SACE

South African Council for Educators

Towards Excellence in Education

STRATEGIC
PLAN

2025-2030

Growing a professionalised agile teaching profession

Executive Authority Statement

The South African Council for Educators (SACE) is a Schedule 3A Public Entity established in terms of the South African Council for Educators Act, 2000 (Act No. 31 of 2000). The Council has a legislative mandate to foster a capable, ethical, and developmental teaching profession. As a public entity, SACE is accountable to the Ministry of Basic Education, as outlined by the Public Finance Management Act (PFMA) and the Parliament of South Africa.

SACE's development of its strategic plan takes into consideration various key factors, including its governing legislation, the National Development Plan, the Medium-Term Development Plan, sector strategies and priorities, as well as Performance Agreements between the Minister and the President. Additionally, the plan aligns with Service Delivery Agreements, broad strategic outcomes, and any other relevant long-term government plans.

The Strategic Plan provides the foundation for the development of Annual Performance Plans and Operational Plans for the upcoming period. The 2025-2030 strategic planning cycle represents the final five years in the country's journey toward achieving the aspirations outlined in the NDP 2030. The 2025-2030 Strategic Plan and the 2025/26 Annual Performance Plans for this planning cycle will be developed and prepared a year after the elections, with the aim of tabling them before 31 March 2025. The priorities for the 7th administration will be outlined in the 2024-2029 Medium-Term Development Plan.

The 2025-2030 strategic plan provides us with an opportunity to reflect on and evaluate our achievements and challenges over the years. In this process of assessment, it is crucial not only to review what we have accomplished but also to evaluate the impact of our organisational goals and objectives in fulfilling our responsibilities within the education sector. We must consider our performance, the public perception of SACE, how we view our role, the purpose of our existence, and the process of strategy development. Our strategy is centered around aligning organisational activities, effectively allocating resources, and utilising them to fulfill the Council's mandate.

Hon Siviwe Gwarube MP
Minister Department of Basic Education

Accounting Authority Statement

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

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

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

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

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

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

Mr Mabutho Cele
SACE: Chairperson of Council

Accounting Officer Statement

As the SACE Accounting Officer, I am pleased to join the Accounting Authority Chairperson to present the 2025 – 2030 strategic plan. By virtue of its design, SACE regulate in the best interest of the children and public, therefore, this strategic plan has an impact statement that aspires to heighten the public confidence in the credibility of the Teaching Profession. This should serve as a golden thread that runs through the implementation of the entity's outcomes, priorities and strategic indicators for the next five years.

Moreover, the strategic plan will be implemented annually though the SACE Annual Performance Plan (APP) and Annual Operational Plan (AOP) which will be underpinned by the strategic plan's five outcomes as follows: efficient and effective governance; maintained professional standards, maintained ethical standards, quality management of professional development provisioning, and improved evidence-based advisory role.

The outcomes are central to contributing to the reduction of poverty and tackling the high cost of living. More importantly, these outcomes will be measured through the outcome indicators and monitored through the APP to track and assess the extent to which there is progress or not towards achieving the strategic outcomes targets in the strategic plan; identifying areas for improvement; making adjustment where necessary; reaffirming or revising the strategic priorities where necessary; and informing budgeting and resource allocation, especially where there are revised strategic outcomes.

All in all, the outcomes, outcome indicators and targets will consider both the nine strategic plan priorities and those of the programme as highlighted in the strategic plan.

Ms Ella Mokgalane
SACE: CEO

Official Sign-off

It is hereby certified that this Strategic Plan:

- Was developed by the management of The South African Council for Educators under the guidance of the Department of Basic Education and Council Structures.

- Takes into account all relevant policies, legislation, and other mandates for which the South African Council for Educators is responsible.

- Accurately reflects the impact and outcomes which the South African Council for Educators will endeavour to achieve over the period 2025-2030.

Signature: _____

Ms Tuzana Sophethe: Head Official Responsible for Planning

Signature: _____

Mr Morris Mapindani: Chief Financial Officer

Signature: _____

Ms Yvonne Lechaba: Head Registration and Teacher Professionalisation

Signature: _____

Ms Ella Mokgalane: Accounting Officer

Approved by:

Signature: _____

Mr Mabutho Cele: Accounting Authority

Approved by:

Signature: _____

Ms Siwiwe Gwarube: Executive Authority

CONTENTS

LIST OF ACRONYMS

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

PART A
OUR MANDATE

1. Constitutional Mandate

The Constitutional mandate of the South African Council for Educators (SACE) is derived from Section 29 of the Constitution.

The Constitution of South Africa states in section 29 that:	
(1) Everyone has the right	(a) to a basic education, including adult basic education (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account	(a) equity (b) practicability (c) the need to redress the results of past racially discriminatory laws and practices.
(3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that	(a) do not discriminate based on race (b) are registered with the state (c) maintain standards that are not inferior to standards at comparable public educational institutions

2. Legislative and Policy Mandates

2.1. Legislative Mandate

SACE's mandatory function is derived from the SACE Act 31 of 2000. In October 1994, a notice was published in Government Gazette No. 16037 to establish SACE. Consequently, SACE initially operated under the ELRC Collective Agreement No. 4 of 1994. Following the publication of this notice, the Minister of Education launched the organisation in September 1995, and it was officially recognised in January 1997. Over time, SACE transitioned from a non-statutory professional regulatory body—originally established as an appendage of other institutions without enabling legislation—to a professional statutory body with the power, authority, and mandate from Parliament, functioning autonomously and independently from the Ministry of Education.

The South African Council for Educators Act (Act No. 31 of 2000) was promulgated to:

2 (a) Provide for the Registration of Educators	2 (b) Promote the Professional Development of Educators	2 (c) Set, Maintain and Protect Ethical and Professional Standards

Furthermore, **Section 5(c) of the SACE Act stipulates the Council's statutory powers and duties as follows:**:

Professional Registration
- The Council must determine the minimum criteria and procedures for registration or provisional registration.
- The Council must consider and decide on any application for registration or provisional registration.
- The Council must keep a register of the names of all persons who are registered or provisionally registered.
- The Council must determine the form and contents of the registers and certificates to be kept, maintained, or issued in terms of this Act, as well as the periods within which they must be reviewed.
- The Council may prescribe the period of validity of the registration or provisional registration; currently applicable to provisional registration only.

Promotion of Professional Development
- The Council must promote, develop, and maintain a professional image.
- The Council must advise the Minister on matters relating to the education and training of educators.
- The Council must research and develop a professional development policy.
- The Council must manage a system for the promotion of continuing professional development for all educators in schools.
- The Council may develop resource materials to initiate and run, in consultation with an employer, training programs, workshops, seminars, and short courses designed to enhance the profession.
- The Council may compile, print, and distribute a professional journal and other publications.
- The Council may establish a professional assistance facility for educators.

Ethical Standards
- The Council must compile, maintain, and from time to time review a code of professional ethics for educators who are registered (or provisionally registered) with the Council.
- The Council must determine a fair hearing procedure and may apply the following prescribed sanctions following a fair hearing:
- (a) Caution or reprimand;
- (b) Impose a fine not exceeding one month's salary;
- (c) Remove from the register for a specified period or indefinitely, subject to specific conditions, the name of an educator found guilty of a breach of the code of professional ethics;
- (d) Suspend an imposed sanction for a period and on conditions determined by the Council.

TITLE

- **Constitution of the Republic of South Africa (1996):** The Constitution is fundamental in promoting 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..

- **SACE Act, 2000 (Act no. 31 of 2000 as amended):** The Act mandates SACE to provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards.

- **National Development Plan 2030-Our Future make it work (2009):** The NDP outlines the responsibility of SACE and states that the department, schools, and professional bodies should be involved in organising and delivering teacher development activities. Upon completion of the course or professional development activities, teachers should earn points towards meeting the Continuing Professional Teacher Development requirements of the South African Council for Educators.

- **NQF Act, 2008 (Act no. 67 of 2008):** As a professional body, SACE should work collaboratively with all the quality councils and ensure that it is recognised by the South African Qualifications Authority (SAQA).

- **NQF Amendment Act of 2019:** The Act established a structured framework for evaluating qualifications obtained from foreign educational institutions and maintaining a dedicated register to document misrepresented or fraudulent qualifications. As a professional body, SACE needs to accept foreign qualifications that are evaluated by SAQA and submit any misrepresented or fraudulent qualifications if submitted by applicants.

