

2018/19

Annual Report

South African Council for Educators



S A C E

South African Council for Educators

Towards Excellence in Education

Table of Contents

PUBLIC ENTITY'S GENERAL INFORMATION.....	5
LIST OF ABBREVIATIONS/ACRONYMS.....	6
CHIEF EXECUTIVE OFFICER'S OVERVIEW	11
Statement of responsibility and confirmation of accuracy for the Annual Report	14
Strategic Overview	15
LEGISLATIVE AND OTHER MANDATES	16
ORGANIZATIONAL STRUCTURE.....	17
AUDITOR'S REPORT: PREDETERMINED OBJECTIVES.....	19
SITUATIONAL ANALYSIS	19
Service Delivery Environment.....	19
Key policy developments and legislative changes.....	22
Strategic Outcome Oriented Goals.....	22
PERFORMANCE INFORMATION BY PROGRAMME/ ACTIVITY/ OBJECTIVE	23
Programme 1: Registration of Educators	23
Programme 2: Ethics.....	31
Number of Reported incidences Reported against an educator or educators.....	33
Breakdown of Incidences Received Per Province	33
Breakdown of Complaints (Incidences) Received per Province.....	34
Programme 3: Continuing Professional Development Management System.....	46
Programme 4: Teacher Professionalization.....	60
Programme 5: Policy and Research	67
Purpose:.....	67
INTRODUCTION.....	83
Registration of educators	83
Promotion and Development of the education and training profession.	83

Compile, maintain and manage professional Ethics.	83
Provide advice to the minister on relevant Educational aspects.	83
PORTFOLIO COMMITTEES.....	83
EXECUTIVE AUTHORITY.....	84
THE ACCOUNTING AUTHORITY / COUNCIL.....	84
RISK MANAGEMENT.....	93
INTRODUCTION.....	98
HUMAN RESOURCE OVERSIGHT STATISTICS	102
REPORT OF THE EXTERNAL AUDITOR	Error! Bookmark not defined. 7
ANNUAL FINANCIAL STATEMENT.....	Error!
Bookmark not defined.-138	

PART A:

GENERAL INFORMATION



1. PUBLIC ENTITY'S GENERAL INFORMATION

REGISTERED NAME:	South African Council for Educators
REGISTRATION NUMBER (if applicable):	SACE Act 31 of 2000 as amended
PHYSICAL ADDRESS:	Crossway Office Park, Block 1 240 Lenchen Avenue Centurion
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WEBSITE ADDRESS:	www.sace.org.za
EXTERNAL AUDITORS:	Nexia SAB&T
BANKERS:	Nedbank Limited
CHIEF EXECUTIVE OFFICER	Ms Ella Mokgalane

2. LIST OF ABBREVIATIONS/ACRONYMS

AFTRA	African Federation of Teaching Regulatory Authorities
CAPS	Curriculum and Assessment Policy Statement
CET	Community Education and Training
CTU	Central University of Technology
CPTD	Continuing Professional Teacher Development
CSV	Centre of Study of Violence and Reconciliation
DBE	Department of Basic Education
GRAP	Generally Recognised Accounting Practice
HEDCOM	Heads of Education Departments Committee
IAS	International Accounting Standards
IFTRA	International Forum of Teaching Regulatory Authorities
MEC	Member of the Executive Council
MTEF	Medium Term Expenditure Framework
NAISA	National Alliance of Independent Schools Association
NAPTOSA	National Professional Teachers Organization of South Africa
NATU	National Teachers Union
NPFTED	National Policy Framework on Teachers Education and Development
PEDs	Provincial Education Departments
PEU	Professional Educators Union
PFMA	Public Finance Management Act
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SAOU	Suid-Afrikaanse Onderwys Unie
SAPA	South African Principal Association

SAQA	South African Qualification Authority
SA GAAP	South African Statements of Generally Accepted Accounting Practice
StatsSA	Statistics South Africa
TVET	Technical, Vocational Education and Training
VVOB	Flemish Association for Development Cooperation and Teacher Assistance
WTD	World Teachers' Day

FOREWORD BY THE CHAIRPERSON



The 2018/19 financial year marks the second year of the SACE council's four-year term of office. This coincided with the end of the fifth administration and the birth of the country's era of the "**New Dawn**" as defined by the President of the Republic of South Africa. In presenting the 2018/19 Annual Report, it will be prudent for council to reflect earnestly on its performance in the last two years in office with an intention to inform and contribute meaningfully to the new dawn in terms of President Ramaphosa's "thuma mina and khawuleza" spirit in the next coming five years of the 6th administration.

Accordingly, council has a responsibility to continue turning around the image of SACE as a public entity and statutory professional self-regulatory body, as well as, claiming its rightful position and authority across the teacher education and development continuum. Likewise, it is imperative that council as the custodian of the teaching profession, foregrounds the enhancement and restoration of the image, status and dignity of this profession in the country. This is critical because the accomplishment of the president and country's announced priorities during the 2019 State of the Nation Address (SONA), depend largely on the success of the education sector. Coupled with this is that, teachers and the teaching profession alike are at the centre of the success of our education system and ultimately the building of our nation through the country's national priorities.

This Reporting period has been faced with school-based and gender-based violence that reached unprecedented proportions which affected our teachers, and other school community members. As the guardian of the teaching profession, council has a responsibility to protect the profession and its members in ensuring that education takes place under safe teaching and learning environment and our female teachers and girl children are protected against gender-based violence. It is within this context that, amongst others, SACE successfully launched a campaign on Teachers' Rights, Responsibilities and Safety in March 2019, for it to coincide with the country's human rights month because SACE believes that, "*teachers' rights are human rights and teachers' rights matter*". The campaign will be taken to the provincial and district levels in the new financial year with an

ultimate output of a Handbook that will capacitate and develop teachers to deal with their rights, responsibilities and safety when they are confronted with various violent issues in schools and communities.

Additionally, the 2018/19 Annual Report presents the work undertaken by the South African Council for Educators (SACE) to contribute to the policy priorities of government as set out in Chapter 9 “Improving education, training and innovation” of the National Development Plan (NDP) and its founding legislation, SACE Act no.31 of 2000 as amended. As a statutory self-regulatory body for the teaching profession, SACE is committed to the country’s improved quality education through the professional registration of our teachers, management of a system for continuing professional teacher development, and upholding of the ethical and professional teaching standards across the teacher education and development continuum.

In order to deliver on the NDP imperatives as well as its mandate, institutional arrangements and networks are critical for SACE. Consequently, council established new strategic partnerships and strengthened existing ones through teacher unions, 9 Provincial Education Departments (PEDs), Department of Home Affairs, Higher Education Institutions, Education Labour Relations Council, Umalusi, SAQA, SACE approved providers and the Flemish Association for Development Cooperation and Teacher Assistance (VVOB). These institutions and organisations serve as the “*wings and wheels*” for implementing and enforcing SACE and broader teacher education and development legislation, policies, regulations, registration criteria, code of professional ethics, and professional teaching standards.

In line with this, council is presenting this Report within a context in which SACE as a custodian of the teaching profession, just like the entire public service, is professionalising the teaching profession. In doing that, amongst others, it has made great strides in ensuring that it registers applicants that are genuinely qualified and fit-to-practice as professional teachers. Thus, the 2018/19 financial year kept council on its toes with the introduction of the South African Police Services (SAPS) clearance certificate which was implemented from the 1st January 2019. While this move has been widely commended, it also had some negative impact on the achievement of both registration Annual Performance Plan (APP) indicators on the new registration and updating of registration status during the last quarter of the financial year (which is also the beginning of the new academic year) as a result of the low turnaround time by the SAPS in issuing the police clearance certificates.

Council continued promoting the development of educators through the management of the Continuing Professional Teacher Development (CPTD) system for teachers in the schooling sector. In doing so, it ensured that the SACE provincial CPTD coordinators are capacitated on processes and systems of monitoring and evaluating teachers’ participation in the three-year CPTD cycle and their uptake in professional development activities.

Also, during the year under review, council has seen an increase of 19.58% (124) of the Reported teacher misconduct cases, as compared to the previous financial year where a total of 509 cases were Reported. 368 out of 633 cases were finalised in 2018/19 financial

year. The continuing challenges on the institutional capacity in the legal and ethics division and the absence of senior managers during 2018/19 in both the professional development and ethics divisions played a role, to a certain extent, in the average performance of these two programmes. However, Council corrected the situation in terms of completing the job evaluation process and making the necessary appointments for both programmes since January 2019.

My sincerest gratitude goes to all members of staff who worked tirelessly to ensure the achievements that are shared publicly through this annual Report. I am also indebted to my fellow Councillors for their continued commitment and support in the oversight role they play in council committees and council meetings to ensure internal accountability, from management, in implementing the 2018/19 Annual Performance Plan.

In conclusion, council would not be able to deliver on its mandate if the teachers were not supporting SACE financially and in various other ways. Therefore, my sincere gratitude is extended to all the teachers and teaching fraternity in this country.



**Chairperson of the Council
Mr Mabutho Lucky Cele
South African Council for Educators
Date: 27 September 2019**

3. CHIEF EXECUTIVE OFFICER'S OVERVIEW



The annual Report 2018/19, expresses the specific tasks and activities undertaken to implement council's five programmes that flow from its mandate of registering teachers, managing a system for continuing professional development for all the teachers in schools, developing and maintaining the ethical and professional teaching standards, as well as advising the Ministers of Basic Education and Higher Education and Education on educational and professional matters. These tasks and activities are further reflected in council's 2018/19 Annual Performance Plan (APP) in terms of the five programmes as follows: Registration of Educators, Professional Ethics, CPTD System, Professional Standards and Policy and Research. Similarly, this Annual Report is structured according to these five programmes. Accordingly, the detailed account of the actual delivery and performance against the set targets, is given in each programme under Part B: Programme Performance. The programme performance section is also supported by part c, d and e which focus on the organisation's governance, human resource and financial performance matters.

As a self-funding regulatory professional body, the delivery of SACE's APP programmes and related activities have been made possible by the R15-00 monthly contributions from its registered teachers and college lecturers across the public and independent schooling, Community Education and Training (CET) and Technical and Vocational Education and Training (TVET) sectors. In line with its own legislation (SACE Act), SACE received additional funding directly from the fiscus for the management of the Continuing Professional Teacher Development (CPTD) System to the tune of R16m during the period under review. The CPTD system (Programme 3) continues to receive the highest funding as compared to the other three programmes. It is through this programme that Council ensures that educators engage in life-long learning throughout their career to improve classroom practice and professional competence through the provisioning of quality SACE endorsed professional development activities by the SACE approved providers as reflected in this annual Report's performance information part.

It is worth mentioning that council increased funding and internal capacity for programme 2 to ensure that the processing of the Reported educator misconduct cases is concluded timeously. Despite the historical internal capacity challenges that compelled council to carry over cases on a yearly basis, significant progress has been made in terms of reducing many of those case. Council can confidently indicate that all the cases that were carried over in the last two years have been investigated during the period under review and will be finalised in the new financial year.

Furthermore, for the year under review Council has operated within its revenue collection of R105 million and accumulated an annual surplus of R25million. The Council has made a request from Treasury to retain the accumulated surplus for the improvement of IT infrastructure acquisition of five provincial administrative properties as well as operational contingencies. All in all, the completed audit Report and financial indicates that the organisation has a healthy financial position.

While council took a decision to establish three additional SACE provincial offices in the Eastern Cape, Limpopo and Western Cape, it has not been able to acquire the physical office space due to challenges it faced in the property market sector during the bidding process. New measures to secure the offices in these three provinces, during the 2019/20, have been looked into with the assistance of the National Treasury.

The Council has reviewed, adopted and implemented its supply chain policy in line with the requirements of PFMA and Treasury guidelines. All matters raised by auditors were corrected in the process resulting in unqualified audit opinion. The Council will review its funding to determine the future resourcing of its operation as going concern within the current MTEF period.

Overall, the performance of the organisation has been fairly well and challenged in various ways during the year under review. Firstly, the organisation staff compliment, especially at senior level, was under pressure. Four APP Programmes (Registration of Teachers, CPTD System, Professional Standards, and Ethics) continued to operate without Senior Managers for a period of four months due to the job evaluation process. This, amongst others, affected the overseeing of these programmes and subsequently their maximum performance. While this might have had a bearing on the organizational performance, Council should be commended for completing the job evaluation process that led to the revised organizational structure and subsequently the appointment of 18 new staff members including the Heads for the Ethics and Professional Development and Registration and Teacher Professionalization in January 2019.

Council commenced a process if IT systems integration with the support of the State Information Technology Agency's e-government processes. This process will also ensure that SACE IT systems are also integrated externally with relevant government and public

entities such as Department of Basic Education, Department of Home Affairs (DHA), Department of Higher Education and Science and Technology (DHETST), South African Qualifications Authority (SAQA), for data sharing and verification of qualifications purposes to ensure that council registers people with genuine qualifications.

Also, while the screening for fitness-to-practice is done through the submission of the police clearance, council continues not to have access to (a) Department of Justice and Constitutional Development's (DJCS) national register for sexual offenders due to its unavailability currently; and (b) the Department of Social Development's (DSD) national child protection register since access is provided to the employers in terms of Children's Act. However, the DBE is engaging the relevant Departments, particularly, the Department of Social Development to find ways of addressing this challenge.

The SACE staff continued to work diligently with the support of our partners in the education sector to ensure that the national priorities and council mandate are pursued, and teachers are served with pride. We are eternally grateful to them for ensuring that SACE remains committed to work with all stakeholders to expand and accelerate the mandate of Council in professionalising the teaching profession, enforcing the registration of teachers prior to their employment, genuinely qualified teachers who are fit-to-teach are registered, and decrease the number of cases received which are in contravention with the code of professional ethics.

I humbly extend my warmest gratitude to the Chairperson of Council for his continued guidance and support, members of the council and executive committee for the support and oversight role throughout the year. Our main contributors to our existence as the council are the educators. We would like to thank them on their continued support and inputs towards shaping this body into the greatest professional council in this country.



Ms Ella Mapula Mokgalane
Chief Executive Officer
South African Council for Educators
Date: 27 September 2019

Statement of responsibility and confirmation of accuracy for the Annual Report

To the best of our knowledge and belief, we confirm the following:

All information and amounts disclosed in this Annual Report are consistent with the Annual Financial Statements (AFS) audited by the Nexia SAB&T.

The Annual Report is complete, accurate and is free from any omissions.

The Annual Report has been prepared in accordance with the guidelines and principles pertaining to the Annual Report issued by National Treasury (NT).

The Annual Financial Statements (Part E) have been prepared in accordance with the Standards of Generally Recognised Accounting Practice (GRAP), including any interpretations, guidelines, and directives issued by the Accounting Standards Board (ASB) applicable to SACE.

The accounting authority is responsible for the preparation of the Annual Financial Statements and for the judgments made in this information.

The Accounting Authority is responsible for establishing, and implementing a system of internal control 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 the public entity for the financial year ended 31st March 2019.

Yours faithfully



Chief Executive Officer
Ella Mokgalane
27 September 2019



Chairperson of the Council
Mabutho Lucky Goodman Cele
27 September 2019

4. STRATEGIC OVERVIEW

4.1. Vision

To promote the professionalism of all educators in South Africa by ensuring that its services are easily accessible and by continuously empowering educators through development, thus ensuring that educators are committed to the profession and adhere to the ethos of our education as enshrined in our Constitution.

4.2. Mission

SACE shall strive to ensure that the education system is enriched, by providing properly registered and professionally developed educators that would display professionalism.

4.3. Values

Core Values/Principles of the South African Council for Educators	
Service-oriented	Ensure that the teaching profession and educators, in particular, are serviced satisfactorily at all times. Servicing educators at all material times is priority number one for all SACE employees
Quality	Provide quality and excellent service and programmes to all educators and the profession as a whole
Openness and Transparency	All SACE matters should be treated with honesty and sincerity SACE will strive to engage and consult with its Stakeholders on various matters regularly
Professionalism	Display a high level of professionalism at all times

5. LEGISLATIVE AND OTHER MANDATES

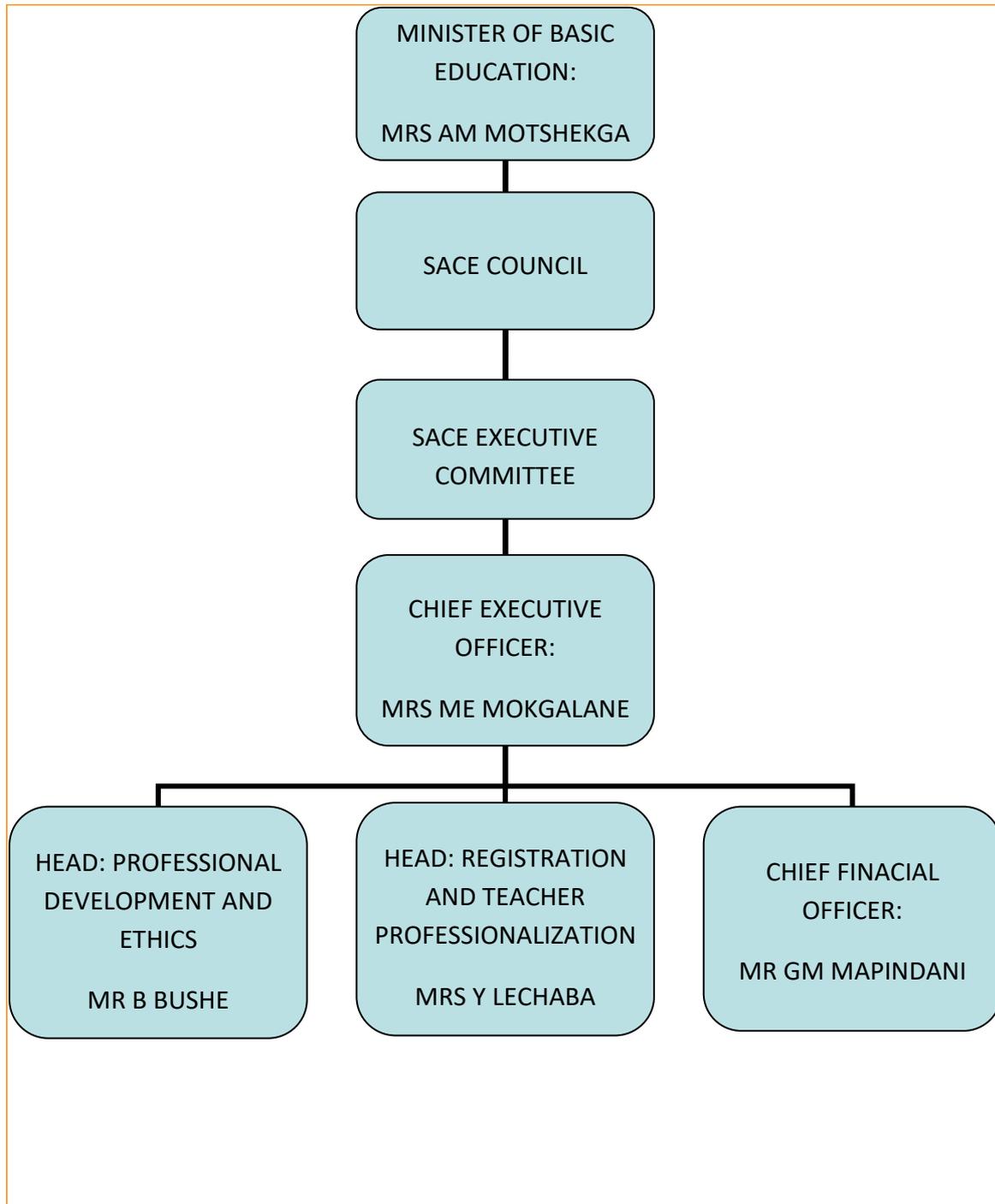
5.1 Constitutional Mandates

- Constitution of the Republic of South Africa (Act No.108 of 1996).

5.2 Legislative and Policy Mandates

- The National Development Plan: Vision 2030 directs that SACE must quality assure the provisioning of the continuing professional development to educators, develop the professional standards for the teaching profession, and ensure the certification and re-certification of teachers is implemented.
- The South African Council for Educators (SACE) is a Schedule 3A public entity established in terms of Act no. 31 of 2000, as amended, to enhance the status of the teaching profession. In line with the Act, the SACE objects are to: (a) Register educators; (b) Promote the development of educators; and (c) Set and maintain the ethical and professional standards.
- The Basic Education Laws Amendment Act (2011) has amended the SACE Act no. 31 of 2000 to enable the Council to manage a system for Continuing Professional Teacher Development for all educators, and be able to have additional source of funding through money appropriated by parliament.
- The National Policy Framework on Teacher Education and Development (2007) mandates SACE to implement the Management of the CPTD system as a collaborative system. This is also supported by the Integrated Strategic Planning Framework on Teacher Education.
- The National Qualifications Framework Act, no.67 of 2008, requires that all professional councils work collaboratively with the Quality Councils (QCs) as well as being recognised by the South African Qualifications Authority (SAQA) in line with its policy and criteria for recognising professional bodies.
- SACE is Reports to the Ministry of Basic Education and fits into government's outcome number 1 – improved quality education. It also supports the Department of Basic Education in delivering its Action Plan towards 2019, which speaks to “improving the quality of teaching and learning” through the improvement of teacher capacity and practices.

6. ORGANIZATIONAL STRUCTURE



PART B: PERFORMANCE INFORMATION



1. AUDITOR'S REPORT: PREDETERMINED OBJECTIVES

Nexia SAB&T performed the necessary audit procedures of 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 Report on the audit of the annual performance Report heading of the auditor's Report. Refer to pages 5 to 10 of the Report for the Auditors Report, published as Part E: Financial information.

2. SITUATIONAL ANALYSIS

2.1. Service Delivery Environment

SACE performs its functions under the political, economic, social, technological, and legal external environment. From a political front, in 2018/19 SACE delivered its mandate during the final year of the fifth administration while the preparations for the sixth administration were simultaneously underway. One of key issues that emerged during this period was that, both the Ministers of Basic Education and Higher Education and Training pledged their support for SACE to take over the responsibility of registering college lecturers in the Technical and Vocational Education and Training and Community Education and Training sectors. This process was taken forward through the legal process of drafting the SACE Bill for consideration as part of the bigger Basic Education Laws Amendment Bill/Act (2019) process. Accordingly, this meant that SACE had to put in place systems and processes to address the needs of the TVET and CET sectors in terms of the professional registration, developing and managing a framework for the lecturers' continuing professional development system; and enforcing the ethical and professional standards.

Furthermore, President Cyril Ramaphosa's announcement of the migration of the Early Childhood Development (ECD) sector (pre-grade R) from the Department of Social Development to the Department of Basic Education has implications for SACE in terms of professionalizing the sector together with the DBE and public entities such as the Education Labour Relations Council (ELRC), SAQA, ETDP-SETA and others. Also critical for SACE was to commence a process of into the ECD practitioners' professional registration and adherence to the code of professional ethics and professional standards.

Also, key to service delivery environment in the year under review is an unstable economic growth, as reflected by StatsSA, that has a bearing on the funding of government departments and public entities alike. Despite the country's uneven economic performance, SACE has been able to receive its R16m allocation for managing the implementation of the Continuing Professional Development (CPTD) System across the country. Similarly, teachers, who are the main contributors to the funding of SACE, continued to pay their monthly R15.00 subscriptions to SACE to ensure that SACE has a healthy financial position and there is service delivery in the teaching profession.

The period under consideration presented both an exciting and challenging picture in so far as teachers' matters are concerned. The Minister of Basic Education's Teacher Appreciation and

Support Programme (TASP), which is co-chaired by SACE and DBE, has been used successfully to recognise and appreciate teachers through the National Teaching Awards (NTA), World Teachers' Month / Day programme and others. Despite the fact that teachers are the nation's greatest asset, their human rights and dignity continue to be violated through the violence they endure in and outside the school environment. This, undoubtedly, affects teaching and learning environment and conditions in our schools. The Minister's School Safety Summit and the related Provincial Education Department (PEDs) summits, as well as SACE's programme and campaign on Teachers' Rights, Responsibilities and Safety started a process of addressing the scourge of violence on teachers and learners in our schools. School safety is a necessary condition, amongst others, for effective teaching and learning environment in our schools.

The impact of the fourth industrial revolution cannot be ignored. The period under review has witnessed the e-government process that is led by the State Information Technology Agency and relevant government departments. Similarly, the DBE has continued to work on the ICT component of Operation Phakisa to ensure that our schools, school management teams and teachers have access to well-resourced District Teacher Development Centres, ICT gadgets and capacity building as well as, integrating ICT into teaching and learning. This served a greater opportunity for SACE, in provinces such as Western Cape, Gauteng, Mpumalanga, Northwest, Free State, in terms teachers being able to transfer the same ICT skills into their participation in the CPTD Information System's Self-Service portal.

