



SACE

South African Council for Educators

Towards Excellence in Education

WELCOME TO THE HOME OF THE TEACHING PROFESSION
SERVICE ORIENTED
QUALITY
RESPECT
DIGNITY
RESPONSIBILITY
TRANSPARENCY

2024/25

**SOUTH AFRICAN
COUNCIL FOR EDUCATORS
ANNUAL
REPORT**

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PART A: GENERAL INFORMATION

1. PUBLIC ENTITY'S GENERAL INFORMATION

REGISTERED NAME:	South African Council for Educators
REGISTRATION NUMBER (if applicable):	SACE Act 31 of 2000 as amended
PHYSICAL ADDRESS:	Crossway Office Park, Block 1 240 Lenchen Avenue Centurion
POSTAL ADDRESS:	Private Bag X127 Centurion 0046
Tel:	012 663 9517
Email Address:	info@sace.org.za
Website:	www.sace.org.za
EXTERNAL AUDITORS:	Nexia-SAB&T
BANKERS:	Nedbank Limited
CHIEF EXECUTIVE OFFICER	Ms Mapula Ella Mokgalane

2. LIST OF ABBREVIATIONS/ACRONYMS

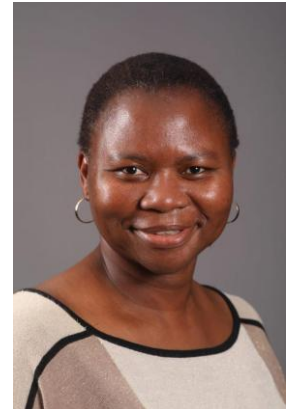
ACE	Advanced Certificate in Education
AFTRA	Africa Federation of Teaching Regulatory Authorities
AGSA	Auditor-General of South Africa
APP	Annual Performance Plan
BBB-EE	Broad-Based Black Economic Empowerment
BEEd	Bachelor of Education
CEO	Chief Executive Officer
CHE	Council on Higher Education
COL	Commonwealth of Learning
CPD	Continuing Professional Development
CPTD	Continuing Professional Teacher Development
CPTD-IS	Continuing Professional Teacher Development Information System
DBE	Department of Basic Education
DHA	Department of Home Affairs
DSD	Department of Social Development
ECD	Early Childhood Development
ELRC	Education Labour Relations Council
ETDP-SETA	Education, Training and Development Practices Sector Education and Training Authority
EXCO	Executive Committee
FET	Further Education and Training
FET	Further Education and Training
FP	Foundation Phase
GRAP	Generally Recognised Accounting Practice
HEIs	Higher Education Institutions
ICT	Information and Communication Technology

IP	Intermediate Phase
ISPFTED	Integrated Strategic Policy Framework for Teacher Education and Development
MOU	Memorandum of Understanding
MRTEQ	Minimum Requirements for Teacher Education Qualification
MTDP	Medium-Term Development Plan
NAPTOSA	National Professional Teachers' Organisation of South Africa
NPFTED	National Policy Framework for Teacher Education and Development
NQF	National Qualifications Framework
ODL	Open Distance Learning
PEDS	Performance Evaluation Development System
PEU	Professional Educators Union
PFMA	Public Finance Management Act
PGCE	Postgraduate Certificate in Education
PTS	Professional Teaching Standards
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SCM	Supply Chain Management
SGB	School Governing Body
SP	Senior Phase
TEPEC	Teacher Education Programmes' Evaluation Committee
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
UWC	University of the Western Cape
VVOB	Flemish Association for Development Cooperation and Technical Assistance in Teacher Education

FOREWORD BY THE ACTING CHAIRPERSON

Introduction

The 2024/25 financial year marks the final reporting period of the South African Council for Educators (SACE) 2020–2025 Strategic plan. The fifth financial year of implementation represents a culmination of the priorities, outputs and outcomes set out in the strategic plan and an Annual Performance Plan (APP) for the year under review. Guided by the oversight role of the Accounting Authority and its statutory committees, the entity continued to drive the delivery of its mandate through advancing continuous professional development, strengthening systems to support professional growth, upholding professional and ethical standards, and ensuring sound and healthy finance. Through this governance and oversight, the entity consolidated achievements across the strategic plan cycle, safeguarded organisational stability, including reinforcing its role in supporting the profession and stakeholders. Therefore, the performance outlined in this Annual Report reflects not only the milestones of the reporting year but also the strategic journey undertaken over the past five years in fulfilling the entity's mandate.



High-level overview of the public entity's strategy and the performance of the public entity in its respective sector

SACE aligned its operations to the six programmes in the 2024/25 APP, Programme 1 Administration, covers governance, communication, human resource development, financial management, ICT as well as planning, monitoring and evaluation and reporting; Programme 2 Professional Registration, ensures that only fit-to-teach qualified educators and Early Childhood Development (ECD) practitioners are registered, Programme 3 Professional Ethics focuses on promoting ethical conduct and maintaining high ethical standards; Programme 4 is Professional Development that oversees the CPTD system, ensuring quality assurance of the professional development programmes; Programme 5 guarantees that educators adhere to the Professional Teaching Standards (PTS); and lastly Programme 6 promotes evidence-based decision making through research, policy development, and advisory to the Minister of Basic Education. Out of 21 performance indicators planned for the year under review, 17 were achieved, representing 81% of our predetermined objectives. Key highlights include the registration of 66,246 educators, significant progress in digitising the registration system, strengthened ethical case management processes with 606 cases of unprofessional conduct registered, 109 educators sanctioned and professional development support for more than 31,808 educators. Furthermore, initiatives such as professionalising ECD and embedding PTS within Higher Education Institutions ensured long-term sustainability in enhancing teacher professionalism.

Strategic Relationships

SACE partnerships have remained central to delivering on its mandate. Collaboration with Provincial Education Departments, Higher Education Institutions, Teacher unions, Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA), Education Districts, Teacher Unions, the Department of Justice and Constitutional Development, Department of Social Development (DSD), Council on Higher Education (CHE), Flemish Association for Development Cooperation and Technical Assistance in Teacher Education (VVOB), United Nations International Children's Emergency Fund (UNICEF), Independent Schools Associations, School Governing Bodies (SGBs) and Education Labour Relations Council (ELRC), amongst others. The collaboration has enabled SACE to extend professional support to educators, combat fraudulent practices in registration, and align development activities with sectoral needs. Furthermore, International

engagements, particularly through the Africa Federation of Teaching Regulatory Authorities (AFTRA) and the Commonwealth of Learning initiatives (COL), have reinforced SACE's role in shaping continental and global discourses on teacher professionalism.

Challenges faced by the Council

The transition to digital registration processes exposed vulnerabilities in ICT infrastructure and heightened risks of fraudulent documentation, demanding additional resources and expertise. Moreover, the rising number of ethical misconduct cases placed further strain on human and financial capacity, while delays in filling critical vacancies limited organisational agility. Moreover, the funding model remains a pressing concern as growing responsibilities outpace revenue growth, underscoring the urgency of securing a more sustainable approach. For the year under review, SACE further faced a reduction in ICT capacity.

The strategic focus over the medium to long-term period

As we transition into the new strategic cycle, the focus will be on strengthening financial sustainability through a revised funding model, advancing digital transformation to modernise registration and case management systems, and reinforcing organisational capacity. Equally, the professionalisation of educators, including Early Childhood Development practitioners and student teachers, will remain central. SACE will continue to deepen ethical standards, expand professional development pathways, and enhance research outputs to guide evidence-based policy and practice.

Acknowledgements /Appreciation

I extend my heartfelt gratitude to the Council Committees and the Accounting Authority for their unwavering strategic leadership, guidance, and oversight. Your vision and commitment have been instrumental in ensuring that SACE remains focused on its objectives and continues to achieve its mandate with integrity and excellence. To the SACE Senior Management Team, our dedicated staff across all four provincial offices and provincial coordinators based in the other four provinces, your resilience and commitment ensured that we achieved remarkable outcomes despite constraints and challenges. Your dedication has been pivotal in ensuring that SACE attains its outcomes. I also wish to thank the Department of Basic Education, Higher Education Institutions, Teacher unions, and all stakeholders for their continued collaboration and engagement. Additionally, I would like to express profound appreciation to the Chief Executive Officer for her leadership, guidance, and support. Most importantly, my appreciation goes to the teaching profession itself, the educators whose professionalism and dedication remain the cornerstone of our work.

Conclusion

In closing the 2024/25 financial year, it represents both the end of the Strategic period and new beginnings for the next five-year Strategic Period. 2025-2030 Strategic Plan opens a new horizon of opportunities to reimagine SACE's role in strengthening the teaching profession. It is with the collective efforts that SACE continues to fulfil its mandate and make a meaningful impact in the education sector. With the collective effort of our partners and stakeholders, SACE remain committed to enhancing public confidence, inspiring a credible and agile teaching profession in the years ahead.



Ms Mapula Ella Mokgalane
Acting Chairperson of Council
South African Council for Educators
Date: 23 September 2025

CHIEF EXECUTIVE OFFICER'S OVERVIEW

General Financial Review and Spending Trends: 2024/25

SACE has published its audited financial statements for the 2024/25 fiscal year, reflecting a stable and positive financial position. As a self-funded professional regulatory body, SACE primarily generates revenue through levies paid by professionally registered teachers. A total of R145 million in revenue performance has been registered, and this marks a 12% increase from R129 million in 2023/24. This growth is largely attributed to stricter enforcement of compliance with membership financial standing requirements of the entity, despite teacher levies remaining unchanged since April 2021.

Also, the entity received R16.4 million from the fiscus through the Department of Basic Education Budget Vote 16. This grant supports the management of the Continuing Professional Teacher Development (CPTD) system, as mandated by Section 5(b) of the SACE Act. The grant increased marginally by 5% from R15.6 million in the previous year. Revenue from the registration-related administration fees rose to R20 million. This represents a significant 39% increase from R14.5 million in 2023/24. This surge is driven by enhanced enforcement of compliance, in terms of membership fees, among registered educators.



Spending trends of the public entity

While the entity reported total revenue of R145 million for the 2024/25 financial year, its total expenditure amounted to R137 million, representing 95% of the revenue. This indicates a tightly balanced budget with limited surplus, underscoring the importance of prudent financial management. Accordingly, key cost drivers included the compensation of employees, which amounted to R67 million (49% of total expenditure). This remains the largest cost component, reflecting the entity's investment in human capital. The administration amounted to R27 million (20%), and it covered operational and support functions essential to the council's daily activities, including governance ones. Overall, the APP Programmes, which are central to SACE's service delivery in the teaching profession, cost R27 million (20%). R6 million (4%) was spent on Information and Communication Technology (ICT) in terms of supporting the digital infrastructure and systems, including the CPTD Management System platform. The remaining 7% was allocated across various operational needs.

Capacity Constraints and Challenges Facing the Public Entity

SACE's recurring staff shortages have negatively impacted its six Annual Performance Plan Programmes and increased pressure on employees covering multiple roles. By March 2025, about thirty positions, including those of managers, had been vacant for 2-3 years, exacerbated by a hiring freeze pending completion of a job evaluation and skills audit, which is expected to conclude in 2025/2026. The 2020–2025 end-term evaluation report identified a need for enhanced monitoring and evaluation skills among programme and senior managers, recommending inclusion of these areas in future skills development plans to improve performance tracking. Persistent financial constraints also hinder operations; reliance on an unchanged educator levy (R16.50/month) has failed to keep pace with rising costs, highlighting the need for SACE to pursue a more sustainable funding model. Integration of ICT systems remains delayed, with ongoing challenges in fully digitising and connecting platforms for registration, CPTD tracking, and complaints management.

Requests for rollover of funds

During the period under review, the entity recorded an accounting surplus of R8 million, compared to R9 million in the previous year. While this reflects a nominal decline in surplus, it represents an 11% improvement in net asset growth, bringing total net assets to R199,269,535. The surplus was primarily driven by the (a) enhanced enforcement of membership compliance, which improved revenue collection; (b) underspending on APP Programmes, with expenditures of R17.67 million (44% of budget) and R1.88 million (24% of budget)

Considering the delayed finalisation of the audit, SACE submitted a formal request on 30 September 2025 to retain its accumulated surplus of R95 million. As a self-sustaining entity, the Council intends to allocate this surplus toward the following: (a) business continuity and operational resilience; (b) upgrading ICT infrastructure; and (c) establishing a contingency reserve fund to support educator case management, employee dispute resolution, and acquisition of essential operating assets. This strategic approach ensures that SACE remains financially robust while enhancing its capacity to deliver on its professional and regulatory mandate.

Supply Chain Management, and whether SCM processes and systems are in place

Annual procurement plans at the organisation align with its strategic and operational needs, ensuring all procurement is budget-linked and balances quality, efficiency, and cost-effectiveness. Formal bidding processes, overseen by Bid Evaluation and Adjudication Committees, comply with National Treasury regulations for goods and services above set thresholds. Standard Bidding Documents and Terms of Reference guide competitive bids. Supply Chain Management handles asset and inventory control, maintains registers, and oversees asset disposal. Suppliers are selected from the Central Supplier Database, prioritising Broad-Based Black Economic Empowerment (BBB-EE) criteria. Emergencies and deviations follow documented protocols, require CEO approval, and are reported to relevant authorities. The SCM system tracks irregular expenditure, supporting SACE's commitment to integrity, value for money, and accountability in procurement and finance.

Events after the reporting date

The term of office for the 2021-2025 Accounting Authority ended on 31 July 2025. Appointment of the 2025-2029 Authority has been delayed due to a required external consultation with SACE constituencies about selecting 18 members of the organised profession, as outlined in the SACE Act. This also delayed approval of the nomination, vetting, selection, and appointment policy, which was finalised on the last day of Council, 31 July 2025. Hence, the signing of the Accounting Authority Statement by the Chief Executive Officer, who becomes the Acting Chairperson, in the absence of the Accounting Authority.

Economic Viability

The audited financial statements for the 2024/25 fiscal year reflect a sound and economically viable position for the entity. The Council reported total net assets of R199 million and cash and cash equivalents of R151 million, underscoring its financial resilience. Based on these audited results, business continuity over the next 12 months is not at risk. A key contributor to this stability was the enforcement of membership compliance, which significantly enhanced revenue collection and overall financial viability during the reporting period.

Looking ahead, and considering a projected constrained operating budget, the Accounting Authority is actively exploring sustainable funding models to reinforce long-term financial stability. These efforts

aim to safeguard core operations and ensure the continued delivery of strategic programmes aligned with SACE's mandate.

Acknowledgement/s or Appreciation

The Accounting Authority of SACE has provided steadfast governance and strategic oversight throughout the financial year. We, therefore, extend our sincere appreciation to the Chairperson and Council members for their leadership, diligence, and unwavering support.

Our Chief Financial Officer and Senior Management Team have played an important role in executing the Council's strategic objectives. We are appreciative of their ability to navigate challenges and foster collaboration, which has been central to advancing our mandate of promoting and safeguarding the teaching profession.

We sincerely thank our staff for their dedication and professionalism, which are vital to our success in educator registration, professional development, ethics, and engagement. We also appreciate the Minister of Basic Education as the SACE Executive Authority for ongoing support and leadership, enabling SACE to advance education transformation and elevate the teaching profession.



Ms Ella Mapula Mokgalane
Chief Executive Officer
South African Council for Educators
Date: 23 September 2025

3. Statement of responsibility and confirmation of accuracy for the annual report

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

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

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

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

The Annual Financial Statements (Part F) have been prepared in accordance with the standards applicable to SACE.

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

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

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

In our opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of SACE for the financial year ended 31 March 2025.

Yours faithfully



Chief Executive Officer

Ms Mapula Ella Mokgalane

Date: 23 September 2025

4. STRATEGIC OVERVIEW

- **VISION**

Inspiring a Credible Teaching Profession.

- **MISSION**

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

- **VALUES**

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



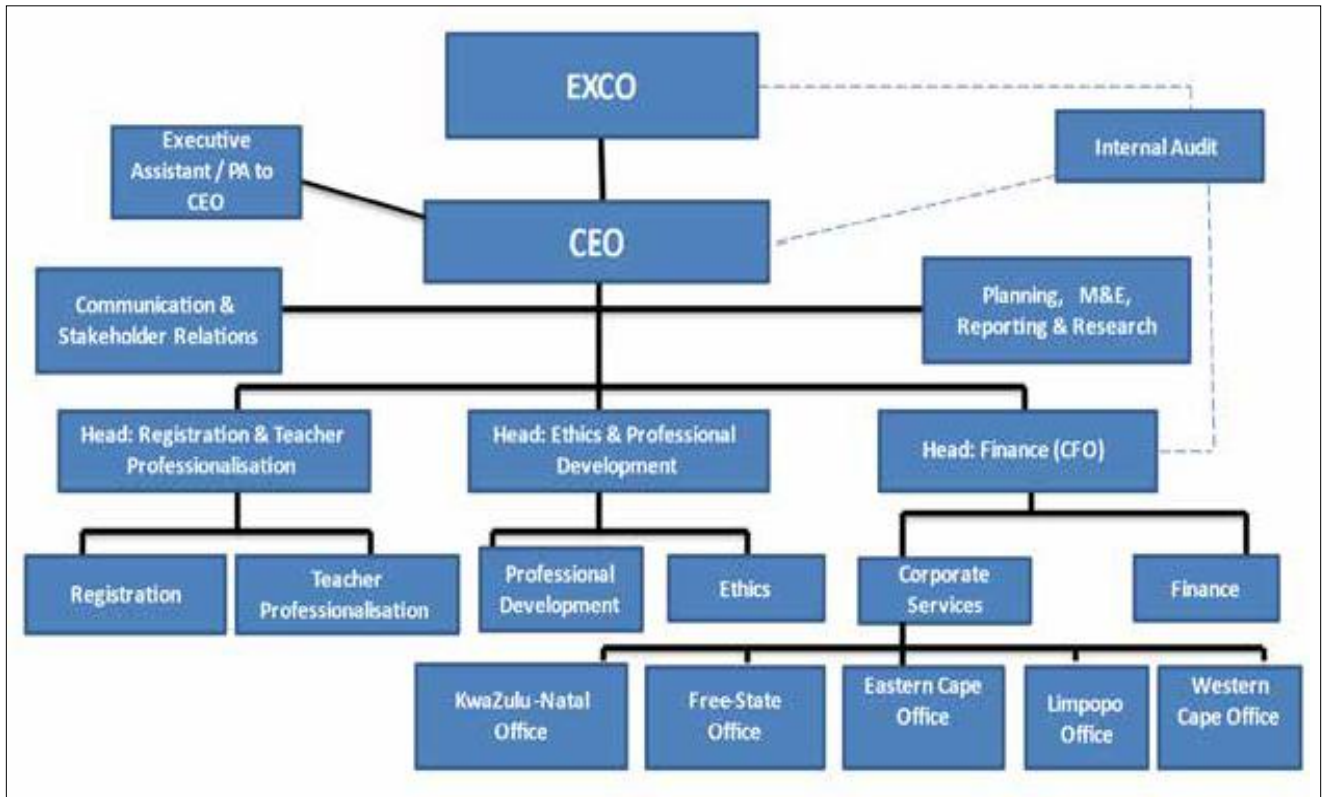
5. LEGISLATIVE AND OTHER MANDATES

SACE is a statutory professional body under Schedule 3A of the Public Finance Management Act (PFMA). It is regulated by an Act of Parliament, the SACE Act of 2000 (Act no. 31 of 2000). It mandates SACE to provide for the professional registration of educators, promote their continuing professional development, and set, protect, and maintain the profession's ethical and professional standards. In addition, the SACE legislative and policy environment includes the following:

TITLE
<ul style="list-style-type: none">• The Constitution of the Republic of South Africa (1996): It is fundamental in promoting the values that are consistent with basic human rights, as well as ensuring that the child's welfare is paramount when making decisions about their lives.• 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).• South African Schools Act No. 84 of 1996: It provides for a uniform system for the organisation, governance, and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith.

- **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.
- **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 who 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 convicted sex offenders in the National Register for Sex Offenders.
- **The Commission for Gender Equality Act, 1996 (Act 39 of 1996):** SACE to ensure it aligns itself by monitoring and evaluating the policies and practices of government, the private sector, and other organisations to ensure that they promote and protect gender equality; public education and information.
- **Integrated Strategic Policy Framework for Teacher Education and Development (2011) (ISPFTED):** It puts forward improved and expanded teacher education and development opportunities to improve the quality of teaching and learning in schools.
- **Minimum Requirements for Teacher Education Qualification (MRTEQ):** provides a basis for the construction of core curricula for initial teacher education, as well as for Continuing Professional Development (CPD) Programmes that accredited institutions must use to develop their programmes leading to teacher education qualifications.
- **National Policy Framework for Teacher Education and Development (2007) (NPFTED):** It seeks to provide an overall strategy for the successful recruitment, retention, and professional development of teachers to meet the social and economic needs of the country.

6. ORGANISATIONAL STRUCTURE



PART B: PERFORMANCE INFORMATION

1. AUDITOR'S REPORT: PREDETERMINED OBJECTIVES

The Auditor General of South Africa (AGSA) currently performs the necessary audit procedures on the performance information to provide reasonable assurance in the form of an audit conclusion. The audit conclusion on the performance against predetermined objectives is included in the report to management, with material findings being reported under the Predetermined Objectives heading in the Report on other legal and regulatory requirements section of the auditor's report.

OVERVIEW OF SACE PERFORMANCE

2. SITUATIONAL ANALYSIS

2.1. Service Delivery Environment

The 2024/25 financial year marked the final phase in the implementation of SACE's 2020–2025 Strategic Plan. Throughout this period, the organisation remained focused on delivering the priorities set out for the conclusion of the five-year term, with particular emphasis on strengthening educator professionalism, ethical standards, and stakeholder engagement. This financial year unfolded against a backdrop of significant national change. South Africa entered the year amidst general elections, culminating in the formation of a Government of National Unity in May 2024, a historic first for the country in its shape. The transition ushered in a new Minister of Basic Education, who introduced revised priorities for the sector, aimed at prioritising foundational learning, accelerating transformation, improving learning outcomes, and enhancing educator support. In response to this evolving policy landscape, SACE remained agile and responsive. While continuing to implement the final components of its 2020–2025 Strategic Plan, the organisation also aligned its activities with the emerging priorities outlined in the Medium-Term Development Plan (MTDP). This dual focus ensured continuity in strategic delivery while laying the groundwork for future alignment with national education imperatives.

In the 2024/25 financial year, the entity successfully aligned its programmes with its legislative mandate and the approved budget programme structure. It implemented six strategic programmes as outlined in the APP, each designed to advance the Council's core functions of educator registration, professional development, ethics enforcement, stakeholder engagement, and research. A total of 21 performance indicators were planned for the year. Of these, 17 indicators were fully achieved, reflecting a performance success rate of 81% against predetermined objectives. This outcome demonstrates SACE's commitment to effective service delivery, strategic execution, and continuous improvement, even amidst a shifting policy landscape and resource constraints. The Council's ability to meet most of its targets underscores its operational resilience and its dedication to promoting professionalism and accountability within the teaching profession.

Professional Registration Programme: Digital Transformation and Support

In line with its core mandate, SACE registered a total of 66,246 educators across various registration categories during the 2024/25 financial year. This achievement reflects the Council's continued commitment to professionalising the teaching workforce and ensuring that they meet the required standards for registration. A significant milestone during the reporting period was the ongoing transformation of the educator registration process. SACE has progressively shifted from traditional paper-based systems to an online registration platform, representing a strategic move to enhance service delivery, improve operational efficiency, and reduce administrative costs. The implementation of online registration has yielded measurable benefits, including reduced paper usage, faster processing times, and improved data integrity. However, as with any systemic change involving a large and diverse stakeholder base, the transition has presented both opportunities and

challenges. The introduction of the digital platform marked a pivotal shift in how SACE engages with educators, but it also encountered initial resistance from applicants more familiar with manual processes and the on-the-spot issuance of registration certificates. Targeted communication and support interventions were implemented to ease this transition and promote adoption.

One of the most pressing challenges has been the slight increase in fraudulent documentation submitted during the registration process. As falsification techniques become more sophisticated, the verification of qualifications and identity documents has grown more complex. This has necessitated the deployment of additional resources and the development of specialised capabilities to detect and manage fraudulent submissions effectively. Despite these challenges, the digital transformation of the registration system remains a cornerstone of SACE's modernisation agenda. The Council continues to refine its processes, strengthen its verification protocols, and engage stakeholders to ensure that the registration system remains secure, accessible, and aligned with the evolving needs of the education sector.

In response to the evolving demand for a multifaceted support framework to assist applicants in the process of educator registration and the challenges posed by digital transition, the entity implemented a multifaceted support framework to assist applicants in navigating the new online registration system. This strategic intervention was designed to enhance accessibility, reduce friction, and uphold the integrity of the registration process.

Key components of the support framework included:

- Collaboration with Higher Education Institutions (HEIs): Joint sessions were held to establish institutional support pathways for student teachers and recent graduates entering the profession.
- Partnerships with Provincial Education Departments: These partnerships leveraged existing government technology infrastructure to support applicants in underserved and rural areas.
- Advocacy Campaigns: Targeted initiatives were launched to raise awareness about document fraud and promote ethical compliance during the registration process.

This transition to digital registration marked a pivotal shift in how SACE interfaces with its stakeholders. While the system has delivered measurable improvements in cost savings and operational efficiency, it has also revealed challenges, particularly in managing fraudulent documentation. The increasing sophistication of falsified submissions has necessitated enhanced verification protocols and the deployment of specialised resources to safeguard the integrity of the registration process.

Ethical Standards Programme: Oversight and Accountability

The Ethical Standards Programme remains central to SACE's mandate of promoting professionalism and protecting learners. The programme ensures that complaints against educators are handled fairly, transparently, and expeditiously, thereby reinforcing public confidence in the teaching profession.

During the 2024/25 financial year, SACE observed a consistent trend in reported cases, with a slight increase in incidents involving:

- Assault and corporal punishment of learners
- Sexual abuse of learners
- Assault of colleagues within the school environment
- Other forms of unprofessional conduct

These patterns underscore the urgent need for professional development in positive discipline, particularly among educators who continue to apply corporal punishment. SACE will intensify efforts to promote behaviour management strategies that align with ethical and developmental best practices.

The case management process, during the financial year under review, reveals the following picture:

- **606** cases of unprofessional ethical behaviour were registered during the 2024/2025 financial year. In addition, **379** cases formed part of the older or rollover matters from the previous financial year/years.
- **99** investigations were finalised on new cases.
- **134** disciplinary hearings were conducted.
- **109** educators were sanctioned following due process.

These outcomes reflect SACE's commitment to ethical enforcement and its role in safeguarding the dignity and safety of learners and the broader school community.

Professional Development

The Professional Development Programme remains a cornerstone of SACE's mandate to promote the continuous growth and professionalisation of educators. In alignment with the Council's strategic objectives, all professional development activities are quality assured, and providers are formally approved prior to programme endorsement. This ensures that educators receive relevant, credible, and impactful development opportunities. During the 2024/25 financial year, SACE reflected on the implementation and reporting of Type 3 activities, those initiated and delivered by external providers. A total of 38 approved providers successfully reported Type 3 activities, marking a significant step in expanding access to structured professional development across the sector.

To support this progress, SACE implemented a multi-pronged stakeholder advocacy strategy, which included:

- Engagements with educator members to raise awareness and promote participation in endorsed programmes.
- Collaborative sessions with providers to clarify reporting requirements and improve compliance.

- Implementation of the Code of Good Practice, which played a pivotal role in guiding providers through the reporting process and ensuring consistency in programme delivery.

These efforts have contributed to a more transparent and accountable professional development ecosystem, reinforcing SACE's commitment to educator excellence and sectoral transformation.

The professional development sessions that were facilitated aligned with the Annual Performance Plan 2024/25. A total of 31,808 educators were supported in professional development sessions. Furthermore, 87% of approved providers met the set criteria. The SACE-approved providers submitted 1587 continuing professional development programmes and activities that were evaluated, and 1545 of them were endorsed based on quality, fitness for purpose and fitness of purpose criteria.

SACE is responsible for the endorsement of professional development programmes offered by universities, NGOs, unions, and private providers. A total of 19 sessions were observed in the financial year. A total of The Endorsed professional development sessions observed in the provinces: 7 of the 19 providers represented 37% were observed in the Gauteng, 4 of the 19 providers represented 21% were observed in Northern Cape, 3 of the 19 providers represented 16% were observed in Eastern Cape, 2 of the 19 providers represented 10% were observed in Western Cape, 1 of the 19 providers represented 5% were observed in KwaZulu Natal, 1 of the 19 providers represented 5% were observed in Free State, 1 of the 19 providers represented 5% were observed in Mpumalanga. What are the reasons for the lack of observation in the four remaining provinces?

Professional Teaching Standards

The Strategic Plan 2020-2025 Mid-term assessment revealed a need for significant challenges to achieve the strategic objectives. The realignment of Programme 5, PTS, represented an opportunity to strengthen SACE's contribution to the professionalisation and internal quality of the teaching profession. Through strategic partnerships with Higher HEIs, SACE has successfully developed 12 Memoranda of Understanding out of a targeted 13, establishing crucial frameworks for collaboration that clarify roles and responsibilities between SACE as a Professional Regulatory body and Faculties / Schools of Education in Higher Education Institutions. This foundation enables SACE to effectively implement the Teacher Professionalisation path areas, which include supporting student teachers during their Work Integrated Learning and both the ethical and professional standards of the profession.

To strengthen the professionalisation of the teaching profession further, SACE launched two strategic multi-year projects as follows: the first focused on ECD Professionalisation. This initiative underscores the importance of regulating and elevating the foundational phase of education, recognising its critical role in shaping long-term learning outcomes. The second and last one deals with the implementation of PTS in HEIs. This is aimed at embedding consistent and high-quality teaching standards across teacher education programmes. This project supports the development of a robust and accountable teaching workforce. Together, these initiatives reflect a comprehensive and systemic approach to enhancing teaching quality across the entire education and development continuum.

Professional Research

SACE has produced 3 research reports, namely “The nexus between young children’s right to quality, appropriate and responsive services and the workforce responsible for these services”; Commonwealth of Learning (COL) Report and SACE Inaugural Teacher / Practitioner-based Research Colloquium. The entity continues to produce publications and data to inform and update the education sector with information relating to the teaching profession.

2.2. Organisational Environment

SACE has about 150 staff components that include 107 permanently appointed employees and about 43 temporary and contract employees. The number of temporary and contract employees fluctuates depending on the demand and supply of such employees from time to time. It was reported in the previous annual reports that the Council has embarked on some endeavours and Projects to review the Council's Organisational Structure to reposition the Council in terms of its central role in establishing and leading transformation in the education sector. In reviewing and repositioning the institutions in line with its organisational structure, some critical and Strategic posts were frozen to allow the review process to take place without creating additional posts that may not be aligned with the new organisational outlook. The position of Senior Manager for ethical standards and professional development remained vacant during the period under review, and a few other managerial positions, such as the manager for ethical standards.