- **Employment of Educators Act, 1998 (Act no. 76 of 1998):** The Act regulates the employment of educators and has implications for SACE in relation to issues of educator misconduct and the reporting thereof by the employers of educators.

- **South African Schools Act, 84 of 1996:** To provide for a uniform system for the organisation, governance, and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith.

- **Basic Education Laws Amendment Act 32 of 2024:** The new law proposes amendments to the South African Schools Act of 1996 and the Employment of Educators Act of 1998. According to the Department of Basic Education (DBE), the BELA Act focuses primarily on "administrative and management processes" at the school level.

- **Continuing Education and Training Act, 2006 (Act No. 16 of 2006):** Regulates further education and training in South Africa. It also establishes and funds public technical and vocational education and training colleges.

- **The Children's Act, 2005 (Act No. 38 of 2005):** SACE is required to implement the SACE Act and enforce the code of professional ethics in line with the Children's Act, ensuring that the names of sanctioned educators who are not fit to work with children are recorded.

- **The Criminal Law (Sexual Offences Act) Amended Act of 2007:** This Act addresses the legal aspects pertaining to sexual offences and mandates the inclusion of convicted sex offenders in the National Register for Sex Offenders.

- **The Criminal Law (Sexual Offences and Related Matters) Amendment Act (Amendment Act 13 of 2021):** This Act expands the scope of the National Register for Sex Offenders (NRSO) to include the particulars of all sex offenders, not only those who have committed offences against children and persons with disabilities.

3. Institutional Policies and Strategies Governing the Five-Year Planning Period

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

4. Relevant Court Rulings

Arnold Robertson vs. South African Council of Educators (SACE), Western Cape Department of Education, and Department of Basic Education – Case No. 15547/2013:

Mr. Robertson was removed from the register of educators by SACE after being found guilty of misconduct. He had made unsavory remarks of a direct sexual nature to a Grade 7 learner, thereby violating the Code of Professional Ethics. Mr. Robertson appealed SACE's decision in the Western Cape Division of the High Court, which ordered his reinstatement as an educator on the condition that he undergo remediation and sexual therapy, submitting his progress reports to SACE, which must register him on a three-month basis.

The court reviewed SACE's sanction and found it to be unfair, as the applicant was not provided with reasons for his removal from the register. Furthermore, he was not allowed to make representations to SACE, as required under Section 23(3) of the SACE Act 31 of 2000, before being removed from the register.

South African Council for Educators v. Deon Scheepers and Others [2023] ZACC 23

The educator in question was charged with multiple counts of examination fraud. ETHCOM decided that charges should be brought against him. The educator then sought a review of this decision, arguing that he had not been given an opportunity to respond to the allegations, despite having responded twice.

The matter was heard on 7 June 2021, and SACE lost the case. SACE is currently appealing the judgment. The judge in the matter failed to distinguish between SACE and the Department of Education, ruling that SACE must wait for an employer to finalise its case before taking action. This interpretation effectively prevents SACE from processing a case until the employer has concluded its proceedings, which SACE contends is both legally and factually incorrect.

On 5 December 2021, SACE applied for leave to appeal in the Bloemfontein High Court, but the application was dismissed with costs. SACE then referred the matter to the Supreme Court of Appeal (SCA), which also dismissed its petition for leave to appeal.

The Constitutional Court heard the leave to appeal on 17 November 2022. The Court refused SACE's application, ordering SACE to pay the costs of two counsels.

Centre for Child Law and Others v. South African Council for Educators and Others (Case No. 1289/2022) [2024] ZASCA 45 (9 April 2024)

The Centre for Child Law (CCL) took SACE to court, challenging the sanctions imposed on two educators. These cases occurred in two separate provinces, though the sanctions imposed by different presiding officers were nearly identical. One case was heard in Gauteng, and the other in Limpopo. Both matters involved corporal punishment, with both educators found guilty of slapping learners at their respective schools.

ETHCOM sanctioned the two educators with removal from the register for 10 years and a fine of R15,000. The fines were in line with the SACE mandatory sanctions and within the scope of Section 5 of the SACE Act.

The parents of the learners, through the NGO Section 27, are challenging the sanctions as being too lenient. On 24 October, SACE received a judgment in which the judge dismissed the applicants' prayers. Instead, the court ordered SACE to consult with the CCL when reviewing its mandatory sanctions to ensure that the best interests of the child are considered. The court also ordered SACE to pay the costs of the CCL.

SACE referred the matter to the Supreme Court of Appeal to contest the order of costs. The decisions and sanctions were remitted to the first respondent for reconsideration to ensure compliance with its constitutional obligations to act in the best interests of learners. The court also directed the respondent to consider appropriate rehabilitative sanctions to assist the two educators mentioned above, enabling them to apply appropriate and non-violent disciplinary measures. SACE lost the case and was ordered to pay the charges as prescribed.

PART B

OUR STRATEGIC FOCUS

Vision

"Inspiring a Credible and Agile Teaching Profession"

Mission

"To register fit to practice student teachers, teacher candidates, teachers, ECD practitioners, and college lecturers, promote provisioning of quality continuing professional development; and maintain ethical and professional standards of the profession"

Values

- Accountability
- Dignity
- Integrity
- Quality
- Respect
- Responsibility
- Service Orientated
- Transparency
- Tolerance

1. Situational Analysis

The Situational Analysis forms the foundation of SACE's strategic planning framework, providing an in-depth assessment of both internal and external factors influencing workforce planning, professionalisation, digital transformation, and governance within the teaching profession. The external environment presents several economic, social, and policy factors that directly impact SACE's strategic objectives, including broader workforce trends, national education policies, technological advancements, and socio-economic realities shaping the teaching profession. The internal analysis highlights systemic inefficiencies, regulatory gaps, and opportunities for innovation in teacher registration, compliance enforcement, and workforce distribution.

1.1. External Environment

Following the May 2024 general elections, the South African government established a Government of Unity (GNU) composed of multiple political parties. This coalition was formed to address the nation's most pressing challenges, including education. In line with these efforts, the government has introduced several initiatives to transform the education system to meet the demands of the modern era. Central to this transformation is the Basic Education Law Amendment Act 32 of 2024, which provides a comprehensive framework for improving education accessibility, quality, and inclusivity in South Africa. One of the GNU's key priorities in education is improving the accessibility and quality of education for all South African children. A significant milestone in this effort was the signing of the BELA Act, which includes crucial provisions to achieve this goal.

The Act outlined the enforcement of all children who attend Grade R at the age of six, a move aimed at enhancing Early Childhood Development (ECD) by making it universally accessible. ECD is widely recognised as the foundation for future educational success. Furthermore, the BELA Act prioritises strengthening school governance and accountability. By promoting non-racialism and social cohesion within schools, the Act seeks to create an inclusive and supportive environment for learners from diverse backgrounds. Strengthening school governance also ensures that educational institutions operate efficiently and transparently, ultimately contributing to improved learning outcomes

The GNU's priorities include expanding vocational and technical training to align the education system with the needs of the economy. By emphasising skills development, the government aims to prepare learners for the formal labour market. This demand-driven approach ensures that students acquire the necessary competencies to succeed in a rapidly evolving global economy.
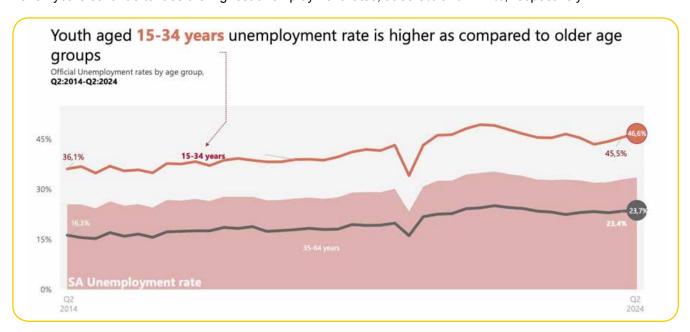
SA Population

Between 2011 and 2022, South Africa's population grew by 19.8%, increasing from 51.7 million to 62 million people. This marks the largest percentage increase in population size since 1996. The Black African population constitutes the majority at 81.4%, followed by Coloured (8.2%), White (7.3%), and Indian/Asian (2.7%) groups. The population is almost evenly split by gender, with 48.5% male and 51.5% female.