Lastly, the DBE's Basic Education Laws Amendment process will facilitate the process of reviewing the SACE Act and addressing some of the gaps and enforcement challenges. In addition, the much awaited NQF Act amendment process that is awaiting the signature of the Minister of Higher Education will contribute immensely in the SACE teacher professionalization process.

2.2. Organizational Environment

In 2018/19 council operated without some of the key positions for a period of 9 months, particularly at senior management level for programmes such as Ethics, Professional Development, Registration and Teacher Professionalization. For a period of nine months, this had a negative bearing, to a greater extent on these highlighted programmes since the appointments were only done in January 2019.

While the absence of these key and other related positions created serious gaps, council need to be commended for a step in the right direction whereby it conducted the job evaluation process and managed to fill over 18 positions from January 2019. This number included additional four people to assist with enhancing the investigations, hearings and related case management processes. By the end of March 2019, council had a total of 130 staff compliment, ten were the CPTD provincial coordinators on contract to support the implementation of the CPTD system at provincial level; fourteen were intern whilst 106 were the permanent staff.

During the last quarter of 2018/19, the council has been able to establish the Planning, Monitoring and Evaluation, Reporting and Research Division. This Division is located within the CEO's office and deals specifically with (a) planning organizational planning matters such as the strategic plan, annual performance plans and annual operational plans ; (b) monitoring and

evaluation of the organisation's programmes as reflected in the organisation's strategic plans, annual performance plans and operational plans; (d) Reporting monthly, quarterly and annually against the organizational plans and Reporting to the DBE and accounting to parliaments and (c) conducting research in line with the SACE agenda. The appointment of new people and establishment of the Planning, M&E, Reporting and Research Division in particular, will go a long way in strengthening council's internal capacity which experienced challenges for some time and improve service delivery in a great way.

Council developed an online system for the professional registration of educators during 2018/19 financial year. The first developed phase of the online system will only accommodate new applicants. The internal pilot process for the online registration process took place in the five Universities and the results are being used to enhance the system further prior to going live for usage by all new applicants. The second phase will be used for the updating professional registration status, for example from provisional to full registration.

Additionally, the role of institutional arrangements and network, between SACE and other relevant institutions, in delivering the SACE mandate is critical. In 2018/19 relations have been formed with different Higher Education Institutions (HEI's) to ensure that qualifications submitted for registration purposes are authentic. In line with this, Council signed an MOU with the South African Qualifications Authority (SAQA) for verification of qualifications. This process will ensure that only qualified applicants with authentic qualifications are registered with the Council.

SACE strengthened collaboration with the South African Police Service (SAPS)'s Criminal Record Centre, Department of Home Affairs, to ensure that council registers people who are fit-to-practice and have valid documents of entry into the country. Also, SACE and the DBE have drafted a protocol on the Reporting of cases educator misconduct to SACE in line with section 26 of the SACE Act. These institutional arrangements and networks will improve service delivery internally, facilitate the enforcement of the SACE Act and advance the image of SACE as an organisation and ultimately the image and status of the teaching profession.

The recurring failure in the overwhelming teachers, schools, employers in Reporting their professional development uptake to SACE and subsequently failing to achieve their required 150 Professional Developments Points to SACE is a cause for concern. This calls for council to take stock in the new financial year of how to resolve this matter. In doing so, it is important to distinguish between the CPTD system implementation challenges versus the CPTD theory of change challenge.

2.2. Key policy developments and legislative changes

There were no changes, still awaiting the Basic education Laws Amendment and NQF Act amendment processes.

2.3. Strategic Outcome Oriented Goals

1. Strategic outcome-oriented goal	Maintain an updated register of all qualified educators, sub registers of special categories, and issue relevant different certificates.
Goal Statement	An up to date register and sub registers that provide data for improvement of the profession.
2. Strategic outcome-oriented goal	Set and maintain ethical standards and process complaints
Goal Statement	Develop and implement intervention strategies for the profession to minimize the breach of the code
3. Strategic outcome-oriented goal	Improved participation in Continuing Professional Development that contributes to qualify teaching and learning
Goal Statement	Educators participate in quality endorsed Professional activities over a three-year CPTD system cycle.
3.1. Strategic outcome-oriented goal	Improved research production to advise and inform the teaching profession
Goal Statement	Increased research capacity to produce relevant professional research that is based on the SACE research agenda and national priorities
3.2. Strategic outcome-oriented goal	Enhance teacher professionalization
Goal Statement	IPET and CPTD professional standards are set and implemented. Teacher professional designation are registered

3. PERFORMANCE INFORMATION BY PROGRAMME/ ACTIVITY/ OBJECTIVE

3.1 Programme 1: Registration of Educators

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

3.1.1 Strategic objective:

To register unregistered practicing and newly qualified educators in the country, and special categories of educators

Strategic objectives, performance indicators planned targets and actual achievements

Key performance indicators, planned targets and actual achievements

Programme/activity/objective:							
Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of new educators registered	35 262	37 977	34 087	38 000	29 765	-8 235 Negative Deviation	<p>Firstly, Council revised the scope of SACE professional registration to ensure that it deals only with (a) professionally qualified people; (b) final year student teachers; (c) special category that included people in the technical and vocational space, focus school, religious schools, Waldorf/Montessori in the independent sector only. This scope illuminated people who do not have any direct link with the schooling curriculum, such as assistants in classrooms, sports coaches and others. This move reduced the number of people who would have applied for professional registration previously on conditional terms.</p> <p>Secondly, there was a trend of people who would register with SACE as student teachers at UNISA for purposes of being employed as unqualified teachers because they were perceived to be good in Maths, Science, Technology. Council took a resolution to register student teachers with a bi disclaimer that says “THIS REGISTRATION IS NOT FOR EMPLOYMENT”. Again, this decision discouraged many to register with council in 2018 due to the disclaimer.</p> <p>Thirdly, SACE introduced the requirement of the police clearance during the last (fourth) quarter of 2018/19 (from 1st January 2019) as reflected in Table 1 below. Many new applications could not be processed due to late applications of police clearance certificates which take up two months to be issued since the applications takes place in respective police stations,</p>

							sent to Pretoria SAPS Criminal Record Centre, back to the applying police station, then back to the teacher.
Number of educators updating and renewing their registration status	48 140	46 088	45 454	47 000	34986	-12 014 Negative Deviation	<p>Firstly, most of these teachers are the academically qualified but professionally unqualified teachers who have been given the last three years to study for the one-year Post Graduate Certificate in Education (PGCE). However, they failed to do so on several occasions. Therefore, their provisional or conditional status could not meet the revised registration requirements of producing proof of PGCE qualification or proof of university PGCE registration for 2019 as well as the police clearance. As a result, the number of educators updating or renewing their registration status was affected.</p> <p>Secondly, SACE/Department of Home Affairs collaboration that includes, amongst others, the verification of all permits submitted to SACE for registration assisted with eliminating many foreign educators who had fraudulent / illegal documents for entry into South Africa. Again, their provisional / conditional registration status could not be renewed / updated, largely because of fraudulent documentation and lack of police clearance certificates.</p>

3.1.2 Narrative-Highlights for the 2018/19 Financial Year

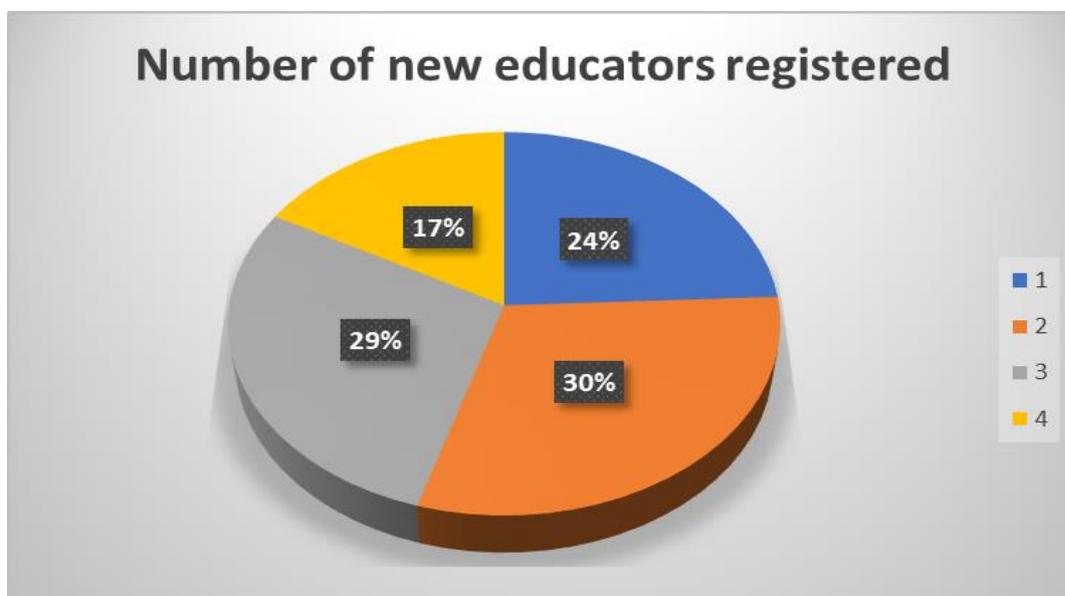
SACE like all other professional councils has the right and responsibility to determine who will enter and remain in the teaching profession. This is part of regulating and protecting entry into the profession and one way of realising that is to ensure that all teachers are professionally registered before they can practice. This is supported by section 21 of the SACE Act (2000) that dictates that “a person who qualifies for registration in terms of this Act must register with the council prior to being appointed as an educator” and that no person may be employed as an educator by any employer unless the person is registered with the council”. SACE is registering teachers as the only means of regulating and protecting entry into the teaching profession. Therefore, it is correct to say the first port of entry into the teaching profession is through SACE’s registration process.

The 2018/19 data and information of the professionally registered teachers is unpacked as follows:

3.1.2.1 New Educators Registered in 2018/19

Quarterly Registration Stats	Q1	Q2	Q3	Q4	Total Achieved
Number of new educators registered	7227	9036	8485	5017	29 765 (78.32%)

Table 1: Total number of new educators registered quarterly: April 2018- March 2019



The above Chart shows percentages of new educators registered quarterly: April 2018- March 2019

New educators refer to all the educators who are registered with Council for the first time. Whilst the targeted number was to register 38 000 educators, only 29 765 (78.32%) were registered due to the reasons provided in the variance and comment column above. Only 395 (1,32%) out of 29765 were foreign nationals and 29 370 (99.68%) out of 29 765 were South Africans.

The highest number of educators were registered in quarter 2 as compared to all other quarters because many schools of education or faculties of humanities' graduation ceremonies take place between April and July. The lowest number of new registrations, 5 017 (17%) of 29 765, took place during the last quarter of the financial year mainly because of the introduction of the police clearance requirements and change in the registration requirements.

Number of new educators registered is made up of the following different professional registration categories:

- Professionally qualified educators applying for registration for the first time who meets all the registration requirements. The majority of them are newly qualified educators and fewer are practising unregistered teachers. Upon registration, they are issued with a SACE registration certificate. Because they meet the registration requirements fully.
- Student educators applying for registration for the first time. Student educators are registered are registered provisionally. They are also issued with a provisional registration letter pending the completion of their professional qualification. The possession of professional qualification certificate and the accompanying academic record qualify them to moves them from provisional to full registration status.
- Academically qualified and professionally unqualified persons who are already employed at a school to teach specific subjects based on their academic qualifications. They are registered provisionally for two years on condition that they submit to council proof that they are studying towards a professional teaching qualification (Post Graduate Certificate in Education) or they have completed such a qualification.

Should they fail to complete the PGCE within the two years, they are then given a grace period for-one year to complete the qualification and become professionally qualified. Upon qualifying and submitting to the Council, the PGCE graduation certificate together with a complete academic record indicating that the qualification has been completed, their status of registration is changed from provisional to full registration and are issued with the SACE certificate.

3.1.2.2 Educators updating and renewing their registration status

Registration updates refer to newly qualified educators who are already registered professionally by SACE. Upon graduation or meeting certain outstanding requirements, they update their registration status to full registration. Whilst the targeted number was to update 47 000 provisionally or conditionally registered educators, only 34 986 (74.43%) were updated.

Table 2 below indicates the numbers of educators updating and renewing their registration status on a quarterly basis in 2018/19. Quarter 1 experienced high number of educators (9857 out of 34 986) who updated their registration status as compared to the other three quarters. Quarter 4 recorded the lowest updates for the Reporting period, with 7038 (20.11%) updates because of the long SAPS turnaround time in getting the police clearance certificates.

Quarterly registration Stats	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Achieved
Educators updating and renewing their registration status	9857 (28.22%)	9418 (26.91%)	8673 (24.78%)	7038 (20.11%)	34 986 (74.43%)

Grand Total		
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Table 2: number Educators updating and renewing their registration status quarterly: April 2018- March 2019

Number of registration updates and renewal is made up of the following different categories:

- Upon qualifying and submitting to the Council, the PGCE graduation certificate together with a complete academic record indicating that the qualification has been completed, their status of registration is changed from provisional to full registration and are issued with the SACE certificate.
- Renewal or conditional or provisional status refers to:
 - (a) those who were provisionally registered with the Council as student teachers and are still continuing with their studies, and
 - (b) those who were provisionally registered with conditions attached to their registration status and the validity of their registration has now lapsed and they require an extension on their registration.

3.1.3 Online Registration System

SACE developed the online professional registration system which has been piloted with the student teachers from the five higher education institutions on voluntary basis during the period under review. The feedback received from the pilot will be used to refine the system where necessary and inform the bigger advocacy and communication process for the prospective registration applicants.

3.1.4 Fit-to-Teach Process

Council took a resolution that all new registration applicants will be required to submit the police clearance certificate with effect for the 1st January 2019. SACE as guardian of the teaching profession uses the police clearance to screen professional registration applicants and ensure that they are fit-to-teach / practice. SACE like all other professional councils use the fit-to-teach policy to determine who enters and remains in the teaching profession. This is part of council's critical responsibility in regulating and protecting entry into the teaching profession and one way of realising that, is to ensure that all teachers are screened and registered before they can practice.

Fitness-to-teach policy and related processes have been developed for purposes of providing a fair procedure for applicants appearing before a fit to teach committee of the Council and to make a presentation at the hearings. For the Reporting period April 2018 to March 2019 Council have conducted 16 fit-to-teach hearing sessions and their outcomes are Reported in Programme 2 of this annual Report.

3.1.5 Professional Registration Collaboration with Higher Education Institutions and Umalusi

As part of professionalising the teaching profession across the teacher education and development landscape, SACE engaged a number on higher education institutions in terms

of the professional registration of student teachers from the first year of study in the next coming five years. Also, SACE visited these higher education institutions to register the student teachers onsite, present all the SACE mandates, and sign-up the final year students for participation in the CPTD system.

Additionally, the pictures below, indicates the relationship between SACE and Umalusi in the process of registering teachers and accrediting independent schools. SACE has been on road shows with Umalusi in the Western Cape, Kwazulu-Natal and Gauteng to explain the professional registration scope and criteria. Umalusi complements SACE's work in that it ensures that independent schools have professionally registered teachers prior to the accreditation of the school.



Ms. Mokgolobotho and CEO of Umalusi Dr Mafu Rakometsi SACE stakeholder engagements at UMALUSI

3.1.6 Strategy to overcome areas of under performance

- SACE has the revised professional registration scope and the accompanying criteria and requirements. These will be advocated and communicated more robustly to the teaching profession and prospective teachers in particular, to ensure that the registration process is done without any barriers and challenges.
- The introduction of the online registration system across all the higher education institutions will ensure that registration on new educators takes place seamlessly throughout the country.
- The planning of the new professional registration indicator/s will be matched as closely as possible with the numbers of final year student teachers and newly qualified teachers produced by the 24 public higher education institutions as well as the independent ones.
- Data integration and clean up processes will continue to ensure data integrity and enhanced data management processes.
- Strengthening collaboration with the South African Police Service (SAPS)'s Criminal Record Centre to improve the police clearance issuing process, Department of Home Affairs for verifying documents, and SAQA for qualification verifications processes.

Linking performance with budgets

Programme/activi ty/objective	2017/2018			2018/2019		
	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Registration of Educators	R'1 500	R'1 151	R' 349	R'1 700	R'866	R'834

3.2 Programme 2: Ethics

The purpose of this programme is to:

- Promote ethical conduct among educators through the development and enforcement of the code of ethics.
- Facilitate interventions and support for schools, educators and school communities on ethical matters.

3.2.1 Strategic objective:

To reduce the number of violations of the code of ethics

Strategic objectives, performance indicators planned targets and actual achievements

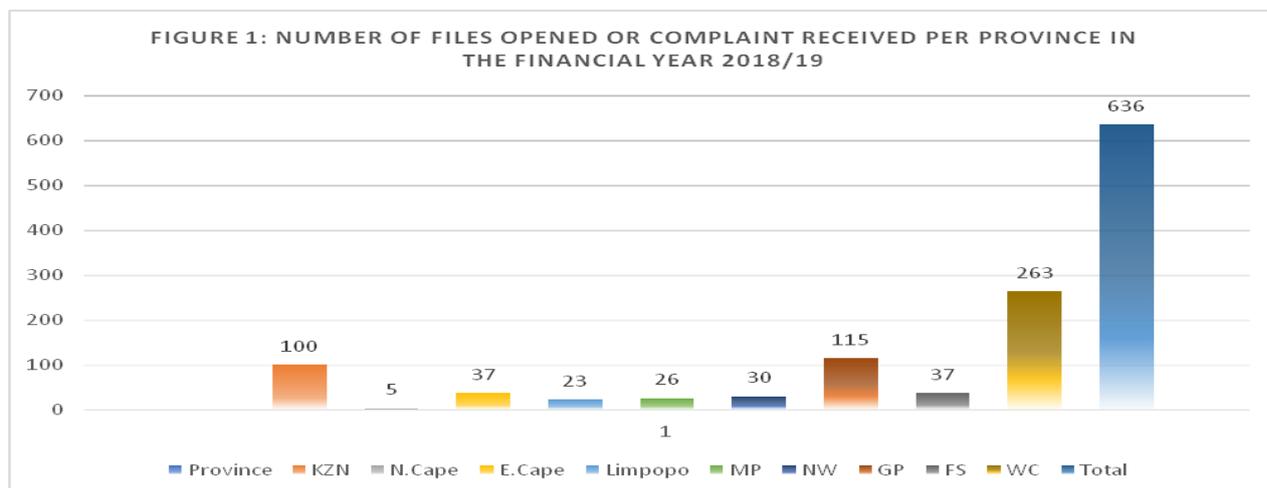
Key performance indicators, planned targets and actual achievements

Programme/activity/objective:							
Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of educators to be trained on the code of professional ethics	5 351	11 922	7 715	10 000	10 645	645	In collaboration with other divisions such as CPTD, communication and teacher Professionalization, Council was able to over achieve on this target.
Number of cases to be concluded annually	550	536	327	550	368	-182	<p>Increased Reporting by provincial departments has led to an increase in the number of Reported cases. A total of 633 cases were received and majority of these were received in the last two quarters of the financial year.</p> <p>247 cases could not be finalized and are being carried over into the next financial year.</p>

3.2.2 Narrative-Highlights for the 2018/19 Financial Year

3.2.2.1 Number of cases to be concluded annually

Council received a total of 633 misconduct cases against educators in the 2018/19 financial year and managed to resolve 368 which make for a total of 66.9% achievement against the annual target of 550 cases.



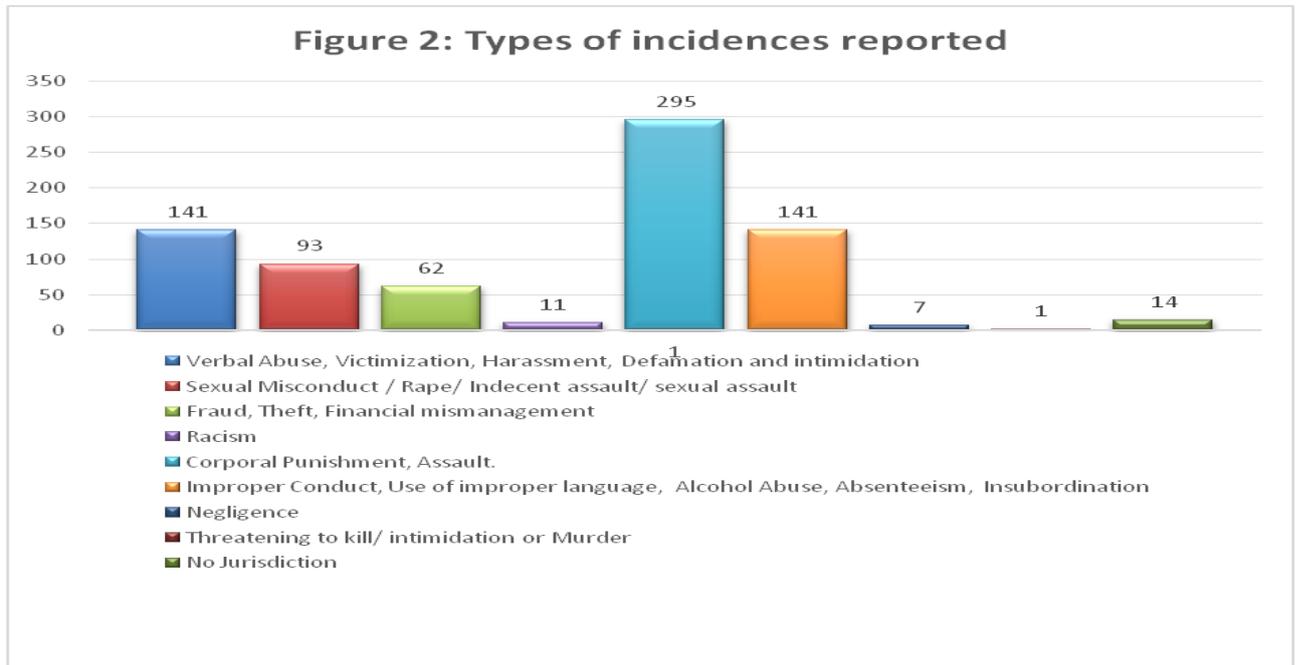
3.2.2.2 Number of Reported incidences Reported against an educator or educators

Council received a total of 765 individual incidences Reported against educators in the financial period under consideration. By incidences Council means that one complaint or file may have more than one incident or complaint in it, hence the higher number of incidences hereunder; (for an example, one educator may be accused of 2 or more kinds of breaches of the code of professional ethics, be it say corporal punishment, insubordination, absenteeism, etc.). Only one file will be opened but will detail the incidences Reported against such an educator.

3.2.2.3 Breakdown of Incidences Received Per Province

As shown in table 2.4 and figure 2, the highest forms of incidences of unprofessional conducts Reported against educators revolves around Corporal Punishment and Assault with a total of 295 cases, followed by Verbal Abuse, Victimization, Harassment and Improper Conduct, Use of improper language, Alcohol Abuse, Absenteeism, Insubordination, Defamation and intimidation on a tie of 141 incidences. Sexual Misconduct / Rape/ Indecent assault/ sexual assault incidences are also scoring high with a total of 93 cases. Cases of Fraud, Theft, Financial mismanagement as well as racism are on the rise while the lowest instances are threatening to kill/ intimidation or Murder which registered on 1 case. Please note that one complaint may have more than one incident in it, hence the higher number of incidences hereunder).