ICT and Human Resource Stabilisation

During the 2024/25 financial year, the SACE experienced a significant operational setback following the resignation of its ICT Specialist. This departure disrupted critical ICT-related activities and exposed vulnerabilities in the organisation’s digital infrastructure and support systems.

In response, SACE implemented a multi-layered mitigation strategy to stabilise operations and ensure continuity of service delivery. Key interventions included:

- Appointment of internal staff members in acting capacities to maintain essential ICT functions.
- Recruitment of temporary and contract employees to support operational gaps.
- Engagement of an external ICT company to provide technical expertise and stabilise the organisation’s digital platforms.

Recognising the need for long-term structural stability, the Council resolved to proceed with filling vacant positions in line with the existing organisational structure. This decision was made while broader discussions on organisational review and repositioning continued.

As part of this process, 22 positions were advertised in September 2024.

SACE experienced a setback when the ICT Specialist resigned and left the organisation limping on ICT-related activities. In mitigating the above-mentioned and other related challenges, the organisation appointed internal staff members in acting capacities, appointed temporary and contract employees and further appointed an ICT Company to handle ICT matters to stabilise the

situation. Subsequently, it was later resolved that SACE should continue to fill the vacant positions based on the current organisational structure, whilst discussions are continuing, reviewing, and repositioning. It is against this background that about 22 Positions were advertised around September 2024.

2.3. Key policy developments and legislative changes

Legislative Developments and Organisational Response

The 2024/25 financial year saw significant legislative and judicial reforms that directly impacted the operational and legal environment of the SACE. These changes have enhanced the Council's ability to manage labour relations and disciplinary processes with greater efficiency, fairness, and legal certainty.

Labour Law Reforms

On 1 March 2024, amendments to the National Wage Act came into effect, introducing changes to wage structures, compliance obligations, and enforcement mechanisms aimed at better protecting vulnerable workers. These reforms have strengthened the Council's ability to uphold fair labour practices and ensure compliance across its employment framework.

Further developments included the adoption of the new Labour Court and Labour Appeal Court rules on 17 July 2024, which streamlined litigation procedures and improved accessibility to labour justice. The launch of the Online Urgent Labour Court Application System on 12 August 2024 marked a significant step forward in reducing delays and enabling the swift resolution of urgent labour disputes. These legislative enhancements have empowered SACE and its employees to access judicial recourse more efficiently, thereby reinforcing the Council's commitment to fair labour practices and responsive human resource management.

Judicial Ruling and Policy Reform

A landmark decision by the Supreme Court of Appeal in the matter of Centre for Child Law and Others vs SACE, Case No. 1289/2022 (2024) ZASCA 45, prompted the Council to undertake a comprehensive review of its Sanctions Policy. The ruling underscored the importance of procedural fairness and the rights of victims in disciplinary proceedings.

In response, SACE revised its Sanctions Policy to ensure that:

- Disciplinary processes are conducted with greater transparency and fairness.
- Victims and affected parties are given a formal opportunity to be heard.
- Submissions from victims are considered before sanctions are imposed by disciplinary panels.

The implementation of the revised policy has had a positive impact on the integrity and credibility of SACE's ethical enforcement mechanisms. It reflects the Council's commitment to upholding justice, protecting learners, and fostering public trust in the teaching profession.

Legislative Reform: Impact of the BELA Act 34 of 2024

The signing of the Bela Act 34 of 2024, in particular the amendment of the SA Schools Act 84 of 1996, s8(1) will impact positively in a sense that it enforces the establishment of the Code of Conduct for Learners with the emphasis of the involvement of parents and learners and (2) reflecting on the meaningful application of discipline of learners and to align our activities with ECD Practitioners, involving them more. Key changes include making Grade R compulsory, revisions to admission and language policies, stricter regulations for homeschooling, and strengthened sanctions on corporal punishment.

2.4. Progress Towards Achievement of Institutional Impacts and Outcomes

Summary of outcome: actual achievement 2020-2025

Outcome	Outcome Indicator	2019 / 20 Baseline	2020-2025 Target	Actual Achievement as at 31 March 2025	Reasons for Deviation	Corrective action to be taken in the next planning cycle
Efficient and effective governance	Percentage of internal and external audit recommendations implemented	-	100%	86% (78/91) x 100	Non-implemented recommendations require involvement of outside stakeholders, other divisions and the council committee, among others. This makes the process of implementing audit recommendations somewhat winding and long.	Continually engage with all stakeholders, divisions and council committees to ensure that the recommendations are fully implemented
Fit-to-practice registered educators and lecturers	Percentage of educators and lecturers screened for fitness-to-practice	-	100%	100% (46674 / 46674) x 100	N/A	N/A
Maintained ethical standards	Number of educators who adhered to the code of professional ethics	-	400 000	599 891	The positive deviation may be because of advocacy through workshops and collaboration with the stakeholders. This could be responsible	More vigorous engagement with stakeholders is still needed to be escalated as we strive to eradicate educators

Outcome	Outcome Indicator	2019 / 20 Baseline	2020-2025 Target	Actual Achievement as at 31 March 2025	Reasons for Deviation	Corrective action to be taken in the next planning cycle
					for the reduction of educators sanctioned for breach of the Code of Professional Ethics.	who are determined to breach the code.
Improved teacher competence	Percentage of educators participating in professional development activities	-	80%	35% (168014 / 484751) x 100	The expected target was not reached due to several contributing factors. Not all educators are recording and reporting their professional development activities, even though many are actively engaging in them. Educators in rural areas face significant challenges with network connectivity, which impacts their ability to access the system, resulting in underreporting. Additionally, the COVID-19 pandemic severely limited the ability of coordinators to provide in-person	Markedly, the indicator has been revised and performance reporting are now based on educators who have reported and achieved a minimum of 50 points. Since implementing this change, there has been a significant improvement.

Outcome	Outcome Indicator	2019 / 20 Baseline	2020-2025 Target	Actual Achievement as at 31 March 2025	Reasons for Deviation	Corrective action to be taken in the next planning cycle
					support and advocacy. During this period, many educators lost touch with the system, necessitating refresher sessions that were only conducted in late 2022	
Improved teacher professionalisation	Strengthened teacher education and development continuum	-	Implemented teacher professionalisation path	The Professionalisation Path was implemented, and the path plays a part by participating in the Teacher Education Programmes Evaluation Committee of the Department of Higher Education and Training. The Teacher Professionalisation Path is underpinned by the Professional Teaching Standards and the Values. Supporting the Higher Education Institutions with the Code of Professional Ethics for student teachers underscores the focus of the Teacher Professionalisation Path, predominantly the first three focus areas, which focus on	N/A	N/A

Outcome	Outcome Indicator	2019 / 20 Baseline	2020-2025 Target	Actual Achievement as at 31 March 2025	Reasons for Deviation	Corrective action to be taken in the next planning cycle
				<p>the Initial Teacher Education, and the student teachers are the focus of the path in the pre-service component.</p> <p>The Memorandum of Understanding (MOU) underscores focus area number 1 of the Teacher Professionalisation Path, which indicates the Minimum Requirements for enrolment into Initial Teacher Education (ITE). The memorandum of understanding strengthens the collaborative network and engagements the Council envisaged in having a collaborative environment with higher education institutions in determining minimum requirements of entry as enshrined in the SACE Act 31 of 2000 as amended.</p>		

OUTCOME 1: EFFICIENT AND EFFECTIVE GOVERNANCE

Internal and external audit recommendations implemented

The Executive Committee (EXCO) remained stable as no major changes were made in terms of replacing EXCO members during the period under review. EXCO continued to ensure that the day-to-day activities of the Council proceeded smoothly during its meetings, which are held according to the approved Council calendar. The Council always endeavoured to comply with relevant legislation related to governance matters as guided by PFMA, King's Code and other pieces of legislation.

OUTCOME 2: FIT –TO-PRACTISE REGISTERED EDUCATORS AND LECTURERS

The entity has made significant progress towards its institutional mandate of ensuring that only qualified, professionally competent, and ethically fit individuals serve as educators in South African schools.

In pursuit of its goal to register 100% of educators and lecturers screened for fitness to practice, SACE established strategic partnerships with the South African Police Service (SAPS) and the Department of Justice and Constitutional Development. These collaborations were instrumental in implementing comprehensive screening processes that form part of SACE's five-year target focused on screening and ensuring ethical compliance among educators.

A critical component of SACE's mandate involves verifying the authenticity of professional qualifications. While the National Qualifications Framework (NQF) Act designates the SAQA as the entity responsible for qualification verification, SACE adapted its approach by working directly with HEIs to confirm the validity of transcripts and certificates. Additionally, SACE collaborated with the Department of Home Affairs (DHA) to verify identity documents, a process that uncovered numerous fraudulent identity documents.

SACE has expanded its scope to include the registration of student teachers, successfully registering fifteen thousand student teachers to date. To support the professional development of these future educators, SACE developed and implemented a dedicated Code of Ethics for student teachers.

Addressing the partial compliance observed across the nine provincial education departments, school governing bodies, and independent schools, SACE initiated intensive registration drives. These targeted campaigns provided support to practising but unregistered teachers, facilitating their formal registration with the Council and furthering SACE's mission to ensure all educators meet the required professional standards.

OUTCOME 3: MAINTAINED ETHICAL STANDARDS

To ensure that ethical standards are maintained, the Council must investigate allegations of unprofessional conduct and thereafter refer the matter to a disciplinary inquiry where applicable. The SACE disciplinary processes should not be viewed as punitive but play a major role as a

deterrence, thus ensuring most educators registered with the Council adhere to the Code of Professional Ethics.

OUTCOME 4: IMPROVED TEACHER COMPETENCE

This outcome measures the Continuing Professional Teacher Development Information System (CPTD-IS), which is designed to ensure that educators record their points in the system that SACE manages. Its goal is to foster a teaching workforce committed to delivering high-quality education and making a meaningful impact in the classroom.

The Annual Performance Plan indicator for recording and reporting was slightly revised in the past two years. While it continues to measure the same aspect of performance, it is now framed differently, focusing on the actual number of educators recording and reporting their activities, rather than on percentages and selected districts. Encouragingly, this shift has coincided with increased engagement, as more educators embrace the CPTD system and participate actively. That said, there remains room for improvement.

The indicator which tracks the outcome indicator was therefore moved to the Operational Plan. Of the total reporting, approximately half have already reached 50 CPTD points, which is a strong indication that educators are taking professional development seriously and working toward the required 150 points over their three-year cycle.

OUTCOME 5: IMPROVED TEACHER PROFESSIONALISM

Initial teacher education remains a key focus area for the Council. While the development of criteria for selecting prospective student teachers in collaboration with stakeholders was not achieved as originally planned, significant progress was made in this area. SACE and the Department of Basic Education (DBE) collaborated during all FUNZA Lushaka inception and orientation sessions, where SACE articulated the profile of student teachers that the Council aspires to develop. This process was reinforced by FUNZA Lushaka bursary recipients being offered funding contingent on vetting through SAPS, ensuring proper screening before they commence their studies. Council conducted consultative sessions on the Code of Professional Ethics specifically designed for student teachers with more than fifteen HEIs. Furthermore, the establishment of a MOU has enhanced the Council's capacity to provide comprehensive support to student teachers and fostered productive working relationships with HEIs throughout the Work Integrated Learning process in future.

The induction of newly qualified teachers faced significant challenges during the reporting period. Newly qualified educators did not upload or submit portfolios of evidence for their induction programs. This omission severely limited the Council's access to critical documentation, preventing SACE from assessing these portfolios as part of the professional certification process.

INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

Programme 1: Administration

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

1.1: Executive and Governance

Purpose: To determine policy and priorities for the organisation

1.2: Planning, Monitoring & Evaluation Reporting

Purpose: To translate policies and priorities into strategies for effective service delivery and, to manage, monitor and control performance and research

1.3: Corporate Services

Purpose: To ensure appropriate support services based on the principles of corporate governance

1.4: Financial Management

Purpose: Provide sound financial and risk management support services, as well as budgeting, provisioning, and procurement to the organisation

1.5: Communication and Stakeholder Relations

Purpose: Provide and improve internal and external communications of the organisation through various platforms to all stakeholders and ensure a proactive communication and Advocacy strategy reaching all educator and stakeholder groupings

1.6: Information and Communication Technology

Purpose: Improved corporate governance of ICT leads to: effective public service delivery through ICT-enabled access to organisational information and services, ICT enablement of business, improved quality of ICT service, stakeholder communication, trust between ICT, the business and citizens, lowering of costs, increased alignment of investment towards strategic goals, protection and management of the organisational and employee information.

Corporate Services

The Corporate Services sub-programme entails Human Resources, general work, maintenance of Council infrastructure and fleet, Provincial Offices, Postage, Committee Secretaries, Security and Information Communications Technologies. The division exists amongst other support services whose role is to provide effective and efficient administration by enabling the core functions, such as Registration, Teacher Professionalisation, Ethics and legal and Professional Development to discharge their responsibilities as dictated by the SACE Act 31 of 2000.

The Performance indicator for the division during the period under review was to measure the employees assessed through the Performance Evaluation Development System. The Council was

able to evaluate all its employees through the Performance Evaluation Development System guidelines, as agreed between the employer and labour representatives (Union). It was later agreed that the Performance Indicator would be changed to measure the impact of performance evaluation on the achievement of strategic objectives. The performance indicator now measures the percentage of employees who have achieved a satisfactory level (50-64 %-level 2) through performance evaluation.

The Human Resource Unit is responsible for insourcing the Human Capital capable of discharging its responsibilities and achieving the Council's strategic objectives at both strategic and administrative levels. The Unit is divided into two categories: provisioning of staff through Recruitment and selection until a complete onboarding process, and Labour Relations, which includes training and development of staff.

The Council successfully trained 93% of its employees through initiatives funded by the SACE, as well as through self-initiated studies and various training programs identified in the Performance Evaluations, Divisional training interventions, and Organisational training interventions. SACE and ETDP-SETA financed these training courses. Additionally, the Council appointed graduate interns funded by ETDP-SETA discretionary funding. It is believed that these training interventions will positively impact the Council's ability to achieve its strategic objectives.

The Council adopted the Employment Equity Plan, whose lifespan lapsed in 2024. The target plan for disabled people was 3 % of the total staff establishment, amongst other designated groups. It is regrettable that the Council did not achieve the employment targets of the designated groups, and stands at only 1 % of disabled persons. The new employment equity plan has been developed with deliberate actions to achieve the employment targets, including headhunting with clear, fair and achievable guidelines.

Planning, Monitoring & Evaluation Reporting

The purpose of planning, monitoring & Evaluation and Reporting is to translate policies and priorities into strategies for effective implementation of the core mandates and to manage, monitor and report the performance of the organisation. There are six programmes that the public entity is implementing through the 2024/25 APP to achieve its mandate and priorities. During the 2024/25 financial year, the organisation had 21 performance indicator targets that were planned for. Of the 21 indicators, the organisation achieved 17 of the indicators, which translates into 81% of predetermined objectives achieved. Financial year 2024/25 is the 5th year and the end of implementing the 5-year tabled strategic plan 2020-2025. The division held strategic plan workshops to develop the 2025-2030 strategic plan. The first workshop was held internally, whilst the 2nd, which was referred to as Indaba, included all 5 labour Unions as well as SACE constituencies and stakeholders.

Financial Management

Ensures sound financial management service of the organisation through effective and efficient Budgeting, Supply Chain, Revenue collection and financial reporting. The performance indicator for the year under review is the number of eligible invoices paid within the regulated period of 30 days, which is satisfactorily achieved.

Communication and Stakeholder Relations

• SACE Welcome Back to School Campaign 2025

Teachers and Learners across the country reported for the start of the new school calendar year 2025 between the week of **13 – 17 January 2025**. Many learners were attending school for the first time, while others returned to further their education. The interventions and support of educators have led to continuous improvements within our education system, as reflected in the exceptional overall matric pass rate of 2024. Thus, following the announcement of a historic national performance by the Matric Class of 2024, Council initiated the **#Welcome Back to School Campaign 2025**, aimed at celebrating excellence and welcoming back all South African Teachers to the new academic calendar year 2025.

The campaign focused on disseminating congratulatory messages to the matric class of 2024, including all other grades, but at the same time, recognising the immense role played by educators. In addition, well wishes for the new academic year 2025 were also shared with our educators ahead of the new academic calendar year.

The Council implemented the campaign using the following campaign toolkits:

Communication Approach	Key Message	Reaches
Social Media Infographics	EDUCATING MINDS, INSPIRING FUTURES: Thank you, our dedicated educators, for your tireless efforts and for achieving exceptional results every year in 2024! You are indeed the architects of success.	Through our social media infographics, we managed to publish our infographics to our social media followers through our social media interactions. Most followers have appreciated the messages through our comments chat box.
Billboards Adverts Gauteng National Highways	EDUCATING MINDS, INSPIRING FUTURES: Thank you, our dedicated educators, for your tireless efforts and for achieving exceptional results every year in 2024! You are indeed the architects of success.	Through our billboard adverts, we need to publish our congratulatory message content, including our visuals, to the public within the Gauteng province.
Radio Stations Live Reads X9 Radio Stations Translated Live Reads Messages were disseminated to our teachers and the public with the same message as part of congratulating our teachers and wishing them a successful year ahead.	To all our esteemed educators. A warm welcome back to school for the 2025 calendar year. SACE, your professional regulatory body, wishes you an incredible and successful year ahead. Thank you for achieving outstanding quality 2024 results across all the school grades. Continue to inspire a credible and agile teaching profession in and outside your school	In terms of reach, many station listeners were reached through our Translated Live Read Messages as part of welcoming back our teachers and appreciating the 2024 results across all school grades.

	environment. Your worth and dignity are valued.	
SMS Messages	A warm welcome back to school welcomes our valued educator! SACE wishes you an incredible and fulfilling year ahead! Thank you for your contribution towards the 2024 exceptional learners' results across all the grades	The council distributed SMS messages, which reached over 400,000 educators in the country.

- **Human Rights Campaign 2025**

As the country celebrated the 2025 Human Rights Month, SACE used this opportunity to denounce violence against teachers and violations of their dignity and humanity. Through the message, it called upon the public, parents, and learners to protect and respect teachers' rights because their rights are human rights, too. Furthermore, the campaign encouraged the country to show them the appreciation, respect and support they deserve. SACE also reminded all teachers that their rights, dignity and respect by the public, parents and learners is of paramount importance. Stand up for your teachers' rights!

TEACHERS' RIGHTS ARE HUMAN RIGHTS!! Stop violence against our teachers and join SACE in standing up for their protection, respect, safety, and dignity! The Council implemented the campaign using the following campaign toolkit.

The following media were used for the campaign:

Communication Approach	Key Message	Reaches
Commercial Stations Live Reads ‘ Translated Live Reads Messages were disseminated to our teachers and the public.	SACE denounces violence against teachers and violations of their dignity and humanity. It, therefore, calls upon the public, parents and learners to protect and respect teachers' rights because their rights are human rights, too. Let us show them the appreciation, respect and support they deserve.	In terms of reach, millions of listeners are being reached daily through Translated Live Reads Messages as part of denouncing violence against our educators.
SABC Television Broadcast Adverts	TEACHERS' RIGHTS ARE HUMAN RIGHTS!! Stop violence against our teachers and join SACE in standing up for their protection, respect, safety, and dignity. HAPPY HUMAN RIGHTS DAY.	The council reached millions of viewers through Television Adverts, whereby Messages were sent calling for a Stop to violence against our teachers.
Bulk SMS Messages SMS Bulk Messages were disseminated to all educators as part of Human Rights Month observation and promoting the rights and dignity of teachers	Dear Valued SACE Member! On this Human Rights Day, SACE wishes to remind you that your rights, dignity and respect by the public, parents and learners is of paramount importance. Stand up for your teachers' rights.	In terms of impact, the SMS Messages reached over 400,000 educators, respectively.

- **SACE Sports and Fun Day 2025**

As part of wellness support for our educators, this year, the Council hosted a Sports and Funday 2025, held at Fountains Valley, Pretoria. The event was held under the theme: Teachers’ Rights Are Human Rights: Respect their Dignity”, as the nation commemorated and observed Human Rights Month. The event was attended by over two hundred (200) Gauteng Student Teachers, ECD Practitioners and Teachers, who came in their numbers to commemorate the Rights and Dignity of our teachers. The day included a 10km fun walk, sporting activities, exercises, music, hiking, networking, and observing a day for teacher rights. In addition, the prevailing lack of respect for the profession and teacher attacks from the public, parents, the media, and the community should not continue unchallenged. SACE will continue to heighten its Campaigns as part of promoting Teachers’ Rights and Dignity throughout the country.

Information and Communication Technology

ICT is the enabling tool of access to organisational information and services. The indicator for the year under review is measured in terms of the achievement of 50% of ICT systems completed, of which 75% is achieved.

*Annual Performance Report for 2024/25 Financial Year
South African Council for Educators*

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement Programme 1: Administration									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened in a financial year	17	11	10	10	13	+3	The overachievement is due to the requested special meetings.
	Compliance with reporting frameworks and guidelines	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities	4	4	4	4	4	0	N/A
	Improved employee performance	1.1.3. Percentage of employees assessed for performance through performance evaluation development system	100%	100% 115/115 x100	100%	60%	99% 106/107X100	+39%	Due to Compliance with the PEDS policy
	Stakeholder management and engagement	1.1.4 Number of engagements held with stakeholders quarterly	-	16	16	16	23	+7	Due to increased opportunities to engage the Stakeholders
	Eligible creditors paid within 30 days	1.1.5. Percentage of eligible invoices paid within 30 days of receipt.	91%	97.39%	100%	100%	100% 2552/2557 X100	0	N/A

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement Programme 1: Administration									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
	ICT Systems enhanced	1.1.6. Percentage of ICT systems completed within a financial year	40%	78% 7/9	50%	50%	75% 6/8 X100	+20%	The overachievement was due to an unplanned ICT system enhanced and completed

Linking performance with budgets

	2023/2024			2024/2025		
Programme/Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
Administration	95 740	92 067	(3 673)	115 035	105 025	10 011
Total	95 740	92 067	(3 673)	115 035	105 025	10 011

Strategy to overcome areas of underperformance.

N/A

Programme 2: Professional Registration

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

During this period, SACE successfully processed a total of 66,246 registrations across all categories. This impressive figure includes 46,674 professionally qualified educators and 15,583 student teachers, demonstrating SACE's commitment to maintaining professional standards and supporting the development of South Africa's education workforce. The 2024/25 registration data reveal several important trends in South Africa's educational workforce development. Most notably, professionally qualified educators comprised approximately 70.5% of total registrations, while student teachers represented 23.5% of registrations during this period.

The first quarter (April-June 2024) yielded the second-highest registration figures with 12,565 educators registered, constituting 26.92% of the yearly total. However, this was followed by a consistent downward trend through the middle of the year, with the second quarter (July-September 2024) recording 8,266 registrations (17.71% of the annual total) and the third quarter (October-December 2024) showing the lowest figures at 5,752 registrations, merely 12.32% of the year's total.

Professionally qualified teachers registered between April 2024 and March 2025

April 2024 and March 2025	Professionally Qualified
Q1	12565
Q2	8266
Q3	5752
Q4	20091
Total	46674

Professionally qualified teachers registered between April 2024 and March 2025



The chart and the table show that Q4 had increased numbers, which can be attributed to many reasons, including the graduation season and the registration drives that were conducted throughout

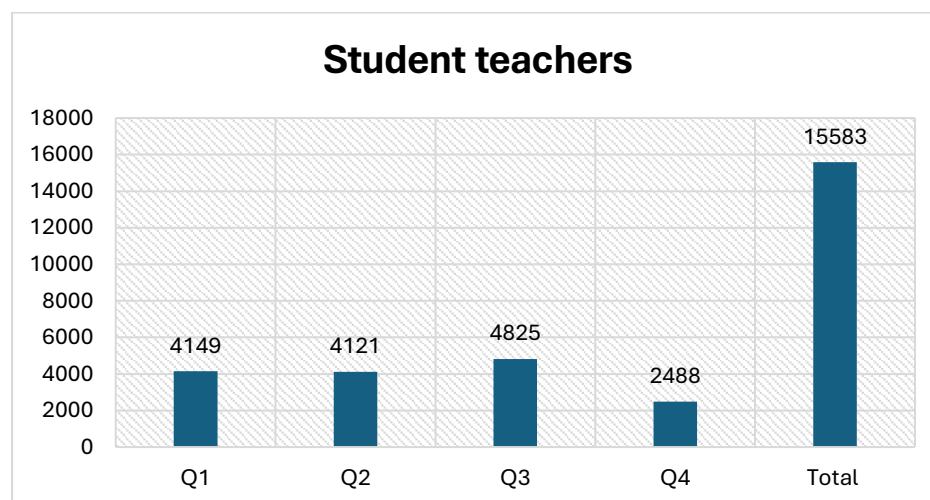
the nine provinces where teachers were supported with registration. The combined registrations for Q1 and Q4 (32,656) accounted for nearly 70% of all professionally qualified educators registered with SACE during the 2024/25 period.

Registration of Student Teachers

SACE registered a total of 15,583 student teachers during the 2024/25 financial year as part of its strategic plan implementation. The registration pattern revealed that the third quarter (October-December 2024) recorded the highest number of student registrations with 4,825 new entries, representing 30.96% of the annual total. This may be attributed to the registration season across different higher education institutions. This was followed closely by the first quarter (April-June 2024) with 4,149 registrations (26.63%) and the second quarter (July-September 2024) with 4,121 registrations (26.45%), showing remarkable consistency through the first nine months of the year before experiencing a significant decline of 48.44% in the fourth quarter (January-March 2025), which recorded only 2,488 registrations, constituting just 15.97% of the year's total.

Student teachers registered between April 2024 and March 2025

April 2024 -March 2025	Student teachers
Q1	4149
Q2	4121
Q3	4825
Q4	2488
Total	15583



Student teachers registered between April 2024 and March 2025

The distribution pattern of student teacher registrations contrasted sharply with that of professionally qualified educators during the same period, wherein Q4 dominated with 43.05% of annual registrations, while Q3 showed the lowest figures at 12.32%. Student registrations maintained relative

stability across the first three quarters (26.63%, 26.45%, and 30.96%, respectively) before dropping in Q4.

Registration of ECD practitioners

During the 2024/25 financial year, a total of 1,889 level 4 and 5 ECD practitioners were successfully registered with the Council. The registration figures demonstrated relatively consistent quarterly performance throughout the year, with Q1 recording 463 registrations, followed by a slight decrease to 449 registrations in Q2. The third quarter showed recovery with 462 practitioners registered, nearly matching the Q1 performance.

Table 3: ECD Practitioners registered with Council between April 2024 and March 2025

Reporting Period	ECD Practitioners
Q1	463
Q2	449
Q3	462
Q4	515
Total	1889

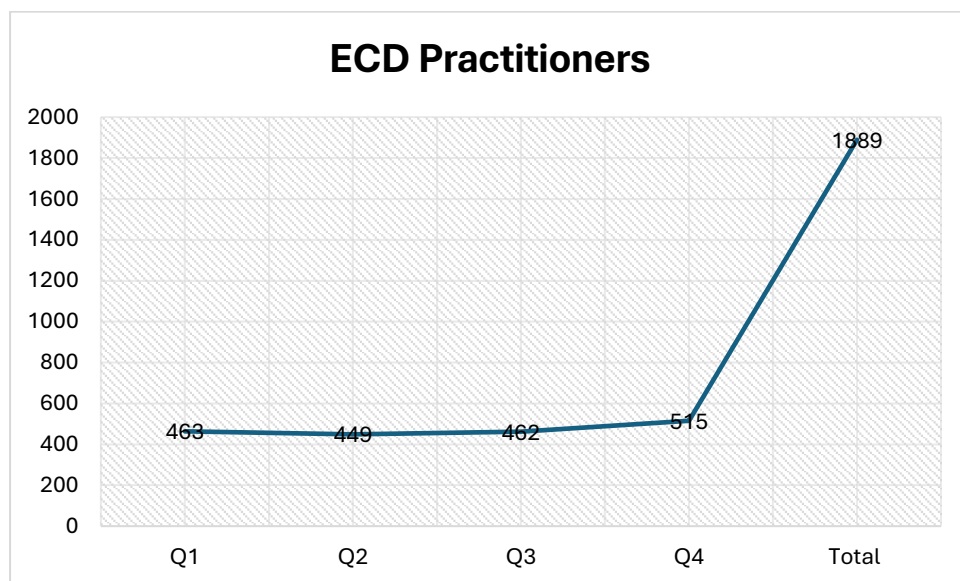


Chart 3: ECD Practitioners registered with Council between April 2024 and March 2025

Table 3 and Chart 3 reveal that the final quarter of the financial year witnessed the highest number of registrations, with 515 ECD practitioners completing their registration process during Q4. This represented an 11.5% increase compared to the previous quarter and signified the strongest quarterly performance of the year. The overall registration trend indicated a positive trajectory toward the end of the financial year, suggesting growing awareness and compliance with Council registration requirements among ECD practitioners throughout the reporting period.

Gender of all registrants

During the 2024/25 financial year, SACE demonstrated a clear commitment to prioritising service delivery for women within the education sector. The registration data revealed that women constituted the majority of individuals served, with 51,119 female registrants representing 77.2% of the total 66,246 registrations processed. This significant female representation was maintained consistently across all four quarters, with women accounting for 77.9% in Q1, 79.4% in Q2, 77.3% in Q3, and 75.3% in Q4 as per Table 4 below.