Unemployment Rate

South Africa's high unemployment rate and economic volatility have led to stagnation in teacher employment, impacting the placement of new graduates. The country's unemployment rate has risen to 33.5%. According to Stats SA's Quarterly Labour Force Survey, the official unemployment rate increased by 0.6 percentage points, from 32.9% in Q1 2024 to 33.5% in Q2 2024More concerning, the expanded unemployment rate in Q2 2024 increased by 0.7 percentage points to 42.6%. Stats SA reported a decrease of 92,000 in the number of employed persons, bringing the total to 16.7 million in Q2 2024. Meanwhile, the number of unemployed individuals rose by 158,000 to 8.4 million compared to Q1 2024. Additionally, discouraged work seekers increased by 147,000 (a 4.8% rise). However, the number of persons not economically active for reasons other than discouragement declined by 75,000 (down 0.6%) between Q1 and Q2, resulting in a net increase of 72,000 economically inactive individuals, bringing the total to 16.3 million in Q2 2024.

Youth unemployment remains a significant challenge. According to Stats SA, individuals aged 15–24 years and 25–34 years continue to face the highest unemployment rates, at 60.8% and 41.7%, respectively.

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

According to Stats SA, South Africa's Labour Force Participation Rate decreased slightly from 60.7% in Q1 2024 to 60.6% in Q2 2024. Historically, the Labour Force Participation Rate has averaged 57.4% from 2001 to 2024, reaching an all-time high of 60.8% in Q1 2001 and a record low of 47.3% in Q2 2020
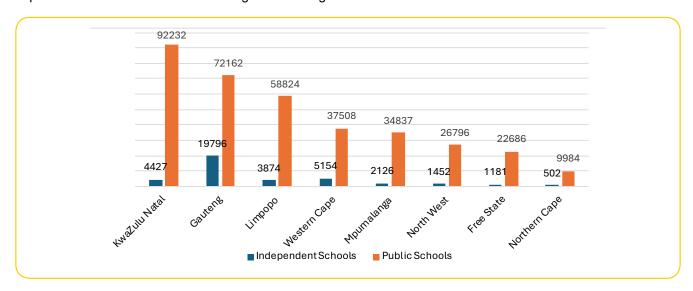
According to Stats SA, South Africa's Labour Force Participation Rate decreased slightly from 60.7% in Q1 2024 to 60.6% in Q2 2024. Historically, the Labour Force Participation Rate has averaged 57.4% from 2001 to 2024, reaching an all-time high of 60.8% in Q1 2001 and a record low of 47.3% in Q2 2020.

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

According to the KZN Unemployed Educators Database 2024, approximately 10,200 educators in KwaZulu-Natal remain unemployed. Another source estimates that there are 25,566 unemployed teacher graduates in the province, despite 3,720 vacant teaching posts.

In the education sector, floods have devastating consequences, often disrupting schooling to an extent where recovery becomes difficult. Schools may be forced to close, leading to increased absenteeism and potential dropouts. In some cases, school buildings are repurposed as evacuation centers, further limiting access to education. Damaged roads and the need to cross rivers pose serious safety risks for both learners and educators. Parents who cannot afford the increased transportation costs—such as using boats to reach schools—face additional financial burdens.

Overcrowded classrooms, strained teaching resources, and poor living conditions in evacuation centers further impact leaners and teachers' well-being and learning outcomes.
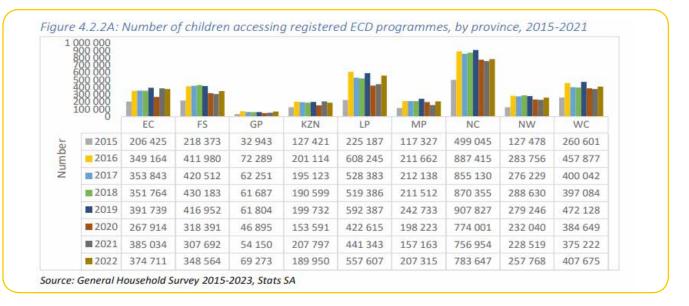

The destruction of school infrastructure severely impacts the quality of Early Childhood Development (ECD), particularly in underserved and marginalised communities. ECD plays a crucial role in ensuring that all children have access to foundational learning opportunities that support cognitive, emotional, and social development during their critical early years. Expanding and strengthening ECD services is essential for addressing long-term educational inequalities and building a strong pipeline of learners prepared for future success.

Improving literacy and numeracy levels within the first decade of schooling is a key priority in tackling the persistent crisis in foundational learning. Ensuring that all children can read for meaning and perform basic mathematical operations by the age of 10 is critical for their academic progression and future employability..

To achieve these goals, teacher development and deployment remain a central focus. Equipping educators with up-to-date pedagogical skills and addressing disparities in teacher allocation are essential steps. Prioritising the placement of qualified and motivated teachers, particularly in rural and disadvantaged areas, will ensure that all learners receive quality instruction and support.

Number of Children Accessing ECD Programmes by Province, 2015-2021

Figure 4.2.2A: Number of children accessing registered ECD programmes, by province, 2015-2021

Number	EC	FS	GP	KZN	LP	MP	NC	NW	WC
2015	206 425	218 373	32 943	127 421	225 187	117 327	499 045	127 478	260 601
2016	349 164	411 980	72 289	201 114	608 245	211 662	887 415	283 756	457 877
2017	353 843	420 512	62 251	195 123	528 383	212 138	855 130	276 229	400 042
2018	351 764	430 183	61 687	190 599	519 386	211 512	870 355	288 630	397 084
2019	391 739	416 952	61 804	199 732	592 387	242 733	907 827	279 246	472 128
2020	267 914	318 391	46 895	153 591	422 615	198 223	774 001	232 040	384 649
2021	385 034	307 692	54 150	207 797	441 343	157 163	756 954	228 519	375 222
2022	374 711	348 564	69 273	189 950	557 607	207 315	783 647	257 768	407 675

Source: General Household Survey 2015-2023, Stats SA

Trends in the International Mathematics and Science Study (TIMSS) data reveal a substantial improvement in Grade 9 mathematics test scores in 2024. However, the data also highlights critical areas that require immediate attention. One of the key findings is the significant performance disparity between provinces, with regions such as Limpopo and the Eastern Cape consistently underperforming. These provinces are notably underserved, lacking sufficient resources, which, in turn, negatively impacts the quality of education and teacher effectiveness. This disparity reflects broader systemic challenges within the education sector that need urgent intervention.

The report also highlights a concerning trend that demands immediate attention. It echoes findings from the Progress in International Reading Literacy Study (PIRLS), which reveals that 76% of Grade 4 learners in South Africa are unable to read for meaning in any language. This is a stark indictment of the South African education system, pointing to critical issues in literacy development and, by extension, teacher quality. In response, the organisation must renew its commitment to empowering and equipping educators with the necessary skills and knowledge to address this problem.

Additionally, the Department of Basic Education's Review of Progress in the Basic Education Sector to 2024 outlines both progress and persistent challenges as follows:

- **Foundational Literacy Crisis:** The Progress in International Reading Literacy Study (PIRLS) revealed that 76% of Grade 4 learners are unable to read for meaning in any language. This troubling statistic highlights significant gaps in foundational literacy skills and calls for an urgent focus on enhancing teacher quality, as well as revising early-grade literacy strategies.

- **Provincial Disparities:** There are significant performance disparities across provinces. For example, Limpopo and the Eastern Cape have consistently underperformed in international assessments, highlighting resource inequalities. These disparities underscore the urgent need for targeted interventions to uplift underserved regions and ensure equal educational opportunities for all learners.

