



SACE

South African Council for Educators

Towards Excellence in Education

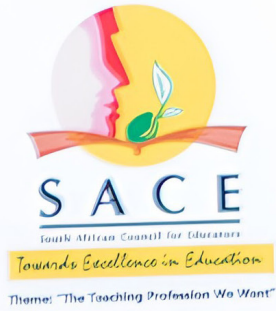
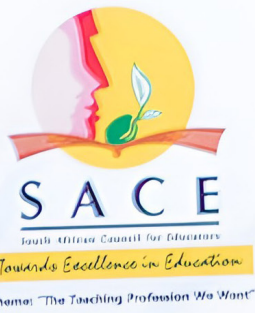


*Growing
a professionalised
agile teaching
profession*



ANNUAL PERFORMANCE PLAN 2025/26

Schedule 3A





Executive Authority Statement

The South African Council for Educators is a Schedule 3A Public Entity established in terms of the South African Council for Educators Act, 2000 (Act no. 31 of 2000). The Council has a legislative responsibility to build a capable, ethical, and developmental teaching profession and professionals. SACE, as a public entity, is accountable to the Ministry of Basic Education as defined by the PFMA and the Parliament of South Africa.

SACE's development of a strategic plan takes into consideration: its legislation, National Development Plan Medium Term Development Plan, Sector strategy, sector priorities, and Performance Agreements between the Minister and the president, as well as Service Delivery Agreements entered in terms of the broad strategic outcomes and any other relevant long term government plans.

The Strategic Plan lays the foundation for the development of Annual Performance Plans and Operational Plans during this period. The 2025-2030 strategic planning cycle marks the last five years for the country to contribute to the aspirations of the NDP 2030. The five-year 2025-2030 Strategic Plans and 2025/26 Annual Performance Plans of the new planning cycle are developed and prepared a year after the elections i.e. for tabling before 31 March 2025. The Priorities of the 7th administration will be outlined in the 2024-2029 Medium-Term Development Plan.

The 2025-2030 strategic plan presents an opportunity for us to assess and evaluate the work that we have done over the years. In assessing and evaluating that work, we need to not only take stock of what our achievements and failures have been but also examine how impactful are our organizational goals and objectives to help us fulfil our responsibility within the education sector. We need to look at our performance, the perception that the public has about SACE, how we perceive our responsibility, the purpose of our existence and the process of developing a strategy. SACE will implement the strategic outcomes through the 2025/26 Annual Performance Plan.

Hon Siviwe Gwarube, MP
Executive Authority: Department of Basic Education

Accounting Authority Statement



In 2024 the Accounting Authority (hereafter, referred to as the Council) led the development of the entity's 2025-2030 Strategic Plan which encompasses the strategic objectives and priorities. Rightfully, this process coincided with the 7th Administration and basic education sector priorities and the last five years of achieving the National Development Plan (NDP) 2030 vision. It is for this reason, amongst others, that SACE dovetailed some of these priorities into its Strategic and Annual Performance Plan (APP) with an intention to contribute to the achievement of the government-wide goals and imperatives.

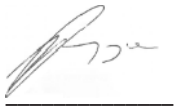
2025/2026 will be a momentous year where the term of office for the 2021-2025 Accounting Authority will be ending in July 2025. The processes of nominating, vetting, appointing, inaugurating and gazetting the names of the new Council will proceed through SACE administratively and the Executive Authority's oversight. Also, the new Council will commence the process of amending the SACE Act based on the Council's internal self-renewal processes and the review and repositioning of the SACE as an entity, organization, and professional self-regulatory body. Coupled with this, will be the heightening of efforts to enforce the SACE Act and its related regulatory tools in the teaching profession and amongst employers of educators.

The council has a responsibility to regulate the interest of the public and children in schools. Therefore, the year ahead will see the Council doubling its efforts in ensuring that justice is not delayed through the processing of the reported ethical misconduct cases timeously and dealing with the inevitable backlog often created by resource constraints, huge caseload, and the late reporting of several cases in line with section 21(2) of the SACE Act during the last quarter of the financial year.

Similarly, the definition of corporal punishment in the enacted BELA Act will see the Council joining forces with teacher unions and other SACE stakeholders to empower educators on positive discipline and moving away from administering corporal punishment in and outside the school environment. While the protection of children's welfare and the paramountcy principle are fundamental to the work of SACE, the flipside is that it can sometimes be viewed as overprotecting the rights of the same learners who violate the dignity of educators through violence. Therefore, the Council will intensify efforts to also protect the rights and safety of educators.

In 2025/2026 financial year Council will prioritise the centrality of Early Childhood Development (ECD) and Grade R in achieving foundational learning and learning outcomes. To this end, the Accounting Authority will professionalize the ECD and Grade R through enhanced professional registration of fit-to-practice educators/practitioners, endorsement of fit-for-purpose quality ECD professional development programmes and SACE-approved providers through the Continuing Professional Teacher Development (CPTD) management system, and maintenance of ethical standards by the educators/practitioners.

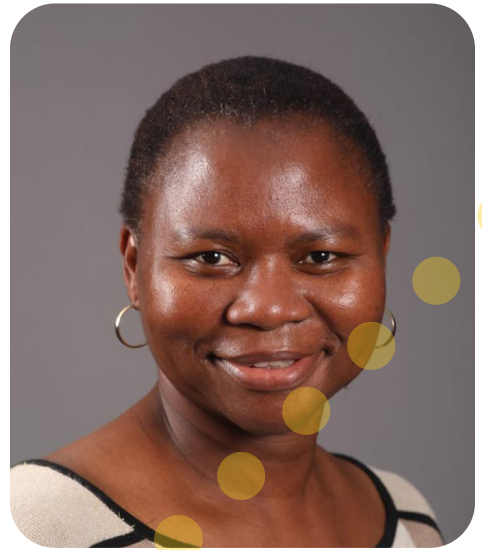
While Council has a responsibility to ensure that the 2025-2030 strategic Plan and 2025/2026 APP are delivered efficiently and effectively, the financial resources remain a challenge. Council will have to navigate its funding challenges by ensuring that the entity has a sustainable funding model, and service delivery to the teachers is not compromised.



Mr Mabutho Cele

SACE: Chairperson of Council

Accounting Officer Statement



The 2025/2026 Annual Performance Plan (APP) denotes the first year of implementing the 2025-2030 strategic plan, strategic objectives, and related priorities, as outlined by the Chairperson of the Accounting Authority in the preceding section above. The entity held its annual performance and resources planning from August 2024 to ensure that the expected outputs and performance indicator targets are delivered efficiently and effectively within the available resources.

The five APP Programmes demonstrate how the five Strategic Plan outcomes and impact statement (enhancing public confidence in the credibility of the teaching profession) will be achieved by the entity. Firstly, as part of professionalising the teaching profession (including ECD and Grade R), the Professional Registration and Certification Programme will ensure that schools and ECD centres have genuinely qualified educators and practitioners whose conduct is vetted prior to professional registration. This will make certain that schools have fit-to-practice educators and practitioners. Additional enforcement measures will take place through the monitoring of unregistered practising educators and practitioners in schools and ECD centres where professional registration is a prerequisite for employment. Additionally, the implementation of the Professional Teaching Standards through the teacher professionalisation path and initial teacher education will take place, including the professionalisation of the teaching practice space.

Secondly, Council has a legislative responsibility to ensure that the teaching profession upholds the ethical standards reflected in the SACE Code of Professional Ethics. Based on the experiences from the reported ethical teacher misconduct cases, investigations processes, disciplinary hearings, and court cases, the Code of Professional Ethics for Educators, disciplinary procedures and related policies will be reviewed through a collaborative multi-stakeholder process. Various strategies to minimise the roll over cases, from the reported ethical misconduct cases will be heightened. Similarly, more concerted effort will be placed on the percentage of new complaints received, investigated and finalised.

Thirdly, Professional Development Quality Management and Assurance Programme is central to ensuring that educators receive quality and fit-for-purpose continuing professional development programmes and activities. As a result, in 2025/2026 the Professional Teaching Standards will be included in the criteria for endorsing the submitted professional development programmes and activities. Coupled, with this will be a process of ensuring that 30% of the professional development programmes and activities submitted for endorsement come from the ECD and Grade providers. Additionally, the CPTD Management System was implemented in 2024, and since then, there has not been a process to review and revamp it. Therefore, the process of revamping, rebranding, and repurposing will commence during the 2025/2026 financial year.

Fourthly, SACE plays an advisory role to the Minister, Council, and the broader education sector. At the heart of the Policy Coordination and Research Programme is the evidence-based research (including teacher/practitioner-based research) that is central to the SACE advisory role, decision making and informing policy making and coordination.

Lastly, the Administration Programme will provide support from governance, ICT, communication and human resource perspectives. While the Council hopes to do more for the teaching profession, some of the progress in implementing the APP Programmes might arise from the financial constraints.



Ms Ella Mokgalane
SACE: CEO

1. 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 **2025/26**.



Signature: 
Mr Morris Mapindani: Chief Financial Officer

Signature: 
Ms Tuzana Sophethe: Acting Head Ethics and Professional Development

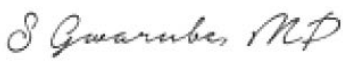
Signature: 
Ms Yvonne Lechaba: Head Registration and Teacher Professionalisation

Signature: 
Ms Ella Mokgalane: Accounting Officer (CEO)

Approved by:

Signature: 
Mr Mabutho Cele: Accounting Authority

Approved by:

Signature: 
Ms Siviwe Gwarube: Executive Authority

Contents

Part A: Our Mandate

1.	Updates of the Relevant Legislative and Policy Mandates	12
2.	Updates to Institutional Policies and Strategies	13
3.	Updates to relevant court rulings	14

Part B: Strategic Focus

4.	Updated Situational Analysis	16
4.1	External environment	16
4.2	Internal Environment Analysis	20
4.3	Theory of Change	24
4.4	Stakeholder Analysis	25

Part C: Measuring Our Performance

5.	Institutional Programme Performance Information	29
5.1	Programme	29
5.2	Programme 1: Administration	32
5.3	Outcomes, Outputs, Output Indicators and Targets	32
5.4	Indicators, Annual and Quarterly Targets	34
5.5	Explanation of planned performance over the medium-term period	35
5.6	Programme: Administration Resource Considerations	35
5.7	Programme 2: Professional Registration and Certification	36
5.8	Outcomes, Outputs, Performance Indicators and Targets	36
5.9	Indicators, Annual and Quarterly Targets	38
5.10	Explanation of planned performance over the medium-term period	39

5.11	Programme Resource Considerations	40
5.12	Programme 3: Ethical Standards	41
5.13	Outcomes, Outputs, Performance Indicators and Targets	41
5.14	Indicators, Annual and Quarterly Targets	42
5.15	Explanation of planned performance over the medium-term period	43
5.16	Programme Resources Considerations	43
5.17	Programme 4: Professional Development, Quality Management, and Assurance	44
5.18	Outcomes, Outputs, Performance Indicators and Targets	44
5.19	Indicators, Annual and Quarterly Targets	45
5.20	Explanation of planned performance over the medium-term period	46
5.21	Programme Resource Considerations	46
5.22	Programme 5: Research and Policy Coordination	47
5.23	Outcomes, Outputs, Performance Indicators and Targets	47
5.24	Indicators, Annual and Quarterly Targets	47
5.25	Explanation of planned performance over the medium-term period	48
5.26	Narrative: explanation of the resources' contribution to achieving the outputs	48
6.	Updated Key Strategic Risks	48
6.1	Explanation of Key Risks and Mitigations over the planning period	49

Part D: Technical Indicator Descriptions (TIDs)