Gender of all registrants - April 2024 and March 2025

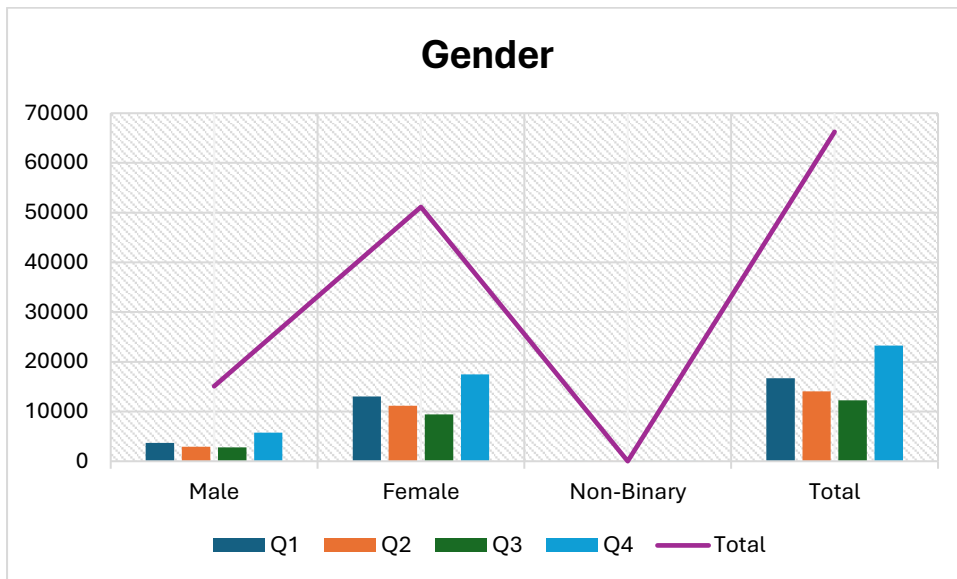
April 2024 -March 2025	Male	Female	Non-Binary	Total
Q1	3700	13012	2	16714
Q2	2896	11167	4	14067
Q3	2780	9451	2	12233
Q4	5737	17489	6	23232
Total	15113	51119	14	66246

SACE implemented several targeted initiatives to enhance accessibility for women educators, including dedicated registration drives at institutions, online registration options accommodating childcare responsibilities, and mentorship programs specifically designed for women entering the profession. Additionally, SACE established support services in the form of registration drives for teachers in rural and underserved areas, recognising the unique challenges faced in accessing registration services.

Inclusion of Non-Binary Individuals

While female representation remained strong, SACE identified areas requiring improved inclusivity, particularly regarding non-binary individuals. Non-binary registrations totalled only 14 (0.02% of total registrations) for the entire reporting period, indicating a significant opportunity to enhance outreach and create more inclusive registration processes for gender-diverse educators.

SACE faced challenges in accurately tracking and supporting educators with disabilities due to limitations in hesitancy among some educators to disclose their disability status. In response, SACE undertook several corrective measures to redesign the registration form to include more inclusive gender options and voluntary disability disclosure sections for future use. The infrastructure of registration offices has accommodated physical accessibility to applicants with mobility challenges.



Gender of all registrants - April 2024 and March 2025

Addressing Youth Engagement

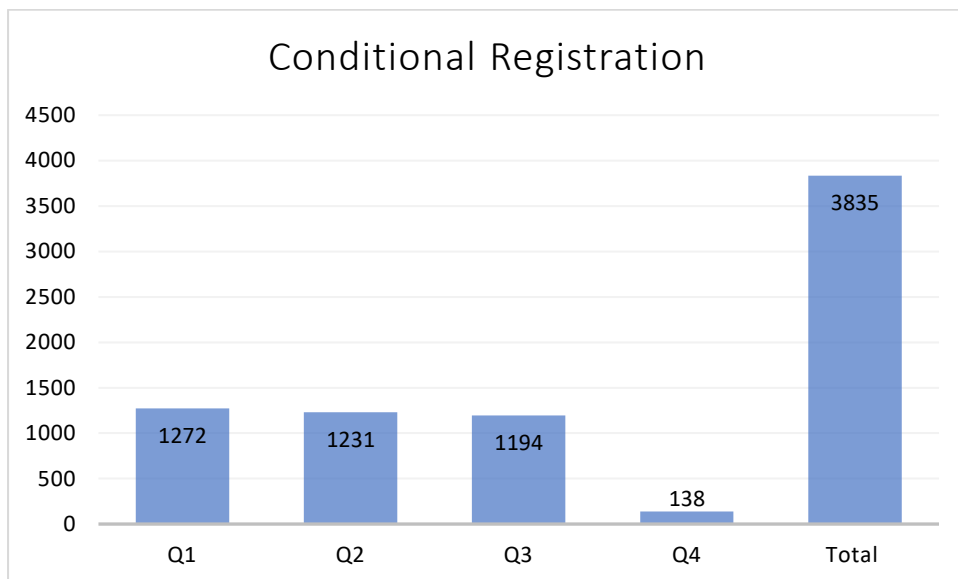
SACE enhanced its digital service delivery platforms (Online registration) to better accommodate the needs of younger educators with a mobile-responsive registration portal. These efforts contributed to the significant increase in overall registrations observed between April 2024 and March 2025.

Conditional Registration

During the reporting period, a total of 3,835 applicants received conditional registration. These individuals are academically qualified but professionally unqualified and must complete their Postgraduate Certificate in Education (PGCE) within three years to maintain their registration status.

Conditionally registered applicants between April 2024 and March 2025

April 2024 and March 2025	Conditional Registration
Q1	1272
Q2	1231
Q3	1194
Q4	138
Total	3835



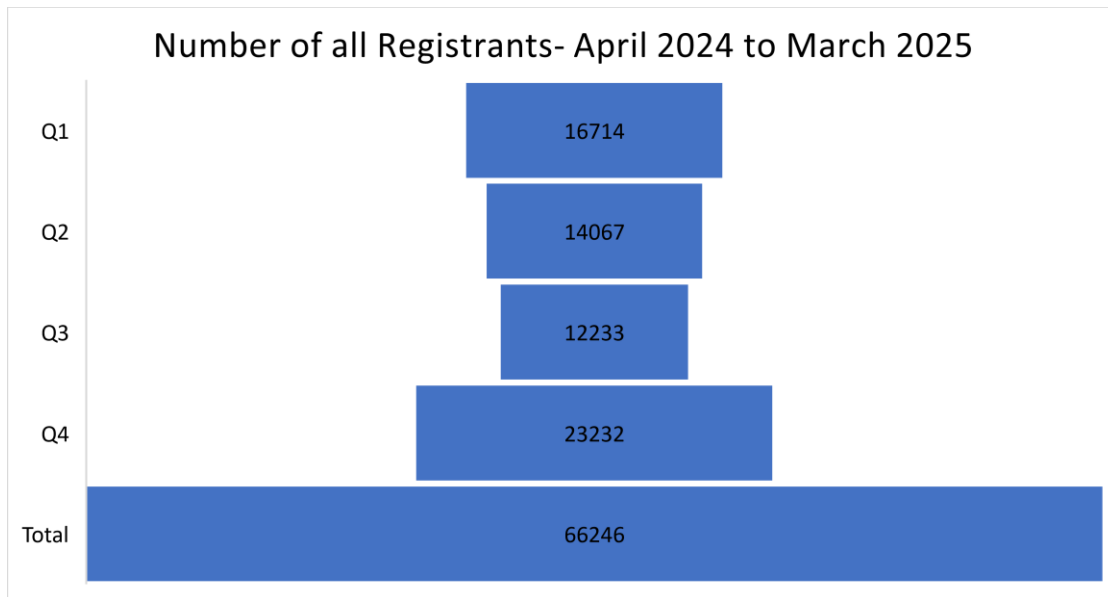
Conditionally registered applicants between April 2024 and March 2025

The data on the chart shows relatively consistent conditional registration numbers across the first three quarters (Q1-Q3), each accounting for approximately one-third of the annual total. However, there was a significant decrease in Q4, which represented only 3.6% of total registrations. Tracking the progress of these 3,835 conditionally registered applicants through their three-year qualification period will be essential to determine conversion rates to full registration status.

The registration activity showed notable quarterly patterns, with Q1 (April-June 2024) recording 16,714 registrations, Q2 (July-September 2024) showing 14,067, Q3 (October-December 2024) with 12,233, and a significant surge in Q4 (January-March 2025) with 23,232 registrations. This fourth quarter increase, representing approximately 35% of the annual total, reflects typical cyclical patterns aligned with graduation cycles and the academic calendar.

Number of all registered applicants between April 2024 and March 2025

April 2024 -March 2025	Number of all applicants registered
Q1	16714
Q2	14067
Q3	12233
Q4	23232
Total	66246



Number of all registered applicants between April 2024 and March 2025

The outcomes of these registrations directly support the entity's strategic goals and significantly align with government priorities in education. By maintaining a strong registration system that includes both qualified professionals and educators-in-training, the entity is reinforcing the foundation of the education sector. This effort aims to enhance public confidence in the credibility of the teaching profession by ensuring that only vetted, fit-to-practice educators are part of the workforce.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement PROGRAMME 2: PROFESSIONAL REGISTRATION									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2024/2025	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Fit-to-practise registered educators and lecturers	Register of fit-to- practise educators	2.1.1. Percentage of eligible fit-to- practise registered educators in a year	43 326	100% 48 110/48 110	100% 53 323/53 323	100%	46674/ 46674 x100 100%	N/A	N/A

Linking performance with budgets

	2023/2024			2024/2025		
Programme/Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
Professional Registration	3 070	2 516	554	5 600	2 289	3 311
Total	3 070	2 516	554	5 600	2 289	3 311

Strategy to overcome areas of underperformance

N/A

Programme 3: Ethical Standards

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

For the year under review, the Council registered a total of **606** cases of unprofessional ethical behaviour against educators.

These comprise 283 cases of assault (257 assaults of learners and 26 assaults by colleagues).

Furthermore, the total number of sexual cases reported was 127, while the remaining 196 cases comprise other forms of unprofessional conduct.

In the First Quarter, namely April to June 2024, SACE received a total of 115 new cases. Most of the cases were assaults on learners, followed by sexual misconduct. This continues to be a trend, as it is evident that throughout the years, assault or corporal punishment continues to be practised in our schools. A total of 49 cases of assault were registered, while 29 cases of sexual misconduct were registered. The remaining 37 cases comprised various other forms of unprofessional conduct, ranging from other forms of abuse, compliance matters, and others.

In the Second Quarter, namely July to September 2024, SACE received a total of 180 cases, with assault being the leading form of misconduct registered against educators, with 83 cases reported, followed by sexual abuse with 30 cases reported. The remaining 67 cases were for other forms of unprofessional conduct.

In the Third Quarter, namely October to December 2024, the Council received 184 cases, with 79 reported cases of assault of learners, followed by 42 sexual misconduct cases. The remaining 63 cases were for other forms of unprofessional conduct. While assaults of learners continued to top the list of forms of abuse, it is worth noting further that sexual misconduct cases increased during this period.

In the Fourth Quarter, namely January to March 2025, the Council registered a total of 127 cases. Yet again, the leading form of misconduct against educators is assault of learners, with 50 complaints reported, followed by 34 sexual misconduct cases. The remaining 43 cases registered comprise other forms of unprofessional conduct.

Therefore, while a total of 606 complaints were received during the year under review, the programme has managed to process and finalise an overall total of **612** cases from the previous and current financial years through investigations and disciplinary hearings.

Breakdown of cases received per TYPE OF OFFENCE

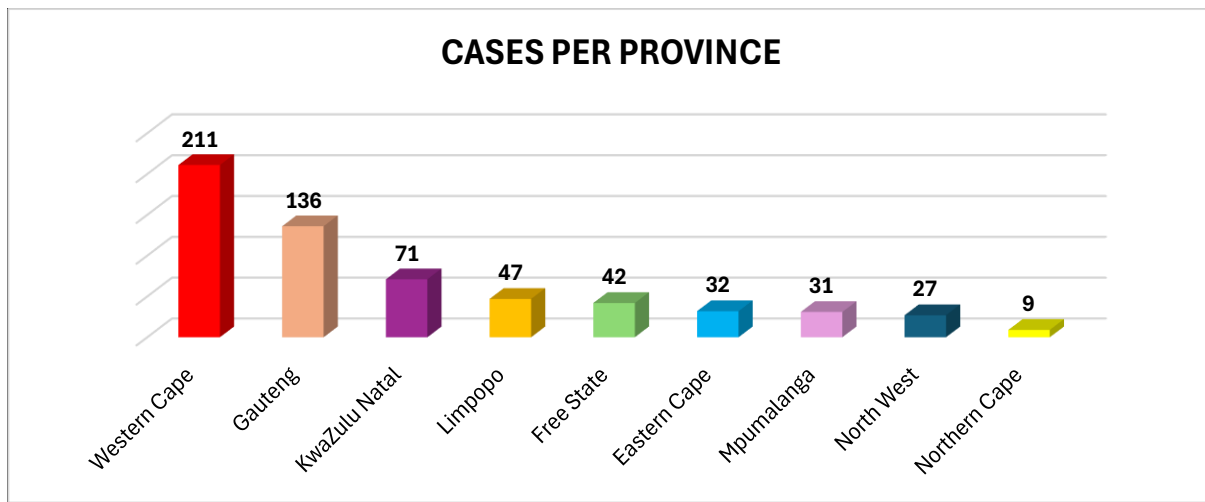
OFFENCE	NUMBER OF COMPLAINTS
Assault on learners/Corporal Punishment	281
Humiliation/Use of improper language/Victimisation	48
Sexual Assault of a Learner	48
Sexual Harassment of a Learner	44
Racism/Discrimination	41
Sexual Relationship with learners	35
Sexual Assault of a Colleague	26
Negligence	19
Employment of unqualified & or unregistered educators	17
Sexual Harassment of a Colleague	12
Fraud	9
Financial Mismanagement	8
Impregnation of a learner	5
Theft	4
Proposing love to learners	3
Attempt to Assault a colleague	3
Rape of a learner	2
Sexual Intercourse at the Workplace	1
TOTAL	606

Reporting of cases

The Western Cape Province reported the highest number of finalised cases in line with Section 26 of the SACE Act 31 of 2000, which requires all Provincial Education Departments to report finalised disciplinary cases to the SACE for processing.

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

Although attempts were made by the Council through stakeholder engagements in efforts to encourage other provincial education departments to submit their finalised disciplinary cases, not all provinces are complying.



The table below depicts a breakdown of cases received PER PROVINCE

PROVINCE	NUMBER OF CASES
Western Cape	211
Gauteng	136
KwaZulu Natal	71
Limpopo	47
Free State	42
Eastern Cape	32
Mpumalanga	31
North West	27
Northern Cape	09
TOTAL	606

Complaint Sources

While some of the processed cases were received from the employers, most were reported by either parents, learners, educators, or members of the public and other entities, as depicted below.

COMPLAINTS SOURCES	NO. OF COMPLAINTS
WC- DOE	174
Parents	109
Educators/Colleagues	84
ELRC	34
FS-DOE	30
Anonymous	30
Principals	20
SGB/School	6

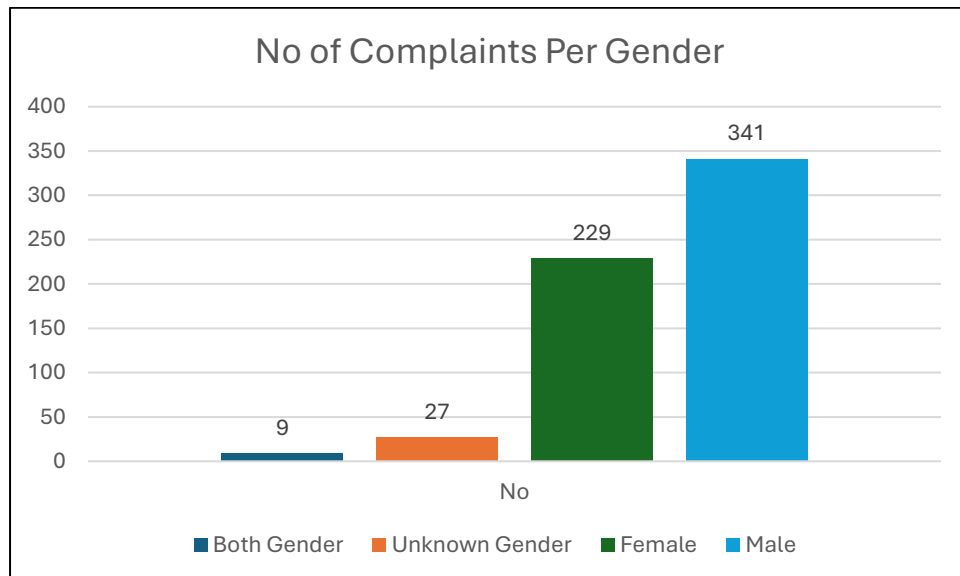
COMPLAINTS SOURCES	NO. OF COMPLAINTS
MP-DOE	6
Community	7
Attorneys	7
SACE	4
Media	9
Learners	7
others	79
TOTAL	606

Gender

Statistics have shown that male educators form most persons alleged to have breached the Code of Professional Ethics.

Council continues to engage with educators through professional development sessions to conscientise them of the negative consequences associated with breaching the Code of Professional Ethics.

Furthermore, with the rise of offences against women and children in society at large, the Council has put concerted efforts into ensuring that offences targeting these vulnerable groups are prioritised while also encouraging male educators to always act or behave professionally.



Processing of cases

Every complaint received must go through a screening or assessment process to ensure it falls within the Council's scope of jurisdiction before an investigation can be initiated. This was prompted by worrying trends where it was noticed that a lot of complaints reported to the Council are of such a

nature that issues raised could easily have been dealt with by either School Governing Bodies or Principals and School Management Teams.

Council adopted this to ensure that the organisation is not burdened with dealing with a litany of complaints and issues that can immediately be dealt with by employers themselves.

Investigations

Investigations are conducted either telephonically, by written correspondence or by conducting a physical investigation.

During the year under review, the Council conducted and finalised a total of 478 investigations. From the total number of investigations conducted, 98 investigations were finalised on new cases, while 380 comprised older/roll-over cases. All the cases investigated have been brought before the disciplinary committee for ratification, where they have, either been recommended to go to a disciplinary inquiry or for closure.

Reasons for investigations that are recommended for closure can range, for instance, due to lack of evidence, absence of witnesses to substantiate the allegations and various other factors. In both instances, the investigation will then be regarded as finalised.

Disciplinary Hearings

After an investigation has been recommended for a disciplinary hearing, the educator concerned is charged with breaching the SACE Code of Professional Ethics. Council then initiates disciplinary proceedings, which can take place either physically at designated venues or through a virtual platform. Virtual platforms are mostly used as a cost-effective and containment measure, especially when the educator concerned has already communicated his/her intention to plead guilty to the charge(s). However, where the educator does not intend to plead guilty and some witnesses will testify during the inquiry, the physical approach is the best option. This is usually a lengthy process, and connecting virtually has proven not ideal for such hearings as it is often associated with unplanned outages, witnesses not having proper devices or a network to connect.

Furthermore, through physical proceedings, the Council aims to avoid problems such as witness tampering, representatives assisting in the background and others which would prove detrimental to the process, as it is aimed to be transparent and fair. The Council continues to experience the usual challenges of requests for postponements, educators reporting sick on the day of the hearing, witnesses, especially children, whose parents are not willing to subject their children to another traumatic process, and a general lack of cooperation from parents or members of the school community.

The Council's mandate is governed by section 35(3)(h) of the Constitution of South Africa Act No. 108 of 1996, in terms of which all accused persons are afforded the presumption of innocence until the contrary is proven otherwise. In that light, allegations against educators must be substantiated by proof. Such proof includes, among other things, sworn testimony of persons who have personal knowledge as to the facts alleged. Most of the people required to testify during disciplinary inquiries are learners who are only accessible when schools are open.

During the period under review, the Council conducted and finalised **134** disciplinary hearings. From the total number of hearings finalised, **08** disciplinary hearings were finalised on new cases, while a total of **126** disciplinary hearings were finalised on older or roll-over cases.

Sanctions

For the year under review, the Council sanctioned a total of **109** educators. This number is higher in comparison to the 2023/24 financial year, where the Council sanctioned a total of 91 educators. According to Section 5 of the SACE Act, three types of sanctions may be imposed on educators found guilty of breaching the SACE Code of Professional Ethics.

Removal indefinitely

The first type, an indefinite removal from the register of practising educators, is the harshest sanction meted out on teachers. A total of **36** educators have been removed from the roll indefinitely. This implies that such an educator has no reasonable prospect of practising or teaching school children, as they shall have lost their licence to teach. Some educators whose names are removed from the register end up with their names being entered into the register of persons declared unfit to work with children. This register is held by DSD. These are educators who would have committed serious offences, including sexual misconduct such as rape, impregnating a learner and sexual relations with learners, fraud cases, and severe assault of learners.

Removal for a period

Removal from the register of educators is the second type of sanction that can be meted out. This means that the name of an educator is removed from the register for a certain specified period, e.g., removal of a name for 5 years or more, with or without conditions. During the period under review, a total of **03** educators were removed from the register for a certain period ranging from 5-15 years, whereafter they may be re-admitted to the profession.

Fines

The third type of sanctions relates to instances where educators are found guilty and sanctioned to a *suspended removal* from the register and a fine.

The 2024/25 financial year saw **70** educators being found guilty and whose names were removed from the register, but such removal was suspended for a certain period with different fines and or reprimands. In such instances, removals from the register are suspended and replaced with a fine as shall have been determined by the Council, which does not exceed one month's salary, in line with Section 5 of the SACE Act, 31 of 2000.

Most fines imposed were for misconduct relating to the assault of learners and other minor offences. It is worth noting that educators who are fined are also directed to attend professional development courses that are aimed at instilling positive discipline.

The table below depicts the outcome of ALL disciplinary hearings finalised, including sanctions meted out to educators found guilty.

Total number of disciplinary hearings finalised for 2024/25: 134

Description	Old or rolled-over cases	Current cases 2024/2025
Total number of cases withdrawn.	09	0
Total number of educators found not guilty.	16	0
Total	25	
EDUCATORS FOUND GUILTY AFTER A DISCIPLINARY HEARING AND THE BREAKDOWN OF SANCTIONS METED OUT TO THEM AFTER BEING FOUND GUILTY		
Total number of educators whose names have been removed off indefinitely:	35	01
Total number of educators whose names have been removed for a specified period.	03	0
Total number of educators whose names have been removed for a certain period, but the removal is suspended for a certain period, including fines and or other reprimands	64	06
Total number of disciplinary hearings with guilty findings	102	07

Total number of cases processed and finalised: 612

Total number of ALL cases processed, finalized, and closed during the period:	Old or rolled over cases.	Current cases 2024/2025	TOTAL
Investigations, Mediations, Recommendations	380	98	478
Disciplinary Hearings	126	08	134
Total	505	107	612

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement									
PROGRAMME 3: ETHICAL STANDARDS									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Maintained ethical standards	Finalised investigations	3.1.1 Percentage of eligible received cases investigated within the current finalised year	44.4%	35% 254/734	13% 79/606x100	20%	16% 98/606 X100	-4%	More emphasis was put on prioritising and expediting older investigations that were pending finalisation. However, it is worth noting that more than 75% of the annual target was achieved.
	Finalised disciplinary hearings	3.1.2 Number of roll-over finalised through investigations and/or mediations and/or ETHCOM recommendations	49% (275/563x100)	30% 540/1830	4.4% 2/45x100	400	380	-20	The target could not be achieved entirely as the programme must process both older and new investigations simultaneously. It is worth noting that 95% of the annual target was achieved.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement									
PROGRAMME 3: ETHICAL STANDARDS									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
		3.2.1 Percentage of new disciplinary hearings finalised within a year of receipt after ratification by ETHCOM (as delegated by Council)	24%	13% 13/103	76% 118/156x100	10%	8% 8/98 X100	-2%	This target is dependent on the number of ratified investigations on new cases that have been referred to a disciplinary hearing. In some instances, the number of investigations completed may be higher, however, not all will be referred to a hearing, as some will either be closed, withdrawn or mediated upon.
		3.2.2 Number of rolled-over disciplinary hearings/ cases finalised after ratification by	78% (68/87x100)	63% 109/174	-	100	126	+26	Target was met and overachieved due to the higher number of ratified investigations that were referred for disciplinary hearings.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement									
PROGRAMME 3: ETHICAL STANDARDS									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
		ETHCOM (as delegated by Council)							

Linking performance with budgets

	2023/2024			2024/2025		
Programme/Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
Ethical Standards	5 000	4 723	277	13 800	5 074	8 726
Total	5 000	4 723	277	13 800	5 074	8 726

Strategy to overcome areas of underperformance.

It must be noted that SACE has no control over the number of cases that may be reported in any given financial year, including the number of cases that can reasonably be expected to be finalised over a certain period. The organisation must therefore rely on previous trends and statistics to estimate the number of cases that may be received.

The programme's performance is also subject to estimation as it is near impossible to determine the duration each case will take to be finalised. Due to these external factors, some cases take longer than expected to be finalised, which therefore inadvertently also affects the estimated performance.

To curb underperformance, the Council will ensure that rigorous screening and assessment of complaints are done to ensure that SACE only deals with cases within its scope of jurisdiction. Furthermore, the following measures have also been implemented:

- Referral of cases that are outside the Council's mandate back to employers and relevant other stakeholders for finalisation.
- Recruitment of additional external panellists to dispense with pending investigation and disciplinary matters.
- Optimising the use of virtual platforms to finalise cases expeditiously where applicable.
- Conduct more workshops and training for Investigators, Prosecutors and Presiding Officers to capacitate them to effectively deal with issues encountered during disciplinary processes.

Programme 4: Professional Development

To ensure that educators engage in lifelong learning to improve their professional competence.

The programme's effectiveness is measured through five indicators:

1. The number of professional development providers reporting Type 3 activities and educator programmes to SACE within a financial year.
2. The number of educators supported on professional matters during the financial year.
3. The percentage of eligible professional development providers approved within four months of receiving their applications.
4. The percentage of endorsed professional development activities conducted within the financial year.
5. The number of endorsed professional development sessions that were observed.

Number of professional development providers reporting type 3 activities and programmes of educators to SACE in a year

The organisation had set an annual target of 20 for the financial year, which was successfully achieved and exceeded by 18. The implementation of the Code of Good Practice contributed significantly to this success, as it encouraged a greater number of providers to report their Type 3 activities. It is important to note that each provider is counted only once per financial year, regardless of the number of training sessions they deliver.

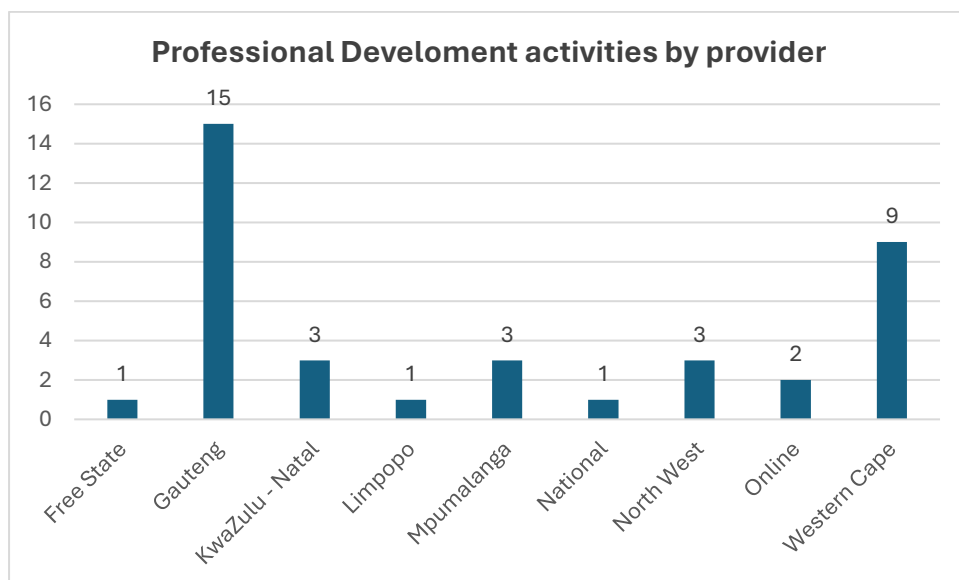
No	Name of Provider	Name of Activity	Date of training	Province
Quarter 1				
1	Catrien Hattingh	Training Manual for Readers, Scribes, Invigilators, Personal and Planning Assistants	03/04/2024	FS
2	Turtle Life Support	First Aid Training	06/04/2024	GP
3	FEDSAS	Financial Management in Schools	15/04/2024	GP
4	Lize Kubannek	Early Childhood Development Module 2: Fine Motor Development	20/04/2024	Lim
5	University of Cape Town	Acid and Basis	26/04/2024	WC
6	The Flemish Association For Development Cooperation And Technical Assistance Collaborating With DBE (VVOB)	Teaching and learning foundational Mathematics through Play	01/04/2024 - 30/04/2024	KZN
7	Care for Education	Foundation phase initiative	02/05/2024	GP
8	Curro Holdings	Reading Comprehension the main purpose of reading-how to improve it	08/04/2024	GP
9	Gavin Keller	Reaching and teaching the teenage brain injecting playfulness for creativity and innovation	22/04/2023	WC

No	Name of Provider	Name of Activity	Date of training	Province
10	Hope House Counselling Centre	Trauma Informed Schools	18/04/2024	WC
11	Mind Moves	Newborn Brain Essentials Workshop	13/04/2024	GP
12	Resolute Education	Novice Stream Training	08/04/2024	GP
13	ischoolAfrica Education Trust	ischoolAfrica foundation phase numeracy and literacy iPad	08/05/2024 and 14 May 2024	WC
14	Technology Training Academy	Reply slips made easy	03/05/2024	GP
15	Technic Kdiz	Robotics and Coding	15/04/2024 - 19/04/2024	GP
16	Bizskills	Generation Gaps - An Educator's Guide	2024/10/05	KZN
17	Niche Education and Training – Christine Morris	Teachers' Guide to AI and ChatGPT	20/05/2024	GP
18	Renee Lighton	Numeracy Ideas	17/05/2024	WC
Quarter 2				
19	Play sense	Play Sense Masterclass - The Self-Regulated Child	04/07/2024	National
20	University Of Pretoria	International Music Course	01-10/07/2024	Gauteng
21	OD Management service	Financial Management	13 & 27 July 2024	Gauteng
22	Lalela	Workshop on resource guide for educators working with learning affected by trauma	13/08/2024	Gauteng
23	Wiggly Education	Emotional Regulation and Discipline	17/08/2024	Gauteng
24	Palanga Publishing	Effective Maths teaching Seminar	01/08/2024	North West
25	Lynette Diederichs	Learn to cue-mmunicate (Cued Speech /Cued Language Foundation Course	16-18/08/2024	KwaZulu-Natal
26	Penreach	ICT Integration	31/08/2024	Mpumalanga
Quarter 3				
27	M3 Quality School Improvement Consultancy CC	Vision Building for Schools	12/10/2024	WC
28	WAG Consulting	Mentoring and Coaching	02-04/10/2024	WC
29	Ntokosi skills Development	Upskilling Workshop - Pedagogy	12/10/2024	GP
30	Big Tree Therapy	Autism Awareness and Classroom Strategies	24/10/2024	GP
31	Inspireware PTY LTD	Software for Specific Curriculum Content	30-31/10/2024	NW
32	Karen Walstra Consulting	Artificial Intelligence (AI) & Resources for learners & tips for teachers (Foundation Phase (FP), Intermediate Phase (IP), Senior Phase(SP), Further Education and Training (FET)	08/11/2024	WC
33	Fielding Dreams (PTY) Ltd	Off the Starting Blocks - Basics of sports coaching	11/10/2024	MP

No	Name of Provider	Name of Activity	Date of training	Province
Quarter 4				
34	Harriet Schraevesande	An Overview of the divorce child and the teacher's role	01/12/2024 - 31/01/2025	Online
35	Knowledge Network PTY Limited	ILAMM - Integrated learning and mentoring methodology for Technology integration in teaching and learning	03-07 February 2025	Online
36	Independent training provider	Emergency first aid responder: basic	21-22/02/2025	Northwest
37	All4Metamorph	Discipline	19/02/2025	Mpumalanga
38	Professional Educators Union (PEU) (DBE & Teacher union collaboration)	Coding and Robotics	15/03/2025	Western Cape

Professional development providers reporting type 3 activities and programmes of educators to SACE in a year

Table above provides a breakdown of all providers by quarter. One key observation is that most providers submitted their reports during Quarter 1 of the financial year. Activity levels in Quarters 2 and 3 remained relatively stable, while a slight decline was noted in Quarter 4; this could also be because we were then receiving the same providers.



