



SACE MANAGEMENT



MS VERONICA HOFMEESTER
Chairperson



MR REJ BRIRAJ
Chief Executive Officer (CEO)



MS MATSELISO DIPHOLO
Chief Operatiios Officer (COO)



MS ELLA MOKGALANE
Senior Manager: Professional
Development, Policy
and Research



MR MORRIS MAPINDANI
Chief Financial Officer (CFO)



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PART A: GENERAL INFORMATION

PUBLIC ENTITY'S GENERAL INFORMATION

REGISTERED NAME:	South African Council for Educators	TELEPHONE NUMBER/S:	012 663 9517
REGISTRATION NUMBER (IF APPLICABLE):	Act 31 of 2000	FAX NUMBER:	012 663 9238
PHYSICAL ADDRESS:	Crossway Office Park, Block 1 240 Lenchen Avenue Centurion 0046	EMAIL ADDRESS:	info@sace.org.za / pr@sace.org.za
POSTAL ADDRESS:	Private Bag x 127 Centurion 0046	WEBSITE ADDRESS:	www.sace.org.za
		EXTERNAL AUDITORS:	Nexia SAB&T 119 Witch-Hazel Avenue, Highveld Technopark, Centurion, 0157
		BANKERS:	Nedbank Limited
		COMPANY/ BOARD SECRETARY	Mr. Rej Brijraj

LIST OF ACRONYMS

ACSI	Association of Christian Schools International	NAISA	National Alliance of Independent Schools Association
AET	Adult Education and Training	NAPTOSA	National Professional Teachers organization of South Africa
AFTRA	African Forum of Teaching Regulatory Authorities	NASGB	National Association of School Governing Bodies
AU	African Union	NATU	National Teachers Union
B Ed	Bachelor of Education	NPFTED	National Policy Framework on Teachers Education and Development
CAPS	Curriculum and Assessment Policy Statement	NWU	North-West University
CEPD	Centre for Education Policy Development	PEDs	Provincial Education Departments
CHE	Council on Higher Education	PEU	Professional Educators Union
CPTD	Continuing Professional Teacher Development	PFMA	Public Finance Management Act
CSVR	Centre for the Study of Violence and Reconciliation	PGCE	Postgraduate Certificate in Education
CUT, FS	Central University of Technology, Free State	PTC	Primary Teachers Certificate
DBE	Department of Basic Education	PTD	Primary Teachers Diploma
ECD	Early Childhood Development	SACE	South African Council for Educators
EI	Education International	SADC	Southern Africa Development Community
ELRC	Education Labour Relations Council	SADTU	South African Democratic Teachers Union
ETDP-SETA	Education and Training Development Practices - Sector Education Training Authority	SAOU	Suid-Afrikaanse Onderwysunie
FET	Further Education and Training	SAPA	South African Principals' Association
GCIS	Government Communication and Information Systems	SAQA	South African Qualifications Authority
HEDCOM	Heads of Education Department Committee	STD	Secondary Teachers Diploma
HOD	Head of Department	TUT	Tshwane University of Technology
HPCSA	Health Professions Council of South Africa	UKZN	University of KwaZulu-Natal
HSRC	Human Sciences Research Council	VVOB	(The) Flemish Association for Development Cooperation & Teacher Assistance
IFTRA	International Forum of Teaching Regulatory Authorities	WTD	World Teachers' Day
JPTD	Junior Primary Teachers Diploma		

FOREWORD BY THE CHAIRPERSON



MS VERONICA HOFMEESTER
Chairperson

The term of the current Council, which started on 1 August 2013 comes to an end on 31 July 2017. This is, therefore, a significant annual report for the South African Council for Educators (SACE) as it coincides with the Council's mid-term. On behalf of Council, I would like to assure all our stakeholders that the Council is getting stronger and more effective in the execution of its core mandate of promoting professionalism within the teaching profession. .

The achievements of Council during the period under review include:

- A stricter and more efficient registration regime;
- A compulsory programme for continuing professional development and growth for all teachers in the system;
- A streamlined system for addressing alleged breaches of the Code of Ethics;
- Appointment of an expert pool of researchers to guide SACE by providing evidence-based advice regarding issues of teacher professionalism; and
- A multi-faceted outreach programme using a variety different methodologies in order to enhance the delivery of SACE's areas of responsibility.

Council has improved SACE's infrastructure needs by:

- Acquiring its own premises to save escalating rental costs;
- Securing SACE branch offices in Bloemfontein and Durban, as part of a nine province plan, to take service delivery to local levels; and
- Expanding its staff complement to maximise delivery and output.

Council has marked its footprint internationally as a founding and leading member of the International Forum for Teacher Regulatory Authorities (IFTRA), which consists of participants from 18 countries. Within the African continent, SACE is currently the chair of the African Forum for Teacher Regulatory Authorities (AFTRA), which is responsible for promoting professionalism and well-being of teachers in at least 20 African countries. Moreover, SACE participates in Education International (EI) as a valued observer.

It is our honour to report that Council has worked diligently to build on the good work of the previous Councils. It has enriched policies to ensure better service delivery and office performance.

Notwithstanding the above milestones, SACE has had its fair share of challenges, which are by no means peculiar to SACE as a public entity. They include the following:

- While SACE is grateful to government for the financial support it receives every year, the expanded mandate of SACE during this period was not commensurate with its financial capacity;
- There still remains in some sections of South African society a lack of understanding of the real business and role of SACE; and
- There have been discernible tensions between the notion that SACE needs to be externally managed and supervised, on the one hand, and the need for SACE to maintain its autonomy as do similar councils nationally and internationally, on the other.

These hurdles will be addressed in the remaining half of our term of office. Broader challenges that have to be addressed collectively include:

- The growing marketization, commodification and commercialisation of education;
- The professionalisation of the teaching fraternity;
- Weak systemic approaches to teacher appreciation, well-being and support; and
- Inadequate holistic development of learners.

In conclusion, I would like to express my sincere gratitude to:

- The Ministry and Departments of Education and to all educational stakeholders for their commitment to teacher professionalism;
- The CEO, assisted by the SACE staff, for his sincere efforts in implementing the mandate of SACE; and
- The SACE council members for their passion in ensuring that every child in the country is taught by professionals who display good ethical standards and are able to deliver quality education.



VERONICA HOFMEESTER

CHAIRPERSON - SACE

31 MARCH 2015



CHIEF EXECUTIVE OFFICER'S OVERVIEW

MR REJ BRIHRAJ

Chief Executive Officer (CEO)

1. GENERAL

SACE promotes the constitutional rights and safety of all residents of South Africa generally, and of teachers and learners in particular. It denounces victimization and attacks, wherever they occur. SACE, therefore, calls on all teachers, learners and residents to promote peace and inclusivity. It requests school communities to urgently report to SACE instances of victimization, harassment or discrimination involving teachers or learners.

I offer SACE's apology and sympathy to the citizens of those countries that have suffered casualties in the recent spate of xenophobic violence that has bedevilled our land. We assure our African brothers and sisters that we shall do all in our power to eradicate this scourge. We are calling on our teachers, especially, to preach care, good neighbourliness and non-violence. We join political parties and civic organisations in the march against xenophobia. SACE commends the government on measures taken in this regard.

As a council for teachers, we call on all teachers to learn and teach the anthems of the African Union (AU) and our country. Let us all sing these anthems, side by side, to celebrate our oneness.

2. REGISTRATION

Council registered 29 483 educators during the year under review and updated 39 296 registrations. Council also finalised electronic registration processes, the categorisation of the register and the differentiation of certificates. Council has also agreed to initiate stringent vetting and verification processes to ensure that all teachers, new applicants and those in practice, are in good standing

and in possession of authentic qualifications. SACE invites the public to contact the office to check on the validity of the registration credentials of any teacher.

3. CODE OF ETHICS

Council is concerned about the persistent violence in schools. Corporal punishment, assaults, racism and sexual abuse constitute a blight in the teaching profession, and must be eradicated.

SACE maximised its vigilance regarding adherence to the Code of Ethics for Teachers. Of 586 complaints received during the year under review and 283 from the previous year, 647 were processed and 222 carried over to the next financial year. 69 hearings resulted in 56 educators being found guilty of which 28 had suspended "striking offs", 18 definite period striking offs' and 10 indefinite striking offs". Most of the offences related to corporal punishment, harassment and sexual misconduct (in that order).

Council also investigated schools where complaints were received regarding the "selling of promotion posts". To date, the investigations which have been completed in most parts of the country have not produced any evidence or witnesses that would enable SACE to prosecute cases against educators for dishonest practices. However, some teachers are being followed up for other misdemeanours. The promotion system, it seems, may have to be strengthened to avoid manipulation and exploitation. Nevertheless, the public is implored to forward information alleging unprofessional conduct of teachers to SACE. The Council has agreed to appoint full-time investigators and to increase the number of suitably qualified panellists so as to conclude cases speedily.

4. PROFESSIONAL DEVELOPMENT

SACE requires all teachers up to the level of school principals to engage in SACE approved Continuing Professional Teacher Development (CPTD) programmes and activities. All educators are expected to accumulate 150 CPTD points in three-year cycles. The cycle for school principals and deputy principals began in 2014, followed by the one for Heads of Departments (HoDs) this year. In 2016 and 2017, SACE will commence the CPTD cycle for secondary school teachers and primary school teachers respectively. SACE calls upon all educators to comply with this requirement by engaging in life-long professional development programmes and activities as per Council guidelines, and record such progress for reference.

SACE has approved 113 CPTD providers and endorsed 463 programmes. Exemption is granted to certain categories of providers. The Council is paying special attention to inclusivity, languages, history, mathematics and science teaching. It emphasises the promotion of attitudes and values consistent with the South African Constitution and Bill of Rights and the holistic development of learners. Council is busy finalising professional standards and designations.

SACE now has a fully-fledged research unit providing findings and recommendations regarding teacher professionalisation and pertinent educational issues.

5. STAKEHOLDER RELATIONS

SACE's national stakeholders include the unions, DBE and other educational organisations. In the past financial year (2014/15), SACE was able to reach educators and final year student educators at different universities in most of the provinces of South Africa. In addition, SACE participated in a number of national and international stakeholder events, and had engagements that were aimed at streamlining and ensuring the efficient functioning of SACE.

5.1 NATIONAL STAKEHOLDERS

- Public Relations: As part of ongoing support to schools, SACE visited Sinqobile Primary School in Soshanguve during the first day of schools opening in January 2015. SACE promotional material were distributed and presentation on Code 015 Professional Ethics was done.
- The SACE office organised two parallel outreach activities in the two districts of the North-West province, namely Ngaka Modiri Molema and Dr Kenneth Kaunda, in collaboration with the North-West Department of Education. The events were able to reach 1400 educators..
- SACE successfully organised an outreach in Motheo District, Botshabelo, Free State, and a total of 800 educators were reached.

Please see tables on the next page indicating stakeholders that SACE interacted with during the reporting period.

5.2 NATIONAL ORGANISED TEACHING PROFESSION**NATIONAL TEACHERS UNION (NATU)**

Date	Venue	Activity	Province	Attendance
26 August 2014	Newcastle	Launch of Teacher Development Institute	KwaZulu-Natal	700

SOUTH AFRICAN DEMOCRATIC TEACHERS UNION (SADTU)

Date	Venue	Activity	Province	Attendance
27 - 29 June 2014	Bloemfontein	Triennial Provincial Conference	Free State	360
14 August 2014	Tzaneen	Women's Day Celebration	Limpopo	500
19 - 20 August 2014	Mayflower & Ermelo Civic Centre	Capacity Building Workshop	Mpumalanga	1300
12 September 2014	Bester Hall	Labour Seminar	KwaZulu-Natal	500
02-05 October 2014	Boksburg	National Congress	Gauteng	450
09 March 2015	Swanepoel Stadium, Ermelo	Education Workers' Forum	Mpumalanga	3000

NATIONAL PROFESSIONAL TEACHERS ORGANIZATION OF SOUTH AFRICA (NAPTOSA)

Date	Venue	Activity	Province	Attendance
16 August 2014	Polokwane	Annual Conference	Limpopo	400
8-10 August 2014	NMMU Campus (PE)	Provincial Conference	Eastern Cape	450

PROFESSIONAL EDUCATORS UNION (PEU)

Date	Venue	Activity	Province	Attendance
15 March 2014	Hammanskraal	General Executive Council	Gauteng	350
13 March 2015	Pretoria	Annual Conference	Gauteng	600

5.3 PROVINCIAL DEPARTMENTS OF EDUCATION

Date	Venue	Activity	Province	Attendance
25 April 2014	Mmabatho Convention Centre	Le Bolotse Letsema Campaign	North-West	190
05 March 2014	Crescent Girls' High	Annual General Workshop for Independent Schools	KwaZulu-Natal	300
04 September 2014	Emalahleni Civic Centre	Teachers Call Initiative	Mpumalanga	1500
01 October 2014	Edendale Circuit	World Teachers' Day Celebration	KwaZulu-Natal	150
02 October 2014	Plessislaer FET Campus	World Teachers' Day Celebration	KwaZulu-Natal	200
17 October 2014	Zeerust	World Teacher's Day Celebration	North-West	350
24 February 2015	NW Department of Education	Presentation about SACE	North-West	200
08 March 2015	SA Congress for Early Childhood Development	Registration of educators	North-West	180

5.4 OTHER STAKEHOLDERS:**SOUTH AFRICAN PRINCIPALS ASSOCIATION (SAPA)**

Date	Venue	Activity	Province	Attendance
05 - 06 June 2014	Polokwane	Annual Capricorn District Conference	Limpopo	230
01 August 2014	Louis Trichardt	Vhembe District SAPA Conference	Limpopo	200
07 October 2014	Polokwane	National Conference	Limpopo	450

GOVERNING BODIES ASSOCIATIONS

Governing Body	Venue	Date	Attendance
National Association of School Governing Bodies (NASGB)	Dominican Special School	12 April 2014	130

UNIVERSITIES

Institution	Venue	Date	Attendance
Tshwane University of Technology (TUT)	Akasia Hall	13 March 2014	360
North-West University (NWU)	Vaal Campus	26 May 2014	180
Central University of Technology, Free State (CUT, FS)	Welkom	4 - 5 August 2014	180
University of KwaZulu-Natal (UKZN)	Edgewood Campus	2 - 3 October 2014	650

SACE was able to convene broad stakeholder forums with the national/provincial leadership of unions and other statutory bodies on the following dates:

Stakeholders	Date
ACSI (Limpopo Educators Conference)	30 - 31 May 2014
Motheo Training Institute Trust	02 October 2014
SADTU Western Cape	17 February 2015
NAPTOSA	17 February 2015
SAOU	17 February 2015

5.5 INTERNATIONAL STAKEHOLDERS

SACE is the affiliate member of the African Forum for Teacher Regulatory Authorities (AFTRA) on the continent, and South Africa is the only country in the SADC region which has a fully established and operational council for teachers. The Council chairs this Forum, and has been tasked with ensuring that all African countries establish similar organisations with the sole purpose of enhancing the quality of teaching and learning in Africa. The SACE CEO is current President of AFTRA. In addition, SACE is also affiliated to the International Forum for Teacher Regulatory Authorities (IFTRA).

During the period under review, we participated in and facilitated the following programmes in carrying out our responsibilities as chair of AFTRA:

- During the month April 2014, SACE hosted the AFTRA Executive Board Meeting, which was planning for the AFTRA roundtable.
- SACE attended the IFTRA Conference in Toronto, Canada.
- A meeting was held with the Swaziland Ministry of Education in Swaziland. Some of the milestones that the meeting arrived included the cementing of relations between South Africa and Swaziland. In addition, an agreement was reached for SACE to assist Swaziland with the establishment of a teaching council. In addition, liaison offices between South Africa and Swaziland in dealing with the verification processes in relation to teachers' cross-border matters.
- Another meeting was held with the leadership of the Swaziland National Association of Teachers (SNAT) and it was agreed that a further meeting be convened to help SNAT in the processes of council formation.

The success of these engagements is very important to AFTRA and SACE as the Chair of AFTRA because it signifies SACE's commitment to the course of assisting our African counterparts to establish teaching authorities. The establishment of councils in the African continent will have a huge impact in the education sector in Africa and will also help improving co-operation amongst African countries. South Africa stands to benefit more in that we are receiving a huge number of teachers from the African continent, and this will make it easier for the DBE to employ educators of good standing since we shall be able to verify their status with their countries of origin which for now is a challenge.

5.6 MEDIA RELATIONS

A series of radio interviews were arranged with more than 10 radio stations, i.e. SAFM, Kaya FM, Lesedi FM, Motswedding FM, Ikwewezi FM, Ligwalagwala FM, Bush Radio, Ukhozi FM, Sekhukhune Community radio, Rainbow FM, etc. to advocate the role of the Council, as well as raise awareness about the services it renders. There is no doubt that the use of these indigenous language radio stations as a strategic communication platform enabled the organisation to consequently reach several millions of listeners. In addition, SACE held one media conference on 03 December 2014.

5.7 TEACHER ASSISTANT FACILITY

SACE's call centre assists educators electronically on all teacher-related queries.

6. ADMINISTRATION

To effectively deliver its mandate of enhancing teacher professionalism, Council's resources have been expanded as follows:

- Increase of the staff complement to approximately 200 staff members, including officers and officials;
- Establishment of provincial offices in the Free State and KwaZulu-Natal in addition to the head office in Tshwane;
- A Teacher assistant facility;
- A Research Unit, consisting of a pool of researchers;
- A specialized Advocacy and Outreach Division; and
- A R60m budget, including a grant of R9m from the Department of Basic Education.

7. ACKNOWLEDGEMENT

SACE appreciates the support and guidance it receives from the Ministry of Basic Education and Provincial Departments of Education, teacher unions and educational stakeholders, as well as the political support and guidance provided by the Parliamentary Portfolio Committee for Basic Education and the Select Committee on Basic Education. In addition, SACE salutes all teachers as they strive to develop our learners holistically for a better future. All the work of the organisation would not have been possible without a dedicated workforce at SACE. A special degree of gratitude goes to them.

As CEO, I hold in highest esteem the advice and leadership of the Chairperson, and the strategic direction and support provided by the Council.



REJ BRIRAJ

CHIEF EXECUTIVE OFFICER

SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)

DATE: 31 MARCH 2015

STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

To the best of my knowledge and belief, I confirm the following:

All information and amounts disclosed in the annual report are consistent with the annual financial statements audited by the external Auditor.

The annual report is complete, accurate and is free from any omissions.

The annual report has been prepared in accordance with the guidelines on the annual report as issued by National Treasury.

The Annual Financial Statements (Part E) have been prepared in accordance with the generally Accepted Accounting Principles applicable to the public entity.

The accounting authority is responsible for the preparation of the annual financial statements and for the judgements made in this information.



CHIEF EXECUTIVE OFFICER
NAME: MR REJ BRIRAJ
DATE: 31 MARCH 2015

The accounting authority is responsible for establishing, and implementing a system of internal control has been designed to provide reasonable assurance as to the integrity and reliability of the performance information, the human resources information and the annual financial statements.

The external auditors are engaged to express an independent opinion on the annual financial statements.

In our opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of the public entity for the financial year ended 31 March 2015.

Yours faithfully



CHAIRPERSON OF THE COUNCIL
NAME: VERONICA HOFMEESTER
DATE: 31 MARCH 2015

1. STRATEGIC OVERVIEW

1.1 VISION

Our vision is to promote professionalism amongst all educators in South Africa, by ensuring that our services are easily accessible, continuously empowering through development, ensuring commitment to the profession and adherence to the ethos of education as enshrined in the South African constitution.

1.2 MISSION

SACE shall strive to ensure that the education system is enriched, by providing properly registered and professionally developed educators that would display professionalism.

1.3 VALUES

CORE VALUES/PRINCIPLES OF THE SOUTH AFRICAN COUNCIL FOR EDUCATORS

Service-oriented	Ensure that the teaching profession in general and educators in particular are serviced satisfactorily at all times. Servicing educators is priority number one for all SACE employees.
Quality	Provide quality and excellent service to educators and the profession as a whole.
Openness and transparency	All SACE matters should be treated with honesty and sincerity. SACE will strive to engage and consult with its stakeholders on various matters regularly.
Professionalism	Display high level of professionalism at all times.

2. LEGISLATIVE AND OTHER MANDATES

LEGISLATIVE MANDATES

The South African Council for Educators Act (Act No 31 of 2000)

IS FORMULATED:

To provide for the continued existence of the South African Council for Educators, to provide for composition of Council, to provide for the functions of the said council, to register educators, to promote professional development and to enforce compliance with the Code of Professional Ethics, and the rules and the regulations for incidental matters thereto.

The Basic Education Laws Amendment Act (BELA) (Act No 15 of 2011) is formulated:

- To provide for the management of Continuing Professional Teacher Development (CPTD) system; and
- To enable state funds as an additional revenue source.

THE EMPLOYMENT OF EDUCATORS ACT (1998)

The Employment of Educators Act 1998 Section 15 (2) directs that if the name of an Educator is struck off the register of educators kept by The South African Council for Educators (SACE), the Educator shall, notwithstanding anything to the contrary contained in this Act, be deemed to have resigned with effect from the day following immediately after the day on which the Educator's name was struck off the register.

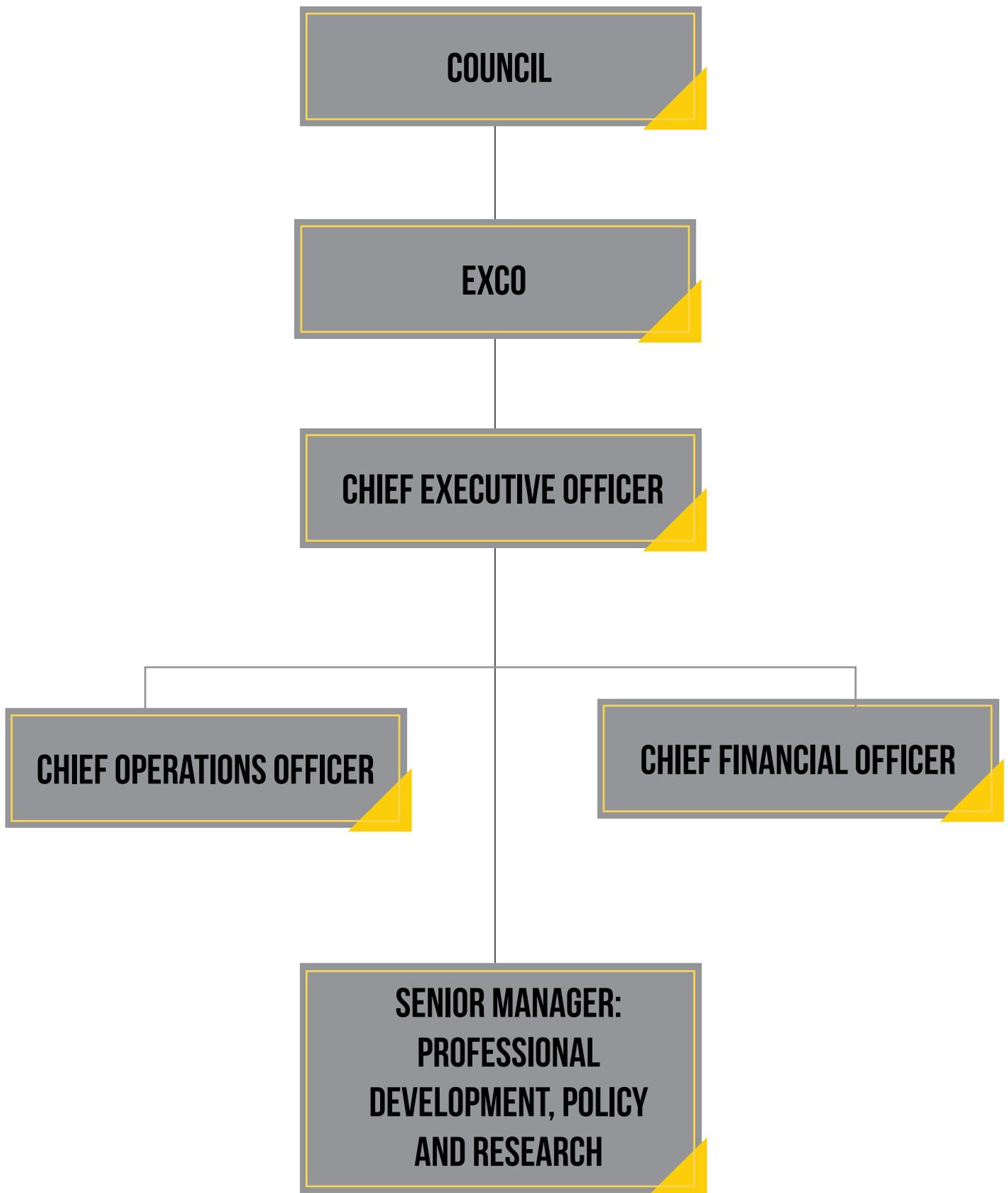
Section 26(2) directs that in each case where steps were taken against any educator under Section 24 (2), other than the cautioning or reprimanding of the Educator, the Employer shall furnish The South African Council for Educators with the record of the proceedings at the inquiry and all other documents relating thereto.

