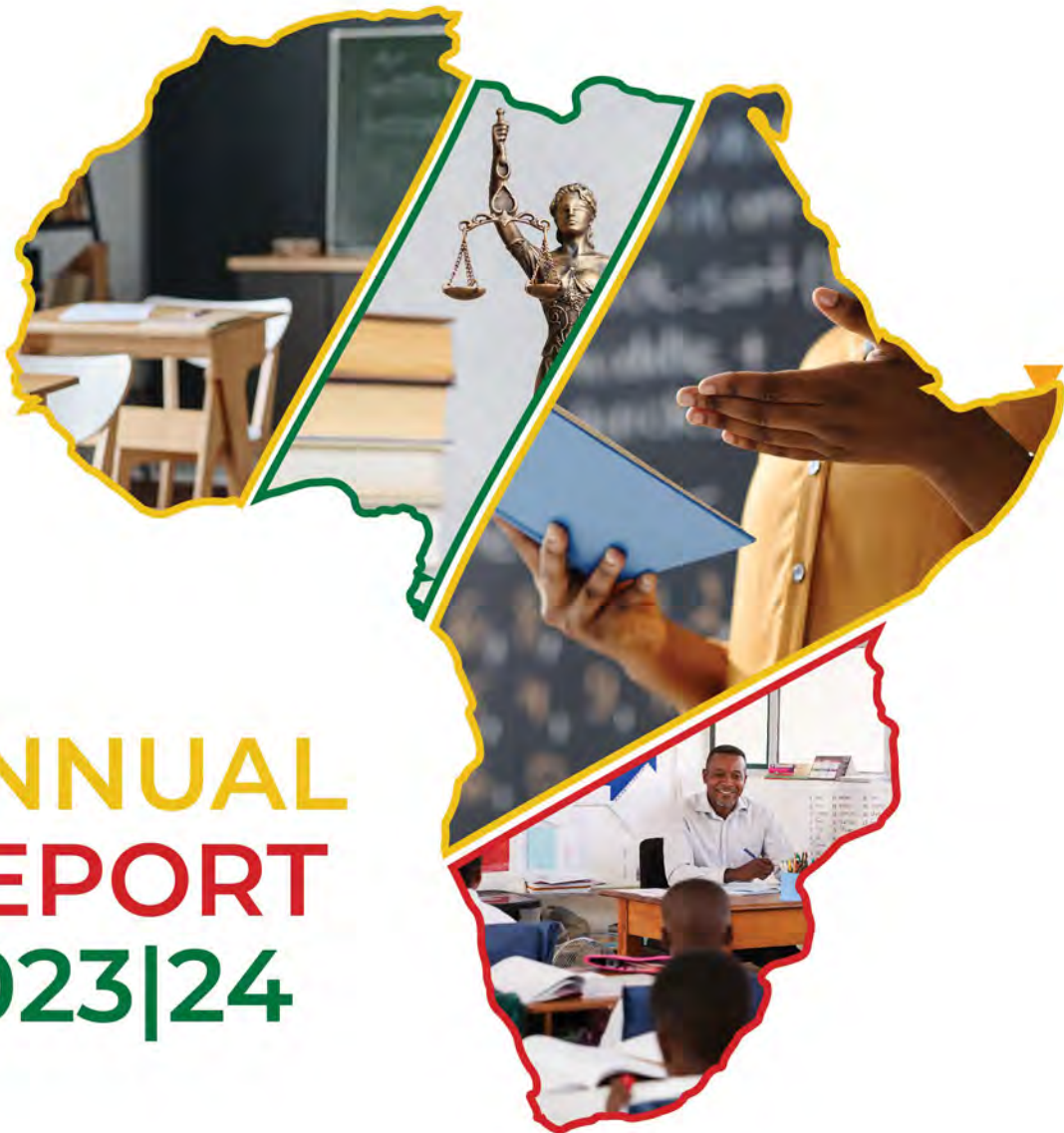




ANNUAL REPORT 2023|24

'The year of education and the profession we want in Africa.'

SOUTH AFRICAN COUNCIL FOR EDUCATORS
ANNUAL REPORT
2023/24 FINANCIAL YEAR

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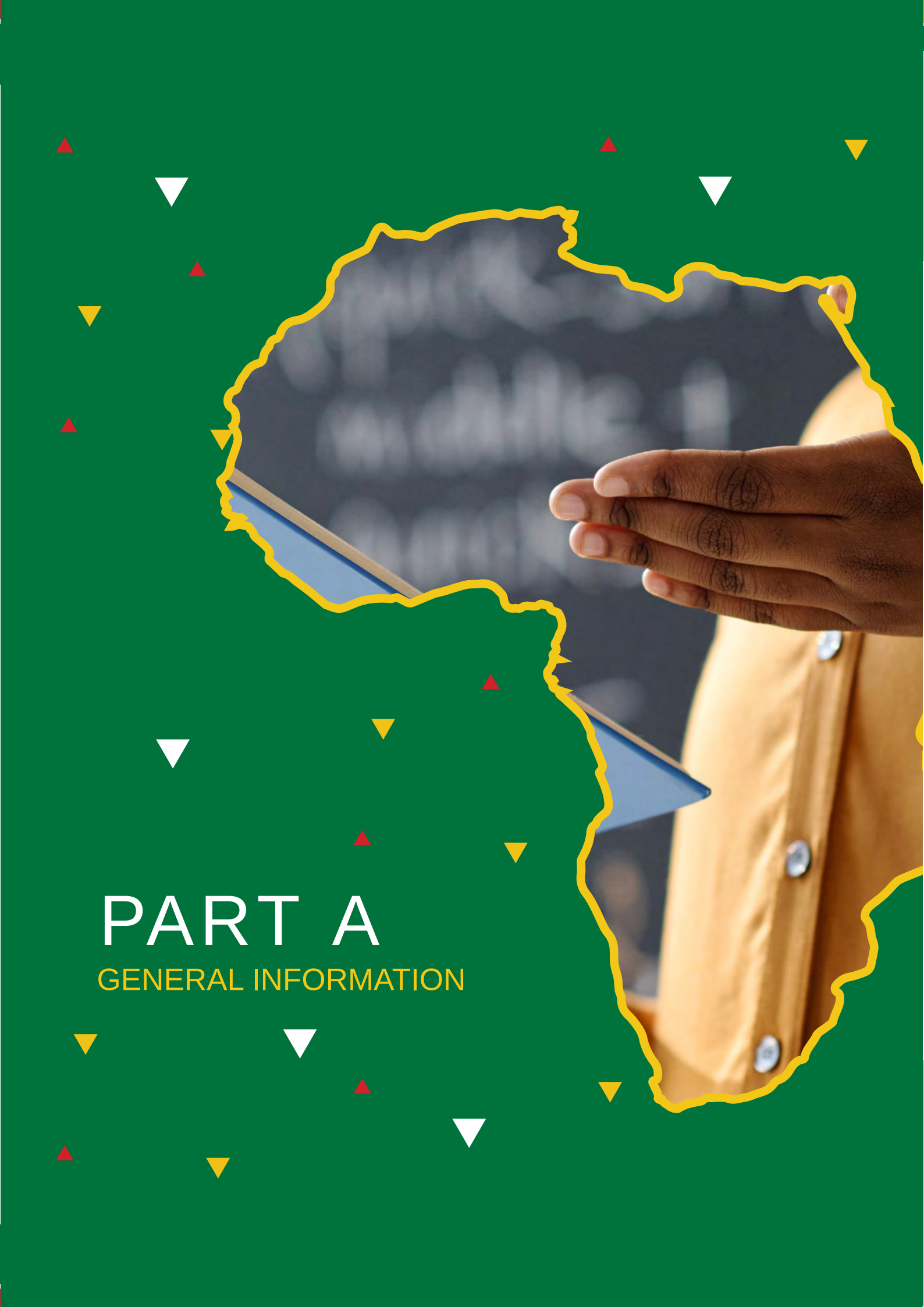
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PART A

GENERAL INFORMATION

1. PUBLIC ENTITY'S GENERAL INFORMATION

REGISTERED NAME:

South African Council for Educators

REGISTRATION NUMBER (if applicable):

SACE Act 31 of 2000 as amended

PHYSICAL ADDRESS:

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240 Lenchen Avenue

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info@sace.org.za / pr@sace.org.za

WEBSITE ADDRESS:

www.sace.org.za

EXTERNAL AUDITORS:

A2A Kopano Incorporated

BANKERS:

Nedbank Limited

CHIEF EXECUTIVE OFFICER

Ms Mapula Ella Mokgalane

2. LIST OF ABBREVIATIONS/ ACRONYMS

B.E. D	Bachelor of Education
CEO	Chief Executive Officer
CEPD	Centre for Education Policy Development
CHE	Council on Higher Education
COID	Compensation for Occupational Injuries and Diseases
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
ECD	Early Childhood Development
FET	Further Education and Training
GRAP	Generally Recognised Accounting Practice
HDF	Housing Development Fund
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education institutions
HPCSA	Health Professions the council of South Africa
HRD	Human Resource Development
HRM	Human Resource Management
HSRC	Human Sciences Research Council
IAS	International Accounting Standards
IFTRA	International Forum of Teaching Regulatory Authorities
IMFO	Institute of Municipal Finance Officers
IPSAS	International Public Sector Accounting Standards
ISPFTED	Integrated Strategic Policy Framework for Teacher Education and Development
ITE	Initial Teacher Education
ME's	Municipal Entities
MEC	Member of the Executive the council
MTEF	Medium Term Expenditure Framework
NASGB	National Association of School Governing Bodies
NAPTOSA	National Professional Teachers Organization of South Africa
NATU	National Teachers Union
MRTEQ	Minimum Requirements for Teacher Education Qualification

NPFTED	National Policy Framework on Teachers Education and Development
PEDs	Provincial Education Departments
PEU	Professional educators Union
PFMA	Public Finance Management Act
PGCE	Postgraduate Certificate in Education
SACE	South African the council for educators
SADTU	South African Democratic Teachers Union
SA GAAP	South African Statements of Generally Accepted Accounting Practice
SAOU	Suid-Afrikaanse Onderwys Unie
SMT	School Management Teams
SAPA	South African Principal Association
SAQA	South African Qualification Authority
Stats SA	Statistics South Africa
TEPEC	Teacher Education Programmes' Evaluation Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization
VVOB	Flemish Association for Development Cooperation and Teacher Assistance
WTD	World Teachers' Day



3. FOREWORD BY THE CHAIRPERSON

Mr MABUTHO CELE - SACE Chairperson

Introduction

The period under review signifies the penultimate reporting period for the South African Council for Educators (SACE) Accounting Authority, which is in its third of the four-year term of office. Members of the Accounting Authority played an immense oversight role in ensuring that the entity implements the fourth year (2023/24) of the 2020-2025 strategic plan through its eight statutory committees and non-statutory council committees. These committees are responsible for the entity's executive functions; professional development of registered SACE members; maintenance of the professional ethics by the profession; professionalisation of the teaching profession which is underpinned by the professional teaching standards; stewardship of the entity's finances; staffing matters; and communicating and advocating the SACE brand and its programmes to the profession, including the stakeholders. It is through the continued governance oversight over the strategic plan outcomes, six Annual Performance Plan (APP) Programmes and financial prudence that, yet another unqualified audit opinion was achieved for the 2023/24 financial year. Therefore, the succeeding sub-sections outline the entity's highlights on its performance during the period under review.

High-Level Overview of the Public Entity's Strategy and the Performance of the Public Entity in its Respective Sector

The entity prides itself in its vision of "*inspiring a credible teaching profession*". This vision is central to SACE's mission and legislated mandate in enhancing the status and standing of the teaching profession through the professional registration of fit-to-practice teachers, upholding and protecting the ethical and professional teaching standards of the profession, and managing a system of continuing professional teacher development for teachers in the schooling sector. The mandate is also reflected in the 2020-2025 SACE strategic plan outcome statements and indicators which are further outlined in the APPs.

Furthermore, the entity had six APP Programmes that were aligned to the Programme Budget Structure. Based on these Programmes, 20 performance indicator targets were planned for the APP. On behalf of the SACE Accounting Authority, I am pleased that 18 out of 20 indicators were successfully achieved. This depicts a performance rate of 90% of the pre-determined objectives aligned to the following APP Programmes with all achieved indicators: Programme 1 focuses on (a) Administration from governance functions to communication, human resource development, ICT and planning, monitoring and evaluation and reporting; (b) Programme 2 deals with Professional Registration of fit-to-teach qualified teachers with genuine qualifications, suitable and beyond reproach conduct; (c) Programme 4 is Professional Development and it manages the CPTD system, quality assure the Professional Development Programmes and monitor and support signed-up teachers' professional development uptake; (d) Programme 5 that ensures that teachers maintain quality through the Professional Teaching Standards; and (e) Programme 6 that is central to evidence-based decision making, policy development, and advisory to the Minister of Basic Education. The Professional Ethics Programme (3) failed to achieve two of its indicators and mitigating strategies are being implemented to address the challenge.

Strategic Relationships

At the heart of the SACE's existence, is the importance of safeguarding the rights and welfare of the children in our schools. Thus, SACE is working collaboratively with the Provincial Education Departments, Education Districts, Teacher Unions, the Department of Justice and Constitutional Development, Department of Social Development, Council on Higher Education, VVOB, Independent Schools Associations, School Governing Bodies, ETDP-SETA, and Education Labour Relations Council, amongst others. These organisations are also pivotal to SACE's enforcement of its professional registration, ethical and professional standards, and participation in the CPTD system, including quality management of professional development activities and programmes. The professionalisation of Early Childhood Development (ECD) through professional registration and development of educators ensured that SACE works with the Department of Higher Education and Training, Teacher Unions, and various structures such as the South African Education Law Association in the sector to ensure qualified and fit-for-purpose practitioners and educators who ensure that children thrive by five and universal primary education is achieved.

Notwithstanding the constitutional paramountcy principle that says, **"the best interests of the child are paramount in all matters affecting the child,"** **protecting** the safety and security of the profession and teachers' rights is also important. Therefore, effective partnerships with the Provincial Education Departments, Higher Education Institutions and Teacher Unions have been valuable in ensuring that the **"Hand-Off-Our-Teachers"** Campaign is advocated publicly.

Challenges Faced by Council

The audited Annual Financial Statements indicate a minimal growth in SACE's generated revenue for the period under review. This declining growth can be attributed to the funding model the entity uses to increase its teachers' levies. The Accounting Authority is hard at work in reviewing this model to come up with a more sustainable one.

Equally, ICT is the bedrock of any organisation that wants to heighten its governance, systems, and operations, as well as support its human resources for the changing world. For SACE to operate effectively in its operations and service delivery it is fundamental that it invest in ICT and prioritise its funding significantly.

SACE's caseload of ethical misconduct continues to rise leading to unintended backlog due to the disconnect between the number of cases and available financial and human resources. Council is looking into additional funding and internal capacity to address this challenge.

The Strategic Focus over the Medium to Long Term Period

As the SACE Review and Repositioning come to an end with some critical recommendations, the following strategic issues should be prioritised:

- Ensuring the entity has stable and sustainable funding through various sources and streams to ensure effective service delivery.
- Enhancing IT systems and environment, along with modern digital technologies with the support of the Department of Technology and Digital Technologies to ensure innovation, agility, and automation of processes.
- Internal capabilities and capacity of the human resources are essential for turning SACE around.
- The amendment of the SACE Act for the effective and strengthened mandate and capacity to enforce the entity's regulatory frameworks.

Acknowledgments, Appreciation and Conclusion

I want to thank the SACE Accounting Authority (Council) and council committees for ensuring that the governance oversight role is played effectively. As the Executive Authority of SACE, we are eternally grateful for your motherly support, nurturing and leadership in the last 15 years. SACE legislated constituencies, such as the members of the organised teaching profession, Department of Basic Education, Department of Higher Education, Independent Schools Associations, Council on Higher Education, Governing Bodies Associations, and other valuable stakeholders, you have been exceptionally critical and supportive friends who continue to shape SACE through your feedback, advice, constructive criticism, and guidance. Through its oversight role, the outgoing sixth Administration's Portfolio Committee on Basic Education has been highlighting critical issues that continued to strengthen SACE's effectiveness and for that, we are thankful. SACE achieved sterling performance as reflected in this annual report. The CEO and her management team's hard work and commitment are commended for their hard work and selflessness. My appreciation also goes to all the staff in the SACE national and four provincial offices.

In conclusion, half a million teachers make SACE what it is. Thank you for raising your voices where it matters and continuing to support SACE financially and in other ways. Despite some challenges, 2023/24 has been an eventful year full of the SACE internal and external activities. It has been a rewarding year with some take-home lessons.



Mr Lucky Goodman Mabutho Cele
Council Chairperson.
Date: 31 July 2024



4. CHIEF EXECUTIVE OFFICER'S OVERVIEW

Ms Ella Mokgalane - SACE CEO

General Financial Review and Spending Trends

SACE's annual audited financial statements provide an in-depth view of the entity's financial status over the 2023/24 financial year. It also depicts a positive financial position for the entity. As a professional regulatory body which is self-funded through professionally registered teachers' levies mainly, SACE generated R129 million in comparison to R128 million in 2022/23. The insignificant increase of R1 million (0,7%) between 2022/23 and 2023/24 could be attributed to no raise in teacher levies since April 2021. The R129million is also inclusive of the R15,6 million grant received from the Basic Education budget vote 16, for purposes of managing the Continuing Professional Teacher Development (CPTD) system for teachers in schooling, as per section 5(b) of the SACE Act. This resulted in a minimal increase of R100 000 (0.64%) from R15.5m in 2022/23. The total generated revenue also reflects R14.5 million generated from the professional registration administration fees which indicates a reduction of R2 million as compared to R16.5 million in 2022/23.

Spending Trends of the Public Entity

While the entity generated R129million total revenue during the period under review, its expenditure amounted to 93% (R120million). As one of the main cost drivers, the compensation of employees accounted for 51% (R66 million). Other cost drivers included Administration at 22% (R26 million), R14 million (11%) for the combined Annual Performance Plan (APP) Programmes; 6% (R 7 million) for ICT, and others. The Accounting Authority is working on the improvement of its revenue base to heighten service delivery, especially on most of the APP Programmes that are central to the service delivery.

Capacity Constraints and Challenges Facing the Public Entity

The Council funding remained constant for the two years resulting in escalation cost increasing at the expense of APP programmes at a ratio of 89%:11%. The Council could not conclude the Job Evaluation as well as the Review and Repositioning processes which have a direct impact in terms of the delivery processes and Human Capital. As of the 31st of March 2024, the vacancy rate was at 12%.

Discontinued key activities/activities to be discontinued

There were no discontinued activities, and the entity is not anticipating discontinuing any activity in the next financial year.

New or Proposed Key Activities

The Accounting Authority decided to host a biennial conference by teachers for teachers. This conference serves as a platform for teachers' voices to be heard; exercising teacher agency, autonomy, and leadership; collaborative learning and sharing of best practices, teacher appreciation and valorisation, empowerment and psychosocial support, and other related matters.

Council is intending to amend its legislation, the SACE Act no.31 of 2000. This will require a possible SACE Bill through parliament to arrive at an amended SACE Act.

Requests for Rollover of Funds

The year-on-year comparison saw SACE retaining an increased surplus of R 9.3 million (6.9%) as compared to R3 million in the 2022/23 financial year. This surplus arose from over-collection or revenue on registration membership and related matters during the last quarter of the financial year at 49% (R4,9million), interest receivable at (R2,9million), APP Programmes under expenditure at R 1 377 500 (15%), R481 061 (5%) from teachers' fines, and the remaining 2% (R224 137) for sundry and loss of disposal. Overall, the R 9,3 million increased the accumulated surplus to R 191 million. As a result, the entity applied, to the National Treasury, to retain the accumulated surplus of R 191million for business continuity; improvement of Information Communication Technology (ICT), infrastructure, as well as keeping a contingency reserve fund for operations such as employee disputes, assets acquisitions and educator misconduct case management processes.

Supply Chain Management

As reflected in the audit report, the Accounting Authority's Supply Chain Management (SCM) systems and processes are in place and operating effectively. At the close of the financial year, there were no unsolicited bid proposals.

Challenges Experienced and how they will be Resolved

The entity incurred a material loss of R 3,1million in comparison to R 6,5 million in 2022/23 because of write-offs of irrecoverable membership fees. The Accounting Authority has approved membership policy as a corrective measure to the previous financial year policy gap. As seen from the generated review over the financial years (2022/23 and 2023/24), they continued to experience budgetary constraints which impacted the APP programmes and service delivery, as well. SACE is still working towards the conclusion of its sustainable funding model.

Audit Report Matters in the Previous Year and how would be Addressed

- The entity experienced material loss because of a R 3,1 million write-off.

Remedial Action

- The Accounting Authority approved the professional membership policy which will be used to heighten the recovery controls.
- Underachievement of the planned target on finalization of educator misconduct under APP Programme 3. The process of reviewing the case management processes and alignment of operating capacity will be implemented.

Outlook/ Plans to Address Financial Challenges

The Council has taken its historic experience with budgetary challenges and committed to finding a sustainable funding model in consultation with stakeholders in this medium-term period.

Events After the Reporting Date

The entity took the following decisions:

- To review the establishment and sustainability of provincial offices.
- Suspend the Job evaluation process pending the report on the review of the provincial offices.
- Fill all vacant positions with immediate effect.

Economic Viability

The state of the entity as audited is sound with a net surplus of R191 million and cash equivalent of R 124 million. To ensure business continuity with the constrained operating budget, a sustainable funding model is explored as part of SACE. Also, the Council is concluding its SACE Review and Repositioning project to ensure financial stability.

Acknowledgement/s or Appreciation

I am eternally grateful to the SACE Council Chairperson (Mr Mabutho Cele) and the Accounting Authority for their continued unwavering support and strategic direction. The work of the Council would not have been accomplished without the management and support staff. Thank you very much for your selflessness, expertise, hard work, dedication and doubling up your resourcefulness in times of need. To the Department of Basic Education, thank you for your varied and treasured support towards SACE and its programmes. Your feedback, input and constructive criticism continue to build and strengthen us and the teaching profession for the better.



Ms Mapula Ella Mokgalane
Chief Executive Officer
South African Council for Educators
Date: 31 July 2024

5. STATEMENT OF RESPONSIBILITY AND CONFIRMATION OF ACCURACY FOR THE ANNUAL REPORT

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

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

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

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

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

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

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

The external auditors are engaged to express an independent opinion on the annual financial statements. In our opinion, the annual report fairly reflects the operations, the performance information, the human resources information and the financial affairs of SACE for the financial year ended 31 March 2024.

Yours faithfully



Chief Executive Officer
Ms Mapula Ella Mokgalane
31 July 2024



Chairperson of the Council
Mr Lucky Goodman Mabutho Cele
31 July 2024

6. STRATEGIC OVERVIEW

6.1 VISION

Inspiring a Credible Teaching Profession

6.2 MISSION

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

6.3 VALUES

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

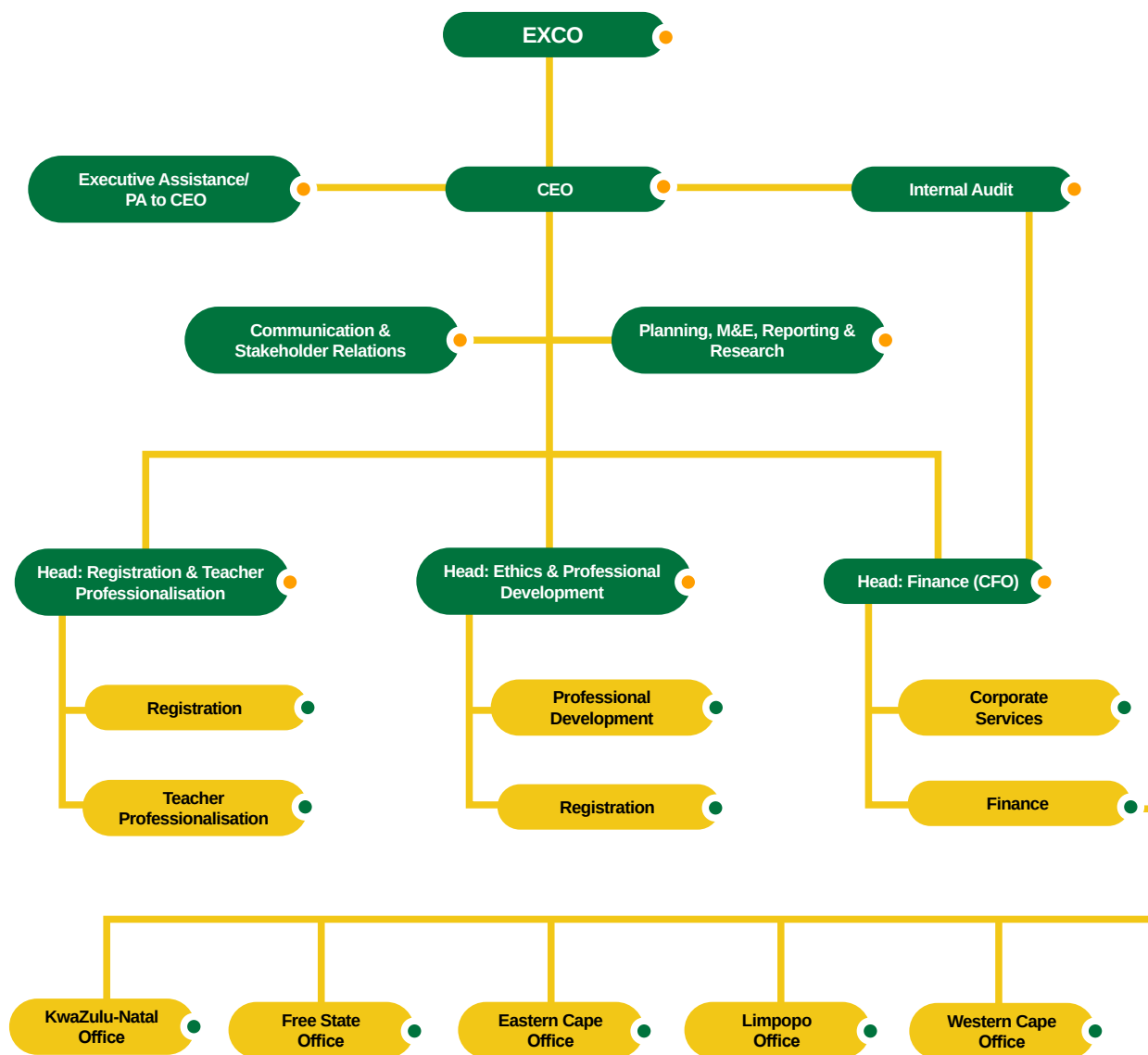


7. LEGISLATIVE AND OTHER MANDATES

SACE is a statutory professional body under Schedule 3A. It is regulated by an act of parliament. SACE Act, of 2000 (Act no. 31 of 2000): 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.

TITLE
• The Constitution of the Republic of South Africa (1996): It is fundamental in promoting the values that are consistent with basic human rights, as well as ensuring that the child's welfare is paramount when making decisions about their lives. • NQF Act, 2008 (Act no. 67 of 2008): As a professional body, SACE should work collaboratively with all the quality councils, and ensure that it is recognised by the South African Qualifications Authority (SAQA). • South African Schools Act No. 84 of 1996: It provides for a uniform system for the organisation, governance and funding of schools; to amend and repeal certain laws relating to schools; and to provide for matters connected therewith. • Employment of Educators Act, 1998 (Act no. 76 of 1998): It regulates the employment of educators and has implications for SACE in relation to issues of educator misconduct and the reporting thereof by the employers of educators. • The Children's Act, 2005 (Act no. 38 of 2005): SACE is required to implement the SACE Act and enforce the code of professional ethics in line with the Children's Act, ensuring that the names of the sanctioned educators 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 convicted sex offenders in the National Register for Sex Offenders. • The Commission for Gender Equality Act, 1996 (Act 39 of 1996): SACE to ensure it aligns itself by monitoring and evaluating the policies and practices of government, the private sector, and other organisations to ensure that they promote and protect gender equality; public education and information. • Integrated Strategic Policy Framework for Teacher Education and Development (2011) (ISPFTED): It puts forward improved and expanded teacher education and development opportunities to improve the quality of teaching and learning in schools. • Minimum Requirements for Teacher Education Qualification (MRTEQ): provides a basis for the construction of core curricula for initial teacher education, as well as for Continuing Professional Development (CPD) Programmes that accredited institutions must use to develop their programmes leading to teacher education qualifications. • National Policy Framework for Teacher Education and Development (2007) (NPFTED): It seeks to provide an overall strategy for the successful recruitment, retention, and professional development of teachers to meet the social and economic needs of the country.

8. ORGANISATIONAL STRUCTURE



PART B

PERFORMANCE INFORMATION



1. AUDITOR'S REPORT: PREDETERMINED OBJECTIVES

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

2. OVERVIEW OF PUBLIC ENTITY'S PERFORMANCE

This section covers the performance of the public entity in its entirety for each of the headings detailed below.

2.1. Service Delivery Environment

SACE is a professional self-regulatory body, established and regulated according to SACE Act 31 of 2000. The Council is composed of the Chairperson of the Council, Members from Organized Professional bodies, Representatives of the Department of Education, Persons from the National Association of School Governing Bodies (NASGB), Persons from Higher Education, Persons from Independent /Private Schools and the Chief Executive Officer. The term of office of the Council is four years. The recent appointment of the current office started in August 2021.

SACE has aligned its programmes with its mandates and the budget programme structure. Six programmes were implemented through the 2023/24 APP to achieve its mandate and priorities. During the 2023/24, financial year, the organisation had 20 performance indicator targets that were planned for. Of the 20 indicators, SACE achieved 18 of the indicators which translates into 90% of predetermined objectives achieved. It should also be noted that 2023/24 is the 4th year of implementing the 5-year strategic plan of the Council as tabled. Therefore, the achievement of a predetermined objective shows that the work being put toward achieving the outcomes will be realised.

SACE faced several significant challenges during the teacher registration process, which hindered the efficiency and timeliness of the registration procedure. One of the major obstacles encountered was the frequent occurrence of load shedding. The power outages disrupted the Council's operations, causing delays in processing applications and communicating with applicants.

Compounding the challenges faced by the registration component was the submission of incorrect and incomplete registration applications by a significant number of applicants. The errors and omissions in the application documents necessitated additional correspondence with the applicants to rectify the issues, prolonging the registration process. Despite the formidable challenges posed the entity demonstrated resilience and commitment to its mandate by successfully registering a total of 53,323 teachers. This achievement is a testament to the hard work and dedication of the staff, who persevered through the adversities to ensure that the registration process continued to move forward.

Ethical standard's key responsibility towards the public is to ensure that complaints reported are dealt with fairly and expeditiously to inspire public confidence while ensuring that the integrity of the teaching profession is maintained. The programme has over the years endeavoured to meet the increasing demand to process cases to the best of its ability given the limited resources and capacity. However, this, together with other external factors that are beyond the Council's control have negatively impacted the Council's processes to ensure the finalisation of its cases timeously.

The disciplinary process requires that every complaint that the Council receives be formally investigated either telephonically or by written correspondence or by conducting a physical investigation at a school. As soon as an investigation is completed, a report with recommendations is then presented to the Ethics Committee for its consideration, and direction is provided on how such a complaint should be dealt with. The committee may recommend that an educator be charged, that a complaint be referred to a relevant authority and that a matter be mediated upon.

With this complicated process of dealing with cases, SACE managed to finalise 79 new cases whilst 159 old/backlog cases were investigated. A total of 118 disciplinary rolled-over cases were also dealt with in the 2023/24 financial year.