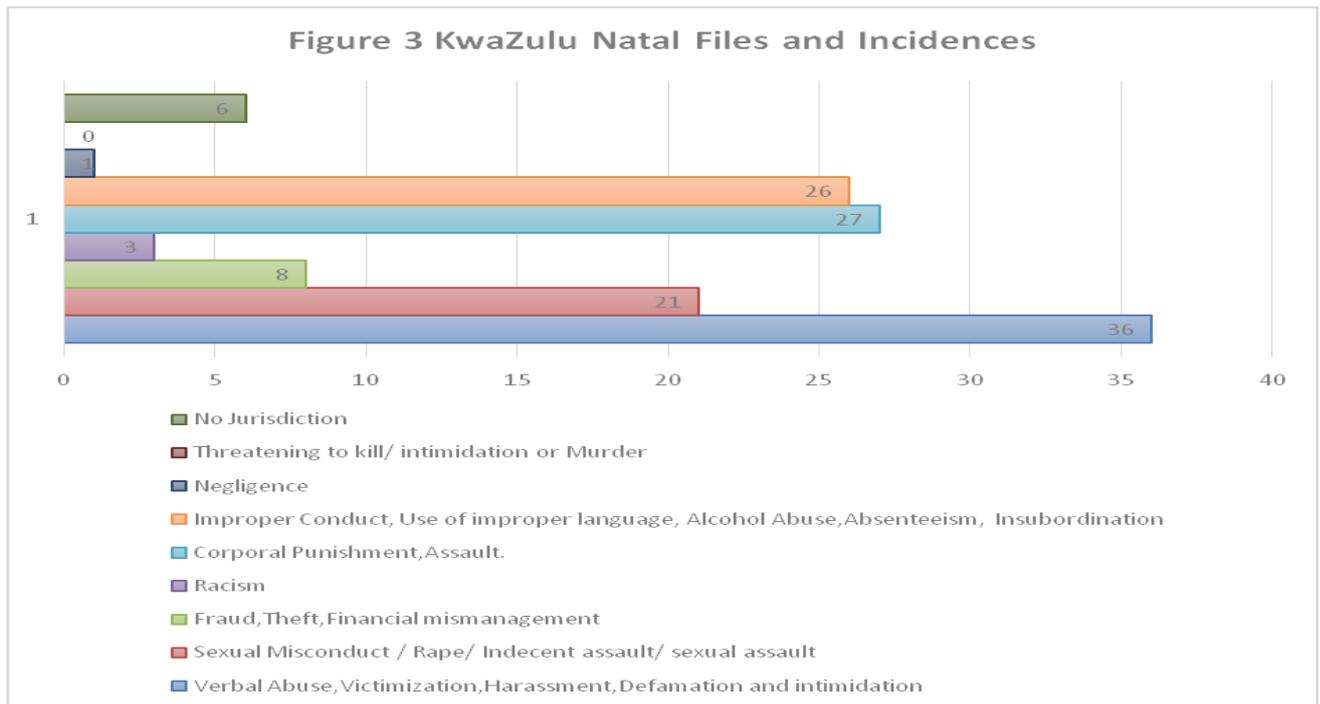
Table 2.4 Types of incidences Reported



3.2.2.4 Breakdown of Complaints (Incidences) Received per Province

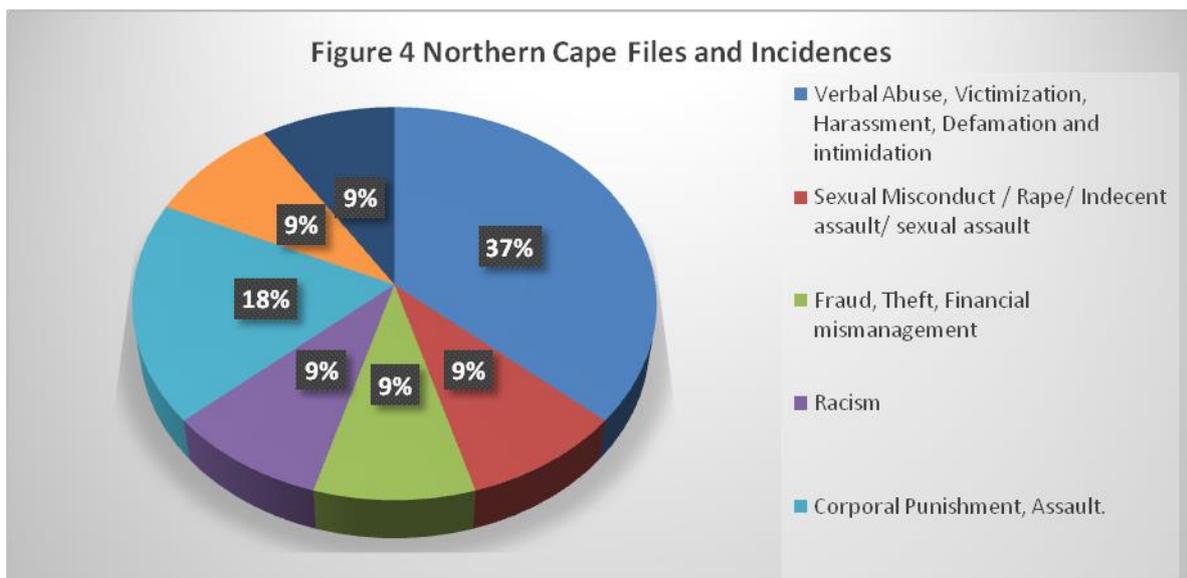
(a) KwaZulu Natal Files and Incidences

KwaZulu Natal registered a total of 128 (Incidences) of professional misconduct culminating into 100 (Files) against educators as shown in figure 3. Notable is the highest instance of professional misconduct, registering a total of 36 out of the total 128 pertains to verbal abuse, victimization, harassment, defamation and intimidation, followed by improper conduct, use of improper language, alcohol abuse, absenteeism, insubordination while the negligence scored the lowest. Sexual offences remain high with a score of 21 instances.



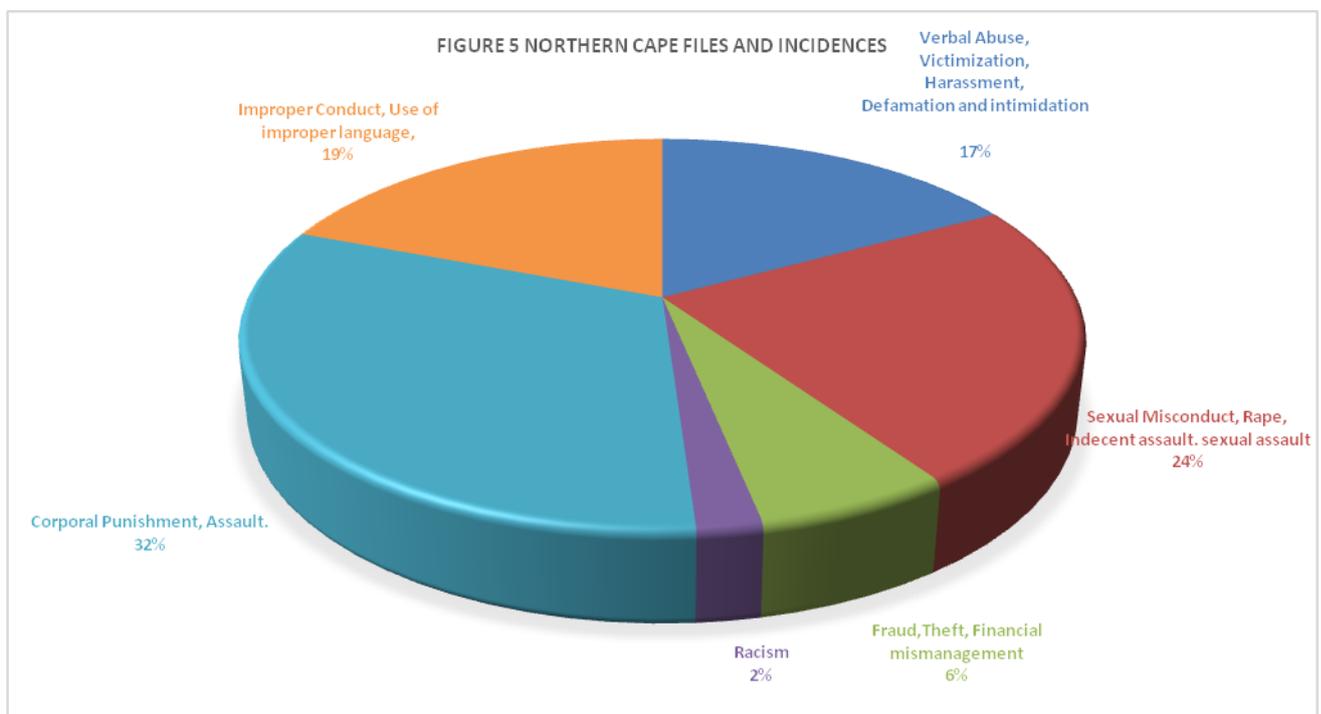
(b) Northern Cape Files and Incidences

A total of 11 incidences were filed in Northern Cape culminating into 5 files or cases of misconduct against educators. The highest incidence recorded pertains to abuse, victimization, harassment, defamation and intimidation as illustrated in figure 4. Attention needs to be paid on reducing violence and victimisation against learners and colleagues in the province.



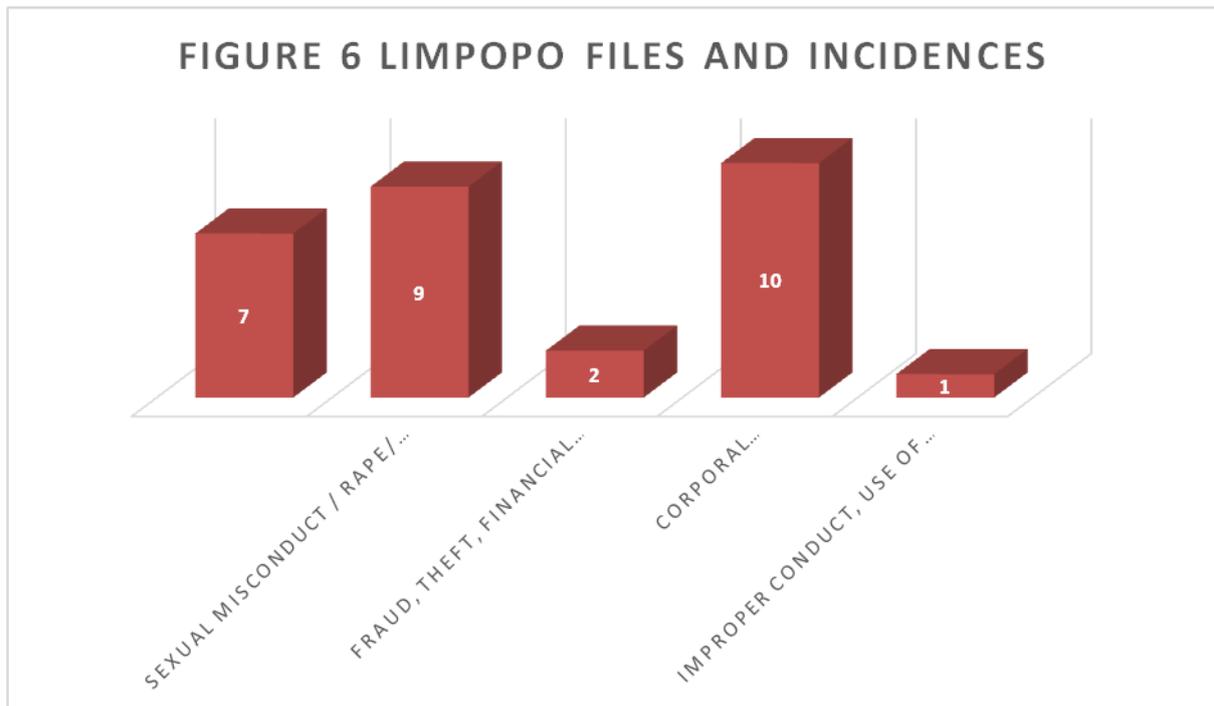
(c) Eastern Cape Files and Incidences

A total of 47 incidences were recorded which accounts for 37 files and cases against educators. Among these, 15 instances of Corporal Punishment, Assault scored the highest, followed by Sexual Misconduct, Rape, Indecent assault, sexual assault with a score of 11 instances. The lowest score was recorded in race with only one case. This is illustrated in figure 5. The province requires intervention in ensuring educators adhere to the abolition of corporal punishment legislation as well as adopt non-corporal punishment methods of instilling classroom discipline.



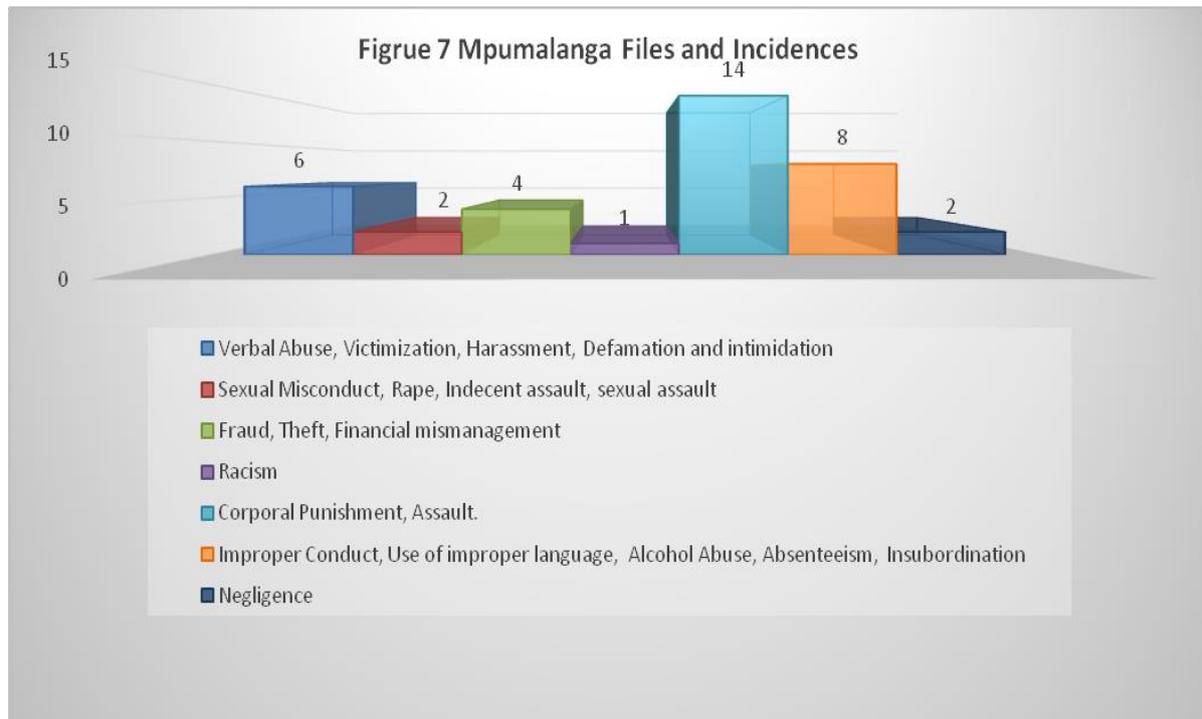
(d) Limpopo Files and Incidences

A total of 29 Incidences were recorded against educators in Limpopo translating into 23 Files. The highest instance of professional misconduct in Limpopo is corporal punishment; assault with a score of 10 followed by sexual misconduct with a score of 9 and the least Reported offence is improper conduct, use of improper language, alcohol abuse, absenteeism, insubordination as illustrated in figure 6. The intervention required for Limpopo province pertains to enforcement of corporal punishment legislation and adoption of alternative methods of discipline in the classroom other than corporal punishments.



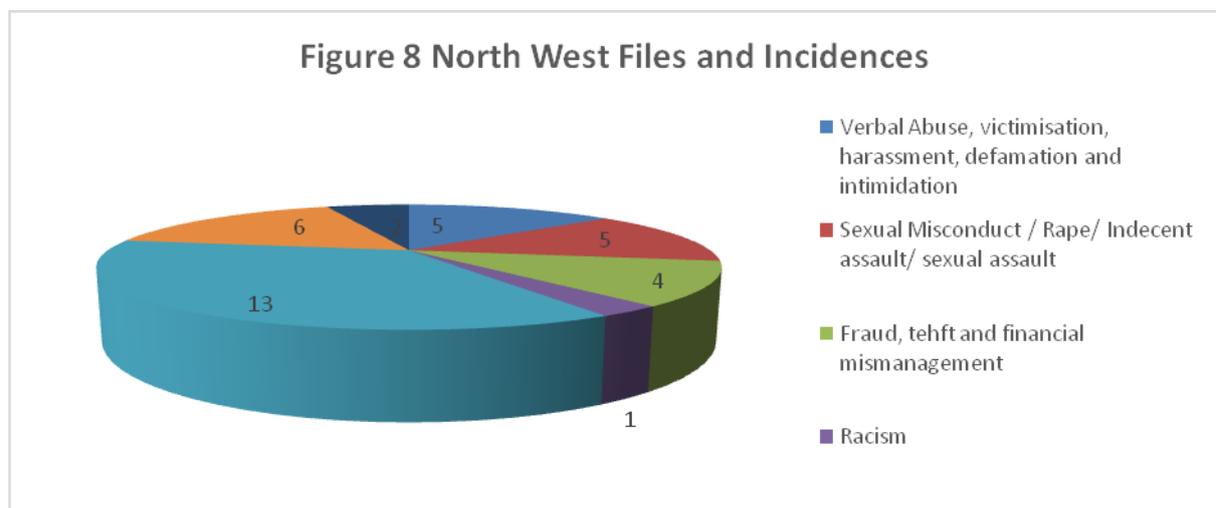
(e) Mpumalanga Files and Incidences

Mpumalanga province recorded a total of 37 Incidences which translates into 26 files or causes of professional misconduct by educators. The highest incidence recorded is with respect to corporal punishment and assault with a score of 14 followed by improper conduct, use of improper language, alcohol abuse, absenteeism, insubordination with a 8. The lowest score was with respect to racism with a score of 1, as shown in figure 7. Attention needs to be paid to issues of violence and corporal punishment as well as sexual misconduct in Mpumalanga.



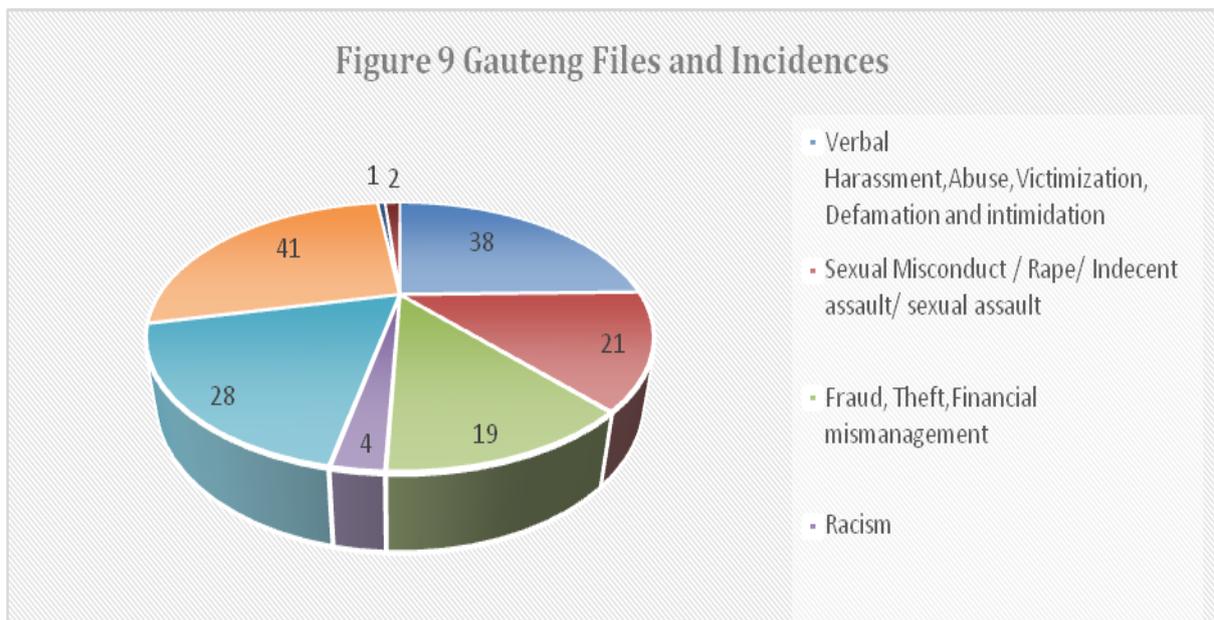
(f) North West Files and Incidences

In North West, a total of 36 incidences totalling 30 files or cases lodged against educators. As illustrated in figure 8, the highest score was corporal punishment and assault followed by improper conduct, use of improper language, alcohol abuse, absenteeism, and insubordination with a score of 6. The lowest score racism with one. Attention out to be placed on eradicating the use of corporal punishment and assault in schools.



(g) Gauteng Files and Incidences

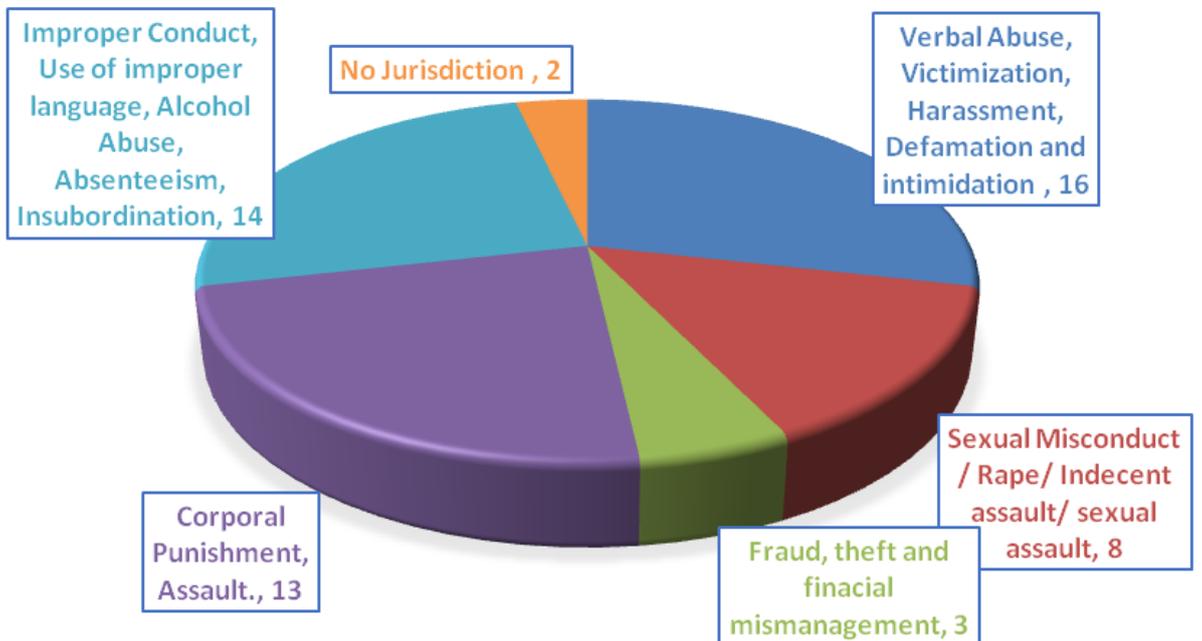
A total of 152 incidences totalling 115 files opened against educators for professional misconduct in Gauteng province. The highest score was improper conduct, use of improper language, alcohol abuse, absenteeism and insubordination with 53 incidences followed by verbal abuse, victimization, harassment, defamation and intimidation with a score of 38. The lowest score was threatening to kill/ intimidation or murder with a score of 1 incidence, as shown in figure 9. Gauteng province requires intervention on improper conduct, use of improper language, alcohol abuse, absenteeism and insubordination.



(h) Free State Files and Incidences

A total of 56 incidences and 37 files were registered against educators in Free State. As illustrated in table 2.11 and figure 10, the highest score of 16 was obtained in incidences of verbal abuse, victimization, harassment, defamation and intimidation followed by improper conduct, use of improper language, alcohol abuse, absenteeism and insubordination with a score of 14. The lowest score (2) was obtained in non-jurisdictional issues.

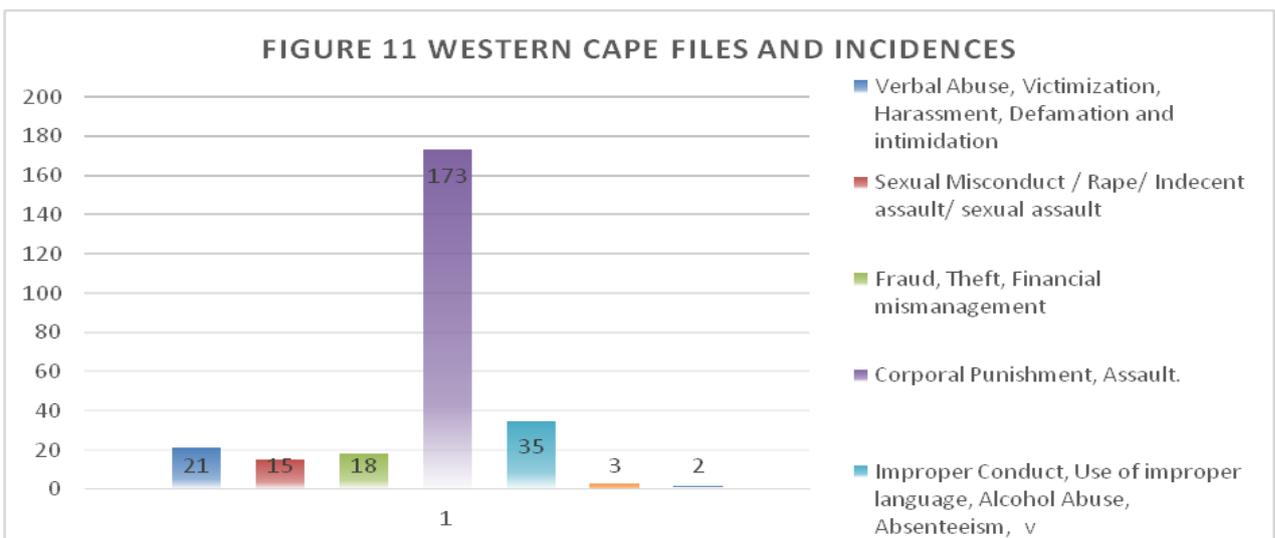
FIGURE 10 FREE STATE FILES AND INCIDENTS



(i) Western Cape Files and Incidences

A total of 269 incidences were recorded in the Western Cape translating into 265 files or cases against educators. The highest incidence occurred in corporal punishment and assault category of unprofessional conduct with a score of 173 cases followed by improper conduct, use of improper language, alcohol abuse, absenteeism and insubordination with a score of 35 cases. The lowest score was recorded in non-jurisdictional matters lodged against educators with a score of 2 cases as shown in figure 11.