Professional Development Activities by Provider

Figure above illustrates the number of Type 3 professional development activities reported to SACE by providers over the course of a year. These activities and programmes were conducted across various provinces as follows: Gauteng 15, Western Cape 9, KwaZulu-Natal 3, Mpumalanga 3, North West 3, Free State 1, Limpopo 1, National 1 and Online session 2.

Educators supported on professional matters in a financial year

The organisation set an annual target of 15,000 educators to be supported on professional matters during the financial year. This indicator was designed to measure the number of educators assisted through professional development sessions aligned with all SACE mandates.

The Council not only met this target but exceeded it significantly, reaching a total of 31,808 educators, surpassing the goal by 16,808. This achievement was made possible through the collaborative efforts of stakeholders, provincial coordinators, and the Professional Development staff at Head Office.

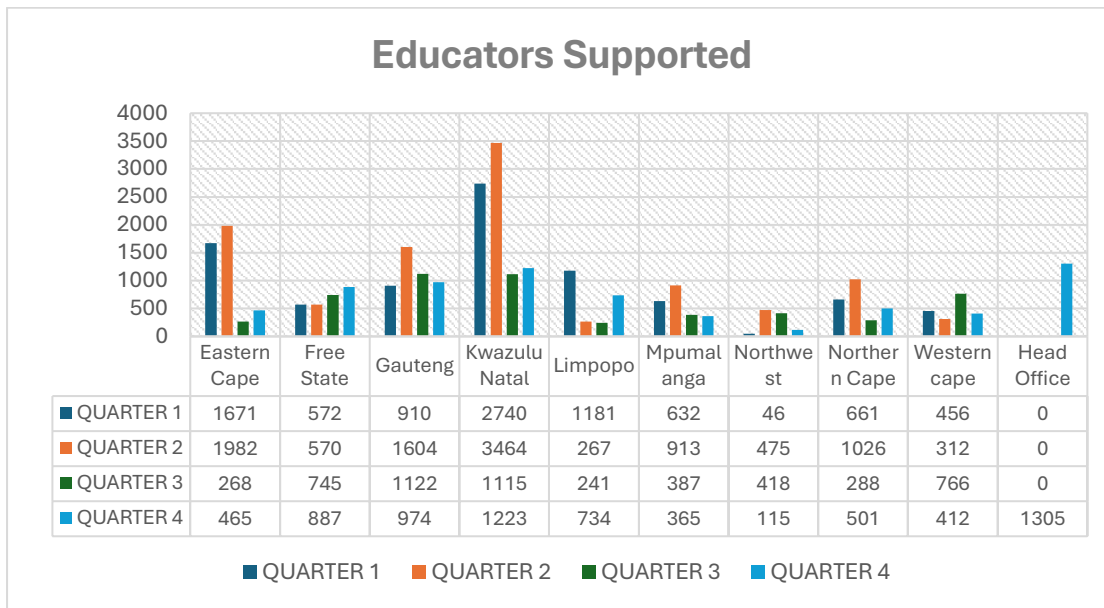
This support has also led to an increase in educators recording and reporting their participation in various professional development activities.

PROVINCES	EUDCATORS SUPPORTED			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Eastern Cape	1671	1982	268	465
Free State	572	570	745	887
Gauteng	910	1604	1122	974
KwaZulu Natal	2740	3464	1115	1223
Limpopo	1181	267	241	734
Mpumalanga	632	913	387	365
Northwest	46	475	418	115
Northern Cape	661	1026	288	501
Western cape	456	312	766	412
Head Office	0	0	0	1305

supported Educators

The table above presents a breakdown of each province's performance across the four quarters. The highest number of educators was supported in Quarter 1, followed by Quarter 2. The slight decline in Quarter 3 can be attributed to exam periods and schools closing for the December holidays.

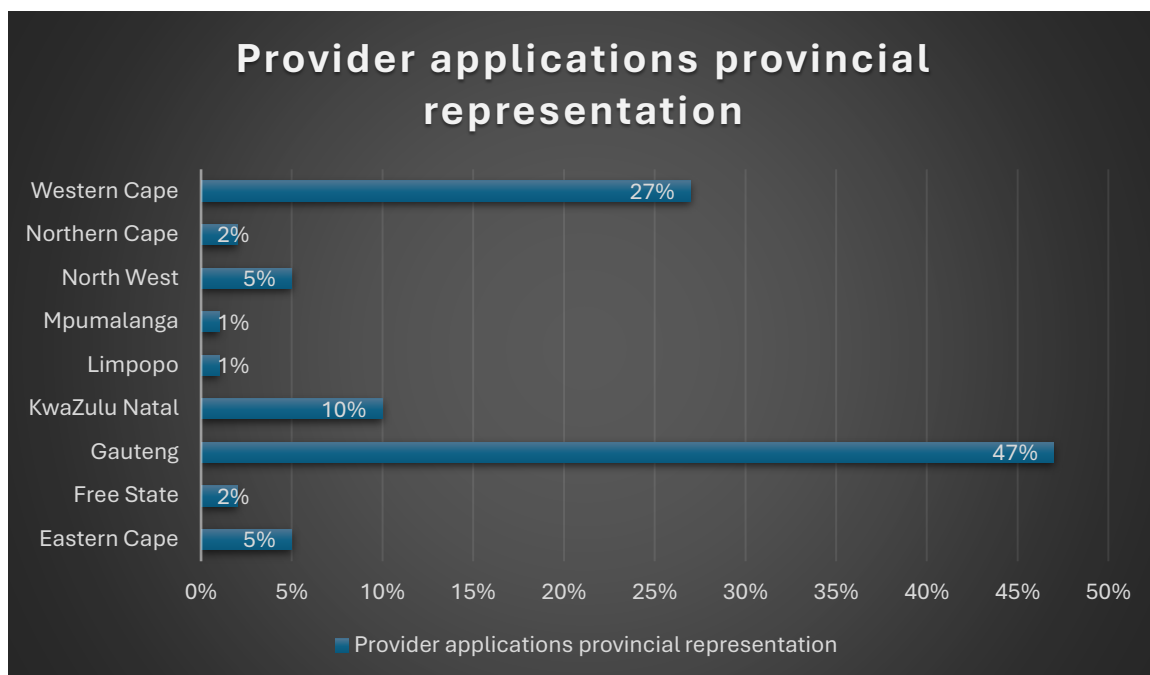
There was a notable increase again in Quarter 4, largely due to the allocation of a professional development budget during this period. This financial support enabled the Council to reach educators who could not be supported in the earlier quarters due to budget constraints.



Educators Supported

Percentage of eligible professional development providers approved within 4 months of receipt of the applications.

The indicator monitored the number of eligible providers approved to offer teacher development programmes and activities. Throughout the financial year, the professional development division established specific targets to achieve each quarter. During these quarters, providers that met the approval criteria were granted approval, while those that did not meet the criteria were not approved. The entity received 127 provider applications from all nine provinces: 6 of 127 received application represent 5% of the Eastern Cape, 3 of 127 received applications represent 2% of the Free State, 60 of 127 received applications represent 47% of the Gauteng, 13 of 127 received applications represents 10% of the KwaZulu Natal, 1 of 127 received applications represent 1% of the Limpopo, 1 of 127 received applications represent 1% of the Mpumalanga, 6 of 127 received applications represent 5% of the North West, 3 of 127 received applications represent 2% of the Northern Cape, 34 of 127 received applications represent 27% the Western Cape.



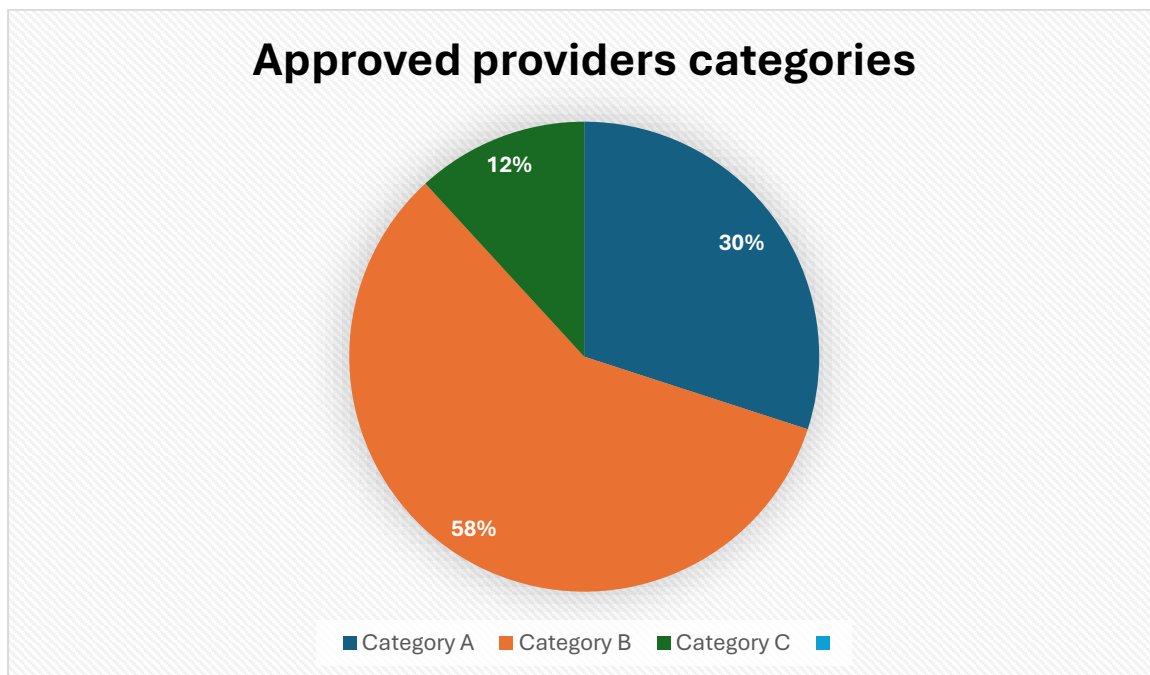
Provider Application

Received provider applications per categories.

There are 3 categories that the professional development providers send applications to, which are grouped into approval categories.

The chart below indicates that 26% of 127 providers were Category A, which are the providers accredited by Quality Councils, whilst 60% of the 127 providers were Category B, they are not accredited by Quality Council and they need to satisfy SACE's approval criteria and 14% of the 127 providers were Category C thus emerging professional development provider with valid Tax clearance, Vision and mission statement. The received 127 applications comprise 40 renewal applications and 87 new applications.

The endorsement committee met four times during the financial year reported on, where 127 applications were processed. During the committee meetings, category B providers did not meet the set criteria and were thus not recommended for approval. The following indicates that 33% of the 110 approved providers were Category A, 58% were Category B, and 12% were Category C.



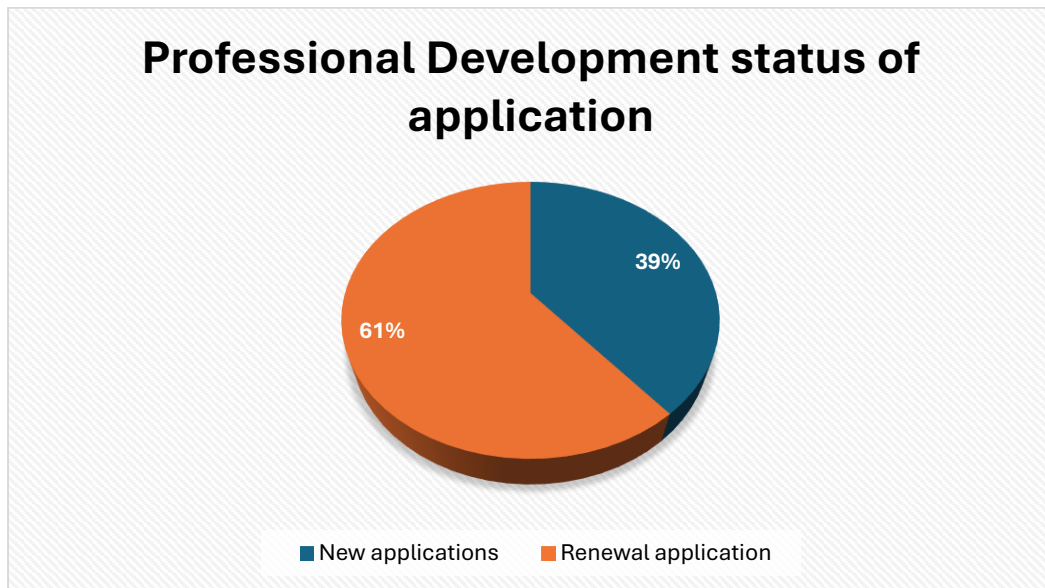
Approved Provider Categories

Percentage of endorsed professional development activities in a financial year.

The Professional Development Division has the mandate to endorse the professional development activities of SACE-approved providers that are relevant and contribute to the professional development of educators in different areas of specialisation. The organisation set an annual target of 80%, and the division received 1586 professional development applications focusing on different areas of specialisation. From the indicated received applications, 1545 professional development activities met the endorsement criteria after being evaluated and assessed by the endorsement committee.

Status application

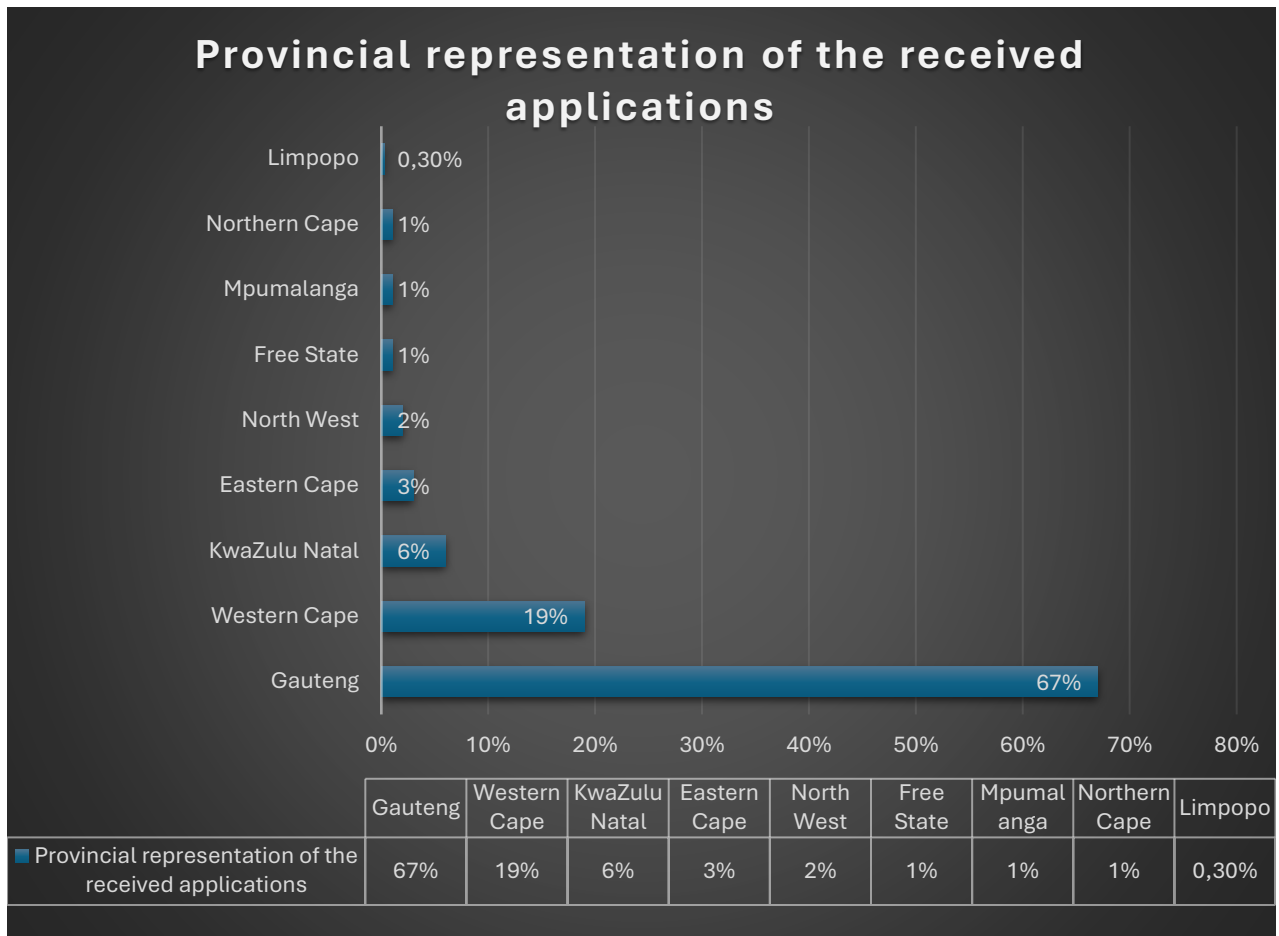
Of the 1587 applications received, 612, representing 39%, were renewal applications and 975, representing 61% were new applications.



Professional Development Status of Application

Provincial representation of the received applications

The applications received came from various provinces. Out of a total of 1,587 applications, 1,062 (67%) were from Gauteng, 301 (19%) were from the Western Cape, 92 (6%) were from KwaZulu-Natal, 44 (3%) were from the Eastern Cape, 33 (2%) were from North West, 21 (1%) were from the Free State, 19 (1%) were from Mpumalanga, 11 (1%) were from the Northern Cape, and 4 (0.3%) were from Limpopo.



Provincial received Applications

SACE endorsement process evaluated 1587 received applications and approved 1545 educator professional development activities. The criteria for evaluation are fitness of purpose and fitness for purpose. In this financial year, 98% of the received applications met the endorsement criteria after being evaluated and assessed by the endorsement committee.

Programme specialisation

The table below shows that the 1545 activities endorsed are of the following areas of specialisation: 508 of the 1545 endorsed activities represented the 33% of the Curriculum, 347 of the 1545 endorsed activities represented the 22% of the ICT integration, 270 of the 1545 endorsed activities represented 17% of the Leadership and Management, 199 of the 1545 endorsed activities represented 13% of the Special needs and inclusive education, 80 of the 1545 endorsed activities represented 5% of the Education, 48 of the 1545 endorsed activities represented 3% of the Wellness related programmes, 20 of the 1545 endorsed activities represented 1,3% of the Sports, Arts & Culture, 16 of the 1545 endorsed activities represented 1% of the School discipline, 13 of the 1545 endorsed activities represented 1% of the Ethical conduct, 12 of the 1545 endorsed activities represented 1% of the ECD, 11 of the endorsed activities represented 1% of the Communication, 6 of the 1545 endorsed activities represented 0,4% of the Policy development, 4 of the 1545 endorsed activities represented 0,3% of the Labour relations, 4 of the 1545 endorsed activities represented 0,3% of the ETD practitioner, 3 of

the 1545 endorsed activities represented 0,2% of the Conflict management, 3 of the 1545 endorsed activities represented 0,2%, 1 of the 1545 endorsed activities represented 0,06% of the Mentoring of educators.

Area of specialisation	Number of endorsed programmes	Percentage
Curriculum	508	33%
ICT integration	347	22,4%
Leadership and management	270	17,4%
Special needs	199	13%
Education	80	5%
Wellness related	48	3%
Sports, Arts & Culture	20	1,3%
School discipline	16	1%
Ethical conduct	13	0,8%
ECD	12	0,8%
Communication	11	0,7%
Policy development	6	0,4%
Labour relations	4	0,3%
ETD practitioner	4	0,3%
Conflict management	3	0,2%
Classroom management	3	0,2%
Mentoring of educators	1	0,06%
Total	1545	100%

Programme Specialisation

Number of endorsed professional development sessions observed

The organisation, with the collective effort, was able not only to meet but also to exceed the target set. The organisation observed the quality provisioning of the endorsed programmes using the observation tool to observe the quality of facilitation, if the activity is relevant, the adherence of the submitted professional development activity by the provider and the feedback from the participants, who are educators. Professional development providers were reminded to adhere to the code of good practice to allow SACE to conduct observations by sharing their schedule dates. There were nineteen sessions observed during the financial year.

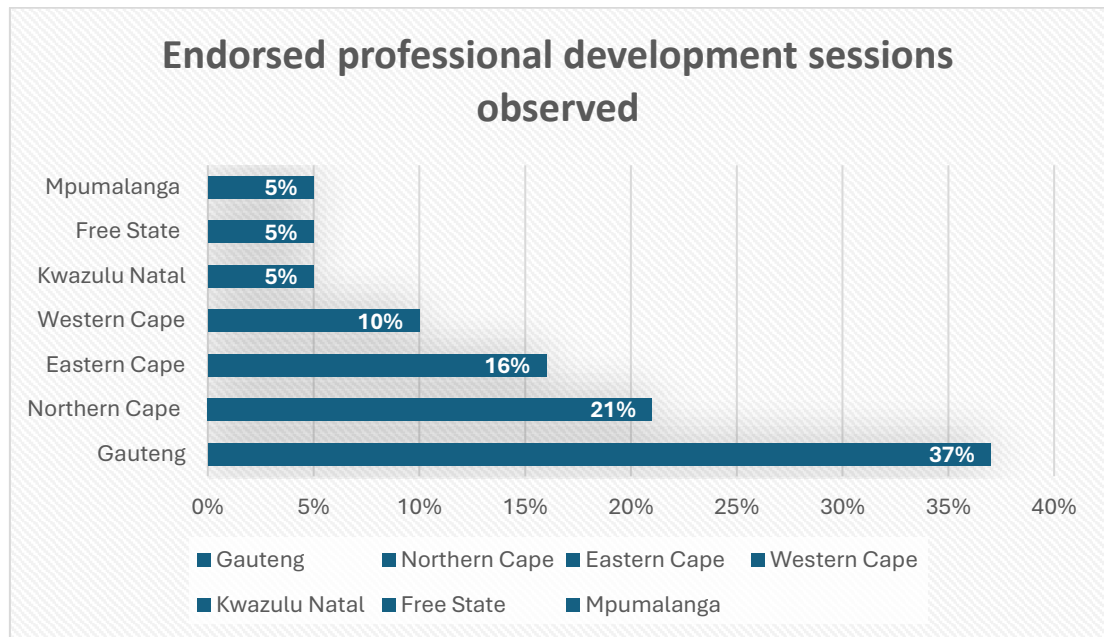
No.	Session date	Provider name	Province	Activity name	Number of participants
1	19-Apr-24	Northern Cape Department of Education	Northern Cape	National Teaching Awards Guidelines	30
2	30-Apr-24	Department Of Education	KwaZulu Natala	E-CUBED (Unlocking Entrepreneurial Education)	50
3	10-May-24	Department Of Education	Eastern Cape	Professional Learning Communities	45

No.	Session date	Provider name	Province	Activity name	Number of participants
4	13-Jun-24	Technology Training Academy	Gauteng	Introduction to Excel	4
5	11-Jun-24	Technology Training Academy	Free State	Effective use of PowerPoint in the classroom	62
6	20-Jun-24	Advancing Knowledge	Eastern Cape	Inquiry based science education	84
7	25-Jun-24	Volunteer ministries Africa	Gauteng	Tools for life Technology Study	57
8	05-Jul-24	Hots & Chillis	Eastern Cape	Energy and Change	47
9	09-Jul-24	Bizskills	Gauteng	29 Reasons why we lose it	67
10	17-Aug-24	DoE Northern Cape	Northern Cape	Entrepreneur Workshop	22
11	24-Aug-24	Equal Network	Northern Cape	Assessment for Learning Approach	35
12	9-10 October 2024	Karen Walstra Consulting	Northern Cape	Online safety	34
13	11-Oct-24	University of Witwatersrand	Gauteng	Transition Maths 1	28
14	12-Oct-24	Ntokosi Skills Development	Gauteng	IsiZulu FAL Workshop	20
15	18-Feb-25	Curro Holdings	Gauteng	Practical Mathematics: Engaging and Meaningful Learning	41
16	22-Feb-25	National Professional Teachers' Organisation of South Africa (NAPTOSA)	Gauteng	Beginner Teacher/Primary School Workshop	33
17	22-Feb-25	Curro Holdings	Western Cape	Implementing 21st Century skills Grade R play-based teaching	25
18	15-Mar-25	Penreach College	Mpumalanga	ICT Integration	34
19	15-Mar-25	Professional Educators Union	Western Cape	Coding & robotics	45
TOTAL					763

Number of Endorsed Sessions Observed

Endorsed professional development sessions observed

The Endorsed professional development sessions observed in the provinces: 7 of the 19 providers represented 37% were observed in the Gauteng, 4 of the 19 providers represented 21% were observed in Northern Cape, 3 of the 19 providers represented 16% were observed in Eastern Cape, 2 of the 19 providers represented 10% were observed in Western Cape, 1 of the 19 providers represented 5% were observed in KwaZulu Natal, 1 of the 19 providers represented 5% were observed in Free State, 1 of the 19 providers represented 5% were observed in Mpumalanga

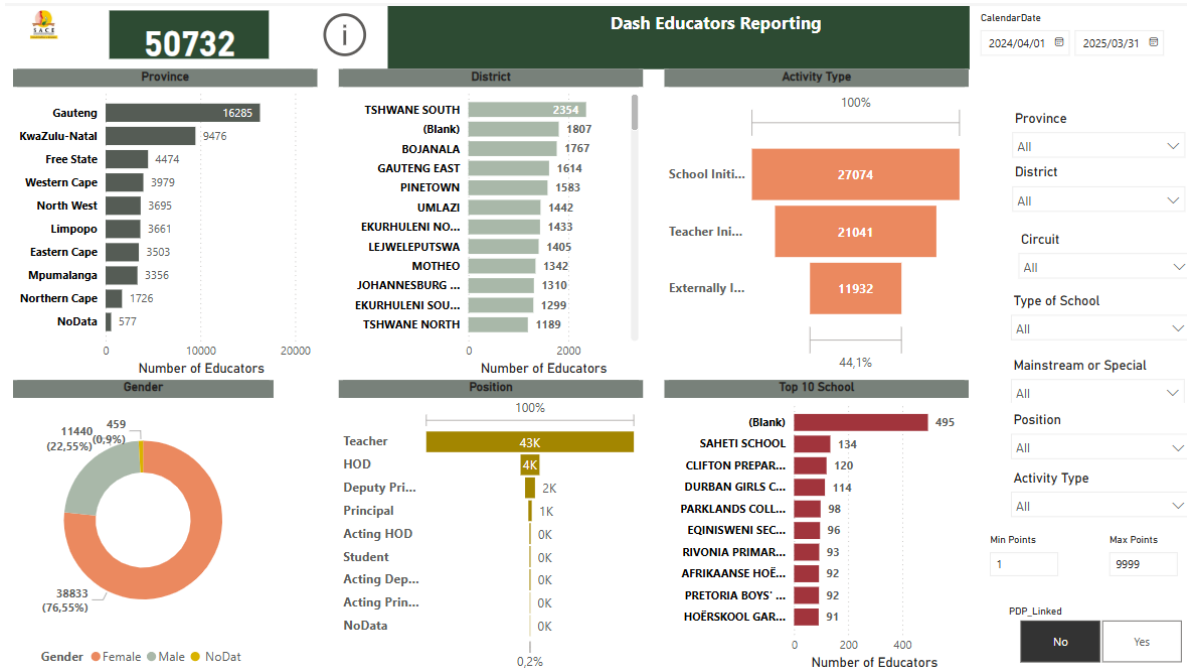


Endorsed Professional Development Sessions Observed

Teachers Reporting and recording points in the CPTD -MS for 2024/25

PROVINCE	NUMBERS
Gauteng	16 285
KwaZulu-Natal	9 476
Free State	4 474
Western Cape	3 979
North West	3 695
Limpopo	3 661
Eastern Cape	3 503
Mpumalanga	3 356
Northern Cape	1 726
No data	577
TOTAL	50 732

Dashboard of teachers who reported and recorded CPTD Points on the portal



Annual Performance Report for 2024/25 Financial Year
South African Council for Educators

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement PROGRAMME 4: PROFESSIONAL DEVELOPMENT									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Improved teacher competence	Recorded type 3 points for educators by providers	4.1.1 Number of professional development providers reporting type 3 activities of educators in the CPTD-IS in a year.	-	-	27	20	38	+18	The implementation of the Code of Good Practice has significantly contributed to the overachievement of this indicator, as it compelled providers to consistently report their activities of the training of educators.
	Educators supported on professional matters	4.2.1 Number of educators supported on professional matters in a financial year.	26 804	43 823	34 252	15 000	31808	+16808	The efforts in coordinating with stakeholders have played a crucial role in reaching a large number of educators and providing much-needed support.
	Approved professional	4.3.1 Percentage of eligible professional development	100% (64/64x100)	85.4% (70/82x100)	98% (98/100x100)	80%	87% 110/127 X100	+7%	Provider support is given to applicants during submission to

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement PROGRAMME 4: PROFESSIONAL DEVELOPMENT									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
	development providers	providers approved within 4 months of receipt of the applications							ensure the documents submitted are relevant as requested by the application to make the evaluation and assessment process at ease.
	Endorsed professional development activities	4.3.2 Percentage of eligible endorsed professional development activities in a financial year	100% (1062/1062x100)	99% (791/800x100)	98% (1038/1054x100)	80%	97% 1545/1587 X100	+17	Professional development providers offer multiple professional development activities, which they then submit and meet endorsement criteria.
	Observed professional development activities	4.3.3 Number of endorsed professional development sessions observed in a financial year	100% (50/50x 100)	26% (10/38x100)	13	10	19	+9	The programme engaged providers regarding the importance in adhering to the code of good practise that enabled Council to

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement PROGRAMME 4: PROFESSIONAL DEVELOPMENT									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
									observe the workshop sessions

Linking performance with budgets

	2023/2024			2024/2025		
Programme/Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
Professional Development	15 599	15 536	63	21 434	20 799	635
Total	15 599	15 536	63	21 434	20 799	635

Strategy to overcome areas of underperformance.