The purpose of professional development according to the strategic plan 2020-2025 and APP 2023/24 is to ensure that educators engage in life-long learning to improve their professional competence, the strategic outcome of the programme is to improve teacher competence. In responding to this purpose, the institution monitors the progress being made through 5 performance indicators under professional development. Therefore, a total of 27 professional development providers reported type 3 activities and educators' programs to SACE. 17125 educators have supported their SACE-based professional development activities in enhancing teacher professionalism. The impact of the resignation of the Northwest Provincial Coordinator may have posed a delivery limitation. However, there was support for the requests in the Northwest province, albeit not maximised compared to the other 8 Provinces.

These sessions ensured professional development activities and programs aligned with the Continuing Professional Teacher Development (CPTD) Handbook (2013). This initiative demonstrates our unwavering dedication to delivering quality professional development. In summary, of the 33,917 educators participating in the educator support activities, the four most significant uptakes were as follows: 11,375 for Continuing Professional Teacher Development, 5,950 for Code of Professional Ethics, 5,538 for DG Engagement for reading literacy, and 574 for Professional Teaching Standards Awareness. Furthermore, 97 approved providers met the set criteria. The SACE endorsement process evaluated, and approved teacher professional development activities based on fitness for purpose and fitness of purpose. In a financial year, 98% of endorsed activities were received. Of the 1049 applications received, 37% were renewal applications, and 63% were new applications, with the majority coming from Gauteng.

The activities ranged from 2 hours to 3 years, with the majority lasting from 2 hours to 5 days. The top areas of specialisation in the endorsed activities were the curriculum, leadership and management, ICT integration, wellness-related programs, and special needs and inclusive education. The endorsed activities were allocated different PD points that were retained for three years. The importance of monitoring quality professional development provisioning is underscored, as it ensures that the intended intent is met, thereby reassuring our commitment to excellence.

The Organisation prompted Professional Teaching Standards (PTS) across to teachers in the following provinces Gauteng, Northwest, Mpumalanga, Western Cape, Limpopo, and Northern Cape. The PTS were shared with the Department officials, teacher unions and stakeholders. In addition, the organisations promoted the PTS in a multifocal session in the Northwest.

The organisation further conducted onboarding and orientation sessions with students of Initial Teacher Education (ITE) programmes. The organisation further conducted sessions with the management of initial teacher education programmes. Different academic delivery times impacted the scheduling of onboarding and orientation sessions and thus the organisation depended on availability and readiness to participate in sessions.

The organisation conducted short surveys for the PTS and teacher professionalisation interventions. The analysis indicates a buy-in for the PTS and the support for belonging to a professional body.

In implementing the Teacher Professionalisation Path Focus Area Number 2. The organisation is a member of the Teacher Education Programmes' Evaluation Committee (TEPEC), SACE plays a crucial role in evaluating all Higher Education institutions (HEIs) ITE programmes before submitting for accreditation to the Council on Higher Education (CHE), in line with the Revised Policy on the Minimum Requirements for Teacher Education (MRTEQ), 2015 and The Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators 2017.

The organisation provided comprehensive information and shared guidelines through face-to-face and virtual channels.

According to the SACE Act, the organisation "must advise the Minister on matters relating to the education and training of educators" [RSA, 2000 (5)(b)(ii)], "on any educational aspect which the Minister may request it to advise on" [RSA, 2000(5)(e)(i), as well as "on any relevant educational aspect" [RSA, 2000(5)(e)(v)]. The Act thus positions SACE as an organisation that can significantly influence educational policy in South Africa.

Fundamentally, SACE's research contribution is focused effectively on areas of national priority. The identification of priority areas must be always performed in coordination with other strategic stakeholders. Moreover, the effective contribution of SACE in the national education policy discourse requires increased internal efficiency.

SACE has produced 2 research reports namely *Principals' Professional Development and Participation in the CPTD System*; and *Profiling of Sexual Misconduct Cases*. The entity continues to produce publications and data to inform and update the education sector with information relating to the teaching profession.

2.2. Organisational environment

The entity has recently embarked on the important process of realigning itself with developments taking place in the education sector and worldwide social and technological developments through the draft Review and Repositioning Project. The project is intended to reposition SACE in the centre of education developments and enable the institution to render its core duties to the sector more efficiently and easily befitting the education landscape and changes taking place in the sector and in the worldwide spectrum.

For the year under review, the organisation halted the filling of posts and creation of new posts to ensure that the newly created posts and new personnel fit into the envisaged repositioned and reviewed Organisational Structure. The Project left several strategic posts not filled and affected the Organisational capacity to deliver the required services. It was against this background that the organisation provided mitigating arrangements such as acting arrangements and temporary filling of posts to ensure that the Organisation continued discharging its responsibilities as imposed by the SACE Act through the registration of fit-to-practice teachers, adhering to the code of conduct.

2.3. Key policy developments and legislative changes

No changes

2.4. Progress towards Achievement of Institutional Impacts and Outcomes

OUTCOME	OUTCOME INDICATOR	2020-2025 FIVE-YEAR TARGET	ACTUAL ACHIEVEMENT BY THE END OF 2023/2024
Efficient and effective governance	Percentage of internal and external audit recommendations implemented	100%	82%
Fit-to-practice registered educators and lecturers	Percentage of educators and lecturers screened for fitness-to-practice	100%	100%
Maintained ethical standards	Number of educators who adhered to the code of professional ethics	400 000	446 542
Improved teacher competence	Percentage of educators participating in professional development activities	80%	91.2%
Improved teacher professionalisation	Strengthened teacher education and development continuum	Implemented teacher professionalisation path	The 2024/25 APP targets under Programme 5 are aligned to the outcome and outcome indicator.

3. INSTITUTIONAL PROGRAMME

PERFORMANCE INFORMATION

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

Programme 1: Administration

1.1: Executive and Governance

Purpose: To determine policy and priorities for the organisation

1.2: Planning, Monitoring & Evaluation Reporting

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

1.3: Corporate Services

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

1.4: Financial Management

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

1.5: Communication and Stakeholder Relations

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

1.6: Information and Communication Technology

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

Outcomes, Outputs, Output Indicators, Targets and Actual Achievements

Corporate Service

The Human Resource Division is responsible for providing Human capital and ensuring that conducive working conditions are created to enable the workforce to discharge its responsibilities. The HRM through Corporate Services is responsible for providing training interventions and capacitating the workforce in an attempt to capacitate the workforce.

The organisation was able to conduct an Employee Performance Evaluation as guided by the adopted Performance Evaluation Guidelines that have since been agreed upon between the Council and Labour Representative Organisations (Union).

SACE continue to Capacitate her employees through council-funded Programmes and Funds obtained from ETDP-SETA from time to time. Some employees initiate their study programmes, and the Council assists in funding such learning initiatives. 56 % of employees were trained through its own initiated and SACE-funded Programmes for the period under review.

The Human Capital provisioning had to be realigned to the intentions of the Project and therefore ensure that any posts created were in line with the envisaged Project. It is against this background that most strategic and other existing vacancies were not filled during the period under review.

SACE has 4 functional Provincial offices staffed in such a manner to enable the entity to reach out to its stakeholders and Clients. The offices exist in Kwa-Zulu Natal, Limpopo, Free State and Eastern Cape. The Office opened in Western Cape is not yet functional waiting for finalisation of the Conceptualisation of Provincial Offices and Review and Repositioning Project.

The entity provides internships to various graduates who recently completed their learning programmes from different Higher Learning Institutions. The internship assists in skilling the graduates and introducing them to the workplace environment through On- Job Experience. SACE has further extended the internship period from 12 months to eighteen months in line with most institutions of higher education. The number of Interns appointed during the period under review is reflected in the table below and remained in the range of 40 Interns placed in different divisions and Provincial Offices.

Planning, Monitoring & Evaluation, and Reporting

There are six programmes that the public entity is implementing through the 2023/24 APP to achieve its mandate and priorities. The purpose of planning, monitoring & Evaluation and Reporting is to translate policies and priorities into strategies for effective implementation of the core mandates and, to manage, monitor and report the performance of the organisation. During the 2023/24, financial year, the organisation had 20 performance indicator targets that were planned for. Of the 20 indicators, It achieved 18 of the indicators which translates into 90% of predetermined objectives achieved. It should also be noted that 2023/24 is the 4th year of implementing the 5-year strategic plan of the entity as tabled. Therefore, the achievement of a predetermined objective shows that the work being put toward achieving the outcomes will be realised.

Communications and Stakeholder Relations

Stakeholder Engagements

As part of the Stakeholder Engagements drive with key Stakeholders, SACE in collaboration with various Education Districts, conducted Advocacy drives with at least 12 (twelve) schools. The initiative was informed by the needs of the Stakeholders and information gaps which exist between the organisation and Educators. Thus, SACE was able to share information on the Code of Professional Ethics and Professional Development. In terms of coverage, SACE reached at least 12 schools and a total of 350 educators. The impact was beneficial, as most teachers were exposed to the services offered and the information available.

2023 SACE Teacher Conference

SACE held its inaugural national teachers' conference on the 20th and 21st of April 2023 at the Birchwood Hotel and OR Tambo in Boksburg. SACE managed to create a successful platform and safe space for teachers to raise their voices individually and collectively during and beyond the conference. This inaugural national teacher conference brought together approximately 500 sector participants, including educators, student teachers, ECD practitioners, teacher unions, SACE stakeholders and constituencies. The primary purpose of the SACE Inaugural teacher conference was for delegates to pause, reflect and raise their voices as individuals and collectively about matters that affect their profession and the challenges, they face in the 21st-century South African classroom. The various spaces that were created provided teachers with a platform to reflect on their professional role and advocate for issues that affect their daily tasks.

The gala dinner proved an appropriate occasion to showcase the achievements of deserving teachers. The elegantly dressed tables complemented the significance of the evening. The conference was also an opportunity to recognise and award forty-five (45) educators who garnered way beyond the required number of professional development points earned every three-year cycle for the CPTD system was also honoured. Subsequently, 21 female school leaders who wrote a short story book titled Women Unveiling Untold Stories in the Education Sector were recognised.

Overall, the plenary and breakaway sessions shed light on various areas needing attention within the education system. The recommendations include revising policies, strengthening support systems, promoting collaboration and intercontinental exposure, nurturing ethical standards, addressing early childhood development challenges, fostering inclusivity and well-being, supporting effective management and leadership, and providing resources and training for 4IR Skills for a changing world.

In summary, the conference declarations were stated as follows:

- **Emphasis on excellence:** The conference agreed on the mantra "Excellence is a lifestyle; live it," implying a commitment to maintaining high standards in teaching and education.
- **Revolutionise education:** The conference declared a revolutionary approach to education, aiming to transform the Department of Education and teaching itself to bring about qualitative societal changes.
- **Focus on improving learner quality:** The conference declared a commitment as teachers to ensuring that learners leave the classroom with more knowledge and skills and hopefully even changed attitudes than when they entered.
- **Importance of teacher professionalisation:** The conference highlighted the centrality of continuous professional development, emphasising the need for ongoing learning and improvement of teacher professionalism.
- **Induction and support for new teachers:** The conference called for a focus on the induction of new teachers, addressing ethical issues, professional conduct, and curriculum delivery.
- **Standardisation of early childhood education:** The conference agreed on the need for a national conference on Early Childhood Development (ECD) to address issues and recommendations concerning ECD and Grade R education.
- **Significance of school leadership:** The conference emphasised the role of school leadership in improving school performance and the need to support school leaders in creating winning schools.
- **Embracing the 4th Industrial Revolution (4IR):** The conference acknowledged the critical need for addressing the challenges and opportunities presented by the 4th Industrial Revolution to enhance teaching and learning.

2023 World Teachers Month Campaign

As the profession observed the 2023 World Teachers Month celebrations, SACE initiated a World Teachers Month Campaign celebrated under the theme: “The teachers we need for the education we want: The global imperative to reverse the teacher shortage”, in collaboration with the SABC was driven, wherein the “2023 Happy World Teachers’ Day message to all educators was delivered through the SABC squeeze backs (commercial ad). Based on the view ship, the advertisement value ranged to thousand viewers across the country. The purpose of the campaign was to appreciate the teachers and to also remind them that SACE is the home of the teaching profession.

#HandsOff Our Teacher Campaign” (2024 Human Rights Month)

Violation of Rights against our Educators has become a common phenomenon within our South African Schools. Sadly, society has normalized violence within our schools as a means of resolving conflicts. Different forms of violence have taken place within our schools, near homes and neighbourhoods’ problem has become significant with frequent reports appearing in the written and electronic media about shootings, stabbings and other forms of violence that occurred in both Public and Public Schools, involving our educators (as victims).

Thus, as the nation celebrated and commemorated the 2024 Human Rights Month under the theme: “Three decades of Respect for and Promotion of Human Rights”, SACE drove a National #HandsOff Our Teacher Campaign calling for a stop against Teacher Violence and promoting the Rights of Teachers. The campaign was driven using the following mediums –

No	Medium	Medium Types	Key Message	Impact and Reach
01	Facebook	Facebook Advertisement– Infographics	“SACE wishes all Teachers a Happy 2024 Human Rights Month and calls Upon A Stop To Violence against our Teachers. Teacher Rights are Human Rights, Together We can create a brighter future for learners through safeguarding the rights of Teachers”.	- Millions of Viewership - Increase in terms of website visits - Increase in terms of Facebook followers - Human Rights Message Exposure - Increased shares and likes
02	Ticktock	Tiktok animated video	SACE wishes all Teachers a Happy 2024 Human Rights Month and calls Upon A Stop To Violence against our Teachers. Teacher Rights are Human Rights, Together We can create a brighter future for learners through safeguarding the rights of Teachers”.	- Increase in terms of TikTok followers - Brand exposure - Increased shares and likes

No	Medium	Medium Types	Key Message	Impact and Reach
03	SABC Radio	Pre – Recorded Live Read	SACE wishes all Teachers a Happy 2024 Human Rights Month and calls Upon A Stop To Violence against our Teachers. Teacher Rights are Human Rights, Together We can create a brighter future for learners through safeguarding the rights of Teachers”.	- Millions of Viewership - Increase in terms of website visits - Increase in terms of Social Media followers - Brand exposure
04	SABC Television Broadcast	Squeeze Backs	SACE wishes all Teachers a Happy 2024 Human Rights Day and calls Upon A Stop To Violence against our Teachers. Teacher Rights are Human Rights, Together We can create a brighter future for learners through safeguarding the rights of Teachers”.	- Millions of Viewership - Increase in terms of website visits - Increase in terms of Social Media followers - Brand exposure

Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations
Efficient and effective governance	Council and EXCO meeting convened	1.1.1. Number of Council and EXCO meetings convened in a financial year	17	11	10	16	+4	The deviation is due to special meetings convened as per needs and urgent matters requiring attention at that time.
	Compliance with reporting frameworks and guidelines	1.1.2. Number of approved quarterly performance reports submitted to oversight authorities	4	4	4	4	0	N/A
	Improved employee performance	1.1.3. Percentage of employees assessed for performance through performance evaluation development system	100%	100% 115/115 x100	60%	107/107x100 100%	0	N/A

Programme 1: Administration								
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations
	Improved employee performance	1.1.4. Percentage of trained employees in a financial year.	31%	30%	40%	56/107x100 52%	+14%	The deviation is due to unplanned training identified to intervene in urgent skills/knowledge gaps.
	Stakeholder management and engagement	1.1.5 Number of engagements held with stakeholders within a financial year	-	16	16	18	+2	The target is overachieved, due to increased stakeholder engagement opportunities
	Eligible creditors paid within 30 days	1.1.6. Percentage of eligible invoices paid within 30 days of receipt.	91%	97.39%	100%	100%	0	N/A
	ICT Systems enhanced	1.1.7. Percentage of ICT systems enhanced within a financial year	40%	78% 7/9	50%	71% 5/7x100	+21%	The In-year requests from the different divisions were received and honoured, thus the indicator is over-achieved

Linking performance with budgets

	2022/2023			2023/2024		
Programme/ Activity /Objective	Budget	Actual Expenditure	(Over)/ Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Administration	95 240	98 892	(3 652)	95 740	92 067	3 673
Total	95 240	98 892	(3 652)	95 740	92 067	3 673

Strategy to overcome areas of underperformance.

No area of underperformance for Programme 1.

Programme 2: Professional Registration

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

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement

The registration data for teachers provides a comprehensive overview of the various categories of educators within the profession. The largest category, Professional Registration with Bachelor of Education (Bed) and PGCE, comprises 45,931 teachers, representing a significant majority of the registered educators. This category includes individuals who have completed a Bachelor of Education (BED) or a Postgraduate Certificate in Education (PGCE), which are the main qualifications required for professional teaching status. The high number of teachers in this category reflects the Council's efforts to ensure that the majority of educators in the system possess the necessary academic and professional credentials to deliver quality education to learners.

The second-largest category is Conditional Registration, with 3,958 teachers. This category includes educators who have met certain requirements for registration but still need to fulfil additional conditions to attain full professional status. These conditions may include completing additional qualifications, gaining practical teaching experience, or meeting other specific criteria set by the SACE. The presence of teachers in this category highlights the commitment to providing pathways for educators to progress towards full professional registration while ensuring that they meet the necessary standards of competence and quality. The registration data also includes 2,675 Early Childhood Development (ECD) practitioners. This category recognizes the critical role played by educators in the early years of a child's development and learning. ECD practitioners are specialized in working with young children, typically from birth to age five, and focus on nurturing their cognitive, social, emotional, and physical development. The inclusion of ECD practitioners in the registration data demonstrates the institution's acknowledgement of the importance of early childhood education and its commitment to supporting and regulating this sector.

Lastly, the Special Category Registration comprises 759 educators who are specialists in different learning areas. This category includes teachers with expertise in subjects such as music, art, physical education, technology, or other specialized fields. These educators bring unique skills and knowledge to the education system, enriching the learning experiences of students and contributing to the development of well-rounded individuals. The presence of Special Category Registration highlights the organisation’s recognition of the diverse needs of learners and the importance of providing access to specialized instruction in various fields.

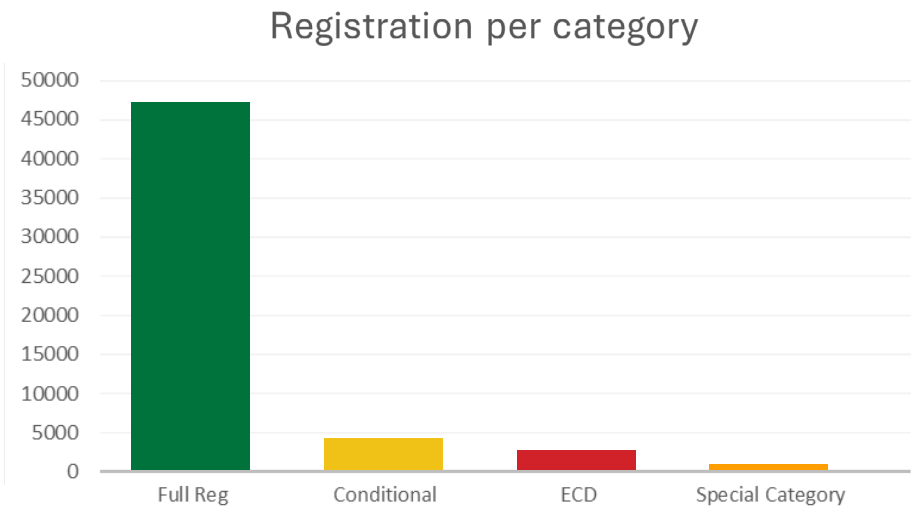
The registration data across these categories provides valuable insights into the composition of the teaching workforce and the different types of educators within the system. The high number of teachers with professional registration reflects the organisation’s efforts to maintain standards of quality and professionalism in the teaching profession. The inclusion of conditional registration and ECD practitioners demonstrates the institution’s commitment to supporting the professional development of educators and recognizing the importance of early childhood education. The Special Category Registration showcases the organisation’s acknowledgement of the diverse needs of learners and the value of specialized expertise in different learning areas.

Furthermore, the registration data will help identify areas where additional support or interventions may be needed. For example, if there is a high number of teachers in the Conditional Registration category, SACE may need to assess the effectiveness of its pathways to full professional registration and identify any barriers or challenges that need to be addressed.

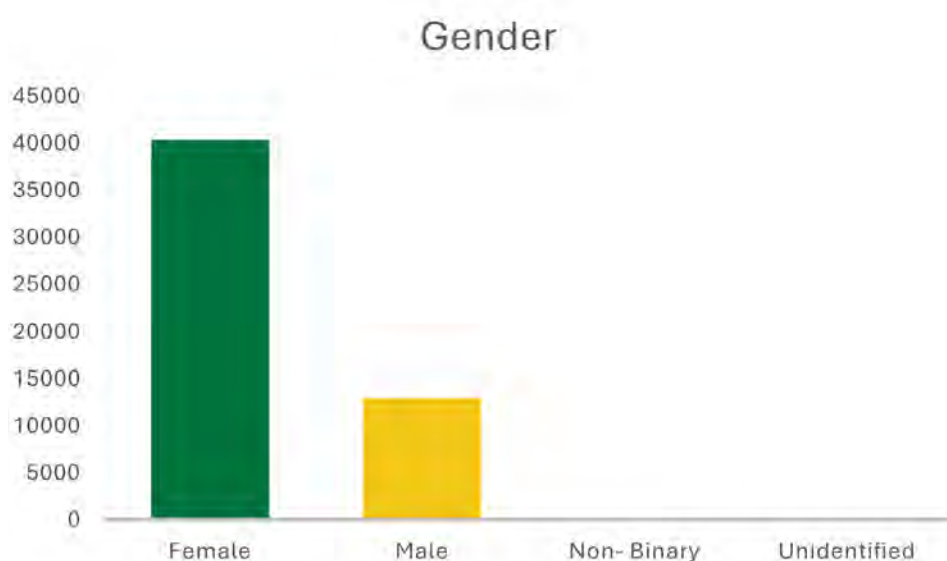
Registration per Category 2023/2024

Registration Per Category	
Full Reg	45931
Conditional	3958
ECD	2675
Special Category	759
Total	53323

Registration per Category 2023/2024



Registration per Category 2023/2024



Gender differences:

The registration data for teachers provides valuable insights into the gender distribution within the profession. Out of a total of 53,323 registered teachers, a significant majority of 40,354 (75.7%) identify as female. This high percentage of female teachers is a common trend observed in many education systems worldwide, reflecting the historical and societal factors that have influenced the gender composition of the teaching workforce.

The data also reveals that 12,912 (24.2%) of the registered teachers identify as males. While this number is considerably lower than the female counterpart, it still represents a significant portion of the teaching population. The presence of male teachers in the profession is crucial for providing diverse role models and perspectives to learners, and for challenging traditional gender stereotypes associated with teaching. Interestingly, the registration data includes 27 (0.05%) teachers who identify as non-binary. Although this number may seem small in comparison to the female and male categories, it is important to acknowledge and include individuals who do not conform to the traditional gender binary. The recognition of non-binary teachers in the registration process demonstrates the organisation's commitment to inclusivity and respect for diversity within the profession.

Lastly, 30 (0.06%) teachers are registered as unidentified in terms of their gender. This category may include individuals who chose not to disclose their gender identity or those whose gender information was not captured accurately during the registration process. While the reasons for non-disclosure may vary, SACE needs to ensure that all teachers feel comfortable and respected, regardless of their gender identity. The gender distribution data provides a snapshot of the current composition of the teaching workforce and can inform SACE's strategies and initiatives to promote gender equality and diversity within the profession. For example, the high percentage of female teachers may prompt the institution to explore ways to attract and retain more male teachers, to ensure a more balanced gender representation. Similarly, the inclusion of non-binary teachers in the registration data may highlight the need for the institution to develop policies and support mechanisms that cater to the specific needs and experiences of gender-diverse educators.

Furthermore, can use this data to monitor trends and changes in the gender composition of the teaching workforce over time.

Information sharing sessions.

Higher Education Institutions

Virtual meeting with representatives from various Higher Education Institutions were convened to discuss and strategize the implementation of online student registration. During the meetings, student teachers were provided with detailed guidance on the registration requirements and were thoroughly instructed on the proper procedures for submitting their applications through the Online Portal. The Higher Education Institution officials collaborated with the organisation to ensure that the registration process would be carried out efficiently and effectively, addressing any potential concerns or questions raised by the student teachers.

The following Higher Education Institutions (HEI's) were supported

University of Stellenbosch	The Registration Division had a virtual meeting with the officials and students from the University of Stellenbosch. The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal.
Cornerstone University	The Registration Division met virtually with the officials and students from Cornerstone. The purpose of the meeting was to present the PGCE student teachers with the registration requirements and to take them through the step-by-step guide on how to apply using the Online portal.
University of Limpopo	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal. (7 & 8 March 2024) – SADTU-SC.
University of Stellenbosch	The Registration Division embarked on a face-to-face registration drive from the 04 th of March to the 08 th of March 2024, in collaboration with the University of Stellenbosch to assist Student Teachers in applying for registration using the Online registration system. This was also taken as an opportunity to assist with technical challenges with the system. The visit aimed to shorten the turnaround time of applications made by students to get approvals/rejections in a short period.
CPUT – Wellington Campus	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal. (18-19 September 2023) – SAOU
CPUT – Bellville Campus	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal. (20-21 September 2023) – SADTU
IIE-Varsity	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal.

STADIO	The primary objective of the meeting was to provide student teachers with a comprehensive overview of the registration requirements and to offer a detailed, step-by-step guide on successfully submitting their applications through the e-service portal. The officials meticulously outlined the necessary documentation and information required for the registration process, ensuring that all student teachers were well-informed and prepared. Furthermore, the meeting served as a platform to walk the student teachers through the entire application submission procedure, from accessing the e-service portal to completing and submitting their applications. This thorough approach aimed to minimize any potential confusion or errors during the registration process, ultimately saving time and resources for both the student teachers and the organisation.
Durban University of Technology	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal.
Edu-build	An informative session with Early Childhood Development (ECD) practitioners who have completed level 5 training through Edu-build was conducted. The primary focus of this session was to provide clear guidance to the practitioners regarding the registration process and to offer detailed instructions on the appropriate preparation of registration documents. Each step of the registration procedure was explained, ensuring that the ECD practitioners had a thorough understanding of the requirements and the necessary documentation.
University of Mpumalanga	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal.
Walter Sisulu University	The purpose of the meeting was to present to student teachers the registration requirements and the step-by-step guide on how to submit applications using the e-service portal.

Engagements with Teacher Unions

SACE recognized the valuable role that teacher unions play in supporting and advocating for their members. As such, the organisation proactively worked with the three major teacher unions in South Africa: The Suid-Afrikaanse Onderwyser Unie (SAOU), the National Professional Teachers' Organisation of South Africa (NAPTOSA), and the South African Democratic Teachers Union (SADTU), including its student chapter (SADTU-SC). SACE identified an opportunity to provide training and capacity-building sessions for these unions, specifically focusing on the Online registration system. By equipping union representatives with the necessary knowledge and skills, the institution aimed to empower them to assist their members in navigating the online registration process effectively.

Furthermore, to address the problem of teachers who were employed without first seeking registration with SACE, a collaboration with the teacher unions and the Provincial Department was organised to assist the unregistered teachers in Western Cape Province. The purpose of this visit was to offer on-the-spot registration services to student teachers and teachers at large. By bringing the registration process directly to the educators, the organisation sought to make the registration procedure more accessible and efficient. This proactive approach demonstrates the SACE's commitment to working closely with teacher unions and addressing the challenges faced by educators in the registration process.

Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations
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	43 326	100% 48 110/48 110	100%	100% (53 323/53 323)	N/A	N/A

Linking performance with budgets

Programme/Activity /Objective	2022/2023			2023/2024		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Professional Registration	1 500	1 348	151	3 070	2 516	554
Total	1 500	1 348	151	3 070	2 516	554

Strategy to overcome areas of underperformance

No underperformance is recorded for programme 2.

Programme 3: Ethical Standards

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

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement

During the year under review, the Organisation received a total of **606** cases of misconduct against educators. This number is lower when comparing it to the number of cases received from the last financial year of 2022/23 where a total of 734 cases were registered.

In the first quarter, April to June 2023, SACE received a total of 189 new cases. Most of the cases were assaults on learners, followed by sexual misconduct. This continues to be a trend as it is evident that throughout the years assault or corporal punishment continues to be practiced in our schools. A total of 75 cases of assault were registered while 47 cases of sexual misconduct were registered. The remaining 64 cases comprised other forms of unprofessional conduct ranging from other forms of abuse, compliance matters, and others.

In the second quarter, July to September 2023, SACE received a total of 206 cases with assault being the leading form of misconduct registered against educators with 95 cases reported, followed by sexual abuse with 47 cases reported. The remainder of the cases were for other forms of unprofessional conduct.

In the third quarter, October to December 2023, we received 106 cases with 54 reported cases of assault of learners followed by 28 sexual misconduct cases. The remaining 24 cases were for other forms of unprofessional conduct. While assault of learners continued to top the list of forms of abuse, it is worth noting further that verbal abuse and humiliation of colleagues also continued to rear its ugly head. This is also a worrying trend.

In the fourth quarter, January to March 2023, the institution registered a total of 105 cases. Yet again, the leading form of misconduct against educators is assault of learners with 39 complaints reported, followed by sexual abuse with 26 complaints reported. The remainder of the cases were for other forms of unprofessional conduct, etc. Again, the assault of learners still took centre stage in this quarter.

Breakdown of cases received PER PROVINCE

PROVINCE	NUMBER
Western Cape	213
Gauteng	131
KwaZulu Natal	76
Eastern Cape	42
Free State	39
North West	39
Limpopo	30
Mpumalanga	26
Northern Cape	10
TOTAL	606

Breakdown of cases received per TYPE OF OFFENCE

MISCONDUCTS/COMPLAINTS	NUMBER
Assault Misconduct	291
Sexual Misconduct	110
Humiliation/verbal abuse/use of improper language & others	101
Unprofessional Misconduct	21
Harassment/Humiliation	17
Financial Mismanagement/Fraud	18
Employment of unqualified & or unregistered educators	15
Gross/Negligence	8
Discrimination	6
Incitement	5
Reporting for duty under the influence of alcohol	5
Racism	5
Theft	4
TOTAL	606

Breakdown of cases per COMPLAINT SOURCE

SOURCES OF COMPLAINTS	NUMBER
WC- DOE	191
Anonymous	120
Educators	115
Parents	96
ELRC	29
Principals/Dep/School	20
Learners	9
FS-DOE	6
Media	6
Community	6
Human Rights Commission	2
GP -DOE	2
MP-DOE	2
SAPS	1
EC-DOE	1
TOTAL	606

Processing of cases

Over the years, the institution has been processing its cases on a First-In-First-Out (FIFO) basis. This means that cases that are registered first, will be processed or investigated first with the exception that priority will be given to cases of a serious nature such as sexual and assault offences, among others. It is worth noting that the duration of each case is by nature, unpredictable and as such the organisation will still likely carry over and process cases from previous financial years.

The process of registering a complaint lodged starts with the assessment of the complaint to determine if it falls within the SACE jurisdiction. In the event that the cases fall outside the SACE ambit, the matter is referred to the relevant person / office/ stakeholder organization. Once a complaint has been registered, a case will then be allocated for an investigation. The investigation after completion can result in the recommendation that a disciplinary hearing be initiated against the educator concerned. An investigation can also result in the closure of the case due to among others, lack of evidence, no witnesses to substantiate allegations and various other factors. In both instances, the investigation will then be regarded as finalized.

