December 2021 SACE appeared and applied for leave to appeal in the Bloemfontein High Court.
- The Court dismissed the SACE application for leave to appeal with costs.
- SACE referred the matter to the Supreme Court of Appeal (SCA).
- The SCA dismissed the SACE petition for leave to appeal.
- The leave of appeal was heard in the Constitutional Court on the 17 November 2022.
- The constitutional court refused the SACE leave to appeal with costs of the two counsel.

### Centre for Child Law and Others v South African Council for Educators and Others (1289/2022) [2024] ZASCA 45 (9 April 2024)

- The CCL took the SACE to court, challenging the sanctions that were imposed upon 2 educators.
- These cases took place in 2 separate provinces, although the sanctions imposed by different presiding officers were almost similar.
- One of the cases took place in Gauteng and another one in Limpopo; both matters involved corporal punishment where both educators were found guilty of slapping learners in the 2 respective schools.
- ETHCOM sanctioned the 2 educators to removal from the register for a period of 10 years and a fine of R15 000.00. The fines were in line with the SACE mandatory sanction and within the ambit of Section 5 of the SACE Act.
- The parents of the learners, through Section 27, an NGO, are challenging the sanctions as being too lenient
- On 24 October, SACE received a judgement wherein the judge dismissed the prayers by the applicants instead, the court ordered SACE to consult with the CCL when reviewing its mandatory sanctions to ensure that the interest of the child is catered for when reviewing the sanctions.
- The court ordered the SACE to pay the costs of the CCL.
- SACE referred the matter at the supreme court of appeal in order to contest the order of costs.
- The decisions and sanctions are remitted to the first respondent for reconsideration in order to comply with its constitutional obligations to act in the best interests of learners and to consider appropriate rehabilitative sanctions to ensure that the two educators referred to above are assisted and enabled to apply appropriate and non-violent disciplinary measures
- SACE lost the case and has been ordered to pay the charges as prescribed





**PART  
B**

**OUR STRATEGIC FOCUS**

## PART B OUR STRATEGIC FOCUS

### 1. VISION

Inspiring a Credible Teaching Profession

### 2. MISSION

To register fit-to-practice educators & lecturers, promote their continuing professional development, and maintain the profession's professional teaching and ethical standards

### 3. VALUES

The core values and ethical principles of the SACE are outlined in the table below:



## 4. UPDATED SITUATIONAL ANALYSIS

### INTRODUCTION

SACE is a statutory professional self-regulatory body that is mandated by the SACE Act (Act no. 31 of 2000) to, firstly, provide for the professional registration of educators as defined in section 2 of the Act. Section 21(1) of the SACE Act states that “a person who qualifies for registration in terms of this Act must register with the council before being appointed as an educator”. The act in section 21(2) also prohibits employers from employing unregistered educators.

Secondly, SACE is legislated to promote educators’ professional development through the management of the Continuing Professional Teacher Development (CPTD) system. This mandate is further reinforced through the National Development Plan, National Policy Framework on Teacher Education and Development in South Africa (2007), Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, Policy on Minimum Requirements for Teacher Education Qualifications, National Qualifications Framework Act (2008) as amended, and others.

While SACE has the CPTD system as mandatory in line with Sections 55 and 56 of the National Policy Framework on Teacher Education and Development which directs that SACE should have sanctions and rewards for the system on paper, the practice is the opposite. CPTD is intended not to be a punitive measure, its first six years (2013/2014 – 2019/2020) of implementation did not insist on compulsory participation, in the hope of easing participants into the culture of lifelong learning, especially. This non-compulsory status has remained. Making it difficult to enforce the policy framework. Lastly, SACE has a mandate to set, promote, and maintain ethical and professional standards.



### Progress towards achievement of institutional impact and outcomes

Outcome	Outcome indicator	2020-2025 five-year target	Actual achievement
Efficient and effective governance	Percentage of internal and external audit recommendations implemented	100%	78%
Fit-to-practice registered educators and lecturers	Percentage of educators and lecturers screened for fitness-to-practice	100%	87.3%
Maintained ethical standards	Number of educators who adhered to the code of professional ethics	400 000	446 542
Improved teacher competence	Percentage of educators participating in professional development activities	80%	91.2%
Improved teacher professionalisation	Strengthened teacher education and development continuum	Implemented teacher professionalisation path	Council has not yet developed the policies and frameworks that guide the implementation of the path



## EXTERNAL ENVIRONMENT ANALYSIS

The current population of South Africa is 60,748,054 as of Friday, January 19, 2024, based on World meter elaboration of the latest United Nations data 1. South Africa 2023 population is estimated at 60,414,495 people at midyear. South Africa population is equivalent to 0.75% of the total world population. South Africa ranks number 24 in the list of countries (and dependencies) by population. As of 2022, South Africa's population increased, counting approximately 60.6 million inhabitants. Of these, roughly 22.12 million were aged 0-19, while 609,000 people were 80 years or older. South Africa has a large population under 14, who will be looking for job opportunities in the future.

However, the country's labour market has had difficulty integrating these youngsters. Specifically, as of the third quarter of 2022, the unemployment rate reached close to 60 percent and 42.9 percent among people aged 15-24 and 25-34 years, respectively. In the same period, some 25 percent of the individuals between 15 and 24 years were economically active, while the labour force participation rate was higher among people aged 25 to 34, at 71.2 percent.

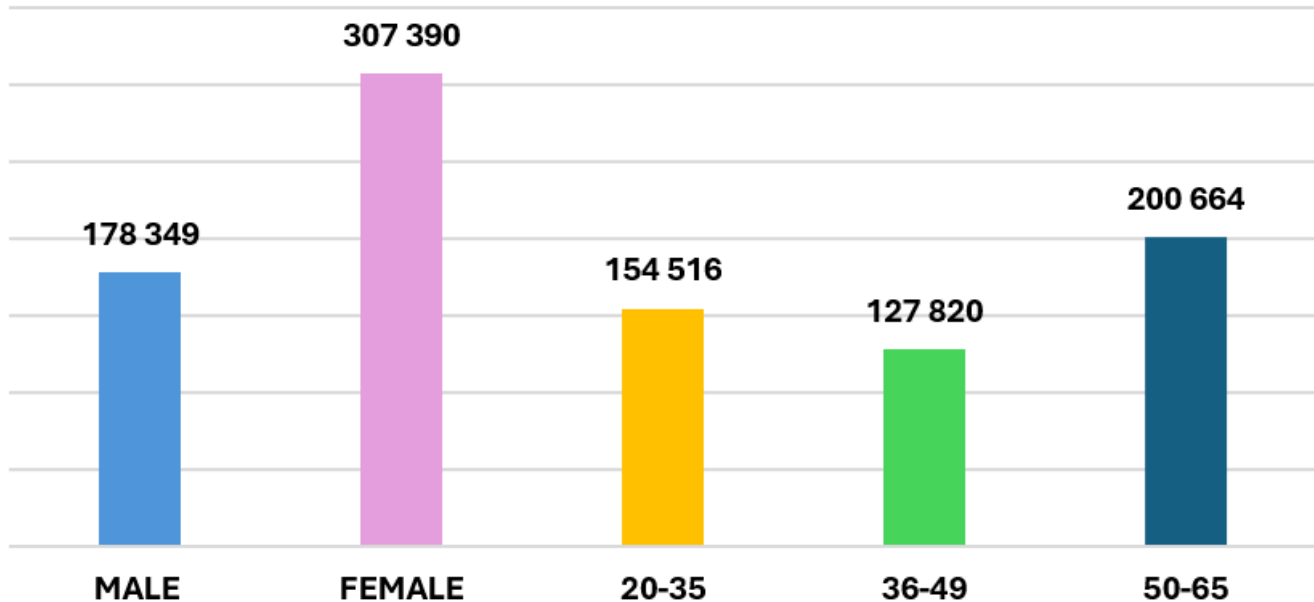
The NDP assumes that with better teachers, better curriculum, infrastructure and school management the retention of learners within the educational system automatically increases. Whilst it makes commitments to investigate teacher retention and development, it does little by way of identifying the leading factors in the drop-out rates of young learners from the school system and even less in addressing them. According to Bosa's spokesperson Mudzuli Rakhivhane, Basic Education Minister Angie Motshekga stated there were 24 000 vacant teacher posts and UEMSA's database had recorded almost 30 000 qualified teachers were unemployed or doing other jobs. Education system is in a serious crisis Rakhivhane said the partnership would see the parties working to bring national attention to the cause of unemployed qualified teachers across the country.

As of 2022, the total number of teaching staff in ordinary school in South Africa amounted to roughly 485 739. KwaZulu-Natal had the largest number of teachers in public schools, amounting to 103 668. Gauteng registered the highest number of educators, therefore Northern Cape counts lowest number of educators in public schools with 11 810.

PROVINCE	NUMBER OF TEACHERS	GENDER DISTRIBUTION		AGE		
		MALE	FEMALE	20-35	36-49	50-65
EASTERN CAPE	63127	22 581	40 546	16 504	16 666	29 654
FREE STATE	26581	9 508	17 073	10 211	6 239	10 021
GAUTENG	103526	41 274	62 252	39 383	25 845	37 311
KWAZULU/NATAL	103668	33 258	70 410	26 666	37 593	39 060
LIMPOPO	57019	22 425	34 594	15 006	10 661	31 189
MPUMALANGA	38479	14 528	23 951	11 665	9 020	17 663
NORTHWEST	31549	10 839	20 710	10 831	6 739	13 865
NORTHERN CAPE	11810	4 013	7 797	4 082	3 140	4 552
WESTERN CAPE	49980	19 923	30 057	20 168	11 917	17 349
<b>TOTAL</b>	<b>485 739</b>	<b>178 349</b>	<b>307 390</b>	<b>154 516</b>	<b>127 820</b>	<b>200 664</b>



## Total number of public school teachers age and gender distribution



### Impact of Floods and Drought in Education Sector

In the education sector floods leave a trail of destruction which may result in children's education getting to a level where it cannot be salvaged. Schooling may be cancelled; children may drop out of school and school absenteeism may occur if school buildings are used as evacuation centers. Children and teachers fail to go to school because of damaged roads and having to travel across rivers becomes dangerous. Using boats increases the cost of getting to schools which parents fail to meet. In the absence of qualified teaching personnel, coupled with unattractive and dilapidated learning infrastructure impedes the quality of education offered to students which in turn affects the performance of students.

The drought also lead to a significant decline in classroom performance. This can be seen in areas where there was shortage of water. In which it creates a ripple effect of shortage of food including crop, if this upward trajectory continues, it might cause a lot of absenteeism and a low pass rate as the learners won't concentrate with empty stomach.



