

ANNUAL PERFORMANCE PLAN FOR 2026/27

“Year 2 of the 2025-2030 Strategic Period”



S A C E

South African Council for Educators

Towards Excellence in Education

Executive Authority

The 2026/27 financial year marks the second year in the implementation of the South African Council for Educators' (SACE) 2025–2030 Strategic Plan. Established in terms of the South African Council for Educators Act, 31 of 2000, SACE is entrusted with the vital responsibility of fostering a capable, ethical, and developmental teaching profession in its professionalisation process. This mandate is advanced through the registration of fit-to-practice educators, the promotion of continuing professional development, and the protection and maintenance of the professional and ethical standards.

As a Schedule 3A Public Entity, SACE reports to the Minister of Basic Education in line with the Public Finance Management Act 1 of 1999. Its strategic plan is firmly aligned with national priorities, drawing on the National Development Plan, the Medium-Term Strategic Framework, and sectoral strategies and priorities. It further reflects Service Delivery Agreements, broad strategic outcomes, and long-term government commitments to ensure coherence and impact.

The 2025/26 Annual Performance Plan (APP) outlined key deliverables that continue to be implemented with diligence and determination. It is essential that all stakeholders and social partners in the education sector remain steadfast in their collaboration to ensure the full realisation of the SACE strategy.

As the Executive Authority, I reaffirm my unwavering commitment to supporting and overseeing the successful implementation of the 2026/27 APP. Together, we will strengthen the teaching profession as the cornerstone of quality education and sustainable national development.



Hon Siviwe Gwarube, MP

Executive Authority: Department of Basic Education

Accounting Authority Statement

In 2024, the Accounting Authority (referred to as the Council in the SACE Act) led the development of the entity's 2025–2030 Strategic Plan, which defines the strategic objectives and priorities for the next five years. This process was deliberately aligned with the priorities of the 7th Administration, the basic education sector, and the final phase of achieving the National Development Plan (NDP) 2030 vision. In doing so, SACE has ensured that its Strategic Plan and Annual Performance Plan (APP) are not only institutionally responsive but also contribute meaningfully to government-wide imperatives.

It should be noted that the term of the Accounting Authority ended on 31 July 2025. The procedures for nominating, vetting, appointing, inaugurating, and publishing the names of the new Accounting Authority are currently in progress, overseen by the Executive Authority. The incoming Accounting Authority will be responsible for concluding the SACE review and repositioning project, along with related consultative processes initiated in 2024.

The objective of this review and repositioning is to address legislative gaps within the SACE Act, refine SACE's regulatory framework, and enhance its effectiveness in advancing the professionalisation of the teaching profession. By repositioning itself as a leading authority in education, SACE aims to ensure quality investments in educators, uphold the status, dignity, and prestige of the profession, thereby contributing to the transformation of the education system. When educators are respected, supported, and empowered, they are better equipped to focus on their core responsibilities: transforming education and shaping future generations.

Moreover, SACE carries a profound responsibility to safeguard the interests of the public and children in schools. In the year ahead, the entity will intensify its efforts to ensure that justice is not delayed, by processing reported ethical misconduct cases more swiftly and addressing the backlog often caused by resource constraints and lengthy case management procedures. While the protection of children's welfare and the paramountcy principle remain central to SACE's mandate, the organisation also recognises the need to protect educators from violence and indignity. Thus, efforts will be heightened to balance the rights and safety of both learners and educators.

To support the key goal of foundational learning, professionalising Early Childhood Development (ECD) will stay a top priority for SACE. This includes improving professional registration for qualified practitioners, endorsing high-quality ECD professional development programmes, and approving

providers that meet SACE's professional teaching standards. Additionally, SACE will start working on resolving legislative gaps related to its role in ECD professionalisation.

At the same time, the organisation must deliver on the 2025–2030 Strategic Plan and the 2026/27 APP efficiently and effectively. To achieve this, SACE will place strong emphasis on the integration of ICT strategy and enhanced digital technologies as enablers of service delivery, accountability, and efficiency. Digital transformation will be central to modernising case management, professional registration, and stakeholder engagement. However, technology alone is insufficient. The successful delivery of the APP will depend equally on the capability, competence, and professionalism of human resources within the organisation. Building and sustaining a workforce that is digitally literate, strategically agile, and committed to excellence will be critical to ensuring that the APP is implemented with precision and impact.

It is equally essential for the incoming Accounting Authority to address the persistent financial sustainability issues facing SACE. Establishing a sustainable funding model will safeguard the organisation's future and ensure uninterrupted service delivery to educators.



Ms Ella Mokgalane

SACE: Acting Chairperson of Council

Accounting Officer Statement

The 2026/27 Annual Performance Plan (APP) represents the second year of implementing the 2025–2030 Strategic Plan. It builds on the strategic objectives and priorities articulated by the Chairperson of the Accounting Authority and reflects our commitment to delivering the mandate of the South African Council for Educators (SACE) with efficiency, accountability, and impact. In October 2025, the entity convened its annual performance and resource planning session to ensure that the outputs and performance indicator targets set for the year are achievable within the available resources. This APP is structured around five programmes, reflected below, each designed to advance the outcomes of the Strategic Plan and contribute to the overarching impact statement: enhancing public confidence in the credibility of the teaching profession. Together, these programmes demonstrate our determination to professionalise teaching, safeguard ethical and professional teaching standards, and support the professional growth of educators.

Programme 1, Administration, provides the organisational backbone for our work. It strengthens governance effectiveness, planning, monitoring, evaluation, reporting, and audit systems to ensure accountability and transparency. It enhances human resource management and embeds a robust performance management system, while integrating and modernising ICT systems and infrastructure to support efficiency and innovation. The Programme's advocacy, stakeholder engagement, and communication, enhances transparency and public confidence in the profession. It promotes awareness of professional standards, ethical conduct, dignity of teachers, teaching as a profession, SACE image. In doing so, it strengthens stakeholder relations through advocacy campaigns and community outreach and improves communication channels to ensure responsiveness to stakeholder concerns. These functions ensure that SACE operates as a high-performing, well-governed institution capable of delivering on its mandate.

Programme 2, Professional Registration, Induction, and Certification, continues to drive the professionalisation of the teaching profession (including Grade R) that is underpinned by the professional teaching standards. This process also includes Early Childhood Care Education. It ensures that only genuinely qualified school educators, college lecturers and ECD practitioners, whose conduct has been vetted for fitness-to-practice, are admitted into the profession. In responding to the registration turnaround time challenges, we will that fit-to-practice registrants are assessed and issued differentiated certificates within 30 days. This efficiency builds trust among educators and other registrants, strengthens

compliance with registration standards, and enhances the credibility of the teaching profession. Ultimately, timely certification contributes to the professionalisation of teaching, safer learning environments, and greater public confidence in South Africa's education system.

Furthermore, the registration enforcement measures will be strengthened through monitoring unregistered educators, lecturers and practitioners in schools, colleges and centres where professional registration is a prerequisite for employment. To measure progress, we will also track indicators: the percentage of new educators registered and inducted, the percentage of fit-to-practice registrants issued with differentiated certificates within 30 days of registration, and the percentage of inducted educators demonstrating compliance with professional standards. These indicators ensure that registration, induction, and certification processes are efficient, credible, and aligned to professional ethics. Again, the Programme will measure the total number of Higher Education Institutions (HEIs) that receive formal support from SACE in implementing, integrating, or promoting the Code of Professional Ethics for student teachers during the financial year. Support will, amongst others, include outreach, capacity building and orientation sessions; technical guidance and support; and collaborative development activities. This will directly support professionalisation of teaching by embedding ethics early in teacher education.

Programme 3, Ethical Standards and Professional Conduct is elevated as a flagship initiative. It reinforces the integrity of the teaching profession by upholding the ethical standards enshrined in the SACE Code of Professional Ethics. Drawing on lessons from misconduct cases, investigations, and disciplinary hearings, the Code and related procedures will be reviewed through a collaborative, multi-stakeholder process. This programme will also intensify efforts to reduce rollover cases and increase the proportion of new complaints investigated and finalised, thereby strengthening public trust in the profession. Critically, the APP embeds mandatory reporting obligations as follows: (a) all sanctioned sexual misconduct cases will be reported to the South African Police Service (SAPS) for further criminal investigation, possible conviction and inclusion in the Department of Justice and Constitutional Development (DOJC); and (b) all other forms of misconduct involving child protection concerns will be reported to the Department of Social Development (DSD) in line with statutory requirements. This ensures that disciplinary processes are not only internally enforced but also escalated to the appropriate authorities for legal and social protection interventions.

Programme 4, Professional Development, Quality Management and assurance, is our second flagship initiative. It supports lifelong learning and professional growth while directly influencing classroom practice and learner achievement. Therefore, amongst others, the Programme measures the total number of

educators who receive direct support from SACE on professional matters (such as code of ethics, professional teaching standards, women in leadership and management, teachers' safety and security, professional development portfolio, teacher colloquiums, digital teaching and learning or compliance issues) in selected districts during the financial year. This ensures educators receive guidance and support on professional matters, strengthening accountability and professional growth. Also, by accrediting, regulating, and assuring the quality of professional development activities, SACE ensures that educators engage in programmes that are credible, relevant, and impactful. This quality assurance function safeguards the integrity of professional development and positions CPTD as a strategic lever for raising teaching standards and improving learner outcomes.

Programme 5, Research, Policy Coordination, positions SACE as a thought leader in education. Through evidence-based research, policy briefs, and advisory reports, we inform national education policy and strengthen the teaching profession. Collaborative partnerships with academic institutions, government departments, and civil society ensure that research outputs are practical, relevant, and impactful.

By elevating Ethical and Professional Teaching Standards and Continuing Professional Teacher Development as flagship initiatives, this APP underscores the twin pillars of professionalisation: ensuring that educators embody the highest ethical and professional standards and benefit from quality-assured professional development. The integration of clear, measurable performance indicators, particularly in Professional Registration, Induction, and Certification, ensures that progress can be tracked, accountability maintained, and impact demonstrated.

This holistic approach, strengthened by mandatory reporting of misconduct cases to SAPS and DSD, guarantees that the teaching profession continues to earn the trust and confidence of the public, thereby fulfilling the overarching impact statement of the Strategic Plan.



Ms Ella Mokgalane

SACE: CEO

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of **The South African Council for Educators** under the guidance of the **Department of Basic Education and Council Structures**.
- Takes into account all the relevant policies, legislation and other mandates for which the **South African Council for Educators** is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs that the **South African Council for Educators** will endeavour to achieve over the period of **2026/27**.



Signature: _____

Ms Tuzana Sophethe: Head official responsible for Planning



Signature: _____

Mr Morris Mapindani: Chief Financial Officer



Signature: _____

Ms Yvonne Lechaba: Head Registration, Induction, and Teacher Professionalisation



Signature: _____

Ms Tuzana Sophethe: Acting Head, Ethics and Professional Development



Signature: _____

Ms Ella Mokgalane: Accounting Officer (CEO)

Approved by:



Signature: _____

Ms Ella Mokgalane: Acting Accounting Authority

Approved by:



Signature: _____

Ms Siviwe Gwarube: Executive Authority MP

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LIST OF ABBREVIATIONS AND ACRONYMS

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

Table 1: List of Abbreviations and Acronyms

PART A: OUR MANDATE

1. Updates to the relevant Legislative and Policy mandates

Legislative and Policy Mandates

- **Constitution of the Republic of South Africa (1996):** It is fundamental in promoting the values that are consistent with the basic human rights, as well as ensuring that the child's welfare is paramount when making decisions about their lives.
- **SACE Act, 2000 (Act no. 31 of 2000 as amended):** It mandates SACE to provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards.
- **National Development Plan 2030-Our Future make it work (2009):** It outlines the responsibility for SACE and states that the department, schools and professional bodies should be involved in organising and delivering teacher development activities. On completion of the course or professional development activities, teachers should earn points towards meeting the continuing Professional Teacher Development requirements of the South African Council for Educators.
- **NQF Act, 2008 (Act no. 67 of 2008):** As a professional body, SACE should work collaboratively with all the quality councils and ensure that it is recognised by the South African Qualifications Authority (SAQA).
- **NQF Amendment Act of 2019:** The Act established a structured framework for evaluating qualifications obtained from foreign educational institutions and maintaining a dedicated register to document misrepresented or fraudulent qualifications. SACE as a professional body needs to accept foreign qualifications that are evaluated by SAQA and submit the misrepresented or fraudulent qualifications if submitted by applicants.
- **Employment of Educators Act, 1998 (Act no. 76 of 1998):** It regulates the employment of educators and has implications for SACE in relation to issues of educator misconduct and the reporting thereof by the employers of educators.
- **South African Schools Act 84 of 1996:** to provide for a uniform system for the organisation, governance and funding of schools to amend and repeal certain laws relating to school and to provide to provide for matters connected therewith.
- **South African Schools Act, 1996 (Act 84 of 1996 as amended by the Basic Education Laws amendment act 32 of 2024).** According to the Department of basic Education (DBE), the Bela Act focuses primarily on administrative and management processes” at the school

level.

- **Continuing Education and Training Act, 2006 (ACT NO. 16 OF 2006): regulates further education and training in South Africa.** It also establishes and funds public technical and vocational education and training colleges.
- **The Children's Act, 2005 (Act no. 38 of 2005):** SACE is required to implement the SACE Act and enforce the code of professional ethics in line with the Children's Act, ensuring that the names of the sanctioned educators that are not fit to work with children are recorded there.
- **The Criminal Law (Sexual Offences Act) Amended Act of 2007:** It deals with the legal aspects pertaining to sexual offences and the inclusion of the convicted sex offenders in the National Register for Sex Offenders.
- **The Criminal Law (Sexual Offences and Related Matters) Amendment Act (Amendment Act 13 of 2021)** Expand the scope of the National Register for Sex Offenders (NRSO) to include the particulars of all sex offenders and not only sex offenders against children and persons with disabilities.

Table 2: Legislative and Policy Mandates

2. Updates to institutional policies and strategies

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

Table 3: Institutional Policies and Strategies

3. Updates to relevant Court Rulings

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

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

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

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

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

The CCL took the SACE to court, challenging the sanctions that were imposed upon 2 educators. These cases took place in 2 separate provinces, although the sanctions imposed by different presiding officers were almost similar. One of the cases took place in Gauteng and another one in Limpopo; both matters involved corporal punishment where both educators were found guilty of slapping learners in the 2 respective schools. ETHCOM sanctioned the 2 educators to removal from the register for a period of 10 years and a fine of R15

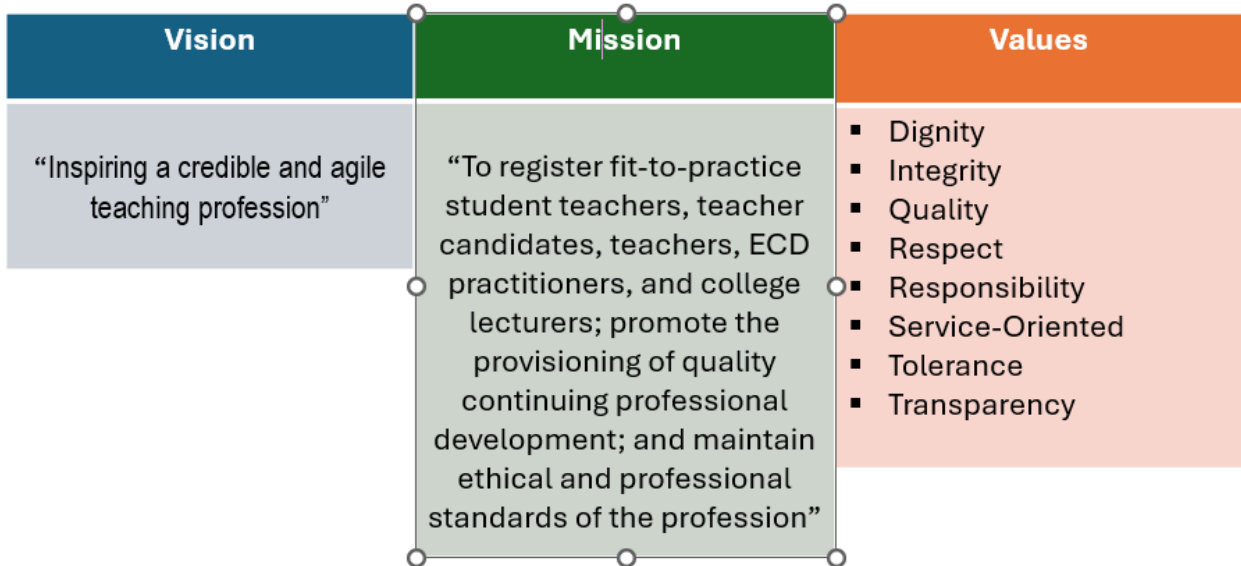
000.00. The fines were in line with the SACE mandatory sanction and within the ambit of Section 5 of the SACE Act. The parents of the learners, through Section 27, an NGO, are challenged the sanctions as being too lenient. On 24 October, SACE received a judgement wherein the judge dismissed the application; instead, the court ordered SACE to consult with the CCL when reviewing its mandatory sanctions to ensure that the interest of the child is catered for when reviewing the sanctions. The court ordered the SACE to pay the costs of the CCL. SACE referred the matter to the Supreme Court of Appeal to contest the order of costs. The decisions and sanctions are remitted to the first respondent for reconsideration to comply with its constitutional obligations to act in the best interests of learners and to consider appropriate rehabilitative sanctions to ensure that the two educators referred to above are assisted and enabled to apply appropriate and non-violent disciplinary measures. SACE lost the case and has been ordered to pay the costs as prescribed.

Table 4: Relevant Court Rulings

PART B: STRATEGIC FOCUS

1. Our Vision, Mission, and Values

SACE is guided by a clear vision, mission, and set of values that define its purpose and commitment to the teaching profession.



2. Updated Situational Analysis

In developing the 2026/27 Annual Performance Plan, SACE undertook a comprehensive situational analysis to inform strategic priorities and interventions. The organisation applied a range of planning tools, including SWOT and PESTEL analyses, to assess both internal capabilities and external environmental factors. This process enabled SACE to identify strengths, weaknesses, opportunities, and threats within the education landscape, while also considering political, economic, social, technological, environmental, and legal dynamics. The outcome provides a holistic understanding of the operating context and ensures that the strategic objectives are responsive, evidence-based, and aligned with the evolving needs of the profession.

2.1. External Environment Analysis

The South African education system is making notable progress, as reflected in the 2025 National Senior Certificate results. The overall pass rate has risen from 87% to 88%, with university entry passes slightly decreasing from 48% to 46%. Additionally, students scoring above 60% in mathematics have grown by 39% since 2017. Despite these improvements, there are concerns about literacy and new challenges related to learner well-being and teachers' mental health. Educational

resources are improving, particularly in infrastructure, but issues remain due to population dynamics and poor facilities management. The production of teachers is also unevenly distributed across universities. The priorities of the Government of National Unity on education are focused on ECD, Foundational Literacy and Numeracy, Inclusive Education, Teacher Development and School Safety and Infrastructure. Only 42% of enrolled children are on track in early learning, with 7% moderately or severely stunted, 56% emotionally ready and for non-enrolled children, 82% are behind in early learning, and 18% are stunted. These figures highlight deep inequalities in access to quality early childhood development, emphasising a need for stronger teacher support, targeted interventions, and systemic reforms within the South African system. After the ECD function shifted from the Department of Social Development to the Department of Basic Education, the mandate of the South African Council for Educators (SACE) has expanded to include professional teaching standards and registration of ECD practitioners. This presents both opportunity and a responsibility to ensure that quality teaching and ethical standards extend from pre-Grade R through Grade 12 and into the Technical and Vocational and Training Sector.

Following the signing and operationalisation of the Basic Education Laws Amendment Act (BELA) in 2024, the Minister of Basic Education in 2025 gazetted the first two sets of regulations of the proposed legislation for public comment concerning school capacity and admissions. The Minister of Basic Education officially appointed members to the National Education and Training Council (NETC), established under the National Education Policy Act of 1996 (NEPA) and its 2009 regulations. The NETC is an independent advisory body (not a decision-making body) to the Minister of Basic Education, focusing on key education policies and reforms. Its primary responsibilities include reviewing the school resourcing model, streamlining assessment and progression requirements, reducing administrative burdens on teachers, and guiding the transition from Early Childhood Care and Education (ECCE) to compulsory Grade R. The council will also work to strengthen mother tongue instruction in the early grades.

2.1.1. South Africa Population

As of 2025, South Africa's population is estimated to be approximately 63.1 million². Most of this population is Black African, accounting for about 51.6 million individuals, constituting 82% of the total population. The white population is estimated to be around 4.5 million, while 5.3 million people identify as coloured, and approximately 1.3 million identify as Indian or Asian. Additionally, 51% of the population is female, whereas 49% is male. Figure 1 below shows that out of a total population

of 63.1 million people, 37.3 million are children (ages 0-14) and youth (ages 15-34). Additionally, 19.2 million are adults (ages 35-59), while 6.6 million are classified as elderly (ages 60 and older)³. The South African education system currently serves 13 527 283 learners across 24 850 public and independent schools, supported by a workforce of 459 993 educators, as seen in Table 14. This demographic profile creates long-term pressure on the education system to accommodate large cohorts of learners entering and progressing each year.

	Public	Independent
Learners	12 785 821	741 462
Educators	412 638	47 355
Schools	22 381	2 469

Table 5: Number of learners, educators, and schools in public and independent

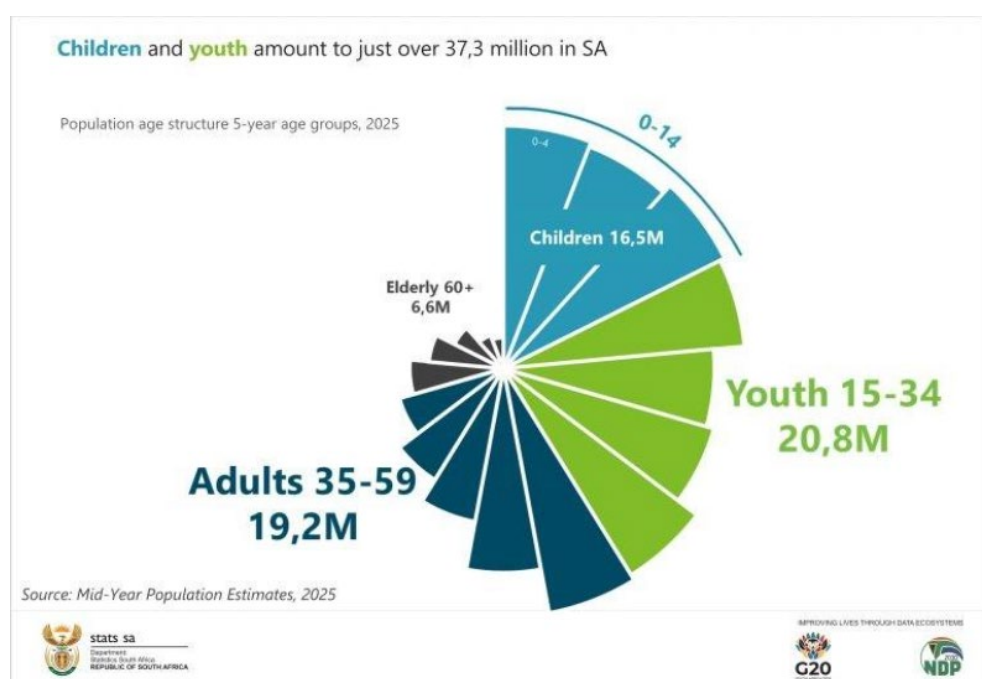


Figure 1: 2025 Mid-Year Population Estimates

Source: Stats SA, 2025

2.1.2. Unemployment rate

South Africa's national unemployment rate is currently 33.2% and evidence is further suggesting that women's unemployment rate equates to 35.9%, while for men it is 31%⁵. This creates a gap of 4.9 percentage points between the unemployment rates of men and women. Additionally, there is a persistent gender imbalance in terms of unemployment, labour force participation, and the sectors in

which men and women are employed. According to Stats SA, in the second quarter of 2025, the official unemployment rate for graduates stood at 12,2%, those with matric stood at 35,2% and those without matric stood at 39,4%⁶. According to the National Recruitment Database of 2025 published by the DBE, over 13,000 qualified teachers are unemployed. According to Stats SA, official youth employment in South Africa is at 46,1% as shown in Figure 3 below, and this includes the expanded youth unemployment rate (including discouraged job seekers), which stood at 62,15%⁷. Notably, some young people have been disengaged from the labour market and are not building on their skills base through education and training; they are not in employment, education, or training (NEET). According to Stats SA, there are about 10,3 million young people aged 15 – 24 years in Q2 of 2025, of which 35,2% were not in employment, education, or training. The persistently high youth unemployment rate and pool of unemployed teachers highlight a structural mismatch between teacher production and labour market absorption. This mismatch risks creating oversupply in some areas while leaving persistent shortages in key subjects such as mathematics, science, and languages and in rural and under-resourced schools. Figure 2 shows that women face consistently higher unemployment rates than men across all education levels. Even when women attain higher education, the gap remains. For instance, women graduates have a 15% unemployment rate, compared to only 8,9% for men, which shows a gap of 6,2% percentage points. This suggests that while education improves employability, it does not eliminate structural gender inequalities in the labour market. Unemployment drops as education levels rise for both men and women, but women remain worse off at every level. With matric, unemployment is 31,7% for men and 39,3% for women, while for another tertiary it falls to 18,3% and 24,6% respectively.

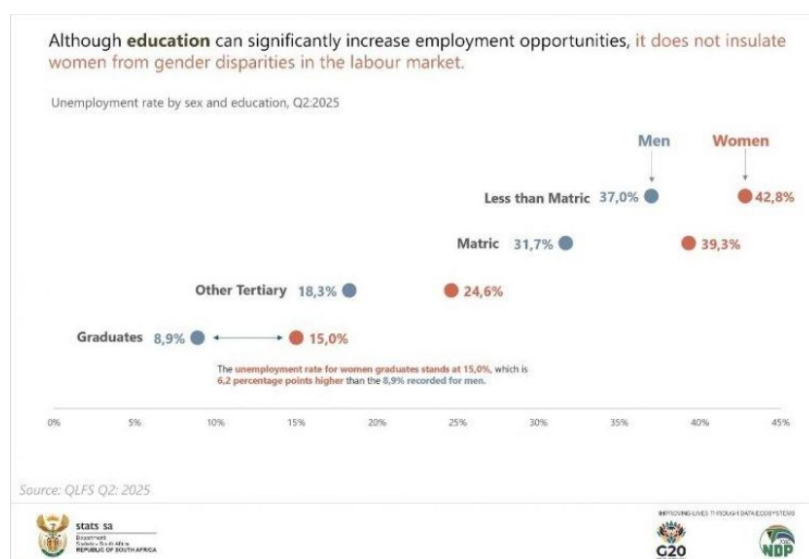


Figure 2: Unemployment rate by sex and education, Q2:2025

Source: Stats SA, 2025.

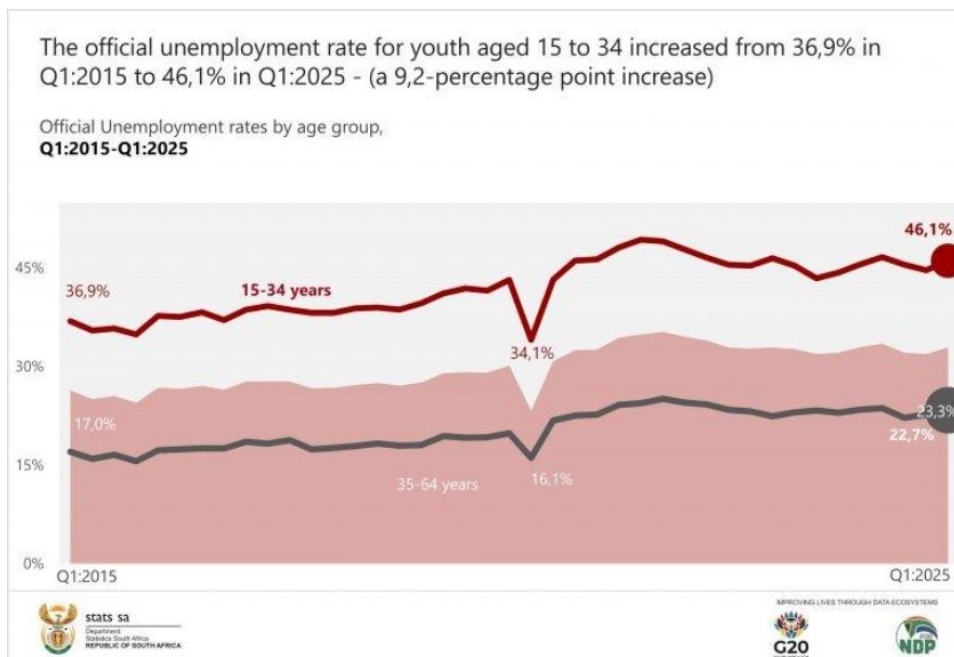


Figure 3: Official Unemployment rates by age group from 2015 to 2025.