Initial consideration of complaint or recommendation for closure of case file

In certain instances, there are complaints which, after being registered and preliminary consideration of facts is conducted, cannot be investigated. This is largely due to the complainants withdrawing their complaints or complainants being untraceable making it impossible to contact them and gather more information. It is also possible that alternative dispute resolution takes place, and an amicable solution is reached before the actual investigation is initiated.

In such instances the complaint is recommended for closure and thereafter taken to the SACE Disciplinary Committee for ratification. Once the committee endorses the recommendation, the case is considered closed or finalized.

Investigations

During the year under review SACE conducted and finalised a total of 227 physical investigations. From the total number of investigations conducted 68 investigations were finalised on new cases while 159 comprised of older/roll over cases.

Some of the investigated cases resulted in some cases being recommended for a disciplinary hearing while some have been recommended for closure. All the cases investigated have been brought before the Ethics Committee (ETHCOM)/Disciplinary Committee for ratification.

Mediations

Not many cases will result in mediations after being investigated hence for the year under review there were only 05 mediations conducted and finalised on rolled over cases.

Disciplinary Hearings

After an investigation has been recommended for a disciplinary hearing, the educator/s concerned is then charged for breaching the SACE Code of Professional Ethics. The organisation then initiates disciplinary hearings either physically or virtually. The latter method is used mostly as a cost containment measure especially when the educator concerned has already communicated his/her intention to plead guilty to the charge(s).

However, where the educator does not intend pleading guilty and there are witnesses to testify during the inquiry, then the physical approach is used. This is usually a lengthy process and connecting virtually has proven not ideal for such hearings. This is because the entity wishes to avoid issues such as witness tempering which would prove detrimental to the process as it is aimed to be transparent and fair.

The institution continues to experience the usual challenges of requests for postponements, and general lack of co-operation from parents or members of the school community.

SACE must implement 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. Most of the persons required to testify during disciplinary inquiries are learners who are only accessible when schools are open. Therefore the organisation is unable to conduct any investigation or hearings as long as schools remain closed.

During the period under review the Council conducted and finalised **120** disciplinary hearings. From the total number of hearings finalised, **07** disciplinary hearings were finalised on new cases while a total of **113** disciplinary hearings were finalised on older or roll over cases.

**The total number cases processed, finalised and ratified are as outlined on the table below.*

Activity	Rolled over cases	2023/2024 cases	Total
Disciplinary Hearings	113	07	120
Investigations	158	69	227
Mediations	05	0	05
Recommendations to close file	76	08	84
Total	353	83	436

Sanctions

The entity produced five (5) sanction reports on educators found guilty and sanctioned. According to Section 5 of the SACE Act, three types of sanctions exist that may be imposed on teachers. For the period under review, the Council removed a total of 28 educators from the roll of educators, which is lesser in comparison to the 2022/23 financial year where SACE removed 31 educators from the roll.

The first type, an indefinite removal from the register of practising educators, is the harshest sanction meted out to teachers. A total of 22 educators have been removed from the roll indefinitely. This implies such a teacher has no reasonable prospect of practising or teaching school children as they shall have lost their licence to teach indefinitely.

Some educators whose names are removed from the register end up with their names being entered into the register of persons declared unfit to work with children. This register is held by the Department of Social Development (DSD). These are educators who would have committed serious offences, including sexual misconduct – rape, impregnating a learner and sexual relations with learners broadly, fraud, and severe assault of learners. The following table depicts different provinces, gender, and nature of misconduct:

The below table depicts the number of educators found guilty and removed from the roll of educators indefinitely.

NO	Province	Gender	Misconduct	Sanction
1.	Limpopo	Male	Sexual assault and harassment of learners	Removal from the register indefinitely
2.	Mpumalanga	Male	Sexual relationship and impregnation of a learner	Removal from the register indefinitely
3.	Western Cape	Male	Sexual harassment of a learner	Removal from the register indefinitely
4.	Western Cape	Female	Examination fraud	Removal from the register indefinitely
5.	Mpumalanga	Male	Sexual assault of a learner	Removal from the register indefinitely.
6.	Northwest	Male	Sexual assault of a learner	Removal from the register indefinitely.
7.	Gauteng	Male	Sexual assault of a learner	Removal from the register indefinitely.
8.	KwaZulu-Natal	Male	Sexual assault and sexual relationship with a learner	Removal from the register indefinitely.
9.	Mpumalanga	Male	Sexual harassment of learners	Removal from the register indefinitely.
10.	Mpumalanga	Male	Sexual harassment of a learner	Removal from the register indefinitely.
11.	Gauteng	Male	Assault of a learner	Removal from the register indefinitely.
12.	Limpopo	Male	Sexual assault of learners	Removal from the register indefinitely.
13.	Free State	Male	Sexual assault of a learner	Removal from the register indefinitely.
14.	Free State	Male	Sexual assault of a learner	Removal from the register indefinitely.
15.	KwaZulu Natal	Male	Sexual harassment of a learner	Removal from the register indefinitely.
16.	KwaZulu Natal	Male	Sexual grooming of a learner	Removal from the register indefinitely.
17.	Gauteng	Female	Assault of learners	Removal from the register indefinitely.
18.	Limpopo	Female	Assault of learners	Removal from the register indefinitely.
19.	Gauteng	Male	Examination fraud	Removal from the register indefinitely.
20.	Western Cape	Male	Sexual harassment of colleagues and learners	Removal from the register indefinitely.
21.	KwaZulu Natal	Male	Sexual harassment of learners	Removal from the register indefinitely.
22.	Gauteng	Male	Employment of unregistered educators	Removal from the register indefinitely.

Summary of Indefinite removals per Type of Offence

Misconduct	2023/2024	Rollover cases	Total
Sexual misconduct	1	15	16
Assault	0	3	3
Other	0	3	3
Total	1	21	22

The second type is the removal from the register of educators for a determined period. A total of five (5) educators were removed from the register for a certain period. This means that the name of an educator gets removed from the register for a certain specified period, e.g., removal of a name from the register for five (5) years or more, with or without conditions. The following table depicts different provinces, gender, and the nature of misconduct.

NO	Province	Gender	Misconduct	Sanction
1.	Western Cape	Male	Sexual harassment of a learner	Removal from the register for a period of 10 years
2.	KwaZulu Natal	Male	Sexual Assault of learners	Removal from the register for a period of 10 years
3.	Limpopo	Female	Theft (NSNP food)	Removal from the register for a period of 5 years
4.	Western Cape	Male	Fraud	Removal from the register for a period of 5 years
5.	KwaZulu Natal	Female	Failure to report abuse of learners	Removal from the register for a period of 10 years

The third type of sanctions relates to instances where educators are found guilty and sanctioned to a fine. The 2023/24 financial year saw **64** educators found guilty and whose names were removed from the register, but the removal was suspended for a certain period with different fines and or reprimands. In other instances, removals from the register may be suspended and replaced with a fine as shall have been determined by the Council Committee or a fine which equals one month's salary and which fine is payable to SACE within 12 months in line with Section 5 of the SACE Act. Most fines imposed were for misconduct relating to the assault of learners as depicted below.

Misconduct	2023/2024	Rollover cases	TOTAL
Assault	3	31	34
Other	1	29	30
Total	4	60	64

Cases are withdrawn and educators found not guilty.

	2023/2024	Rollover cases	TOTAL
Number of cases withdrawn	1	13	14
Number of educators found not guilty	0	9	9

Cases Closed

This is the category of all cases closed in other forms other than through a disciplinary hearing. These are recommendations for closure of files after initial consideration of a complaint as well as cases that were formally investigated with recommendations for closure.

Closed Cases	2023/2024	Rollover cases	TOTAL
Cases closed either through recommendations or investigations after ratification by the Council committee	25	177	202

Programme 3: Ethical Standards								
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations
Maintained ethical standards	Finalised investigations	3.1.1 Percentage of eligible cases investigated and finalised within a year of receipt	49% (275/563x100)	30% 540/1830	40%	13% 79/606x100	-27%	The organisation had to prioritize and ensure that older cases particularly those relating to sexual misconduct and assault are processed first to ensure that the witnesses, predominantly learners, can still be accessed as it becomes difficult to locate them once they leave the school. It is also in the best interest of learners to try and expedite any case that has the potential to further traumatize a child.
	Finalised disciplinary hearings	3.2.1 Percentage of disciplinary hearings finalised after ratification by the ethics committee	24% (40/162x100)	13% 13/103	10%	4.4% 2/45x100	-5.6%	The target set is not achieved. The organisation experienced high resignations in the 2022/23 and 2023/24 financial years and positions have not been filled.
		3.2.2 Percentage of rolled-over disciplinary hearings/cases finalised	78% (68/87x100)	63% 109/174	30%	76% 118/156	+46	The division managed to meet and overachieve on the target due to the increased number of ratified roll over investigations that were referred for disciplinary hearings

Linking performance with budgets

	2022/2023			2023/2024		
Programme/ Activity /Objective	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Ethical Standards	5 470	5 170	300	5 000	4 723	276
Total	5 470	5 170	300	5 000	4 723	276

Strategy to overcome areas of underperformance.

In the fourth quarter Council trained additional panellists with emphasis aimed at increasing the pool of people that will be appointed to serve as prosecutors in disciplinary hearings.

This was informed by the fact that there is a large number of cases that had been investigated by panellists and referred to disciplinary hearings after ratification but could not be processed due to a lack of adequate personnel to prosecute such cases.

The panellists will now be responsible for both processes i.e. Investigation and should the matter be referred to a hearing, the file will be reallocated to the same panellist to prosecute. This will then ensure that hearings are processed expeditiously after ratification.

Furthermore, the organization plans to process more cases by referring some of the complaints to the Provincial Education Departments. Most of these cases are those that the employer can dispense with speedily as the employer. Such cases include financial mismanagement, failure to declare business interests, reporting to work under the influence of alcohol, verbal abuse among colleagues and human relations etc.

This exercise is aimed at reducing the number of cases still to be processed while ensuring that the organisation puts maximum effort into dealing with more serious cases and thus improving the overall performance of the ethics division. While still experiencing a rise in cases reported. SACE continues to conscientize educators on the Code of Professional Ethics through workshops with an emphasis on the dangers associated with corporal punishment, and sexual abuse of learners.

Programme 4: Professional Development

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

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement

According to the strategic plan 2020-2025 and APP 2023/24, programme 4, aims to ensure that educators engage in lifelong learning to improve their professional competence. The programme's effectiveness is measured through various indicators inclusive of the number of professional development providers reporting type 3 activities and programmes of educators to SACE in a year, the number of educators supported on professional matters in a financial year, the Percentage of eligible professional development providers approved within 4 months of receipt of the applications, the Percentage of endorsed professional development activities in a financial year and the number of endorsed professional development sessions observed.

Professional development providers reporting type 3 activities and programmes

The organisation set an annual target of 20 for the professional development providers reporting type 3 activities, which the programme overachieved by 7 additional providers submitting their registers.

Albeit the 7 providers are accounted for the financial years, some of the providers submitted registers for more than one activity, namely:

- Via Afrika submitted twelve registers
- Mind Moves Institute South Africa submitted two registers
- Turtle Life Support submitted three registers
- It is important to note that for the sake of fairness and accuracy, the above-named providers' programmes are only counted once in our analysis.

No	Name of Provider	Name of Activity	Date of training	Province
Quarter 1				
1	Mind Moves Institute South Africa	The Neuroscience behind problem with learning and performance (Neurodevelopmental delays)	03-Apr-23	Gauteng
2	Ischool Africa Education trust	Ischool Africa Foundation Phase numeracy and literacy iPad programmes	19-Apr-23	Gauteng
3	Support ED PTY Ltd	The Four Pillars of Great Assessment	20-Apr-23	Gauteng
4	Via Afrika	Preparing presentations (using MS PowerPoint)	09-Jun-23	Western Cape
5	University of The Witwatersrand	Strategic Implementation	10-Jun-23	Gauteng
6	Turtle Life Support	First Aid Training	10-Jun-23	Gauteng
Quarter 2				
7	OBET Pro	Thinking Tools 4	24-27 June 2023	North West
8	Hope Counselling Centre	Trauma Informed Schools	22-Jul-23	Western Cape
9	Karen Quail	Peace Discipline	13-Jul-23	Western Cape
10	Karen Walstra Consulting	Meaningful Assessment using eAssessment tools and strategies	13-Jul-23	Western Cape
11	All 4 Metamorph	Dealing with the oppositional Defiant child	24-Jul-23	Gauteng
12	Lalela	Educators working with learners affected by trauma	26-Jul-23	Western Cape
13	Technology training Academy	Reply Slips made Easy	27-Jul-23	Gauteng
14	Accelerated Education Enterprises	Annual Administrator's seminar	31 July -04 August 2023	KwaZulu Natal
15	Sibikwa community project NPC	To provide a practical introduction to creative arts activities for teachers who have no training in the subject	02-Sep-23	Gauteng

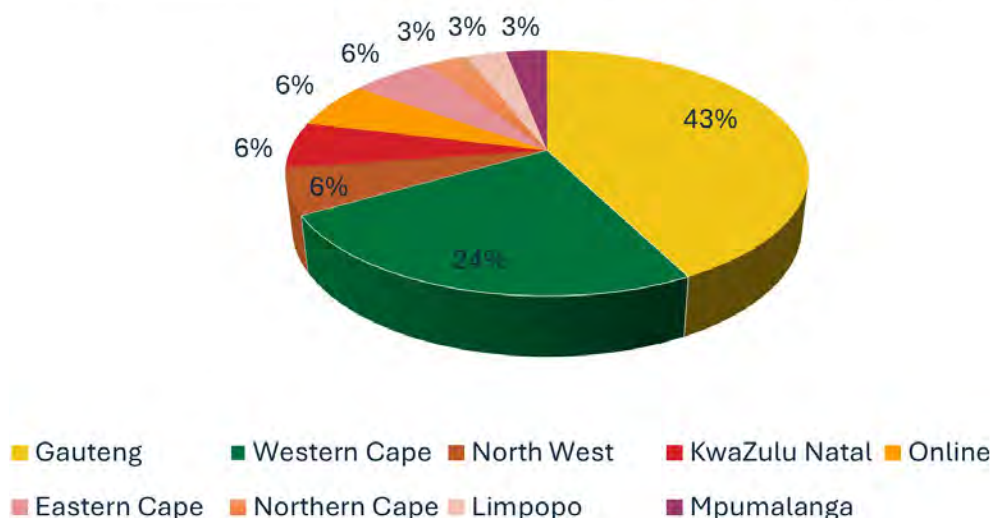
No	Name of Provider	Name of Activity	Date of training	Province
16	Safe Train Consulting	Perform Basic Life Support/First Aid Procedures (US119567 aligned)	01-16 Sep 2023	Gauteng
17	M3 Quality School Improvement Consultancy CC	Classroom and discipline management	4-5 Sep 2023	Western Cape
Quarter 3				
18	University of Cape Town	Workshop on implementing Moderation practices	12-Oct-23	Western Cape
19	Food & Trees for Africa	Climate Change Curriculum Support	17-Oct-23	Gauteng
20	Inclusive Education South Africa	Induction Programme for Inclusive Education	17-19 Oct 2023	Northern Cape
21	2SIMPLE South Africa	Purple Mash Explorer Workshop	20-Oct-23	Gauteng
22	Lize Kubannek	Reading	04-Nov-23	Limpopo
Quarter 4				
23	Resolute Education	Novice stream Training Course	25-Jan-24	Gauteng
24	Centre for the advancement of Science and Mathematics Education (CASME)	The practical approach to the teaching of life and living	05-Feb-24	KwaZulu Natal
25	Harriet Schraivesande	Understanding and supporting learners and colleagues dealing with loss, bereavement, and grief	01 Dec 2023 - 29 Feb 2024	Online
26	iStore education solutions	iPad Education Create Summit	27-28 Feb 2024	Gauteng
27	The Flemish Association for Development Cooperation and Technical Assistance Collaborating With DBE (VVOB)	Induction for new Educators	01-31 Mar 2024	Online

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

According to the above table, the date of training: Most of the training sessions took place in quarter 2. In Quarter two, two sessions took place on the 10th of June 2023 in Gauteng and two sessions on the 13th of July 2024 in the Western Cape. Interestingly, both online sessions took place in Quarter 4.

Both the table and figure show that, 27 professional development providers reported type 3 activities and educators' programmes to SACE in a year. The activities and programmes took place in the following provinces face to face, Gauteng, Western Cape, North West, KwaZulu Natal, Eastern Cape, Northern Cape, Limpopo, Mpumalanga and through Online.

Professional Development activities by provider



Professional Development Activities by Provider

In conclusion, we are pleased to report a steady and significant increase in professional development providers adhering to the Code of Good Practice. Which states that providers commit themselves to submit reports (activities and CPTD points) on educators who have participated in their training/programmes, has had a positive ripple effect. More private development providers are now reporting their professional development activities and programmes to SACE.

As part of our ongoing commitment to quality provision, the organisation will institute quality promotion support sessions. These sessions are designed to ensure that our professional development activities and programmes align with the standards set forth in the Continuing Professional Teacher Development (CPTD) Handbook (2013). This endeavour is a testament to our commitment to providing quality professional development.

Educators supported on professional matters in a financial year

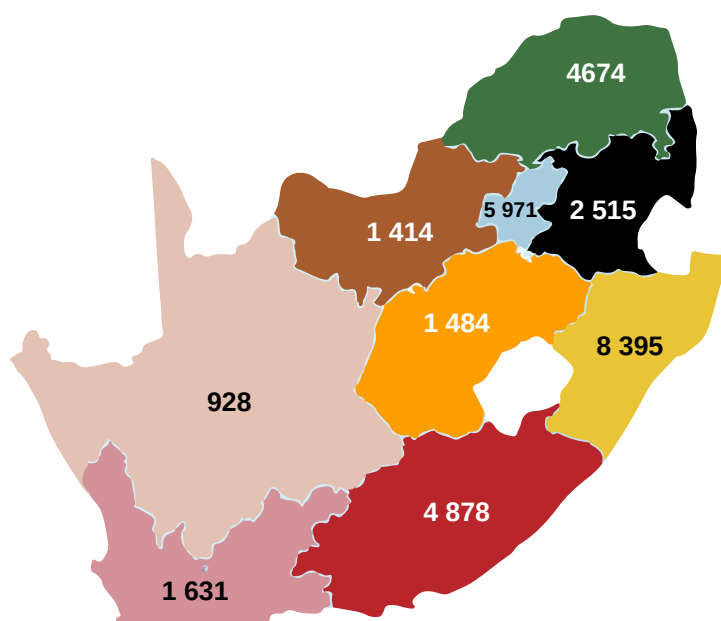
The organisation set an annual target of 30,000 for the number of educators supported on professional matters in a financial year. The indicator aimed to measure the number of educators supported through professional development initiatives, including support through seminars, conferences, webinars, advocacy and onsite support in all SACE mandates.

The programme has met its target and surpassed it by 13% through a collective effort of its stakeholders and employees. The total number of educators that the Organisation supported is 33,917 for the annual year, and this has further resulted in an increase of teachers recording and reporting their different activities in which they have been professionally trained, an indication of the significance of our initiatives.

PROVINCE	EDUCATORS SUPPORTED IN PROFESSIONAL MATTERS
Eastern Cape	4 878
Free State	1 484
Gauteng	5 971
Kwa Zulu Natal	8 395

Limpopo	4 674
Mpumalanga	2 515
Northern Cape	928
North-West	1 414
Western Cape	1 631
Head Office	33 917
Online	1124
TOTAL	66931

The data shown on the table above and table above is inclusive of educators who participated more once for various activities.



Educators supported on professional matters in a financial year

Per the above pie chart, the support sessions took place in the following provinces face to face: 4 878 of the 33 917 educators represented as 14% were supported in the Eastern Cape. 1 484 of the 33 917 educators represented as 4% were supported in the Free State. 5 971 of the 33 917 educators represented as 18% were supported in the Gauteng. 8 395 of the 33 917 educators represented as 25% were supported in KwaZulu Natal. 4 674 of the 33 917 educators represented as 14% were supported in Limpopo. 2 515 of the 33 917 educators represented as 7% were supported in the Mpumalanga. 928 of the 33 917 educators represented as 3% were supported in the Northern Cape. 1 414 of the 33 917 educators represented as 4% were supported in the North-West. 1 631 of the 33 917 educators represented 5% were supported in the Western Cape. 893 of the 33 917 educators, represented 143%, were supported by Head Office, and 1124 of 33 917, represented 3%, through Online as detailed below.

TOPIC	PRESENTER
Webinar on SACE Mandates (Role of SACE)	Ms Ella Mokgalane: The CEO of SACE
CPTD: navigation of the self-service portal	Mr Bheki Mnisi: The SACE Coordinator in the MP Province
Code of Professional Ethics Webinar	Mr Sandile Ntshalintshali: The SACE Acting Legal Affairs Manager
Women Leaders in Teaching Profession: Inspire Everyone to Act Webinar	Ms Lindiwe Zulu Ms Chrizelda Layman Ms Thobile Zikalala
Awareness on Professional Teaching Standards	Ms Vanencia Chiloane: The Teacher Professionalisation Manager
Practical Example of Evidence based teaching Strategies Webinar Mr Albert Mohitlhi:	Mr Albert Mohitlhi: The Deputy Principal at Onkabetse Joseph Saku Secondary
Bilingual/Multilingual Education Webinar	Dr Xolisa Guzula: The Senior Lecturer in Applied Language and Literacy Studies at the University of Cape Town
Inclusivity webinar dealing with issues of LGBTQI In SA Schools	Professor Anthony Brown: the HOD and Professor in the Department of Educational Psychology at Stellenbosch University
How to manage a toxic environment	Ms Lerato Dube: A career Coach and owner of Lerato inspires Pty Ltd.
Artificial Intelligent Education Webinar	Ms Memory Dizha: The Mathematics Education Specialist of the Eden and Central Karoo District. WC
Healthy Body + Healthy Mind = A Happy Productive Professional Teacher Webinar	Mr George Taodzera: The Programme Manager at NECT-NW

Virtual webinar

Per table and figure above, the SACE Conducted a virtual webinar series from July to September 2023, SACE that covered various topics aligned with professional teaching standards. The sessions were well-received by participants, who expressed their appreciation for the knowledge and skills they gained. These webinars serve as a reminder that continuous professional development is vital to enhancing the learning opportunities of all learners and strengthening the professional identity and status of the teaching profession.

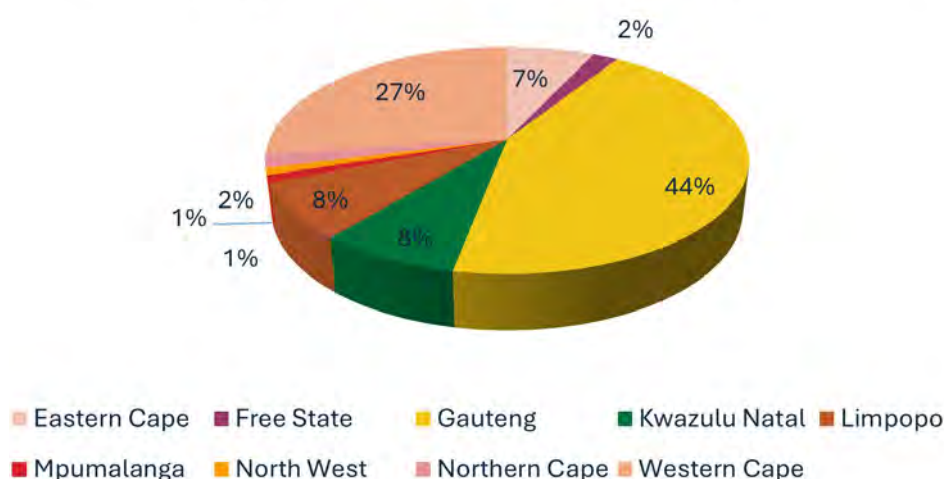
- Webinar on SACE Mandates (Role of SACE)
- CPTD: Navigation of The Self-Service Portal
- Code of Professional Ethics Webinar
- Women Leaders in Teaching Profession: Inspire Everyone to Act Webinar
- Awareness of Professional Teaching Standards
- Practical Example of Evidence-based Teaching Strategies Webinar Mr Albert Mohitlhi:
- Bilingual/Multilingual Education Webinar
- Inclusivity webinar dealing with issues of LGBTQI In SA Schools
- How to manage a toxic environment
- Artificial Intelligent Education Webinar
- Healthy Body + Healthy Mind = A Happy Productive Professional Teacher Webinar

Eligible professional development providers approved

The organisation set an annual target of 90% of eligible professional development providers, who were approved within four months of receipt of the applications. The indicator measured the percentage of eligible providers approved to provide type three external professional development activities. Eligibility in this context refers to the correct applications submitted by provider applicants. All the providers that did not have complete applications were not considered, ensuring a fair and transparent process.

The entity has not only met but exceeded its target, achieving 7% above the set goal. This success is a confirmation of the collective, rigorous developmental process, the thoroughness of the evaluation team, the meticulous endorsement committee processes, and the comprehensive Professional Development Committee ratification process. The Council programme received a total of 100 provider applications for the financial year, a significant number that reflects the robustness of the professional development sector.

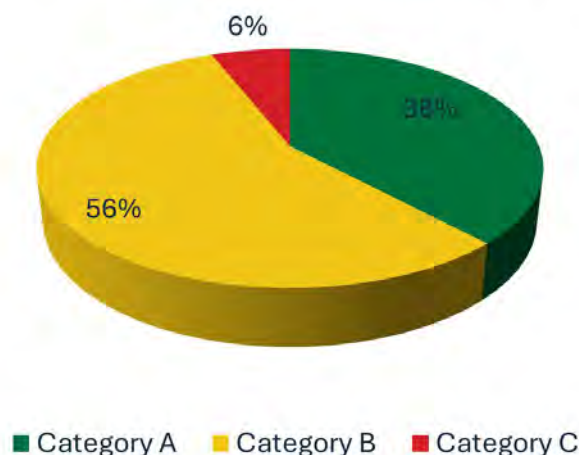
Provider applications provincial representation



Provider provincial representation

Per the above chart, the provider applications came from the following provinces: 7 of the 100 provider applications, represented as 7%, were submitted from the Eastern Cape. 2 of the 100 Provider applications, represented as 2%, were submitted from the Free State. 44 of the 100 Provider applications represented as 44% were submitted from the Gauteng. 8 of the 100 Provider applications represented as 8% were submitted from the KwaZulu Natal. 8 of the 100 Provider applications represented as 8% were submitted from the Limpopo. 1 of the 100 Provider applications represented as 1% were submitted from the Mpumalanga. 1 of the 100 Provider applications represented as 1% were submitted from the North West. 27 of the 100 Provider applications, representing 27%, were submitted from the Western Cape. The entity received no provider application from the Northern Cape for the financial year 2023/24.

Categories of received provider applications



Received provider application forms

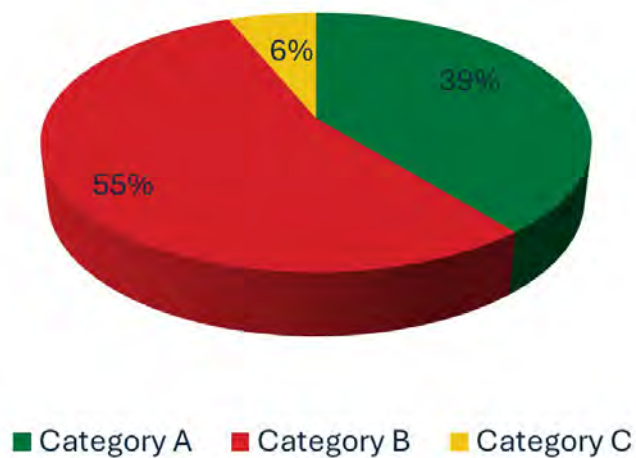
The chart above indicates that 38% of the 100 providers were Category A providers of professional development activities that a Quality Council has accredited, whilst 56% of the 100 providers were Category B a provider of professional development activities that have not been accredited by a Quality Council and must satisfy SACE's criteria for approval. 6% of the 100 providers were Category C, an emerging provider of professional development activities with a valid Tax clearance, Vision, and mission statement). Of the 100 applications received, 40 were renewal applications, and 60 were new applications.

The Endorsement Committee (EC) plays a pivotal role in the approval process, having been delegated powers from SACE. These powers enable the EC to carry out a range of activities and make crucial decisions that uphold the quality and standards of professional development activities.

- To serve as the penultimate layer of decision-making on Endorsement outcome before ratification by the SACE Council via PRODCO.
- Consider reports from CPTD evaluators panels against the original submissions and other documentation from PD providers.
- To ensure consistency in the application of the PD criteria and standards.
- To ensure quality within and across the reports of the different evaluating panels and make appropriate changes.
- To sign off on reports sent to the PD providers and individual educators.
- To make recommendations to the SACE Council (via PRODCO) about endorsing PD activities and allocating PD points per activity.
- Make recommendations to PRODCO about point allocations as needed.
- To recommend endorsement criteria to PRODCO, monitor their implementation and effectiveness (including their weighting and interpretation), and, if needed, recommend changes in formulation or weighting.

The endorsement committee met six times during the financial year in which the 100 applications were processed; during the committee meetings, three category B providers did not meet the set criteria and were thus not recommended for approval. Figure 5 indicates that 39% of the 97 approved providers were Category A, 55% were Category B, and 6% were Category C.

Approved providers categories



Approved provider

The 97 approved providers that met the set criteria signed a code of good practice. Accepting the approval indicates that the approved provider is fit to offer professional development activities endorsed by SACE.

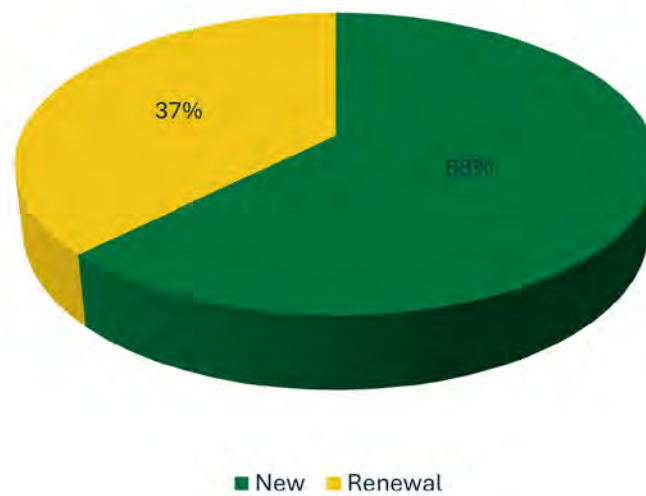
Endorsed professional development activities

As outlined in the CPTD Handbook, 2013, the SACE endorsement process is a rigorous evaluation and approval of proposed teacher professional development activities. This endorsement, applicable to Type 3 professional development activities, signifies that a SACE-approved provider has submitted a proposed activity for evaluation. A SACE evaluator thoroughly assesses the activity, making a positive recommendation. The SACE Endorsement Sub-committee then certifies that the activity meets each of the SACE criteria, at a satisfactory level. This comprehensive process ensures that only high-quality activities are endorsed for a maximum of three years, during which the SACE Approved Provider may offer the activity.

The SACE endorsement criteria when evaluating a proposed teacher professional development activity submitted by a SACE Approved Provider is twofold: Fitness of purpose (relevance, appropriateness) and Fitness for purpose (effectiveness)

The organisation set an annual target of 90% of endorsed professional development activities in a financial year. The organisation received 1049 professional development activities; 1033 professional development activities were endorsed, bringing the total to 98% of endorsed activities received.