N/A

Programme 5: Professional Teaching Standards

To improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

Teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions

The 2024/25 Annual Performance Plan had 3 objectives to be achieved at the end of the financial year. The 3 strategic focus areas were the Number of teaching practice MOUs established with HEIs by the end of the financial year, Number of HEIs supported on the Code of Professional Ethics for student teachers by the end of the financial year and Approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by the end of the financial year.

Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year.

- During the first quarter of the financial year under review, the Council developed a comprehensive plan and identified multiple HEIs for engagement regarding the teaching practice MOU. The Council meticulously drafted a working document that served as the foundation for these engagements, which involved extensive and rigorous consultations between SACE and the HEIs. Through this collaborative process through second and third quarter of the year, the working document was refined and ultimately formalised as the final MOU framework. While SACE successfully negotiated agreements with thirteen HEIs within the current financial year, only twelve MOUs were officially executed. One institution delayed signing the final agreements, resulting in eleven completed MOUs rather than the anticipated thirteen.

The list of HEIs that signed the MOU with SACE:

- Walter Sisulu University
- University of Free State
- Central University of Technology
- Cape Peninsula University of Technology
- University of Zululand
- University of Venda
- Tshwane University of Technology
- Edu-Build Private College
- Independent Institute of Education
- SANTS Private Higher College
- Two Oceans Graduate Institute
- Akademia Private College

Higher Education Institutions are supported by the Code of Professional Ethics for student teachers.

The Council successfully exceeded its target in supporting HEIs with the Code of Professional Ethics for student teachers. While the Annual Performance Plan established a target of 15 HEIs, the Council ultimately provided comprehensive support to 18 institutions, with additional institutions receiving introductory sessions to prepare them for more intensive engagement in the future.

Initial Approach and First Quarter Activities

In the first quarter of the financial year under review, the Council identified specific Higher Education Institutions for support on the Code of Professional Ethics for Student Teachers. All sessions during this quarter were conducted online, primarily establishing foundational knowledge. Through these virtual engagements, the Council identified significant gaps in understanding and effectiveness, prompting a strategic review of the delivery method.

Strategic Pivot to Face-to-Face Engagement

Based on the findings from the first quarter, the Council made a crucial decision to transition from virtual meetings to face-to-face sessions. This change aimed to improve the effectiveness of the support program and foster more meaningful engagement with student teachers. The Council conducted these in-person consultations with a clear objective: to help student teachers understand the importance of adhering to ethical principles in their professional practice.

The consultative approach was specifically designed to raise awareness among student teachers about the importance of ethical conduct in the teaching profession and enhance their understanding of the Code of Professional Ethics. This change in methodology was crucial to the programme's success.

In the fourth quarter, the Council held in-person consultative sessions centred around the Code of Professional Ethics for student teachers. These interactive sessions provided valuable opportunities for student teachers to share their input and suggestions. Importantly, this process created a platform for student teachers to have their voices heard and to contribute to the ethical framework that will guide their future careers.

The Council's strategic shift to in-person engagement facilitated deeper discussions and more meaningful participation from student teachers, ultimately strengthening their understanding of professional ethics in the teaching profession and exceeding the original performance targets established in the Annual Performance Plan.

The following Higher Education Institutions were listed as institutions to be supported:

No.	Higher Education Institution	Province	Public/Private HEIs	Progress
1.	University of Pretoria	Gauteng	Public	Done
2.	University of Johannesburg	Gauteng	Public	Done
3.	Wits University	Gauteng	Public	Done
4.	Tshwane University of Technology	Gauteng	Public	Done
5.	University of South Africa	Gauteng	Public	Done
6.	Durban University of Technology	KwaZulu Natal	Public	Done
7.	University of Zululand	KwaZulu Natal	Public	Done
8.	University of KwaZulu-Natal	KwaZulu Natal	Public	Done
9.	University of Limpopo	Limpopo	Public	Done
10.	University of Venda	Limpopo	Public	Done
11.	University of Mpumalanga	Mpumalanga	Public	Done
12.	Central University of Technology	Free State	Public	Done
13.	University of Free State	Free State	Public	Done
14.	Stadio Private College	Gauteng	Public	Done
15.	Edutel Private College	Gauteng	Private	Done
16.	University of Pretoria	Gauteng	Private	Done
17.	IIE	National	Private	Done
18.	EDUTEL	National	Private	Done
19.	Nelson Mandela University	Eastern Cape	Public	Introductory sessions
20.	Fort Hare University	Eastern Cape	Public	Introductory sessions
21.	Rhodes University	Eastern Cape	Public	Introductory sessions
22.	Walter Sisulu University	Eastern Cape	Public	Introductory sessions

As per the Annual Performance Plan, the Council supported 18 Higher Education Institutions on the Professional Code of Ethics of Student Teachers, which exceeded the initial target. The table of Higher Education Institutions(HIEs) above displays the institutions supported by the code of professional ethics for student teachers during the period under review.

Approved projects for implementing the teacher professionalisation path (on focus areas 1-8) are in place.

The Council approved 2 projects, the Professionalisation of ECD (framework) and the PTS.

SACE, in collaboration with UNICEF, initiated important discussions that led to the project on Professionalisation of Early Childhood Education. The initial step was the development of a concept note for the professionalisation of the ECD sector. This document was created to guide the paradigm shift in professionalising early childhood education in South Africa from a regulatory body perspective and has undergone five developmental stages to reach its current form.

Initial engagements focused on incorporating policy and legislative imperatives into the concept document, particularly in response to the National Development Plan. These discussions also included clarifying the responsibilities of the regulatory authority in this transformation process.

The project focused on the development of the documents that would enable the project to proceed, including an implementation plan, Terms of reference for framework development and a concept note for consultative colloquiums on professional regulation of ECD. SACE and UNICEF worked collaboratively to design both the concept note and its implementation plan. This plan considered multiple aspects of the transformation process and was adopted to provide clarity of purpose.

Another significant process of the ECD professionalisation process included ECD Colloquium initiatives. Three provinces were selected for these colloquiums:

1. Eastern Cape - The first colloquium was successfully held from February 26-28, 2025.
2. Gauteng - Scheduled to host the second colloquium- 26-27 May 2025
3. North-West Province - Will host the final colloquium.

These colloquiums serve as consultative forums to facilitate and advance the professionalisation agenda for the ECD sector. This process is a multi-year project.

Project on Professional Teaching Standards

SACE has initiated a project aimed at implementing PTS across HEIs. This initiative began with collaborative planning sessions between SACE and the University of the Witwatersrand, resulting in the formation of a dedicated Project Team, including a PhD student from the university.

The foundational work culminated in the development of SACE's Concept Implementation Document, which was created through collaborative efforts. This document articulates SACE's primary roles regarding PTS, specifically focusing on three key areas: regulating standards, facilitating professional development, and conducting advocacy work.

Project Structure and Management

The SACE project team developed comprehensive Terms of Reference for the project, establishing clear timeframes to ensure value for money and efficient resource utilisation. The implementation plan addresses critical capacity issues across multiple stakeholder groups, including:

- Student teachers entering the profession.
- The collective purpose is needed for initiatives of this magnitude.

Implementation Approach

The project team conducted a strategic identification process to select initial Higher Education Institutions for collaboration. These institutions will provide valuable experiential opportunities for

both student teachers and lecturers throughout their academic journey. A training manual specifically designed for PTS has been developed. This manual serves as the cornerstone for guiding the implementation of PTS and has been written in an accessible language to facilitate understanding and engagement across participants.

The manual is structured around five interconnected modules:

1. **Understanding Professional Teaching Standards** - Introduces key frameworks and definitions, with interactive workshops, case studies, and think-pair-share exercises to illustrate the practical application of standards.
2. **Leadership Skills Development** - Focuses on developing effective leadership qualities and communication strategies through public speaking workshops and role-playing scenarios.
3. **Advocacy and Engagement Strategies** - Equips participants with practical approaches to advocate for professional standards while embracing and incorporating them in their work, including creating promotional materials and facilitating peer dialogue circles.
4. **Event Organisation and Logistics** - Provides hands-on experience in planning and executing events through simulations and mock events, where students will share good practices.
5. **Reflective Practices** - Encourages ongoing self-reflection through journaling, peer feedback loops, and personal development plans.

SACE Ambassador Programme

The Training Manual establishes a SACE Ambassador Programme as a key implementation strategy. Selected ambassadors will:

- Promote SACE's vision and mission within their institutions.
- Advocate for adherence to the PTS
- Engage with peers to foster a culture of professional development.
- Organise and participate in events highlighting teaching excellence.
- Serve as liaisons between students and SACE.

A continuous feedback mechanism will be implemented to support their development and improve the program.

Engagement with Teacher Education Institutions

The implementation plan includes structured engagement with Higher Education Institutions through dedicated training sessions:

1. **Introduction to Professional Teaching Standards** featuring reflection exercises, expert presentations on the benefits of standards implementation, and group discussions on current practices.
2. **Developing Institutional Frameworks** with collaborative workshops to formulate frameworks, case study reviews of successful integration, and action plan development.

Target Audience

The implementation plan strategically targets two key stakeholder groups:

- **Teacher Education Institutions:** HEIs and faculties engaged in educator preparation, with the aim of influencing curricular design and instilling professional values from the beginning of educators' journeys.
- **Pre-Service Teachers:** Students currently enrolled in teaching qualification programs who are preparing to transition into professional roles.

The project represents a significant step toward the implementation of professional standards that will elevate teaching practice, benefit learners, and strengthen the process of student teacher preparation. As stated in the Training Manual's conclusion: "Empowering Educators, Elevating the Profession: SACE leading the way to excellence."

The project team engaged in a series of meetings and working sessions to advance this process. This initiative is structured as a multi-year project with distinct phases. The first year (2024/25) focuses on standards and documentation development, establishing the foundation for successful implementation. The second year (2025/26) will transition to initial implementation, with strategic concentration on two selected HEIs serving as primary implementation sites. Simultaneously, ten additional HEIs will function as a control group, receiving guidance and support throughout the process while allowing for comparative analysis of implementation effectiveness. This phased approach will ensure thorough evaluation and refinement of the program before broader deployment.

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South African Council for Educators

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Improved teacher professionalism	Approved MOU's	5.1.1. Number of teaching practice Memorandum of Understanding (MOUs) established with Higher Education Institutions by the end of the financial year	-	-		13	12	-1	The deviation of one MOU from the target can be attributed to unforeseen complexities in the institutional approval process at one Higher Education Institution. The final institution required an extended internal review period that exceeded our projected timeline due to their multi-layered governance structure requiring sequential approvals from multiple committees.
	Supported higher education institutions	5.1.2. Number of teacher professionalisation interventions in the teacher education and development continuum within a financial year.	-	-		15	19	+4	The programme significantly exceeded its target for Higher Education Institutions supported on the Code of Professional Ethics for student teachers by the end of the financial year.
	Approved teacher professionalisation path projects	Number of approved projects for implementing the teacher professionalisation path (on focus areas 1-8) in place by the end of the financial year	-	-		2	2	0	N/A

Linking performance with budgets

	2023/20234			2024/2025		
Programme/Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
Professional Teaching Standards	650	625	25	1 340	1 343	-3
Total	650	625	25	1 340	1 343	-3

STRATEGY TO OVERCOME AREAS OF UNDERPERFORMANCE

The development of Memoranda of Understanding (MOUs) with Higher Education Institutions (HEIs) is a complex process that requires a strategic and systematic approach to ensure that all agreements are finalised within the planned financial year. Performance in 2024/2025 indicated that while 13 MOUs were targeted, only 12 were successfully signed, resulting in a shortfall of one agreement. This deviation was largely due to unforeseen complexities in the institutional approval processes of one HEI, where the governance structure required multiple layers of internal review and sequential committee approvals.

To address such underperformance in the future, several strategies will be implemented. Firstly, earlier, and more robust pre-engagement with HEIs will be prioritised to establish clarity on requirements, timelines, and institutional expectations before the formal drafting of MOUs begins. This will help anticipate possible areas of resistance and allow for proactive solutions. A detailed stakeholder mapping exercise will also be undertaken to identify all decision-makers and committees within partner institutions who influence the approval process. Tailored engagement with these stakeholders will assist in reducing unnecessary delays.

Secondly, the MOU development workflow will be refined to include clear, realistic timelines that reflect the internal governance processes of different institutions. Lessons learned from the 2024/2025 delays will inform the creation of a responsive framework that anticipates common bottlenecks, such as extended legal reviews or multi-tiered committee approvals. Where possible, gentle urgency will be introduced by linking MOU finalisation to time-sensitive opportunities such as participation in teacher professionalisation projects or access to programme resources.

Thirdly, a structured follow-up protocol will be institutionalised, with dedicated team members assigned to maintain consistent communication with HEI representatives throughout the approval stages. Regular progress updates, coupled with early escalation of potential delays, will prevent agreements from stalling in administrative processes.

By strengthening pre-agreement communication, improving workflow design, and reinforcing accountability through systematic follow-up, the organisation will be better positioned to close the gap between targeted and achieved MOUs. This integrated approach is expected to enhance efficiency, reduce future deviations, and contribute significantly to the goal of improving teacher professionalism through stronger partnerships with HEIs.

PROGRAMME 6: Research

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

The 2024/25 financial year marked a period of significant growth and impact for Programme 6: Research. The programme advanced its mandate through a wide array of research projects, professional collaborations, data-driven interventions, and digital outreach initiatives. Among the highlights was the inaugural Teacher/Practitioner-Based Research Colloquium, a milestone event recognising classroom-based innovations and educator-led research. Another milestone was the key partnerships, including with Wits University and the Commonwealth of Learning, which strengthened the programme's role in promoting a credible, ethical, and professional teaching workforce. Through strategic engagements, digital resource expansion, and robust research outputs.

Research Projects

The nexus between young children's right to quality, appropriate and responsive services, and the workforce responsible for these services

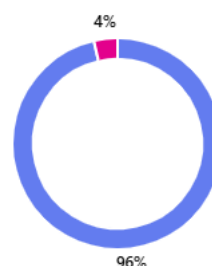
SACE also contributed to the South African Child Gauge 2024 through a study titled "The Nexus Between Young Children's Right to Quality Services and the Workforce Responsible for These Services." This research focused on the professionalisation of the ECD workforce and its role in delivering responsive, high-quality services to young children.

Commonwealth of Learning (COL)

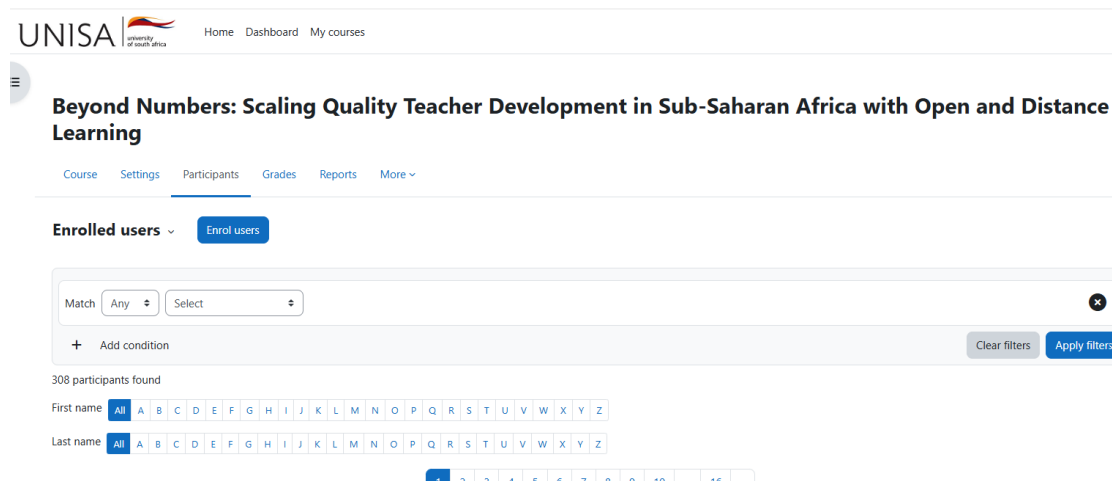
The Commonwealth of Learning (COL) and SACE has entered into an agreement that ensures that support is provided to the Partner Institution to implement the project titled "Beyond Numbers: Scaling quality teacher development in Sub-Saharan Africa with Open Distance Learning (ODL) (Beyond Numbers Project) in the country and present outcomes during the 2025 AFTRA Conference (the Project). This project aims to create a sustainable teaching workforce by scaling teacher training through ODL and equipping teachers with 21st-century skills through digitalisation. The first 3-day national ODL workshop took place on 05-07 February 2025 at Birchwood Hotel, Kempton Park, Johannesburg, with 42 participants in attendance. Furthermore, a link to register was sent to prospective participants, and 444 participants registered, but 96% of them confirmed their attendance at the orientation workshop, which was held on 03 March 2025 from 17:00 to 19:00 on the MS Teams platform. About 205 participants attended the orientation workshop.

1. Are you Attending

● Yes 428
● No 16



The teachers were trained through two CoL Commons micro-credential courses and two CPD Moodle-Based Courses, which educational stakeholders selected during the SACE workshop that took place on 5-7 February 2025. Lastly, the consultant created a Moodle platform on the University of South Africa (UNISA) MOOC platform, and 308 participants registered.



The UNISA MOOC platform continued to be crushed due to the oversubscription of their first-year students to the Academic Integrity MOOC. The consultant created the Moodle platform for speed learning to facilitate the smooth continuation of the workshop. Only 60 participants managed to enrol on the speed learning platform. The platform glitches cost the workshop a drop of 248 participants.

SACE Inaugural Teacher / Practitioner-based Research Colloquium

SACE Inaugural Teacher Colloquium was a three-day event that took place from 26 to 28 February 2025 at Pine Lodge Resort, Marine Drive, Summerstrand, situated in Port Elizabeth, Eastern Cape province. The objective of the colloquium was to recognise teachers' contributions and professional development needs, addressing daily challenges faced by educators and ECD practitioners. Promote teacher leadership and innovation. Encourage student teacher engagement and mentorship. Support the development of a professional ethics code for student teachers. Lastly, strengthen policy formulation and implementation, and this was executed effectively and efficiently.

Colloquium attendance was as follows:

Physical

Date	Number of delegates attended
Day 1: 26/03/2025	193
Day 2: 27/03/2025	187
Day 3: 28/03/2025	165
Total	545

Live-Streaming [Facebook]

Date	Number of delegates attended
Day 1: 26/03/2025	1 900 views
Day 2: 27/03/2025	1 500 views
Day 3: 28/03/2025	2 200 views
Total	5600

Publications

The CPTD Sharing of Best Practices Report examined the 2021–2023 cycle and analysed the participation of 1,258 educators from all provinces. It highlighted top educators who earned over 150 points, showcasing their strong commitment to professional development. Additionally, another report outlined key performance indicators related to professional registration, ethics, and teacher development, providing insights into the overall status of the profession for the 2024/25 period.

SACE Virtual Library and Outreach

The SACE Virtual Library has continued to expand as a valuable digital resource for educators. Throughout the year, 4,476 new users registered on the platform. The number of book loans varied by quarter: 7 books were loaned in Quarter 1, 9 in Quarter 2, 7 in Quarter 3, and 42 in Quarter 4. In total, 116 book requests were approved across all four quarters. Operating system usage trends indicated a strong preference for Windows and Android devices, although the use of iPads and iPhones increased in the latter part of the year. Additionally, the Division promoted literacy and wellness by regularly hosting Book Club sessions every Tuesday and Thursday at the SACE Resource Centre. Special thematic sessions were organised during Heritage Literacy Month in Quarter 2 and Human Rights Literacy Month in Quarter 4, where participants engaged in book reviews, cultural discussions, and advocacy activities aligned with national priorities.

Internal and External Research Requests

In Quarter 2, two external research proposals were approved, submitted by postgraduate students from Wits University and Nelson Mandela University. These studies focused on evidence-based policymaking during the COVID-19 pandemic and the readiness of the ECD workforce for the evolving world of work, respectively. No new research requests were received in Quarters 3 and 4, but SACE issued a national call encouraging more educators to engage in educational research. To promote research integrity and build capacity, an ethics training session was held on 25 November 2024 for 29 SACE staff members who are pursuing postgraduate studies.

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement									
Programme 6: Research									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Audited Actual Performance 2023/2024	Planned Annual Target 2024/2025	Actual Achievement 2024/2025	Deviation from planned target to Actual Achievement 2024/2025	Reasons for deviations
Improved advisory role	Research reports completed	6.1.1. Number of Research reports produced within a financial year	3	3	2	2	3	+1	The overachievement is because SACE collaborated with the Commonwealth of Learning for a research project. The request for collaboration was submitted in December 2024
	Report on the status of teaching profession	6.2.1 Number of statistical reports produced on the status of the teaching profession within a financial year	2	1	2	2	2	0	N/A

Linking performance with budgets

	2023/2024			2024/2025		
Programme/Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
Research	1 250	1 138	112	2 900	2 568	332
Total	1 250	1 138	112	2 900	2 568	332

Strategy to overcome areas of underperformance.

N/A

REVENUE COLLECTION

	2023/2024			2024/2025		
Sources of revenue	Estimate	Actual Amount Collected	(Over)/Under Collection	Estimate	Actual Amount Collected	(Over)/Under Collection
	R'000	R'000	R'000	R'000	R'000	R'000
Registration; reprints & Reinstatement	12 500	14 658	-2 158	25 016	20 144	-4 872
Recoveries	0	0	0	0	15	15
Donations	0	87	-57	0	103	103
Interest received	4 600	7 583	-2 983	8 000	9 032	968
CPTD Government Grant	15 599	15 599	0	16 434	16 434	0
Membership fees	88 110	90 617	-2 507	101 558	97 737	3 821
Fines	500	981	-481	800	1 644	844
Total	121 309	129 527	-8 218	151 808	147 760	-4 048

CAPITAL INVESTMENT

	2023/2024			2024/2025		
Infrastructure projects	Budget	Actual Expenditure	Over/Under Expenditure	Budget	Actual Expenditure	Over/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Planned investments	5 200	1 000	4 200	25 500	2 543	22 957
Loss on Disposals	-	-	-		32	-32
Loss due to theft	-	-	-			

The properties of the Council comprise its Headquarters situated in Centurion, Pretoria and five provincial properties situated in Durban, Polokwane, Bloemfontein, East London, and Cape Town. The properties were acquired for cost reduction purposes and to improve service accessibility to the public.

The investigation by the SIU on the acquisition of the properties in Bloemfontein, East London, Durban, and Cape Town is not yet concluded, and therefore, improvements in these properties have not yet been made.

The Council has conducted an asset verification to keep the asset values up to date and insured all assets at replacement value.

For the year under review, the value of property, plant, and equipment decreased by 1% owing to the effect of depreciation. It can be confirmed that for the year 2024/25, there was no loss suffered through theft of assets.

PART C: GOVERNANCE

INTRODUCTION

SACE is a professional self-regulatory body responsible for registration and regulating fit-to-teach educators, promoting adherence to the code of ethical conduct and responsible for the professionalisation of the teaching sector.

The EXCO is responsible for the day-to-day operation of the Council's activities and reports to the Council, which is responsible for providing policy directives and governance. The Council has established Committees that are responsible for the affairs of the Council between the Council meetings and make recommendations to Exco for finalisation. The Committees are chaired by Council members who sit on the EXCO.

PORTFOLIO COMMITTEES

Date	Topic for Discussion	Matters Raised by the Committee	How the entity addressed the matters raised
11 Jul 2024	Strategic Plan 2025-2030 and Annual Performance Plan 2025/26	N/A	N/A
20-22 Aug 2024	Induction of Portfolio Committee	N/A	N/A
16 Oct 2024	Annual Report 2023/24	How many people are employed at SACE? What is the total cost (i) salaries (ii) of rent, and (iii) of any other specified expenditure How SACE employees actually verify the qualifications of applicants prior the certificate is issued, What are the responsibilities of the SACE, What are the minimum educational requirements to obtain an SACE certificates	Response provided in writing

EXECUTIVE AUTHORITY

The Minister of Basic Education is the executive authority for SACE. The minister received the following documents during the year under review:

Date	Document	Comments by the Executive Authority
30 Jan 2024	Strategic Plan 2025-2030 and Annual Performance Plan 2025/26	The Minister raised the correction that needed to be made under the Executive Authority statement. The correction was made.
31 Jul 2024	Quarter 1 2024/25 performance report	Indicators should be numbered in the 2024/25 APP, should the APP be retabled in Parliament. The reporting cycle should be reported as per the tabled APP, or revised should the APP

Date	Document	Comments by the Executive Authority
		be retabled in Parliament. The information was corrected with the final APP that was tabled.
31 Aug 2024	Annual Report 2023/24	None
31 Oct 2024	Quarter 2 2024/25 performance report	The office of the minister requested SACE to give attention to areas of underperformance, such as approval of providers. The organisation addressed the areas as per the request.
31 Jan 2025	Quarter 3 2024/25 performance report	The Executive authority requested that milestones for projects underway should provide more details on the actual activities undertaken during the quarter. The organisation implemented the recommendation.

ACCOUNTING AUTHORITY/COUNCIL

The Council is composed of appropriate members from different components in the education sector, as directed by the Act and appointed by the Minister of Basic Education. The Council is responsible for broad policy directives developed and adopted from time to time, and the Council meet at least three times per year unless on special meetings that are convened based on emergencies and special items that need attention and resolution at that time.

The role of the Council is as follows:

The EXCO is responsible for the functioning of the Council through various established Committees that meet at least once per quarter and make recommendations about the day-to-day activities of the Council, which are ratified by EXCO during their ordinary and special meetings held from time to time.

The Council provide broad strategic direction and adherence to all statutory requirements, including the Public Finance Management Act. In terms of the Public Finance Management Act, section 49 (2) (a) establishes the Council as the Accounting Authority. The Council subscribe to the King IV Report for Corporate Governance as a guiding tool to adhere to good corporate governance.

Council Charter

As recommended by the King Code, the Board has a charter setting out its responsibilities, which should be disclosed in its annual report. At a minimum, the charter should confirm:

- The Council's role and responsibilities for the adoption of strategic plans.
- Monitoring of operational performance and management,
- Determination of policy processes to ensure the integrity of the public entity risk management and internal controls, and
- Communication policy, and council member selection, orientation, and evaluation.