Source: Stats SA, 2025

2.1.3. Priorities for Women, Youth and Persons with Disabilities

South Africa's post-apartheid education policy strongly emphasises equity and inclusion for women, youth, and persons with disabilities (PWD). However, historical inequalities persist. Under apartheid, schooling for Black girls and children with disabilities was grossly neglected. Although today virtually all children enter school, gaps remain in outcomes and access. For example, the government's 2001 White Paper 6 on Special Needs Education set an inclusive agenda, but many children with disabilities are still excluded – roughly 10% of children with special needs (age 7–15) were not in school (2009–2024) ¹ as shown in the figure below. Likewise, although women constitute a large majority of teachers, they are underrepresented in leadership positions. Women now make up the majority of the schooling sector's workforce, but leadership remains male-dominated. In 2021, about 70% of South Africa's publicly paid- educators were female and in the SACE workforce, 65,4% are women. For instance, schools still struggle with gender-based challenges: sexual harassment and teenage pregnancy continue to drive girls out of school or endanger female educators' safety.

¹ Statistics South Africa. 2025. Child Protection Week 2025: Spotlight on Education Access for Children with Special Needs

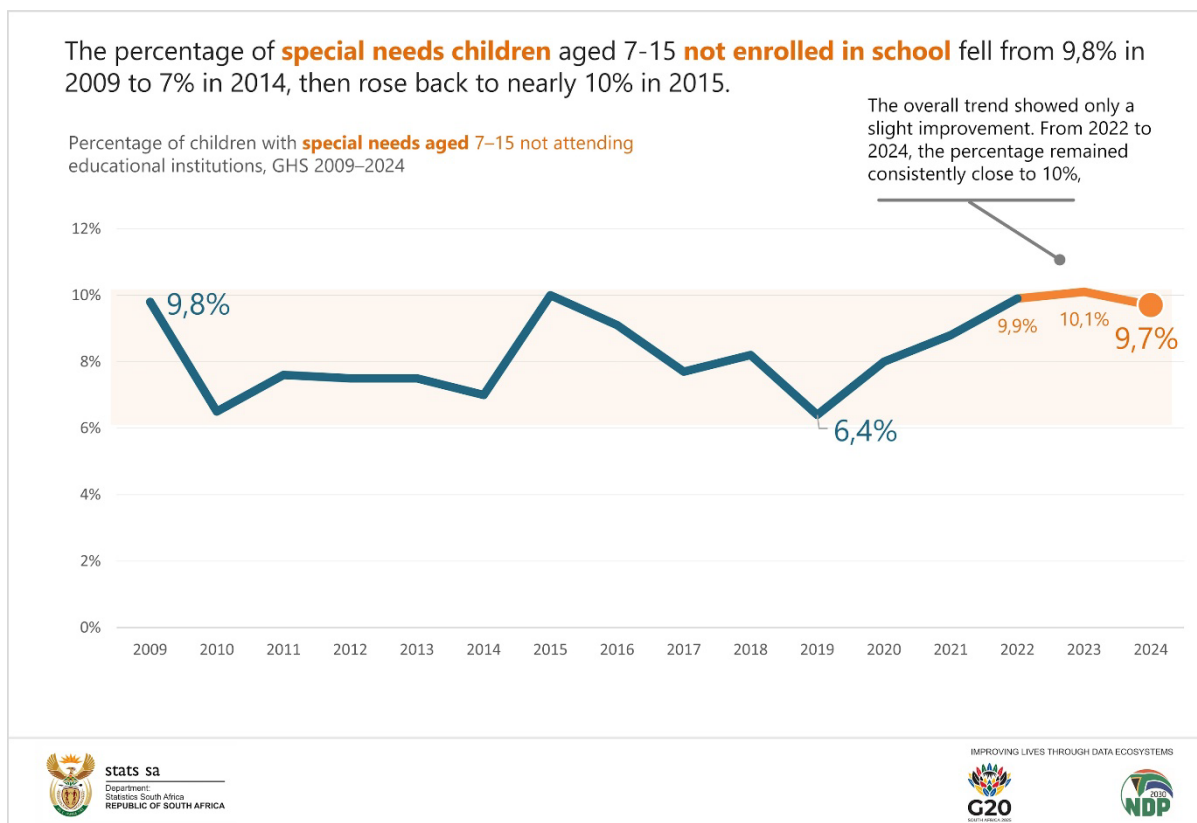


Figure 4; Percentage of special needs aged 7-15 not enrolled in schools.

Women are underrepresented in management and subject-specialist roles. Social barriers (gender norms, sexual harassment, safety) hinder both female learners and educators. Even where policies exist, enforcement is uneven: for example, analyses note that men’s preferential promotion “has remained firmly entrenched” South African law mandates 50% female representation in public employment (Employment Equity Act), and DBE has gender equity guidelines (e.g. a Gender Equality Policy Framework). SACE’s equity strategy disaggregates data by gender and prioritises women’s leadership. Inclusion of learners and teachers with disabilities is a top national priority, but also a persistent challenge. Under apartheid, schooling was racialised and segregated; the few well-resourced special schools served white children, while non-white children with disabilities often had no access. Today, South Africa’s constitution and policy guarantee education for all, and the Education White Paper 6 of 2001 commits to inclusive schooling. Nevertheless, many children with disabilities remain- excluded. Recent national surveys show that about 10% of children with special needs (ages 7–15) do not attend school². South Africa has 554

² Statistics South Africa. 2025. Child Protection Week 2025: Spotlight on Education Access for Children with Special Needs

public special schools (172,131 enrolled) and only a few full-service (inclusive) schools³. The evidence shows that national education priorities for 2026/27 must include targeted measures for these groups. For women, bridging the principalship gap and ensuring safe, equitable school environments are key. For youth, sustaining teacher supply (through bursaries and training) and aligning curricula with youth employment skills are urgent priorities. For PWD, the priority is clear: scale up inclusive education, more full-service schools, accessible facilities, and teacher support, so that no child with a disability is left out.

2.1.4. Pestel Analysis

Political Factors	<ul style="list-style-type: none"> Sufficient willingness for support by government departments The community and municipality’s hostile attitude towards schools The transfer of ECD from DSD to DBE impacts SACE's operational mandate and diversifies its scope of operation. The varying opinions from political parties over the understanding of the SACE mandate may pose disagreements on what SACE stands for.
Economic Factors	<ul style="list-style-type: none"> Insufficient budget, unable to fully execute the SACE mandate. Reduction of budget leading to overcrowding/teacher shortages in classrooms and impacting the Psychosocial and mental wellness of teachers. The funding model for endorsed teacher development programmes
Social Factors	<ul style="list-style-type: none"> Misconceptions and misunderstandings about the roles of SACE by the communities High levels of violence at home filter to schools Child-headed households impacting on schools. The imbalances between urban and rural areas still exist, where the urban areas benefit more
Technological Factors	<ul style="list-style-type: none"> Cyber-attacks and hacking of the ICT systems Outdated ICT systems. Achievement of a 100% implementation rate for the online registration system will enhance service delivery and improve the registration process. The changes in technology and the use of generative AI negatively impact teacher development. The use of social media is aimed at increasing SACE coverage and visibility.
Environmental Factors	<ul style="list-style-type: none"> Go green 100% paperless (online registration) Climate change and increasing patterns of weather are having an impact on teaching and learning.

³ Statistics South Africa. 2025. Child Protection Week 2025: Spotlight on Education Access for Children with Special Needs

	<ul style="list-style-type: none"> • Power and water outages, impacting the servicing teachers in different SACE provincial offices
Legal Factors	<ul style="list-style-type: none"> • The amendment of the SASA Act 2024 has an impact on the case management system. • Litigations in relation to registrations (threats to sue for non-registration) • Teachers not having teaching qualifications and thus teaching illegally. • Litigations in relation to outcomes of sanctions awarded.

Table 6: PESTEL Analysis

2.2. Internal Environment Analysis

As part of the 2026/27 Annual Performance Plan, SACE undertook an internal environment analysis to reflect on its organisational capacity and readiness to deliver on its mandate. This process focused on identifying institutional strengths and weaknesses across core functions, resources, systems, and human capital. The analysis provides insights into areas of resilience that support effective performance, while also highlighting internal challenges that require strategic interventions to enhance efficiency and impact.

2.2.1. Theory of change

Problem statement	SACE has comprehensive legislative instruments, tools, and policies; however, it continues experiencing systemic operational challenges, including limited public awareness and trust, weak inter-institutional coordination, inconsistent enforcement of professional standards, resource constraints, and compromised quality assurance.
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Inputs	Activities	Outputs	Outcome	Impact
<ul style="list-style-type: none"> ▪ Partnerships (DBE, DHET, HEI's, Unions, Councils) ▪ Financial & ICT resources ▪ Skilled staff ▪ Updated regulatory and policy frameworks. 	<ul style="list-style-type: none"> ▪ Awareness campaigns and stakeholder engagements ▪ Strengthen collaboration (Ethics, Legal, IT) Implement online platforms. 	<ul style="list-style-type: none"> ▪ Fit-to-teach educators. ▪ Monitored unregistered educators. ▪ Implemented ECD professionalisation framework- Implemented teacher professionalisation path. ▪ IT systems developed and operationalised. ▪ educators satisfied with CPD programmes. ▪ research outputs published. 	<ul style="list-style-type: none"> ▪ Fit-to-teach educators. ▪ Monitored unregistered educators. ▪ Implemented ECD professionalisation framework- Implemented teacher professionalisation path. ▪ Strengthened professional standards and ethics. ▪ Improved evidence-based advisory role to the sector ▪ Increased stakeholder trust and accountability 	Enhanced public confidence in the credibility, ethics, and professionalism of the teaching profession in South Africa.
Assumptions		Context consideration		
<ul style="list-style-type: none"> ▪ Membership affiliation will happen seamlessly. ▪ a strengthened collaboration with all key stakeholders. ▪ Improved council resources 		<ul style="list-style-type: none"> ▪ Legislative mandate ▪ NDP 2030 ▪ SPI Priorities ▪ 7th administration Priorities ▪ State of the economy of South Africa ▪ Medium Term Development Plan (MTDP) 		

Table 7: Theory of Change

2.2.2. Administration

- **Corporate services**

The Organization is undergoing a Review and Repositioning Process aimed at restructuring and positioning the institution at the centre of education transformation and contributing to the redefinition of the education landscape both nationally and internationally. The delay in finalising this process has resulted in strategic positions remaining vacant, which hinders the achievement of the set strategic objectives. To address this, the Council has resolved to fill vacant positions in line with the current Organisational Structure while continuing to consult stakeholders on the review and restructuring process. This approach is intended to stabilise the organisation and support progress towards the strategic objectives, while the finalisation of the review process will lead to the adoption of a revised Organisational Structure.

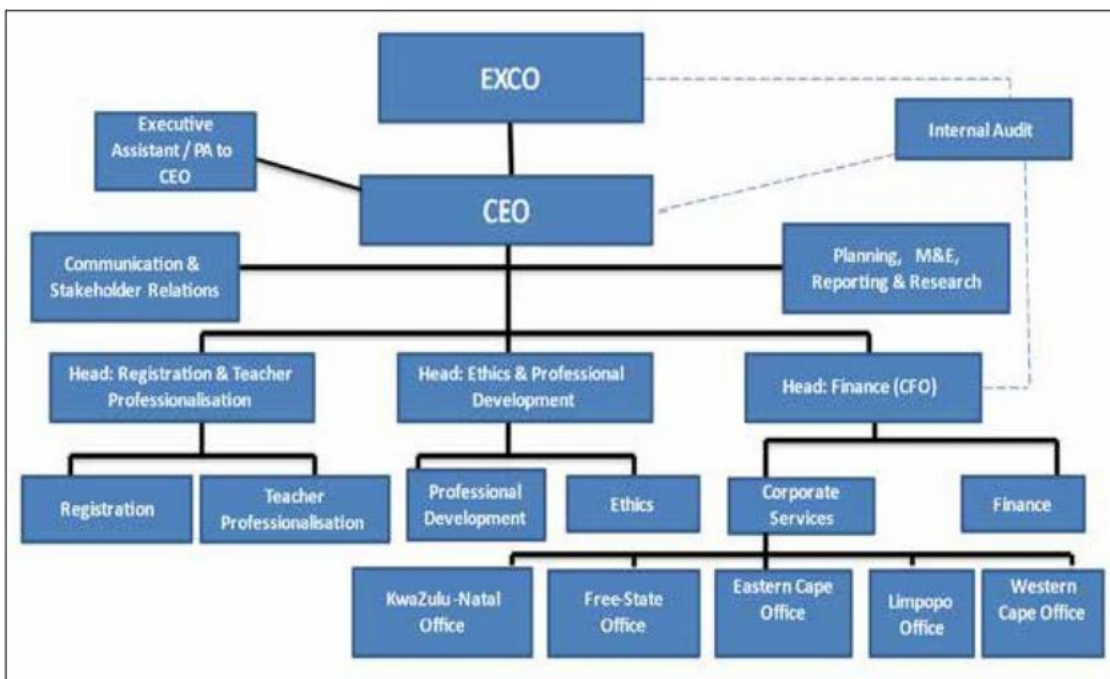


Figure 5: Approved organisational structure.

- **Staff Complement**

SACE has a staff complement of about 118 permanently appointed employees and fluctuating temporary staff of about 40 -46 contract employees.

Around 2023, the Council conceptualised a review and repositioning project intended to change the role of the organization, strengthen its governance, and enhance its strategic focus on professionalising the teaching profession. The process will ultimately affect the Organisational Structure and therefore this created a need for Organisational Restructuring.

It was against the above background that all vacant posts were frozen to allow Organisational Restructuring to take place. This created a vacuum in which most of both strategic and administrative positions were not filled.

The most affected division was the Ethics and Professional Development (PD) which were left without senior manager for a long period and lacked strategic directives and interventions. The impact was further affected by the vacancy of both PD Manager and Ethics Manager which remain vacant to date.

A decision was taken to appoint managers on acting basis to provide some element of both strategic and administrative directives and interventions. All managerial Positions in PD and Ethics are appointed on acting basis until the Council finalises its Organisational Restructuring and Job Evaluation Process informed by Review and Repositioning.

Noting the negative impact, the freezing of posts, the Council took a decision to fill vacant positions covered in the existing Organogram (Organisational Structure) in 2024 and most of the vacant posts as indicated in the attached annexure (Advert) were advertised in started to be filled around November 2024 and mostly in July 2025. The Institution is still in the process of filling some of such positions and positions that were created thereafter. It is against the above background, that we established the performance indicator of filling the vacant positions within 90 days, in order to track Organisational performance in that regard.

It should be noted that the organization operated mostly with five years temporary contracts especially in Provincial Offices. Most of these positions lapsed in 2024/25 and were re-advertised for another five years contracts.