FIGURE 11 WESTERN CAPE FILES AND INCIDENTS



3.2.3.4 Cases finalized in other forms, other than disciplinary hearings

Processing of 2018/2019 cases

194 advisory letters were issued to educators.	These are cases where council sought it fit that advisory letters be forwarded to the accused educators instead disciplinary hearings being conducted against them. Advisory letters are issued only in instances where an accused educator was already charged by a provincial Department and sanctioned by the employer. Most of them are cases of corporal punishment. Once an advisory letter is issued by the SACE and ratified by the Ethics committee, the file is then closed with the proviso that the same educator does not repeat the misconduct. Should the educator repeat the misconduct; disciplinary proceedings get instituted and the file with the advisory letter gets reinstated and prosecuted.
04 cases mediated upon	Mediations are conducted where council has observed that relationships between educators have broken down and rifts have to be healed.
19 cases were withdrawn before a hearing could be conducted.	These are cases which have merit in them but were withdrawn owing to lack of cooperation by parents or legal guardians or parents refusing SACE access to their children:
34 cases were closed in line with the Ethics committee's direction and permission or at the request of the complainant.	These are cases that were submitted to the Ethics committee requesting permission to close them because they either lacked in merits or in instances where the complainant requested for its closure because the issue or issues have been resolved. The complainant will then send a letter to SACE requesting for the closure of the complaint file. This does not apply in respect of sexual abuse cases unless in the event where the case was Reported on an anonymous basis, is without substance and or direction.
34 Cases referred to the DBE, ELRC, back to schools and	These cases related to condition of service, for example, high enrolment rolls in classes, other educators being given preferences above others by the principals, unfair dismissal or unfair discrimination, high workload allocation, etc
TOTAL	285

3.2.3.5 Total number of disciplinary hearings conducted and finalised

<u>67</u>	Educators found guilty
<u>11</u>	Educators found not guilty
<u>23</u>	Cases withdrawn at the hearing, owing to lack of cooperation by witnesses and parents
<u>101</u>	Total

Table 2.4 Breakdown of disciplinary hearings

3.2.3.6 Breakdown of sanctions meted out to educators found guilty of breaching the code of ethics

<u>32</u>	Educators struck off indefinitely
<u>05</u>	Educators struck off but may re-apply after a certain period
<u>30</u>	Educators struck off but striking off suspended for a certain period, including fines
TOTAL NUMBER OF ONLY 2018/19 CASES PROCESSED, FINALISED AND CLOSED BETWEEN 01 APRIL 2018 AND 31 MARCH 2019; INCLUDING DISCIPLINARY HEARINGS. 386 (60.9%)	

Table 2.5 Breakdown of sanction

3.2.3.7 Case Management

Every complaint that the Council receives is investigated either telephonically, 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 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, that a matter be mediated upon, or that an advisory letter be forwarded to an alleged perpetrator. Should the Ethics committee recommend that charges be levelled against an educator, summonses are issued against the educator and a hearing gets scheduled to take place, at least within a three months cycle.

Most of SACE's disciplinary hearings take the form of peer adjudication. This means that other educators serve as presiding officers and panellists and pass judgment on their fellow educators accused of breaching the Code of Professional Ethics. Our panel members are trained on issues of law, disciplinary procedures and various other legal processes to enable them to effectively carry out these duties. SACE endeavours to up skill them on an annual basis. The Council has very few of these panellists with the required skill and experience and who are capable of discharging this function.

A total number of 633 complaints were received for the year as compared to 550 that Council had anticipated to process for the year. It must be noted that SACE has no control over the number of cases that may be Reported to it in any financial year. We have however noted that the trends still remain the same. This year has not been different from the past financial year and many others before as there appear to be a **slight increase in the number of corporal punishment cases, sexual abuse** of both male and female learners in school and outside of the school premises. Assault of colleagues within the school environment, submission of fraudulent qualifications and other forms of unprofessional conduct by educators still persist too.

Owing to the increase in the number of cases involving submission of fraudulent cases whenever applicants for registration came to register, the Council was left with no other option but assist the registration Council to lay criminal charges against the perpetrators and in some instances, the assistance of the Hawks was sought and they are currently investigating other Reported cases. There has been other intervention which shall be Reported upon in the registration section relating to fraudulent qualifications.

The SACE Act, Act number 31 of 2000 states that the Council should review the SACE code of professional ethics for educators on an annual basis. There was no review done on the Code in the past financial year. The Ethics committee took the decision that the review on the Code of Professional Ethics be done in February 2019.

In light of the fact that Technical and Vocational Education and Training (TVET) Colleges functions have been reverted back to the SACE jurisdiction, this necessitated that the Code of Professional Ethics for TVET lectures be reviewed and one for student teachers and

lecturers be developed. These instruments have now been developed and await deliberation and ratification for the ethics committee.

3.2.3.8 Workshops conducted including the code of professional ethics

As part of its mandate being to concertise educators on the Code of Professional Ethics, and in line with the Annual Performance Plan (APP) it was expected that the Council would be able to workshop or concertise **10 000** educators in the 2018/19 financial year. SACE embarked on a drive to physically meet with educators and to concertise them on the Code. A total of **10 645** Educators was interacted with and spoken to in as far as the code is concerned.

Radio interviews were conducted on the following radio stations and which were mainly focused on educator conduct:

SAFM, Capricorn FM, Lesedi FM, Thobela FM, Umhlobo Wenene FM, Ligwalagwala FM, Ikwewezi FM and Kaya FM. While this is an ideal and great platform to speak to the profession and all stakeholders and while we get a lot of inputs from parents and other stakeholders, it is difficult to measure the amount of impact made through such an interaction.

Other modes of distribution of the code of professional ethics included handing the codes of professional ethics to educators visiting the offices to register or to update their registration statuses.

As part of our preventative strategy, we decided to concertise student educators on the code of professional ethics. We visited the following institutions: University of Limpopo, University of Pretoria, University of the North West, University of the Free State, Tshwane University of technology. There we interacted with final year students.

3.2.3.9 Strategy to reach out to parents and learners as stakeholders who also have to be concertised on the code of professional ethics

It has always been SACE's wish that as many parents and learners could be made aware of the Code of professional ethics for educators. This exercise proved a bit difficult as parents do not attend when invited to attend such gatherings.

It is on that note that a decision was taken that we request for time slots at churches on Saturdays and Sundays to speak to all stakeholders on the Code of professional ethics, concertise them on abuse of learners and discuss discipline issues.

We shall Report on the strides made as this commenced from 1 April 2018. It gives us great pleasure again to Report that many parents, learners and other stakeholders; including Social Development and the SAPS have already been spoken to by SACE and are receptive to the message and are giving their support to the program. They gave their commitments to support SACE and the system to eradicate abuse on learners and to support educators and the profession. Through this initiative, we were able to reach out to over 2000 different stakeholders as our interactions took place mostly in churches on Sundays and during big church gatherings and church conventions.

3.2.3.10 Reporting of names of educators struck off from the roll to Provincial Departments

Having struck off some educators from the roll of educators indefinitely or for a period for a host of serious misconduct, their names were submitted to their respective provincial departments for processing in terms of section 26 (2) of the SACE Act; 2000.

We are pleased to announce that having checked with provincial departments; they seem to have implemented our sanctions.

3.2.3.11 Improvement of Reporting by Provincial Departments

SACE has in the past always complained that some Provincial Departments of education were not Reporting their cases as required in terms of section 26 of the SACE Act. Pursuant to a meeting with the Department of Education, we received a commitment to comply with the prescripts of the Act. It gives us pleasure to announce that SACE and the DBE have drafted a protocol on the Reporting of cases in line with section 26. This protocol has been agreed to and is due for signature by the Provincial Departments of Education.

3.2.3.12 Protocol document on the Reporting of cases between SACE and the Department of Education

SACE is a professional body and responsible for all professional matters within the teaching profession. While that is the case; SACE feels that some of the cases referred to it are extremely petty in nature and most of them should have and could have been resolved at school level and some even at circuit management level and do not even have to end up at the district level.

Some of the cases needed the school manager and if more, the school management team to resolve. Some of these petty cases end up being referred to SACE with allegations that the school management or the circuit has refused to entertain them (for an example, a teacher would complain that another teacher does not want to work with her or even take instructions from her even though he or she is the Head of Department of a certain phase or that he or she has been overlooked for a post or has not been short listed as a candidate for a certain position, and many more petty complaints). SACE is the expected to entertain such matters whereas those could have been done and resolved at school level; not even at a circuit level. Some of the cases don't even fall within the jurisdiction.

These kinds of cases end up increasing the workload for SACE with its limited resources whereas management of the school could have dealt with such issues.

In light of the abovementioned and many other reasons, Both SACE and the Department of education have drafted a protocol document in terms of which some cases will be dealt with solely by the Department of Education and some by the SACE.

Without abdicating its responsibility to the profession, SACE wants to focus more on sexual abuse cases, corporal punishment cases and some cases of a professional nature which the Department may have ignored and to which there is sufficient proof to the effect that the complainant has indeed tried to escalate but to no avail. The document will be signed in the next financial year but it has been finalized between the two institutions.

3.2.3.13 Challenges relating to the processing of cases

Council aims to process and finalise every complaint that it receives in the same year of receipt and as speedily as it possibly can but owing to certain circumstances, fewer cases than anticipated got processed for the following reasons:

- The Council has previously carried cases over from one financial year to the next owing to a number of challenges, such as, institutional capacity, the unavailability of panellists and cases received towards the end of the financial year. Having trained a number of panellists at the end of 2017, these panellists commenced work from 5 February 2018 and were given an on the job training first.
- From 1 April 2019 these panellists were hard at work to process and finalize all backlog cases from 2015/16, 2016/17, 2017/18 financial years. They also assisted to process new cases for the financial year 2018/19. A lot of great work was done by the panellists to obliterate the cases carried over for the years referred to above.
- One other challenge is the lack of cooperation by parents. Many parents still continue to refuse Council access to their children to testify in disciplinary hearings or even to participate in investigations by the Council. This forces Council to temporarily close files and these end up with some cases carried over to the following year. These files are kept open with the hope that these parents will someday these parents will one day allow us to speak to their children and eventually finalise the complaints.

3.2.3.14 Strategy to overcome areas of under performance

Now that a lot of carried over cases have been investigated and most finalized, as it will appear hereunder, the Council will be hard at work to finalize all of them.

It must be noted further that having investigated all of the carried over cases, some culminated into disciplinary hearings which are still being processed.

It gives us pleasure to Report that all carried over cases for the financial years 2015/16, 2016/17 and 2017/18 were processed and most of them closed as it shall appear hereunder. Only those where disciplinary hearings were finalized are still being processed to finality.

The Council should therefore be able to process carried over cases that emanated during this financial year with ease and at the same rate as was done with the past ones.

Linking performance with budgets

Programme/activity/objective	2017/2018			2018/2019		
	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Ethics	R'4 000	R'1 972	R'2 028	R'5 000	R'4 626	R'374

3.3 Programme 3: Continuing Professional Development Management System

SACE has a responsibility to manage a system for continuing professional development with the support of the Department of Basic Education and the nine Provincial Education Departments. In line with this, SACE will:

- Ensure that educators engage in life-long learning throughout their career.
- Ensure that educators' classroom practice and professional competence are improved through the provisioning of quality SACE approved providers and endorsed professional development programmes

3.3.1 Strategic objective:

To approve providers and endorse professional development activities that contributes to improving educators' professional competence.

Strategic objectives, performance indicators planned targets and actual achievements

Key performance indicators, planned targets and actual achievements

Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of practicing educators signed up for the CPTD system per year. disaggregated by cohort	56 679 PL1 Educators in Secondary and Combined Schools	87702 PL1 Educators in Primary and Special Education Needs Schools	74022 PL1 Teachers	50 000 PL1 teachers	174 473	124 473	The huge variance is due to the automated sign up of educators in the seven Provincial education Departments, with the support of EMIS. The council is currently increasing awareness to educators about implications of the automated sign up process.
Number of signed up teachers who are engaged in three types of Professional Development (PD) activities from: Type1: Self-initiated PD activity	Type 1: 15 012 signed-up principals, deputies, HODs and all PL1 educators Type 2: 8 025 signed up principals, deputies, HODs and all PL1 Educators	Type 1: 89 980 signed-up principals, deputies, HODs and all PL1 educators Type 2: 81 800 signed up principals, deputies, HODs and all PL1 Educators	Type 1: 106 340 signed-up principals, deputies, HODs and all PL1 educators Type 2: 89 980 signed up principals, deputies, HODs and all PL1 Educators	Type 1: 122 700 signed-up principals, deputies, HODs and all PL1 educators Type 2: 98 160 signed up principals, deputies, HODs	Type 1: 17 988 signed-up principals, deputies, HODs and all PL1 educators Type 2: 3 912 signed up principals, deputies, HODs	Type 1: -104 712 Type 2: -94 248	The majority of teachers have signed-up for participation in the CPTD system. They are also participating in type 1,2,3 professional development activities.

Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
<p>Type 2: School initiated PD activity</p> <p>Type 3: Externally initiated</p>	<p>Type3: 21 538 signed-up principals, deputies, HODs and all PL1 educators</p>	<p>Type3: 11 676 signed-up principals, deputies, HODs and all PL1 educators</p>	<p>Type3: 65 400 signed-up principals, deputies, HODs and all PL1 educators</p>	<p>and all PL1 Educators</p> <p>Type3: 73 620 signed-up principals, deputies, HODs and all PL1 educators</p>	<p>and all PL1 Educators</p> <p>Type3: 6 121 signed-up principals, deputies, HODs and all PL1 educators</p>	<p>Type 3: -67 499</p>	<p>However, the overwhelming majority of them fail to Report their participation to SACE in order to claim their points and fulfil the requirements of their three-year cycle.</p> <p>Also, our theory of engaging people in changing their behaviour seems not to work</p> <p>There also appears to be a problem with the orientation and change culture which should be worked on through the</p>

Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
							theory of change.
Percentage (number) of signed up educators who meet the minimum requirement of 150 CPTD points over the three-year cycle. (disaggregated by cohort-principals and deputy principals, HODs, PL1 educators)	-	-	1 163 (4.9%) Signed up Principals & Deputy Principals (Cohort 1: 2014-16) met the minimum requirement of 150 CPTD points.	24 847 of all signed up HODs (Cohort2: 2015-2017) meet minimum requirement of 150 CPTD points by Dec 2017	934	-23 912	The variance 23 912 demonstrated underachievement. The underachieving can be traced in the Reporting type 1, 2 and 3 which is also underachieved, the focus in improving Reporting in the three types of PD activities will lead to more educators accumulating minimum of 150 PD points.
Number of new Professional Development providers processed in the	113 new provider applications processed in a year	169 new provider applications processed in a year	164 new provider applications processed in a year	130 new provider applications processed in a year	81 new provider applications processed in a year	-49	There was a low turn of applications from the new providers due to

Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
year of submission (in-terms of approved status, not approved status, rejected and in process).							lack of guaranteed funding, from employers, for them to provide continuing professional development to teachers.
Number of new Professional Development Activities Processed in the year of submission (in-terms of endorsed status, not-endorsed status, rejected and in process).	-	1938 + 10 Renewals = 1948 Processed = 2082 Pending in process = 103 Rejected = 06	1526	750 new Professional Development	1024	274	There was an overwhelming response from the approved providers to send in more than one professional development activity applications. Additionally, SACE rolled-out programme material writing /development capacity building sessions with Teacher Unions

Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
							and the Provincial Education Departments. These interventions yielded a number of PD activities that were endorsed.
Number of endorsed Professional Development Activities subjected to quality assurance by SACE in a financial year.	-	04 Providers were subjected to quality assurance	130	160	75	-85	Most providers do not provide the council with schedule for training sessions. As a result, deployment of personnel to conduct site visits was difficult.

3.3.2 Narrative-Highlights for the 2018/19 Financial Year

3.3.2.1 Practicing educators signed up for the CPTD system per year. disaggregated by cohort

The target for the financial year under review was 50 000 educators to be signed up, the actual validated output is 174 473 and the variance is 124 473. The variance demonstrates an overachievement of sign ups of registered educators.

The overachievement, cited above is attributed to automated signed up that was implemented during the period between June 2018 to February 2019 in seven provinces **(Limpopo, KwaZulu Natal, Mpumalanga, Northern Cape, North West, Free State and Eastern Cape).**

Currently, the process of verifying and ensuring that automatically signed up educators are able to utilise the log-in details they were supplied through the SMS system and are actively participating in CPTD. Council has employed various strategies for its verification processes including visits to schools by Provincial Coordinators, outreach programmes, flyers in newspapers.

(a) 2018/2019 School audits Report

A school's audit of the status of CPTD participation by educators was planned for North West, Gauteng, Mpumalanga, Limpopo and Eastern Cape provinces and conducted. The work was executed closely with evaluators who reside in each province visited. The SACE CPTD Provincial Coordinator of the respective province sampled out schools to be visited. Each auditing official was expected to visit a minimum of 10 schools for that scheduled week (5 days) guided by the audit questionnaire (note that the questionnaire was drawn in partnership with VVOB South Africa).

The schools from North West, Gauteng, Limpopo and Mpumalanga provinces were visited. Unfortunately visits to schools from Eastern Cape were suspended due to long distances in between schools in rural areas and lack of accommodation for CPTD auditors.

In the first schools audit conducted in May/June 2018 the focus was on North West and Limpopo; 30 schools were audited in each province respectively leading to a total of 60 schools in the two provinces. The main aim of the audit was to establish the extent of CPTD uptake by educators within schools. School Principals or deputy principals were the target respondents interviewed for purposes of the audit. The results of the CPTD showed that all respondents (100%) out of the 60 schools surveyed knew about CPTD and were signed up. Further, a total of 10 schools in North West and 5 in Limpopo proceeded to produce CPTD account details of their educators.

When asked to indicate whether educators were aware of CPTD, a total of 83.3% (50) SMT said yes, and further indicated that they had conducted workshops to address the programmes within their schools.

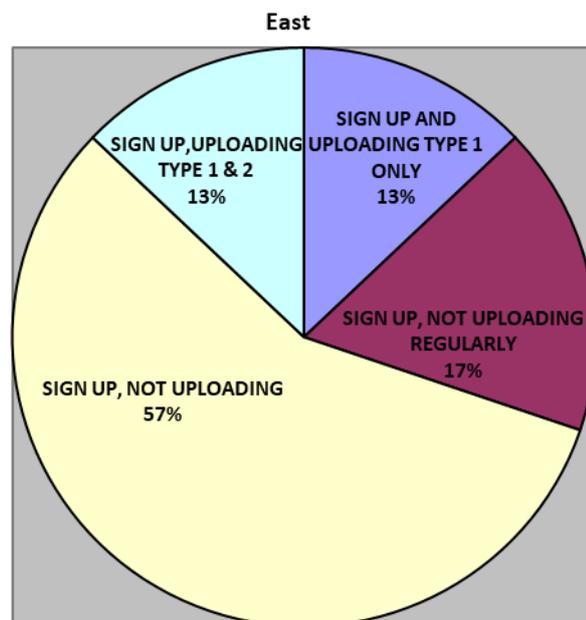
Concerning participation of educators on CPTD platform, that is, ensuring they are being developed professionally and CPTD points are uploaded on the system a total of 41,6% (25) schools confidently answered yes. These are schools who were also monitoring and giving support to their educators on CPTD uptake and participation. A total of 33,3% (20) schools answered they took professional development to be the responsibility of educator and

ultimately uploaded CPTD points onto the CPTD system. However, the remaining 25% (15) schools answered they did not know about CPTD.

Concerning participation and uploading of Type 2 (school initiated) CPTD points a total of 30% (18 schools (12 in North West and 6 in Limpopo) answered yes as they appointed personnel responsible for coordinating CPTD Reporting. A total of 36,6% (22) schools answered that they participated in school-initiated programs but were not uploading the CPTD points as they did not know how it is done while the remaining 33,3 (20%) answered they did not know it was their responsibility. This may be attributed to the fact that more advocacy campaigns are still required in the schools to instill uptake of lifelong learning as a self-driven initiative by educators.

Regarding participation and uploading of type 3 (external service provider) CPTD points respondents answered that they are not sure if CPTD points of those that participated were uploaded onto the CPTD system.

Sign up and uploading CPTD Activities



White River SACE Seminar: Hoërskool Rob Ferreira – MP Centre in



MP CPTD training meeting 13-14 February at Mondri Science Centre in

Lessons Learnt:

Surveyed respondents advised that there was need for more information sharing sessions to educate system users on how to upload CPTD points for type 1 and type 2.

There was also an urgent need to ensure that external service providers responsible for uploading type 3 activities be reminded of their declaration to Council, that they would ensure the attendees CPTD points are made known to SACE in the form of the standard attendance register, then subsequently be uploaded on the attendees CPTD accounts.

A need was also expressed to ensure that all stakeholders who form part of the CPTD network (schools and external providers) do their part in enhancing participation and Reporting of CPTD activities. The duty includes to ensure that the service provider's portal is up and functioning proficiently to enable service providers to upload attendees CPTD points as soon as the activity has been completed. This is rather more efficient than relying, as is the current practice, on SACE data capturers to upload them, which prolongs the process even further due to work load and limited workforce.

(b) The findings espoused in the monitoring and evaluation learning trajectory Report from four provinces

A learning trajectory that targeted SACE CPTD coordinators and Provincial Education Departments (PEDs) was conducted for a period of 18 months, wherein coordinators from Free State, Kwa Zulu Natal, Mpumalanga, Northern Cape and North West Provinces were taken into an intensive capacity-building programme on monitoring and evaluation aspects. The programme mainly focused on the status of the implementation of CPTD management system in each respective province. Unfortunately, North West province could not complete the learning trajectory, and as a result only four Reports were received, the findings of which are discussed below. Notably, the Reports explain a number of CPTD implementation aspects, with specific reference to Reporting of CPTD activities by educators.

The findings are:

- The responses received indicate that the majority of educators do not Report (manually or electronically) their PD points to SACE. This is confirmed by their lack of understanding of the process of Reporting.
- Educators' lack of knowledge on how to record the activities in their PDPs (manually or electronically).
- Time constraints because of tight work schedules of educators.
- Some educators not able to distinguish between recording in the self-service portal and recording in the PDP file.
- Lack of computer skills by a number of responses received.

The findings in both Reports clearly indicate the challenges facing the Reporting process by teachers themselves, schools and external providers. It clearly suggests that a new approach and strategy to support activities in the three types of PD activities with regards to Reporting.

3.3.2.2 CPTD Outreach Programmes

Several outreach programmes have been conducted by Council at the behest of stakeholders such as unions, the Department of Basic Education and other partners as well as those initiated by SACE. Outreach programmes incorporate events conducted within districts whose aim is to provide refresher courses on SACE programmes, such as, Registration and Teacher Professionalization, Ethics and Professional Development (CPTD), and this Report places its focus on the latter. Outreach programmes were conducted in Mpumalanga and Kokstad in the financial year under consideration herein. The outputs from these events are discussed below in turn.



CPTD and Code of ethics workshop at Umkayakude district EC SACE conference at Kokstad Primary on the 9th of March 2019 (KZN)



SACE Umgungundlovu Conference on the 9th of February 2019 SACE coordinators attending capacity building workshop on M&E

(a) Mpumalanga Outreach Programme

An outreach programme (a conference) was conducted by the council in the Mpumalanga Province on 9th February 2019 with the aim to provide a refresher course, on all of SACE programmes vis a vis registration and teacher professionalization, ethics and professional development. The same programme also provided opportunities to 400 educators who were in attendance to register with SACE and also address their challenges to SACE officials with respect registration. Presentations from the respective programmes of Council, namely, registration, teacher professionalization, ethics and professional development. The

entire Report discusses the highlights of how the conference was convened from the pre-arrangements, conference day proceedings and the aftermath thereof. For purposes of this programme focus will be secluded to CPTD activities that emanated from the outreach under discussion.



Mpumalanga Teacher Conference

(b) Kokstad (KZN) Outreach Programme

A SACE Teacher Conference was conducted in Eastern Cape Kokstad 9 MARCH 2019 with the aim of providing refresher courses and assistance desk for registration and CPTD issues. The conference presented on SACE core mandates namely, Registration and teacher professionalization, Ethics and Professional Development (CPTD). This Reported focuses on the CPTD aspects of the conference. Approximately, 217 educators attended the event.

3.3.2.3 New Professional Development Providers processed in the year of submission (in terms of approved status, not approved status, rejected and in process).