7.	Programme Technical Indicator Descriptions	51
8.	Annexures to the Annual Performance Plan	66

List of Acronyms

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



PART A

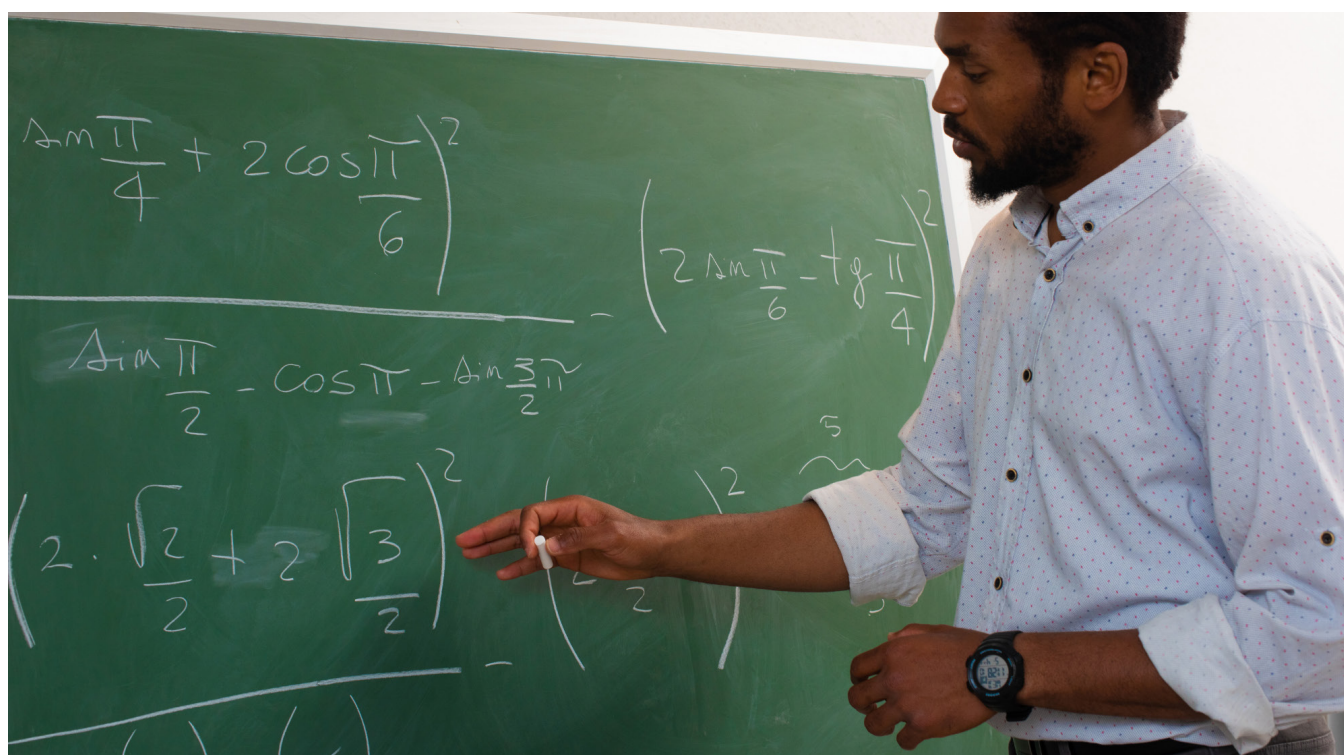
OUR MANDATE

1. Updates of the Relevant Legislative and Policy Mandates

TITLE
• 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. • SACE Act, 2000 (Act no. 31 of 2000 as amended): 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. • National Development Plan 2030-Our Future make it work (2009): It outlines the responsibility for SACE and states that; the department, schools and professional bodies should be involved in organising and delivering teacher development activities. On completion of the course or professional development activities, teachers should earn points towards meeting the continuing Professional Teacher Development requirements of the South African Council for Educators. • 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). • NQF Amendment Act of 2019: The Act established a structured framework for • evaluating qualifications obtained from foreign educational institutions and maintain a dedicated register to document misrepresented or fraudulent qualifications. SACE as a professional body need to accept foreign qualifications that are evaluated by SAQA and submit the misrepresented or fraudulent qualifications if submitted by applicants. • 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. • South African Schools Act, 84 of 1996: to provide for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools; and. to provide for matters connected therewith. • Basic Education Laws Amendment Act 32 of 2024: The new law proposes amendments to the South African Schools Act of 1996 and the Employment of Educators Act of 1998. According to the Department of Basic Education (DBE), the Bela Act focuses primarily on "administrative and management processes" at the school level. • Continuing Education and Training Act, 2006 (ACT NO. 16 OF 2006): regulates further education and training in South Africa. It also establishes and funds public technical and vocational education and training colleges. • 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. • 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. • The Criminal Law (Sexual Offences and Related Matters) Amendment Act (Amendment Act 13 of 2021) Expand the scope of the National Register for Sex Offenders (NRSO) to include the particulars of all sex offenders and not only sex offenders against children and persons with disabilities.

2. Updates to Institutional Policies and Strategies

Institutional Policies and Strategies
Medium Term Development Plan (MTDP) 2024-2029
National Evaluation Policy Framework
Revised Framework for Strategic Plans and Annual Performance Plans
National Policy Framework for Teacher Education and Development (NPFTED) (2007)
Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (2011)
Policy on Professional Qualification for Lecturers in Technical and Vocational Education and Training (PPQTVET) (2013)
The Revised Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (2015)
Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training (PPQACET) (2015)
Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators (MRQEECCCE) (2017)
Code of Professional Ethics
CPTD Management System Handbook 2013
Professional Teaching Standards (2019)
Fit-to-Teach Policy (2024)
Teacher Professionalisation Path (2019)
Teachers' Rights Responsibilities and Safety Handbook (2020)



3. Updates to relevant court rulings

Arnold Robertson versus South African Council of Educators (SACE), Western Cape Department of Education, and Department of Basic Education - 15547/2013:

Mr Robertson was removed from the register of educators by SACE after he was found guilty of misconduct. Mr Robertson made unsavoury remarks of a directly sexual nature to a grade 7 learner thus violating the Code of Professional Ethics. He appealed the decision of SACE in the Western Cape Division of the High Court which Court ordered that he be reinstated as an educator on the grounds that he undergoes remediation and sexual therapy and submit his report to SACE who must register him on a three-month basis. The court reviewed the SACE sanction and found it not to be fair in that the applicant was not given reasons for the sanction of being removed from the register. Further, he had not been given an opportunity representation to SACE in terms of Section 23(3) of the SACE Act 31 of 2000 as to why he should not be removed from the register.

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 17 November 2022. The constitutional court refused the SACE leave to appeal with costs of the two counsels.

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 removed 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 to 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

STRATEGIC FOCUS

4. Updated Situational Analysis

4.1 External environment

Following the May 2024 general elections, the South African government established a Government of Unity (GNU) composed of multiple political parties. This coalition was formed to tackle the nation's most pressing challenges, one of which is education. In line with these efforts, the government has introduced several initiatives aimed at transforming the education system to meet the demands of the modern era. The Basic Education Law Amendment Act 32 of 2024, is central to this transformation, as it outlines a comprehensive framework to improve education accessibility, quality, and inclusivity in South Africa. One of the key priorities of the GNU in education is improving the accessibility and quality of education for all South African children. A significant aspect of this focus was the signing of the BELA Act, which includes crucial provisions aimed at achieving this goal.

The Act outlined the enforcement of all children attending Grade R at the age of six. This move is intended to boost Early Childhood Development (ECD) by making it universally accessible, which is widely recognized as the foundation for future educational success. Furthermore, the BELA Act emphasizes the need for strengthening school governance and accountability. By promoting non-racialism and social cohesion within schools, the Act aims to foster an inclusive and supportive environment for learners from diverse backgrounds. The emphasis on school governance also ensures that educational institutions operate efficiently and transparently, which in turn contributes to improved learning outcomes.

The GNU's priorities include expanding vocational and technical training to align the educational system with the needs of the economy. By focusing on skills development, the government aims to prepare learners for both the formal labour market. This demand-driven approach ensures that students acquire the skills needed to succeed in a rapidly changing global economy.

SA population

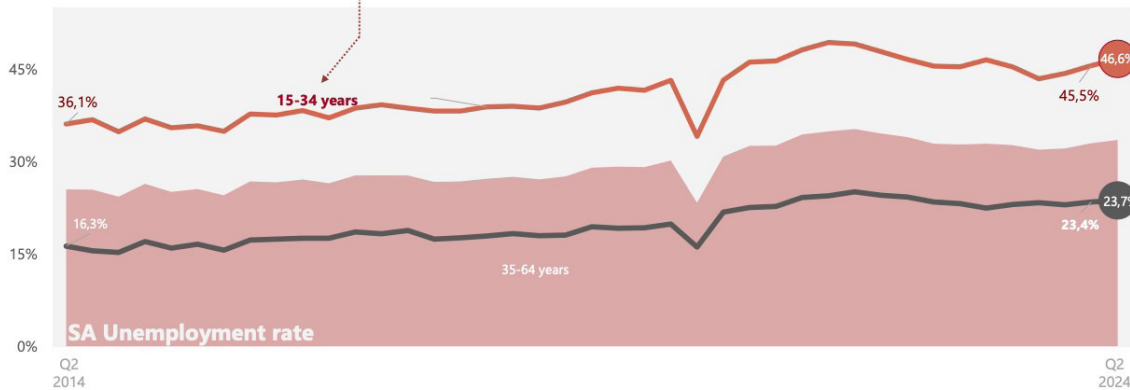
The population of South Africa grew by 19,8 percentage points between 2011 and 2022, from 51,7 million persons in 2011 to 62 million persons in 2022. This is the largest percentage change in population size since 1996. The Black African population group constitutes the largest proportion of the South African population at 81,4% followed by coloured (8,2%), white (7,3%) and Indian/Asian (2,7%). 48,5% of the population is male and 51,5% is female.

Unemployment rate

South Africa's high unemployment rate and economic volatility have contributed to stagnation in the growth of teacher employment, affecting new graduate placements. South Africa's unemployment rate has jumped to 33.5%. According to Stats SA's Quarterly Labour Force Survey, the official unemployment rate increased by 0.6 percentage points from 32.9% in Q1 2024 to 33.5% in Q2 2024. More worryingly, the expanded unemployment rate in Q2 of 2024 increased by 0.7 percentage points to 42.6%. Stats SA reported a 92,000 decrease in the number of employed persons to 16.7 million in Q2 2024. However, there was an increase of 158,000 in the number of unemployed to 8.4 million compared to Q1:2024. Discouraged work seekers also increased by 147,000 (up by 4.8%). The number of persons who were not economically active for reasons other than discouragement decreased by 75,000 (down by 0.6%) between Q1 and Q2. This led to an increase of 72,000 not economically active persons to 16.3 million in Q2 2024. Youth also continue to battle high unemployment levels, according to Stats SA youth aged 15-24 years and 25-34 years continue to have the highest unemployment rates at 60.8% and 41.7%, respectively

Youth aged **15-34 years** unemployment rate is higher as compared to older age groups

Official Unemployment rates by age group,
Q2:2014-Q2:2024



Source: Quarterly Labour Force Survey (QLFS) Q2:2024

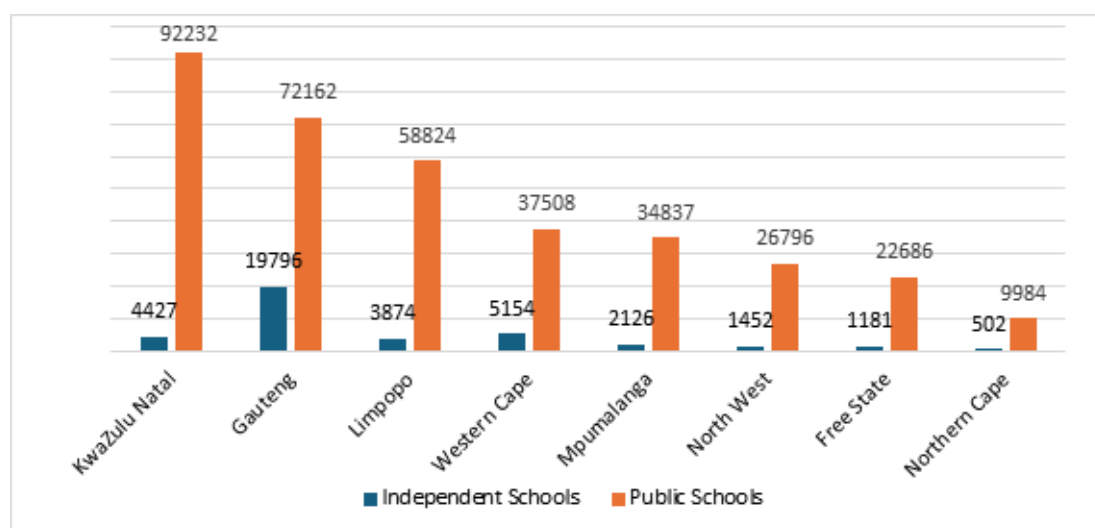
According to Stats SA, Labour Force Participation Rate in South Africa decreased to 60.60 percent in the second quarter of 2024 from 60.70 percent in the first quarter of 2024. Labor Force Participation Rate in South Africa averaged 57.40 percent from 2001 until 2024, reaching an all-time high of 60.80 percent in the first quarter of 2001 and a record low of 47.30 percent in the second quarter of 2020. According to Stats SA, from 2022 to date, the total number of teaching staff in South Africa amounted to roughly 450,993. The largest number was in KwaZulu-Natal, with over 95,650 educators. Gauteng and Eastern Cape followed with around 93,453 and 61,404 teachers.