The current Staff complement stands at 118 inclusive of Provincial Coordinators and temporary contract employees (Provincial Offices) and the number of vacant positions is about 15(fifteen).

- ***Vacancy Rate***

The vacancy rate is commonly used to calculate the extent of vacant positions against the existing staff complement. It gives an indication on demand and supply of employees and that a low vacancy rate implies that the organization has few positions to fill and can discharge its responsibilities with sufficient staff complement. High vacancy rate implies the organization has more vacant positions and the organization may not be able to discharge its responsibilities as a result of a low number of staff complement. It is usually calculated by dividing vacant posts by existing posts multiplied by hundred, and it gives the percentage of the vacancy rate.

The current Council vacancy rate is 12 % and outside the generally acceptable norm of 3% to 7% depending on various industries. The vacancy rate further reflects the pace at which the organisation fills

its positions and may reflect the bottlenecks and impact of recruitment strategies and processes on productivity and on achieving strategic outcomes, as well as Organisational talent gaps and hiring decision-making.

- ***The High Vacancy rate commonly reflects the following factors:***
 - Slow recruitment process
 - Shortage of qualified candidates
 - Uncompetitive compensation packages
 - Slow Management decision on recruitment and selection
 - Unclear and not well-defined Recruitment Standards
 - High Employee turnover
- ***Possible Strategies to overcome the high Vacancy rate:***
 - Expedited recruitment process
 - Competitive Compensation packages
 - Expedited Recruitment and Management Decision-making
 - Leverage HR Technology in recruitment.
 - Improve internal mobility programmes to help fill roles from within
- ***Employee Skills Development Interventions:***

The organisation achieved above 80 % of its performance target in the last financial year (2024/25), implying that more than 80 employees were provided with skills interventions that help them to perform their duties much better, thereby positively impacting performance.

Two forms of Skills intervention are provided in the form of own-initiated Formal studies and training programmes conducted based on the needs as identified in the Skills Development Plan recommended by the Skills Development Committee.

Funding is provided to the employees for own own-initiated studies and funds training interventions identified by the employer.

Three ways are utilised to identify training needs, which are finally included in the skills plan on an annual basis, and these include the following:

- Skills and training needs identified through Performance Growth Plans from the Performance Evaluation System
- Training needs identified from divisions.

- Organisational needs of strategic nature identified from the job evaluation, skills audits and similar methods.

2.2.3. Professional Registration, Induction, and Certification Programme (PRIC)

The PRIC Division operate from a position of strength, underpinned by its established statutory authority and clear legislative mandate through the SACE Act. The Division benefits from existing infrastructure, including teacher registration systems and well-developed relationships with key education stakeholders. Its professional expertise is further enhanced by experienced staff with deep knowledge of the South African education context and awareness of international best practices. In addition, the Division enjoys strong stakeholder recognition, supported by its partnerships with higher education institutions and the Department of Basic Education, as well as established quality assurance mechanisms such as the Teacher Verification System.

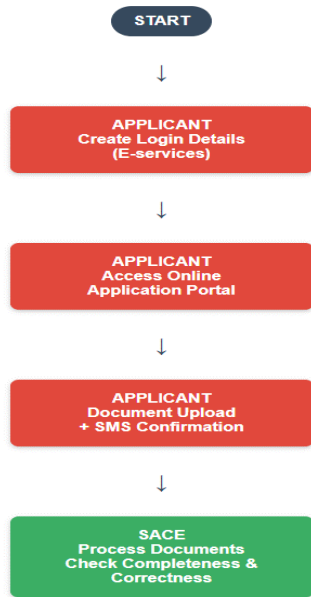
Despite these strengths, the Division continues to face several internal challenges. Resource constraints, both financial and human, limit the ability to fully implement programmes at the required scale. Skills gaps, particularly in specialised assessment development, hinder the expansion of professional certification initiatives. Communication challenges, such as language barriers and limited reach to rural and remote practitioners, constrain equitable access to services.

Furthermore, fragmented information systems, poor integration between databases, and inconsistent data collection practices undermine the efficiency and reliability of processes. These internal weaknesses highlight the need for targeted interventions to strengthen institutional capacity, improve system integration, and extend service delivery to all educators across the country.

- **Online Registration System Process Flow (Service Delivery Model)**

**Process Summary: Key Possible Outcome:
Decision Points**

<p><i>Document completeness and correctness verification.</i></p> <p><i>Criminal record clearance assessment</i></p> <p><i>"Fit to Teach" evaluation (when applicable)</i></p> <p><i>Finance cleared.</i></p>	<p>Registration approved and certificate/letter issued.</p> <p>Application rejected due to documentation issues.</p> <p>Application declined after "Fit to Teach" assessment.</p> <p>-Appeal process initiated and resolved, and final -decision will determine whether there will be registration or rejection.</p>
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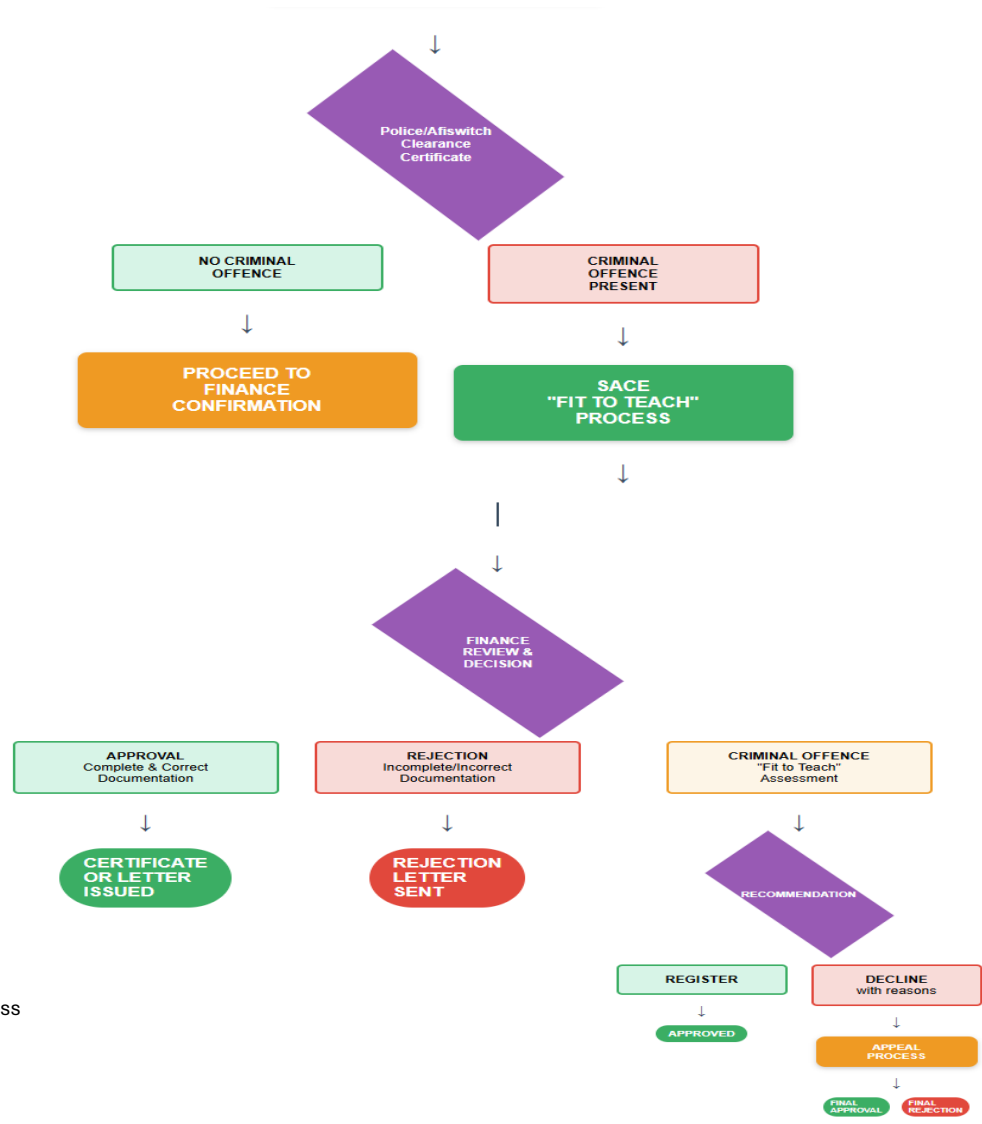


Figure 6: Registration Process

2.2.4. Ethical Standards

The Ethics and Legal Division operates within a structured case management process that governs the handling of educator misconduct from the lodging of complaints through investigation, disciplinary hearings, appeals, and the implementation of sanctions. Internally, the effectiveness of this process is influenced by the availability of skilled personnel, panellists, and administrative capacity to assess complaints, conduct investigations, and finalise cases within prescribed timeframes. Capacity constraints and high caseloads may impact the speed at which cases progress through the various stages of the disciplinary process.

Externally, the division's performance is influenced by the quality and timeliness of complaints received, cooperation from complainants, witnesses, and educators, as well as coordination with external stakeholders such as the Department of Basic Education, the South African Police Service, and the Department of Social Development.

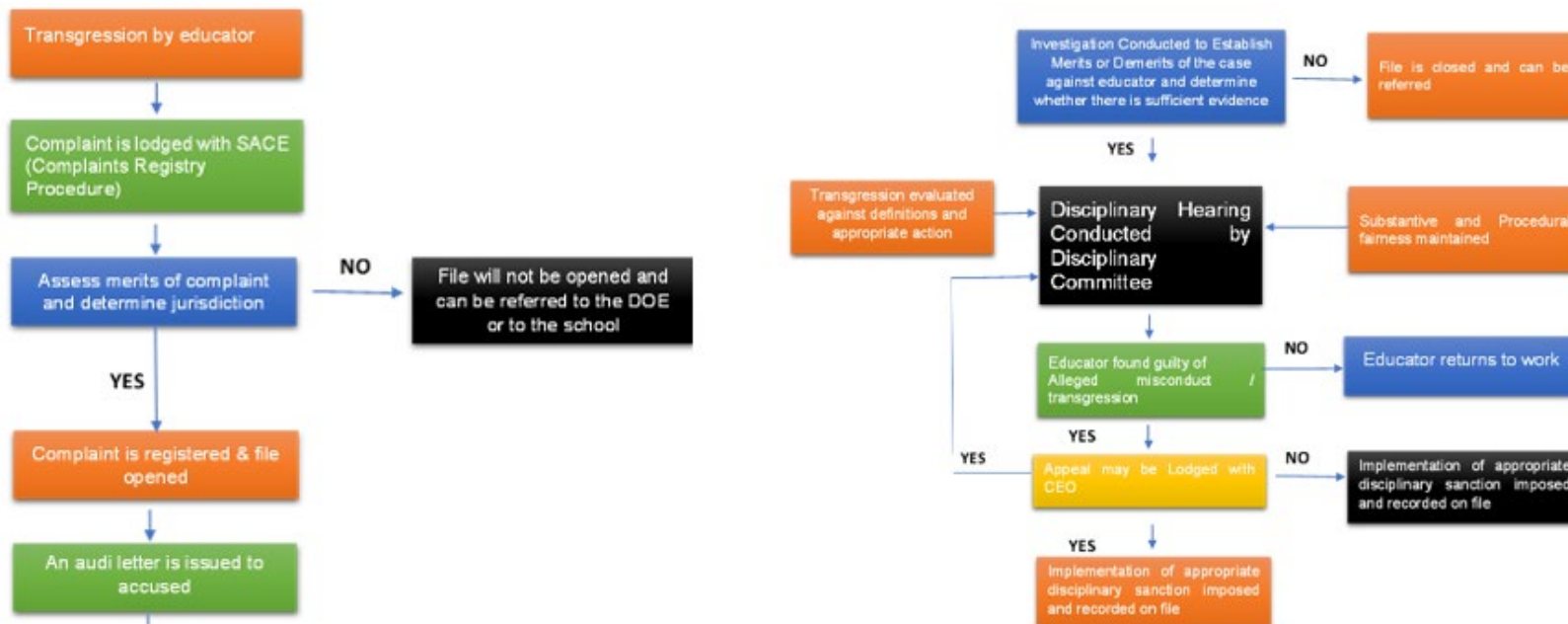


Figure 7: Ethical standard process flow

2.2.5. Professional Development, Quality Management and Assessment (PDQMA)

The PDQMA programme is anchored on a holistic model of continuing professional development and learning. This model positions professional development at its core, supported by complementary elements including teacher development, in-service training, skills development, staff and human resource development, leadership development, continuing education, and capacity building. Together, these elements create a comprehensive framework that enhances educator competence and ensures sustained professional growth. The model serves as both a service delivery framework and a conceptual guide for strengthening the impact of professional development initiatives across the education sector.

The division is currently experiencing capacity constraints, particularly in relation to human resources. The existing workload is substantial, yet several key positions—including provincial coordinators—remain vacant, limiting the division's operational efficiency. Within the Quality Management subdivision, staff are tasked with processing large volumes of provider applications, which require significant administrative and storage capacity. These internal limitations impact the speed and efficiency of service delivery and the division's ability to fully implement its professional development agenda.

The division's operations are influenced by broader sectoral and regulatory environments. These include compliance requirements for educator professionalisation, adherence to national standards and policies, and coordination with external training providers. The volume and diversity of external submissions, alongside evolving policy frameworks, place additional demands on the division's capacity and workflow management.

Collectively, these internal and external factors shape the planning, prioritisation, and execution of PDQMA's initiatives, highlighting the need for targeted resource allocation, capacity building, and streamlined processes to achieve optimal outcomes in professional development and quality assurance.

2.2.6. Research and Policy Coordination

The Research and Policy Coordination Unit continues to play a crucial role in supporting the SACE's mandate through evidence-based policy development and strategic research initiatives. Over the past financial year, the unit has made significant progress in establishing itself as a knowledge hub within SACE. It has contributed to policy discussions through practitioner-based research and has strengthened stakeholder engagement. However, there is still room for improvement in integrating research outputs into operational planning and policy formulation. The unit faces ongoing capacity challenges, particularly regarding human and financial resources. While the current team has relevant expertise, the volume and complexity of research demands exceed their capabilities. This has led to delays in project execution and has limited the scope of longitudinal and impact studies. Additionally, the absence of a centralised and

integrated data management system continues to impede efficient access to practitioner data, which is critical for informing policy and professional development strategies.