During the period under review for Reporting the division has processed 75 new applicants that added to an increase in the number of credible and quality providers within the SACE database as well as 24 applications for renewal. This amount to a total of 99 processed provider applications in the 2018/19 financial period. There was a low turnout of applications from the new providers than was expected. This might be due to the shortage of providers who operate in the teacher development landscape given that it is a specialised field.

As mitigation, Council will be rolling out provider forums across the provinces to advocate and mobilise potential and emerging providers. Strengthening of the advocacy drive through different media will also be explored alongside the use of flyers, websites, radio, face to face and other media platforms where feasible.

3.3.2.4 New Professional Development activities processed in the year of submission (in terms of endorsed status, not endorsed status, rejected and in process).

During the period under review, Council processed professional development activities increasing the number of SACE endorsed and quality CPTD activities on to its database.

Professional development activity applications were also processed for renewal. Furthermore, some professional development activity applications are awaiting finalisation. However, other professional development activity applications were not endorsed given that they did not meet SACE criteria for endorsement. This gives us a total of 1024 finalised and processed provider applications. There was an overwhelming response from the approved providers to send in more than one professional development activity applications. On the other hand, SACE has been rolling out programme writing/material development training to Teacher Unions and the Provincial Education Departments. These interventions yielded a number of PD activities that were endorsed.

3.3.2.5 Endorsed Professional Development activities subjected to quality assurance by SACE in a financial year

A total of 75 CPTD providers site visits were conducted for this period under review for purposes of quality assurance and Reporting in the 2018/19 financial period. This is against a background that a target of 160 site visits ought to have been executed, hence Council fell short by a deviation of 85 endorsed professional development activities that were not subjected quality assurance. The deviation is attributed to the fact that, submission of training schedules by providers is a prerequisite for site visits. The CPTD providers who were not visited did not supply Council with their training schedules which made it difficult for the said site visits to be conducted. Council, has initiated several strategies to mitigate against this state of affairs. First, the issuance of directives to providers to comply with the requirement to provide training schedules and underscoring the need for providers to Report their training activities. Second, Council has embarked on the development of a providers and endorsement module on the CPTD CRM system that will provide them with an opportunity to upload their training activities directly. Third, Council is embarking several interventions such as refresher courses and stakeholder engagement programmes aimed at providing assistance to providers to enable them to Report on CPTD activities that they have implemented among educators. It is hoped that the above strategies among others will go a long way in addressing the challenges of CPTD activities Reporting by providers and educators alike.

3.3.2.6 Strategy to overcome areas of under performance

Council has started embarking on a number of interventions with the objective of addressing inadequacies contributing to underperformance of the CPTD programme. These include the following:

First, Council has embarked on human resource and performance management actions that includes, among other things, the review of CPTD coordinators Key Results Areas (KRA) to focus in helping schools and providers with Reporting and as one way of enabling them to execute this assignment. This action is aimed at ensuring that activities of CPTD coordinators focus on effectiveness and achievement around the core business of Council, that is, ensuring that educators do not only participate in but also Report their CPTD activities on the self-service portal. CPTD coordinators are mandated to visit districts and schools within their respective provinces to provide the support foresaid. Pursuant to this mandate Council has procured routers for internet connectivity for coordinators, which is aimed at ensuring

that during their school visits, they are able to assist educators and schools with regards to Reporting Type 1 and 2 respectively. The review of their KRA, also catered for the activities that they are supposed to execute in their respective provinces, i.e.

- Monitoring and supporting educators in their participation in the three types of Professional Development (PD) activities on an ongoing basis;
- Monitoring the implementation of CPTD at a provincial level;
- Producing weekly, monthly, quarterly, annual plans and Reports of the activities for the CPTD system in provinces;
- Providing advice on available PD activities and PD points accumulation;
- Assisting with provider site visits in respective provinces;
- Making sure that the database of approved providers and endorsed programmes are available and accessible to educators in provinces;
- Participating in CPTD provincial stakeholder meetings;
- Representing Council in the Provincial Teacher Education and Development activities;
- Advocating the CPTD system at provincial level;
- Assisting in the performance of any other duty allocated as required by SACE.

Second, in an attempt to improve the Reporting of type 3 activities, letters were written to providers requesting them to send through registers for capturing type 3 activities. CPTD Providers were further requested to provide schedule of their planned training interventions or events, to enable CPTD coordinators to conduct site visits for quality assurance purposes and be able to collect attendance registers for capturing, unfortunately very few of them responded positively.

Third, there is a video Clip currently undergoing production, aimed at outlining CPTD uptake by educators step by step as well as how Reporting should be done. The ultimate plan is to distribute the video clip to schools, district teacher development centres, etc for use in their CPTD participation and Reporting of same. The script has been developed and the service provider had been appointed.

Fourth, an advert has been prepared for the following newspapers requesting schools and providers to Report professional development activities on behalf of educators:

- The Star SACE
- Pretoria News
- Diamond Fields
- The Mercury
- The Cape Argus,

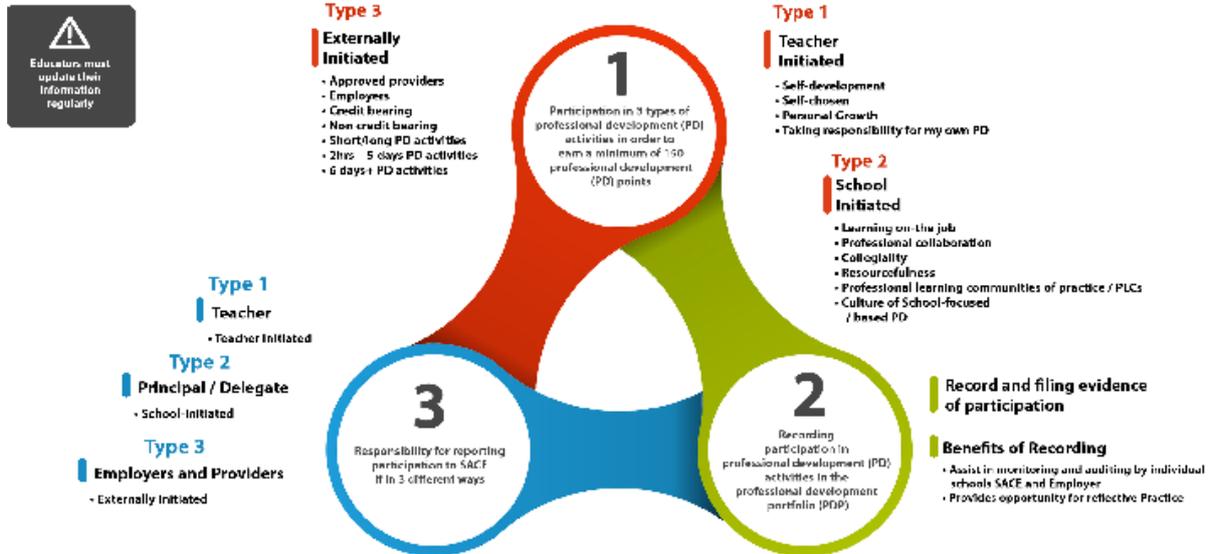
Fifth, a poster demonstrating simplified stages required to complete the CPTD system cycle by educators, has been developed and currently undergoing distribution to schools.

Tel: 012 663 9517
Fax: 012 663 9238
Email: info@sace.org.za
Website: www.sace.org.za



South African Council for Educators (SACE)
Crossway Office Park, Block 1
240 Lenchen Avenue, Centurion, 0046
Private Bag X127, Centurion, 0046

BUILDING YOUR NEVER-ENDING CPTD CHAIN



PROMOTING EXCELLENCE IN THE TEACHING PROFESSION

CPTD Poster

Sixth, Council is in the process of resuscitating provincial SACE resource persons model, which is aimed at increasing the capacity of the coordinators to support schools and teachers (Institutionalisation of the support of the system). Each province will be encouraged to have 10 resource persons, who will be allocated to support and provide Reports on progress made.

Seventh, Council will be rolling out provider forums across the provinces to advocate and mobilise potential and emerging providers. Coupled with provider forums Council will also make use different media platforms and explore the use of flyers, websites and face to face where feasible.

Eighth, the enforcement of adherence to the Provider Code of Good Practice will have to be communicated to all providers, by reminding the consequences for non – compliance.

Ninth, will have to sustain the programme writing/material development training to Teacher Unions and the Provincial Education department. These interventions yielded a number of PD activities that were endorsed.

Linking performance with budgets

Programme/activity/objective	2017/2018			2018/2019		
	Budget	Actual Expenditure	(Over)/Under Expenditure	Budget	Actual Expenditure	(Over)/Under Expenditure
	R'000	R'000	R'000	R'000	R'000	R'000
CPTD	R'9 743	R'8 332	R' 1411	R'17 547	R'12 996	R'4 551

3.4 Programme 4: Teacher Professionalization

The purpose of this programme is to:

- To develop set of professional standards for teachers practice that is theoretically informed, contextually appropriate and widely accepted by stakeholders;
- Develop various strategies and processes of assisting and supporting educators with regard to professional matters and needs;
- Improve and maintain the status and image of the teaching profession;
- Facilitate processes of ensuring that more and better teachers join the teaching profession and;
- Ensure the quality of initial teacher education and ongoing professional development through quality assurance mechanisms and standards.

Strategic objective:

- Set and implement the IPET and CPTD standards through a consultative process with the stakeholders in the teaching profession.
- Develop the professional designations as part of contributing to the enhanced status of the teaching profession

Strategic objectives, performance indicators planned targets and actual achievements

Key performance indicators, planned targets and actual achievements

Programme/activity/objective:							
Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Set professional practice standards for teaching.	Research Report on Professional Standards and implementation plan are approved	Professional standards and professional designation conceptual framework to guide and inform the writing process	Professional Practice Standards framework produced and consulted on. Draft professional practice standards produced for broader consultation	Professional practice standards approved and gazetted	Professional practice standards approved	Professional Practice Standards not gazetted	The professional teaching standards were approved by Council in November 2018. The approved set of professional standards for teachers practice is theoretically informed, contextually appropriate and widely accepted by stakeholders. Council presented the Professional Teaching Standards in the HEDCOM-Sub-committee for Teacher Development Committee Meeting on 13 March 2019, for gazetting processes. However, due to the review of the 6th parliament of the Republic of South Africa; the plan was for Council to present the approved Professional Teaching Standards to

Programme/activity/objective:							
Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
							DBE HEDCOM on 15-16 April 2019 for gazetting. Thus, stated the last CEM of the 5th Parliament took place on the 8th of March 2019, this resulted in a review of gazetting timelines. This has led to a review in submission deadlines for the new 2019/2020 plan. The presentation will be done by Council to the HEDCOM, CEM and subsequently the Portfolio committee on Basic Education in 2019/2020 as per the Annual Performance Plan.
Professional designation for teachers developed and registered.	Research Report on teacher Professional designation and implementation plan are approved	Report on the development of the professional designation	Report on the development of the professional designation and consultation	Professional teacher designation piloted, finalised and registered on the SAQA Professional Bodies and Professional Designations searchable database.	0	Professional teacher designation piloted, finalised and registered on the SAQA Professional Bodies and Professional Designations searchable database -	Through consultative processes and pilot sessions SACE had an opportunity to assess the profession and sector readiness The sessions conducted confirmed that the sector is not ready and that there is

Programme/activity/objective:							
Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
							a need for more engagements in order to solidify the buy-in process and ownership.

3.4.1 Narrative-Highlights for the 2018/19 Financial Year

- The designation policy has been drafted and was presented to the Professional Development Committee of Council in October 2018 for noting. A business plan which indicates the timelines for policy developments and submission to Council structures was developed and will be submitted to the Council structures for adoption and tracking purposes.
- The professional standards for teachers' practice were developed over a period of 24 months and Council subsequently concluded the adoption process in November 2018.
- Participation of the Council in the National School Safety Summit on the 12th of October 2018 and presentation of the draft Professional Teaching Standards (PTSs) on 27 and 28 August 2018 assisted the Council to respond to the outcry of teachers regarding their rights, responsibilities and safety. The Council pledged to host the Teachers Rights, Responsibilities and Safety Programme (TRSRP) for 2018/2019.
- The Council served on the Steering Committee and working Group for the Newly Qualified Teachers Induction Programme which will respond to the need of teachers' induction programme.
- The Council has further ensured that the quality of initial teacher education and ongoing professional development is addressed by the inclusion of the draft PTSs in the review of Minimum Requirements for Teacher Education Qualifications (MRTEQ) as the (Appendix C: Basic Competences of a Beginner Teacher. The following are the minimum set of competences required of newly qualified teachers).
- The draft PTSs have been presented 62 times of which 40 are part of 98 Identified Key Stakeholders. This consultative process is still continuing.
- The Draft PTSs have also formed the bases of the Newly Qualified Teachers Professional Development Portfolio as per the proposed Teacher Professionalization Path 2019. Once the standards are gazetted and the Council has resolved on the consequence management of the continuing professional development of all educators, the Approved Providers and Endorsed programme will be required to respond to the adopted Draft PTSs This will ensure that quality assurance mechanisms and standards respond to the impact/effect on the system as defined in the National Development Plan as advocated.

3.4.2 Stakeholder engagements

It has been a Council resolution to engage on an ongoing consultative process on different platforms. Teacher Professionalization unit share a presentation Overview of South African Council for Educators and Teacher Professionalization in Mpumalanga. The presentation outlined the Primary outcome of the SA National Development Plan vision 2030 - to improve the quality of teacher education and development in order to improve the quality of teachers and teaching, background and legislative mandate.



Educators Listening to SACE Teacher Professionalization



Mrs. Chiloane Engaging Educators during a Conference

3.4.3 SACE's comments on Policy on the Minimum Requirements for Teacher Education Qualifications as revised in 2018 (MRTEQ)

3.4.3.1 Professional Ethics

SACE has made professional Ethics is well rooted within MRTEQ to ensure the country that the Higher Education Institutions are producing ethically competent teachers. Furthermore, SACE shared five values believed to lie at the heart of professionalism in education. The inputs never left out Inclusive education, Council ensured that it is embedded in all phases as it has an impact on the output of the system and is Reported on nationally. Pre-Induction Period was also proposed in Initial Teacher Education. SACE proposed that Initial Teacher Education Programmes be informed by the following core values:

- Dignity
- Respect
- Accountability
- Responsibility
- Tolerance

3.4.3.2 Participation in Provincial Teacher Education Committees (PTECs)

Provincial Teacher Education Committees (PTECs) have been established by the DHET in each province and SACE have been highly engaged in to inform these platforms on matters relating to Teacher Professionalization and SACE mandate at large.

LAUNCH OF TEACHER'S RIGHTS AND RESPONSIBILITIES: 5 MARCH 2019

3.4.4 Strategy to overcome areas of under performance

- The council have developed a development plan to guide the process of preparing the sector for professional practice, implement consultative sessions with stakeholders, develop professional designation, set and implement professional standards.
- Designation policy have been developed and will be shared for public review.
- Teachers standards have been developed, approved by Council and submitted to DBE. SACE is maintaining continuous communication with DBE to ensure the flawless process that will lead to Gazetted. It should be noted that the process of gazetting is outside the realm of SACE.
- The designation Certified Teacher has been researched and the results will be used to inform the process going forward.
- Consultations with the stakeholders and teacher unions in particular will continue.
- SACE to continue working with SAQA towards achieving recognition status as fully-fledged professional council still going on.

Linking performance with budgets

Programme/activity/objective	2017/2018			2018/2019		
	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Teacher professionalization	R'1 000	R'504	R'496	R'2 000	R' 1 253	R'747

3.5 Programme 5: Policy and Research

Purpose:

- To enhance policy and research coordination within SACE;
- To strengthen the SACE advisory role and service that is informed by policy, research, and consultative processes; and
- To promote research on professional matters and any other educational matter relevant to SACE

3.5.1 Strategic objective:

- Use the data, information and research to inform policy decisions and advice to the Minister, Council and the teaching profession as a whole.

Strategic objectives, performance indicators planned targets and actual achievements

Key performance indicators, planned targets and actual achievements

Programme/activity/objective:							
Performance Indicator	Actual Achievement 2015/2016	Actual Achievement 2016/2017	Actual Achievement 2017/2018	Planned Target 2018/2019	Actual Achievement 2018/2019	Deviation from planned target to Actual Achievement for 2018/2019	Comment on deviations
Number of research Report produced in line with the SACE Research Policy and Agenda.	5	7	5	3	3	0	N/A
Number of policy advice and briefs produced per annum.	-	1	2	2	2	0	N/A
Number of provincial Practitioner based Research conferences/seminars	-	-	2	2	2	0	N/A

held.							
Establish the SACE resource centre and virtual library	-	-	The concept has been developed by the end of the financial year. However, will only be adopted by the relevant Professional Development Committee and Council by May/June 2018.	Resource centre and virtual library concept approved	Resource centre and virtual library concept approved	0	N/A

3.5.2 Narrative-Highlights for the 2018/19 Financial Year

The objectives of SACE include amongst others; to register qualified educators; to promote the professional development of educators; manage a system for the promotion of the continuing professional development of all educators; and set, maintain and protect ethical and professional standards for educators by means of the functioning of the council. It is therefore, important that the policy and research surrounding these areas are conducted to ensure that the mandated of the council is realised and improve the profession.

The council embarked on a number of activities to enhance and promote SACE as a professional body. The following paragraphs give a clear picture on outputs relating to research for the 2018/19 financial year.

3.5.2.1 Research projects

Completed research Reports:

- Research trends analysis - a follow up of a 5-year review study on disciplinary cases Reported to SACE.
- How can Special Schools use their Expertise Relating to Specific Disabilities?
- Teacher-Instigated Interpersonal Violence in RSA Schools.

3.5.2.2 Teacher Conference/Seminar

During the year under review 3 joint Teacher Conferences were held: on the 08 September 2018, a conference was held in KwaZulu-Natal Province, Ixopo Combined School where code of

professional ethics was reiterated to the educators; the second conference was held in Mpumalanga Ehlanzeni District at Hoerskool Rob ferreira (dannie joubert street) on the 9th of February. The targeted number for the conference was 350 of which 400 educators attended. The third and final teacher conference was held on the 09th of March 2019 in Kokstad, were a total of 216 teachers attended the conference. The activities during the conferences included: presentations from all council mandates, on location registration, re-print of the certificates, and updating information of the teachers.



Teacher Rights Responsibility and Safety National Launch 05 March 2019

3.5.2.3 Teacher Rights Responsibility and Safety Programme

The Programme aims to bring to the fore, the plight educators face on daily basis in relation to their rights and safety being eroded, and their dignity and respect being compromised in the schools.

The Programme include a research study to inform the broader conceptual process, and the handbook that will be produced for teachers.

During October 2018, the Department of Basic Education convened a National School Safety Summit. Delegates from the education fraternity and other government institutions attend this summit. During the summit declarations were made. The National School Safety Steering Committee was to implement declarations and recommendations that were made. Teachers safety was one of these recommendations. As a council for Educators we then conceptualised and committed to drive the initiative of 'Teacher Rights Responsibility and Safety'. On the 5th March 2019, the Council hosted a National Launch at Saint George Hotel which was attended by 350 delegates from all over the country. The slogan of this launch captured the teaching fraternity as a whole #HOOT which means 'Hands Off Our Teachers'. The Programme aims to bring to the fore, the plight educators face on daily basis in relation

to their rights and safety being eroded, and their dignity and respect being compromised in the schools.

The council commissioned a research on the TRRS programme. The first meeting was held on the 25th of February 2019 with the consulting company Lead Afrika which subsequent to that sent through a projects plan and submitted the 1st draft literature review on the 27 of March 2019. The implementation of this programme will be in all the nine provinces in 2019. During the provincial programme implementation, educators will be given an opportunity provide inputs within 3 commissions that will be set up. The data will be collected in two ways, through commissions during the provincial programme, and with the structured focus groups that will be facilitated by the research team. The focus group will be conducted in all provinces, which will be consisting of the teachers, and in some cases district directors and officials as respondents to the questionnaire. This Programme will have an output of a handbook that will be produced for teachers. There will also be an advisory policy brief that will be submitted to the minister of Basic Education.

The purpose of the handbook is to:

- Sharpen educators' understanding of rights, responsibilities and safety issues and their ability to act and respond appropriately when their rights and safety are being eroded;
- Provoke thinking, debate and discussion about teachers' rights, responsibilities and safety in the broader education field and teaching profession; and
- Serve as a guideline inside a classroom when issue of violence arises.

The provincial teacher rights and responsibility programmes will commence in April 2019 as well as the focus groups in all 9 provinces. It is envisaged that a total of 350 stakeholders consisting of teachers will attend whilst, 40 teachers will participate in the focus groups.

3.5.2.4 Collaboration with University of Kwa Zulu Natal

On the 21st of February 2019, a team comprising of research, CPTD, and Ethics met with the university team that was responsible for conducting research on the topic: Teacher-Instigated Interpersonal Violence in RSA Schools. This meeting also looked and future collaborations with the university in a form of MOU. A draft MOU has been developed to cover the activities which will be collaborated on. These include a project on qualitative research of the Prevalence of teacher violence in high poverty schools. This new research will form part of the 2019/20 research projects that will be undertaken by the council.

3.5.2.5 Resource Centre

The space that has been allocated to the resource centre is currently not utilised as the process of procuring the furniture of the centre is ongoing. The organisation will ensure that the teachers who are visiting the SACE offices utilise the resource centre for professional development and research purposes. The resource centre will give the educators and the research community easy access to research materials and the SACE Research staff will also be on-sight to assist with any enquiries which relate to different subjects' topics.

3.5.2.6 Strategy to overcome areas of under performance

- The consultation process with the stakeholders and the teaching profession will be finalised
- The

Linking performance with budgets

Programme/activity/objective	2017/2018			2018/2019		
	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000	Budget R'000	Actual Expenditure R'000	(Over)/Under Expenditure R'000
Research	R'1 000	R'859	R'141	R'415	R'700	R'285

Revenue Collection

PROGRAMME	2017/18			2018/19		
	Budget	Actual	Over/under collection	Budget	Actual	Over/Under collection
	R'000	R'000	R'000	R'000	R'000	
Registration fees	6,200	8,010	-1,810	6,000	6,527	-527
Reprint of certificates	1,880	2,138	-258	2,000	2,089	-89
Subscription fees	52,080	60,455	-8,375	78,120	76,808	1,312
Interest receivable	2,400	2,800	-400	3,312	3,923	-611
CPTD Subsidy	9,743	8,303	1,440	17,548	14,878	2,670
Sundry income	400	276	124	300	712	-412
TOTAL	72,703	81,982	-9,279	107,280	104,937	2,343

The Council is mainly funded by its members through determined membership fees at an annual rate of R180 per educator. The council has achieved a planned revenue target of R107 million taking into account that the R2.7 million is a deferred liability as unspent government subsidy. R17.5 million was received from the Department of Basic Education as a subsidy for the management of the Continuous Professional Teacher Development. The

Council spent 85% of the R17.5 million received as subsidy for the management of Continuous Professional Teacher Development.

Registration administration fee is also collected from registering members at R400, 00 for foreign nationals and R200, 00 for South African.

Capital Investments

The Council owns an administrative building located at No. 240 Lenchen Avenue, Centurion for the value as disclosed in the financial statements.

The accumulated surplus as reflected in the financial statements is intended amongst others to acquire provincial administrative buildings in the Western Cape, Free State, Kwazulu Natal, Eastern Cape and Limpopo within the MTEF period. The advertised bids could not yield results in the year under review; hence the acquisition is carried over to the following financial year.

Cost Containment Measures

Amongst other measures the Council Partnered with Public Institutions to utilise their facilities instead of Private Venues for its gatherings. This practise resulted in remarkable cost savings as indicated below.