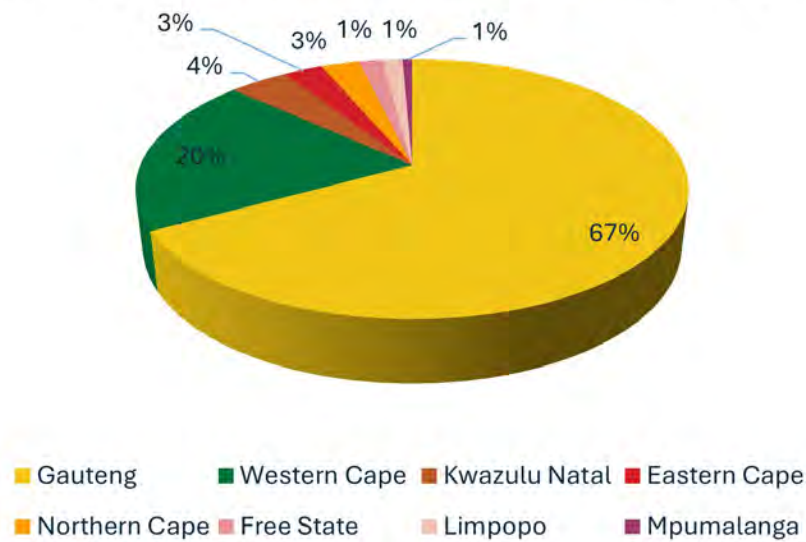
Professional Development status of application



Status of application

Of the 1049 applications received, 393, representing 37%, were renewal applications, and 656, representing 63%, were new applications.

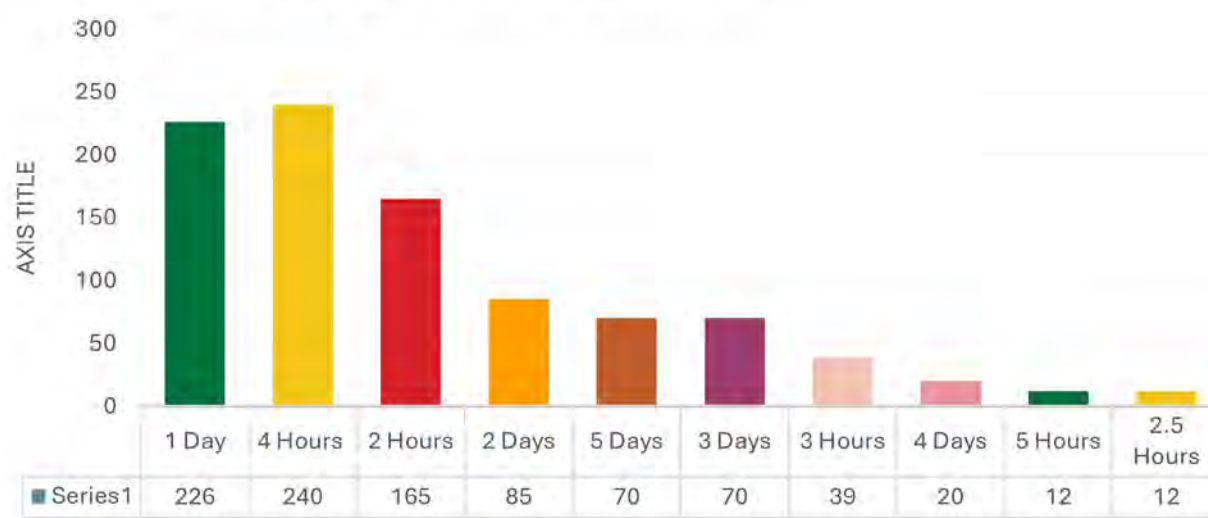
Provincial representation of the received applications



Provincial representation of the received applications

The applications received came from various provinces. 703 of the 1049, representing 67%, were from Gauteng. 207 of the 1049 represented 20% were from Western Cape. 43 of the 1049, representing 4%, were from KwaZulu Natal. 29 of the 1049 represented 3% were from Eastern Cape. 28 of the 1049, representing 3%, were from the Northern Cape. 17 of the 2% represented as 2% were from Free State. 15 of the 1049, represented by 1%, were from Limpopo. 7 of the 1049 represented as 1% were from Mpumalanga.

Top 10 duration of received activities



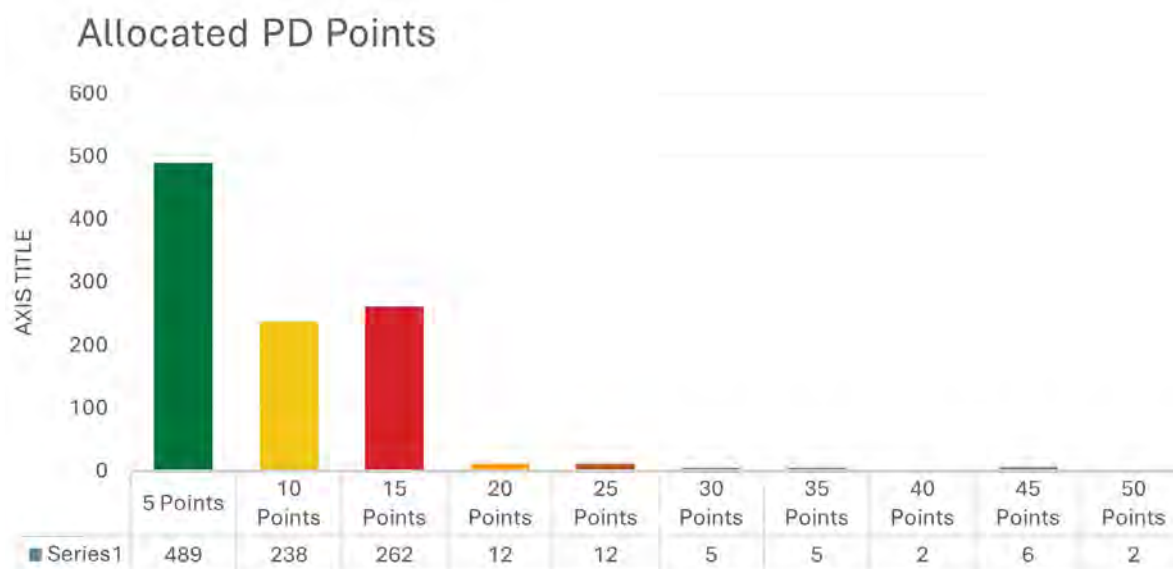
Top 10 duration of received activities

Of the 1049 activity applications received, the duration ranged from 2 Hours to 3 Years; per the analysis of Figure 8, the top 10 duration of received activities ranged from 2 Hours to 5 Days. In addition, Figure 8 indicates that 226 applications' duration was one day, 240 applications' activities were for 4 Hours, and 165 activities were for 2 hours.

Area of Specialisation	Number of programmes	Percentage
Curriculum	671	64%
Leadership and Management	110	11%
ICT Integration	83	8%
Wellness related programme	69	7%
Special Needs and Inclusive Education	55	5%
School discipline	24	2%
Early Childhood Education	10	1%
Ethical Conduct	9	1%
Policy development and implementation	5	0%
Project and Risk Management	3	0%
Special Needs and Inclusive Education	6	1%
Labour Relations	2	0%
ETD practitioner based	1	0%
Parenting	1	0%
Total	1049	100%

Programme Specialisations

The table shows that of the 1049 activities submitted, the following area of specialisation was observed: 671 of the 1049 activities represented 64% of the curriculum, 110 of 1049 represented 11% of Leadership and Management, 83 of the 1049 represented 8% of ICT integration, 69 of the 1049 represented 7% of wellness-related programmes, and 55 of the 1049 represented 5% of Special Needs and inclusive education.



Allocated PD Points

The above figure indicates the analysis of the endorsed 1033 professional development activities for the financial year. It is to be noted that 47% of 1033 were allocated 5 PD points, 23% were allocated 10 PD points, 25% were allocated 15 Points, and 1% were allocated 20 PD points and 25 PD Points.

Any provider activity retains the number of allocated PD points for three years. After this period, the provider will be expected to reapply to have their activity considered for re-endorsement.

SACE endorsement process evaluated and approved teacher professional development activities. The criteria for evaluation are fitness of purpose and fitness for purpose. In a financial year, 98% of endorsed activities were received. Of the 1049 applications received, 37% were renewal applications, and 63% were new applications. Most applications came from Gauteng. The duration of activities ranged from 2 hours to 3 years, with the majority lasting from 2 hours to 5 days. The top areas of specialisation were the curriculum, leadership and management, ICT integration, wellness-related programs, and special needs and inclusive education. The endorsed activities were allocated different PD points, which are retained for three years.

Endorsed professional development sessions observed

The organisation, with the collective effort of all involved, not only met but exceeded its annual target of 10 for the observation of endorsed professional development sessions. This was achieved through the dedication and commitment of each member, as evidenced by the three additional sessions that were observed.

As a SACE-approved provider, they indicate their commitment by signing and upholding the code of good practice, including participant feedback and undergoing regular monitoring by the SACE.

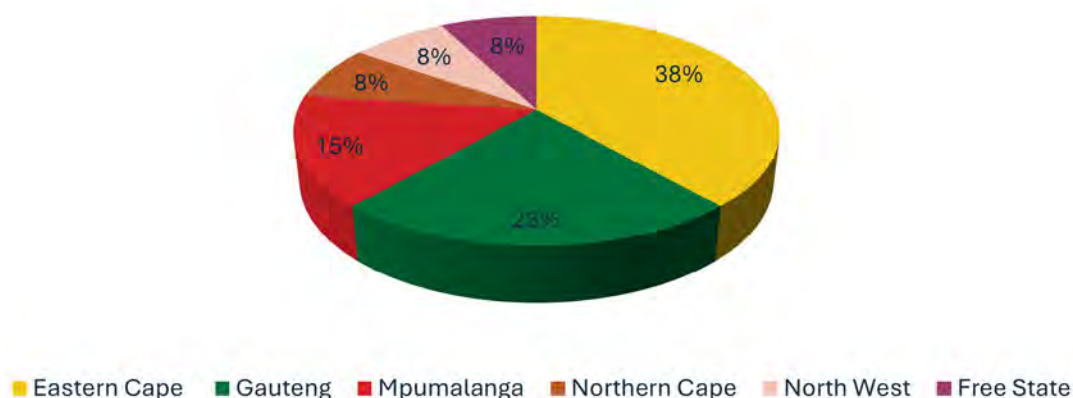
According to the CPTD Handbook (2013), “Monitoring means keeping a check on how the CPTD Management System is working so that improvements may be made along the way.”

Feedback is collected through the monitoring tool, which addresses how the provider conducted this training, adherence to the submitted professional development activity, Feedback from educators, the Quality of facilitation, and the Relevance of the activity.

No.	Date scheduled	Provider Name	Activity name	Province	Number of participants
1.		Eastern Cape Department of Education	Digital Skills Training	Eastern Cape	20
2.		The National Professional Teachers' Organization of South Africa (NAPTOSA) North West	Digital Skills for Innovation	Northwest	24
3.		Hot & Chills	Transformational Geometry	Eastern Cape	35
4.		Penreach NPC	ICT Integration	Mpumalanga	17
5.		NAPTOSA	Demystifying assessment	Eastern Cape	34
6.		South African Democratic Teachers Union (SADTU)	Unplugged coding and robotics for visual impaired	Gauteng	103
7.		South African Democratic Teachers Union (SADTU)	Assessment	Eastern Cape	76
8.		SAOU	Curriculum Differentiation	Mpumalanga	31
9.		Mind Moves	Splendid Spelling	Gauteng	5
10.		Bizskills Consulting	Emotional Intelligence	Gauteng	31
11.		Hot and Chills	Whole numbers (ratio and rate)	Eastern Cape	200
12.		DBE ECubed	Project Based Learning teacher training	Free State	71
13.		Oxford University	Early Reading Programme 2 (EGRA2)	Northern Cape	73
TOTAL					720

In the above table, there were two activities with 31 participants. Overall, 720 participants formed part of the monitoring process. The organisation monitored five teacher union sessions, one Department of Basic Education and one Eastern Cape Department of Education. As well as 6 private providers

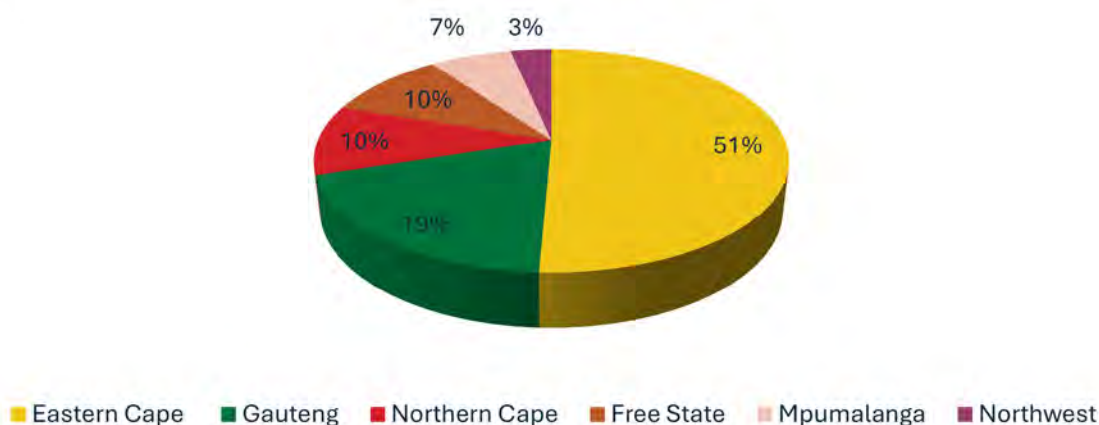
Endorsed Professional Development sessions observed



Endorsed professional development sessions observed

The Endorsed professional development sessions observed in the provinces: 5 of the 13 providers represented 38% were observed in the Eastern Cape. 3 of the 13 providers represented as 23% were observed in the Gauteng. 2 of the 13 providers represented as 15% were observed in the Mpumalanga. 1 of the 13 providers represented 8% were observed in the North West. 1 of the 13 providers represented 8% were observed in the Free State. 1 of the 13 providers represented 8% were observed in the Northern Cape.

Participants attending the observed endorsed professional development sessions



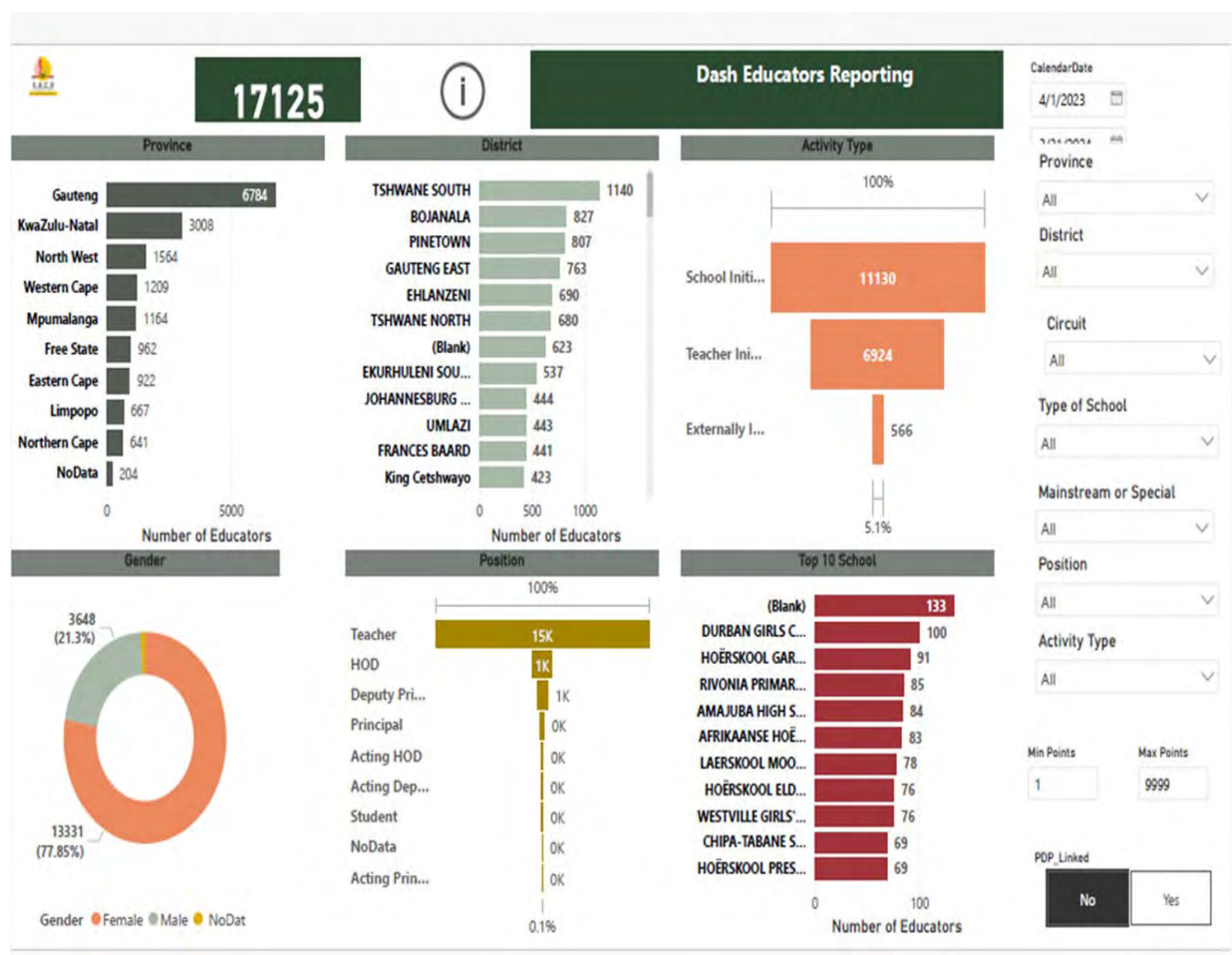
participants attending the observed endorsed professional development sessions

Per Figure above, the percentage of participants attending the observed endorsed professional development sessions in the provinces: 365 of the 720 participants represented 51% were observed in the Eastern Cape. 139 of the 720 participants, representing 19%, were observed in Gauteng. 73 of the 720 participants, representing 10%, were observed in the Northern Cape. 71 of the 720 participants, representing 10%, were observed in the Free State. 48 of the 720 participants, representing 7%, were observed in the Mpumalanga. 24 of the 720 participants, representing 3%, were observed in the North West.

Teachers Reporting and uploading points in the CPTD-MS for 2023/24

PROVINCE	NUMBER
Gauteng	6 784
Kwa Zulu Natal	3 800
Western Cape	1 209
Northwest	1 564
Mpumalanga	1 154
Free State	962
Eastern Cape	922
Limpopo	667
Northern Cape	641
No data	204
TOTAL	17 125

Dashboard of teachers uploading points on the portal



Programme 4: Professional Development								
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations
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	27	+7	The indicator is over-achieved due to more approved providers submitting registers per the code of good practice.
	Educators supported on professional matters	4.2.1 Number of educators supported on professional matters in a financial year.	26 804	40 000	30 000	34 252	+4352	The additional teachers who were supported is due to the programme which was initiated by stakeholders and required SACE expertise.
	Approved professional development providers	4.3.1 Percentage of eligible professional development providers approved within 4 months of receipt of the applications	100%	75%	90%	98% (98/100)	+8%	The Council received quality professional development providers, thus more were approved.
	Endorsed professional development activities	4.3.2 Percentage of endorsed professional development activities in a financial year	100%	85%	90%	98% 1038/1054	+8%	The Council received and endorsed more than planned for quality professional development activities, thus more were endorsed.
	Observed professional development activities	4.3.3 Number of endorsed professional development sessions observed	100%	10%	10	13	+3	The additional professional development sessions observed were submitted by the providers who adhered to the code of good practise.

Linking performance with budgets

Programme/ Activity /Objective	2022/2023			2023/2024		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Professional Development	18 368	15 528	2 840	15 599	15 536	63
Total	18 368	15 528	2 840	15 599	15 536	63

Strategy to overcome areas of underperformance.

All performance indicators targets are achieved for programme 4.

Programme 5: Professional Teaching Standards

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

Outcomes, Outputs, Output Indicators, Targets and Actual Achievement

Professional Teaching Standards promoted

As outlined in the APP 2023/24, the entity had set a target to promote four Professional Teaching Standards throughout the year. As part of the initial rollout, SACE focused on promoting four Professional Teaching Standards during 2023/24.

However, during the implementation process, a deviation from the original plan occurred as SACE engaged participants in reflective sessions and sought to familiarize them with the foundational principles and predecessors of the Professional Teaching Standards. This deviation allowed for a more comprehensive and engaging approach to promoting the standards. Six professional teaching standards were then promoted during 2023/24.

SACE's flexibility in adapting its approach and expanding the scope of its promotional activities beyond the initial plan highlights its responsiveness to the needs and feedback of the education community. By investing time and resources in these reflective sessions and nationwide campaigns, SACE has taken significant strides in advancing the implementation and understanding of the Professional Teaching Standards, ultimately contributing to the overall improvement of the teaching profession.

SACE embarked on a nationwide campaign, traversing various provinces to disseminate information, knowledge, understanding, and skills pertaining to the Professional Teaching Standards. The provinces covered in this initiative included Gauteng, Northwest, Mpumalanga, Western Cape, Limpopo, and Northern Cape. By working with different provinces, SACE aimed to ensure that educators from diverse regions, and provinces had the opportunity to engage with and benefit from the Professional Teaching Standards. Through this extensive outreach program, SACE demonstrated its commitment to equipping educators with the necessary tools and insights to enhance their professional practice and foster a culture of continuous improvement in the education sector. By engaging directly with educators and providing them with a comprehensive understanding of the Professional Teaching Standards, SACE aimed to empower teachers to deliver high-quality instruction and create inclusive learning environments that promote student success. The promoted Professional Teaching standards are defined here below as follows:

1. Teaching is based on an ethical commitment to learning and the well-being of all learners.
2. Teachers collaborate with others for learning, teaching, and professional development.
3. Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly.
4. Teaching requires that well-managed and safe learning environments are created and maintained within reason.

Values of the Teaching Profession

During the information-sharing sessions on the Professional Teaching Standards, SACE placed significant emphasis on the importance and role of the teaching profession's values. The presenters passionately encouraged participants to embrace and embody these values in their daily interactions within the profession. The core values highlighted during these sessions included dignity, integrity, accountability, respect, tolerance, transparency, service orientation, quality, and responsibility.

The participants' response to the presentation of these values was overwhelmingly positive, with many expressing their enthusiasm and commitment to becoming advocates for the profession's values. The teachers acknowledged the crucial role that these values play in promoting and maintaining the status and prestige of the teaching profession.

By inculcating these values into their professional lives, educators can foster a culture of excellence, integrity, and respect within their schools and communities. The values serve as guiding principles, enabling teachers to navigate the complexities of their roles with a strong moral compass and a dedication to serving the best interests of their students.

SACE's emphasis on the profession's values during the Professional Teaching Standards information-sharing sessions underscores its commitment to promoting not only the technical competencies of teachers but also the ethical and moral dimensions of the profession. By encouraging teachers to embrace and live by these values, SACE aims to create a teaching workforce that is not only highly skilled but also deeply committed to the principles of integrity, accountability, and service.

As the participants left the sessions, they did so with a renewed sense of purpose and a heightened awareness of the importance of embodying the profession's values in their daily work. SACE's efforts to promote these values alongside the Professional Teaching Standards have the potential to create a ripple effect, inspiring teachers across the nation to become champions of excellence, integrity, and professionalism in education.

Collaboration with Teacher Unions

The organization successfully promoted the Professional Teaching Standards through a collaborative effort with the five National Teacher Unions across various provinces. These unions included the South African Democratic Teachers Union (SADTU), National Professional Teachers Organisation of South Africa (NAPTOSA), Professional Educators Union (PEU), Suid Afrikaanse Onderwyser Unie (SAOU), and National Teachers Union (NATU). This partnership demonstrated the organization's commitment to engaging with key stakeholders in the education sector to ensure the widespread promotion of the Professional Teaching Standards.

During the promotional events, the teachers enthusiastically embraced the Professional Teaching Standards, recognizing their potential to enhance the teaching profession. The educators pledged to become advocates for the standards, acknowledging their role in upholding the status and dignity of the profession. This positive response from the teachers underscored the relevance and importance of the Professional Teaching Standards in promoting excellence and professionalism within the education sector.

The teacher unions expressed their appreciation for the organization's efforts and requested ongoing support to identify and address any bottlenecks or challenges that may hinder their members' comprehensive understanding of the Professional Teaching Standards. This request highlighted the unions' commitment to ensuring that their members have the necessary knowledge and resources to effectively implement the standards in their daily practice.

Furthermore, the members of the teacher unions emphasized the need for inclusive sessions that transcend the boundaries of labour formations. This sentiment reflects the desire for a more collaborative and unified approach to promoting and implementing the Professional Teaching Standards, recognizing that the standards are relevant to all educators, regardless of their union affiliation.

The organization's successful promotion of the Professional Teaching Standards, in collaboration with the National Teacher Unions, demonstrates the power of stakeholder engagement and partnership in driving educational reform. By working together with the unions, the organization has taken a significant step towards ensuring the widespread adoption and implementation of the standards, ultimately contributing to the enhancement of the teaching profession and the quality of education provided to students across the nation.

Newly Qualified Teachers

The Professional Teaching Standards play a pivotal role in the New Teacher Induction Programme, serving as the core foundation for guiding and supporting newly qualified teachers. These sessions were conducted at various venues, including the SACE Head office in Centurion, where walk-in applicants had the opportunity to engage with the standards, as well as during sessions held across different provinces. During the information-sharing sessions, the newly qualified teachers expressed their appreciation for the role and relevance of the Professional Teaching Standards to their profession. They acknowledged that the standards should form a core part of their professional identity and practice, guiding their actions and decision-making in the classroom and beyond.

SACE's efforts to prioritize information-sharing sessions on the Professional Teaching Standards for newly qualified teachers demonstrate its commitment to supporting the professional growth and development of educators from the very beginning of their careers. By equipping newly qualified teachers with a deep understanding of the standards and their practical application, SACE aims to foster a culture of excellence, accountability, and continuous improvement within the teaching profession.

Rural Areas

SACE's strategy for promoting the Professional Teaching Standards placed a strong emphasis on reaching educators in the most rural and remote areas of South Africa, ensuring that no teacher was left behind in the process of understanding and implementing these crucial standards. In line with this strategy, SACE's presenters travelled to various provinces, including areas near the borders of neighbouring countries such as Mozambique, Namibia, and Swaziland.

One notable example of this outreach effort was SACE's engagement with teachers in Nkomazi, a region in the Mpumalanga Province of South Africa that borders both Mozambique and Swaziland. The presenters collaborated with the National Teachers Union and Professional Educators Union to share the Professional Teaching Standards with educators working in these rural areas. This collaboration demonstrated SACE's commitment to fostering partnerships with teacher unions to ensure the widest possible dissemination and adoption of the standards.

The teachers in Nkomazi, who often face unique challenges due to their geographical location and the socio-economic context of the communities they serve, welcomed SACE's initiative to bring the Professional Teaching Standards to their doorstep. The presenters took the time to explain the standards in detail, highlighting their relevance and importance in enhancing the quality of education and professional practice, regardless of the location or circumstances of the school.

Similarly, SACE's presenters reached out to teachers in the Northern Cape province, another region known for its vast rural areas and diverse educational landscapes. SACE's efforts to promote the Professional Teaching Standards in rural areas near the borders of neighbouring countries underscore the organization's dedication to equity and inclusivity in education. By ensuring that all teachers, regardless of their geographical location, have access to the same high-quality professional standards and support, SACE is contributing to the creation of a more cohesive and effective educational system that benefits all learners.

Promoting Professional Teaching Standards in Special Schools

SACE's effort to share the Professional Teaching Standards with teachers working in special schools in Gauteng and Northwest provinces demonstrates its commitment to promoting inclusive education and ensuring that all educators, regardless of their teaching context, have access to the same high-quality professional standards and support.

During these information-sharing sessions, the teachers in special schools expressed their appreciation for the influence and role of the Professional Teaching Standards in their unique educational setting. They recognized the potential of the standards to assist in shaping the profession and providing the necessary support for teachers, in line with the purposes of the Professional Teaching Standards.

The eight purposes of the Professional Teaching Standards, which likely encompass areas such as promoting professional growth, enhancing the quality of teaching and learning, fostering a culture of continuous improvement, and ensuring accountability, resonated with the teachers in special schools. They acknowledged that the standards could serve as a powerful tool to advocate for their specific needs and drive positive change within their profession.

One critical aspect highlighted by the teachers in special schools was the need for psycho-social support. Working with learners who have special educational needs can be emotionally demanding and requires a unique set of skills and support systems. The teachers expressed that the Professional Teaching Standards have empowered them to engage with the relevant authorities and advocate for the necessary psycho-social support to effectively carry out their roles.

Ultimately, by sharing the Professional Teaching Standards with teachers in special schools and empowering them to advocate for their needs, SACE is contributing to the creation of a more equitable and inclusive educational system that values and supports all educators. Through these efforts, SACE is laying the foundation for a profession that is better equipped to meet the diverse needs of learners and communities across the country.

Female Leadership

SACE's initiative to conduct a Professional Teaching Standards session specifically tailored for female leadership in the Northwest province demonstrates its commitment to promoting gender equity and empowering women in the teaching profession. By bringing together both student teachers and experienced educators, SACE created a platform for mentorship, knowledge sharing, and professional growth.

During the session, the student teachers were inspired by the insights and experiences shared by the female leaders. They pledged to embody the knowledge, understanding, skills, and values gained during the procession of the female leadership session in their own professional practice. This commitment from the student teachers highlights the powerful impact of role models and mentors in shaping the next generation of educators.

SACE's decision to collaborate with a teacher union in conducting the female leadership session underscores the importance of partnerships in advancing the cause of gender equity in the teaching profession. By working together with teacher unions, SACE can leverage their networks and resources to reach a wider audience and create a more inclusive and supportive professional environment for female educators.

The female leaders who participated in the session expressed their satisfaction and a renewed sense of energy and purpose in advocating for the advancement of the teaching profession among their male counterparts. This newfound enthusiasm suggests that the session not only provided valuable insights and skills but also fostered a sense of solidarity and empowerment among the female educators.

SACE's initiative to conduct a female leadership session aligned with the Professional Teaching Standards is a commendable step towards addressing the gender disparities and challenges faced by women in the teaching profession. By providing targeted support, mentorship, and leadership development opportunities, SACE is contributing to the creation of a more equitable and inclusive educational system.

Moving forward, SACE should continue to prioritize initiatives that promote gender equity and empower female educators. This may involve conducting more female leadership sessions across different provinces, establishing mentorship programs that pair experienced female leaders with aspiring educators, and collaborating with teacher unions and other stakeholders to create a more supportive and inclusive professional environment for women in education.

Ultimately, by investing in the leadership development and empowerment of female educators through initiatives aligned with the Professional Teaching Standards, SACE is laying the foundation for a more equitable, inclusive, and effective educational system. Through these efforts, SACE is contributing to the creation of a profession that values and supports the contributions of all educators, regardless of their gender, and is better equipped to meet the diverse needs of learners and communities across the country.

School Management Teams including School Principals

SACE's efforts to conduct information-sharing sessions on Professional Teaching Standards with School Management Teams (SMTs) and principals demonstrate its commitment to promoting a holistic approach to teacher professionalization. By engaging with key stakeholders at various levels of the education system, SACE aims to create a shared understanding and ownership of the standards, fostering a culture of excellence and accountability in the teaching profession.