Pestel Analysis

Political Factors	• Sufficient willingness for support by DBE, DHET, and Parliament (focus on young people) • The community and municipality's hostile attitude towards schools • The Government of National Unity (GNU) priorities that impact on the SACE • The varying opinions from political parties over the understanding of SACE's mandate may pose disagreements on what SACE stands for
Economic Factors	• The continuous government austerity measures impacting the Council • Insufficient budget, unable to fully execute the SACE mandate • Reduction of budget leading to overcrowding/teacher shortages in classrooms and impacting the psychosocial and mental wellness of teachers • The funding model for endorsed teacher development programmes
Social Factors	• High influx of foreign educators not falling under critical skills entering the country • Misconceptions and misunderstandings about the roles of SACE by the communities • High levels of violence at home filtering to schools • Child-headed households impacting schools • The imbalances between urban and rural areas still exist, with urban areas benefiting more
Technological Factors	• Cyber-attacks and hacking of ICT systems • Outdated ICT systems • 100% implementation of the online registration system to efficiently and effectively register applicants • Changes in technology and the use of AI negatively impacting teacher development • The use of social media in order to increase SACE coverage and visibility
Environmental Factors	• Go green 100% paperless (online registration) • Climate change and increasing patterns of weather impacting teaching and learning • Power and water outages, impacting the servicing of teachers in different provincial offices
Legal Factors	• The amendment of BELA Act 32 of 2024 having an impact on the case management system • Litigations related to registrations (threats to sue for non-registration) • Teachers without teaching qualifications, thus teaching illegally • Litigations related to the outcomes of sanctions awarded

1.2. Internal Environment Analysis

As South Africa celebrates 30 years of democracy, the South African Council for Educators (SACE) takes pride in its achievement of maintaining a register of 473,374 professionally registered, qualified teachers who are integral to delivering inclusive and quality education across the nation's schools and classrooms. Teachers and school leaders must always be recognised and valued as the foremost contributors to achieving the learning outcomes of the basic education sector. Furthermore, SACE oversees a sub-register of 31,320 registered and qualified practitioners and educators dedicated to ensuring that all children in South Africa have access to quality Early Childhood Development (ECD), care, and pre-primary education.

Strengthening accountability and governance is essential for the effective management of the education sector. By promoting transparency and ensuring that principals, teachers, and administrators are held to high standards of performance, this approach fosters trust in public institutions. Recognising the transformative power of technology, integrating ICT into teaching and learning is a crucial step. This not only bridges the digital divide but also prepares both learners and educators for the demands of the Fourth Industrial Revolution.

Beyond academic pathways, enhancing vocational education and establishing alternative learning pathways offer learners diverse opportunities to acquire practical skills that meet labor market demands. This, in turn, helps address youth unemployment and supports economic growth. Central to this vision is building a capable and ethical education system, grounded in professional standards, integrity, and continuous professional development for educators. This is the foundation for ensuring long-term success in education.

In pursuit of these objectives, SACE leverages both human and material resources to ensure the effective achievement of its goals. Over the past five years, South Africa has faced significant challenges due to a decline in economic growth, which has also impacted the education sector. The Council's ability to mobilise the common resources typically used to achieve its objectives was further hindered by the unforeseen effects of the pandemic.

While these challenges have been global, their impact has been particularly devastating for developing nations like South Africa, where the consequences are often more pronounced.

Professionalisation and Continuous Professional Teacher Development (CPTD)

Professional Development and Capacity Building are central to SACE's mission of enhancing educator professionalism. The Continuous Professional Teacher Development (CPTD) program plays a critical role in supporting the ongoing development of educators across South Africa in the next five years. While SACE has made strides in advancing teacher professionalisation through CPTD, compliance remains low, particularly in rural areas where access to CPTD programs is limited. The lack of a structured compliance tracking mechanism has resulted in inconsistent enforcement of CPTD participation, contributing to professional stagnation among educators

This underscores the need to enhance the digital CPTD system, ensuring that teachers have seamless access to training and that participation is monitored in real time. A more proactive approach is essential for fully integrating CPTD into the professional growth of educators.

Digital Transformation and ICT Systems

In recent years, the Council has heavily relied on manual systems for its internal processes. While ICT systems were used in some instances, they were not integrated effectively. Recognising this, the Council has initiated efforts to integrate and enhance its internal ICT systems, aiming to expedite interactions with educators and create a more user-friendly experience for teachers and other stakeholders. This integration will improve operational efficiency, streamline interactions between teachers and stakeholders, and align Council operations with technological advancements occurring in the education sector and beyond

However, the lack of a formalised five-year ICT strategy has hindered progress, especially in automating key processes such as teacher registration, compliance tracking, and CPTD participation monitoring. A comprehensive Digital Transformation strategy is crucial for modernising teacher workforce management, increasing transparency, and reducing operational inefficiencies.

Ethical Standards

SACE has faced criticism for delays in resolving professional misconduct cases. The reliance on a manual case management process has led to inefficiencies, contributing to backlogs in disciplinary proceedings and inconsistent enforcement of ethical standards.

To address these challenges, it is essential for SACE to implement a digital case management system. This system would enable real-time tracking of professional misconduct cases, significantly reducing resolution times, and ensuring more consistent and transparent enforcement of compliance. By embracing digital solutions, SACE can enhance its efficiency and uphold high ethical standards within the education sector.

Provincial Offices and Outreach Programs

The Council has traditionally relied on establishing Provincial Offices to engage with teachers and stakeholders across different regions. Currently, there are four operational Provincial Offices in Limpopo, KwaZulu-Natal, Eastern Cape, and Free State. A property has been purchased in Western Cape for an office, but it remains non-operational. In provinces without established offices, the Council has relied on Outreach Programs run by various divisions, each aligned with specific mandates such as registration, professional development, and continuous teacher professionalisation.

However, the Council recognises that the establishment of physical offices and outreach programs comes with both advantages and disadvantages. As a result, the Council has decided to reassess the current provincial office model. This reconceptualisation may involve exploring alternative approaches, such as utilising state facilities, deploying mobile offices, or intensifying outreach programs. In this new framework, there may also be a redistribution of staff, with some focusing more on outreach activities rather than the management of physical offices.

Review and Repositioning Project

In line with changes in the education landscape, which are influenced by various factors, including advancements in technology such as the Fourth Industrial Revolution and Education 4.0 (Machine-Driven Learning), the Council commissioned a study titled the Review and Repositioning Project. This study aims to reshape the Council's outlook on operations and human capital.

In light of the implications of this project, the Council decided not to fill the vacant positions created as a result. Consequently, for a period, the most strategic positions within the Council remained unfilled. However, the Council has since revised this decision and agreed to proceed with filling the vacant positions while the study on review and repositioning is finalised.

Human Resource Provision

SACE has a workforce of 107 employees, excluding contract/temporary employees and interns. Temporary or contract employees are appointed based on needs and peak periods for registration, during which the Council typically receives large, unpredictable registration applications that need to be processed.

In line with employment equity targets, SACE is required to appoint at least one individual for the year 2025/26 and at least two women from the Unskilled and Semi-Skilled Occupational Levels. Furthermore, SACE provides funding for its staff members to register with various institutions of higher learning to enhance and develop its workforce.

Other interval training interventions are also implemented with the aim of improving skill levels and contributing to the country's objective of enhancing skill development. By investing in the improvement of its staff's skills, SACE aims to improve its performance.

SACE continues to address workplace gender equity, ensuring that leadership roles are accessible to women educators while addressing challenges such as the overrepresentation of women in lower-paying roles. It should be noted that the Department of Women, Youth and Persons with Disabilities is responsible for promoting gender equality, youth empowerment, and the inclusion of persons with disabilities in all aspects of society.

Regarding the equitable representation of employees within the Department, women currently make up 65.4% of the workforce, with 55.0% in Senior Management positions. 5.1% of the workforce are employees with disabilities, exceeding the national targets of 50% and 3%, respectively.

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

SACE Digital Registration Platform

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

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

Cost-effectiveness drives SACE's operational model. The digital platform has streamlined processes, reduced administrative overheads, and passed these savings on to educators. This efficiency does not just benefit individual teachers – it creates a ripple effect throughout the educational system, allowing institutions to allocate resources more effectively. The true measure of SACE's success lies in its community impact. Teachers report significant time savings, enabling them to focus more on student development. Educational institutions benefit from streamlined administration, while the environment gains from reduced paper consumption and carbon emissions.

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

1.3. Theory of Change

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

Inputs		Activities		Outputs		Outcomes		Impact

Inputs
- IT Infrastructure
- Human Resource
- Funding
- Facilities
- Material
- Technology

Activities
- IT Systems Development & Enhancements
- Migrate Data
- Implement CPD programmes for teachers
- Policy Implementation & enforcement

Outputs
- Number of IT Systems deployed
- % of Educators satisfied with Professional Development
- Number of research outputs
- % of eligible reported misconduct cases
- Number of Audit recommendations implemented

Outcomes
- Efficient and effective governance
- Quality Management of Professional Development Provisioning
- Maintained professional standards
- Improved evidence-based advisory role
- Maintained ethical standards

Impact

Enhancing Public Confidence in the Credibility of the Teaching Profession

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

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

1.4. Stakeholder Analysis

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

1. Teachers are the primary beneficiaries of SACE's services, and their engagement with the organisation is critical. As individuals who directly interact with SACE's systems, such as teacher registration, CPTD, and ethics training, their feedback and satisfaction with these services are important for the success of the Strategic Plan. Teachers' concerns often include the accessibility and relevance of professional development programmes, as well as the efficiency of registration processes.