(a) Communication

Conference Name	SACE Fun-walk (Gauteng)
Purpose	Improving SACE visibility, encouraging healthy lifestyle amongst educators and enhancing their morale

Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
Communication	13 October 2018	Doring kloof primary	850	Requested free venues from schools in Ares	Venue Hire	R 0.00
					Catering	R 0.00
					Equipment hire	R 0.00

Conference Name	SACE Fun walk (CUT Welkom)
Purpose	Improving SACE visibility, encouraging healthy lifestyle amongst educators and enhancing their morale

Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
Communication	15 September 2018	Central University of Technology - Welkom	392	Requested free venues from schools in Ares	Venue Hire	R 0.00
					Catering	R 0.00
					Equipment hire	R 0.00

Conference Name		SACE Fun walk (Western Cape)				
Purpose		Improving SACE visibility, encouraging healthy lifestyle amongst educators and enhancing their morale				
Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
	20 October 2018	Cape Peninsula University of Technology	200	Requested free venues from schools	Venue Hire	R 0.00
					Catering	R 0.00
					Equipment Hire	R 0.00

Conference Name	SACE Fun walk (Eastern cape)
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Purpose		Improving SACE visibility, encouraging healthy lifestyle amongst educators and enhancing their morale				
Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
Communication	1 September 2018	Walter Sisulu university (Butterworth)	673	Requested free venues from schools in Areas	Venue Hire	R 0.00
					Catering	R 0.00
					Equipment hire	R 0.00

Conference Name		SACE Fun walk (KZN)				
Purpose		Improving SACE visibility, encouraging healthy lifestyle amongst educators and enhancing their morale				
Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
Communication	18 August 2018	University of Zululand	275	Requested free venues from schools in Ares	Venue Hire	R 0.00
					Catering	R 0.00

Conference Name	World Teachers Day
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Purpose	Celebration of World Teachers' Day

Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
Communication	27 October 2018	Bergvlam Primary, Nelspruit	5000	Formal request for vanue	Venue Hire	R 3000
				Department paid for the food	Catering	R 0.00
					Equipment hire	R 13 000

Conference Name	SACE Fun walk (Limpopo)
Purpose	Improving SACE visibility, encouraging healthy lifestyle amongst educators and enhancing their morale

Division	Date	Venue	No of participants	Contracting Procedure	Expenses	Amount
Communication	4 August 2018	Capricorn High school, Polokwane	800	Requested free venues from schools in Ares	Venue Hire	R 0.00
					Catering	R 0.00
					Equipment hire	R 0.00
Total						R16000

(b) Ethics 2018/19

Conference or event name	Disciplinary Hearings and Fit to teach Interviews.					
Purpose	<ul style="list-style-type: none"> ▪ Promote ethical conduct among educators through the development and enforcement of the code of ethics. ▪ Facilitate interventions and support for schools, educators and school communities on ethical matters. 					
Division	Date	Venue	No. of Participants	Contracting Procedure	Expenses	
Legal & Ethics	28/06/2018	SACE, Durban office	1 Ethics employee, 3 panellists and 10 applicants	Used SACE offices to conduct Fit to Teach Interviews	Accommodation	R3600.00
					Car hire.	R346.00
					Venue hire	R000.00
					Catering	R1969.00
Legal & Ethics	29/06/2018	1 Ethics employee and 3 Presiding Officers	1 Ethics employee, 3 panellists and 12 applicants	Used SACE offices to conduct Fit to Teach Interviews	Accommodation	R3600.00
					Car hire.	R346.00
					Venue hire	R000.00
					Catering	R2160.00
Legal & Ethics	24/02/2018	SACE, Durban office	1 Ethics employee, 3 panellists and	Used SACE offices to conduct Fit to	Accommodation	R3600.00
					Car hire.	R346.00

*Annual Report for 2018/19 Financial Year
South African Council for Educators*

			12 applicants	Teach Interviews	Venue hire	R0.00
					Catering	R2160.00
Legal & Ethics	31/08/2018	SACE, Centurion Office	15 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R4500.00
					Catering	R2138.00
					Venue hire	R0.00
Legal & Ethics	20/02/2019	SACE, Centurion Office	12 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R4500.00
					Catering	R2138.00
Legal & Ethics	21/02/2019	SACE, Centurion Office	15 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R6090.00
					Sitting allowance for presiding officer and prosecutor	R3500.00
					Venue hire	R0.00
					Catering	R2388.20
Legal & Ethics	15/03/2019	SACE, Centurion Office	13 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R4500.00
					Sitting allowance for presiding officer and prosecutor	R3500.00
					Venue hire	R0.00
					Catering	R2317.20
Legal & Ethics	11/10/2018	SACE, Centurion Office	12 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R7470.38
					Sitting allowance for presiding officer and prosecutor	R3500.00
					Venue hire	R0.00
					Catering	R2229.80
Legal & Ethics	14/03/2019	SACE, Centurion Office	8 witnesses	Used office to conduct Disciplinary	Travel allowance,	R4500.00
					Sitting allowance for presiding officer and prosecutor	R3500.00

				Hearings	Catering	R1679.50
Legal & Ethics	23/03/2018	SACE, Centurion Office	15 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R8120.00
					Sitting allowance for presiding officer and prosecutor	R3500.00
					Venue hire	R0.00
					Catering	R2388.20
Legal & Ethics	05/03/2019	SACE, Centurion Office	18 witnesses on both sides	Used office to conduct Disciplinary Hearings	Travel allowance,	R8244.00.
					Sitting allowance for presiding officer and prosecutor	R3500.00
					Venue hire.	R0.00
					Catering	R2947.40
Legal & Ethics	21/02/2019	SACE, Centurion Office	6 witnesses	Used office to conduct Disciplinary Hearings	Travel allowance for panellists,	R8660.00
					Sitting allowance for presiding officer and prosecutor	R3500.00
					Venue hire	R0.00
					Catering	R1644.00
Total						R115 581.10

(c) Professional Development

Cost containment measure

Conference or event name	Eastern Cape Symposia in PE Cluster B					
Purpose	CPTD Schools based support SMTs					
Division	Date	Venue	No. of Participants	Contracting Procedure	Expenses	
PD	07 September 19	District teacher institute	350	Requested free venue Free sound system Free Projector for educators	Free Catering finger lunch Free Extra water	R0.00

Conference or event name	CPTD AND COE SEMINARS					
Purpose	TO EMPOWER EDUCATORS ON PROFESSIONAL DEVELOPMENT PROGRAMMES AND CODE OF PROFESSIONAL ETHICS					
Division	Date	Venue	No. of Participants	Contracting Procedure	Expenses	
PD	18/ 05/ 2019	Khulani Special School Umkhanyakude District (Coordinator: Mrs I.N. Mtshali)	248	Requested free venue: Hall, data projector, screen, PA System, 600 chairs, 10 tables, electricity, kitchen, 6 table clothes toilets, staff room, toilets, parking	Catering: Head Office – R20,000. Free Hall, Free data projector, screen, Free PA System, Free 600 chairs, Free 10 tables, free electricity, free kitchen, free 6 table clothes toilets, free staff room,	R20,000.00 Catering R0.00

Annual Report for 2018/19 Financial Year
South African Council for Educators

					free toilets, parking	
PD	31/ 08/ 2019	Margate Primary School Ugu District (Coordinator: Mr V.J. Dumakude)	300	Requested free venue: Hall, data projector, screen, PA System, 310 chairs, 5 tables, 4 table clothes, cleaners, electricity, toilets, staff room, toilets, parking, security	Catering: Head Office R19,592.00 FREE - Hall, data projector, screen, PA System, 310 chairs, 5 tables, 4 table clothes, cleaners, electricity, toilets, staff room, toilets, parking, security	FREE Catering R19,592.00 R0.00
PD	07/ 09/ 2019	Little Flower Primary School Harry Gwala District (Coordinator: Mrs S.B. Mncwangi)	256	Requested free venue: Hall, data projector, screen, PA System, 350 chairs, 6 tables, 4 table cloths, electricity, toilets, parking	Free expenses	R00.00
Total						R39, 592
Grand Total						R171 173,10

2018/19

Annual Report

Annual Report for 2018/19 Financial Year
South African Council for Educators

PART C:

GOVERNANCE



INTRODUCTION

South African Council for Educators (SACE) is regulated by SACE Act (No.31 of 2000) as amended by Basic Education Laws Amendment Act (No.15 of 2011). It is a statutory body and self-regulating Council for the teaching profession. Its powers and duties are defined in Chapter 2 of the Act, section 5 (a-d), which amongst others include:

- Registration of educators
- Promotion and Development of the education and training profession.
- Compile, maintain and manage professional Ethics.
- Provide advice to the minister on relevant Educational aspects.

PORTFOLIO COMMITTEES

South African Council for educators is required to Report to the SA Parliament Basic Education Portfolio committees on issues relating to performance and financial information. SACE Reported and presented on the following during the 201/19 financial year:

Date	Topic	Areas of risk	What implementation plans/Actions did the public entity undertake
10 Oct 2018: PC Basic Education	Annual Report	Why so many cases were being carried forward from previous years	Disciplinary matters involved an elaborate process. Due diligence was being given to the process.
23 Oct 2018: PC Basic Education	Initial Teacher Education (ITE) and Teacher development programmes	Why SACE was not being recognized by SAQA. When was something going to be done so that the entity was fully part of the system?	The matter has few challenges but is being attended to. NQF Act required all professional councils to be recognised by SAQA so that the professional organisations could continually have the professional development which was mandatory, and it needs to be linked to the process of registration. in terms of mandatory continuous professional development, linking it to re-registration, the unions had begun to disagree as they worried about what would happen to the teachers that did not satisfy the requirements. The process outlined was that one must participate for three years and if a teacher did not reach 150 points, they would give them a one-year grace period, and if after that they failed to comply, their membership would be discontinued.

EXECUTIVE AUTHORITY

The Department of Basic Education issues submission dates at the beginning of a financial year to the entity. The following submissions were sent to the department as follows:

Date	Topic	Issues Raised by the Executive Authority
31 July 2018	<ul style="list-style-type: none"> • Quarter 1 Performance Report • Quarter 1 Financial Statement • Procurement Report • PFMA Compliance Report 	
31 October 2018	<ul style="list-style-type: none"> • Quarter 2 Performance Report • Quarter 2 Financial Statement • Procurement Report • PFMA Compliance Report 	<ul style="list-style-type: none"> • Clarity seeking questions were forwarded to the entity regarding the indicators of CPTD and Research.
31 January 2019	<ul style="list-style-type: none"> • Quarter 3 Performance Report • Quarter 3 Financial Statement • Procurement Report • PFMA Compliance Report 	
30/04/2019	<ul style="list-style-type: none"> • Quarter 4 Performance Report • Quarter 4 Financial Statement • Procurement Report • PFMA Compliance Report 	

THE ACCOUNTING AUTHORITY / COUNCIL

The Council is composed in terms of the SACE Act No.31 of 2000; Chapter 2 and section 6 (1-8), Members of the council are appointed by the Minister, taking into consideration representation in respect to race, gender, disability and geographic distribution. The Chairperson of the council is appointed by the Minister; from a list of five candidates nominated by the council in its first seating for a new term of office. Organized professional bodies will nominate 18 educators collectively to serve in the council. Department of Education also nominate its five representatives to serve in the council. National School Governing Bodies (Contemplated by section 20 (3) of the South African Schools Act. (Act No. 98 of 1998) nominate two persons to serve in the council. One person nominated by the council on Higher Education (Act No 101 of 1997). One person nominated by the councils of further education and training institutions contemplated in section 8 of the Further Education and training (Act No 98 of 1998). The Chief Executive Officer appointed in line with section 17 of the Act.

The role of the Council is as follows:

- (a) with regard to **the registration** of educators-
- must determine minimum criteria and procedures for registration or provisional registration;

- must consider and decide on any application for registration or provisional registration;
 - must keep a register of the names of all persons who are registered or provisionally registered;
 - must determine the form and contents of the registers and certificates to be kept, maintained or issued in terms of this Act.
- (b) with regard to the promotion and development of the education and training profession -
- must promote, develop and maintain a professional image;
 - must advise the Minister on matters relating to the education and training of educators,
 - must research and develop a **professional development** policy;
 - may develop resource materials to initiate and run, in consultation with an employer, training programmes, workshops, seminars and short courses that are designed to enhance the profession; and
 - must manage a system for the promotion of the continuing professional development of educators (as amended by the Basic Education Laws Amendment Act 15 of 2011).
- (c) with regard to **professional ethics**-
- must compile, maintain and from time to time review a code of professional ethics for educators who are registered or provisionally registered with the council;
- must determine a fair hearing procedure;
 - subject to sub-paragraph (ii), may-
- (aa) caution or reprimand;
- (bb) impose a fine not exceeding one month's salary on; or
- (cc) remove from the register for a specified period or indefinitely, or subject to specific conditions, the name of an educator found guilty of a breach of the code of professional ethics; and
- (d) may suspend a sanction imposed under sub-paragraph (iii) (bb) or (cc) for a period and on conditions determined by the council:
- (e) in general -
- must advise the Minister on any educational aspect.

Composition of the Council

The term of the current Council members which began on the 1st August 2017 comes to an end on the 31 July 2021. The following table depicts the composition of the Council and attendance for the year under review.

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 2017	-	Secondary Teachers' Diploma, Diploma in Labour Law, Certificate in Project Management, Advance Certificate in Education - Professional Development and Bed. Honours - Education Management. Currently reading for a Master's Degree at UKZN.	Education and Organised Labour	None	Ex- officio	2 COUNCIL 9 EXCO 1 ETHCOM
Ms. Veronica Hofmeester -	Member	01 st August 2017	-	BA – University of Western Cape; B. ED - University of Western Cape; M. ED – University of Stellenbosch (Inc.)	Education and Organised Labour	None	Professional Development Committee	2 EXCO 3 COUNCIL
Dr Louis H Swanepoel	Deputy Chairperson	01 st August 2017	-	B. Comm, HED, B. Comm (Honours - Economics), M. Comm (Economics), PhD (Educational Management)	Education and School Leadership	None	Advocacy and Communication Committee	2 Council meetings
Mr. Elphus Maseko	Member	01 st August 2017	-	BSC	Strategic Management	None	Registration Committee	3 REGCO 3 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. Of Meetings attended
Dr Hendrik J Deacon	Member	01 st August 2017	-	LLB (University of Orange Free State); LLM (University of Orange Free State); LLD (University of Orange Free State)	Education & Labour law	None	Ethics Committee	1 COUNCIL 2 ETHCOM
Mr. John William Bester	Member	01 st August 2017	-	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	Registration and PRODCO Committees	2 PRODCO 1 REGCO 1 COUNCIL
Ms.Gugulethu Mbele	Member	01 st August 2017	-	Hon B. ED (UNISA); FDE. (UNISA) PTD (EZAKHENI COL)	Education School Leadership and Management	ETDP – SETA SACE Endorsement Com; CPTD Orientation and sign-up	Advocacy, Communication and Staffing Committees	2 COUNCIL 6 EXCO 2 STAFFCO 4 ADVOCO

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. Of Meetings attended
Prof. Veronica Mckay	Member	01 st August 2017	-	Higher Education Dip; Hon BA; Master of Arts in Sociology; D Litt et Phil in Sociology		None	Professional Development Committee	2 COUNCIL
Ms. Gaylin Wendy Bowles	Chairperson: Registration Committee	01 st August 2017	-	H.Dip Ed – JCE 1989 Bachelor of Arts – UNISA 11198 FDE – CAE – University of Pretoria Advanced Certificate in Education – Leadership, and Management - WITS	Education and School Leadership	Provincial Vice President NAPTOSA Gauteng Member of the National Executive Committee – NAPTOSA	Registration Committee And Executive Committee	5 REGCO 8 EXCO
Mr. Mxolisi Bomvana	Member	01 st August 2017	-	Senior Primary Teachers Dip; Further Dip in Education; Hon Bed; Higher certificate in Economic Development	Education and Organised Labour	None	Finance Committee	1 COUNCIL 3 FINCO
Mr. Magope Lucas Maphila	Chairperson: Finance Committee	01 st August 2017	-	Higher Education Diploma	Education and Organised Labour	Old Mutual Education Trust; ETDP SETA Board Member	Advocacy, Finance Committees Executive Committee	8 EXCO 5 FINCO 4 ADVOCO
Mr. Tseliso Ledimo	Member	01 st August 2017	-	BA Education; Hon BA Psychology; Project management; Cert in Financial & Accounting principles for public entities; Labour law in	Education and Organised Labour	None	Professional Development Committee	3 COUNCIL

Name	Designation (in terms of the Public Entity Council structure)	Date appointed	Date resigned	Qualifications	Area of Expertise	Board Directorships (List the entities)	Other Committees or Task Teams (e.g.: Audit committee / Ministerial task team)	No. Of Meetings attended
				Education				
Mr. Thabile Kunene	Member	01 st August 2017	-	Higher Certificate in Economic Development; Project management; Senior Teachers Dip; Case handling & grievance procedure	Education and Organised Labour	None	Advocacy and Communications Committee	3 COUNCIL 1 ADVOCO
Ms. L Motshwane	Member	01 st August 2017	-		Education and Organised Labour	None	Ethics committees	3 COUNCIL
Mr. Ronald Moroatshehla	Member	01 st August 2017	-	JSTC; STD-FT; BA Degree; bed Degree; Higher Cert HRM; Higher Cert Economic Development	Education and Organised Labour	None	Ethics Committee	3 COUNCIL 1 ETHCOM
Mr. Johannes Motona	Member	01 st August 2017	-	SPTD; BA; B.Ed. Hon; ACE; Professional Business writing skills; Labor Law; Programme in labour law; Masters in Education	Education and Organised Labour	None	Professional Development	4 COUNCIL 1 PRODCO
Ms. Nomarashiya Caluza	Member	01 st August 2017	-	SPTD; Advanced Dip in Practical labour Law: ACE	Education and Organised Labour	None	Registration and Commutations' Committees	1 COUNCIL
Mr. F Ntathu	Member	01 st August 2017	-	Secondary Education Dip Project management; Labour Law in Education	Education and Organised Labour	None	Staffing Committee	1 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. Nkosiphendule Ntantala	Member	01 st August 2017	-	BA (Ed)	Education and Organized Labour	None		2 COUNCIL 4 FINCO
Mr. Mokholoane Samuel Moloji	Member	01 st August 2017	-	STD(Tech); FDE	Education and Organised Labour	None	Staffing Committee	3 COUNCIL 2 STAFFCO
Mr. Walter Hlaise	Chairperson: Staffing Committee	01 st August 2017	-	Secondary Education Dip; ACE; Hon BA; Advanced cert in labour law	Education and Organised Labour	None	Staffing committee; Registration committee and Executive Committee	1 REGCO 3 COUNCIL 10 EXCO
Mr. Jonovan Rustin	Member	01 st August 2017	-	Senior Primary Teachers Diploma Further Diploma in Education – School Management	Education and Organised Labour	None	Ethics and Audit committees	2 AUDCO
Mr. Paul Sauer	Member	01 st August 2017	-	BSc; Hon BSc; Dip in Business Management	Education and Organised Labour	None	Finance Committee and Advocacy and Communications Committee	3 FINCO 2 AUDCO 2 ADVOCO
Dr Simelane	Member	01 st March 2017				None		2 COUNCIL
Mr. Sello Setusha	Member	01 st August 2017	-	Dip in Education; BA; BEd; btech in Human Resources Management		None	Registration and Professional Development	1 REGCO 2 COUNCIL
Mr. K. Geza	Member	01 st August 2017	-	B Juris; MBA – General	Education and Organised Labour	None	Ethics Committee & Staffing Committee	3 COUNCIL 1 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
				Post Graduate Diploma in Labour Law				
Mr. Enoch T Rabotapi	Chairperson: Professional Development Committee	01 st August 2017	-	BED (HONS): Assessment & Quality Assurance Advanced Diploma in Labour Law Bachelor of Science in Education		None	Professional Development Committee; Finance committee Executive committee	2 COUNCIL 7 EXCO 4 FINCO 2 PRODCO
Prof. Salome Human-Vogel	Member	01 st August 2017	-	BA; BA Hon; BEd Hons MEd		None	Professional Development	1 COUNCIL 1 PRODCO
Ms. Cheryl Weston	Member	01 st August 2017	-	BEd Hon (ICT) In Education; ACE; Higher Diploma in Education; Diploma in Education		None	Professional Development	4 COUNCIL 4 ADVOCO
Ms. Ella Mokgalane	Chief Executive Officer	01 August 2017	-	BPrimEd; bed Hon, Post-Grad Diploma in Education, Human Resource Management Diploma, Postgraduate Diploma in Management, Masters of Management in Public policy (current); Cert Financial accounting principles for public entities		Member	<i>All Committees</i>	2 ETHCOM 5 COUNCIL 3 REGCO 3 AUDCO 10 EXCO 5 FINCO 1 STAFFCO 4 ADVOCO

Committees

Committee	No. of meetings held	No. of members	Name of members
Executive Committee	7	8	<ul style="list-style-type: none"> • Mr M. Cele • Mr W. Hlaise • Mr J. Motona • Ms. G Bowles • Mr T. Rabotapi • Dr L. Swanepoel • Mr L. Maphila • Ms E. Mokgalane
Registration Committee	7	9	<ul style="list-style-type: none"> • Ms. G Bowles • Mr E. Maseko • Mr W. Bester • Ms N. Caluza • Mr W. Hlaise • Mr S. Sethusa • Ms M. Schoeman • Ms R. Du Toit • Ms E. Mokgalane
Ethics Committee	2	10	<ul style="list-style-type: none"> • Dr L. Swanepoel • Mr M. Cele • Mr M. Moroatshehla • Mr T. Geza • Dr J. Deacon • Mr J. Rustin • Mr J. Motona • Mr S. Tjebane (Non-councillor) • Mr Eastes (Non- councillor) • Ms E. Mokgalane
Professional Development Committee	1	12	<ul style="list-style-type: none"> • Mr T. Rabotapi • Prof V. Mckay • Mr T. Ledimo • Mr C. Sehoole • Mr J. Motona • Ms V. Hofmesteer • Mr W. Bester • Mr S. Sethusha • Dr N. Nduna Watson (Non-Councillor) • Dr S. Besman (Non-councillor) • Mr G. Harrison (Non councillor) • Ms E. Mokgalane (CEO)
Finance Committee	10	8	<ul style="list-style-type: none"> • Mr L. Maphila • Mr E. Rabotapi • Mr PP. Sauer • Mr M. Bomvana • Mr N. Ntantala • Mr G. Clark • Ms N.Thipe • Ms E. Mokgalane
Staffing Committee	6	8	<ul style="list-style-type: none"> • Mr W. Hlaise • Mr F. Ntathu • Mr M. Moloi • Mr S. Tjebane (Non-councillor) • Ms G. Mbele • Mr T. Geza • Mr C. Nel • Ms E. Mokgalane
Advocacy Committee	7	9	<ul style="list-style-type: none"> • Ms G Mbele • Mr PP Sauer • Mr ML Maphila • Ms C Weston • Mr T Kunene • Ms N Caluza • Mr M Mafunda • Mr M. Schoeman • Ms E. Mokgalane • Dr M Simelani
Audit Committee	5	6	<ul style="list-style-type: none"> • Mr J. Rustin

Committee	No. of meetings held	No. of members	Name of members
			<ul style="list-style-type: none"> • Ms E. Mokgalane • Mr. N Maluleke (Non councillor) • Mr P. White (Non-councillor) • Mr G. Bengell (Non-councillor) • Mr B. Snayer

RISK MANAGEMENT

Risk management is recognized as an integral part of sound organizational management. Risk management in South African Council for Educators (SACE) 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 level.

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

Risk management has been into performance management system of the Council as well as quarterly Reporting to the Audit Committee

During the period under review, Management reviewed and recommend approval of 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 organization was conducted and the risk register updated accordingly. The purpose of risk assessment was to identify business risk related to SACE. The risks were measured and rated in terms of impact and likelihood of occurrence.

The top risk identified by Risk Owners are prioritized in terms of their importance and are being managed and Reported on accordingly

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

INTERNAL CONTROL UNIT

Internal control is a process, effected by the council, management, and other personnel, designed to provide reasonable assurance regarding the achievement of objectives strategic and operational

The council established a system of internal control and regularly reviewing its effectiveness and relevance. The control environment enhances the tone of risk management and provide the necessary discipline and structure. It is the foundation for all other components of risk management. The control

environment includes factors such as integrity, ethical values, organizational culture, competence of people, management philosophy and operating style, a delegation of authority and responsibility, the way in which people are organized and developed as well as the intention and direction provided by the council

Management is further responsible for the establishment and maintenance of an effective system of internal control. The objective of system of internal control are, inter alia, to provide management with reasonable but not absolute, assurance that:

- Risks are properly managed
- Assets are safeguarded
- Financial and operational information is reliable
- Operations are effective and efficient and
- Laws, regulations, policies, procedure and contractual obligations are complied with

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 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 Audit Committee (AUDCO) 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 Council's system of internal controls. These controls are designed to provide reasonable assurance regarding the achievement of the Council's objectives concerning the effectiveness and efficiency of operations, reliability of financial Reporting, and compliance with applicable laws and regulation. Findings by the internal audit are Reported to the 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.

Audit Committee

The Audit Committee of the SACE is independent and fulfils a vital role in corporate governance by amongst others, ensuring the integrity of integrated Reporting and internal financial controls and the management of risk.

The Committee has adopted appropriate formal terms of reference as its Audit Committee Charter, which has been approved by the Council. The Committee has also regulated its affairs in compliance with the Charter and has discharged its responsibilities as contained therein. The Audit Committee is an advisory committee of the Council operating with an independent and objective stance.