POLICY MANDATES

- Section 5(b) of the SACE Act No.31 of 2000 as amended by the BELA Act (2011) affirms SACE's functions as:
 - Promoting the image and status of the teaching profession;
 - Managing a system for Continuing Professional Development for all teachers in schools;
 - Developing Professional Development Policy;
 - Producing professional journal;
 - Playing an advisory role; and
 - Managing the CPTD Management System.

The South African Council for Educators is accountable to the Department of Basic Education (DBE) and fits into sub-output number one of DBE Delivery Agreement and Action Plan 2014, which speaks to "improving the quality of teaching and learning" through the improvement of teacher capacity and practices.

3. ORGANISATIONAL STRUCTURE





PART B: PERFORMANCE INFORMATION

1. AUDITOR'S REPORT PREDETERMINED OBJECTIVES

In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) and the general notice issued in terms thereof, we have a responsibility to report findings on the reported performance information against predetermined objectives for the selected programmes presented in the annual report, compliance with legislation and internal control. We performed tests to identify reportable findings as described under each subheading, but not to gather evidence to express assurance on these matters. Accordingly, we do not express an opinion or conclusion on these matters.

PREDETERMINED OBJECTIVES

We performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the following selected programmes presented in the annual performance report of the public entity for the year ended 31 March 2015:

- Programme 1: Registration of Educators on pages 20 to 22
- Programme 2: Professional Development of Educators on pages 28 to 52
- Programme 4: Professional Ethics on pages 22 to 28

We evaluated the reported performance information against the overall criteria of usefulness and reliability.

We evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programmes. We further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's Framework for managing programme performance information (FMPPI).

We assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

We did not identify any material findings on the usefulness and reliability of the reported performance information for the following programmes:

- Programme 1: Registration of Educators on pages 20 to 22
- Programme 2: Professional Development of Educators on pages 28 to 52
- Programme 4: Professional Ethics on pages 22 to 28

ADDITIONAL MATTERS

We draw attention to the following matter. Our conclusion is not modified in respect of these matters:

ACHIEVEMENT OF PLANNED TARGETS

Refer to the annual performance report on pages 20 to 52 for information on the achievement of the planned targets for the year.

COMPLIANCE WITH LEGISLATION

We performed procedures to obtain evidence that the public entity

had complied with legislation regarding financial matters, financial management and other related matters. Our findings on material compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

ANNUAL FINANCIAL STATEMENTS

The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework as required by section 55(1) (b) of the Public Finance Management Act. Material misstatements of provision, trade and other receivables identified by the auditors in the submitted financial statements were subsequently corrected.

PROCUREMENT AND CONTRACT MANAGEMENT

Quotations were awarded to bidders who did not submit a declaration on whether they are employed by the state or connected to any person employed by the state, which is prescribed in order to comply with Treasury Regulation 16A8.3.

INTERNAL CONTROL

We considered internal control relevant to our audit of the financial statements, annual performance report and compliance with legislation. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for our opinion, the findings on the annual performance report and the findings on compliance with legislation included in this report.

LEADERSHIP

Although the leadership implemented controls to ensure compliance with laws, regulations and internally designed policies and procedures, non-compliance issues were noted and material misstatements were identified and corrected.

FINANCIAL AND PERFORMANCE MANAGEMENT

Management did not adequately monitor adherence with the requirements of Treasury Regulations for deviations from Supply Chain Management processes. Management did not adequately review the financial statements and the annual performance report for completeness and accuracy prior to its submission for audit purposes. Misstatements identified were subsequently corrected by management.

Nexia SABGT

NEXIA SABGT
PER: P. MKUMBUZI
DIRECTOR
REGISTERED AUDITOR
31 JULY 2015

2. SITUATIONAL ANALYSIS

2.1. SERVICE DELIVERY ENVIRONMENT

Teachers are the prime beneficiaries of SACE services. The secondary beneficiaries are members of the public, who want to see the teaching profession serving the best interests of the learners.

The teaching fraternity and the public at large continue to welcome all SACE interventions and services. There is a demand for more outreach. The teacher unions, Ministry, departments and other educational stakeholders and entities have received service and supported SACE well, again.

SACE has not experienced any hostility from any quarter. SACE is constrained by its revenue base and will have to review its funding model if it is to deliver as per demand and in accordance with its mandate. However, there is more pressure regarding SACE's visibility and impact. There is growing opinion that SACE must take charge of the profession.

2.2. ORGANISATIONAL ENVIRONMENT

SACE has put in place various strategies to fast-track the turnaround time on educator misconduct cases. A more streamlined approach towards resolution of complaints against educators is being implemented, ensuring timeous closure, correction, rehabilitation and remedy, where appropriate. Communication and outreach have expanded.

The Council is now forging good relations nationally and internationally. It has set a pattern of dialogues with national stakeholder groupings, viz. teacher unions, Department of Basic Education, statutory organs, media groupings and providers. On the international front, Council Chaired the Steering Committee for African Teaching Regulatory Authorities (AFTRA). An International Federation of Teaching Regulatory Authorities (IFTRA) conference took place in November 2014 in Toronto. The Council continues to forge relationships with other Southern African stakeholders to influence the establishment of similar professional councils, and has succeeded in Namibia and Botswana.

2.3. KEY POLICY DEVELOPMENTS AND LEGISLATIVE CHANGES

During the year, no legislation or policy change which might have had a major change in the operation of Council, has taken place.

2.4. STRATEGIC OUTCOME ORIENTED GOALS

SACE lagged behind in fulfilling its Strategic objectives Annual Performance Plan targets in areas. Council did not complete processing a satisfactory number of cases as indicated in the CEO's overview. This created the need to carry forward a substantial number of cases to the next financial period. The budget difficulties hampering the process have been resolved.

Council research initiatives were inward looking. Council has agreed to re – prioritize more relevant research informing the specific status quo of teachers in schools in particular and the profession generally. Recommendations regarding the needs of the profession are to be formulated, based on an analysis of the credentials and deployment of all practising educators.

3. PERFORMANCE INFORMATION BY PROGRAMMES

3.1. REGISTRATION

PURPOSE:

The purpose of the programme is to register educators who satisfy registration requirements, compile and maintain a sub-register of educators who are provisionally registered and maintain and sustain the credibility of the educator database.

STRATEGIC OBJECTIVE:

TO REGISTER ALL QUALIFIED EDUCATORS

- The registration mandate was performed with vigour in this financial year. Qualified educators who applied and met requirements were registered speedily.
- The division saw a huge increase in the number of educators coming to register for the first time. Whilst the anticipated number was 26 000, the actual came to 29 483. New educators include foreign nationals and educators who only have academic qualifications but employed by the schools for specific reasons.
- A large percentage of the newly registered are registered provisionally. This is due to the fact that they do not qualify for full registration.

TO UPDATE REGISTRATION STATUS OF EDUCATORS

- With regard to those educators that needed to update their registration status for the financial year, SACE anticipated 20 000 but had to process requests from 39 296 educators, of which 9 768 were foreign educators.
- Student educators in their final year of study are registered provisionally so as to assist them to start preparing for their employment as soon as they are qualified. This practice of registering student educators at higher education institutions entailed induction on ethics and professionalism in the work place. The students were also informed about the CPTD system. Upon submission of their qualifications, they then get full registration.

Early Childhood Development: ECD educators are now accorded provisional registration valid for three years. With this sector we accord provisional registration status to educators with the minimum NQF level 4 qualifications. (ECD)

- **B Ed students:** Council directed that B Ed students be registered

from their second year when studying full-time. They would need to renew their registration status annually so as to ensure that they do study a complete their studies.

- **CONDITIONAL REGISTRATION**

Some schools employ educators with academic qualifications only in cases where suitably qualified educators are not available. Council took a resolution to accord these educators conditional registration for a period of three years attaching them to the schools that have employed them. These schools need to provide a motivational letter signed by the Principal and Chairperson of the School Governing Body stating reasons for the employment of an under-qualified person.

- **FOREIGN EDUCATORS**

All foreign educators teaching in the country are accorded a Provisional registration status, for a period of 5 years or up to the expiry date on their work permits, as stipulated by Council.

- **WALDORF AND MONTESSORI SCHOOLS**

SACE accords a three (3) year renewable registration status to Waldorf & Montessori educators. They are bound to teach in Waldorf and Montessori schools respectively.

- **THERAPISTS**

Therapists are registered as per the recommendation of the employer. The current HPCSA registration is a requirement. They will be attached to the schools that have recommended them for registration; the same applies to nurses, and social workers.

- **ADULT EDUCATION AND TRAINING (AET) EDUCATORS**

AET educators having an Adult Basic Education and Training (ABET) certificate are registered for a period of one year whilst pursuing their studies.

Key Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation form planned target to actual achievement 2014/2015	Comment on deviations
Number of Registered educators	25 314	26 000	29 483	3 483 above target	More than predicted number
Number of registration documents updated	30 517	25 000	39 296	14 296 above target	More updates were processed than anticipated.

COMMENTARY ON PERFORMANCE OF OBJECTIVES

- For the current year, the division performed above target because of the unpredicted demands.
- Most registration application forms are processed within 7 working days once received by the office.
- Delays when they occur are because of postal circumstances.
- Office makes special arrangements for when such emergencies arise.

REGISTRATIONS

Below is a schedule of the outreach programmes 2014-2015 in collaboration with the Communication division.

Date	Place	Reprints of certificates	New Full Registration	Provisional	Prov Ext	Updates	Total
09-11 April 2014	King Williamstown	24	34	3	2	21	84
12-15 May 2014	North-West	0	0	11	0	0	11
21-23 May 2014	Grahamstown	14	15	20	8	11	68
08-10 Aug 2014	PE- NAPTOSA	33	1	0	0	6	40
12-15 August 2014	Free State	22	0	1	0	3	26
12 September 2014	Durban, Inanda	87	12	39	2	102	242
17-19 September 2014	Empangeni/ NATO Conference	399	80	70	10	163	722
21 March 2015	Zeerust ECD Conference	0	37	0	16	0	53
Totals							1 246

OUTREACH TO UNIVERSITIES

Date	Place	Reprints of certificates	New Full Registration	Provisional	Prov Ext	Updates	Total
05 September 2014	Turfloop University	0	0	361	0	3	364
01-03 October 2014	University of KZN	65	6	420	15	32	538
24 October 2014	Wits University	0	0	291	0	0	291
14 March 2015	Vaal University of Technology	0	0	155	0	2	157
							1 350

STRATEGIES TO OVERCOME AREAS OF UNDER PERFORMANCE

- An up-to-date database system;
- SACE to sensitise schools to ensure that educators are registered before employment;
- To communicate with governing bodies especially in Independent and Private schools to ensure that they employ qualified and registered educators.

CHANGES TO PLANNED TARGETS

No changes were made to the planned targets.

Programme/activity/objective	2014/2015			2013/2014		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Registration	1,500	394	1,106	370	296	74
Total	1.500	394	1,106	370	296	74

3.2. PROFESSIONAL ETHICS**PURPOSE:**

The aim of the programme is to promote ethical conduct among educators and stakeholders through workshops, seminars, imbizos and the distribution of material that sets the standard of professional conduct and to render support to schools, educators and stakeholders on ethical matters.

STRATEGIC OBJECTIVES**CASE MANAGEMENT**

Every complaint that the Council receives is investigated either telephonically, by written correspondence or by conducting a physical investigation at a school. As soon as the investigation is completed, a report with recommendations is then presented to the Ethics Committee for its consideration and direction on how such a complaint should be dealt with. The Committee may recommend that an educator be charged, that a complaint be referred to a relevant authority, that a matter be mediated upon, or that an advisory letter be forwarded to the alleged perpetrator. Should the Ethics Committee recommend that charges be levelled against an educator, summons are issued against the educator and a hearing gets scheduled to take place, at least within a three months period.

Most of SACE's disciplinary hearings take the form of peer adjudication. This means that other educators serve as presiding officers and panellists and pass judgment on their fellow educators accused of breaching the Code of Professional Ethics. Our panel members are trained on issues of law, disciplinary procedures and various other legal processes to enable them to effectively carry out these duties. SACE endeavours to up-skill them on an annual basis.

A total number of 586 complaints were received during the review period as compared to 650 that the division had anticipated to receive. We have, however, noted that the trends still remain the same as in the previous reporting period. The year has witnessed a slight increase in the number of corporal punishment cases, sexual abuse of male and female learners, (both inside and outside school premises), assault of colleagues within the school environment, submission of fraudulent qualifications and other forms of unprofessional conduct by educators. Council will have to double its advocacy efforts to address these breaches to curb future occurrences.

The SACE Act, (Act No. 31 of 2000) requires that the division responsible for professional ethics should review the SACE Code of Professional Ethics for educators on an annual basis. This was accordingly done. Council also reviewed its disciplinary procedures in an attempt to close loopholes that previously existed and to shorten turn-around times allocated to deal with and finalize cases.

WORKSHOPS ON SACE INCLUDING THE CODE OF PROFESSIONAL ETHICS

As with the previous years, the division has conducted several workshops for educators in an attempt to conscientise them on the requirements of SACE and the Code of Professional Ethics.

Workshops were conducted for first year students at the North-West University's Vanderbijlpark campus on the code of professional ethics with a stronger emphasis on sexual harassment. Final year B Ed and PGCE students at the same University were also addressed, focusing more on the Code of Professional Ethics. Students at University of KwaZulu-Natal (UKZN), University of Zululand, Tshwane University of Technology (TUT) and the Central University of Technology Free State (CUT, FS) were also addressed on the Code of Professional Ethics.

Workshops were conducted for in-service and pre-service educators, mostly focused on corporal punishment and sexual abuse of both learners and colleagues. These also served to alert pre-service educators about professional conduct generally.

It was evident that many educators who are still applying corporal punishment need urgent professional development on alternative forms of discipline to promote positive behavior.

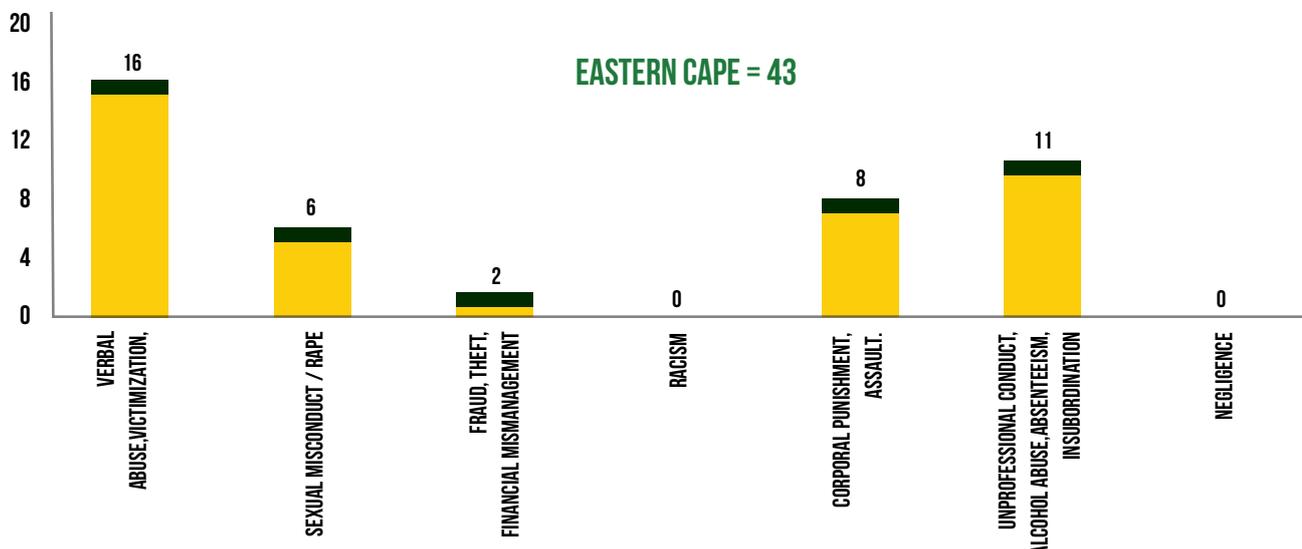
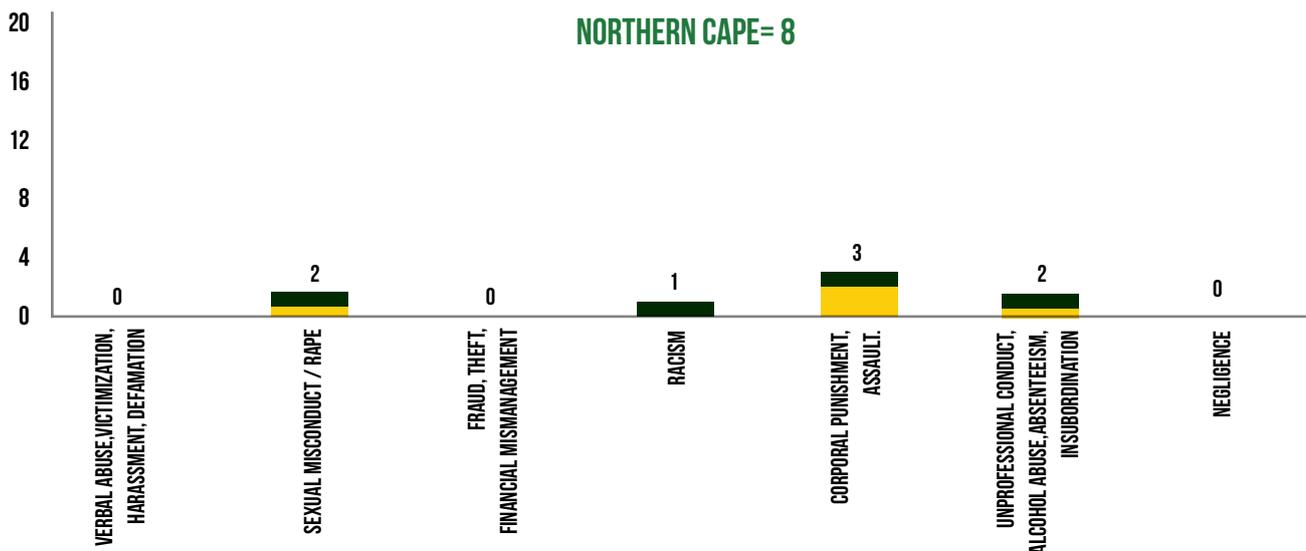
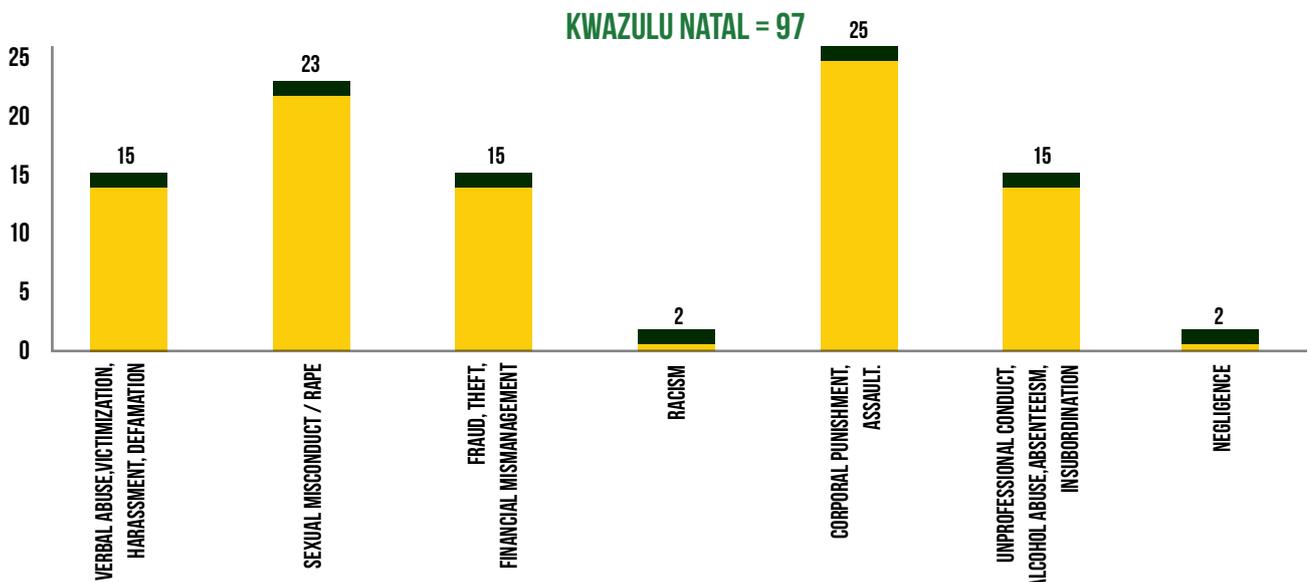
KEY PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Programme Name					
ETHICS					
Key Performance indicators	Actual Achievement 2013/2014	Planned Target 2014/2015	Actual Achievement 2014/2015	Deviation from planned target to actual achievement for 2014/2015	Comment on deviations
Number of concluded cases as measured against the number of cases received for the year.	Actual number of cases finalised 340	Expected number of cases to be finalised including the 283 carried over from 2013 869	Actual number of cases finalised including those carried over from 2013 647	While it was expected that a total of 869 cases would be finalised, a total number of 647 cases were actually finalised	A total of 222 cases could not be finalised and would be carried over into the next financial year. More officials trained to achieve 80% forecast.
Educators and stakeholders to be workshopped on the code of professional ethics	Actual number of educators and stakeholders workshopped on the code of professional ethics: 5747	Expected number of educators and stakeholders to be workshopped on the code of professional ethics: 35 000	Actual number of educators and stakeholders workshopped on the code of professional ethics: 5786	29 214 educators and stakeholders could not be workshopped physically as anticipated. However; many radio interviews were conducted across the various radio stations.	Owing to lack of sufficient personnel, workshops could not be conducted physically as anticipated. Budget allocation to increase to reach wider audience.