PROVINCES	INDEPENDENT SCHOOLS	PUBLIC SCHOOLS
KwaZulu-Natal	4 427	92 232
Gauteng	19 796	72 162
Limpopo	3 874	58 824
Western Cape	5 154	37 508
Mpumalanga	2 126	34 837
Northwest	1 452	26 796
Free State	1 181	22 686

There are approximately 10,200 unemployed educators in KwaZulu-Natal, according to the KZN Unemployed Educators Database 2024. Another source suggests that there are 25,566 unemployed teacher graduates and 3,720 vacant teacher posts in KwaZulu-Natal

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 centre. and 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.

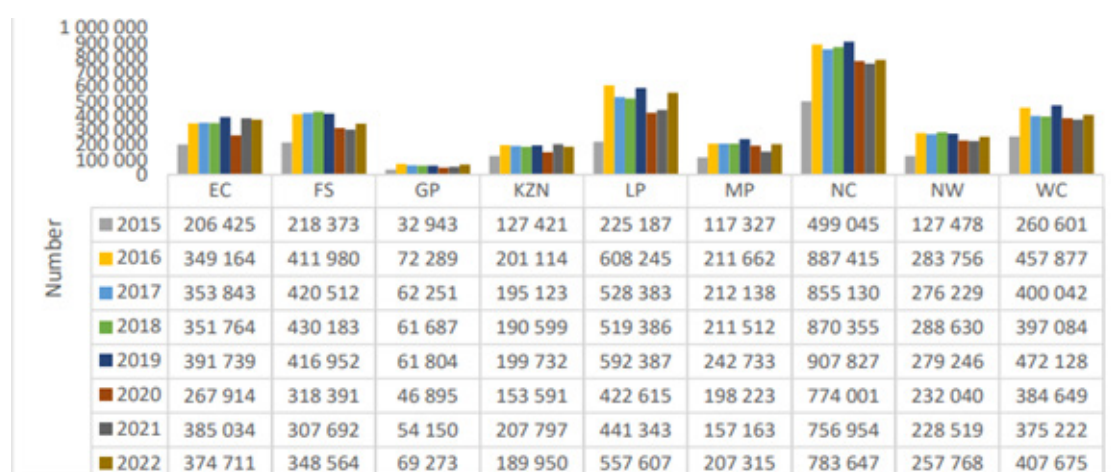
This is supported by those who argue that the most depressing effects of floods are to be found in the affected areas, as the students must wade through the flooded fields or board canoes that are dangerously rowed through the floating water. Living conditions in evacuation centre, limited space in schools have taken in more students and limited teaching resources for teachers also have a psychological effect on children.



The destruction of school infrastructure affects the quality early of childhood development (ECD) that focuses on ensuring all children, especially those in underserved and marginalized communities, have access to foundational learning opportunities that support cognitive, emotional, and social development during the critical early years. This expansion lays the groundwork for addressing long-term inequalities and creating a pipeline of learners equipped for future success. Improving literacy and numeracy levels within the first decade of schooling aims to tackle the persistent crisis in foundational learning, ensuring that all children can read for meaning and perform basic mathematical operations by the age of 10, thereby building the skills necessary for academic achievement and employability.

To achieve this, teacher development and deployment is a key priority, focusing on equipping educators with up-to-date pedagogical skills while addressing disparities in teacher allocation to ensure that all schools, especially in rural and impoverished areas, have access to qualified and motivated professionals.

Number of Children Accessing ECD Programmes. by province, 2015-2021



Source: General Household Survey 2015-2023, Stats SA

Trends in International Mathematics and Science Study (TIMSS) data reveals a substantial improvement in grade 9 mathematics test scores in 2024, the data also illustrates important information that needs to be acted on as a matter of urgency. The data reveals that there are significant performance disparities between provinces, provinces such as Limpopo and the Eastern Cape have been consistently underperforming, which reveals that these provinces are underserved and lack resources and this, by extension, reflects the quality of our teachers and the education system.

The report also shows a concerning trend that needs immediate attention, the report reiterates the Progress in International Reading Literacy study report that states that a large number of grade 4 learners, 76% are unable to read for meaning in any language. This is a harsh indictment of the South African Education system and as a result, the quality of our teachers, the Organization must renew its commitment to empowering and equipping educators with the skills and knowledge on how to overcome this problem. Whilst the Department of Basic Education's Review of Progress in the Basic Education Sector to 2024, reveal both progress and persistent challenges as follows:

- **Foundational Literacy Crisis:** The Progress in International Reading Literacy Study (PIRLS) reported that 76% of Grade 4 learners cannot read for meaning in any language. This alarming statistic underscores deficiencies in foundational skills and reflects the urgent need to improve teaching quality and strategies in early-grade literacy.

Provincial Disparities: Significant performance disparities exist between provinces. For instance, Limpopo and Eastern Cape have consistently underperformed in international assessments, highlighting resource inequalities and the need for targeted interventions to uplift underserved regions.

Pestel Analysis

Political Factors	• Sufficient willingness for support by DBE, DHET, and Parliament, (Focus on young people) • The community and municipality's hostile attitude towards schools • The Government of National Unity (GNU) priorities that impact on the SACE • The varying opinions from political parties over the understanding of SACE mandate may pose disagreements on what SACE stands for.
Economic Factors	• The Continuing government austerity measures impacting the Council • Insufficient budget, unable to fully execute the SACE mandate • Reduction of budget leading to overcrowding/teacher shortages in classrooms and impacting the Psychosocial and mental wellness of teachers. • The funding model for endorsed teacher development programmes
Social Factors	• High influx of foreign educators not falling under critical skills entering the country • Misconceptions and misunderstandings about the roles of SACE by the communities • High levels of violence at home filter to schools • Child-headed households impacting on schools • The imbalances between urban and rural areas still exist where the urban benefits more
Technological Factors	• Cyber-attacks and hacking of the ICT systems • Outdate ICT systems • 100% implementation of the online registration system to efficiently and effectively register the applicants • The changes in technology and the use of AI impact negatively on teacher development • The use of social media in order to increase SACE coverage and visibility.

Environmental Factors	• Go green 100% paperless (online registration) • Climate change and increasing patterns of weather having an impact on the teaching and learning • Power and water outages, impacting on servicing the teachers in different provincial offices
Legal Factors	• The amendment of BELA Act 32 of 2024 having an impact on the case management system • Litigations in relation to registrations (threats to sue for non-registration) • Teachers not having teaching qualifications and thus teaching illegally • Litigations in relation to outcomes of sanctions awarded.

4.2 Internal Environment Analysis

As the country is celebrating 30 years of democracy, the South African Council for Educators (SACE) can pride itself in producing a register of 473 374 professionally registered qualified teachers, who mediate inclusive and quality teaching and learning in every school and classroom. Hence, teachers and school leaders should always be the first to be recognised and valued for the achievement of the basic education sector's learning outcomes. In addition, SACE has a sub-register of 31 320 registered and qualified practitioners and educators who must ensure that this country's children have access to quality Early Childhood Development (ECD), care and pre-primary universal education.

Strengthening accountability and governance underpins the effective management of the education sector by promoting transparency, ensuring that principals, teachers, and administrators are held to high standards of performance, and fostering trust in public institutions. Recognizing the transformative power of technology, leveraging ICT for learning and teaching focuses on integrating digital tools and e-learning into classrooms, bridging the digital divide, and preparing both learners and educators for the demands of the Fourth Industrial Revolution. In addition to academic pathways, enhancing vocational education and establishing alternative learning pathways provides learners with diverse opportunities to acquire practical skills that align with labour market demands, thereby addressing youth unemployment and fostering economic growth. Finally, building a capable and ethical education system is central to this vision, emphasizing professional standards, integrity, and continuing professional development for educators as the foundation for long-term success.

In pursuance of the above objectives, SACE utilises both human and material resources to ensure that these aims are achieved. South Africa has operated under difficult circumstances in the past five years due to a decline in economic growth. The education sector has also suffered the same hardships and the ability of the Council to mobilize the common resources usually utilised to achieve its objectives was affected by the decline in economic growth and the effects of the pandemic which was not anticipated. These challenges were not only experienced in the country but worldwide however the impact is usually devastating in third-world countries like South Africa.

Professionalisation and Continuing Professional Teacher Development (CPTD)

Professional Development and Capacity Building form a central pillar of SACE's mission to improve educator professionalism. The Continuing Professional Teacher Development (CPTD) plays a critical role in supporting the ongoing development of educators across South Africa over the next five years. SACE has taken steps in advancing teacher professionalization through Continuing Professional Teacher Development (CPTD), but compliance remains low, particularly in rural areas where access to CPTD programmes is limited.

The absence of a structured compliance tracking mechanism has resulted in inconsistent enforcement of CPTD participation, leading to professional stagnation among educators. This highlights the need to enhance the digital CPTD system to ensure that teachers have seamless access to programmes and providers, and that participation is monitored in real-time. A more proactive approach is required to integrate CPTD.

Digital Transformation and ICT Systems

In the past few years, the Council relied too much on manual systems for its internal processes, and in instances where ICT Systems were utilised, such systems were not integrated. The Council has since embarked on integrating and enhancing its internal ICT Systems to expedite interfacing with educators and make SACE ICT Systems user-friendly to teachers and any other user. The process will improve the efficiency of the operations of the Council and make the interaction between teachers and stakeholders to be easy and smooth. This will end up in a paradigm shift of Council operations and align the same to technological changes taking place both in the education sector and in the country at large. Notwithstanding, the integration of ICT into SACE's operational framework remains a key priority, yet there is no formalized five-year ICT strategy to guide this transformation. The lack of an ICT roadmap has limited progress in automating teacher registration, compliance tracking, and a Case Management System. A comprehensive Digital Transformation strategy will be essential in modernizing teacher workforce management, enhancing transparency, and reducing operational inefficiencies.

Ethical Standards

SACE has faced criticism regarding delays in resolving ethical misconduct cases. The manual case management process contributes to inefficiencies, leading to backlogs in disciplinary proceedings and inconsistent enforcement of ethical standards.

To address these challenges, SACE will embark on a project of implementing a digital case management system, allowing for real-time tracking of professional misconduct cases, faster resolution times, and enhanced transparency in compliance and enforcement.

