Implementation Framework for the

Presidential Youth Employment Initiative (PYEI)

in the Basic Education Sector

PHASE IV

2023 – 2024

This document is meant to guide the implementation of the initiative

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GLOSSARY OF TERMS

ACRONYM	TERM
AGSA	Auditor General of South Africa
BCEA	Basic Conditions of Employment Act
BCM	Business, Commerce and Management subjects
BEM	Boy Education Movement
CA	Curriculum Assistant
CCMA	Commission for Conciliation Mediation and Arbitration
CDE	Centre for Development Enterprise
CEM	Council of Education Ministers
CFO	Chief Financial Officer
COIDA	Compensation for Occupational Injuries and Disease Act
CRAM	Coronavirus Rapid Mobile Survey
CSA	Care and Support Assistant
CSTL	Care and Support for Teaching and Training
CV	Curriculum Vitae
CWP	Community Work Programme
DBE	Department of Basic Education
DEL	Department of Employment and Labour
DG	Director-General
DHA	Department of Home Affairs
DoJ&CD	Department of Justice and Constitutional Development
DPMT	District Project Management Team
DPSA	Department of Public Service and Administration
DPWI	Department of Public Works and Infrastructure
DSD	Department of Social Development

ACRONYM	TERM
EAs	Education Assistants
EFT	Electronic Funds Transfer
ELRC	Education Labour Relations Council
EPWP	Expanded Public Works Programme
ERGS	Early Grade Reading Study
FAL	First Additional Language
FET	Further Education and Training
GEM	Girl Education Movement
GSAs	General School Assistants
HEDCOM	Heads of Education Departments Committee
HOD	Head of Department
HR	Human Resources
ICT	Information and Communication Technology
IT	Information Technology
LOLT	Language of Learning and Training
LSEN	Learners with Special Education Needs
MEC	Member of Executive Council
MST	Mathematics, Science and Technology
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDMS	National Data Management System
NDP	National Development Plan
NEET	Not in Education, in Employment or Training
NGO	Non-Governmental Organisation
NIDS	National Income Dynamics Study

ACRONYM	TERM
NPMN	National Pathway Management Network
NQF	National Qualification Framework
NSFAS	National Student Financial Aid Scheme
NSSF	National School Safety Framework
NYDA	National Youth Development Agency
ODG	Office of the Director-General
OECD	Organisation for Economic Co-operation and Development
OER	Open Education Resources
PAIA	Promotion of Access to Information Act
PCR	Police Clearance Record
PEDs	Provincial Education Departments
PES	Presidential Employment Stimulus
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
PMT	Project Management Team
POA	Programme of Assessment
POPIA	Protection of Personal Information Act
PPCT	Provincial Project Coordinating Team
PPMT	Provincial Project Management Team
PPN	Post Provisioning Norms
PSC	Project Steering Committee
PSET	Post School Education and Training
PSS	Psycho-Social Support
PYEI	Presidential Youth Employment initiative
QLFS	Quarterly Labour Force Survey

ACRONYM	TERM
QLTC	Quality Learning and Teaching Campaign
StatsSA	Statistics South Africa
S & T	Subsistence and Travel
SACE	South African Council for Educators
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SALDRU	South African Labour Development and Research Unit
SAPA	South African Principals Association
SAPS	South African Police Services
SARS	South African Revenue Services
SA-SAMS	South African Schools Administration and Management System
SASSA	South African Social Security Agency
SBA	School Based Assessment
SBST	School Based Support Team
SCOA	Standard Chart of Accounts
SEA	Sport and Enrichment Assistants
SEDA	Small Enterprise Development Agency
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
SOPs	Standard Operating Procedures
SRD	Social Relief of Distress
TALIS	Teaching and Learning International Survey
TIMSS	Trends International Mathematics and Science Study
ToRs	Terms of Reference

The following acronyms are used for the provinces:

EC	Eastern Cape	LP	Limpopo
FS	Free State	MP	Mpumalanga
GP	Gauteng	NC	Northern Cape
KZN	KwaZulu-Natal	NW	North West
WC	Western Cape		

1.   Problem Statement

1.1   Research findings on problems and challenges in education:

According to the 2018 Teaching and Learning International Survey (TALIS), South Africa Country Report (Volume 2), during a typical lesson, teachers spend 66% of classroom time on actual teaching and learning, on average in South Africa, which is lower than the Organisation for Economic Co-operation and Development (OECD) average of 78%. Actual teaching-and-learning time is lower in schools with high concentrations of learners from socio-economically disadvantaged homes compared to schools with low concentrations. In South Africa, the difference amounts to 6 percentage points; the equivalence of more than 3 minutes of actual teaching and learning per 60-minute hour.

TALIS Volume II report of 2018 indicated that "Almost half of the teachers in the OECD countries and economies participating in TALIS report that having too much administrative work is a source of stress they experience at work. The report goes further to specify that, in South Africa, the three most prevalent sources of stress teachers experience at work are (a) being held responsible for students' achievement, (b) having too much marking, and (c) administrative tasks. For principals, the three most prevalent sources of stress are (a) maintaining school discipline, (b) having too much administrative work to do, and (c) being held responsible for students' achievements."

A 2021 report by the OECD on the State of School Education reported that school closures, lockdowns and increased financial stress are likely to have increased the risk of child abuse, mental health breakdowns and the emotional exhaustion of caregivers together with rising rates of depression and anxiety. The deployment of Care and Support Assistants (CSA) provides an opportunity for the sector to address some of these challenges that are likely to increase the risk of drop out among vulnerable learners as well as impacting negatively on learning outcomes.

In January 2021, education experts warned that the COVID-19 pandemic could cause the dropout rate at South Africa's schools to skyrocket, while many students are unlikely to catch-up on the work, they missed due to lost teaching time. Stellenbosch University senior researcher Nic Spaull said that the effect of prolonged school closures in 2020 would only be seen at the beginning of the 2021 academic year through higher dropout rates, lower immunisation rates and lost time on teaching and learning. He said that for many [learners] the lost teaching time can simply not be recovered, and for students in Grades 10 and 11, there is not enough time to catch-up. Meanwhile, a January 2022 report released by UNICEF states that some 400,000 to 500,000 students reportedly dropped out of school altogether between March 2020 and July 2021.

According to a report released by the World Bank in January 2022, emerging data on learning loss shows Grade 4 students in South Africa having lost at least 62% of a year of learning due to school closures.

Estimates suggest that without urgent action, a Grade 3 child who has lost one year of schooling during the pandemic could lose up to three years' worth of learning in the long run. The damage to children's education is likely to reduce children's wellbeing, including mental health, and productivity for decades, making education disruption one of the biggest threats to medium- and long-term recovery from COVID-19.

In an African Union report on the impact of COVID-19 on Girls and women in South Africa it was reported that the Gender-Based Violence Command Centre in South Africa recorded a sharp increase in cases of up to 10,660 reported through phone calls during the lockdown from 27 March to 16 April 2020 and about 1 503 calls through unstructured supplementary services data and 616 through SMS. This may lead to some girls dropping out of school.

A 2020 report released by Amnesty International, on the State of Education in South Africa, found that more than three quarters of children aged nine cannot read for meaning. This is as high as 91% in Limpopo and 85% in the Eastern Cape. And of 100 learners that start school, 50 – 60 will make it to matric, 40 – 50 will pass matric, and only 14 will go to university. A report on the Early Grade Reading Study (ERGS) indicated that structured coaching helps and can make a significant difference to learning outcomes. Appointing Reading Champions in schools can support endeavors to improve reading among learners. This will in turn contribute towards improved learning outcomes among learners.

The 2019 Trends in International Mathematics and Science Study (TIMSS) results showed that South African learners performed poorly in science at the grade 9 level. The average national science score in South Africa was 370 points in this regard. The Study revealed that the lower science scores are much more visible in the most disadvantaged schools and provinces, and suggests that additional challenges (e.g., language, resources, etc.) may have an impact on the teaching and learning of science.

Furthermore, TIMSS 2019 revealed that as the world moves toward digital platforms for learning, South Africa falls far short of adequate access to digital resources in both homes and schools. Half of South African homes and two thirds of schools do not have access to a computer. This will further disadvantage South African learners.

A National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM), indicated that due to COVID-19, 40 % of schooling days had been lost for most children, meaning deficit of learning / learning losses for these children and this affected the vulnerable, those in rural areas, the learners in no-fee schools and the poor the most.

1.2   Paraprofessionals in schools

Through the Presidential Youth Employment Initiative (PYEI) in the Basic Education Sector, schools are provided with Education Assistants to support teaching and learning. The Assistants have a myriad of

qualifications, including education. However, a qualification in education is not a pre-requisite. The concept of having an educator working with an assistant is well established. Where this is an established practice, the assistants are regarded as paraprofessionals. They may not be certified/qualified teachers; however, they are vital members of a school's support staff. Paraprofessionals are also referred to as Teacher Assistants or Classroom Assistants, or in the case of the PYEI, Education Assistants (EAs). They work alongside and under the supervision of a qualified teacher. A paraprofessional may work with students one-on-one or in small groups to reinforce learning. They may provide extra support during or after a teacher's lesson. They may also lead small group activities, allowing the teacher to support students in other ways.

Research further indicates that the Paraprofessionals provide support to learners inside and outside classrooms. They may work with a small group of learners that require assistance in grasping a specific concept or piece of work within a lesson. This is done whilst the teacher continues with the lesson. The assistants may also provide support in classes where learners are transitioning to a new language of teaching and learning.

In schools for Learners with Special Education Needs (LSEN), Paraprofessionals should be people who can work with learners with special needs as they will be providing support in adaptive skills, self-care, and communication. The Paraprofessionals in the LSEN schools will also be required to work closely with the Health Professionals working with the school. The Paraprofessionals increase the chance of learners receiving one-on-one attention from teachers.

South African Council of Educators commissioned a team from Wits University to perform the study in the possibility of the paraprofessionals as part of the South African schooling system. The Department welcomes this study, however, also notes that Education Labour Relations Council (ELRC) and the Department of Public Service Administration (DPSA) will have to be brought on board once the results are finalised. The ELRC and DPSA role in exploring what could be the operational plans, work-plans, job specifications and descriptions, conditions of service and benefits thereof.

2.   Situational Analysis of unemployment

South Africa continues to face persistent challenges of inequality, unemployment, and poverty. These challenges have overtime been worsened by sustained low levels of investment and growth. The South African economy experienced two consecutive quarters of negative growth prior to the intensification of the impact of the COVID-19 crisis on the economy. The unemployment rate has remained stubbornly high and has been increasing prior to the impact of the crisis brought by COVID-19 pandemic.

StatsSA reported that there was "significant movement that took place from villages and small towns to larger, better-connected towns located on major transport routes where the provision of better and more

reliable basic services, education, healthcare and policing are and have remained important drivers of migration." The report further indicated that during the period 2016 to 2021, Gauteng and Western Cape are estimated to have experienced the largest inflow of approximately 1.56 million and 470,000 semigrants, respectively.

Figure 1: Estimated net migration of people per province over the period 2021 to 2026

Source: StatsSA https://www.statssa.gov.za/publications/P0302/MidYear2022.pdf
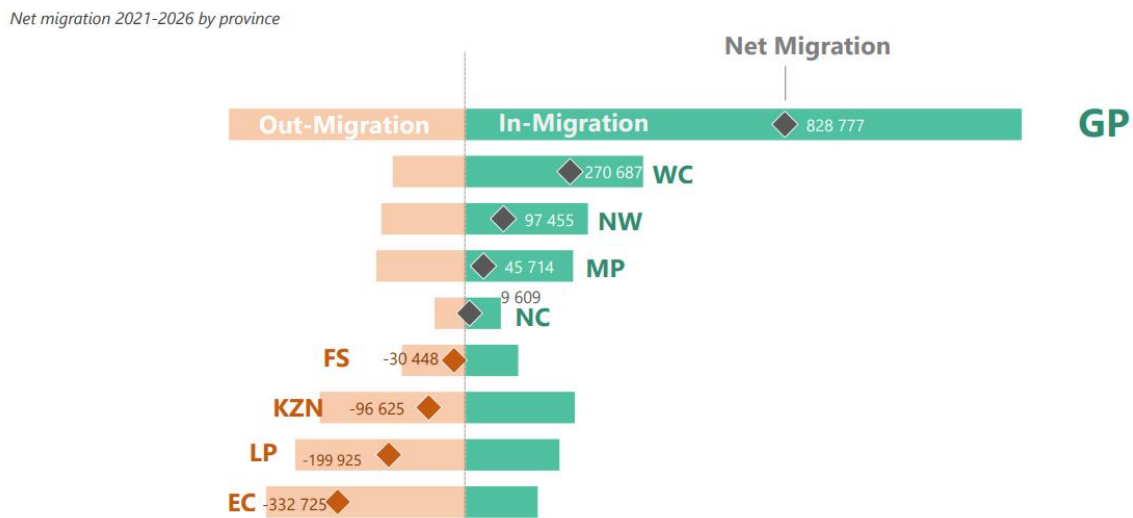
2.1   Population Statistics

The Statistics South Africa indicates that the country has 60.6 million of this number 20.6 million is youth. Of the 20.6 million youth, 10 million youth in the NEET category.

Figure 2: South Africa 2022 population estimate and percentage of provincial breakdown of the national population

Source: StatsSA https://www.statssa.gov.za/publications/P0302/MidYear2022.pdf
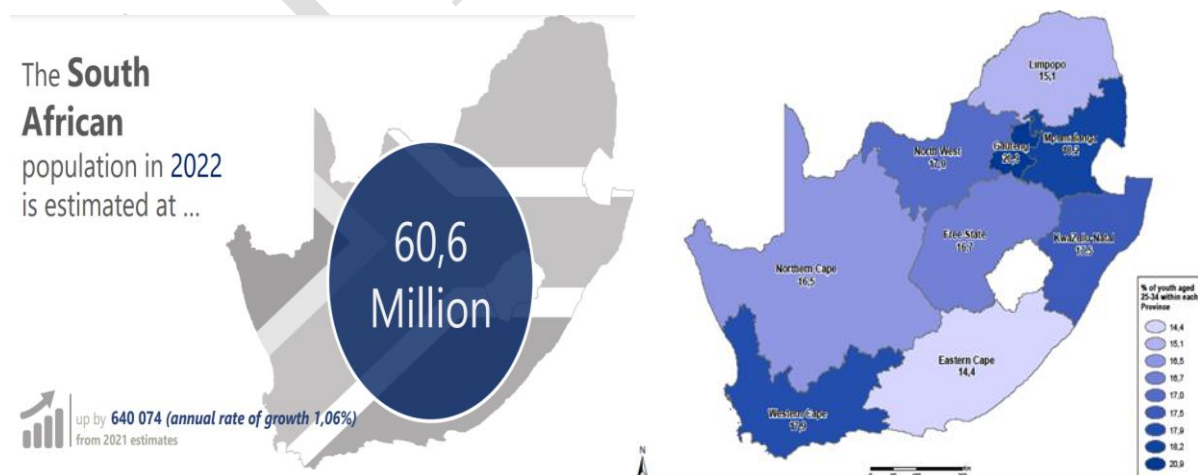
Figure 3: Breakdown of South African population by age group, 2022
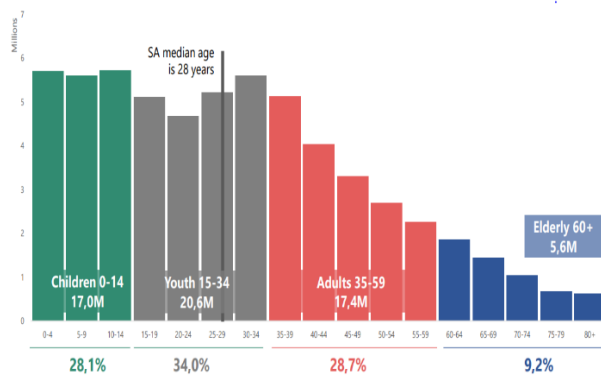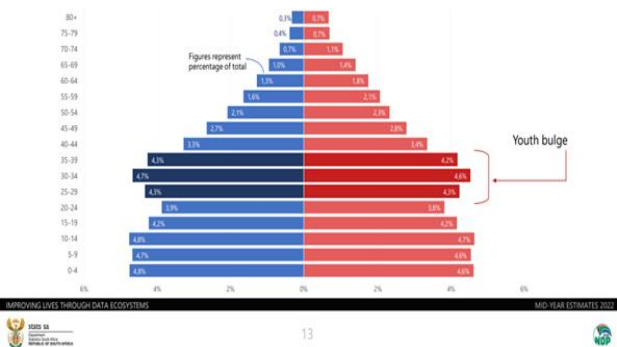
2.2   Economic Conditions on unemployment

The South Africa Economic Update, Building back better from COVID-19, with a special focus on jobs, examines how supporting young entrepreneurs could be one of the ways the country could address, unemployment, among its other pressing social challenge in an environment of weakened economic growth.

2.3   Youth unemployment rate in South Africa

According to the Third Quarterly Labour Force Survey (QLFS), unemployment rate was the highest among young people aged 15 – 34 years in the third second of 2022.

Education and prior work experience play an important role in the labour market. Employers often prefer to employ those with previous work experience and a higher level of education. Unfortunately for the youth, lack of work experience is a stumbling block that results in them finding it hard to secure employment.

Figure 4: Graduate unemployment rate in South Africa, quarter 2 of 2022

Source: StatsSA https://www.statssa.gov.za/publications/P0302/MidYear2022.pdf
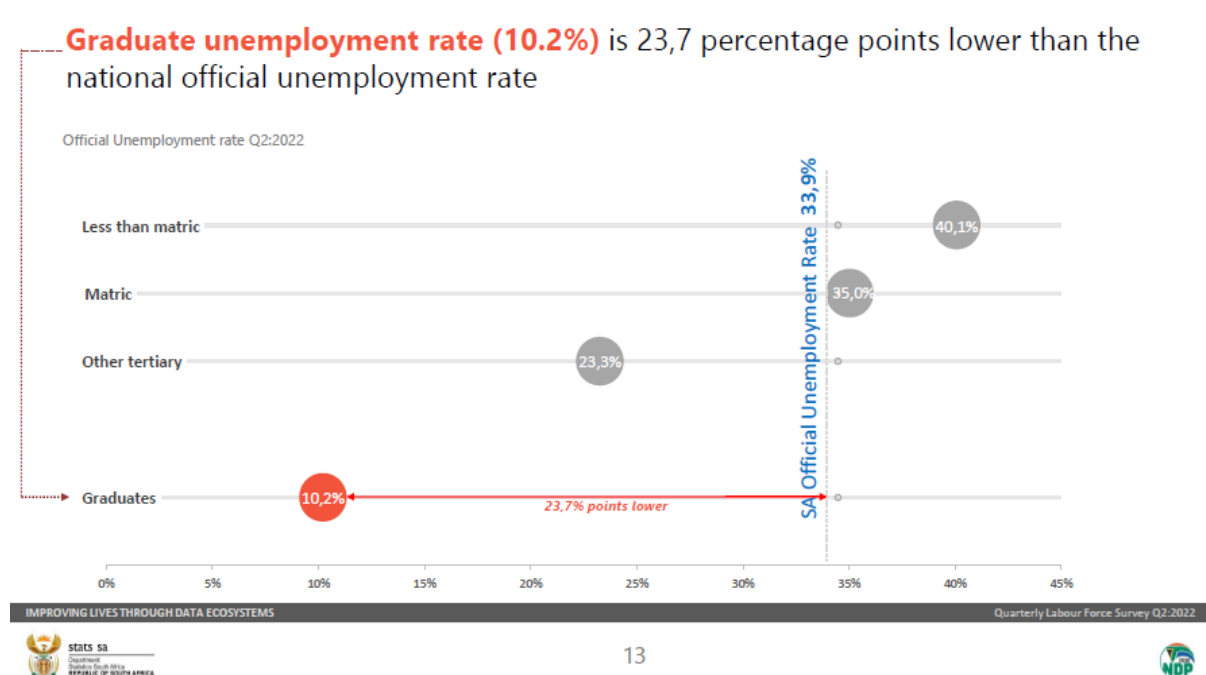
Unemployment affects different people differently, in line with their academic qualifications. Whereas the official unemployment rate in South Africa as reported by StatsSA for the second quarter of 2022 was 34,9%, people with a qualification less than matric had an unemployment rate of 40,1%. These are people worse affected by unemployment in South Africa. In the same reporting period, graduate unemployed rate was recorded as 10,2%, which is 23,7% lower than the official unemployment rate.

2.4   NEET Category of the labour force population

Candidates who are NOT in Education, Employment or Training (NEET) are those that are unemployed, not attending any short- or long-term training, and not studying. The youth not studying part-time, distance learning, online, or full-time. This category of youth is where we find the highest number of unemployment in the country.

2.4.1 South Africa vs other countries

Figure 5: NEET rates for persons aged 15 - 24 in selected country, 2014 and 2019
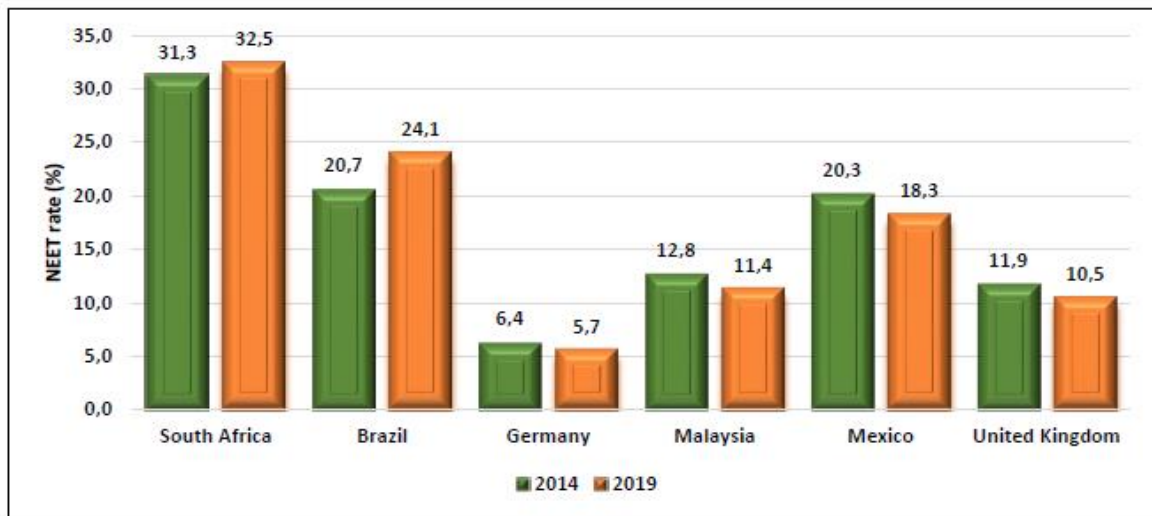
Source: International Labour Organisation

Note: Data downloaded from ILOSTAT on 15/12/20

2.4.2 South African Statistics on NEET category

Total youth population (15 – 34 years)

20.6 m

10m

NEETs

10 m (37%)

Of RSA youth are not in Employment, Education or Training (NEET)
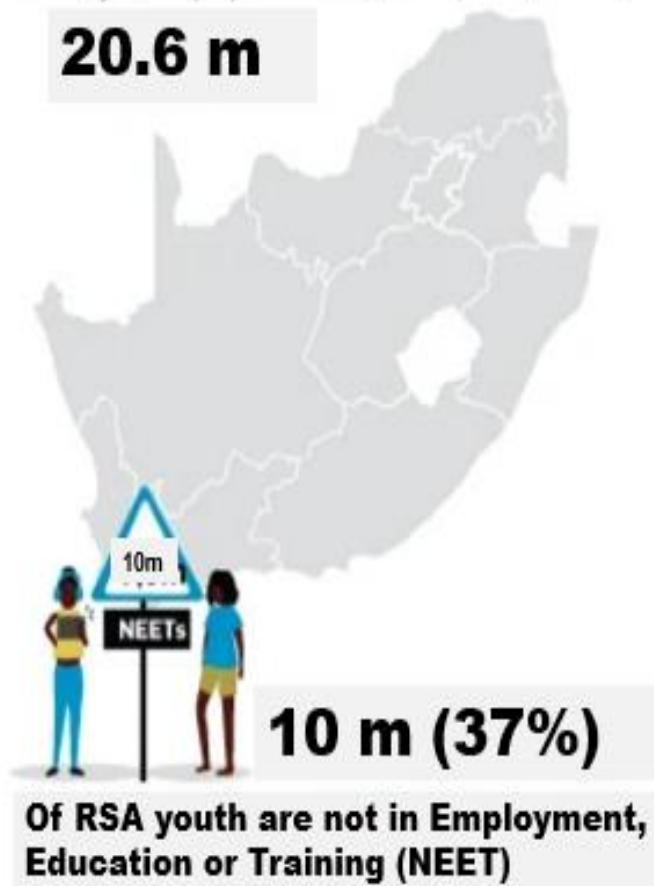
According to SALDRU – South African Labour Development and Research Unit indicated in a report dated 30 June 2022 that "Young people who are NEET are arguably the most vulnerable group in the labour market and at risk of social exclusion, especially when they have been NEET for a prolonged period."

Centre for Development Enterprise (CDE) in a report dated September 2021 indicated that "Many of the young people that fail to find work are likely to be condemned to a lifetime of exclusion from the main currents of economic life, especially formal sector employment, for most if not all of their lives"

According to DG Murray and Trust in a report of June 2012 indicated that "challenges facing youth include income poverty, low educational outcomes, poor housing and unreliable or expensive transport options, poor physical and mental health, limited social networks. In addition, "Young NEETs are at risk of longer term economic and social exclusion and in danger of scarring at this moment of transition into adulthood"

2.4.3   Male Vs Female

Figure 6: Gender gap between NEET, Q1 2021 vs Q1 2022

Source: StatsSA   https://www.statssa.gov.za/publications/P0302/MidYear2022.pdf
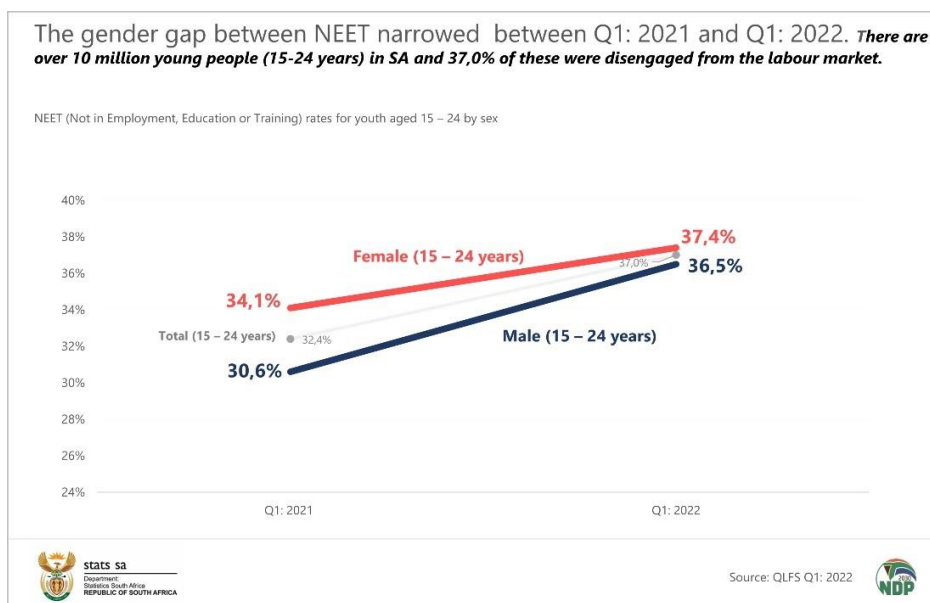
The graph above indicates that more females are disengaged and unemployed. This supports the plans of Basic Education to have 65% of the youth placed in the initiative be female.

2.5   Definition of youth in South Africa

Definitions of youth vary considerably amongst countries. The United Nations defines the youth as those aged between 15 and 24 years. South Africa's National Youth Policy, as well as its National Youth Commission Act and its Integrated Youth Development Strategy (draft 1, 2), defines youth as 14 to 35 years of age. In the context of the PYEI, the target group is youth between the ages of 18 and 35 years.

2.6   Lessons learned during recruitment process in Phase I, II and III

The large number of applications received in both Phase I and II is an indication that the PYEI in the Basic Education Sector is a necessary and valuable intervention by Government. Further spinoffs of the intervention are that it has the potential to help with community upliftment, attract young people into the teaching profession, as well as encourage youth to take ownership of schools in their communities. Through Phase I, II, III, more than 850 000 job opportunities were created for youth in South Africa. This was achieved through the support of partners, Departmental Officials and Provinces.

Table 1: Comparison of Phase I - IV numbers in the PYEI in the Basic Education Sector

	PHASE I	PHASE II	Phase III	Phase IV
Job Opportunities	300 000	287 424	274 000	255 100
Commencement Date	1 Dec 2020	1 Nov 2021	1 April 2022	Feb: 1st Cohort May: 2nd Cohort
End Date	30 Apr 2021	31 March 2022	31 Aug 2022	30 Sept 2023
Duration	5 months	5 months		Feb – Sept – 8 months – 1st Cohort May – Sept – 5 months – 2nd Cohort KZN: 1 March – 30 Sept 2023 (7 months)
Training areas	5 + 1	6 + 1	6 + 1	6 + 1
Stipends	R 3500	R3817.44	R4081.44	R4081.44 - keep same stipend
Funding	R7 billion	R6 billion	R6.1 billion	R6.45 billion (National)
Saving of Posts	YES	NO	NO	NO

3.   Background

Phase I of the Presidential Employment Stimulus (PES) was implemented from 1 December 2020 until 31 March 2021. The Basic Education Sector implemented the PYEI component of the PES. To facilitate implementation, the National Treasury allocated R6 998 billion to Provincial Education Departments (PEDs), which was disbursed as an add-on to Equitable Share in the 2020/ 21 Financial year. The DBE was allocated R1.2 million to facilitate monitoring, oversight, and support of PEDs. PEDs were required to each set aside R1.2 million of their allocations towards project management, monitoring and support. One of the key components of Phase I was the implementation of the saving of posts component, for which R 2,4 billion was allocated. Through this component of the initiative, a total of 33 549 posts were saved from 2 790 schools that applied for the relief. The saving of posts did not form part of Phase II as it was a once off intervention in Phase I to alleviate the pressure exerted by the outbreak of COVID-19 on fee-charging public and independent schools, which resulted in them not being able to optimally collect school fees.

Phase II was implemented with placement of +/- 273 000 youth across the nine PEDs from 1 November 2021 until 31 March 2022. The allocation of funds for project management were capped at R6 millions per province. The allocation for training was increased to ensure that as many of the appointed youth benefit from the available training opportunities.

Phase III was implemented with youth that were placed in Phase II, however the youth needed to meet the placement requirements to qualify for the transitioning to Phase III. A total of +/- 264 000 were placed in Phase III. Training was offered as continuation from Phase II.

Table 2: Comparison of overall budget allocation for Phase I and Phase II

Budget Component	Phase I Allocation ('000)	Phase II Allocation ('000)	Phase III Allocation ('000)	Phase IV Allocation ('000)
No. of Job Opportunities	319 000	287 000	274 000	255 100
Stipends	R 4 511 513	R 5 486 127	R 5 621 425	R 6 247 052
1% UIF employer contribution	R 45 115	R 54 861	R 56 215	R 62 471
Provincial Project Management	R 10 800	R 45 012	R 54 000	R 54 000
Training	R 44 668	R 414 000	Part of Provincial Distribution	Part of Provincial Distribution
Contract Period	5 months	5 months	5 months	8 months 7 months 5 months
Data	None	None	R 26 795	R 45 918
Provincial Allocation (Feb, March & Training)	None	None	R 701 955	R 48 160
Saving of posts	R 2 431 818	R 0,00	R 0,00	R 0,00
Total allocation to PEDs	R 6 998 800	R 6 000 000	R 6 194 000	R 6 457 601
DBE Oversight, Monitoring and Support	R 1 200	R 0	R 5 000	R 5 000

A large portion of the allocated funds was dedicated towards the payment of stipends as the initiative seeks to primarily address the challenge of high levels of youth unemployment, while addressing poverty.

Training is a key component of the initiative. In Phase I, each PED was allowed to use an equivalent of one per cent of the funds allocated for stipends to provide training for the Assistants. The allocation for training was increased significantly in Phase II, and in Phase III the allocation for training was minimised since the youth were transitioned from Phase III. In Phase IV, training allocation will be a portion of the budget. The training is still meant to support the objective of providing the appointed youth with skills.

The key training programmes, all participants will be required to complete the generic orientation programme, online training, and assessment on the National School Safety Framework (NSSF) and Digital Literacy offered by Digify Africa. The DBE will offer training in six area Curriculum, Reading, ICT, Care and Support, Infrastructure Maintenance and Sport and Enrichment Assistants (SEAs).

3.1   Achievements from Implementing Phase I, II and III of the PYEI in the Basic Education Sector

Provincial Education Departments reported having appointed close to 319 000 youth, over the period 1 December 2020 – 31 March 2021. Due to the positive contribution of the youth in the schools they were appointed, an extension of one month was granted for some assistants. Phase I of the project was thus terminated on 30 April 2021. Phase II began on 1 November 2022, with a target of placing 287 000. As of 28 February 2022, +/- 273 000 youth had been confirmed to be placed. Phase III commenced on 1 April 2022 terminating on 30 August 2022 with some PEDs extending the term to September 2022.

Table 3: Phase I, II and III appointment achievements confirmed by PEDs

PROVINCE	PHASE I FRAMEWORK ALLOCATIONS	CONFIRMED PLACEMENTS PHASE I	EXTENDED CONTRACTS FOR APRIL	PHASE II FRAMEWORK ALLOCATION	CONFIRMED PLACEMENTS PHASE II	PHASE III FRAMEWORK ALLOCATION	CONFIRMED PLACEMENTS PHASE III
EC	55 803	57 253	55 803	40316	39,286	39,286	36,023
FS	19 002	19 226	19 087	16020	15,309	15,309	14,839
GP	41 129	45 633	41 129	50816	48,988	45,000	39,964
KZN	73 655	73 953	48 137	64117	62,229	62,229	57,205
LP	52 116	49 362	52 116	38429	38,128	38,429	37,051
MP	26 108	26 108	27 000	24568	24,087	24,067	21,577
NC	7 323	6 894	3 172	6793	6,487	6,493	6,200
NW	23 523	21 836	3 835	19221	19,196	19,196	16,732
WC	20 402	18 231	17 944	27144	19,860	21,000	19,131
TOTAL	319 061	318 496	268 223	287 424	273,571	271,009	248,722

Source: provincial reports signed off by Heads of Provincial Education Departments

4.   Phase IV

Based on the success and the value of implementing Phase I, II and III of the PYEI in the Basic Education Sector and the support of the initiative by stakeholders across the spectrum of South African society, the initiative is funded for continuation. Funding is guaranteed for Phase III and IV in the 2022/23 and 2023/24 Financial Years. The details are provided in the budget section. Considering the limited resources available, the target for the 2022/23 Financial Year is to give job opportunities to **255 100** unemployed youth. Thereby making the PYEI in the Basic Education Sector the large-scale public employment initiative.

Table 4: Allocation of employment opportunities per province in Phase IV

Province	ALLOCATION OF JOB OPPORTUNITIES PER PED 2023 - PHASE IV from APRIL 2023
EC	40,100
FS	15,500
GP	40,000
KZN	58,500
LP	35,000
MP	22,000
NC	7,000
NW	16,000
WC	21,000
Total	**255,100**

SA Youth Mobi as an Employment Accelerator will continue linking participants to other employment opportunities beyond their involvement as EAs and GSAs. In this way, the initiative will contribute to the National Pathway Management Network (NPMN).

There will be continued efforts to provide training to participants whose contracts will be renewed. Existing partnerships will be leveraged for this purpose, while new partnerships will be pursued. The training will also be targeted at supporting the achievement of the objectives of the initiative.

5. Alignment with sector priorities

The *National Development Plan (NDP): Vision 2030* prioritises the role of women, youth, and people with disabilities. It further recommends that new teachers be attracted and states that: there are still shortages of teachers for certain subjects and age-groups, including Languages, Mathematics, Science, Technology, and the Arts. There are shortages in the Foundation Phase and Early Childhood Development. Geographically, shortages are acute in township and rural schools.

The Medium-Term Strategic Framework (MTSF) 2019 – 2024 identified women, youth and people with disabilities as cross-cutting focus areas that require urgent intervention. The MTSF requires that specific redress interventions broaden opportunity and employment for women, the youth, and people with disabilities through dedicated economic inclusion, education, and skills development interventions.

Goal 14 of the *Action Plan to 2024: Towards the Realisation of Schooling 2030* compels the Basic Education Sector to: *"attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession".*

The National Treasury estimates the average probability of an 18 to 24-year-old finding a job is at just 25 per cent, while younger people find jobs at a much slower rate than older unemployed individuals. Recruiting unemployed youth to become EAs in schools responds to the call for decent employment through inclusive economic growth. Furthermore, a need to optimise teaching and learning time through the maximum utilisation of teachers can also be achieved. Having EAs in the classroom has the potential to reduce the teacher workload, leading to more time being spent on teaching and learning.

This initiative is aligned to Government's efforts to stimulate economic recovery. As such, it will contribute directly to the new intervention of public employment initiative which aims to provide assistants (who are post matriculants) to schools for learning.

Implementing the PES in the Basic Education Sector, through the appointment of EAs and GSAs positions the Sector to address some of the ongoing challenges. The programme design takes the various challenges into account and seeks to create a mechanism through which they could be alleviated.

6. Project Overview

6.1 Project Aims

The PYEI, which forms part of the PES, seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. The Basic Education Sector is implementing a large-scale public employment initiative targeting to create 255 100 job opportunities to unemployed youth who are 18 – 34 years old. For eligibility, the youth should be turning 35-years-old on or before 31 March 2024, meaning at the time of their appointment they should be 34 years old. The 18-year-old youth should have turned 18 years when applying. The opportunities are available on a staggered approach, whereby the first cohort starting first quarter of the academic year and the second cohort will be added in the second quarter of the year. The second cohort will be an addition to the first cohort. The term of contract will therefore differ, the maximum being from 1 February – 30 September 2023 and the minimum being from 1 May – 30 September 2023.

Through phase I, II and III of the initiative, the data collected after placement of the youth indicated that a noticeable number of unemployed youths placed on the PYEI had post-matric qualifications in various fields. Phase IV will also seek to provide experiential learning whilst endeavouring to ensure that those who have a teaching qualification or are interested in teaching as a field of study would be directed to paths that will lead them obtaining a teaching qualification. The DBE will provide an implementation plan that the PEDs can

use in the implementation of the initiative **(Annexure 1),** Risk Management Plan **(Annexure 2)** and the budget allocation **(Annexure 3);** as well as the allocation of job opportunities to PEDs**.**

6.2   Project Objectives

The PYEI positions the Basic Education Sector to address systemic challenges and to make strides towards a post-COVID-19 future, through the following overarching objectives:

(a)   Provision of Curriculum Assistants, provide **support to sector priorities such as Mathematics, Science and Technology (MST)**, high enrolment subjects in the Further Education and Training (FET) Phase, **Reading and Literacy,** **supporting teachers in classrooms** and **support reading initiatives** in schools and communities.

(b)   Provide **e-Cadres to schools** to assist teachers with integration of ICT in classrooms, as well as maximise on the use of school administration and information management systems that Government has put in place in schools.

(c)   To provide **comprehensive support** to learners, including psychosocial support; and sport, arts, and culture activities, through the provision of **Care and Support Assistants (CSA) and Sport and Enrichment Assistants (SEA).**

(d)   To ensure that schools are assisted in meeting with the need **to create a safe and conducive learning environment**, by **maintaining infrastructure**, cleaning school surroundings through the provision of GSAs.

7.   Project Description

The PYEI is part of a public investment in a mass employment strategy to stimulate and encourage economic activity, whilst reducing youth unemployment as well as providing relevant work experience. The initiative is aimed at providing fixed term contract employment opportunities to the youth between the ages of 18 and 34, turning 35 on or before 31 March 2024. The youth applying should have turned 18 by the time of application. The roll out of the initiative will have the following key elements:

7.1   Project scoping and design

Through the PYEI, it is envisaged that fixed term job opportunities will be created for 255 100 unemployed youth in the 18 – 34 years old age cohort, who will be placed in schools to gain meaningful experience. These opportunities will be created in all public schools (Public Ordinary and LSEN schools) across the nine provinces. In keeping with employment equity targets, the initiative aims to place 2% of people living with a disability and 65% females.

Priority will be given to small and micro schools, multi-grade schools, schools for learners with special education needs (LSEN), schools in rural and township areas, focus schools, vocational streams, occupational streams, schools offering technical skills, and schools with hostels. Prioritisation will also extend

to specific sector priorities - such as Mathematics, Science and Technology (MST), Reading and literacy, ICT, as well as school phases, grades and subjects, and the specific needs of the school identified by the DBE.

7.2   Who qualifies to be considered for placement as Assistant?

(a)   Youth at age 18 – 34 years (18 or above when applying, or 34 turning 35 on or before 31 March 2024)

(b)   Youth residing 5 km around the location of the school (30 km for farm and rural schools)

(c)   One opportunity per household

(d)   Meet requirements per category and sub-category applied for

(e)   Youth, NOT in Education, NOT in Employment, NOT in Training (NEET)

(f)   Youth NOT studying distance, online, part-time, full-time

(g)   Youth NOT receiving government grants for self (e.g., NSFAS, Funza Lushaka, SASSA grants such as SRD 350) – receiving SASSA grant for own self. This excludes the disabled youth who receive a disability grant.

(h)   Youth NOT receiving any other form of STIPEND, WAGE or SALARY

(i)   Youth NOT in a Learnership

(j)   Youth not in another programme of the Department of Education (e.g. EPWP, CWP, Learner Support Agents, Care and Support Agents, Food Handler, Bus Controllers, Screeners, etc.)

(k)   Youth WITHOUT criminal record/s

(l)   Youth that did not participate in all the three phases (Phase I, II, III)

(m)   Youth that was not unfairly advantaged above others due to their relations to staff members (SMT or SGB)

(n)   Youth living with disability must provide medical certificate confirming the nature of disability

(o)   Youth that have a valid South African Identity Book/Card or valid Passport and work permit

7.3   Principles to follow when recruiting

It is proposed that recruitment and selection be left to the discretion of the School Governing Bodies (SGBs) and the School Management Teams (SMTs). The overarching principles that need to be adhered to are that:

(i)   the EAs and GSAs should come from the community where the school is located (prior to application);

(ii)   Schools are discouraged from NEPOTISM; therefore, discouraged from advantaging youth related to staff members, SGB members, any departmental official (Circuit, District, Provincial or National), local chiefs or councillors. The officials should recuse themselves from the process of shortlisting and interviews, to allow fairness and credibility of the process;

(iii)   To ensure that the **initiative reaches as many households as possible**, and that **many receive the training and exposure of the work experience**, the youth that were placed in schools in all three phases (Phase I, II and III) should not be appointed in Phase IV;

(iv)   To ensure that there is a fair distribution of appointments within the local community, it would be preferable where possible to limit appointment to **one per household** (e.g., where more than one application is received from one household, the appointing committee must consider and recommend only one person for appointment);

(v)   EAs should be unemployed youth between the ages of **18 – 34,** not in education, employment, or training (NEET); Youth placed should not be studying; but graduates should be considered and prioritised.

(vi)   **EAs category will include – Assistants** that are placed to assist with Curriculum, Reading Champions, eCadres/ICT and Care and Support Assistants;

(vii)   EAs should be in possession of a minimum of an NQF Level 4 qualification, however an NQF Level 7 above will be an added advantage;

(viii)   GSAs will be placed to assist with Infrastructure Maintenance as Handymen or women as well as those that will be assisting with extracurricular activities as Sport Enrichment Assistant;

(ix)   For GSAs, matric/grade 12 or NQF Level 4 qualification is **NOT a requirement**; however, having such a qualification or higher will be an added advantage;

(x)   For Handymen/women, applicants with qualifications in construction OR the built environment should be prioritised;

(xi)   For SEA, applicants with qualifications in sports should be prioritised;

(xii)   Both EAs and GSAs at a school for LSEN may be an unemployed person living with a disability in NEET, from 18 years and up to 39 years old. The schools working with the SGB should determine the suitability of such a person to work with LSEN;

(xiii)   In selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities (the project is targeting 2% for placement of youth with disabilities and 65% females); and

(xiv)   Schools that opted not to participate in Phase I, II and III should be excluded from Phase IV.

8.   Project Planning

The target for Phase IV is to give job opportunities to 255 100 unemployed youth. The Assistants should be paid a monthly stipend of R4 081.44 per month, this is inclusive of 1% of unemployment insurance fund of employee. The employer will also contribute 1% of UIF, making the total UIF 2%. The 2% UIF will be paid to the Department of Labour and Employment.

The DBE will provide the PEDs with Implementation Framework that will guide the implementation of the project. The DBE will further provide the roles and responsibilities, implementation plan and risk register for the project. The provinces are expected to then draft provincial project plan, provincial business plan with will detail the target, resources required, risk identified, mitigation strategies, communication strategies, implementation plan with due dates. The plans drawn should also include orientation and training plans. The Assistants should be orientated and trained to ensure that they understand their roles and responsibilities, they are familiar with the code of conduct applicable to the schools where they are placed, and to equip them with skills that will help them fulfil their duties.

The National DBE has done the calculations for allocations to provinces. The provinces will calculate the allocation to Districts and schools. These will be based on the following criteria:

(i)   **At National Level, the calculation of employment opportunities is based on learner numbers and number of schools;** however, consideration is made to provide additional opportunities to provinces with high number of unemployed youth as well as the population in the province.

(ii)   Phase IV, due to budget constraints, for February and April 2023 schools will be provided with reduced number of Assistants.

These will form part of the first cohort of Assistants. The first cohort of Assistants will start on 1 February 2023; however KwaZulu-Natal will start in March 2023 and continue to end in September with all other eight PEDs.

(iii) For **first cohort** starting Feb to April 2023, the following will apply:

   (a)   the No-Fee primary school will receive Curriculum Assistants, Reading Champions and eCadres.

   (b)   No-Fee High Schools will receive Curriculum Assistants and eCadres ONLY.

   (c)   Fee-paying High schools will be allocated Curriculum Assistant ONLY.

   (d)   Fee-paying primary schools will be allocated both Curriculum Assistants ONLY.

   (e)   LSEN schools will received Assistants according to the school needs.

   (f)   The allocation may include other categories where the province identified the need and the budget is available.

The **second cohort of Assistants will start 1 May 2023**. The second cohort will be an addition to the first cohort

(iv)   From May 2023 the following arranges will be applicable:

   (a)   No-fee schools will receive all categories: -

      -   No-fee Primary Schools (Reading Champions; Curriculum Assistant, eCadres/ICT Champion, Care and Support Assistant, Spots Enrichment Assistant and Handymen.)

- No-fee High Schools (Curriculum Assistants; eCadres/ICT Champions; Care and Support Assistants; Sports Enrichment Assistants and Handymen)

(b)   Fee-paying High schools will be allocated Curriculum Assistants ONLY;

(c)   Fee-paying primary schools will be allocated Curriculum Assistants ONLY; and

(d)   LSEN schools will received Assistants according to the school needs.

(e)   The allocation may include other categories where the province identified the need and the budget is available.

(f)   Should the PED be able to provide the full cohort from 1 February 2023, all the categories must be catered for.

Provinces should work closely with Districts in determining the needs of schools;

(v)   **Provincial/District calculation and allocations should be based on:**

(i)   **performance in National Senior Certificate** examinations;

(ii)   **performance in national and international assessments**. (TIMSS, PIRLS or SACMEQ);

(iii)   **Pro-poor approach;** where assistants will be allocated according to the needs of schools, these needs should be aligned to sector priorities and objectives set out by the DBE;

(iv)   **Supporting schools in gateway subjects** (such as Accounting, Mathematics, Science, Technology and Languages).

(vi)   The calculation and allocation of job opportunities at Provincial level will also be based on learner numbers, and number of schools.

(vii)   Structures such as the Quality Learning and Teaching Campaign (QLTC) and School Governing Bodies (SGBs) will play a key role for this purpose. Communications/ Media Liaison Units in the DBE and PEDs will have to use existing partners and media platforms for marketing, advocacy and reporting on various milestones and achievements.

9.   Project Implementation

The DBE has drafted an implementation plan that PEDs will have to customise in line with their contextual factors. The recruitment and selection (reappointments and replacements) principles will be implemented as follows:

9.1   Determining the demand

(i)   The DBE will calculate the number of job opportunities to be allocated to each province using the learner numbers in all public ordinary schools and schools for LSEN.

(ii)   Each province will calculate and allocate the number of job opportunities per district then per school.

(iii)   **Allocations to schools should be prioritised according to the needs per school**, depending on the availability of funds.

(iv)   The needs that should guide provinces as they **prioritise schools are**:

(aa)   Schools for LSEN;

(bb)   No-fee schools

(cc)   Schools with multi-grade classes;

(dd)   Small-, micro-, and farm schools;

(ee)   Rural and Township Schools;

(ff)   Sector priorities (Mathematics, Science, Technology, Literacy and Numeracy, ICT, and Infrastructure maintenance)

(gg)   Quintile 4 and 5 serving poor communities, deemed no-fee by the district or province may be prioritised. This will be determined by the province.

(v)   EAs may be linked to priority curriculum improvement programmes such as Reading, Mathematics, Science laboratories, libraries, Technology subjects, etc.

The allocation may be as follows:

Table 5: Guidance provided to PEDs on the allocation of available opportunities to schools

ITEM DESCRIPTION	KEYNOTE	ADDITIONAL NOTES
Curriculum Assistants	• minimum 2 per school	All schools including LSEN
Reading Champions	• minimum 2 per school	**All No Fee** primary schools and LSEN
eCadres	• 2 per school • +/- 40 000	No-fee schools and LSEN
Care and Support Assistants	• 2 per school • +/- 40 000	No-fee schools and LSEN
Handymen/ women	• 2 per school • +/- 40 000	No-fee schools and LSEN
SEA	• = 2 per school • +/- 20 000	No-fee schools and LSEN

Table 6: Proposed distribution of job opportunities in each six functional areas

PED	SCHOOLS				CATEGORIES							
	Total No Fee schools	ELSEN	Total	Primary	CSA	SEA	E-cadres	Handyman	Reading	Total	PED Allocations	Curriculum
EC	4 887	45	**4 932**	2 583	4 932	4932	9 864	4 932	5256	**29 916**	40 100	10 184
FS	818	21	**839**	702	1 678	839	1 678	1 678	1446	**7 319**	15 500	8 181
GP	1 408	111	**1 519**	1 377	3 038	1519	3 038	3 038	2976	**13 609**	40 000	26 391
KZN	5 093	74	**5 167**	3 840	10 334	5167	10 334	10 334	7828	**43 997**	58 500	14 503

PED	SCHOOLS				CATEGORIES							
	Total No Fee schools	ELSEN	Total	Primary	CSA	SEA	E-cadres	Handyman	Reading	Total	PED Allocations	Curriculum
LP	3 570	34	**3 604**	2 426	7 208	3604	7 208	7 208	4920	**30 148**	35 000	4 852
MP	1 524	18	**1 542**	1 016	3 084	1542	3 084	3 084	2068	**12 862**	22 000	9 138
NC	406	8	**414**	306	828	414	828	828	628	**3 526**	7 000	3 474
NW	1 308	32	**1 340**	947	2 680	1340	2 680	2 680	1958	**11 338**	16 000	4 662
WC	891	63	**954**	941	1 908	954	1 908	1 908	2008	**8 686**	21 000	12 314
TOTAL	**19 905**	**406**	**20 311**	**14 138**	35 690	20 311	40 622	35 690	29 088	**161 401**	**255 100**	93 699

The above allocations are a guide, the provinces need to consider the contextual factors of the PED, priorities of the province in terms of learning losses and the needs of schools

*EC - was provided 1 Handyman/woman and CSA per school.

(aa)   Allocation of both EAs and GSAs

First Cohort of Assistants – February 2023

- ✓ Number of jobs per school is dependent on funds made available for Feb and Mar 2023
- ✓ For the period February – April 2023, the Assistants will be placed in **no-fee schools**. The PEDs that confirmed budget availability may cater for fee-paying schools - may allocate Assistants to all schools. The province should confirm that in writing to DBE.
- ✓ The allocation in schools with less than 500 learners – minimum of 5 Assistants
- ✓ The allocation in schools with more than 500 learners – minimum 10 Assistants

Second cohort of Assistant – May 2023

- ✓ The second cohort will be youth appointed from the same ranked list provided by SAYouth (this list would have been provided in October 2022).
- ✓ The second cohort of Assistants will start in schools in May 2023. This group will add to the first cohort allocated per school.
- ✓ **minimum of 10 Assistants (7 EAs and 3 GSAs)** for schools with **less than 500 learners** – for practical reasons, the province and district will have to consider the implications of this on micro-schools and allocate the opportunities accordingly.
- ✓ **minimum of 12 Assistants (8 EAs and 4 GSAs)** for schools with **more than 500 learners.**

  This will consider the size of a school, in terms of learner numbers and number of staff members. The province will make the final decision regarding the number to allocate.

(bb)   The province **is allowed to determine and cap the maximum allocation** per school.

(i) Each No-fee school must be allocated both EAs and GSAs. The Fee-paying High schools should be allocated Curriculum Assistants ONLY and fee-paying Primary Schools be allocated Curriculum Assistants and Reading Champions ONLY. The number should consider the school's post provisioning norms (PPN). The number of Assistants should not be greater than the number of educators employed in the school. The EAs and GSAs will function in the following categories:

(aa) a minimum of two Curriculum Assistants;

(bb) two Reading Champions;

(cc) eCadre;

(dd) Care and Support Assistant;

(ee) Sport and Enrichment Assistant; and

(ff) Handyman or woman;

(a) The SGB may motivate for an additional number of EAs and or GSAs, having considered the academic needs of the schools, set norms, and considering the needs and size of a school for which special arrangements are requested.

(b) The Provincial and District Project Management Teams will make the determination of how to redistribute the additional job opportunities, where they exist. This will be based on the principles indicated above.

9.2 Advocacy and advertising

(i) SA Youth will provide advocacy material to market the adverts via social media platforms.

(ii) SA Youth Mobi will design ten adverts, one for National and nine where one is bearing each provincial logo.

(iii) The advert will run for six weeks, three weeks being the period that the youth will be preparing all requirements for applications, and the other three weeks are open for youth to place their applicants an opportunity.

(iv) The adverts will be run in a staggered manner, whereby one week is allocated to three provinces, another week for the other three provinces and the last week for the last three provinces. This will reduce the clogging of the system with millions of applicants at the same time.

(v) Advocacy strategies to attract applicants that may qualify may include:

(aa) Media Statements

(bb) Quality Learning and Teaching Campaign (QLTC);

(cc) Community Radio stations;

(dd) Exhibitions at local libraries, clinics, teacher centres or other government buildings;

(ee) Social media platforms and local media houses.

(ff) Third parties or private partners

9.3 Ranked lists from SA Youth Mobi

(i) The DBE and PEDs are mandated by the Presidency to work with SA Youth to enable government to track the career progression of the youth;

(ii) All schools are therefore mandated to recruit from the lists provided by SA Youth (Harambee);

(iii) SA Youth (Harambee) will provide all schools with ranked lists of youth that applied for the positions as they were advertised;

(iv) Considering that the list of applicants that will be provided to the PEDs, districts and schools contains the private personal information of applicants, officials who will handle these lists must sign the secrecy form. This is provided as **Annexure 4.**

9.4 Formation of the Interview panels, shortlisting

(i) School Governing Bodies and School Management Teams are responsible to form the interviewing panels.

9.5 Distribution of Ranked Lists

(i) Provinces will indicate to SA Youth (Harambee) whether lists are to be emailed to the PEDs only, or both PEDs and Districts;

(ii) Provinces will provide the details of officials that will receive the lists, with correct email addresses;

(iii) These officials will be required to sign the declaration for compliance with the Protection of Personal Information Act (PoPIA) 4 of 2013;

(iv) Schools should use these lists for shortlisting of candidates; and

(v) Should the ranked list be inadequate, then the school can use ranked list from neighbouring schools.

9.6 Recruitments, Selection, appointments, and onboarding

The SGB and school principals should be given the discretion to appoint using the framework as a guide. Recruitment must be open, fair, and transparent, and positions must be advertised as widely as possible in the areas where work will take place. The recruitment should be based on the number of the EA & GSA posts allocated to each province and district.

(i) Recruitment will take place at the community level; the school should ensure that the advertisement reaches the community.

(ii) It is recommended that EA or GSA recruitment committees be established at school level to coordinate the recruitment and later the selection process.

(iii) The PEDs/districts are to provide the list of people that applied for the available positions, so that the schools can shortlist from those lists.

Table 7: Minimum requirements for each of the six individual functional areas

FUNCTIONAL AREA	MINIMUM REQUIREMENT	MATRIC/ NQF 4	Added Advantage
Curriculum Assistants – **supporting teaching and learning in the classroom**	at least 40% achievement in the subject they will be supporting the teacher. Having a teaching qualification should serve as an added advantage	Yes	Teaching Qualification in gate way subjects
Reading Champions	should **have passed English** as a subject at Matric level and have an expressed or demonstrated passion for reading.	Yes	Teaching Qualification in languages
e-Cadres/ ICT Assistants	should have passed IT as a subject in Matric OR have a qualification in IT OR a certificate course in IT.	Yes	Diploma in IT IT Certificate
CSAs	should have passed matric have the love for care and support for people (learners); having Social or Psychology qualification should serve as an added advantage	Yes	Qualification in social sciences (Psychology, social work)
SEAs	Should have interest in sports, arts, and culture.	No	Qualification/ certificate in sport management
Handyman or woman	should have interest in infrastructure related jobs environment.	No	Trade certificate

9.7   Documents required

(i)   The Assistant should bring to the interview the following documents to the interview. Strict adherence from all participating schools:

(aa)   Certified copy of identity document/ passport.

(bb)   Curriculum Vitae (CVs).

(cc)   Testimonials (former school, local chief, church leader, etc.)

(dd)   Affidavit/ declaration by applicant stating he has no criminal record or police clearance record (PCR).

(ee) Where applicable: **NQF Level 4** qualification certificate – for EAs, applicants with **NQF level 7 and above** will have an added advantage. These applicants as well as those who have a **teaching qualification** should be prioritised. Funza Lushaka graduates should be prioritised.

9.8 Selection criteria

(i) The selection of EAs / GSAs will be done at school level.

(ii) Interviews must be scheduled with shortlisted candidates. (See Guideline on Interviews)

(iii) Selection criteria for the categories and sub-categories are as stated below:

A. Curriculum Assistants

- For EAs that will be **supporting teaching and learning in the classroom**, the candidate should have passed Matric with at least 40% achievement level, especially in the subjects where they will be providing support. However, it is essential to note that EAs supporting educators in the classroom will not be teaching.

Minimum requirements

Foundation Phase, Intermediate and Senior Phases

- Proficient in the Language of Learning and Teaching (LoLT) of the school they are placed at;
- Fully fluent in Home Languages used at school reading, speaking, and writing;
- Proficient in the school's First Additional Language (FAL);
- Interest in languages (Home and First Additional Languages) of the schools they are placed in;
- Good in Mathematics; and
- Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase).

FET Phase

- Proficient in the Home Language used at school and in the school's LoLT;
- Good in the FET subjects they have been placed to assist teachers in;
- Knowledge of subject choices, subject combinations and how they link with fields of further studies, learnerships and various career paths.

A Job Description for youth appointed as Curriculum Assistants is attached as **Annexure 5.**

B.   Reading Champions

➤   For EAs to be appointed as Reading Champions, the candidate should have passed English as a subject at Matric level and have an interest in reading.

Foundation Phase
- Fully fluent in Home Language used at school (oral and writing)
- A good reader

Intermediate and Senior Phase

- Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans
- A good reader

➤   A job description for youth placed as Reading Champions is attached as **Annexure 6.**

➤   A guideline for the appointment of Reading Champions is attached as **Annexure 7.**

C.   eCadres

- For e-Cadres, the candidate should **have passed IT as a subject in Matric OR have a qualification in IT OR a certificate course in IT.** The e-cadres will diagnose, repair, and maintain hardware and software components to ensure the smooth running of computer systems. The e-cadres will support teachers and learners during and after the lesson. They will be the primary point of contact for IT support within a school. They will also assist the school with regular transacting on the NDMS; including data capturing, and reporting.

- A job description for youth placed as e-Cadres is attached as **Annexure 8.**

D.   Care and Support Assistant (CSAs)

- For the youth placed as CSAs, the candidate should have passed matric.

    KNOWLEDGE
    - ✓   Grief work, peer support groups, Lifebook activities and other psychosocial support.
    - ✓   Case management of child protection matters and gender-based violence.
    - ✓   Tailored educational support to learners.
    - ✓   Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health, and other relevant topics
    - ✓   Life space counselling, one-on-one and group sessions.

- A job description for youth placed as CSAs is attached as **Annexure 9.**

E.   Handymen or women

- For GSAs placed as handymen or women, the candidate should have an interest in infrastructure related jobs;

- Should have knowledge of any infrastructure maintenance jobs;

- Having any trade certificate is an added advantage;

- A job description for youth placed as Handymen or women is attached as **Annexure 10.**

F.   Sport and Enrichment Assistants (SEA)

- For youth **placed as a SEAs,** the candidate should have an interest in Sports, OR Arts and Culture.

- A job description for youth placed as SEA is attached as **Annexure 11.**

9.9   Interviews and recommendation

(i)   Interview panel should be constituted by the SGB and SMT members.

(ii)   The candidates shortlisted to be interviewed should be contacted to ascertain that they are still available for the period of the new contract.

(iii)   The details of recommended/successful candidates should be captured in the PYEI National Data Management System (NDMS). This is mandatory. Where there are challenges, support should be sought from the district.

(iv)   The successful candidates should be invited to sign the placement contracts – also referred to as the Conditions of Placement **(Annexure 12) –** code of conduct **(Annexure 13)** and job descriptions.

(v)   The successful candidates should resume duty once the contract is signed, which should be from 1 Feb 2023 or 1 May 2023 or as determined by the PED.

(vi)   The school principal is to sign the declaration and send it back to the province via the district **(Sample declaration letter Annexure 14).**

9.10   Vetting process

After receiving the lists from Harambee, the DBE, Province and District start the verification process – by linking up with the following: (a) Department of Home Affairs, (b) Department of Social Development, (c) South African Social Services Agency (SASSA), (d) Department of Justice and Constitutional Development (DoJ&CD) as well as (e) Department of South African Police Services (SAPS).

The following application forms are provided to assist with some of the vetting:

Application form for Police Clearance Record (PCR) – **Annexure 15 –** SAPS

Application for certificate by person/ licencing authority/ relevant authority in respect of particulars of another

– Annexure 16 – DoJ&CD

The DBE is making an upfront declaration that the capacity of the above departments might delay the vetting process, hence the department will rely on the declaration signed by both the Principal and the youth appointed as well as the proof of application for verification or that the PED applied for the process.

9.11 Placement

After the interviews, the School Principal should do the following:

(a)   inform the successful candidates of their appointment.

(b)   Inform the candidate that they are to participate on the online orientation programme, Digital Literacy and National School Safety Framework.

(c)   Inform the candidate when to come for signing of contract and job descriptions

(d)   On the day of coming to signing the contract, the candidate should bring proof of completion of the online courses.

(e)   Successful youth invited to come and sign the contract, should also sign the **Acceptance and declaration letter that states they have no criminal record, are not in education**, not in employment and not in training **(Annexure 17).** The declaration also confirms that the person is not in receipt of any other government grants and does not receive any other income. The declaration letter should also indicate that the candidate will complete the compulsory online training before assuming their duties.

(f)   PEDs/District and principals must ensure that processes put in place to quality assure and approve the successful candidates do not hamper the start date/ assumption of duty of Assistants since this is a short-term contract.

9.12 Job description

The DBE has provided a sample job description per category of placement that the school can customise per EA / GSA, according to their needs. See **Annexure 5, 6, 8 – 11.** The school is expected to ensure that each EA/GSA appointed is provided a job description/work plan and this document is signed by both the assistant and the mentor/principal.

9.13 Conditions of Placement for Youth placed in the PYEI in the Basic Education Sector

(i)   The initiative is a developmental programme aimed at capacitating the youth with skills and relevant work experience. In terms of Section 58 of the Public Service Regulations, 2016, an Executive Authority may appoint persons who are part of a developmental programme, including but not limited to, internships, learnerships and apprenticeships, on such terms and conditions that shall be determined by the Minister.

(ii)   The Conditions of Placement **(Annexure 12)** will be inclusive of the Code of Conduct **(Annexure 13)** for youth placed in the PYEI in the Basic Education sector.

(iii)   The school principals are to provide a copy of the Conditions of Placement on the first day that the youth assume duty for the youth to sign. This will be regarded as the acceptance of employment from the youth. However, a sample of a letter of acceptance of offer is provided in **Annexure 17**.

(iv)   The school principal should inform the Assistant of the start date.

Some checklists have been provided, which should assist schools when finalising the appointments. The first one is for the documents required from the candidates and it is attached as **Annexure 18.** The documents indicated in the checklist must be kept in the files of the appointed assistants. The second checklist is referred to as the *Recruitment Checklist* and it is attached as **Annexure 19**. This seeks to ensure that in finalising the appointments, the school adhered to the specified requirements.

9.14   Orientation and support

The implementation of the orientation will follow the cascading model, in terms of which the National PYEI-BEEI Project Team will orientate Provincial Education Departments (PEDs) on critical aspects of the Implementation Framework. The PED will orientate districts, who will then orientate the circuits. The circuits must ensure that the principals are orientated.

The General Orientation will be in two-folds; one specific to officials in provinces to orientate them on the implementation framework, and the other will be the general orientation for assistants. This orientation manual will be provided to guide districts and schools.

School Management Teams (SMTs) will be expected to provide overall mentoring, training, and support for the assistants, based on specific responsibilities allocated to them. Furthermore, orientation provided at school level will have to cover areas such as school culture, vision and mission, dress code and working hours as well as allocate responsibilities.

School Principals will be expected to ensure that all youth placed in their schools are prepared to operate in a working space that requires them to interact with children. The youth will also be expected to do the compulsory two-hour online training on the National School Safety Framework and the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools (NSSF). The Orientation Manual will be made available in electronic format and the youth will be required to complete an online exercise through a zero-rated platform. This means there will be no cost to the users. The Orientation of Youth is expected to be done during December 2022 or January 2023 month. The youth should complete the online Generic Orientation, NSSF and Digital Literacy, preferably before signing the contracts.

Generic Orientation and Digital Literacy for Assistants

(a)   The DBE has developed the orientation programme for the youth appointed as part of the PYEI in the Basic Education Sector. Schools must provide overall mentoring, training, and support for the

assistants, based on specific responsibilities allocated. The Assistants should be assigned a supervising teacher in the school. An Orientation Manual is available in an electronic interactive format that can be completed on-line and on hard copy for people who might have connectivity challenges.

(b)   The assistants will also be provided with the compulsory Digital Literacy training by Digify Africa and NEMISA. Schools should provide the necessary support and information to ensure that all appointed youth access the training.

(c)   The assistants will be required to complete the on-line NSSF training.

(d)   The Assistants are required to do compulsory online training on Financial Literacy by eCubed Technologies. Schools should provide the necessary support and information to ensure that all appointed youth access the training.

9.15   Employability and Skills Transfer

The Department would like to ensure that when the youth exit the programme, they have been provided with skills and knowledge that would increase their employability, build their confidence, have better or improved attitude towards work and life as well as have relevant work experience.

The DBE has identified six critical areas to train the youth, however these will depend on the category the youth is placed in. These are:

(i)   Curriculum – support for teachers in classrooms;

(ii)   Reading Champions – grow and encourage the reading culture in schools;

(iii)   CSAs – provision of psychosocial support for learners;

(iv)   Handymen and women – on infrastructure maintenance;

(v)   eCadres on ICT integration in classrooms and administrative support; and

(vi)   SEAs – that will assist learners with various activities including extramural activities.

School must keep registers of training attended as part of proof that the youth have completed the training. An example of a training register is attached as **Annexure 20.**

The DBE has drafted a National Training Plan, that provinces will have to align their training plans to. Further to that, to support the implementation of training, a training coordinator is appointed in the DBE. The coordinator works with the managers responsible for the six training areas, through a national core training team. In a similar fashion, provinces have each appointed a training coordinator, who should in turn work with the provincial training managers to coordinate training in the various areas. To ensure alignment between the DBE and PEDs, an Interprovincial Training Team is formed to monitor the implementation of training. The Interprovincial Training Team meets from time to time to get reports on the progress achieved by PEDs in each of the training areas. This also provides a platform for PEDs to learn from each other and to get solutions to some of the challenges that delay the implementation of training.

9.16 How should a teacher work with a Curriculum Assistant?

A teacher is entrusted with the responsibility to mould and guide these EAs in order to maximise their potential in both classrooms and extra-mural activities. In order to attain this objective, he/she must nurture talent and present the following responsibilities which the EAs must execute:

Before the lesson

(a)   Prepares the classrooms/ laboratories for lessons;

(b)   Ensures compliance to COVID-19 protocols;

During the lesson

(c)   Marks the register;

(d)   Distributes worksheets or resources for use during the lesson;

(e)   Collects learning and teaching support material such as atlases, maps, globes, etc. that were used during the lesson and stores them;

(f)   Distributes marked learner books or collects books to control classwork/ homework/assignments;

(g)   Appraises the teacher of any matter that warrants his/her attention;

(h)   Maintaining acceptable classroom behaviour;

(i)   Supporting learners and assisting them to complete tasks;

(j)   Supervising learners as they work in groups;

(k)   The EA can also enhance use of cell phones/ tablets/ computers for learning by demonstrating how learners can access helpful learning websites. WhatsApp group chats, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other;

(l)   The EA can also provide emotional support where learners can confide in him/her and try to assist directly or work with the teacher to help the learner; and

After the lesson

Feedback to learners and parents

Afterschool support

(m)   The EA can also be responsible for the supervision of study periods, provide extra classes, or assist learners with homework to keep learners engaged.

Foundation and Inter-Sen Phases the Education Assistants may also assist teacher/s as follows:

(a)   Improve foundational skills of reading for meaning and writing.

(b)   Create awareness about occupations.

(c)   Instill aspiration to pursue a career.

(d)   Organize games and plan role-playing activities to show case different careers.

(e)   Assist in the development of Self-concept.

(f)   Source and disseminate worksheets to assisting learners in building positive Self-concept and understanding themselves better.

FET Phase the Education Assistant may also assist the teacher as follows:

(a)   Facilitate sound career planning decisions based of informed choices about Post School Education and Training (PSET) opportunities.

(b)   Timely application for admission to relevant programmers.

(c)   Applications for funding.

(d)   Assist learners in recognizing progression routes from their subjects and think about how they may be used in the world of work.

(e)   Provide information about study and career-related matters e.g., PSET opportunities, labor market, occupations in high demand etc.

Under the guidance of the teacher, the EAs will be orientated to assist in the following (Buddy Support):

(a)   Homework assistance - One-on-One assistance to struggling learners

(b)   Task/ Question Analysis – Assisting to deal with complex tasks/ questions;

(c)   Summarising notes as teachers teach to facilitate learner support afterwards;

(d)   Assist in the creation and support peer learning groups

9.17   Performance Management of Assistants

The purpose of performance management is to improve the performance of EAs and GSAs. Regular performance reviews help create a culture that promotes personal success. EAs and GSAs need the reinforcement of knowing that their contributions are valued by the SMT and SGB. The review process offers several benefits to the school, thus generating an atmosphere of excellence. Performance reviews assist

the SMT to establish guidelines to track employee strengths and weaknesses, offer feedback for improvement and promote further training. A template for Performance review is attached **(Annexure 21 – Performance Assessment form).** The performance assessment of assistants may also take consider the attendance of the youth. A template for keeping record of attendance is provided as **Annexure 22.**

It is necessary for every EA and GSA to have a written job description with clear expectations and activities that must be provided by the principal on the first day of employment. In addition, every employee must receive the required ''tools of the trade'' (e.g. access to a computer or laptop for an EA or paint brush/roller and paint for an EA who is required to paint a classroom).

Informal weekly reviews must be conducted by the employee's mentor / supervisor. Monthly and end of contract reviews are more formal where a review template will be completed and signed by both the mentor/supervisor and the employee. The review sessions, in addition to generic factors must focus on the following:

(a)   General factors (e.g. Attendance, reliability, etc.)

(b)   Achievements as per job description

(c)   Activities completed

(d)   Skills acquired

(e)   Training

The performance reviews must be used by the principal when preparing **an Employment Reference Certificate (Annexure 23)** for each EA and GSA at the end of the contract.

9.18   Misconduct and Disciplinary procedures

The principles of underlying disciplinary procedures are based on the following:

(a)   discipline is a corrective and not a punitive measure;

(b)   discipline must be applied in a prompt, fair, consistent, and just manner;

(c)   discipline is the responsibility of an employer;

(d)   the fair treatment of employees to ensure that they: –

(i)   have a fair hearing in a formal or informal setting;

(ii)   are timeously informed of allegations of misconduct made against them;

(iii)   receive written reasons for any decision taken; and

(iv)   have the right to appeal against a finding or

(e)   as far as possible, disciplinary procedures are held at the place of work and are understand-able to all employees;

(f)   if an employee commits misconduct that is also a criminal offence, the criminal procedure and the disciplinary procedure will continue as separate and different proceedings; and

(g)   disciplinary proceedings must be concluded in the shortest possible time frame.

(i)   Disciplinary proceedings against an EA or GSA appointed as part of the shall be dealt with in terms of the provisions as contained in Schedule 8 of the Labour Relations Act and any other applicable code read in conjunction with the school's disciplinary code and procedures.

A sample checklist for principals is provided as **Annexure 24**. It summarises the steps that must be taken from receiving the list of applicants from SAYouth.mobi to managing performance and dealing with cases of misconduct, where these may arise.

9.19   Relevant Legislation

The following legislation guides the PYEI in the Basic Education Sector:

(a)   Labour Relations Act, 1995;

(b)   Basic Conditions of Employment Act, 1997;

(c)   Codes of Good Practice for employment and conditions of work for PYEI;

(d)   The South African Schools Act, 1996;

(e)   Public Service Act, 1994;

(f)   The Occupation Health and Safety Act, 1993

(g)   The Skills Development Act, 1998,

(h)   Compensation for Occupational Injuries and Diseases Act, 1993 (COIDA);

(i)   Protocol to Deal with Incidences of Corporal Punishment in Schools; and

(j)   Employment Equity Act, 1998.

10.   Exit pathways

The PYEI aims to lead youth into pathways out of poverty, by linking participants to other opportunities beyond their involvement as EAs and GSAs. This will be done by linking them with SAYouth.mobi, as part of the National Pathway Management Network (NPMN), with the following key focus areas:

- Training and learning (emphasis on Life skills and entrepreneurship)

- Linkages to other opportunities (earning, funding, or learning)

- Self-sustainability (starting of small enterprises or finding other opportunities)

A network of networks (demand and supply)
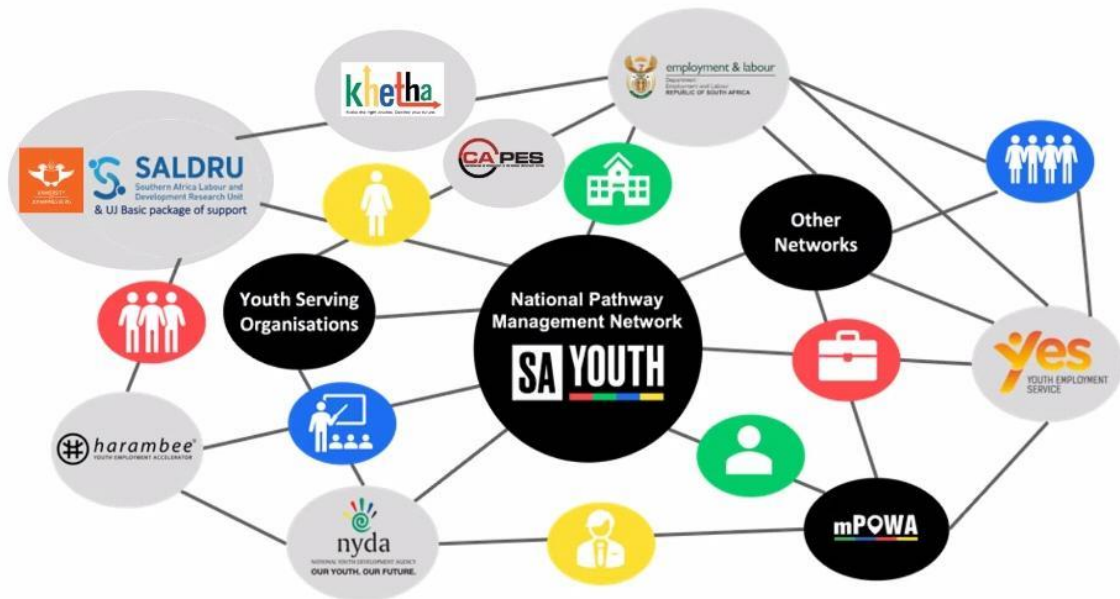
The youth will be guided to register their details on platforms of Non-Government Organisations such as SA Youth.mobi, DEL, SEDA, YES4Youth and NYDA, where they will get access to various opportunities, aligned to their profiles. These NGOs have partnered with businesses in different sectors. The partnerships allow young people to access various opportunities.

The training earmarked to be provided to the Assistants and the experience they will get will play a critical role in their upskilling and improving their employability. All participants are required to complete the compulsory training in digital literacy to enable them to acquire basic ICT skills to improve their employability and self-sustainability.

When youth terminate their contracts with the schools where they are appointed, they must be provided with an employment reference letter. An example of an employment reference certificate is provided in **Annexure 23.**

11. Project Management

11.1 Roles and responsibilities

The PYEI in the Basic Education Sector is a government programme managed at various levels (i.e., National, Provincial, District and school). See **Annexure 25.** Therefore, all levels will be required to play a role, hence the guideline document on roles and responsibilities is drafted and outlined below:

11.1.1 Department of Basic Education

The DBE will be responsible for the **coordination of the entire PYEI**, which includes the following roles:

(a)   Calculate the provincial allocation of job opportunities (Assistants)

(b)   Orientate Provinces, then support Province to orientate Districts, Circuits, SGBs and School Principals on the Implementation Framework, recruitment, conditions of placement as well as the roles and responsibilities of EAs & GSAs;

(c)   Convene meetings with Provinces to mitigate the implementation of the project

(d)   Monitoring and support of all Programme activities, e.g., recruitment, appointment, placement, orientation, and training of EAs & GSAs in provinces;

(e)   Receive status reports on EAs & GSAs from provinces;

(f)   Compile reports on the implementation of the programme;

(g)   Provide administrative support (monitor and support programme implementation at all levels);

(h)   Develop and distribute planning, implementation, monitoring and evaluation guidelines and/or templates;

(i)   Monitor implementation at provincial, district, and school level on a quarterly basis or as and when required, in line with the Implementation Framework;

(j)   Report to the Presidency and other stakeholders on a monthly basis on the number of jobs provided for the EAs & GSAs;

(k)   Monitor and provide response to all challenges that might arise;

(l)   Facilitate the Implementation of the National and Provincial training plans to ensure that there are skills transferred to the youth at the end of the initiative (programme).

(m)   Identify Training areas for transfer of skills in alignment to sector priorities; and

(n)   Training Managers at National are expected to develop the training manual and to also train the provincial officials on the manuals developed on training. Training will also be determined by the specific requirement of the field (e.g., Infrastructure maintenance will differ from Curriculum, etc.)

11.1.2   Provincial Education Departments

Provincial Educations Departments will:

(a)   Calculate and allocate the number of job opportunities (EA/GSA posts) per district.

(b)   Orientate Districts, Circuits, Schools on the Implementation Framework, recruitment, conditions of placement as well as the roles and responsibilities of the EAs & GSAs.

(c)   Receive status reports on the EAs & GSAs from districts/school.

(d)   Keep and update a database of EAs & GSAs in the Province.

(e)   Employ and facilitate the transfer/payment of stipends.

(f)   Manage the allocated budget in accordance with the applicable legislation.

(g)   Monitor and support the implementation of the PYEI at district level.

(h)   Develop and submit approved business plans to the relevant authorities.

(i)   Develop implementation plans for each of the areas as follows: e.g. 1. Recruitment and Placement process (including Replacement after every attrition case/s); 2. Advocacy and Communication Plan; 3. Training Plan for skills transfer; 4. Orientation for both departmental officials and Assistants; 5. Training and Development; 5. Monitoring, support, and reporting, 6. Evaluation and Impact

(j)   Provinces that are transferring funds to schools are required along with their business plans to develop and submit approved 2023/24 transfer schedules reflecting actual dates on which funds will be transferred to schools.

(k)   Provide districts with funds allocation letters to distribute to schools.

(l)   Ensure compliance with reporting requirements by providing consolidated monthly expenditure reports 15 days after the end of the month, and quarterly reports 30 days after the end of the quarter.

(m)   Reconcile expenditure by schools against budget transfers on a monthly basis.

(n)   Manage and implement the Project in line with the Public Finance Management Act (PFMA).

(o)   Monitor and provide support to districts, circuits, and schools.

(p)   Provide human resource capacity at all relevant levels including the appointment or identification of a qualified and experienced person/s to administer, manage and co-ordinate the activities associated with the Project in accordance with the provisions of the framework.

(q)   Evaluate the performance of the Initiative and submit evaluation reports to DBE and other relevant stakeholders within two months after the end of the financial year.

(r)   Implement projects according to the approved business plan.

(s)   Project Manager/s are expected to work with the Training managers to draft the provincial training and skills transfer plan aligned to DBE training plans, as well as ensure its implementation.

(t)   The Project Manager/s are expected to work with the Training managers to train the districts and schools on the manual received.

(u)   The Project Manager/s are expected to receive training reports from Training Managers on various areas of training, then consolidate the report to submit as a PED consolidated report.

11.1.3 District Offices

District offices will:

(a)   Play an advocacy role for the PYEI.

(b)   Quality assure and confirm the number of the EAs & GSAs required by schools in the district.

(c)   Orientate School Management Teams (SMT) and SGB Chairpersons on the Implementation Framework, recruitment, conditions of placement as well as roles and responsibilities of the EAs & GSAs.

(d)   Receive monthly status reports on EAs & GSAs from schools and intervene where necessary.

(e)   Keep and update a database of the EAs & GSAs in the District.

(f)   Monitor and support the implementation of the PYEI in schools.

(g)   Ensure that all EAs and GSAs appointed in the district have received training on skills identified by province, (e.g. ICT skills).

(h)   Receive the funds for payment of stipends and then distribute the funds to schools with letters of allocation.

(i)   Provide schools with funds allocation letters.

(j)   Receive monthly expenditure reports on funds spend for the project.

(k)   Submit monthly expenditure reports on funds spend for the project.

11.1.4   The Circuit Managers

(a)   Familiarise themselves with the Implementation Framework and all other guidelines of the PYEI.

(b)   Advocate the objectives of the project (both Presidential and Basic Education Sector).

(c)   Advocate and communicate to various stakeholders regarding the project.

(d)   Support schools with recruitment and ensure transparency and fairness in the process.

(e)   Communicate to schools that NEPOTISM is not accepted.

(f)   Ensures that SMTs and SGBs adhere to the Implementation Framework – requirements when appointing.

(g)   Monitor and support the schools during the recruitment process.

(h)   Where On-Line application system did not provide enough applications (monitor schools as they drive recruitment with concessions as per guideline and Framework).

(i)   Quality Assurance and verification of recommended candidates by schools.

(j)   Compile Circuit-wide database of applicants and new recruits.

(k)   Ensure that all EAs and GSAs are provided with Orientation and Induction.

(l)   Ensure that all EAs and GSAs have signed Conditions of Placement, Code of Conduct, and Job Descriptions/Workplans.

(m)   Ensure that all EAs and GSAs are assigned a mentor.

(n)   Ensure that all EAs and GSAs have attended compulsory five modules (Orientation, NSSF, SOP for COVID, Digital Literacy, Financial Management).

(o)   Ensure that all EAs and GSAs have attended minimum of three additional trainings.

(p)   Ensure that all EAs and GSAs are registered on SA Youth Mobi, NDMS and **WhatsApp Teacher Connect 060 060 3333 and the Reading Champions WhatsApp Bot 060 017 0000**

(q)   Conduct Circuit-wide project monitoring and support for all schools in the district.

(r)   Provide the reports on attrition of EAs and GSAs in his circuit weekly.

(s)   Provide periodic reports to District Coordinator on the implementation of the Project.

11.1.5 Schools (SMT & SGB)

The project is implemented at school level, and the SGB acts on behalf of the employer in relation to matters that have to do with the Assistants. These include, but are not limited to:

(a)   Signing in of employment contract

(b)   Attendance

(c)   Performance

(d)   Discipline

(e)   Payment of stipends

(f)   training

The SGB will:

(a)   Encourage potential candidates, residing near the school, who wish to be considered as EAs & GSAs to apply on SA Youth Mobi site (advocacy).

(b)   Set up interviewing panels.

(c)   Work with SMT to draft the criteria for shortlisting of candidates.

(d)   Work with SMT to short list the candidates for interviews.

(e)   Invite shortlisted candidate for interviews and to bring supporting documents to the interviews; CV, copy of ID, testimonial and copy of highest qualification(s).

The SMT will:

(a)   Orientate newly appointed EAs & GSAs on their roles and responsibilities as well as the code of conduct for learners and staff.

(b)   Provide the necessary resources such as stationery.

(c)   Monitor and support the EAs & GSAs.

(d)   Appoint EAs & GSAs in line with allocations as specified and considering the school's needs.

(e)   Manage training (where necessary) of all EAs & GSAs appointed to ensure work is done in accordance with job descriptions.

(f)   Report on the number of the EAs & GSAs employed and their performance and attendance on a weekly/monthly basis.

(g)   Ensure that EAs and GSAs receive formal training that will result in skills transfer as per provincial and district plan.

(h)   The SMT should ensure that the Assistants receive the generic orientation on the first week when they (Assistants) arrive at school.

12. Stakeholders Involvement

The DBE will utilise the existing forums within the sector to consult all stakeholders and will also provide updates on progress made on the initiative, this will be done on continuous basis. The PEDs will in return be expected to provide update to the provincial constituencies through provincial forums that exist.

Figure 7: Stakeholder involvement in the PYEI-BEEI
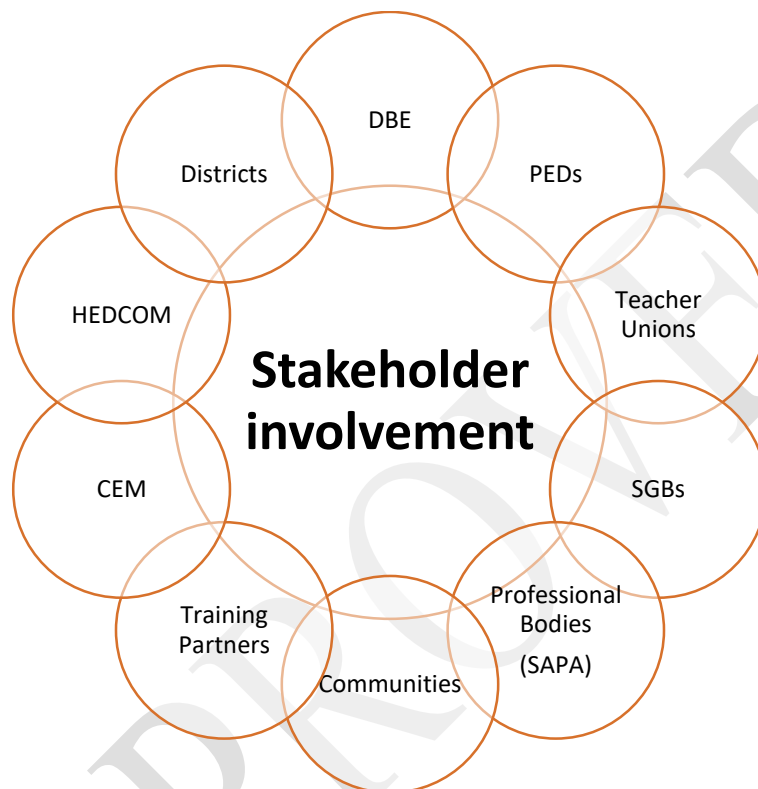
13. Governance and Management Arrangements

13.1 DBE level

The DBE has provided a proposed organisational structure that could be followed or adapted, considering the context in a Province.

The monitoring and support of the Project will be undertaken by two Committees at the National Department of Basic Education. These will be the Project Steering Committee (PSC) and the Project Management Team (PMT). The PSC will be chaired by the Deputy Director-General as delegated by the Director-General (DG) and the PMT will be chaired by Chief Director appointed for the project. The Chief Director will further chair the Interprovincial Meeting, whilst the Directors will chair the one-on-one meetings with PEDs.

GOVERNANCE AND MANAGEMENT OF PROJECT

Figure 8: Proposed governance and management organisational structure
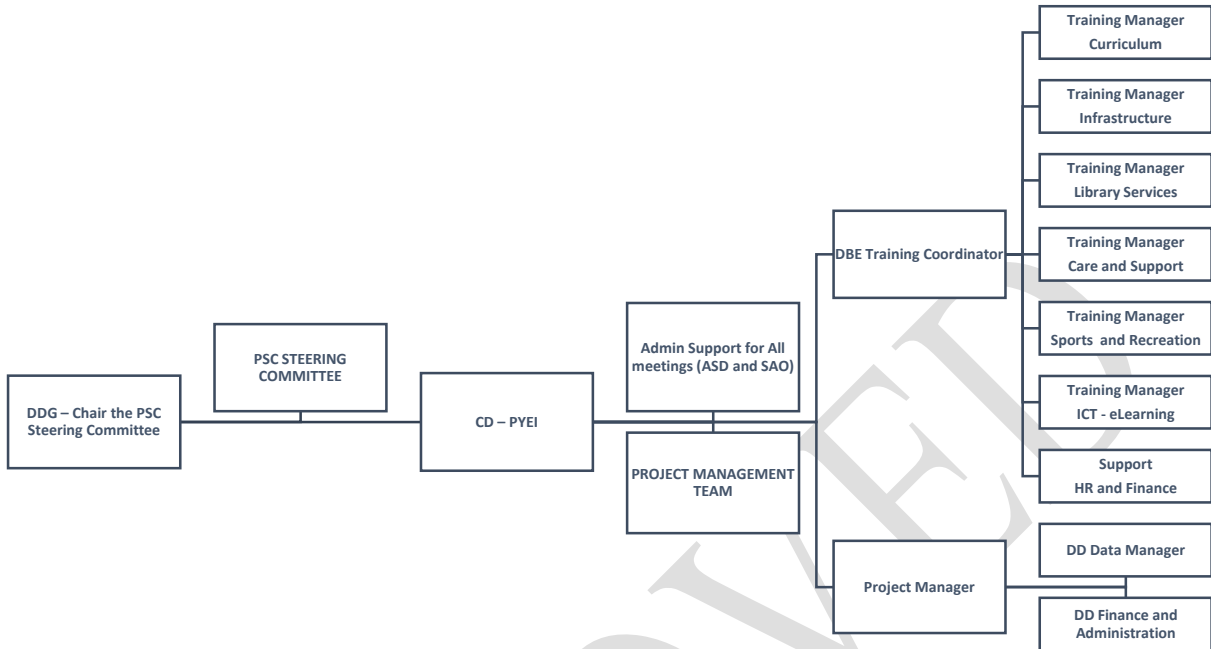
GOVERNANCE FOR THE MEETINGS
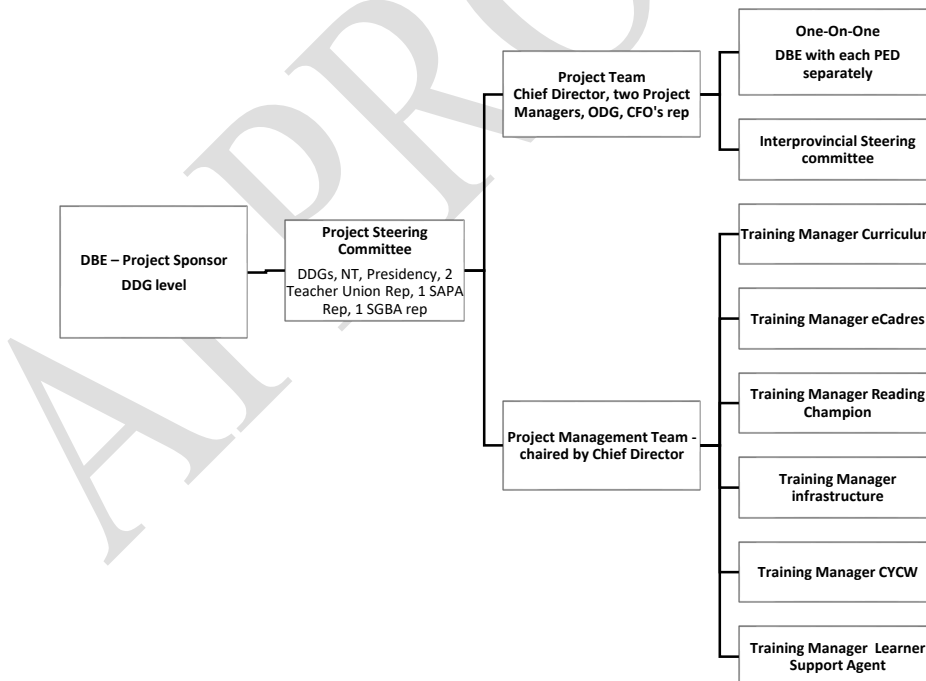
The PMT will be headed by the Deputy Director-General, appointed by the Director-General. The PMT will comprise of officials from the CFO's office, who are suitably assigned to play a role in the monitoring and oversight of the Project. Furthermore, each affected branch will nominate at least one official to form part of the PMT. There will also be a representative from the Office of the Director-General (ODG). Each PED will deploy its Project Manager to form part of the Interprovincial Committee. Among other things, the PMT will

be responsible for oversight and coordination of monitoring and support of the Project. It will also oversee reporting by the DBE to the Presidency and National Treasury.

Other departmental officials may be invited to participate in the activities of the PMT, should the need arise. A Terms of reference (TOR) will specify the details regarding the operational arrangement of the PSC and PMT. A sample ToR for Committees is provided as **Annexure 26.**

13.2   Provincial level

The arrangement in respect of the PSC and PMT will be replicated at Provincial level. Thus, the Provincial Head of Department (HoD) should appoint the Provincial Project Management Team (PPMT) Team. The role of the PPMT will be to oversee the overall coordination of the implementation of the initiative and the operationalisation of the Implementation Framework in the province. The PPMT shall receive regular reports from the Provincial Project Manager and the Provincial Training Coordinator on an ongoing basis. There shall be monthly standing meetings of the PPMT, and ad hoc meetings shall be convened when the need arises to ensure that matters that require urgent attention are not put in abeyance. Where there are challenges in the implementation of the initiative in the province, the PPMT should assist in providing guidance to resolve them. The PPMT shall also consider reports prepared for the HoD, the Member of Executive Council (MEC) for Education in the province and the Provincial Legislature.

The PPMT will comprise of representatives from the Office of the Superintendent-General, Office of the CFO and representatives from directorates/ units implicated in the implementation of the initiative such as Curriculum and Assessment (including HR Planning, Infrastructure and Social Mobilisation).

Among other things, the PPMT will be responsible for drafting of Provincial Business Plans, submitting these to Provincial Treasuries for approval as required, implementation of the plans for all processes/areas, coordinating the Project at provincial level and ensuring that challenges are mitigated and resolved timeously.

The arrangement in respect of the PPMT will be replicated at District level, whereby the District Project Management Team (DPMT) will comprise of the District Director, or a person delegated by him/her; circuit managers'/school principals and any other officials that the committee thinks will make a positive impact or contribution to the process.

The Project Management Teams from Phase I to Phase IV. Some provinces maintained the same project manager throughout, whilst others had changes.

Table 8:PYEI-BEEI Project Management Teams from Phase I to IV

PROVINCE	PROJECT MANAGERS PHASE I	PROJECT MANAGERS PHASE II	PROJECT MANAGERS PHASE III	PROJECT MANAGERS PHASE IV
National (DBE)	Ms L Maje and Mr T Maponya	Ms L Maje	Ms L Maje	Ms L Maje
EC	Ms L Sidiya	Ms L Sidiya	Ms L Sidiya	Ms L Sidiya
FS	Mr T Khodumo	Mr T Khodumo	Mr T Khodumo	Mr T Khodumo
GP	Ms L Phehla	Ms L Phehla	Ms L Phehla	Ms L Phehla
KZN	Mr B Zwane	Ms P Govender	Ms P Govender	Ms P Govender
LIM	Mr M Mhlongo	Dr N Ndebele	Mr T Mmako	Mr T Mmako
MP	Mr H de Beer	Mr S Mahlangu	Mr S Mahlangu	Mr S Mahlangu
NC	Mr T van Staden	Mr F Malunga	Mr F Malunga	Mr F Malunga
NW	Ms T Nkotoe and Mr S Montjane	Masego Senna resigned in December now Dr E Ntlatleng	Dr E Ntlatleng resigned in June 2022 Mr S Montjane started in June/July 2022	Mr S Montjane
WC	Ms E Veldman and Mr M Cronje	Alison February	Alison February	Alison February

13.3   Provincial Project Management

The DBE drafted the guideline on Provincial Management Teams, District and Circuit Support teams. The Guideline is meant to assist the provinces on how to provide human resource support for the implementation of the project.

13.4   Critical Role played by HR in the project

Human Resource and Finance play a major role in the project. The project involves recruitment, selection, appointments, inductions, payments and transfer to schools or Districts. The figure below is emphasising the critical role of the two components in the project.

Figure 9: Role of HR in PYEI-BEEI

Role of HR

- Planning (calculation and allocating)
- Recruitment (selection, placement and work plans)
- Performance (appraisal
- Labour Relations (motivation, grievance and discipline)
- Training and development
- Health and Safety, Risk Management; Governance
- Compensation (stipends and UIF)
- Career Planning/ management (exit strategy)
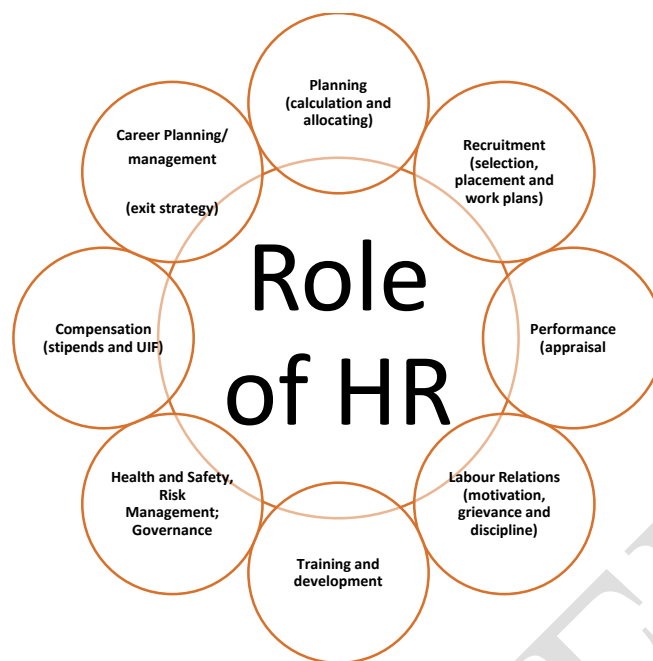
13.5   Reporting protocols

The Heads of Provincial Education Departments (HODs) will be requested to appoint Project Teams in PEDs, which are constituted by Project Manager/s and Office Managers from the Offices of the HODs. The nominated officials are required to form part of the Interprovincial Committee, that will be taking the lead in the implementation of the PYEI.   The Interprovincial Committee will be constituted by DBE Project Management Team and all 9 provincials project managers and training managers.

The Interprovincial Committee is there to coordinate and manage the implementation of the project, to ensure consistency and common standards in the implementation, hence the officials that serve on this committee are directly involved in all processes/phases of the project.

Another meeting will be held once a week with each PED separately. This meeting that will be a one-on-one meeting with each PED, will address matters that are specific to the PED. separately.

The purpose and specific functions of each meeting/committee will be outlined in the Terms of reference for each committee.

13.6   Frequency of reporting

The Interprovincial Committee shall convene a meeting once monthly; the meetings will be chaired by DBE appointed Project Manager or representative.   The one-on-one meeting with each PED separately will be held once monthly. The meeting will be chaired by DBE Project Team manager or representative. The secretariat for the meetings will be provided by Project Team. The meetings will be both physical and virtual.

13.7 Format of reporting and reporting tools

The DBE will provide the provinces with reporting templates to ensure that there is flow of information. The reporting templates will cover the critical area that needs to be reported to DBE Senior Management, Council of Education Ministers (CEM), Heads of Education Departments Committee (HEDCOM), Portfolio Committee on Basic Education, National Treasury and Presidency.

Provinces will be required to submit reports indicating the appointment status of the EAs & GSAs on a monthly basis. There should also be reports on attrition, as it is expected that some of the EAs & GSAs might find better employment opportunities during the time that they are still under contract. Under such circumstances, the EA & GSA should only be required to submit a letter of resignation. The monthly reports should also include the financial performance of the Project, inclusive of expenditure against budget projections. The data reported should be disaggregated, covering age, gender, geographical areas/location, the outcome, and impact of the initiative to employ youths.

Provinces will be required to provide a closeout report so that the DBE may be able to provide a National Closeout. This requirement will be communicated to the provinces, providing a timeline by which reports should be submitted.

14. Monitoring, Support and Oversight

The DBE will provide the monitoring framework for the project, the framework will outline the monitoring scope, approach, and timeframes. The DBE will utilise mixed models to monitor the project, the models include physical visits to provinces, desktop monitoring, surveys, and self-evaluation tools. The DBE, working with the Project Management Office in the Presidency, will provide overall monitoring, support, and oversight of the Project. Provincial Education Departments will monitor and support the implementation of the Project at district and school level.

15. Risk management

The DBE will draft a detailed Risk Register that will guide the management of risks for this project. The Risk Register will be a living document that is adjusted as new risks emerges, and others fall off as they are mitigated and managed. The DBE will provide a sample Risk Register for PEDs upon request.

The Provincial Education Departments will be expected to draft a detailed Provincial Risk Register that is aligned to the provincial implementation plan. The Risk Register should also be regarded as a live document that continuously updated to align to the new emerging risks and the risks that are fully mitigated and managed be removed.

16. Fraud management (whistle blowing)

(a) What is Fraud

When it comes to fraud in the public sector, issues such as bribery, corruption, and misuse of authority during public procurement often are easy examples. These practices usually involve misuse of entrusted power for personal gain, often including cash given "under the table" so there is very little or no financial statement evidence that a crime has occurred. Such crimes are uncovered in most cases through tips or complaints from third parties, often via a fraud hotline, or are detected during internal reviews, external audits, and by financial inspections. Frauds within the public sector, may originate from both internal and external sources. Internal frauds can be committed by any employee at any level within the organization. Fraud can range from small-scale abuse of travel expenses (S & T claims) to large-scale frauds involving high-value contracts and breaches of controls that could have serious and material consequences. In the PYEI implemented by Basic Education sector, fraud may be committed at any level from National, Provincial, District, Circuit, or school level. It may vary from large scale to small scale fraud.

(b) Examples of fraud

The following are examples of fraud, but not limited to: (a) fraudulent expenditure claims (e.g. using false receipts to claim travel and accommodation allowances); (b) payroll fraud (e.g. adding fake employees to the payroll or claiming overtime for hours not worked); (c) the deliberate reporting of false information.

(c) How to deal with Fraud committed in PYEI

Any member of the public or government employee have the obligation to report fraud when it is detected. The person reporting will remain anonymous to protect their identity. Fraud or corruption in the public service should be reported as it:

(i)   undermines the fight against poverty by putting money that is meant for government services and development into pockets of corrupt officials;

(ii)   increases the cost of public services and slows down service delivery to the public.

(iii)   The person reporting does not have to give his/her name when reporting fraud or corruption using: National Anti-Corruption Hotline: 0800 701 701 (toll free number); fax 0800 204 965, the Presidential Hotline at 17737 or president@presidency.gov.za and the Public Service Commission.

17. Financials

17.1 Medium Term Expenditure Framework allocation to implement the initiative

The Medium Term Expenditure Framework (MTEF) allocation of R6.194 and R6.457 billion for the periods of 2022/23 and 2023/24, respectively, is allocated for the implementation of the PYEI in the Basic Education Sector. A detailed breakdown is provided in **Annexure 3: Budget Requirements.** PEDs upon receipt/notification are required to draft the costed business plan for the project using the provincial treasury templates or the business plan templates which will be provided upon request by the PED.

Critical Role of Finance in the initiative

Finance Units have a critical role to play in the project. Some of the roles are outlined below:

Figure 10: Roles of Finance in the implementation of the PYEI-BEEI
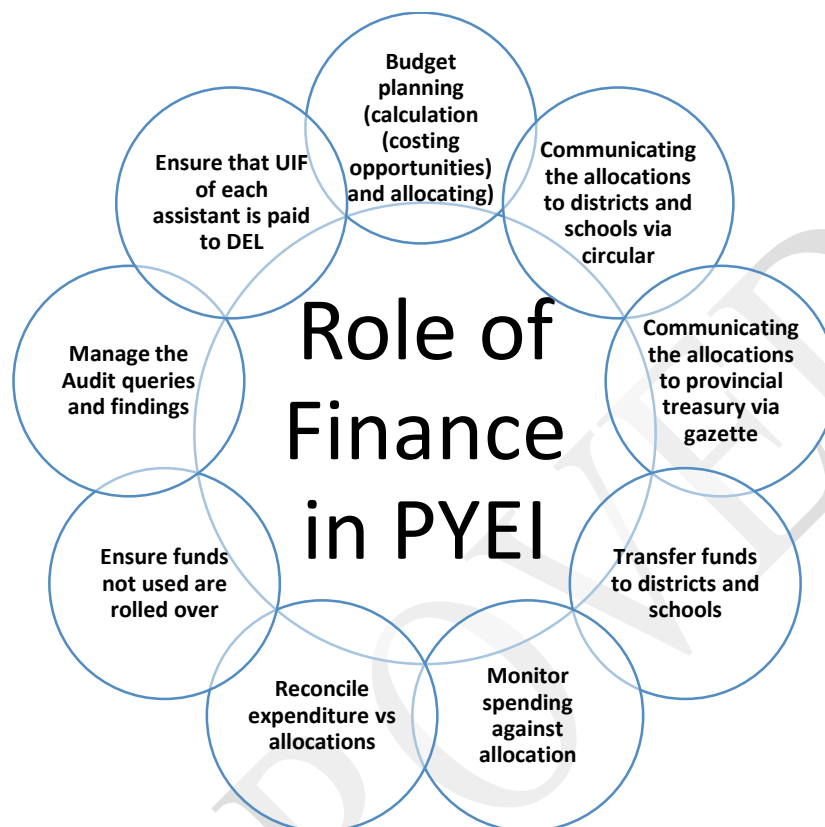
For efficient reporting of the funds allocated to the PYEI, the PEDs are encouraged to ensure that the funds allocated for this initiative are placed correctly in the **Budget Programme Structure (SCOA):** A special code was created as follows:

- **Fund**: **Presidential Employment Initiative Fund**
- **Programme 7**: **Examination and Education Related Services**
- **Sub-programme: 7.3 – Special projects**
  - **Objective** of the sub-programme – to provide for special departmentally managed intervention projects in the education system as a whole.
- **ITEMS:**
  - **Compensation of employees**
    - (Project Management – Payment of Project Team (New appointments or secondments of official into Project Team)
  - **Goods and Services**
    - (Project Management operational cost (e.g. Transport Claims, Cellphone, and data)

- Training (online data, training facilitators, training materials – online and printed where necessary)
- Communication (Advocacy campaigns)
  – **Machinery and Equipment**
    - (Tools of trade for project team – Laptops)
  – **Non-Profit Institution**
    - **(Transfer payments** – Stipends, Data allocation for youth and UIF employer and employee to the Department of Employment and Labour (DEL))

17.3   Method of payment

10.1.1   Direct transfer to schools – Transfers should be made upon confirmation of appointed assistants on the National Data Management System (NDMS) as well as attendance (time on attendance)

10.1.2   PERSAL payment – Appointments should be verified against the NDMS.

17.4   Allocation Letter to Schools

The PEDs should provide schools with the detailed allocation letters/certificates that indicate the following:

10.1.3   Number of assistants allocated to the school

10.1.4   Budget allocation (amount) to be transferred for stipends

10.1.5   Total allocation to be transferred for data – reflect the per month allocation and total to be transferred

10.1.6   The grand total to be transferred

10.1.7   The amounts to be paid per tranche and the months funds will be transferred

Allocation letters must be sent to schools by the PED or District upon confirmation of the budget and the number of assistants allocated to the school. Thus, the budget should be linked to the number of the assistants. A sample letter of allocation is provided as **Annexure 27.**

17.5   Bank Charges

The schools are advised to consult the banking institutions on packages that have cheaper costs when transferring funds as payments/stipends for youth. Schools must pay youth via electronic funds transfer (EFT) to minimise costs.

PEDs/District are encouraged to transfer funds in two (2) tranches, the first tranche consisting of three (3) months payments and the last tranche for two (2) months payments. This will assist in attracting interest; which schools can use to offset the bank charges that may be incurred when paying stipends.

17.6   Payments of stipends by schools and signing of payroll

The Director-General Basic Education approved that the stipend for Phase IV be kept same as stipend of Phase III. The reason being that Phase IV falls in two financial years; also, the Minister of Employment and

Labour announces the approved National Minimum Wage end February, that will delay finalisation of Implementation Framework.

The EAs & GSAs will be paid a stipend of R4 081. 44 (minus 1% of the employee UIF) per month with the hourly rate of R23.19, which is aligned to the National Minimum Wage announced by Minister of Department of Employment and Labour in February 2022, and R30 per month for data. For example, the total amount payable for a full month of work should thus be R4 114.44 gross, minus UIF of R40,82, equaling a net monthly stipend of R4 070.63.

17.6.1   The schools should ensure that stipends are in the individual assistants' accounts by the 25th of each month. This date should be reflected on the payslip which must be given to the youth 2 – 3 days prior to the pay day. This will assist the youth to know when their stipends will be in their accounts.

17.6.2   Schools are to pay stipends using the electronic funds transfer (EFT) facility into accounts of youth. There should be **NO CASH PAYMENTS** of stipends or data allocation.

17.6.3   A payroll that indicates the names of all assistants, the month of payment and the column for date of payment must be signed by the assistant and provided for the signature of school principal and SGB chairperson (**Annexure 28** - sample payroll).

17.6.4   The assistants must be provided with a salary advice. A sample is provided as **Annexure 29.**

17.7   Payment of UIF

The PEDs are requested to contact Provincial offices of the DEL, to discuss the requirements for registering youth placed in the initiative as well as make arrangements on methods of registering the youth placed in the initiative from PED level and not each school on its own. The PEDs are requested to ensure that payment of UIF is made from Provincial Level for both the employee (1%) and employer (1%), which totals 2%. The payments can be made monthly upon schools submitting the confirmation of placement, that are verified by districts on the DMS. This will assist PEDs in complying with the policy requirements of DEL on UIF. However, the participation in the PYEI programme does not qualify as employment for contribution purposes in line with the Unemployment Insurance Act.

17.8   Reconciliation

PEDs should on a monthly basis reconcile the amounts paid by schools to the youth against amounts transferred for payments of stipends and data allocation. Schools should printout the bank statements reflecting the amounts paid to the appointed assistants for stipends and data which should be reconciled against the payroll and amount transferred to the school. This should be signed by the school principal and the SGB chairperson. Schools should prepare a monthly expenditure report to share with the PED, District and Circuit offices.

18.   Audit

The schools are requested to ensure that they have a file for the initiative containing the following:

- the allocation letter;
- the lists of appointed assistants (the list should be updated on a monthly basis to cover resignations and those that absconded);
- amounts paid per assistants (bank statement);
- signed payrolls; and
- any other information that might be required for audit purposes.

A guide for audit, titled *Documents to Prepare for Audit* is attached as **Annexure 30.**

19.   National Data Management System (NDMS)

The DBE has worked with Bhelela Technologies to develop a National Web-Based Data Management System (NDMS). The NDMS has been implemented in Phase II and in Phase III it became mandatory with approval of DG. All participating schools should ensure that all the assistants that they have appointed are captured on the DMS.

The system is a versatile online platform that enables the DBE, PEDs and districts to draw and analyse reports based on the inputs from the schools and the Assistants. The platform also offers the functionality to conduct surveys and for the Assistants to lodge queries. The scope of the system is summarised in the infographic provided below.
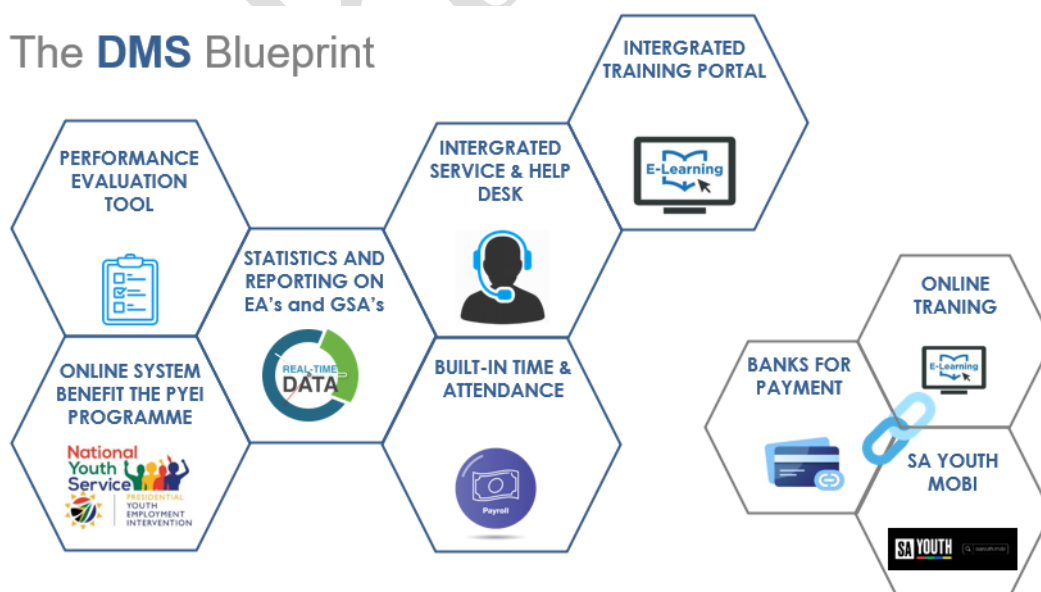
20. Management of Communications

20.1 Communications Strategy

The DBE will draft a communications plan that will manage the communication of the project from planning stage to closeout stage. The PEDs are also encouraged to have a communications plan that will manage the communications of the project at provincial level.

The Communications Plan will be drafted to ensure a successful roll out of the PYEI in the Basic Education sector. The following are suggested key drivers of the programme:

(a)   Strong Ministerial and MEC support

(b)   Stakeholder relations management (both primary and secondary stakeholders)

(c)   Communications approach: utilise of internal communication; digital platforms for consistent engagement; communication with stakeholders; Media Liaison; Targeted Media Campaign

(d)   Key Messengers are identified as follows: Minister, Deputy Minister, Director-General; MECs, HODs, Project Managers, District Directors, School Principals and Chairpersons of SGBs, Assistants

(e)   Establishment of programme digital platforms:

   (i)   Continuous engagement with stakeholders, schools, partners, and the public

   (ii)   Keep stakeholders abreast of all processes and developments in the project

   (iii)   Manage the online footprint and resource

   (iv)   Ease of focused content dissemination and user-sharing

   (v)   Involve previous and current Assistants appointed to ensure advocacy of the project, to ensure continuous communication

20.2 Communications by Project Management

The DBE will communicate with PEDs via letters, one-on-one meetings, interprovincial meetings and via circulars. Circulars will be used mainly on matters that require to be communicated to school level. The PEDs will in-turn be required to issue circulars to schools. Below are some of the areas that require circular/s to schools

(a)   **Contract** for the project

(b)   **allocations to schools** (number of job opportunities per school and money allocated)

(c)   process to follow in appointing;

(d)   indicate **who qualify** as per framework;

(e)   indicate **documents** required from applicants;

(f)   indicate the **dates of placement (start and end dates)**;

(g)   provide **sample job descriptions**;

(h)   provide the **contract and the code of conduct**;

(i)   indicate **how much is the stipend**;

(j)   the **UIF deduction amount**;

(k)   provide the **guideline on how to work with assistants** in the classroom;

(l)   provide the guideline **on how to deal with discipline and misconduct;**

(m)   provide the **guideline on management of the finance for PYEI with timelines on payment of stipends; and**

(n)   indicate what will be **regarded as illegal activity or action from side of staff**.

21.   Promotion of Access to Information Act (PAIA) and Protection of Personal Information (POPI) Act

The Promotion of Access to Information Act, 2000 (Act No. 2 of 2000) (PAIA), which flows from section 32 of the Constitution of the Republic of South Africa, 1996, gives effect to the constitutional right of access to any information held by the state and any information held by any other person, provided that such information is required for the exercise or protection of any rights. Section 31(1)(a) of the Constitution entrenches every person's right to gain access to any information held by the state. This chapter on PAIA and POPI Act should be read in line with the PAIA and POPI Manual of the Department of Basic Education issued in 2021.

To gain access to information held by the DBE, a request must be submitted to the Director-General, Mr HM Mweli.

Requests should be copied to the following persons: Adv. Shalili D Misser, Deputy Information Officer: PAIA-DIO@dbe.gov.za; tel. 012 357 3769/4151.

The purpose of the PAIA is twofold:

(a)   To foster a culture of transparency and accountability in public and private bodies by giving effect to the right of access to information; and

(b)   To actively promote a society in which the people of South Africa have effective access to information to enable them to exercise and protect all their rights more fully.

Protection of Personal Information Act (POPI)

The Protection of Personal Information Act, Act No. 4 of 2013 (POPI) will come into effect 01 July 2021

Chapter 3 of POPI Act provides for the minimum Conditions for Lawful Processing of Personal Information by a Responsible Party. These conditions may not be derogated from unless specific exclusions apply as outlined in POPI Act.

The responsible party must ensure that the conditions set out in Chapter 3 of the POPI Act and all the measures that give effect to such conditions, are complied with at the time of the determination of the purpose and means of the processing and during the processing itself.

The DBE at all times, in compliance with section 5 of the POPI Act ensures that the Personal Information of a Data Subject:

(a)   is processed lawfully, fairly, and transparently;

(b)   is processed only for the purposes for which it was collected;

(c)   will not be processed for a secondary purpose unless that processing is compatible with the original purpose.

(d)   is adequate, relevant, and not excessive for the purposes for which it was collected;

(e)   is accurate and kept up to date;

(f)   will not be kept for longer than necessary;

(g)   is processed in accordance with integrity and confidentiality principles; this includes physical and organisational measures to ensure that Personal Information, in both physical and electronic form, are subject to an appropriate level of security when stored, used, and communicated by the DBE, in order to protect against access and acquisition by unauthorised persons and accidental loss, destruction or damage;

(h)   is processed in accordance with the rights of Data Subjects.

22.   Partnerships (leverage of existing partnerships)

The DBE will utilise partnerships that exist in ensuring that the project is implemented successfully. The DBE will also forge new partnerships, to enhance the efficiency and effectiveness of the implementation of the project. These will be solidified through Memorandum of Understanding / Agreement that would be signed with each partner individually. The PEDs will be expected to also forge partnerships at PED level, to ensure that the project is successfully implemented with effectiveness and efficiency. The PEDs are also encouraged to work with the local NGOs up to district level for the success of the project.

23.   Closeout report

The DBE will deploy monitors throughout the country to monitor and report on the implementation of the project and a closeout report will be provided four months after the financial year ended. This will allow the PEDs to provide their final provincial reports. Provinces will be required to provide a closeout report that will enable the DBE to provide a National Closeout that is aligned to PEDs in terms of numbers reported as achievements.

24.   PYEI Value add assessment report

The DBE will contract a service provider or form a partnership to ensure that an impact study is undertaken and a report is produced that will inform policy development in the area of assistants in schools, the assistants' impact and influence on teaching and learning, as well as impact on performance of learners and learning outcomes. The cost for the impact study will be covered within the allocation made to DBE for monitoring, support, and oversight. This cost will cover drafting of documents, data collection instruments to

be used, case studies and observations study, reports to be released from the findings. Each PED may do further impact study based on criteria that the PED may deem important for their purpose.

25.   Conclusion

The roll out of the PYEI in the Basic Education Sector will go a long way in addressing some of the most pressing challenges for both the country and the education sector brought about by the COVID-19 pandemic as well as other challenges that existed before COVID-19. The initiative will not only provide the necessary work experience as well as critical skills and competencies to the appointed youth but will also provide real employment opportunities for the youth that will greatly improve their prospects of employability.

ACTIVITIES	RESPONSIBILITY DBE/PED/SCHOOL	TIMEFRAME
OUTPUT 1: PROJECT PREPARATION AND APPROVALS		
1. Drafting of Implementation Framework	DBE	Oct-22
2. PEDs drafting Business Plans	PEDs	Oct-Sept 2022
3. Business Plans submitted for approval process by HODs	DBE/PEDs / NT and Provincial Treasuries	Dec-22
OUTPUT 2 A: COMMUNICATIONS AND ADVOCACY		
1. Briefing Session with HEDCOM SubCommittee on Communication	DBE/PEDs	Monthly
2. Media Monitoring and Reporting (daily/weekly)	DBE	Ongoing
3. Media Production and coordination of material	DBE/PEDs	Ongoing
4. Informing Stakeholders	DBE/PEDs	Ongoing
OUTPUT 2 B: CONSULTATION WITH INTERNAL AND EXTERNAL STAKEHOLDERS		
1. Bhelela Technologies	DBE	Ongoing
2. Harambee	DBE	Ongoing
3. University of Johannesburg	DBE	Jul-22
4. eCubed	DBE	Ongoing
5. Nelson Mandela University	DBE	Jul-22
6. Funda Wande	DBE	Jul-22
7. MTN	DBE	Jul-22

8. NEMISA	DBE	Jul-22
9. Digify Africa	DBE	Jul-22
OUTPUT 3 A: RECRUITMENT - ADVERTISEMENT		
1. Meeting with PEDs to explain the application process	SA Youth	Jun - Jul 2022
2. Receiving the lists of schools that will not participate in Phase IV	PEDs to SA Youth	Jul - Sep 2021
3. Submitting lists of Districts / PEDs officials to SA Youth	PED and SA Youth	Jul - Sep 2021
4. Creating opportunity card per school	SA Youth	Aug-22
5. PED and District support and guidance	SA Youth / PEDs	Aug-22
6. Drafting of the advert for approval (each PED, National advert)	SA Youth / PEDs/ National	Aug-22
7. Advertising the job opportunities	SA Youth	Sep-22
8. Applications open	SA Youth	22 Sep-16 Oct 2022
9. Create ranked lists to schools	SA Youth / PEDs	1 - 10 Nov 2022
OUTPUT 3 B: RECRUITMENT AND SELECTION OF PARTICIPANTS (SCHOOLS) FIRST AND SECOND COHORT		
1. Constitution of panels for interviews	School (SGB and SMT)	Nov/Dec-22
2. Drafting of interview questions	School (SGB and SMT)	Nov/Dec-22
3. Screening and selection of education assistants and General School Assistants	School (SGB and SMT)	Nov/Dec-22
4. Shortlisting, selection and invitation to interviews	School (SGB and SMT)	Nov/Dec-22
5. Interviews	School (SGB and SMT)	Nov/Dec-22
6. Appointed candidates are captured on the NDMS	School (SGB and SMT)	Dec 2022 / Jan 2023
OUTPUT 3 C: MOP-UP		

1. Constitution of panels for interviews	School (SGB and SMT)	Apr-23
2. Drafting of interview questions	School (SGB and SMT)	Apr-23
3. Screening and selection of Education Assistants and General School Assistants	School (SGB and SMT)	Apr-23
4. Shortlisting, selection and invitation to interviews	School (SGB and SMT)	Apr-23
5. Interviews	School (SGB and SMT)	Apr-23
6. Appointed candidates are captured on the DMS	School (SGB and SMT)	Apr-23
OUTPUT 4: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER PROVINCE (DONE BY DBE/NATIONAL)		
1. Establish Criterion for identification of schools	DBE	Sep-22
2. Calculations based on the criteria and allocation of EAs and GSAs per province	DBE	Sep-22
3. Communicating the final criteria and allocation to PEDs	DBE	Sep-22
OUTPUT 5: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER DISTRICT AND SCHOOLS (DONE BY PROVINCE)		
1. Establish Criterion for identification of schools depending on provincial identified needs	PEDs	Sep-22
2. Identification of participating schools (non-participating schools to inform PEDs in writing)	PEDs/District	Aug-22
3. Calculations based on the criteria and allocation of EAs and GSAs per district and schools	PEDs/District	Sep-22
4. Communicating the criteria and allocation to DBE , SA Youth and schools	PED	Sep-22
OUTPUT 6: APPOINTMENT AND PLACEMENT IN SCHOOLS (FIRST AND SECOND COHORT)		
1. Youth that is successful is notified (First and second cohort notified separately)	School	Dec 22-Jan 23
2. EAs & GSAs arrive at school	PEDs/ Districts/ School	Feb-23
3. Signing of Contract, Job description and work plan	School	Dec 22-Jan 23
4. Allocation to classes and Mentor/Teacher	School	Feb-23

5. Orientation on school ethos and rules	School	Feb-23
6. Orientation - National Orientation Manual (online)	PEDs/District /School	Dec 22-Jan 23
7. Youth participate on the NSSF (online)	School & Assistants	Dec 22-Jan 23
8. Youth participate on the online Financial Management course	eCubed	Dec 22-Jan 23
9. Youth participate on the Digital Literacy offered by DBE and Partner	School & Assistants	Dec 22-Jan 23
10. Training of Youth on various areas as identified by DBE and PED	School & Assistants	Feb-Sept 2023
OUTPUT 7: ORIENTATION		
1. Development of Orientation Manual	DBE	Aug-Sept 2022
2. Drafting of schedule for orientation	DBE	Aug-Sept 2022
3. Orientation workshops for Officials up to school level	DBE	Aug-Sept 2022
4. Orientation Workshops for Assistants	DBE/PEDs/District	Feb-April 2023
5. Follow-up training and support by PEDs	PEDs/Districts	Ongoing
6. Continuous training and support to EAs and GSAs	DBE/PEDs	Ongoing
OUTPUT 8: TRAINING AND TRANSFER OF SKILLS		
1. Development of DBE Training Inventory or Skills Transfer Plan	DBE	Aug-Nov 2022
2. Development of Provincial Training Plan	Province	Aug-Nov2022
3. Drafting of implementation plan for training	Province	Aug-Nov 2022
4. Training and development workshop/s	PEDs / Districts / schools	Feb-Sept 2023
5. Follow-up training and support by PEDs	PEDs / Districts / Schools	Ongoing
6. Continuous training and support to EAs and GSAs	PEDs / Districts / Schools	Ongoing

OUTPUT 9: PROGRAMME MONITORING, SUPPORT AND REPORTING		
1. Drafting of monitoring and evaluation plan	DBE /PED	Oct-Nov 2022
2. Design and draft monthly reporting templates for PEDs	DBE	Ongoing
3. Communicate the monitoring plan, dates and reporting templates	DBE/PEDs	Oct-Nov 2022
4. Receive monthly reports from PEDs	PEDs/DBE	Monthly
5. Ad-hoc monitoring on selected schools and districts per PED	DBE/PEDs	as per Monitoring Framework
6. Consolidate monthly reports	PEDs/DBE	Ongoing
7. Submit the reports to DG, Minister, Presidency (PMO) and NT	DBE	Monthly
8. Final report submitted to DG for approval	DBE	Ongoing
OUTPUT 10: CLOSEOUT REPORT		
1. Provide first draft report	DBE	Feb-24
2. Submit the report for DG and Minister's approval	DBE	Mar-24
3. Distribute the final approved report to all stakeholders	DBE	Mar-24

ANY RISKS TO IMPLEMENTATION AND HOW THESE WILL BE MITIGATED
See excel spread sheet attached

Annexure 3: Budget allocation for Phase IV implementation

BASELINE BUDGET FOR 2023/24

Province	ALLOCATION OF JOB OPPORTUNITIES PER PED 2022	Minimum wage R23.19 = R4081.44 (maximum days) per month Proposed Stipends -6 Months	UIF 1 % of the employer contribution	DATA - Allocation to youth @ R30 per month per youth - include in stipend	PROVINCIAL DISTRIBUTION – TRAINING & FOR OPERATIONAL COST	TOTAL (2023/24)
		R '000				
EC	40,100	R981,994	R9,820	R7,218	R11,974	R1,011,006
FS	15,500	R379,574	R3,796	R2,790	R7,933	R394,093
GP	40,000	R979,546	R9,795	R7,200	R14,465	R1,011,006
KZN	58,500	R1,432,585	R14,326	R10,530	R26,491	R1,483,932
LP	35,000	R857,102	R8,571	R6,300	R12,696	R884,669
MP	22,000	R538,750	R5,388	R3,960	R8,096	R556,194
NC	7,000	R171,420	R1,714	R1,260	R5,789	R180,184
NW	16,000	R391,818	R3,918	R2,880	R6,973	R405,590
WC	21,000	R514,261	R5,143	R3,780	R7,742	R530,926
Total	255,100	R6,247,052	R62,471	R45,918	R102,160	R6,457,601

PROVINCIAL LOGO

NAME AND SURNAME	JOB TITLE:
PERSAL NO.	
PROVINCE	DISTRICT
CIRCUIT	SCHOOL NAME
EMIS NO.	
CONTACT NUMBER	

I declare that:

(a)   I am a permanent / contract employee of the Department.

(b)   I am assigned to work on the Presidential Youth Employment Initiative in the Basic Education sector.

(c)   I will uphold the confidentiality and secrecy of information that relate to the PYEI.

(d)   I will abide by the clauses of POPIA, PAIA and PAJA as a government employee.

(e)   I will share ONLY the approved information of PYEI, and only what I am authorised to share in my capacity.

(f)   I will not divulge any information that is not yet approved as policy.

NAME AND SURNAME IN PRINT (STAFF MEMBER)	SIGNATURE	DATE
NAME AND SURNAME IN PRINT (DISTRICT) For schools/circuits/district officials	SIGNATURE	DATE
NAME AND SURNAME IN PRINT (PROJECT MANAGER)	SIGNATURE	DATE

JOB DESCRIPTION

A. JOB INFORMATION SUMMARY

NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: CURRICULUM ASSISTANT
PERIOD START DATE:	PERIOD END DATE:

B. JOB OBJECTIVE/PURPOSE

To provide Teachers support in classroom for effective and efficient teaching and learning environment

C. KEY RESPONSIBILITIES

The Curriculum Assistants (CA) could assist the teacher in the following way:

1. **Before the lesson:**
(i)   Marks the register
(ii)   Distributes worksheets or resources for use
(iii) Distributes marked learner books or collects books to control classwork/ homework/assignments
(iv) Apprises the teacher of absence or any matter that warrants the teacher's attention

2. **During the lesson**:
(i)   Ensures that learners follow the teacher's instructions.
(ii)   Distributes worksheets or any other resources to be used by the subject teacher during the lesson.
(iii) Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
(iv) Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
(v)   Assists, monitors, and supports group activities.
(vi) Assists learners during class discussions and group work by providing clarification where necessary.

3. **After the lesson:**
(i)   Collects resource materials or learner books if applicable.
(ii)   Provides learners with notes to help summarise the lesson where necessary.
(iii) Notes the learners with content gaps for assistance during intervention classes.
(iv) Provides informal tasks/ remedial work/ home work for reinforcement

4. **Supervision of Curriculum Activities:**
(i)   A teacher assistant should keep a file to record all the curriculum activities assigned to him/her by the school.
(ii)   They should help with the development of lesson plans and resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades.
(iii) They should help prepare the relevant material that will be needed for teaching and learning, e.g., resource material, worksheets, etc.
(iv) A teacher assistant can also enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject.
(v)   The CA can also enhance use of cell phones for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites. WhatsApp group chats, monitored and supported by the EA, can be established among learners to discuss their work, and support each other.
(vi) The CA can also provide emotional support where learners can confide in him/her and try to assist directly or seek help the learner.
(vii) The CA can also be responsible to supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.

5. **Feedback to learners on Assessment:**
(i)   The teacher should provide a CA with a Programme of Assessment (PoA) for the year indicating all the dates when the assessment tasks will be written.
(ii)   The CA should help with the development, monitoring, and supervision of informal assessment of learners in the subject. The CA may source additional resources to enhance performance in formal assessment activities. For example, the CA may take learners through *'how to answer'* specific questions.
(iii)   They should assist with the marking and recording of assessment activities.
(iv)   The CA should assist by doing a diagnostic analysis of SBA tasks to identify content gaps and misconceptions by learners and provide feedback to learners on the findings.
(v)   They should help identify learners with barriers and work with the teachers to design intervention strategies for extra support and remedial work in the subject.

6. **Parental support to assist their children:**
(i)   The subject teacher should work in collaboration with the CA to provide feedback on learner performance to parents during parents' evening.
(ii)   They can also assist by putting together the subject records necessary for such meetings, e.g., printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

D.   KEY COMPETENCIES
(a) KNOWLEDGE
Subject Specific Knowledge (e.g., Mathematics and Science, BCM subjects, Languages Home and First Additional

E.   QUALIFICATIONS
(i)   Grade 12
(ii)   NQF level 6 and 7 are recommended / added advantage
(iii)   Pass the specific subject that she would be supporting the teacher on at Matric with 60% and above level 5-7 pass (e.g., Mathematics and Science, BCM subjects, Languages Home and First Additional.

F.   JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

Annexure 6: Job Description – Reading Champions

JOB DESCRIPTION FORM

NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: READING CHAMPION
PERIOD START DATE:	PERIOD END DATE:

OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	- Support teachers who teach reading - Assist teachers to manage reading - Assist teachers in promoting a reading culture in the school and its community - Provide support to learners in schools who have lost teaching and learning time by supporting their reading development by: - Helping to set up reading corners and monitor the issuing and return of books; - Helping to set up and manage Reading Clubs; - Involving children in reading and literacy activities; - Organising storytelling and story-sharing activities for children; - Organising reading festivals; - Campaigning for Read to Lead - Be the link between schools and parents by ensuring that learners take books home and that they read them.
SALIENT INFORMATION/PARAMETERS OF WORK ENVIRONMENT:	- Must reside near the school at which they will work - Must be available for the duration of the initiative - Resignations should be in writing (however should an Assistant not present themselves for 7 days, this will be regarded as abscondment and therefore termination of duty)
DIVISIONAL STRUCTURE / REPORTING RELATIONSHIPS: Reflect positions above, below and at the same level as the position being evaluated	- Contracted by SGBs on behalf of provinces/ districts - Reports to School Administration
JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	*Minimum Qualification* - Matric / Grade 12 / NQF Level 4 *Target* 18 – 34-year - Having a qualification at NQF level 6/7 is an added advantage *Minimum requirements* **Foundation Phase** - Fully fluent in Home Language used at school (oral and writing) - A good reader **Intermediate and Senior Phase** - Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans - A good reader *Skills and competencies:* - Effective Communication - Interpersonal skills - Working with Children - Flexible and adaptable - Administration and Organisation - Problem Solving - Solution Driven

	Personality traits • Supportive • Encouraging • Responsive • Calm demeanour • Patience
WORKING CONDITIONS:	Work hours • As stated in the Orientation Manual (up to 8 hours a day /40 hr a week) • If applicable make mention of the facts that the incumbent will be required to travel locally and/or internationally, work regular overtime and/or during weekends, etc.

JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

SCHOOL STAMP

Annexure 7: Guidelines for the Recruitment of Reading Champions

Activity	Notes

IDENTIFY THE NEEDS IN SCHOOLS	• Strategise with the relevant directorates in the Curriculum branch to identify the need in Quintile 1 to 4 schools.
	• Work with schools and districts to identify:
	  - How many Reading Champions are required (on average 2 per school)?
	  - If the need is higher in a particular phase
	    o Encourage schools to actively work with province/districts on the appointments

ADVERTISE THE OPPORTUNITY	• Advertise the opportunity on all available platforms such as notice boards at schools and circuit offices, within the community, municipal offices, NGO platforms, etc.
	• Make sure the advert states:
	  - Job overview and requirements (as per the attached job specification)
	  - Job timeline
	  - Applicant specifications (application from, CV, etc.)
	  - Where to access the application form
	  - Submission details (closing date, where to submit, etc.)

START APPLICATION PROCESS	• Access databases of unemployed youth from lists of applicants in PYEI Phase II (SA Youth list for Phase II)
SHORTLIST CANDIDATES	• Identify candidates that best meet the required criteria from the application pool. • Make a short list of candidates. Select 4 applicants for each position to interview. • Inform candidates by phone and text of the interviews and ensure that they confirm.
INTERVIEW CANDIDATES	• Hold the interviews at the school, following COVID-19 protocols. • Interview candidates one at time and schedule interviews to last for 20 minutes. • Suggested questions are provided below. • Assess and evaluate the candidates' competencies against the profile of the ideal candidate.
POST INTERVIEW ACTIONS	• Decide on successful candidates • Inform successful candidates of their selection. • Work with Circuit or District to finalise contracting
HIRE & INDUCT READING CHAMPIONS	• Welcome and help the newly appointed Reading Champions settle well into their positions and environments at school

Suggested Interview Questions:

1. Tell me about yourself

2. What are your strengths?

3. What languages are you proficient in (speaking, reading, writing)?

4. What is the title of the most recent book you have read? Why did you/ did you not enjoy it?

5. Tell us about you as a reader/ your passion for reading?

6. Why are you interested in this role?

7. How do you think you can add value to this role?

Annexure 8: Job Description – eCadres

JOB DESCRIPTION FORM	
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: eCadre/ ICT Champions
PERIOD START DATE:	PERIOD END DATE:

OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	- Provide ICT Technical support to teachers and learners - Update Operating System software and applications; - Support the Teacher in uploading educational applications and content on learners' devices; - Responsible for charging and safe keeping of schools' ICT equipment; - Support the teacher in creating interactive activities for learners; - Assist teachers to integrate ICTs in the classroom; - Support the teachers in schools when they implement coding and robotics curriculum; - Assist School administrators to capture learners' information on the SA-SAMS/CEMIS platform; and - Assist learners and teachers to access online learning resources such as videos and Open Education Resources (OERs)
JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	*Minimum Qualification* - Grade 12 and passed IT as a subject or - Having a qualification in IT OR a certificate course in IT) (NQF level 6 and 7 is an added advantage) *Target* 18 – 34-year-old *Minimum requirements* - Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans
	Skills and competencies: - Effective Communication - Interpersonal skills - Flexible and adaptable - Administration and Organisation - Problem Solving - Solution Driven
KEY RESPONSIBILITIES	**Before the lesson:** - Check if all IT equipment are fully functional - Distributes ICT resources for use - Compile a register with serial numbers of the teachers and learners' devices - Apprises the teacher of absence or any matter that warrants the teacher's attention **During the lesson:** - Ensures that learners follow the teacher's instructions. - Distributes IT equipment to be used learners during the lesson. - Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing. - Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. - Assists, monitors, and supports group activities. **After the lesson:** - Collects IT resource from the learners if applicable. - Check all the IT equipment are in good working order. - Notes the learners with content gaps for assistance during intervention classes. - Provides informal tasks/ remedial work/ home work for reinforcement
WORKING CONDITIONS	**Working hours** Up to 8 hours a day 40 hrs a week

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

SCHOOL STAMP

Annexure 9: Job Description – Care and Support Assistant

JOB DESCRIPTION FORM		

NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF	
PROVINCE:	DISTRICT:	
CIRCUIT:	SCHOOL NAME:	
EMIS NUMBER:	JOB TITLE: Care and Support Assistant (CSA)	
PERIOD START DATE:	PERIOD END DATE:	

A. JOB OBJECTIVE/PURPOSE

- To render professional and effective service to support schools to render care, support, and protection to vulnerable learners in line with the implementation of the Care and Support for Teaching and Learning (CSTL) and HIV and AIDS Life Skills Education Programme.

B. KEY RESPONSIBILITIES

- Identify & Map local stakeholders for assistance in the provision of psychosocial support, awareness campaigns and information sessions (such as Department of Social Development Service Point, Healthcare Facilities, Department of Home Affairs Service Point, NGOs proving PSS and Material Support, including Childline, Lifeline and other Child Service Community Based Organisations).
- Support with linkages and referrals learners that needs PSS interventions, through the School Based Support Team guidance
- Report to the School Based Support Team (SBST) on learners experiencing challenges for further intervention and / referral.
- Identify and follow up learners that dropped out of school.
- Coordinate awareness campaigns and information sessions addressing Learner PSS needs
- Compile and keep records of the identified learners in need of support. Maintain confidentiality.
- Compile and submit monthly reports (statistical and narrative).

C. KEY COMPETENCIES

SKILLS
- Good writing skills that will enable the incumbent to compile reports;
- Good communication, listening and problem-solving skills;
- Computer literate in MS Word, Excel, and Outlook;
- Ability to work with learners, educator, and various stakeholders; and
- Ability to work individually and in a team.

Critical personal attributes should include the following:
- Honesty;
- Empathy
- Determination and Persistence.
- Ability to keep confidential information; and
- Trustworthiness.

D. Ethical Considerations
- CSAs must be vetted against the Child Protection Register.
- CSAs are not counsellors nor psychosocial experts, therefore have very limit scope of practise
- CSAs are to work with learners during school hours.
- The CSAs must be supervised.
- The CSAs must adhere to confidentiality and ethical codes

E. LEARNING INDICATORS
   QUALIFICATIONS
- Be in possession of a National Senior Certificate/Matric (Grade 12) or equivalent qualification.
- No work experience is required.

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT		

MENTOR	SIGNATURE OF MENTOR	DATE	
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE	

SCHOOL STAMP

Annexure 10: Job Description – Handyman/ woman

JOB PROFILE
A. JOB INFORMATION SUMMARY

NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: CURRICULUM ASSISTANT
PERIOD START DATE:	PERIOD END DATE:

B. JOB OBJECTIVE/PURPOSE

The General School Assistants (GSA) are to assist the school in the following way: Assessment of the condition of the school infrastructure and surrounding. Compile a maintenance plan for work to be undertaken, conduct general upkeep, minor repairs and replacements and improvements to buildings and grounds

Preventative maintenance	Maintenance is done before the problem occur
Corrective Maintenance	A problem occur that leads to remedial maintenance
Condition-based maintenance	This maintenance occurs when a situation or condition indicates maintenance is needed

Type of Work to be undertaken

Painting	Repairs of Windows	Repairs of Doors	Repairs of damaged floors
Repair and maintenance of ablution facilities	Repair of fencing	Repair of minor electrical items (fused globes, switches, plug points etc	Repairs and rehabilitation of desks and furniture
Repairs of leaking taps	Maintenance of gardens and grounds	Repair of broken minor replaceable components of some equipment	Repair/ replace roof sheets blown away by wind, facia boards, gutters, downpipes etc

Day to day minor maintenance –
- Cleaning of indoors of core, specialist, and common areas (including classrooms, corridors, and ablution facilities) sweeping, wiping, scrubbing, dusting, and polishing of surfaces,
- Picking up of papers and disposing thereof in designated areas (waste bins or waste disposal area),
- Cleaning and maintaining gardens, grounds, landscapes, open spaces, playgrounds, and sports fields, including cutting lawns, trimming, and shaping of trees, planting flowers and trees, installing grass patches, watering gardens and lawns, de weeding,
- Cleaning storm water drainage systems, gutters, downpipes, water channels, drains, removal of debris and unblocking and splashing with water.

C. KNOWLEDGE AND QUALIFICATIONS

Knowledge of any infrastructure maintenance jobs. **No qualification required, however Trade** Certificate or built environment qualification will serve as an added advantage

D. JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT	SIGNATURE OF PRINCIPAL	DATE

PRINCIPAL		
	SCHOOL STAMP	

APPROVED

Annexure 11: Job Description – Sport and Enrichment Assistant

JOB DESCRIPTION FORM	
NAME AND SURNAME	STIPEND: R4 081. Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: Sports Enrichment Assistants (SEA)
PERIOD START DATE:	PERIOD END DATE:

A. JOB PURPOSE

To provide support to schools during Physical Education (PE) lessons and to support the implementation of school sport, arts and culture programme, extramural activities.

B. KEY RESPONSIBILITIES

The Sport and Enrichment Assistant (SEA) should assist the teacher in the following way during Physical Education (PE) Lessons so that they are fully occupied during the day:

Before the lesson:
- o   Marks the register
- o   Assist with pre-lesson activities
- o   Assist in setting-up PE equipment in line with the lesson

During the lesson:
- o   Ensures that learners follow the teacher's instructions.
- o   Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
- o   Assists, monitors, and supports group activities.
- o   Assists learners during class discussions and group work by providing clarification where necessary.

After the lesson:
- o   Collects resource materials or learner books if applicable.
- o   Provides learners with notes to help summarise the lesson where necessary.
- o   Notes the learners with content gaps for assistance during intervention classes.
- o   Provides informal tasks/ remedial work/ home work for reinforcement
- o   Assist with the storing of PE equipment

After School Programme
- o   Assist with sport and other arts and culture programme
- o   Introduce a new sport code at the school (Chess, fitness programme etc)
- o   Promote intra school sport leagues
- o   Promote Spelling Bee programme (Primary Schools)
- o   Support learners in Open Section of SASCE (Secondary Schools)
- o   Assist in the running of other learner clubs at school e.g., Girls/Boy Education Movement (GEM/BEM etc.).

C. KEY COMPETENCIES

KNOWLEDGE
- o   Sport, arts and culture and other enrichment programmes

QUALIFICATIONS
- o   Grade 12
- o   NQF level 6 and 7 are recommended / added advantage
- o   Interest in sport, fitness and arts and culture

D. JOB DESCRIPTION AGREEMENT

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE

NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE
	SCHOOL STAMP	

Annexure 12: Conditions of Placement for Education Assistants (EAs) and General School Assistants (GSAs)

CONDITIONS OF PLACEMENT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS – TO BE USED BY ALL PEDS FOR ASSISTANTS PLACED IN SCHOOLS AS PART OF THE PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

1. INTRODUCTION

1.1 This document contains the standard terms and conditions for the placement of Education Assistants and General School Assistants in schools as part of the PYEI in the Basic Education Sector.

1.2 In terms of Section 58 of the Public Service Regulations, 2016, an Executive Authority may appoint persons who are part of a developmental programme, including but not limited to, internships, learnerships and apprenticeships, on such terms and conditions that shall be determined by the Minister.

1.3 These conditions of placement for Education Assistants and General School Assistants shall apply to all assistants placed in schools as part of the Presidential Youth Employment Initiative, implemented in the Basic Education Sector.

1.4 By signing this contract, I accept that my personal information may be shared with other institutions for purposes of verification and that when processing such information, the school or Department of Education will comply with the POPI Act and all other applicable legislation.

2. DEFINITIONS

2.1 In this Document –

''**Department**'' means the Provincial Education Department

''**Employer**'' means the Provincial Education Department or person acting on behalf of the employer

''**Management**'' means any person employed by the department at a school or Provincial Education Department to lead or manage people/officials.

''**Worker** '' means any person working as an Education Assistant and General School Assistant.

"Job placement" means **a temporary** job that someone does in an organisation **to gain** work experience on a short time basis

''**EA**'' means Education Assistant further categorised as Curriculum Assistant, Reading Champion, eCadre/ICT and Care & Support Assistant

''**GSA**'' means General School Assistant further categorised as Handyman and Sport and Enrichment Assistant.

Assistant Initial: _____   Date: _____

"youth" means a young person that is between ages 18 – 34 years, that is turning 35 on or before March 2024.

"youth in LSEN school" means a person that is between ages 18 – 39 years, that is turning 40 on or before March 2024.

3. CONTRACT PERIOD

The contract period for Phase IV of PYEI in the province - Department of Education extends from 1 Feb 2023 to 30 September 2023.

4. TERMS OF EMPLOYMENT

4.1 The placement of EAs and GSAs shall be guided by the following legislation:

4.1.1 Basic Conditions of Employment Act 75 of 1997;

4.1.2 Sectoral Determination 5: Learnership Sector, SA (Government Notice No. R234 as amended)

4.1.3 Section 58 of the Public Service Regulations, 2016 on Developmental Programmes

4.1.4 Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA)

4.2 The contract of an EA and GA is for a specified period only with no expectation of permanency or an extension of the contract.

5. NORMAL HOURS OF WORK

5.1 An employer shall not set tasks or hours of work that require the EA/GSA to work-

5.1.1 More than forty hours in any week;

5.1.2 On more than five days in any week; and

5.1.3 For more than eight hours on any day.

5.2 There will be no payment for work done overtime

6. MEAL BREAKS

6.1 The EA/GSA may not work for more than five hours without taking a meal break of at least thirty minutes' duration.

6.2 An employer may require the EA/GSA to perform duties during a meal break if those duties cannot be left unattended and cannot be performed by another person or educator. However, an employer must take reasonable steps to ensure that the EA/GSA is relieved of his or her duties to take such a meal break thereafter.

Assistant Initial: _____   Date: _____

7.   WEEKLY REST PERIOD

7.1   EA/GSA are not allowed to work on weekends, including public holidays, However, an EA/GSA may, in agreement with the principal, work on weekends and preferably Saturdays to perform work which must be done without delay and could not be performed by EA/GSA during their ordinary hours of work (''emergency work'').

8.   VACATION LEAVE

8.1   The EA/GSA is entitled to one-day vacation leave for every one full month that the EA/GSA has worked in terms of the contract.

9.   SICK LEAVE

9.1   The EA/GSA is entitled to take one day's sick leave for every full month that the EA/GSA has worked in terms of the contract if he/she is unable to report for duty due to illness or injury.

9.2   Sick leave day/s may not be accumulated and transferred from one month to another.

9.3   An employer may require the EA/GSA to produce a medical certificate stating that the EA/GSA was unable to work on account of sickness or injury if the EA/GSA is-

9.3.1   Absent from work for more than one day; or

9.3.2   Absent from work on more than two occasions in an eight-week period.

9.4   A medical certificate must be issued and signed by a medical practitioner, a qualified nurse or clinic staff member authorised to issue medical certificates indicating the duration and reason for incapacity.

10.   SCHOOL HOLIDAYS

10.1   The employment of EAs/GSAs and is aligned to the Public Service Act and Basic Conditions of Employment Act (BCEA).

10.2   The school principals may allow the EA/GSA time-off during the school holidays. This will be determined by the workload at the specific period in that school.

10.3   The above (9.2) is applicable with proper supervision of EAs/GSAs. (The school must ensure that the assistants are supervised.

Assistant Initial: _____   Date: _____

11. FAMILY RESPONSIBILITY LEAVE

11.1 EAs/GSAs who work at least five days per week, are entitled to **three days of paid family responsibility leave each for the term of contract** in the following circumstances-

11.1.1 When the employees' child is sick;

11.1.2 In the event of a death of –

11.1.2.1 The employees' spouse or life partner;

11.1.2.2 The employee's parent, adoptive parent, grandparent, child, adopted child, grandchild, or sibling.

12. STATEMENT OF CONDITIONS

12.1 An employer must give the EA/GSA a copy of the signed contract of employment together with this document containing the terms and Conditions of Employment and Code of Conduct at the start of employment. The contract of employment must contain the following details–

12.1.1 The names and identity number of the EA/GSA;

12.1.2 The employers' name and address;

12.1.3 The task or job that the EA/GSA is to perform;

12.1.4 The period for which the EA/GSA is hired or,

12.1.5 The EA/GSA's rate of pay and how this is to be calculated;

12.1.6 The date on which the EA/GSA will receive their stipends; and

12.1.7 The start and end dates of the contract.

13. MATERNITY AND PATERNITY LEAVE

The PYEI is a short term initiative with a limited time contract, that is aimed at the development of youth. The initiative therefore does not cater for maternity or paternity leave. Assistants placed in schools as part of the initiative may not be away from school for days that are not covered by vacation leave, family responsibility leave or sick leave.

Assistant Initial: _____   Date: _____

14.   STUDY LEAVE

14.1   EAs / GSAs do not qualify for paid study leave. This means that should the Assistant request leave for study or Exam purpose, the days will be taken from vacation leave if they have accumulated their days. Should the assistant not have any days accumulated, then the days absent will be taken as leave without pay.

15.   KEEPING RECORDS

15.1   Every employer and school principal must keep written records of at least the following –

15.1.1   the EA/GSA's name; position; physical address and contact details;

15.1.2   copy of an acceptable EA/GSA identification;

15.1.3   Payments made to each EA/GSA;

15.1.4   Attendance register;

15.1.5   Performance records;

15.1.6   Disciplinary action records, if any was ever taken against such EA/GSA, during the cause of the programme;

15.1.7   Certificates of Trainings attended including Orientation

15.1.8   Police Clearance Record (PCR) or application

15.1.9   Clearance Certificate from Department of Justice and Constitutional Development (DoJ&CD) on the NSRO or proof of application

15.2   The employer must keep this record for the period of the programme or at least three years after termination of the contract.

16.   PAYMENT

16.1   The EA/GSA is entitled to a gross monthly stipend of R4081.44 per month for each full month worked. There will be a 1% deduction for UIF resulting in a net stipend of R4040.63

16.2   A pro rata payment will be made if the EA/GSA does not work the full month. Payment will be calculated at R135.53 for each day worked in the month.

16.3   The stipend will be paid on the last day of every month. If the last day falls on a weekend or public holiday, the stipend will be paid on the last working day of the month.

Assistant Initial: _____   Date: _____

16.4 An employer must pay all stipends in full every month into an employee's bank account and on the date agreed upon in the employment contract.

16.5 The EA/GSA may not be paid less than the minimum stipend stated in the contract of employment.

16.6 Payment must be directly deposited into a bank account designated by the EA/GSA.

16.7 An employer must give the EA/GSA the following information in writing, upon request (may be contained in the salary advice):

16.7.1 The period on which payment is made;

16.7.2 The numbers of tasks completed or hours worked;

16.7.3 The EA/GSA's earnings;

16.7.4 Any money deducted from payment;

16.7.5 The actual amount to be paid to the EA/GSA.

17. DEDUCTIONS

17.1 An employer shall not deduct money from the EA/GSA's payment without the EA/GSA's consent unless the deduction is required in terms of the law.

17.2 An employer must deduct and pay to the Department of Employment and Labour, Unemployment Insurance Fund (UIF) that the EA/GSA is required to pay.

17.3 An employer may deduct any money that was overpaid to the EA/GSA erroneously.

17.4 An employer may not require or allow the EA/GSA to pay the employer or any person for having been employed.

17.5 An employer may deduct from the stipend of the EA/GSA the amount equal to the number of days that the youth took leave that is outside the allocated leave days.

17.6 Under no circumstances must the EA/GSA pay the employer or any person for having been employed.

18. HEALTH AND SAFETY

18.1 Employer must take all reasonable steps to ensure that the working environment is healthy and safe.

18.2 The EA/GSA must-

18.2.1 Work in a way that does not endanger his /her health and safety or that of any other person;

18.2.2 Obey all health and safety instruction;

Assistant Initial: _____ Date: _____

18.2.3   Obey all health and safety rules of the employer;

18.2.4   Use personal protective equipment or clothing issued by the employer; and

18.2.5   Report any accident or near-miss incident or dangerous behaviour by another person to their employer, or manager.

18.2.6   Should the EA/GSA be injured on duty, the school need to inform the circuit/district/ province immediately for the assistant to receive the health support needed/required.

19.   COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES

19.1   It is the responsibility of the employers to arrange for all persons employed to be covered in terms of the Compensation for Occupational Injuries and Diseases Act, 130 of 1993.

19.2   The EA/GSA must report any work-related injury or occupational disease to their employer, or manager.

19.3   The employer must report the accident or disease to the compensation commissioner.

19.4   An employer must pay the EA/GSA who is unable to work because of an injury caused by an accident at work 75% of their earnings for up to three months or up to the last day of the contract; whichever occurs first. The employer will be refunded this amount by the compensation commissioner. This does not apply to injuries caused by accidents outside the workplace such as road accidents or accidents at home

20. PERFORMANCE MANAGEMENT

20.1   The performance of the EA/GSA shall be based on the execution of functions as stipulated in the Job Description and the EA/GSA, by signing the Job Description, agrees to perform all the functions as contained in the said document to the best of his/her ability.

20.2   The employer must assess the performance of the Assistant on an ongoing basis and this must also be done formally utilising the prescribed Monthly Performance Report.

21.   TERMINATION OF CONTRACT

21.1   The employer may terminate the placement contract of the EA/GSA for good cause after following a fair procedure.

21.1.1   Continued unsatisfactory performance extending over 2 months;

21.1.2   absence for more than five consecutive days without approval of the employer or informing the employer;

Assistant Initial: _____   Date: _____

21.1.3   non participation, without good reason, of mandatory training courses

21.1.4   contravention of any of the conditions stipulated in the contract

21.1.5   any false and/or misleading information/misrepresentation impacting on any of the requirements or conditions of placement

21.2   The EA/GSA will not receive severance pay on termination of the contract.

21.3   The EA/GSA who is absent for more than five consecutive days without approval of the employer or informing the employer will have terminated the contract.

21.4   The EA/GSA who does not attend required training planned and paid for, without good reason, will have terminated the contract.

22.   GRIEVANCE AND DISPUTE RESOLUTION PROCEDURE

22.1   The EA/GSA shall in cases of unfair labour practice, lodge/file a grievance with the employer against his/her fellow employees or the Principal.

22.2   Grievances may include cases of harassment, bullying, discrimination and also issues concerning treatment.

22.3   The EA/GSA should report a grievance with regards to the above firstly to his/her supervisor or manager if it is against fellow employees, and to the employer if it is against the Principal.

22.4   For record purposes, the grievance should be in writing and dealt with as speedily as possible and the decision taken in the process must also be in writing.

22.5   If the EA/GSA feels dissatisfied with the decision of the Principal or employer, he/she may refer a dispute to the Commission for Conciliation Mediation and Arbitration (CCMA).

Assistant Initial: _____   Date: _____

23. CERTIFICATE OF SERVICE

On termination of placement, the EA/GSA is entitled to a certificate stating –

23.1   the EA/GSA's full name;

23.2   the name and address of the employer;

23.3   Project which the EA/GSA worked on;

23.4   The work performed by the EA/GSA;

23.5   Any training received by the EA/GSA as part of the project;

23.6   The period for which the EA/GSA worked on the project;

23.7   Any other information deemed relevant.

24. UNEMPLOYMENT INSURANCE FUND

The payment in respect of both the Employee and Employer share of UIF will be made by way of direct transfer to the Department of Employment & Labour. (by school / PED)

25. PARTICIPATION IN THE COMPULSORY TRAINING

25.1   I confirm that I have participated in and completed the compulsory online Generic Orientation and Nation School Safety Framework (NSSF) training.

25.2   I confirm that I will participate in and complete the compulsory Online Safety and Digital Literacy training.

25.3   Failure to attend and complete the compulsory training may result in the placement not approved by the district.

25.4   Failure to provide proof of attendance and completion of modules for the compulsory trainings may result in placement not being confirmed.

Assistant Initial: _____   Date: _____

26. UPHOLDING THE IMAGE OF THE DEPARTMENT

26.1 As an EA/GSA, I confirm that:

26.1.1 I am aware of the main objectives of the PYEI, both from the Presidency and DBE perspectives. I confirm that the orientation provided perspective and understanding of PYEI.

26.1.2 should I experience challenges, I know the process to follow to lodge a complaint.

26.1.3 I will not publicise unofficial information or information that miscommunicates the position of the Department on any matter (information not approved by HOD).

26.1.4 I will not tarnish the image of the DBE/PED/District/Circuit/School in any way or in any media channel.

27. SUBMISSION OF PERSONAL INFORMATION

By submitting my personal information in any form to the school or the DBE/PED/District/Circuit/School, I acknowledge that such conduct constitutes a reasonable unconditional, specific voluntary written consent to the processing, sharing, transferring and verification of such personal information by the DBE/PED/District/Circuit/School for the purpose including but not limited to:

27.1 The South Revenue Services (SARS) disclosing my taxpayer information in terms of section 69(6)(b) of the Tax Administration Act, 2011 (Act No.28 of 2011).

27.2 Verification of my information against the information held in the various databases such as at the Departments of Home Affairs and Employment and Labour; in particular, with the Unemployment Insurance Fund and the Workman's Compensation Fund; SASSA, National Student Financial Aid Scheme (NSFAS) and the Department of Basic Education.

27.3 Commercial banks registered in South Africa to confirm my status.

27.4 DBE/PED/District/Circuit/School to verify my information against their database for any social grants I may be a beneficiary thereof.

27.5 Department of Justice and Constitutional Development for verification against the National Register for Sexual Offenders.

27.6 Department of Police for Name clearance.

27.7 I understand that DBE/PED/District/Circuit/School may terminate my contract based on findings made by the Auditor General of South Africa (AGSA) based on databases which they may have at their disposal. I also agree that DBE/PED/District/Circuit/School may request my information which is in the possession of the AGSA for the purpose of verifying my income.

Assistant Initial: _____ Date: _____

27.8 DBE/PED/District/Circuit/School may share information with other government institutions such as the AGSA for auditing and planning purposes.

27.9 DBE/PED/District/Circuit/School may also share my Personal Information where its processing involves a clear benefit to the data subject such as referral to economic and development opportunities.

28. UNDERTAKING

I ……………………………………………… (Full Name of Assistant) ID Number ……………………………………… acknowledge having read the terms and conditions together with in this Conditions of Placement, I fully understand and accept same and undertake to carry out my duties to the best of my ability.

This UNDERTAKING constitutes the contract between the Parties.

SIGNED at ……………………………this …………. day of ……………………………… 20……

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL (duly authorised on behalf of employer)	SIGNATURE OF PRINCIPAL (duly authorised on behalf of employer)	DATE

CODE OF CONDUCT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

INTRODUCTION

The Code of Conduct spells out the rules regarding the Education Assistants (EAs) and General School Assistants (GSAs) conduct at school and describes the disciplinary processes to be implemented by the school concerning transgressions by these EAs and GSAs.

The Code applies to all EAs and GSAs while they are on the school premises or when they are away from school representing it or attending school functions.

By signing the employment contract, the EAs and GSAs are committing to abide by this Code of Conduct.

The administration of the Code of Conduct is the responsibility of the School's Management.

GENERAL PRINCIPLES

EAs and GSAs are expected at all times:

1. To Behave in a courteous and considerate manner towards each other, learners, all staff members of the school and visitors to the school.
2. To always appear neat and tidy.
3. Not behave in a manner that will not disrupt teaching and learning activities in a school.
4. To obey lawful and reasonable instructions from those in position of authority.

Assistant Initial ------------------------   Date----------------------

REPORTING FOR DUTY

All EAs and GSAs are required:

1. To report for duty as stipulated in their employment contract and start work at the official starting time.
2. Are required to sign the attendance register when they report for duty and when they leave the school at close of business.
3. If arrive late for work, to fill in a leave form for the hours he/she have missed. The leave form will be captured as leave for a day once the hours missed make a full day hours of work.
4. To report any absence from work to the school principal. Absence for more than five (5) days without a valid reason or permission by the school principal constitutes misconduct.
5. Not allowed to leave the school premises or work during working hours without the permission of the school principal.

GENERAL RULES

1. EAs and GSAs must respect the beliefs, culture, dignity, and rights of others as well as their right to privacy and confidentiality.
2. Unruly, rude and/or offensive behavior is prohibited.
3. Language that is seen as pejorative, discriminatory or racist is prohibited.
4. Any act that belittles, demeans, or humiliates another person's culture, race or religion is prohibited.
5. Stealing is prohibited.
6. No dangerous objects or illegal drugs will be brought into and/or used in the school premises.
7. Drinking of alcohol during working hours is prohibited. Therefore, performing duties under the influence of alcohol is also prohibited.

Assistant Initial ------------------------ Date----------------------

DISCIPLINARY PROCEDURE

The responsibility to discipline EAs and GSAs lies with the school principal and the principal is expected to report any disciplinary action and decision taken to the District Office.

The disciplinary procedures will be applied in line with the Schedule 8 of the Labour Relations Act 66 of 1995 as amended and the applicable School's Disciplinary Code and Procedures.

MISCONDUCT THAT WARRANTS DISCIPLINARY ACTION

1. Misconduct takes place when EA or GSA disregards or contravene the rules of the workplace as stated in this Code. Some of the rules are the terms of the employment contract.

2. Besides the above, an EA or GSA commits misconduct if he/she commits one of the following:

2.1 If he/she steals from anyone in the school.

2.2 If he/she commits an act of sexual assault on a learner or other co-worker.

2.3 Having a sexual relationship with a learner.

2.4 Seriously assaulting with intention to cause grievous bodily harm to a learner or a co-worker.

2.7 Illegal possession of an intoxicating, illegal or stupefying substance.

2.8 If he/she commits a common law or statutory offence (e.g., murder or rape)

2.9 Causing a learner to perform any acts contemplated in 2.1 to 2.8 above.

The above- mentioned misconduct acts are considered serious in nature and warrant termination of the contract.

2.10 Making racial remarks.

2.11 If he/she is absent from work without a valid reason or permission from the school principal.

2.12 Always reporting late for work or taking longer breaks than required.

2.13 Shows disrespect or fails to obey lawful and reasonable instructions given by persons of authority.

2.14 Intentionally damaging another person's possessions/ property.

2.15 Swearing or using obscene gestures.

2.16 If he/she is involved in/commits any act that brings the school's name into disrepute.

Assistant Initial -------------------------   Date---------------------

2.17   While on duty, conducts himself/herself in an improper, disgraceful, or unacceptable manner.

2.18   If he/she commits an act of dishonesty.

If an EA or GSA is found guilty of committing one of the above-mentioned misconducts, the sanction might be:

1.   A warning (either verbal, written or final written).
2.   Termination of contract of employment.

APPEAL PROCESS

1.   An Education Assistant or General School Assistant whose services have been terminated as a result of misconduct as contemplated above, may appeal to the District Director against the sanction imposed by the principal within 3 working days of receiving the sanction.

2.   The District Director must within 3 working days consider the appeal, and may
      a. Uphold the appeal; or
      b. Dismiss the appeal.

3.   The principal must immediately implement the decision of the District Director.

NAME AND SURNAME IN PRINT ASSISTANT	SIGNATURE OF ASSISTANT	DATE
NAME AND SURNAME IN PRINT MENTOR	SIGNATURE OF MENTOR	DATE
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE

Annexure 14: Sample declaration of correctness of information for principals

DECLARATION FOR CORRECTNESS OF INFORMATION

School Stamp

I _____ **Principal of** _____

Declare that the information provided to the circuit and district office on the Presidential Youth Employment Initiative (PYEI) is correct and I further declare that:
- Recruitment processes were with integrity, transparent and adhered to DBE guidelines.
- No Assistant was unfairly advantaged above others due to relations with SGB or SMT members
- Needs analysis of the school was done to ascertain categories of Assistant/s required
- Youth placed in my school meet the requirements as stated in the Recruitment Guideline
- Youth placed
- Youth signed placement contract
- Youth are assigned a mentor/supervisor
- Youth are assigned duties relevant to the job they are appointed for.
- The Curriculum Assistant are supporting teachers in classrooms, they are assigned in the correct subjects as per guideline
- The Reading Champions are supporting reading in school, are placed at the correct grades as per guideline
- The eCadres / ICT Champion are assisting teacher and learners with ICT, are assisting with NDMS and SASAMS/CEMIS
- The PSSA are supporting learners throughout the day.
- Handyman/woman are assisting with school infrastructure maintenance (NOT JUST GARDENING)
- Youth are encouraged to attend training offered in the project
- Youth are managed and regarded as part of employees of the school
- Youth's performance is assessed continuously to add value to their career growth
- Money allocated to the school for the initiative is utilised for the purpose intended
- Youth will be paid the correct amounts as stipulated in the framework
- Youth placed in my school will be supported in their career planning and growth.
- Youth will receive testimonial at the end of the project or phase, whichever comes first.
- The school will implement the National Data Management System (NDMS) as the official reporting system for PYEI.

NAME AND SURNAME IN PRINT (SCHOOL PRINCIPAL)	SIGNATURE (SCHOOL PRINCIPAL)	DATE
NAME AND SURNAME IN PRINT (SGB CHAIR PERSON)	SIGNATURE (SBG CHAIRPERSON	DATE

G.P.-S. 002-9364

SAPS 91 (a)

SOUTH AFRICAN POLICE SERVICE

ENQUIRY

TO BE COMPLETED IN BLOCK LETTERS

	OFFICE USE ONLY	
Full name and surname...	FIMS Enq. No. .... /	
Identity number		
Town and country of birth..	Barcode No.	
Address..	Received	Verify
.... [M]	FIMS	Validate
Date of birth.............................. Race: B C I W Gender F	Scan	SRE

Statement by the person whose fingerprints are taken: * I have not been convicted of any offence. * I have been convicted of (state place, date and sentence)..

I unconditionally indemnify the South African Police Services and all its members, employees as well as the Government of the Republic of South Africa against any liability which results or may result from furnishing information in this regard.

Signature of applicant................................ Cell phone no of applicant.................................... * Delete which is not applicable

I certify that the above applicant's signature was placed on this form in my presence and his/her fingerprints taken by me.
....(Signature of official responsible)

Initials and surname ....
Designation ....
Business address .... (Street address)

These finger- and palm prints MUST be checked for quality by a senior member at the station BEFORE the individual is released. If unsuitable the prints MUST be retaken.

Checked by .... PERSAL no......................

	LEFT THUMB	Reason for enquiry:	RIGHT THUMB
Fold			

	Thumb	Forefinger	Middle finger	Ring finger	Little finger	
RIGHT HAND Fold	1	2	3	4	5	RIGHT HAND
LEFT HAND Fold	6	7	8	9	10	LEFT HAND

Left hand (Plain impressions of four fingers taken simultaneously)	Right hand (Plain impressions of four fingers taken simultaneously)

REPUBLIC OF SOUTH AFRICA

J739

FORM 8

[Regulation 17(2)]

APPLICATION FOR CERTIFICATE BY PERSON/ LICENCING AUTHORITY/ RELEVANT AUTHORITY IN RESPECT OF PARTICULARS OF ANOTHER

Section 44 of the Criminal Law (Sexual Offences and Related Matters)
Amendment Act, 2007 (Act No. 32 of 2007)(the Act)

Date: ....

NOTE 1: In terms of section 44 of the Act an application for a certificate, stating whether or not the particulars of a person mentioned in the application are recorded in the National Register for Sex Offenders may be made by—

(a)   an employer in respect of an employee;
(b)   a licensing authority in respect of an applicant;
(c)   a relevant authority in respect of an applicant;
(d)   an employee contemplated in respect of his or her own particulars;
(e)   a person contemplated applying for a licence or approval to manage or operate any entity, business concern or trade in relation to the supervision over or care of children or persons who are mentally disabled in respect of his or her own particulars;
(f)   a person contemplated in section 45(2) applying to become a foster parent, kinship care-giver, temporary safe care-giver or adoptive parent in respect of his or her own particulars; or
(g)   any person whose particulars appear on the Register in respect of his or her own particulars.

NOTE 2: A set of fingerprints of the person referred to in paragraph 2 hereunder, must be attached to this form (a set of fingerprints can be taken at any police station)

1.	PARTICULARS OF APPLICANT		
*1.1	Title:		
	Full names and surname:		
	Profession or trade:		
	Identity number/ passport number:		
	Contact details (including postal address):		
	Telephone number:		Cell number:
	Reason for applying for certificate:		
*1.2	If licensing authority or relevant authority as defined in the Act applies for certificate, please state		
	Name of licensing authority/relevant authority:		
	Business address of licensing authority/relevant authority:		
	Details of contact person applying on behalf of licensing authority/relevant authority:		
	Title:		
	Full names and surname:		
	Profession or trade:		
	Identity number/ passport number:		
	Contact details (including postal address):		
	Telephone number:		Cell number:
	Reason for applying for certificate:		

*Delete whichever is not applicable

Application for certificate by Person / Licencing Authority / Relevant Authority in Respect of Particulars of another (Page 2)

J739

2. PARTICULARS OF PERSON	
Title:	
Full names and surname:	
Indicate any other surnames:	
Indicate any known alias or nickname:	
Profession or trade:	
Date of birth:	
Age:	
Identity number/ passport number:	
Driver's licence number:	
Home address/ Last known physical address:	
Any other contact details (including postal address):	
Telephone number:	Cell number:

....

SIGNATURE OF APPLICANT

(If application is not submitted electronically)

School Stamp

I _____ ID NO: [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At _____ School on _____ 2021

I further declare that:

1. I am still within the required age of 18 – 34 years
2. I am residing at the location of the school
3. I am the only one from my home appointed in the PYEI
4. I and NOT in Education, NOT in Employment, NOT in Training (NEET)
5. I am NOT studying part-time, full-time, online, or distance learning
6. I am NOT receiving government grants for myself (e.g., NSFAS, Funza Lushaka, other COVID grant/s – R350)
7. I am NOT receiving any other form of WAGE, SALARY, or STIPEND
8. I have NO criminal record/s
9. I have signed the contract and job description in phase IV
10. I will attend all compulsory trainings in Phase IV
11. I will attend three additional trainings in Phase IV
12. I was NOT placed in Phase I, II and III **(In any of the 9 provinces)**
13. I was not unfairly advantaged above others due to my relations to staff members (SMT or SGB)
14. Youth living with disability must provide medical certificate confirming the nature of disability
15. I am NOT participating in any Learnership or other form of employment
16. I understand that when processing my information, the school/District/PED/DBE will comply with the POPI Act and all other applicable legislation.
17. I have a valid South African Identity Book/Card or valid Passport and work permit
18. I have signed a contract and job description for Phase IV.
19. I grant permission for the Department to share my information with the relevant stakeholders in the initiative.
20. All information, including Personal Information, supplied to School/District/Province/DBE is valid, accurate, complete, and current.
21. I undertake to immediately notify the school and province of any change in my financial circumstances, personal circumstances, contact details or change in circumstances in relation to clause 1 - 15 which would disqualify from the PYEI
22. **I understand and agree that any false and/ or misleading information that I provide is punishable by law and / or that such information or any incorrect will justify termination of the contract.**

NAME AND SURNAME IN PRINT (ASSISTANT)	SIGNATURE	DATE
NAME AND SURNAME IN PRINT (SCHOOL PRINCIPAL)	SIGNATURE	DATE

I _____ the principal of _____ confirm that this declaration was signed in my presence and contents therefore explained to the assistant who has confirmed that HE/SHE by signing understands the contents. **I understand and agree that any false and/ or misleading information that I provide is punishable by law and / or that such information or any incorrect will justify disciplinary procedures.**

This is the only control that the DBE and Provinces are implementing for placement and compliance to the Framework. This control may rely on ethics and integrity of the Assistants and school principal.

Checklist of documents of Assistants (placed/appointed)

CHECKLIST
APPOINTMENT DOCUMENTS: EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

TITLE:	SURNAME:	FIRST NAME:
ID NUMBER:	PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL:	EMIS:
CATEGORY:	SUB-CATEGORY:	EA PLACED AT GRADE:
EA: PLACED WHICH SUBJECT:		

NO	DOCUMENT	APPLICANT	PRINCIPAL	DISTRICT
1.	Certified copy of ID Document			
2.	Curriculum Vitae (CV)			
3.	Testimonial			
4.	Completed Contract signed by the Employer and Employee			
5.	Qualification if applicable			
6.	Assumption of duty			
7.	Certified copy of Marriage Certificate (*issued by home affairs*) / Decree of Divorce. (*If applicable*)			
8.	Certified copies of qualifications			
9.	Bank Account Particulars Form – Stamped by Bank, signed by Teller inside Stamp, Signed by Educator. (**Please note: all changes MUST be initialled**)			
10.	Police Clearance Record (PCR) from SAPS and NSRO from DoJCD			
11.	Proof of current residential address:			
13	Acceptance and Declaration Letter			

It is herewith confirmed that properly completed forms and certified copies of all documents marked with a (✓) tick *above have been provided by the applicant and received by the relevant office and are attached to this checklist*

APPLICANT			
	PRINT NAME	**SIGNATURE**	**DATE**
VERIFIED BY THE PRINCIPAL			
	PRINT NAME	**SIGNATURE**	**DATE**
VERIFIED BY THE CIRCUIT OFFICE			
	PRINT NAME	**SIGNATURE**	**DATE**
VERIFIED BY THE DISTRICT OFFICE			
	PRINT NAME	**SIGNATURE**	**DATE**

Annexure 19: Recruitment Checklist – FOR OFFICIALS

PROVINCIAL LOGO AND CONTACT INFORMATION	

DETAILS				
Name of school				
EMIS Number				
Principal of the School				
Circuit Name				
VERIFICATION	School Admin signature	Principal Signature	Circuit Manager	District Coordinator / Director
Did the School Adhere to the allocation as per the allocation letter?				
Are there appointment letters of the panel?				
Did the School adhere to the recruitment guidelines?				
Do the score sheets conform to the Framework and the Recruitment Guideline?				
Do the recommended candidates meet the requirements as per the framework?				
Did the recommended candidates submit the following: (a) Certificate for NSRO, PCR, Online Compulsory courses, ID, CV, Matric where required, Testimonial				

COMPILER

NAME AND SURNAME IN PRINT	SIGNATURE& DATE	SCHOOL STAMP

PRINCIPAL

NAME AND SURNAME IN PRINT	SIGNATURE & DATE	SCHOOL STAMP

CIRCUIT MANAGER
APPOINTMENT SUPPORTED / NOT SUPPORTED

NAME AND SURNAME IN PRINT	SIGNATURE & DATE	REASON IF NOT SUPPORTED

DISTRICT COORDINATOR / DIRECTOR

NAME AND SURNAME IN PRINT	SIGNATURE AND DATE	REASON IF NOT APPROVED

Annexure 20: Register for Training Attended

NAME OF PROVINCE							
NAME OF DISTRICT							
NAME OF SCHOOL							
CIRCUIT							
NAME OF TRAINING	E.G. ORIENTATION /						
WEEK / DATE			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NAME	SURNAME	CATEGORY (CA / RC / CSA, Handyman/women eCadre, SEA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

ASSISTANT TO SIGN ONLY ON DAYS THEY ATTENDED TRAINING

Annexure 21: Performance Assessment Form

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE IN THE BASIC EDUCATION SECTOR
Monthly Performance Report: Education Assistant / General School Assistant

This performance report should be completed online on each Education Assistant / General School Assistant by the school principal on the last school day of each month															
Appointment Level	Education Assistant							General Assistant							
Employee Name	Surname:							First Names							
ID Number								D.O.B.			Y	Y	M	M	D D
Stipend:	R 4 081.44 less 1% UIF							Province							
Period of contract	*From:*		*To:*					District							
School Name								Circuit							
Principal's Name															
Mentor's Name															
School Category	Primary		Secondary		Combined			Special							
EMIS Number															
Quintile Rank	1		2		3			4		5					

Rate the performance of Education Assistant / General School Assistant

1. General Factors

Tick the appropriate column	Satisfactory	Unsatisfactory
1. Attendance		
2. Reliability		
3. Thoroughness and Accuracy		
4. Willingness to Learn		
5. Friendliness and Helpfulness		
6. Flexibility		
7. Cooperation with colleagues		
8. Initiative and Creativity		

2. Key responsibilities (Identify and rate at least 5 activities undertaken as per Job Description

Key Responsibilities	Satisfactory	Unsatisfactory
1.		
2.		
3.		
4.		
5.		
Details of any training programmes/activities to which the Education Assistant/ General School Assistant have been subjected to during the month:		
Overall Remarks by Principals:		
Employee's Remarks:		

NAME AND SURNAME IN PRINT (ASSISTANT)	SIGNATURE	DATE
NAME AND SURNAME IN PRINT (MENTOR)	SIGNATURE	DATE
NAME AND SURNAME IN PRINT (SCHOOL PRINCIPAL)	SIGNATURE	DATE

Annexure 22: Sample Timesheets / Attendance Registers

NAME OF PROVINCE							
NAME OF DISTRICT							
NAME OF SCHOOL							
CIRCUIT							
WEEK / DATE			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NAME	SURNAME	EA OR GSA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

TO BE USED AS TIMESHEET FOR EA OR GSA REPORTED FOR DUTY

Annexure 23: Employment Refence Certificate

School Letterhead

TO WHOM IT MAY CONCERN

PLACEMENT REFERENCE

This is to certify that Mr/Ms (Name) _____ and (Surname) _____

ID NO. | | | | | | | | | | | | |

was employed on contract at _____school as part of the Presidential Youth Employment

Initiative (PYEI) as follows:

Job Title	Education Assistant / General School Assistant
Mentor's Name	
Commencement Date	
End of contract/exit date	

During the above period of placement, Mr / Ms_____ acquired the following skills:

1	
2	
3	
4	
5	

Yours sincerely

_____

PRINCIPAL
DATE:

School Stamp

Annexure 24: Sample Checklist for Principals

This can be used as a quick checklist e.g.

Schools are expected to:

1.   Receive applications (long and short list from SA Youth Mobi)

2.   Conduct shortlisting

3.   Conduct interviews by _____ (provide the date 2022/23)

4.   Offer contracts to candidates to sign _____ (provide the date 2022/23)

5.   Submit names and signed contracts to the district _____ (provide the date 2022/23)

6.   Applicants report for duty _____ (provide the date 2022/23)

7.   Allocate responsibilities to the appointees _____ (provide the date 2022/23)

8.   Complete Job descriptions for each EA and GSA _____ (provide the date 2022/23)

9.   Assign mentors to EAs and GSA _____ (provide the date 2022/23)

10.   Conduct orientation to EAs and GSA _____ (provide the date 2022/23)

11.   Appoint Team Leaders from EAs and GSAs _____ (provide the date 2022/23)

12.   Ensure that each Assistant is attending training as per schedule provided by DBE and Province

13.   Ensure that each Assistant sign timesheet daily as they report for duty

14.   Hold regular meetings with EAs and GSAs

15.   Manage performance

16.   Manage cases of misconduct aligned to the "code of conduct for Assistants Placed in PYEI – provided in framework

ACTIVITY	YES	NO
1. School Needs (linked to curriculum) identified		
2. Applications received (Ranked lists from SA Youth Mobi)		
3. Interviewing panel constituted		
4. Shortlisting conducted		
5. Interviews conducted by _____ (provide the date 2022/23)		
6. Candidates offered contracts to sign		
7. List of recommended candidates and contract submitted to the district		
8. Applicants reported for duty		
9. Allocation of responsibilities completed		
10. Work plan/s for each EA and GSA developed and signed		
11. Mentors assigned to EAs and GA		
12. Orientation conducted		
13. Team leaders appointed		
14. Assistants attend training		
15. Cases of Misconduct managed and resolved		

Implementation Framework as at 25 September 2022

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GUIDELINE DOCUMENT ON

ROLES AND RESPONSIBILITIES

FOR THE

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE IN THE BASIC EDUCATION SECTOR

Guideline Document on roles and responsibilities in the Implementation of Basic Education Employment Initiative

Purpose: To clarify roles and responsibilities of the affected parties in the implementation of the project

ROLE PLAYERS

Department of Basic Education will
- Sponsor the Project
- Ensure common standards, consistency, transparency, and fairness in the Implementation.
- Provide Implementation Framework for the project
- Provide the criteria for calculations of funds and allocation, these will influence the allocation in the Equitable Share
- Lead National / country wide Advocacy Campaign
- Provides generic templates
- Provide advisory support and oversight
- Draft National Training Plan
- Facilitate the training of trainers
- Monitor the expenditure against budget allocated (spending trends)
- Conducts monitoring, support, and oversight of project implementation
- Receive and consolidate reports from all PEDs.
- Submit reports to Presidency, National Treasury, Portfolio Committee, Senior Management of Basic Education, HEDCOM, CEM, BMM, NAISA, SGB Association. Principals' Associations, Unions,

Provincial Education Departments will
- Appoint Project Manager/s and Project management Team as provincial level
- Appoint District Project Teams
- Ring-fence the relief funds from the total Equitable Share
- Draft the Business Plan since it the blue print for project management
- Draft the detailed Implementation Plan
- Draft recruitment plan
- Draft Communication Plan
- Calculate the allocation per school
- Communicate and advocate the project – youth employment at district and school level (circular)
- Transfer relief funds to participating schools
- Conduct Secondary Advocacy campaign at Provincial and local level
- Develop province-wide standardised advocacy material
- advocate   Job opportunities
- Liaise with Third Parties (e.g. SA Youth Mobi) providing advocacy and recruitment platforms
- Disaggregate job applications data from Third Parties and distribute it to schools via districts/circuits
- Facilitate recruitment processes with emphasis on adherence of **fair and transparent** recruitment practices
- Compile a database of all applicants and successful applicants placed
- Consolidates vacancies (e.g. When EAs/GSAs resigns or drop out of programme)
- Facilitate induction and orientation
- Draft Provincial Training Plan
- Conduct province-wide project monitoring and support for all schools involved.
- Ensure that all EAs and GSAs are registered on SAYouth.mobi, NDMS and **WhatsApp Teacher Connect 060 060 3333**
- Provide reports to DBE - weekly/monthly: (a) on recruitment, (b) on number of EAs and GSAs placed, (c) on job performance, (d) number of EAs and GSAs provided with orientation and (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports
- Provide monthly financial reports to DBE on expenditure against allocation (spending trends)
- Provide reports to HOD, MEC, Provincial Treasury, Provincial NCOP, all other relevant stakeholders

District Offices will
- Conduct Primary Advocacy campaign
- Ensure **transparency and fairness** in the recruitment process through provision of human resource support to schools
- Verification of recommended candidates from lists submitted by schools
- Confirm recommended applicants from lists received from schools
- Compile district-wide database of applicants and new recruits
- Submit district lists of confirmed candidates (verified against requirements as stipulated in Implementation Framework)
- Facilitate Orientation and Induction programme of all EAs and GSAs
- Identify training needs and facilitate training of successful applications
- Conduct district-wide project monitoring and support for all schools in the district
- Report on EAs and GSAs that drop-out of the programme
- Ensure that all EAs and GSAs are registered on SAYouth.mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**
- Provide reports to PEDs - weekly/monthly:
  (a) on recruitment,
  (b) on number of EAs and GSAs placed/appointed (per gender and age),
  (c) on job performance,
  (d) number of EAs and GSAs provided with orientation and
  (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports
- Provide monthly reports to PEDs on expenditure against allocation

The Circuit Managers will
- Familiarise themselves with the Implementation Framework and all other guidelines of the PYEI-BEEI project.
- Advocate the objectives of the project (both Presidential and Basic Education Sector)
- Advocate and communicate to various stakeholders regarding the project
- Support schools with recruitment and ensure transparency and fairness in the process.
- Communicate to schools that NEPOTISM is not accepted
- Ensures that SMTs and SGBs adhere to the Implementation Framework – requirements when appointing
- Monitor and support the schools during the recruitment process
- Where On-Line application system did not provide enough applications (monitor schools as they drive recruitment with concessions as per guideline and Framework)
- Quality Assurance and verification of recommended candidates by schools
- Compile Circuit-wide database of applicants and new recruits
- Ensure that all EAs and GSAs are provided with Orientation and Induction
- Ensure that all EAs and GSAs have signed Conditions of Employment, Code of Conduct, Job Descriptions/Workplans
- Ensure that all EAs and GSAs are assigned a mentor
- Ensure that all EAs and GSAs have attended compulsory five modules (Orientation, NSSF, SOP for COVID, Digital Literacy, Financial Management)
- Ensure that all EAs and GSAs have attended minimum of three additional trainings.
- Ensure that all EAs and GSAs are registered on SAYouth.mobi, NDMS and **WhatsApp Teacher Connect 060 060 3333**
- Conduct Circuit-wide project monitoring and support for all schools in the district
- Provide the reports on attrition of EAs and GSAs in his circuit weekly.
- Provide periodic reports to District Coordinator on the implementation of the Project;

Schools will
- Benefit from the Project
- Receive allocation of EAs and GSAs from PED/District
- Communicate and advocate the project community-wide and locally (e.g. use Chiefs, libraries, local shops, churches, etc.)
- Provide in-house application services – where connectivity is a challenge
- Receive long and short list of applications from (District/partner-Harambee)
- Together with SGB:
- shortlist applications received
- Interview shortlisted candidates
- Issue contracts to successful candidates to sign
- Submit the names and contracts of successful candidates to the District/ Province for appointments
- Together with the SMT
- Develop job descriptions for EAs and GSAs
- Manage the EAs and GSAs including misconduct
- Allocate responsibilities to each EA and GSA appointed
- Allocate mentors to EAs and GSAs
- Allow for the election of Team Leaders on a rotational basis
- Hold regular meetings with the EAs and GSAs
- Develop performance management system and tools
- Encourage EAs and GSAs to develop portfolio of evidence

- Develop and provide an orientation programme for EAs and GSAs covering but not limited to:
- School culture
- Mission, vision, and values of the school
- School Protocols
- Dress code
- Code of ethics
- Roles and responsibilities
- