



SACE

South African Council for Educators

Towards Excellence in Education

ANNUAL PERFORMANCE PLAN 2023/24

Schedule 3A



The teaching
profession in our hands,
“our voices and plight matter“



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Professional Development

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EXECUTIVE AUTHORITY STATEMENT



South African Council for Educators (SACE) is a statutory professional self-regulatory body that is mandated by the SACE Act (Act no. 31 of 2000) to provide for the professional registration of educators as defined in section 3 of the Act; promote their professional development; and set, promote, and maintain the relevant ethical and professional standards. This mandate is further reinforced through the NDP, National Policy Framework on Teacher Education and Development in South Africa (2007), Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, Policy on Minimum Requirements for Teacher Education Qualifications, National Qualifications Framework Act (2008) as amended, and others. In analysing the situation under which the SACE mandate is implemented, it is important to understand some of the enabling and impeding factors to organisational performance and broader service delivery.

The entity's strategic direction is still determined by the current policy imperatives related to its mandate, which are amply supported by the National Development Plan (NDP), the Revised Framework for Strategic Plans and Annual Performance Plans (APP), as well as the framework and policies of the Department of Basic Education. Additionally, the Strategic Plan 2020-2025 serves as a blueprint for the Council, outlining its current strategic direction and vision for the next five (5) years and providing guidance for its plans to realise the targets and goals it has set for the teaching profession. In compliance with the Department of Planning, Monitoring & Evaluation (DPME) revised framework for strategic plans and APPs, SACE submitted its strategic plan mid-term assessment report which outlines progress towards the achievement of the outcomes as outlined in the strategic plan. The section of the external and internal environmental analysis will provide an overview of the entity's current operating environment and the factors influencing its goals for the APP 2023/2024.

Mrs AM Motshekga, MP
Executive Authority



FOREWORD BY THE CHAIRPERSON

In line with the Revised 2019-2024 Medium-Term Strategic Framework (MTSF), the APP's planned outcomes, outputs, performance indicators and targets support priority number one regarding the development of a capable, ethical, and developmental teaching profession and public entity as well as priority number one regarding priority number three regarding educators' and early childhood development (ECD) practitioners' education and skills (MTSF). In addition, the APP shows that the Council and the government are prioritising professionalisation. I am pleased to share the 2023–2024 Annual Performance Plan with you (APP). The APP gives a preview of SACE's anticipated results, outputs, and priorities for advancing the teaching profession in accordance with the organisation's strategic plan for the years 2020 to 2025.

The SACE Annual Performance Plan provides the organisation with the opportunity to navigate the constantly changing performance environment and deal with significant issues affecting the teaching profession in a creative and proactive manner. SACE five-year priorities remain unchanged. SACE management is still held accountable by this council for good fiscal management and the efficient, effective, and economical use of public funds. The Council is also making a significant effort to ensure that the audit findings are addressed and implemented in accordance with the external auditors recommendations.

The Accounting Authority (AA) commenced the process of reviewing and repositioning SACE as a public entity and professional self-regulatory body in the fiscal year 2021–2022. Thus, the mid-term strategic plan review process that took place in the 2022–2023 financial year as well as the SACE job evaluation process will greatly aid the Council in achieving outcomes. The reviewing and repositioning process will therefore conclude with recommendations that may also have an impact on and implications for the basic and higher education and training sectors.

Council approves this APP with the confidence that management and SACE personnel will make every effort to meet the outcomes outlined in this plan. In order to help the Chief Executive Officer (CEO) carry out the organisation's mission, Council, along with its various committees, commit to carrying out its oversight role.

A handwritten signature in black ink, appearing to read 'Mabutho Cele', is written over a horizontal line.

Mabutho Cele

Chairperson of Council

ACCOUNTING OFFICER STATEMENT



The 2023/24 APP is presented as the financial year marks the fourth year of implementing the entity's 2020-2025 strategic plan through this APP. While the APP programmes are aligned with the strategic plan, they are equally informed by the SACE Act. This Act mandates the AA to provide for the professional registration of all educators; promote the continuing professional development of educators; and set, protect, and maintain ethical and professional standards in the teaching profession. The Council's mandate is further strengthened by chapter 9 of the National Development Plan (NDP) of 2012, which underscores SACE's role in setting professional standards and ensuring that there is quality provisioning for educators' continuing professional development through the approval of providers and the endorsement of quality professional development programmes and activities.

It is important to note that the delivery of the APP programmes is dependent on the funding that is determined through mandatory membership fees of R192 per annum per educator, along with the funding of the CPTD system by the fiscus through the DBE's budget vote, which continues to be cut due to the country's economic situation. The preliminary budget of 2023/24 shows a significant decline and based on that, we have reviewed the performance indicators in order for the Council to meet its mandate. The programmes that were affected are programme 3: professional ethics; and programme 4: professional development. As outlined in the above sections the SACE strategic plan mid-term assessment report has indicated a need to align the performance indicators with the mandates well as available resources. Based on the legislative mandate and the available financial resources, the APP 2023/24 will focus on the below.

Professional Registration: As part of professionalising the initial teacher education space and the Work Integrated Learning (teaching practice in schools) space, student teachers will be provisionally registered. Additionally, newly qualified educators who are fit to practise will be registered once they have completed the screening and vetting processes. In ensuring that the basic education sectoral priorities are realised, people who are needed in the schooling sector for purposes of the implementation of the three-stream model and specialised areas in focus schools will be conditionally registered. More ECD practitioners will be registered following the signing of the proclamation regarding the transfer of the powers of the ECD function from the Minister of Social Development to the Minister of Basic Education.

Professional Development: The concept of lifelong professional learning is vital for practising educators' career-long professional learning journey and for developing a capable and qualified teaching profession and professionals.

Therefore, Council will emphasise and intensify the development of and support for participation in the CPTD system for the selected educators across the country. Again, educators will be capacitated and supported on various professional matters through blended approaches to promote the maintenance of professional and ethical standards. In ensuring that there is quality, relevant, and fit-for-purpose provisioning of professional development programmes and activities, professional development providers will be approved, and professional development programmes and activities will be endorsed.

The pursuit of the outcome of improved teacher competence is the preoccupation of the professional development programme. The programme is currently underperforming judging by its achievement related to the indicator of the 'percentage of educators participating in professional development activities. The challenges posed by Covid-19 have had an adverse effect on the programme, holistically. In the earlier years of the 2020-2025 period covered by the strategic plan, many service providers could not operate. When the lockdown eased, service providers generally began to offer development courses online rather than through contact sessions. This practice exposed the yawning inequalities existent in the broader South African society as educators in many schools and communities were confronted by high data costs and poor connectivity challenges. These issues discouraged the participation of a sizeable population of educators and therefore adversely affected the pursuit of the target associated with this outcome.

Efforts to expose student educators to the journey of continuous development have not yielded the desired results that were anticipated. A request was made to higher education institutions to share relevant student data that would allow the SACE to reach out to the students. Due to concerns about the ramifications of the POPI act for a decision approving such a request, many of the institutions refused to share the requested information. Those that did, would not provide students' identity numbers.

Ethical Standards: This programme serves the purpose of promoting and maintaining ethical standards in the teaching profession, as reflected in the Code of Professional Ethics. When educators deviate from the set ethical standards and become guilty of misconduct, they are reported to SACE. This is followed by investigations, disciplinary hearings, and sanctioning. While many investigations have been completed, cases fail to be finalised due to the disciplinary hearings being affected by complex factors. Therefore, this programme has been divided into three sub-programmes with the use of percentage indicators as a strategy for SACE to plan and account for what it can control in terms of reported cases. The outcome of 'maintained ethical standards is the focus of the ethical standards programme. The programme recognises the need for educators to continuously conduct themselves in a morally and ethically upright manner. The positive crafting of the outcome has shown a need for the APP performance indicators to be amended. This programme budget for the 2023/24 financial year has been reduced significantly. The outcome in the strategic plan shows that, educators who transgress are expected to be removed from the registration roll after the due process of investigations, disciplinary hearings and sanctions has played out. During the 2020-2022 September period 30 educators were struck off the SACE registration database.

This penalty was meted out to 11 and 19 educators in the 2020/2021 and 2021/2022 years, respectively. Despite this, it is encouraging to see that the number of educators that remain on the SACE database which is a testament to their adherence to the code of professional ethics has increased during the period. Indeed, the 5-year target of 400 000 educators upholding the high ethical standards of the teaching profession has already been exceeded as 596 896 educators are currently on the SACE database.

Research: Council plays an important legislative role in advising the Ministers of Basic Education and Higher Education and Training on various educational and professional matters. This advice is evidence-based in terms of various research projects and SACE data sets on professional registration, reported ethical misconduct cases, the CPTD information system, and others. The advice is also used to inform planning and decision-making in council structures and the teaching profession.

Professional Teaching Standards: Council is engaging Higher Education Institutions and guiding the final-year student teachers (B.Ed./PGCE) to be registered with Council. To date, 8554 student educators registered with Council between April and September 2022. These student educators are from both public and private HEIs. The SACE is still driving these sessions for other HEIs and has shared MOUs with these HEIs to enhance the relationship and data-sharing processes.

Currently, the SACE is promoting Professional Teaching Standards to educators within focus areas 4 to 8. The Council has a revised promotion strategy to reach out to educators through all platforms to make the standards known. Council is also working collaboratively with stakeholders and the department to promote the standards.

The strategic plan mid-term assessment report has highlighted a number of issues relating to technical indicator description as well as performance indicator targets. The report continues to indicate that some of the indicators employed for performance measurement are incapable of reflecting gradual progress towards the realisation of targets that have been set, in the way that they should. To some extent, indicators must be sensitive to changes being realised en-route to achieving the result of output or outcome that a programme seeks, and some are not. There is a case where an indicator worded as a percentage has been chosen and yet a number has been reported.

Therefore, the recommendations and findings of the report have resulted in changes in the programme structure in collapsing the subprogrammes and also amending the output indicator title as well as the targets which should respond to the findings as well as the budget alignment.



Ms ME Mokgalane

Accounting Officer of the South African Council for Educators

OFFICIAL SIGN-OFF

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of **The South African Council for Educators** under the guidance of the **Department of Basic Education and Council Structures**;
- Takes into account all the relevant policies, legislation and other mandates for which the **South African Council for Educators** is responsible; and
- Accurately reflects the Impact, Outcomes and Outputs that the **South African Council for Educators** will endeavour to achieve over the period of **2023/24**.



Ms NY Lechaba

Programme Head: Professional Registration
and Professional Teaching Standards

31 January 2023

Date:



Ms TV Sophethe

Head/Manager Responsible for Planning
M&E and Reporting

31 January 2023

Date:



Mr GM Mapindani

Chief Financial Officer

31 January 2023

Date:



Ms ME Mokgalane

Accounting Officer

31 January 2023

Date:



Approved by:

Mr Mabutho Cele

Chairperson of Council

31 January 2023

Date:

Approved by:

Mrs AM Motshekga, MP

Executive Authority

Date:

LIST OF ACRONYMS

Africa Federation of Teaching Regulatory Authorities	AFTRA
Continuing Professional Teacher Development	CPTD
Continuing Professional Teacher Development Management System	CPTD MS
Department of Basic Education	DBE
Department of Higher Education and Training	DHET
District Teacher Development Centres	DTDCs
Education Deans Forum	EDF
Higher Education Institutions	HEIs
Medium-Term Expenditure Framework	MTEF
National Development Plan	NDP
Post-level one educators	PL1
provincial education departments	PEDs
Professional Teaching Standards	PTSs
South African Council for Educators	SACE
South African Qualifications Authority	SAQA



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PART A **OUR MANDATE**

PART A: OUR MANDATE

1. Updates of the relevant legislative and policy mandates

TITLE
<ul style="list-style-type: none"> ▪ The Constitution of the Republic of South Africa (1996): It is fundamental in promoting the values that are consistent with the basic human rights, as well as ensuring that the child's welfare is paramount when making decisions about their lives. ▪ SACE Act, 2000 (Act no. 31 of 2000 as amended): It mandates SACE to provide for the professional registration of educators, promote their professional development, and set, protect, and maintain the profession's ethical and professional standards. ▪ 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). ▪ Employment of Educators Act, 1998 (Act no. 76 of 1998): It regulates the employment of educators and has implications for SACE in relation to issues of educator misconduct and the reporting thereof by the employers of educators. ▪ The Children's Act, 2005 (Act no. 38 of 2005): SACE is required to implement the SACE Act and enforce the code of professional ethics in line with the Children's Act, ensuring that the names of the sanctioned educators that are not fit to work with children are recorded there. ▪ The Criminal Law (Sexual Offences Act) Amended Act of 2007: It deals with the legal aspects pertaining to sexual offences and the inclusion of the convicted sex offenders in the National Register for Sex Offenders.

2. Updates to Institutional Policies and Strategies

- **NDP: Vision 2030: National Development Plan (2012):** requires that SACE play a quality management role in the approval of professional development providers and endorsement of quality professional development programmes/activities, as well as setting professional standards for the teaching profession.
- **Medium-Term Strategic Framework:** in implementing its mandate, SACE should take into account the government's strategic direction and the 2019-2024 priorities as follows:
 - Priority 1: Building a capable, ethical and developmental state;
 - Priority 2: Economic transformation and job creation;
 - Priority 3: Education, skills and health;
 - Priority 4: Consolidating social wage through reliable and quality basic services;
 - Priority 5: Spatial integration, human settlements, and local government;
 - Priority 6: Social cohesion and safer communities; and
 - Priority 7: A better Africa and World
- **District Development Model: decentralising the SACE services** by working collaboratively with the education districts in accelerating the delivery of the SACE mandates closer to where the schools are in terms of the promotion and management of the continuing professional development system, and the maintenance of the ethical and professional standards.

- **National Strategic Plan on Gender-Based Violence:** the protection of women and children against gender-based violence and femicide in the basic education sector, through interventions that contribute to the achievement of the national strategic plan on gender-based violence, is vital.
- **The Human Resources Development Strategy for Early Childhood Development (based on the National Integrated Early Childhood Development Policy) (2018):** The professionalisation of the ECD sector is important in terms of ensuring professionally registered and capable ECD practitioners and educators within the DBE/DSD ECD function shift process.
- **National Policy Framework of Teacher Education and Development in South Africa – More Teachers, Quality Teacher (2007):** stipulates SACE’s central role in managing a system for continuing professional development for educators in the schooling sector with the support of the Department of Basic Education, Provincial Education stakeholders and stakeholders in the sector.
- **Policy on Minimum Requirements for Teacher Education Qualifications (2016):** guides the sector on the minimum qualifications for entry into the teaching profession and continuing professional development in learning throughout an educator’s career.
- **The Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators:** guides the sector on the minimum qualifications for entry into the ECD levels within the teaching profession and continuing professional development and learning throughout the practitioners’ and educators’ careers.
- **Integrated Strategic Planning Framework on Teacher Education and Development in South Africa (2011):** This is an integrated and collaborative plan for teacher education and development in South Africa and clarifies various stakeholders’ roles and responsibilities in that regard. SACE’s quality management role in the provisioning of continuing professional development by various providers is underscored. The continued implementation of this plan should also be understood within the broader context of the review and reflection process and the resolutions and declaration taken at the sector’s multi-stakeholder Teacher Education and Development Summit held in November 2021.

Other institutional policies and strategies over the five-year planning.

- ICT Strategy (2020)
- Communication Strategy (2020)

3. Update to Relevant Court Rulings

The principal of Grey College vs SACE

- The educator herein was charged with several counts of examination fraud.
- ETHCOM took the decision that charges be preferred against him.
- The educator took the decision to charge him on review on the basis that he was not afforded an opportunity to respond to the allegations, despite having responded twice to the allegations
- This matter was heard on 7 June 2021 and SACE lost the case and is currently appealing the judgement.
- The judge in the matter could not distinguish between SACE and the Department of Education and ruled that in all instances, SACE should wait for an employer to finalise its case before SACE can deal with such a matter.
- This means that SACE will never be able to process a case until an employer has dealt with such a matter. The argument was both wrong in law and fact.
- On 5 December 2021 SACE appeared and applied for leave to appeal in the Bloemfontein High Court.
- The Court dismissed the SACE application for leave to appeal with costs.
- SACE referred the matter to the Supreme Court of Appeal (SCA).
- The SCA dismissed the SACE petition for leave to appeal.
- The leave to appeal has been scheduled for a hearing in the Constitutional Court, Johannesburg; on Thursday 17 November 2022 at 10h00.

Centre for Child Law (CCL) vs SACE

- The CCL took the SACE to court, challenging the sanctions that were imposed upon 2 educators.
- These cases took place in 2 separate provinces, although the sanctions imposed by different presiding officers were almost similar.
- One of the cases took place in Gauteng and another one in Limpopo; both matters involved corporal punishment where both educators were found guilty of slapping learners in the 2 respective schools.
- ETHCOM sanctioned the 2 educators to removal from the register for a period of 10 years and a fine of R15 000.00. The fines were in line with the SACE mandatory sanction and within the ambit of Section 5 of the SACE Act.
- The parents of the learners, through Section 27, an NGO, are challenging the sanctions as being too lenient and
- On 24 October, SACE received a judgement wherein the judge dismissed the prayers by the applicants instead, the court ordered SACE to consult with the CCL when reviewing its mandatory sanctions to ensure that the interest of the child is catered for when reviewing the sanctions.
- The court ordered the SACE to pay the costs of the CCL.
- SACE is currently studying the judgement and obtaining further advice.



PART B
OUR STRATEGIC FOCUS

PART B: OUR STRATEGIC FOCUS

1. UPDATED SITUATIONAL ANALYSIS

INTRODUCTION

SACE is a statutory professional self-regulatory body that is mandated by the SACE Act (Act no. 31 of 2000) to provide for the professional registration of educators as defined in section 3 of the Act; promote their professional development; and set, promote, and maintain the ethical and professional standards. This mandate is further reinforced through the National Development Plan, National Policy Framework on Teacher Education and Development in South Africa (2007), Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, Policy on Minimum Requirements for Teacher Education Qualifications, National Qualifications Framework Act (2008) as amended, and others.

EXTERNAL ENVIRONMENT ANALYSIS

It is widely acknowledged that teachers play a crucial role in ensuring that children learn and are holistically developed. Nonetheless, it is difficult to avoid discussing the educational environment given the devastating effects of COVID-19 on the teaching and learning environment and the ongoing disruptions around the world. Because of COVID-19, the most vulnerable communities in South Africa experienced the worst disruptions to education, mainly because of pre-existing educational disparities and South Africa being a developing country. The pandemic also compelled the international community to consider alternative forms of instruction, such as using technology to deliver lessons. As a result, many nations were forced to create alternative educational policies that took digital and broadcast-based learning into account. Consequently, according to UNICEF (2020), 42% of countries used digital learning for pre-school education, 74% used it for primary education, and 77% used it for secondary education.¹ To accommodate students without access to digital platforms, the Department of Basic Education in South Africa had to implement several alternative modes of delivery, including digital, radio/TV-based teaching, take-home packages for remote learning, and rotational learning. StatsSA (2020) reported that only 11,7% of South African schools provided options for remote learning, as opposed to 88,3% of schools that did not offer remote or home-schooling options, illustrating the enormous disparities in the educational system of South Africa. Additionally, as Figure 1 indicates, just over 1.1 million children between the ages of 5 and 13 and 14 and 18 missed an entire academic year in 2020 by not attending school.² Further to that, access to educational facilities deteriorated, especially for the most vulnerable groups, as more than 400 schools were vandalised during the pandemic.³ Teachers were at the centre of these challenges and had to actively navigate and ensure that teaching and learning continues.

¹ <https://data.unicef.org/resources/remote-learning-reachability-factsheet/>

² GHS 2020 P0318 (statssa.gov.za)

³ <https://www.polity.org.za/article/almost-400-schools-vandalised-during-covid-19-lockdown-2020-04-17>

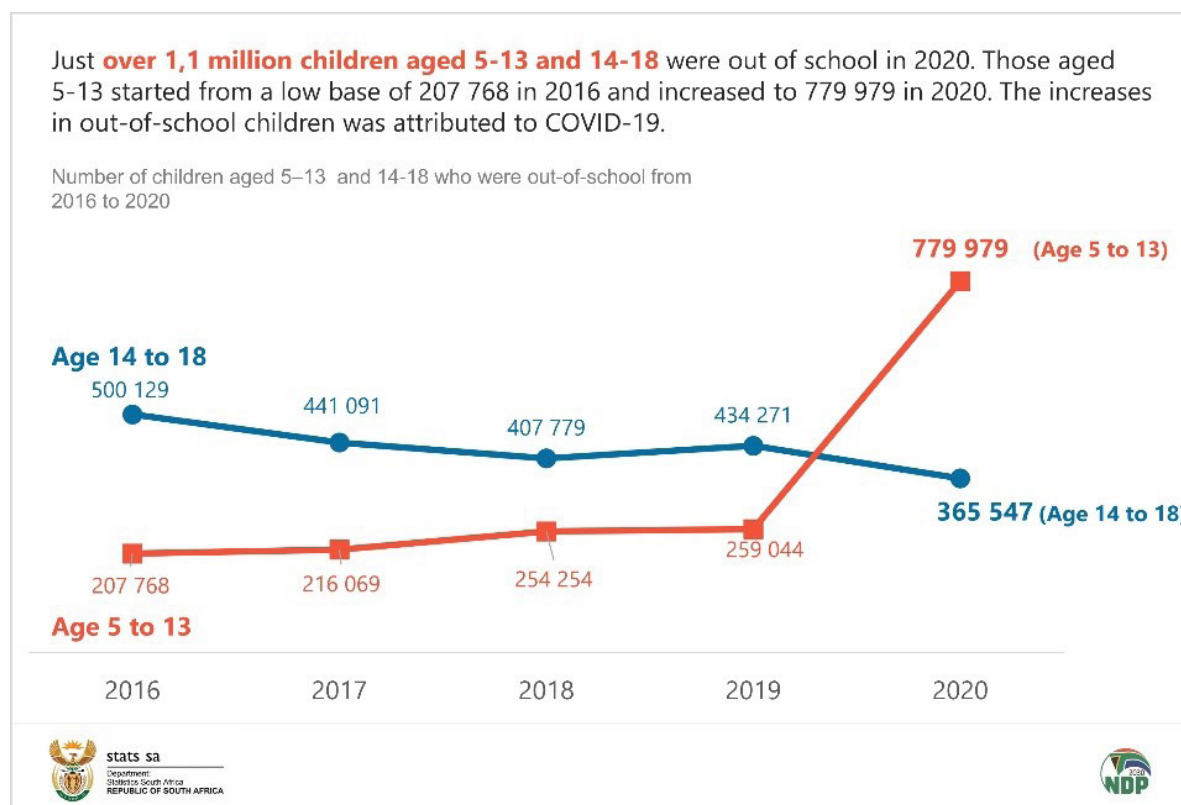


Figure 1: Source StatsSA, 2021

The pandemic created challenges and further laid bare the socio-economic inequalities in the teaching profession around the world. Globally, 63 million primary and secondary school teachers were impacted by school closures during the pandemic (UNESCO, 2020). ⁴Teachers' inability to plan, deliver, and evaluate distance learning for learners was further complicated by their lack of digital literacy and readiness for using distance learning pedagogies. This made an already fragile system even more vulnerable, especially in South Africa, where remote learning was inaccessible to more than 70% of students who lived in rural areas or low-income households (StatsSA, 2021). ⁵ This situation questioned the clear objective of the United Nations Sustainable Development Goal 4 on quality education to ensure inclusive and equitable quality education and to encourage opportunities for lifelong learning for all. ⁶ The aim of the objective is to significantly increase the supply of qualified teachers by the year 2030 to support the delivery of high-quality education, according to target 4C. One of the key factors influencing education is the teachers. Teachers are constantly mobilising and innovating, with the help of school administrators, to enable teaching and learning in schools.

It is anticipated that there will be a flood of new policies aimed specifically at regaining greater control in the 2024 general election because the ANC government lost support nationwide in the local municipal elections in 2021. However, there is also a chance that opposition parties will have more influence during 2024 election, , giving the ruling party less control overall. Future government policy may reflect different viewpoints if this happens. The government has committed to putting a greater emphasis on education in the nation through the proposed National Development Plan to eradicate poverty and reduce inequality, describing education as the best investment a country can make towards the future prosperity of its citizens. According to a report released by Amnesty International today (2020), the South African education system, which is characterised by deteriorating

4 <https://iite.unesco.org/news/teacher-task-force-calls-to-support-63-million-teachers-touched-by-the-covid-19-crisis/>

5 <https://www.statssa.gov.za/publications/Report-92-01-08/Report-92-01-082020.pdf>

6 <https://data.unicef.org/sdgs/goal-4-quality-education/>

infrastructure, overcrowded classrooms, and relatively poor educational outcomes, is failing too many of its children and perpetuating inequality, with the poor being the hardest hit.⁷ Major change is urgently required for South Africa to adhere to its own constitutional requirements as well as its obligations under international human rights law with regard to education.

Many schools in South Africa have poor or inadequate infrastructure. Non-attendance at school is high in South Africa, which has an adverse effect on academic performance. Many students attend schools in formerly impoverished urban areas that are overcrowded, lack decent libraries and study spaces, and have outdated classrooms. However, things are worse for students in rural areas because there are no libraries, no electricity, outdated classrooms and pit toilets that jeopardise health and safety. This type of infrastructure is insufficient, endangering students' health as well as their ability to focus and do well in class. Having sufficient infrastructure should be a top priority in every school to ensure high standards in education, further enabling an environment where teachers are able to teach with confidence.

The lack of adequate infrastructure makes it impossible for students to receive quality instruction from teachers. In addition to being overworked, teachers also teach in crowded classrooms, which has a detrimental effect on instruction. Due to the increased disruption in the classroom, this disadvantages children who require more assistance or attention. It is understandable why teachers find it challenging to supervise more than 50 students while also giving each child their undivided attention. Additionally, some teachers are forced to teach more than one grade, even though they may not be certified to do so; because of the demand and the teacher-to-student ratio, they are overworked and unable to give their best to the students.⁸

Students must have access to the most recent textbooks and the money to buy readers, workbooks, exercise books, and other essential learning materials if they are to advance in their education. All these study aids cost money, which many students do not have, and because the education system lacks funding, many students cannot rely on the school to provide the necessary materials. This further impinges on the ability of teachers to adequately deliver lessons and may put a strain on how they work and develop as teachers. Additionally, the recent pandemic has demonstrated the value of having adequate digital learning resources and being flexible. The effects of COVID-19 on socio-economic development issues in South Africa, such as education, showed that many students lack the means to receive an education that will enable them to contribute to the economy.

As a result, students continue to be at a disadvantage and the wealth/poverty gap widens. This will later have a cascading effect on the economy as students enter the workforce without the necessary skills to support economic growth. An already vulnerable economy has been weakened by the COVID-19 crisis. After two consecutive quarters of growth, the real gross domestic product (GDP) fell by 0.7% in the second quarter of 2022, according to StatsSA.⁹ The South African economy had only recently returned to its pre-pandemic levels when the devastating floods in KwaZulu-Natal in 2021 and load shedding caused a decline that had a negative effect on the economy's already precarious state.

The KwaZulu-Natal floods had an impact on over 600 schools, 101 of which were rendered inaccessible, and 124 sustained significant damage.¹⁰ These challenges have added to an already fragile educational system.

7 <https://www.amnesty.org/en/latest/news/2020/02/south-africa-broken-and-unequal-education-perpetuating-poverty-and-inequality/>

8 <https://www.dbsa.org/article/socio-economic-factors-challenge-sas-education-system>

9 <https://www.statssa.gov.za/?p=15728>

10 <https://www.sanews.gov.za/south-africa/over-600-schools-impacted-kzn-floods>

Over the past ten years, South Africa's growth lagged: the GDP per capita was already lower in 2019 than it was in 2008. The unemployment rate is still high, hovering around 35%, and it even exceeds 50% for young people.¹¹ Spending pressures are intensifying in the interim to close the funding gap in higher education, infrastructure, and healthcare. Spending efficiency should be increased to meet those needs while putting public finances on a more sustainable course, which is essential to regaining public confidence. According to the most recent statistics, the devastating effects of the COVID-19 outbreak on education left students between 75% and a full school year behind where they should be. Children have lost 54% of their instructional time due to rotating attendance and sporadic school closures. 400,000 and 500,000 students are said to have dropped out of school altogether between March 2020 and July 2021.¹² Children in informal urban and rural environments are most likely to drop out of school, and household poverty is also a major factor. In addition, the educational system cannot afford more shocks like the unrests that led to the vandalism of more than 140 schools in KwaZulu-Natal and Gauteng. This follows the more than 2,000 schools that were broken into and looted in 2020 during the strict COVID-19 lockdown.¹³

The SACE Act (Act No. 31 of 2000), which established the SACE as a statutory professional self-regulatory body, requires it to set, promote, and uphold the pertinent ethical and professional standards, as well as to provide for the professional registration of educators as defined in Section 3 of the Act. The National Qualifications Framework Act (2008) as amended, the NDP, the National Policy Framework on Teacher Education and Development in South Africa (2007), the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, the Policy on Minimum Requirements for Teacher Education Qualifications, and other laws serve to further support this mandate.

When examining the environment in which the SACE mandate is being carried out, it is essential to comprehend some of the enabling and restraining factors that have an impact on organizational performance and overall service delivery. As of 30 September 2022, the Council had a register of 125 825 professionally registered teachers from both public and independent schools for the period March 2020-September 2022, according to the SACE registration database. Despite making progress in the professional registration of educators in the education sector, the Council continues to encounter some issues with the employment of unregistered educators in some provincial education departments (PEDs) and the independent schooling sector. The Education Deans Forum (EDF) frequently raises the issue of student teachers being hired through governing body positions without having completed all their education requirements. The professional oversight of the teaching profession is in jeopardy due to these issues.

As the watchdog of the teaching profession and a professional association that maintains a register of qualified educators throughout the country, SACE has an interest in the sector's current imbalances in teacher supply, absorption, and utilisation. Using its register of qualified educators, the Council hopes to inform the DHET's five-year statement on enrolment planning for universities by conducting multi-stakeholder research and adhering to data management and analysis procedures.

It should be noted that the SACE Act does not cover the professional registration of ECD practitioners in educational settings outside of grade R. This group has been unofficially registered through a Council resolution. Despite the current situation, SACE must prioritise the professionalisation of the sector in terms of structured professional registration, quality management of CPD programmes, and

¹¹ <https://tradingeconomics.com/south-africa/unemployment-rate>

¹² <https://www.unicef.org/press-releases/covid19-scale-education-loss-nearly-insurmountable-warns-unicef>

¹³ <https://www.unicef.org/southafrica/press-releases/learners-south-africa-one-school-year-behind-where-they-should-be>

learning interventions for practitioners and educators delivering curricula and learning for ECD as a result of President Ramaphosa's signing of the national proclamation on the ECD function shift and the ECD human resource strategy from the Department of Social Development to the Department of Basic Education.

PESTEL ANALYSIS

Political Factors	<ul style="list-style-type: none"> Curriculum Changes (3-stream curriculum model): SACE must make sure that approved providers accommodate this change to effectively provide teachers with the necessary training. A flurry of fresh regulations may be made with the express purpose of gaining more power in the general election of 2024 after the ANC government suffered a loss of support in the country during the local municipal elections of 2021. Early childhood development function shift: significance of outlining the SACE role and its implications for ECD teachers' credentials and professional growth.
Economic Factors	<ul style="list-style-type: none"> Teacher demand and supply. Overworked and under-qualified teachers. Lack of learning and teaching materials; teaching and learning outcomes are negatively impacted by load shedding and an unstable electricity supply (impact on running water in schools, heat, and light). The Department of Basic Education's allocation of funds to SACE was reduced by 15.8% in 2022–2023. Despite the decline of 0.7 GDP which was caused by load shedding and Floods in KwaZulu-Natal, President Cyril Ramaphosa has welcomed the 1,6% growth in the third quarter. The infrastructure of schools in KwaZulu-Natal and Gauteng was damaged by civil unrest in 2021, costing millions of Rand.
Social Factors	<ul style="list-style-type: none"> Inadequate facilities (poorly maintained libraries, study areas, crammed classrooms, and pit toilets in schools) pose risks to teaching and learning as well as to the health and safety of students and teachers. The rising school dropout rate due to socio-economic factors (child-headed households, unemployment rate, etc)
Technological Factors	<ul style="list-style-type: none"> Full implementation of Robotics and coding to be taught in the 2023 academic year. Training of teachers on coding and robotics needed. Load shedding may have a detrimental effect on teachers' professional development, making it more difficult for them to track and report their CPTD points.
Environmental Factors	<ul style="list-style-type: none"> Global warming effects such as repeated flooding leading to schools being inaccessible, impacting teaching and learning Damaged infrastructure due to flooding leading to the loss of teaching and learning time
Legal Factors	<ul style="list-style-type: none"> The prolonged nature of amending the SACE Act. The BELA Bill is still going through consultation.