The collaboration between SACE, a provincial education department, and a teacher union in organizing these sessions highlights the importance of partnerships in driving educational reform. By working together, these stakeholders can leverage their collective expertise and resources to support the effective implementation and embedding of the Professional Teaching Standards in schools.

During the sessions, the SMT members, including departmental heads, deputy principals, and principals, as well as circuit managers, expressed their acceptance and understanding of the role of the Professional Teaching Standards. This buy-in from school leadership is crucial, as they play a pivotal role in creating an enabling environment for teachers to engage with the standards in their daily practice.

The SMT members reported feeling motivated, renewed, and invigorated to approach their profession with pride and purpose following the information-sharing sessions. This positive response underscores the transformative potential of the Professional Teaching Standards in not only enhancing the quality of teaching and learning but also in boosting the morale and professional identity of educators.

However, the SMT members also highlighted the need for ongoing support from SACE, recognizing that a one-off session was insufficient to sustain the momentum and address the challenges they may face in implementing the standards. This feedback emphasizes the importance of providing continuous professional development opportunities and resources aligned with the Professional Teaching Standards to ensure their successful integration into school practices.

SACE's engagement with principals, facilitated by a teacher union in the Northwest province, further demonstrates its commitment to reaching out to key decision-makers in schools. By urging the principals to accept the standards with understanding and clarity of purpose, SACE aimed to dispel any misconceptions and emphasize the developmental and supportive nature of the Professional Teaching Standards.

SACE's message that the standards are not intended for managerial monitoring, punishment, or control is crucial in building trust and fostering a positive attitude towards the standards among school leaders. By presenting the Professional Teaching Standards as a user-friendly guide and a tool for professional growth, SACE has successfully garnered the acceptance and appreciation of the principals.

Moving forward, SACE should prioritize the development of a comprehensive support framework that includes regular workshops, mentoring programs, and the provision of resources and tools aligned with the Professional Teaching Standards. By working closely with provincial education departments, teacher unions, and other stakeholders, SACE can create a sustainable ecosystem of support that empowers school leaders and teachers to embrace and implement the standards effectively.

Provincial Education Department

SACE's collaboration with the Northwest Provincial Education Department and the Western Cape Department of Education in conducting Professional Teaching Standards sessions demonstrates its commitment to working closely with provincial education authorities to ensure the widespread dissemination and effective implementation of the standards. By engaging with key stakeholders at various levels of the education system, the institution aims to create a shared understanding and ownership of the Professional Teaching Standards, fostering a culture of excellence and accountability in the teaching profession.

The inclusion of District Teacher Centre managers, School Management Teams (SMTs), and post-level one teachers in these sessions highlights SACE's recognition of the important roles played by different actors in the education ecosystem. District Teacher Centre managers play a crucial role in providing support, resources, and professional development opportunities to teachers within their districts. By engaging with these managers, SACE can ensure that the Professional Teaching Standards are effectively communicated and integrated into the district-level support structures.

The inclusion of post-level one teachers in the sessions is equally important, as they are the frontline educators who will be directly applying the Professional Teaching Standards in their daily practice. By engaging with these teachers, SACE can gather valuable insights into the challenges and opportunities they face in implementing the standards and can provide targeted support and resources to address their needs.

SACE's approach for conducting sessions with a diverse range of stakeholders demonstrates its understanding of the complex and interconnected nature of the education system. By fostering dialogue and collaboration among these stakeholders, SACE is creating a platform for shared learning, problem-solving, and the exchange of best practices in relation to the Professional Teaching Standards.

Moving forward, SACE should continue to strengthen its partnerships with provincial education departments and other key stakeholders to ensure the sustained implementation and embedding of the Professional Teaching Standards. This may involve establishing regular communication channels, joint planning and review processes, and the co-creation of support initiatives tailored to the specific needs and contexts of each province and district.

District Teacher Development Centre Managers

The Northwest Education Department requested SACE to workshop the Centre managers about the Professional Teaching Standards. The workshop assisted the centre managers in understanding the standards, and SACE equipped the centre managers with the knowledge and skills to understand them. The knowledge and understanding gained by the centre managers assisted the managers in being able to articulate to teachers and advance the purpose of the Professional Teaching Standards.

Teacher Professionalisation interventions in the teacher education and development continuum within a financial year.

Teachers professionalisation intervention in the Initial teacher education

During the fiscal year under review, SACE engaged in intervention sessions with institutions of higher education. These sessions targeted final-year students studying towards Bachelor of Education and Post Graduate Education Certificates. Through onboarding sessions, SACE provided crucial information to student educators regarding the South African Council for Educators (SACE) and emphasized the necessity of registration with SACE. Additionally, these sessions familiarized student teachers with various mandates of SACE, including educator registration, professional development, and adherence to the code of professional ethics.

Orientation sessions were tailored for first-year student teachers, serving as an introduction to the teaching profession. Furthermore, recipients of the Funza Lusaka bursary received support through specialized onboarding sessions. To enhance their understanding, student teachers were briefed on legislative and policy frameworks within the continuum of teacher education and development.

These onboarding sessions were conducted across both private and public higher education institutions, including but not limited to the University of Mpumalanga, Tshwane University of Technology, University of Zululand, University of Cape Town, University of the Western Cape, Walter Sisulu University, University of Johannesburg, University of Pretoria, University of Fort Hare, Sol Plaatje University, Studio, University of KwaZulu Natal, University of Limpopo, University of Free State, and Independent Institute of Education.

Short Online Survey

The analysis of the online survey forms completed by student teachers has provided SACE with valuable insights into the effectiveness of the onboarding sessions and the overall engagement of the participants. The demographic data collected reveals a diverse group of respondents, with a majority identifying as female (59%), followed by male (35%), and a small percentage identifying as non-binary (1%) or choosing not to disclose their gender (4%). The age range of the respondents, spanning from 18 to 46 years old, highlights the varied life experiences and perspectives that the student teachers bring to the profession.

Question	Total	Yes		No		Blank	
Belonging to the SACE is important for your student identity.	721	704	98%	13	2%	4	1%
Do you know who the SACE is?	721	678	94%	40	6%	3	0%
Do you know what the SACE does?	721	672	93%	44	6%	5	1%
Teachers are supposed to be ethically committed to their profession.	721	718	100%	0	0%	3	0%
The teaching profession is valued, by student teachers.	721	691	96%	28	4%	2	0%
The teaching profession was my first career choice.	721	711	99%	8	1%	2	0%
It is important for student teacher to be informed about the role of the SACE.	721	716	99%	0	0%	5	1%

Online survey feedback

Teachers professionalisation intervention in the continuing professional teacher development

From February 26th to 29th, 2024, UNESCO and the Ministry of Basic Education of the Republic of South Africa jointly hosted the International Task Force on Teachers for Education 2030. The 14th Policy Dialogue Forum held in Johannesburg, South Africa, centered around the theme “Addressing global teacher shortages: Dignifying, diversifying, and valorizing the profession.” This theme holds profound relevance as teacher shortages persist as a complex and enduring obstacle to achieving global education objectives.

SACE was represented by ten conference delegates, led by the Chief Executive Officer, comprising officials and teachers from various professional capacities. The Forum convened policymakers, experts, academics, and representatives from international organizations worldwide. Together, they delved into future transformative strategies aimed at affirming and strengthening the teaching profession. Discussions also encompassed common challenges contributing to teacher shortages and effective policy measures to address them.

Among the attendees were the Deputy President, Honourable Paul Mashatile, Minister of Basic Education, Ms Angie Motshekga, and Deputy Minister of Basic Education, Dr Regina Mhaule. Mr Carlos Vergas, Chief of UNESCO’s section for teacher development, and Ms Stefanie Giannini, the Assistant Director-General for Education from UNESCO, further graced the event.

Strengthening policies for the professionalisation of the teacher workforce

- I. Training-focused policies can also raise the profession's profile to attract better and retain more teachers.
- II. Research has demonstrated that high-quality professional development and collaborative training opportunities can enhance teacher motivation and retention (Evans & Yuan, 2018; OECD, 2020).
- III. By creating an environment that encourages mentorship and continuous professional development for educators, school administrators can also significantly impact this process (Boeskens et al., 2020; Jensen et al., 2016).
- IV. Teachers can become lifelong learners and improve their professionalism and career position by participating in this integrated, continuous professional training and development process.
- V. Increasing teacher agency, autonomy, innovation, and leadership opportunities.
- VI. Creating rigorous teacher standards that further professionalise teaching based on predetermined competencies.
- VII. Encouraging and revitalising a sense of belonging to a profession through establishing teacher Councils or other professional communities.

In conclusion, the 14th Dialogue Forum of the Teacher Task Force UNESCO served as a pivotal platform for deliberating on and confronting global teacher shortages. Moving forward, it is paramount to transform these discussions into tangible initiatives, harnessing international collaboration and partnerships to prioritize investment in teachers and guarantee quality education for all. Consequently, questions arise: "Is South Africa currently grappling with a teacher shortage? Are our efforts to value and appreciate teachers adequate?" Indeed, at the core of any robust education system lie its educators. The realization of the Education 2030 Agenda and SDG 4 critically depends on the availability of a robust cadre of qualified and dedicated professional teachers

Programme 5: Professional Teaching Standards								
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations
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	-	-	4	6	+2	In accordance with the annual performance plan, the Council had initially intended to promote four Professional Teaching Standards. However, the overwhelming interest, enthusiastic requests for additional information from educators, and the palpable passion demonstrated by teachers prompted the Council to expand its efforts and promote six Professional Teaching Standards instead.
	Teacher Professionalisation interventions	5.1.2. Number of teacher professionalisation interventions in the teacher education and development continuum within a financial year.	-	-	2	2	0	The decision to increase the number of promoted standards was driven by the Council's commitment to meeting the needs and expectations of the teaching community. By responding to the heightened demand for information and support.
								N/A

Linking performance with budgets

Programme/ Activity /Objective	2022/2023			2023/2024		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Professional Teaching Standards	1 000	973	27	650	625	25
Total	1 000	973	27	650	625	25

Strategy to overcome areas of underperformance.

N/A

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.

The purpose of programme 6: Research, according to the annual performance plan 2023/24 is to enhance the advisory role and decision-making processes that are evidence-based and data-driven and provide periodic reports on the state of the teaching profession. The outputs of activities undertaken to strive to achieve this purpose are outlined below.

Research reports produced:

Principals' professional development and Participation in the CPTD System

Ms. Ella Mokgalane

Abstract

Guided by Knowles (1984)'s adult learning theory on andragogy and Deci and Ryan (1985)'s self-determination theory (on various kinds of motivation), this study explores the nature and reasons of principals' PD and CPTD participation in one rural district in the KwaZulu-Natal Province, who were still highly active in PD. Through a qualitative case study, interviews and document analysis were used as data collection methods from five principals (serving four ordinary and one special public schools), as well as with one official from the District Teacher Development Centre and another from the SACE Provincial Office.

The findings highlight skewed attention towards two extrinsic motivations (identified regulation and introjected regulation), although this seem to align with the prediction from the andragogy theory, as well as the findings about PD and CPTD motivators and hindrances; a prevalence of under reporting in CPTD-IS; and the dominance of informal PD across all levels (although more towards a personal level).

Profiling and understanding trends of teachers' sexual misconduct cases to the South African Council of Educators between 2019 and 2022

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Abstract

Childhood sexual abuse by educators has devastating consequences, inflicting lasting mental health burdens on victims, and straining national resources for mental healthcare, crime prevention, and institutionalization. To effectively curb this harmful phenomenon, understanding its patterns and pathways is crucial. This study analyses sexual misconduct cases reported to the South African Council for Educators (SACE) between 2019 and 2022.

Our analysis reveals 2,354 reported cases, of which a concerning 20% (474 cases) involve sexual misconduct by educators. Worryingly, in Gauteng Province in South Africa, it accounts for 30% of these cases, highlighting a potential geographic disparity. Perpetrators primarily fall within the 51-55 age range, while victims are concentrated between 14 and 18 years old. Notably, the data aligns with South Africa's national population distribution and the distribution of SACE-registered teachers across provinces, suggesting broader societal trends reflected in these reported cases. This study provides valuable insights into the prevalence and characteristics of educator-perpetrated sexual misconduct in South Africa.

A pilot study of registering student educators from year one

SACE is a professional Council for educators that aims to enhance the status of the teaching profession through appropriate registration and management of professional development. It is the responsibility of SACE to position itself in such a way that it enhances the public perception of the teaching profession across South Africa. SACE regulates and safeguards entry into the teaching profession by promoting the registration of skilled student educators and developing standards for the education and training profession. There are ten Professional Teaching Standards (PTSs) that outline what is expected of student educators in both ethical and professional teaching practices. Each of the ten PTSs incorporates areas of focus for the teaching profession. Student educators must abide by some of the teaching standards as approved by the Council.

2023/24 marks the 4th year of implementing the strategic plan 2020-2025. One of the deliverables in the strategic plan is to register the student educators from the 1st year of study. As part of professionalising the profession of teaching, the entity will for the first time introduce the provisional registration of student teachers from the first year of study until they graduate.

The process of registering student teachers from their first year of study is to track them throughout their studies and ensure that they adhere to SACE's code of professional ethics while they teach in schools. In doing so, the Council will promote zero submission of fraudulent documents for registration. The pilot study will be conducted with 10 randomly selected Universities, which is a mixture of private and public institutions as from the 2024 academic year, which will be monitored through the APP 2024/25.

Publications produced

As part of its mandate to keep the teaching profession abreast with information within the teaching profession. The institution has produced publications in the year under review. These are; the report on the SACE teacher conference, the top reporting teachers through CPTD, and the abridged annual report for 2022/23.

Signed up Users to the SACE Teacher virtual library

A virtual library is a collection of information resources available in one or more computer systems, without being restricted in terms of physical location. Thus, a library is virtual when a number of different information resources can be brought to a user, without the user having to physically go to a physical set of resources in a physical location. The virtual library does not only serve SACE staff members and stakeholders but its members who are educators. The organisation continues to raise awareness during all the support sessions and interactions with teachers and stakeholders. SACE Virtual Library has an overall number of 3040 signed-up teachers, as of 31 March 2024. The teachers therefore keep requesting books that are not free on the platform as the Council an opportunity is given to them and purchase the material in order to be utilised in the classrooms.

Programme 6: Research									
Outcome	Output	Output Indicator	Audited Actual Performance 2021/2022	Audited Actual Performance 2022/2023	Planned Annual Target 2023/2024	Actual Achievement 2023/2024	Deviation from planned target to Actual Achievement 2023/2024	Reasons for deviations	
Improved advisory role	Research reports completed	6.1.1. Number of Research reports produced within a financial year	3	3	2	2	0	N/A	
	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	0	N/A	

Linking performance with budgets

Programme/ Activity /Objective	2022/2023			2023/2024		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Research	1 400	753	647	1 250	1 138	112
Total	1 400	753	647	1 250	1 138	112

Strategy to overcome areas of underperformance.

There is no underperformance for programme 6.

4. Revenue Collection

Sources of revenue	Estimate	2022/2023	(Over)/Under Collection	Estimate	2023/2024	(Over)/ Under Collection
		Actual Amount Collected			Actual Amount Collected	
	R'000	R'000	R'000	R'000	R'000	R'000
Registration; reprints & Reinstatement	11 000	16 512	-5 512	12 500	14 658	-2 158
Recoveries	0	13	-13	0	0	0
Other income	0	71	-71	0	87	-57
Interest received	2 800	4 091	-1 291	4 600	7 583	-2 983
CPTD Government Grant	18 368	15 528	2 840	15 599	15 599	0
Membership fees	90 110	91 206	-1 096	88 110	90 617	-2 507
Fines	700	986	-286	500	981	-481

Total	122 978	128 407	-5 429	121 309	129 527	-8218
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5. Capital Investment

		2022/2023			2023/2024	
Infrastructure projects	Budget	Actual Expenditure	Over/Under Expenditure	Budget	Actual Expenditure	Over/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
Planned investments	-	-	-	5 200	1 000	4 200
Loss on Disposals	-	49	-49	-	-	-
Loss due to theft	-	-	-	-	-	-

The Council owns six properties situated in Polokwane; Durban; East London; Bloemfontein; Cape Town and Centurion. The investment was aimed at cost reduction in respect of unsustainable rental fees while bringing the service closer to the public it services, in 2023 and 2024 financial year the council had not planned improvement or expansion of its capital investment, however, a purchase of three sedan vehicles at a cost of R1 million to reduce car hire expenditure was planned and achieved in 2024. The properties situated in East London; Bloemfontein and Cape Town require improvements from the status at which they were acquired to suit the council requirements but could not be actioned pending investigation by the SIU on the acquisition process. The council can only plan improvements in these affected properties after the investigation to manage any possible fruitless expenditure. The delay in finalizing the investigation creates an improvement backlog to be addressed in the coming financial years.

The council conducted half-yearly asset verification to keep the asset register up to date and insured all assets at replacement value. For the year under review, the council did not suffer losses on disposal of assets in comparison to R49 000 in 2023. It can be confirmed that for the year under review, there was no loss due to theft of council property since assets such as laptops are insured at replacement value which in most cases is higher than the original cost price.



PART C

GOVERNANCE

1. INTRODUCTION

SACE is regulated by the South African Council for Educators Act. No.31 of 2000 as amended. SACE is a professional Self-regulatory body responsible for the registration of fit-to-teach educators, set, promote, and maintain the relevant ethical and professional standards. SACE is composed of the Board, herein referred to as "Council", Executive Committee and Council Committees.

2. PORTFOLIO COMMITTEES

Date	Topic for Discussion	Matters Raised by the Committee	How the entity addressed the matters raised
28 March 2023	Annual Performance Plan 2023/24	- What total number of cases of sexual misconduct were reported to the SA Council of Educators (SACE) in the (a) 2019-20, (b) 2020-21 and (c) 2021-22 financial years; - what number of disciplinary proceedings were instituted against the specified teachers; a) what number of (i) educators were found guilty, (ii) disciplinary proceedings was SACE unable to arrive at an outcome and (iii) teachers were struck off the roll in each specified period and (b) in each case, what were the reasons for SACE being unable to make a ruling at the disciplinary proceedings; - whether all teachers that were struck off the roll have been reported to the Department of Social Development for inclusion on the register for people unfit to work with children; if not, what were the reasons in each case; if so, what are the relevant details?	The entity responded in writing by providing the portfolio committee with the statistics as requested.
23 May 2023	Follow-up questions	- With reference to her reply to question 618 on 22 March 2023 regarding the 191 sexual misconduct cases reported, what is the (a)(i) name of each school and (ii) in which province, (b) circuit, (c) name of each school where the four teachers were struck off the SA Council for Educators roll indefinitely, (d) (i) name of each school and (ii) in which province were the 19 educators found guilty of sexual abuse only, (e) age of the educator and/or teacher in each of the four and 19 cases and (f) age of the victim in each case; - whether any of the cases resulted in pregnancy; if not, what is the position in this regard; if so, what are the relevant details in each case?	
18 Oct 2023	Annual Report 2022/23	No written questions, All questions raised during the presentation were responded to.	N/A

3. EXECUTIVE AUTHORITY

The PFMA, Treasury Regulation 26.1 and Section 4.4 of the Framework of Strategic and Annual Performance Plans prescribe that the Accounting Authority is to submit Quarterly Performance Reports to the Executive Authority within 30 days after the end of each quarter, concerning monitoring delivery against quarterly performance targets. During the 2023/24 financial year, the Accounting Authority fully complied with the above-mentioned reporting requirement. The four quarterly reports were submitted to the Executive Authority 30 days after the end of the quarter. In each quarter the entity received a compliance letter as well as the comments/analysis of which the entity strived in the next quarter to ensure that it resolves all matters raised.

4. ACCOUNTING AUTHORITY/ COUNCIL

Introduction

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

The role of the Council is as follows:

The Executive Committee is responsible for the functioning of the Council through various established Committees that meet at least once per quarter and make recommendations about the day-to-day activities of the Council and are ratified by EXCO during their ordinary and special meetings held from time to time. The Council provide broad strategic direction and adherence to all statutory requirements including Public Finance Management Act. In terms of the Public Finance Management Act, section 49 (2) (a) establishes the Council as the Accounting Authority. The Council subscribe to the King IV Report for Corporate Governance as a guiding tool to adhere to good corporate governance.

Council Charter

The Council developed and approved the Council Charter which is still applicable in the 2023/24 financial year. As recommended by the King Code, the Council Charter has the following minimum set standards:

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

It further sets out the roles, structures and functions of the Council and its various committees as well as procedures for Council meetings. It makes a provision for the evaluation of the Council's performance to ensure that it remains effective and addresses challenges that may be hampering its effectiveness.

The Council meets two (2) times in a calendar year as stipulated in the Charter. Special meetings are convened as and when the need arises. Council meetings are scheduled in advance and members are provided with the necessary information within reasonable times to prepare for meetings.

In line with the recommendations of King IV, the Council evaluation is conducted every two years. The evaluation on the effectiveness of the Council will be conducted during the 2024/2025 financial year.

Composition of the Council

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Mr. Lucky Goodman Mabutho Cele	Chairperson	01 st August 2021	N/A	Secondary Teachers' Diploma, Diploma in Labour Law, Certificate in Project Management, Advance Certificate in Education - Professional Development and Bed. Honours - Education Management. Master's in Education – Leadership, Management and Policy, currently reading for a Master's Degree – Public Management and Administration.	Education and Organised Labour	SADTU-SACCO, Old Mutual Education Trust (OMET), AFTRA	Ex- officio	3 COUNCIL 10 EXCO
Mr. Nkosiphendule Fairbrother Ntantala	Deputy Chairperson of Council: Chairperson Ethics Committee	01 st August 2021	N/A	BA (Ed)	Education and Organized Labour		Ethics committee Finance Committee Executive committee	8 ETHCOM 4 COUNCIL 8 FINCO 10 EXCO
Ms. Veronica Hofmeester -	Chairperson of PRODCO	01 st August 2021	N/A	BA. B. ED. M. ED	Education and Organised Labour		Professional Development Committee	12 EXCO 5 PRODCO 4 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Dr Louis H Swanepoel	Chairperson of TEPCO	01 st August 2021	N/A	B. Comm, HED, B. Comm (Honours - Economics), M. Comm (Economics), Ph. D, (Educational Management)	Education and School Leadership	South African Education Foundation. South African Comprehensive Assessment Institute (SACAI)	Teacher Professionalisation Executive Committee	4 COUNCIL 10 EXCO 2 TEPCO
Mr. Elphus Maseko	Member	01 st August 2021	N/A	BSc	Strategic Management	Land surveying	Registration, Advocacy and communications Committee	5 REGCO 4 ADVOCO 4 COUNCIL
Dr Hendrik Jaco Deacon	Member	01 st August 2017	N/A	LLB (University of Orange Free State). LLM (University of Orange Free State). LLD (University of Free State)	Education & Labour law	Director of the Afrikaanse Onderwys Network. Trustee at Education Development Trust. Trustee at the Rapport Onderwysfonds. Trustee at Fichie Klub 200. Trustee of two-family trusts.	Ethics Committee	7 ETHCOM 4 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Mr. John William Bester	Member	01 st August 2021	N/A	Higher Diploma in Education	School Management	Michael Mount Waldorf School Southern African Federation of Waldorf Schools Bryanston Organic and Natural Market European Council of Waldorf Schools South African Council of Educators National Alliance of Independent Schools	Professional Development Committee	4 PRODCO 2 COUNCIL
Prof Lesley Le Grange	Member	01 st August 2021	N/A	PhD in Science/ Environment Education, MED in Science Education, B.Ed.			Teacher Professionalisation Committee	4 COUNCIL 3 TEPCO
Dr Jenny Joshua	Member	01 st August 2021	N/A	D.Ed, M. Ed in Orthopedagogics, MA in English language teaching, B. Ed, BA Education Diploma.			Professional Development and Registration committee	4 COUNCIL 5 REGCO 6 PRODCO
Ms. Gaylin Wendy Bowles	Chairperson: Registration Committee	01 st August 2021	N/A	H. Dip Ed Bachelor of Arts FDE – CAE – Advanced Certificate in Education – Leadership, and Management -	Education and School Leadership	PCEO NAPTOSA Gauteng and Limpopo Member of NAPTOSA National Executive Committee	Registration Committee and Executive Committee	5 REGCO 11 EXCO 4 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Adv Puseletso Loselo	Member	01 st August 2021	01 st March 2024	B. Juris LLB LLM- International Law	Legal	Servimix 108 CC	Ethics Committee	0 -COUNCIL 0 - ETHCOM
Ms. Nolitha Mboniswa	Member	01 st October 2021	N/A	Advanced Programme in Human Resource Management, Certificate in Sports Management, Project Management, Higher Diploma in Education. BA			Advocacy and Communications, Ethics Committees	8 ETHCOM 4 ADVOCO 4 COUNCIL
Mr. Tseliso Ledimo	Member	01 st August 2021	N/A	BA Education; Hon BA Psychology; Project management; Cert in financial & accounting principles for public entities; Labour law in Education	Education and Organised Labour	Matthew Goniwe School of Leadership and Governance board	Advocacy and Communications	2 ADVOCO 1 COUNCIL
Mr. Thabile Kunene	Member	01 st August 2021	Deceased April 2023	Higher Certificate in Economic Development; Project management; Senior Teacher's Dip; Case handling & grievance procedure	Education and Organised Labour		Advocacy and Communications, Registration Committee	Deceased in April 2023
Ms. Lindiwe Motshwane	Member	01 st August 2021	N/A	Senior Teachers Diploma, ACE. Postgraduate Diploma in Public Management	Education and Organised Labour		Finance committee, Risk and audit Committee	5 FINCO 2 COUNCIL 4 R&A

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Ms. Nomarashiya Caluza	Member	01 st August 2021	N/A	SPTD; Advanced Dip in Practical labour law; ACE	Education and Organised Labour		Registration and Teacher professionalisation Committees	3 COUNCIL 5 REGCO 3 TEPCO
Mr. Mokholoane Samuel Moloi	Member	01 st August 2021	N/A	STD(Tech); FDE	Education and Organised Labour		Staffing Committee Finance Committee	4 COUNCIL 7 STAFFCO 6 FINCO
Mr. Sewele Sowell Tjebane	Member	01 st August 2021	N/A	Bachelor of Laws(LLB) Cert Political Economy of Labour Advanced Certificate in Education Programme in Life Orientation Secondary Teacher's Diploma	Education and Organised Labour		Staffing Committee Ethics Committee	4 Council 7 STAFFCO 8 ETHCOM
Mr. Walter Hlaise	Chairperson: Staffing Committee	01 st August 2021	N/A	Secondary Education Dip; ACE; Hon BA; Advanced cert in labour law	Education and Organised Labour		Staffing committee and Executive Committee	7 STAFFCO 3 COUNCIL 12 EXCO
Mr. Sello Sethusha	Member	01 st August 2021	N/A	Dip in Education; BA; B. Ed; BTech in Human Resources Management			Registration and Professional Development	4 REGCO 4 PRODCO 2 COUNCIL
Mr. Siphwe Dlamini	Member	03 rd October 2022	N/A	PTC; Primary Teachers Diploma; Further Diploma in Education; Bed Honours	Education and Organised Labour		Registration Committee and Ethics Committee	4 REGCO 5 ETHCOM 2 Council
Ms. Cheryl Weston	Member	01 st August 2021	N/A	B. Ed, Hon (ICT) IN Education; ACE; Higher Diploma in Education; Diploma in Education			Teacher Professionalisation committee	2 TEPCO 2 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Ms. Mapula Ella Mokgalane	Chief Executive Officer	01 August 2021	N/A	BPrimEd; Bed Hon, Post- Grad Diploma in Education, Human Resource Management Diploma, Postgraduate Diploma in Management, Masters of Management in Public policy; Cert Financial accounting principles for public entities			All Committees	8 ETHCOM 4 COUNCIL 5 REGCO 12 EXCO 7 FINCO 6 STAFFCO 4 ADVOCO 5 R&A 6 PRODCO 3 TEPCO
Ms Faseega Solomon	Member	01 August 2021	N/A	Diploma in Education, Senior Primary Education, Bachelor of Education, Higher education Diploma, Bachelor of Arts	Education and Organised Labour		Professional Development and Teacher Professionalisation Committees	4 PRODCO 3 TEPCO 3 COUNCIL
Ms Brenda Mbatha	Chairperson of ADVOCO	01 July 2019	N/A	Junior Primary teachers Diploma, Higher Diploma in Education, Bed, Diploma in Human Resource Management	Education and Organised Labour		Staffing Committee and Advocacy and Communications Committee Executive Committee	7 STAFFCO 4 ADVOCO 11 EXCO 3 COUNCIL
Prof. Sarah Gravett	Member	01 August 2021	04 March 2024	Diploma in Education, Masters in public Entities, Diploma in Human Resource Management and Development. Master of Education in Educational Leadership and development (Current)			Teacher Professionalisation Committee	2 TEPCO 0 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Mr George Themba	Chairperson for FINCO	01 August 2021	N/A	University Diploma in Education (Secondary), National Higher Diploma in Education Management, Bed Honours, Project management in education, ACE in School Leadership, E-school Law for Educators, Certificate -Finance for Non-Managers Programme	Education and Organised Labour	Non-executive Director; SIHOLD	<i>Finance Committee and Executive Committee</i>	6 FINCO 12 EXCO 3 COUNCIL
Mr Mkhusele Dubula	Member	1 st August 2021	N/A	BA in Education, Certificate in Labour Law in Education	Education and Organised Labour		Professional Development Committee	6 PRODCO 4 COUNCIL
Mr Senzo Mpalala	Member	1 st August 2021	April 2023	Secondary Teachers Diploma in Education, Advance Certificate in Education, Certificate in Project Management, Higher Certificate in Economic Development, BED Honours (current)	Education and Organized Labour		Staffing Committee	0 STAFFCO 0 COUNCIL
Ms Sibongile Kwazi	Member	27 July 2023	N/A	Post Graduate Diploma in Public Management. B. Tech in Education Management. Primary Teachers Diploma	Education and Organized Labour		Ethics Committee Registration Committee	4 Council 2 REGCO 6 ETHCOM

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. of Meetings attended
Ms. Ntombodumo Maqashalala	Member	28 November 2023	N/A	Bachelor of Education Honours College Higher Education Diploma	Education and Organized Labour		Registration Committee Advocacy and Communications Committee	2 Council 2 REGCO 3 ADVOCO
Ms. Palesa Nqumashe	Member	28 November 2023	N/A	Advanced Labour Law programme. Extra-Curricular Diploma Labour Law in Education Sector. Advanced Certificate in Education Management and Policy Further Diploma in Remedial Education Primary teachers Diploma N4 Personnel Management	Education and Organized Labour		Teacher Professionalisation Committee	2 Council 2 TEPCO

Committees

Council Committees 01 April – 31 March 2024

Committee	No. of meetings held	No. of members	Name of members	Remuneration of Council
Executive Committee	12	09	- Mr M. Cele - Mr W. Hlase - Mr N Ntantala - Dr L. Swanepoel - Mr Themba - Ms. V Hofmeester - Ms B Mbatha - Ms. G Bowles - Ms E. Mokgalane	None
Registration Committee (REGCO)	5	09	- Ms. G Bowles - Mr E. Maseko - Ms N. Caluza - Mr S. Sethusha - Mr T Kunene- Deceased - Mr. S Dlamini - Dr. J Joshua - Ms S Kwazi - Ms N Maqashalala - Ms E. Mokgalane	None
Ethics Committee (ETHCOM)	8	09	- Mr. N Ntantala - Mr T. Geza (Non- Councillor) - Dr J. Deacon - ADV P Loselo (Resigned) - Mr S. Tjebane - Mr. S Dlamini - Mr J. Eastes (Non- Councillor) - Ms. N Mboniswa - Ms S Kwazi - Ms E. Mokgalane	None
Professional Development Committee (PRODCO)	6	8	- Ms. V Hofmeester - Mr M Dubula - Ms F Solomon - Mr W. Bester - Mr S. Sethusha - Ms. R Ledwaba (Non- Councillor) - Prof Lebeloane (Non- Councillor) - Ms E. Mokgalane	None

Committee	No. of meetings held	No. of members	Name of members	Remuneration of Council
Finance Committee (FINCO)	7	7	• Mr G Themba • Mr N. Ntantala • Mr M Moloi • Mr G. Clark • (Non- Councillor) • Ms ME Mokoele (Non- Councillor) • Ms L Motshwane • Ms E. Mokgalane	None
Staffing Committee (STAFFCO)	7	6	• Mr W. Hlaise • Mr S Mpalala- resigned • Mr M. Moloi • Mr S. Tjebane • Ms B Mbatha • Mr T. Geza (Non- Councillor) • Ms E. Mokgalane	None
Advocacy and Communication Committee (ADVOCCO)	4	7	• Ms B Mbatha • Mr T Kunene- Deceased • Ms N Mboniswa • Mr M Mafunda (Non councillor) • Mr E Maseko • Ms E. Mokgalane • Ms ME Mokoele (non-councillor) • Ms N Maqashalala	None
Risk and Audit Committee (R & A)	6	6	• Mr J. Rustin (Non councillor) • Ms L Motshwane • Ms E. Mokgalane • Mr. N Maluleke (Non-councillor) • Mr G. Bengell (Non councillor) • Mr P Sauer (Non- Councillor)	None
Teacher Professionalisation Committee (TEPCO)	3	8	• Dr. LH Swanepoel • Dr. S Besman (Non-Councillor) • Prof. S Gravett (resigned) • Prof L Le Grange • Ms. C Weston • Ms. F Solomon • Ms N Caluza • Ms P Nqumashe • Ms. EM Mokgalane	None

Remuneration of Council members

SACE from its inception made a decision not to remunerate Council members.