Despite these challenges, the unit has shown resilience and innovation. It has formed strategic partnerships with academic institutions and educational stakeholders to expand the reach and relevance of its research. Internally, efforts are being made to enhance interdepartmental collaboration, ensuring that research priorities align with Council programs and national frameworks such as the National Development Plan (NDP) and the Medium-Term Strategic Framework (MTSF). The unit is also exploring digital tools and platforms to improve data collection, analysis, and dissemination, which will enable more agile and responsive policy development. Looking ahead, the Research and Policy Coordination Unit will focus on strengthening its internal systems, building capacity through targeted recruitment and professional development, and institutionalising a culture of research-informed practice. These efforts are essential for positioning SACE as a proactive contributor to education policy and ensuring that its interventions are grounded in robust evidence and stakeholder insights.

2.2.7. Stakeholder Analysis

STAKEHOLDER	ROLES RELATED TO THE STRATEGY	FUNDING AVAILABILITY	CAPACITY AVAILABILITY
Educators, ECD Practitioners, Student Teachers /Office-Based Educators	Registration with SACE Employment of SACE Registered educators: Responsibility: Compliance with SACE requirements	Limited	Limited
Schools & SGBs	Ensure compliance with SACE in terms of Section 21 of the SACE Act	Yes	Limited
Teacher Unions	Creating awareness and capacitating their member	Limited	Yes
Quality Councils (Umalusi, QCTO, CHE)	Ensure collaboration with SACE that will inform who will be registered in line with SACE registration requirements collaboration will inform qualifications that will enable student teachers to be registered. Verification of Matric certificate Verification of SACE registration documentation to inform accreditation of the independent schools	No	Limited

Dean's Forum	Ensure that the PTS are embedded in their curriculum	N/A	
Government National and Provincial Departments	<p>Verification of SA ID Documents and Foreign documents</p> <p>Verification of educator qualifications to inform registration -authenticity of qualifications (PGCE issues included)</p> <p>Declaration of Critical Skills to enable SACE to declare critical skills holders.</p> <p>Verification of educator qualifications to inform registration -authenticity of qualifications (PGCE issues included). Align policies with</p>	Limited	Limited
International Bodies	Teacher Migration protocols – offering of letters of good standing from council to council	Yes	Yes

Table 8: Stakeholder Analysis

2.2.8. SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ▪ Availability of Policies ▪ Functional Council ▪ Advocate teacher development programmes. ▪ Collaboration with stakeholders ▪ Delivering solutions to the problems teachers come across in the profession through research. ▪ Established a statutory authority to regulate the teaching profession. ▪ Clear legislative mandate through the SACE Act ▪ Existing teacher registration systems ▪ Established relationships with education stakeholders. ▪ Understanding of the South African education context ▪ Knowledge of international best practices ▪ Established partnerships with education 	<ul style="list-style-type: none"> ▪ Weak to no control measures that ensure that an individual returning to the system makes use of old certificates without going through proper re-registration processes. ▪ Lack of enforcement of the SACE Act across all mandates. ▪ Vacant positions not being filled for more than 12 months. ▪ Limited financial resources for comprehensive implementation ▪ Insufficient human capital for extensive program rollout ▪ Technology infrastructure gaps in rural areas ▪ . ▪ Need for specialised assessment development skills. ▪ Language barriers in multilingual contexts

	<ul style="list-style-type: none"> ▪ Fragmented information systems ▪ Poor integration between different databases
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ▪ Digitalisation of the SACE ICT systems ▪ Increase the number of members through registration. ▪ Amending the registration fee structure ▪ Increase the collaboration with all stakeholders. ▪ Identify & advise on programmes needed for professional development. ▪ To shape SACE strategic position through review & repositioning ▪ Producing efficient policy briefs advising the DBE Minister on the status of the teaching profession 	<ul style="list-style-type: none"> ▪ Outdated/ and Manual ICT infrastructure. ▪ Unregistered practising educators ▪ Misalignment between the SACE Act and reality (e.g. educator removed on the roll, but some employers keep the individuals in their payrolls) ▪ Weak systems to track and trace the Case Management System Backlogs/rolled-over cases. ▪ Inadequate budget to execute the mandate. ▪ Negative publicity/ reputation

Table 9: SWOT Analysis

PART C: MEASURING OUR PERFORMANCE

3. Institutional Programme Performance Information

The Council has aligned its programmes with its mandate and the approved budget programme structure. For the 2026/27 financial year, five programmes will be implemented to advance the Council’s mandate and strategic priorities. These programmes collectively reflect an integrated approach that promotes professional standards, enhances teacher development, and strengthens organisational effectiveness. The table below seeks to depict core programmes:

Programme	Sub-Programmes
1. Administration	1.1. Executive and Governance 1.2. Planning, Monitoring & Evaluation, and Reporting 1.3. Financial Management 1.4. Corporate Services 1.5. Communication and stakeholder Relations 1.6. Information and Communication Technology
2. Professional Registration, Induction and Certification	N/A
3. Ethical Standards	N/A
4. Professional Development, Quality Management and Assurance	N/A
5. Research Policy and Coordination	N/A

Table 10: List of core programmes

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

	Developed SACE turnaround HRD strategy and change management.
	SACE Decentralisation.

Table 11: strategic priorities

Impact statements

Impact statement	Enhancing Public Confidence in the Credibility of the Teaching Profession		
MTDP priority 2: Reduce Poverty and tackle the high cost of living			
Outcomes	Outcome indicators	Baseline	Five-year target
Efficient and effective governance	Number of Evaluations conducted to assess the effectiveness of the Council and Council Committees	New Indicator	3
Maintained professional standards	Number of Professional Teaching Standards aligned to Focus areas on the teacher professionalisation path	4	8
Maintained ethical standards	Percentage of eligible reported misconduct cases of Educators and practitioners finalised	30%	50%
Quality Management of Professional Development Provisioning	Percentage of educators applying knowledge and skills gained from PD in professional practice by 2030	10%	60%
Improved evidence-based advisory role	Number of research projects/activities produced for advising the minister, profession, and Council	4	10

Table 12: Impact statement and strategic priorities

Strategic Priorities Per Programme

Programme	Priorities
Communications and Stakeholder Relations	<ul style="list-style-type: none"> • Launching of different campaigns to enhance public confidence in the teaching profession. • Development of Marketing and Communication strategy in line with the strategic plan. • Heightened Advocacy Communication - Educators, Stakeholders, and the Public • Development of the comprehensive and collaborative stakeholder relations plan
Corporate Services	<ul style="list-style-type: none"> • Develop a SACE turnaround strategy and institute. change management. • Vacant Posts will be filled in line with the existing Organogram. • HRD Strategy will be developed after finalisation of the Review and Repositioning Project • Skills audit and review of job descriptions • Capacity Building, training, and development • Strengthen employee wellness programme implementation. • Employee retention and talent management
Efficient And Effective Governance Finance And ICT	<ul style="list-style-type: none"> • To develop a funding model and find ways that sustain SACE funding. • Digitalising the council systems • Enhancement of ICT infrastructure in all SACE offices
Professional Registration, Induction and Certification	<ul style="list-style-type: none"> • Developing material on PTS • Developing the ECD framework. • Develop the Concept Document for Paraprofessionals for ECD practitioners • Strengthening Work-integrated learning (WIL) in line with WIL-MOU
Ethical Standards	<ul style="list-style-type: none"> • Review of the Code of Professional Ethics and disciplinary procedures • Promotion of ethical standards in ITE

Professional Development, Quality Management and Assurance	<ul style="list-style-type: none"> • Commission the evaluation of the CPTD System • Revamping and rebranding, repurposing of the CPTD Management System • Enhancing the collaborative implementation of the CPTD-MS • Development of the CPTD-IS Application • Revive teacher appreciation, recognition, and profiling
Research and Policy Coordination	<ul style="list-style-type: none"> • Research Dissemination Strategy • Policy development, implementation, and enforcement • Production of research in the teaching profession

Table 13: Strategic Priority per programme

3.1. Programme 1: Administration

The purpose of this programme is to ensure effective implementation of policy directives and Council priorities by providing strategic leadership, sound management, and comprehensive administrative support. This programme underpins the functional efficiency of SACE through the delivery of integrated support services that promote good governance, accountability, and organisational sustainability.

3.1.1. Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened within the financial year.	11	10	13	10	12	12	12
	Compliance with reporting frameworks and guidelines	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities within Thirty (30) days after the end of the quarter	4	4	4	4	4	4	4
	External and internal Audit recommendation implemented	1.1.3. Percentage of external and internal audit recommendation(s) implemented within the financial year.	77%	80%	82%	80%	80%	80%	80%

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
	Launched campaigns to inspire the credibility of the teaching profession	1.1.4. Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Violence against teachers; and promoting the SACE brand).	-	-	-	2	1	2	2
	Eligible creditors paid within 30 days.	1.1.5. Percentage of eligible invoices paid within 30 days of receipt.	91% 2538/2567 X100	97.39% 2988/2991X 100	100% 2552/2557 X100	100%	100%	100%	100%
	Approved strategy	1.1.6. ICT Strategy developed and approved in a financial year	-	-	-	-	Development and approval of the ICT strategy	-	-
	Institutional disaster management strategy produced	1.1.7. Institutional disaster management strategy developed within the financial year.	-	-	-	-	Development and approval of the disaster management strategy	-	-
	Operational budget spent on supporting SMMEs	1.1.8 Percentage of operational budget spent on supporting SMMEs Quarterly.	-	-	-	-	15%	15%	15%

3.1.2. Output Indicators: Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1.	Number of Council and EXCO meetings convened within the financial year.	12	3	4	3	2
1.1.2.	Number of approved quarterly performance reports submitted. to oversight authorities within 30 days after the end of the quarter.	4	1	1	1	1
1.1.3.	Percentage of external and internal audit recommendation implemented within a financial year.	80%	80 %	80 %	80 %	80 %
1.1.4.	Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Violence against teachers; and promoting the SACE brand).	1	-	-	-	1
1.1.5.	Percentage of eligible invoices paid within 30 days of receipt.	100%	100%	100%	100%	100%
1.1.6.	ICT Strategy developed and approved in a financial year	Development and approval of the ICT strategy	-	-	-	Development and approval of the ICT strategy
1.1.7.	Institutional disaster management strategy developed within the financial year.	Development and approval of the disaster management strategy	-	-	-	Development and approval of the disaster management strategy
1.1.8.	Percentage of operational budget spent on supporting SMMEs Quarterly	15%	15%	15%	15%	15%

3.1.3. Explanation of planned performance over the medium-term period

▪ Sub-programme: Corporate Support Service

Corporate Support Services plays a critical role in enabling the Council to deliver on its core mandates of Registration, Professional Development, and Professional Ethics. The sub-programme provides strategic human capital management, ensuring that the Council is staffed with capable employees who are aligned with its culture, values, and strategic objectives. Its responsibilities include recruitment and selection, induction, training and development, performance management, employee wellness, labour relations, and compensation management. In doing so, Corporate Support Services fosters a conducive work environment that supports productivity, compliance, and harmonious employer–employee relations.

Over the medium-term period, the sub-programme will focus on the following key interventions to strengthen institutional capacity and support the achievement of the Council’s objectives:

- Strengthening policies and practices on recruitment, selection, and staff development.
- Conducting induction workshops to align employee goals with the Council’s strategic objectives, both at entry and on a continuous basis.
- Enhancing staff capacity through training, professional development, and regular performance evaluations.
- Ensuring compliance with Council policies and labour law regulations to maintain peaceful labour relations.
- Motivating and retaining employees through employee wellness initiatives, morale improvement activities, and talent management programmes.
- Monitoring, evaluating, and supporting performance to enhance productivity and achievement of outcomes.
- Reviewing and improving compensation schemes to attract and retain skilled staff while ensuring value for the Council.
- Providing capable human capital within available resources to meet the Council’s operational needs.
- Representing the Council in platforms related to labour relations and employee development.

Challenges experienced in carrying out planned work, and the mechanisms to address these over the planning period:

The Corporate Services Sub-Programme anticipates several operational challenges that may affect the effective implementation of planned activities over the planning period. These include delays in

recruitment and selection processes arising from lengthy decision-making processes, insufficient consultation with employee representatives, and low levels of participation in staff development initiatives. In addition, challenges related to policy gaps, limited commitment to employment equity targets, high staff turnover, and uncoordinated organisational performance monitoring and evaluation systems have been identified as potential risks to organisational efficiency and stability.

To address these challenges, the Sub-Programme will strengthen engagements with senior management through regular scheduled meetings to expedite recruitment and appointment decisions. Structured and regular consultative engagements with employee representatives will be prioritised to promote labour stability, improve policy development processes, and enhance stakeholder buy-in. The Sub-Programme will focus on reviewing and developing policies to provide clear guidance for employees and improve organisational performance. Furthermore, staff motivation and awareness sessions will be implemented to encourage participation in development programmes, while dedicated engagements on employment equity will be conducted to reinforce compliance and shared accountability. To mitigate high staff turnover, the Sub-Programme will undertake a systematic analysis of turnover trends and implement retention-focused interventions.

Lastly, a coordinated and coherent organisational performance monitoring and evaluation framework will be established to strengthen individual and institutional performance management.

- **Sub programme: Communication and Stakeholder Relations**

Based on the budget projections, the sub – programme shall implement two (2) campaigns to enhance public confidence in the teaching profession. These campaigns focus on Corporal punishment, Violence against teachers and promoting the SACE brand, through Heightened Advocacy Communications, the sub – programme will advocate on the mandate of the Council, programmes and services offerings to Educators, Stakeholders, and the Public broadly.

In addition, the focus shall be to communicate to the public and media with regards to all Council decisions, policies, and programmes impacting the profession. Also raise public awareness about the programmes and activities of SACE to both internal and external audiences and the key role of the teaching profession within the sector broadly. The focus will be to enhance coordination of communication activities between the educators, stakeholders, constituencies, and all sectors within the teaching profession. Lastly, the planned performance will be to promote the registration requirements and draft professional teaching standards for (ECD) Practitioners.

The primary challenge anticipated in implementing planned stakeholder engagement and communication activities is the limited budget allocation per financial year, which may constrain the scale and frequency of campaigns and outreach initiatives.

To mitigate this challenge, the division will prioritise the implementation of cost-effective communication and stakeholder engagement approaches. These will include strengthened collaboration and partnerships with key stakeholders, leveraging existing platforms, joint campaigns, and shared resources to maximise reach and impact. In addition, the use of digital communication channels and strategic planning of activities will be emphasised to ensure optimal utilisation of available resources while achieving the intended outcomes over the planning period.

- **Sub-Programme Planning, Monitoring and Evaluation and Reporting**

The purpose of the Planning, Monitoring and Evaluation and Reporting sub-programme is to ensure effective organisational planning, performance monitoring, evaluation and statutory reporting in line with applicable government-wide planning, monitoring and reporting frameworks and guidelines. The sub-programme supports evidence-based decision-making, accountability, transparency, and continuous organisational improvement by coordinating the development of strategic and operational plans, tracking performance against approved targets, and ensuring the timely submission of credible performance information to oversight authorities.