BREAKDOWN OF CASES RECEIVED FROM 01 APRIL 2014 TO 31 MARCH 2015

TOTAL NUMBER OF COMPLAINTS RECEIVED FROM 1 APRIL 2014 TO 31 MARCH 2015

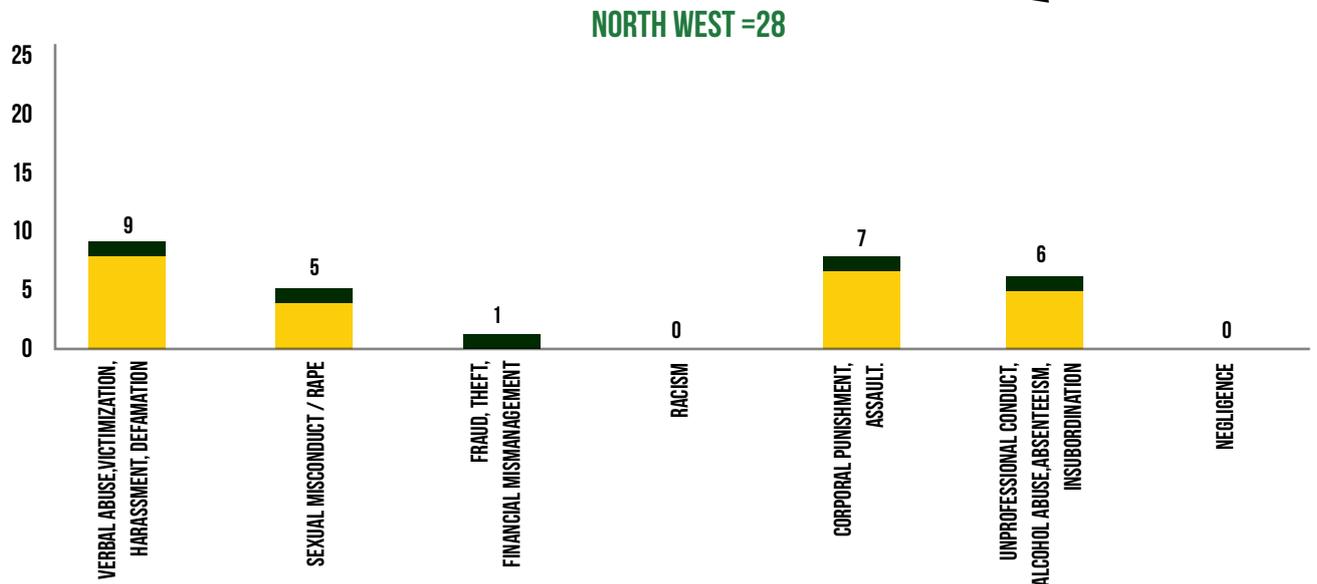
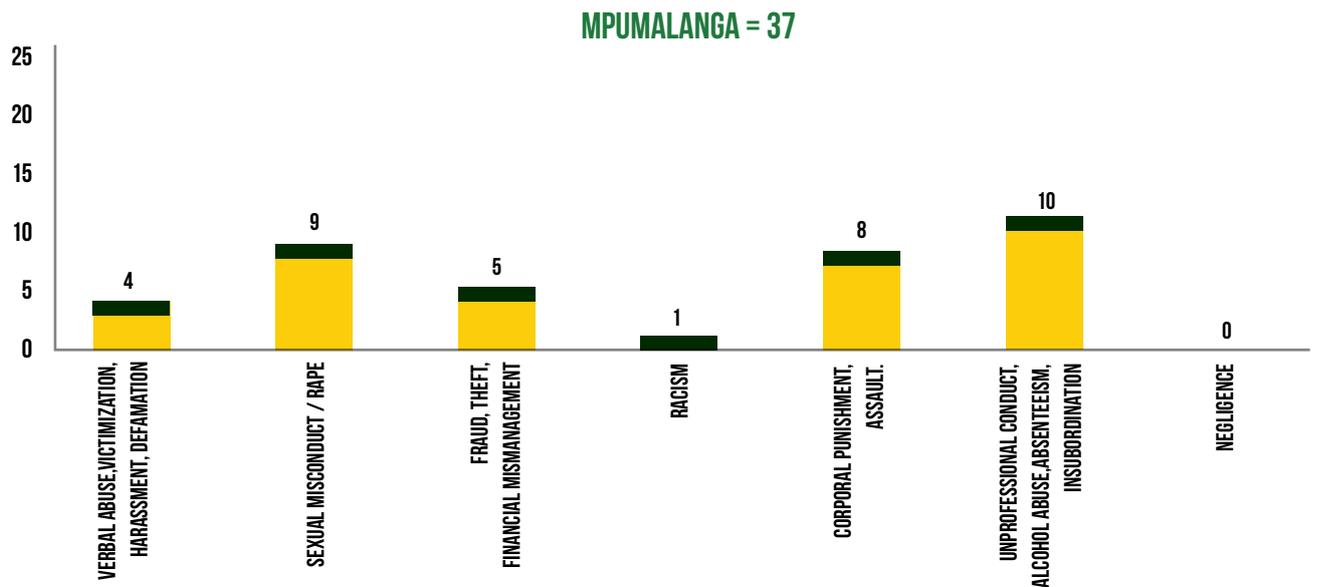
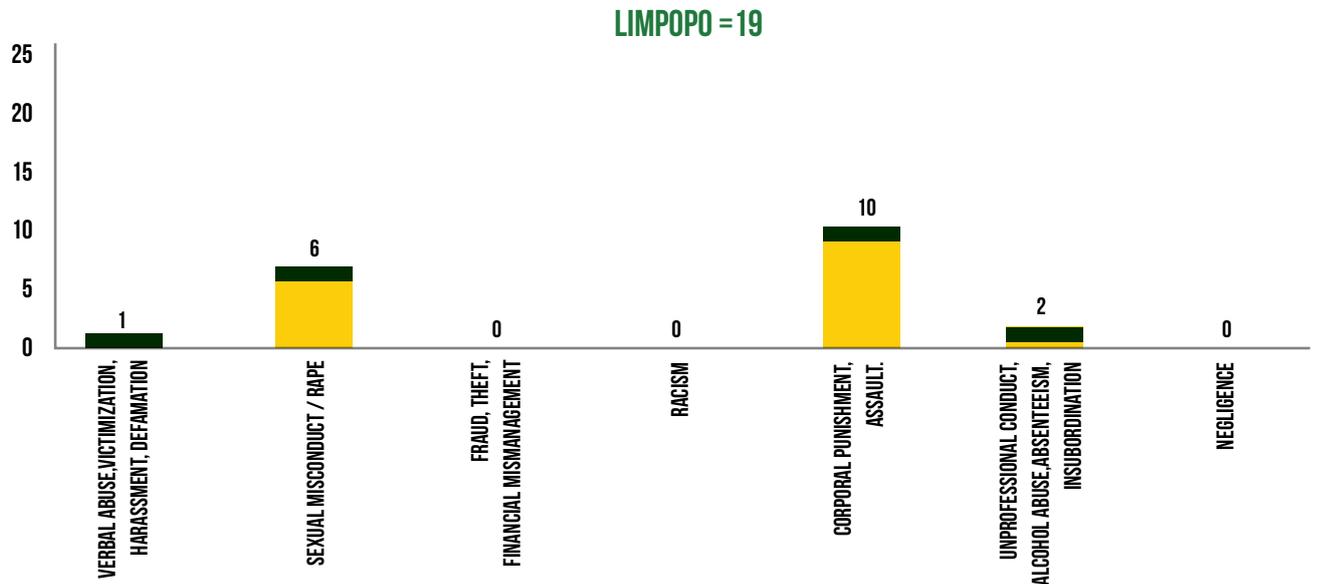
TYPES OF COMPLAINTS BY PROVINCE



BREAKDOWN OF CASES RECEIVED FROM 01 APRIL 2014 TO 31 MARCH 2015

TOTAL NUMBER OF COMPLAINTS RECEIVED FROM 1 APRIL 2014 TO 31 MARCH 2015

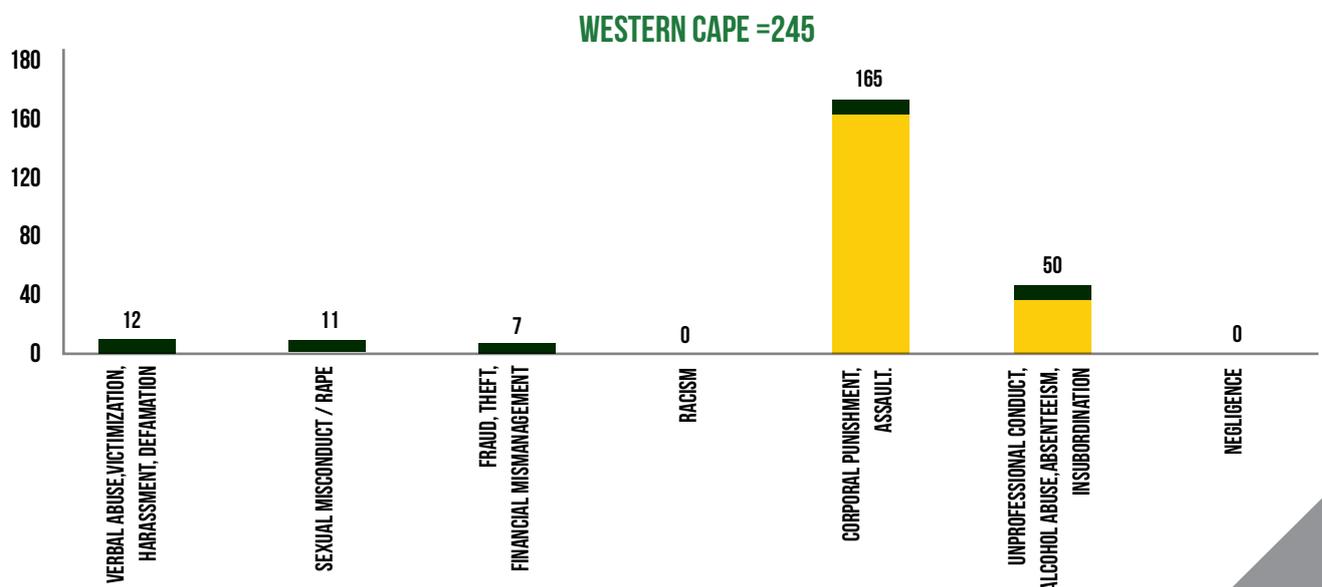
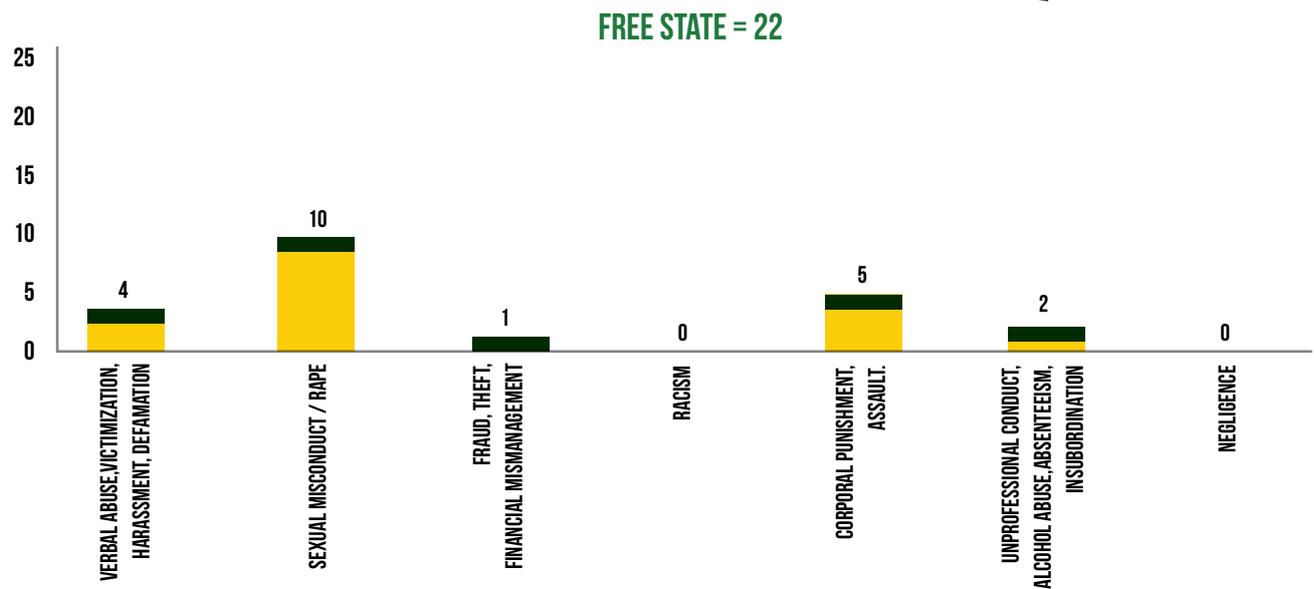
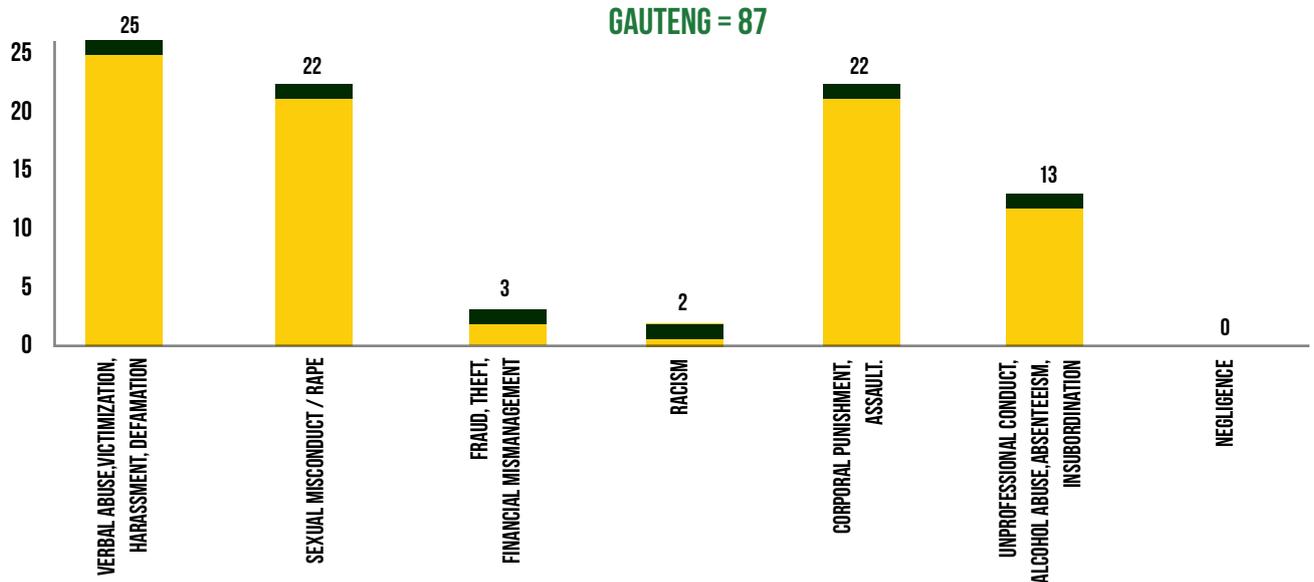
TYPES OF COMPLAINTS BY PROVINCE



BREAKDOWN OF CASES RECEIVED FROM 01 APRIL 2014 TO 31 MARCH 2015

TOTAL NUMBER OF COMPLAINTS RECEIVED FROM 1 APRIL 2014 TO 31 MARCH 2015

TYPES OF COMPLAINTS BY PROVINCE



D) CASES FINALISED IN FORMS, OTHER THAN DISCIPLINARY HEARINGS

Total number of advisory letters issued and sent to educators	267
Total number of cases mediated upon:	22
Total number of cases withdrawn before a hearing could be conducted:	38
REFERRALS TO OTHER INSTITUTIONS, i.e. DBE, ELRC AND THE SAPS:	46
Cases referred to the ELRC	06
Cases referred to the DBE	38
Cases referred to the SAPS	02

Total number of cases finalised in other forms other than in a disciplinary hearing:	373
Total number of cases investigated physically:	198
TOTAL NUMBER OF DISCIPLINARY HEARINGS CONDUCTED AND FINALISED	69
Educators found guilty:	56
Educators found not guilty:	07
Cases withdrawn at the hearing:	06
BREAKDOWN OF SANCTIONS METED OUT TO EDUCATORS FOUND GUILTY	56

Educators struck off indefinitely:	10
Educators struck off but who may re-apply after certain periods:	18
Educators struck off but striking off suspended for a certain period, including fines:	28

TOTAL NUMBER OF APPEALS PROCESSED	04
Number of appeals finalised:	03
Number of appeals postponed:	01
TOTAL NUMBER OF REINSTATEMENT APPLICATIONS RECEIVED	04
Total number of reinstatement applications finalised:	04
Total number of reinstatement applications postponed:	00

TOTAL NUMBER OF CASES PROCESSED BETWEEN 01 APRIL 2014 AND 31 MARCH 2015 INCLUDING INVESTIGATIONS, DISCIPLINARY HEARINGS, APPEALS AND REINSTATEMENT HEARINGS **647**

DJ COMMENTARY ON PERFORMANCE FOR OBJECTIVES

Among other responsibilities,, SACE is tasked with the duty of upholding the image of the teaching profession, and through this division, to ensure that all educators behave ethically. This is done by conducting workshops for educators, investigating complaints, conducting disciplinary hearings, mediating disputes where necessary and intervening in schools to bring peace and stability within the schooling environment. The division has, however, not

been able to do enough of the abovementioned tasks owing to capacity constraints.

EJ STRATEGY TO OVERCOME AREAS OF UNDERPERFORMANCE

For the period under review, a total of 869 cases were dealt with by the Council, of which 647 were finalised as outlined. The 869 cases are inclusive of those that were carried over from the 2013/14 financial year.

While the division attempted to finalize most complaints received, many could still not be finalised owing to lack of sufficient personnel, lack of cooperation by witnesses, parents and representatives of the accused educators.

A total of 222 cases has been carried over into the next financial year. It is expected that the division might receive up to 700 cases for the period 2015/2016.

SACE aims to achieve this goal and minimize backlog by:

Making use of trained retired educators and other suitable candidates in all provinces to investigate complaints, mediate over disputes, and serve as panellists; and

Making use of officers trained by SACE in all provinces to conduct workshops and conscientise educators about the code of professional ethics on behalf of the Council; and by making use of trained specialists to prosecute cases on behalf of Council.

FJ CHANGES TO PLANNED TARGETS

No changes were effected to the planned targets.

GJ CHALLENGES

The major challenge leading to the non-finalisation of cases is the lack of cooperation by the parents of abused learners.

On many occasions while cases have been reported to the SACE by parents, these parents would tend to refuse SACE access to the abused learner/s, especially at disciplinary hearings. SACE is then left with no option but to withdraw many such serious cases against perpetrators owing to the lack of cooperation by parents. This practice has impacted negatively on our operations, since many sexual abuse cases are being carried over.

The Council has agreed to follow up all cases that have been stalled due to a lack of cooperation. Social development and other agencies will be consulted to apply the full might of the law. Parent communities will be targeted for intense advocacy. SACE is liaising with all provincial Departments of education for exchange of information regarding complaints against educators.

D) CASES FINALISED IN FORMS, OTHER THAN DISCIPLINARY HEARINGS (CONTINUES)

Programme/activity/objective	2014/2015			2013/2014		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Case management	3 000	2 094	906	1 020	666	354
Total	3 000	2 094	906	1 020	666	354

3.3 PROFESSIONAL DEVELOPMENT**INTRODUCTION**

The Professional Development and Research has two main programmes, namely:

- a. the management of the continuing professional development of all school-based educators in line with the SACE Act, Act No.31 of 2000 as amended by the Basic Education Laws Amendment Act of 2011, National Policy Framework on Teacher and Development in South Africa (2007), Integrated Strategic Planning Framework on Teacher Education and Development (2012); and
- b. professional research that is based on the SACE research agenda, scope and priorities.

CONTINUING PROFESSIONAL TEACHER DEVELOPMENT (CPTD) SYSTEM PROGRAMME

In the 2013/14 financial year, SACE signed-up and orientated 24 305 principals and deputy principals, across the country's nine provinces, in preparation for participation in the CPTD system. At the beginning of 2014, the signed-up principals and deputy principals started participating in their first year of the three year CPTD cycle (2014 – 2016) from January 2014 onwards. A number of school visits were conducted to monitor and support these principals' participation in the CPTD system and their professional development uptake.

Furthermore, in January 2014, the process of orientating and signing-up Heads of Departments commenced. The HoDs started their first year of the three-year CPTD cycle from January 2015 onwards. On the other hand, principals and deputy principals moved into their second year of the three-year CPTD cycle. A number of providers were approved and professional development activities were endorsed. A catalogue of approved providers and endorsed professional development activities was produced as a result of these approvals and endorsements.

PURPOSE OF THE PROFESSIONAL DEVELOPMENT PROGRAMME

The aim of the programme is to enhance the quality of the practicing educators through the management of the CPTD system, develop various strategies and processes of assisting and supporting educators with regard to professional matters and needs and improve the status and image of the teaching profession.

STRATEGIC OBJECTIVE OF THE PROFESSIONAL DEVELOPMENT PROGRAMME

- To enhance the status of the teaching profession.

KEY PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS

Programme/Activity/Objective					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
Establish SACE presence in the 9 provinces	<p>Achieved:</p> <p>The SACE Provincial Presence Concept has been developed and approved by Council for implementation.</p> <p>As a start nine (9) SACE CPTD Provincial Coordinators posts were advertised. By the end of March 2014 6 SACE CPTD Provincial Coordinators were appointed. Posts were re-advertised in the remaining three provinces.</p> <p>The SACE CPTD Provincial Coordinators started working very closely with the teacher development units/directorates in the Provincial Education Departments in terms of implementing and monitoring the CPTD Management System.</p>	First phase implementation of the SACE presence concept (Appointment of the 9 SACE CPTD Provincial Coordinators in the 9 provinces to coordinate the implementation of the CPTD System – orientation and sign-up of the 2nd cohort (HODs) and 1st three year cycle of the 1st cohort).	<p>Achieved</p> <p>SACE appointed 9 CPTD Coordinators in all the provinces. This has contributed largely to effective implementation of the CPTD system in provinces where progress was slow.</p>		
Number of educators orientated and signed-up on the CPTD system	<p>24 305 principals and deputy principals</p>	46 788	<p>Not Achieved:</p> <p>30 389 (64.95%) School Heads of Departments were orientated and signed-up for participation in the CPTD system from January 2015 onwards.</p>	15 728	<p>1. SACE experienced challenges with respect to funding. The first R4.5m was transferred to SACE in September 2015 and the remaining R4m was transferred only during mid-March 2015 towards the end of the financial year.</p> <p>2. The CPTD system is not part of the strategic plan and annual performance plan of some of the Provincial Education Departments and therefore not budgeted for.</p> <p>3. Inadequate communication from some authorities.</p>

KEY PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS (CONTINUES)

Programme/Activity/Objective					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
Number of educators participating in the 1st three year cycle of the CPTD system.	0	40 747 (principals and deputy principals)	<p>Not Achieved</p> <p>8 620 (21%) principals and deputy principals reported their participation in type 1 (teacher initiated) professional development activities.</p> <p>8 025 (19.69%) principals and deputy principals reported their participation in type 2 (school initiated) PD activities.</p>	<p>32 127 (type 1)</p> <p>32 722 (type 2)</p>	<p>1. Low levels of reporting PD participation and points earned by principals and deputy principals to SACE</p> <p>2. Six provincial education departments and some providers did not submit their PD activities to SACE for endorsement, which resulted in principals and deputy not earning the PD points.</p> <p>3. Financial constraints to heighten advocacy and communication.</p>
Develop the manual and electronic Professional Development (PD) Portfolios.	Professional Development portfolio developed and approved for the first cohort.	Professional Development Portfolio implemented by the second cohort (i.e. school HoDs).	<p>Achieved</p> <p>The Professional Development Portfolio (PDP) for the HoDs has been developed. And it has formed part of the CPTD system orientation material.</p> <p>The 384 school visits conducted by the SACE CPTD Provincial Coordinators revealed that a limited number of principals and deputy principals were keeping the PD portfolios as requested.</p>		

KEY PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS (CONTINUES)

Programme/Activity/Objective						
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations	
			<p>The majority requested further support on how to:</p> <ul style="list-style-type: none"> (a) develop the PDP; (b) record their participation in different Professional Development activities; and (c) engage in reflection process to determine the impact of these programmes on the principals and deputy principals' professional competence. <p>This request has been responded to through the principals and deputy principals refresher sessions held between October 2014 and March 2015, ongoing onsite support in schools and additional support material.</p>			
Number of evaluators recruited and functional	54	100	<p>Achieved</p> <p>There are 65 evaluators in the database and 11 of them are new.</p> <p>The evaluators are responsible for evaluation of new provider approval and PD activity endorsement applications. They make approval and endorsement recommendations to the Endorsement Committee on a quarterly basis.</p>			

KEY PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS (CONTINUES)

Programme/Activity/Objective					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
Number of professional development Providers evaluated and approved	99	250	<p>Not Achieved</p> <p>In 2014/15, a total of 119 new provider applications were received by SACE.</p> <p>Only 113 providers received the SACE Approval status. Most of these providers are mainly located in Gauteng, Western Cape, Free State and North West but present their activities nationwide.</p>	131	The projected number was not reached because of a low turn-over in submission of applications. The bulk of envisaged providers from HEI's and PDE's have not yet responded.
			The 113 approved providers are divided as follows: Provider Category		
			Automatic Approvals with accreditation status by one of the Quality Councils (QCs).	61	
			Providers with no accreditation status by the QCs.	21	
			Public and Government Institutions / Teacher Unions / Emerging Providers / HEIs	31	
			TOTAL	113	
			Six (6) providers were not approved due to quality issues.		