The Council reimburse its members for subsistence and travel costs while in SACE business as declared above. The travelling costs are very low since the Council held most of its meetings on Virtual Platforms to save costs.

Name	Remuneration	Other allowance	Other reimbursement	Total
Advocate Loselo	-	-	500	500
T Kunene	-	-	1000	1000
Nqumashe P	-	-	1427	1427
Maqashalala ND	-	-	1781	1781
HJ Deacon	-	-	2000	2000
Maluleka N	-	-	2000	2000
PN Caluza	-	-	2000	2000
G Bengell	-	-	2500	2500
J Rustin	-	-	2500	2500
Ldm Lebeloane	-	-	2500	2500
Prof. L LE GRANGE	-	-	2653	2653
S Sethusha	-	-	3000	3000
TTJ Ledimo	-	-	3000	3000
SR Ledwaba	-	-	3013	3013
J Eastes	-	-	3185	3185
JW Bester	-	-	3418	3418
F Solomon	-	-	3500	3500
SA Mpalala	-	-	4540	4540
G Clark	-	-	4572	4572
L Motshwane	-	-	5152	5152
Dr. JJ Joshua	-	-	6350	6350
Dr S Besman	-	-	8172	8172
M Dubula	-	-	8176	8176
Mmc Mafunda	-	-	8679	8679
Dlamini SA	-	-	9146	9146
Mboniswa NYY	-	-	9889	9889
NF Ntantala	-	-	10500	10500
G Bowles	-	-	11057	11057
V Hofmeesyer	-	-	13133	13133
ME Mokoele	-	-	15205	15205
Me Maseko	-	-	15693	15693
LH Swanepoel	-	-	25658	25658

Name	Remuneration	Other allowance	Other reimbursement	Total
G Themba	-	-	30259	30259
SS Tjebane	-	-	53862	53862
W Hlaise	-	-	64053	64053
LG Cele	-	-	64160	64160
Ms Moloi	-	-	66148	66148
TK Geza	-	-	75418	75418
BZ Mbatha	-	-	105088	105088

5. RISK MANAGEMENT

Risk management is recognized as an integral part of sound organizational management. Risk management in the organisation derives its mandate from the Public Finance Management Act (PFMA). The Public Finance Management Act stipulates in section 51 that:

“an accounting authority for public entity-(a) must ensure that public entity has and maintains –

- (i) effective, efficient and transparent system of financial and risk management and internal control;
- (ii) A system of internal audit under the control and direction of an audit committee complying with and operating in accordance with regulations and instructions prescribed in terms of sections 76 and 77

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

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

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

The top risks identified by Risk Owners are prioritized in terms of their importance and were managed and reported on accordingly.

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

The risk management process informed the three-year rolling audit plan to ensure that high risks areas are audited and that there is an improvement in the management of risks.

6. INTERNAL CONTROL UNIT

N/A

7. INTERNAL AUDIT AND AUDIT COMMITTEES

Internal Audit

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

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

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

Name	Qualifications	Internal or external	If internal, position in the public entity	Date appointed	Date Resigned	No. of Meetings attended
Mr J. Rustin	BA(UWC) Financial management for non-financial managers (UNISA) Labour (NMMU)	External	N/A	01 August 2021	Not Resigned	6/6
Mr. N Maluleke	Grade 12 Higher Education Diploma Secondary teachers Diploma National diploma public Finance	External	N/A	01 August 2021	Not resigned	6/6
Mr G. Bengell	Grade 12 PTD 3	External	N/A	01 August 2021	Not Resigned	6/6
Mr P Sauer	B.Sc,Hon ,B.Sc Dip in Business Management	External	N/A	01 August 2021	Not Resigned	2/6
Ms L Motshwane	Grade 12 Bachelor of education (Honours), Diploma in Law, Basic Financial life skill, ACE (Education Management), Secondary teachers diploma, Introduction to investment and finance (Certificate), Corporate Governance King III, Programme -Finance for non-Financial managers	Internal	Council Member	01 July 2023	Not Resigned	4/6

8. COMPLIANCE WITH LAWS AND REGULATIONS

SACE as established in terms of Act No.31 of 2000 delegated its functions to its Executive Committee and Sub-committees to play different fiduciary responsibilities as outlined below:

- Executive Committee makes decisions between Council meetings on recommendations of Council Sub-committees to ensure smooth and well-coordinated delivery of mandatory functions;
- Finance Committee, Registration Committee, Professional Development Committee, Ethics Committee, Advocacy Committee, Teacher Professionalisation Committee and Risk and Audit Committee. These committees formulate policies and keep track of regulatory frameworks to update policies that guide the operations, as well as play an oversight role in the implementation of approved policies. The sub-committees make recommendations on policy amendments to the Executive Committee, which approves and recommends to Council for final approval. The policies of Council are reviewed annually to ensure relevance to current regulations and legislations.

9. FRAUD AND CORRUPTION

The fraud and fraud prevention policy of the organisation underwent an annual review during the year under review to ensure relevance to the current operating environment.

The organisation is currently investigating alleged fraud related to fraudulent registration of some identified educators which will be concluded in 2024/25.

The SIU continued with the investigation into the alleged irregular purchase of an administrative office in East London which took place in 2021. By the year-end, the investigation report had not yet been issued to SACE.

10. MINIMISING CONFLICT OF INTEREST

The conflict of interest policy has been reviewed the policy is used to manage conflict of interest at all levels consistent with King IV and Supply Chain policy. All members of governance are required to declare a conflict of interest with activities on an annual basis in addition to the continual declaration of interest in each committee meeting. Any conflicted member is recused from the discussion of the conflicted agenda items. In line with the supply chain management policy and guidelines, all SACE personnel are compelled to declare conflicts of interest or remunerative work outside of their employment annually. As part of effective internal control, proper segregation of responsibilities amongst personnel and structures as well as a delegation of powers, were implemented in terms of the SACE SCM policy.

11. CODE OF CONDUCT

There are several components within the governance structures and administration components. SACE Governance Structures have their own set of Code of Conduct that regulate Councillors conduct in performing their respective duties and Administration has Human [Resources Management policies and code of conduct that regulate staff members in performing their different responsibilities.

The code of conduct also serves as a guiding instrument or framework through any contravention of the code is handled. It is with great pride that no Councillor was subjected to any form of disciplinary procedures for contravening the code of conduct.

The Internal Code of Conduct is utilised during any form of disciplinary procedures against employees and disciplinary action taken on staff members are reflected in the Human Resources Oversight in Part D for Human Resources Management.

12. HEALTH SAFETY AND ENVIRONMENTAL ISSUES

The Occupational Health and Safety Act No.85 of 1993, expect the entity to comply through establishment of task team/committees in handling safety and health matters. The Council has established a task team that is responsible to develop health and safety protocols and measures in handling matters related to safety of employees, clients, and visitors in the premises.

The task team conduct employee training on fire and other related emergency evacuations to train employees about evacuation. The task team has been meeting on quarterly basis and advice on Safety and Health matters.

13. COMPANY SECRETARY (IF APPLICABLE)

N/A

14. SOCIAL RESPONSIBILITY

SACE did not have any Social responsibility activity during the period under review

15. AUDIT COMMITTEE REPORT

We are pleased to present our report for the financial year ended 31 March 2024.

Audit committee responsibility

The audit committee reports that it has complied with its responsibilities arising from section 38(10)(1) of the PFMA and Treasury Regulation 3.1. The audit committee also reports that it has adopted appropriate formal terms of reference as its audit committee charter, has regulated its affairs in compliance with this charter and has discharged all its responsibilities as contained therein.

The effectiveness of internal control

The system of internal controls applied by the entity over financial and risk management is effective, efficient and transparent. In line with the PFMA and the King IV Report on Corporate Governance requirements, Internal Audit provides the audit committee and management with assurance that the internal controls are appropriate and effective. This is achieved by means of the risk management process, as well as the identification of corrective actions and suggested enhancements to the controls and processes. From the various reports of the Internal Auditors, the Audit Report on the annual financial statements, and the management report of the Auditor-General South Africa, it was noted that no matters were reported that indicate any material deficiencies in the system of internal control or any deviations therefrom. Accordingly, we can report that the system of internal control over financial reporting for the period under review was efficient and effective.

In-Year Management and Monthly/Quarterly Report

The audit committee is satisfied with the content and quality of monthly and quarterly reports prepared and issued by the council during the year under review.

Evaluation of annual financial statements

The audit committee has:

- reviewed and discussed the audited annual financial statements to be included in the annual report, with the External Auditor and the;
- reviewed the External Auditor's management report and management's response thereto;
- reviewed changes in accounting policies and practices;
- reviewed the entities compliance with legal and regulatory provisions;
- reviewed adjustments resulting from the audit.

Auditors Report

The audit committee has met with the External Auditors to ensure that there are no unresolved issues.

The audit committee concur with and accept the External Auditor's report on the annual financial statements and are of the opinion that the audited annual financial statements should be accepted and read together with the report of the External Auditor.



Mr G Bengel

Audit Committee Chairperson

31 July 2024

16. B-BBEE COMPLIANCE PERFORMANCE INFORMATION

Has the Public Entity applied any relevant Code of Good Practice with regards to the following: (Procurement recognition level: 0%)		
Criteria	Response Yes/No	Discussion (include a discussion on your response and indicate what measures have been taken to comply)
Determining qualification criteria for the issuing of licences, concessions or other authorisations in respect of economic activity in terms of any law?	No	The SCM Policy was reviewed, and that preferential procurement was employed for all acquisitions above R30 000.
Developing and implementing a preferential procurement policy?	Yes	N/A
Determining qualification criteria for the sale of state-owned enterprises?	No	N/A
Developing criteria for entering into partnerships with the private sector?	No	N/A
Determining criteria for the awarding of incentives, grants and investment schemes in support of Broad Based Black Economic Empowerment?	No	N/A



PART D

HUMAN RESOURCE MANAGEMENT

1. INTRODUCTION

The Human Resource Division is responsible for providing Human capital and ensuring that conducive working conditions are created to enable the workforce to discharge its responsibilities. The HRM through Corporate Services is responsible for providing training interventions and capacitating the workforce to capacitate the workforce. The HRM has been preoccupied with the following focus areas amongst others during the period under review; organisational restructuring in line with the review and repositioning project, alignment of the Human Resource Development (HRD) strategy to the new structure, employee performance evaluation, labour relations, and staff development and training interventions.

Human Resource Provisioning

The Staff complement is covered in the table below on Human Resources Oversight statistics. The organisation decided to embark on a Review and Repositioning Project to align with the new world outlook and regulatory changes that are taking place in the education sector and general changes in the education landscape.

The Human Capital provisioning had to be realigned to the intentions of the Project and therefore ensure that any posts created were in line with the envisaged Project. It is against this background that most strategic and other existing vacancies were not filled during the period under review.

There are 4 functional Provincial Offices staffed in such a manner to enable the entity to reach out to its stakeholders and Clients. The offices exist in Kwa-Zulu Natal, Limpopo, Free State and Eastern Cape. The Office opened in Western Cape is not yet functional waiting for finalisation of the Conceptualisation of Provincial Offices and Review and Repositioning Project.

Training and Development of Staff

There are trained 56% of staff during the period under review. The training programmes were based on Employer initiative and employee self-initiated programmes. The organisation prides itself on funding and helping employees with both formal and short courses for the employees. SACE also received discretionary assistance from ETDP -SETA that also helped to alleviate the training costs. The tables below also demonstrate the training costs per programme and division.

Internship Programme

SACE Provide internships to various graduates who recently completed their learning programmes from different Higher Learning Institutions. The internship assists in skilling the graduates and introducing them to the workplace environment through On- Job Experience. SACE has further extended the internship period from 12 months to eighteen months in line with most institutions of higher education. The number of Interns appointed during the period under review is reflected in the table below and remained in the range of 40 Interns placed in different divisions and Provincial Offices.

2. HUMAN RESOURCES OVERSIGHT STATISTICS

Personnel Cost by programme/activity/objective

Programme/activity/objective	Total Expenditure for the entity (R'000)	Personnel Expenditure (R'000)	Personnel exp. as a % of total exp. (R'000)	No. of employees	Average personnel cost per employee (R'000)
Executive, Finance, Internal Audit, Corporate	66 773	31 989	46%	50	640
Planning, M&E, Reporting and Research	4 636	2 837	61%	3	945
Registration and TP	10 724	7 583	71%	12	632
Professional Development, CPTD Coordinators , Legal and Ethics	27 851	18 643	67%	31	601
Communications	7 073	5 804	82%	11	528
Total	120 052	66 856	56%	107	625
Total including Interns, and Temps				141	

Personnel cost by salary band

Level	Personnel Expenditure (R'000)	% of personnel exp. to total personnel cost (R'000)	No. of employees	Average personnel cost per employee (R'000)
Top Management	7 280	11%	4	1 820
Senior Management	10 299	15%	10	1 029
Professional qualified	17 060	26%	25	682
Skilled	10 996	16%	25	440
Semi-skilled	18 637	27%	54	345
Unskilled	2 582	4%	23	112
TOTAL	66 856	100%	141	704

Performance Rewards

Programme//activity/objective	Performance rewards	Personnel Expenditure (R'000)	% of performance rewards to total personnel cost (R'000)
Top Management	0	7 280	0%
Senior Management	0	10 299	0%
Professional qualified	0	17 060	0%
Skilled	0	10 996	0%
Semi-skilled	0	18 637	0%
Unskilled	0	2 582	0%
TOTAL	0	66 856	0%

Training Costs

Programme//activity/objective	Personnel Expenditure (R'000)	Training Expenditure (R'000)	Training Expenditure as a % of Personnel Cost.	No. of employees trained	Avg training cost per employee
Executive	7 844	35.8	0.4%	2	17.90
Corporate Services	7 002	75.24	1%	10	7.52
Internal Audit	1214	3.57	0.2%	1	3.57
Finance	9 160	67.50	0.7%	12	5.63
Registration	5 626	3.56	0.06%	0	0
Legal & Ethics	5 531	3.56	0.06%	1	3.56
Teacher Professionalization	1 956	28.87	1.4%	4	7.22
Professional Development	13 114	91.12	0.69%	2	45.56
PMERR	2837	31.87	1.12%	2	15.94
Communications	5 804	22.62	0.38%	4	5.66
Limpopo Office	1895	17.71	0.93%	2	8.86
KZN Office	1 996	3.57	0.17%	1	3.56
FS Office	1 518	3.57	0.23%	1	3.56
Eastern Cape Office	1 359	3.57	0.26%	1	3.56
Bid Evaluation & Labour relations External People Training	0	34.66	0	9	3.85
TOTAL	66 856	341.21	0.51%	52	6.56

Employment and vacancies

Programme/activity/ objective	2022/2023 No. of Employees	2023/2024 Approved Posts	2023/2024 No. of Employees	2023/2024 Vacancies	% of vacancies
Top Management	3	4	3	1	25
Senior Management	11	13	10	3	23
Professional qualified	26	29	25	4	14
Skilled	27	33	22	11	33
Semi-skilled	46	51	42	9	18
Unskilled	7	10	9	1	10
TOTAL	120	140	111	29	21

During the year under review the Council embarked on the process of “Review and Repositioning” as well as the job evaluation for the purposes of improving the effectiveness of service delivery. The two processes brought from the previous financial year could not be concluded for their and were all carried forward to the next financial year. All positions which became vacant during the job evaluation period including senior managerial posts could not be filled hence high vacancy rate. In the first month of the new financial year the council took a decision to fill all vacant positions with immediate effect while other uncompleted processes of “Review and Repositioning” and job evaluation are running parallel.

Employment changes

Salary Band	Employment at beginning of period	Appointments	Terminations	Employment at end of the period
Top Management	3	0	0	3
Senior Management	11	0	1	10
Professional qualified	28	0	3	25
Skilled	25	0	3	22
Semi-skilled	41	1	0	42
Unskilled	9	0	0	9
Total	117	1	7	111

Reasons for staff leaving

Reason	Number	% of total no. of staff leaving
Death	0	0
Resignation	7	6
Dismissal	0	0
Retirement	0	0
Ill health	0	0
Expiry of contract	0	0
Other	0	0
Total	7	6

For the year under review the council has lost 7 personnel who resigned for greener pastures. the council implemented an exit questionnaire for personnel leaving the organization which were latter analysed and the outcome indicated greener pastures as the reasons for leaving the organization. The council took a decision to do further analysis on resignations for the purposes of improvement.

Labour Relations: Misconduct and disciplinary action

Nature of disciplinary Action	Number
Verbal Warning	0
Written Warning	2
Final Written warning	0
Dismissal	0

Equity Target and Employment Equity Status

Levels			MALE					
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Top Management	1	0	0	0	0	0	0	0
Senior Management	4	0	0	0	0	0	0	1
Professional qualified	11	0	0	1	0	0	1	0
Skilled	04	0	0	2	0	2	0	1
Semi-skilled	13	0	1	1	0	2	0	1

Levels			MALE					
	African		Coloured		Indian		White	
	Current	Target	Current	Target	Current	Target	Current	Target
Unskilled	03	0	0	1	0	1	0	1
TOTAL	36	0	1	5	0	5	1	4

Levels			FEMALE					
	AFRICAN		COLOURED		INDIAN		WHITE	
	Current	Target	Current	Target	Current	Target	Current	Target
Top Management	2	0	0	0	0	1	0	0
Senior Management	4	0	1	0	0	1	0	1
Professional qualified	14	0	0	1	0	1	1	1
Skilled	15	0	2	0	1	1	1	0
Semi-skilled	27	0	0	1	0	0	0	0
Unskilled	05	0	0	1	0	1	0	1
TOTAL	67	0	3	3	1	5	2	3

Levels			Disabled Staff			
			Male		Female	
	Current		Target		Current	Target
Top Management	0		0		0	1
Senior Management	0		0		0	1
Professional qualified	1		0		0	0
Skilled	0		0		1	0
Semi-skilled	0		0		0	1
Unskilled	0		0		0	0
TOTAL	1		0		1	3

The council could not fill all vacant positions during the financial year under review for the ongoing job evaluation process which has an influence on the change of the organisational structure. In the circumstances the council could not get an opportunity to implement the set targets. The council will work on the targets in this regard during the 2025 financial year while implementing its latest decision to fill all vacant positions.



PART E

PFMA COMPLIANCE REPORT

1. Information on Irregular, Fruitless and Wasteful Expenditure and Material Losses

1.1 Irregular expenditure

a) Reconciliation of irregular expenditure

Description	2022/2023	2023/2024
	R'000	R'000
Opening balance	0	0
Adjustment to opening balance	0	0
Opening balance as restated	0	0
Add: Irregular expenditure confirmed	51	252
Less: Irregular expenditure condoned	-51	0
Less: Irregular expenditure not condoned and removed	0	0
Less: Irregular expenditure recoverable ¹	0	0
Less: Irregular expenditure not recoverable and written off	0	0
Closing balance	0	252

Reconciling notes

Description	2022/2023	2023/2024
	R'000	R'000
Irregular expenditure that was under assessment	0	0
Irregular expenditure that relates to the prior year and identified in the	0	0
current year	0	0
Irregular expenditure for the current year	51	252
Total	51	252

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

Description	2022/2023	2023/2024
	R'000	R'000
Irregular expenditure under assessment	0	0
Irregular expenditure under determination	51	0
Irregular expenditure under investigation	0	252
Total	51	252

c) Details of irregular expenditure condoned

Description	2022/2023	2023/2024
	R'000	R'000
Irregular expenditure condoned	51	0
Total	51	0

d) Details of irregular expenditure removed - (not condoned)

Description	2022/2023	2023/2024
	R'000	R'000
Irregular expenditure NOT condoned and removed	0	252
Total	0	252

e) Details of irregular expenditure recoverable

Description	2022/2023	2023/2024
	R'000	R'000
Irregular expenditure recoverable	0	0
Total	0	0

f) Details of irregular expenditure written off (irrecoverable)

Description	2022/2023	2023/2024
	R'000	R'000
Irregular expenditure written off	51	0
Total	51	0

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

Description
None
Total: None

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

Description	2022/2023	2023/2024
	R'000	R'000
None	0	0
Total	0	0

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

Disciplinary steps taken
None

Fruitless and wasteful expenditure

a) Reconciliation of fruitless and wasteful expenditure

Description	2022/2023	2023/2024
	R'000	R'000
Opening balance	18	18
Adjustment to opening balance	0	0
Opening balance as restated		
Add: Fruitless and wasteful expenditure confirmed	8	184
Less: Fruitless and wasteful expenditure recoverable	-5	
Less: Fruitless and wasteful expenditure not recoverable and written off	-3	-18
Closing balance	18	184

Reconciling notes

Description	2022/2023	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure that was under assessment	0	0
Fruitless and wasteful expenditure that relates to the prior year and identified in the current year	0	0
Fruitless and wasteful expenditure for the current year	8	184
Total	8	184

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

Description	2022/2023	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure under assessment	0	0
Fruitless and wasteful expenditure under determination	0	0
Fruitless and wasteful expenditure under investigation	0	184
Total	0	184

b) Details of fruitless and wasteful expenditure recoverable

Description	2022/2023	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure recoverable	5	0
Total	5	0

c) Details of fruitless and wasteful expenditure not recoverable and written off

Description	2022/2023	2023/2024
	R'000	R'000
Fruitless and wasteful expenditure written off	3	0
Total		

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

Disciplinary steps taken	
Verbal warning	
In 2022/23	3
In 2023/24	0

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

a) Details of material losses through criminal conduct

Material losses through criminal conduct	2022/2023	2023/2024
	R'000	R'000
Theft	0	0
Other material losses	350	0
Less: Recoverable	0	0
Less: Not recoverable and written off	0	0
Total	350	0

b) Details of other material losses

Nature of other material losses	2022/2023 R'000	2023/2024 2R'000
Cyber Crime	350	0
Total	350	0

c) Other material losses recoverable

Nature of losses	2022/2023 R'000	2022/2023 R'000
None	0	0
Total	0	0

d) Other material losses not recoverable and written off

Nature of losses	2022/2023 R'000	2022/2023 R'000
None	0	0
Total	0	0

2. Information on late and / or non-payment of suppliers

- Information on the late and or non-payment of suppliers should be included here.

Description	Number of invoices	Consolidated Value R'000
Valid invoices received	2991	49 520
Invoices paid within 30 days or agreed period	2988	49 473
Invoices paid after 30 days or agreed period	3	47
Invoices older than 30 days or agreed period (unpaid and without dispute)	0	0
Invoices older than 30 days or agreed period (unpaid and in dispute)	0	0

3. Information on Supply Chain Management

Information on the Supply Chain Management matters should be included here.

Project description	Name of supplier	Type of procurement by other means	Contract number	Value of contract R'000
None	None	None	None	0
Total				0

4. Contract variations and expansions

Project description	Name of supplier	Contract modification type (Expansion or Variation)	Contract number	Original contract value	Value of previous contract expansion/s or variation/s (if applicable)	Value of current contract expansion or variation
				R'000	R'000	R'000
None				0	0	0
Total				0	0	0

The image features a green background with a torn paper effect revealing a photograph of a hand holding a pen and pointing at a bar chart. The background is decorated with various geometric shapes: red triangles, yellow triangles, and white inverted triangles. The text 'PART F' is written in large white letters, and 'FINANCIAL INFORMATION' is written in smaller yellow letters below it.

PART F

FINANCIAL INFORMATION

1. FINANCIAL INFORMATION

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

Report on the audit of the financial statements

Opinion

1. We have audited the financial statements of the South African Council for Educators set out on pages 123-173, which comprise the statement of financial position as at 31 March 2024, statement of financial performance, statement of changes in net assets, cash flow statement and statement of comparison of budget information with actual information for the year then ended, as well as notes to the financial statements, including a summary of significant accounting policies.
2. In our opinion, the financial statements present fairly, in all material respects, the financial position of the South African Council for Educators as at 31 March 2024 and its financial performance and cash flows for the year then ended in accordance with the South African Generally Recognised Accounting Practice (GRAP) and the requirements of the Public Finance Management Act 1 of 1999 (PFMA).

Basis for opinion

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

Emphasis of matter

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

Material losses–Statutory receivables

7. As disclosed in note 7 to the financial statements, material losses of R3 122 687 (2023: R6 496 223) were incurred as a result of a write-off of irrecoverable statutory receivables.

Responsibilities of accounting authority for the financial statements

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

Responsibilities of the auditor for the audit of the financial statements

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

Report on the audit of the annual performance report

12. In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, we must audit and report on the usefulness and reliability of the reported performance information against predetermined objectives for the selected material performance indicators presented in the annual performance report. The accounting authority is responsible for the preparation of the annual performance report.
13. We selected the following material performance indicators related to the following programmes Professional Registration (Programme 2), Ethics Standards (Programme 3) and Professional Development (Programme 4 presented in the annual performance report for the year ended 31

March 2024. We selected those indicators that measure the public entity's performance on its primary mandated functions and that are of significant national, community or public interest.

2.1.1 Percentage of eligible fit-to-practise registered educators

3.1.1 Percentage of eligible cases investigated and finalised within a year of receipt

3.2.1 Percentage of finalised disciplinary hearings in to new cases

3.2.2 Percentage of finalised disciplinary hearing in to roll-overcases

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

4.2.1. Number of educators supported on professional matters In a financial year.

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

4.3.2. Percentage of endorsed professional development activities in a financial year.

4.3.3. Number of endorsed professional development sessions observed.

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

15. We performed procedures to test whether:

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

- the reported performance information presented in the annual performance report in the prescribed manner and is comparable and understandable
- there is adequate supporting evidence for the achievements reported and for the reasons provided for any over- or underachievement of targets.

16. We performed the procedures to report material findings only; and not to express an assurance opinion or conclusion.

17. The material finding on the reported performance information for the selected material indicator is as follows:

Percentage of disciplinary hearings finalised after ratification by the ethics committee

18. An achievement of 100% was reported against a target of 10%. However, the audit evidence showed the actual achievement to be only 4%. Consequently, the target was not achieved.

19. We draw attention to the matter below.

Achievement of planned targets

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

21. The table that follows provides information on the achievement of planned targets and list the key indicators that were not achieved as reported in the annual performance report. The reasons for any under achievement of targets are included in the annual performance report on pages 21-78.

Key indicator not achieved	Planned target	Reported achievement
3.1.1 Percentage of eligible cases investigated and finalised within a year of receipt	40%	13%
3.2.1 Percentage of disciplinary hearings finalised after ratification by the ethics committee	10%	4%

Material misstatements

22. We identified material misstatement in the annual performance report submitted for auditing. This material misstatement was in the reported performance information for Programme 2, Ethics Standards. Management subsequently corrected the misstatement, and we did not include any material findings in this report.

Report on compliance with legislation

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

Other information in the annual report

27. The accounting authority is responsible for the other information included in the annual report. The other information referred to does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported on in this auditor's report.
28. Our opinion on the financial statements and our findings on the reported performance information and the report on compliance with legislation do not cover the other information and we do not express an audit opinion or any form of assurance conclusion on it.
29. In connection with our audit, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and the selected programmes presented in the annual performance report, or our knowledge obtained in the audit, or otherwise appears to be materially misstated.
30. If based on the work we have performed, we conclude that there is a material misstatement in this other information, we are required to report that fact.
31. We have nothing to report in this regard.

Internal control deficiencies

32. We considered internal control relevant to our audit of the financial statements, annual performance report and compliance with applicable legislation; however, our objective was not to express any form of assurance on it.
33. The matters reported below are limited to the significant internal control deficiencies that resulted in the findings on the annual performance report.
34. Management did not prepare regular, accurate and complete performance reports that are supported and evidenced by reliable information.

Auditor tenure

35. In terms of the IRBA rule published in Government Gazette No. 39475 dated 4 December 2015, we report that A2A Kopano Inc has been the auditor of South African Council for Educators for 4 years.

A2A Kopano Inc.

A2A Kopano Incorporated
TA Maenzanise
Director
Registered Auditor
31 July 2024

147 Marais Street Brooklyn
Pretoria 0181
IRBA.NO.901944-0007

Annexure to the auditor's report

The annexure includes the following:

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

Auditor's responsibility for the audit

Professional judgment and professional scepticism

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

Financial statements

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

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

evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

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

We also provide the accounting authority with a statement that we have complied with relevant ethical requirements regarding independence, and to communicate with the mall relationships and other matters that may reasonably bethought to have a bearing on our independence and, where applicable, actions taken to eliminate threats or safeguards applied.