Over the medium-term period, the sub-programme will focus on strengthening compliance with planning and reporting frameworks, improving the quality and credibility of performance information, and ensuring the timely submission of quarterly performance reports to oversight authorities. Emphasis will be placed on institutionalising standardised reporting processes, enhancing coordination with programmes and divisions, and reinforcing internal quality assurance mechanisms.

The sub-programme will ensure that quarterly performance reports are compiled, reviewed, approved, and submitted within the prescribed 30-day period after the end of each quarter, in accordance with legislative and policy requirements. Continuous engagement with internal stakeholders will be prioritised to improve the accuracy, completeness, and consistency of performance data reported.

To achieve this output, the sub-programme will ensure the submission of approved quarterly performance reports to oversight authorities within the prescribed timelines. The planned target is the submission of four (4) approved quarterly performance reports per financial year, consistently over the medium-term period.

This will be achieved through:

- Coordinated collation and consolidation of performance information from all programmes and divisions.
- Application of internal quality assurance and verification processes to ensure compliance with reporting standards.
- Timely approval of reports by the relevant governance structures; and
- Submission of approved reports to oversight authorities within 30 days after the end of each quarter.

Challenges experienced in carrying out planned work, and the mechanisms to address these over the planning period:

The sub-programme has experienced challenges including delays in the submission of performance information by programmes, inconsistencies in the quality of reported data, limited capacity for monitoring and evaluation within some operational units and evolving reporting requirements from oversight bodies. These challenges have, at times, impacted the efficiency of report compilation and quality assurance processes.

To address these challenges over the planning period, the sub-programme will implement the following mechanisms:

- Strengthening reporting guidelines, templates, and standard operating procedures to promote consistency and compliance.
- Capacity-building and ongoing support for programme and project managers on planning, monitoring, evaluation, and reporting requirements.
- Improved internal coordination, reporting schedules, and escalation mechanisms to address delays.
- Enhanced quality assurance and review processes to improve the credibility and reliability of performance information; and
- Continuous engagement with oversight authorities to ensure alignment with updated reporting frameworks and expectations.

▪ **Subprogramme: Financial Management**

The Financial Management sub-programme aims to ensure sound financial management and to maintain a fair, equitable, competitive, cost-effective and transparent supply chain management system in line with applicable legislation and policy frameworks.

Over the Medium-Term Expenditure Framework (MTEF), the sub-programme will advance inclusive

economic participation through targeted procurement that supports Small, Medium and Micro Enterprises (SMMEs). A minimum of 15% of the operational budget will be spent quarterly in supporting SMMEs, thereby promoting transformation within the supply chain and broadening access to procurement opportunities.

This approach contributes to increasing procurement spend awarded to designated groups, as SMMEs represent a key vehicle through which women, youth and persons with disabilities participate in the economy. Sustained expenditure on SMMEs over the MTEF period is expected to strengthen supplier diversity and progressively increase procurement spend benefiting women-owned, youth-owned and disability-owned enterprises, in line with national transformation and empowerment objectives.

- **Sub-Programme: Information and Communication Technology**

The ICT Sub-Programme plays a critical role in enabling the Council to fulfil its mandate by managing technology resources, ensuring secure and reliable systems, and supporting users through innovative digital solutions that enhance educators' participation and experience. Over the medium-term period, the sub-programme will focus on strengthening institutional capacity through effective system and network management, robust data protection and cybersecurity measures, and reliable user support and training. Priority will be given to maintaining and enhancing core business systems, supporting digital platforms, and implementing structured ICT policies and planning processes to guide technology upgrades and digital transformation initiatives. In addition, the sub-programme will promote effective communication and collaboration tools, support modern and flexible work environments, and continuously explore innovative technologies to improve organisational efficiency, productivity, and service delivery.

To support these priorities, the indicator "Number of Provider Management Systems (Self-Service Portal) implemented within a financial year" has been revised from its previous formulation, which measured the implementation of multiple ICT systems as a single annual target. The previous indicator design limited the ability to effectively track progress, sequencing, and incremental implementation of complex ICT systems that were implemented concurrently and at varying stages of maturity.

The revised indicator focuses specifically on the CPTD Provider Management System (self-service portal) as a priority digital transformation initiative, allowing for clearer planning, phased implementation, and improved performance monitoring. The lower annual targets over the MTEF period reflect a phased and capacity-conscious approach, taking into account existing human resource constraints, the complexity of system development and integration, and the need to ensure system stability and user adoption before further expansion.

During the current financial year, multiple enhancements to the Provider Management System are being implemented to stabilise and optimise the platform. From 2026/27 onwards, the planned performance targets one system implementation per year, reflecting a realistic, sustainable, and risk-managed approach aligned to available ICT capacity, governance processes, and budgetary considerations.

Notwithstanding the planned interventions, the ICT Sub-Programme is expected to experience challenges related to the lack of human capital and vacant critical positions, which may constrain the pace of digital transformation initiatives and system implementation.

To mitigate these challenges, the Sub-Programme will prioritise the filling of critical ICT vacancies and advocate for improved human resource capacity to support key ICT functions. Targeted ICT capacity-building initiatives will be implemented to strengthen internal technical skills, while the establishment and strengthening of ICT governance and oversight structures, including Council-level and management committees, will enhance accountability, strategic alignment, and informed decision-making on ICT matters over the planning period.

▪ **Sub-Programme: Internal Audit**

The purpose of Internal Audit is to provide independent and objective assurance and advisory services that help the organization achieve its objectives. This is done by evaluating and improving the effectiveness of governance, risk management, and control processes, thereby adding value and strengthening operations through a systematic and disciplined approach. Internal Audit plays a critical role in corporate governance by ensuring policies are adhered to, risks are managed, and organizational goals are achieved efficiently and ethically, ultimately protecting, and enhancing organizational value.

This will be achieved through the following key activities:

- Evaluating and recommending enhancements for effective governance processes.
- Improving risk management practices.
- Assessing the effectiveness and efficiency of internal controls.
- Evaluating the adequacy and effectiveness of procedures.
- Providing insights to support informed decision-making and oversight.
- Offering evaluations, recommendations, and foresight on current issues and potential future risks.

The sub-programme has faced challenges, including the non-completion of the audit plan and minimal updates to the operational risk register. These challenges are largely due to staffing constraints, as the division is currently not at full capacity in accordance with the approved organizational structure.

Mechanisms to Address Challenges over the Planning Period:

To address these challenges, the sub-programme will ensure the regular updating and maintenance of the risk register and prioritize the completion of audits within the planned timelines, thereby strengthening governance, risk management, and internal control processes.

- **Programme: Administration Resource Considerations**

2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Audited Outcome			Approved Budget	Medium-Term		
77 465	75 025	84 246	88 672	86 787	86 222	85 591

3.2. Programme 2: Professional Registration Induction and Certification

The purpose of the programme is to establish and maintain a professional registration system that ensures the registration of qualified educators across specialised categories. The programme promotes alignment with professional teaching standards through effective registration processes and advances teacher professionalisation through structured induction pathways and formal professional recognition mechanisms, thereby safeguarding the integrity and credibility of the teaching profession.

3.2.1. Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Fit-to-practice registered educators and lectures	Fit-to-practice registered educators	2.1.1 Percentage of eligible fit-to-practice qualified registrants issued with differentiated certificates within Thirty (30) working days of registration per year.	100% 43 823	100% 34 252	100% 31 808	100%	100%	100%	100%
	Monitored schools and colleges on professional registration status of educators	2.1.2. Number of schools and colleges monitored on professional registration status of employed educators and Lectures.	-	-	-	108	324	600	700

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
	Implemented teacher professionalisation path	2.1.3. Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial Year.	-	-	19	15	22	-	-
		2.1.4. Number of approved projects for implementing the teacher professionalisation path (on focus areas 2; and 8) in place by the end of the financial year.	-	-	2	2	2	2	2

3.2.2. Output Indicators: Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1.	Percentage of eligible fit-to-practice qualified registrants issued with differentiated certificates within Thirty (30) working days of registration per year.	100%	100%	100%	100%	100%
2.1.2	Number of schools and colleges monitored on professional registration status of educators and Lectures.	324	81	81	81	81
2.1.3	Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year.	22	8	5	1	8
2.1.4	Number of approved projects for implementing the teacher professionalisation path (on focus areas 2 and 8) in place by the end of the financial Year.	2	-	-	-	2

3.2.3. Explanation of planned performance over the medium-term period

The programme focuses on strengthening the professionalisation, regulation, and ethical conduct of educators through efficient registration processes, differentiated certification, systematic monitoring of institutions, and targeted capacity-building initiatives across the education sector.

A key performance focus over the MTEF is the timely issuance of professional registration certificates to educators who have successfully completed the registration process and met all fitness-to-practise requirements. This indicator measures the efficiency and effectiveness of SACE's registration system and reflects the organisation's commitment to professional recognition and service excellence. The differentiated certification approach acknowledges the diversity of the education profession and enables SACE to issue specialised certificates across multiple registration categories. These include full registration for qualified teachers in mainstream education; Adult Education and Training (AET); Technical and Vocational Education and Training (TVET); Early Childhood Development (ECD); Montessori education; foreign educators practising in South Africa; Performing Arts; Physical Education; Religious Education; Educational Therapy; and Social Work for school-based practitioners.

The thirty (30) working-day turnaround time for issuing certificates demonstrates SACE's commitment to enabling qualified and vetted educators to enter or continue professional practice without undue delay. By tracking the percentage of eligible registrants who receive certificates within this timeframe, SACE monitors operational efficiency while upholding high professional standards and supporting a stable and competent teaching workforce.

Institutional monitoring of schools and colleges remains a critical pillar of the programme. Monitoring ensures that only appropriately qualified, registered, and fit-to-practise educators are entrusted with the education and development of learners, thereby safeguarding learners' rights to quality education. It further strengthens compliance with legislative prescripts, enhances accountability within the education system, and enables the early identification of systemic challenges and compliance gaps requiring targeted intervention. In addition, the monitoring process serves an important educational role by raising awareness among school leadership, governing bodies, and college management about registration requirements, including the distinction between provisional registration for work-integrated learning and full registration for employment purposes.

Through structured and proactive monitoring programmes, SACE enhances its regulatory reach and demonstrates operational efficiency in executing its mandate. The verification of registration status

across multiple institutions within defined timeframes provides reliable data on compliance levels and emerging trends. This proactive approach is more effective than reactive, complaint-driven interventions, as it enables early corrective action before non-compliance escalates or adversely affects learners. By tracking the number of schools and colleges monitored annually, SACE reinforces transparency and accountability while expanding its oversight across diverse education settings, including public schools, TVET colleges, and other learning institutions.

Over the MTEF period, the programme will also prioritise ethical conduct and professional values through capacity-building initiatives. SACE will support and capacitate at least fifteen (15) Higher Education Institutions annually on the implementation of the Code of Professional Ethics for student teachers, embedding ethical practice early in the teacher education pipeline.

In addition, SACE will implement approved projects aligned to the Teacher Professionalisation Path focus areas (2 and 8), promoting accountability, ethical behaviour, and continuous professional development across the teaching profession.

Key risks identified include the continued employment of unregistered teachers and student teachers in some schools, as well as operational challenges linked to the online registration system. To mitigate these risks, SACE will strengthen proactive school monitoring and support programmes, enhance awareness initiatives, and disseminate clear registration guidance to human resource officials across provinces. Targeted training workshops will be conducted to improve understanding of registration requirements and the limitations of provisional registration, while ongoing engagement with institutions will support a transition towards full compliance.

Furthermore, measures will be explored to improve alignment between the continuous accessibility of the online registration system and organisational operational capacity. This will enhance responsiveness, reduce processing delays, and improve overall service delivery to educators. Collectively, these planned interventions over the MTEF will strengthen regulatory compliance, uphold professional standards, and contribute to improved education quality and learner outcomes nationwide.

- **Programme Resource Considerations**

2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Audited Outcome			Approved Budget	Medium-Term		
7 393	8 325	9028	13162	10 887	11537	12 649

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited Performance			Estimated Performance	MTEF Targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
	Compliant to children's Act,	3.1.4 Percentage of sanctioned sexual misconduct cases reported to SAPS.	100%	100%	100%	100%	100%	100%	100%

3.3.2. Output Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Number of cases finalised through referrals, investigation, mediation, recommendation, and disciplinary hearings within the financial year.	300	120	80	40	60
3.1.2	Percentage of sanctions (deregistered) submitted to teacher employers after ten (10) days of finalisation by the Council.	100%	-	100%	-	100%
3.1.3	Percentage of sanctions applicable to the Department of Social Development's national child protection register submitted within the financial year.	100%	-	100%	-	100%
3.1.4	Percentage of sanctioned sexual misconduct cases reported to SAPS.	100%	-	100%	-	100%

3.3.3. Explanation of planned performance over the medium-term period

The planned performance of the Ethical Standards programme over the medium-term period is dependent on the availability of adequate financial and human resources, as well as the effectiveness of case management processes. In response to a sustained increase in reported misconduct cases, SACE has adopted a prioritised, risk-based approach to case management, focusing primarily on serious offences such as rape, sexual abuse, and assault of learners.

SACE will continue to process all priority cases and, where applicable, refer matters to relevant stakeholders, including the Department of Social Development and the South African Police Service, in compliance with section 110 of the Children’s Act 38 of 2005. The organisation also aims to strengthen enforcement of its sanctioning policy by ensuring that educators found guilty of breaching the Code of Professional Ethics are appropriately sanctioned and that such sanctions are effectively implemented by employers.

Additionally, the organization faces capacity constraints due to insufficient office-based personnel to manage the growing volume of misconduct cases, despite support from panellists. This has resulted in backlogs and the carryover of cases into subsequent financial years. Additional challenges include delayed case resolution due to postponements, intimidation of complainants, refusal by affected parties to participate in disciplinary processes, and resistance by some educators to adhere to the Code of Professional Ethics.

To mitigate these challenges, SACE will strengthen stakeholder collaboration through awareness programmes and partnerships with teacher unions School governing Bodies, Independent Schools Associations, Communities, and provincial education departments to improve compliance and timely reporting of cases. The organisation will also expand and train the pool of panellists, enabling them to perform both investigation and prosecution functions, thereby ensuring continuity and expediting the finalisation of disciplinary hearings.

- **Programme Resource Considerations**

2022/23	2023/24	2024/25	2025/26	2025/26	2027/28	2028/29
Audited Outcome			Approved Budget	Medium-Term		
11 725	10 625	10513	16498	12314	13096	13730

3.4. Programme 4: Professional Development, Quality Management and Assurance

The purpose of this programme is to provide comprehensive, high-quality professional development opportunities for educators and practitioners across all levels of the education sector. This includes designing, implementing, and evaluating structured training programmes, continuous professional development (CPD) initiatives, and capacity-building interventions that enhance pedagogical skills, leadership abilities, and subject-matter expertise.