KEY PERFORMANCE INDICATORS, PLANNED TARGETS AND ACTUAL ACHIEVEMENTS (CONTINUES)

Programme/Activity/Objective					
Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
Number of professional development activities evaluated and endorsed.	245	550	<p>Not Achieved</p> <p>In 2014/15 a total of 587 PD activities/programmes applications were received.</p> <p>463 PD activities / programmes received ENDORSEMENT Status.</p> <p>24 Activities received NOT ENDORSED status</p> <p>100 PD activities / programmes could not be evaluated in this financial year due to financial constraints.</p> <p>The 463 Endorsed PD activities are further divided into the following categories:</p> <ul style="list-style-type: none"> • Leadership and management = 135 • Languages = 156 • Mathematics = 48 • Science = 51 • ICT = 30 <p>Special needs curriculum based activities = 43</p>	<ul style="list-style-type: none"> • Limited number of meetings for the evaluators and the Endorsement Committee members due to the delays in funding • Content/Information as on the applications were not adequate • Quality: The activity did not meet the criteria • Instances of Plagiarism/Copy Right issues • Some of the activities were irrelevant to the target audience whilst others did not comply with current policy developments like CAPS. • Other activities had incomplete documentation 	

PROFESSIONAL DEVELOPMENT NARRATIVE

1. ESTABLISH SACE PRESENCE IN THE 9 PROVINCES

By July 2014, SACE had appointed all nine CPTD Coordinators in all provinces of South Africa, and they started implementing the CPTD system in collaboration with the CPTD Coordinators in the 9 Provincial Education Departments as follows:

- Conducted orientations and sign-up workshop sessions for 30 389 (64.95%) HODs in preparation for their three-year CPTD cycle starting from January 2015 onwards;
- In the 2013/14 financial year, SACE reported a negative variance of 16 442 of principals and deputy principals, who were not signed-up for participation in the CPTD system. By the end of the 2014/15 financial year, 8 008 out of the 16 444 principals and deputy principals were orientated and signed-up for participation in the CPTD system. This increased the signed-up principals and deputy principals from 24 305 to 32 313 by the end of the period under review. The recurring variance of 8 434 principals and deputy principals could be attributed largely to the merging of schools, retirement and resignations by aging cohort, the imbalance between the provinces' principals and deputy principals post basket versus the actual employed people and principals and deputy principals who are reluctant to participate in the CPTD system due to nearing the retirement age. The Provincial Education Departments are in the process of reconciling these numbers;
- Visited 422 (1.6%) schools in the 9 provinces as part of monitoring and supporting participation in the CPTD system, including monitoring professional development uptake by the principals and deputy principals who are in their second year of the three year CPTD cycle at the end of the financial year: The table (figure 1) below shows the number of schools and districts visited per province. The visits were limited to the nearby districts and schools due to the delays in the transferring of the CPTD system funding; and
- Conducted refresher sessions for 2391 Principals and deputy principals who needed support on how to participate in a three-year CPTD cycle and developing their Professional Development Portfolio.

SCHOOL VISITS FOR MONITORING AND SUPPORT PER PROVINCE AND DISTRICT

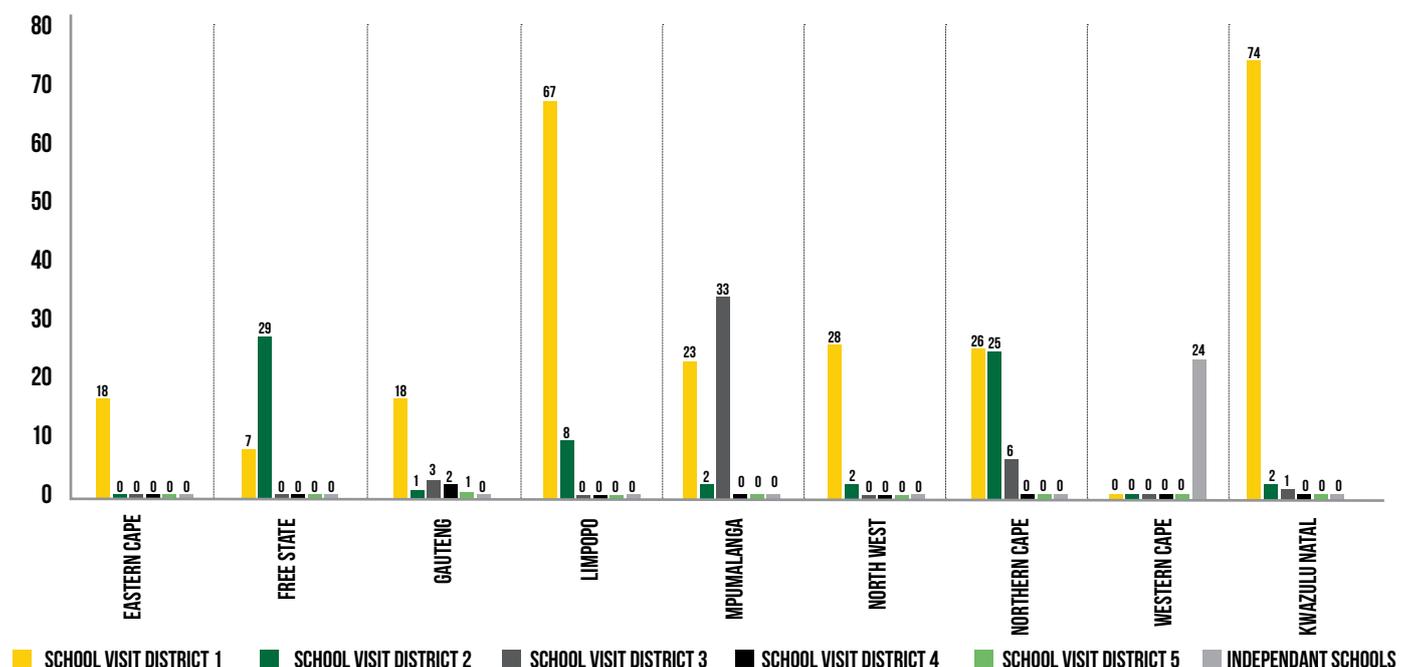


Figure 1: School Visits per Province

- The work of the SACE CPTD Provincial Coordinators also involved the process of engaging and sharing the CPTD system information with the provincial stakeholders – teacher unions, Provincial Education Departments, independent school associations, South African Principals Association, higher education institutions, Provincial Education Labour Relations Council and SGB Associations. This process ensured that the SACE stakeholders assist in sharing the CPTD system messages and information further to their members and assisting with the orientation and sign-up sessions as well.
- SACE has also been represented in the provincial teacher education and development committees, where the CPTD system presentations were made, and engaging providers of teacher development in provinces and advocating the CPTD system in the provincial educational gatherings, stakeholder conferences and meetings, and regional radio slots.

2. NUMBERS OF EDUCATORS ORIENTATED AND SIGNED-UP FOR THE CPTD SYSTEM

30 389 (64.95%) school Heads of Departments (HoDs) were orientated on the CPTD system and signed-up for participation in the system from January 2015 onwards. The HoDs are the second cohort for the phased-in implementation of the CPTD system. The orientation workshop sessions were conducted by SACE jointly with the nine Provincial Education Departments (PEDs) and the stakeholders. The following was covered at the workshops:

- Unpacking the Teacher Education and Development Legislation and Policies within the broader context of the CPTD Management System.
- Overview of the CPTD Management System.
- The Relationship between the CPTD Management System and DBE's IQMS (including the independent schools systems).
- Professional Development Portfolio – planning, recording,

reflecting and reporting participation in the three year CPTD cycle.

- Administering the HODs needs identification questionnaire.
- Manual and electronic sign-up for the CPTD system.

Material developed:

- CPTD Orientation Common Slides for PL1 Teachers
- CPTD Self-Service Portal Utilisation
- PD Points Schedule: How to Allocate PD Points
- Reporting Sheet
- Sign-up / Profile Form
- Professional Development Portfolio
- Needs Identification Questionnaire for PL1

The table below reflects the number of HODs orientated and signed-up per by the end on March 2015.

HODS SIGN-UPS PER PROVINCE AS AT 31ST MARCH 2015

Province	Total	Target	Variance	Variance	Variance
GP	5187	8610	3423	60.24%	-39.76%
NW	1721	2937	1216	58.60%	-41.40%
LP	4022	5863	1841	68.60%	-31.40%
EC	2953	5690	2737	51.90%	-48.10%
WC	2400	5000	2600	48.00%	-52.00%
MP	3514	4039	525	87.00%	-13.00%
KZN	8486	10950	2464	77.50%	-22.50%
FS	1655	2720	1065	60.85%	-39.15%
NC	451	979	528	46.07%	-53.93%
Total	30389	46788	16399	64.95%	-35.05%

Figure 2: HODs sign-ups per province

It is also important to highlight the fact that the Western Cape continues to be the leading province in terms of utilising the CPTD-IS self-service portal maximally. 95.13% of their sign-ups and Professional Development Activities and Points reporting are done electronically through the CPTD self-service portal. The province has also been instrumental in assisting SACE to strengthen its CPTD self-service portal due to the ongoing feedback and inputs from the principals, deputy principals, HoDs and office-based staff utilizing the system on a regular basis.

The manual and electronic sign-up table below (figure 3) indicates the year's electronic and manual sign-up per province. It also shows

that the Western Cape, North West and Free State utilised the CPTD Self-Service Portal effectively during this period. This is also showing the extent at which provinces are investing in ICT and utilizing the ICT resources for other programmes in the sector. The North West and Free State province in particular, are making use of the Department's District Teacher Development Centers (DTDCs) and E-Learning Centers for this purpose. On the other hand, provinces such as Kwazulu-Natal, Mpumalanga and Limpopo took conscious decisions to work on a paper-based system for accountability purposes and tracking their sign-ups and orientation processes.

2. NUMBERS OF EDUCATORS ORIENTATED AND SIGNED-UP FOR THE CPTD SYSTEM (CONTINUES)

Province	Total	Electronic	Manuals	% Electronic	% Manuals
GP	5187	1584	3603	30.54%	69.46%
NW	1721	1275	446	74.08%	25.92%
LP	4022	252	3770	6.27%	93.73%
EC	2953	388	2565	13.14%	86.86%
WC	2400	2283	117	95.13%	4.88%
MP	3514	471	3043	13.40%	86.60%
KZN	8486	410	8076	4.83%	95.17%
FS	1655	1084	571	65.50%	34.50%
NC	451	371	80	82.26%	17.74%
Total	30389	8118	22271	26.71%	73.29%

Figure 3: Manual and Electronic HODs Sign-ups per Province

CPTD ORIENTATION MATERIAL

The following CPTD orientation material were developed and distributed to all the HODs in the 9 provinces with the support of the nine Provincial Education Departments and Districts:

- 70 000 HoDs profile and sign-up forms.
- 70 000 HoDs Questionnaires.
- 70 000 HoDs Orientation Booklets with presentation slides, Professional Development Portfolio Guidelines and Templates, Professional Development Points Schedule, How to sign-up electronically and The relationship between IQMS and CPTD system.
- 60 000 CPTD System Handbook (2014 version).

- 100 000 Brochures on the relationship between IQMS and the CPTD system.
- 100 000 Brochures on the CPTD system and Electronic sign-ups.

CPTD CAPACITY BUILDING SESSIONS

The CPTD Capacity Building Sessions were held for the Provincial Education Departments' office-based educators who are responsible for monitoring and supporting teachers. The purpose of these sessions is to empower and increase the capacity of people who will be able to assist SACE in monitoring and supporting teachers in participating in their three year CPTD cycle in schools. The following officials were capacitated in various provinces:

PROVINCE	OFFICIALS
Eastern Cape	District Teacher Development and Curriculum Officials
Free State	Teachers' Centres Managers and Officials and SMGDLs
Mpumalanga	Teachers' Centres Managers and officials and District Teacher Development officials
Gauteng	District Teacher Development Coordinators
Limpopo	Curriculum Implementers, District IQMS Coordinators, Circuit Managers
North West	Circuit Managers, District IQMS Coordinators, E-Learning Centres Officials, Teacher Development officials
KwaZulu-Natal	District Teacher Development officials
Western Cape	District officials – Teacher Development, IQMS, Circuit Managers

3. NUMBER OF EDUCATORS PARTICIPATING IN THE 1ST THREE YEAR CYCLE OF THE CPTD SYSTEM

The majority of principals and deputy principals are participating in various professional development activities offered by their employers (9 Provincial Education Departments, Independent schools associations and school governing bodies association), teacher unions, Higher Education Institutions, private providers and non-governmental organisations (NGOs). However, the biggest challenge is for the principals and deputy principals to report their participation in various professional development activities and providers to do the same on their behalf.

The majority of principals and deputy principals who reported their participation in professional development actions focused largely on

type 1 (teacher initiated) and type 2 (school initiated). This is evident in the two tables below (figures 4 and 5). The Western Cape principals and deputy principals reported electronically in numbers.

The majority of principals and deputy principals did not participate in the Type 3 (externally initiated) professional development activities because of:

- Lack of funding for these provider-driven activities.
- Time for attending professional development activities.
- Private providers need certain minimum numbers before they can provide an activity.
- The majority of the Provincial Education Departments had not submitted programmes for endorsement, and therefore teachers were unable to report on them or earn PD points from them.

TYPE 1 PD ACTIVITIES REPORTING BY PRINCIPALS AND DEPUTY PRINCIPALS PER PROVINCE

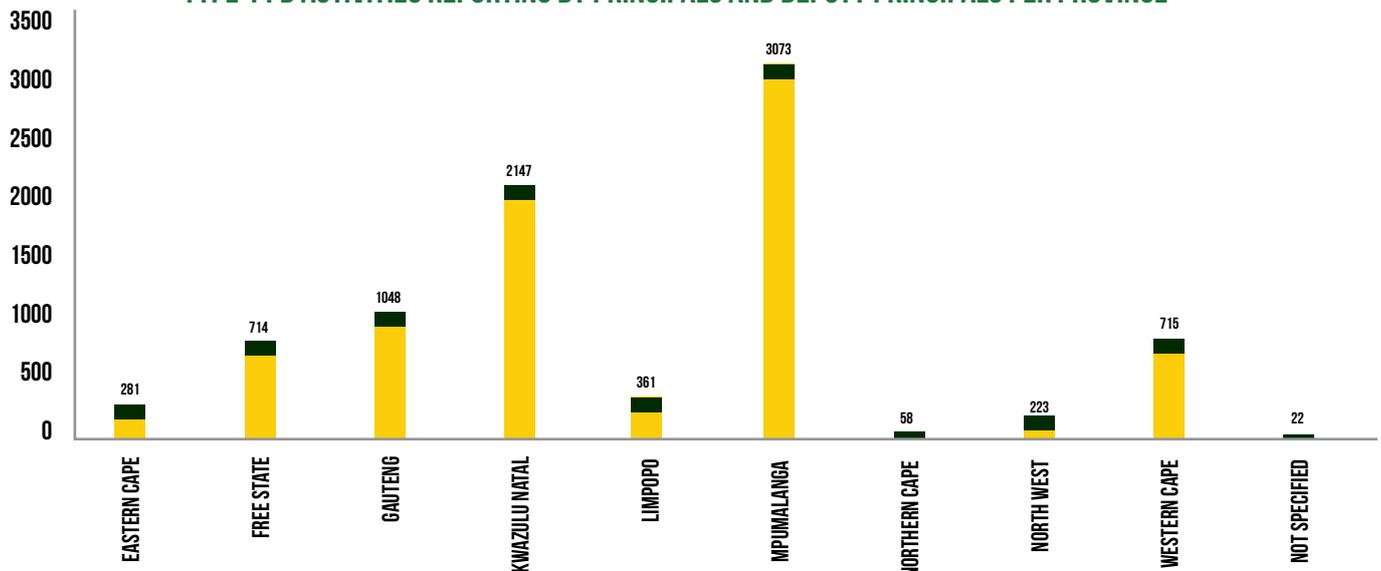


Figure 4: The number of Type 1 PD Activities Reported by Principals and Deputy Principals per Province

THE FOLLOWING ARE THE HIGHEST REPORTED TYPE 1 (TEACHER INITIATED) PROFESSIONAL DEVELOPMENT ACTIVITIES:

- Mentoring and coaching less experienced teachers.
- Attending and participating educational meetings / breakfast sessions by the Departments of Education, teacher unions, and others.
- Reading educational material.
- Attending and participating in workshops.
- Attending and participating in conferences / seminars.
- Listening to educational programmes on radio.

LOWEST REPORTED TYPE 1 (TEACHER INITIATED) PD ACTIVITIES BY PRINCIPALS AND DEPUTY PRINCIPALS ARE AS FOLLOWS:

- Full qualifications
- Short courses
- Skills programmes
- Attending and participating in meetings by Higher Education Institutions
- Researching and Development activities
- Researching and developing material, presenting a paper, writing radio / TV script and others

THE TABLE BELOW INDICATED THE LEVELS OF REPORTING TYPE 2 (SCHOOL INITIATED) PROFESSIONAL DEVELOPMENT ACTIVITIES BY PRINCIPALS AND DEPUTY PRINCIPALS:

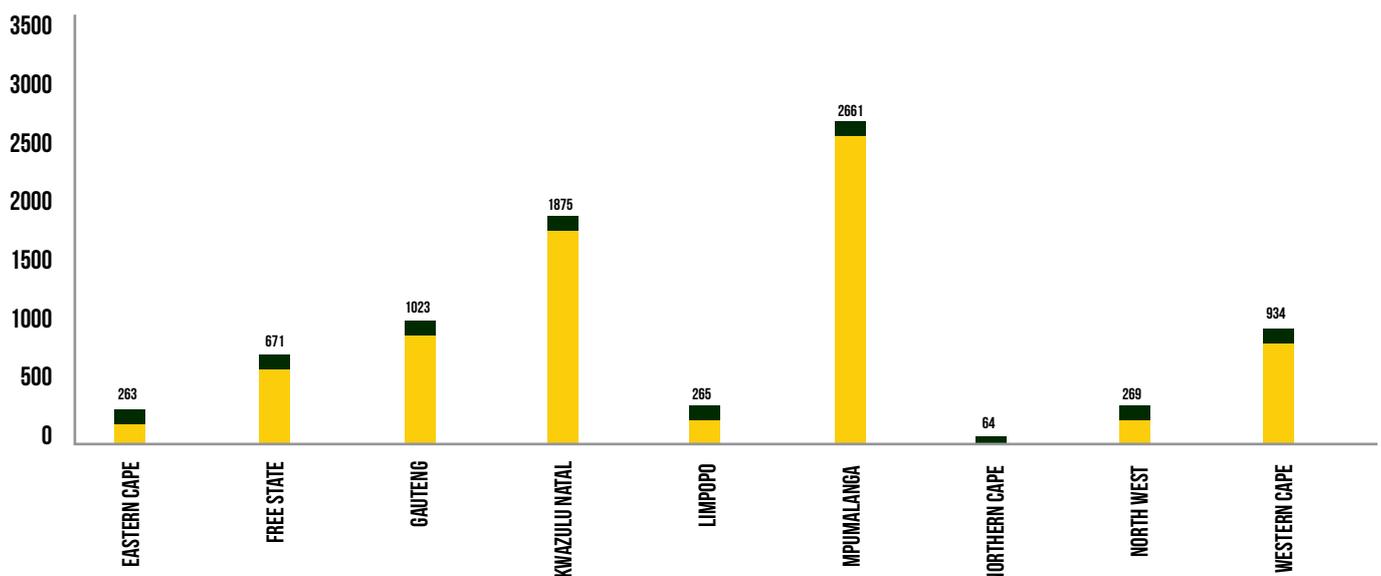


Figure 5: The number of type PD Activities reported by Principals and Deputy Principals Per Province

STRATEGY TO OVERCOME AREAS OF UNDER PERFORMANCE IN PROFESSIONAL DEVELOPMENT**(A) CPTD ORIENTATION AND SIGN-UP BY HODS**

- SACE and DBE to resolve the funding challenges.
- Plans for the HOD mop-up sessions are in place for the provinces lagging behind.
- Heighten communication and advocacy.
- Linkages with the DBE's SASMS and LURITS 2 on data collection and data sharing processes.

(B) NUMBER OF PRINCIPALS AND DEPUTY PRINCIPALS PARTICIPATING IN THE THREE YEAR CPTD CYCLE

- Teacher support to be strengthened through online support material.

- Improved monitoring and evaluation processes.
- Review the existing reporting processes: Teachers report on teacher initiated activities only, schools report on school initiated activities and providers / employers report on externally initiated activities. A simplified model needs to be developed.
- Conduct research on professional development provisioning and uptake

(C) PROVIDER APPROVAL AND ACTIVITY/PROGRAMME ENDORSEMENT

- Resolve funding challenges.
- Conduct provider capacity research.
- Strengthen support for the NOT approved providers and providers whose activities are not endorsed.
- More provider forum sessions in the provinces.

Programme/activity/objective	2014/2015			2013/2014		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Professional Development	13 188	10 531	2 657	15 073	10 278	4 795
Total	13 188	10 531	2 657	15 073	10 278	4 795

3.4 POLICY AND RESEARCH**PROGRAMME PURPOSE**

The aim of the programme is to enhance policy coordination within SACE, strengthen the medium and long-term planning that is purposeful and informed by data and research. Furthermore, it seeks to strengthen the SACE advisory role and services that is informed by policy, research, and consultative processes, promote research on

professional matters and any other educational matter relevant to SACE and develop monitoring and evaluations policies, frameworks, and instruments for programmes and the implementation of the strategic and operational plans.

STRATEGIC OBJECTIVE

To provide advice to the Minister and the teaching profession broadly on educational matters.