2. Teacher unions play an important role in representing the interests of teachers and advocating for improvements in the education system. Their concerns often focus on the fair treatment of teachers, the alignment of CPTD programmes with teachers' needs, and the quality and effectiveness of professional development offerings. Engaging with these unions allows SACE to align its professional development strategies with the broader needs of the teaching workforce.

3. Professional bodies, including those that set national standards for education, are key stakeholders in maintaining the professionalism and ethical standards of teachers. Their concerns often centre around whether SACE's training programmes and ethics initiatives align with the national standards for education and teacher conduct.

4. Government Departments such as the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET) play a critical role in setting the framework for teacher training, professional development, and accreditation. Their concerns generally revolve around how SACE's initiatives align with national educational policies, as well as how they contribute to the broader goals of improving the quality of education in South Africa. Regular communication with these departments is vital to ensure policy alignment and collaboration on shared goals.

5. Education-Related Organisations, which include entities that focus on teacher development, educational leadership, and curriculum reform. Stakeholder concerns in this group often focus on how SACE's strategies contribute to systemic improvements in education and whether SACE's interventions are aligned with broader educational reforms in the country.

STAKEHOLDER	ROLES RELATED TO THE STRATEGY	FUNDING AVAILABILITY	CAPACITY AVAILABILITY
Ministry / Dept of Basic Education	Executive Authority, SACE Act, Performance Reporting, Plans, Budget, Levy Approval, Council Appointment	Yes	Limited
Five National Teacher Unions	Levy Approval, Buy-in on SACE Programmes and Initiatives, Downward Accountability	Yes	Yes
Department of Higher Education and Training	Qualification Evaluation Committee, TVET & CET Sectors, Initial Teacher Education, HEMIS, Teacher Supply & Demand, Downward Accountability	Yes	Limited
National Association of Independent Schools of SA	Buy-in on SACE Programmes and Initiatives, Downward Accountability	Yes	Yes
Governing Body Associations	Buy-in on SACE Programmes and Initiatives, Downward Accountability	Yes	Limited
Council on Higher Education	SACE Teacher Education Qualifications Accreditation Status, Qualifications Standards, Collaborative Accreditation Process, Professional Bodies Forum	Yes	Yes
ELRC	Cooperation and Collaboration on Ethical Misconduct Cases, Referral of Dismissals to SACE, and Sharing of Evidence	Limited	Yes
UMALUSI	Verification of Grade 12 certificate, SACE Registration as part of Independent Schools Accreditation	No	Limited
Education Deans Forum	Initial Teacher Education, Student Teachers Matters, Provisional Registration, Research, Student Teachers, Newly Qualified Teachers, Student Teachers Data	Yes	Yes
SAQA	SACE Professional Body Status, NQF, Qualification Registration - NQF, Qualifications Verification, Research, NLRD	No	Yes

STAKEHOLDER	ROLES RELATED TO THE STRATEGY	FUNDING AVAILABILITY	CAPACITY AVAILABILITY
ETDP-SETA	Skills Development Act, Skills Development Levy, Workplace Skills Plan, Funding, Interns, Human Resource Development, Research, PD Providers	Yes	Yes
Department of Justice and Constitutional Development	National Register of Sexual Offenders, Access to Listed Sexual Offenders Registration Requirement, SACE as an example of good practice in screening teachers against the register	Yes	Yes
Department of Social Development	National Child Protection register, Access to Listed applicants who are not suitable to work with children	Yes	Yes
Department of Home Affairs	Foreign Educators, Scare Skills List, Data Exchange, Information Sharing, Verification of Registrants Documentation, Register of deceased educators	Yes	Yes
State Information Technology	ICT Systems, Systems Modernisation, ICT systems development, ICT Support	Yes	Yes
SAPS & Hawks	Police Clearance Certificate, Criminal Record Database, Fraudulent Certificates, Criminal Conviction of Sexual Miscreants	Yes	Yes

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

▶ PERFORMANCE

Beginner	Average	Skilled	Expert

★

★★

★★★

★★★★

PART C

MEASURING OUR PERFORMANCE

1. Institutional Performance Information

1.1. Measuring the Impact

Impact measurement plays a crucial role in assessing the effectiveness of SACE's initiatives, particularly when it comes to the Continuous Professional Teacher Development (CPTD) system and other professional development (PD) programmes. The ultimate goal of these initiatives is to lead to tangible improvements in teaching quality and, more importantly, to enhance public confidence in the credibility of the teaching profession.

SACE's dedication to high-quality, impactful training hinges on its ability to evaluate how well its programmes influence educator performance and broader educational outcomes. By accurately measuring the outcomes of its PD programmes, SACE ensures that educators not only improve their teaching practices but that the profession as a whole gains the respect and recognition it deserves within society.

The focus on improving educator performance and, ultimately, the quality of education in South Africa ties directly into the priorities of the Seventh Administration for the electoral cycle of 2024–2029. The three priority areas identified—aimed at reducing poverty, unemployment, and inequality—underscore the need for an educated and skilled workforce. SACE's PD initiatives will contribute to these priorities by enhancing teacher quality and strengthening the public perception of teaching as a credible, respected profession. These outcomes align with the long-term vision of the NDP 2030, as well as with the priorities outlined in the Science, Technology, and Innovation (STI) Decadal Plan (2022–2032).

Key Components of Measuring the Impact

a) Clear Evaluation Metric

To ensure the effectiveness of its PD programmes, SACE will collaborate with key stakeholders to define measurable Key Performance Indicators (KPIs) that capture the direct impact of PD on educator skills, teaching practices, and student performance. These KPIs will serve as the foundation of the evaluation process and will be aligned with national educational standards. By measuring the success of PD initiatives using these metrics, SACE will demonstrate how its work is directly contributing to the improvement of teaching quality and the strengthening of the teaching profession's credibility in the public eye.

b) Feedback Mechanisms

Continuous feedback from educators who participate in the CPTD programmes will be an integral part of the evaluation process. Through surveys, interviews, and focus groups, SACE will collect valuable insights from educators on the relevance and effectiveness of the training provided. By actively engaging with teachers, SACE will stay responsive to their needs and ensure that the training remains impactful. This feedback also contributes to the professional development community's ability to reinforce the values of the profession, helping the public see educators as lifelong learners committed to growth and improvement.

c) Quantitative and Qualitative Data

Both quantitative and qualitative data will be collected to evaluate the success of PD programmes. Quantitative data, such as performance improvements, teacher assessments, and completion rates, will be complemented by qualitative data like educator testimonials and case studies. This approach will provide a comprehensive understanding of the impact of PD initiatives, showcasing how they contribute to real improvements in teaching practices and how the profession is increasingly held in high regard by the public.

d) Monitoring

SACE will engage in long-term monitoring to assess the sustainability of the improvements made through PD programmes. This will measure the continued effects on educators' teaching practices and student learning outcomes well after the completion of the training. By conducting longitudinal evaluations, SACE will ensure that the improvements made during PD programmes are sustained and contribute to lasting changes in teaching. SACE's impact measurement will go beyond immediate post-training evaluations. Through long-term monitoring, SACE will track the lasting effects of PD programmes on educators' practices and student learning outcomes. By ensuring that improvements in teaching persist beyond the training period, SACE will demonstrate that its PD programmes contribute to sustained, tangible improvements in the quality of education. This long-term focus not only supports the professional growth of educators but also helps enhance the credibility of the profession in the eyes of the public.

e) Integration with National Educational Goals

The outcomes of the impact assessments will be analysed within the framework of South Africa's national educational goals as outlined in the NDP 2030. This analysis will ensure that SACE's PD programmes remain aligned with national priorities and international best practices. By ensuring that its programmes directly contribute to improving education and elevating teaching standards, SACE will strengthen the public's trust in the credibility of the teaching profession. This alignment with the NDP 2030 will also demonstrate how SACE is playing a key role in addressing the country's broader socio-economic challenges, particularly in terms of reducing poverty, unemployment, and inequality through education and skill development.

f) Continuous Improvement

SACE's commitment to continuous improvement will be reflected in its approach to impact measurement. Data and insights gathered from the assessments will be used to refine and improve PD initiatives. This ongoing process of reflection and adaptation ensures that the professional development opportunities offered to educators are always relevant, effective, and aligned with emerging educational trends. By promoting continuous improvement in teaching and learning, SACE will contribute to the broader goal of improving the quality of education in South Africa while reinforcing the credibility and professionalism of the teaching sector. Through this approach, SACE will help ensure that educators are well-equipped to meet the evolving demands of the classroom, leading to long-term positive outcomes for both teachers and students across the country.