INTERNAL ENVIRONMENT ANALYSIS

PROGRAMME 1: ADMINISTRATION

The Council managed to heighten service delivery to the teaching profession through several professional development and support activities, outreach sessions, engagements, and collaboration with stakeholders, as well as the purchasing of provincial offices in the Eastern Cape and Free State provinces. The 2017-2021 Council term of office came to an end on the 31st of July 2021. The Minister of Basic Education appointed 29 new people to serve as SACE Council members for the 2021-2025 term of office. As a result, the 2021- 2025 Council was formally constituted equally, the constituted Council was inaugurated by the Minister on the same day of its formal constitution.

The Council continues to provide quality assurance within the collecting, verifying and reporting of performance information of the core mandate. Statutory Reports and documents have been provided to the DBE and are in compliance with PFMA, Framework for Strategic Plans and Annual Performance Plans, Framework for Managing Programme Performance Information and PMER Policy Framework 2022-24. The consistent submission of eQPRS and Quarterly Report to DBE in due time ensures good governance and compliance with legislation. Since the training of the panellists, the number of cases that were investigated increased exponentially and it is expected that investigations will be finalised speedily in the future. The panellists will receive further training to enable them to prosecute and preside over disciplinary hearings. This will also increase the number of disciplinary hearings that the SACE will be able to finalise.

The Council received a fair media balance and managed to reach out to its target audience. As part of intensifying the teachers' rights campaign, media bulk buying was procured through 4 TV channels with prime-time news clock adverts. These were preceded by the issuing of three media statements, thus increasing the visibility of SACE to the public. More initiatives of the Council were communicated using other platforms which included posts on the SACE website, internal communication posts to staff members, and production of a video clip on the Safety and Security Handbook. The Council has to do with the legislative requirement of payment of suppliers within 30 days of receipt. The Council had improved in this indicator by paying 99.54% against the target of 100%.

PROGRAMME 2: PROFESSIONAL REGISTRATION

Certificates of registration are issued to professionally qualified teachers in accordance with Chapter 3 Registration of Educators Section 22 of The South African Council for Educators Act No. 31 Of 2000. Teachers who are registered in the special category are also issued with a special category registration certificate which has been issued with effect from June 2020. The Council provides registration through different modes online, walk-in, postage and email. Modes of submitting applications make the Council reach out to educators despite their challenges.

The Council administers the vetting of teachers for registration and makes sure only fit-to-teach educators are registered. The Council introduced the submission of police clearance as a compulsory measure for applicants to be registered. Applicants who presented with Criminal offences: The Process of Vetting revealed the offences and enabled the Council to identify applicants with criminal offences. These applicants were taken through the process of being fit to teach. a discovered that applicants were Professionally Qualified Teachers, Student Teachers, ECD practitioners, and TVET lecturers. Council managed to give the applicants below an opportunity to register with the Council after being taken through the rigorous process of fit to teach.

Professionally Qualified: These are educators applying for registration with the Council for the first time. After submitting all documentation and meeting all the registration requirements, they are registered as professionally qualified educators and issue registration certificate. **Student Educators:** These are students teachers' applying with the Council for the first time while they are still studying towards a teaching qualification such as the Bachelor of Education (B.Ed.). Student Educators are registered provisionally until they complete their qualifications. Student teachers are not registered for employment purposes, but for protecting the public, children and the profession when they interact with the children during their teaching practice in schools. They can only work in schools as interns (through the learnership mode of teacher training) under supervision, coaching and mentoring by a qualified teacher at all times in line with the learnership requirements.

The student educators are issued with a provisional letter and not a certificate. Provisional registration is only valid for a period of one year. These teachers are academically qualified but professionally unqualified, e.g., Bachelor of Commerce (B.Com.) teaching business studies. They are registered on condition that they will become professionally qualified within a period of two years by studying towards a Post Graduate Certificate in Education (PGCE). Should they fail to complete the PGCE within the given period of two years, they will be given a one-year grace period to allow them to complete their studies. Failure to complete the PGCE in three years will result in their removal from the Council register of educators.

Special category of registration: Under this category, Council has teachers who are registered and bound to their area of specialisation e.g., Music teachers. They are registered on the condition that they teach in their field of study and are not expected to study towards a Post Graduate Certificate in Education. In June 2020, the Council commenced the process of issuing certificates of registration to teachers who are registered in the special category. The Basic Department of Education and all relevant stakeholders were contacted to inform them about the certificate of registration for the special category. **Foreign Nationals:** They are registered in the category of foreign nationals and are issued a registration letter. The registration validity period of foreign nationals is linked to the expiry date on their permits. No foreign national is issued a registration certificate unless they acquire South African Citizenship or are in possession of a SA green barcoded identification book.

PROGRAMME 3: ETHICAL STANDARDS

The Council processes all cases on a First-In-First-Out (FIFO) basis. This means that cases that are lodged first are processed first, with the exception of serious breaches of the code such as sexual offences and severe assault, among others. As such Council processes rolled over cases from the previous calendar year starting with the conduct of preliminary screening, investigations and hearings. Initial consideration of complaint (recommendations for closure of complaints and or directive by ETHCOM) is aimed at establishing whether a case does exist in terms of the evidence furnished at the lodgement of such a case. Cases are also first screened to establish if they are within the jurisdiction of the Council to process. This is so because Council receives many complaints including ones against learners or labour matters which are not within the ambit of SACE to handle. Labour matters are within the jurisdiction of the employer to handle and not SACE. Student misconduct is not within SACE jurisdiction but that of the school and its management to handle.

SACE only processes cases that pertain to breaches of the Code of Professional Ethics by educators and TVET lecturers. However, Council continues to receive many complaints and cases that are outside its jurisdiction, such as cases involving financial mismanagement and submission of

fraudulent certificates; one case involved a plea and sentence agreement owing to failure to locate the witnesses, and in the other, the educator was given an advisory or caution letter. Council hearings occur under the cloud of adversarial resistance by accused educators.

There are generally two legal systems under which cases are processed globally, namely the inquisitorial and adversarial systems. The inquisitorial system is one which takes the form of an enquiry and controlled by the presiding officer. The approach is practised in countries like France, Germany and Switzerland. On the other hand, the adversarial system is competitive, involving the use of tactics to win cases at all costs. This is a system applicable in common law countries like the United Kingdom, the United States of America and South Africa. Litigants seek to outwit each other. Council operates under an adversarial system where accused educators attempt to evade responsibility for their actions. In that light, educators do all that is in their power to avoid attending to hearings for fear of losing their teaching licence. Thus, they attempt to use sickness and postponement owing to the need for more time to prepare, among other delay tactics. Council however continues to conduct hearings to determine the verdict in each case. In this light, Council attempted to use virtual systems for hearings and in each case, educators gave many excuses including lack of resources such as gadgets and data to appear before SACE.

The Council continues to experience the usual challenges of postponements, and lack of cooperation with witnesses in other instances but making all the efforts to curb these and general finality to cases. The Council also experiences pressure from media requests for access to its processes which is untenable as Council processes are private and not open to the public. The organisation plans to process more cases through the appointment of more panellists to mitigate against areas of poor performance. However, this is not possible for the 2023/24 as the budget for the programme has been reduced significantly. The other challenges of great concern to the Council include the closure of schools and the unavailability of witnesses makes it impossible for Council to process any cases. The Council's work is governed by section 35(3)(h) of the Constitution of South Africa Act No. 108 of 1996 in terms of which all accused persons are afforded the preponderance of innocence until the contrary is proven otherwise. In that light, all allegations against educators must be substantiated by proof. Such proof includes, among other things, sworn testimony of persons who have personal knowledge as to the facts alleged. The majority of the persons required to make sworn testimony are students who are only accessible when schools are open. The division is unable to conduct any investigation or hearings as long as schools remain closed. Further, the Council's sources of funding to process cases are limited due to the sliced budget. After conviction, verdicts are reached in hearings and sanctions are imposed on educators. Broadly, two sanctions exist which may be imposed on teachers in terms of the SACE Mandatory Sanctions Policy. First, indefinite removal from the register of practising educators is the harshest sanction meted on teachers. This implies such a teacher has no reasonable prospect of practising the teaching of children due to being entered in the register of persons who are not fit to work with children. These are educators who would have committed serious offences, the examples of which include sexual misconduct – rape, impregnating a learner and sexual relations with learners broadly, and severe assault of learners.

PROGRAMME 4: PROFESSIONAL DEVELOPMENT

The Council has supported educators across provinces, who are part of the 5% of educators that are given an extra dosage of support in reporting their participation in the Continuing Professional Teacher Development Management System (CPTD MS). The advocacy and support have resulted in 2,284 educators reporting their activities in the CPTD-IS. The provinces which had invested mostly

in the support of the 5% cohort are: KwaZulu-Natal (which has three coordinators) = 619, Gauteng (with one coordinator) = 449 and Mpumalanga = 217.

The remaining provinces contributed minimally to the total output. It is worth noting that provinces that are rural and semi-rural are struggling to provide the necessary support (Eastern Cape = 143, Free State = 148, Limpopo = 16. This state of affairs has led the Council to consider face-to-face support as part of balancing the support given to urban and rural educators. As part of the Council's programme in preparing student teachers from Higher Education Institutions, the Council is continuously orienting and signing up final-year student teachers in the CPTD Information System, coupled with the orientation into the system the student teachers are taken through the Code of Ethics (CoE). The advocacy in relation to the institutionalisation of the support of the CPTD MS, has led to an increase in demand for collaboration from stakeholders. The demand came largely from schools, teacher unions and provincial education departments, largely the invite came from those who are from deep rural areas as the Council is taking its services to such areas, targeting newly appointed educators and School Management Teams (SMTs). The stakeholders are beginning to warm up to the role of the Council in relation to the Code of Ethics (CoE) and the implementation of the Continuing Professional Teacher Development Management System (CPTD MS).

Council still ensures credible quality professional development providers are approved to increase the pool of quality providers who will participate in developing SACE-registered educators. These were from the Western Cape Province and the majority were from the Gauteng province. The Council also monitors compliance in the delivery of quality-based activities approved and endorsed by the Council. The virtual site visit instrument has been developed to conduct virtual site visits and solicit feedback from the participants attending the training being conducted. The feedback is consolidated into a spreadsheet of information showing who has been part of the training and how they found the training.