STRATEGIC OBJECTIVE

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
The number of research projects undertaken in line with SACE research policy and priorities.	4	9	5	4	Inadequate internal capacity in terms of human resource. The research sub-division was without staff for a period of six months due to resignation.
<p>(a) The Principals and Deputy Principals Needs Identification</p> <p>SACE engaged in a process of identifying the need for principals and deputy principals with the aim of:</p> <ul style="list-style-type: none"> Informing the professional development provision by the providers; Informing planning and decision making processes by the employers and relevant stakeholders <p>(b) Analysis of Educator Misconduct Cases referred to SACE from 2008 to 2012</p> <p>This research project focuses on the analysis of educator misconduct cases reported to SACE between 2008 and 2012. This five year review deals with both the quantitative and qualitative aspects. The process of extracting, reviewing, sorting and capturing data from the 2008/2009/2010 educator misconduct files has been finalised. The data from the remaining two years (2011 and 2012) will be finalised by the end of the third quarter in the new financial year.</p>	<p>(a) The Principals and Deputy Principals Needs Identification Research Project</p> <p>The final research report on the principals and deputy principals professional development needs analysis was released in December 2014.</p> <p>The data has been analysed nationally and according to the 9 provinces. Additionally, the district analysis was limited to the three provinces only – Western Cape, Limpopo and Eastern Cape.</p> <p>The final top 10 professional development needs were follows:</p> <ol style="list-style-type: none"> 1. Providing Leadership, Mentoring, support and Development to Staff (12 701 responses) 2. Financial Management (12 412) 3. Policy Development and implementation (10 394 responses) 4. Managing quality of teaching and learning (Curriculum) – (7340 responses) 5. Managing Staff appraisal and development (IQMS and PMDS) 6. Computer Literacy (7 125 responses) 7. General Institutional Management and Administration (4727 responses) 8. Administration of Resources and Records (4 055 responses) 9. Training on changes in legislation or policies (3 908 responses) 10. Management of Infrastructure and resources (3 723 responses) <p>The report has been circulated to all the SACE stakeholders and employers to inform the continuing professional development programmes of principals and deputy principals.</p> <p>The DBE has further sent the report to the 9 Provincial Education Departments (PEDs) for possible programmes that will assist in addressing the needs.</p> <p>In addition, the DBE started a process of working with the 9 PEDs in implementing two programmes that address the two identified needs – Curriculum Management and Financial Management. Both programmes are endorsed with SACE and principals and deputy principals are also earning Professional Development Points from them.</p> <p>The principals and deputy-principals needs were further communicated to the providers so that they can develop professional development programmes that are relevant and fit for purpose.</p>				

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	<p>(c) Provider Capacity Research</p> <p>The provider capacity study was conducted with the aim:</p> <ul style="list-style-type: none"> - To provide SACE with data relating to providers and programmes for educators' development in order to further populate the provider database with accurate, current and relevant information about service providers that can be used for the CPTD Management System. - To review, revise and (if required) update the criteria used by SACE to endorse service providers and their Professional Development programmes. <p>At the end a report on mapping and assessment of service providers' capacity with the context of the CPTD Management System, was produced. This report informed provider approval and activity endorsement and support processes further.</p>		<p>(b) The Heads of Departments Professional Development Needs Identification Research Study</p> <p>When the HODs (2nd CPTD cohort) signed-up for the CPTD system, we used the opportunity to administer questionnaires on their professional development needs. By the end of 2014/15 financial year a total of 14 159 (46.59%) needs identification questionnaires have been captured. This is also reflecting that the data collection process covered 46.59% of the HODs who have signed-up by the 31st March 2015 (30 389) and 30.26% of all the HODs in the system (46 788). The data analysis has commenced and the final report will be released during the third quarter of the year.</p> <p>(c) Five-year Analysis of Educator Misconduct Cases Referred to SACE between 2008 and 2012</p> <p>Every year SACE receives between 500 and 700 educator misconduct complaints from various sources. These complaints / cases and all investigation and hearing processes are filed manually. The council took a resolution to conduct an in-depth qualitative and quantitative analysis on the following:</p> <ul style="list-style-type: none"> • Emerging trends and patterns on variables such as, complainants, types of schools, districts, provinces, gender, nature of cases, turn around type, experience / qualifications / teaching subjects of the accused, who are the victims and many others? • Qualitative issues such as, factors contributing to certain kinds of cases/teacher behaviour, school conditions that are contributing to different kinds of cases, why certain schools/teachers have repetitive cases that others. • Policy implications on the findings. • How will the findings used to deter teachers behaving in the way that they do • How will the findings be used by employers to come-up with intervention strategies? • In what way is this analysis assisting SACE to improve on its own internal processes related to educator misconduct cases? <p>In the light of this, the Research sub-division engaged in a long process of extracting the required quantitative and qualitative data and information from the files with the goal of capture them on the research statistical software packages for analysis purposes. Data and qualitative information from a total of 1639 files have been finalised and captured.</p>		

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations																																												
	<p>An overview picture of the 1639 cases to be analysed according to provinces is as follows:</p> <table border="1"> <thead> <tr> <th>Province</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>EC</td> <td>73</td> <td>37</td> <td>25</td> </tr> <tr> <td>FS</td> <td>25</td> <td>29</td> <td>15</td> </tr> <tr> <td>GP</td> <td>95</td> <td>124</td> <td>47</td> </tr> <tr> <td>KZN</td> <td>96</td> <td>99</td> <td>85</td> </tr> <tr> <td>LP</td> <td>23</td> <td>30</td> <td>12</td> </tr> <tr> <td>MP</td> <td>54</td> <td>72</td> <td>41</td> </tr> <tr> <td>NC</td> <td>11</td> <td>3</td> <td>5</td> </tr> <tr> <td>NW</td> <td>34</td> <td>29</td> <td>26</td> </tr> <tr> <td>WC</td> <td>141</td> <td>204</td> <td>204</td> </tr> <tr> <td>Total</td> <td>552</td> <td>627</td> <td>460</td> </tr> </tbody> </table>			Province	2010	2011	2012	EC	73	37	25	FS	25	29	15	GP	95	124	47	KZN	96	99	85	LP	23	30	12	MP	54	72	41	NC	11	3	5	NW	34	29	26	WC	141	204	204	Total	552	627	460		
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WC	141	204	204																																														
Total	552	627	460																																														
	<p>In addition, there were 277 educator misconduct cases reported to SACE in 2008 and 265 in 2009. The data and information from these cases is already available through a SACE research report released in June 2012 "Disciplinary cases referred to SACE in 2008 and 2009 and their policy implications in the context of international professional practice. Analysis of the five years data and information extracted has commenced.</p> <p>(d) Desktop Review on School-Based Violence Directed at Teachers</p> <p>According to the Department of Basic Education there was a total of 425 090 educators teaching 12 655 436 learners in 25 741 schools across the country. Research has shown that feeling and being safe at school is important not only for the emotional well-being of educators and learners, but is also paramount to the retention of educators. In addition school based violence has been focusing more on learners and not teachers. It is within this context that SACE, as guardian of the teaching profession, initiated research on the School-Based Violence directed at teachers in the country.</p>																																																

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
			<p>The research report was released in March 2015 and the following are some of the findings:</p> <ul style="list-style-type: none"> • Research done on school-based violence focus largely on learners and it has neglected to capture the victimisation experiences of educators. • the studies published previously show that violence against educators take on many different forms (with non-physical forms of violence being most common) • there is a shortage of school-based violence reporting procedures, and where these are available, educators lack confidence not only in these procedures but also in the ability of these procedures to facilitate a satisfactory response by school management and other authorities to the violence reported. • The reporting of violent victimisation occurring at schools is central to obtaining an accurate picture of the extent of this problem in SA schools. <p>Findings in this report point to the widespread prevalence of educator-targeted violence and also bullying within schools. A huge percentage of these cases go unreported because educators are reluctant to share their experiences with others. For this reason, there should be awareness among stakeholders at schools that fall prey to bullying.</p> <p>(e) Enhancing Teacher Professionalisation</p> <p>As part of the self-renewal research, SACE is repositioning itself to strengthening its role of professionalising the teaching profession.</p> <p>One area that the organisation started working on, during this financial year, was enhancing teacher professionalisation. To initiate the research process, an Initial desktop research and interactions with stakeholders have been done. As a result, a first draft teacher professionalization concept document has been developed and presented to the Professional Development Committee in August 2014.</p> <p>Preliminary direction from the initial desktop research suggests that SACE should play an active role in setting the initial teacher education and continuing professional development professional standards, linking professional registration of teachers by SACE with induction by the employers and the awarding of teacher professional designation.</p>		

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
			<p>Further mandate was provided to revise the initial concept document in line with the comments from the Council structures and stakeholders and expand the research project in the new financial year. The research should also include a strategy on how to implement this new concept and implications for human and financial resources.</p> <p>Subsequently, the bigger research project was commissioned for further strengthening in terms of more document analysis and literature review, interviews with the SACE stakeholders, teachers and experts in the field in line with the feedback received.</p> <p>As part of strengthening its role in teacher professionalisation SACE is also participating in the Department of Higher Education and Training's Teacher Education Programme Evaluation Committee. In addition, preparations were underway for a bigger seminar on teacher professionalization and the report of the seminar to be used for the bigger research project and implementation strategy. The seminar was planned for May/June 2015.</p>		
	<p>(d) Internal Teacher Migration</p> <p>This report seeks, first and foremost, to explore key conceptual and empirical ideas around the notion of teacher migration covering especially: The conceptual terrain on teacher migration; Global trends in teacher migration; Regional trends in teacher migration in Southern African; Teacher Migration in South Africa and Internal Teacher migration in South Africa. It also provides an analysis of findings from a survey conducted with approximately 1500 teachers in which issues</p>				

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	of internal migration are gleaned. The report ends with a discussion of these findings in relation to both school level practice and broader policy implications				
	<p>In addition to the research projects highlighted above, the following research activities were done:</p> <p>Foreign Teachers SACE conducted a book review on the status of migrant teachers in South Africa (by SAQA / DHET/UKZN). As a follow-up, SACE is conceptualising a project on the foreign teachers who are in the CPTD system database, starting small with the 82 principals and deputy principals (classified as foreign educators) who signed-up for the CPTD system. The project will look at their role in the South African schools, qualifications and professional status. The actual project will start in the new financial year (2014/15).</p>				

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	<p>Resource Centre and Virtual Library</p> <p>The electronic teacher educational material (EBSCON) has also been installed for use by SACE staff, councillors and stakeholders.</p> <p>In addition the following research related activities were achieved:</p> <ul style="list-style-type: none"> • Analysis of approved provider and endorsed PD activities document. • Initial process of registering SACE as a professional council with SAQA as per the NQF Act (2009). • Draft booklet for the CPTD System launch. • Business and functional requirements for the CPTD Mobile App. • Advertorial CPTD System articles published in the City Press, Daily Sun and NAPTOSA Insight Magazine. • Book Review on the status of migrant teachers – by SAQA, DHET and UKZN. <p>Furthermore SACE participated and / or collaborated with the following structures / organizations in the teacher education and development field during this quarter:</p>				

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	<ul style="list-style-type: none"> SACE was one of the main partners in organizing and participating in the teacher education conference for the Department of Environmental Affairs and Fundisa for Change. The Fundisa for change teacher education programme and learning material are in the process of being submitted to SACE for endorsement processes. Participation in the SAQA Professional Bodies Forum. Part of this involves SACE's recognition as a professional body by SAQA and recognition of continuing professional development not leading to a qualification. Participation in CHE's HEQC Professional Bodies Forum. Participation in DBE's HEDCOM Subcommittee on Quality Assurance and Skills Development. Participation in the DBE's National Teacher Education and Development Committee. 				

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	<p>Bilateral with and Participation in HESA's Education Deans Forum</p> <p>Policy Matters</p> <p>Commented on current promotion requirements and other related matters that impact on the standard of the NSC.</p>				
The number of newly identified concept documents developed on teacher education and development matters.	<p>Achieved</p> <p>The concept note for launching the CPTD Management System.</p> <p>Concept document for SACE professional magazine – 2nd edition.</p> <p>The Draft concept document on the recognition of professional bodies by SAQA: some implications for SACE</p> <p>SACE Provincial Presence Concept Document</p>	2	<p>Achieved</p> <p>The conceptualisation work done by the research division involves the following:</p> <ul style="list-style-type: none"> • Repositioning SACE to Enhance teacher professionalisation in the country • Evaluating the Professional Development Programmes against the criteria and rubric • Revising the SACE presence concept document to include Council's decision on opening two new provincial offices in the Free State and KwaZulu-Natal. 		
The number of policy and research publications produced and disseminated.	<p>Achieved</p> <ul style="list-style-type: none"> • The CPTD Management System Educator's Guide; • SACE professional magazine. 	8	<p>Achieved</p> <ul style="list-style-type: none"> • The principals and deputy principals professional development needs report • A desktop review on school-based violence directed at teachers • The principals and deputy principals size and shape report • Final Internal teacher migration report 		

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	<ul style="list-style-type: none"> The CPTD System Orientation Booklet for HODs Draft Internal Migration Report Provider Capacity Report – Mapping and Assessment of Service Providers' Capacity in the Context of the CPTD Management System. The CPTD System Handbook (January 2014) 		<ul style="list-style-type: none"> The professional development points schedule The professional development portfolio document Enhancing Teacher Professionalism Discussion Document The SACE Professional Magazine The Professional Talk Newsletter 		
The number of reports produced on the state of the teaching profession	<p>Not Achieved</p> <p>Analysis of the principals and Deputy principals CPTD sign-up data is in progress</p>	2	<p>Achieved</p> <p>Principals and Deputy Principals report:</p> <ul style="list-style-type: none"> A statistical and narrative report on the size and shape of the country's principals and deputy principals was released. The report is based on SACE CPTD Information System data collected between 2013 and 2014 during the principals and deputy principals sign-up processes. The report focused on the following variables, amongst others: <ul style="list-style-type: none"> Numbers of principals and deputy principals per province – Gauteng is the only province with more deputy principals than principals. Number of Principals and deputy principals who are South African or foreign educators – 102 of the deputy principals and principals are foreign educators. The majority of them are Zimbabweans, located in Gauteng schools, majority are also found in the independent schools Age, Race, Gender, Post Levels Number of principals and deputy principals in Public and Independent schools – the majority on independent school principals and deputy principals are found in Gauteng, followed by the Western Cape and Kwazulu-Natal. 		

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
- Employer – PEDs, SGBs, Independent Schools.					
-	Number of principals with teaching responsibilities and reasons for not teaching.		<p>The Department of Basic Education (DBE) is working on teacher profiling project. SACE will engage the final report for purposes of quality assuring its report against that of the Department. Furthermore, we have a database clean-up project supported by the Flemish Association for Development Cooperation and Technical Assistance (VVOB). A follow-up report on the size and shape of the principals will be produced to see the trends post the clean-up process given the fact that the initial report shows that we are seriously having an aging principals and deputy principals cohort and most of the educators in this cohort are resigning.</p> <p>HODs Report</p> <p>The second report in progress is on the size and shape of the school HoDs. Currently, 64.95% (30 389) of the HODs are the CPTD Information System. The report will be completed once the 80% of the HODs have signed-up.</p> <p>SACE is also working collaboratively with the DBE in terms of LURITS 2 on the teacher data collection and sharing processes.</p>		
-	Number of principals teaching the subjects they qualified in.	2	<p>Achieved</p> <ul style="list-style-type: none"> • SACE Professional Magazine – December 2014 • Professional Talk – February 2015. 		
-	Areas of specialisation and qualifications				
-	Subjects teaching				

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
		2	<p>Achieved</p> <ul style="list-style-type: none"> 1st session took place in April 2014 focusing on evaluation rubric for the endorsement of the professional development activities / programmes 2nd session took place in September 2014 with special focus on the professional development needs identification processes for the educators. The SACE draft principals and deputy principals professional development needs analysis report was also presented for further inputs and comments before the final document was released. 		
The number of quarterly reports produced on the Monitoring and Evaluation of the CPTD System.	<ul style="list-style-type: none"> Firstly, quarterly statistical Reports are produced through the educator database on the CPTD Information System. The report shows the number of principals and deputy principals sign-ups (manual and electronic), number of school sign-ups, provincial visits and the stakeholder engagements on the CPTD Management System. 	4	<p>Achieved:</p> <p>The CPTD Information System (CPTD-IS) continues to be used to provide electronic monitoring reports on:</p> <ul style="list-style-type: none"> Professional development uptake by principal, deputy principals and HODs Sign-ups by principals, deputy principals and HODs Queries sent by the educators <p>Secondly, the school visits reports are also being used to monitor and evaluate the participation in the CPTD system by the principals and deputy principals. Finally, the CPTD system implementation reports by the SACE and Provincial Education Departments CPTD Coordinators.</p>		

STRATEGIC OBJECTIVE (CONTINUES)

Performance Indicator	Actual Achievement 2013/2014	Planned Target 2014/15	Actual Achievement 2014/15	Deviation from Planned Target to Actual Achievement 2014/2015	Comment on Deviations
	<ul style="list-style-type: none"> Secondly, school visits have been conducted in Gauteng in order to monitor progress made by SACE in sign-up, orientation, as well as how informed principals and deputy principals are with regards to CPTD. <p>The CPTD Monitoring and Evaluation report for the Gauteng schools is available with some recommendations on how to address the identified gaps</p>				

STRATEGIC OBJECTIVE (CONTINUES)

Programme/activity/objective	2014/2015			2013/2014		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Policy and Research	1 000	670	330	250	73	177
Total	1 000	670	330	250	73	177

4. REVENUE COLLECTION

The Council was able to collect 99, 3% of the budgeted income. Of the total revenue collected R13, 2 million was received from the Department of Basic Education as subsidy for the Management of the Continuous Professional Teacher Development (CPTD) system. R10, 5 million in respect of the R13, 2 million CPTD subsidy was spent in the current financial year, and the unspent R2, 7 million has been deferred to the following financial year.

The main source of funding for Council is subscription fees which have remained at R120.00 per member collectable from each active member. The other source of funding is registration fees collected from registering members at R400.00 for foreign educators and R200.00 for South African educators.

5. CAPITAL INVESTMENT

The Council had been accommodated in leased buildings since its inception. In an effort to cut rental cost the Council took a decision to invest an amount of R13, 1 million per annum towards a building reserve fund effective from 01 July 2010 for the purpose of acquiring its own building.

The Council has purchased the building situated at 240 Lenchen Avenue, Centurion for R 60 978 738 through public bidding process. The transfer process will be concluded in the following financial year.



PART C: GOVERNANCE

INTRODUCTION

The South African Council for Educators SACE operates under the auspices of the SACE Act (Act No. 31 of 2000) as amended by Basic Education Laws Amendment Act (Act No.15 of 2011). It is also guided by the compliance provisions of Treasury regulations and the prescripts of the Public Finance Management Act as it pertains to schedule 3A entities.

Council abides by principles contained in the King's report on Corporate Governance.

Council is accountable to the Minister for Basic Education.

1. PORTFOLIO AND SELECT COMMITTEES

SACE met the Portfolio Committee on Basic Education twice and the Select Committee on Basic Education once. Both committees enriched the work of SACE by providing valuable insight and critique. SACE was urged to enhance its outreach, validate its register, accelerate uptake of professional development activities and implement professional standards amongst other.

2. EXECUTIVE AUTHORITY

SACE submitted quarterly reports to the Minister of Basic Education as required. Council has been empowered by clear guidelines on preparation of these reports.

3. THE ACCOUNTING AUTHORITY / BOARD

INTRODUCTION

SACE is a professional council for educators that aims to enhance the status of the teaching profession and promote the development of educators and their professional conduct.

THE ROLE OF THE COUNCIL IS AS FOLLOWS:

- (a) with regard to **the registration** of educators-
 - must determine minimum criteria and procedures for registration or provisional registration;
 - must consider and decide on any application for registration or provisional registration;
 - must keep a register of the names of all persons who are registered or provisionally registered; and
 - must determine the form and contents of the registers and certificates to be kept, maintained or issued in terms of this Act,
- (b) with regard to the **promotion and development** of the education and training profession-
 - must promote, develop and maintain a professional image;
 - must advise the Minister on matters relating to the education and training of educators,
 - must research and develop a **professional development** policy;

- must promote h-service training of all educators;
 - may develop resource materials to initiate and run, in consultation with an employer. Training programmes, workshops, seminars and short courses that are designed to enhance the profession; and
 - must manage a system for the promotion of the continuing professional development of educators (as amended by Basic Education Laws Amendment Act 15 of 2011)
- (c) with regard to **professional ethics-**
- must compile, maintain and from time to time review a code of professional ethics for educators who are registered or provisionally registered with the council;
 - must determine a fair hearing procedure;
 - subject to subparagraph (ii), may-
 - (aa) caution or reprimand;
 - (bb) impose a fine not exceeding one month's salary on; or
 - (cc) remove from the register for a specified period or indefinitely, or subject to specific conditions, the name of an educator found guilty of a breach of the code of professional ethics and
 - may suspend a sanction imposed under subparagraph (bb) or (cc) for a period and on conditions determined by the council.
- (d) in general-
- must advise the Minister on any educational aspect.

THE COUNCIL

The current Council is in their second year of operation, which started on 1 August 2013. The following tables depict the composition of the Council and attendance in the year under review.

COMPOSITION OF THE COUNCIL FOR THE TERM 1 APRIL 2014 TO 31 MARCH 2015

Name	Designation (in terms of the Public Entity Board structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g: Audit committee / Ministerial task team)	No. of Meetings attended
Ms Veronica Hofmeester Chairperson	Chairperson	1 August 2013	-	BA – University of Western Cape; B Ed - University of Western Cape; M Ed – University of Stellenbosch	Education and Organized Labour		Professional Development Committee	3/3
Mr Sibusiso Timothy Mchunu	Deputy Chairperson	1 August 2013	16 March 2015	Primary Teachers Diploma (Senior) PTD(S); Primary Teachers Certificate (PTC); Further Diploma in Educational Management (FDE); Labour Law Certificate; Bachelor of Education (BEd)	Education and Organized Labour	National Teachers' Union	Ethics Committee and Executive Committee	2/2
Dr Brahm Fleisch		1 August 2013		BA Cum Laude (Hobart College); MA (Teachers College – Columbia University); PhD (Columbia University)			Professional Development Committee	2/3
Mr Elphus Maseko		1 August 2013	-	BSc	Strategic Management		Registration Committee	3/3
Dr Hendrik J Deacon		1 August 2013	-	LL.B (University of Orange Free State); LL.M (University of Orange Free State); LL.D (University of Orange Free State)	Education & Labour law		Ethics Committee	2/3
Mr John William Bester		1 August 2013	-	Higher Diploma in Education	School Management	Michael Mount Waldorf School Southern African Federation of Waldorf Schools Bryanston Organic and Natural Market European Council of Waldorf Schools South African Council of Educators National Alliance of Independent Schools	Registration Committee	3/3

COMPOSITION OF THE COUNCIL FOR THE TERM 1 APRIL 2014 TO 31 MARCH 2015 (CONTINUES)

Name	Designation (in terms of the Public Entity Board structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g: Audit committee / Ministerial task team)	No. of Meetings attended
Dr Josef Adriaan Breed		1 August 2013	-	B.Sc: B.Ed (Hons); M.Ed; Ph.D; THED.	Education and Leadership	South African Education Foundation; SAOS Pension Fund; Edupen Pension Fund; Transvaal Onderwysersvereniging Onderlinge Maatskappy	Finance Committee and Executive Committee	2/3
Dr Louis H Swanepoel		1 August 2013	-	B Com, HED, B Com Hons – Economics, M Com (Economics), Ph.D (Educational Management)	Education and School Leadership		Advocacy & Communication Committee	3/3
Mrs Gaylin Wendy Bowles		1 August 2013	-	H.Dip Ed – JCE 1989 Bachelor of Arts – UNISA 11198 FDE – CAE – University of Pretoria Advanced Certificate in Education – Leadership and Management – WITS	Education and School Leadership	Provincial Vice President – Naptosa Gauteng Member of the National Executive Committee - Naptosa	Registration Committee and Executive Committee	3/3
Mr Geoffrey Harrison		1 August 2013	-	BSc UED BEd(Hon) FDE(Comp) Certificate Labour Law Diploma Management Development	Education and Management	-	Professional Development Committee	3/3
Mr Ntjhotjho Adam Mosia		1 November 2013	-	PTC (Mphohadi Teachers College); SEC (Vista Vudec); SED (Vista Vudec); BA (Unisa); B Ed (PU CHE) PDE (Unisa)		-	Professional Development Committee	3/3
*Mr Els Themba		1 August 2013	1 February 2015		Education and Organized Labour		Finance Committee	1/2
Mr Mxolisi Bomvana		1 March 2015			Education and Organized Labour		Finance Committee	1/1
Mr Magope Lucas Maphila		1 August 2013	-	Higher Education Diploma	Education and Organized Labour	Old Mutual Education Trust; ETDP Seta Board Member	Advocacy & Communications Committee; and Executive Committee	3/3

COMPOSITION OF THE COUNCIL FOR THE TERM 1 APRIL 2014 TO 31 MARCH 2015 (CONTINUES)