Composition of the Council

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Mr. Lucky Goodman Mabutho Cele	Chairperson	01 st August 2021	N/A	Secondary Teachers' Diploma, Diploma in Labour Law, Certificate in Project Management, Advanced Certificate in Education - Professional Development and B.Ed. Honours - Education Management. Masters in Education – Leadership, Management and Policy, Currently reading for a Master's Degree – Public Management and Administration.	Education and Organised Labour	SADTU-SACCO, Old Mutual Education Trust (OMET), AFTRA	N/A	3 Council 8 EXCO
Mr. Nkosiphendule Ntantala	Deputy Chairperson of Council: Chairperson Ethics Committee	01 st August 2021	N/A	BA (Ed)	Education and Organised Labour		Ethics committee Finance Committee EXCO	5 ETHCOM 3 COUNCIL 7 FINCO 9 EXCO
Ms. Veronica Hofmeester -	Chairperson of PRODCO	01 st August 2021	N/A	BA. B. ED. M. ED	Education and Organised Labour		Professional Development Committee	10 EXCO 4 PRODCO 4 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Dr Louis H Swanepoel	Chairperson of TEPCO	01 st August 2021	N/A	B. Comm, HED, B. Comm (Honours - Economics), M. Comm (Economics), PhD, (Educational Management)	Education and School Leadership	South African Education Foundation. South African Comprehensive Assessment Institute (SACAI)	Teacher Professional isation Executive Committee	2 COUNCIL 10 EXCO 2 TEPCO
Mr. Elphus Maseko	Member	01 st August 2021	N/A	BSc	Strategic Management	Land surveying	Registration, Advocacy and communicati ons Committee	3 REGCO 4 ADVOCO 3 COUNCIL
Dr Hendrik Jaco Deacon	Member	01 st August 2017	N/A	LLB (University of Orange Free State). LLM (University of Orange Free State). LLD (University of Free State)	Education & Labour law	Director of the Afrikaanse Onderwys Netwerk. Trustee at Education Development Trust. Trustee at the Rapport Onderwys fonds. Trustee at Fichie Klub 200. Trustee of two-family trusts.	Ethics Committee	6 ETHCOM 3 COUNCIL
Mr. John William Bester	Member	01 st August 2021	N/A	Higher Diploma in Education	School Management	Michael Mount Waldorf School	Professional Development Committee	3 PRODCO 0 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
						Southern African Federation of Waldorf Schools Bryanston Organic and Natural Market European Council of Waldorf Schools South African Council of Educators National Alliance of Independent Schools		
Prof Lesley Le Grange	Member	01 st August 2021	N/A	PhD in Science/ Environment Education, MED in Science Education, B.Ed.			Teacher Professional isation Committee	1COUNCIL 0 TEPCO
Dr Jenny Joshua	Member	01 st August 2021	N/A	D.Ed, M. Ed in Orthopedagogics, MA in English language teaching, B.Ed, BA Education Diploma.			Professional Development and Registration committee	3 COUNCIL 2 REGCO 3 PRODCO
Ms. Gaylin Wendy Bowles	Chairperson: Registration Committee	01 st August 2021	N/A	H. Dip Ed Bachelor of Arts FDE – CAE – Advanced Certificate in Education – Leadership and Management -	Education and School Leadership	PCEO NAPTOSA Gauteng and Limpopo Member of NAPTOSA National EXCO	Registration Committee and EXCO	4 REGCO 10 EXCO 2COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Ms. Nolitha Mboniswa	Member	01 st October 2021	N/A	Advanced Programme in Human Resource Management, Certificate in Sports Management, Project Management, Higher Diploma in Education, BA			Advocacy and Communications, Ethics Committees	6 ETHCOM 4ADVOCCO 3 COUNCIL
Mr. Tseliso Ledimo	Member	01 st August 2021	N/A	BA Education; Hon BA Psychology; Project management; Cert in financial & accounting principles for public entities; Labour law in Education	Education and Organised Labour	Matthew Goniwe School of Leadership and Governance board	Advocacy and Communications	2 ADVOCCO 3 COUNCIL
Ms. Lindiwe Motshwane	Member	01 st August 2021	N/A	Senior Teachers Diploma, ACE, Postgraduate Diploma in Public Management	Education and Organised Labour		Finance committee, Risk and audit Committee	8 FINCO 3 COUNCIL 4 R&A
Ms. Nomarashiya Caluza	Member	01 st August 2021	N/A	SPTD; Advanced Dip in Practical Labour Law; ACE	Education and Organised Labour		Registration and Teacher professionalisation Committees	2 COUNCIL 3 REGCO 2 TEPCO
Mr. Mokholoane Samuel Moloi	Member	01 st August 2021	N/A	STD(Tech); FDE	Education and Organised Labour		Staffing Committee	3 COUNCIL 2 STAFFCO 7 FINCO

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
							Finance Committee	
Mr. Sewele Sowell Tjebane	Member	01 st August 2021	N/A	Bachelor of Laws (LLB) Cert Political Economy of Labour Advanced Certificate in Education Programme in Life Orientation Secondary Teacher's Diploma	Education and Organised Labour		Staffing Committee Ethics Committee	3 Council 3 STAFFCO 7 ETHCOM
Mr. Walter Hlase	Chairperson: Staffing Committee	01 st August 2021	N/A	Secondary Education Dip; ACE; Hon BA; Advanced cert in labour law	Education and Organised Labour		Staffing committee and EXCO	2 STAFFCO 3 COUNCIL 10 EXCO
Mr. Sello Sethusha	Member	01 st August 2021	N/A	Dip in Education; BA; B. Ed; B.Tech in Human Resources Management			Registration and Professional Development	3 REGCO 3 PRODCO 2 COUNCIL
Mr. Siphiwe Dlamini	Member	03 rd October 2022	N/A	PTC; Primary Teachers Diploma; Further Diploma in Education; Bed Honours	Education and Organised Labour		Registration Committee and Ethics Committee	4 REGCO 6 ETHCOM 3 Council
Ms. Cheryl Weston	Member	01 st August 2021	N/A	B. Ed, Hon (ICT) IN Education; ACE; Higher Diploma in Education; Diploma in Education			Teacher Professional sation committee	2 TEPCO 2 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Ms. Ella Mokgalane	Chief Executive Officer	01 August 2021	N/A	BPrimEd; Bed Hon, Post-Grad Diploma in Education, Human Resource Management Diploma, Postgraduate Diploma in Management, Master of Management in Public policy; Cert Financial accounting principles for public entities			All Committees	6 ETHCOM 3 COUNCIL 4 REGCO 10 EXCO 8 FINCO 3 STAFFCO 4 ADVOCO 4 R&A 3 PRODCO 2 TEPCO
Ms Faseega Solomon	Member	01 August 2021	N/A	Diploma in Education, Senior Primary Education, Bachelor of Education, Higher education Diploma, Bachelor of Arts	Education and Organised Labour		Professional Development and Teacher Professionalisation Committees	2 PRODCO 1 TEPCO 3 COUNCIL
Ms Brenda Mbatha	Chairperson of ADVOCO	01 July 2019	N/A	Junior Primary Teachers Diploma, Higher Diploma in Education, Bed, Diploma in Human Resource Management	Education and Organised Labour		Staffing Committee and Advocacy and Communications Committee EXCO	3 STAFFCO 4 ADVOCO 10 EXCO 3 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Mr George Themba	Chairperson for FINCO	01 August 2021	N/A	University Diploma in Education (Secondary), National Higher Diploma in Education Management, BEd Honours, Project management in education, ACE in School Leadership, E-school Law for Educators, Certificate -Finance for Non-Managers Programme	Education and Organised Labour	Non-executive Director; SIHOLD	Finance Committee and EXCO	8 FINCO 9 EXCO 2 COUNCIL
Mr Mkhusele Dubula	Member	1 st August 2021	N/A	BA in Education, Certificate in Labour Law in Education	Education and Organised Labour		Professional Development Committee	4 PRODCO 3 COUNCIL
Ms Sibongile Kwazi	Member	27 July 2023	N/A	Post Graduate Diploma in Public Management. B. Tech in Education Management. Primary Teachers Diploma	Education and Organised Labour		Ethics Committee Registration Committee	3 Council 4 REGCO 7 ETHCOM
Ms. Ntombodumo Maqashalala	Member	28 November 2023	N/A	Bachelor of Education Honours College Higher Education Diploma	Education and Organised Labour		Registration Committee Advocacy and Communicati	3 Council 4 REGCO 4 ADVOCO

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
							ons Committee	
Ms. Palesa Nqumashe	Member	28 November 2023	N/A	Advanced Labour Law programme. Extra- Curricular Diploma Labour Law in Education Sector. Advanced Certificate in Education Management and Policy, Further Diploma in Remedial Education, Primary teachers Diploma N4 Personnel Management	Education and Organised Labour		Teacher Professional isation Committee	3 Council 2 TEPCO
Dr. Sandy Malapile	Member	June 2024	N/A	Doctoral: Instructional Design & Technology Master's Degree: Instructional Design & Technology Honours Degree: Education Management BA Degree: Education, Matric	Education			2 REGCO 2 FINCO 3 COUNCIL

Committees

Council Committees 01 April 2024 - 31 March 2025

Committee	No. of meetings held	No. of members	Name of members
Executive Committee	10	9	Mr M. Cele Mr W. Hlaise Mr N Ntantala Dr L. Swanepoel Mr Themba Ms. V Hofmeester Ms B Mbatha Ms. G Bowles Ms E. Mokgalane
Professional Development Committee	4	9	Ms. V Hofmeester Ms. F Solomon Mr. M Dubula Mr. S Sethusha Dr. J Joshua Mr. W Bester Prof. O Lebeloane Ms. R Ledwaba Ms. E Mokgalane
Ethics Committee	7	9	Mr. N Ntantala Dr. J Deacon Ms. N Mboniswa Mr. T Geza Prof M Reyneke Mr. J Eastes Mr. S Dlamini Ms. S Kwazi Ms. E Mokgalane
Registration Committee	4	10	Ms. G Bowles Ms. E. Mokgalane Mr. E. Maseko Mr. S. Dlamini Ms. S Kwazi Ms. Z Maqashalala Dr. S Malapile Dr. J Joshua Ms. N. Caluza Mr. S. Sethusha
Teacher Professionalisation Committee	2	8	Dr. L. Swanepoel Ms. E. Mokgalane Ms. C. Weston Ms. N. Caluza Ms. P. Nqumashe Prof. L. Le Grange Dr. S. Besman Ms. F. Solomon
Advocacy Committee	4	7	Ms. B Mbatha Mr. T Ledimo Mr. M Mafunda Ms. N Mboniswa Ms. N Maqashalala

Committee	No. of meetings held	No. of members	Name of members
			Mr. E Maseko Ms. E Mokgalane
Staffing Committee	3	6	Mr. W Hlaise Mr. T Geza Ms. B Mbatha Mr. S Tjebane Mr. M Moloi Ms. E Mokgalane
Finance Committee	8	7	Mr. G Themba Mr. N Ntantala Mr. G Clark Mr. M Moloi Dr. S Malapile Ms. L Motshwane Ms. E Mokgalane
Risk & Audit Committee	6	7	Mr. G Bengell Mr. P Sauer Ms. L Motshwane Mr. J Rustin Mr. N Maluleke Mr. J Rustin Ms. E Mokgalane

Remuneration of Council members

Name	Remuneration	Other allowance	Other reimbursement	Total
Mr. Lucky Goodman Mabutho Cele	-	-	R 83 630.90	R 83 630.90
Mr. Nkosiphendule Ntantala	-	-	R 8 500	R 8 500
Ms. Veronica Hofmeester	-	-	R 11 028	R 11 028
Dr Louis H Swanepoel	-	-	R 20 048	R 20 048
Mr. Elphus Maseko	-	-	R 10 918	R 10 918
Dr Hendrik Jaco Deacon	-	-	R 3000	R 3000
Mr. John William Bester	-	-	R 3 800	R 3 800
Prof Lesley Le Grange	-	-	R 2000	R 2000
Dr Jenny Joshua	-	-	R 4 500	R 4 500
Ms. Gaylin Wendy Bowles	-	-	R 8 501	R 8 501
Ms. Nolitha Mboniswa	-	-	R 8 370	R 8 370
Mr. Tseliso Ledimo	-	-	R 3 709	R 3 709
Ms. Lindiwe Motshwane	-	-	R 7 500	R 7 500

Name	Remuneration	Other allowance	Other reimbursement	Total
Ms. Nomarashiya Caluza	-	-	R 4000	R 4000
Mr. Mokholoane Samuel Moloï	-	-	R 44 750	R 44 750
Mr. Sewele Sowell Tjebane	-	-	R 42 229	R 42 229
Mr. Walter Hlaise	-	-	R 86 527	R 86 527
Mr. Sello Sethusha	-	-	R 2 500	R 2 500
Mr. Siphile Dlamini	-	-	R 5 879	R 5 879
Ms. Cheryl Weston	-	-	R 3000	R 3000
Ms Faseega Solomon	-	-	R 4 500	R 4 500
Ms Brenda Mbatha	-	-	R 42 223	R 42 223
Mr George Themba	-	-	R 29 855	R 29 855
Mr Mkhusele Dubula	-	-	R 4 602	R 4 602
Ms Sibongile Kwazi	-	-	R 2000	R 2000
Ms. Ntombodumo Maqashalala	-	-	R 3 669	R 3 669
Ms. Palesa Nqumashe	-	-	R 2000	R 2000
Mr G. Clark	-	-	R 3 500	R 3 500
Dr. Sandy Malapile	-	-	R 3 500	R 3 500
Mr T. Geza	-	-	R 103 567	R 103 567
Mr M Mafunda	-	-	R 2000	R 2000
Mr J. Rustin	-	-	R 2 500	R 2 500
Mr. N Maluleke	-	-	R 2000	R 2000
Mr G. Bengell	-	-	R 2 500	R 2 500
Mr P Sauer	-	-	R 2 500	R 2 500
Dr. S Besman	-	-	R 2000	R 2000

RISK MANAGEMENT

In line with best practice, the governance structures are in place to ensure effective management of risk at both strategic and operational levels.

Management has designed and implemented a risk management system. The system is documented in the SACE Enterprise Risk Management Policy. The policy has been reviewed to achieve maximum integration of the risk management process in the normal business process.

During the period under review, Management reviewed and recommended approval of the Enterprise Risk Management policy in line with their commitment to ensure risk management is integrated into the normal business processes of the entity. A detailed strategic and operational risk assessment for the organisation was conducted, and the risk register was updated accordingly. The purpose of risk assessment was to identify business risk related to SACE. The risks were measured and rated in terms of impact and likelihood of occurrence.

The top risk identified by Risk Owners is prioritised in terms of its importance and is being managed and reported on accordingly.

Key controls and mitigation strategies/plans have been identified and implemented for both strategic and operational risks to ensure that risks are kept within the council's risk appetite.

INTERNAL CONTROL UNIT

N/A

INTERNAL AUDIT AND AUDIT COMMITTEES

The internal audit operates within the framework of the Institute of Internal Auditors (IIA) under the direction of the Risk and Audit Committee, which approved the Internal Audit Charter, the year's Internal Audit Rolling Plan, and the Internal Audit Operational Plan. The Internal Audit Plan was informed by strategy and key risks that may impair the realisation of strategic objectives and goals. The operational plan is updated annually and as and when the need arises to ensure that it is responsive to changes in the business.

The internal audit functionally reports to the Risk and Audit Committee and administratively to the Chief Executive Officer (CEO). Internal audit is responsible for the overall preparation and execution of the risk-based audit plan and for coordinating the internal audit service. It, therefore, evaluates and contributes to the improvement of risk management, internal control and governance systems within SACE.

The SACE Management is ultimately accountable for the organisational system of internal controls. These controls are designed to provide reasonable assurance regarding the achievement of the entity's objectives concerning the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. Findings of the internal audit are reported to the Risk and Audit Committee at each scheduled meeting. In addition, follow-up audits are conducted in areas where significant control weaknesses are found to ensure that mitigating strategies are adequately and effectively implemented by management.

Name	Qualifications	Internal or external	If internal, position in the public entity	Date appointed	Date Resigned	No. of Meetings attended
Mr J. Rustin	BA(UWC) Financial management for	External	N/A	01 August 2021	Not Resigned	5/5

Name	Qualifications	Internal or external	If internal, position in the public entity	Date appointed	Date Resigned	No. of Meetings attended
	non-financial managers (UNISA)					
Mr. N Maluleke	National Diploma in Public Finance Secondary Teachers Diploma(M+3) Higher Education Diploma (M+4)	External	N/A	01 August 2021	Not resigned	3/5
Mr P. Sauer	Diploma in Business Management BSC Zoology BSCHON) Geomorphology and Biogeography	External	N/A	01 August 2021	Not Resigned	4/5
Mr G. Bengell	Grade 12 PTD 3	External	N/A	01 August 2021	Not Resigned	5/5
Ms L Motshwane	Grade 12 Bachelor of Education (Honours), Diploma in Law, Basic Financial Life Skills, ACE (Education Management), Secondary Teachers Diploma, Introduction to Investment and Finance (Certificate), Corporate Governance King III, Programme-Finance for Non-Financial Managers	Internal	Council Member	01 July 2023	Not Resigned	4/5

COMPLIANCE WITH LAWS AND REGULATIONS

The Council, as a regulatory body, has a duty to comply with several regulations to maintain a good public image, but also to comply with the Public Finance Management Act and Policies. SACE has its own set of rules and regulations to manage its staff and internal procedures, as covered by the Human Relations Policies adopted and reviewed by Council periodically.

The SACE Act No.31 of 2000 is the main piece of legislation that guides the implementation of rules and regulations to deliver its mandatory functions. The Council's main purpose is to implement the SACE Act and ensure that the objectives of the Act are achieved. The statutory objective of the Act is to register educators and keep the register of educators, promote professional development of

educators (Including managing the Continuous Professional Teacher Development System), and maintain the ethical code of conduct. The Council has established Various Committees responsible for the implementation and management of Council decisions. The EXCO is responsible for the day-to-day activities of the Council and ensures that the Administration complies with the necessary rules and regulations, both at the sectoral level and generally with all relevant regulations in the country.

The Public Finance Management Act guides the actions of the Council in line with public finance Policies applicable in the Country. The PFMA aims to establish sound Financial Management, Accountability and Effective Resource Management amongst others. In compliance with the PFMA, the Council has established the Financial Committee that plays an oversight role in the administration to adhere to sound financial practices that are generally acceptable in terms of the International Financial Standards. The Financial Committee ensures the preparation of Financial Statements complying with the set standards and is annually audited by external auditors.

The Council has adopted a set of Human Relations Policies that control the conduct and behaviour of the staff members in line with the Country's labour legislation. SACE Staff Code of Conduct is established to create a working environment that is conducive to productive and effective employer and employee relations that benefits the tenants of the Council.

The Council has further developed its own policies to prevent fraud and corruption through Supply Chain Policies that are free from irregular expenditures, set out ethical procurement practices and aligned to the country's legislation. The Finance Committee plays an oversight role on procurement and supply chain policies to ensure that the Council complies with generally accepted procurement standards as set out in various legislations.

The Internal Audit is established to ensure internal compliance with established internal control measures and to further reduce risk in the operations of the Council. The Unit is further strengthened by the Audit Committee, which plays an oversight role in all internal and external procedures.

FRAUD AND CORRUPTION

The Council implements a multi-faceted approach towards the prevention of fraud and corruption. The Supply Chain Policies are established to ensure fair, open, and transparent procurement procedures to avoid fraudulent activities in the procurement of assets and resources. In addition to Supply Chain Policies, which prescribe procedures to be followed in procuring assets and resources in an open, transparent, and fair manner, the Council has adopted the Policy on Irregular, wasteful and fruitless expenditure. This policy is aimed at preventing irregular, wasteful and fruitless expenditure, but further provides procedures on how staff and managers should handle such expenses should they happen. Managers and staff are personally held accountable for irregular, wasteful and fruitless expenditures and such expenditures are recovered from affected Managers and staff to protect the assets and resources of Council.

Irregular, wasteful, and fruitless expenditures are reported to Finco as an oversight committee and depending on the severity and circumstances of the expenditures, such matters could be reported to the Police or subjected to disciplinary actions. The details on such expenditures are covered in financial statements, and no material irregular expenditures were reported to the Police during the period under review.

It was reported that the Special Investigation Unit, through the proclamation made by the state President around 2021, is investigating the possibilities of irregular purchase of the SACE Office in the Eastern Cape. The Council has, on its own, requested the extension of the investigations to include other Offices of the Council. The SIU is currently investigating the possibility of irregular purchase of Offices in KZN, Western Cape, and Free State, wherein the same service provider was involved in the purchase of the offices.

The recent adoption of the Conflict of Interest is one way to prevent fraud and corruption, both at the governance level and at the administrative level. All staff members are expected to declare their business interests and are not allowed to do business with the Council to avoid any conflict of interest.

- Mechanisms in place to report fraud and corruption, and how these operate.eg: Whistle blowing -the need for officials to make confidential disclosure about suspected fraud and corruption.

SACE has adopted an open policy in reporting fraud and corruption both to the public and to staff members. The Public is encouraged to report any act of fraud and corruption to the external oversight bodies such as the South African Police Services, Public Protector and Special Investigation Unit or any other similar bodies. The Public has always taken advantage of this open-door policy, and as already indicated above, reported alleged fraud and corruption, such as the purchase of Council buildings. Some matters were reported to the Public Protector in the past and accordingly investigated. In the period under review, there are no known matters reported to the external bodies.

Staff members are encouraged to report any perceived matter of fraud or corruption to their immediate supervisors or senior management in case the matter involves their immediate managers or any superior persons without prejudice or fear of victimisation. The Council adopted HR Policies to protect employees against such victimisation or any unfair labour practices above the protection provided generally for employees by the Labour Relations Act and any other similar legislation.

- How these cases are reported and what action is taken

The cases are reported to the external Security Service, such as the Police, investigated and affected people are taken to courts where necessary. The Cases that are internal or involve staff members are reported to immediate supervisors and managers or to the senior management or the CEO, and are investigated as guided by the adopted HR Policies and Internal Disciplinary procedures, and affected staff members are subjected to fair and procedural disciplinary hearings. Employees are free to report any case they are dissatisfied with internal processes to external bodies such as the CCMA, Labour Court and other similar bodies for recourse.

MINIMISING CONFLICT OF INTEREST

Brief description of the processes implemented to minimise conflict of interest in supply chain management. Discuss the process followed when a conflict of interest has been identified.

Conflict of Interest is defined as an act or conduct that may cause a person to be biased, take an incorrect decision, or influence a decision maker to take an improper, biased, or negative decision that may disadvantage another person or the Council. The Council adopted a policy of conflict of interest in July 2021. The Policy is subject to continuous review through relevant Council

Committees. The Policy expect all staff members, contractors, and Councillors to declare a conflict of interest wherever it arises. The disclosure of conflict of interest should be made during the selection and recruitment of staff, during council meetings and during the procurement processes and meetings of the supply chain.

All staff members are required to complete a conflict-of-interest form and submit it to Supply Chain around 15 February of each year, declaring their business interests and any dealings with the state, if any. Councillors must also complete the declaration of interest at the beginning of their term of office and review it at any material time when necessary.

All participants in Council meetings are required to declare their interest in any Agenda item or at any time during the meeting where a conflict of interest arises. The Chairpersons of meetings will manage the interests depending on the nature and severity of the interest.

The Recruitment and Selection Policy guidelines require all panel members to declare their interest and recuse themselves from a specific selection procedure in case of any conflict of interest that deters or makes them biased in making selection decisions. Members of Panels further sign a declaration of secrecy prior to procedures to ensure that the candidates and any other information obtained during the proceedings are treated with the highest level of confidentiality.

The Supply Chain Policy demands that officials who have a conflict of interest in any form in relation to making procurement decisions should recuse themselves from such procedures. Staff members and Officials usually demonstrate adherence to the policy by recusing themselves from tender and other procurement forums.

CODE OF CONDUCT

Brief description and nature of the Code of Conduct/Ethics, and the effect it has on the public entity. Discuss the process followed for the breach of the code of conduct.

The Council has two sets of Codes of Conduct. The code of conduct for staff members is covered in the Human Relations Policies within the Disciplinary Procedures. Employees are expected to act in good faith and in the best interests of the employer at all material times.

Maintenance of discipline in the workplace is the prerogative of the employer, and therefore, the employer must ensure that the workplace is conducive to working relations between the employer and employees. The Council Code of Conduct is consistent with labour legislation in the Country, as it was tested on several occasions where employees took the Council for review for Disciplinary actions through the CCMA and other similar dispute resolution bodies.

No Council member was found to have contravened the Council Code of Conduct during the period under review. One staff member was subjected to a full internal disciplinary procedure for misconduct, and another staff member, who was accused of sexual harassment, was subjected to Investigations, but the case could not proceed, as there were no grounds for charging the affected staff member with a disciplinary hearing after the investigations during the period under review.

HEALTH SAFETY AND ENVIRONMENTAL ISSUES

SACE has its headquarters in Gauteng Province (Pretoria-Centurion) and five other Provincial Offices located in Kwa-Zulu Natal (Durban), Eastern Cape (East London), Free State (Bloemfontein), Western Cape (Cape Town) and Limpopo (Polokwane). The Council tries to comply with the Occupational Health and Safety Act No 85 of 1993 as amended.

The Council has established an Occupational Health and Safety Committee, in line with section 19 of the Occupational Health and Safety Act 85 of 1993, as amended. The Committee is responsible for making recommendations to the employer or health inspectors regarding the safety of persons in the workplace, discuss all matters related to the occupational health and safety matters and may report any injury, ill health or death to senior management or health inspectors as prescribed in the act, keep record of any recommendations of health and safety measures and act or advise the employer on any matter of occupational health and safety.

The representatives are appointed in line with sections 17 and 18 of the Act, wherein such representatives are responsible for identification and reporting of any potential hazards in the workplace, reviewing and recommending the effectiveness of the health and safety measures, examining causes for incidents, investigating, and reporting complaints by employees relating to health and safety in the workplace, etc.

Each Provincial Office or Division of the Council has a representative who is also a member of the Occupational Health and Safety Committee, who is responsible for handling and reporting occupational and health matters. The Council is grappling with means and ways of ensuring that its buildings, especially Provincial Offices, are accessible to disabled persons, by having lifts and accessible ramps that enable disabled persons to access the buildings.

COMPANY SECRETARY (IF APPLICABLE)

N/A

SOCIAL RESPONSIBILITY

N/A

AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2025.

The Audit Committee reports that it has complied with its responsibilities arising from Section 51 (1)(a)(ii) of the Public Finance Management Act and Treasury Regulation 27.1. The Audit Committee also reports that it has adopted appropriate formal terms of reference as its Audit Committee Charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein, except that we have not reviewed changes in accounting policies and practices.

The Effectiveness of Internal Control

Our review of the findings of the Internal Audit work, which was based on the risk assessments conducted in the public entity, revealed certain weaknesses, which were then raised with the public entity.

The following internal audit work was completed during the year under review:

- Ethics
- Registration

The following were areas of concern:

- SACE case management policy not approved.
- Case management system not fully developed to provide all required functions within the division.
- Implementation of undocumented procedures.
- Lack of backup of manual case files.
- SACE registration policy not approved.
- Deceased educators last marked on system in 2019
- Fit to teach applications processed or not processed for outcome after long period
- Lack of fit to teach application standard operating procedure(sop)
- Lack of SACE professional membership standard operating procedure(sop)
- Draft standard operating procedure(sop) for SACE professional registration requires strengthening and approval

In-Year Management and Monthly/Quarterly Report

The public entity has been reporting monthly and quarterly to the Treasury as is required by the PFMA.

Evaluation of Financial Statements

We have reviewed the annual financial statements prepared by the public entity.

Auditor's Report

We have reviewed the entity's implementation plan for audit issues raised in the prior year, and we are satisfied that the matters have been adequately resolved except for the following:

- CRM system shortfalls/weaknesses
- Incomplete information in the BI system
- non-submission of attendance registers by providers
- Lack of declaration of interest by all SACE staff members
- Criminal record, qualifications and reference checks were not performed
- Weaknesses and non-compliances regarding occupational health and safety
- Employee assistance programme weaknesses
- SACE case management policy not approved.
- No verification of applicant/teacher qualifications with SAQA

The Audit Committee concurs and accepts the conclusions of the Auditor-General on the annual financial statements and is of the opinion that the audited annual financial statements should be accepted and read together with the report of the Auditor-General.



Mr G Bengel
Chairperson of the Audit Committee
South African Council for Educators
25 September 2025

B-BBEE COMPLIANCE PERFORMANCE INFORMATION

Has the Public Entity applied any relevant Code of Good Practice (B-BBEE Certificate Levels 1 – 7) with regards to the following:		
Criteria	Response Yes/No	Discussion
Determining qualification criteria for the issuing of licences, concessions or other authorisations in respect of economic activity in terms of any law?	No	N/A
Developing and implementing a preferential procurement policy?	yes	Preferential policy was implemented in full on all procurements above R30 000
Determining qualification criteria for the sale of state-owned enterprises?	No	N/A
Developing criteria for entering into partnerships with the private sector?	No	N/A
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad-Based Black Economic Empowerment?	No	N/A

PART D: HUMAN RESOURCE MANAGEMENT

INTRODUCTION

Overview of Human Resources (HR) matters at the public entity

- The Human Resource Unit is responsible for insourcing the Human Capital capable of discharging its responsibilities and achieving the SACE's strategic objectives at both strategic and administrative levels. The HR Unit is divided into two categories: provisioning of staff through Recruitment and selection, until a complete onboarding process is completed; and Labour Relations, which includes training and development of staff.
- As mentioned in previous chapters, SACE has initiated a review and repositioning project to reinforce its role in driving transformation within the education sector. This project is ongoing, which means that the review of the organisational structure has not yet been completed. The organisation is currently focusing on filling priority positions as decided by the Council, appointing staff to these vacant roles based on the existing organisational chart, until the job evaluation process is finalised. The filling of these vacant positions is still in progress and is expected to be completed in due course.
- The Human Resource Unit is also responsible for training and developing staff, facilitating performance evaluations, and maintaining labour relations.
- Employees undergo an annual evaluation using the performance evaluation system established through an agreement between the union and the Council. We appreciate that all employees have participated in this process, and we aim to enhance the implementation of the evaluation system to boost organisational performance. Our goal is to foster a culture of high performance while empowering employees to develop their skills by identifying individual and organisational performance gaps.

Training and Development

The Council empowers its staff for training and development through its own initiated studies funded by SACE and other training interventions identified through the Performance Evaluation Development System (PEDS), Divisional trainings and general organisational training interventions. Against this background, about 93 % of staff were trained to complement through formal and non-formal training interventions. The training interventions were self-funded, and some were from ETDP-SETA discretionary funding. Through financial assistance from ETDP-SETA, the Council appointed Graduate Interns for a two-year programme, contributing to the skills development and creation of Job opportunities.

HUMAN RESOURCES OVERSIGHT STATISTICS

Personnel Cost by programme/activity/objective

Programme/activity/objective	Total Expenditure for the entity (R'000)	Personnel Expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No. of employees	Average personnel cost per employee (R'000)
Executive, Finance, Internal Audit, Corporate	73 320	30 929	23%	49	631
Planning, M&E, Report and Research	6 465	3 075	2%	3	1 025
Professional registration & certification	10 371	6 739	5%	14	481
Professional Development, CPTD Coordinators, Legal and Ethics	36 286	20 640	15%	29	712
Communications	10 104	5 570	4%	11	506
Total	136 546	66 953	49%	106	3 356
Total including Interns and Temps				139	

Personnel cost by salary band

Level	Personnel Expenditure (R'000)	% of personnel exp. to total personnel cost (R'000)	No. of employees	Average personnel cost per employee (R'000)
Top Management	6 336	9%	3	2 112
Senior Management	10 068	15%	9	1 119
Professional qualified	15 789	24%	22	718
Skilled	12 544	19%	24	523
Semi-skilled	20 036	30%	74	271
Unskilled	2 179	3%	7	311
TOTAL	66 953	100%	139	5 053

Performance Rewards

Programme//activity/objective	Performance rewards	Personnel Expenditure (R'000)	% of performance rewards to total personnel cost (R'000)
Top Management	0	6 336	0
Senior Management	0	10 068	0
Professional qualified	0	15 789	0
Skilled	0	12 544	0
Semi-skilled	0	20 036	0-
Unskilled	0	2 179	0
TOTAL	0	66 953	0

Training Costs

Programme/activity/objective	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Training Expenditure as a % of Personnel Cost.	No. of employees trained	Avg training cost per employee
Executive	8 929	0	0%	0	0
Corporate Services	6 453	130	2%	8	16
Finance	10 411	102	1%	2	51
Professional registration & certification	10 826	4	0.1%	2	2
Legal & Ethics	6 069	21	0.3%	3	7
Professional Development	2 916	73	2.5%	5	15
PMERR	3 400	0	0%	0	0
Communications	5 362	2	0%	1	2
Limpopo Office	2 901	2	0.1%	1	2
KZN Office	3 985	2	0.1%	1	2
Free State Office	1 872	2	0.1%	1	2
Eastern Cape Office	3 829	2	0.1%	1	2
Total	66 953	340	6.3%	25	103

Employment and vacancies

Programme/activity /objective	2023/2024 No. of Employees	2024/2025 Approved Posts	2024/2025 No. of Employees	2024/2025 Vacancies	% of vacancies
Top Management	3	4	3	1	25
Senior Management	10	13	9	4	31
Professional qualified	24	29	22	7	24
Skilled	27	33	24	9	27
Semi-skilled	43	74	74	0	0
Unskilled	7	10	7	3	30
TOTAL	114	163	139	24	15

A decision was made in 2023 to pause filling vacant positions to allow for the review and repositioning project to occur first. Following the decision made in 2024, the Council resolved to fill the vacant positions outlined in the Organisational Structure (Organogram). Additionally, the Council decided to review and separate the duties of some of the Senior Management positions, which is why these strategic roles were not filled during the review period. The recruitment process for these positions is conducted through open competition, allowing both internal and external candidates to apply. Candidates who meet the requirements will be appointed, regardless of whether they are from within the organisation or not.