1.2. Measuring our Outcomes

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

Medium Term Development Priority (MTDP):

- **Priority 2: Reduce Poverty and tackle the high cost of living**
- **Priority 3: A capable, ethical, and developmental state.**

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

1.3. Explanation of Planned Performance over the Five-year Planning Period

Efficient and Effective Governance

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

Council meetings will convene at least quarterly to ensure the maintenance of good governance principles and to provide adequate oversight. Performance reporting will be conducted within SACE, with reports submitted to the requisite committees within fast yet fair turnaround times. This structured approach will ensure that the Council remains transparent, efficient, and capable of meeting its strategic objectives while fostering accountability across the organisation.

Over the five-year period, the Council will prioritise the evaluation of governance structures to ensure they effectively steer the organisation towards its goals while maintaining the highest standards of professionalism. The review process will not only assess leadership effectiveness but will also evaluate SACE's decision-making processes and internal controls to ensure they align with best practices in governance.

Employees will be supported and capacitated continuously to ensure tangible improvements in individual performances that contribute to the overall realisation of the strategic plan's initiatives. A strong yet fair management system will be implemented across the organisation, supported by awareness initiatives aimed at improving performance and upholding high standards in governance and administration. This will help foster an organisational culture focused on continuous improvement and excellence, ensuring that SACE remains a credible and effective regulatory body.

SACE will implement campaigns to inspire the credibility of the teaching profession, focusing on key areas such as educating the public through awareness workshops on critical issues like corporal punishment, violence against teachers, and the promotion of the SACE brand. These initiatives will aim to reinforce the professional image of educators and highlight the importance of their role in shaping the future of the country.

In addition, SACE will prioritise ensuring that its suppliers are paid within the prescribed periods as stipulated in organisational policies. To support this goal, a more significant implementation of ICT systems will be carried out, streamlining payment processes and improving overall administrative efficiency. This technological advancement will not only support better financial management but will also help SACE enhance its operations and reputation for reliability and transparency.

Maintained Professional Standards

SACE's commitment to maintaining professional standards is foundational to its mission of ensuring that educators in South Africa meet the high standards expected in the education system. Over the five-year planning period, SACE will prioritise the continuous upholding of these professional standards across the teaching profession by reinforcing ethical practices, teacher conduct, and professional accountability.

At the core of this initiative is the Teacher Registration Programme, which ensures that only qualified and registered educators are allowed to practice in the country. The success of this programme will be measured by the number of teachers who successfully register and comply with the professional requirements outlined in the SACE Act. Additionally, SACE will focus on expanding access to registration for teachers in remote and underserved areas to promote inclusivity and equity in the teaching profession. This expansion will involve the development of user-friendly registration processes and targeted outreach efforts to ensure that all educators, regardless of their geographic location, can easily meet the registration requirements.

In line with its strategic outcomes, SACE will continuously monitor and evaluate the effectiveness of its registration processes to ensure they align with national policies and promote professional development. By fostering an inclusive and professional teaching environment, SACE will contribute to the overall improvement of education in South Africa, ensuring that the education system benefits from a skilled, ethical, and accountable teaching workforce.

Quality Management of Professional Development Provisioning

Quality management of professional development provisioning is central to SACE's strategy for making sure that educators have the skills and knowledge they need to succeed in a rapidly changing educational environment. SACE will focus on the design, delivery, and evaluation of CPTD programmes to meet the needs of educators while aligning with national educational goals and global best practices.

To guarantee quality assurance in professional development, SACE will develop and implement clear standards for CPTD providers, including both internal and external stakeholders. This will involve accrediting training providers who meet specific criteria, ensuring that their offerings are not only relevant but also impactful. Through these accreditation processes, SACE aims to maintain high standards for professional development opportunities and provide every educator with access to quality training that improves their pedagogical practices.

SACE will also focus on diversifying the types of CPTD opportunities available to educators. Over the next five years, SACE plans to endorse a variety of new CPTD programmes aligned with professional teaching standards. These will include online training, workshops, and blended learning models that cater to the varying needs of teachers across South Africa. These programmes will focus on areas such as classroom management, curriculum innovation, technology integration in education, and professional collaboration. By expanding the scope of professional development, SACE will help educators continuously improve their practice and remain at the forefront of the teaching profession.

The evaluation of CPTD programmes will be a key aspect of SACE's quality management approach. Feedback from educators who have participated in CPTD programmes will be regularly collected and analysed to determine whether the programmes remain relevant and effective. This feedback will not only guide adjustments to existing programmes but will also help develop new ones that respond to emerging educational challenges. SACE will also conduct impact assessments to measure the outcomes of CPTD programmes on educators' practices, ensuring that these initiatives contribute to tangible improvements in teaching and learning outcomes.

SACE will place a strong emphasis on continuous improvement in CPTD provisioning. As part of its commitment to quality management, SACE will establish a framework for regularly updating the content and structure of CPTD programmes, keeping them aligned with evolving educational policies, curricula, and teaching methodologies. This dynamic approach will ensure that professional development remains relevant, practical, and capable of addressing the most pressing needs of educators. Through its commitment to quality management in professional development, SACE will provide educators with the tools, knowledge, and resources necessary to succeed in their roles, ultimately contributing to the broader goal of improving education quality across South Africa.

Digital Transformation

a) **Integration of SACE ICT Strategies**

The integration of ICT strategies is fundamental to the modernisation and improvement of SACE's services. As South Africa progresses further into the digital age, the demand for efficient, accessible, and responsive public services becomes more pressing. SACE acknowledges this challenge and is actively incorporating ICT tools into its operations to serve teachers and the broader education sector.

This ICT integration is not just about adopting new technologies; it is about transforming core operational areas such as teacher registration, Continuing Professional Teacher Development (CPTD), and ethics training. By leveraging ICT, SACE aims to modernise these processes, ensuring they align with the evolving landscape of education and the growing expectations for public service delivery.

SACE will work on migrating teacher registration online, creating seamless systems for tracking CPD participation, and integrating an ethics case management system. These innovations will improve the efficiency, accessibility, and transparency of SACE's operations, ultimately supporting a higher standard of professionalism in the teaching sector. By implementing these ICT strategies, SACE will move towards a more agile, user-friendly service model, positioning itself as a leader in educational transformation.

b) ICT Strategies Supporting Teacher Registration

One of the most significant advancements in SACE's use of technology is the teacher registration process. Historically, this process relied heavily on paper-based documentation and in-person visits to SACE offices. These manual procedures resulted in delays and limited access to registration services, particularly for teachers in remote and rural regions. As outlined in the Strategic Plan, SACE has committed to transitioning to an online registration system, enabling teachers to complete the process digitally, without the need for physical visits. This transition not only offers a more convenient and user-friendly registration method for teachers but also improves efficiency, reduces administrative errors, and speeds up the processing of applications.

The integration of ICT into the teacher registration system directly supports SACE's goal of enhancing accessibility. Teachers, especially those in rural and underserved areas, will benefit significantly from the ability to complete registration online, bypassing the geographical constraints that often prevent them from accessing SACE's services. This development ensures that teachers across South Africa can easily engage with the organisation, regardless of their location. The shift towards digital registration is a critical step in modernising how SACE manages interactions with teachers and demonstrates a significant advancement in making services more inclusive and efficient.

c) ICT Integration in Professional Development

Traditionally, professional development activities were largely limited by logistical barriers such as time, cost, and location. However, the Strategic Plan outlines a shift towards digital platforms that enable teachers to engage in online CPTD workshops, providing them with flexible and accessible learning opportunities. By moving many CPTD activities to digital formats, SACE is eliminating barriers that previously hindered teachers' ability to access training, thereby supporting a more equitable approach to professional development.