Name	Designation (in terms of the Public Entity Board structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g: Audit committee / Ministerial task team)	No. of Meetings attended
Mr Tseliso Ledimo		1 August 2013	-		Education and Organized Labour		Professional Development Committee	2/3
Ms Thabile Kunene		1 May 2014			Education and Organized Labour		Advocacy and Communications Committee	0/3
Ms L Motshwane		1 May 2014			Education and Organized Labour		Professional Development Committee	3/3
Mr Ronald Moroatshehla		1 August 2013	-		Education and Organized Labour		Ethics Committee	3/3
Ms Nomarashiya Caluza		1 May 2014			Education and Organized Labour		Advocacy and Communications Committee	3/3
Mr Sipho Mayongo		1 August 2013	-		Education and Organized Labour		Staffing Committee	3/3
Lucky Goodman Mabutho Cele		1 August 2013	-	Secondary Teacher's Diploma, Diploma in Labour Law, Certificate in Project Management, Advance Certificate in Education - Professional Development and Bed. Honours - Education Management. Currently reading for a Master's Degree at UKZN.	Education and Organized Labour		Ethics Committee	1/3
Mr Mokholoane Samuel Moloji		1 August 2013	-	STD(Tech); FDE	Education and Organized Labour	-	Ethics Committee	2/3
Mr Walter Hlaise		1 August 2013	-				Staffing Committee and Executive Committee	3/3
Mr Jonovan Rustin		1 August 2013	-	Senior Primary Teachers Diploma Further Diploma in Education – School Management	Education and Organized Labour	-	Staffing Committee	3/3
Mrs Marie Schoeman		1 August 2013	-	BA BA (Hons) Higher Education Diploma (HED) MA			Staffing Committee and Registration Committee	2/3

COMPOSITION OF THE COUNCIL FOR THE TERM 1 APRIL 2014 TO 31 MARCH 2015 (CONTINUES)

Name	Designation (in terms of the Public Entity Board structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g: Audit committee / Ministerial task team)	No. of Meetings attended
Mr K Geza		1 August 2013		B Juris; MBA – General Post Graduate Diploma in Labour Law			Ethics Committee	3/3
Dr Nonhlanhla Nduna-Watson		1 August 2013	-	Doctor of Philosophy Degree Masters of Arts in Teaching BED in Education Higher Education Diploma	Education Management		Professional Development Committee and Executive Committee	2/3
Prof Pinkie Mabunda		1 August 2013	-	Doctor of Philosophy Degree Masters in Education Practitioners Course Certificate in ABE		-	Ethics Committee and Advocacy & Communications Committee	2/3
Mr Enoch T Rabotapi		1 August 2013	-	BED (HONS) :Assessment & Quality Assurance Advanced Diploma in Labour Law Bachelor of Science in Education			Professional Development Committee and Finance Committee	3/3
Mr Hangwani Neil Makhaga		1 November 2014		SPTD B ED HONS – University of Pretoria; ACE – University of Pretoria; M ED – University of Pretoria (Inc.)	Education Leadership		Professional Development Committee	2/2
Mr Rej Brijraj	Chief Executive Officer	1 August 2013	-	B.A. (Hons) M.Phil (Inc.)	Ethics		All Committees	3/3

• **Mr E Themba replaced by Mr M Bomvana**

COMMITTEES

Committee	No. of meetings held	No. of members	Name of members
The Executive Committee	4 (four)	8 (eight)	Mrs Veronica Hofmeester Chairperson Mr Sibusiso Mchunu (resigned on 16 March 2015) Mr Walter Hlaise Dr Nonhlanhla Nduna-Watson Mr Magope Maphila Dr Jopie Breed Mrs Gaylin Bowles Mr Rej Brijraj
Professional Development Committee	4 (four)	8 (eight)	Dr N Nduna-Watson, Chairperson Mr G Harrison Mr E Rabotapi Mr NA Mosia Mr T Ledimo Mr H Makhaga Dr B Fleisch Ms V Hofmeester ex officio Mr R Brijraj
Registration Committee	3 (three)	7 (seven)	Mrs G Bowles Chairperson Mr W Bester Mr E Maseko Mrs R Du Toit Mrs M Schoeman Ms T Kunene Mr R Brijraj
Ethics Committee	3 (three)	8 (eight)	Mr S Mchunu – Chairperson (resigned on 16 March 2015) Dr HJ Deacon Mr R Moroatshehla Mr TK Geza Mr M Cele Prof P Mabunda Mr J Eastes Mr M Moloi Mr R Brijraj

COMMITTEES (CONTINUES)

Committee	No. of meetings held	No. of members	Name of members
Finance Committee	3 (three)	8 (eight)	Dr J Breed - Chairperson Mr E Themba (resigned on 1 February 2015 and replaced by Mr M Bomvana on 1 March 2015) Mr G Bengell Mr L Maphila Mr ET Rabotapi Mr G Clark Mr F Fourie Mr R Brijraj
Staffing Committee	3 (three)	6 (six)	Mr W Hlaise - Chairperson Mr J Rustin Mr S Mayongo Mr C Nel Mrs M Schoeman Mr R Brijraj
Advocacy & Communications	3 (three)	6 (six)	Mr M Maphila- Chairperson Mr M Mafunda Ms N Caluza Dr LH Swanepoel Prof P Mabunda Mr R du Toit Mr R Brijraj
Endorsement Committee	2 (two)	4 (four)	Prof N Magi Chairperson Mr G Harrison Mr T Ledimo Mr M Kutumela
Audit Committee	2 (two)	5 (five)	Mr B Snayer Mr J Rustin Mr C Ndlazi Mr K Karim Mr P White

REMUNERATION OF BOARD MEMBERS

- No Councillors were remunerated in the year under review.

4. RISK MANAGEMENT

During the period 01 April 2014 to 31 March 2015, a detailed operational risk assessment for the organisation (SACE) was conducted. The purpose of the risk assessment was to identify business risks related to SACE. The risks were measured and rated in terms of impact and the likelihood of occurrence. The risk assessment was used to identify risk mitigation plans related to the organisation. The assessment identified several high risks items that should be addressed by senior management. The mitigation plan includes the use of adequate and effective internal and financial controls.

STRATEGIC RISK REGISTER

SACE maintains a strategic risk register, which contains key risks faced by the Council that require the attention of senior management or Council. The register is regularly updated and reviewed by the Council and the Committee.

MANAGING RISK

The Council, through the senior management, is responsible for the management, and putting in place effective mechanisms to ensure that risks are minimised and/or mitigated. Several control and financial internal control measures have been implemented as recommended by the Internal Audit Division.

5. INTERNAL CONTROL UNIT

Internal Control is a process, effected by the Council, management, and other personnel, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:

- Effectiveness and efficiency of operations;
- Reliability of financial reporting;
- Compliance with applicable laws and regulations; and
- Safeguarding of assets.

The Council is responsible for establishing a system of internal control and regularly reviewing its effectiveness and relevance. The control environment enhances the tone of risk management and provides the necessary discipline and structure. It is the foundation for all other components of risk management. The control environment includes factors, such as the integrity, ethical values, organisational culture, competence of people, management's philosophy and operating style, delegation of authority and responsibility, the way in which people are organised and developed as well as the intention and direction provided by the Council.

A number of audit findings were identified during the course of the year, mainly in the areas of Registration, Continuing Professional Teachers Development, follow up on prior year audit findings, and other critical areas. All matters have received the attention of management and some are partially resolved, while others are completely resolved issues. The partially resolved issues are monitored by management and reported to the Audit Committee.

6. INTERNAL AUDIT AND AUDIT COMMITTEE

The Council Internal Audit Activity is governed by an internal audit charter, which is reviewed and approved annually by the Council and the Audit Committee. The charter defines the purpose, authority and responsibilities of the Internal Audit Activity.

The Activity has a dual reporting line; reporting functionally to the Audit Committee and administratively to the Chief Executive Officer. The Internal Audit is responsible for coordinating Internal Audit efforts to ensure sufficient coverage and activity's skills are leveraged to maximise efficiency.

PURPOSE OF INTERNAL AUDIT

Internal auditing is a catalyst for improving an organisation's governance, risk management and management controls by providing insight and recommendations based on analyses and assessments of data and business processes. With commitment to integrity and accountability, internal auditing provides value to the Council and senior management as an objective source of independent advice.

SUMMARY OF WORK PERFORMED

During the financial year 2014/15, internal audit performed a number of engagements from the internal audit plan. The activities for the function were based on the results of risk assessment, which are continuously updated so as to identify not only residual or existing risks, but also emerging risks. The internal audit reviews conducted focused on internal control design, financial internal control and operating effectiveness for the specific focus areas reviewed.

6. INTERNAL AUDIT AND AUDIT AND RISK COMMITTEE (CONTINUES)

Engagement	Focus area	Progress	Stage of completion %	Comment
Follow up Registration	Previous year audit findings	Final report issued	100%	Completed
Follow up Ethics	Previous year audit findings	Final report issued	100%	Completed
Province and Members - CPTD	Sign up - CPTD	Final report issued	100%	Completed
Providers and Endorsement - CPTD	Effectiveness of the process line	Final report issued	100%	Completed
Policy and Research	Monitoring and research on teacher development needs - CPTD	Final report issued	100%	Completed
Communication	Outreach and the internal control system	Final report issued	100%	Completed
Supply Chain Management	Purchases cycle	Planning	20%	Rolled over to 2015/16 financial year.

The table below discloses relevant information on the audit committee members

Name	Qualifications	Internal or external	If internal, position in the public entity	Date appointed	Date Resigned	No. of Meetings attended
B Snayer	BCom Administration - Education	External		August 2013 – to date		Four
K Karim	BA Degree – Education Diploma – National Teachers Snr Certificate	External		August 2013 – To date		Three
P White	Grade 12	External		August 2013 – To date		Three
C Ndlazi	National Professional Diploma in Education	External		August 2013 – To date		Two
J. Rustin	BA (UWC) HDE (UWC) BED Honours (UWC) Financial management for non-financial managers (Unisa) Labour (NMMU)	Internal	Councillor	August 2013 – To date		Two
G.Bengell	Grade 12 PTD 3	External		November 2013 – To date		Two

7. COMPLIANCE WITH LAWS AND REGULATIONS

The Council has established sub-committees to oversee delivery of mandatory functions within the relevant legislations and regulations. The committees are:

Executive Committee;
Finance Committee;
Registration Committee;
Professional Development Committee;
Ethics Committee;
Advocacy Committee; and
Audit Committee.

These committees formulate policies which guide the operations and aid the oversight roles of Council and report progress to the Executive Committee on quarterly basis. The policies of Council are reviewed annually to ensure consistency with current legislations and regulations.

8. FRAUD AND CORRUPTION

A fraud-free environment is important to SACE's efforts for the continued delivery of mandatory functions. In line with its zero tolerance approach towards fraud, corruption and other economic crimes, SACE has recognised that managing fraud risk is imperative to the business, and if sustained, effective fraud risk management will improve the control environment and enhance SACE's operational performance and reputation.

As required by Regulation 29.1.1 of the Treasury Regulations prescribed under the Public Finance Management Act, 1999 (Act No. 1 of 1999), during the year under review, SACE developed the fraud and corruption management plan. The key focus of the plan was to identify fraud risks areas within the ambit of SACE together with the related key controls identified to prevent the risks of fraud.

The Council, through its Finance Committee, recommended and approved the Fraud Prevention Management Plan for the financial year under review.

9. MINIMISING CONFLICT OF INTEREST

All Council members are required to declare any possible conflict of interest in each meeting as an agenda item. All staff members have to complete declaration of interest forms annually to manage possible conflict. Any conflicted member is recused from the discussion of the conflicted agenda item.

The Council has a Supply Chain Management Policy and guideline which guides the procurement of goods and services. A Supply Chain unit under the control of the CFO exists as a central point to process all requisitions of Council. Proper segregation of responsibilities amongst officers and structures as well as delegation of powers is

implemented in terms of the Supply Chain Management Policy. Members who declare interest are recused from the relevant discussion. For the year under review, there was no violation identified in this regard.

10. CODE OF CONDUCT

The Code of Conduct for staff is being reviewed in line with the best practices. The need for a review was identified after the realisation that the previous Code was constructed along the lines of professional ethics, as such, poses some challenges regarding implementation. The new Code will endeavour to cover appeal procedures, to some detail, not catered for in the previous version and distinction between serious violations and minor infringements will be expanded upon, providing clarity on misconducts and penalties. The principles of corrective action, fairness and consistency will be given the necessary attention.

11. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The building is a smoke free zone and designated areas have been identified for smokers. The safety equipment is checked and serviced twice a year. The Council takes issues of health and safety in the workplace seriously to this end continuous safety training is scheduled to be conducted for safety marshals. The areas on which capacity building has been identified are first aid, emergency training and health and safety management.

12. AUDIT COMMITTEE REPORT

1. INTRODUCTION

SACE Audit Committee has reviewed and adopted comprehensive terms of reference and an outline of such is detailed in the approved Audit Committee Charter. The Committee has conducted its work over the year and discharged all of its responsibilities in accordance with these terms of reference. The committee is pleased to present below its report in terms of section 77 of the PFMA for the financial year ended 31 March 2015.

2. EFFECTIVENESS OF INTERNAL AND FINANCIAL CONTROL

SACE has designed internal control over financial reporting to provide reasonable assurance regarding the reliability of financial reporting and the preparation of financial statements for external purposes in accordance with GRAP (generally recognised accounting practice). The Committee is of the opinion that there were no material breakdowns in internal control, including financial controls, business risk management and maintenance of effective material control systems during the financial year.

3. EVALUATION OF FINANCIAL STATEMENTS

The Committee has:

- Confirmed the going concern as the basis of preparing the interim and annual financial statements;
- Ensured that the annual financial statements fairly represent the financial position of the "SACE" as at the end of the financial year and the results of operations and cash flows for the financial year and considered the basis on which "SACE" has been determined to be a going concern;
- Examined and reviewed the interim and annual financial statements prior to submission and approval by the Council;
- Reviewed and discussed the external auditors' audit report; and
- Noted that there were no material reports or complaints received concerning accounting practices, internal audit, internal financial controls, content of annual financial statements, internal controls and related matters.

4. INTERNAL AUDIT

The Audit Committee has:-

- Approved the one-year operational and three-year strategic internal audit plans and monitored Internal Audit's adherence to its annual programme;
- Approved the annual risk assessment performed by internal audit during the financial year period;
- Received and reviewed reports from internal auditors regarding the effectiveness of the SACE internal control environment, systems and processes;
- Reviewed and considered the adequacy and appropriateness of management's corrective action plan as a result of audit findings;
- Assessed the adequacy of the performance of the internal audit function; and
- Made appropriate recommendations to the Council regarding the corrective actions to be taken as a result of the audit findings.

5. EXTERNAL AUDIT

During the year under review the Committee considered the following, amongst other matters:

- Approved the external auditors' terms of engagement, the audit plan and budgeted audit fees payable;
- Reviewed the audit process and evaluated the effectiveness of the audit;
- Obtained assurance from the external auditors that their independence was not impaired; and
- Confirmed that no reportable irregularities were identified and reported by the external auditors in terms of the Auditing Profession Act 26 of 2005.

6. CONCLUSION

The Audit Committee noted with appreciation the progress made in :

- (a) The implementation of the Continuing Professional Teacher Development management system in terms of Basic Education Laws Amendment Act No. 15 of 2012;
- (b) The attainment of the planned building reserve fund;
- (c) The procurement of own administration building; and
- (d) The initiative to establish the first two provincial offices.

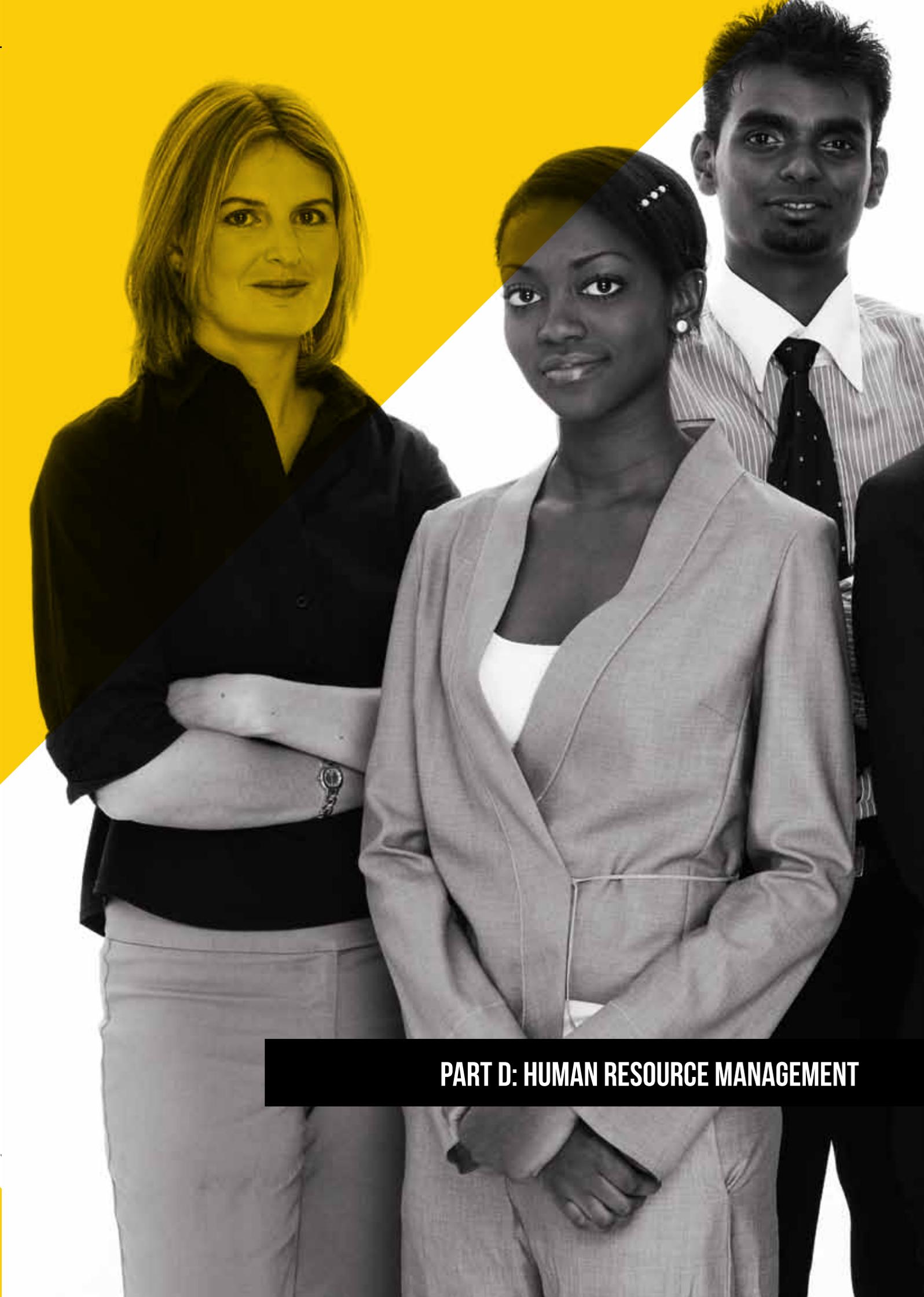
The Committee is satisfied that it has complied with all its statutory and other responsibilities and having had regard to all material risks and factors that may impact on the integrity of the annual financial statements following review, we recommend the annual financial statements of SACE for the year ended 31 March 2015 for approval to the Council.

The Audit Committee further urges vigorous improvement of delivery levels on educator case management, external research and SACE general outreach. The Council is further urged to improve the revenue management system to be in compliance with Section 55(1) (b) of the Public Finance Management Act, and improve its Internal controls to comply with all other related legislation.

On behalf of the Audit Committee:



BJ SNAYEP
CHAIRPERSON: SACE AUDIT COMMITTEE
DATE: 31 JULY 2015



PART D: HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

OVERVIEW OF HR MATTERS AT THE PUBLIC ENTITY

The HR unit is located under Corporate Services Department, which is supervised by the Chief Financial Officer. All HR related functions take place in this unit and are performed by the HR Officer, with the exception of leave administration which is recorded in Finance Department and verified by human resource function. The following are some of the activities and programmes that take place in HR.

- Review of HR policies;
- Employee relations support;
- Recruitment, selection and placement;
- Compensation and benefit matters;
- Facilitation of relevant workplace solutions in support of business;
- HR administrative support in respect of all employee related matters;
- Staff attendance and leave administration;
- Learning and development services; etc.

The Staffing Committee (STAFCO) is entrusted with oversight on all human resource related matters on behalf of the Council. Conditions of service matters and matters of mutual benefit are a subject of bargaining processes between the Employer (Council represented by STAFCO) and Employee (organized labour formation) parties.

WORKFORCE PLANNING FRAMEWORK AND KEY STRATEGIES TO ATTRACT AND RECRUIT A SKILLED AND CAPABLE WORKFORCE

The Council has undertaken to pilot the establishment of provincial offices, commencing with an office in Durban, KwaZulu-Natal and another in Bloemfontein, Free State province. This, to improve on service delivery, SACE visibility and provincial presence and bring Council services closer to educators. A total of eight (8) positions were created with the establishment of provincial offices, to be headed by Provincial Head. The Council also went as far as placing advertisement in the local newspapers to attract a skilled workforce locally.

The Council's drive to ensure more accessibility and visibility will bring with it the need to recruit more personnel and the increasing demands on the SACE ICT infrastructure is envisaged due to the enhanced access.

EMPLOYEE PERFORMANCE MANAGEMENT FRAMEWORK

The employee performance management framework has been successfully negotiated between the employer and employee parties. The administration has been given a go ahead to implement the framework.

Policy development:

- Employee wellness programmes was underway during the review period.
- A Policy to attract and retain critical skills was also in progress during this period.

HIGHLIGHT OF ACHIEVEMENTS;

- The Induction Manual has been updated for new employees. The Manual plays a crucial role in familiarizing new recruits as well as already appointed employees with policies of the organization.
- In addition, the Human Resources Policies Handbook was updated in line with approved Council policies.
- There was a great improvement in vacancy filing turn-around time, as all vacant positions were filled within three (3) months of being vacated.
- Regular meetings were held between Management and NEHAWU leadership to deal with issues of potential conflict and different employee complaints/issues have been addressed accordingly.
- All stop orders for medical aid allowances are paid centrally ensuring that all employees belong to medical aid schemes thus effectively enforcing Council policy.

CHALLENGES FACED BY SACE IN THE AREA OF HUMAN RESOURCES:

- Understaffing in the Human Resources Unit;
- Inadequate attention to capacitating and developing employees in all Human Resource disciplines;
- System to manage Human Resources within SACE; and
- Lack of policies to attract and retain critical skills.

FUTURE HR PLANS /GOALS

- Building capacity within Human Resource Unit;
- Implementing all general training programmes to enhance capacity;
- Improve performance;
- Recruitment and retention of top talent;
- Work-life balance and wellness;
- Conducting employee satisfaction surveys;
- Development of a diverse and positive work environment.

2. HUMAN RESOURCE OVERSIGHT STATISTICS

The public entity must provide the following key information on human resources. All the financial amounts must agree to the amounts disclosed in the annual financial statements. Where considered appropriate, provide reasons for variances.