Compliance with legislation–selected legislative requirements

The selected legislative requirements are as follows:

Legislation	Sections or regulations
PublicFinanceManagementAct1of 1999 (PFMA)	Sections-51(1)(b)(i),51(1)(b)(ii),51(1)(e)(iii),53(4),54(2)(c) Sections-54(2)(d),55(1)(a),55(1)(b),55(1)(c)(i);57(b)
National Treasury Regulations is sued in terms of the PFMA	Regulations-16A3.2,16A6.1,16A6.2(a)&(b) Regulations - 16A6.3 (a) &(b), 16A6.3(c), 16A6.6,16A.7.1 Regulations - 16A.7.3, 16A.7.6, 16A.7.7, 16A8.3; 16A8.4, Regulations-16A9.1(b)(ii),16A9.1(d),16A9.1(e);16A9.1(f), Regulations-16A9.2(a)(ii),8.2.1and8.2.2,30.1.1, 30.1.3(a) Regulations-30.1.3(b),30.1.3(d),30.2.1,31.1.2(c) Regulations - 31.2.1; 31.3.3; 33.1.1, 33.1.
Preferential Procurement Policy FrameworkAct5of2000(PPPFA)	Section-2(1)(a)and(b);2(1)(f)
Preferential Procurement Regulations of 2017 (PPR)	Regulations-4(1)&4(2);5(1)&5(3);5(6);5(7);6(8),7(8), Regulations-8(2);8(5);9(1);10(1)&(2)&11(1)
Preferential Procurement Regulations of 2022 (PPR)	Regulation4(4)
Construction Industry Development Board Act 38 of 2000	Section-18(1)
Construction Industry Development Board Regulations	Regulations–17,25(7A)

Legislation	Sections or regulations
Prevention and Combatting of Corrupt Activities Act 12 of 2004	PRECCA34(1)
National Treasury Instruction note 4 of 2015/16	Paragraphs–3.4
National Treasury Instruction 4A of 2016/17	Paragraphs–6
National Treasury Instruction 07 of 2017/18	Paragraphs–4.3
National Treasury Instruction 01 of 2021-22	Paragraphs–4.1
SCM Instruction Note 02 of 2021-22	Paragraphs–3.2.1, 3.2.4, 3.3.1,
PFMA SCM Instruction note 03 of 2021/22	Paragraphs–4.1, 4.2(b), 4.3, 4.4, 7.2, 3.2.4(b)

2. ANNUAL FINANCIAL STATEMENTS

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Statement of Financial Position as at 31 March 2024			
Figures in Rand	Note(s)	2024	2023
Assets			
Current Assets			
Other financial assets	4	689 672	724 073
Receivables from exchange transactions	6	1 235 571	2 916 364
Receivables from non-exchange transactions	7	613 798	991 655
Cash and cash equivalents	8	124 933 450	108 002 749
		127 472 491	112 634 841
Non-Current Assets			
Property, plant and equipment	2	93 128 785	93 961 041
Intangible assets	3	1 881 204	2 649 744
		95 009 989	96 610 785
Total Assets		222 482 480	209 245 626
Liabilities			
Current Liabilities			
Payables from exchange transactions	5	31 068 491	27 151 659
Total Liabilities		31 068 491	27 151 659
Net Assets		191 413 989	182 093 967
Accumulated surplus		191 413 989	182 093 967
Total Net Assets		191 413 989	182 093 967

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Statement of Financial Performance			
Figures in Rand	Note(s)	2024	2023
Revenue			
Revenue from exchange transactions			
Registration, Reprints and Reinstatement	10	14 486 905	16 512 467
Recoveries		15 000	13 000
Other income		88 823	70 630
Interest received	13	7 583 528	4 090 804
Total revenue from exchange transactions		22 174 256	20 686 901
Revenue from non-exchange transactions			
Taxation revenue			
Fines		981 061	986 174
Membership fees		90 617 519	91 205 532
Transfer revenue			
Government transfer	14	15 599 000	15 528 000
Total revenue from non-exchange transactions		107 197 580	107 719 706
Total revenue	9	129 371 836	128 406 607
Expenditure			
Employee related costs	15	(66 801 346)	(68 292 070)
Depreciation and amortisation	16	(4 216 965)	(4 458 021)
Lease rentals on operating lease	11	(17 422)	(9 040)
Debt Impairment	18	(3 597 830)	317 349
Membership fees written off	22	-	(6 496 223)
Loss on disposal of assets		(120 314)	(48 969)
General Expenses	19	(45 297 937)	(46 321 691)
Total expenditure		(120 051 814)	(125 308 665)
Surplus for the year		9 320 022	3 097 942

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Statement of Changes in Net Assets		
	Accumulated surplus / deficit	Total net assets
Figures in Rand		
Balance at 01 April 2022	178 996 025	178 996 025
Changes in net assets Surplus for the year	3 097 942	3 097 942
Total changes	3 097 942	3 097 942
Balance at 01 April 2023	182 093 967	182 093 967
Changes in net assets Surplus for the year	9 320 022	9 320 022
Total changes	9 320 022	9 320 022
Balance at 31 March 2024	191 413 989	191 413 989
Note(s)		

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Cash Flow Statement

Figures in Rand	Note(s)	2024	2023
Cash flows from operating activities			
Receipts			
Receipts from exchange transaction		15 503 778	15 709 246
Receipts from non exchange transactions		88 378 607	85 424 690
Grants		15 599 000	15 528 000
Interest income		7 583 528	4 090 804
		127 064 913	120 752 740
Payments			
Employee costs		(68 012 058)	(69 049 205)
Suppliers		(39 385 672)	(45 959 532)
		(107 397 730)	(115 008 737)
Net cash flows from operating activities	20	19 667 183	5 744 003
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(2 782 162)	(2 905 615)
Proceeds from sale of property, plant and equipment	2	(21 651)	64 166
Purchase of other intangible assets	3	-	(561 150)
Proceeds from sale of other intangible assets	3	67 331	16 616
Net cash flows from investing activities		(2 736 482)	(3 385 983)
Net increase/(decrease) in cash and cash equivalents		16 930 701	2 358 020
Cash and cash equivalents at the beginning of the year		108 002 749	105 644 746
Cash and cash equivalents at the end of the year	8	124 933 450	108 002 766

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Statement of Comparison of Budget and Actual Amounts

Budget on Cash Basis						
	Approved budget	Adjustments	Final Budget	Actual amounts on comparable basis	Difference between final budget and actual	Reference
Figures in Rand						
Statement of Financial Performance						
Revenue						
Revenue from exchange transactions						
Registration, reprints and	7 500 000	5 000 000	12 500 000	14 486 905	1 986 905	32.1
reinstatement feeRecoveries	-	-	-	15 000	15 000	
Other income		-	-	88 823	88 823	
-						
Interest received	2 400 000	2 200 000	4 600 000	7 583 528	2 983 528	32.2
Total revenue from exchange 000 transactions	9 900	7 200 000	17 100 000	22 174 256	5 074 256	
Revenue from non-exchange transactions						
Taxation revenue						
Fines	500 000	-	500 000	981 061	481 061	32.3
Membership fee	88 110 000	-	88 110 000	90 617 519	2 507 519	
Transfer revenue						
CPTD grants	15 599 000	-	15 599 000	15 599 000	-	
Total revenue from non-exchange transactions	104 209 000	-	104 209 000	107 197 580	2 988 580	
Total revenue	114 109 000	7 200 000	121 309 000	129 371 836	8 062 836	
Expenditure						
Personnel	(81 030 457)	10 040 000	(70 990 457)	(66 801 346)	4 189 111	32.4
Depreciation and amortisation	(4 000 000)	(800 000)	(4 800 000)	(4 216 965)	583 035	32.5
Lease rentals on operating lease		(20 000)	(20 000)	(17 422)	2 578	
-						
Debt Impairment		-	-	(3 597 830)	(3 597 830)	32.6
-						
General Expenses	(29 058 543)	(16 440 000)	(45 498 543)	(45 297 937)	200 606	32.7
Total expenditure	(114 089 000)	(7 220 000)	(121 309 000)	(119 931 500)	1 377 500	
Operating surplus	20 000	(20 000)	-	9 440 336	9 440 336	
Loss on disposal of assets and - liabilities		-	-	(120 314)	(120 314)	
Surplus	20 000	(20 000)	-	9 320 022	9 320 022	
Actual Amount on Comparable Basis as Presented in the Budget and Actual Comparative Statement	20 000	(20 000)	-	9 320 022	9 320 022	

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Accounting Policies

Figures in Rand	Note(s)	2024	2023
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1. Significant account policies

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

1.1 Basis of preparations

The annual financial statements have been prepared in accordance with the Standards of Generally Recognised Accounting Practice (GRAP), issued by the Accounting Standards Board in accordance with Section 91(1) of the Public Finance Management Act (Act 1 of 1999).

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

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

1.2 Presentation currency

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

1.3 Going concern assumption

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

1.4 Materiality

Material omissions or misstatements of items are material if they could, individually or collectively, influence the decisions or assessments of users made on the basis of the financial statements. Materiality depends on the nature or size of the omission or misstatement judged in the surrounding circumstances. The nature or size of the information item, or a combination of both, could be the determining factor.

Assessing whether an omission or misstatement could influence decisions of users, and so be material, requires consideration of the characteristics of those users. The Framework for the Preparation and Presentation of Financial Statements states that users are assumed to have a reasonable knowledge of government, its activities, accounting and a willingness to study the information with reasonable diligence. Therefore, the assessment takes into account how users with such attributes could reasonably be expected to be influenced in making and evaluating decisions.

Accounting Policies

1.5 Significant judgements and sources of estimation uncertainty

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

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

Impairment testing

The recoverable amounts of cash-generating units and individual assets have been determined based on the higher of value-in-use calculations and fair values less costs to sell. These calculations require the use of estimates and assumptions. It is reasonably possible that the assumption may change which may then impact our estimations and may then require a material adjustment to the carrying value of goodwill and tangible assets.

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

Provisions

Provisions were raised and management determined an estimate based on the information available.
Allowance for doubtful debts

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

Impairment of statutory receivables

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

Accounting Policies

Impairment of statutory receivables (continued)

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

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

1.6 Property, plant and equipment

Property, plant and equipment are tangible non-current assets (including infrastructure assets) that are held for use in the production or supply of goods or services, rental to others, or for administrative purposes, and are expected to be used during more than one period.

The cost of an item of property, plant and equipment is recognised as an asset when:

- it is probable that future economic benefits or service potential associated with the item will flow to the council; and
- the cost of the item can be measured reliably.

Property, plant and equipment is initially measured at cost.

The cost of an item of property, plant and equipment is the purchase price and other costs attributable to bring the asset to the location and condition necessary for it to be capable of operating in the manner intended by management. Trade discounts and rebates are deducted in arriving at the cost.

Where an asset is acquired through a non-exchange transaction, its cost is its fair value as at date of acquisition.

Where an item of property, plant and equipment is acquired in exchange for a non-monetary asset or monetary assets, or a combination of monetary and non-monetary assets, the asset acquired is initially measured at fair value (the cost). If the acquired item's fair value was not determinable, it's deemed cost is the carrying amount of the asset(s) given up.

When significant components of an item of property, plant and equipment have different useful lives, they are accounted for as separate items (major components) of property, plant and equipment.

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

Accounting Policies

Property, plant and equipment (continued)

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

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

Property, plant and equipment is carried at cost less accumulated depreciation and any impairment losses. The revaluation surplus in equity related to a specific item of property, plant and equipment is transferred directly to retained earnings as the asset is used. The amount transferred is equal to the difference between depreciation based on the revalued carrying amount and depreciation based on the original cost of the asset.

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

Property, plant and equipment is carried at cost less accumulated depreciation and any impairment losses. The useful lives of items of property, plant and equipment have been assessed as follows:

Item	Depreciation method	Average useful life
Land	Straight-line	indefinite
Buildings	Straight-line	40 years
Motor vehicles	Straight-line	5-13 years
Office equipment, furniture and fittings	Straight-line	5-35 years
IT equipment	Straight-line	3-16 years

The depreciable amount of an asset is allocated on a systematic basis over its useful life.

Each part of an item of property, plant and equipment with a cost that is significant in relation to the total cost of the item is depreciated separately.

The depreciation method used reflects the pattern in which the asset's future economic benefits or service potential are expected to be consumed by the council. The depreciation method applied to an asset is reviewed at least at each reporting date and, if there has been a significant change in the expected pattern of consumption of the future economic benefits or service potential embodied in the asset, the method is changed to reflect the changed pattern. Such a change is accounted for as a change in an accounting estimate.

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

Accounting Policies

The depreciation charge for each period is recognised in surplus or deficit unless it is included in the carrying amount of another asset.

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

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

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

1.7 Intangible assets

An asset is identifiable if it either:

- is separable, i.e. is capable of being separated or divided from an entity and sold, transferred, licensed, rented or exchanged, either individually or together with a related contract, identifiable assets or liability, regardless of whether the entity intends to do so; or
- arises from binding arrangements (including rights from contracts), regardless of whether those rights are transferable or separable from the council or from other rights and obligations.

A binding arrangement describes an arrangement that confers similar rights and obligations on the parties to it as if it were in the form of a contract.

An intangible asset is recognised when:

- it is probable that the expected future economic benefits or service potential that are attributable to the asset will flow to the council; and
- the cost or fair value of the asset can be measured reliably.

The council assesses the probability of expected future economic benefits or service potential using reasonable and supportable assumptions that represent management's best estimate of the set of economic conditions that will exist over the useful life of the asset.

Where an intangible asset is acquired through a non-exchange transaction, its initial cost at the date of acquisition is measured at its fair value as at that date.

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

Accounting Policies

1.7 Intangible assets (continued)

An intangible asset arising from development (or from the development phase of an internal project) is recognised when:

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

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

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

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

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

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

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

Item	Depreciation method	Average useful life
Computer software, internally generated	Straight-line	5-16 years
Computer software, other	Straight-line	3-16 years

Accounting Policies

1.8 Financial instruments

A financial instrument is any contract that gives rise to a financial asset of the council and a financial liability or a residual interest of the council.

The amortised cost of a financial asset or financial liability is the amount at which the financial asset or financial liability is measured at initial recognition minus principal repayments, plus or minus the cumulative amortisation using the effective interest method of any difference between that initial amount and the maturity amount, and minus any reduction (directly or through the use of an allowance account) for impairment or uncollectibility.

A concessionary loan is a loan granted to or received by council on terms that are not market related. Credit risk is the risk that one party to a financial instrument will cause a financial loss for the other party by failing to discharge an obligation.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates.

Derecognition is the removal of a previously recognised financial asset or financial liability from council's statement of financial position.

A derivative is a financial instrument or other contract with all three of the following characteristics:

- Its value changes in response to the change in a specified interest rate, financial instrument price, commodity price, foreign exchange rate, index of prices or rates, credit rating or credit index, or other variable, provided in the case of a non-financial variable that the variable is not specific to a party to the contract (sometimes called the 'underlying').
- It requires no initial net investment or an initial net investment that is smaller than would be required for other types of contracts that would be expected to have a similar response to changes in market factors.
- It is settled at a future date.

The effective interest method is a method of calculating the amortised cost of a financial asset or a financial liability (or group of financial assets or financial liabilities) and of allocating the interest income or interest expense over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash payments or receipts through the expected life of the financial instrument or, when appropriate, a shorter period to the net carrying amount of the financial asset or financial liability. When calculating the effective interest rate, council shall estimate cash flows considering all contractual terms of the financial instrument (for example, prepayment, call and similar options) but shall not consider future credit losses. The calculation includes all fees and points paid or received between parties to the contract that are an integral part of the effective interest rate (see the Standard of GRAP on Revenue from Exchange Transactions), transaction costs, and all other premiums or discounts. There is a presumption that the cash flows and the expected life of a group of similar financial instruments can be estimated reliably. However, in those rare cases when it is not possible to reliably estimate the cash flows or the expected life of a financial instrument (or group of financial instruments), the council shall use the contractual cash flows over the full contractual term of the financial instrument (or group of financial instruments).

Accounting Policies

1.8 Financial instruments (continued)

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable willing parties in an arm's length transaction.

- A financial asset is:
 - cash;
 - a residual interest of another entity; or
 - a contractual right to:
 - receive cash or another financial asset from another entity; or
 - exchange financial assets or financial liabilities with another entity under conditions that are potentially favourable to the council.

A financial guarantee contract is a contract that requires the issuer to make specified payments to reimburse the holder for a loss it incurs because a specified debtor fails to make payment when due in accordance with the original or modified terms of a debt instrument.

A financial liability is any liability that is a contractual obligation to:

- deliver cash or another financial asset to another entity; or
- exchange financial assets or financial liabilities under conditions that are potentially unfavourable to the council.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates.

Liquidity risk is the risk encountered by council in the event of difficulty in meeting obligations associated with financial liabilities that are settled by delivering cash or another financial asset.

Loan commitment is a firm commitment to provide credit under pre-specified terms and conditions. Loans payable are financial liabilities, other than short-term payables on normal credit terms.

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk.

Other price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices (other than those arising from interest rate risk or currency risk), whether those changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market.

A financial asset is past due when a counterparty has failed to make a payment when contractually due.

Accounting Policies

1.8 Financial instruments (continued)

A residual interest is any contract that manifests an interest in the assets of an council after deducting all of its liabilities. A residual interest includes contributions from owners, which may be shown as:

- equity instruments or similar forms of unitised capital;
- a formal designation of a transfer of resources (or a class of such transfers) by the parties to the transaction as forming part of the council's net assets, either before the contribution occurs or at the time of the contribution; or
- a formal agreement, in relation to the contribution, establishing or increasing an existing financial interest in the net assets of the council.

Transaction costs are incremental costs that are directly attributable to the acquisition, issue or disposal of a financial asset or financial liability. An incremental cost is one that would not have been incurred if the council had not acquired, issued or disposed of the financial instrument.

Financial instruments at amortised cost are non-derivative financial assets or non-derivative financial liabilities that have fixed or determinable payments, excluding those instruments that: the council designates at fair value at initial recognition; or are held for trading.

Financial instruments at cost are investments in residual interests that do not have a quoted market price in an active market, and whose fair value cannot be reliably measured.

Financial instruments at fair value comprise financial assets or financial liabilities that are: derivatives;

- contingent consideration of an acquirer in a transfer of functions between entities not under common control to which the Standard of GRAP on Transfer of Functions Between Entities Not Under Common Control (GRAP 106) applies
- combined instruments that are designated at fair value;
- instruments held for trading. A financial instrument is held for trading if:
 - it is acquired or incurred principally for the purpose of selling or repurchasing it in the near-term; or
 - on initial recognition it is part of a portfolio of identified financial instruments that are managed together and for which there is evidence of a recent actual pattern of short term profit-taking;
 - non-derivative financial assets or financial liabilities with fixed or determinable payments that are designated at fair value at initial recognition; and
 - financial instruments that do not meet the definition of financial instruments at amortised cost or financial instruments at cost.

Accounting Policies

1.8 Financial instruments (continued)

Classification

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

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

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

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

1.9 Statutory receivables

Identification

Statutory receivables are receivables that arise from legislation, supporting regulations, or similar means, and require settlement by another entity in cash or another financial asset.

Carrying amount is the amount at which an asset is recognised in the statement of financial position.

The cost method is the method used to account for statutory receivables that requires such receivables to be measured at their transaction amount, plus any accrued interest or other charges and, less any accumulated impairment losses and any amounts derecognised.

Nominal interest rate is the interest rate and/or basis specified in legislation, supporting regulations or similar means.

The transaction amount for a statutory receivable means the amount specified in, or calculated, levied or charged in accordance with, legislation, supporting regulations, or similar means.

Recognition

The council recognises statutory receivables as follows:

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

Accounting Policies

1.9 Statutory receivables (continued)

Initial measurement

As receivables arise from revenue transactions, the initial measurement of statutory receivables is largely dependent on the measurement outlined in GRAP 23 on Revenue from Non-Exchange Transactions

The revenue standard indicate the following: GRAP 23 - Fair value at the date of acquisition

GRAP 108 explains that the measurement in the revenue standards should be read to mean the 'transaction amount' as outlined in GRAP 108. The transaction amount specified in, or calculated, levied or charged in accordance with legislation, supporting regulations or similar means. The effect is that fair value in the revenue related standard of GRAP 108 should be determined solely based on what is prescribed in legislation.

Subsequent measurement

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

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

Accrued interest

Where the council levies interest on the outstanding balance of statutory receivables, it adjusts the transaction amount after initial recognition to reflect any accrued interest. Accrued interest is calculated using the nominal interest rate.

Interest on statutory receivables is recognised as revenue in accordance with the policy on Revenue from exchange transactions or the policy on Revenue from non-exchange transactions (Taxes and transfers), whichever is applicable.

Other charges

Where the council is required or entitled in terms of legislation, supporting regulations, by-laws or similar means to levy additional charges on overdue or unpaid amounts, and such charges are levied, the entity applies the principles as stated in "Accrued interest" above, as well as the relevant policy on Revenue from exchange transactions or the policy on Revenue from non-exchange transactions (Taxes and transfers).

Impairment losses

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

Accounting Policies

1.9 Statutory receivables (continued)

In assessing whether there is any indication that a statutory receivable, or group of statutory receivables, may be impaired, the council considers, as a minimum, the following indicators:

Significant financial difficulty of the debtor, which may be evidenced by an application for debt counselling, business rescue or an equivalent.

It is probable that the debtor will enter sequestration, liquidation or other financial re-organisation.

A breach of the terms of the transaction, such as default or delinquency in principal or interest payments (where levied).

Adverse changes in international, national or local economic conditions, such as a decline in growth, an increase in debt levels and unemployment, or changes in migration rates and patterns.

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

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

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

1.10 Cash and cash equivalents

Cash comprises cash on hand and demand deposits.

Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

Cash equivalents are held for the purpose of meeting short-term cash commitments rather than for investment or other purposes.

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

Some equity investments are included in cash equivalents when they are, in substance, cash equivalents.

Accounting Policies

1.11 Impairment of cash-generating assets

Cash-generating assets are assets used with the objective of generating a commercial return. Commercial return means that positive cash flows are expected to be significantly higher than the cost of the asset. Impairment is a loss in the future economic benefits or service potential of an asset, over and above the systematic recognition of the loss of the asset's future economic benefits or service potential through depreciation (amortisation).

Carrying amount is the amount at which an asset is recognised in the statement of financial position after deducting any accumulated depreciation and accumulated impairment losses thereon.

A cash-generating unit is the smallest identifiable group of assets used with the objective of generating a commercial return that generates cash inflows from continuing use that are largely independent of the cash inflows from other assets or groups of assets.

Costs of disposal are incremental costs directly attributable to the disposal of an asset, excluding finance costs and income tax expense.

Depreciation (Amortisation) is the systematic allocation of the depreciable amount of an asset over its useful life.

Fair value less costs to sell is the amount obtainable from the sale of an asset in an arm's length transaction between knowledgeable, willing parties, less the costs of disposal.

Recoverable amount of an asset or a cash-generating unit is the higher its fair value less costs to sell and its value in use.

Useful life is either:

- the period of time over which an asset is expected to be used by the council; or
- the number of production or similar units expected to be obtained from the asset by the council.

Judgements is needed to determine whether an asset is cashgenerating or non-cash generating. The council determined that all non-current, non-financial assets are non-cash generatingcg. This is determined based on the mandated function of the council which is to provide statutory services for which the significant funding is received from members. It is not the intention of the council to generate positive cash flows from its operations.

Designation

At initial recognition, the council designates an asset as non-cash-generating, or an asset or cash-generating unit as cash-generating. The designation is made on the basis of an entity's objective of using the asset.

Accounting Policies

1.11 Impairment of cash-generating assets (continued)

The council designates an asset or a cash-generating unit as cash-generating when:

- its objective is to use the asset or a cash-generating unit in a manner that generates a commercial return; such that
- the asset or cash-generating unit will generate positive cash flows, from continuing use and its ultimate disposal, that are expected to be significantly higher than the cost of the asset.

An asset used with the objective of generating a commercial return and service delivery, is designated either as a cash- generating asset or non-cash-generating asset based on whether the council expects to use that asset to generate a commercial return. When it is not clear whether the objective is to use the asset to generate commercial return, the council designates the asset as a non-cash-generating asset and applies the accounting policy on Impairment of Non- cash-generating assets, rather than this accounting policy.

Identification

When the carrying amount of a cash-generating asset exceeds its recoverable amount, it is impaired. The council assesses at each reporting date whether there is any indication that a cash-generating asset may be impaired. If any such indication exists, the council estimates the recoverable amount of the asset.

Irrespective of whether there is any indication of impairment, the council also tests a cash-generating intangible asset with an indefinite useful life or a cash-generating intangible asset not yet available for use for impairment annually by comparing its carrying amount with its recoverable amount. This impairment test is performed at the same time every year. If an intangible asset was initially recognised during the current reporting period, that intangible asset was tested for impairment before the end of the current reporting period.

Impairment of cash-generating assets (continued) Recognition and measurement (individual asset)

If the recoverable amount of a cash-generating asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable amount. This reduction is an impairment loss.

An impairment loss is recognised immediately in surplus or deficit.

Any impairment loss of a revalued cash-generating asset is treated as a revaluation decrease.

When the amount estimated for an impairment loss is greater than the carrying amount of the cash-generating asset to which it relates, the council recognises a liability only to the extent that is a requirement in the Standard of GRAP.

After the recognition of an impairment loss, the depreciation (amortisation) charge for the cash-generating asset is adjusted in future periods to allocate the cash-generating asset's revised carrying amount, less its residual value (if any), on a systematic basis over its remaining useful life.

Accounting Policies

1.12 Impairment of non-cash-generating assets

Cash-generating assets are assets used with the objective of generating a commercial return. Commercial return means that positive cash flows are expected to be significantly higher than the cost of the asset. Non-cash-generating assets are assets other than cash-generating assets.

Impairment is a loss in the future economic benefits or service potential of an asset, over and above the systematic recognition of the loss of the asset's future economic benefits or service potential through depreciation (amortisation).

Carrying amount is the amount at which an asset is recognised in the statement of financial position after deducting any accumulated depreciation and accumulated impairment losses thereon.

A cash-generating unit is the smallest identifiable group of assets managed with the objective of generating a commercial return that generates cash inflows from continuing use that are largely independent of the cash inflows from other assets or groups of assets.

Costs of disposal are incremental costs directly attributable to the disposal of an asset, excluding finance costs and income tax expense.

Depreciation (Amortisation) is the systematic allocation of the depreciable amount of an asset over its useful life.

Fair value less costs to sell is the amount obtainable from the sale of an asset in an arm's length transaction between knowledgeable, willing parties, less the costs of disposal.

Recoverable service amount is the higher of a non-cash-generating asset's fair value less costs to sell and its value in use.

Useful life is either:

- the period of time over which an asset is expected to be used by the council; or
- the number of production or similar units expected to be obtained from the asset by the council.

At initial recognition, the council designates an asset as non-cash-generating, or an asset or cash-generating unit as cash-generating. The designation is made on the basis of the council's objective of using the asset.

The council designates an asset or a cash-generating unit as cash-generating when:

- its objective is to use the asset or a cash-generating unit in a manner that generates a commercial return; such that
- the asset or cash-generating unit will generate positive cash flows, from continuing use and its ultimate disposal, that are expected to be significantly higher than the cost of the asset.

The council designates an asset as non-cash-generating when its objective is not to use the asset to generate a commercial return but to deliver services.

Accounting Policies

1.12 Impairment of non-cash-generating assets (continued)

Designation

An asset used with the objective of generating a commercial return and service delivery, is designated either as a cash- generating asset or non-cash-generating asset based on whether the council expects to use that asset to generate a commercial return. When it is not clear whether the objective is to use the asset to generate a commercial return, the council designates the asset as a non-cash-generating asset and applies this accounting policy, rather than the accounting policy on Impairment of Non-cash-generating assets.

Identification

When the carrying amount of a non-cash-generating asset exceeds its recoverable service amount, it is impaired.

The council assesses at each reporting date whether there is any indication that a non-cash-generating asset may be impaired. If any such indication exists, the council estimates the recoverable service amount of the asset.

Irrespective of whether there is any indication of impairment, the entity also tests a non-cash-generating intangible asset with an indefinite useful life or a non-cash-generating intangible asset not yet available for use for impairment annually by comparing its carrying amount with its recoverable service amount. This impairment test is performed at the same time every year. If an intangible asset was initially recognised during the current reporting period, that intangible asset was tested for impairment before the end of the current reporting period.

Recognition and measurement

If the recoverable service amount of a non-cash-generating asset is less than its carrying amount, the carrying amount of the asset is reduced to its recoverable service amount. This reduction is an impairment loss.

An impairment loss is recognised immediately in surplus or deficit.

Any impairment loss of a revalued non-cash-generating asset is treated as a revaluation decrease. When the amount estimated for an impairment loss is greater than the carrying amount of the non-cash-generating asset to which it relates, the council recognises a liability only to the extent that is a requirement in the Standards of GRAP.

After the recognition of an impairment loss, the depreciation (amortisation) charge for the non-cash-generating asset is adjusted in future periods to allocate the non-cash-generating asset's revised carrying amount, less its residual value (if any), on a systematic basis over its remaining useful life.

Accounting Policies

1.13 Employee benefits

Short-term employee benefits

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

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

The expected cost of surplus sharing and bonus payments is recognised as an expense when there is a legal or constructive obligation to make such payments as a result of past performance.

Payments to defined contribution retirement benefit plans are charged as an expense as they fall due.

Payments made to industry-managed (or state plans) retirement benefit schemes are dealt with as defined contribution plans where the council's obligation under the schemes is equivalent to those arising in a defined contribution retirement benefit plan.

Other post retirement obligations

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

1.14 Provisions and contingencies

Provisions are recognised when:

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

The amount of a provision is the best estimate of the expenditure expected to be required to settle the present obligation at the reporting date.

Where the effect of time value of money is material, the amount of a provision is the present value of the expenditures expected to be required to settle the obligation.

The discount rate is a pre-tax rate that reflects current market assessments of the time value of money and the risks specific to the liability.

Where some or all of the expenditure required to settle a provision is expected to be reimbursed by another party, the reimbursement is recognised when, and only when, it is virtually certain that reimbursement will be received if the council settles the obligation. The reimbursement is treated as a separate asset. The amount recognised for the reimbursement does not exceed the amount of the provision.

Accounting Policies

1.14 Provisions and contingencies (continued)

Provisions are reviewed at each reporting date and adjusted to reflect the current best estimate. Provisions are reversed if it is no longer probable that an outflow of resources embodying economic benefits or service potential will be required, to settle the obligation.

Where discounting is used, the carrying amount of a provision increases in each period to reflect the passage of time. This increase is recognised as an interest expense.

A provision is used only for expenditures for which the provision was originally recognised. Provisions are not recognised for future operating surplus.

If an entity has a contract that is onerous, the present obligation (net of recoveries) under the contract is recognised and measured as a provision.

A constructive obligation to restructure arises only when an entity:

- has a detailed formal plan for the restructuring, identifying at least:
 - the activity/operating unit or part of an activity/operating unit concerned;
 - the principal locations affected;
 - the location, function, and approximate number of employees who will be compensated for services being terminated;
 - the expenditures that will be undertaken; and
 - when the plan will be implemented; and
- has raised a valid expectation in those affected that it will carry out the restructuring by starting to implement that plan or announcing its main features to those affected by it.

A restructuring provision includes only the direct expenditures arising from the restructuring, which are those that are both:

- necessarily entailed by the restructuring; and
- not associated with the ongoing activities of the council

No obligation arises as a consequence of the sale or transfer of an operation until the council is committed to the sale or transfer, that is, there is a binding arrangement.

After their initial recognition contingent liabilities recognised in entity combinations that are recognised separately are subsequently measured at the higher of:

- the amount that would be recognised as a provision; and
- the amount initially recognised less cumulative amortisation.

Contingent assets and contingent liabilities are not recognised. Contingencies are disclosed in note 25.

A financial guarantee contract is a contract that requires the issuer to make specified payments to reimburse the holder for a loss it incurs because a specified debtor fails to make payment when due in accordance with the original or modified terms of a debt instrument.

Loan commitment is a firm commitment to provide credit under pre-specified terms and conditions.

Accounting Policies

1.14 Provisions and contingencies (continued)

The council recognises a provision for financial guarantees and loan commitments when it is probable that an outflow of resources embodying economic benefits and service potential will be required to settle the obligation and a reliable estimate of the obligation can be made.

Determining whether an outflow of resources is probable in relation to financial guarantees requires judgement. Indications that an outflow of resources may be probable are:

- financial difficulty of the debtor;
- defaults or delinquencies in interest and capital repayments by the debtor;
- breaches of the terms of the debt instrument that result in it being payable earlier than the agreed term and the ability of the debtor to settle its obligation on the amended terms; and
- a decline in prevailing economic circumstances (e.g. high interest rates, inflation and unemployment) that impact on the ability of entities to repay their obligations.