3.4.1. Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Quality Management of Professional Development Provisioning	Educators supported professional matters.	4.1.1. Number of educators supported on professional matters in selected districts within the financial year.	40 000	30 000	31 808	20 000	20 000	25 000	30000
	Approved professional development providers	4.1.2. Percentage of approved providers offering ECD and Grade R Programmes.	-	-	-	30%	20%	15%	30%
	Quality provisioning of Endorsed professional development programmes	4.1.3. Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards within the financial year.	-	-	-	40%	60%	80%	40%
		4.1.4. Monitoring of endorsed professional development programme sessions within the financial year.	10	10	19	50	40	50	50

3.4.2. Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Number of educators supported on professional matters in selected districts within the financial year.	20 000	5000	6000	3000	6000
4.1.2	Percentage of approved providers offering ECD and Grade R Programmes	20%	-	10%	-	10%
4.1.3	Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards within the financial year.	60%	-	30%	-	30%
4.1.4	Monitoring of endorsed professional development programme sessions the financial year.	40	15	15	5	5

Explanation of planned performance over the medium-term period

Over the medium-term period the programme will implement structured professional development interventions across the country, following a district-focused approach. Each province will target a district(s) at a time, ensuring that once a district has been covered, all educators within that district have been reached, supported, and equipped with the necessary skills and knowledge to deliver quality education. Professional development initiatives will focus on strengthening the quality, effectiveness, and accountability of Early Childhood Development (ECD) programmes. This will include and ensure that providers are approved, offering programmes aligned with professional teaching standards, and delivering high-quality ECD learning experiences.

One prominent challenge that the organization is currently facing in its efforts to professionalize the ECD sector stems from the lack of professional identity within the ECD sector itself. The organization, along with its strategic partners is in the process of developing a set of professional teaching/practice standards for the ECD sector. The organization is of the opinion that these standards will reinforce and entrench practitioner professional identity and that will in turn become a contributing factor to the wholesale professionalization of the sector.

- **Programme Resource Considerations**

2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Audited Outcome			Approved Budget	Medium-Term		
21 915	19 365	24 082	24 722	25390	25 778	27 150

3.5. Programme 5: Research and Policy Coordination

The purpose of this programme is to improve research coordination within SACE to strengthen its advisory role and service that is informed by policy, research, and consultative processes.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited performance			Estimated Performance	MTEF targets		
			2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Improved evidence-based advisory role	Quality research reports executed and disseminated	5.1.1. Number of research reports produced within the financial year	1	2	2	4	4	5	6
		5.1.2. Number of produced research disseminated to the profession and stakeholders.	-	-	-	4	4	5	6

Indicators, Annual and Quarterly Targets

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

Explanation of planned performance over the medium-term period

The Research Programme aims to strengthen research coordination within SACE and enhance its advisory role through evidence-based, consultative, and policy-informed processes. Over the medium term, the programme will focus on promoting research on professional and educational issues affecting the teaching profession, while producing statistical and analytical reports to support organisational planning and informed decision-making. Recognising that an increased volume of research does not automatically translate into improved advisory services, the programme will place particular emphasis on the quality, scientific rigour, and relevance of research outputs to ensure they respond to the needs of teachers, education policymakers, and other education sector stakeholders. While the number of research reports will be gradually increased, structured dissemination mechanisms will be established to ensure findings are systematically shared and utilised.

Quarterly targets will be implemented to promote consistency in research production and dissemination. Through a balanced focus on both the quality and quantity of research outputs, SACE seeks to position itself as a credible and agile knowledge hub that advances the teaching profession, informs education policy and practice, and contributes to sustained improvement in South Africa's education sector.

The successful achievement of outputs for Programme 5 depends on effectively utilising financial, human, and technological resources. Financial resources will fund essential research activities such as data collection, stakeholder consultations, dissemination, and collaboration with academic partners. To prevent funding from distorting priorities, resource allocation will be guided by a clearly defined research agenda that aligns with national and sectoral priorities. This approach ensures that crucial issues, even those with less funding, are not overlooked. Human resources, particularly dedicated research staff and experts, will be vital in producing high-quality, relevant, and scientifically sound reports. To enhance long-term research capabilities, we will implement capacity-building initiatives while adopting a phased approach that balances staff development with the timely delivery of urgent outputs. Technological resources, such as research databases, digital tools, and dissemination platforms, will be integrated to maximise efficiency, ensure timely access to data, and widen stakeholder engagement. SACE recognises that weak technological systems can undermine other investments, so SACE will prioritise digital transformation as a critical enabler of effective research coordination. Together, these resources will not only support the production and dissemination of reports but also ensure their quality, credibility, and relevance to policy. This, in turn, will strengthen SACE's role in providing evidence-based advice in the education sector.

- Programme Resource Considerations

2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
Audited Outcome			Approved Budget	Medium-Term		
3 931	4 159	5643	7626	6889	7246	7452

6. Updated Key Strategic Risks

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

Table 13: Key Strategic Risks

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

7. Programme Technical Indicator Descriptions

Programme 1: Administration

Indicator title	1.1.1. Number of Council and EXCO meetings convened within the financial year.
Definition	<p>This indicator measures the number of Council and EXCO meetings, which take place four times in a financial year. All the Council and EXCO meetings are preceded by the meetings of the seven Council Committees.</p> <p>According to the section 4 of the SACE Act (31 of 2000), council refers to the South African Council for educators. EXCO refers to the Executive committee, as referenced to by the Act.</p>
Source of data	Annual Council Activity Plan
Method of Calculation or Assessment	Simple count
Means of Verification	Notice of Council committee meeting, signed registers
Assumptions	All Council and EXCO meetings will take place as scheduled per quarter and according to the Council's activity plan.
Disaggregation of beneficiaries (where applicable)	<p>Youth: N/A</p> <p>Women: N/A</p> <p>People with disabilities: N/A</p>
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	Effective and functional council meetings

Indicator title	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities within Thirty (30) days after the end of the quarter.
Definition	This indicator measures the number of quarterly performance reports produced in line with treasury regulations, DPME guidelines and the DBE's reporting requirement, in compliance with the PMER policy around the programme performance of the entity.
Source of data	Planning and reporting timelines, Annual Performance Plan 2026/27 PMER policy.
Method of calculation or Assessment	Simple count
Means of Verification	Quarterly reports approved
Assumptions	All SACE programmes will submit their quarterly reports on time
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	4 Approved quarterly performance reports
Indicator responsibility	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting

Indicator title	1.1.3. Percentage of external and internal audit recommendation(s) implemented within the financial year.
Definition	To promote good governance and service delivery by enabling effective financial management and performance management of SACE mandates.
Source of data	External and internal audit management reports
Method of calculation or Assessment	$\frac{\text{Number of external and internal audit finding recommendation implemented.}}{\text{Total number of external and internal audit findings recommendations.}} \times 100$
Means of Verification	Audit Action plan and report
Assumptions	Divisions will implement all audit recommendations.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	80% of the internal and external audit recommendations implemented.
Indicator responsibility	Sub-programme Manager: All divisional managers

Indicator title	1.1.4. Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Violence against teachers; and promoting the SACE brand).
Definition	This indicator measures the number of awareness campaigns conducted to inspire the credibility of the teaching profession.
Source of data	<ul style="list-style-type: none"> Approved Stakeholder Relations Plan and Mapping
Method of calculation or Assessment	Simple count
Means of Verification	<ul style="list-style-type: none"> Proof of Campaign Flights / Digital Media Links / Print Media Social Media Analytics
Assumptions	Campaign Activities will be implemented within a financial year.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end.
Reporting cycle	Bi-annually.
Desired performance	2 Implemented campaigns
Indicator responsibility	Sub-programme Manager: Communications and Stakeholder Relations

	1.1.5. Percentage of eligible invoices paid within Thirty (30) days of receipt
Definition	This indicator measures the percentage of eligible invoices paid within 30 days after receipt of a statement. Eligible invoices are invoices that satisfy the appropriate conditions/ requirements for payment. These invoices should be in line with the purchase orders issued, are not irregular in nature, are accompanied by signed goods received notes, have no disputes and satisfy all the requirements of a proper invoice or tax invoice.
Source of data	List of all received and paid invoices within 30 days
Method of calculation or Assessment	$\frac{\text{Number of eligible invoices paid}}{\text{Number of eligible invoices received}} \times 100$
Means of Verification	Excel spreadsheet of supplier invoices and statements
Assumptions	Eligible invoices will be paid within Thirty (30) days
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	All eligible suppliers paid within Thirty 30 days
Indicator responsibility	Sub-Programme Manager: Financial Management

Indicator title	1.1.6. ICT Strategy developed and approved in the financial year
Definition	It is a comprehensive, long-term plan that aligns technology infrastructure—hardware, software, and networks—with business goals to enable digital transformation, improve operational efficiency, manage information securely, and support stakeholder needs. It guides investment, policy, and, ultimately, service delivery.
Source of data	Attendance registers of sessions, programme, reports/minutes
Method of calculation or Assessment	Simple count
Means of Verification	Approved ICT strategy
Assumptions	Strategy will be approved
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting cycle	Annually
Desired performance	Developed ICT strategy
Indicator responsibility	Sub-programme Manager: Corporate Service

Indicator title	1.1.7. Institutional disaster management strategy developed within the financial year.
Definition	The strategy is a structured, legally mandated framework, guided by the Disaster Management Act (DMA) 57 of 2002, This indicator measures how SACE will prevent, mitigate, prepare for, respond to, and recover from disasters, focusing on integrated risk reduction, clear roles for stakeholders, and coordinated emergency procedures for a specific area or sector. It serves as an operational guide, integrating disaster risk management into strategic planning for efficient response and recovery, ensuring compliance with national policy.
Source of data	SHEQ Polices and Risk strategy
Method of calculation or Assessment	Simple Count
Means of Verification	Approved disaster management strategy
Assumptions	The strategy will be developed and approved
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Simple Count
Reporting cycle	Annually
Desired performance	Disaster management strategy developed
Indicator responsibility	Sub-programme Manager: Corporate Service

Indicator title	1.1.8. Percentage of operational budget spent on supporting SMMEs Quarterly
Definition	This indicator measures the proportion of SACE's targeted procurement spend awarded to SMME, in line with applicable supply chain management prescripts and the Preferential Procurement Policy Framework Act (PPFA).
Source of data	Supply Chain Management procurement records
Method of calculation or Assessment	$\frac{\text{Total operational budget spend awarded to SMMEs per quarter}}{\text{Total operational budget spend per quarter}} \times 100.$
Means of Verification	Variance reports CSD ownership reports
Assumptions	Adequate number of SMMEs suppliers from designated groups are registered and active on the CSD
Disaggregation of beneficiaries (where applicable)	SMME's
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	15% of total operational budget spend per quarter
Indicator responsibility	Chief Financial Officer / Manager: Supply Chain Management

Programme 2: Professional Registration Induction and Certification

Indicator title	2.1.1. Percentage of eligible fit-to-practice qualified registrants issued with differentiated certificates within Thirty (30) working Days of Registration per year.
Definition	This indicator measures eligible proportion of qualified registrants, deemed fit-to-practice). Who are issued with the appropriate differentiated professional certificates and professional letters for foreign nationals (e.g. AET, ECD, TVET, Performing Art, Physical education, therapist, Montessori, religious, full registrations, foreign nationals) within thirty (30) calendar days of completing their registration.
Source of data	SACE registration Systems database of applicants
Method of calculation or Assessment	$\frac{\text{Registered eligible fit-to-practice qualified registrants}}{\text{Eligible professional educators' applications}} \times 100$
Means of Verification	List of register Applicants
Assumptions	Applications will be finalised within the time frame as stipulated in the indicator title.
Disaggregation of beneficiaries (where applicable)	Youth: Student teachers registered Women: Registered People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Quarterly
Desired performance	100% of applicants with minor criminal offences finalised
Indicator responsibility	Programme Manager

Indicator title	2.1.2. Number of schools and colleges monitored on professional registration status of employed educators and Lectures.
Definition	This indicator seeks to measure whether the educators employed within the schools and colleges are registered with SACE, by conducting monitoring visits to selected schools within the financial year. During the Monitoring visits SACE officials will check the registration status of all employed educators within the selected schools.
Source of data	List of schools and colleges selected for monitoring.
Method of calculation or Assessment	Simple count
Means of Verification	Monitoring report, notification letters to schools and colleges, register
Assumptions	Registration status of educators will be monitored in selected schools and colleges.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year end
Reporting cycle	Quarterly
Desired performance	324 Professional registration status of registered employed educators monitored in schools and colleges
Indicator responsibility	Programme Manager

Indicator title	2.1.3. Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year.
Definition	This indicator measures the number of Higher Education Institutions (HEIs) that have received support on the Code of Professional Ethics for student teachers within their teacher education programs during the financial year.
Source of data	Draft Code of Professional Ethics for student teachers
Method of calculation or Assessment	Simple count
Means of Verification	Invitations, Presentations, attendance registers.
Assumptions	Higher Education Institutions will be supported on the Code of Professional Ethics for student teachers
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative-year end
Reporting cycle	Quarterly
Desired performance	22 Higher Education Institutions supported on the Code of Professional Ethics for student teachers.
Indicator responsibility	Programme Manager

Indicator title	2.1.4. Number of approved projects for implementing the teacher Professionalisation path (on focus areas 2 and 8) in place by the end of the financial year.
Definition	This indicator measures the number of approved projects implementing the Teacher Professionalisation pathway, specifically across Focus Area 2 (Implementation of Professional Teaching Standards by HEIs), which encompasses projects supporting Higher Education Institutions, and Focus Area 8 (Capacity Development of SACE CPTD Programme Providers), which includes projects strengthening the capacity of providers who develop South African Council for Educators (SACE) Continuing Professional Teacher Development (CPTD) programmes to effectively align their programmes with professional teaching standards.
Source of data	Teacher Professionalisation Path and the approved concept.
Method of calculation or Assessment	Simple count
Means of Verification	Approved project implementation plan and concept document
Assumptions	Projects for implementing the teacher Professionalisation path will be approved and implemented
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative to date
Reporting cycle	Annually
Desired performance	Two (2) approved projects for implementing the teacher Professionalisation path
Indicator responsibility	Programme Manager