## PESTEL ANALYSIS

Political Factors	<ul style="list-style-type: none"> <li>Professionalising the ECD sector.</li> </ul>
Economic Factors	<ul style="list-style-type: none"> <li>Lack of learning and teaching materials; teaching and learning outcomes are negatively impacted by load shedding and an unstable electricity supply (impact on running water in schools, heat, and light).</li> <li>The Department of Basic Education's allocation of funds to SACE was reduced by 15.8% in 2022–2023.</li> <li>Real GDP increased 2.5 percent in 2023 (from the 2022 annual level to the 2023 annual level), compared with an increase of 1.9 percent in 2022.</li> <li>The infrastructure of schools in KwaZulu-Natal and Gauteng was damaged by floods</li> </ul>
Social Factors	<ul style="list-style-type: none"> <li>Inadequate facilities (poorly maintained libraries, study areas, crammed classrooms, and pit toilets in schools) pose risks to teaching and learning as well as to the health and safety of students and teachers.</li> <li>The rising school dropout rate due to socio-economic factors (child-headed households, unemployment rate, etc)</li> </ul>
Technological Factors	<ul style="list-style-type: none"> <li>Full implementation of Robotics and Coding to be taught in the 2023 academic year. Training of teachers on coding and robotics needed.</li> <li>Load shedding may have a detrimental effect on teachers' professional development, making it more difficult for them to track and report their CPTD points.</li> </ul>
Environmental Factors	<ul style="list-style-type: none"> <li>Global warming effects such as repeated flooding leading to schools being inaccessible, impacting teaching and learning</li> <li>Damaged infrastructure due to flooding leading to the loss of teaching and learning time</li> </ul>
Legal Factors	<ul style="list-style-type: none"> <li>The prolonged nature of amending the SACE Act.</li> </ul>

## INTERNAL ENVIRONMENT ANALYSIS

As reflected in its 2020 – 2025 strategic plan, SACE is poised to enhance the confidence that the public has in the credibility of the teaching profession. This aim is presented as an impact because the benefit described crystallises at a macro or societal level. In the quest to realise this impact, the organisation recognises that it would have to work tenaciously towards the achievement of a catalogue of outcomes. The underpinning idea is that the identified outcomes, working in concert would, if sustained over the long term, engender the emergence of the impact that it seeks.

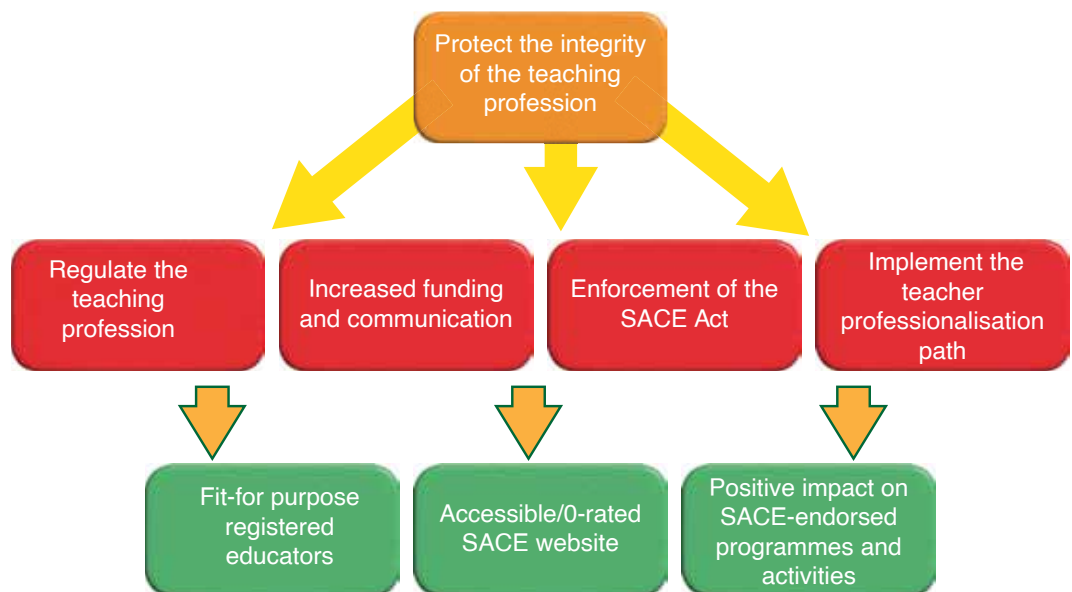
### Theory of Change

If SACE’s goal is to protect the integrity of the teaching profession, **Then** there should be stringent measures to enforce the mandatory functions from initial teacher education to managing the system of continuing professional development.

#### ACTION If...

#### AIM Then...

#### POSSIBLE RESULT So...



### PROGRAMME 1: ADMINISTRATION

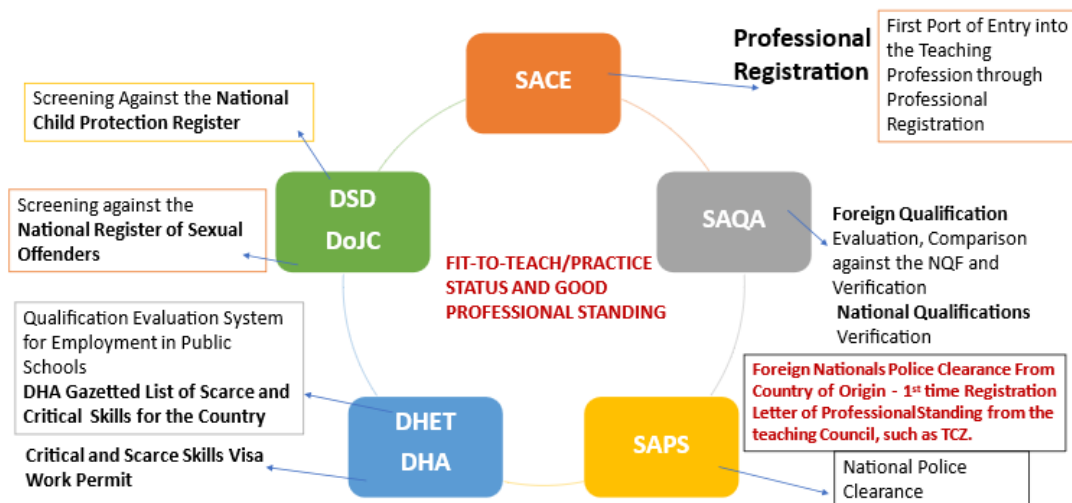
The Council continues to provide quality assurance within the collecting, verifying and reporting of performance information of the core mandate. Statutory Reports and documents have been provided to the DBE and are in compliance with PFMA, Framework for Strategic Plans and Annual Performance Plans, Framework for Managing Programme Performance Information and PMER Policy Framework 2022-24. The consistent submission of eQPRS and Quarterly Report to DBE in due time ensures good governance and compliance with legislation. Since the training of the panellists, the number of cases that were investigated increased exponentially and it is expected that investigations will be finalised speedily in the future. The panellists will receive further training to enable them to prosecute and preside over disciplinary hearings. This will also increase the number of disciplinary hearings that the SACE will be able to finalise.

The Council received a fair media balance and managed to reach out to its target audience. As part of intensifying the teachers’ rights campaign, media bulk buying was procured through 4 TV channels with prime-time news clock adverts. These were preceded by the issuing of three media statements, thus increasing the visibility of SACE to the public. More initiatives of the Council were communicated using other platforms which included posts on the SACE website, internal communication posts to staff members, and production of a video clip on the Safety and Security Handbook. The Council has to do with the legislative requirement of payment of suppliers within 30 days of receipt. The Council had improved in this indicator by paying 99.54% against the target of 100%.

### PROGRAMME 2: PROFESSIONAL REGISTRATION

As part of professionalising the initial teacher education space and the Work Integrated Learning (teaching practice in schools) space, student teachers will be provisionally registered. Additionally, newly qualified educators who are fit to practise will be registered once they have completed the screening and vetting processes. In ensuring that the basic education sectoral priorities are realised, people who are needed in the schooling sector for purposes of the implementation of the three-stream model and specialised areas in focus schools will be conditionally registered. More ECD practitioners will be registered following the signing of the proclamation regarding the transfer of the powers of the ECD function from the Minister of Social Development to the Minister of Basic Education.

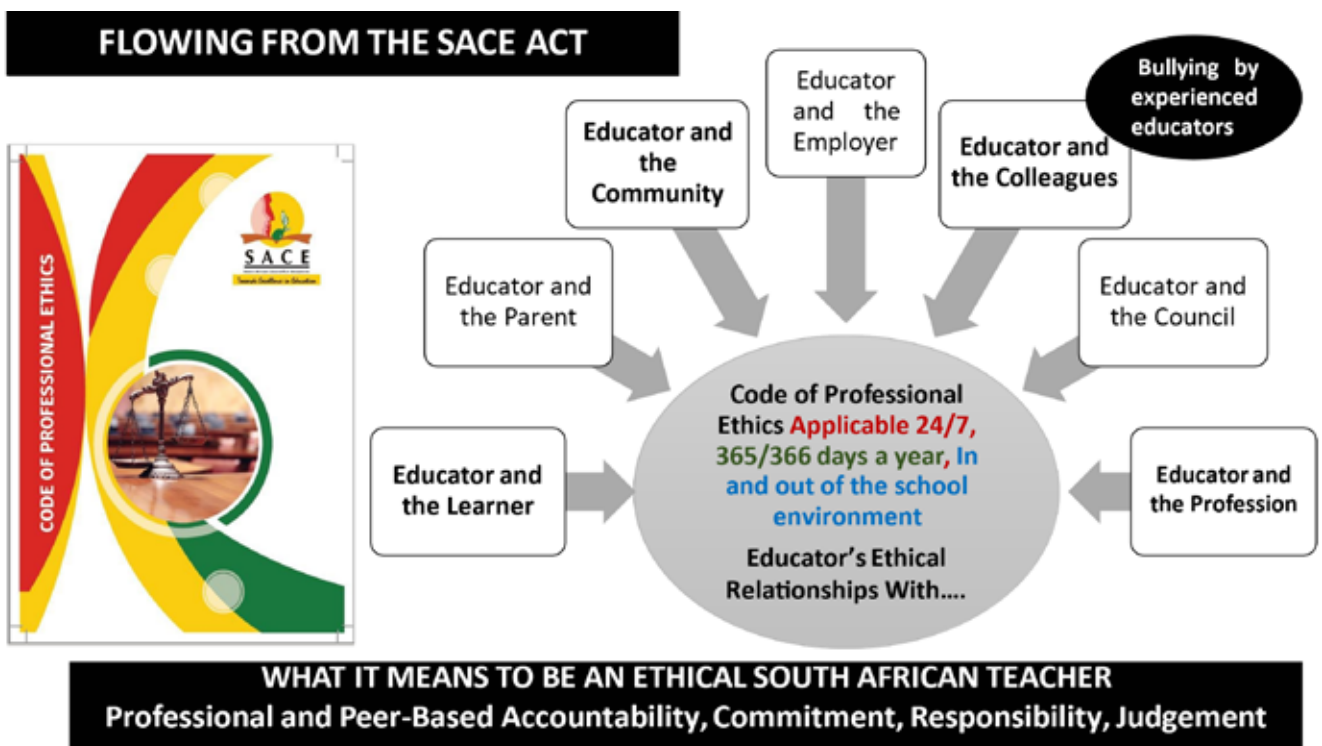
### PROFESSIONAL REGISTRATION VALUE CHAIN



### PROGRAMME 3: ETHICAL STANDARDS

This programme serves the purpose of promoting and maintaining ethical standards in the teaching profession, as reflected in the Code of Professional Ethics. When educators deviate from the set ethical standards and become guilty of misconduct, they are reported to SACE. This is followed by investigations, disciplinary hearings, and sanctioning. While many investigations have been completed, cases fail to be finalised due to the disciplinary hearings being affected by complex factors. Therefore, this programme has been divided into three sub-programmes with the use of percentage indicators as a strategy for SACE to plan and account for what it can control in terms of reported cases.