Employment changes

Salary Band	Employment at beginning of period	Appointments	Terminations	Employment at end of the period
Top Management	3	0	0	3
Senior Management	10	0	1	9
Professional qualified	24	0	2	22
Skilled	27	0	3	24
Semi-skilled	43	32	1	74
Unskilled	7	0	0	7
Total	114	32	7	139

Reasons for staff leaving

Reason	Number	% of total no. of staff leaving
Death	1	9
Resignation	6	55

Reason	Number	% of total no. of staff leaving
Dismissal	0	0
Retirement	0	0
Ill health	0	0
Expiry of contract	4	36
Other	0	0
Total	11	100

Staff members occasionally leave the organisation for various reasons, including seeking better job opportunities, wanting to be closer to family, relocating for personal reasons, or wishing to explore new experiences. In response to these departures, we promptly initiate the recruitment and selection process to find suitable replacements.

Labour Relations: Misconduct and disciplinary action

Nature of disciplinary Action	Number
Verbal Warning	0
Written Warning	0
Final Written warning	0
Dismissal	0

Equity Target and Employment Equity Status

Levels	MALE							
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Top Management	1	0	0	1	0	0	0	0
Senior Management	4	0	0	0	0	1	0	0
Professional qualified	8	0	0	1	0	0	0	0
Skilled	5	0	0	0	0	0	0	0
Semi-skilled	22	0	1	1	0	0	0	0
Unskilled	2	0	0		0	0	0	0
TOTAL	42	0	1	3	0	1	0	0

Levels	FEMALE							
	AFRICAN		COLOURED		INDIAN		WHITE	
	Current	Target	Current	Target	Current	Target	Current	Target
Top Management	2	-	-	-	-	-	-	1
Senior Management	4	-	-	-	-	-	-	-
Professional qualified	11	-	-	-	-	1	1	-
Skilled	12	-	2	-	1	-	1	1
Semi-skilled	57	-	-	1	-	-	-	-
Unskilled	5	-	-	-	-	-	-	-
TOTAL	91	-	2	1	1	1	2	2

Levels	Disabled Staff			
	Male		Female	
	Current	Target	Current	Target
Top Management	0	0	0	0
Senior Management	0	0	0	0
Professional qualified	0	0	1	0
Skilled	0	0	0	0
Semi-skilled	0	0	0	0
Unskilled	0	0	0	0
TOTAL	0	0	1	0

SACE has struggled to meet its employment equity targets over the past five years, according to the employment equity plan. Setting unrealistic employment targets may not be feasible, given this history. It has been determined that the failure to achieve these targets is primarily due to a lack of understanding of the employment equity plan among those responsible for selection and recruitment. As a last resort, head-hunting for designated employees will be conducted in accordance with Council policy and guidelines if the targeted and designated candidates are not recruited. The employment equity objectives and targets will be reviewed annually to ensure progress and alignment with the plan.

PART E: PFMA COMPLIANCE REPORT

INFORMATION ON IRREGULAR, FRUITLESS AND WASTEFUL EXPENDITURE AND MATERIAL LOSSES

Irregular expenditure

Reconciliation of irregular expenditure

Description	2023/2024	2024/2025
	R'000	R'000
Opening balance	0	252
Adjustment to opening balance	0	0
Opening balance as restated	0	252
Add: Irregular expenditure confirmed	252	29
Less: Irregular expenditure condoned	0	0
Less: Irregular expenditure not condoned and removed	0	-252
Less: Irregular expenditure recoverable ¹	0	0
Less: Irregular expenditure not recoverable and written off	0	0
Closing balance	252	29

Reconciling notes

Description	2023/2024	2024/2025
	R'000	R'000
Irregular expenditure that was under assessment	0	0
Irregular expenditure that relates to the prior year and identified in the	0	0
current year	0	0
Irregular expenditure for the current year	252	29
Total	252	29

Details of irregular expenditure (under assessment, determination, and investigation)

Description	2023/2024	2024/2025
	R'000	R'000
Irregular expenditure under assessment	0	0
Irregular expenditure under determination	0	29
Irregular expenditure under investigation	252	0
Total	252	29

Details of irregular expenditure condoned

Description	2023/2024	2024/2025
	R'000	R'000
Irregular expenditure condoned	0	252
Total	0	252

Details of irregular expenditure removed - (not condoned)

Description	2023/2024	2024/2025
	R'000	R'000
Irregular expenditure NOT condoned and removed	252	29
Total	252	29

Details of irregular expenditure recoverable

Description	2023/2024	2024/2025
	R'000	R'000
Irregular expenditure recoverable	0	0

Total	0	0
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Details of irregular expenditure written off (irrecoverable)

Description	2023/2024	2024/2025
	R'000	R'000
Irregular expenditure written off	0	0
Total	0	0

Details of non-compliance cases where an institution is involved in an inter-institutional arrangement (where such institution is not responsible for the non-compliance)

Description
None
Total:

Details of irregular expenditure where an institution is involved in an inter-institutional arrangement (where such institution is responsible for the non-compliance)

Description	2023/2024	2024/2025
	R'000	R'000
None	0	0
Total	0	0

Details of disciplinary or criminal steps taken as a result of irregular expenditure

Disciplinary steps taken
None

Fruitless and wasteful expenditure

Reconciliation of fruitless and wasteful expenditure

Description	2023/2024	2024/2025
	R'000	R'000
Opening balance	8	184
Adjustment to opening balance	0	0
Opening balance as restated	0	184
Add: Fruitless and wasteful expenditure confirmed	184	2
Less: Fruitless and wasteful expenditure recoverable	0	0
Less: Fruitless and wasteful expenditure not recoverable and written off	-8	-184
Closing balance	184	2

Reconciling notes

Description	2023/2024	2024/2025
	R'000	R'000
Fruitless and wasteful expenditure that was under assessment	0	
Fruitless and wasteful expenditure that relates to the prior year and	0	
Identified in the current year	0	
Fruitless and wasteful expenditure for the current year	184	2
Total	184	2

Details of fruitless and wasteful expenditure (under assessment, determination, and investigation)

Description	2023/2024	2024/2025
	R'000	R'000
Fruitless and wasteful expenditure under assessment	0	0
Fruitless and wasteful expenditure under determination	0	0
Fruitless and wasteful expenditure under investigation	0	0

Description	2023/2024	2024/2025
	R'000	R'000
Total	0	0

Details of fruitless and wasteful expenditure recoverable

Description	2023/2024	2024/2025
	R'000	R'000
Fruitless and wasteful expenditure is recoverable	5	0
Total	5	0

Details of fruitless and wasteful expenditure not recoverable and written off

Description	2023/2024	2024/2025
	R'000	R'000
Fruitless and wasteful expenditure is written off	3	184
Total	3	184

Details of disciplinary or criminal steps taken as a result of fruitless and wasteful expenditure

Disciplinary steps taken		
Verbal warning		
In 2023/24	0	
In 2024/25	0	

Additional disclosure relating to material losses in terms of PFMA Section 55(2)(b)(i) & (iii)9

Details of material losses through criminal conduct

Material losses through criminal conduct	2023/2024	2024/2025
	R'000	R'000
Theft	0	0

Material losses through criminal conduct	2023/2024	2024/2025
	R'000	R'000
Other material losses	0	0
Less: Recoverable	0	0
Less: Not recoverable and written off	0	0
Total	0	0

Details of other material losses

Nature of other material losses	2023/2024	2024/2025
	R'000	R'000
Cyber Crime	0	0
Total	0	0

Other material losses recoverable

Nature of losses	2023/2024	2024/2025
	R'000	R'000
None	0	0
Total	0	0

Other material losses not recoverable and written off

Nature of losses	2023/2024	2024/2025
	R'000	R'000
None	0	0
Total	0	0

INFORMATION ON LATE AND / OR NON-PAYMENT OF SUPPLIERS

Description	Number of invoices	Consolidated Value R'000
Valid invoices received	2 540	8 960
Invoices paid within 30 days or agreed period	2 538	8 908
Invoices paid after 30 days or agreed period	2	52
Invoices older than 30 days or agreed period (unpaid and without dispute)	0	0
Invoices older than 30 days or agreed period (unpaid and in dispute)	0	0

INFORMATION ON SUPPLY CHAIN MANAGEMENT

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
Training of panellists	E-Lawyers	Deviation	N/A	593
Total				

Contract variations and expansions.

Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value	Value of previous contract expansion/s or variation/s (if applicable)	Value of current contract expansion or variation
				R'000	R'000	R'000
External audit	A2A Kopano inc	Expansion	POA068723	1 365		952
Total						

PART F: FINANCIAL INFORMATION

REPORT OF THE EXTERNAL AUDITOR

Independent auditor's report to Parliament on South African Council for Educators

Report on the audit of the financial statements

Opinion

1. We have audited the financial statements of the South African Council for Educators set out on pages 19 to 46, which comprise the statement of financial position as at 31 March 2025, statement of financial performance, statement of changes in net assets, cash flow statement and statement of comparison of budget information with actual information for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In our opinion, the financial statements present fairly, in all material respects, the financial position of the South African Council for Educators as at 31 March 2025 and its financial performance and cash flows for the year then ended in accordance with the South African Generally Recognised Accounting Practice (GRAP) and the requirements of the Public Finance Management Act 1 of 1999 (PFMA).

Basis for opinion

3. We conducted our audit in accordance with the International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report.
4. We are independent of South African Council for Educators in accordance with the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors* of the (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' *International Code of Ethics for Professional Accountants (including International Independence Standards)*.
5. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Audit. Tax. Advisory.

Chairperson: Mrs A Zange
Chief Executive Officer: Mr MF Sulaman
SAB&T Chartered Accountants Incorporated t/a Nexia SAB&T
Company Registration Number: 1997/018869/21 | IRBA Registration Number: 921297
Offices in: Bloemfontein, Cape Town, Centurion, Durban, Johannesburg, Kimberley, Nelspruit, Polokwane, Port Elizabeth, Rustenburg
B-BBEE rating: Level 1 Contributor in terms of Generic Scorecard - B-BBEE Codes of Good Practice
SAB&T Chartered Accountants Incorporated is a member of Nexia, a leading, global network of independent accounting and consulting firms.
Please see the "Member firm disclaimer, <https://nexia.com/member-firm-disclaimer/>" for further details.
SAB&T Chartered Accountants Incorporated is an authorised financial services provider.
* A full list of directors is available for inspection at the company's registered office or on request.

Emphasis of matters

6. We draw attention to the matters below. Our opinion is not modified in respect of these matters.

Material allowance for impairment: Trade and other receivables

7. As disclosed in note 6 to the annual financial statements, a material allowance for impairment of R5 831 752 (2024: R3 597 830) was recorded against trade and other receivables as a result of potential irrecoverable debt.

Responsibilities of accounting authority for the financial statements

8. The accounting authority is responsible for the preparation and fair presentation of the financial statements in accordance with South African Standards of Generally Recognised Accounting Practice (GRAP) and the requirements of the Public Finance Management Act, 1 of 1999 (PFMA) and for such internal control as the accounting authority determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.
9. In preparing the financial statements, the accounting authority is responsible for assessing the public entity's ability to continue as a going concern; disclosing, as applicable, matters relating to going concern; and using the going concern basis of accounting unless the accounting authority either intends to liquidate the public entity or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

10. Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.
11. A further description of our responsibilities for the audit of financial statements is included in the annexure to this auditor's report.

Report on the audit of the annual performance report

12. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, we must audit and report on the usefulness and reliability of the reported performance against predetermined objectives for the selected programme presented in the annual performance report. The accounting authority is responsible for the preparation of the annual performance report.
13. We selected the following programmes presented in the annual performance report for the year ended 31 March 2025 for auditing. We selected the programmes that measures the public entity's performance on its primary mandated functions and that are of significant national, community or public interest.

Programme	Page numbers	Purpose
Programme 2 - Professional Registration	45	The purpose of this programme is to register qualified educators and create sub-registers for special categories; maintain and update the educator database and enhance the quality of the registration of teachers by introducing standards.
Programme 3 - Ethical Standards	54	The purpose of this programme is to promote and maintain ethical standards in the profession.
Programme 4 - Professional Development	71	To ensure that educators engage in life-long learning to improve their professional competence.
Programme 5 - Professional Teaching Standards	81	To improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards. This programme is divided into three sub-programmes.

14. We evaluated the reported performance information for the selected programmes against the criteria developed from the performance management and reporting framework, as defined in the general notice. When an annual performance report is prepared using these criteria, it provides useful and reliable information and insights to users on the public entity's planning and delivery on its mandate and objectives.

15. We performed procedures to test whether:

- the indicators used for planning and reporting on performance can be linked directly to the public entity's mandate and the achievement of its planned objectives.
- all the indicators relevant for measuring the public entity's performance against its primary mandated and prioritised functions and planned objectives are included.
- the indicators are well defined to ensure that they are easy to understand and can be applied consistently, as well as verifiable so that we can confirm the methods and processes to be used for measuring achievements.
- the targets can be linked directly to the achievement of the indicators and are specific, time bound and measurable to ensure that it is easy to understand what should be delivered and by when, the required level of performance as well as how performance will be evaluated.
- the indicators and targets reported on in the annual performance report are the same as those committed to in the approved initial or revised planning documents.
- the reported performance information is presented in the annual performance report in the prescribed manner and is comparable and understandable.
- there is adequate supporting evidence for the achievements reported and for the reasons provided for any over or underachievement of targets.

16. We performed the procedures for the purpose of reporting material findings only; and not to express an assurance opinion or conclusion.
17. The material findings on the performance information of the selected programmes are as follows:

Programme 3 - Ethical Standards

KPI 3.1.1. Percentage of eligible received new cases investigated within the current financial year

18. An achievement of 16.34% was reported against a target of 20%. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely that the achievement against the target was lower than reported.

KPI 3.1.2 Number of rolled-over cases finalized through investigations and/or mediations and/or ETHCOM recommendations

19. An achievement of 380 was reported against a target of 400. However, the audit evidence did not support this achievement. I could not determine the actual achievement, but I estimated it to be materially less than reported. Consequently, it is likely the achievement against the target was lower than reported.

Achievement of planned targets

20. The annual performance report includes information on reported achievements against planned targets and provides explanations for over- and under achievements. This information should be considered in the context of the material findings on the reported performance information.

Material misstatements

21. We identified material misstatements in the annual performance report submitted for auditing. These material misstatements were in the reported performance information for Ethical Standards. Management did not correct all of the misstatements and we reported material findings in this regard.

Report on compliance with legislation
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22. In accordance with the PAA and the general notice issued in terms thereof, we must audit and report on compliance with applicable legislation relating to financial matters, financial management and other related matters. The accounting authority is responsible for the public entity's compliance with legislation.
23. We performed procedures to test compliance with selected requirements in key legislation in accordance with the AGSA findings engagement methodology. This engagement is not an assurance engagement. Accordingly, we do not express an assurance opinion or conclusion.
24. Through an established AGSA process, we selected requirements in key legislation for compliance testing that are relevant to the financial and performance management of the entity, clear to allow consistent measurement and evaluation, while also sufficiently detailed and readily available to report in an understandable manner. The selected legislative requirements are included in the annexure to this auditor's report.

25. The material findings on compliance with the selected legislative requirements, presented per compliance theme, are as follows:

Financial Statements

26. The financial statements submitted for auditing were not fully prepared in accordance with the prescribed financial reporting framework as required by section 55(1)(b) of the PFMA.
27. Material misstatements of revenue, income received in advance, cash flow statement identified by the auditors in the submitted financial statements were corrected, resulting in the financial statements receiving an unqualified audit opinion.

Consequence Management

28. We were unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against the officials who had incurred and/or permitted irregular expenditure in prior years, as required by section 51(1)(e)(iii) of the PFMA.
29. We were unable to obtain sufficient appropriate audit evidence that disciplinary steps were taken against officials who had incurred fruitless and wasteful expenditure as required by section 51(1)(e)(iii) of the PFMA.

Other information in the annual report

30. The Accounting Authority is responsible for the other information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported on in this auditor's report.
31. Our opinion on the financial statements and our findings on the reported performance information and the report on compliance with legislation do not cover the other information and we do not express an audit opinion or any form of assurance conclusion on it.
32. In connection with our audit, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or our knowledge obtained in the audit, or otherwise appears to be materially misstated.
33. We did not receive the other information prior to the date of this auditor's report. When we do receive and read this information, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance and request that the other information be corrected. If the other information is not corrected, we may have to retract this auditor's report and re-issue an amended report as appropriate. However, if it is corrected this will not be necessary.

Internal control deficiencies

34. We considered internal control relevant to our audit of the financial statements and compliance with applicable legislation; however, our objective was not to express any form of assurance on it.

35. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the opinion and the findings on the annual performance report and the material findings on compliance with legislation included in this report.
36. Management did not implement effective controls in certain areas to ensure accurate financial reporting, nor did they exercise adequate oversight responsibility over compliance with applicable legislation, which resulted in irregular expenditure, material misstatements.

Auditor tenure

37. In terms of the IRBA rule published in Government Gazette No. 39475 dated 4 December 2015, we report that Nexia SAB&T has been the auditor of South African Council for Educators for 1 (one) year.

Nexia SAB&T

Nexia SAB&T
Per: Ayisha Zange
Director
Registered Auditor
26 September 2025

Annexure to the auditor's report

The annexure includes the following:

- the auditor's responsibility for the audit
- the selected legislative requirements for compliance testing.

Auditor's responsibilities for the audit

Professional judgement and professional scepticism

As part of an audit in accordance with the ISAs, we exercise professional judgement and maintain professional scepticism throughout our audit of the financial statements and the procedures performed on reported performance information for selected programmes and on the public entity's compliance with selected requirements in key legislation.

Financial statements

In addition to our responsibility for the audit of the financial statements as described in this auditor's report, we also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error; design and perform audit procedures responsive to those risks; and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control
- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made.
- conclude on the appropriateness of the use of the going concern basis of accounting in the preparation of the financial statements. We also conclude, based on the audit evidence obtained, whether a material uncertainty exists relating to events or conditions that may cast significant doubt on the ability of the public entity to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements about the material uncertainty or, if such disclosures are inadequate, to modify our opinion on the financial statements. Our conclusions are based on the information available to us at the date of this auditor's report. However, future events or conditions may cause a public entity to cease operating as a going concern
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

We communicate with the Accounting Authority regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

We also provide the Accounting Authority with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that

may reasonably be thought to have a bearing on our independence and, where applicable, actions taken to eliminate threats or safeguards applied.

Compliance with legislation – selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
Public Finance Management Act 1 of 1999	Section 51(1)(b)(i); 51(1)(b)(ii); 51(1)(e)(iii); 53(4); 54(2)(c); 54(2)(d); 55(1)(a); 55(1)(b); 55(1)(c)(i); 56; 57(b); 66(3)(c); 66(5)
Treasury Regulations, 2005	Regulation 16A3.2; 16A3.2(a); 16A6.1; 16A6.2(a); 16A6.2(b); 16A6.3(a); 16A6.3(a); 16A6.3(b); 16A6.3(c); 16A6.3(e); 16A6.4; 16A6.5; 16A6.6; 16A.7.1; 16A.7.3; 16A.7.6; 16A8.3; 16A8.4; 16A9.1(b)(ii); 16A 9.1(d); 16A9.1(e); 16A9.1(f); 16A9.2; 16A9.2(a)(ii); 30.1.1; 31.1.2(c); 30.1.3(a); 30.1.3(b); 30.1.3(d); 30.2.1; 31.2.1; 31.2.5; 31.2.7(a); 31.3.3; 32.1.1(a); 32.1.1(b); 32.1.1(c); 33.1.1; 33.1.3
Construction Industry Development Board Act 38 of 2000	Section 18(1)
Construction Industry Development Board Regulations, 2004	Regulation 17; 25(7A)
National Treasury Instruction No. 5 of 2020/21	Paragraph 4.8; 4.9; 5.3
Second Amendment National Treasury Instruction No. 5 of 202/21	Paragraph 1
Erratum National Treasury Instruction No.5 of 202/21	Paragraph 2
National Treasury Instruction No. 1 of 2021/22	Paragraph 4.1
National Treasury Instruction No. 4 of 2015/16	Paragraph 3.4
National Treasury SCM Instruction No. 4A of 2016/17	Paragraph 6
National Treasury SCM Instruction No. 03 of 2021/22	Paragraph 4.1; 4.2(b); 4.3; 4.4; 4.4(a); 4.17; 7.2; 7.6
National Treasury SCM Instruction No. 11 of 2020/21	Paragraph 3.4(a); 3.4(b); 3.9
National Treasury SCM Instruction No. 2 of	Paragraph 3.2.1; 3.2.4; 3.2.4(a); 3.3.1

Legislation	Sections or regulations
2021/22	
National Treasury Practice Note 5 of 2009/10	Paragraph 3.3
National Treasury Practice Note 7 of 2009/10	Paragraph 4.1.2
Preferential Procurement Policy Framework Act 5 of 2000	Section 1; 2.1(a); 2.1(f)
Preferential Procurement Regulations, 2022	Regulation 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3; 5.4
Preferential Procurement Regulations, 2017	Regulation 4.1; 4.2; 5.1; 5.3; 5.6; 5.7; 6.1; 6.2; 6.3; 6.6; 6.8; 7.1; 7.2; 7.3; 7.6; 7.8; 8.2; 8.5; 9.1; 10.1; 10.2; 11.1; 11.2
Prevention and Combating of Corrupt Activities Act 12 of 2004	Section 34(1)

ANNUAL FINANCIAL STATEMENTS

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Statement of Financial Position as at 31 March 2025

Figures in Rand	Note(s)	2025	2024 Restated*
Assets			
Current Assets			
Other receivables	5	2 437 204	1 913 315
Receivables from non-exchange transactions	6	943 714	613 798
Cash and cash equivalents	7	151 378 597	124 933 450
		154 759 515	127 460 563
Non-Current Assets			
Property, plant and equipment	2	91 777 174	93 012 851
Intangible assets	3	1 695 920	1 881 204
		93 473 094	94 894 055
Total Assets		248 232 609	222 354 618
Liabilities			
Current Liabilities			
Payables from exchange transactions	4	33 068 622	21 374 093
Payments received in advance	8	15 894 452	9 721 469
		48 963 074	31 095 562
Total Liabilities		48 963 074	31 095 562
Net Assets		199 269 535	191 259 056
Accumulated surplus		199 269 535	191 259 056
Total Net Assets		199 269 535	191 259 056

* See Note 23

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Statement of Financial Performance

Figures in Rand	Note(s)	2025	2024 Restated*
Revenue			
Revenue from exchange transactions			
Registration, Reprints, Letter of good standing and Reinstatement	9	20 143 744	14 502 905
Debt impairment recoveries		15 000	15 000
Sundry income		-	41 882
Interest received	11	9 031 749	7 583 528
Total revenue from exchange transactions		29 190 493	22 143 315
Revenue from non-exchange transactions			
Fines		1 643 699	981 061
Membership fees		97 736 760	90 617 519
Transfers and donations			
Government transfer		16 434 000	15 599 000
Donations		103 087	30 941
Total revenue from non-exchange transactions		115 917 546	107 228 521
Total revenue		145 108 039	129 371 836
Expenditure			
Employee related costs	12	(66 952 513)	(66 801 346)
Depreciation and amortisation	13	(3 924 246)	(4 332 898)
Equipment rental	10	(19 674)	(17 422)
Debt Impairment	6	(5 831 752)	(3 597 830)
Loss on disposal of assets	17	(31 774)	(120 314)
General Expenses	15	(60 337 601)	(45 297 937)
Total expenditure		(137 097 560)	(120 167 747)
Surplus for the year		8 010 479	9 204 089

* See Note 23

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Statement of Changes in Net Assets

Figures in Rand	Accumulated surplus / deficit	
Opening balance as previously reported	182 093 967	182 093 967
Adjustments		
Prior year adjustments 23	(39 000)	(39 000)
Balance at 01 April 2023 as restated*	182 054 967	182 054 967
Changes in net assets		
Surplus for the year	9 204 089	9 204 089
Total changes	9 204 089	9 204 089
Opening balance as previously reported	191 413 989	191 413 989
Adjustments		
Prior year adjustments 23	(154 933)	(154 933)
Restated* Balance at 01 April 2024 as restated*	191 259 056	191 259 056
Changes in net assets		
Surplus for the year	8 010 479	8 010 479
Total changes	8 010 479	8 010 479
Balance at 31 March 2025	199 269 535	199 269 535
Note(s)		

* See Note 23

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Cash Flow Statement

Figures in Rand	Note(s)	2025	2024 Restated*
Cash flows from operating activities			
Receipts			
Receipts from exchange transaction		20 143 744	14 502 905
Receipts from non exchange transactions		93 321 868	88 409 548
Grants		16 434 000	15 599 000
Interest income		9 031 749	7 583 528
Other receipts		11 082	532 432
Payments received in advance		6 172 983	3 751 352
		145 115 426	130 378 765
Payments			
Employee costs		(67 323 292)	(68 012 058)
Suppliers		(48 811 938)	(42 699 525)
		(116 135 230)	(110 711 583)
Net cash flows from operating activities	16	28 980 196	19 667 182
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(2 543 510)	(2 782 161)
Proceeds from sale of property, plant and equipment	2	8 451	-
Proceeds from sale of other intangible assets	3	-	45 680
Net cash flows from investing activities		(2 535 059)	(2 736 481)
Net increase/(decrease) in cash and cash equivalents		26 445 137	16 930 701
Cash and cash equivalents at the beginning of the year		124 933 450	108 002 749
Cash and cash equivalents at the end of the year	7	151 378 587	124 933 450

* See Note 23

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Statement of Comparison of Budget and Actual Amounts

Budget on Cash Basis

	Approved budget	Adjustments note: 26	Final Budget	Actual amounts on comparable basis	Difference between final budget and actual	Reference
Figures in Rand						
Statement of Financial Performance						
Revenue						
Revenue from exchange transactions						
Registration, reprints and reinstatement fee	8 500 000	16 515 800	25 015 800	20 143 744	(4 872 056)	26.1
Interest received	3 000 000	5 000 000	8 000 000	9 031 749	1 031 749	26.2
Total revenue from exchange transactions	11 500 000	21 515 800	33 015 800	29 175 493	(3 840 307)	
Revenue from non-exchange transactions						
Taxation revenue						
Fines	500 000	300 000	800 000	1 643 699	843 699	26.3
Membership fee	88 110 000	13 448 976	101 558 976	97 736 760	(3 822 216)	26.4
Transfers and donations						
CPTD grants	16 434 000	-	16 434 000	16 434 000	-	
Total revenue from non-exchange transactions	105 044 000	13 748 976	118 792 976	115 814 459	(2 978 517)	
Total revenue	116 544 000	35 264 776	151 808 776	144 989 952	(6 818 824)	
Expenditure						
Personnel	(82 533 884)	10 254 070	(72 279 814)	(66 952 513)	5 327 301	26.5
Depreciation and amortisation	(4 000 000)	-	(4 000 000)	(3 924 246)	75 754	26.6
Lease rentals on operating lease	(20 000)	-	(20 000)	(19 674)	326	
Debt Impairment	-	(3 000 000)	(3 000 000)	(5 831 752)	(2 831 752)	26.7
General Expenses	(29 990 116)	(50 818 846)	(80 808 962)	(57 794 091)	23 014 871	26.8
Capital expenditure - PPE	(4 500 000)	-	(4 500 000)	(2 543 510)	1 956 490	26.9
Capital expenditure - Intangible assets	(20 000 000)	-	(20 000 000)	-	20 000 000	26.10
Total expenditure	(141 044 000)	(43 564 776)	(184 608 776)	(139 609 296)	47 542 990	
Surplus	(24 500 000)	(8 300 000)	(32 800 000)	5 380 656	38 180 656	
Actual Amount on Comparable Basis as Presented in the Budget and Actual Comparative Statement	(24 500 000)	(8 300 000)	(32 800 000)	5 380 656	38 180 656	

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Statement of Comparison of Budget and Actual Amounts

Budget on Cash Basis

	Approved budget	Adjustments note: 26	Final Budget	Actual amounts on comparable basis	Difference between final budget and actual	Reference
Figures in Rand						
Reconciliation						
Unexpected expenditure						
Loss on disposal of assets				(31 774)		
Unexpected revenue						
Recoveries				15 000		
Donations				103 087		
Capital expenditure						
Property, plant and equipment				2 543 510		
Actual Amount in the Statement of Financial Performance				8 010 479		

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

Figures in Rand	Note(s)	2025	2024
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1. Significant account policies

The principal accounting policies applied in the preparation of these annual financial statements are set out below.

1.1 Basis of preparations

These annual financial statements have been prepared on an accrual basis of accounting and are in accordance with historical cost convention as the basis of measurement, unless specified otherwise.

1.2 Presentation currency

These annual financial statements are presented in South African Rand, which is the functional currency of the council.

1.3 Going concern assumption

These annual financial statements have been prepared based on the expectation that the council will continue to operate as a going concern for at least the next 12 months.

1.4 Significant judgements and sources of estimation uncertainty

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

Other significant judgements, sources of estimation uncertainty and/or relating information, have been disclosed in the relating notes.

Allowance for doubtful debts

On debtors, an impairment loss is recognised in surplus and deficit when there is objective evidence that it is impaired. The impairment is measured as the difference between the debtors carrying amount and the present value of estimated future cash flows discounted at the effective interest rate, computed at initial recognition.

Private Schools - the private schools debtors impairment is recognised as follows:

- 4% of the current debtors
- 39% of debtors > 30 days
- 100% of debtors > 60 days

Fines - fines debtors impairment is recognised as follows:

- 72% of the current debtors
- 80% of debtors > 12 Months
- 100% of debtors > 24 Months

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

1.4 Other receivables (continued)

Impairment of statutory receivables

If there is an indication that a statutory receivable, or a group of statutory receivables, may be impaired, the council measures and impairment loss. The impairment loss is measured as the difference between the estimated future cash flows and the carrying amount. Where the carrying amount is higher than the estimated future cash flows, the carrying amount of the statutory receivable, or group of statutory receivables, are reduced, either directly or through the use of an allowance account. The amount of the loss is recognised in surplus or deficit.

In estimating the future cash flows, the council considers both the amount and timing of the cash flows that it will receive in future. Consequently, the council discounts the estimated future cash flows using a rate that reflects the current risk free rate and, if applicable, any risks specific to the statutory receivable, or group of statutory receivables, for which the future cash flow estimates have not been adjusted.

An impairment loss recognised in prior periods for a statutory receivable are revised if there has been a change in the estimates used since the last impairment loss was recognised, or to reflect the effect of discounting the estimated cash flows.

1.5 Other receivables

The entity recognises other receivables when:

- it is reliably assessed that these receivables are not exchange receivable in nature and do not arise from contractual obligations.

Other receivables are stated at cost.

Other receivables consist of:

- Prepaid expenses
- Deposits relating to rentals and provision of electricity
- Staff advances
- Other receivables
- Deposits held in the attorney's trust
- insurance debtors
- Receivable subsidies
- Recoverable fruitless and wasteful expenditure

1.6 Property, plant and equipment

Property, plant and equipment is initially measured at cost.