DATA FORECASTS

All registered educators have been submitting police clearance as a form of vetting by SACE, however, some misrepresentations of documents were submitted by applicants for registration with Council. Below is the number of misrepresentation cases opened by the Council for this reporting time:

No.	Gender	Nationality	Documents submitted	Action taken
1	Female	South African	Qualifications (Matric certificate)	Arrested and Blocked on the registration system
2	Male	South African	Fake police clearance certificate	Blocked on the registration system
3	Male	South African	Fake registration certificate and qualifications	Arrested and Blocked on the registration system
4	Female	Zimbabwean	Fake SACE Letter and work permit	Arrested and Blocked on the registration system
5	Female	Zimbabwean	Fake SACE Letter	Arrested and Blocked on the registration system
6	Female	Zimbabwean	Fake SACE Letter	Arrested and Blocked on the registration system
7	Female	Zimbabwean	Fake SACE Letter	Arrested and Blocked on the registration system

PROFESSIONALLY QUALIFIED

No	Criminal Description	Qualification registered	Gender
1	Previously charged: Assault	B.Ed.	Male
2	Speeding offence admission of guilt	DIPLOMA IN EDUCATION	Male
3	Theft	PGCE	Male
4	Got caught smoking marijuana.	B.Ed.	Male

STUDENT EDUCATORS WITH CRIMINAL OFFENCE

No	Criminal Description	Qualification registered	Gender
1	Possession of dagga	B.Ed.	Male
2	Possession of dagga	PGCE	Male
3	Shoplifting	ACE	Male
4	Fraud	B.Ed.	Male
5	Drunken driving	PGCE	Male
6	Theft	BA Ed.	Female
7	Traffic fines	PGCE	Female

ECD PRACTITIONERS WITH CRIMINAL OFFENCE

No	Criminal Description	Qualification registered	Gender
1	Previously charged: Assault	ECD level 4	Female

TVET LECTURER WITH CRIMINAL OFFENCE

	Criminal Description	Qualification registered	Gender
1	Possession of illegal substance	National Diploma	Male

ORGANISATIONAL ENVIRONMENT**Staff Complement**

As part of strengthening internal capacity, a number of vacant posts were filled and subjected to employment equity processes. The filled positions are in Professional Development, Corporate Services, ICT, and PMERR divisions. Budgetary constraints and cost containment measures continue to affect the organisational environment, particularly in relation to the training of staff and managers as some training sessions had to be scaled down due to funding. Training of staff members is ongoing with an attempt to upskill employees to improve general organisational performance. The Council is in a stable environment to enable Service delivery from various Divisions.

Council manages Employee Performance through a collective agreement on Performance Evaluation System Guidelines that direct and guide employee evaluation. This is a management tool/instrument that is used to measure the Individual and collective contributions towards the strategic achievement of SACE objectives as espoused in the Strategic Plans, Mission and Vision towards 2025. The Vision is based on eight principles being, Service Oriented, Quality, Respect, Dignity, Responsibility, Tolerance, Transparency and Accountability. The Evaluation of Employees is conducted on an annual basis wherein the formal evaluation is conducted in the last quarter of each year. It is, again, a great pleasure to report that all SACE employees were evaluated during the period under review. The Evaluation Guidelines are under review and there are consultations with labour representatives to address a few of the inadequacies of the instrument and further strengthen the guidelines.


The Council continue to offer internships to several undergraduates as part of its Social Responsibility and contribution to the upliftment of skills and addressing skills shortages in the country.



SWOT ANALYSIS

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Collaboration between SACE and its stakeholders ▪ Increased awareness of the SACE Mandate ▪ Developed an Online registration system for all applicants ▪ Professional development providers and activities that respond to educators' needs. ▪ SACE is well respected across African Countries because of the role it plays in the Africa Federation of Teaching Regulatory Authorities (AFTRA) 	<ul style="list-style-type: none"> ▪ Reduction of Continuing Professional Teacher Development grant hampering SACE in meeting its mandate. ▪ Qualified audit opinion of the predetermined objectives has been persistent for the past few years. ▪ Weak programme performance system as it is still manual and makes it hard for accurate verification and validation of reported predetermined objectives. ▪ Misalignment between the SACE organisational performance management and Human Resource performance evaluation development systems ▪ Inability to attract, develop and retain the required/critical skills and competencies due to budget constraints, no responsive external training institution to build capacity ▪ Lack of ICT Infrastructure to respond to the needs of the organisations, which is caused by inadequate budget for ICT ▪ Lack of integration in the SACE ICT system ▪ Lack of capacity and procedures for records management which results in everyone opening filing systems ▪ Negative organisational reputation with its members due to the lack of implementation of the communication strategy

Opportunities	Threats
<ul style="list-style-type: none"> ▪ Implementation of Section 21 of the SACE Act: Registered teachers before employment ▪ Phasing out of the on-the-spot registration ▪ Increase usage of the online platform for the members ▪ Availability of stakeholders and the education sector to support the Council ▪ Collaboration with the SETAs ▪ Set targets on what it is that we can achieve and review the targets ▪ Find ways to improve or achieve the targets 	<ul style="list-style-type: none"> ▪ Increased rate of cases reported to SACE, which might hamper the turn-around time in finalising cases. ▪ High number of applicants with fake qualifications ▪ The Increased cyber risk with the evolving online registration system ▪ Disruptions of power which impact the delivery of services ▪ Non-compliance by the service providers to observe the endorsement code of good practice. ▪ Lack of adequate number of service providers for teacher development. ▪ Lack of cooperation by participants to investigations and hearings



PART C **MEASURING OUR PERFORMANCE**

PART C: MEASURING OUR PERFORMANCE

1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

The council has aligned its programmes with the SACE mandates and the budget programme structure. There are six programmes that the council will be implementing through this APP in order to achieve its mandate and priorities.

Measuring the Impact

Impact Statement	Enhancing public confidence in the credibility of the teaching profession
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The table below depicts the programmes and sub-programmes of the 2023/24 financial year.

Programmes
1. Administration
2. Professional Registration
3. Ethical Standards
4. Professional Development
5. Professional Teaching Standards
6. Research

Programme 1: Administration

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



Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets							Estimated Performance	MTEF Period		
			Audited/Actual Performance		2021/22			2022/23	2023/24		2024/25	2025/2026	
			2019/20	2020/21	2021/22	2023/24	2024/25						
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened in a financial year	-	17	17	12	10	10	12				
	Compliance with reporting frameworks and guidelines	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities	-	4	4	4	4	4	4				
	Improved employee performance	1.1.3. Percentage of employees assessed for performance through performance evaluation development system	-	52%	100%	100%	100%	100%	100%				
	Improved employee performance	1.1.4. Percentage of trained employees in a financial year.	-	-	31%	30%	40%	40%	50%				
	Stakeholder management and engagement	1.1.5 Number of engagements held with stakeholders within a financial year	-	-	-	16	16	16	16				
	Eligible creditors paid within 30 days	1.1.6. Percentage of eligible invoices paid within 30 days of receipt.	-	90,9%	91%	100%	100%	100%	100%				
	ICT Systems enhanced	1.1.7. Percentage of ICT systems enhanced within a financial year	-	-	40%	60%	50%	50%	50%				

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1.1.1	Number of Council and EXCO meetings convened in a financial year	10	1	3	3	3
1.1.2	Number of approved quarterly performance reports submitted to oversight authorities	4	1	1	1	1
1.1.3	Percentage of employees assessed for performance through performance evaluation development system	100%	-	-	-	100%
1.1.4	Percentage of trained employees in a financial year	40%	20%	-	-	20%
1.1.5	Number of Engagements held with stakeholders within a financial year	16	4	4	4	4
1.1.6	Percentage of eligible invoices paid within 30 days of receipt.	100%	100%	100%	100%	100%
1.1.7	Percentage of ICT systems enhanced within a financial year	50%	-	-	-	50%

Explanation of planned performance over the medium-term period

Programme 1 is responsible for ensuring that Council achieves efficient and effective governance and administration through the following six sub-programmes over the MTEF: Executive and Governance, Planning, Monitoring & Evaluation and Reporting, Corporates Services, Communication and Stakeholder Relations, Financial Management and Information Communication and Technology (ICT).

From a governance perspective, the Minister of Basic Education appointed the SACE AA for the 2021-2025 term of office. The AA will be overseeing the implementation of the strategic plan and the APPs over the MTEF period to achieve the entity's five outcomes: efficient and effective governance, registration of fit-to-practise educators, maintenance of ethical standards, improved professional competence of educators, and improved teacher professionalism. The development of a code of ethics for the newly appointed Council and a policy on the declaration of private conflicts of interest signalled that the AA was serious about having a capable, ethical, and trustworthy governance structure during the 2021-2025 term of office. The planned structural governance over the three-year MTEF period will ensure the functionality of the AA in playing its oversight

Planning, monitoring, and evaluation processes are at the heart of any performing and effective organisation. In line with the government-wide planning, monitoring and evaluation, and reporting frameworks, the entity will ensure compliance and improved evidence-based performance and results through the submission of quarterly performance reports over the MTEF period. The performance of the organisation and the delivery of SACE services are dependent on its capable and trustworthy personnel. Lastly, the effective delivery of services through the implementation of the APP programmes and the Annual Operational Plan (AOP) activities are dependent on the organisation's ICT infrastructure and systems as well as on its communication strategy and plans. Accordingly, the implementation of the ICT and the communication strategies will be monitored to provide appropriate support to all the programmes and educators alike.

Programme Resource Considerations

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited Outcome			Approved Budget	Medium-Term		
59 606	55 654	71 699	63 733	66 817	65 586	65 586

Narrative: Explanation of the contribution of resources to the achievement of outputs

This programme will ensure that the activities of the Accounting Authority take place effectively and the implementation of the overall SACE mandate is implemented accordingly. In addition, the organisational ICT systems will be integrated and digitised in order to support all other programmes effectively. Equally, the promotion and advocacy of the SACE core mandates through external communication to the educators and SACE stakeholders will be enhanced through various mediums and activities.

Programme 2: Professional Registration

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

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated performance	MTEF Period		
			2019/20	2020/21	2021/22		2022/23	2023/24	2024/25
Fit-to-practise registered educators and lecturers	Register of fit-to- practise educators in a year	2.1.1.Percentage of eligible fit-to- practise registered educators	31 769	60 285	43 326	100%	100%	100%	100%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2.1.1	Percentage of eligible fit-to-practise registered educators	100%	100%	100%	100%	100%

Explanation of planned performance over the medium-term period

In line with the entity's outcome on registering fit-to-practise educators, the provisional registration of student teachers becomes important as part of preparing them for a future as professionals and professionalising the initial teacher education space. Coupled with this will be the professional registration of newly qualified educators. Both the student teachers and newly qualified educators will be vetted through the criminal record database of the South African Police Services (SAPS) and the National Register of Sex Offenders of the Department of Justice and Constitutional Development to ensure that our schools have educators who are ethical and genuinely qualified. Also, in supporting sectoral priorities, people who are needed in schools to assist with teaching special areas in focus schools and the three-stream model will be registered conditionally through a special registration process. SACE is playing a prominent role in professionalising the ECD sector in line with the cabinet decision to migrate it from the Department of Social Development (DSD) to the DBE. The professionalisation of the sector will involve the professional registration and professional development of ECD practitioners and educators to ensure that they are fit to practise. Council will emphasize the use of the online registration system with specific attention to e-certification processes and the necessary security measures. Therefore, overall, 100% of newly qualified educators who applied will be screened for fit-to-practise and those eligible will be registered.

Programme Resource Considerations

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited Outcome			Approved Budget	Medium-Term		
820	511	794	1 500	900	787	450

Narrative: Explanation of the contribution of resources to the achievement of outputs

The resources will ensure the registrants applying for professional registration over the medium-term period are registered provisionally and fully. The first phase of the online registration system has been developed in the previous medium-term period. This phase catered for the new first-time registrants only. During this medium-term period, the second phase of online registration will be developed for registrants updating their registration status from provisional to full registration. Therefore, the monitoring of registration through the online system, by the new and updating registrants, will take place.