2. HUMAN RESOURCE OVERSIGHT STATISTICS (CONTINUES)

PERSONNEL COST BY PROGRAMME/ ACTIVITY/ OBJECTIVE

Programme/activ-ity/objective	Total Expenditure for the entity (R'000)	Personnel Expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No. of employees	Average personnel cost per employee (R'000)
Total number of employees	61 433	27 957	45	88	318

PERSONNEL COST BY SALARY BAND

Level	Personnel Expenditure (R'000)	% of personnel exp. to total personnel cost (R'000)	No. of employees	Average personnel cost per employee (R'000)
Top Management	5 276	19%	04	1 319
Senior Management	5 344	19%	07	763
Professional qualified	6 677	24%	18	371
Skilled	3 747	114%	16	234
Semi-skilled	5 954	21%	37	160
Unskilled	959	3%	06	159
TOTAL	27 957	100	88	318

PERFORMANCE REWARDS

Programme//activity/objective	Performance rewards	Personnel Expenditure (R'000)	% of performance rewards to total personnel cost (R'000)
Top Management	0	0	0
Senior Management	0	0	0
Professional qualified	0	0	0
Skilled	0	0	0
Semi-skilled	0	0	0
Unskilled	0	0	0
TOTAL	0	0	0

TRAINING COSTS

Programme//activ-ity/objective	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Training Expenditure as a % of Personnel Cost	No. of employees trained	Avg training cost per employee
Finance	3 342	13	0.39%	05	3
PD and Research	6 844	17	0.25%	04	4
Communications	2 799	46	1.64%	07	7
Executive	1 945	19	1.00%	06	3
Corporate Services	2 969	18	0.61%	05	4
Registrations	3 631	2	0.06%	01	2

2. HUMAN RESOURCE OVERSIGHT STATISTICS (CONTINUES)

EMPLOYMENT AND VACANCIES

Programme/activ-ity/objective	2013/2014 No. of Employees	2014/2015 Approved Posts	No. of Employees	2014/2015 Vacan-cies	% of vacancies
	76	101	88	13	12.87%

Programme/activ-ity/objective	2013/2014 No. of Employees	2014/2015 Approved Posts	No. of Employees	2014/2015 Vacan-cies	% of vacancies
Top Management	04	04	04	nil	0%
Senior Management	06	09	07	02	22.22%
Professional quali-fied	10	20	18	02	10%
Skilled	13	21	18	4	19.05%
Semi-skilled	38	40	37	03	7.50%
Unskilled	05	08	06	02	0.25%
TOTAL	76	101	88	13	12.87%

* No vacancies at senior management positions.

* Appointment made after 1 April 2015

EMPLOYMENT CHANGES

Salary Band	Employment at begin-ning of period	Appointments	Terminations	Employment at end of the period
Top Management	0	0	0	0
Senior Management	01	0	0	0
Professional qualified	09	0	02	0
Skilled	04	0	01	0
Semi-skilled	09	0	03	0
Unskilled		0	0	0
Total	23	0	06	0

2. HUMAN RESOURCE OVERSIGHT STATISTICS (CONTINUES)

REASONS FOR STAFF LEAVING

Reason	Number	% of total no. of staff leaving
Death	0	0
Resignation	05	83%
Dismissal	01	17%
Retirement	0	0
Ill health	0	0
Expiry of contract	0	0
Other	0	0
Total	06	100%

LABOUR RELATIONS: MISCONDUCT AND DISCIPLINARY ACTION

Nature of disciplinary Action	Number
Verbal Warning	0
Written Warning	0
Final Written warning	0
Dismissal	01
Suspension Without Pay	0

2. HUMAN RESOURCE OVERSIGHT STATISTICS (CONTINUES)

EQUITY TARGET AND EMPLOYMENT EQUITY STATUS

Explanations: Provide explanations for major variances between target and current and attempts made by the public entity to address the variances.

Levels	MALE							
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Top Management	01	0	0	0	01	0	0	0
Senior Management	05	0	0	0	0	0	0	0
Professional qualified	07	0	02	0	0	0	01	0
Skilled	04	0	0	0	0	0	0	0
Semi-skilled	09	0	0	0	0	0	0	0
Unskilled	02	0	0	0	0	0	0	0
TOTAL	28	0	02	0	01	0	01	0

Levels	FEMALE							
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Top Management	02	0	0	0	0	0	0	0
Senior Management	02	0	0	0	0	0	0	0
Professional qualified	07	0	0	0	0	0	01	0
Skilled	09	0	01	0	01	0	01	0
Semi-skilled	28	0		0	0	0	01	0
Unskilled	03	0		0	0	0		0
TOTAL	51	0	01	0	01	0	03	0



PART E: FINANCIAL INFORMATION

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

GENERAL INFORMATION

Country of incorporation and domicile	South Africa
Nature of business and principal activities	Registration of educators, promotion of professional development of educators and the establishment, maintenance and protection of ethical and professional standards for educators.
Registered office	Block 1 Crossway Office Park 240 Lenchen Avenue Centurion 0046
Business address	Block 1 Crossway Office Park 240 Lenchen Avenue Centurion 0046
Postal address	Private Bag X127 Centurion 0046
Bankers	Nedbank Limited
Auditors	Nexia SAB&T Registered Auditors

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

COUNCIL

Ms V. Hofmeester (Chairperson)

Mr S.T. Mchunu (Deputy chairperson)

Mr M. Maphila

Mr W. Hlaise

Mr M. Moloi

Mr S. Mayongo

Mr T. Ledimo

Mr J. Rustin

Mr M. Cele

Mr R. Moroatshehla

Dr J.A. Breed

Mr G. Harrison

Dr H.L. Swanepoel

Mrs G.W. Bowles

Mr N.A. Mosia

Mr M.E. Maseko

Dr H.J. Deacon

Mrs M. Schoeman

Dr N. Nduna-Watson

Mr E.T. Rabotapi

Prof P. Mabunda

Mr J.W. Bester

Dr B. Fleisch

Ms L. Motshwane

Ms N. Caluza

Ms T. Kunene

Mr M. Bomvana

Mr K. Geza

Mr H. Makhaga

Mr E. Themba

Mr R. Brijraj

CHANGES

Resigned on 16 March 2015

Appointed on 26 June 2014

Appointed on 26 June 2014

Appointed on 26 June 2014

Appointed on 01 March 2015

Appointed on 01 August 2013

Appointed on 19 November 2014

Resigned on 02 February 2015

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

THE REPORTS AND STATEMENTS SET OUT BELOW COMPRISE THE ANNUAL FINANCIAL STATEMENTS PRESENTED TO THE COUNCILLORS:

INDEX PAGE

Independent Auditor's Report	75-77
Councillors' Responsibilities and Approval	78
The Council Report	79
Statement of Financial Position	80
Statement of Profit or Loss and Other Comprehensive Income	81
Statement of Changes in Equity	82
Statement of Cash Flows	83
Accounting Policies	84-91
Notes to the Annual Financial Statements	92-99

The following supplementary information does not form part of the annual financial statements and is unaudited:

Statement of Financial Performance	100-101
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LEVEL OF ASSURANCE

These annual financial statements have been audited in compliance with the applicable requirements of the Public Finance Management Act (Act 1 of 1999).

PUBLISHED

31 July 2015

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

INDEPENDENT AUDITOR'S REPORT TO PARLIAMENT ON SOUTH AFRICAN COUNCIL FOR EDUCATORS**REPORT ON THE FINANCIAL STATEMENTS****INTRODUCTION**

1. We have audited the financial statements of the South African Council for Educators (SACE) set out on pages 78 to 99, which comprise the statement of financial position as at 31 March 2015, the statement of comprehensive income, statement of changes in equity, and cash flow statement for the year then ended, as well as the notes, comprising a summary of significant accounting policies and other explanatory information.

ACCOUNTING AUTHORITY'S RESPONSIBILITY FOR THE ANNUAL FINANCIAL STATEMENTS

2. The accounting authority is responsible for the preparation and fair presentation of these financial statements in accordance with South African Standards of Generally Recognised Accounting Practice (SA Standards of GRAP) and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 1 of 1999) (PFMA), and for such internal control as the accounting authority determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

AUDITOR'S RESPONSIBILITY

3. Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the International Standards on Auditing. Those standards require that we comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.
4. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.
5. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

OPINION

6. In our opinion, the financial statements present fairly, in all material respects, the financial position of the SACE as at 31 March 2015 and its financial performance and cash flows for the year then ended, in accordance with the SA Standards of GRAP and the requirements of the PFMA.

REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS

7. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) and the general notice issued in terms thereof, we have a responsibility to report findings on the reported performance information against predetermined objectives for the selected programmes presented in the annual report, compliance with legislation and internal control. We performed tests to identify reportable findings as described under each subheading but not to gather evidence to express assurance on these matters. Accordingly, we do not express an opinion or conclusion on these matters.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

INDEPENDENT AUDITOR'S REPORT TO PARLIAMENT ON SOUTH AFRICAN COUNCIL FOR EDUCATORS (CONTINUED)**REPORT ON OTHER LEGAL AND REGULATORY REQUIREMENTS****PREDETERMINED OBJECTIVES**

8. We performed procedures to obtain evidence about the usefulness and reliability of the reported performance information for the following selected programmes presented in the annual performance report of the public entity for the year ended 31 March 2015:
 - Programme 1: Registration of Educators on pages 20 to 22
 - Programme 2: Professional Development of Educators on pages 28 to 52
 - Programme 4: Professional Ethics on pages 22 to 28
9. We evaluated the reported performance information against the overall criteria of usefulness and reliability.
10. We evaluated the usefulness of the reported performance information to determine whether it was presented in accordance with the National Treasury's annual reporting principles and whether the reported performance was consistent with the planned programmes. We further performed tests to determine whether indicators and targets were well defined, verifiable, specific, measurable, time bound and relevant, as required by the National Treasury's Framework for managing programme performance information (FMPPI).
11. We assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
12. We did not identify any material findings on the usefulness and reliability of the reported performance information for the following programmes:
 - Programme 1: Registration of Educators on pages 20 to 22
 - Programme 2: Professional Development of Educators on pages 28 to 52
 - Programme 4: Professional Ethics on pages 22 to 28

ADDITIONAL MATTERS

13. We draw attention to the following matter. Our conclusion is not modified in respect of these matters:

ACHIEVEMENT OF PLANNED TARGETS

14. Refer to the annual performance report on pages 20 to 52 for information on the achievement of the planned targets for the year.

COMPLIANCE WITH LEGISLATION

15. We performed procedures to obtain evidence that the public entity had complied with legislation regarding financial matters, financial management and other related matters. Our findings on material compliance with specific matters in key legislation, as set out in the general notice issued in terms of the PAA, are as follows:

ANNUAL FINANCIAL STATEMENTS

16. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework as required by section 55(1) (b) of the Public Finance Management Act. Material misstatements of provision, trade and other receivables identified by the auditors in the submitted financial statements were subsequently corrected.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

INDEPENDENT AUDITOR'S REPORT TO PARLIAMENT ON SOUTH AFRICAN COUNCIL FOR EDUCATORS (CONTINUED)

PROCUREMENT AND CONTRACT MANAGEMENT

17. Quotations were awarded to bidders who did not submit a declaration on whether they are employed by the state or connected to any person employed by the state, which is prescribed in order to comply with Treasury regulation 16A8.3.

INTERNAL CONTROL

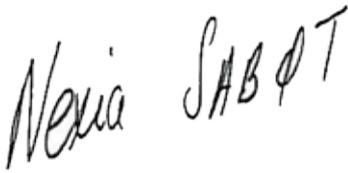
18. We considered internal control relevant to our audit of the financial statements, annual performance report and compliance with legislation. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for our opinion, the findings on the annual performance report and the findings on compliance with legislation included in this report.

LEADERSHIP

19. Although the leadership implemented controls to ensure compliance with laws, regulations and internally designed policies and procedures, non-compliance issues were noted and material misstatements were identified and corrected.

FINANCIAL AND PERFORMANCE MANAGEMENT

20. Management did not adequately monitor adherence with the requirements of Treasury Regulations for deviations from Supply Chain Management processes.
21. Management did not adequately review the financial statements and the annual performance report for completeness and accuracy prior to its submission for audit purposes. Misstatements identified were subsequently corrected by management



NEXIA SAB&T
PER: P. MKUMBUZI
DIRECTOR
REGISTERED AUDITOR

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

COUNCILLORS' RESPONSIBILITIES AND APPROVAL

The council is required in terms of the Public Finance Management Act (Act 1 of 1999) to maintain adequate accounting records and is responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the entity as at the end of the financial year and the results of its operations and cash flows for the year then ended, in conformity with South African Statements of Generally Recognised Accounting Practice (SA Standards of GRAP). The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with South African Statements of Generally Recognised Accounting Practice (SA Standards of GRAP) and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The councillors acknowledge that they are ultimately responsible for the system of internal financial control established by the entity and places considerable importance on maintaining a strong control environment. To enable the councillors to meet these responsibilities, the council sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the entity and all employees are required to maintain the highest ethical standards in ensuring the entity's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the entity is on identifying, assessing, managing and monitoring all known forms of risk across the entity. While operating risk cannot be fully eliminated, the entity endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The councillors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The council has reviewed the entity's cash flow forecast for the year to 31 March 2016 and, in light of this review and the current financial position, they are satisfied that the entity has or had access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently auditing and reporting on the entity's annual financial statements. The annual financial statements have been examined by the entity's external auditors and their report is presented on pages 75 to 77.

The annual financial statements set out on pages 79 to 101, which have been prepared on the going concern basis, were approved by the council on 31 July 2015 and were signed on its behalf by:



MS V. HOFMEESTER (CHAIRPERSON)



R. BRIJARAJ - CHIEF EXECUTIVE OFFICER

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

THE COUNCIL REPORT

The council has pleasure in submitting its report on the annual financial statements of South African Council for Educators for the year ended 31 March 2015.

1. NATURE OF BUSINESS

South African Council for Educators has been incorporated in terms of the South African Council for Educators Act (Act 31 of 2000). The principal responsibility of the South African Council for Educators as set out in this Act are as follows:

- to provide for the registration of educators
- to promote the professional development of educators; and
- to set, maintain and protect the ethical and professional standards for educators.

2. REVIEW OF FINANCIAL RESULTS AND ACTIVITIES

The annual financial statements have been prepared in accordance with South African Statements of Generally Recognised Accounting Practice (SA Standards of GRAP) and the requirements of the Public Finance Management Act (Act 1 of 1999). The accounting policies have been applied consistently compared to the prior year.

Net surplus of the entity was R 11,801,220 (2014: R14,342,774).

3. GOING CONCERN

The council believes that the entity has adequate financial resources to continue in operation for the foreseeable future and accordingly the annual financial statements have been prepared on a going concern basis. The council has satisfied itself that the entity is in a sound financial position and that it has access to sufficient facilities to meet its foreseeable cash requirements. The council is not aware of any new material changes that may adversely impact the entity. The council is also not aware of any material non-compliance with statutory or regulatory requirements or of any pending changes to legislation which may affect the entity.

4. EVENTS AFTER THE REPORTING PERIOD

The council is not aware of any material event which occurred after the reporting date and up to the date of this report, not otherwise dealt with in the annual financial statements, which significantly affect the financial position of the entity or the results of its operations.

5. PROPERTY, PLANT AND EQUIPMENT

At 31 March 2015 the entity's investment in property, plant and equipment amounted to R1,947,387 (2014: R 2,417,806), of which R440,139 (2014: R 672,735) was added in the current year through additions.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

STATEMENT OF FINANCIAL POSITION AS AT 31 MARCH 2015

Figures in Rand	Note(s)	2015	2014
Assets			
Non-Current Assets			
Property, plant and equipment	3	1,947,387	2,417,806
Intangible assets	4	601,750	1,095,281
		2,549,137	3,513,087
Current Assets			
Trade and other receivables	5	8,066,640	6,972,076
Cash and cash equivalents	6	81,415,716	71,093,226
		89,482,356	78,065,302
Total Assets		92,031,493	81,578,389
Equity and Liabilities			
Equity			
Accumulated surplus		21,700,651	9,899,431
Building reserve fund		63,702,019	63,702,019
		85,402,670	73,601,450
Liabilities			
Current Liabilities			
Trade and other payables	7	4,192,758	6,601,079
Provisions	8	2,436,065	1,375,860
		6,628,823	7,976,939
Total Equity and Liabilities		92,031,493	81,578,389

SOUTH AFRICAN COUNCIL FOR EDUCATORS
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

Figures in Rand	Note(s)	2015	2014
Continuing operations			
Revenue		58,108,346	55,357,384
Government grant	9	10,530,847	10,385,063
Other income		258,547	415,386
Operating expenses		(61,433,019)	(53,165,653)
Operating surplus	10	7,464,721	12,992,180
Investment revenue	11	4,336,499	2,850,594
Surplus for the year		11,801,220	15,842,774
Loss on sale of non-current assets held for sale		-	(1,500,000)
Surplus for the year		11,801,220	14,342,774
Attributable to owner's of the controlling entity		-	-

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

STATEMENT OF CHANGES IN EQUITY

Figures in Rand	Building reserve fund	Accumulated surplus	Total equity
Balance at 01 April 2013	41,084,806	18,173,870	59,258,676
Total comprehensive surplus for the year	-	14,342,774	14,342,774
Transfer to building reserve fund	22,617,213	(22,617,213)	-
Balance at 01 April 2014	63,702,019	9,899,431	73,601,450
Total comprehensive surplus for the year	-	11,801,220	11,801,220
Balance at 31 March 2015	63,702,019	21,700,651	85,402,670

SOUTH AFRICAN COUNCIL FOR EDUCATORS
ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

STATEMENT OF CASH FLOWS

Figures in Rand	Note(s)	2015	2014
Cash flows from operating activities			
Cash receipts from customers		57,516,791	54,989,876
Cash paid to suppliers and employees		(51,031,892)	(44,255,561)
Cash generated from operations	14	6,484,899	10,734,315
Interest income		4,336,499	2,850,594
Net cash from operating activities		10,821,398	13,584,909
Cash flows from investing activities			
Purchase of property, plant and equipment	3	(440,139)	(672,735)
Sale of property, plant and equipment		69,737	-
Proceeds on sale of investment property		-	9,000,000
Purchase of other intangible assets	4	(128,506)	(380,853)
Net cash from investing activities		(498,908)	7,946,412
Total cash movement for the year		10,322,490	21,531,321
Cash at the beginning of the year		71,093,226	49,561,905
Total cash at end of the year	6	81,415,716	71,093,226

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES

1. PRESENTATION OF ANNUAL FINANCIAL STATEMENTS

The annual financial statements have been prepared in accordance with South African Statements of Generally Recognised Accounting Practice (SA Standards of GRAP), issued by the accounting Standards Board in accordance with Section 55 of the Public Finance Management Act (Act 1 of 1999).

The annual financial statements have been prepared on an accrual basis of accounting and are in accordance with historical cost convention, unless specifically stated otherwise.

Assets, liabilities, revenues and expenses have not been offset, except where offsetting is required or permitted by a Standard of GRAP.

The accounting policies are applied consistently with those used to present the previous year's financial statements.

1.1 PRESENTATION CURRENCY

These annual financial statements are prepared in South African Rand and are not rounded off.

1.2 SIGNIFICANT JUDGEMENTS AND SOURCES OF ESTIMATION UNCERTAINTY

In preparing the annual financial statements, management is required to make estimates and assumptions that affect the amounts represented in the annual financial statements and related disclosures. Use of available information and the application of judgement is inherent in the formation of estimates. Actual results in the future could differ from these estimates which may be material to the annual financial statements. Significant judgements include:

IMPAIRMENT TESTING

The recoverable amounts of cash-generating units and individual assets have been determined based on the higher of value-in-use calculations and fair values less costs to sell. These calculations require the use of estimates and assumptions.

It is reasonably possible that the key assumptions may change which may then impact our estimations and may then require a material adjustment to the carrying value of intangible and tangible assets.

The entity reviews and tests the carrying value of assets when events or changes in circumstances suggest that the carrying amount may not be recoverable. Assets are grouped at the lowest level for which identifiable cash flows are largely independent of cash flows of other assets and liabilities. If there are indications that impairment may have occurred, estimates are prepared of expected future cash flows for each group of assets.

TRADE RECEIVABLES

The entity assesses its trade receivables for impairment at the end of each reporting period. In determining whether an impairment loss should be recorded in profit or loss, the entity makes judgements as to whether there is observable data indicating a measurable decrease in the estimated future cash flows from a financial asset.

MEMBERSHIP FEES

The South African Council for Educators maintains a database of registered members and removes members from the database only upon request of the individual member. Inactive members comprise deceased, retired and terminated members while all other members are categorised as active members.

Membership fees are received from the Provincial and National Departments of Education for members employed by them. Certain private schools also deduct levies from their employees and pay the amounts deducted to the South African Council for Educators.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES (CONTINUES)**1.2 SIGNIFICANT JUDGEMENTS AND SOURCES OF ESTIMATION UNCERTAINTY (CONTINUED)**

For educators that have not paid the membership levies in full, it is not possible to assess whether this is as a result of deliberate non-payment or due to unemployment. In the absence of forthcoming information from the members themselves, a reliable estimate of educators that should have paid levies during the year cannot be made and consequently, revenue is recognised as it is received.

DEPRECIATION

During each financial year, management reviews the assets within property, plant and equipment to assess whether the useful lives and residual values applicable to each asset are appropriate.

1.3 PROPERTY, PLANT AND EQUIPMENT

An item of property, plant and equipment is recognised as an asset when it is probable that future economic benefits associated with the item will flow to the entity, and the cost of the item can be measured reliably.

Property, plant and equipment is carried at cost less accumulated depreciation and accumulated impairment losses.

Property, plant and equipment is initially measured at cost.

Cost includes all of the expenditure which is directly attributable to the acquisition or construction of the asset, including the capitalisation of borrowing costs on qualifying assets and costs incurred subsequently to add to, replace part of, or service it. If the replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

Major inspection costs which are a condition of continuing use of an item of property, plant and equipment and which meet the recognition criteria are included as a replacement in the cost of the item of property, plant and equipment. Any remaining inspection costs from the previous inspection are derecognised.

Depreciation is provided using the straight-line method to write down the cost, less estimated value over the useful lives of items of property, plant and equipment, which have been assessed as follows:

Item	Depreciation method	Average useful life
Motor vehicles	Straight line	5 years
Office equipment	Straight line	6 to 10 years
IT equipment	Straight line	3 to 7 years
Leasehold improvements	Straight line	5 to 6 years

The residual value, useful life and depreciation method of each asset are reviewed at the end of each reporting year. If the expectations differ from previous estimates, the change is accounted for prospectively as a change in accounting estimate.

The depreciation charge for each year is recognised in profit or loss unless it is included in the carrying amount of another asset.

The gain or loss arising from the derecognition of an item of property, plant and equipment is included in profit or loss when the item is derecognised. The gain or loss arising from the derecognition of an item of property, plant and equipment is determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item. An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES (CONTINUES)

1.4 INTANGIBLE ASSETS

An intangible asset is recognised when:

- it is probable that the expected future economic benefits that are attributable to the asset will flow to the entity; and
- the cost of the asset can be measured reliably.

Intangible assets are initially recognised at cost. Expenditure on research (or on the research phase of an internal project) is recognised as an expense when it is incurred.

- it is technically feasible to complete the asset so that it will be available for use or sale.
- there is an intention to complete and use or sell it.
- there is an ability to use or sell it.
- it will generate probable future economic benefits.
- there are available technical, financial and other resources to complete the development and to use or sell the asset.
- the expenditure attributable to the asset during its development can be measured reliably.

Intangible assets are carried at cost less any accumulated amortisation and any impairment losses. Development costs previously recognised as an expense are not recognised as an asset in a subsequent period.

An intangible asset is regarded as having an indefinite useful life when, based on all relevant factors, there is no foreseeable limit to the period over which the asset is expected to generate net cash inflows. Amortisation is not provided for these intangible assets, but they are tested for impairment annually and whenever there is an indication that the asset may be impaired. For all other intangible assets amortisation is provided on a straight line basis over their useful life.

The amortisation period and the amortisation method for intangible assets are reviewed every period-end. Reassessing the useful life of an intangible asset with a finite useful life after it was classified as indefinite is an indicator that the asset may be impaired. As a result the asset is tested for impairment and the remaining carrying amount is amortised over its useful life.

Internally generated brands, mastheads, publishing titles, customer lists and items similar in substance are not recognised as intangible assets.

Amortisation is provided to write down the intangible assets, on a straight line basis, to their residual values as follows:

Item	Useful life
Registration database - internally generated	5 years
Computer software, internally generated	5 years
Computer software, other	5 years

1.5 FINANCIAL INSTRUMENTS

CLASSIFICATION

The entity classifies financial assets and financial liabilities into the following categories:

LOANS AND RECEIVABLES

Classification depends on the purpose for which the financial instruments were obtained / incurred and takes place at initial recognition. Classification is re-assessed on an annual basis for financial assets which are not designated as at fair value through profit or loss.