Provincial Offices and Outreach Programmes

The Council has always adopted the approach of establishing Provincial Offices to reach out to the teachers and stakeholders in Provinces. Currently, the Council has four functional Provincial Offices established in Limpopo, Kwa-Zulu Natal, Eastern Cape and Free State. An Office has been purchased in Western Cape however it is not yet functional. In Provinces where the Council has not established offices, the Council relies on Outreach Programmes initiated and implemented by various divisions in line with their specific mandates such as registration, Professional Development and Professional Teaching Standards. The establishment of offices and the initiated outreach programmes have advantages and disadvantages hence the Council has resolved to reconceptualize the existence and operations of Provincial Offices. This process may result in different approaches being adopted including using state facilities, mobile offices and constant outreach programmes rather than establishing offices in the current form. This may include the shifting of staff members or having more staff members focus on outreach programmes.

Review and Repositioning Project

In line with changes in the education landscape, informed by various changes amongst others including in technology, such as the 4th Industrial Revolution and Education 4.0 (Machine-Driven Learning), the Council has commissioned a study on Review and Repositioning Project which will change the Council Outlook on the operation

and Human Capital. It was against the implications of the results of this project that the Council resolved not to fill in vacant positions created thereafter. It was against this background that for the period, the Council operated with the most strategic positions not filled. The Council has since revised the decision and agreed to fill the vacant positions whilst the study on review and repositioning is finalised.

Human Resource Provision

SACE has a workforce of 107 employees. This number is not inclusive of the contract/temporary employees and Interns. Temporary or contract employees have been appointed based on needs and peak periods for registration, wherein the Council usually receives huge unpredictable registration applications to be processed. In cases of employment equity targets, the SACE is to appoint at least one (1) person for the year 2025/26 and appoint at least two (2) women from Unskilled and Semi-Skilled Occupational Levels. SACE provides funding for its staff members to register with various institutions of higher learning to improve and improve its workforce.

Other interval training interventions are also implemented with the endeavour to improve skills levels and contribute to the country's intention to improve skills levels. By investing in improving the skill levels of its staff, SACE will improve its performance. SACE continues to address workplace gender equity, ensuring leadership roles are accessible to women educators while addressing challenges like high representation in lower-paying roles. It should be noted that the Department of Women, Youth and Persons with Disabilities is responsible for promoting gender equality, youth empowerment and inclusion of persons with disabilities in all aspects of society. In terms of the equitable representation of employees in the Department, women currently comprise 65.4% of the workforce, of which 55.0% are in Senior Management positions. 5.1% of the workforce are employees with disabilities. These exceed the national targets of 50% and 3% respectively.

Therefore, SACE is working towards ensuring that it delivers and complies with equity targets. The entity will conduct a comprehensive review of its strategy to incorporate demographic trends that promote transformation and inclusivity, specifically focusing on women, youth, and persons with disabilities. This review will demonstrate a clear commitment to enhancing the participation of these groups in the economy, particularly within the teaching profession.

SACE Digital Registration Platform

SACE's online registration system represents more than just technological advancement – it embodies a commitment to accessibility and efficiency. By transitioning from traditional paper-based processes to a digital platform, SACE has eliminated geographical barriers that once hindered educator registration. Teachers from remote areas can now complete their professional requirements with just an internet connection, democratizing access to educational certification.

The green economy initiative stands at the heart of SACE's digital transformation. Each online application saves more than just paper – it represents a step toward sustainable educational administration. The platform's digital-first approach has significantly reduced carbon emissions associated with physical document transportation and storage, aligning educational administration with environmental stewardship.

Cost-effectiveness drives SACE's operational model. The digital platform has streamlined processes, reduced administrative overhead and passed these savings to educators. This economic efficiency doesn't just benefit individual teachers – it creates a ripple effect throughout the educational system, allowing institutions to allocate resources more effectively. The true measure of SACE's success lies in its community impact.

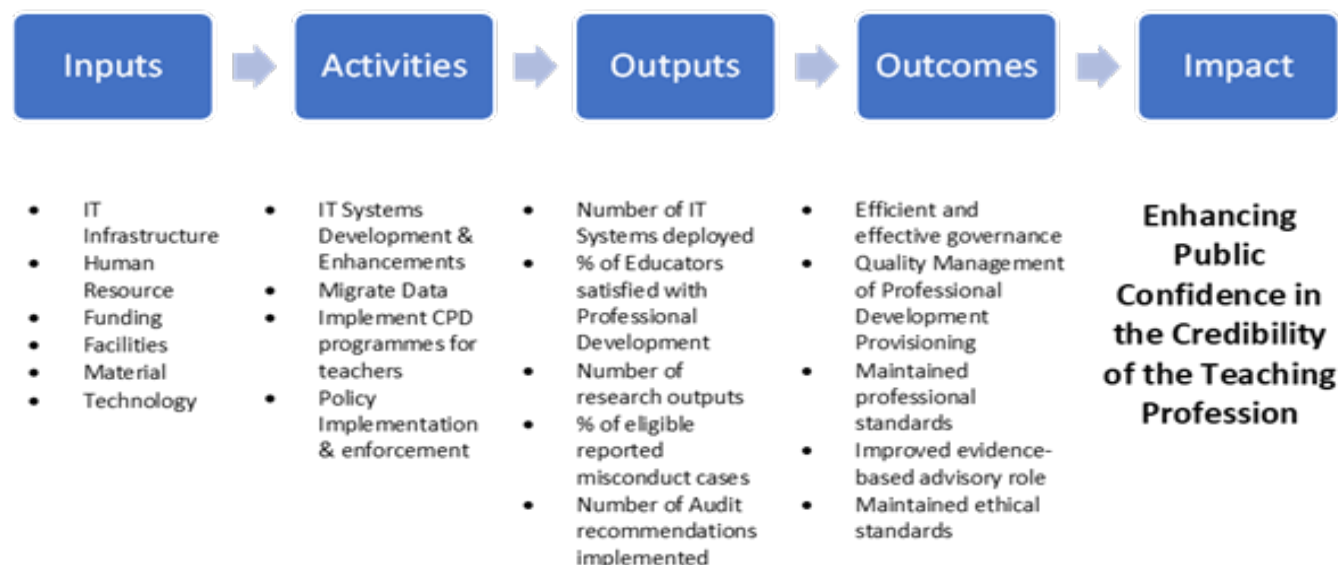
Teachers report significant time savings, allowing them to focus more on student development. Educational institutions benefit from streamlined administration, while the environment gains from reduced paper consumption and carbon emissions.

STRENGTHS	WEAKNESSES
❖ Availability of Policies ❖ Functional Council ❖ Availability of provincial offices ❖ Educator professional development ❖ Professional development qualified coordinators ❖ Advocate teacher development programmes ❖ Collaboration with stakeholders ❖ Deliver solutions to the problems teachers come across in the profession through research	❖ Weak to no control measures that ensure that an individual returning to the system makes use of old certificates without going through proper re-registration processes. ❖ Internal/external fraud ❖ Requirements that need to be aligned with teacher qualification frameworks. ❖ Lack of enforcement of the SACE Act across all mandates ❖ Lack of trained and qualified personnel to carry out disciplinary processes ❖ Vacant positions not being filled for more than 12 months ❖ Lack of sustainable funding ❖ Contradictory to shortage of staff
OPPORTUNITIES	THREATS
❖ Digitalizing of the SACE ICT systems ❖ Increase number of members through registration ❖ Amending the registration fee structure ❖ Increase the collaboration with all stakeholders ❖ Identify & advice on programmes needed for professional development. ❖ To shape SACE strategic position through the review & re-positioning ❖ Producing efficient policy briefs advising the DBE Minister on the status of the teaching profession	❖ Outdated/ and Manual ICT infrastructure ❖ Registered educators practising as TVET Lecturers ❖ Unregistered practicing educators ❖ Misalignment between the SACE Act and the reality (e.g. educator removed on the roll, but some employers keeping the individuals in their payrolls) ❖ Unions not in favour of the re-registration of teachers ❖ Case Management System Backlogs/rolled-over cases ❖ Inadequate budget to execute the mandate ❖ Bad publicity/ reputation

4.3 Theory of Change

Problem statement:

SACE's incapacity, inefficiencies and unreliable systems are creating a negative perception among its members and sector stakeholders



Assumptions:

- Membership affiliation will happen seamlessly
- IT Expertise will be onboarded
- Budget Provisions
- Filling of critical vacancies

Contextual Considerations:

- Legislative Mandate
- NDP 2030
- SPI Priorities
- 7th Administration Priorities
- State of the Economy of the South Africa
- Medium Term Development Plan (MTDP)



4.4 Stakeholder Analysis

SACE stakeholders include teachers, teacher unions, professional bodies, government departments, and education-related organizations. Each of these stakeholders has a significant role to play in SACE's efforts to improve the quality of education and teacher professionalism.

1. Teachers are the primary beneficiaries of SACE's services, and their engagement with the organization is critical. As individuals who directly interact with SACE's systems, such as teacher registration, and CPTD, their feedback and satisfaction with these services are important for the success of the Strategic Plan. Teachers' concerns often include the accessibility and relevance of professional development programmes, as well as the efficiency of registration processes.
2. Teacher unions play an important role in representing the interests of teachers and advocating for improvements in the education system. Their concerns often focus on the fair treatment of teachers, the alignment of CPTD programmes with teachers' needs, and the quality and effectiveness of professional development offerings. Engaging with unions allows SACE to align its professional development strategies with the broader needs of the teaching workforce.
3. Professional bodies, including those that set national standards for education, are key stakeholders in maintaining the professionalism and ethical standards of teachers. Their concerns often centre around whether SACE's professional development programmes and ethics initiatives align with the national standards for education and teacher conduct.
4. Government Departments such as the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) play a critical role in setting the framework for teacher training, professional development, and accreditation. Their concerns generally revolve around how SACE's initiatives align with national educational policies, as well as how they contribute to the broader goals of improving the quality of education in South Africa. Regular communication with these departments is vital to ensure policy alignment and collaboration on shared goals.
5. Education-Related Organizations which include entities that focus on teacher development, educational leadership, and curriculum reform. Stakeholders in this group often focus on how SACE's strategies contribute to systemic improvements in education and whether SACE's interventions are aligned with broader educational reforms in the country



STAKEHOLDER	ROLES RELATED TO THE STRATEGY	FUNDING AVAILABILITY	CAPACITY AVAILABILITY
Ministry / Dept of Basic Education	Executive Authority, SACE Act, Performance Reporting, Plans, Budget, Levy Approval, Council Appointment	Yes	Limited
Five National Teacher Unions	Levy Approval, Buy-in on SACE Programmes and Initiatives, Downward Accountability	Yes	Yes
Department of Higher Education and Training	Qualification Evaluation Committee, TVET & CET Sectors, Initial Teacher Education, HEMIS, Teacher Supply & Demand, Downward Accountability	Yes	Limited
National Association of Independent Schools of SA	Buy-in on SACE Programmes and Initiatives, Downward Accountability	Yes	Yes
Governing Body Associations	Buy-in on SACE Programmes and Initiatives, Downward Accountability	Yes	Limited
Council on Higher Education	SACE Teacher Education Qualifications Accreditation Status, Qualifications Standards, Collaborative Accreditation process, Professional Bodies Forum	Yes	Yes
ELRC	Cooperation and Collaboration on Ethical misconduct cases, Referral of Dismissals to SACE, Sharing of Evidence	Limited	Yes
UMALUSI	Verification of Grade 12 certificate, SACE Registration as part of Independent Schools Accreditation	No	Limited
Education Deans Forum	Initial Teacher Education, Student Teachers Matters, Provisional Registration, Research, Student Teachers, Newly Qualified Teachers, Student Teachers Data	Yes	Yes
SAQA	SACE Professional Body Status, NQF, Qualification Registration - NQF, Qualifications Verification, Research, NLRD	No	Yes
ETDP-SETA	Skills Development Act, Skills Development Levy, Workplace Skills Plan, Funding, Interns, Human Resource Development, Research, PD Providers	Yes	Yes
Department of Justice and Constitutional Development	National Register of Sexual Offenders, Access to Listed Sexual Offenders Registration Requirement, SACE as an example of good practice in screening teachers against the register	Yes	Yes

STAKEHOLDER	ROLES RELATED TO THE STRATEGY	FUNDING AVAILABILITY	CAPACITY AVAILABILITY
Department of Social Development	National Child Protection Register, Access to Listed applicants who are not suitable to work with children	Yes	Yes
Department of Home Affairs	Foreign Educators, Scare Skills List, Data Exchange, Information Sharing, Verification of Registrants Documentation, Register of deceased educators	Yes	Yes
State Information Technology	ICT Systems, Systems Modernisation, ICT systems development, ICT Support	Yes	Yes
SAPS & Hawks	Police Clearance Certificate, Criminal Record Database, Fraudulent Certificates, Criminal Conviction of Sexual Miscreants	Yes	Yes

The SACE stakeholders have made recommendations on how we can enhance the mission of SACE; they have suggested among other things that our organization must take a more collaborative approach in implementing CPTD programs. According to them, various levels of governance and the administrative sector should collaborate to ensure the smooth implementation and running of these programs. It is their view that our strategic partnerships should extend beyond just the public education sector, this collaboration with private sector education will improve the uptake of and teacher participation in CPTD programs and activities. Greater opportunities for participation in these CPTD programs must be created for teachers in both private and public sector education to engage in SACE-quality assured and endorsed professional development programs to ensure that teacher empowerment programs and initiatives are standardized.