PROGRAMME 3: Ethical Standards

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

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance				Estimated Performance	MTEF Period	
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Maintained ethical standards	Finalised investigations	3.1.1. Percentage of eligible cases investigated and finalised within a year of receipt	-	0,9%	44.4%	70%	40%	40%	40%
	Finalised disciplinary hearings	3.2.1. Percentage of disciplinary hearings finalised after ratification by the ethics committee	68,74%	0,6%	24%	40%	10%	10%	10%
		3.2.2. Percentage of rolled-over disciplinary hearings/cases finalised	-	11%	78%	50%	30%	30%	30%

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
3.1.1	Percentage of eligible cases investigated and finalised within a year of receipt	40%	-	40%	-	40%
3.2.1	Percentage of disciplinary hearings finalised after ratification by the ethics committee	10%	-	10%	-	10%
3.2.2	Percentage of rolled-over disciplinary hearings/cases finalised	30%	30%	30%	-	30%

Explanation of planned performance over the medium-term period

The Ethical Standards Programme serves the purpose of promoting and maintaining ethical standards in the teaching profession. When educators deviate from the set ethical standards through misconduct, they are reported to SACE. This is followed by investigations, disciplinary and hearings. The entity has a historical challenge of carried-over cases due to a lack of internal capacity and the following factors that are beyond SACE's control:

- Unavailability of witnesses.
- Parents not allowing their children to be witnessed.
- Postponement by the accused's lawyers.
- Cases being referred to SACE during the last quarter of the year.
- Reduction of budget for 2023/24 financial year.

Many investigations are conducted and completed; however, cases are sometimes not finalised due to disciplinary hearings being affected by the factors above. Thus, Programme 3 reduced its targets for the 2023/24 financial year. The budget reduction of the programme will also impede on the Council finalising of cases. The Council will thus prioritise the sexual misconduct as well as the corporal punishment cases in the 2023/24 financial year. Thus, the collapse of sub-programmes and the use of the percentage indicators over the MTEF period is being used as a strategy for SACE to plan and account for what it can control. The programmes focus on the completion of 40% of eligible cases investigated and finalised, 10% of disciplinary hearings finalised after ratification by the ethics committee and 30% of rolled-over disciplinary hearings/cases finalised.

The target level for the indicator of 'Percentage of finalised investigations into new cases' for the output of 'register of finalised investigations into new cases' was set at 70% which is lower than the targets for the previous years. For its counterpart that is concerned with rolled-over cases, the target set was 80% which mirrors the 2021/2022 target. Across the four quarters of the year, these two targets remained the same. In the first quarter and second quarters of the year, actual performance was recorded as 15% and 43% (new cases) as well as 15% and 6% (rolled-over cases). Both indicators reflect underperformance.

The situation of underperformance for rolled-over cases is significantly worse given that the Q2 performance is even less than half of the Q1 performance. In Q2, only 41 of 677 rolled over cases were finalised. This very low level of performance is concerning as the programme is a major part of the effort of professionalisation of the teaching profession because of its focus on ensuring ethical behaviour among educators.

In the case of disciplinary hearings finalised, a target of 40% was set for the indicator measuring performance that is related to new cases while a target of 50% was set for the indicator focussed on rolled-over cases. In the APP, it is projected that the targets for both indicators (3.7 and 3.8) would be consistently met in each of the four quarters of the year. In addition, towards the realisation of the output 8, it is expected that a total of 4 monitoring reports on sanctioned educators would be produced: one each, on a quarterly basis.

The performance in the 1st and 2nd quarters for 'percentage of finalised disciplinary hearings into new cases' was 0%. Despite the recognition of the appalling performance in Q1 and the commitment that new cases would be concurrently processed with rolled-over ones in Q1, the 0% performance level was maintained. With respect to 'percentage of finalised disciplinary hearings into rolled over cases', Q1 performance was 47% and its Q2 counterpart was 51%. This performance basically matched the expected target of 50% that was set for both quarters and is laudable. With the monitoring reports produced on sanctioned educators, only 1 of the 4 reports targeted for the year had been produced by Q2 and this reflects underperformance.

Programme Resource Considerations

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited Outcome			Approved budget	Medium-Term		
4 350	2 636	4 241	5 200	2 156	1 576	1 164

Narrative: Explanation of the contribution of resources to the achievement of outputs

The investigation of the reported cases, as well as the disciplinary hearings will be conducted. Also, central to this, will be the reduction of carried over cases from one financial year to the next. The table above shows that the budget for 2023/24 for this programme has been reduced to what was allocated in the previous financial year, therefore, Council will be stretched when they have to deal with the cases.



PROGRAMME 4: Professional Development

Purpose: To ensure that educators engage in life-long learning to improve their professional competence.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved teacher competence		4.1.1. Number of professional development providers reporting type 3 activities and programmes of educators to SACE in a year.	-	-	-	-	20	20	30
	Educators supported on professional matters	4.2.1. Number of educators supported on professional matters in a financial year.	20 757	5029	26 804	40 000	30 000	35 000	40 000
	Approved professional development providers	4.3.1. Percentage of eligible professional development providers approved within 4 months of receipt of the applications.	79	100%	100%	75%	90%	90%	90%
	Endorsed professional development activities	4.3.2. Percentage of endorsed professional development activities in a financial year.	1 009	100%	100%	85%	90%	90%	90%
	Observed professional development activities	4.3.3. Number of endorsed professional development sessions observed.	-	100%	100%	10%	10	10	15

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4.1.1	Number of professional development providers reporting type 3 activities and programmes of educators to SACE in a year.	20	5	5	5	5
4.2.1	Number of educators supported on professional matters in a financial year.	30 000	10 000	8 000	3 000	9 000
4.3.1	Percentage of eligible professional development providers approved within 4 months of receipt of the applications	90%	90%	90%	90%	90%
4.3.2	Percentage of endorsed professional development activities in a financial year	90%	90%	90%	90%	90%
4.3.3	Number of endorsed professional development sessions observed	10	2	3	2	3

Explanation of planned performance over the medium-term period

The mandate of SACE is to inspire educators to take charge of their lifelong learning, which derives from societal expectations about the academic excellence of learners. Educators must become learners before they can be great educators. This is one of the ways of enhancing public confidence in the teaching profession. The approach to provide more support to educators will ensure that all lessons learned and findings around the existing gaps inform the broader Council intervention programmes.

The new normal has led to Council reviewing the PD point schedule to respond adequately to the current high demand for virtual and online programmes. Council will be engaging providers on the revised PD point schedule. Council has also increased the capacity of the self-service portal to accommodate and improve communication and interaction with providers.

The implications are as follows:

- The provider self-service web portal will enable providers to apply online.
- The portal will enable providers to upload participants' PD points after training (individual, as well as bulk reporting, will be enabled).
- SACE-approved providers will be issued a username and password. Additional users can be created by the provider with their login details for easier uploading.
- The system is intended to enable regular communication regarding the expiry of approval and endorsement statuses.

SACE is tasked with the responsibility to provide responsive programmes of action to promote continuing professional teacher development and launch learning initiatives that champion the theory of change among educators countrywide.

The system allows educators to record and report their participation in the SACE endorsed activities. They are expected to record these in the Professional Development Portfolio (PDP) and report directly to the Council. Subsequently, such educators are allocated professional development (PD) points as deserved. Educators are required to earn a minimum of 150 PD points in a three-year cycle in order to be awarded the certificate of achievement.

Quality Assurance focuses on the approval of providers of professional development activities and the endorsement of such programmes, modules, part/full qualifications, short courses and relevant workshops. These providers range from Department of Basic Education, Provincial Education Departments, Teacher Unions, Higher Education Institutions, Private providers, Non-Governmental Organisations, Faith Based Organisations, Non-Profit Organisations and other government departments. All development activities are expected to be delivered by service providers approved by the SACE.

To render professional development services, organisations have to submit their applications to the SACE. The applications are two-fold - for approval status with the Council and for endorsement of professional development activities. The applications are processed against prescribed criteria and the SACE evaluators recommend those that meet the requirements.

The main aim of the performance indicators is to ensure that external providers are assisted by SACE to improve and maintain the quality, effectiveness and relevance of their programmes for teachers. Providers must be approved by SACE and their activities endorsed by SACE. Only SACE-endorsed programme activities will carry PD points. Teachers' participation in such programmes will be recognised and their feedback will be encouraged. Poor quality activities will be identified. Sub-standard activities and providers will be excluded from the system.

Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited Outcome			Approved Budget	Medium-Term		
18 883	12 951	18 909	15 528	15 599	16 434	16 434

Narrative: Explanation of the contribution of resources to the achievement of outputs

Educators will be supported in two different ways: firstly, (a) on how to participate in the CPTD system and produce a professional development portfolio and (b) on various professional matters such as the code of professional ethics, teacher assistance facility, reading through the virtual library and the teachers' rights, responsibilities and safety programme.

The CPTD Information system will be enhanced and quality assurance of more providers and professional development activities will be conducted

PROGRAMME 5: PROFESSIONAL TEACHING STANDARDS

Purpose: To improve and maintain the status and image of the teaching profession and ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards. This programme is divided into three sub-programmes.

Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets					
			Audited/Actual Performance			Estimated Performance	MTEF Period	
			2019/20	2019/20	2021/22	2022/23	2023/24	2024/25
Improved teacher professionalism	Professional teaching standards promoted in the teacher education continuum	5.1.1. Number of professional teaching standards promoted within the teacher education continuum in a year	2	.	-	2	4	4
	Teacher Professionalisation interventions	5.1.2. Number of teacher professionalisation interventions in the teacher education and development continuum within a financial year.	-	.	-	2	2	3
								2

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
5.1.1	5.1.1. Number of professional teaching standards promoted within the teacher education continuum in a year	4	1	1	1	1
5.1.2	5.1.2. Number of teacher professionalisation interventions in the teacher education and development continuum within a financial year.	2	-	1	-	1

Explanation of planned performance over the medium-term period

This programme ensures that the initial teacher education programmes and teaching practice for student teachers, the induction programme for newly qualified educators being developed by the DBE, and the provisioning of continuing professional development for practising educators are underpinned and informed by professional teaching standards and the values set for the teaching profession. The amount of R3 million allocated for the Professional Teaching Standard Programme over the MTEF period will be applied to achieve the following:

- Initial teacher education: Council will work collaboratively with stakeholders to
- Promote professional teaching standards.
- Finalise and pilot a policy framework for registering student educators from their first year of study.
- Finalise and implement a code of professional ethics for student teachers with sanctions for breaching the code during WIL/teaching practice in schools.
- Finalise the Professional Certification Framework for Newly Qualified Teachers; and
- Start a process to develop norms and standards for teachers who act as mentors during their teaching practice time.

Newly qualified educators: Finalise the professional certification framework and work collaboratively with the DBE to field-test the induction model. Practising educators: Endorse professional development programmes based on the professional teaching standards and ensure that educators form part of professional learning communities and female leadership management communities of practice that reflect professional teaching standards.

Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited Outcome			Approved Budget	Medium-Term		
1 205	137	603	1 000	963	941	834

Narrative: Explanation of the contribution of resources to the achievement of outputs

The Policies and Frameworks for Professional Teaching Standards will support the process of professionalising the teaching profession within the broader Public Sector Professionalisation process. This will require focused engagement with target-driven stakeholder engagement and review of policy directives informed by the written feedback. This approach requires that Teacher Sensitive Policies are developed with Stakeholder's centerfold to its development, realisation, and implementation which will lead Improved teacher professionalism as per the strategic outcome.

PROGRAMME 6: RESEARCH

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

This programme is divided into two sub-programmes.



Outcomes, Outputs, Performance Indicators and Targets

Outcome	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance		Estimated Performance	MTEF Period			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Improved advisory role	Research reports completed	6.1.1. Number of Research reports produced within a financial year.	2	3		2	2	2	2
	Report on the status of teaching profession	6.2.1 Number of statistical reports produced on the status of the teaching profession within a financial year.	-	-	2	1	2	2	2

Indicators, Annual and Quarterly Targets

No.	Output Indicators	Annual Target	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6.1.1	Number of research reports produced within a financial year.	2	-	-	-	2
6.2.1	Number of statistical reports produced on the status of the teaching profession within a financial year.	2	-	1	-	1

Explanation of planned performance over the medium-term period

The SACE Act, 2000 (Act No. 31 of 2000) spells out the statutory mandate of SACE. Broadly, SACE is responsible for regulating and supporting the teaching profession through registration, advocacy, professional development, and ensuring adherence to the educators' professional code of ethics. SACE also has an advisory role to the Minister. The formulation of the SACE Act makes it mandatory rather than optional for SACE to provide advice to the Minister. Thus, it is vital that Council participates in research that informs policies so that it is better positioned to advise the Minister when needed and, most importantly, research that will enhance and regulate the status of the teaching profession.

The research programme aims to enhance research coordination within SACE to strengthen SACE's advisory role and service as informed by policy, research, and consultative processes. The programme will promote research on professional matters and any other educational matters relevant to SACE and the educational landscape. It will furthermore provide statistical reports to inform planning and decision-making on teacher supply and demand (among other things). Through its indicators, the programme aims to strengthen and improve SACE's advisory role among the education fraternity by engaging in quality research that is scientifically based and sound and that will advance the teaching profession.

Programme Resource Considerations

Table: Budget allocation for the programme and sub-programmes as per ENE and/EPRE

2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Audited Outcome			Approved Budget	Medium-Term		
1 325	-	495	1 400	883	878	747

Narrative: Explanation of the contribution of resources to the achievement of outputs

The production of research for advisory purposes and the production of statistical reports to inform planning and decision making will be key in achieving the set indicators.

Updated Key Strategic Risks

The 2023/24 Strategic Risk Register (SRR) has a total number of seventeen (17) strategic risks, with the top ten (10) strategic risks being reported on, in line with the 2023/24 APP.

The table below depicts the top ten (10) strategic risks identified

RISK NO	OUTCOME	KEY RISK	DESCRIPTION OF RISK/ROOT CAUSE	INHERENT RISK RATING	RESIDUAL RISK RATING	ACTIONS TO IMPROVE MANAGEMENT OF THE RISK
1.	Efficient and effective governance	Potential non-compliance to the PFMA and National Treasury regulations in paying suppliers within 30 days.	Failure by suppliers to submit invoices eligible for payment	25	25	Review of the standard operating procedures
2.	Efficient and effective governance	Insufficient financial resources to sustain organisational needs	<ul style="list-style-type: none"> Financial sustainability and service delivery compromised Decreasing budget allocation from National Treasury 	25	25	Increase of levies
3.	Efficient and effective governance	Non-response by external service providers to bids	Service delivery is compromised by non-responsive suppliers.	25	25	Review SMC policy to allow unsolicited bids

RISK NO	OUTCOME	KEY RISK	DESCRIPTION OF RISK/ROOT CAUSE	INHERENT RISK RATING	RESIDUAL RISK RATING	ACTIONS TO IMPROVE MANAGEMENT OF THE RISK
4.	Efficient and effective governance	Increased exposure to cyber attacks	<ul style="list-style-type: none"> Threat or loss of data of the council Lack of implementation of the Cyber Security Maturity Model The evolving threat landscape due to the sophistication of the technology used by attackers. Unauthorised transmission of data from within the organisation to an external destination or recipient 	25	25	<ul style="list-style-type: none"> Purchase of reliable anti-virus and cloud/physical backup of data. Continue testing of security Develop and implement the Cyber Security Maturity Model Achievement Plan Develop governance processes for data leakage dependent on the records management process for data classification
5.	Efficient and effective governance	Interrupted power supply	Load shedding interrupting organisation activities	20	20	Use of generator and use of renewable power solution Purchasing of generators
6.	Improved teacher professionalism	Lack of legislation to regulate the implementation of teaching standards	Delayed or non-implementation of the teaching standards	25	7,5	Advocacy
7.	Improved Advisory Role	Non-Compliance with the SACE Act pertaining to research.	Lack of issuing advice to the Minister of Basic and Higher Education	20	6	<ul style="list-style-type: none"> Research Policy and SOP Research findings and recommendations find expression on the policy and APP

RISK NO	OUTCOME	KEY RISK	DESCRIPTION OF RISK/ROOT CAUSE	INHERENT RISK RATING	RESIDUAL RISK RATING	ACTIONS TO IMPROVE MANAGEMENT OF THE RISK
8.	Improved teacher competence	Non-Partaking of educators in reporting Professional Development activities	Educators participating in Professional Development activities but not reporting to the Council through Continuing Professional Teacher Development Information System. This includes non-reporting by schools and external providers	20	6	<ul style="list-style-type: none"> Conducting seminars and workshops on how teachers should use the system to record and report PD activities To review reporting protocols which will allow SACE employees to report on behalf of teachers, schools and external providers
9.	Improved teacher competence	Non-submission of applications by providers	Potential providers who deliver professional development activities not applying	20	6	<ul style="list-style-type: none"> Advertisement and request of provider data from ETDP SETA Intensify advocacy
10.	Maintained ethical standards	Non-adherence to Section 2, 5 sub-C of the SACE Act on maintaining and protecting ethical and professional standards for educators	<ul style="list-style-type: none"> Unavailability of witness or complainant Delayed investigations and hearings Turnaround time in finalising cases not being adhered to Unnecessary loss or withdrawal of cases Refusal by a witness to testify Representative not available 	20	6	<ul style="list-style-type: none"> Persuade witness to participate in the investigation Collaborate with the sector in advocating the importance of SACE and disciplinary processes.

PART D

TECHNICAL INDICATOR DESCRIPTION

PART D: TECHNICAL INDICATOR DESCRIPTION

Programme 1: Administration

INDICATOR TITLE	1.1.1. NUMBER OF COUNCIL AND EXCO MEETINGS CONVENED IN A FINANCIAL YEAR
Definition	This indicator measures the number of (a) Council meetings, which take place four times in a financial year; and (b) Executive Committee (Exco) meetings, which happen at least six times in a financial year. This also includes special meetings, which may be called for various reasons. All the Council and Exco meetings are preceded by the meetings of the seven Council Committees.
Source of Data	Annual Council Activity Plan
Method of Calculation/ Assessment	Simple count
Means of verification	Notice of Council committee meeting, Signed registers and Council minutes
Assumptions	All Council and Exco meetings will take place as scheduled per quarter and according to Council's activity plan.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Effective and functional Council meetings
Indicator Responsibility	Office of the Chief Financial Officer

INDICATOR TITLE	1.1.2. NUMBER OF APPROVED QUARTERLY PERFORMANCE REPORTS SUBMITTED TO OVERSIGHT AUTHORITIES
Definition	This indicator measures the number of quarterly performance reports produced in line with treasury regulations, DPME guidelines and the DBE's reporting schedule, in compliance with requirements around the programme performance of the entity.
Source of Data	Planning and reporting timelines, Annual Performance Plan 2023/24
Method of Calculation/ Assessment	Simple count
Means of Verification	Quarterly reports approved
Assumptions	All SACE programmes will submit their quarterly reports on time.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Approved quarterly performance reports
Indicator Responsibility	Sub-Programme Manager: Planning, Monitoring, Evaluation and Reporting

INDICATOR TITLE	1.1.3. PERCENTAGE OF EMPLOYEES ASSESSED FOR PERFORMANCE THROUGH PERFORMANCE EVALUATION DEVELOPMENT SYSTEM
Definition	This refers to a continuous performance evaluation strategy to assist SACE employees in achieving desired behaviours and results, through the execution of clearly defined performance expectations and assessments.
Source of Data	Performance assessment files
Method of Calculation/ Assessment	$\frac{\text{Number of assessed employees}}{\text{Total number of employees}} \times 100$
Means of Verification	Signed performance agreements and Performance Assessment Reports
Assumptions	All SACE employees will be assessed through the performance development system.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	Improved organisational performance
Indicator Responsibility	Sub-Programme Manager: Corporate Services

INDICATOR TITLE	1.1.4. PERCENTAGE OF TRAINED EMPLOYEES IN A FINANCIAL YEAR
Definition	This refers to a continuous skills development of SACE employees to achieve desired performance.
Source of Data	Approved Annual Training plan
Method of Calculation/ Assessment	Number of trained employees Total number of employees in the organisation X100
Means of Verification	Training requests and approvals or attendance registers, results or certificates
Assumptions	Participation of employees in skills development and training
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Improved organisational performance
Indicator Responsibility	Sub-Programme Manager: Corporate Services

INDICATOR TITLE	1.1.5. NUMBER OF ENGAGEMENTS HELD WITH STAKEHOLDERS IN A FINANCIAL YEAR
Definition	This indicator measures the number of meetings, events, partnerships, and outreach programmes where Council showcases its programmes and provides services to educators, student educators and other relevant stakeholders.
Source of Data	Communications and Stakeholder Relations approved Annual Plan
Method of Calculation/ Assessment	Simple count
Means of Verification	Attendance registers (electronic and print) or reports
Assumptions	Maintaining healthy stakeholder relationships
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Maintaining stakeholder confidence
Indicator Responsibility	Manager: Communications and Stakeholder Relations

INDICATOR TITLE	1.1.6. PERCENTAGE OF ELIGIBLE INVOICES PAID WITHIN 30 DAYS OF RECEIPT
Definition	This indicator measures the percentage of eligible invoices paid within 30 days after receipt of a statement. Eligible invoices are invoices that satisfy the appropriate conditions/ requirements for payment. These invoices should be in line with the purchase orders issued, are not irregular in nature, are accompanied by signed goods received notes, have no disputes and satisfy all the requirements of a proper invoice or tax invoice.
Source of Data	List of all received and paid eligible invoices within 30 days
Method of Calculation/ Assessment	$\frac{\text{Total number of invoices paid within 30 days}}{\text{Total number of invoices received}} \times 100$
Means of Verification	Supplier invoices and statements
Assumptions	List of all the suppliers invoices paid and list of all the suppliers invoices received
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	All eligible suppliers paid within 30 days
Indicator Responsibility	Sub-Programme Manager: Financial Management