INITIAL RECOGNITION AND MEASUREMENT

Financial instruments are recognised initially when the entity becomes a party to the contractual provisions of the instruments.

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES (CONTINUES)

1.5 FINANCIAL INSTRUMENTS (CONTINUED)

The entity classifies financial instruments, or their component parts, on initial recognition as a financial asset, a financial liability or an equity instrument in accordance with the substance of the contractual arrangement.

Financial instruments are measured initially at fair value, except for equity investments for which a fair value is not determinable, which are measured at cost and are classified as available-for-sale financial assets.

For financial instruments which are not at fair value through profit or loss, transaction costs are included in the initial measurement of the instrument.

SUBSEQUENT MEASUREMENT

Loans and receivables are subsequently measured at amortised cost, using the effective interest method, less accumulated impairment losses.

IMPAIRMENT OF FINANCIAL ASSETS

At each reporting date the entity assesses all financial assets, other than those at fair value through profit or loss, to determine whether there is objective evidence that a financial asset or group of financial assets has been impaired.

For amounts due to the entity, significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy and default of payments are all considered indicators of impairment.

Impairment losses are recognised in profit or loss.

Impairment losses are reversed when an increase in the financial asset's recoverable amount can be related objectively to an event occurring after the impairment was recognised, subject to the restriction that the carrying amount of the financial asset at the date that the impairment is reversed shall not exceed what the carrying amount would have been had the impairment not been recognised.

Reversals of impairment losses are recognised in profit or loss.

Where financial assets are impaired through use of an allowance account, the amount of the loss is recognised in profit or loss within operating expenses. When such assets are written off, the write off is made against the relevant allowance account. Subsequent recoveries of amounts previously written off are credited against operating expenses.

TRADE AND OTHER RECEIVABLES

Trade receivables are measured at cost.

Appropriate allowances for estimated irrecoverable amounts are recognised in profit or loss when there is objective evidence that the asset is impaired. Significant financial difficulties of the debtor, probability that the debtor will enter bankruptcy or financial reorganisation, and default or delinquency in payments (more than 60 days overdue) are considered indicators that the trade receivable is impaired.

The carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in profit or loss within operating expenses. When a trade receivable is uncollectable, it is written off against the allowance account for trade receivables. Subsequent recoveries of amounts previously written off are credited against operating expenses in profit or loss.

Trade and other receivables are classified as loans and receivables.

TRADE AND OTHER PAYABLES

Trade payables are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payables are classified as current liabilities if payment is due within one year (or in the normal operating cycle of the business if longer), if not they are presented as non-current liabilities.

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES (CONTINUES)

1.5 FINANCIAL INSTRUMENTS (CONTINUED)

CASH AND CASH EQUIVALENTS

Cash and cash equivalents comprise cash on hand and demand deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of changes in value. These are initially and subsequently recorded at fair value.

1.6 PROVISIONS

Provisions are recognised when:

- the council has a present obligation as a result of a past event;
- it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation; and
- a reliable estimate can be made of the obligation.

The amount of a provision is the present value of the expenditure expected to be required to settle the obligation.

Provisions are not recognised for future operating losses.

1.7 LEASES

A lease is classified as an operating lease if it does not transfer substantially all the risks and rewards incidental to ownership.

OPERATING LEASES – LESSEE

Operating lease payments are recognised as an expense on a straight-line basis over the lease term. The difference between the amounts recognised as an expense and the contractual payments are recognised as an operating lease asset. This liability is not discounted. Any contingent rents are expensed in the period they are incurred.

1.8 IMPAIRMENT OF ASSETS

The entity assesses at each end of the reporting period whether there is any indication that an asset may be impaired. If any such indication exists, the entity estimates the recoverable amount of the asset.

Irrespective of whether there is any indication of impairment, the entity also:

- tests intangible assets with an indefinite useful life or intangible assets not yet available for use for impairment annually by comparing its carrying amount with its recoverable amount. This impairment test is performed during the annual period and at the same time every period.

If there is any indication that an asset may be impaired, the recoverable amount is estimated for the individual asset. If it is not possible to estimate the recoverable amount of the individual asset, the recoverable amount of the cash-generating unit to which the asset belongs is determined.

The recoverable amount of an asset or a cash-generating unit is the higher of its fair value less costs to sell and its value in use. If the recoverable amount of an asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable amount. That reduction is an impairment loss.

An impairment loss of assets carried at cost less any accumulated depreciation or amortisation is recognised immediately in profit or loss. Any impairment loss of a revalued asset is treated as a revaluation decrease. An impairment loss is recognised for cash-generating units if the

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES (CONTINUED)

recoverable amount of the unit is less than the carrying amount of the units. The impairment loss is allocated to reduce the carrying amount of the assets of the unit in the following order:

1.8 IMPAIRMENT OF ASSETS (CONTINUED)

- first, to reduce the carrying amount of any goodwill allocated to the cash-generating unit and
- then, to the other assets of the unit, pro rata on the basis of the carrying amount of each asset in the unit.

An entity assesses at each reporting date whether there is any indication that an impairment loss recognised in prior periods for assets other than goodwill may no longer exist or may have decreased. If any such indication exists, the recoverable amounts of those assets are estimated.

The increased carrying amount of an asset other than goodwill attributable to a reversal of an impairment loss does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior periods. A reversal of an impairment loss of assets carried at cost less accumulated depreciation or amortisation other than goodwill is recognised immediately in profit or loss. Any reversal of an impairment loss of a revalued asset is treated as a revaluation increase.

1.9 EMPLOYEE BENEFITS

SHORT-TERM EMPLOYEE BENEFITS

The cost of short-term employee benefits, (those payable within 12 months after the service is rendered, such as paid vacation leave and sick leave, bonuses, and non-monetary benefits such as medical care), are recognised in the period in which the service is rendered and are not discounted.

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs. The expected cost of profit sharing and bonus payments is recognised as an expense when there is a legal or constructive obligation to make such payments as a result of past performance.

1.10 GOVERNMENT GRANTS

Government grants are recognised when there is reasonable assurance that:

- the entity will comply with the conditions attaching to them; and
- the grants will be received.

Government grants are recognised as income over the periods necessary to match them with the related costs that they are intended to compensate.

A government grant that becomes receivable as compensation for expenses or losses already incurred or for the purpose of giving immediate financial support to the entity with no future related costs is recognised as income of the period in which it becomes receivable.

Government grants related to assets, including non-monetary grants at fair value, are presented in the statement of financial position by setting up the grant as deferred income or by deducting the grant in arriving at the carrying amount of the asset.

Grants related to income are presented as a credit in the profit or loss (separately).

Repayment of a grant related to income is applied first against any un-amortised deferred credit set up in respect of the grant. To the extent that the repayment exceeds any such deferred credit, or where no deferred credit exists, the repayment is recognised immediately as an expense.

Repayment of a grant related to an asset is recorded by increasing the carrying amount of the asset or reducing the deferred income balance by the amount repayable. The cumulative additional depreciation that would have been recognised to date as an expense in the absence of the grant is recognised immediately as an expense.

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

ACCOUNTING POLICIES (CONTINUES)

1.11 REVENUE

Revenue is measured at the fair value of the consideration received or receivable for the rendering of services in the normal course of business. Revenue is recognised as follows:

MEMBERSHIP AND REGISTRATION FEES

Membership and registration fees are recognised when the invoice is issued.

1.12 COMMITMENTS

Commitments are contractual agreements with the suppliers of goods and services where delivery has not taken place. Commitments are disclosed in the notes to annual financial statements at the nominal value of the contractual agreements.

1.13 RELATED PARTIES

The entity operates in an economic sector currently dominated by entities directly or indirectly owned by the South African Government. As a consequence of the constitutional independence of the three spheres of government in South Africa, only entities within the national/provincial/local sphere of government are considered to be related parties.

Management are those persons responsible for planning, directing and controlling the activities of the entity, including those charged with the governance of the entity in accordance with legislation, in instances where they are required to perform such functions.

Close members of the family of a person are considered to be those family members who may be expected to influence, or be influenced by, that member of management in their dealings with the entity.

Only transactions with related parties where the transactions are not concluded within normal operating procedures or on terms that are not more or no less favourable than the terms it would use to conclude transactions with another entity or person are disclosed.

1.14 FINANCIAL RISK MANAGEMENT

1.14.1 FINANCIAL RISKS

The entity's activities expose it to a variety of financial risks: market risk (including currency risk and cashflow and fair value interest risk), credit risk and liquidity risk. The entity's overall risk management programme focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the entity's financial performance.

1.14.1.1 MARKET RISK

A) CURRENCY RISK

The entity had no foreign currency transactions during the year.

B) CASH FLOW AND FAIR-VALUE INTEREST RATE RISK

The entity's interest rate risk arises from current investments which earn interest income.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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ACCOUNTING POLICIES (CONTINUES)

1.14 FINANCIAL RISK MANAGEMENT (CONTINUED)

1.14.1.2 CREDIT RISK

The entity has no significant concentrations of credit risk. It has policies in place to ensure that the granting of credit is adequately controlled.

1.14.1.3 LIQUIDITY RISK

The entity makes use of a mix of government grants and existing resources to fund its operations and expansions. Key ratios include debt: equity, interest cover and debt repayment period.

1.14.1.4 CAPITAL RISK MANAGEMENT

For the purposes of capital management, capital includes accumulated surplus and other reserves. The capital mix is reviewed by the entity when substantial changes occur in the capital requirements of the entity. These requirements could be for substantial additions to fixed assets or intangible assets. Management will regularly review the liquidity risk of the entity and ensure sufficient data is available to alter the capital mix if required.

1.14.2 FAIR VALUE ESTIMATION

The carrying value less provision of trade receivables and payables are assumed to approximate their fair values. The fair value of financial liabilities for disclosure purposes is estimated at their settlement values.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

2. NEW STANDARDS AND INTERPRETATIONS

2.1 IN JULY 2014 THE MINISTER OF FINANCE PRESCRIBED THE THE APPLICATION OF THE FOLLOWING STANDARDS OF GRAP FOR FINANCIAL YEARS BEGINNING ON OR AFTER 01 JANUARY 2015 FOR THE TYPES OF AUDITEES INDICATED:

SCHEDULE 3A AND 3C PUBLIC ENTITIES AND CONSTITUTIONAL INSTITUTIONS

- GRAP 18: Segment reporting
- GRAP 105: Transfer of functions between entities under common control
- GRAP 106: Transfer of functions between entities not under common control
- GRAP 107: Mergers

2.2. THE ACCOUNTING STANDARDS BOARDS (ASB) HAS ISSUED THE FOLLOWING ADDITIONAL STANDARDS OF GRAP FOR WHICH EFFECTIVE DATES HAVE NOT YET BEEN GAZETTED BY THE MINISTER OF FINANCE:

- GRAP 20: Related party disclosure
- GRAP 32: Service concession agreements: Grantor
- GRAP 108: Statutory receivables

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

3. PROPERTY, PLANT AND EQUIPMENT

	2015			2014		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
Motor vehicles	138,000	(80,500)	57,500	138,000	(52,900)	85,100
Office equipment	2,646,261	(1,321,083)	1,325,178	2,521,765	(1,177,672)	1,344,093
IT equipment	3,557,365	(3,078,835)	478,530	3,381,197	(2,760,939)	620,258
Leasehold improvements	742,854	(656,675)	86,179	742,854	(374,499)	368,355
Total	7,084,480	(5,137,093)	1,947,387	6,783,816	(4,366,010)	2,417,806

RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT - 2015

	Opening balance	Additions	Disposals	Depreciation	Total
Motor vehicles	85,100	-	-	(27,600)	57,500
Office equipment	1,344,093	263,971	(69,737)	(213,149)	1,325,178
IT equipment	620,258	176,168	-	(317,895)	478,530
Leasehold improvements	368,355	-	-	(282,175)	86,179
	2,417,806	440,139	(69,737)	(840,819)	1,947,387

RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT - 2014

	Opening balance	Additions	Depreciation	Total
Motor vehicles	112,700	-	(27,600)	85,100
Office equipment	1,366,614	174,601	(197,122)	1,344,093
IT equipment	474,138	423,112	(276,992)	620,258
Leasehold improvements	545,526	75,022	(252,193)	368,355
	2,498,978	672,735	(753,907)	2,417,806

4. INTANGIBLE ASSETS

	2015			2014		
	Cost	Accumulated depreciation	Carrying value	Cost	Accumulated depreciation	Carrying value
CPTD database - internally generated	2,806,953	(2,806,953)	-	2,806,953	(2,526,258)	280,695
Registration database, internally generated	1,392,394	(1,133,543)	258,851	1,392,394	(931,115)	461,279
Computer software, other	1,050,108	(707,209)	342,899	921,602	(568,295)	353,307
Total	5,249,455	(4,647,705)	601,750	5,120,949	(4,025,668)	1,095,281

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

4. INTANGIBLE ASSETS (CONTINUED)

RECONCILIATION OF INTANGIBLE ASSETS - 2015

	Opening balance	Additions	Amortisation	Total
CPTD database - internally generated	280,695	-	(280,695)	-
Registration database, internally generated	461,279	-	(202,428)	258,851
Computer software, other	353,307	128,506	(138,914)	342,899
Total	1,095,281	128,506	(622,037)	601,750

RECONCILIATION OF INTANGIBLE ASSETS - 2014

	Opening balance	Additions	Amortisation	Total
CPTD database - internally generated	842,085	-	(561,390)	280,695
Registration database, internally generated	509,987	195,052	(243,760)	461,279
Computer software, other	296,807	185,801	(129,301)	353,307
Total	1,648,879	380,853	(934,451)	1,095,281

5. TRADE AND OTHER RECEIVABLES

Trade receivables	1,171,839	580,284
Deposits	6,478,716	6,084,472
Other receivables	-	52,385
Prepayments	17,419	-
Staff loans	398,666	254,935
	8,066,640	6,972,076

Trade receivables are shown after an impairment allowance of R 537,168 (2014: R 267,874)

6. CASH AND CASH EQUIVALENTS

Cash and cash equivalents consist of:

Cash on hand	3,530	967
Bank balances	13,778,576	17,261,451
Short-term deposits	67,633,610	53,830,808
	81,415,716	71,093,226

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

7. TRADE AND OTHER PAYABLES

Trade payables	1,132,618	1,782,158
Amounts received in advance	250,587	48,104
Deferred government grant	2,657,363	4,688,209
Other payables	152,190	82,608
	4,192,758	6,601,079

8. PROVISIONS

RECONCILIATION OF INTANGIBLE PROVISIONS - 2015

	Opening balance	Additions	Utilised during the year	Total
Provision for bonus	230,052	80,184	-	310,236
Provision for leave pay	1,145,808	2,394,988	(1,414,967)	2,125,829
	1,375,860	2,475,172	(1,414,967)	2,436,065

RECONCILIATION OF INTANGIBLE PROVISIONS - 2014

	Opening balance	Additions	Utilised during the year	Total
Provision for bonus	223,485	6,567	-	230,052
Provision for leave pay	1,466,818	339,617	(660,627)	1,145,808
	1,690,303	346,184	(660,627)	1,375,860

Employees entitlement to annual leave is recognised when it accrues. A provision is made on the estimated liability for annual leave as a result of services rendered by employees up to the amount of the obligation.

Employees entitlement to performance bonus is recognised when the Council has approved a percentage of the annual package as bonus for the year. The provision becomes actual after being qualified by the results of the performance measurement tool applied.

9. REVENUE

Membership fees	49,735,278	50,121,782
Registration fees	6,314,402	4,189,892
Reprinted certificates	2,058,666	1,045,710
	58,108,346	55,357,384

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

10. OPERATING SURPLUS

Operating surplus for the year is stated after accounting for the following:

OPERATING LEASE CHARGES

Premises

• Contractual amounts	7,516,063	6,528,567
Loss on sale of non-current assets held for sale	-	1,500,000
Amortisation on intangible assets	622,037	934,451
Depreciation on property, plant and equipment	840,819	753,907
Employee costs	27,968,727	24,429,001

11. INVESTMENT REVENUE

Interest revenue

Bank	4,075,732	2,547,842
Other	260,767	302,752
	4,336,499	2,850,594

12. TAXATION

No provision has been made for 2015 tax as the entity is exempt from tax in terms of Section 10(1)(i)(cA)(i)(bb) of the Income Tax (Act No 58 of 1962).

13. AUDITORS' REMUNERATION

Fees	649,458	524,885
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14. CASH GENERATED FROM OPERATIONS

Surplus for the year	11,801,220	14,342,774
Adjustments for:		
Depreciation and amortisation	1,462,856	1,688,359
Loss on sale of non-current assets	-	1,500,000
Interest received	(4,336,499)	(2,850,594)
Movements in provisions	1,060,205	(314,443)
Changes in working capital:		
Trade and other receivables	(1,094,564)	(408,639)
Trade and other payables	(2,408,319)	(3,223,142)
	6,484,899	10,734,315

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS

15. COMMITMENTS

OPERATING LEASES – AS LESSEE (EXPENSE)

Minimum lease payments due

Within one year	1,667,761	6,443,487
Thereafter	223,072	1,644,825
	1,890,833	8,088,312

Operating lease payments represent rentals payable by the entity for certain of its office properties. Leases are negotiated for an average term of three years and rentals are fixed for an average of three years. No contingent rent is payable.

16. EXECUTIVE MANAGEMENT REMUNERATION

2015	Basic	Bonus	Fringe benefit	Other	Total
R. Brijraj	955,602	-	162,452	472,831	1,590,885
M. Mapindani	729,242	60,771	123,971	510,545	1,424,529
M. Dipholo	703,990	58,666	119,678	289,197	1,171,531
	2,388,834	119,437	406,101	1,272,573	4,186,945

2014	Basic	Bonus	Fringe benefit	Other	Total
R. Brijraj	955,602	18,326	609,071	1,785	1,545,465
M. Mapindani	691,964	71,500	401,843	368,024	1,533,331
M. Dipholo	672,145	69,455	392,040	1,785	1,135,425
	2,280,392	159,281	1,402,954	371,594	4,214,221

17. RELATED PARTIES

RELATED PARTY BALANCES

All national departments of government are regarded to be related parties in accordance with Circular 4 of 2006: Guidance in terms of "State Controlled Entities" in the context of IAS 24 (AC 126) - Related Parties, issued by the South African Institute of Chartered Accountants. No transaction is implicated simply by the nature or existence of relationships between these entities, however the balances below were recorded relating to transactions with related parties as defined above:

Amounts owing from related parties

South African Post Office	1,092,246	394,427
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Amounts owing to related parties

State Information Technology Agency Proprietary Limited	-	19,600
South African Post Office	2,922	1,562
Telkom SA Limited	13,856	2,775
	16,778	23,937

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ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

NOTES TO THE ANNUAL FINANCIAL STATEMENTS

18. CATEGORIES OF FINANCIAL INSTRUMENTS

	Note(s)	Debt instruments at amortised cost	Financial liabilities at amortised cost	Leases	Equity and non financial assets and liabilities	Total
Categories of financial instruments - 2015						
Assets						
Non-Current Assets						
Property, plant and equipment	3	-	-	-	1,947,387	1,947,387
Intangible assets	4	-	-	-	601,750	601,750
		-	-	-	2,549,137	2,549,137
Current Assets						
Trade and other receivables	5	8,049,221	-	-	17,419	8,066,640
Cash and cash equivalents	6	81,415,716	-	-	-	81,415,716
		89,464,937	-	-	17,419	89,482,356
Total Assets		89,464,937	-	-	2,566,556	92,031,493
Equity and Liabilities						
Equity						
Building reserve fund		-	-	-	63,702,019	63,702,019
Accumulated surplus		-	-	-	21,700,651	21,700,651
		-	-	-	85,402,670	85,402,670
Total Equity		-	-	-	85,402,670	85,402,670
Liabilities						
Current Liabilities						
Trade and other payables	7	-	4,076,067	116,691	-	4,192,758
Provisions	8	-	-	-	2,436,065	2,436,065
		-	4,076,067	116,691	2,436,065	6,628,823
Total Liabilities		-	4,076,067	116,691	2,436,065	6,628,823
Total Equity and Liabilities		-	4,076,067	116,691	87,838,735	92,031,493

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NOTES TO THE ANNUAL FINANCIAL STATEMENTS

18. CATEGORIES OF FINANCIAL INSTRUMENTS (CONTINUED)

	Note(s)	Debt instruments at amortised cost	Financial liabilities at amortised cost	Leases	Equity and non financial assets and liabilities	Total
Categories of financial instruments - 2014						
Assets						
Non-Current Assets						
Property, plant and equipment	3	-	-	-	2,417,806	2,417,806
Intangible assets	4	-	-	-	1,095,281	1,095,281
		-	-	-	3,513,087	3,513,087
Current Assets						
Trade and other receivables	5	6,972,076	-	-	-	6,972,076
Cash and cash equivalents	6	71,093,226	-	-	-	71,093,226
		78,065,302	-	-	-	78,065,302
Total Assets		78,065,302	-	-	3,513,087	81,578,389
Equity and Liabilities						
Equity						
Building reserve fund		-	-	-	63,702,019	63,702,019
Accumulated surplus		-	-	-	9,899,431	9,899,431
		-	-	-	73,601,450	73,601,450
Total Equity		-	-	-	73,601,450	73,601,450
Liabilities						
Current Liabilities						
Trade and other payables	7	-	6,601,079	-	-	6,601,079
Provisions	8	-	-	-	1,375,860	1,375,860
		-	6,601,079	-	1,375,860	7,976,939
Total Liabilities		-	6,601,079	-	1,375,860	7,976,939
Total Equity and Liabilities		-	6,601,079	-	74,977,310	81,578,389

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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STATEMENT OF FINANCIAL PERFORMANCE

Figures in Rand	Note(s)	2015	2014
Revenue			
Membership fees		49,735,278	50,121,782
Registration fees		6,314,402	4,189,892
Reprinted certificates		2,058,666	1,045,710
	9	58,108,346	55,357,384
Other income			
Government grant		10,530,846	10,385,063
Sundry income		258,548	415,386
Interest received	11	4,336,499	2,850,594
		15,125,893	13,651,043
Expenses (Refer to page 30)		(61,433,019)	(53,165,653)
Surplus for the year	10	11,801,220	15,842,774
Loss on non-current assets held for sale		-	(1,500,000)
Surplus for the year		11,801,220	14,342,774

SOUTH AFRICAN COUNCIL FOR EDUCATORS

ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2015

STATEMENT OF FINANCIAL PERFORMANCE

Figures in Rand	Note(s)	2015	2014
Operating expenses			
Advertising		(243,328)	(107,448)
Auditors remuneration	13	(649,458)	(524,885)
Bad debts		(260,294)	-
Bank charges		(145,976)	(105,221)
Cleaning		(78,609)	(62,576)
Code of conduct		(2,093,924)	(665,796)
Computer expenses		(89,239)	-
Consulting fees		(519,526)	(530,834)
Depreciation, amortisation and impairments		(1,462,856)	(1,688,358)
Employee costs		(27,968,727)	(24,429,001)
Fines and penalties		(71)	-
Hire		(122,642)	(148,973)
Insurance		(282,633)	(293,217)
Lease rentals on operating lease		(7,516,063)	(6,528,567)
Leasehold expenses		(144,921)	(63,621)
Legal expenses		(64,856)	(23,075)
Motor vehicle expenses		(27,922)	(23,180)
Postage		(20,687)	(40,877)
Printing and stationary		(375,778)	(410,237)
Professional development		(10,530,846)	(10,385,063)
Publicity and communications		(1,316,560)	(545,707)
Registration costs		(393,505)	(295,659)
Repairs and Maintenance		(221,407)	(63,145)
Research		(669,859)	(73,115)
Security		(27,046)	(426,312)
Staff Welfare		(113,228)	(155,568)
Subscriptions		(421,145)	(370,168)
Telephone and Fax		(619,471)	(788,840)
Training		(125,170)	(69,838)
Travel - local		(3,730,365)	(2,618,483)
Utilities		(1,196,907)	(1,727,889)
		(61,433,019)	(53,165,653)

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