The Audit Committee Reports that it has operated and performed its oversight responsibilities independently and objectivity in compliance with section 51(1)(a)(ii) of the PFMA and Treasury Regulations Part 3. The system of internal control applied by the Council over financial and risk management is effective. In line with the PFMA and the KING IV Report on corporate governance requirements, internal audit provides the Audit Committee and management with assurance on the appropriateness and effectiveness of the internal controls. 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

The table below discloses relevant information on the audit committee members

Name	Qualifications	Internal or external	or 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	August 2013	N/A	2/5
Mr. N Maluleke	-	External	N/A	-	N/A	3/5
Mr P. White	Grade 12	External	N/A	August 2013	N/A	5/5
Mr G. Themba	-	External	N/A	March 2019	N/A	1/5
Mr G. Bengell	Grade 12 PTD 3	External	N/A	November 2013	N/A	5/5
Mr. B.J Snayer	Primary Teachers certificate B.A Degree B.E.D Degree	External	N/A	August 2013	April 2018	1/5

COMPLIANCE WITH LAWS AND REGULATIONS

The Council has established sub-committees to oversee the delivery of mandatory functions within the relevant legislation and regulations.

The committee are:

- Executive Committee (EXCO); Finance Committee (FINCO); Registration Committee (REGCO); Professional Development Committee (PRODCO); Ethics Committee (ETHCOM); Advocacy Committee (ADVOCO) and Audit Committee (AUDCO).
- These committees formulate policies which guide the operations and aid the oversight roles of Council and Report progress to the Executive Committee on a quarterly basis. The policies of the Council are reviewed annually to ensure consistency with current legislation and regulations.

FRAUD AND CORRUPTION

In line with its zero-tolerance approach towards fraud, corruption and other economic crimes, SACE has recognized that managing fraud risk is imperative to the business, and if sustained, effective fraud risk management will improve the control environment and enhance SACE's operational performance and reputation. A fraud-free environment is important to SACE's efforts for the continued delivery of mandatory function. As required by Regulation 29.1.1 of the Treasury Regulations prescribed under the Public Finance Management Act, 1999 (At No.1 of 1999).

MINIMISING CONFLICT OF INTEREST

All Council members are required to declare any possible conflict of interest in each meeting as an agenda item. All staff members have to complete declaration of interest forms annually to manage possible conflict. Any conflicted member is recused from the discussion of the conflicted agenda item. The Council has Supply Chain Management Policy and guideline which guides the procurement of goods and services. A Supply Chain unit under the control of the CFO exists as a central point to process all requisitions of Council. Proper segregation of responsibilities amongst officers and structures as well as a delegation of powers is implemented in terms of the Supply Chain Management Policy. Members who declare interest are recused from the relevant discussion. For the year under review, there was no violation identified in this regard.

CODE OF CONDUCT

The SACE Code of Conduct is reviewed on annual basis by the end of March every financial year. The Council adopted the reviewed HR Policies including the Code of Conduct on 15 March 2018. The reviewed Code of Conduct was presented to all Managers and Staff members during the Workshops held between March 2018 - 30 April 2018. It was only around February 2019, that about 22 Staff members were charged for violating the Code of Conduct and were since subjected to Internal Disciplinary Procedures.

HEALTH SAFETY AND ENVIRONMENTAL ISSUES

Emanating from the previous Report on establishing occupational health and safety plans; SACE has established occupational health and safety committee. This committee will ensure that the council complies with required legislations and roll-out all activities necessary for occupational health and safety measure. OHS representatives are already appointed and will be responsible to ensure compliance to the Act. SACE is developing Employee wellness programme. The plan has been submitted to structures and it has wellness activities lined-up to take place during this period under review, including activities for Heritage Day, women's day etc. This will include awareness for stress management; Healthy eating and good lifestyles, work-life balances and any other such activities.

PART D:

HUMAN RESOURCE MANAGEMENT



INTRODUCTION

Corporate service management is responsible for Human Resource Management. The unit (HRM) is divided into two categories; Human Resource Management: Provisioning and conditions of Services and Labour Relations and Training Development. The staff compliment at the beginning of the financial year was 130. This included ten (10) CPTD Provincial Coordinators, and fourteen (14) interns. The appointment of key positions in January increased our permanent employees and decreased the number of contractual employees. The main responsibility of Human Resource Division, is to provide support to core Divisions and in relation to Human Resource matters, such as Organizational structuring, Job evaluation and Grading, Employment Equity Staff Provisioning, Leave measures, Employee Wellness, Labour relations, Skills Development and Training, Occupational Health and Safety and general conditions of service for staff.

Effective human resource management systems have been identified as one of the key priorities in improving the organizational environment. These include establishing management structures and developing policies and systems.

The following policies are implemented

- Employment Equity Plan
- Skills Development and Training
- Recruitment and selection processes
- Employee Benefit and support
- Labour relations
- Review of performance management system
- Internship

Strategic Goals and Operation Plans

Human Resource Strategic Goals for the unit are contained in the operational plan which is used to measure; Performance of the unit against the Annual performance indicators. This are indicators against which the monitoring, Evaluation, planning, Reporting and Research unit; asses achievement or non-achievement of these strategic Goals.

The following strategic Goals are established:

- Provide Administrative Support to SACE Divisions
- Create an enabling Environment within SACE
- Maintain Labour Relations
- Provide support for skills development and Training

Job Evaluation and Organizational Restructuring.

The Council conducted a Job Evaluation process; in order to re-position SACE in terms of its mandates and the growth the organization. Most of the existing posts were reconfirmed by the process; however new additional vacancies were identified.

The Council prioritized a few of such posts due to financial muscles and other posts identified will be filled over time as the organization grows and financial muscles permitting. Amongst others; the following posts were created and filled in order to meet the current demands of the council expectations and delivery of core mandates.

- The Head: Professional development and Ethics
- The Head: Teacher Professionalization and Registration.

These two key positions were critical to delivery of SACE core mandates related to:

- Review of Registration criteria
- Current demands in line with Technology and development with introduction and implementation of on-line Registration to offset problems experienced with “walk-in Registration”, which lead to unmanageable ques at Head-office and some provinces like KZN.

The profession has experience huge demands from its members in relation to teacher Professionalization and the need to standardize the profession to expected levels.

Other managerial positions were also filled such as:

Manager: Planning, Monitoring, Evaluation, Reporting and Research. If SACE has to make paradigm impact on the professionalization and Development of the Education sector, Planning and Research cannot be ignored.

The re-configuration and job restructuring has led to appointment of manager for Professional Development. This unit is responsible to manage, maintain and develop the profession, as dictated by SACE Act 31 of 2000.

Other administrative and clerical Jobs were filled in during the period under review, in order to meet administrative expectations in an endeavor to deliver SACE mandate.

Employment Equity Plan

Employment Equity Act 55 of 1998, expects all employers with more than 50 (fifty) employees or annual turnover equal or above applicable annual turnover for a small Business, to comply with the Act and even Report to director-general of the Department of Labour.

SACE has about 115 employees in its employ and this qualifies the council as a designated employer. Draft employment Equity plan for 2019-2023, has been submitted through structures for finalization by the council during the period under review and it will be implemented once finalized.

Employee wellness and support programmers

It was Reported in the previous Annual Report, that SACE is developing Employee wellness programme. The plan has been submitted to structures and it has wellness activities lined-up to take place during this period under review, including activities for heritage day, women’s day etc. This will include awareness for stress management; healthy eating and good lifestyles, work life balances and any other such activities.

Occupational Health and safety

Emanating from the previous Report on establishing occupational health and safety plans; SACE has established occupational health and safety committee. This committee will ensure that council complies

with the required legislations and roll-out all activities necessary for occupational health and safety measure. OHS representatives are appointed and will be responsible to ensure compliance with the Act.

Internship Programme

Following SACE policy on internship, as part of on work experiential learning, many graduates have benefited from this programme. Serving intern are issued with certificates after their 12 months experiential learning. This helps to give them acknowledgment for the experience they attained and gives them opportunity for employment.

Skills Development and Training

The Skills Development Act (Act No. 97 of 1998); expects SACE to comply with the following requirements:

- Implement Sector Skills Plan
- Register Skills Development Facilitator with relevant SETA
- Submit a workplace Skills plan and Report

Workplace Skills Plan has been finalized and implemented.

During the period under review; the following employees were trained:

No	Training	Duration	Number of Attendance	Division	Nature of training
1.	Minute taking	2 days	22	-Finance -Communication -Corporate services -Ethics -Planning -CPTD -Provinces	Technical Training
2.	Customer care	5 days	15	-CPTD -Ethics -Registration -Call center -Corporate -Provinces	Technical Training

Council continue to submit Skills Development Reports to ETDP-SETA and other relevant Authorities. SACE provide Study-Aids to its employees who have registered with various institutions of higher learning

HUMAN RESOURCE OVERSIGHT STATISTICS

66.1 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)
	79 836	44 492	55.7%	146	305

66.2 Personnel cost by salary band

Level	Personnel Expenditure (R'000)	% of total personnel exp. to total personnel cost (R'000)	No. of employees	Average personnel cost per employee (R'000)
Top Management	3 951	8.88	4	988
Senior Management	8 846	19.88	10	885
Professional qualified	1 0219	22.97	30	341
Skilled	9 034	20.30	29	311
Semi-skilled	8 973	20.17	42	214
Unskilled	3 469	7.80	31	112
TOTAL	44 492	100	146	305

66.3 Performance Rewards

Programme//activity/objective	Performance rewards	Personnel (R'000)	Expenditure	% of performance rewards to total personnel cost (R'000)
Top Management	0	3951		0
Senior Management	0	8846		0
Professional qualified	0	10219		0
Skilled	0	9034		0
Semi-skilled	0	8973		0
Unskilled	0	3469		0
TOTAL	0	44492		0

66.3 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	5705	26	0.46	1	26
Communications	5213	23	0.44	3	7.67
Finance	3464	8	0.23	2	4
Registrations					
PD, Legal and Ethics	12010	19	0.16	2	9.5
Corporate Services					
SACE Bloemfontein Office					
SACE KZN Office					
PMERR					
Internal Audit	469	16	4.05	3	5.33
Councillors	0	44	100	36	1.22
Total	26861	136	105.34	47	53.72

66.4 Employment and Vacancies

Programme/activity/objective	2017/2018 No. of Employees	2018/2019 Approved Posts	2018/2019 No. of Employees	2018/2019 Vacancies	% of vacancies
	117	150	146	4	2.7

Programme/activity/objective	2017/2018 No. of Employees	2018/2019 Approved Posts	2018/2019 No. of Employees	2018/2019 Vacancies	% of vacancies
Top Management	3	4	04	0	0
Senior Management	9	11	10	1	9,09
Professional qualified	22	30	30	0	0
Skilled	26	30	29	1	3.33
Semi-skilled	35	44	42	2	4.55
Unskilled	22	31	31	0	0
TOTAL	117	150	146	4	16.97

66.5 Employment changes

Provide information on changes in employment over the financial year. Turnover rates provide an indication of trends in employment profile of the public entity.

Salary Band	Employment at beginning of period	Appointments	Terminations	Employment at end of the period
Top Management	2	2	0	4
Senior Management	9	1	0	10
Professional qualified	22	10	2	30
Skilled	26	5	2	29
Semi-skilled	35	10	3	42
Unskilled	23	18	10	31
Total	117	46	17	146

66.6 Reasons for staff leaving

Reason	Number	% of total no. of staff leaving
Death	1	
Resignation	7	
Dismissal	-	
Retirement	-	
Ill health	-	
Expiry of contract	9	
Other		
Total	17	

66.7 Labour Relations: Misconduct and disciplinary action

Nature of disciplinary Action	Number
Verbal Warning	
Written Warning	
Final Written warning	1
Dismissal	
Suspended Employees	22

66.8 Equity target and Employment Equity Status

Levels								
MALE								
Top Management	2	0	0	0	0	0	0	0
Senior Management	8	0	0	0	0	1	0	0
Professional qualified	14	0	0	1	0	0	0	0
Skilled	5	1	0	2	0	2	0	1
Semi-skilled	12	2	0	1	0	2	0	1
Unskilled	5	2	1	1	0	1	0	1
TOTAL	46	5	1	5	0	6	0	3

Levels								
FEMALE								
Top Management	2	1	0	1	0	0	0	0
Senior Management	2	0	0	1	0	1	0	1
Professional qualified	9	0	1	1	0	1	1	1
Skilled	20	0	1	1	1	1	1	1
Semi-skilled	36	0	0	0	0	1	1	0
Unskilled	15	0	0	2	0	1	0	1
TOTAL	84	1	2	6	1	5	3	4

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

PART E:

FINANCIAL INFORMATION



SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

General Information

Country of incorporation and domicile Nature of business and principal activities

South Africa
Registration of educators, promotion of professional development of educators and the establishment, maintenance and protection of ethical and professional standards for educators.

Members

Mr M. Cele (Chairperson)
Dr L.H. Swanepoel (Deputy chairperson)
Ms M.E. Mokgalane (Chief Executive officer)
Mr W. Hlaise
Mr M. Moloï
Mr T.K. Geza
Mr T. Ledimo
Mr J. Rustin
Ms V. Hofmeester
Mr R. Moroatshehla
Mr M. Bomvana
Mr M.L. Maphila
Mrs G.W. Bowles
Mr J. Motona
Mr M.E. Maseko
Dr H.J. Deacon
Mr N. Ntantala
Mr F. Ntathu
Mr E.T. Rabotapi
Mr P. Sauer
Mr J.W. Bester
Mr S. Sethusha
Prof. S. Human-Vogel
Ms N. Caluza
Ms G. Mbele
Mr T. Kunene
Prof. V. McKay
Ms C. Weston
Ms L. Motshwane
Dr. M.T. Simelane

Registered office Block 1, Crossway Office Park

240 Lenchen Avenue Centurion 0046

Postal address

Private Bag X127

Centurion

0046

Bankers

Nedbank Limited

Reserve Bank

Auditors

Nexia SAB&T

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Index

The reports and statements set out below comprise the annual financial statements presented to the parliament:

	Page
Council's Responsibilities and Approval	3
Audit Committee Report	4
Independent Auditor's Report	5 - 10
Council's Report	11 - 12
Statement of Financial Position	13
Statement of Financial Performance	14
Statement of Changes in Net Assets	15
Cash Flow Statement	16
Statement of Comparison of Budget and Actual Amounts	17
Accounting Policies	18 - 24
Notes to the Annual Financial Statements	25 - 34

Abbreviations

COID	Compensation for Occupational Injuries and Diseases
SAICA	South African Institute of Chartered Accountants
GRAP	Generally Recognised Accounting Practice
SAQA	South African Qualification Authority
SACE	South African Council for Educators
ASB	Accounting Standard Board
PFMA	Public Finance Management Act

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Council's Responsibilities and Approval

The council is required by the Public Finance Management Act (Act 1 of 1999), to maintain adequate accounting records and is responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is the responsibility of the members to ensure that the annual financial statements fairly present the state of affairs of the council as at the end of the financial year and the results of its operations and cash flows for the period then ended. The external auditors are engaged to express an independent opinion on the annual financial statements and was given unrestricted access to all financial records and related data.

The annual financial statements have been prepared in accordance with South African Standards of Generally Recognised Accounting Practice (GRAP) including any interpretations, guidelines and directives issued by the Accounting Standards Board.

The annual financial statements are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

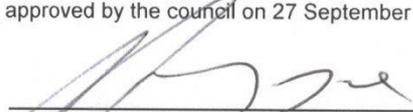
The council members acknowledge that they are ultimately responsible for the system of internal financial control established by the council and place considerable importance on maintaining a strong control environment. To enable the members to meet these responsibilities, the members sets standards for internal control aimed at reducing the risk of error or deficit in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the council and all employees are required to maintain the highest ethical standards in ensuring the council's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the council is on identifying, assessing, managing and monitoring all known forms of risk across the council. While operating risk cannot be fully eliminated, the council endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

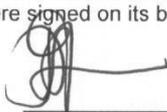
The council members are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or deficit.

The council members have reviewed the council's cash flow forecast and, in the light of this review and the current financial position, they are satisfied that the council has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently reviewing and reporting on the council's annual financial statements. The annual financial statements have been examined by the council's external auditors and their report is presented on page 5 to 10.

The annual financial statements set out on pages 11 to 34, which have been prepared on the going concern basis, were approved by the council on 27 September 2019 and were signed on its behalf by:


Mr. M. Cele (Chairperson)


Ms M.E. Mokgalane (Chief Executive officer)

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Audit Committee Report

We are pleased to present our report for the financial year ended 31 March 2019.

Audit committee members and attendance

The audit committee consists of five (5) members and should meet 3 times per annum as per its approved terms of reference. During the current year 3 meetings were held.

Audit committee responsibility

The audit committee reports that it has complied with its responsibilities arising from section 77 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 council 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 Various reports of the Internal Auditors, the audit report on the annual financial financial statements, and the management report of the External Auditors, it was noted that no matters were reported that indicate material deficiencies in the system of internal control or any deviations there from. Accordingly, we can report that the system of internal control over financial reporting for the period under review was efficient and effective with the exception of deficiencies reported by external auditors.

The quality of the quarterly management reports were submitted in terms of the PFMA.

The Audit committee is satisfied with the content and quality of monthly and quarterly reports prepared and issued by the members of 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 Auditors and the members;
- reviewed the External Auditors' management report and management's response thereto;
- reviewed the entities compliance with legal and regulatory provisions; and
- reviewed significant adjustments resulting from the audit.

The audit committee concur with and accept the External Auditors' 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 Auditors.

Internal audit

The audit committee is satisfied that the internal audit function is operating effectively and that it has addressed the risks pertinent to the council and its audits.



Chairperson of the Audit Committee

Date: 27 September 2019



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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 13 to 34, which comprise the statement of financial position as at 31 March 2019, the statement of financial performance, statement of changes in net assets, cash flow statement and statement of comparison of budget and actual amounts for the year then ended, as well as the 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 2019, and its financial performance and cash flows for the year then ended in accordance with South African Standards of Generally Recognised Accounting Standards (SA Standards of GRAP) and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 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 this auditor's report.
4. We are independent of the entity in accordance with section 290 and 291 of the Independent Regulatory Board for Auditors' *Code of professional conduct for Registered Auditors (Revised January 2018)*, parts 1 and 3 of the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors (Revised November 2018)* (together the IRBA Codes) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities, as applicable in accordance with the IRBA Codes and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Codes are consistent with the corresponding sections of the International Ethics Standards Board for Accountants' *Code of Ethics for Professional Accountants* and the International Ethics Standards Board for Accountants' *International Code of Ethics for Professional Accountants (including International Independence Standards)* respectively.
5. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



Responsibilities of accounting authority for the financial statements

6. 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 Standards (SA Standards of GRAP) and the requirements of the Public Finance Management Act of South Africa, 1999 (Act No. 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.
7. In preparing the financial statements, the accounting authority is responsible for assessing the 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 appropriate governance structure either intends to liquidate the entity or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

8. Our objectives are to obtain reasonable assurance about whether 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.
9. 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

Introduction and scope

10. In accordance with the Public Audit Act of South Africa, 2004 (Act No. 25 of 2004) (PAA) and the general notice issued in terms thereof, we have a responsibility to report material findings on the reported performance information against predetermined objectives for selected programmes presented in the annual performance report. We performed procedures to identify findings but not to gather evidence to express assurance.
11. Our procedures address the reported performance information, which must be based on the approved performance planning documents of the entity. We have not evaluated the completeness and appropriateness of the performance indicators / measures included in the planning documents. Our procedures also did not extend to any disclosures or assertions relating to planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, our findings do not extend to these matters.

12. We evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected programmes presented in the annual performance report of the entity for the year ended 31 March 2019:

Programmes	Pages in the annual performance report
Programme 1: Registration of Educators	24 – 25
Programme 3: Continuing Professional Development Management System	47 – 51
Programme 4: Professional Standards	61 – 63

13. We performed procedures to determine whether the reported performance information was properly presented and whether performance was consistent with the approved performance planning documents. We performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.
14. We did not raise any material findings on the usefulness and reliability of the reported performance information for these programmes:
- Programme 1: Registration of educators
 - Programme 3: Continuing Professional Development Management System
 - Programme 4: Professional standards

Other matters

15. We draw attention to the matters below:

Achievement of planned targets

16. Refer to the annual performance report on pages 24 - 25, 47 - 51 and 61 - 63 for information on the achievement of planned targets for the year and explanations provided for the under / over achievement of a number of targets.

Adjustment of material misstatements

17. We identified material misstatements in the annual performance report submitted for auditing. These material misstatements were on the reported performance information of Programme 1: Registrations of Educators and Programme 3: Continuing Professional Development Management System. As management subsequently corrected the misstatements, we did not raise any material findings on the usefulness and reliability of the reported performance information.

Report on the audit of compliance with legislation

Introduction and scope

18. In accordance with the PAA and the general notice issued in terms thereof, we have a responsibility to report material findings on the compliance of the entity with specific matters in key legislation. We performed procedures to identify findings but not to gather evidence to express assurance.
19. The material finding on compliance with specific matters in key legislations is as follows:

Annual financial statements

20. The financial statements submitted for auditing were not prepared in accordance with the prescribed financial reporting framework as required section 55 (1) (b) of the PFMA. Material misstatements of payables from exchange transactions and disclosure notes, identified by the auditors in the submitted financial statement were corrected, resulting in the financial statements receiving an unqualified audit opinion.

Other information

21. The accounting authority is responsible for the other information. The other information comprises the information included in the annual report. The other information does not include the financial statements, the auditor's report and those selected programmes presented in the annual performance report that have been specifically reported in this auditor's report.
22. Our opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.
23. 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.
24. We did not receive the other information prior to the date of this auditor's report. When we do receive and read this information, if we conclude that there is a material misstatement therein, we are required to communicate the matter to those charged with governance and request that the other information be corrected. If the other information is not corrected, we may have to retract this auditor's report and re-issue an amended report as appropriate. However, if it is corrected this will not be necessary.

Internal control deficiencies

25. We considered internal control relevant to our audit of the financial statements, reported performance information and compliance with applicable legislation; however, our objective was not to express any form of assurance on it. The matters reported below are limited to the significant internal control deficiencies that resulted in the basis for the opinion, the findings on the annual performance report and the findings on compliance with legislation included in this report.

26. Although management reviewed the financial statements and reported performance information for completeness and accuracy prior to its submission for audit purposes, certain misstatements and non-compliance matters were identified.

Auditor tenure

27. In terms of the IRBA rule published in Government Gazette Number 39475 dated 4 December 2015, we report that Nexia SAB&T has been the auditor of South African Council for Educators for 4 years.

Nexia SAB&T

Nexia SAB&T

Per. N.C Soopal

Engagement Director

Registered Auditor

Date: 27 September 2019

119 Witch Hazel Avenue
Highveld Technopark
Centurion
0146

Annexure – Auditor’s responsibility for the audit

1. As part of an audit in accordance with the ISAs, we exercise professional judgement and maintain professional scepticism throughout our audit of the financial statements, and the procedures performed on reported performance information for selected programmes and on the entity’s compliance with respect to the selected subject matters.

Financial statements

2. In addition to our responsibility for the audit of the [consolidated and separate] financial statements as described in this auditor’s report, we also:
 - identify and assess the risks of material misstatement of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
 - obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control.
 - evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the accounting authority.
 - conclude on the appropriateness of the accounting authority’s 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 related to events or conditions that may cast significant doubt on the South African Council for Educators ability 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 the 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 entity to cease continuing as a going concern.
 - evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Communication with those charged with governance

3. 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.
4. We also confirm to the accounting authority that we have complied with relevant ethical requirements regarding independence, and communicate all relationships and other matters that may reasonably be thought to have a bearing on our independence and, where applicable, related safeguards.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Council's Report

The members submit their report for the year ended 31 March 2019.

1. Review of activities

Main business and operations

Net surplus of the council was R 25,101,020 (2018: surplus R 18,939,225).

2. Going concern

We draw attention to the fact that at 31 March 2019, the entity had an accumulated surplus of R 151,472,240 and that the entity's total assets exceed its liabilities by R 151,472,240.

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 ability of the council to continue as a going concern is dependent on a number of factors. The most significant of these is that the members continue to secure funding for the ongoing operations for the council.

3. Subsequent events

The members are not aware of any matter or circumstance that has material impact on the annual financial statements arising since the end of the financial year.

4. Accounting policies

The annual financial statements have been prepared in accordance with the South African Statements of Generally Recognised Accounting Practice (GRAP), including any interpretations of such Statements issued by the Accounting Practices Board, as the prescribed framework by National Treasury.

5. Corporate governance

General

The members are committed to business integrity, transparency and professionalism in all its activities. As part of this commitment, the members support the highest standards of corporate governance and the ongoing development of best practice.

The council confirms and acknowledges its responsibility to total compliance with the Code of Corporate Practices and Conduct ("the Code") laid out in the King IV Report on Corporate Governance for South Africa. The council members discuss the responsibilities of management in this respect, at council meetings and monitor the council's compliance with the code on a three monthly basis.

Executive committee

The committee:

- retains full control over the council, its plans and strategy;
- acknowledges its responsibilities as to strategy, compliance with internal policies, external laws and regulations, effective risk management and performance measurement, transparency and effective communication both internally and externally by the council;
- is of a unitary structure comprising:
 - Council members
 - Chief executive officer.