PART C

**MEASURING OUR
PERFORMANCE**

5. Institutional Programme Performance Information

SACE mandates as per the Act are aligned with the strategic plan's programme budget structure. There are five programmes that SACE will be implementing through this APP to achieve its mandate and priorities.

Furthermore, these programmes are directly aligned with the outcomes outlined in SACE's Strategic Plan (SP), ensuring that the organization meets its mandate as defined by the SACE Act. By focusing on the outcomes and key performance indicators for each programme, SACE aims to effectively monitor progress and ensure that it fulfils its responsibilities in advancing teacher professionalism, development, and ethics.

5.1 Programme

1. Administration
2. Professional Registration and Certification
3. Ethical Standards
4. Professional Development, Quality Management and Assurance
5. Research Policy and Coordination

STRATEGIC PRIORITIES FOR 2025-2030	Professionalised Early Childhood Development.
	Integrated provisional registration and professional certification.
	Enhanced collaborative regulation and enforcement of ethical and professional standards.
	Strengthen SACE's image and brand.
	Strengthen digital technologies and integrated systems.
	Policy development, and effective implementation of research dissemination Strategy in the teaching profession.
	Developed SACE turnaround HRD strategy and change management.
	SACE Decentralisation.

Impact statements

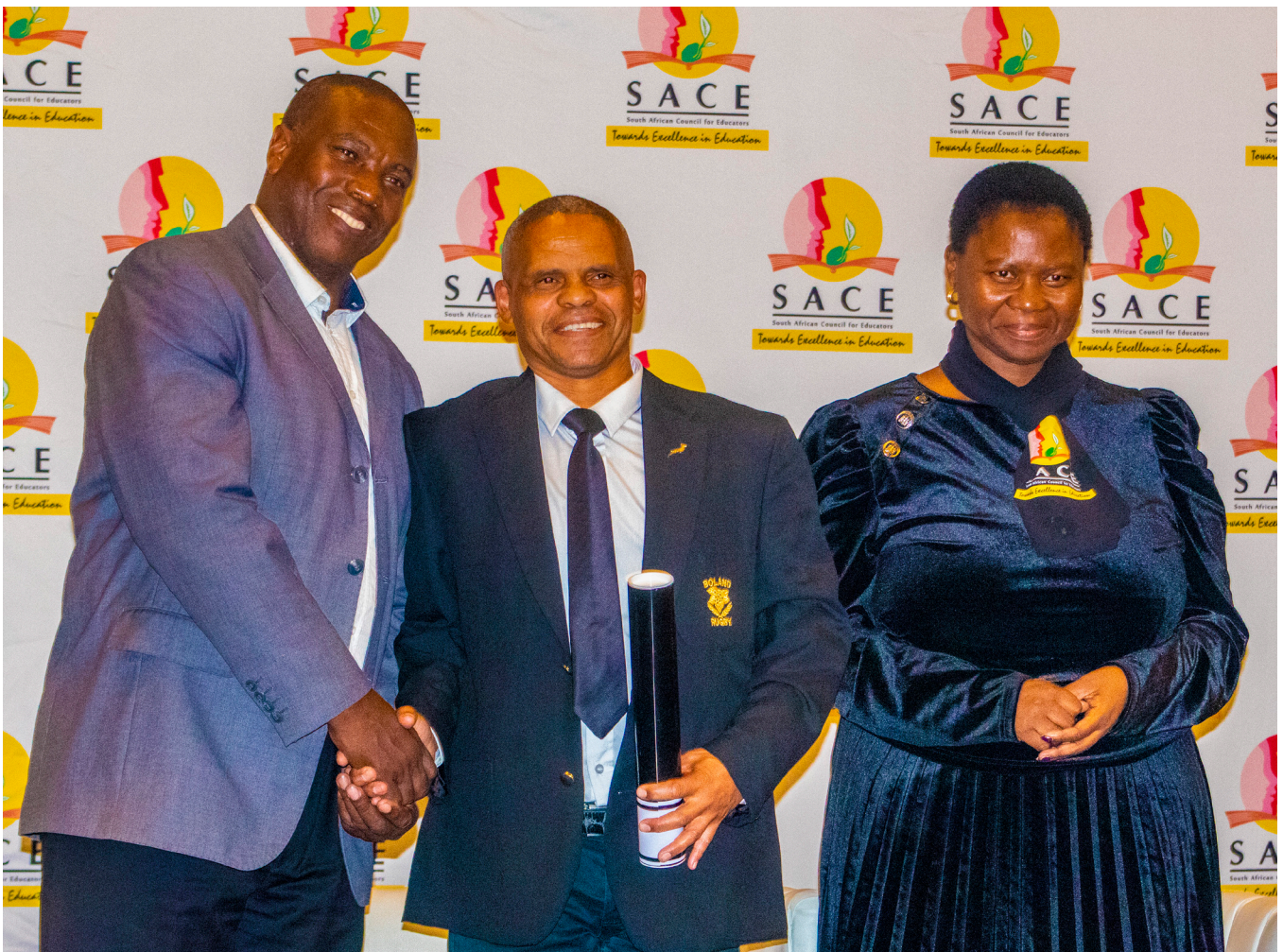
Impact statement	Enhancing Public Confidence in the Credibility of the Teaching Profession
-------------------------	---

MTDP priority 2: Reduce Poverty and tackle the high cost of living			
Outcomes	Outcome indicators	Baseline	Five-year target
Efficient and effective governance	Percentage of internal and external audit recommendations implemented	82%	90%
Maintained professional standards	Number of teacher professionalisation path focus areas aligned to the Professional Teaching Standards	N/A	4
Maintained ethical standards	Percentage of eligible reported misconduct cases of Educators and practitioners finalised	30%	50%
Quality Management of Professional Development Provisioning	Percentage of educators satisfied with provided Professional Development endorsed and pre-determined programmes by approved providers	N/A	60%
Improved evidence-based advisory role	Number of research projects/activities produced for advising the minister, profession and Council	N/A	10

Strategic Priorities Per Programme:

Programme	Priorities
Communications and Stakeholder Relations	• Launching of different campaigns to enhance public confidence in the teaching profession. • Development of Marketing and Communication strategy in line with the strategic plan. • Heightened Advocacy Communication - Educators, Stakeholders, and the Public • Development of the comprehensive and collaborative stakeholder relations plan
Corporate Services	• Develop a SACE turnaround strategy and institute change management. • Vacant Posts be filled in line with existing Organogram • HRD Strategy be developed after finalisation of the Review and Repositioning Project • Skills audit and review of job descriptions

Programme	Priorities
Efficient And Effective Governance Finance And ICT	- To develop a funding model and find ways that will sustain SACE funding. - Digitalizing the council systems - Enhancement of ICT infrastructure in all SACE offices
Professional Registration and Certification	- Developing material on PTS - Developing the ECD framework. - Develop the Concept Document for Paraprofessionals for ECD practitioners - Strengthening Work-integrated learning (WIL) in line with WIL-MOU
Ethical Standards	- Reviewal of the Code of Professional Ethics and disciplinary procedures - Promotion of ethical standards in ITE
Professional Development Quality Management and Assurance	- Commission the evaluation of the CPTD System - Revamping and rebranding, repurposing of the CPTD Management System - Enhancing the collaborative implementation of the CPTD-MS - Development of the CPTD-IS Application - Revive teacher appreciation, recognition, and profiling
Research and Policy Coordination	- Develop and implement the Research Dissemination Strategy - Institutionalise Policy development, implementation and enforcement



5.2 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

5.3 Outcomes, Outputs, Output Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					MTEF targets		
			Audited performance		Estimated Performance					
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened in a quarter	17	11	10	10	12	13	13	
	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%	60%	60%	60%	N/A	
	Launched campaigns in all provinces	1.1.4. Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Corporal punishment and Violence against teachers; and promoting the SACE brand)	N/A	N/A	N/A	N/A	2	3	5	

Outcome	Outputs	Output Indicators	Annual Targets					MTEF targets		
			Audited performance			Estimated Performance	2024/25	2025/26	2026/27	2027/28
			2021/22	2022/23	2023/24					
	Communication and stakeholder relations strategy developed and implemented	1.1.5. Communication and stakeholder relations strategy approved by Council	N/A	N/A	N/A	N/A	N/A	Approved communication and stakeholder relations strategy	N/A	N/A
	Eligible creditors paid within 30 days	1.1.6. Percentage of eligible invoices paid within 30 days of receipt.	91% 2401/2639 x100	91% 2538/2567 X100	97.39% 2988/2991 X100	100%	100%	100%	100%	100%
	Improved ICT Systems	1.1.7. Number of ICT systems implemented within a financial year (finance, research, registration, internal audit, communication, ethics, planning, teacher professionalisation, enhancement of provider management module, migration of all core systems into Microsoft Dynamics).	40%	78% 7/9X100	71% 5/6X100	50%	60%	60%	60%	60%

5.4 Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	Number of Council and EXCO meetings convened in a quarter	13	2	4	4	3
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	Percentage of employees who achieved satisfactory level through performance evaluation development system annually	60%	60%	N/A	N/A	N/A
1.1.4.	Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Corporal punishment and Violence against teachers; and promoting the SACE brand)	2	N/A	1	N/A	1
1.1.5.	Communication and stakeholder relations strategy approved by Council	Approved communication and stakeholder relations strategy	N/A	Draft communication and stakeholder relations strategy	N/A	Approved communication and stakeholder relations strategy
1.1.6	Percentage of eligible invoices paid within 30 days of receipt.	100%	100%	100%	100%	100%
1.1.7	Number of ICT systems implemented within a financial year (finance, research, registration, internal audit, communication, ethics, planning, teacher professionalisation, enhancement of provider management module, migration of all core systems into Microsoft Dynamics).	11	N/A	N/A	N/A	11

5.5 Explanation of planned performance over the medium-term period

In the coming five years, the South African Council for Educators (SACE) is committed to strengthening its governance to ensure the organization operates with efficiency and integrity. As a regulatory body responsible for upholding the ethical and professional standards of the teaching profession, SACE recognizes the critical importance of maintaining a governance structure that is responsive, accountable, and aligned with national educational policies.