Costs include costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

Items such as spare parts, standby equipment and servicing equipment are recognised when they meet the definition of property, plant and equipment.

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

Property, plant and equipment are depreciated on the straight-line basis over their expected useful lives to their estimated residual value.

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

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

1.6 Property, plant and equipment (continued)

Land is carried at cost and is not depreciated.

The useful lives of items of property, plant and equipment have been assessed as follows:

Item	Depreciation method	Average useful life
Land	Straight-line	indefinite
Buildings	Straight-line	40 years
Motor vehicles	Straight-line	5-13 years
Office equipment, furniture and fittings	Straight-line	5-35 years
IT equipment	Straight-line	3-18 years

The council assesses at each reporting date whether there is any indication that the council expectations about the residual value and the useful life of an asset have changed since the preceding reporting date. If any such indication exists, the council revises the expected useful life and/or residual value accordingly. The change is accounted for as a change in an accounting estimate.

The depreciation charge for each period is recognised in surplus or deficit.

Items of property, plant and equipment are derecognised when the asset is disposed of or when there are no further economic benefits or service potential expected from the use of the asset.

The gain or loss arising from the derecognition of an item of property, plant and equipment is included in surplus or deficit when the item is derecognised. The gain or loss arising from the derecognition of an item of property, plant and equipment is determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item.

The council separately discloses expenditure to repair and maintain property, plant and equipment in the notes to the financial statements (see note 2).

1.7 Intangible assets

Expenditure on research (or on the research phase of an internal project) is recognised as an expense when it is incurred.

Intangible assets are carried at cost less any accumulated amortisation and any impairment losses.

The amortisation period and the amortisation method for intangible assets are reviewed at each reporting date.

Reassessing the useful life of an intangible asset with a finite useful life after it was classified as indefinite is an indicator that the asset may be impaired. As a result the asset is tested for impairment and the remaining carrying amount is amortised over its useful life.

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

Item	Depreciation method	Average useful life
Computer software, internally generated	Straight-line	5-18 years
Computer software, other	Straight-line	3-18 years

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

1.8 Financial instruments

Classification

The council has the following types of financial assets (classes and category) as reflected on the face of the statement of financial position or in the notes thereto:

Class	Category
Cash and cash equivalents	Financial asset measured at amortised cost

The council has the following types of financial liabilities (classes and category) as reflected on the face of the statement of financial position or in the notes thereto:

Class	Category
Trade and other payables	Financial liability measured at amortised cost

1.9 Statutory receivables

Recognition

The council recognises statutory receivables as follows:

- At initial recognition, the council designates statutory receivables as non-exchange transactions. The designation is made on the basis that membership fees and fines by nature are compulsory and there is no willing party in statutory arrangements,

Initial measurement

Subsequent measurement

The council measures statutory receivables after initial recognition using the cost method. Under the cost method, the initial measurement of the receivable is changed subsequent to initial recognition to reflect any:

- interest or other charges that may have accrued on the receivable;
- impairment losses; and
- amounts derecognised.

Impairment losses

The council assesses at each reporting date whether there is any indication that a statutory receivable, or a group of statutory receivables, may be impaired.

If there is an indication that a statutory receivable, or a group of statutory receivables, may be impaired, the council measures the impairment loss as the difference between the estimated future cash flows and the carrying amount. Where the carrying amount is higher than the estimated future cash flows, the carrying amount of the statutory receivable, or group of statutory receivables, is reduced, either directly or through the use of an allowance account. The amount of the losses is recognised in surplus or deficit.

An impairment loss recognised in prior periods for a statutory receivable is revised if there has been a change in the estimates used since the last impairment loss was recognised.

Any previously recognised impairment loss is adjusted by adjusting the allowance account. The adjustment does not result in the carrying amount of the statutory receivable or group of statutory receivables exceeding what the carrying amount of the receivable(s) would have been had the impairment loss not been recognised at the date the impairment is revised. The amount of any adjustment is recognised in surplus or deficit.

1.10 Cash and cash equivalents

Cash and cash equivalents comprise bank balances, cash on hand, deposits held at call with banks and other short-term highly liquid investments with original maturities of three months or less which are available on demand.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

1.11 Employee benefits

Short-term employee benefits

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

The expected cost of compensated absences is recognised as an expense as the employees render services that increase their entitlement or, in the case of non-accumulating absences, when the absence occurs.

Other post retirement obligations

The council does not provide post-retirement health care benefits, housing subsidies and gratuities upon retirement to retirees.

1.12 Provisions and contingencies

Contingent assets and contingent liabilities are not recognised. Contingencies are disclosed in note 20.

1.13 Revenue from exchange transactions

The council's revenue from exchange transactions consist of:

- Registration fees:
- Reprint of certificates
- Reinstatement fees
- Letter of good standing

Measurement

Revenue is measured at the fair value of the consideration received.

Interest

Revenue arising from the use by others of entity assets yielding interest is recognised when:

- It is probable that the economic benefits or service potential associated with the transaction will flow to the council, and
- The amount of the revenue can be measured reliably.

Interest is recognised using the effective interest rate method for financial instruments. Interest levied on transactions arising from exchange is classified based on the nature of the underlying transaction.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

1.14 Revenue from non-exchange transactions

The council's revenue from non-exchange transactions consist of:

- Government transfer
- Membership fees
- Fines
- Donations

Recognition

An inflow of resources from a non-exchange transaction recognised as an asset is recognised as revenue, except to the extent that a liability is also recognised in respect of the same inflow.

As the council satisfies a present obligation recognised as a liability in respect of an inflow of resources from a non-exchange transaction recognised as an asset, it reduces the carrying amount of the liability recognised and recognises an amount of revenue equal to that reduction.

Measurement

Membership fees

Membership fees is recognised as revenue when it is probable that economic benefits will flow to the council. Revenue is measured at fair value as per the approved fee structure at the reporting date. Membership fees is a compulsory fee and unpaid membership fee is written-off at the financial year. Educators who fail to pay the membership fees during the reporting period are suspended and are liable to the payment of reinstatement fee.

Unconditional government transfers

The government transfer is recognised as revenue when it is probable that economic benefits or service potential associated with the allocation of the government transfer to the council will flow to the council and that the council can reliably estimate amounts receivable.

Fines

Fines are recognised as revenue when the receivable meets the definition of an asset and satisfies the criteria for recognition as an asset.

Assets arising from fines are measured at the maximum of educator's monthly salary.

Donations

Donations are recognised as assets and revenue when it is probable that the future economic benefits or service potential will flow to the council and the fair value of the assets can be measured reliably.

1.15 Comparative figures

Where necessary, comparative figures have been reclassified to conform to changes in presentation in the current year.

1.16 Budget information

Council is typically subject to budgetary limits in the form of appropriations or budget authorisations (or equivalent), which is given effect through authorising legislation, appropriation or similar.

General purpose financial reporting by council shall provide information on whether resources were obtained and used in accordance with the legally adopted budget.

The approved budget is prepared on an accrual basis and presented by programmes linked to performance outcome objectives.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Accounting Policies

1.16 Budget information (continued)

The approved budget covers the fiscal period from 2024/04/01 to 2025/03/31.

The annual financial statements and the budget are on the same basis of accounting therefore a comparison with the budgeted amounts for the reporting period have been included in the Statement of comparison of budget and actual amounts.

1.17 New Standards and Interpretation

New Standards and Interpretation issued, but not yet effective

The council has not applied the following standards and interpretation, which have been published and are mandatory for the entity's accounting periods beginning on or after 01 April 2024

	Effective date	Expected impact
• GRAP 1 on Presentation of Financial Statements	Not yet published	Impact is currently being assessed
• GRAP 104 on Financial Instruments	01 April 2025	Unlikely there will be a material impact
• GRAP 105, 106, 107 transfer of functions between entitiesmaterial under common control	Not yet published	Unlikely there will be a impact
• GRAP 106 transfer of functions between entites not under common control	Not yet published	Unlikely there will be a material impact
• IGRAP 22 on foreign currency transactions	01 April 2025	Unlikely there will be material impact

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand

2025

2024

2. Property, plant and equipment

	2025			2024		
	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value
Land	23 327 559	-	23 327 559	23 327 559	-	23 327 559
Buildings	71 416 378	(11 643 350)	59 773 028	71 416 378	(9 857 941)	61 558 437
Motor vehicles	2 180 406	(1 069 663)	1 110 743	2 180 406	(814 288)	1 366 118
Office equipment	11 941 833	(5 910 639)	6 031 194	10 223 619	(5 064 959)	5 158 660
IT equipment	5 282 158	(3 747 508)	1 534 650	4 911 213	(3 309 136)	1 602 077
Total	114 148 334	(22 371 160)	91 777 174	112 059 175	(19 046 324)	93 012 851

Reconciliation of property, plant and equipment - 2025

	Opening balance	Additions	Disposals	Depreciation	Total
Land	23 327 559	-	-	-	23 327 559
Buildings	61 558 437	-	-	(1 785 409)	59 773 028
Motor vehicles	1 366 118	-	-	(255 375)	1 110 743
Office equipment	5 158 660	1 861 034	(25 620)	(962 880)	6 031 194
IT equipment	1 602 077	682 476	(14 605)	(735 298)	1 534 650
	93 012 851	2 543 510	(40 225)	(3 738 962)	91 777 174

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand

2. Property, plant and equipment (continued)

Reconciliation of property, plant and equipment - 2024

	Opening balance	Additions	Disposals	Depreciation	Total
Land	23 327 559	-	-	-	23 327 559
Buildings	63 343 847	-	-	(1 785 410)	61 558 437
Motor vehicles	567 385	973 035	-	(174 302)	1 366 118
Office equipment	4 939 813	1 139 416	(28 731)	(891 838)	5 158 660
IT equipment	1 782 437	669 710	(69 932)	(780 138)	1 602 077
	93 961 041	2 782 161	(98 663)	(3 631 688)	93 012 851

Pledged as security

The council has no assets classified under property, plant and equipment pledged as security for liabilities and no restrictions have been imposed on any of the assets.

Expenditure incurred to repair and maintain property, plant and equipment included in statement of financial performance

Expenditure incurred to repair and maintain property, plant and equipment included in Statement of Financial Performance

General expenses	1 830 820	611 395
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SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand

3. Intangible assets

	2025			2024		
	Cost / Valuation	Accumulated amortisation and accumulated impairment	Carrying value	Cost / Valuation	Accumulated amortisation and accumulated impairment	Carrying value
Computer software, internally generated	7 968 465	(6 593 520)	1 374 945	7 968 465	(6 539 140)	1 429 325
Computer software, other	982 697	(661 722)	320 975	982 697	(530 818)	451 879
Total	8 951 162	(7 255 242)	1 695 920	8 951 162	(7 069 958)	1 881 204

Reconciliation of intangible assets - 2025

	Opening balance	Amortisation	Total
Computer software, internally generated	1 429 325	(54 380)	1 374 945
Computer software, other	451 879	(130 904)	320 975
	1 881 204	(185 284)	1 695 920

Reconciliation of intangible assets - 2024

	Opening balance	Disposals	Amortisation	Total
Computer software, internally generated	1 948 552	(2 465)	(516 762)	1 429 325
Computer software, other	701 192	(64 866)	(184 447)	451 879
	2 649 744	(67 331)	(701 209)	1 881 204

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
4. Payables from exchange transactions		
Trade payables	13 100 529	4 140 399
Leave accrual	12 855	781 826
Accrued expense	19 955 238	16 451 868
	33 068 622	21 374 093
5. Other receivables		
Prepayments	753 143	206 100
Rental and electricity deposits	180 868	180 868
Staff advances	632 449	809 857
Other receivables	253 004	221 663
Deposit held in attorneys trust	144 827	144 827
Insurance debtor	40 000	-
ETDP SETA subsidies	82 913	-
Recoverable fruitless and wasteful expenditure	350 000	350 000
	2 437 204	1 913 315
Other receivables		
<p>- Rental and electricity deposit - The rental and electricity deposit are classified as current assets due to their nature that these deposits will be available on demand and no longterm contracts are entered into.</p> <p>- Deposit held in attorney's trust - The deposit held in attorney's trust relates to the CCMA disputed award. The award is deemed current asset due to its nature that it is payable after the outcome of an appeal by the applicant. The outcome of an appeal has no specified period and can happen anytime.</p> <p>- Recoverable fruitless and wasteful expenditure - This expenditure emanates from the cyber crime that is now the subject of a criminal investigation by the legal system. The outcome of the investigation has no specific time period to warrant this to be non-current asset.</p>		
6. Receivables from non-exchange transactions		
Statutory receivable	943 714	613 798
Statutory receivables included in receivables from non-exchange transactions above are as follows:		
Statutory receivables	2 576 958	1 843 673
Less: refunds	(107 764)	(99 972)
Less: Provision for impairments	(1 525 480)	(1 129 903)
	943 714	613 798
Total receivables from non-exchange transactions	943 714	613 798

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

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Figures in Rand	2025	2024
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6. Receivables from non-exchange transactions (continued)

Statutory receivables general information

Transaction(s) arising from statute

Membership fees and fines arise from section 19 of the South African Council for Educators act No. 31 OF 2000 as amended, which states that funds of the council consists of compulsory fees, money appropriated by parliament, money received from donations, interest, fines and money received from other source.

Determination of transaction amount

Membership fees and fines receivable are based on a council decision, and are charged at R 198.00 per annum for Membership fees and fines are charged at a maximum of monthly salary of a member.

Basis used to assess and test whether a statutory receivable is impaired

The council will assess at the end of each reporting date whether there is objective evidence that a receivable account or group of receivables accounts are impaired,

Membership fees and fines receivable with any outstanding balances will be assessed as a group for evidence of impairment

Statutory receivables impaired

As of 31 March 2025, Statutory receivables of R5 831 752 (2024: R3 597 829) were impaired and provided for.

The amount of the provision was R1 525 480 as of 31 March 2025 (2024: R1 129 903).

Factors the entity considered in assessing statutory receivables impaired

Any of the following events is considered in assessing statutory receivable impaired.

- All in-active accounts in the system
- When accounts have been formally presented to the CFO and CEO for write-off
- All accounts with balances outstanding current and beyond
- When a member status is suspended

Reconciliation of provision for impairment for statutory receivables

Opening balance	1 129 903	654 760
Provision for impairment	5 831 752	3 597 830
Amounts written off as uncollectible	(5 436 176)	(3 122 687)
	1 525 479	1 129 903

7. Cash and cash equivalents

Cash and cash equivalents consist of:

Cash on hand	39 317	20 219
Bank balances	78 773 931	57 908 241
Short-term deposits	72 565 349	67 004 990
	151 378 597	124 933 450

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
8. Payments received in advance		
Payments received in advance relate to the fees received from suspended educators, unregistered educators and payments made in advance for future membership fees		
These payments will be recognised as revenue upon registration, reinstatements and membership billings in the next billing circle.		
Payments received in advance		
Payments received in advance	15 894 452	9 721 469
9. Registration, reprints and reinstatements		
Registration Fees	9 303 600	9 044 855
Reprints of Certificates	1 822 550	1 807 400
Reinstatement fee	9 011 994	3 634 650
Letter of good standing	5 600	16 000
	20 143 744	14 502 905
10. Equipment rental		
Plant and equipment		
Rental expenses	19 674	17 422
11. Investment revenue		
Interest revenue		
Bank	9 022 355	7 527 558
Interest received - other	9 394	55 970
	9 031 749	7 583 528
12. Employee related costs		
Total salaries and other costs	52 488 579	53 205 141
Medical aid - company contributions	3 327 587	3 610 839
UIF	558 040	545 897
WCA	89 541	97 239
SDL	565 351	571 157
Leave pay accrual	404 527	(1 131 484)
Provident fund	9 518 888	9 902 557
	66 952 513	66 801 346
13. Depreciation and amortisation		
Property, plant and equipment	3 738 962	3 631 688
Intangible assets	185 284	701 210
	3 924 246	4 332 898
14. Auditors' remuneration		
Fees	958 577	623 636

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
15. General expenses		
Advertising	68 603	208 655
Auditors remuneration	958 577	623 636
Bank charges	1 203 366	772 978
Cleaning	777 790	412 445
Consulting and professional fees	5 639 996	8 255 067
Fines and penalties	516	184 650
Insurance	785 405	661 524
Planning and Monitoring	822 019	654 745
Motor vehicle expenses	70 403	35 484
Postage and courier	1 827	27 112
Printing and stationery	568 604	330 166
Project maintenance costs	6 020 298	4 915 202
Repairs and maintenance	1 830 821	611 395
Security	1 655 795	1 619 067
Staff welfare	87 290	57 397
Subscriptions and membership fees	1 984 527	2 399 592
Telephone and fax	1 374 991	1 351 024
Training	340 308	248 961
Travel - local	4 034 720	3 273 971
Travel - overseas	1 306 669	818 135
Utilities - Other	3 871 624	3 080 219
Registration	2 289 245	2 516 328
Professional development	11 125 817	4 478 115
Professional ethics	5 073 562	4 729 904
Communications	4 533 537	1 268 474
Research	2 568 097	1 138 271
Teacher professionalization	1 343 194	625 420
	60 337 601	45 297 937
16. Cash generated from operations		
Surplus	8 010 479	9 204 089
Adjustments for:		
Depreciation and amortisation	3 924 246	4 332 898
Loss on disposal of property, plant and equipment	31 774	120 314
Debts impairment	5 831 752	3 597 829
Changes in working capital:		
Other receivables	(523 889)	1 715 194
Other receivables from non-exchange transactions	(6 161 678)	(3 219 972)
Payables from exchange transactions	11 694 529	165 478
Payments received in advance	6 172 983	3 751 352
	28 980 196	19 667 182
17. Operating (deficit) surplus		
Operating (deficit) surplus for the year is stated after accounting for the following:		
Equipment rental		
Plant and equipment		
• Rental expenses	19 674	17 422
Gain on sale of property, plant and equipment	31 774	120 314
Amortisation on intangible assets	185 284	701 210
Depreciation on property, plant and equipment	3 738 962	3 631 688
Employee costs	66 952 513	66 801 346

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
18. Financial instruments disclosure		
Categories of financial instruments		
2025		
Financial assets		
	At amortised cost	
Cash and cash equivalents - Note 8	151 378 597	151 378 597
Financial liabilities		
	At amortised cost	Total
Trade and other payables from exchange transactions	33 068 622	33 068 622
2024		
Financial assets		
	At amortised cost	Total
Cash and cash equivalents	124 933 450	124 933 450
Financial liabilities		
	At amortised cost	Total
Trade and other payables from exchange transactions	21 374 093	21 374 093
19. Commitments		
Total commitments		
Already contracted for but not provided for		
Authorised operational expenditure	10 716 690	2 593 237

This committed expenditure relates to already contracted open purchase orders and contracts at year end.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
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20. Contingencies

Litigation is in the process against the council relating to a dispute with a former employee and is seeking damages equal to the annual remuneration at the time of termination R 945 641. The matter relates to one employee whose contract ended with no option of renewal. The council's lawyers and management consider the likelihood of the action against the council being successful as unlikely, and the case should be resolved soon.

Litigation is in the process against the council relating to a dismissal of 1 employee. The matter is subsequently before the Commission for Conciliation Mediation and arbitration for review. The employees are seeking reinstatement or damages of R 1 179 904. The council's lawyers and management consider the likelihood of the action against the council being successful as unlikely, and the case should be resolved within the next two years.

Litigation is in the process against the council relating to a dismissal of 22 employees. The matter is subsequently before the Labour court for review. The employees are seeking reinstatement or damages of R 7 998 545. The council's lawyers and management consider the likelihood of the action against the council being successful as unlikely, and the case should be resolved within the next two years.

A review application is in the process against the council relating to the CCMA award. The award required the council to pay the former employee an amount of R 144 827.00, the amount is held in the attorneys trust pending the finalization of the review process.

Surrender of surpluses

Each year the council declares all surpluses or deficits to the relevant Treasury from the period 1 August to 30 September of each year, using its audited annual financial statements as the basis for calculation of surpluses or deficits.

The council submits requests to the relevant Treasury to retain surpluses in terms of section 53(3) of the PFMA, as and when appropriate. Unless exempted by the National Treasury, the council invests surplus funds with the Corporation for Public Deposits.

The surplus of R 95 079 542 has been classified as a contingent liability at 31 March 2025.

The council's view is that the surplus remains a contingent liability until the approval for retention by the national treasury after the 30th of September 2025. The council anticipate that the national treasury will approve the surplus retention and accordingly the surplus amount has been disclosed as a contingent liability rather than a liability

Figures in Rand	2025	2024
Cash and cash equivalents	151 378 397	124 933 450
Add: Receivables	3 380 918	2 539 041
Less: Current liabilities	(48 963 083)	(31 068 491)
Less: Commitments	(10 716 690)	(2 593 237)
Subtotal	95 079 542	93 810 763
	95 079 542	93 810 763

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
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21. Related parties

Relationships

Controlling entity

National government through the executive authority - the minister of basic education

Fellow controlled entity

South African Post Office

Fellow controlled entity

State Information Technology Agency

Fellow controlled entity

South African Revenue services

Fellow controlled entity

Compensation fund

Fellow controlled entity

National Treasury

Fellow controlled entity

South African Broadcasting Corporation

Members of key management

Councilors

Acting Members of key management

Tuzana Valerie Sophethe

Members of key management

Mapula Ella Mokgalane

Members of key management

Gezani Morris Mapindani

Members of key management

Nkele Yvone Lechaba

*All members of council are related parties. Refer to the council report page 16 of the financial statement where all council members are listed. The council does not remunerate its council members.

*The Minister of Basic Education is a related party. The minister is the executive authority to the council as mandated by legislation.

The South African Council for Educators is presumed to be related to all other government entities within the national sphere of government, by virtue of its classification as a national public entity. All the parties that have the ability to control or exercise significant influence over the South African Council for Educators in making financial and operating decisions were considered to be related parties of the council.

Related party balances

Amounts included in Trade receivable (Trade Payable) regarding related parties

State Information Technology Agency Limited

(320 175) (144 611)

Compensation fund

(3 604) (2 656)

Special Investigating Unit

(55 327) -

South African Revenue Service

906 1 355

ETDP SETA

82 913 (27 071)

Transfer from related parties

Department of Basic Education

16 434 000 15 599 000

Transactions between related parties

South African Post Office

- 60 657

National Treasury

160 150 834 545

State Information Technology Agency Limited

4 150 511 2 636 789

South African Revenue Services

11 838 319 12 418 976

Compensation fund

89 541 102 858

ETDP SETA

207 731 122 906

Special Investigating Unit

357 970 1 802 692

Loans to key management

Opening
balance

Loans
advanced

Loans repaid

Closing
balance

**Mapula Ella Mokgalane - Chief Executive
Office (key management)**

38 044

120 000

(122 499)

35 545

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand

21. Related parties (continued)

Remuneration of management

Management class: Executive management

2025

	Basic salary	Annual Bonuses	Travel and housing allowances	Contribution to UIF, Medical and Pension Funds	Total
Name					
Mapula Ella Mokgalane -Chief Executive Officer	1 512 179	126 015	605 432	292 601	2 536 227
Gezani Morris Mapindani - Chief Financial Officer	1 309 180	109 098	541 684	237 354	2 197 316
Nkele Yvone Lechaba - Senior Manager Professional Registration and Certification	837 966	69 830	319 470	177 986	1 405 252
Tuzana Sophethe - Acting Head Professional Development and Ethics	795 416	66 285	315 845	178 420	1 355 966
	4 454 741	371 228	1 782 431	886 361	7 494 761

2024

	Basic salary	Bonuses and performance related payments	Travel and housing allowances	Contribution to UIF, Medical and Pension Funds	Total
Name					
Mapula Ella Mokgalane -Chief Executive Officer	1 480 303	120 279	538 900	321 846	2 461 328
Gezani Morris Mapindani - Chief Financial Officer	1 250 410	104 200	542 639	236 079	2 133 328
Nkele Yvone Lechaba - Senior Manager Professional Registration and Certification	799 410	66 617	297 339	169 653	1 333 019
Tuzana Sophethe - Acting Head Professional Development and Ethics	758 770	63 230	297 010	191 730	1 310 740
	4 288 893	354 326	1 675 888	919 308	7 238 415

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
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22. Change in estimate

Property, plant and equipment

The useful life of certain computer equipments was estimated in 2025 to be 3 to 17 years. In the current period management have revised their estimate to between 4 to 17 years.

The useful life of certain furniture and fittings was estimated in 2025 to be 10 years. In the current period management have revised their estimate up to 30 years.

The useful life of certain office equipments was estimated in 2025 to be 10 years. In the current period management have revised their estimate up to 20 years.

Asset type	Depreciation	Impact on depreciation	Total
Computer equipments	995 630	(260 332)	735 298
Office equipments	1 237 434	(274 554)	962 880
Motor vehicles	256 260	(885)	255 375
	2 489 324	(535 771)	1 953 553

Intangible assets

The useful life of certain intangible assets was estimated in 2024 to be 5 to 16 years. In the current period management have revised their estimate to between 6 to 16 years.

Asset type	Amortization	Impact on amortization	Total
Computer software, internally generated	849 486	(795 106)	54 380
Computer software, other	151 281	(20 377)	130 904
	1 000 767	(815 483)	185 284

23. Prior period errors

The council in the 2023 financial year omitted the accrual of a catering expenditure. the expenditure was in relation to the advance to an employee and the employee did not return the supporting vouchers for the catering. These vouchers were only provided in the current financial year. The correction of this error has affected the prior periods by adjusting accumulated surplus and other receivables in the statement of financial position for 2024 by R 39 000.

Prior period error emanated from the error in recognising the review of useful life of the office equipment. The reversal of the useful life charge against depreciation was overstated by R 115 933. This correction of error has affected the prior periods by adjusting the depreciation and Property, plant and equipment in the statement of financial position for 2024 by R 115 933.

This correction has affected the statement of financial performance for 2024 by R 115 933

Presented below are those items contained in the statement of financial position, statement of financial performance and cash flow statement that have been affected by prior-year adjustments:

Statement of financial position

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand		2025	2024	
23. Prior period errors (continued)				
2023				
	Note	As previously reported	Correction of error	Restated
Accumulated surplus		(182 093 967)	39 000	(182 054 967)
Other receivables		3 640 437	(39 000)	3 601 437
		(178 453 530)	-	(178 453 530)

2024

	Note	As previously reported	Correction of error	Restated
Accumulated depreciation		(18 930 391)	(115 933)	(19 046 324)

Statement of financial performance

2024

	Note	As previously reported	Correction of error	Restated
Depreciation		4 216 965	115 933	4 332 898

24. Risk management

Financial risk management

The council's overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the council's financial performance.

Liquidity risk

The council's risk to liquidity is a result of the funds available to cover future commitments. The council manages liquidity risk through an ongoing review of future commitments.

The table below analyses the council's financial liabilities into relevant maturity groupings based on the remaining period at the statement of financial position to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows. Balances due within 12 months equal their carrying balances as the impact of discounting is not significant.

At 31 March 2025	< 12 Months	Total
Payables from exchange transaction	33 055 767	33 055 767
Subtotal	33 055 767	33 055 767
	33 055 767	33 055 767
At 31 March 2024	< 12 Months	Total
Payables from exchange transaction	20 592 267	20 592 267
Subtotal	20 592 267	20 592 267
	20 592 267	20 592 267

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2025

Notes to the Annual Financial Statements

Figures in Rand	2025	2024
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24. Risk management (continued)

Credit risk

Credit risk consists mainly of cash deposits, cash equivalents, and trade debtors. The council only deposits cash with major banks with high quality credit standing and limits exposure to any one counter-party.

Trade receivables comprise a widespread compulsory membership base. Management evaluated credit risk relating to its members on an ongoing basis. Otherwise, if there is no independent rating, risk control assesses the credit quality of the members, taking into account its financial position, past experience and other factors.

The council does not have past due debtors that are not impaired.

Financial assets exposed to credit risk at year end were as follows:

Financial instrument	2025	2024
Cash and cash equivalents	151 378 397	124 933 450

Market risk

Interest rate risk

The council's interest rate risk arises from cash and cash equivalents. The cash and cash equivalents include interest earned from deposits and are issued at variable rates expose the council to cash flow interest rate risk.

The council's overall income is substantially independent of changes in market interest rates as its primary revenue sources are not interest-sensitive.

25. Irregular, Fruitless and Wasteful Expenditure

Irregular expenditure	29 894	-
Fruitless and wasteful expenditure	2 097	-
Closing balance	31 991	-

***Refer to reconciling notes in the annual report**

Criminal or disciplinary steps taken as a result of losses, irregular and fruitless and wasteful expenditure

Irregular expenditure

One case completed and disciplinary process in progress.

Fruitless and wasteful expenditure

Seven cases completed relating to late payment charges and no disciplinary steps taken.

26. Budget differences

Material differences between budget and actual amounts

The budget was prepared on an accrual basis covering the financial year ended 31 March 2025. The variances between budget and actual which are 10% and R 100 000 above and below budget are explained below.

26.1 Registration, reprints and reinstatements

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Annual Financial Statements for the year ended 31 March 2025

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Figures in Rand	2025	2024
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26. Budget differences (continued)

The council has under collected on registration fee, reprints and reinstatement fee. This was due to the lower than expected reinstatement of membership.

26.2 Interest received

The council has over collected on the interest income. the reason for the over collection is the higher than expected increase in the cash reserves of the council and favourable interest rate.

26.3 Fines, Penalties and forfeits

The council has over collected due to the higher number of educators fined during the year.

26.4 Membership fees

The council has under collected on membership fees. This was due to the lower than expected compliance from educators.

26.5 Personnel

Personnel related costs are below the budget due to the number of vacant positions not filled during the year under review.

26.6 Depreciation and amortizations

Depreciation and amortizations are below the budget due to the review of useful life of certain classes of assets.

26.7 Membership fees written off

The membership fees written off is above the budgeted for 2025 financial year. This is due to the increased number of billed educators for the current financial year

26.8 General expenses

The general expenses is below the budget due to the cost containment measures implemented to save costs and late approval of the revised budget.

26.9 Capital expenses - PPE

The property, plant and equipment is below the budget due to the unfilled vacant positions that lead to the fewer IT and office equipment purchases.

26.10 Capital expenses - Intangible assets

Intangible asset is below the budget due to the delay in the implementation of the SACE system integration.

Changes from the approved budget to the final budget

Approved budget: The council had an approved budget of R116,544,000 for the financial year ending 31 March 2025.

Final Budget: The council embarked on a revenue collection drive at the end of the third quarter of the financial year that yielded positive results. The positive outcome necessitated the adjustment of the budget from the initial amount of R116,544,000 to the revised budget of R160,108,776..

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