Programme 3: Ethical Standards

Indicator title	3.1.1. Number of cases finalised through referrals, investigation, mediation, recommendation, and disciplinary hearings within the financial year.
Definition	<p>The indicator is aimed at measuring all cases received, processed, and finalised through various processes as outlined below.</p> <ul style="list-style-type: none"> • Investigation: Cases are considered finalised after investigation is completed and the recommendation is to close the matter due to various reasons such as lack of evidence • Referrals: an act of directing someone or something for consultation, review, or further action, these are complaints or cases that are sent to other institutions for investigation and finalisation. In some cases, there are complaints which will be erroneously registered and will be closed and referred to relevant institution. • Mediation: Where a mediatory process takes place and the parties resolve the issue/s in dispute, the case will then be considered finalised • Recommendation for closure/provisional closure: Means an alleged unethical behaviour of an educator reported to the institution, on assessment it is deemed to be within the institution's jurisdictions a file shall be opened. <ul style="list-style-type: none"> ✓ During the preparation to institute an investigation, Either the complainant or alleged victim his/her participation, the file will be provisionally closed and be referred to either SAPS/DoD ✓ During or after investigation, no evidence, refusal of potential witnesses may lead to a recommendation for closure and refer to SAPS or DSD if applicable. • Disciplinary hearing: Cases referred to a disciplinary inquiry after being investigated are considered finalised after the hearing is concluded
Source of data	Case management system and action list
Method of calculation or Assessment	Simple Count
Means of Verification	Minutes and Action List of the ETHCOM meeting
Assumptions	Cases will be finalised
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	300 cases finalised
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.2. Percentage of sanctions (deregistered) submitted to teacher employers after ten (10) days of finalisation by the Council.
Definition	This refers to the process whereby a corrective measure is instituted against an educator for breaching the code of professional Ethics. Sanctions will be submitted to teacher employers for enforcement within ten (10) working days after an educator has been sanctioned by council. Finalisation is after the process of appeal being exhausted.
Source of data	Disciplinary hearing report, ethics committee action list and minutes
Method of calculation or Assessment	$\frac{\text{Number of deregistered educators submitted to employers}}{\text{Total number of deregistered educators}} \times 100$
Means of Verification	Sanctions database listings, emails/communique and letters to employers
Assumptions	Sanctions will be sent to employers
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-to-date
Reporting cycle	Bi-annually
Desired performance	100%
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.3. Percentage of sanctions applicable to the Department of Social Development's national child protection register submitted within the financial year.
Definition	This states that once the appeal process is complete and sanctions are finalised, the relevant finalised sanctions will be handed over to the Department of Social Development's national child protection register. For example, the children under 18 years.
Source of data	Ethics committee action list and minutes
Method of calculation or Assessment	$\frac{\text{Number of relevant sanctions submitted to DSD}}{\text{Number of removal applicable sanctions finalised}} \times 100$
Means of Verification	Sanctions database listings, emails/communiques, and letters to DSD
Assumptions	Sanctioned educators will be acknowledged and reflected on the Department of Social Development's national child protection register.
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year- to date
Reporting cycle	Bi-annually
Desired performance	100%
Indicator responsibility	Programme Manager: Ethical Standards

Indicator title	3.1.4. Percentage of sanctioned sexual misconduct cases reported to SAPS.
Definition	This indicator measures the proportion of sexual misconduct cases that were sanctioned by SACE (that is, cases where disciplinary action was taken against educators) and subsequently reported to SAPS for criminal investigation within the same financial year. It tracks accountability and compliance with mandatory reporting obligations as reflected in the Criminal Law and Sexual Related Matters section 54(1) Act, no 32 of 2007
Source of data	Ethics committee action list and minutes
Method of calculation or Assessment	$\frac{\text{Sexual misconduct sanctions reported to SAPS}}{\text{All Sexual misconduct cases finalised}} \times 100$
Means of Verification	Letter of authority and register of cases reported
Assumptions	All finalised sexual misconduct cases reported to SAPS
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-to-date
Reporting cycle	Biannual
Desired performance	100%
Indicator responsibility	Programme Manager: Ethical Standards

Programme 4: Professional Development and Quality Management

Indicator title	4.1.1. Number of educators supported on professional matters in selected districts within the financial year.
Definition	The performance indicator refers to SACE-registered educators as defined in the SACE Act 31 of 2000, TVET Lecturers, student teachers, ECD and Grade R practitioners. These educators will be supported on professional matters (for example, the Code of Professional Ethics and Professional Teaching Standards, values of the professions and others), through face-to-face and virtual sessions. The following districts are selected for the 2026/27 financial year: Nkangala, Ehlanzeni, Ekurhuleni North, Tshwane West, Nelson Mandela Bay & OR Tambo Coastal, Chris Hani West, Zululand, uMzinyathi District, uMgungundlovu, King Cetshwayo District, John Taolo Gaetsewe, ZF Mgcawu, Mogalakwena Capricorn North, Xhariep, Thabo Mofutsanyane, Ngaka Modiri Molema, Dr Ruth Segomotsi Mompati, Eden & Central Karoo & Metro North Districts.
Source of data	Invites, internal or external agenda
Method of Calculation or Assessment	Simple count
Means of Verification	Attendance registers, reports, and a consolidated excel spreadsheet containing a list of all educators supported
Assumptions	All educators from the selected districts will be professionally developed
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	20 000 educators supported on professional matters

Indicator responsibility	Professional Development and Quality Management Programme Manager
Indicator title	4.1.2. Percentage of approved providers offering ECD and Grade R Programmes
Definition	This indicator measures the ECD and Grade R providers that have met the SACE approval criteria and signed code of good practice as outlined in the Provider Handbook
Source of data	List of received applications, service provider advert, applications from provider email
Method of calculation or Assessment	$\frac{\text{Number of ECD and Grade R approved providers}}{\text{Number of all approved providers}} \times 100$ (calculating the ECD and Grade R providers approved divide with the total number of all approved providers in that reporting cycle)
Means of Verification	PRODCO minutes and list of approved ECD programme providers
Assumptions	The providers offering ECD and Grade R Programmes will be approved
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative- year-to date
Reporting cycle	Bi-Annual
Desired performance	20% of approved providers offering ECD and Grade R Programmes
Indicator responsibility	Professional Development and Quality Management Programme Manager

Indicator title	4.1.3. Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards within the financial year.
Definition	This indicator measures the professional development programmes that are endorsed in line with one or more professional teaching standards.
Source of data	List of received applications, service provider advert,
Method of calculation or Assessment	$\frac{\text{Number of endorsed programmes activities in line with PTS}}{\text{Number of received applications for programmes/activities}} \times 100$ (Calculating the programmes/activities in line with PTS divided by total number of all received programmes/activities in that reporting cycle)
Means of Verification	PRODCO minutes and Excel listing
Assumptions	Providers will apply for programmes/activities in line with the PTS
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative- year-to date
Reporting cycle	Bi-Annual
Desired performance	60% of endorsed programmes/activities endorsed
Indicator responsibility	Programme Manager

Indicator title	4.1.4. Monitoring of endorsed professional development programmes sessions per year
Definition	This indicator measures the sessions of endorsed professional development programmes/activities monitored to ensure quality of the programmes.
Source of data	CRM database of endorsed programmes
Method of Calculation or Assessment	Simple count
Means of Verification	Observation tool, attendance register, consolidated analysis report
Assumptions	Endorsed professional development programmes
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative- year-end
Reporting cycle	Quarterly
Desired performance	40 programmes monitored
Indicator responsibility	Programme manager

Programme 5: Research and Policy Coordination

Indicator title	5.1.1. Number of research reports produced within the financial year.
Definition	This indicator measures the number of reports completed after undertaking qualitative/ quantitative research in line with SACE's research agenda. The organization will conduct research that will benefit the education sector, these include the teacher/practitioner - based colloquiums, seminars, professional magazines, papers, where teachers /practitioners / education researchers share best practices and cultivate an ecosystem of knowledge production, along with other research activities.
Source of data	SACE Research policy
Method of calculation or Assessment	Simple count
Means of Verification	Research Reports
Assumptions	Research reports completed
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	4 research reports produced within the financial year
Indicator responsibility	Programme Manager: Research

Indicator title	5.1.2. Number of produced research disseminated to the profession and stakeholders
Definition	This indicator measures the number of produced research disseminated to the profession and stakeholders, through various methods.
Source of data	SACE Research Dissemination Strategy
Method of calculation or Assessment	Simple count
Means of Verification	Proof of disseminated research (e.g., emails, screenshots from website, social media etc.)
Assumptions	Research disseminated reports will reach the recipients
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative year-end
Reporting cycle	Quarterly
Desired performance	4 research disseminated to the profession and stakeholders within the financial year.
Indicator responsibility	Programme Manager: Research

8. Annexures to the Annual Performance Plan

Annexure A: Amendments to the Strategic Plan And APP

The following table depicts the changes in the naming of the programme in the strategic plan 2025-2030:

Programme	Area of Amendment	Amendment	Explanation for Amendment
2	Name of programme slightly amended from Professional Registration and Certification	Professional Registration Induction and Certification	When the strategic plan was approved, there was an omission of the word Induction.

The table below illustrates the revisions made to the Outcomes Table in the Strategic Plan:

Programme	Area of Amendment	Amendment	Explanation for Amendment
1	Outcome indicator reviewed from: Percentage of internal and external audit recommendations implemented	Number of Evaluations conducted to assess the effectiveness of the Council and Council Committees	The indicator has been moved to the APP. The amendment was a recommendation from the 2020-2025 strategic plan end-term assessment

Programme	Area of Amendment	Amendment	Explanation for Amendment
4	Outcome indicator reviewed from: Percentage of educators satisfied with Professional Development provided endorsed and pre-determined programmes by approved providers	Percentage of educators applying knowledge and skills gained from PD in professional practice in 2030	The outcome indicator was amended to improve alignment with results-based performance principles. The previous indicator measured educator satisfaction, which reflects service quality and therefore constitutes an output rather than an

Programme	Area of Amendment	Amendment	Explanation for Amendment
			outcome. While satisfaction remains important, it does not demonstrate change in educator behaviour or professional practice. The revised indicator focuses on the application of knowledge and skills gained from professional development, which better reflects SACE's mandate of ensuring quality and impactful professional development.

Annexure B: Consolidated Performance Indicators

Programme / Sub-Programme	Unit	Output Indicator	Annual Target	Data Source / Method of Verification	Reporting Frequency
Programme 1 Administration	Corporate Services	Number of Council and EXCO meetings convened within the financial year.	12	Notice of Council committee meeting and Signed registers	Quarterly
Programme 1 Administration	PMER	Number of approved quarterly performance reports submitted to oversight authorities within Thirty (30) days after the end of the quarter.	4	Approved Quarterly reports	Quarterly
Programme 1 Administration	Internal Audit	Percentage of external and internal audit	80%	External and internal audit	Quarterly

Programme / Sub-Programme	Unit	Output Indicator	Annual Target	Data Source / Method of Verification	Reporting Frequency
		recommendation implemented within the financial year.		management reports	
Programme 1 Administration	Stakeholder and Communication	Number of campaigns implemented to inspire the credibility of the teaching profession (Focus: Violence against teachers; and promoting the SACE brand).	1	Approved Stakeholder Relations Plan and Mapping	Bi-annually
Programme 1 Administration	Finance	Percentage of eligible invoices paid within thirty (30) days of receipt.	100%	List of all received and paid invoices within Thirty (30) days.	Quarterly
Programme 1 Administration	ICT	ICT Strategy developed and approved in a financial year.	Development and approval of the ICT strategy	Attendance registers of sessions, programme, reports/minutes and Approved strategy.	Annually
Programme 1 Administration	Corporate Services	Institutional disaster management strategy developed within the financial year.	Development and approval of the disaster management strategy	SHEQ policy and Risk strategy.	Annually

Programme / Sub-Programme	Unit	Output Indicator	Annual Target	Data Source / Method of Verification	Reporting Frequency
Programme 1 Administration	Finance	Percentage of operational budget spent on supporting SMMEs quarterly.	15%	SCM expenditure reports CSD ownership reports Auditor-verified procurement spend analysis.	Quarterly
Programme 2 PRIC	PRIC	Percentage of eligible fit-to-practice qualified registrants issued with differentiated certificates within Thirty (30) working Days of Registration.	100%	List of register applications.	Quarterly
Programme 2 PRIC	PRIC	Number of schools and colleges monitored on professional registration status of educators.	324	List of schools and colleges selected for monitoring including notification letters.	Quarterly
Programme 2 PRIC	PRIC	Number of Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year.	22	Draft Code of Professional Ethics for student teachers.	Quarterly
Programme 2 PRIC	PRIC	Number of approved projects for implementing the teacher professionalisation path (on focus areas 2 and 8) in	2	Teacher Professionalisation Path and the approved concept and project	Annually

Programme / Sub-Programme	Unit	Output Indicator	Annual Target	Data Source / Method of Verification	Reporting Frequency
		place by the end of the financial year.		implementation plan.	
Programme 3 Ethical Standard	Ethics	Number of cases finalised through investigation, mediation, recommendation, and disciplinary hearings within the financial year.	300	Minutes and Actin list of Ethcom Meeting.	Quarterly
Programme 3 Ethical Standard	Ethics	Percentage of sanctions submitted to teacher employers after Ten (10) days of finalisation by the Council.	100%	Sanction Database listings emails/communique and letter to employers.	Bi-Annual
Programme 3 Ethical Standard	Ethics	Percentage of sanctions applicable to the department of social development National Child Protection register submitted within the financial year.	100%	Sanction Database listings emails/communique and letter to DSD.	Bi-annual
Programme 3 Legal and Ethical standards	Ethics	Percentage of sanctioned sexual misconduct cases reported to SAPS.	100%	Letter of authority and register of cases reported to SAPS.	Bi-Annually
Programme 4 PDQMA	PDQMA	Number of educators supported on professional matters in selected districts within the financial year.	20 000	Attendance registers, Reports.	Quarterly

Programme / Sub-Programme	Unit	Output Indicator	Annual Target	Data Source / Method of Verification	Reporting Frequency
Programme 4 PDQMA	PDQMA	Percentage of approved providers offering ECD and Grade R Programmes.	20%	PRODCO minutes and excel listing.	Bi- Annual
Programme 4 PDQMA	PDQMA	Percentage of professional development programmes and/or activities endorsed in line with one or more professional teaching standards within the financial year.	60%	PRODCO minutes and excel listing.	Bi- Annual
Programme 4 PDQMA	PDQMA	Monitoring of endorsed professional development programme sessions within the financial year.	40	Observation tool, attendance register and consolidated analysis report.	Quarterly
Programme 5 Research and Policy coordination	Research	Number of research reports produced within the financial year.	4	Research Reports.	Annually
Programme 5 Research and Policy coordination	Research	Number of produced research disseminated to the profession and stakeholders.	4	Proof of disseminated research (e.g. emails, screenshot social media etc.	Annually

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