At the heart of this commitment is a strategic drive to enhance transparency and accountability in all SACE operations. The organization's governance framework will be reviewed regularly to ensure that all structures from the Council to management levels are fit for purpose and aligned with the broader strategic objectives as set out in the SACE Act. This will include improving internal controls and establishing clear lines of responsibility and oversight across all SACE programmes and activities.

One of the main priorities for SACE is to ensure that its governance structures evolve in response to both internal needs and external environmental factors. Over the five years, the Council will prioritize the regular evaluation of its leadership, board members, and committees, ensuring that they effectively steer the organization towards its goals while maintaining the highest standards of professionalism. The review process will not only assess leadership effectiveness but also evaluate SACE's decision-making processes and internal controls to ensure these are aligned with best governance practices.

Also, strategic oversight will be a key focus. SACE's Council will take an active role in ensuring that each program and initiative under the organization's umbrella meets the strategic objectives set out in its five-year plan. This includes regular monitoring of performance, with a focus on tracking the successful delivery of key projects and activities. SACE will implement a quarterly performance review system to assess the progress of all programs, ensuring that they meet the established targets and are in line with national educational priorities.

5.6 Programme: Administration Resource Considerations

2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Audited Outcome			Approved Budget	Medium-Term		
71 669	77 465	75 061	69 864	72 695	75 914	78 372

5.7 Programme 2: Professional Registration and Certification

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. Implement an effective framework of professional standards that defines excellence in teaching and work-integrated learning while simultaneously developing and administering a rigorous certification process that verifies educators' competence against these standards

5.8 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2021/22	2022/23	2023/24		2024/25	2025/26	2026/27
	Registered fit-to-teach educators	2.1.1. Percentage of eligible registration applications with criminal offences (minor/major) finalized within 14 days (minor) and 90 days (major)	N/A	N/A	N/A	N/A	80%	90%	95%
	Monitored schools	2.1.2. Number of schools monitored on professional registration status of employed educators in a year	N/A	N/A	N/A	N/A	108	324	972
	Implemented ECD practitioners'/educators' Professionalisation framework	2.1.3. Development of professionalisation framework for Early Childhood Development (ECD) practitioners'/educators by the end of 2026/27 financial year	N/A	N/A	N/A	N/A	Draft ECD practitioners'/educators' Professionalisation Framework developed by the end of the financial year	ECD practitioners'/educators' Professionalisation framework approved by the end of the financial year	Implementation of ECD practitioners'/educators' Professionalisation framework by the end of the financial year

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2021/22	2022/23	2023/24		2024/25	2025/26	2026/27
Maintained professional standards	Implemented teacher professionalisation path	2.1.4. Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year	N/A	N/A	N/A	13	13	13	13
		2.1.5. Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year	N/A	N/A	N/A	15	15	11	11
		2.1.6. Number of approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by the end of the financial year	N/A	N/A	N/A	2	2	3	3

5.9 Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Percentage of eligible registration applications with criminal offences (minor/major) finalized within 14 days (minor) and 90 days (major)	80%	80%	80%	80%	80%
2.1.2	Number of schools monitored on professional registration status of employed educators in a year	108	0	36	15	57
2.1.3	Development of professionalisation framework for Early Childhood Development (ECD) practitioners/educators by the end of 2026/27 financial year	Draft ECD practitioners/educators' Professionalisation framework developed by the end of the financial year	N/A	Concept document for ECD practitioners/educators framework developed	N/A	Draft ECD practitioners/educators Professionalisation framework developed
2.1.4	Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year	13	N/A	5	4	4
2.1.5	Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year	15	2	3	3	7
2.1.6	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	N/A	1	N/A	1

5.10 Explanation of planned performance over the medium-term period

SACE's commitment to maintaining professional standards is foundational to the organization's mission of ensuring that educators in South Africa meet the high standards expected in the education system. Over the five-year planning period, SACE will prioritize the Continuing upholding of these professional standards across the teaching profession by reinforcing ethical practices, teacher conduct, and professional accountability. At the core of this initiative is the Teacher Registration Programme, which ensures that only qualified and registered educators are allowed to practice in the country. The programme's success will be measured by the number of teachers who successfully register and comply with the professional requirements outlined in the SACE Act. SACE will also focus on expanding access to registration for teachers in remote and underserved areas to promote inclusivity and equity in the teaching profession.

Professional Registration and Certification for Educators aims to build public trust in the education system, foster a strong sense of professional identity among educators, and promote equity and inclusion within the teaching profession. Thus, we ensure a high-quality, diverse, and ethically driven education workforce that serves the best interests of all learners and contributes to national development goals.

Comprehensive Registration System: Implement an accessible, digital registration system that captures and manages the registration of screened fit-to-practice qualified educators, student educators, ECD practitioners, and College Lecturers. The registration requirements will be revised to accommodate South Africa's linguistic diversity.

SACE needs to enhance its registration process by implementing advanced, environmentally friendly technologies. A fully digital, paperless registration system, supported by cloud-based data storage and AI-powered document verification, forms the cornerstone of this green initiative. This approach will drastically reduce paper usage, minimize physical storage needs, and lower the carbon footprint associated with manual registration methods. Implement a rigorous NQF level 4 (Matric) verification process for student educators with UMALUSI, increasing the accuracy rate verification of NQF level four (4) qualifications.

In alignment with its commitment to inclusivity and excellence, the South African Council for Educators (SACE) will implement comprehensive Inclusive Registration Practices, ensuring accessibility for people with disabilities and promoting diversity within the teaching profession. This initiative encompasses the development of registration materials in multiple formats, including Braille and audio descriptions, and providing support services in Council-approved official languages.

The Professional Teaching Standards aims to establish, maintain, and implement a thorough framework of professional standards that defines excellence in teaching and work-integrated learning while simultaneously developing and administering a rigorous certification process that verifies educators' competence against these standards. This integrated approach aims to elevate the quality of teaching and enhance the professionalism of educators.

SACE will collaborate with the initial teacher education institutions to ensure high-quality initial teacher education and well-regulated work-integrated learning. SACE will work with HEIs to develop MOUs to underpin mutual understanding of regulated work-integrated learning.

Develop guidelines that will assist newly qualified teachers in using Professional Teaching Standards as a framework for reflective practice during their induction period. The guidelines will enhance freshly qualified teachers' understanding and application of Professional Teaching Standards. SACE will Facilitate online forums to discuss challenges and successes related to specific standards.

Narrative: explanation of the resources' contribution to achieving the outputs

Human Resources

Skilled personnel process applications efficiently and accurately to achieve an Increased number of processed applications. Skilled personnel can develop guidelines to assist newly qualified teachers in using Professional Teaching Standards as a framework for reflective practice. SACE will need to provide an online platform for newly qualified teachers to upload induction evidence that is aligned with professional teaching standards.

Technological Resources

Reliable, accessible online registration system with reduced processing times for registration with improved data accuracy and integrity. A reliable registration system will enhance the ability to track and analyse registration trends. Investing in reliable IT infrastructure for consistent service delivery. Minimal system downtime, ensuring uninterrupted registration services will enable SACE to achieve the outputs.

Time Resources:

Consider funding for staff to work shifts to process applications as they come in, regardless of time. Invest in effective, scalable IT infrastructure to support Continuing operations. By effectively leveraging time and human resources for 24/7 online registration, SACE can significantly enhance its registration outputs in quantity and quality. This approach aligns with modern expectations for accessibility and efficiency in professional registration processes.

5.11 Programme Resource Considerations

2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Audited Outcome			Approved Budget	Medium-Term		
6 089	7 393	8 325	6 759	7 151	7 116	7 614

2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Audited Outcome			Approved Budget	Medium-Term		
2 175	2 880	2 669	2 644	2 793	2 385	2 435

5.12 Programme 3: Ethical Standards

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

5.13 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					MTEF targets		
			Audited performance		Estimated Performance					
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Maintained Ethical Standards	Finalised rolled-over investigations and hearings	3.1.1 Number of rolled-over cases finalized through investigations and/or mediations and/or ETHCOM recommendations in a financial year	275	540	N/A	400	600	800	400	
		3.1.2 Number of rolled-over disciplinary hearings/ cases finalized after ratification by ETHCOM (as delegated by the Council) in a year	68	109	N/A	100	120	150	200	
	Monitoring of sanctions to ensure enforcement	3.1.3 Percentage of finalised sanctions submitted to teacher employers for enforcement after the appeal process within a year	N/A	N/A	N/A	N/A	100%	100%	100%	
		3.1.4 Percentage of relevant sanctions submitted to the Department of Social Development's national child protection register in a year	N/A	N/A	N/A	N/A	100%	100%	100%	
	Screened SACE caseload	3.1.5 Percentage of cases referred to other institutions in a financial year	N/A	N/A	N/A	N/A	100%	100%	100%	

5.14 Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Number of rolled-over cases finalized through investigations and/or mediations and/or ETHCOM recommendations in a financial year	600	170	150	80	200
3.1.2	Number of rolled-over disciplinary hearings/ cases finalized after ratification by ETHCOM (as delegated by the Council) in a year	120	35	35	10	40
3.1.3	Percentage of finalised sanctions submitted to teacher employers for enforcement after the appeal process within a year	100%	N/A	100%	N/A	100%
3.1.4	Percentage of relevant sanctions submitted to the Department of Social Development's national child protection register in a year	100%	N/A	100%	N/A	100%
3.1.5	Percentage of cases referred to other institutions in a financial year	100%	100%	100%	100%	100%

5.15 Explanation of planned performance over the medium-term period

Considering the increased number of reported transgressions, it is imperative that the Council take serious consideration of factors that contribute to educator misconduct so that it can be provided with long-term solutions. As the Council has a duty to ensure educators uphold and maintain ethical standards, this should not only be limited to disciplinary processes aimed at sanctioning educators who have been found guilty of breaching the Code; there is also a need to constantly capacitate educators on how to deal with everyday issues they may encounter in the performance of their duties.

SACE's regulatory role will ensure that any breaches of professional conduct are swiftly and effectively addressed, further cementing the organization's commitment to maintaining high professional standards in education. The Continuing monitoring of teachers' professional behaviour and ethics ensures that the integrity of the teaching profession is upheld. SACE will regularly review and update its policies and procedures to adapt to emerging challenges in the education sector, ensuring that professional standards evolve in alignment with educational best practices.

Notwithstanding, the ethical standards programme, will be maintained and improved throughout the five years. This programme is designed to ensure that all educators remain up to date on the ethical standards and professional responsibilities expected in the teaching profession. SACE will continue to implement regular ethics workshops, seminars, and resources to support teachers in understanding their roles and responsibilities. Ethical practices in education will be reinforced as a core component of professional identity.

SACE will enforce ethical standards by ensuring teachers adhere to the professional code of conduct through consistent monitoring and disciplinary processes. This includes responding to complaints and conducting investigations into cases of misconduct. It should be noted though, that the SACE disciplinary process is protracted as it relies heavily on the availability of external individuals to initiate the process and move from one stage to the next. Most cases originate from the schooling environment with educators and learners being the main role players in these cases. This factor therefore will inform one how the disciplinary process plays out as consideration must be made to accommodate the start of school terms, examination periods, holidays etc.

To achieve the desired performance the Council will continue to review the SACE Code of Professional Ethics and disciplinary procedures to ensure that it is progressive and is on par with the current education trends informed by new legislation.

5.16 Programme Resources Considerations

2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Audited Outcome			Approved Budget	Medium-Term		
10 342	11 725	10 625	18 952	17 452	8 988	9 088

Narrative: explanation of the resources' contribution to achieving the outputs

The resources allocated shall be used to implement advocacy sessions, activations and periodic campaigns in collaboration with key stakeholders, Universities and Teacher Unions, as part of promoting the SACE Act, Creating Awareness of the SACE Programmes, Creating Awareness of the SACE Digital Platforms to Stakeholders and Educators'. In terms of distribution, money will be directed towards stakeholder Engagements Initiatives and some for key strategic communications drives.