The transition to online CPTD activities aligns with SACE's goal of providing ongoing professional development opportunities to teachers throughout the year. Teachers can now participate in workshops, access training materials, and update their professional skills remotely, without the need to attend physical events. This expansion of digital learning options ensures that teachers from all parts of South Africa can continue to grow professionally, regardless of geographic limitations. SACE's commitment to promoting a culture of continuous learning is supported by the ability to offer a broader range of professional development programmes year-round, rather than being confined to a limited number of in-person events.

d) Digitalising the process of Maintaining Ethical Standards

Ethics is central to the work of SACE. The primary function of SACE in this regard is to ensure that teachers uphold their code of professional ethics. This code provides clear guidelines on acceptable conduct and relationships between educators and their various stakeholders, including learners, parents, colleagues, and the broader community.

SACE's ethics mandate is responsible for enforcing the Code of Professional Ethics, which consists of seven pillars that govern the conduct of educators. These pillars cover relationships with learners, parents, colleagues, the employer, the council, and the teaching profession. If any breach of these ethical standards is reported, SACE is tasked with investigating the complaint, verifying its legitimacy, and following due process to determine the appropriate course of action.

The outcome of each case is then subject to a disciplinary hearing, with recommendations reviewed by the Ethics Committee. This process ensures accountability and reinforces the integrity of the teaching profession.

As part of SACE's commitment to enhancing ethical standards in the teaching profession, digital tools are also being explored to streamline and improve the ethics case management system. Currently, ethics complaints are entered manually, but there is a push to move towards automation. The goal is to allow complaints to be lodged online and to have a system that tracks and updates cases in real time, improving both efficiency and transparency. This automated system will reduce manual handling, provide real-time access to data, and ensure that ethics violations are addressed swiftly and consistently.

SACE is collaborating with stakeholders, including the Department of Basic Education (DBE) and the nine Provincial Education Departments, to enhance the overall effectiveness of its ethical oversight. This collaboration will ensure that the caseload is minimised by providing workshops and information sessions.

e) Alignment of ICT Interventions to STI Priorities

The alignment of ICT interventions with South Africa's Science, Technology, and Innovation (STI) priorities is vital to ensure that SACE's work contributes to broader national goals. The government has emphasised digital inclusion, the use of technology for innovation, and improving access to services as key objectives in the education sector. SACE's ICT strategies play an essential role in furthering these priorities, particularly in areas such as digital education, teacher development, and improving access to educational services across the country.

I. Supporting Digital Inclusion in Education

One of the core national priorities is digital inclusion—ensuring that all citizens, regardless of their location, have access to digital services. This is particularly significant in the education sector, where SACE's ICT strategies contribute directly to the national effort to modernise education and provide access to digital learning resources for both teachers and students. By providing online registration and a revamped CPTD platform, SACE is actively contributing to the goal of ensuring that teachers, especially those in rural and remote areas, can access services without facing obstacles related to geography or lack of infrastructure.

The Strategic Plan places significant emphasis on the digitisation of services, making educational opportunities and professional development more accessible to all. SACE supports the government's vision for a digitally inclusive education system that enables teachers to continuously improve their skills, regardless of their geographic location. This aligns with the broader national goals of digital equity and social inclusion.

II. Promoting Innovation and Improving Service Delivery

f) Another key priority for the South African government is the promotion of innovation in the public sector, with a focus on using digital tools to enhance service delivery. The Strategic Plan outlines how SACE is leveraging ICT to modernise and streamline its services, thereby improving overall efficiency and accessibility.

g) Contributing to National Digital Government Goals

SACE's ICT strategies also contribute directly to national digital government goals by improving the accessibility and efficiency of key public services. The digitisation of teacher registration and case management services plays a significant role in the digital transformation of public services, enhancing how teachers access essential educational resources. These interventions help make the education system more responsive, modern, and inclusive, supporting the National Development Plan (NDP) and the government's long-term vision for a digitally inclusive economy.

SACE's adoption of ICT tools not only aligns with government goals but also supports the broader effort to create a capable state. By contributing to public service modernisation, SACE ensures that its services are delivered in a timely, efficient, and accessible manner, reflecting the government's overarching objective of improving state functioning through technology.

2. Strategic Priorities for 2025-2030

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

3. Key Risks and Mitigations

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

3.1. Explanation of Key Risks and Mitigations over the planning period

a) Efficient and Effective Governance

To address the risk of insufficient capacity, it is crucial for SACE to enhance its recruitment efforts to ensure that all critical positions are filled promptly. This will enable the organisation to fulfil its mandate and meet the expectations outlined in its strategic goals. Prioritising the filling of these positions will support SACE in effectively managing its functions, ensuring operational efficiency, and providing high-quality service to educators and stakeholders.

b) Maintained Professional Standards

Ensuring that educators comply with professional standards is crucial for the credibility and success of SACE's initiatives. Regular training and awareness workshops should be conducted to reinforce the importance of adhering to these standards, while also providing educators with the resources and support needed to meet professional requirements. These workshops should target educators at various stages of their careers, from initial teacher education to novice and in-service educators, to ensure comprehensive coverage.

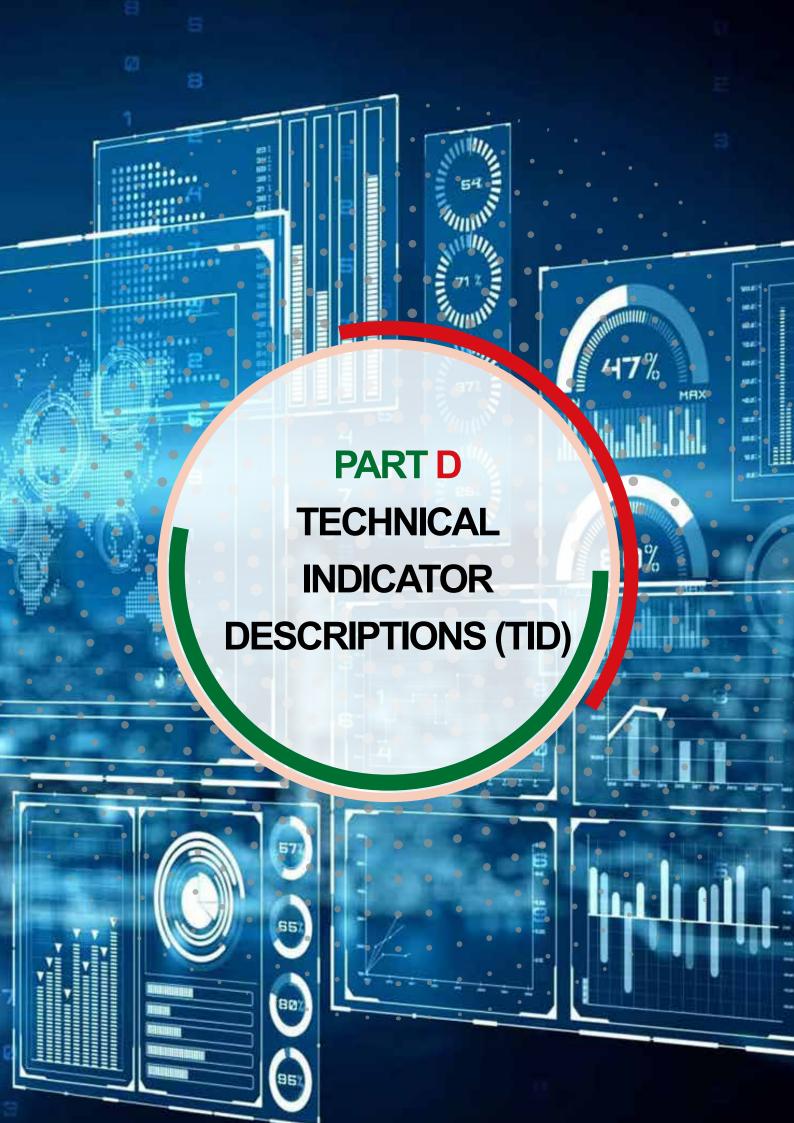#### c) Quality Management of Professional Development Provisioning

As SACE moves towards aligning professional development programmes with professional teaching standards, a needs analysis will be conducted to assess the current infrastructure, identify any gaps, and develop an upgrade plan to enhance the CPTD system.

d) Improved Evidence-Based Advisory Role

To improve the evidence-based advisory role of SACE, the organisation will prioritise its research output. Developing a comprehensive research strategy will provide clear guidance on key areas of focus, and ensuring sufficient resources are allocated to support research initiatives will enhance SACE's ability to provide evidence-based insights to the Minister and other educational stakeholders. This strategy will aim to address gaps in educational research and provide data-driven recommendations to support the continuous improvement of quality programmes.