Where a fee is received by the council for issuing a financial guarantee and/or where a fee is charged on loan commitments, it is considered in determining the best estimate of the amount required to settle the obligation at reporting date. Where a fee is charged and the council considers that an outflow of economic resources is probable, the council recognises the obligation at the higher of:

- the amount determined using in the Standard of GRAP on Provisions, Contingent Liabilities and Contingent Assets; and
- the amount of the fee initially recognised less, where appropriate, cumulative amortisation recognised in accordance with the Standard of GRAP on Revenue from Exchange Transactions.

1.15 Commitments

Items are classified as commitments when an entity has committed itself to future transactions that will normally result in the outflow of cash.

Disclosures are required in respect of unrecognised contractual commitments.

Commitments for which disclosure is necessary to achieve a fair presentation should be disclosed in a note to the financial statements, if both the following criteria are met:

- Contracts should be non-cancellable or only cancellable at significant cost (for example, contracts for computer or building maintenance services); and
- Contracts should relate to something other than the routine, steady, state business of the entity – therefore salary commitments relating to employment contracts or social security benefit commitments are excluded.

Accounting Policies

1.16 Revenue from exchange transactions

Revenue is the gross inflow of economic benefits or service potential during the reporting period when those inflows result in an increase in net assets, other than increases relating to contributions from owners. An exchange transaction is one in which the council receives assets or services, or has liabilities extinguished, and directly gives approximately equal value (primarily in the form of goods, services or use of assets) to the other party in exchange.

Fair value is the amount for which an asset could be exchanged, or a liability settled, between knowledgeable, willing parties in an arm's length transaction.

Measurement

Revenue is measured at the fair value of the consideration received or receivable, net of trade discounts and volume rebates.

The amount of revenue arising on a transaction which is statutory (non-contractual) in nature is usually measured by reference to the relevant legislation, regulation or similar means. The fee structure, tariffs or calculation basis specified in legislation, regulation or similar means is used to determine the amount of revenue that should be recognised. This amount represents the fair value, on initial measurement, of the consideration received or receivable for revenue that arises from a statutory (non-contractual) arrangement (see the accounting policy on Statutory Receivables).

Rendering of services

When the outcome of a transaction involving the rendering of services can be estimated reliably, revenue associated with the transaction is recognised by reference to the stage of completion of the transaction at the reporting date. The outcome of a transaction can be estimated reliably when all the following conditions are satisfied:

- the amount of revenue can be measured reliably;
- it is probable that the economic benefits or service potential associated with the transaction will flow to the council;
- the stage of completion of the transaction at the reporting date can be measured reliably; and
- the costs incurred for the transaction and the costs to complete the transaction can be measured reliably.

When services are performed by an indeterminate number of acts over a specified time frame, revenue is recognised on a straight-line basis over the specified time frame unless there is evidence that some other method better represents the stage of completion. When a specific act is much more significant than any other acts, the recognition of revenue is postponed until the significant act is executed.

When the outcome of the transaction involving the rendering of services cannot be estimated reliably, revenue is recognised only to the extent of the expenses recognised that are recoverable.

Service revenue is recognised by reference to the stage of completion of the transaction at the reporting date. Stage of completion is determined by services performed to date as a percentage of total services to be performed.

Accounting Policies

1.16 Revenue from exchange transactions (continued)

Interest

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

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

Interest is recognised using the effective interest rate method for financial instruments, and using the nominal interest rate method for statutory receivables. Interest levied on transactions arising from exchange or non-exchange transactions is classified based on the nature of the underlying transaction.

Service fees included in the price of the product are recognised as revenue over the period during which the service is performed.

1.17 Revenue from non-exchange transactions

Revenue comprises gross inflows of economic benefits or service potential received and receivable by the council, which represents an increase in net assets, other than increases relating to contributions from owners.

Conditions on transferred assets are stipulations that specify that the future economic benefits or service potential embodied in the asset is required to be consumed by the recipient as specified or future economic benefits or service potential must be returned to the transferor.

Control of an asset arise when the council can use or otherwise benefit from the asset in pursuit of its objectives and can exclude or otherwise regulate the access of others to that benefit.

Exchange transactions are transactions in which one entity receives assets or services, or has liabilities extinguished, and directly gives approximately equal value (primarily in the form of cash, goods, services, or use of assets) to another entity in exchange.

Expenses paid through the tax system are amounts that are available to beneficiaries regardless of whether or not they pay taxes.

Fines are economic benefits or service potential received or receivable by entities, as determined by a court or other law enforcement body, as a consequence of the breach of laws or regulations.

Non-exchange transactions are transactions that are not exchange transactions. In a non-exchange transaction, the council either receives value from another entity without directly giving approximately equal value in exchange, or gives value to another entity without directly receiving approximately equal value in exchange.

Accounting Policies

1.17 Revenue from non-exchange transactions (continued)

Restrictions on transferred assets are stipulations that limit or direct the purposes for which a transferred asset may be used, but do not specify that future economic benefits or service potential is required to be returned to the transferor if not deployed as specified.

Stipulations on transferred assets are terms in laws or regulation, or a binding arrangement, imposed upon the use of a transferred asset by entities external to the reporting entity.

Tax expenditures are preferential provisions of the tax law that provide certain taxpayers with concessions that are not available to others.

The taxable event is the event that the government, legislature or other authority has determined will be subject to taxation.

Taxes are economic benefits or service potential compulsorily paid or payable to entities, in accordance with laws and or regulations, established to provide revenue to government. Taxes do not include fines or other penalties imposed for breaches of the law.

Transfers are inflows of future economic benefits or service potential from non-exchange transactions, other than taxes.

Recognition

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

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

Measurement

Revenue from a non-exchange transaction is measured at the amount of the increase in net assets recognised by the council.

When, as a result of a non-exchange transaction, the council recognises an asset, it also recognises revenue equivalent to the amount of the asset measured at its fair value as at the date of acquisition, unless it is also required to recognise a liability. Where a liability is required to be recognised it will be measured as the best estimate of the amount required to settle the obligation at the reporting date, and the amount of the increase in net assets, if any, recognised as revenue. When a liability is subsequently reduced, because the taxable event occurs or a condition is satisfied, the amount of the reduction in the liability is recognised as revenue.

Accounting Policies

1.17 Revenue from non-exchange transactions (continued)

Receivables that arise from statutory (non-contractual) arrangements are initially measured in accordance with this accounting policy, as well as the accounting policy on Statutory Receivables. The entity applies the accounting policy on Statutory Receivables for the subsequent measurement, derecognition, presentation and disclosure of statutory receivables.

Interest is recognised using the effective interest rate method for financial instruments, and using the nominal interest rate method for statutory receivables. Interest levied on transactions arising from exchange or non-exchange transactions is classified based on the nature of the underlying transaction.

Transfers

Apart from Services in kind, which are not recognised, the council recognises an asset in respect of transfers when the transferred resources meet the definition of an asset and satisfy the criteria for recognition as an asset.

The council recognises an asset in respect of transfers when the transferred resources meet the definition of an asset and satisfy the criteria for recognition as an asset.

Transferred assets are measured at their fair value as at the date of acquisition.

Fines

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

Assets arising from fines are measured at the best estimate of the inflow of resources to the council.

1.18 Comparative figures

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

1.19 Fruitless and wasteful expenditure

Fruitless expenditure means expenditure which was made in vain and would have been avoided had reasonable care been exercised.

Fruitless and wasteful expenditure is accounted for in line with all relating requirements, including, but not limited to, ruling Legislation, Regulations, Frameworks, Circulars, Instruction Notes, Practice Notes, Guidelines etc (as applicable).

Accounting Policies

1.20 Irregular expenditure

Irregular expenditure as defined in section 1 of the PFMA is expenditure other than unauthorised expenditure, incurred in contravention of or that is not in accordance with a requirement of any applicable legislation.

Irregular expenditure is incurred when the resulting transaction is recognised in the financial records of the council in accordance with the relevant Accounting Framework.

When an irregular expenditure is being suspected, it is reported to the Chief Executive Officer and then recorded in the irregular expenditure register

The alleged irregular expenditure is then investigated for confirmation.

When irregular expenditure is confirmed, recovery steps are taken where there is a liable official; or a condonation is sought from the accounting officer.

1.21 Contingent liabilities

Contingent liabilities are possible obligation that arose from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within control of the council; or a present obligation that arises from past events.

A contingent liability that relates to a present obligation is not recognised because the amount cannot be measured with sufficient reliability.

1.22 Budget information

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

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

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

The approved budget covers the fiscal period from 2023/04/01 to 2024/03/31.

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

Accounting Policies

1.23 Related parties

A related party is a person or an entity with the ability to control or jointly control the other party, or exercise significant influence over the other party, or vice versa, or an entity that is subject to common control, or joint control.

Control is the power to govern the financial and operating policies of an entity so as to obtain benefits from its activities.

Joint control is the agreed sharing of control over an activity by a binding arrangement, and exists only when the strategic financial and operating decisions relating to the activity require the unanimous consent of the parties sharing control (the venturers).

Related party transaction is a transfer of resources, services or obligations between the reporting entity and a related party, regardless of whether a price is charged.

Significant influence is the power to participate in the financial and operating policy decisions of an entity, but is not control over those policies.

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

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

The council is exempt from disclosure requirements in relation to related party transactions if that transaction occurs within normal supplier and/or client/recipient relationships on terms and conditions more or less favourable than those which it is reasonable to expect the council to have adopted if dealing with that individual entity or person in the same circumstances and terms and conditions are within the normal operating parameters established by that reporting entity's legal mandate.

Where the council is exempt from the disclosures in accordance with the above, the council discloses narrative information about the nature of the transactions and the related outstanding balances, to enable users of the entity's financial statements to understand the effect of related party transactions on its annual financial statements.

Accounting Policies

1.24 Events after reporting date

Events after reporting date are those events, both favourable and unfavourable, that occur between the reporting date and the date when the financial statements are authorised for issue. Two types of events can be identified:

- those that provide evidence of conditions that existed at the reporting date (adjusting events after the reporting date); and
- those that are indicative of conditions that arose after the reporting date (non-adjusting events after the reporting date).

The council will adjust the amount recognised in the financial statements to reflect adjusting events after the reporting date once the event occurred.

The council will disclose the nature of the event and an estimate of its financial effect or a statement that such estimate cannot be made in respect of all material non-adjusting events, where non-disclosure could influence the economic decisions of users taken on the basis of the financial statements.

1.25 New Standards and Interpretation

New Standards and Interpretation issued, but not yet effective

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

	Effective date	Expected impact
	Effective date	Expected impact
• GRAP 104 on Financial Instruments	Not yet published	Unlikely there will be a material impact
• GRAP 105 transfer of functions between entities under common control	Not yet published	Unlikely there will be a material impact
• GRAP 106 transfer of functions between entites not under common control	Not yet published	Unlikely there will be a material impact

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Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand

2024 2023

2. Property, plant and equipment

	2024		2023	
	Cost / Valuation	Accumulated depreciation and accumulated impairment	Carrying value	Cost / Valuation
Land	23 327 559	-	23 327 559	23 327 559
Buildings	71 416 378	(9 857 941)	61 558 437	71 416 378
Motor vehicles	2 180 406	(814 288)	1 366 118	1 207 372
Office equipment	10 223 619	(4 949 025)	5 274 594	9 492 354
IT equipment	4 911 213	(3 309 136)	1 602 077	5 337 956
Total	112 059 175	(18 930 390)	93 128 785	110 781 619
				(16 820 578)
				93 961 041

Reconciliation of property, plant and equipment - 2024

	Opening balance	Additions	Disposals	Depreciation	Total
Land	23 327 559	-	-	-	23 327 559
Buildings	63 343 847	-	-	(1 785 410)	61 558 437
Motor vehicles	567 385	973 035	-	(174 302)	1 366 118
Office equipment	4 939 813	1 139 417	(28 731)	(775 905)	5 274 594
IT equipment	1 782 437	669 710	(69 932)	(780 138)	1 602 077
	93 961 041	2 782 162	(98 663)	(3 515 755)	93 128 785

Notes to the Annual Financial Statements

Figures in Rand	2024	2023			
2. Property, plant and equipment (continued)					
Reconciliation of property, plant and equipment - 2023					
	Opening balance	Additions	Disposals	Depreciation	Total
Land	23 327 559	-	-	-	23 327 559
Buildings	65 129 256	-	-	(1 785 409)	63 343 847
Motor vehicles	713 602	-	-	(146 217)	567 385
Office equipment	3 771 790	2 002 693	(51 749)	(782 921)	4 939 813
IT equipment	1 754 231	902 922	(61 386)	(813 330)	1 782 437
	94 696 438	2 905 615	(113 135)	(3 527 877)	93 961 041

Pledged as security

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

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
2. Property, plant and equipment (continued)		
Details of properties		
Property 1		
Terms and conditions		
- Purchase price: 1 December 2008	61 110 936	61 110 936
Property 2		
Terms and conditions		
- Purchase price: 1 December 2008	10 800 000	10 800 000
Property 3		
Terms and conditions		
- Purchase price: 1 December 2008	3 933 000	3 933 000
Property 4		
Terms and conditions		
- Purchase price: 1 December 2008	5 000 000	5 000 000
Property 5		
Terms and conditions		
- Purchase price: 1 December 2008	6 500 000	6 500 000
Expenditure incurred to repair and maintain property, plant and equipment included in statement of financial performance		
Expenditure incurred to repair and maintain property, plant and equipment included in Statement of Financial Performance		
General expenses	611 395	1 069 439

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand

3. Intangible assets

	2024			2023		
	Cost / Valuation	Accumulated amortisation and impairment	Carrying value	Cost / Valuation	Accumulated amortisation and impairment	Carrying value
Computer software, internally generated	7 968 465	(6 539 140)	1 429 325	8 205 109	(6 256 557)	1 948 552
Computer software, other	982 697	(530 818)	451 879	1 461 727	(760 535)	701 192
Total	8 951 162	(7 069 958)	1 881 204	9 666 836	(7 017 092)	2 649 744

Reconciliation of intangible assets - 2024

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

Reconciliation of intangible assets - 2023

	Opening balance	Additions	Disposals	Amortisation	Total
Computer software, internally generated	2 722 150	-	-	(773 598)	1 948 552
Computer software, other	313 203	561 150	(16 616)	(156 545)	701 192
	3 035 353	561 150	(16 616)	(930 143)	2 649 744

4. Other financial assets

At amortised cost

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
4. Other financial assets (continued)		
Deposit held in trust	145 081	144 827
Other receivables	544 591	579 246
	689 672	724 073
Current assets		
At amortised cost	689 672	724 073
5. Payables from exchange transactions		
Trade payables	4 140 399	4 506 083
Payments received in advanced	1 979 678	1 542 177
Payroll related payables	781 826	839 028
Accrued expense	16 451 869	15 863 504
Other payables	7 714 719	4 400 867
	31 068 491	27 151 659
6. Receivables from exchange transactions		
Prepayments	206 100	1 445 743
Deposits	180 868	180 868
Staff loans	848 603	1 289 753
	1 235 571	2 916 364
7. Receivables from non-exchange transactions		
Statutory receivable	613 798	991 655
Statutory receivables included in receivables from non-exchange transactions above are as follows:		
Membership fee and fines	1 843 673	8 242 611
Less: Refunds	(99 972)	(99 972)
Less: Provision for impairment	(1 129 903)	(654 761)
Less: Membership fee written off	-	(6 496 223)
	613 798	991 655
Total receivables from non-exchange transactions	613 798	991 655

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
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7. Receivables from non-exchange transactions (continued)

Statutory receivables general information

Transaction(s) arising from statute

Membership fees and fines arise from section 19 of the SACE act, which states that funds of the council consists of compulsory fees, money appropriated by parliament, money received from donations, interest, fines and money received from other source.

Determination of transaction amount

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

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

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

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

Statutory receivables impaired

As of 31 March 2024, Statutory receivables of R3 597 829 (2023: R317 349) were impaired and provided for.

The amount of the provision was R1 129 903 as of 31 March 2024 (2023: R654 760).

Factors the entity considered in assessing statutory receivables impaired

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

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

Reconciliation of provision for impairment for statutory receivables

Opening balance	654 760	1 476 909
Provision for impairment	3 597 830	(317 349)
Amounts written off as uncollectible	(3 122 687)	(459 800)
Revisions to impairment losses	-	(45 000)
	1 129 903	654 760

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Notes to the Annual Financial Statements

Figures in Rand 2024 2023

8. Cash and cash equivalents

Cash and cash equivalents consist of:

8. Cash and cash equivalents (continued)

Cash on hand	20 219	1 921
Bank balances	57 908 241	86 022 596
Short-term deposits	67 004 990	21 978 232
	124 933 450	108 002 749

The entity had the following bank accounts

Account number / description	Bank statement balances			Cash book balances		
	31 March 2024	31 March 2023	31 March 2022	31 March 2024	31 March 2023	31 March 2022
NEDBANK BANK -	57 908 241	86 011 538	85 053 721	57 919 296	86 022 596	85 138 015
Account Type - Current	66 731 915	21 634 740	20 370 517	66 731 915	21 634 740	20 370 517
Reserve BANK- Account						
Type - Corporate for						
public Deposit						
Total	124 640 156	107 646 278	105 424 238	124 651 211	107 657 336	105 508 532

9. Revenue

Registration, reprints and reinstatements	14 486 905	16 512 467
Debt impairment recovered	15 000	13 000
Letter of good standing	88 823	70 630
Interest received - other	7 583 528	4 090 804
Fines	981 061	986 174
Membership fee	90 617 519	91 205 532
Government grants & subsidies	15 599 000	15 528 000
	129 371 836	128 406 607

The amount included in revenue arising from exchanges of goods or services are as follows:

Registration, reprints and reinstatement	14 486 905	16 512 467
Recoveries	15 000	13 000
Letter of good standing	88 823	70 630
Interest received - other	7 583 528	4 090 804
	22 174 256	20 686 901

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Annual Financial Statements for the year ended 31 March 2024

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Figures in Rand	2024	2023
The amount included in revenue arising from non-exchange transactions is as follows:		
Taxation revenue		
Fines	981 061	986 174
Membership fee	90 617 519	91 205 532
Transfer revenue		
Government transfer	15 599 000	15 528 000
	107 197 580	107 719 706
10. Registration, reprints and reinstatements		
Registration Fees	9 044 855	9 021 481
Reprints of Certificates	1 807 400	2 010 429
Reinstatement fee	3 634 650	5 480 557
	14 486 905	16 512 467
11. Lease rentals on operating lease		
Premises		
Contractual amounts	17 422	-
Equipment		
Contingent amounts	-	9 040
	17 422	9 040
12. Other income		
Debt impairment recovered	15 000	13 000
Letter of good standing	88 823	70 630
	103 823	83 630
13. Investment revenue		
Interest revenue		
Bank	7 527 558	4 052 278
Interest received - other	55 970	38 526
	7 583 528	4 090 804
14. Government transfer		
Operating grants		
Government transfer	15 599 000	15 528 000

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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Notes to the Annual Financial Statements

Figures in Rand	2024	2023
15. Employee related costs		
Basic	60 555 511	63 262 693
WCA	97 239	112 345
Leave pay provision charge	(1 131 476)	(426 677)
	59 521 274	62 948 361
Remuneration of chief executive officer		
Annual Remuneration	1 480 303	1 331 528
Car Allowance	538 900	520 162
Annual Bonuses	120 279	110 267
Contributions to Medical and Pension Funds	275 359	258 519
Long service award	46 489	-
	2 461 330	2 220 476
Remuneration of chief finance officer		
Annual Remuneration	1 250 410	1 154 116
Car Allowance	542 639	475 250
Annual Bonuses	104 200	95 516
Contributions to Medical and Pension Funds	211 093	198 325
Acting allowance	24 989	-
Long Service Award	41 648	-
	2 174 979	1 923 207
Remuneration of Acting Senior Manager Professional Development and Ethics		
Annual Remuneration	758 770	-
Car Allowance	297 010	-
Annual Bonuses	63 231	-
Contributions to Medical and Pension Funds	159 650	-
Acting allowance	32 081	-
	1 310 742	-
Remuneration of Senior Manager Registration and Teacher Professionalisation		
Annual Remuneration	799 411	737 037
Housing allowance	297 339	274 439
Annual Bonuses	66 617	61 036
Contributions to Medical and Pension Funds	166 512	127 514
Travel allowance	3 142	-
	1 333 021	1 200 026

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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Notes to the Annual Financial Statements

Figures in Rand	2024	2023
16. Depreciation and amortisation		
Property, plant and equipment	3 515 755	3 527 877
Intangible assets	701 210	930 144
	4 216 965	4 458 021
17. Auditors' remuneration		
Fees	623 636	454 702
18. Debt impairment		
Debt impairment	3 597 830	(317 349)
19. General expenses		
Advertising	208 655	315 445
Auditors remuneration	623 636	454 702
Bank charges	772 978	819 617
Cleaning	412 445	338 269
Consulting and professional fees	8 255 067	7 476 543
Fines and penalties	184 650	5 189
Insurance	661 524	538 255
Planning and Monitoring	654 745	668 798
Motor vehicle expenses	35 484	88 188
Postage and courier	27 112	13 055
Printing and stationery	330 166	739 345
Project maintenance costs	4 915 202	4 939 184
Repairs and maintenance	611 395	1 069 440
Security	1 619 067	1 545 703
Staff welfare	57 397	55 726
Subscriptions and membership fees	2 399 592	1 003 428
Telephone and fax	1 351 024	1 314 636
Training	248 961	532 977
Travel - local	3 273 971	2 957 013
Travel - overseas	818 135	712 451
Utilities - Other	3 080 219	3 728 888
Registration	2 516 328	1 347 637
Professional development	4 478 115	7 440 315
Professional ethics	4 729 904	5 170 026
Communications	1 268 474	1 321 035
Research	1 138 271	752 736
Teacher professionalization	625 420	973 090
	45 297 937	46 321 691

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
20. Cash generated from operations		
Surplus	9 320 022	3 097 942
Adjustments for:		
Depreciation and amortisation	4 216 965	4 458 021
Loss on disposal of property, plant and equipment	120 314	48 969
Bad debts written off	-	6 496 223
Debts impairment	3 597 829	(317 349)
Changes in working capital:		
Receivables from exchange transactions	1 715 194	(1 373 194)
Other receivables from non-exchange transactions	(3 219 972)	(6 767 016)
Payables from exchange transactions	3 916 831	100 407
	19 667 183	5 744 003
21. Operating surplus (deficit)		
Operating surplus for the year is stated after accounting for the following:		
Operating lease charges		
Premises		
• Contractual amounts	17 422	-
Equipment	-	9 040
• Contingent amounts		
	17 422	9 040
Loss on sale of property, plant and equipment	(120 314)	(48 969)
Amortisation on intangible assets	701 210	930 144
Depreciation on property, plant and equipment	3 515 755	3 527 877
Employee costs	66 801 346	68 292 070
22. Bad debt written off		
Bad debt written off		
• Bad debt written off	-	6 496 223
23. Financial instruments disclosure		
Categories of financial instruments		
2024		
Financial assets		
	At amortised cost	Total
Trade and other receivables from exchange transactions	1 925 243	1 925 243
Cash and cash equivalents	124 933 450	124 933 450
	126 858 693	126 858 693

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Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
Financial liabilities		
	At amortised cost	Total
Trade and other payables from exchange transactions	31 068 491	31 068 491
2023		
Financial assets		
	At amortised cost	Total
Trade and other receivables from exchange transactions	3 640 437	3 640 437
Cash and cash equivalents	108 002 749	108 002 749
	111 643 186	111 643 186
Financial liabilities		
	At amortised cost	Total
Trade and other payables from exchange transactions	27 151 659	27 151 659
24. Commitments		
Authorised operational expenditure		
Already contracted for but not provided for	2 593 237	1 445 606
Total commitments		
Total commitments		
Authorised operational expenditure	2 593 237	1 445 606

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

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
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25. Contingencies

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

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

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

Surrender of surpluses

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

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

The entity surrenders for re-depositing into the relevant Revenue Fund, all surpluses that were realised in a particular financial year –
which were not approved for retention by the relevant Treasury in terms of section 53(3) of the PFMA;
or
where no application was made to the relevant Treasury to accumulate the surplus in terms of section 53(3) of the PFMA.

The surpluses are surrendered for re-depositing into the relevant Revenue by no later than 30 November of each year, as prescribed.

Failure by the entity to submit a surplus retention request to the relevant Treasury by 30 September each year will result in the entity having to surrender the surplus to the relevant Revenue Fund by 30 November, unless there has been a delay in the finalisation of the audit.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

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Figures in Rand	2024	2023
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In the case of a delay in the finalisation of the audit –

- a letter is sent to the relevant Treasury by the 30th September explaining the delay.
- a surplus retention request is submitted to the relevant Treasury within 30 days of finalising the audit.

The surplus of R 93 658 582 has been classified as a contingent liability at 31 March 2024 as there is no approval received as yet to retain the surplus funds.

Department of Basic Education

Figures in Rand	2024	2023
Cash and cash equivalents	124 933 450	108 002 749
Add: Receivables	2 539 041	4 632 092
Less: Current liabilities	(31 068 491)	(27 151 659)
Less: Commitments	(2 593 237)	(1 445 606)
Subtotal	93 810 763	84 037 576
	93 810 763	84 037 576

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
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Related parties

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Relationships

Ultimate controlling entity	National Department of Basic Education
Controlled entities	South African Post Office
Controlled entities	National Treasury
Controlled entities	State InformationTechnology Agency
Controlled entities	Telkom
Controlled entities	South African Revenue Services
Controlled entities	Compensation fund
Controlled entities	South African Broadcasting Corporation
Members of key management	Councillors
Acting Members of key management	Tuzana Valerie Sophethe
Members of key management	Mapula Ella Mokgalane
Members of key management	Gezani Morris Mapindani
Members of key management	Nkele Yvone Lechaba

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

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

SOUTH AFRICAN COUNCIL FOR EDUCATORS

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Notes to the Annual Financial Statements

Figures in Rand	2024	2023		
26. Related party balances				
Amounts included in Trade receivable (Trade Payable) regarding related parties	(144 611)	(438 554)		
State Information Technology Limited				
Compensation fund	2 656	(12 188)		
Telkom	(45 667)	-		
South African Post Office	-	1 422		
South African Revenue Services	1 355	(1 303)		
ETDP SETA	(27 071)	-		
Commitments with related parties				
Department of Basic Education	15 599 000	15 528 000		
Amount of transactions from related parties				
South African Post office	60 657	34 963		
National Treasury	834 545	713 131		
State Information Technology Agency Proprietary Limited	2 636 789	2 721 538		
Telkom	1 163 831	1 105 827		
South African Revenue Service	12 418 976	9 345 051		
Compensation fund	102 858	112 345		
ETDP SETA	122 906	57 433		
Loans key management and close member of family	Opening balance	Loans advanced	Loans repaid	Closing balance
Mapula Ella Mokgalane	129 711	35 000	(126 666)	38 045
Gezani Morris Mapindani	123 909	-	(123 300)	609
	253 620	35 000	(249 966)	38 654

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Figures in Rand 2024 2023

26. Related parties (continued)

Remuneration of

management

Management class:

Executive management

2024

	Basic salary	Annual bonuses	Other short- term employee benefits	Other benefits received	Total
Name					
Mapula Ella Mokgalane	1 480 303	120 279	538 900	321 846	2 461 328
Morris Gezani Mapindani	1 250 410	104 200	542 639	236 079	2 133 328
Nkele Yvone Lechaba	799 410	66 617	297 339	169 653	1 333 019
Tuzana Sophethe	758 770	63 230	297 010	191 730	1 310 740
	4 288 893	354 326	1 675 888	919 308	7 238 415

2023

	Basic salary	Annual bonuses	Other short- term employee benefits	Other benefits received	Total
Name					
Mapula Ella Mokgalane	1 331 528	110 267	520 162	258 519	2 220 476
Morris Gezani Mapindani	1 154 116	95 516	475 250	198 325	1 923 207
Nkele Yvone Lechaba	737 037	61 036	274 439	127 514	1 200 026
	3 222 681	266 819	1 269 851	584 358	5 343 709

Notes to the Annual Financial Statements

Figures in Rand

2024

2023

27. Change in estimate**Property, plant and equipment**

In terms of the requirements of GRAP 17 on Property, Plant and Equipments which states that the useful lives of assets must be reviewed at each balance sheet date, management revised the estimated useful lives of computer equipment, office equipment, furniture and fittings.

The useful life of certain computer equipments was estimated in 2024 to be 3 to 15 years. In the current period management have revised their estimate to between 4 to 16 years. The effect of this revision has decreased the depreciation charges for the current and future periods by R (216 644).

The useful life of certain furniture and fittings was estimated in 2024 to be 10 years. In the current period management have revised their estimate up to 30 years. The effect of this revision has decreased the depreciation charges for the current and future periods by R (116 355)

The useful life of certain office equipments was estimated in 2024 to be 10 years. In the current period management have revised their estimate up to 20 years. The effect of this revision has decreased the depreciation charges for the current and future periods by R (121 346).

The useful life of certain intangible assets was estimated in 2024 to be 5 to 15 years. In the current period management have revised their estimate to between 6 to 15 years. The effect of this revision has decreased the amortization charges for the current and future periods by R (443243)

28. Risk management**Financial risk management**

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

Liquidity risk

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

Credit risk

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

Trade receivables comprise a widespread customer base. Management evaluated credit risk relating to customers on an ongoing basis. If customers are independently rated, these ratings are used. Otherwise, if there is no independent rating, risk control assesses the credit quality of the customer, taking into account its financial position, past experience and other factors.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2024

Notes to the Annual Financial Statements

Figures in Rand	2024	2023
Financial assets exposed to credit risk at year end were as follows:		
Financial instrument	2024	2023
Bank	124 933 450	108 002 749
Receivables from exchange transactions	1 925 234	3 640 437

29. Going concern

We draw attention to the fact that at 31 March 2024, the council had an accumulated surplus of R 191 413 989 and that the council's total assets exceed its liabilities by R 191 413 989.

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.

The management has determined that there is no material uncertainty that cast doubt on the council's ability to continue as a going concern.

30. Unauthorised, Irregular and Fruitless and Wasteful Expenditure

Irregular expenditure	252 315	51 300
Fruitless and wasteful expenditure	183 932	8 172
Closing balance	436 247	59 472

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

31. Material losses through criminal conduct

Opening balance as previously reported	350 000	-
Opening balance as restated	350 000	-
Add: Losses identified - current period	-	350 000
Closing balance	350 000	350 000

Disciplinary steps taken/criminal proceedings

The matter was a cyber crime reported to the police.

32. Budget differences

Material differences between budget and actual amounts

The budget was prepared on an accrual basis covering the financial year ended 31 March 2024. The variances between budget and actual which are 10% and R 100 000 above and below budget are explained below.

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Figures in Rand

32.1 Revenue

The council has over collected on registration fee, reprints and reinstatement fee. This was due to the unexpected new registrations.

32.2 Interest received

the council has over collected on the interest income. the reason for the over collection is the higher than expected increase in the repo rate by the reserve bank.

33.4 Fines, Penalties and forfeits

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

32.4 Personel

Personne related costs are below the budget due to the number of vacant positions.

32.5 Depreciation and amortizations

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

32.6 Membership fees written off

The membership fees written off was not factored in the budgeted for 2024 financial year.

32.7 General expenses

The general expenses is below the budget due to the cost containment measures implemented to save costs.

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