5.17 Programme 4: Professional Development, Quality Management, and Assurance

Purpose: Provisioning of quality professional development programmes

5.18 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					MTEF targets		
			Audited performance		Estimated Performance					
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	
Quality Management of Professional Development Provisioning	Educators supported on professional matters.	4.1.1 Number of educators supported on professional matters in selected districts in a financial year.	26 804	40 000	30 000	15 000	20 000	30 000	35 000	
	Approved professional development providers	4.1.2 Percentage of approved providers offering ECD and Grade R Programmes	N/A	N/A	N/A	N/A	30%	40%	50%	
	Quality provisioning of Endorsed professional development programmes	4.1.3. Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards in a financial year	N/A	N/A	N/A	N/A	40%	60%	80%	
		4.1.4 Monitoring of endorsed professional development programme sessions per year	50	10	10	10	50	60	70	

5.19 Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Number of educators supported on professional matters in selected districts in a financial year.	20 000	7000	5000	3000	5000
4.1.2	Percentage of approved providers offering ECD and Grade R Programmes	30%	N/A	30%	N/A	30%
4.1.3	Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards in a financial year	40%	N/A	40%	N/A	40%
4.1.4	Monitoring of endorsed professional development programmes sessions per year	50	10	15	10	15

5.20 Explanation of planned performance over the medium-term period

The key function of the Professional Development programme is to Promote Lifelong Learning and encourage educators to engage in continuous professional learning to enhance their competencies. The programme also deals with Quality Management and Assurance in Managing the approval of providers and endorsement of activities/programmes to ensure teachers have access to quality professional development programmes and to ensure that endorsed programmes meet professional needs. Enforce the Provider Code of Good Practice. Currently, the focus on the Council's powers and duties in relation to the promotion of professional development has been on the area or clause that says "must manage a system for the promotion of continuing professional development for all educators in schools. The reason is that this is the only area that is being funded through the Department of Basic Education's budget vote. Council in the next 5 years will, revamp, rebrand, and repurpose the CPTD Management System, commission the evaluation of the CPTD System, enhance the collaborative implementation of the CPTD-MS, development of the CPTD-IS Application, as well as revive teacher appreciation, recognition, and profiling. All these are also part of the SACE rebranding process.

5.21 Programme Resource Considerations

2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Audited Outcome			Approved Budget	Medium-Term		
22 392	21 915	19 365	25 655	28 645	30 132	31 126

5.22 Programme 5: Research and Policy Coordination

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

5.23 Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					MTEF targets	
			Audited performance			Estimated Performance			
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Improved evidence-based advisory role	Quality research reports executed and disseminated	5.1.1 Number of research reports produced within a financial year	2	1	2	2	2	2	2
		5.1.2 Produced research disseminated to the profession and stakeholders	-	-	-	-	2	2	2

5.24 Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	Number of research reports produced within a financial year	2	N/A	N/A	N/A	2
5.1.2	Produced research disseminated to the profession and stakeholders	2	1	N/A	N/A	1

5.25 Explanation of planned performance over the medium-term period

The research programme aims to enhance research coordination within SACE 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, to advance the teaching profession. Some of the research topics the division will be focusing on are “Exploring the lived experiences of SACE investigators in Sexual misconduct and Corporal punishment cases” and “Responses of teachers denied registration due to criminal cases”. Furthermore, the division will be focusing on Policy development implementation and enforcement of research dissemination Strategy in the teaching profession.

2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Audited Outcome			Approved Budget	Medium-Term		
2 608	3 931	4 159	2 870	3 944	3 685	3 943

5.26 Narrative: explanation of the resources' contribution to achieving the outputs

Currently the programme is operating on a budget of R500 000.00 which is not sufficient to accommodate research advocacy and consultations with relevant researchers. 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.

6. Updated Key Strategic Risks

MTDP priority 2: Reduce Poverty and tackle the high cost of living		
Outcomes	Risks	Mitigation
Efficient and effective governance	Insufficient capacity to deliver on SACE mandate. Non-implementation of the internal and external audit outcomes	Expedite the recruitment process of filling critical positions. Enhanced capacity of the internal audit division
Maintained professional standards	Non-enforcement of the professional standards	Institutionalise the enforcement structure
Maintained ethical standards	Denied justice to the learners and complainant	Enhanced case management and process through resources
Quality Management of Professional Development Provisioning	Ineffective educators and practitioners' professional competence	Strengthening quality management monitoring and enforcement, of approved providers and endorsed programmes
Improved evidence-based advisory role	Voice of the teaching profession missing in policy decision-making	Enhancing the capacity through collaborative processes

6.1 Explanation of Key Risks and Mitigations over the planning period

a) Efficient and Effective Governance

To address the risk of insufficient capacity, SACE must enhance its recruitment efforts to ensure that all critical positions are filled on time. This will enable the organization to fulfil its mandate and meet the expectations outlined in its strategic goals. Prioritizing the filling of these positions will support the organisation in efficiently managing its functions, ensuring operational effectiveness, and providing high-quality service to educators and stakeholders.

b) Maintained Ethical and Professional Standards

Ensuring that educators adhere to the code of professional ethics is vital for the credibility of the teaching profession. Frequent awareness workshops will be conducted to reiterate the importance of adhering to professional and ethical standards, along with providing educators with the resources and support needed to meet the professional requirements. These workshops will target educators at different stages of their careers, from initial, to novice and in-service teachers, to ensure comprehensive coverage.

c) Quality Management of Professional Development Provisioning

As SACE moves towards enhancing quality professional development offerings, it is essential to ensure that the ICT infrastructure is capable of supporting new and existing systems. A needs analysis will be conducted to assess the current infrastructure, identify any gaps, and develop an upgrade plan to modernize systems. Once identified, SACE will implement these upgrades to ensure seamless delivery of professional development initiatives, especially those that rely on digital platforms and online learning tools.

d) Improved Evidence-Based Advisory Role

To improve the evidence-based advisory role of SACE, the organization must prioritize its research output. Developing a comprehensive research strategy will provide clear guidance on key areas of focus, and ensuring sufficient resources are allocated to support research initiatives will enhance SACE's ability to provide evidence-based insights to the Minister and other educational stakeholders. This strategy should focus on addressing the gaps in educational research and provide data-driven recommendations to support the Continuing improvement of education standards in South Africa.



PART D
**TECHNICAL INDICATOR
DESCRIPTIONS (TIDs)**

7. Programme Technical Indicator Descriptions

Programme 1: Administration

Indicator title	1.1.1. Number of Council and EXCO meetings convened in a quarter
Definition	This indicator measures the number of 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
Source of data	Annual Council Activity Plan
Method of Calculation or Assessment	Simple count
Means of Verification	Notice of Council committee meeting, Signed registers and Council minutes
Assumptions	All Council and EXCO meetings will take place as scheduled per quarter and according to the Council's activity plan.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	13 Effective and functional council meetings
Indicator responsibility	Office of the Chief Financial Officer

Indicator title	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities within 30 days after the end of the quarter
Definition	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.
Source of data	Planning and reporting timelines, Annual Performance Plan 2025/26
Method of calculation or Assessment	Simple count
Means of Verification	Quarterly reports approved
Assumptions	All SACE programmes will submit their quarterly reports on time

Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	4 Approved quarterly performance reports
Indicator responsibility	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting

Indicator title	11.3. Percentage of employees who achieved satisfactory level through performance evaluation development system annually
Definition	This refers to a Continuing 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.
Source of data	Signed performance agreements
Method of calculation or Assessment	$\frac{\text{Number of employees who achieved a satisfactory level}}{\text{Total number of employees assessed}} \times 100$
Means of Verification	Performance Assessment Reports
Assumptions	All SACE employees will be assessed through the performance development system.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	60% of employees achieving satisfactory level
Indicator responsibility	Sub-programme Manager: Corporate Services Manager

Indicator title	1.1.4. Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Corporal punishment and Violence against teachers; and promoting the SACE brand)
Definition	This indicator measures the number of campaigns, events, partnerships, and outreach programmes where Council showcases its programmes and provides services to educators, student educators and other relevant stakeholders.
Source of data	Communications and Stakeholder Relations approved Annual Plan
Method of calculation or Assessment	Simple count
Means of Verification	Attendance registers and pictures of installed billboards
Assumptions	Stakeholder accepting invitation
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Bi-annually
Desired performance	Planned target reached
Indicator responsibility	Sub-programme Manager: Communications and Stakeholder Relations

Indicator title	1.1.5. Communication and stakeholder relations strategy approved by Council
Definition	This indicator aims to measure the number of Communication and stakeholder relations strategies approved by Council
Source of data	Communication and stakeholder relations strategy plan
Method of calculation or Assessment	Simple count
Means of Verification	Approved plan
Assumptions	ADVOCCO approving the plan
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative year-end
Reporting cycle	Quarterly
Desired performance	Approved communication and stakeholder relations strategy
Indicator responsibility	Sub-programme Manager: Communications and Stakeholder Relations

Indicator title	11.6 Percentage of eligible invoices paid within 30 days of receipt
Definition	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.
Source of data	List of all received and paid invoices within 30 days
Method of calculation or Assessment	$\frac{\text{Number of eligible invoices paid}}{\text{Number of eligible invoices}} \times 100$
Means of Verification	Excel spreadsheet of supplier invoices and statements
Assumptions	Eligible invoices will be paid within 30 days
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	All eligible suppliers paid within 30 days
Indicator responsibility	Sub-Programme Manager: Financial Management

Indicator title	1.1.7. Number of ICT systems implemented within a financial year (finance, research, registration, internal audit, communication, ethics, planning, teacher professionalisation, enhancement of provider management module, migration of all core systems into Microsoft Dynamics).
Definition	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. The following will be implemented: • Finance-Migrate Sage Evolution and BPM Sage Intacct. • Research- implementation of Endnote. • Research-Implementation of SPSS system for Research. • Registration- Implementation of SACE dedicated e-Services server. • Internal Audit- development of BI Tool for Internal Audit. • Communication- WhatsApp automation integration / AI Bot integration to the website for (FAQ). • Ethics- enhancement of the Ethics case management system. • Migration of all core function systems into Microsoft Dynamics. • Planning -development of planning module within Microsoft Dynamics. • Teacher professionalization- development of TP module within Microsoft Dynamics. • Enhancement of provider management module.
Source of data	Project Plan, user requirements, Minutes of FINCO, SACE ICT system
Method of calculation or Assessment	Simple count
Means of Verification	Reports and screen-shots of systems
Assumptions	There will be requests from users
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Implemented ICT systems in SACE offices
Indicator responsibility	Sub-programme Manager: Corporate Service

Programme 2: Professional Registration and Certification

Indicator title	2.1.1. Percentage of eligible registration applications with criminal offences (minor/major) finalized within 14 days (minor) and 90 days (major)
Definition	This indicator aims to ensure that the eligible applications with criminal records are finalised within the time frame as stipulated in the indicator title. Applications are submitted online and face-to-face in all 5 SACE offices. Major criminal offences are taken through fit-to-teach process, whilst minor are taken to the CEO to determine their fitness to practice.
Source of data	Annexure A: Minor, Annexure B: Major list of offences. Completed applicant forms and supporting documents
Method of calculation or Assessment	$\frac{\text{List of finalised registration applicants with criminal offences minor/major}}{\text{List of received registration eligible applicants with criminal offences minor/major}} \times 100$ (There will be two listing of minor and major for the purpose of calculating the indicator)
Means of Verification	Attendance registers of fit-to-teach committee, and Registration and Teacher Professionalisation Committee minutes (Major), Submission and list of applicants with criminal offence to the CEO (Minor)
Assumptions	Applications will be finalised within the stipulated time.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative-Year-End
Reporting cycle	Quarterly
Desired performance	80% of registration applicants with criminal offences
Indicator responsibility	Programme Manager: Professional Registration and Certification

Indicator title	2.1.2. Number of schools monitored on professional registration status of employed educators
Definition	This indicator seeks to measure whether the teachers employed within the schools are registered with SACE.
Source of data	List of the schools selected for monitoring, approved plan
Method of calculation or Assessment	Simple count
Means of Verification	Attendance registers, monitoring report, notification letters to schools
Assumptions	Registration status of teachers will be monitored in respective schools
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A

Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-to-date
Reporting cycle	Quarterly
Desired performance	108 Schools monitored
Indicator responsibility	Programme Manager: Professional Registration and Certification

Indicator title	2.1.3. Development of Professionalisation framework for Early Childhood Development (ECD) practitioners/educators by the end of 2026/27 financial year
Definition	The function shift of ECD from Department of Social Development to Department of Basic Education enable SACE to develop the Professionalisation framework for Early Childhood Development (ECD). The framework will be finalised in 2026/27 financial year. The framework will include registration, continuing professional development, and ethical conduct of ECD practitioners.
Source of data	Concept document, minutes of REGCO
Method of calculation or Assessment	Simple count
Means of Verification	Draft ECD practitioners/educators Professionalisation framework
Assumptions	The draft framework will be developed
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Bi-Annual
Desired performance	Draft framework for Early Childhood Development (ECD)
Indicator responsibility	Programme Manager: Professional Registration and Certification

Indicator title	2.1.4. Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year
Definition	The indicator measures the number of Memorandum of Understanding (MOUs) established with Higher Education Institutions on SACE mandate
Source of data	Teacher Professionalisation Path, approved concept, and plan
Method of calculation or Assessment	Simple count
Means of Verification	Minutes of meetings with HEIs, established MOU, attendance registers

Assumptions	Memorandum of Understanding (MOUs) will be established with Higher Education Institutions
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	13 Memorandum of Understanding (MOUs) with Higher Education Institutions
Indicator responsibility	Programme Manager: Professional Registration and Certification

Indicator title	2.1.5. Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year
Definition	The indicator measures the number of student teachers at Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year
Source of data	Teacher Professionalisation Path, approved concept, and plan
Method of calculation or Assessment	Simple count
Means of Verification	Invitations, Presentations, attendance registers, approved plan
Assumptions	Student teachers in Higher Education Institutions will be supported on the Code of Professional Ethics for student teachers
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Student teachers at Higher Education Institutions supported on the Code of Professional Ethics for student teachers
Indicator responsibility	Programme Manager: Professional Registration and Certification

Indicator title	2.1.6. Number of approved projects for implementing the teacher Professionalisation path (on focus areas 1-8) in place by the end of the financial year
Definition	The indicator measures the number of approved projects for implementing the teacher Professionalisation path (on focus areas 1-8) in place
Source of data	Teacher Professionalisation Path, approved concept, and plan
Method of calculation or Assessment	Simple count
Means of Verification	Approve project plans, minutes, attendance registers
Assumptions	Projects for implementing the teacher Professionalisation path will be approved and implemented
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative-year end
Reporting cycle	Bi- annually
Desired performance	2 approved projects for implementing the teacher Professionalisation path
Indicator responsibility	Programme Manager: Professional Registration and Certification

Programme 3: Ethical Standards

Indicator title	3.1.1. Number of rolled-over cases finalized through investigations and/or mediations and/or ETHCOM recommendations in a financial year
Definition	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.
Source of data	Database for rolled-over cases finalized
Method of calculation or Assessment	Simple Count
Means of Verification	Minutes, and Action list of ETHCOM meeting
Assumptions	Rolled-over cases will be finalized
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A

Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	600 rolled-over cases finalized
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.2. Number of rolled-over disciplinary hearings/ cases finalized after ratification by ETHCOM (as delegated by the Council) in a year
Definition	This indicator seeks to measure rolled-over disciplinary hearings/ cases finalized through hearings/and/or mediation and/or recommendations ratified by ETHCOM.
Source of data	Database for rolled-over cases finalized
Method of calculation or Assessment	Simple count
Means of Verification	Minutes, and Action list of ETHCOM meeting
Assumptions	Rolled -over disciplinary hearing/cases will be finalized
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	120 rolled-over cases finalized
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.3. Percentage of finalised sanctions submitted to teacher employers for enforcement after the appeal process within a year
Definition	This refers to the process whereby a corrective measure is instituted against an educator for breaching the Code of Professional Ethics. The finalised sanctions will be submitted to teacher employers for enforcement after the appeal process.
Source of data	Disciplinary hearing report, ethics committee action list and minutes
Method of calculation or Assessment	$\frac{\text{Number of finalised sanctions submitted to employers}}{\text{Number of sanctions after appeal process}} \times 100$
Means of Verification	sanctions database listings, emails/communique and letters to employers
Assumptions	Sanctions will be sent to employers
Disaggregation of beneficiaries (where applicable)	N/A

Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-to-date
Reporting cycle	Bi-annually
Desired performance	100%
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.4. Percentage of relevant sanctions submitted to the Department of Social Development's national child protection register in a year
Definition	This states that once the appeal process is and sanctions are finalised, the finalised relevant sanctions will be handed over to the Department of Social Development's national child protection register.
Source of data	Ethics committee action list and minutes
Method of calculation or Assessment	$\frac{\text{Number of relevant sanctions submitted to DSD}}{\text{Finalised relevant sanctions that went through appeals}} \times 100$
Means of Verification	sanctions database listings, emails/communiques and letters to DSD
Assumptions	Sanctioned educators will be reflected on the Department of Social Development's national child protection register.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Bi-annually
Desired performance	100%
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.5. Percentage of cases referred to other institutions in a financial year
Definition	This indicator aims to refer irrelevant cases reported to the institution to relevant authorities and institutions.
Source of data	Database of received cases
Method of calculation or Assessment	$\frac{\text{Cases referred to institutions}}{\text{Irrelevant cases received}} \times 100$
Means of Verification	Minutes, and Action list of ETHCOM meeting
Assumptions	Irrelevant cases reported to SACE will be referred to relevant institutions

Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	100%
Indicator responsibility	Programme Manager: Ethical Standards

Programme 4: Professional Development and Quality Management

Indicator title	4.1.1. Number of educators supported on professional matters in selected districts in a financial year.
Definition	The performance indicator refers to SACE-registered educators as defined in the SACE Act 31 of 2000 in schools. These educators will be supported on professional matters, (i.e., the Code of Professional Ethics and Professional Teaching Standards, values of the professions and others), through face-to-face and virtual sessions. The following districts are selected for the 2025/26 financial year, Bohlabela, Sarah Baartman, Nelson Mandela Bay, OR Tambo Inland, Sedibeng East, Ekurhuleni North, Eden and Central Karoo District, Zululand, Umgungundlovu, John Taole Gaetsewe District, Bojanala District, Xhariep District, Waterberg, and Capricon North Districts.
Source of data	Database of the educators, in the selected districts..
Method of Calculation or Assessment	Simple count
Means of Verification	Attendance registers, reports, excel spreadsheet
Assumptions	All educators from the selected districts will be professionally developed
Disaggregation of beneficiaries (where applicable)	Youth-N/A Women- N/A People with disability-N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	20,000 educators supported
Indicator responsibility	Programme Manager

Indicator title	4.1.2. Percentage of approved providers offering ECD and Grade R Programmes
------------------------	--

Definition	This indicator measures the ECD and Grade R providers that have met the SACE approval criteria and signed the code of good practice as outlined in the Provider Handbook.
Source of data	List of received applications, service provider advert, applications from provider email
Method of calculation or Assessment	$\frac{\text{Number of ECD and Grade R approved providers}}{\text{Number of approved providers by the Endorsement committee}} \times 100$ (calculating the ECD and Grade R providers approved divided by the total number of all approved providers in that reporting cycle)
Means of Verification	PRODCO minutes and Excel listing
Assumptions	The providers offering ECD and Grade R Programmes will be approved
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disability: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative- year-to-date
Reporting cycle	Bi-Annual
Desired performance	30% approved providers offering ECD and Grade R Programmes
Indicator responsibility	Programme Manager

Indicator title	4.1.3. Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards in a financial year.
Definition	This indicator measures the professional development programmes that are endorsed in line with one or more professional teaching standards.
Source of data	List of received applications, service provider advert, applications from provider email
Method of calculation or Assessment	$\frac{\text{Number of endorsed programmes/activities in line with PTS}}{\text{Number of received programmes/activities}} \times 100$ (Calculating the programmes/activities in line with PTS divided by total number of all received programmes/activities in that reporting cycle)
Means of Verification	PRODCO minutes and Excel listing
Assumptions	The programmes/activities in line with the PTS-endorsed
Disaggregation of beneficiaries (where applicable)	Youth- N/A Women- N/A People with disability-N/A

Spatial transformation (where applicable)	N/A
Calculation type	Cumulative- year-to-date
Reporting cycle	Bi-Annual
Desired performance	40% endorsed programmes/activities endorsed
Indicator responsibility	Programme Manager

Indicator title	4.1.4. Monitoring of endorsed professional development programmes sessions per year
Definition	This indicator measures the number of endorsed professional development provider programmes/activities monitored to ensure the quality of the programmes.
Source of data	CRM database of endorsed programmes
Method of Calculation or Assessment	Simple count
Means of Verification	Observation tool, attendance register, consolidated analysis report
Assumptions	Endorsed professional development programmes Monitored
Disaggregation of beneficiaries (where applicable)	Youth- N/A Women- N/A People with disability- N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative- year-end
Reportintemptempg cycle	Quarterly
Desired performance	50 programmes monitored
Indicator responsibility	Programme manager

Programme 5: Research and Policy Coordination

Indicator title	5.1.1. Number of research reports produced within a financial year
Definition	This indicator measures the number of reports completed after undertaking research in line with SACE's research agenda
Source of data	SACE Research policy
Method of calculation or Assessment	Simple count
Means of Verification	Research Reports
Assumptions	Research reports completed
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A

Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	To enable the Council to make informed decisions and advise about the teaching profession
Indicator responsibility	Programme Manager: Research

Indicator title	5.1.2. Produced research disseminated to the profession and stakeholders
Definition	This indicator measures the number of produced research disseminated to the profession and stakeholders, through various methods.
Source of data	SACE Research Dissemination Strategy
Method of calculation or Assessment	Simple count
Means of Verification	Proof of disseminated research (e.g., emails, screenshots from the website, social media etc.
Assumptions	Research-disseminated reports will reach the recipients
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-to-date
Reporting cycle	Bi-Annually
Desired performance	To enable the Council to make informed decisions and advise the teaching profession
Indicator responsibility	Programme Manager: Research

8. Annexures to the Annual Performance Plan

N/A



SACE

South African Council for Educators

Towards Excellence in Education

Theme: "The Teaching Profession We Want"



SACE

South African Council for Educators

Towards Excellence in Education

Theme: "The Teaching Profession We Want"



SACE

South African Council for Educators

Towards Excellence in Education

Theme: "The Teaching Profession We Want"



SACE

South African Council for Educators

Towards Excellence in Education

Theme: "The Teaching Profession We Want"



Head Office

Crossway Office Park
Block 1
240 Lenchen Avenue
Centurion
0157
Tel: 012 663 9517
Email: info@sace.org.za
Website: www.sace.org.za
Facebook: www.facebook.com/SACE
Twitter: www.twitter.com/sace9

KwaZulu-Natal Offices

4 The Spinnaker
180 Mahatma Gandhi Road
Durban
4001

Free State Office

2 Genius Loci Park
CP Hoogenhout Street
Langenhovenpark
Extension 7
Bloemfontein
9301

Limpopo Office

25 Rhodesdrift Street
Bendor Park
Polokwane
0699

Eastern Cape Office

33 Bonza Bay Drive
Bonza Bay
East London
524



RP328/2024
ISBN: 978-1-77997-370-2