The outcome of maintained ethical standards is the focus of the ethical standards programme. The programme recognises the need for educators to continuously conduct themselves in a morally and ethically upright manner. The positive crafting of the outcome has shown a need for the APP performance indicators to be amended. This programme budget for the 2024/25 financial year has been reduced significantly. The outcome in the strategic plan shows that, educators who transgress are expected to be removed from the registration roll after the due process of investigations, disciplinary hearings and sanctions has played out.



**SANCTIONS – APRIL-SEPTEMBER 2023**

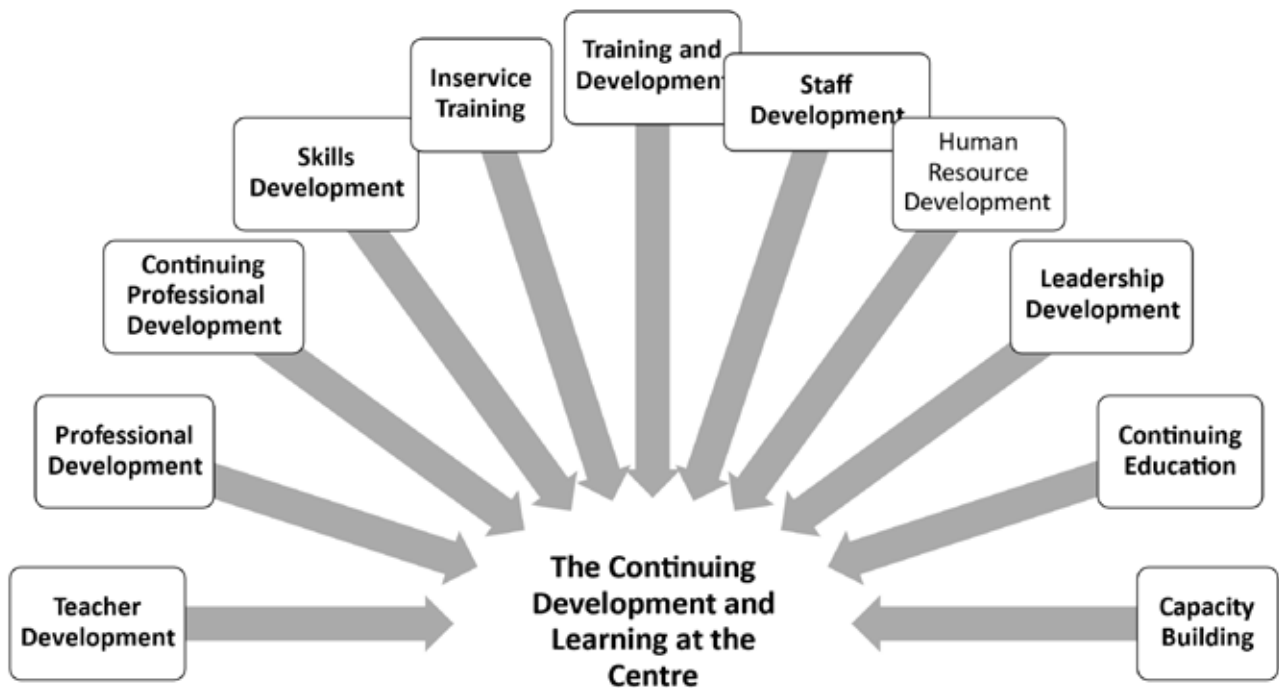
By the time of publishing this APP, nine (9) educators were found guilty and charged as per SACE mandatory sanctions after ratification by the Executive Committee of 27 November 2023.

<b>NAME OF SCHOOL</b>	<b>OFFENCE(S)</b>	<b>RECOMMENDED SANCTION NOTED BY ETHCOM AND REFERRED TO EXCO FOR DIRECTION</b>
Aurora High School	Sexual Harassment of a Learner	Name be removed from the register of educators that is administered by Council for a minimum period of 10 (Ten) years of which he can re-apply for admission, provided there is documentation to support his rehabilitation programs.
Sebalamakgolo Secondary School	Dishonesty and Examination Fraud	Name be removed from the register of educators that is administered by Council indefinitely.
Besek College	Sexual Harassment of a Learner	Mr. F Samanyanga's name be removed from the register of educators that is administered by Council indefinitely.
Hector Petersen Secondary School	Sexual harassment of a Learner	Name be removed from the register of educators that is administered by Council indefinitely.
Shabalala Secondary School	Sexual Relationship and Impregnating a Learner. Furthermore, he concluded a civil marriage with the same learner.	Name removed from the register of educators that is administered by the Council indefinitely. Furthermore, his name must be submitted to DSD to be listed in the register of people who are deemed to be unfit to work with children.
Semonate Secondary School	Sexual Relationship and Impregnating a Learner	Name be removed from the register of educators that is administered by the Council indefinitely. Furthermore, his name must be submitted to DSD to be listed in the register of people who are deemed to be unfit to work with children.
Babina Tlou primary School	Rape and Impregnating a Learner	Name be removed from the register of educators that is administered by Council indefinitely. Furthermore, that his name must be submitted to DSD to be listed in the register of people who are deemed to be unfit to work with children.
Liberty Community School	Sexual Harassment of a Learner	That the Educator's name be removed from the register of educators for a period of 5 (Five) years.
De Villiers Primary School	Sexula Relationship with a Learner	That the Educator's name be removed from the register of educators indefinitely, and further be submitted to the Department of Social Development (DSD) for inclusion onto the register of persons declared unfit to work with children.

### PROGRAMME 4: PROFESSIONAL DEVELOPMENT

The concept of lifelong professional learning is vital for practising educators’ career-long professional learning journey and for developing a capable and qualified teaching profession and professionals. Therefore, Council will emphasise and intensify the development of and support for participation in the CPTD system for the selected educators across the country. Again, educators will be capacitated and supported on various professional matters through blended approaches to promote the maintenance of professional and ethical standards. In ensuring that there is quality, relevant, and fit-for-purpose provisioning of professional development programmes and activities, professional development providers will be approved, and professional development programmes and activities will be endorsed.

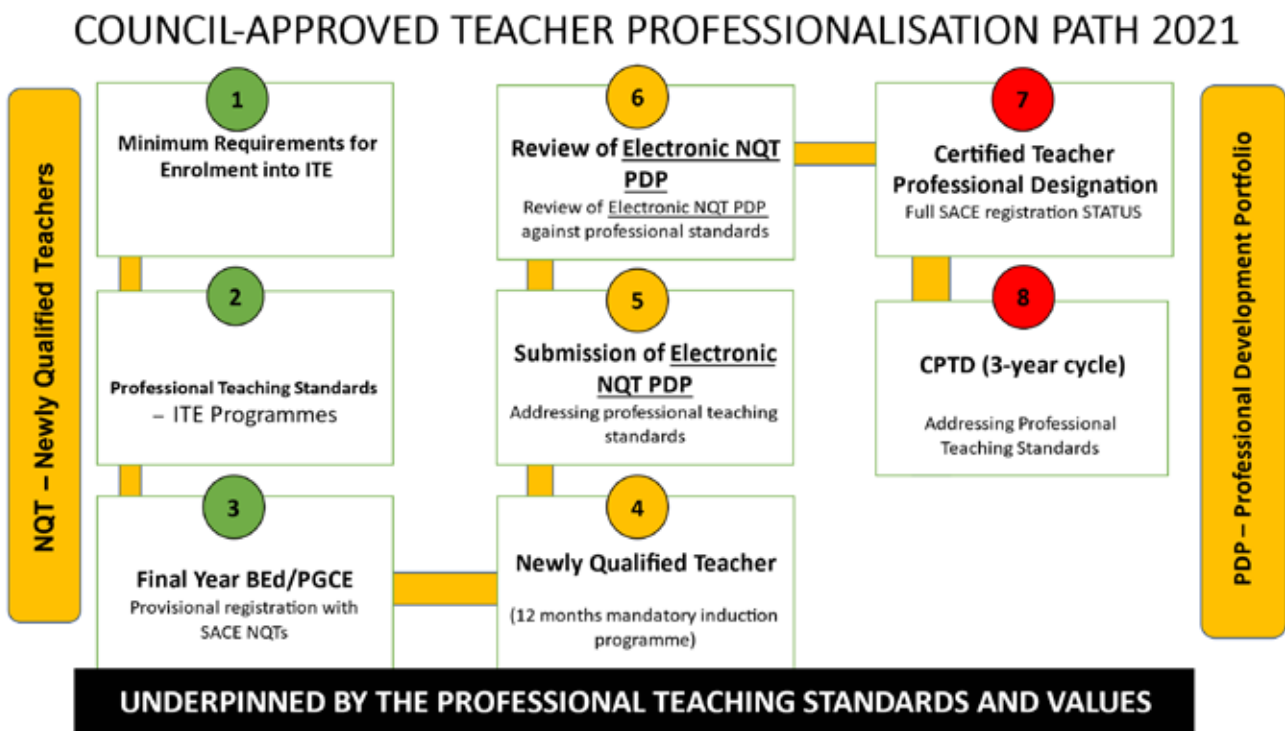
The pursuit of the outcome of improved teacher competence is the preoccupation of the professional development programme. The programme is currently underperforming judging by its achievement related to the indicator of the ‘percentage of educators participating in professional development activities. Efforts to expose student educators to the journey of continuous development have not yielded the desired results that were anticipated. A request was made to higher education institutions to share relevant student data that would allow the SACE to reach out to the students. Due to concerns about the ramifications of the POPI act for a decision approving such a request, many of the institutions refused to share the requested information. Those that did, would not provide students’ identity numbers.



### PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

During the 2024/25 financial year, SACE will be promoting Professional Teaching Standards to educators within focus areas 1 to 8. The Council has a revised promotion strategy to reach out to educators through all platforms to make the standards known. The council is also working collaboratively with stakeholders and the department to promote the standards. The strategic plan mid-term assessment report has highlighted some issues relating to technical indicator description as well as performance indicator targets. The report continues to indicate that some of the indicators employed for performance measurement are incapable of reflecting gradual progress towards the realisation of targets that have been set, in the way that they should.

To some extent, indicators must be sensitive to changes being realised en route to achieving the result of output or outcome that a programme seeks, and some are not. There is a case where an indicator worded as a percentage has been chosen and yet a number has been reported. Therefore, the recommendations and findings of the report have resulted in changes in the programme structure in collapsing the sub-programmes and also amending the output indicator title as well as the targets which should respond to the findings as well as the budget alignment. In ensuring that the strategic plan outcome is achieved, the programme developed 3 new indicators that respond to the Outcome 5.



### PROGRAMME 6: RESEARCH

The statutory mandate of SACE is outlined in the SACE Act, 2000 (Act No. 31 of 2000). The council plays an important legislative role in advising the Ministers of Basic Education and Higher Education and Training on various educational and professional matters. This advice is also based on research, data, and other forms of evidence. As per its research programme, the Council strives to enhance its advisory role and decision-making processes that are evidence-based and data-driven. Thus, we ensure that research projects commissioned by the Council are relevant to the teaching profession.



## DATA FORECASTS

All registered educators have been submitting police clearance as a form of vetting by SACE, however, some misrepresentations of documents were submitted by applicants for registration with the Council. 90 Applicants with criminal offences from 1st April 2023 to December 2023. Below is the number of misrepresentation cases opened by the Council for this reporting period:

Professionally Qualified	Criminal Description
20	Assault
4	'Possession Of Drugs
17	'Theft Committed
13	Driving Under the Influence of Alcohol
5	Fraud
1	Wrongfully Accused of Murder
3	Malicious Damage to Property
1	Neglected, Lost A Firearm
1	Disaster Management Act (Lockdown Regulations Of 2020)
1	Exceeding Speed Limit

Qualification	Criminal Description
<b>ECD</b>	
1	Drugs And Trafficking
1	Assault
1	Culpable Homicide

Student Teachers	Criminal Description
3	Assault In 2012
2	Reckless And Dangerous Driving
2	Theft
1	Related To Disaster Management 'Lockdown Regulations
2	Possession Of Dagga.
1	Murder

Special Category	Criminal Description
1	Murder
1	Theft
1	Public Violence
1	Drinking And Driving
1	Malicious Damage To Property
1	Complainant
1	Road Traffic Act. Reckless/Negligent Driving
1	Possession Of Dagga
1	Public Indecency
1	Fraud



## ORGANISATIONAL ENVIRONMENT

### Staff Complement

Council manages Employee Performance through a collective agreement on Performance Evaluation System Guidelines that direct and guide employee evaluation. This is a management tool/instrument that is used to measure the individual and collective contributions towards the strategic achievement of SACE objectives as espoused in the Strategic Plans, Mission and Vision towards 2025. The Vision is based on eight principles being, Service Oriented, Quality, Respect, Dignity, Responsibility, Tolerance, Transparency and Accountability. The Evaluation of Employees is conducted on an annual basis wherein the formal evaluation is conducted in the last quarter of each year. It is, again, a great pleasure to report that all SACE employees were evaluated during the period under review. The Evaluation Guidelines are under review and there are consultations with labour representatives to address a few of the inadequacies of the instrument and further strengthen the guidelines. The Council continue to offer internships to several undergraduates as part of its Social Responsibility and contribution to the upliftment of skills and addressing skills shortages in the country.

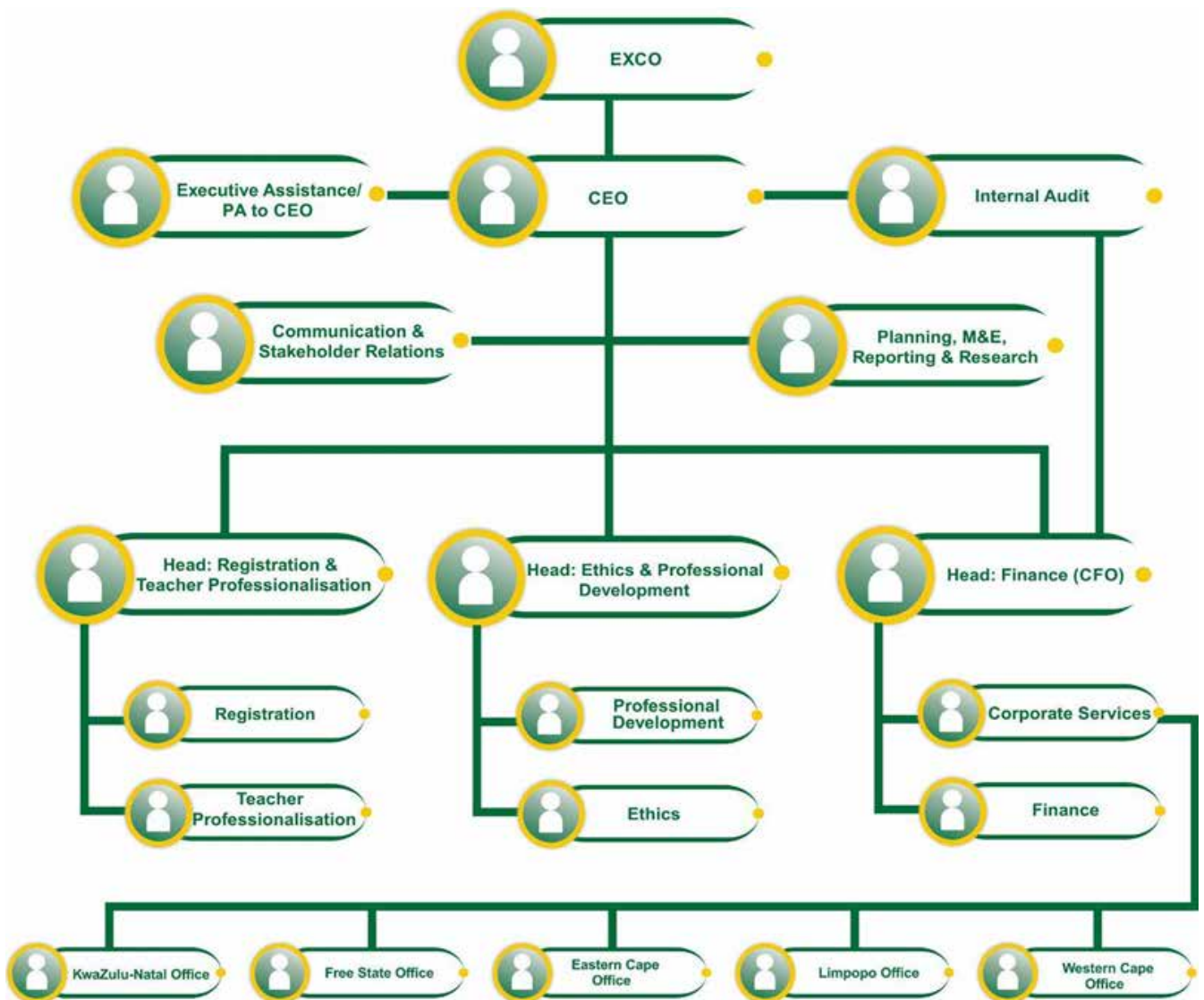
### Employment changes

Salary Band	Current Employment	Appointments	Terminations
Top Management	03	0	0
Senior Management	10	3	1
Professional qualified	25	3	1
Skilled	31	1	3
Semi-skilled	45	1	3
Unskilled	10	0	1
Total	125	8	10
Internships Programme\ Temps	15	15	26
Grand Total Including Interns and Temps	265	31	6

### Reasons for staff leaving

Reason	Number
Death	1
Resignation	9
Dismissal	2
Expiry of contract	26
Total	38

### Organisational Structure



## SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Collaboration between SACE and its stakeholders</li> <li>• Increased awareness of the SACE Mandate</li> <li>• Developed an Online registration system for all applicants</li> <li>• Professional development providers and activities that respond to educators' needs.</li> <li>• SACE is well respected across African Countries because of the role it plays in the Africa Federation of Teaching Regulatory Authorities (AFTRA)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of Continuing Professional Teacher Development grant hampering SACE in meeting its mandate.</li> <li>• Qualified audit opinion of the predetermined objectives has been persistent for the past few years.</li> <li>• Weak programme performance system as it is still manual and makes it hard for accurate verification and validation of reported predetermined objectives.</li> <li>• Misalignment between the SACE organisational performance management and Human Resource performance evaluation development systems</li> <li>• Inability to attract, develop and retain the required/critical skills and competencies due to budget constraints, no responsive external training institution to build capacity</li> <li>• Lack of ICT Infrastructure to respond to the needs of the organisations, which is caused by inadequate budget for ICT</li> <li>• Lack of integration in the SACE ICT system</li> <li>• Lack of capacity and procedures for records management which results in everyone opening filing systems</li> <li>• Negative organisational reputation with its members due to the lack of implementation of the communication strategy</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Implementation of Section 21 of the SACE Act: Registered teachers before employment</li> <li>• Phasing out of the on-the-spot registration</li> <li>• Increase usage of the online platform for the members</li> <li>• Availability of stakeholders and the education sector to support the Council</li> <li>• Collaboration with the SETAs</li> <li>• Set targets on what it is that we can achieve and review the targets</li> <li>• Find ways to improve or achieve the targets</li> </ul>	<ul style="list-style-type: none"> <li>• Increased rate of cases reported to SACE, which might hamper the turn-around time in finalising cases.</li> <li>• No verification processes/ No links with relevant departments/institutions for cross-verification</li> <li>• High number of applicants with fake qualifications</li> <li>• The Increased cyber risk with the evolving online registration system</li> <li>• Disruptions of power which impact the delivery of services</li> <li>• Non-compliance of the service providers to observe the endorsement code of good practice.</li> <li>• Lack of adequate number of service providers for teacher development.</li> <li>• Strict adherence to approval and endorsement as a criterion for appointment of providers</li> <li>• Lack of cooperation by participants to investigations and hearings</li> </ul>



**PART  
C**

**MEASURING OUR  
PERFORMANCE**

## PART C MEASURING OUR PERFORMANCE

### 1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

The council has aligned its programmes with the SACE mandates and the budget programme structure. There are six programmes that the council will be implementing through this APP in order to achieve its mandate and priorities.

#### Measuring the Impact

<b>Impact Statement</b>	Enhancing public confidence in the credibility of the teaching profession
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The table below depicts the programmes of the 2024/25 financial year.

Programmes
1. Administration
2. Professional Registration
3. Ethical Standards
4. Professional Development
5. Professional Teaching Standards
6. Research

**Programme 1 : Administration**

Purpose: To implement and manage policy directives and priorities of the Council and ensure the functional proficiency of SACE through appropriate support services.

**Outcomes, Outputs, Performance Indicators and Targets**

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened in a quarter	17	17	11	10	10	10	10
	Compliance with reporting frameworks and guidelines	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities within 30 days after the end of the quarter	4	4	4	4	4	4	4
	Improved employee performance	1.1.3. Percentage of employees who achieved satisfactory level through performance evaluation development system annually	100%	100%	100%	100%	60%	60%	60%
	Stakeholder management and engagement	1.1.4 Number of engagements held with stakeholders quarterly	1	4	16	16	16	16	16
	Eligible creditors paid within 30 days	1.1.5. ercentage of eligible invoices paid within 30 days of receipt.	91%	91%	97.39%	100%	100%	100%	100%
	ICT Systems enhanced	1.1.6. Percentage of ICT systems completed within a financial year	40%	40%	78%	50%	50%	50%	50%



## Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	1.1.1.1. Number of Council and EXCO meetings convened in a quarter	10	1	3	3	3
1.1.2	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities within 30 days after the end of the quarter	4	1	1	1	1
1.1.3	1.1.3. Percentage of employees who achieved satisfactory level through performance evaluation development system annually	60%	60%	-	-	-
1.1.4	1.1.4 Number of engagements held with stakeholders quarterly	16	4	4	4	4
1.1.5	1.1.5. Percentage of eligible invoices paid within 30 days of receipt	100%	100%	100%	100%	100%
1.1.6	1.1.6. Percentage of ICT systems completed within a financial year	50%	-	-	-	50%



## Explanation of planned performance over the medium-term period

From the governance perspective, a number of Council and executive meetings will be held as planned to monitor and oversee the implementation of the entity's mandate over the medium-term period. Secondly, Programme 1 will ensure that all the Planning, Monitoring and Evaluation and Reporting activities are carried out in line with the relevant DPME, National Treasury and Department of Basic Education's relevant frameworks, regulations, and policies. Thus, the submission of quarterly reports to the Executive Authority through the DBE will be done throughout the medium-term period. Thirdly, the monitoring and evaluation of human resource performance and ongoing professional development are central to any organization.

Therefore, the implementation of the Performance Evaluation and Develop Management System of Council staff will be done. Lastly, the effective delivery of services through the implementation of the APP Programmes and Annual Operational Plan (AOP) activities is dependent on the organisation's ICT infrastructure and systems, as well as communication strategy and plans. Accordingly, the implementation of the ICT and Communication strategies will be monitored to provide the appropriate support to all the Programmes and educators alike.

## Programme Resource Considerations

2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Audited Outcome			Approved Budget	Medium-Term		
55 654	71 699	76 796	71 519	70 000	65 586	69 504

**Narrative:** Explanation of the contribution of resources to the achievement of outputs

This programme will ensure that the activities of the Accounting Authority take place effectively and the implementation of the overall SACE mandate is implemented accordingly. Also, the organizational ICT systems will be integrated and digitized in order to support all other programmes effectively. Equally, the promotion and advocacy of the SACE core mandates through external communication to the educators and SACE stakeholders will be enhanced through various mediums and activities.

The registration income is projected based on new applicants comprising of 21 000 members entering the profession and 2000 foreign educators. The registration fee is at R 200.00 payable on registration for South Africans and R400.00 foreigners. The subscription fee is projected based upon 445 000 employed educators in public and private institutions. The council's subscription fee is R198.00 per annum. Interest is projected on the operational reserve deposit. The interest is expected at the unstable rate of between 3.5% and 6% per annum. The bid for three-year contract starting 01 April 2024 for the appointed External Auditors is in process. To provide for the amount levied by the Compensation Commissioner as a statutory obligation in respect of the Occupational Health and Safety Act. The amount is calculated by the commissioner based on the payroll expenditure of the previous tax period. Salaries make provision for the normal salary for existing permanent positions inclusive of inflation related increase. There is a provision made for growth, taking into account the establishment of extra Provincial offices. Provision is made for the cleaning services of the building. The amount represent the cleaning material costs for the building at number 240 Lenchen avenue; Centurion and the five provincial offices.

## Programme 2: Professional Registration

Purpose: The purpose of this programme is to register qualified educators and create sub-registers for special categories; maintain and update the educator database, and enhance the quality of the registration of teachers by introducing standards.

### Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets							
			Audited/Actual Performance			Estimated Performance				
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	
Fit-to-Practise registered educators and lectures	Register of Fit to practise educators	2.1.1. Percentage of fit-to-practice registered educators in a year	60 285	43 326	100%	100%	100%	100%	100%	100%

### Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Percentage of fit-to-practice registered educators in a year	100%	100%	100%	100%	100%

## Explanation of planned performance over the medium-term period

SACE, like any other professional body, has the right and responsibility to determine who may enter and remain in the profession. One way of realizing that is to ensure that all teachers are registered before being employed as teachers at any school in line with Section 21 of the SACE Act. In doing so, it acts as a regulator of the profession by registering Fit-to-Practice educators. All applicants will be requested to submit a valid police clearance to determine the applicant's fitness to practice.

The submission of a Police clearance will be a requirement for all applicants applying for registration with the Council across all registration categories, which includes Professionally qualified educators, provisional registration of student teachers and those who are academically qualified but professionally unqualified including those under special category of registration. It should be noted that those who are only applying for a replacement (re-print) of the SACE registration certificate will not be required to submit a Police clearance. The Council has also introduced the Online registration system to ensure that SACE is reachable from anywhere where applicants can apply from anywhere without having to travel to the SACE office. The above means that 100% of registrants (all registration categories) will be registered.

## Programme Resource Considerations

2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
<b>Audited Outcome</b>			<b>Approved Budget</b>	<b>Medium-Term</b>		
5 083	6 089	7 393	7 482	6 413	6 704	6 948

## Narrative: Explanation of the contribution of resources to the achievement of outputs

The registration income is projected based on new applicants comprising of 21,000 members entering the profession and 2000 foreign educators. The registration fee is R 200.00 payable on registration for South Africans and R400.00 for foreigners. The subscription fee is projected based on 445,000 employed educators in public and private institutions. The council's subscription fee is R198.00 per annum. The allocated budget for the division for the period 2024/25 is R600 000. The allocated resources will ensure that 100% of registrants applying for registration with SACE over the medium-term period are registered.

The allocated budget will be utilised to register educators under different registration categories, namely Full registration, Provisional (for student teachers), Special category, reprints, and letters of good standing. The allocated budget will be used to purchase the necessary stationery that the divisional might need when registering teachers, e.g. registration certificates, printing paper and other things required to conclude the registration of a teacher. The budget will also be used to conduct the Registration drive, where the division will visit Higher Education Institutions (HEI's) to conduct information-sharing sessions with student teachers. In addition, the budget will be used to assist with the registration of unregistered professionally qualified teachers across different provinces.





### Programme 3: Ethical Standards

**Purpose:** The purpose of this programme is to promote and maintain ethical standards in the profession.

#### Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Maintained Ethical Standards	Finalised investigations	3.1.1. Percentage of eligible received new cases investigated within the current financial year	0,9%	<b>44.4%</b>	70%	80%	20%	20%	30%
	Finalised disciplinary hearings.	3.1.2 Number of rolled-over cases finalized through investigations and/or mediations and/or ETHCOM recommendations	60	275	540	-	400	600	800
		3.2.1 Percentage of new disciplinary hearings finalised within a year of receipt after ratification by ETHCOM (as delegated by Council)	0.6%	24%	13%	10%	10%	10%	20%
		3.2.2 Number of rolled-over disciplinary hearings/ cases finalized after ratification by ETHCOM (as delegated by Council)	52	68	109	-	100	120	150

## Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Percentage of eligible received new cases investigated within the current financial year	20%	-	10%	-	10%
3.1.2	Number of rolled-over cases finalized through investigation and/or mediation and/or recommendations	400	-	150	50	200
3.2.1	Percentage of new disciplinary hearings finalised within a year of receipt after ratification by ETHCOM (as delegated by Council)	10%	-	5%	-	5%
3.2.2	Number of rolled-over disciplinary hearings/cases finalized after ratification by ETHCOM (as delegated by Council)	100	-	60	-	40

### Explanation of planned performance over the medium-term period

The Ethical Standards programme has the battle to enforce ethical standards in the profession and on the other hand teachers have the obligation uphold ethical standards expected of fit-to-practice educators. The tension in the teaching profession is caused by a few who fail to see their duty to be loco parentis, or role models to learners and collegial towards one another. Despite the fact that SACE has published a Code of Professional Ethics informed by the SACE Act 31 as amended by the BELA Act 15 of 2011, these are inadequate to make educators uphold ethical standards if it does not come from the commitment of each of them to see it as vital. SACE has always taken an approach to capacitating educators on the Code of Professional Ethics and norms and standards expected of educators but this has not stopped the breaches of the Code from occurring. Other voices in the teaching profession have even suggested an intensification of sanctions as a deterrent factor apart from just being retributive, corrective or other, but still, it does not hold back a recalcitrant from transgressing what they know.

This enjoins SACE to continue with its mandate and hope that the conversations will broaden to inculcate values and standards that assist teachers to understand how misconduct eats away the good the profession still has left on its image. The following year will require SACE to:

- Strengthen its processes to clear the backlog of cases as well as roll overs requiring finalisation
- Review the Code of Professional Ethics and policies and provide MOU with stakeholders to take care of challenges undermining its efforts to enforce ethical standards in the teaching profession
- Continue to enforce through investigation, hearings, and appeals of cases in its files



- Involve the teaching profession and community at large in engagements that can assist in curbing continued misconduct, especially boundary violations – sexual and assault (corporal punishment) in schools
- Find strategies to encourage parents to cooperate with SACE so as not to withhold the right of their children to testify in hearings; as well as curb witness tempering and victimisation

### Programme Resource Considerations

2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Audited Outcome			Approved budget	Medium-Term		
7 889	10 342	11 725	12 691	17 952	18 452	9 988

**Narrative:** Explanation of the contribution of resources to the achievement of outputs

The council processes all its cases on a First-In-First-Out basis. This means that cases that are lodged first are processed first. There is, however, an exception at times. Complaints of serious breaches of the code of professional ethics, such as sexual offences and severe assault cases, among others, do receive preference and will be processed sooner than they would have been had the normal process been followed. This means that the Council processes rolled-over or older cases from the previous calendar year to ensure they are finalised while also processing newly reported cases. More emphasis gets placed on older cases as learners and witnesses usually move if the case is not promptly dealt with.

The achievement of the above requires the services of the staff which is limited and externally trained panellists. The processes require financial muscles for bookings for accommodation, flight, car hires, travel expenses and remunerations for panellists. Council when conducting Investigations and Hearings, requires a local investigation by a panelist that costs the Council an investigation fee and the hearing seating allowance for a panelist, travelling costs including lunch allowance, and accommodation per day. Investigation in other provinces by a panelist costs the Council, accommodation, flight and car hire therefore Council ensures that anyone going out for an investigation outside of Gauteng Province does so for 5 days to ensure that at least a total of 5 investigations is finalised in one week and to use Council money sparingly. The total budget allocated for the financial year 2024/25 under programme 3 is R17 500 952. The increased allocation was brought in by the request to the National Treasury and the department of basic education to utilise the SACE reserve funds in order to deal with the backlog of more than 2600 cases. The Council will continue with focusing on assault and sexual cases, but also with the additional funding clear the backlog and revamp the case management system.

## Programme 4: Professional Development

**Purpose:** To ensure that educators engage in life-long learning to improve their professional competence.

### Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Improved teacher competence	Recorded type 3 points for educators by providers	4.1.1. Number of professional development providers reporting type 3 activities of educators in the CPTD-IS in a year.	-	-	-	20	20	20	20
	Educators supported on professional matters	4.2.1 Number of educators supported on professional matters in a financial year.	5029	26 804	40 000	30 000	15 000	10 000	5 000
	Approved professional development providers	4.3.1. Percentage of eligible professional development providers approved within 4 months of receipt of the applications.	100%	100%	75%	90%	80%	70%	60%
	Endorsed professional development activities	4.3.2. Percentage of eligible endorsed professional development activities in a financial year	100%	100%	85%	90%	80%	70%	70%
	Observed professional development activities	4.3.3 Number of endorsed professional development sessions observed in a financial year	100%	100%	10%	10	10	15	15

**Indicators, Annual and Quarterly Targets**

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Number of professional development providers reporting type 3 activities of educators in the CPTD-IS in a year	20	5	5	5	5
4.2.1	Number of educators supported on professional matters in a financial year.	15 000	7 000	3000	2500	2500
4.3.1	Percentage of eligible professional development providers approved within 4 months of receipt of the applications.	80%	80%	80%	80%	80%
4.3.2	Percentage of eligible endorsed professional development activities in a financial year	80%	80%	80%	80%	80%
4.3.3	Number of endorsed professional development sessions observed in a financial year	10	2	3	2	3



## Explanation of planned performance over the medium-term period

The mandate of SACE is to inspire educators to take charge of their lifelong learning which derives from societal expectations about the academic excellence of learners. Educators have to become learners before they can be great educators. This is one of the ways of enhancing public confidence in the teaching profession. The approach to encourage and assist professional development providers to report type 3 activities of educators in the CPTD-IS by doing that, the programme will also ensure to keep the motive in providing support to first time educators who were never provided any support previously.

## Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

Educators will be supported in two different ways: firstly, on how to participate in the CPTD system and produce professional development portfolio and (b) on various professional matters such as, code of professional ethics, teacher assistance facility, reading through the virtual library, teachers' rights responsibilities and safety programme. The CPTD Information system will be enhanced, and quality assurance of more providers and professional development activities will be conducted.

2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Audited Outcome			Approved Budget	Medium-Term		
15 953	22 392	21 915	23 915	25 370	26 893	26 106

**Narrative:** Explanation of the contribution of resources to the achievement of outputs

The 2024/25 target of support to educators with seminars, and workshops is 15 000. The target has been drastically reduced due to budget constraints it should be further noted that the target educators to be supported do not amount to the fraction of educators that the Council have which is +- 480 000. A target of 80% in 2024/25 for approval of providers and to endorse activities for the teachers to access quality programmes for their professional development has been planned. To remedy the visibility of the Council physically the Council is already beginning to conduct webinars with the teachers to support them. The webinars are mostly done once a week. We have assessed that these webinars are mostly attended by teachers who have internet coverage within their schools. SACE will also continue to support educators by leveraging from the teacher unions.

The phase 3 CPTD system upgrade will not be afforded, as it has been estimated at 1.7 million. System upgrades and hosting of the servers will be affected due to stringent budget. More than 60% of the CPTD budget is allocated to the salaries of the CPTD provincial coordinators. The downside of the budget will result in the system not being fully optimised and automated on the side of providers. The servers that are hosting the system include the Online Teacher Development Platform (OTDP) or DBE NICPD, which this adjusted budget will hamper some of the maintenance. Improved teacher competence will not be achieved when teachers are not participating in credible quality programmes.



### Programme 5: Professional Teaching Standards

**Purpose:** To improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards. This programme is divided into three sub-programmes.

#### Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Improved teacher professionalism	Approved MOU's	Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year	-	-	-	-	13	15	20
	Supported higher education institutions	Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year	-	-	-	-	15	20	13
	Approved teacher professionalisation path projects	Number of approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by the end of the financial year	-	-	-	-	2	3	3

### Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year	13	-	-	-	13
5.1.2	Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year	15	6	6	-	3
5.1.3	Number of approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by the end of the financial year	2	-	-	-	2

### Explanation of planned performance over the medium-term period

As stated in the strategic plan 2020-2025, in terms of Professional teaching standards, the plan is to work collaboratively with stakeholders to develop criteria for selecting prospective student teachers to be absorbed into higher education institutions. When collaborating with other stakeholders, it's crucial to have clear and concise agreements in place to protect the interests of all parties involved. The council will work with Higher education institutions to establish a teaching practice MOU, which will serve as a starting point for negotiations and collaboration, allowing the parties involved to establish a common understanding of their objectives and responsibilities.

In line with the strategic plan 2020-2025, the Council will register student teachers and support them with a code of professional ethics for student teachers during their teaching practice. To achieve this, the Council will support higher education institutions in upholding professional conduct. The code clarifies the attributes and behaviour that all student teachers are expected to develop and demonstrate even though they are not yet full-fledged teachers.

The strategic plan 2020-2025 states that teacher preparation and development will align with the teacher professionalisation path. Regarding the teacher professionalisation path, the Council will focus on projects that support the implementation of the path.



## Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Audited Outcome			Approved Budget	Medium-Term		
1 843	2 175	2 880	2 673	2 684	2 793	2 885

### Narrative: Explanation of the contribution of resources to the achievement of outputs

To support the development of student educators, the program aims to introduce first-year students to SACE through registration from the first year of study. This initiative is supported through the longitudinal pilot study of the Council. The Newly qualified teachers will graduate with provisional registration and engage in an endorsed mandatory induction programme for 12 months which addresses the professional teaching standards before applying for professional certification. As this is the final year of the strategic plan, the organisation must account for the extent to which it has achieved the outcome of improving teacher professionalism. The Programme will actively engage in implementing the path with a focus on initial focus areas. Furthermore, the Council will develop and virtually consult on a Policy for Minimum Requirements for entry into the Profession. As part of improved teacher Professionalism, the Council will implement the awarding of Professional Certification of Newly Qualified Teachers that have participated in the 12-month endorsed mandatory induction programme. The council commenced a process of engaging the Council on Higher Education (CHE) on the collaborative quality assurance in the higher education band of the National Qualifications Framework.

### Programme 6: Research

**Purpose:** To enhance research coordination within SACE in order to strengthen its advisory role and service that is informed by policy, research, and consultative processes.

This programme is divided into two sub-programmes.

### Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance		MTEF Period	
			2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Improved advisory role	Research Report completed	6.1.1 Number of research reports produced within a financial year	3	3	2	2	2	2	2
	Report on status of teaching profession	6.2.1 Number of statistical reports produced on the status of the teaching profession within a financial year	-	2	1	2	2	2	2

### Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.1.1	6.1.1 Number of research reports produced within a financial year	2	-	-	-	2
6.2.1	6.2.1 Number of statistical reports produced on the status of the teaching profession within a financial year	2	-	1	-	1



## Explanation of planned performance over the medium-term period

The research programme aims to enhance research coordination within SACE in order to strengthen the SACE advisory role and service that is informed by policy, research, and consultative processes. The programme will promote research on professional matters and any other educational matter relevant to SACE and the educational landscape and also provide statistical reports to inform planning and decision-making within the teaching profession through its indicators, the programme aims to strengthen and improve the SACE advisory role in the education fraternity by engaging in quality research that is scientifically based and sound, so as to advance the teaching profession.

## Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Audited Outcome			Approved Budget	Medium-Term		
1 808	2 608	4 600	3 032	2 425	2 521	2 622

**Narrative:** Explanation of the contribution of resources to the achievement of outputs

A budget of R500 000 has been allocated to fund two research projects and two statistical reports on educational data. This limited budget that has been allocated will not be able to produce 2 research reports but only one. SACE in collaboration with VVOB has created a virtual library for teachers which is gaining popularity amongst the teachers as they are mostly requesting curriculum-based books. The library has more than 50,000 books. The teachers are also requesting SACE to purchase some of the books that are not available. The research program aims to provide valuable information for decision-making in the education sector, particularly in teacher supply and demand, and to enhance SACE's advisory role by conducting high-quality, scientifically based research. Some of the research that will be undertaken are the teacher supply and demand, analysis of misconduct and corporal punishment cases as well as the pilot study on registering educators from year 1.

## Updated Key Strategic Risks

The 2024/25 Strategic Risk Register (SRR) has a total number of sixteen (16) strategic risks, with the top ten (10) strategic risks being reported on, in line with the 2024/25 APP.

The table below depicts the top ten (10) strategic risks identified

RISK NO	OUTCOME	KEY RISK	DESCRIPTION OF RISK/ROOT CAUSE	INHERENT RISK RATING	RESIDUAL RISK RATING	ACTIONS TO IMPROVE MANAGEMENT OF THE RISK
	Efficient and effective governance	Potential non-compliance to the PFMA and National Treasury regulations in paying suppliers within 30 days.	<ul style="list-style-type: none"> <li>Failure by organisation to pay supplier within required 30 days</li> </ul>	9	9	Review of the standard operating procedures
	Efficient and effective governance	Insufficient financial resources to sustain organisational needs	<ul style="list-style-type: none"> <li>Financial sustainability and service delivery compromised</li> <li>Decreasing budget allocation from National Treasury</li> </ul>	25	20	Increase of levies
	Efficient and effective governance	Non-response by external service providers to bids	<ul style="list-style-type: none"> <li>Service delivery is compromised by non-responsive suppliers.</li> </ul>	15	15	Review SMC policy to allow unsolicited bids
	Efficient and effective governance	Increased exposure to cyber attacks	<ul style="list-style-type: none"> <li>Threat or loss of data of the council</li> <li>Lack of implementation of the Cyber Security Maturity Model</li> <li>The evolving threat landscape due to the sophistication of the technology used by attackers.</li> <li>Unauthorised transmission of data from within the organisation to an external destination or recipient</li> </ul>	25	5	<ul style="list-style-type: none"> <li>Purchase of reliable anti-virus and cloud/physical backup of data.</li> <li>Continue testing of security</li> <li>Develop and implement the Cyber Security Maturity Model Achievement Plan</li> <li>Develop governance processes for data leakage dependent on the records management process for data classification</li> </ul>
	Efficient and effective governance	Interrupted power supply	Load shedding interrupting organisation activities	9	3.6	<ul style="list-style-type: none"> <li>Use of generator and use of renewable power solution</li> <li>Purchasing of generators</li> </ul>



RISK NO	OUTCOME	KEY RISK	DESCRIPTION OF RISK/ROOT CAUSE	INHERENT RISK RATING	RESIDUAL RISK RATING	ACTIONS TO IMPROVE MANAGEMENT OF THE RISK
	Improved Advisory Role	Non-Compliance with Section 5 of the SACE Act pertaining to research.	Lack of issuing advice to the Minister of Basic and Higher Education	16	4.8	<ul style="list-style-type: none"> <li>Research Policy and SOP</li> <li>Research findings and recommendations find expression on the policy and APP</li> </ul>
	Improved teacher competence	Non-compliance of good practice code by providers	Non-reporting by schools and external providers.	20	16	<ul style="list-style-type: none"> <li>Conducting seminars and workshops on how teachers should use the system to record and report PD activities</li> <li>To review reporting protocols which will allow SACE employees to report on behalf of teachers, schools and external provers</li> </ul>
	Fit to practice registered educators and lecturers	Non-compliance by employer with section 21 of the SACE ACT	Employers appointing teachers not-registered with the council	25	20	<ul style="list-style-type: none"> <li>Persuade witness to participate in the investigation</li> <li>Collaborate with the sector in advocating the importance of SACE and disciplinary processes.</li> </ul>
	Maintained ethical standards	Outdated and manual case management systems	Inaccurate data Reputational damage	25	20	Design of the SACE Case management system
	Efficient and effective governance	Recruiting and retaining skilled workforce	Low staff morale impacting service delivery. Loss of scarce and critical skills. Inability to attract and retain the required/critical skills	25	25	





**PART  
D**

**TECHNICAL INDICATOR  
DESCRIPTION**

## PART D TECHNICAL INDICATOR DESCRIPTION

### Programme 1: Administration

<b>INDICATOR TITLE</b>	1.1.1. Number of Council and EXCO meetings convened in a quarter
<b>DEFINITION</b>	This indicator measures the number of (a) Council meetings, which take place four times in a financial year; and (b) Executive Committee (EXCO) meetings, which happen at least six times in a financial year. This also includes special meetings, which may be called for various reasons. All the Council and EXCO meetings are preceded by the meetings of the seven Council Committees.
<b>SOURCE OF DATA</b>	Annual Council Activity Plan
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Notice of Council committee meeting, Signed registers and Council minutes
<b>ASSUMPTIONS</b>	All Council and EXCO meetings will take place as scheduled per quarter and according to Council's activity plan.
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	Effective and functional Council meetings
<b>INDICATOR RESPONSIBILITY</b>	Office of the Chief Financial Officer

<b>INDICATOR TITLE</b>	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities within 30 days after the end of the quarter
<b>DEFINITION</b>	This indicator measures the number of quarterly performance reports produced in line with treasury regulations, DPME guidelines and the DBE's reporting schedule, in compliance with requirements around the programme performance of the entity.
<b>SOURCE OF DATA</b>	Planning and reporting timelines, Annual Performance Plan 2024/25
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Quarterly reports approved
<b>ASSUMPTIONS</b>	All SACE programmes will submit their quarterly reports on time.
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	Approved quarterly performance reports
<b>INDICATOR RESPONSIBILITY</b>	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting



<b>INDICATOR TITLE</b>	1.1.3. Percentage of employees who achieved satisfactory level through performance evaluation development system annually
<b>DEFINITION</b>	This refers to a continuous performance evaluation strategy to assist SACE employees in achieving desired performance results, through the execution of clearly defined performance contracts and assessments. The satisfactory level is 3.
<b>SOURCE OF DATA</b>	Signed performance agreements
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	$\frac{\text{Number of employees who achieved a satisfactory level}}{\text{Total number of employees assessed}} \times 100$
<b>MEANS OF VERIFICATION</b>	Performance Assessment Reports
<b>ASSUMPTIONS</b>	All SACE employees will be assessed through the performance development system.
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-cumulative
<b>REPORTING CYCLE</b>	Annually
<b>DESIRED PERFORMANCE</b>	60% of employees achieving satisfactory level
<b>INDICATOR RESPONSIBILITY</b>	Sub-Programme Manager: Corporate Services

<b>INDICATOR TITLE</b>	1.1.4. Number of engagements held with stakeholders quarterly
<b>DEFINITION</b>	This indicator measures the number of meetings, events, partnerships, and outreach programmes where Council showcases its programmes and provides services to educators, student educators and other relevant stakeholders.
<b>SOURCE OF DATA</b>	Communications and Stakeholder Relations approved Annual Plan
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Attendance registers (electronic and print)
<b>ASSUMPTIONS</b>	Stakeholder accepting invitation
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	Maintaining stakeholder confidence
<b>INDICATOR RESPONSIBILITY</b>	Manager: Communications and Stakeholder Relations



<b>INDICATOR TITLE</b>	<b>1.1.5</b> Percentage of eligible invoices paid within 30 days of receipt
<b>DEFINITION</b>	This indicator measures the percentage of eligible invoices paid within 30 days after receipt of a statement. Eligible invoices are invoices that satisfy the appropriate conditions/ requirements for payment. These invoices should be in line with the purchase orders issued, are not irregular in nature, are accompanied by signed goods received notes, have no disputes and satisfy all the requirements of a proper invoice or tax invoice.
<b>SOURCE OF DATA</b>	List of all received and paid invoices within 30 days
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	<u>The number of days that the invoice took to be paid monthly supplier age analysis from the Pastel Evolution System X100</u>
<b>MEANS OF VERIFICATION</b>	Excel spreadsheet of supplier invoices and statements
<b>ASSUMPTIONS</b>	Eligible invoices will be paid within 30 days
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-Cumulative
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	All eligible suppliers paid within 30 days
<b>INDICATOR RESPONSIBILITY</b>	Sub-Programme Manager: Financial Management

<b>INDICATOR TITLE</b>	1.1.6. Percentage of ICT systems completed within a financial year
<b>DEFINITION</b>	This indicator measures the alignment of technology with SACE's business goals, enabling a contribution to the organisation's strategic objectives and enabling the organisation's ICT systems to be fully integrated across each department, which in turn allows for the organisation-wide management of the ICT environment.
<b>SOURCE OF DATA</b>	Project Plan , Register of requests, minutes of FINCO, SACE ICT system
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	$\frac{\text{Number of ICT systems enhanced}}{\text{Number of requests received}} \times 100$
<b>MEANS OF VERIFICATION</b>	Project Plan, Requests by users; signed URS; digitalised systems
<b>ASSUMPTIONS</b>	There will be requests from users
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-Cumulative
<b>REPORTING CYCLE</b>	Annually
<b>DESIRED PERFORMANCE</b>	Enhanced ICT systems in SACE offices
<b>INDICATOR RESPONSIBILITY</b>	Acting ICT Specialist



## Programme 2: Professional Registration

<b>INDICATOR TITLE</b>	<b>2.1.1. Percentage of eligible fit-to- practise registered educators in a year</b>
<b>DEFINITION</b>	This indicator aims to measure the percentage of eligible educators who are screened for fitness to practise and registered for entry and continued employment in the teaching profession. Eligibility in this instance means that the applications that will be counted as received are the ones that meet the minimum requirement for registering with SACE. These should have, application fees statement, final results to prove qualification, police clearance certificates. All those applications that are outside the requirements and are returned will not be counted as received.
<b>SOURCE OF DATA</b>	List of applicants and registered fit-to-practise educators
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	$\frac{\text{Registered fit-to practice educators}}{\text{All eligible educators' applications}} \times 100$
<b>MEANS OF VERIFICATION</b>	Application forms, police clearance certificates
<b>ASSUMPTIONS</b>	All fit-to-practice qualified educators are screened and registered.
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non cumulative
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	All eligible educators are screened for fitness to practise and registered with Council.
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Registration



### Programme 3: Ethical Standards

<b>INDICATOR TITLE</b>	3.1.1. Percentage of eligible received new cases investigated within the current financial year
<b>DEFINITION</b>	This indicator measures the percentage of new cases received and investigated within the financial year. These are all cases that were received and investigated in the current financial year. The cases that do not belong to SACE will not be counted. In some instances, if the complainant withdraws the case, that case will also not be counted as received.
<b>SOURCE OF DATA</b>	SACE ethics register of complaints
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	$\frac{\text{Finalised eligible cases investigated}}{\text{Eligible cases received}} \times 100$
<b>MEANS OF VERIFICATION</b>	List of finalised investigations and ETHCOM minutes
<b>ASSUMPTIONS</b>	Cases of misconduct by teachers will be reported to SACE. Schools, witnesses, and other stakeholders will cooperate with the investigation team/officer(s).
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-to-date
<b>REPORTING CYCLE</b>	Bi-Annual
<b>DESIRED PERFORMANCE</b>	20% of received new cases are investigated.
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Ethical Standards



<b>INDICATOR TITLE</b>	3.1.2. NUMBER OF ROLLED-OVER CASES FINALIZED THROUGH INVESTIGATION AND/OR MEDIATION AND/OR RECOMMENDATIONS
<b>DEFINITION</b>	This indicator seeks to measure rolled-over cases finalized through investigation and/or mediation and/or recommendations wherein ETHCOM has instructed those charges to be preferred against an accused educator.
<b>SOURCE OF DATA</b>	Database for rolled-over cases finalized
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple Count
<b>MEANS OF VERIFICATION</b>	Minutes, and Action list of ETHCOM meeting,
<b>ASSUMPTIONS</b>	Rolled-over cases will be finalized
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	400 rolled-over cases finalized
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Ethical Standards

<b>INDICATOR TITLE</b>	3.2.1 Percentage of new disciplinary hearings finalised within a year of receipt after ratification by ETHCOM (as delegated by Council)
<b>DEFINITION</b>	The indicator percentage of new disciplinary hearings finalised within a year of receipt measures all the new cases ratified by ETHCOM under indicator 3.1.1. The decision of ETHCOM on the outcome can include any sanction imposed. Cases that ETHCOM doesn't conclude but deliberate on, will not be counted as received. If the complainant withdraws the case, that case will also not be counted.
<b>SOURCE OF DATA</b>	Database for rolled-over disciplinary hearings
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Minutes of ETHCOM meeting, list of rolled-over rolled-over disciplinary hearings
<b>ASSUMPTIONS</b>	Rolled-over disciplinary hearings be finalized
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	100 rolled-over disciplinary hearings be finalized after rectification by ETHCOM
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Ethical Standards



<b>INDICATOR TITLE</b>	3.2.2 Number of rolled-over disciplinary hearings/ cases finalized after ratification by ETHCOM (as delegated by Council)
<b>DEFINITION</b>	This indicator seeks to measure rolled-over disciplinary hearings/ cases finalized through hearings/and/or mediation and/or recommendations ratified by ETHCOM.
<b>SOURCE OF DATA</b>	Database for rolled-over cases finalized
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple Count
<b>MEANS OF VERIFICATION</b>	Minutes, and Action list of ETHCOM meeting,
<b>ASSUMPTIONS</b>	Rolled -over disciplinary hearing/cases will be finalized
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-to-date
<b>REPORTING CYCLE</b>	Bi-Annual
<b>DESIRED PERFORMANCE</b>	100 rolled-over cases finalized
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Ethical Standards

### Programme 4: Professional Development

<b>INDICATOR TITLE</b>	4.1.1. Number of professional development providers reporting type 3 activities of educators in the CPTD-IS in a year.
<b>DEFINITION</b>	This indicator measures the number of approved providers who according to the SACE points schedule are reporting type 3 professional development of the teachers who have taken part in their programmes in a year. Providers submit the registers of teachers who took part in the type 3 endorsed programmes.
<b>SOURCE OF DATA</b>	CPTD-IS Approved provider list
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Attendance registers
<b>ASSUMPTIONS</b>	Educators will participate and providers will record their activities on the CPTD-IS or submit them to SACE
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	20 providers reporting professional development points of educators
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Development




<b>INDICATOR TITLE</b>	4.2.1. Number of educators supported on professional matters in a financial year
<b>DEFINITION</b>	This indicator aims to measure the number of educators supported through professional development initiatives, including support through seminars, conferences, webinars, advocacy, and onsite support in all SACE mandates
<b>SOURCE OF DATA</b>	Invitations/requests/agenda
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Manual/Online Registers of members supported
<b>ASSUMPTIONS</b>	Members will be supported on professional development matters
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	15 000 Educators supported on professional matters
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Development

<b>INDICATOR TITLE</b>	4.3.1. Percentage of eligible professional development providers approved within 4 months of receipt of the applications
<b>DEFINITION</b>	This indicator aims to measure the percentage of eligible providers who are approved to provide type three external professional development activities. Eligibility in this context refers to the correct applications submitted by providers. All the providers that do not have fully completed applications will not be considered.
<b>SOURCE OF DATA</b>	Approved Provider database
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Number of approved providers Total number of eligible provider applications received X100
<b>MEANS OF VERIFICATION</b>	Provider application forms, approval letters, PRODCO minutes
<b>ASSUMPTIONS</b>	Providers will apply to be approved
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-Cumulative
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	80 % of applications approved
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Development



<b>INDICATOR TITLE</b>	4.3.2. Percentage of eligible endorsed professional development activities in a financial year
<b>DEFINITION</b>	This indicator measures the endorsement of professional development activities made available to teachers to enable them to participate in CPTD
<b>SOURCE OF DATA</b>	Register of Endorsed activities
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	$\frac{\text{Number of activities endorsed}}{\text{Total number of eligible received applications for activity endorsement}} \times 100$
<b>MEANS OF VERIFICATION</b>	Activity application forms, approval letters, PRODCO minutes
<b>ASSUMPTIONS</b>	Providers will submit adequate activities for endorsement
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-cumulative
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	80% of activities will be endorsed
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Development



<b>INDICATOR TITLE</b>	4.3.3. Number of endorsed professional development sessions observed in a financial year
<b>DEFINITION</b>	This indicator measures the number of endorsed professional development provider programmes/activities monitored when being presented to teachers to ensure quality of the programmes
<b>SOURCE OF DATA</b>	Activities submitted to SAC  r monitoring by providers
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Observation report, analysis report, and attendance registers
<b>ASSUMPTIONS</b>	Providers will submit adequate activities for monitoring
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-end
<b>REPORTING CYCLE</b>	Quarterly
<b>DESIRED PERFORMANCE</b>	10 activities will be monitored
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Development



**Programme 5: Professional Teaching Standards**

<b>INDICATOR TITLE</b>	5.1.1. Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year
<b>DEFINITION</b>	This indicator aims to measure the number of Higher Education Institutions which signs the teaching practice Memorandum of Understanding (MOU) with the South African Council for Educators in the financial year, as part of professionalizing the initial teacher education space.
<b>SOURCE OF DATA</b>	Annual plan of the HEIs Minutes of committee meeting approving the MOUs
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Signed teaching practice Memorandum of Understanding (MOU) Registers and minutes of engagements with HEIs
<b>ASSUMPTIONS</b>	The Higher Education Institutions shall sign the teaching practice Memorandum of Understanding (MOU)
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-cumulative
<b>REPORTING CYCLE</b>	Annually
<b>DESIRED PERFORMANCE</b>	13 MOUs signed
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Teaching Standards

<b>INDICATOR TITLE</b>	5.1.2 Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year.
<b>DEFINITION</b>	This indicator aims to measure the number of Higher Education Institutions which are supported on the code of professional ethics for the student teachers in initial teacher education sector.
<b>SOURCE OF DATA</b>	List of planned HEI's Annual Plan Code of Professional Ethics for student teachers
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple Count
<b>MEANS OF VERIFICATION</b>	Attendance registers, presentations, invitations
<b>ASSUMPTIONS</b>	The Higher Education Institutions offering Initial Teacher Education shall be supported on the code of professional ethics for student teachers.
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-to-date
<b>REPORTING CYCLE</b>	Bi-annual
<b>DESIRED PERFORMANCE</b>	15 HEIs supported
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Teaching Standards



<b>INDICATOR TITLE</b>	5.1.3 Number of approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by the end of the financial year
<b>DEFINITION</b>	This indicator aims to measure the number of approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by end of the financial year
<b>SOURCE OF DATA</b>	Teacher Professionalisation Path Approved concept/plan
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple
<b>MEANS OF VERIFICATION</b>	Minutes of committee approving projects Registers Report
<b>ASSUMPTIONS</b>	The approved projects for implementing the teacher professionalisation path (on focus areas 1-8) will be implemented
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	None
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	None
<b>CALCULATION TYPE</b>	Non-cumulative
<b>REPORTING CYCLE</b>	Annual
<b>DESIRED PERFORMANCE</b>	Improved Teacher Professionalism
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Professional Teaching Standards

## Programme 6: Research

<b>INDICATOR TITLE</b>	6.1.1. Number of research reports produced within a financial year
<b>DEFINITION</b>	This indicator measures the number of reports completed on research findings in line with SACE's research agenda
<b>SOURCE OF DATA</b>	SACE Research agenda
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Research Reports
<b>ASSUMPTIONS</b>	Research reports completed will inform the Council and the teaching profession
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Non-Cumulative
<b>REPORTING CYCLE</b>	Annually
<b>DESIRED PERFORMANCE</b>	To enable Council to make informed decisions and advise about the teaching profession
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Research



<b>INDICATOR TITLE</b>	6.2.1. Number of statistical reports produced on the status of the teaching profession within a financial year
<b>DEFINITION</b>	This indicator measures the number of statistical reports completed with the use of qualitative or quantitative data on the teaching profession.
<b>SOURCE OF DATA</b>	SACE research agenda
<b>METHOD OF CALCULATION/ ASSESSMENT</b>	Simple count
<b>MEANS OF VERIFICATION</b>	Final statistical Report
<b>ASSUMPTIONS</b>	The SACE data system and external systems will contain credible data
<b>DISAGGREGATED OF BENEFICIARIES (WHERE APPLICABLE)</b>	N/A
<b>SPATIAL TRANSFORMATION (WHERE APPLICABLE)</b>	N/A
<b>CALCULATION TYPE</b>	Cumulative year-to-date
<b>REPORTING CYCLE</b>	Bi-Annual
<b>DESIRED PERFORMANCE</b>	2 research statistical report
<b>INDICATOR RESPONSIBILITY</b>	Programme Manager: Research

## ANNEXURE A: AMENDMENTS TO THE STRATEGIC PLAN AND APP

The following table depicts the changes in the budget programme structure as it appears on page 16 of the strategic plan 2020-2025

PROGRAMME	SUB-PROGRAMME	EXPLANATION
<b>Professional Registration</b>	2.1 Registration of fit-to-practise educators 2.2 Data Management	Sub-programme is removed as the research programme deals with all SACE data analysis reports
<b>Ethical Standards</b>	Investigations Disciplinary Hearings Sanctioning	The sub-programmes are removed from the programme. Indicators fall under the programmes
<b>Professional Development</b>	4.1 Continuing professional teacher development management system 4.2 Member support 4.3 Quality Management	The sub-programmes are removed from the programme. Indicators fall under the programmes
<b>Professional Teaching Standards</b>	5.1 Initial Teacher Education 5.2 Newly Qualified Educators 5.3 Practising Educators	The sub-programmes are removed from the programme. Indicators fall under the programmes
<b>Research</b>	6.1 Research reports 6.2 Data management	<ul style="list-style-type: none"> <li>The research programme has been moved from programme 1 sub-programmes. It is now programme 6</li> </ul> <p>The sub-programmes are removed from the programme. Indicators fall under the programmes</p>



The following table depicts changes made in the Strategic plan to the Outcomes table, page 17.

Outcome	Outcome indicator	Baseline	Five-year target	Explanation
Improved advisory role	Number of policy briefs developed and submitted to the Executive Authority	-	4	The strategic plan 2020-2025 omitted programme 6 outcome

**Performance indicators changes from 2023/24 APP**

2023/24 INDICATOR TITLE	2024/25 INDICATOR TITLE	REASON FOR AMENDMENT
<b>PROGRAMME 1: ADMINISTRATION</b>		
<b>Percentage of trained employees in a financial year</b>	Removed from the APP 2024/25	The sub-programme needs to develop an HRD Strategy, a plan and SOPs for implementing it before an indicator can be crafted to measure the output of the Strategy.





<p><b>Percentage of employees assessed for performance through performance evaluation system development</b></p>	<p>Percentage of employees who achieved satisfactory level through performance evaluation development system annually</p>	<p>The indicator was slightly amended to measure the impact. This has been reviewed to comply with the SMART principle</p>
<p><b>PROGRAMME 3: ETHICAL STANDARDS</b></p>		
<p><b>Not applicable</b></p>	<p>Number of rolled-over cases finalised through investigation and/or mediation and/or recommendations</p>	<p>The indicator was in the previous APP's, however, in 2023/24 it was removed due to the fact that it was being achieved.</p> <p>However, during the 2023/24 a rolled over case register was developed and it was realised that there are still backlog cases that needed to be elevated into to the APP.</p> <p>The draft APP brought back the indicator, however the title changed from percentage to number due to the fact that the number of backlog cases is known.</p>



<b>Percentage of rolled-over disciplinary hearings/cases finalised</b>	Number of rolled-over disciplinary hearings/ cases finalized after ratification of ETHCOM	The indicator title is slightly amended from percentage to number because we have data of rolled-over cases.
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2023/24 INDICATOR TITLE	2024/25 INDICATOR TITLE	REASON FOR AMENDMENT
<b>PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS</b>		
<b>Number of professional teachings standards promoted within the teacher education continuum in a year</b>	Number of teaching practice MOU established with Higher Education Institutions by the end of the financial year.	The reason for amended of the indicator is to respond to the Mid-term assessment in aligning the indicators with the strategic plan, we will unpack the career paths underpinned by induction supported by teaching practice, CPTD sign-up orientation, development of PDP addressing professional teaching standards and aligning to the induction.
<b>Number of teachers professionalisation interventions in the teacher education and development continuum within a financial year</b>	Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by end of the financial year	The reason for amended of the indicator is to respond to the Mid-term assessment in aligning the indicators with the strategic plan, some of the elements that will be dealt with here is ensuring the student that student educators are registration, ethics, orientated, values of the profession, teachers pledge, etc.
<b>Not applicable</b>	Number of approved projects for implementing the teacher professionalization path (on focus areas 1-8) in place by end of the financial year	The reason for amended of the indicator is to respond to the Mid-term assessment in aligning the indicators with the strategic plan, some of the elements that will be dealt with here is ensuring the student that student educators are registration, ethics, orientated, values of the profession, teachers pledge, etc.



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**Tel:** 012 663 9517

**Email:** [info@sace.org.za](mailto:info@sace.org.za)

**Website:** [www.sace.org.za](http://www.sace.org.za)



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