Council meetings

The council members have met on 3 separate occasions during the financial year. The council members must meet at least 2 times per annum as per section 16(1) of the SACE act.

Executive committee members have access to all members of management of the council.

SOUTH AFRICAN COUNCIL FOR EDUCATORS
Annual Financial Statements for the year ended 31 March 2019

Council's Report

Internal audit

The council has established the internal audit function internally. This is in line with section 51 of the PFMA.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Statement of Financial Position as at 31 March 2019

Figures in Rand	Note(s)	2019	2018
Assets			
Current Assets			
Receivables from exchange transactions	4	2,855,933	2,116,180
Cash and cash equivalents	5	96,869,381	69,772,815
		99,725,314	71,888,995
Non-Current Assets			
Property, plant and equipment	2	63,040,338	63,440,435
Intangible assets	3	2,656,763	1,312,201
		65,697,101	64,752,636
Total Assets		165,422,415	136,641,631
Liabilities			
Current Liabilities			
Payables from exchange transactions	7	11,280,410	8,722,769
Unspent conditional grants and receipts	6	2,669,765	1,547,642
		13,950,175	10,270,411
Total Liabilities		13,950,175	10,270,411
Net Assets		151,472,240	126,371,220
Accumulated surplus		151,472,240	126,371,220

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Statement of Changes in Net Assets

Figures in Rand	Accumulated surplus	Total net assets
Balance at 01 April 2017	107,431,995	107,431,995
Changes in net assets		
Surplus for the year	18,939,225	18,939,225
Total changes	18,939,225	18,939,225
Balance at 01 April 2018	126,371,220	126,371,220
Changes in net assets		
Surplus for the year	25,101,020	25,101,020
Total changes	25,101,020	25,101,020
Balance at 31 March 2019	151,472,240	151,472,240

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Cash Flow Statement

Figures in Rand

	Note(s)	2019	2018
Cash flows from operating activities			
Receipts			
Membership, registration, reprints and other receipts		85,577,878	69,433,634
Grants		16,000,000	9,743,000
Interest received		3,922,820	2,800,390
		105,500,698	81,977,024
Payments			
Employee costs		(43,692,808)	(33,872,977)
Payment suppliers and others		(31,294,741)	(22,282,381)
		(74,987,549)	(56,155,358)
Net cash flows from operating activities	13	30,513,149	25,821,666
Cash flows from investing activities			
Purchase of property, plant and equipment	2	(1,504,328)	(1,375,675)
Proceeds from sale of property, plant and equipment	2	6,201	25,573
Purchase of other intangible assets	3	(1,918,456)	(177,500)
Proceeds from sale of other intangible assets	3	-	3,222
Net cash flows used in investing activities		(3,416,583)	(1,524,380)
Cash flows from financing activities			
Repayment of AFTRA deposits		-	(155,560)
Net increase in cash and cash equivalents		27,096,566	24,141,726
Cash and cash equivalents at the beginning of the year		69,772,815	45,631,089
Cash and cash equivalents at the end of the year	5	96,869,381	69,772,815

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Statement of Comparison of Budget and Actual Amounts

Budget on Accrual 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						
Revenue	86,120,000	-	86,120,000	85,424,449	(695,551)	21
Other income	300,000	-	300,000	707,893	407,893	
Interest received	1,000,000	2,312,000	3,312,000	3,922,820	610,820	21
Total revenue from exchange transactions	87,420,000	2,312,000	89,732,000	90,055,162	323,162	
Revenue from non-exchange transactions						
Transfer revenue						
Government grants	16,000,000	1,547,642	17,547,642	14,877,878	(2,669,764)	21
Total revenue	103,420,000	3,859,642	107,279,642	104,933,040	(2,346,602)	
Expenditure						
Personnel	(49,377,000)	(3,400,000)	(52,777,000)	(44,491,354)	8,285,646	21
Depreciation and amortisation	(3,500,000)	-	(3,500,000)	(2,476,530)	1,023,470	21
Lease rentals on operating lease	(850,000)	(850,000)	(1,700,000)	(980,304)	719,696	21
Debt Impairment	-	-	-	(563,978)	(563,978)	21
General Expenses	(44,421,000)	(297,642)	(44,718,642)	(31,324,264)	13,394,378	21
Total expenditure	(98,148,000)	(4,547,642)	(102,695,642)	(79,836,430)	22,859,212	
Operating surplus	5,272,000	(688,000)	4,584,000	25,096,610	20,512,610	
Gain on disposal of assets	-	-	-	4,410	4,410	
Surplus before taxation	5,272,000	(688,000)	4,584,000	25,101,020	20,517,020	
Actual Amount on Comparable Basis as Presented in the Budget and Actual	5,272,000	(688,000)	4,584,000	25,101,020	20,517,020	

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1. Presentation of Annual Financial Statements

The annual financial statements have been prepared in accordance with the South African Standards of Generally Recognised Accounting Practice (GRAP), issued by the Accounting Standards Board in accordance with section 55 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, revenue and expenses were not offset, except where offsetting is either required or permitted by a Standard of GRAP.

A summary of the significant accounting policies, which have been consistently applied in the preparation of these annual financial statements, are disclosed below.

These accounting policies are consistent with the previous year's financial statements.

1.1 Presentation currency

These annual financial statements are presented in South African Rand and are not rounded off.

1.2 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. Estimates and judgements are continually reassessed and are based on historical experiences as well as expectations of future events. Actual results in the future could differ from these estimates which may be material to the annual financial statements. Significant judgements include:

Trade receivables

The council assesses its trade receivables for impairment at the end of each reporting period. In determining whether an impairment loss should be recorded in surplus or deficit, the entity makes judgements as to whether there is observable data indicating a measurable decrease in the estimated future cash flows from a financial assets.

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 key assumption may change which may then impact our estimations and may then require a material adjustment to the carrying value of intangible 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.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1.2 Significant judgements and sources of estimation uncertainty (continued)

Membership fees

The South African Council for Educators maintains a database of registered members and removes members from the database only upon request of the individual member and when an individual member is struck-off the roll following a disciplinary process.

Membership fees are received from the Provincial and National Departments of education from members employed by them. Certain private schools also deduct levies from their employees and pay the amounts deducted to the South African Council for Educators

For the educators that have not paid the membership levies in full, it is not possible to assess whether this is as a result of deliberate non-payment or due to unemployment. In the absence of the forthcoming information from the members themselves, a reliable estimate of educators that should have paid levies during the year are estimated based on past experience and other available information.

Depreciation

During each financial year, management reviews the assets within property, plant and equipments to assess whether the useful lives and residual values applicable to each asset are appropriate.

1.3 Property, plant and equipment

Property, plant and equipment are tangible non-current 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 entity; and
- the cost of the item can be measured reliably.

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

Property, plant and equipment is initially measured at cost.

Costs include costs incurred initially to acquire 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.

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 are depreciated on the straight line basis over their expected useful lives to their estimated residual value

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

Item	Depreciation method	Average useful life
Buildings	Straight line	40 years
Motor vehicles	Straight line	5-10 years
Office equipment	Straight line	5-25 years
IT equipment	Straight line	3 to 11 years
Leasehold improvements	Straight line	lease term

The residual value, and the useful life and depreciation method of each asset are reviewed at the end of each reporting date. If the expectations differ from previous estimates, the change is accounted for as a change in accounting estimates.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1.3 Property, plant and equipment (continued)

Reviewing the useful life of an asset on an annual basis does not require the entity to amend the previous estimates unless expectations differ from previous estimates.

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.

1.4 Intangible assets

An intangible asset is recognised when:

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

Intangible assets which are received by means of a non-exchange transaction, the fair value of the asset is the deemed cost. Expenditure on research (or on the research phase of an internal project) is recognised as an expense when it is incurred.

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.

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

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

Item	Useful life
Computer software, internally generated	5-11 years
Computer software, other	5-10 years

1.5 Financial instruments

Classification

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

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

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1.5 Financial instruments (continued)

Initial recognition

The council recognises a financial asset or a financial liability in its statement of financial position when the council becomes a party to the contractual provisions of the instrument.

Initial measurement of financial assets and financial liabilities

The council measures a financial asset and financial liability initially at its fair value plus transaction costs that are directly attributable to the acquisition or issue of the financial asset or financial liability.

Subsequent measurement of financial assets and financial liabilities

Financial assets are subsequently measured at amortised cost, using the effective interest method, less accumulated impairment losses.

Impairment and uncollectibility of financial assets

The council assess at the end of each financial year whether there is any objective evidence that a financial asset or group of financial assets is impaired.

Financial assets measured at amortised cost:

If there is objective evidence that an impairment loss on financial assets measured at amortised cost has been incurred, the amount of the loss is measured as the difference between the asset's carrying amount and the present value of estimated future cash flows (excluding future credit losses that have not been incurred) discounted at the financial asset's original effective interest rate. The carrying amount of the asset is reduced directly or through the use of an allowance account. The amount of the loss is recognised in surplus or deficit.

If, in a subsequent period, the amount of the impairment loss decreases and the decrease can be related objectively to an event occurring after the impairment was recognised, the previously recognised impairment loss is reversed directly or by adjusting an allowance account. The reversal does not result in a carrying amount of the financial asset that exceeds what the amortised cost would have been had the impairment not been recognised at the date the impairment is reversed. The amount of the reversal is recognised in surplus or deficit.

1.6 Leases

A lease is classified as a finance lease if it transfers substantially all the risks and rewards incidental to ownership. A lease is classified as an operating lease if it does not transfer substantially all the risks and rewards incidental to ownership.

Operating leases - lessee

Operating lease payments are recognised as an expense on a straight-line basis over the lease term. The difference between the amounts recognised as an expense and the contractual payments are recognised as an operating lease asset or liability.

1.7 Provisions

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.

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.

Provisions are not recognised for future operating surplus.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1.8 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.

1.9 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.

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.

Revenue

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.

Interest received

Revenue arising from the use by others of entity assets yielding interest or similar distributions 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, in surplus or deficit.

1.10 Revenue from non-exchange transactions

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.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1.10 Revenue from non-exchange transactions (continued)

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.

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.

1.11 Fruitless and wasteful expenditure

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

All expenditure relating to fruitless and wasteful expenditure is recognised as an expense in the statement of financial performance in the year that the expenditure was incurred. The expenditure is classified in accordance with the nature of the expense, and where recovered, it is subsequently accounted for as revenue in the statement of financial performance.

1.12 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.

1.13 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 covers the fiscal period from 2018/04/01 to 2019/03/31.

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

1.14 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.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Accounting Policies

1.14 Related parties (continued)

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.

1.15 New Standards approved and 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 2019 or later periods:

1. GRAP 20: Related party disclosure
2. IGRAP 1 (revised): Applying the Probability Test on Initial Recognition of Revenue
3. GRAP 108: Statutory Receivables
4. GRAP 20: Accounting for Adjustments to revenue

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand

2019

2018

2. Property, plant and equipment

	2019			2018		
	Cost	Accumulated depreciation and accumulated impairment	Carrying value	Cost	Accumulated depreciation and accumulated impairment	Carrying value
Land	21,816,913	-	21,816,913	21,816,913	-	21,816,913
Buildings	39,294,024	(2,701,464)	36,592,560	39,294,024	(1,718,012)	37,576,012
Motor vehicles	138,000	(119,313)	18,687	138,000	(102,063)	35,937
Office equipment	5,891,439	(2,322,049)	3,569,390	5,016,211	(2,036,533)	2,979,678
IT equipment	3,285,942	(2,366,053)	919,889	2,933,185	(2,171,414)	761,771
Leasehold improvements	976,154	(853,255)	122,899	976,154	(706,030)	270,124
Total	71,402,472	(8,362,134)	63,040,338	70,174,487	(6,734,052)	63,440,435

Reconciliation of property, plant and equipment - 2019

	Opening balance	Additions	Disposals	Depreciation	Total
Land	21,816,913	-	-	-	21,816,913
Buildings	37,576,012	-	-	(983,452)	36,592,560
Motor vehicles	35,937	-	-	(17,250)	18,687
Office equipment	2,979,678	1,075,481	(6)	(485,763)	3,569,390
IT equipment	761,771	428,847	(1,785)	(268,944)	919,889
Leasehold improvements	270,124	-	-	(147,225)	122,899
	63,440,435	1,504,328	(1,791)	(1,902,634)	63,040,338

Reconciliation of property, plant and equipment - 2018

	Opening balance	Additions	Disposals	Depreciation	Total
Land	21,816,913	-	-	-	21,816,913
Buildings	38,558,363	-	-	(982,351)	37,576,012
Motor vehicles	2,300	-	-	33,637	35,937
Office equipment	2,312,655	1,128,495	(9,018)	(452,454)	2,979,678
IT equipment	1,070,807	247,180	(11,601)	(544,615)	761,771
Leasehold improvements	410,042	-	-	(139,918)	270,124
	64,171,080	1,375,675	(20,619)	(2,085,701)	63,440,435

Pledged as security

The entity 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 2019

Notes to the Annual Financial Statements

Figures in Rand

2019 2018

3. Intangible assets

	2019			2018		
	Cost	Accumulated amortisation and accumulated impairment	Carrying value	Cost	Accumulated amortisation and accumulated impairment	Carrying value
Computer software, internally generated	6,066,359	(4,089,741)	1,976,618	4,435,990	(3,645,380)	790,610
Computer software, other	1,368,696	(688,551)	680,145	1,080,606	(559,015)	521,591
Total	7,435,055	(4,778,292)	2,656,763	5,516,596	(4,204,395)	1,312,201

Reconciliation of intangible assets - 2019

	Opening balance	Additions	Amortisation	Total
Computer software, internally generated	790,610	1,630,367	(444,359)	1,976,618
Computer software, other	521,591	288,089	(129,535)	680,145
	1,312,201	1,918,456	(573,894)	2,656,763

Reconciliation of intangible assets - 2018

	Opening balance	Additions	Disposals	Amortisation	Total
Computer software, internally generated	1,265,768	-	-	(475,158)	790,610
Computer software, other	451,408	177,500	(3,222)	(104,095)	521,591
	1,717,176	177,500	(3,222)	(579,253)	1,312,201

Pledged as security

The council does not have intangible assets whose carrying value is pledged as security.

4. Receivables from exchange transactions

Trade debtors	2,018,644	1,670,298
Deposits	184,128	100,103
Staff loans	651,580	344,198
Other receivables	1,581	1,581
	2,855,933	2,116,180

Trade and other receivables impaired

As of 31 March 2019, trade and other receivables of R 516,309 (2018: R 154,477) were impaired and provided for.

The amount of the provision was R (1,502,690) as of 31 March 2019 (2018: R 986,381).

Reconciliation of allowance for impairment of trade and other receivables

Opening balance	986,381	831,904
Allowance for impairment	516,309	154,477
	1,502,690	986,381

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand	2019	2018
5. Cash and cash equivalents		
Cash and cash equivalents consist of:		
Cash on hand	122,266	74,172
Bank balances	79,123,534	53,297,762
Short-term deposits	17,623,581	16,400,881
	96,869,381	69,772,815
6. Unspent conditional grants and receipts		
Movement during the year		
Balance at the beginning of the year	1,547,642	107,766
Additions during the year	16,000,000	9,743,000
Income recognition during the year	(14,877,877)	(8,303,124)
	2,669,765	1,547,642
7. Payables from exchange transactions		
Trade payables	4,488,522	3,003,252
Payments received in advanced	1,471,733	1,412,521
Other payables	714,058	40,176
Accrued expense	4,606,097	4,266,820
	11,280,410	8,722,769
8. Other income		
Fines and sundry income	707,893	270,750
9. Interest received		
Interest revenue		
Bank	3,885,238	2,763,026
Interest received - other	37,582	37,364
	3,922,820	2,800,390
10. Government grants		
Operating grants		
Government grant	14,877,878	8,303,124
Conditional		
Included in above are the following grants and subsidies received inclusive of the unspent funds:		
Conditional grants received	16,000,000	9,743,000
11. Employee benefit costs		
Basic	38,394,374	28,243,732
COVID	93,579	92,519
Leave accruals	798,546	(87,270)
	39,286,499	28,248,981

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand

	2019	2018
11. Employee benefit costs (continued)		
Remuneration of chief executive officer		
Annual Remuneration		
Car Allowance	1,097,387	837,018
Annual Bonuses	439,867	321,999
Contributions to UIF, Medical and Pension Funds	91,248	64,669
Acting Allowance	212,332	142,293
Long Service Award	-	49,249
	36,241	443,639
	1,877,075	1,858,867
Remuneration of chief finance officer		
Annual Remuneration		
Car Allowance	947,072	866,368
Annual Bonuses	402,993	356,314
Contributions to UIF, Medical and Pension Funds	79,048	72,164
Other	162,761	-
Long Service Award	-	183,612
	31,359	-
	1,623,233	1,478,458
Remuneration of chief operations officer (Resigned 31 July 2017)		
Annual Remuneration	-	278,642
Car Allowance	-	107,182
Annual Bonuses	-	39,587
Other	-	56,397
Other	-	170,035
	-	651,843
Remuneration of Senior Manager Ethics and PD (Appointed 07 January 2019)		
Annual Remuneration		
Car Allowance	143,424	-
Contributions to UIF, Medical and Pension Funds	26,649	-
Housing allowance	26,464	-
	26,649	-
	223,186	-
Remuneration of acting chief operations officer		
Annual Remuneration		
Car Allowance	664,060	604,028
Annual Bonuses	324,249	322,569
Contributions to UIF, Medical and Pension Funds	55,420	50,308
Other	114,649	102,686
Acting Allowance	-	8,446
	95,479	322,530
	1,253,857	1,410,567

Appointments made in an acting capacity occur when an employee acts in a position at a higher level than his or her own

The acting allowance is calculated at the difference between the current total remuneration package of the acting employee and the total remuneration package of the position at a higher level (the allowance is a fixed amount and is non-pensionable).

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand	2019	2018
11. Employee benefit costs (continued)		
Remuneration of Senior Manager Registration and Teacher Professionalisation (Appointed 07 January 2019)		
Annual Remuneration	143,424	-
Contributions to UIF, Medical and Pension Funds	30,782	-
Housing allowance	53,298	-
	227,504	-
12. Operating expenses		
Advertising	300,666	146,327
Auditors remuneration	347,875	356,729
Bank charges	427,947	374,784
Cleaning	257,277	129,718
Consulting and professional fees	1,856,264	1,468,129
Fines and penalties	2,036	2,998
Insurance	318,394	379,025
Motor vehicle expenses	10,779	13,234
Postage and courier	24,158	14,861
Printing and stationery	609,542	587,843
Project maintenance costs	2,317,170	1,782,436
Security	342,098	347,446
Staff welfare	283,109	181,668
Subscriptions and membership fees	790,626	785,644
Telephone and fax	509,676	651,081
Training	97,231	115,337
Travel - local	2,677,069	2,386,315
Utilities	2,242,959	2,115,134
Registration costs	865,655	1,150,543
Professional development	9,453,244	8,332,301
Code of conduct	4,625,955	1,972,103
Communications	2,544,560	1,790,582
Research	419,974	859,394
	31,324,264	25,943,632
13. Cash generated from operations		
Surplus	25,101,020	18,939,225
Adjustments for:		
Depreciation and amortisation	2,476,530	2,664,948
Gain on sale of assets	(4,410)	(4,954)
Debt impairment	563,978	154,477
Changes in working capital:		
Receivables from exchange transactions	(739,753)	(539,181)
Other debtors	(563,978)	(154,477)
Payables from exchange transactions	2,557,639	3,321,752
Unspent conditional grants and receipts	1,122,123	1,439,876
	30,513,149	25,821,666

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand

	2019	2018
14. Financial instruments disclosure		
Categories of financial instruments		
2019		
Financial assets		
	At amortised cost	Total
Trade and other receivables from exchange transactions	2,855,933	2,855,933
Cash and cash equivalents	96,869,381	96,869,381
	99,725,314	99,725,314
Financial liabilities		
	At amortised cost	Total
Trade and other payables from exchange transactions	9,808,677	9,808,677
2018		
Financial assets		
	At amortised cost	Total
Trade and other receivables from exchange transactions	2,116,180	2,116,180
Cash and cash equivalents	69,772,815	69,772,815
	71,888,995	71,888,995
Financial liabilities		
	At amortised cost	Total
Trade and other payables from exchange transactions	7,310,248	7,310,248

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand

2019 2018

15. Commitments

Authorised capital expenditure

Already contracted for but not provided for

• Intangible assets

- 1,303,448

Total capital commitments

Already contracted for but not provided for

- 1,303,448

Total commitments

Authorised capital expenditure

- 1,303,448

This committed expenditure relates to intangible assets and will be financed by retain surpluses.

Operating leases - as lessee (expense)

Minimum lease payments due

- within one year

750,109 608,468

- in second to fifth year inclusive

120,000 605,279

870,109 1,213,747

Operating lease payments represent rentals payable by the council for certain of its office properties. Leases are negotiated for an average term of seven years and rentals are fixed for an average of three years. No contingent rent is payable.

16. Comparative figures

Certain comparative figures have been reclassified. the effects of the reclassification are as follows in 2019:

Vacation leave accruals were previously classified under provisions account and are now classified under payables from exchange transactions. The reason is that leave and bonus are expenditure already due to employees unlike the provision which is dependent on a particular uncertain future event.

Refer to note 6 and 7 of the annual financial statements.

Statement of financial position - extract

	Comparative figures previously reported	Reclassifi- cation	After reclassification
Payables from exchange transactions	5,748,024	2,974,745	8,722,769
Provisions	2,974,745	(2,974,745)	-
Total	8,722,769	-	8,722,769

17. 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.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand

2019

2018

20. Contingent liabilities (continued)

The surplus of R 84,905,030 has been classified as a contingent liability at 31 March 2019 as there is no approval received as yet to retain the surplus funds.

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 but is not recognised because:

The council at the end of the 2018/19 financial year had legal cases that have a potential of litigation against the council. The total estimated litigations amounts to R 945,641. The matter relates one employee that was dismissed and the employee's contract ended with no option of renewal. The matters are subsequently before the labour court for review.

	2018/19	Total
Labour related claims	945,641	945,641

21. Material differences between budget and actual amounts

The council budget is approved on a cash basis by functional classification. The approved budget covers the period from 1 April to 31 March each year.

The council adjusted the budget during the year to cater for the increase in the registration fees and interest receivable. The adjusted budget was approved by the Minister of Basic Education.

Financial Statements and budget documents are prepared for the same period. For the Financial Year ended 31 March 2019, there is a basis difference: the budget is prepared on a cash basis and the Annual Financial Statements are prepared on the accrual basis.

The council is not allowed to budget for a surplus; however, for the Financial Year ended 31 March 2019, revenue collected exceeded the expenditure incurred resulting in a net surplus of R 25,101,020.

This under-spending is as a result of vacant senior personnel positions, by R 8,285,646 below its budget as well as underspending on particular projects due to delay in the start of those projects, council will continue with those projects and have started a process of engaging National Treasury to retain the funds saved for this purpose.

After taking into account the accumulated surplus of R 126,376,192, this resulted in the increase in the accumulated surplus to R 151,472,240 at the end of the Financial Year.

Government grant is below the budget due to the deferred funds unspent at the end of the financial year.

General expenses are below the budget due to underspending on CPTD and delayed leasehold improvements for new offices in Limpopo, Eastern Cape and Western Cape.

SOUTH AFRICAN COUNCIL FOR EDUCATORS

Annual Financial Statements for the year ended 31 March 2019

Notes to the Annual Financial Statements

Figures in Rand

	2019	2018
22. Related parties		
Amounts owing from related parties		
South African Post Office	1,493,256	1,089,550
Education labour relations council	1,581	1,581
Amounts owing to related parties		
State Information Technology Agency Proprietary Limited	(1,351,155)	(531,625)
National Treasury	(2,669,765)	(1,547,642)
Amounts received from related party		
National Treasury (Government Grant)	14,877,878	8,303,124
	12,351,795	7,314,988

All national departments of government are regarded to be related parties in accordance with Circular 4 of 2006: Guidance in terms of "State Controlled. Entities" in the context of IAS 24 (AC 126) - Related Parties, issued by the South African Institute of Chartered Accountants. No transaction is implicated simply by the nature or existence of relationships between these entities, however the balances above were recorded relating to transactions with related parties.

23. Review of useful lives and residual values

In terms of the requirements of GRAP 17 Property, Plant and Equipment 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 and furniture and fittings.

In prior periods, management had estimated the useful lives of computer equipment to be 3-11 years, furniture and fittings to be 5 to 25 years, office equipments to be 10 to 25 years and software to be 10 years. These assets were assessed with specific reference to each asset and the condition of the asset.

The effect of this revision has reduced the depreciation and amortization charges for the current and future periods by R 432 074. The effect of this revision has increased surplus for the year by R 432 074.

24. Subsequent events

The council is not aware of any material events which occurred after the reporting date and up to the date of this report that could have an effect on the financial statements.



SOUTH AFRICAN COUNCIL
FOR EDUCATORS

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