INDICATOR TITLE	1.1.7. PERCENTAGE OF ICT SYSTEMS ENHANCED WITHIN A FINANCIAL YEAR
Definition	This indicator measures the alignment of technology with SACE's business goals, enabling a contribution to the organisation's strategic objectives and enabling the organisation's ICT systems to be fully integrated across each department, which in turn allows for the organisation-wide management of the ICT environment.
Source of Data	Register of requests, minutes of FINCO, SACE ICT system
Method of Calculation/ Assessment	$\frac{\text{Number of ICT systems enhanced}}{\text{Number of requests received}} \times 100$
Means of Verification	Requests by users; signed URS; digitalised systems
Assumptions	There will be requests from users
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Enhanced ICT systems in SACE offices
Indicator Responsibility	Sub-Programme Manager: ICT Specialist

Programme 2: Professional Registration

INDICATOR TITLE	2.1.1. PERCENTAGE OF ELIGIBLE FIT-TO- PRACTISE REGISTERED EDUCATORS
Definition	This indicator aims to measure the percentage of eligible educators who are screened for fitness to practice with SACE in line with the registration requirements. All those applications that are outside the requirements and are returned will not be counted in the database of registered educators.
Source of Data	List of applicants and registered fit-to-practise educators
Method of Calculation/ Assessment	$\frac{\text{Registered professionally qualified educators}}{\text{Eligible professional educators' applications}} \times 100$
Means of Verification	Application forms, police clearance certificates
Assumptions	All professionally qualified educators are screened and registered.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non cumulative
Reporting Cycle	Quarterly
Desired Performance	Eligible professionally qualified educators are screened for fitness to practise and registered with Council.
Indicator Responsibility	Programme Manager: Professional Registration

Programme 3: Ethical Standards

INDICATOR TITLE	3.1.1. PERCENTAGE OF ELIGIBLE CASES INVESTIGATED AND FINALISED WITHIN A YEAR OF RECEIPT
Definition	This indicator measures the percentage of finalised investigations into new cases received. These are all cases that were received and investigated in the current financial year. Eligibility in this instance means that SACE will count only cases that are within its jurisdiction to investigate as received. The cases that do not belong to SACE will not be counted. In some instances, if the complainant withdraws the case, that case will also not be counted as received.
Source of Data	SACE ethics register of complaints
Method of Calculation/ Assessment	$\frac{\text{Finalised eligible cases investigated}}{\text{Eligible cases received}} \times 100$
Means of Verification	list of finalised investigations and Ethcom minutes
Assumptions	Cases of misconduct by teachers will be reported to SACE. Schools, witnesses, and other stakeholders will cooperate with the investigation team/officer(s).
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non cumulative
Reporting Cycle	Bi-Annual
Desired Performance	40% of investigations into new cases are finalised.
Indicator Responsibility	Manager: Ethical Standards

INDICATOR TITLE	3.2.1. PERCENTAGE OF DISCIPLINARY HEARINGS FINALISED AFTER RATIFICATION BY THE ETHICS COMMITTEE
Definition	This indicator seeks to measure disciplinary hearings conducted on all new cases received in the current financial year wherein ETHCOM has instructed those charges to be preferred against an accused educator.
Source of Data	Database for disciplinary hearings
Method of Calculation/ Assessment	$\frac{\text{Number of actual disciplinary hearings concluded}}{\text{Number of cases referred for disciplinary hearings}} \times 100$
Means of Verification	Minutes of ETHCOM meeting, list of ratified cases finalised
Assumptions	Disciplinary hearings on new cases will be conducted in the year in which the matter arose.
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non cumulative
Reporting Cycle	Bi-Annual
Desired Performance	10% of disciplinary hearings finalised within six months after ratification.
Indicator Responsibility	Programme Manager: Ethical Standards

INDICATOR TITLE	3.2.2. PERCENTAGE OF ROLLED-OVER DISCIPLINARY HEARINGS/CASES FINALISED
Definition	This indicator measures ratified disciplinary hearings that were not finalised in the previous financial years.
Source of Data	List of rolled-over cases
Method of Calculation/ Assessment	$\frac{\text{Number of finalised disciplinary hearings on roll-over cases}}{\text{Number of roll-over disciplinary cases}} \times 100$
Means of Verification	Minutes of ETHCOM meeting, list of ratified cases finalised
Assumptions	Cases will roll over to the year after which they arose
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non cumulative
Reporting Cycle	Quarterly
Desired Performance	30% of disciplinary hearings on roll-over cases finalised
Indicator Responsibility	Programme Manager: Ethical Standards

Programme 4: Professional Development

INDICATOR TITLE	4.1.1. NUMBER OF PROFESSIONAL DEVELOPMENT PROVIDERS REPORTING TYPE 3 ACTIVITIES AND PROGRAMMES OF EDUCATORS TO SACE IN A YEAR
Definition	This indicator measures the number of approved providers who according to the SACE points schedule are reporting type 3 professional development of the teachers who have taken part in their programmes in a year.
Source of Data	List of approved providers
Method of Calculation/ Assessment	Simple count
Means of Verification	Registers of teachers attending type 3 activities
Assumptions	Educators will participate and providers will record their activities
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	20 providers reporting professional development points of educators
Indicator Responsibility	Programme Manager: Professional Development

INDICATOR TITLE	4.2.1. NUMBER OF EDUCATORS SUPPORTED ON PROFESSIONAL MATTERS IN A FINANCIAL YEAR
Definition	This indicator aims to measure the number of educators supported through professional development initiatives, including support through seminars, conferences, webinars, advocacy, and onsite support in all SACE mandates
Source of Data	Invitations/requests/agenda
Method of Calculation/ Assessment	Simple count
Means of Verification	Manual/Online Registers of members supported
Assumptions	Members will be supported on professional development matters
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year end
Reporting Cycle	Quarterly
Desired Performance	30 000 Educators supported on professional matters
Indicator Responsibility	Programme Manager: Professional Development

INDICATOR TITLE	4.3.1. PERCENTAGE OF ELIGIBLE PROFESSIONAL DEVELOPMENT PROVIDERS APPROVED WITHIN 4 MONTHS OF RECEIPT OF THE APPLICATIONS
Definition	This indicator aims to measure the percentage of providers (institutions) who are approved to provide type three external professional development activities. Eligibility in this context refers to the correct applications submitted by providers. All the providers that do not have a fully completed applications will not be considered.
Source of Data	Approved Provider database
Method of Calculation/ Assessment	$\frac{\text{Number of approved providers}}{\text{Total number of eligible provider applications received}} \times 100$
Means of Verification	Provider application forms, approval letters, PRODCO minutes, ratification report
Assumptions	Providers will apply to be approved
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	90 % of applications approved
Indicator Responsibility	Sub-Programme Manager: Professional Development

INDICATOR TITLE	4.3.2. PERCENTAGE OF ENDORSED PROFESSIONAL DEVELOPMENT ACTIVITIES
Definition	This indicator measures the endorsement of professional development activities made available to teachers to enable them to participate in CPTD
Source of Data	Register of Endorsed activities
Method of Calculation/ Assessment	$\frac{\text{Number of activities endorsed}}{\text{Total number of received applications for activity endorsement}} \times 100$
Means of Verification	Activity application forms, approval letters, PRODCO minutes, ratification report
Assumptions	Providers will submit adequate activities for endorsement
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	90% of activities will be endorsed
Indicator Responsibility	Sub-Programme Manager: Professional Development

Programme 5: Professional Teaching Standards

INDICATOR TITLE	5.1.1. NUMBER OF PROFESSIONAL TEACHING STANDARDS PROMOTED WITHIN THE TEACHER EDUCATION CONTINUUM IN A YEAR
Definition	This indicator aims to promote professional teaching standards (PTS) numbers 1 to 4 within the teaching profession. The PTSs are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills.
Source of Data	Professional Teaching Standards Booklet
Method of Calculation/ Assessment	Simple count
Means of Verification	Registers of participants who attended the promotion of selected PTS or report on the promotion of standards within a year
Assumptions	There will be a broader awareness of the PTS
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Quarterly
Desired Performance	Increased awareness of the PTSs across the sector
Indicator Responsibility	Programme Manager: Professional Teaching Standards

INDICATOR TITLE	5.1.2. NUMBER OF TEACHER PROFESSIONALISATION INTERVENTIONS IN THE TEACHER EDUCATION AND DEVELOPMENT CONTINUUM WITHIN A FINANCIAL YEAR
Definition	This indicator aims to measure teacher professionalisation interventions that are meant to promote and sustain teaching quality and to stimulate teachers 'professional growth throughout their career
Source of Data	Teacher Professionalisation Path
Method of Calculation/ Assessment	Simple count
Means of Verification	Registers of participants that attended the interventions or report on teacher professionalisation interventions
Assumptions	The interventions will stimulate teachers' professional growth throughout their career
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-end
Reporting Cycle	Bi-Annual
Desired Performance	The teacher professionalisation intervention will improve the image of the profession.
Indicator Responsibility	Programme Manager: Professional Teaching Standards

PROGRAMME 6: RESEARCH

INDICATOR TITLE	6.1.1. NUMBER OF RESEARCH REPORTS PRODUCED WITHIN A FINANCIAL YEAR
Definition	This indicator measures the number of reports completed on research findings in line with SACE's research agenda
Source of Data	Repository of research reports
Method of Calculation/ Assessment	Simple count
Means of Verification	Research Reports
Assumptions	Research reports completed will inform the Council and the teaching profession
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	To enable Council to make informed decisions and advise about the teaching profession
Indicator Responsibility	Programme Manager: Research

INDICATOR TITLE	6.2.1. NUMBER OF STATISTICAL REPORTS PRODUCED ON THE STATUS OF THE TEACHING PROFESSION WITHIN A FINANCIAL YEAR
Definition	This indicator measures the number of statistical reports completed with the use of qualitative or quantitative data on the teaching profession.
Source of Data	Multiple data sources
Method of Calculation/ Assessment	Simple count
Means of Verification	Final Report
Assumptions	The SACE data system and external systems will contain credible data
Disaggregated of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable)	N/A
Calculation Type	Cumulative year-to-date
Reporting Cycle	Bi-Annual
Desired Performance	To enable Council to make informed decisions and advise about the teaching profession
Indicator Responsibility	Programme Manager: Research

ANNEXURE A: AMENDMENTS TO THE STRATEGIC PLAN

The following table depicts the changes in the budget programme structure as it appears on page 16 of the strategic plan 2020-2025

PROGRAMME	SUB-PROGRAMME	EXPLANATION
Professional Registration	2.1 Registration of fit-to-practise educators 2.2 Data Management	Sub-programme is removed as the research programme deals with all SACE data analysis reports
Ethical Standards	3.1 Investigations 3.2 Disciplinary Hearings 3.3 Sanctioning	The sub-programmes are removed from the programme. Indicators fall under the programmes
Professional Development	4.1 Continuing professional teacher development management system 4.2 Member support 4.3 Quality Management	The sub-programmes are removed from the programme. Indicators fall under the programmes
Professional Teaching Standards	5.1 Initial Teacher Education 5.2 Newly Qualified Educators 5.3 Practising Educators	The sub-programmes are removed from the programme. Indicators fall under the programmes
Research	6.1 Research reports 6.2 Data management	The sub-programmes are removed from the programme. Indicators fall under the programmes



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