4. Public Entities

Name of Public Entity	Mandate	Outcomes	Current Annual Budget (R thousand)
Not applicable			

PART D

TECHNICAL INDICATOR DESCRIPTIONS (TID)

Technical Indicator Descriptions (TID)

The Technical Indicator Descriptions (TID) in this section outline the key indicators that will assess the performance of SACE's strategic activities. These indicators will measure outcomes related to teacher registration, the execution of CPTD workshops, and the delivery of ethics training programs. The methodology for each indicator is defined below, ensuring transparency in how SACE tracks and calculates performance. This section will also focus on disaggregation and spatial transformation, ensuring that SACE's efforts are inclusive and equitable across all regions and demographics.

Teacher Registration Indicator

The first key indicator is the percentage of teachers registered each year. This indicator measures the number of teachers who successfully complete the registration process with SACE. Registration is crucial to ensure that teachers meet the required professional standards and are qualified to teach. The methodology to calculate this indicator involves dividing the number of newly registered teachers by the total number of teachers eligible for registration. The result will be expressed as a percentage, reflecting the efficiency and reach of SACE's registration efforts.

To promote inclusivity, the registration data will be disaggregated by gender, age, and disability status. This ensures that all groups, particularly women, youth, and teachers with disabilities, are provided equal opportunities in the registration process.

This indicator also contributes to spatial transformation by focusing on the number of teachers registered in underdeveloped and rural areas, ensuring that registration efforts reach regions with the most need. SACE will prioritise these often underserved areas, ensuring equitable access to registration opportunities across the country.

Disaggregation of Data

To ensure equity in SACE's activities, data will be disaggregated across several categories, including gender, age, and disability status. This approach enables SACE to monitor potential disparities in access to teacher registration, CPTD workshops, and ethics training programs. Special attention will be given to women, youth, and teachers with disabilities, ensuring that these groups are adequately represented and included in all professional development and training initiatives.

Disaggregating data also provides valuable insights into whether specific groups face challenges in participating in SACE's programs. For instance, if fewer women or teachers with disabilities are engaging in CPTD workshops, this information will enable SACE to identify and address those barriers, implementing targeted interventions to ensure equal access to opportunities.

Spatial Transformation

The indicators also contribute to spatial transformation by ensuring that teachers in underdeveloped areas have the same opportunities as those in urban regions. This is especially important in rural areas, where resources are often limited, access to professional development programs is restricted, and there is a shortage of qualified teachers.

Indicator title	**Percentage of internal and external audit recommendations implemented**
Definition	The internal audit division conducts audits across various programmes and divisions. Each financial year, the entity undergoes an external audit. The external auditor raises findings related to financial information, performance information, compliance, and ICT matters. These findings are consolidated into an audit action plan, which is then implemented and reviewed quarterly to ensure that the findings and recommendations are addressed and cleared. The programmes responsible for finance and performance follow up with the relevant parties to ensure proper resolution.
Source of data	Audit findings
Method of calculation or assessment	Internal and External audit recommendations/Implemented
Assumptions	A completed audit action plan
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired performance	Implemented audit findings
Indicator responsibility	Programme managers

Indicator title	**Number of teacher professionalisation path focus areas aligned to the Professional Teaching Standards**
Definition	The teacher professionalisation path begins with determining the requirements for entry into initial teacher education, followed by the registration of student teachers from the first year of study. It includes supporting newly qualified teachers through a structured induction and mentoring program, awarding professional certification and designation status linked to the induction program, and implementing a continuing professional teacher development system. The path also involves maintaining professional status through a possible re-certification process.
Source of data	Professional Teaching Standards and teacher professionalisation path
Method of calculation or assessment	Simple count
Assumptions	Aligned focus areas of the path
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A N/A People with disabilities:
Spatial transformation (where applicable)	N/A
Desired performance	Outcome indicator achieved as planned
Indicator responsibility	Programme Manager

Indicator title	**Percentage of eligible reported misconduct cases of Educators and practitioners finalised**
Definition	This indicator aims to measure all cases of misconduct that are reported and finalised through investigation, mediation, recommendations, or hearings, where ETHCOM has instructed charges to be preferred against an accused educator.
Source of data	Ethics case management system
Method of calculation or assessment	Cases finalised. Cases reported. x100
Assumptions	Reported cases will be finalised
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired performance	Achievement of set target is desirable
Indicator responsibility	Programme Manager

Indicator title	**Percentage of educators satisfied with provided Professional Development endorsed and pre-determined programmes by approved providers.**
Definition	This indicator aims to measure the level of satisfaction of educators who attended endorsed professional development programmes
Source of data	Surveys
Method of calculation or assessment	Simple count
Assumptions	Educators will take part in the surveys
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired performance	Performance indicator will be achieved as planned.
Indicator responsibility	Programme Manager

Indicator title	**Number of research projects/activities produced for advising the minister, profession, and Council**
Definition	All evidence-based research projects and activities undertaken by SACE will be used to advise the minister, profession, and Council.
Source of data	Research projects/activities
Method of calculation or assessment	Simple count
Assumptions	Research projects and activities will be undertaken
Disaggregation of beneficiaries (where applicable)	Youth: N/A Women: N/A People with disabilities: N/A
Spatial transformation (where applicable)	N/A
Desired performance	Outcome indicator achieved as planned
Indicator responsibility	Programme Manager

ANNEXURES TO THE STRATEGIC PLAN

ANNEXURE A: DISTRICT DEVELOPMENT MODEL

N/A

ANNEXURE B: DIGITALISATION INTERVENTIONS

Business Outcome	Description of the Digitalisation Interventions	Responsible (lead) Branch	Target 2029/30
Efficient and effective governance	• Migrate Sage Evolution and BPM Sage Intact • development of BI Tool for Internal Audit • WhatsApp automation integration / AI Bot integration to the website for (FAQ) • Planning -development of planning module within Microsoft Dynamics • Migration of all core function systems into Microsoft Dynamics.	Programme 1: Administration	5
Maintained professional standards	Implementation of SACE dedicated e-Services server	Programme 2: Professional Registration and Certification	1
Maintained ethical standards	Enhancement ofthe Ethics case management system	Programme 3: Ethical Standards	1
Quality Management of Professional Development Provisioning	Enhancement of provider management module	Programme 4: Professional Development, Quality Management and Assurance	1
Improved evidence-based advisory role	• Implement Endnote and Grammarly for improved writing and referencing • Implement SPSS system for research analysis	Programme 5: Research Policy and Coordination	2

Explanation of Digitalisation Intervention over the Period

a) Efficient and Effective Governance

To ensure efficient governance, SACE will implement several key digitalisation initiatives. These include migrating to advanced platforms, enhancing internal audit processes with a Business Intelligence tool, and integrating WhatsApp automation and AI bots to improve stakeholder engagement. Migrating all core systems to Microsoft Dynamics will foster better integration and collaboration across the organisation. These digital tools will enhance decision-making, operational efficiency, and overall governance at SACE.

b) Maintained Professional Standards

The implementation of a dedicated e-services server will support the delivery of online services to educators and stakeholders. This intervention will enable the efficient handling of online applications, registrations, and professional development submissions. It will enhance SACE's ability to manage its services digitally, ensuring a seamless experience for users while maintaining high professional standards throughout the process.

c) Maintained Ethical Standards

To further strengthen the management of ethical issues within the teaching profession, SACE will enhance its Ethics Case Management System. This will involve integrating advanced features for case tracking, reporting, and resolution. The system upgrade will improve the handling of ethical complaints, ensuring a more transparent and accountable process. This intervention will reinforce ethical practices within the profession.

d) Quality Management of Professional Development Provisioning

To improve the management of professional development providers, SACE will enhance its provider management module. This system will streamline the accreditation, tracking, and assessment of PD providers, ensuring they meet SACE's quality standards. Additionally, it will enable better oversight of the provider platform, facilitating more informed decisions regarding the quality of PD programs.

e) Improved evidence-based advisory role

SACE will strengthen its advisory role by leveraging digital tools to enhance its research capabilities. The implementation of EndNote, a reference management tool, and SPSS, a statistical analysis system, will enable SACE to produce more comprehensive, data-driven reports. These tools will enhance SACE's ability to analyse data from professional development programs and other research initiatives, providing stronger evidence to inform policy and practice. These efforts will reinforce SACE's role in offering sound, evidence-based recommendations that influence educational policies and decisions.

Notes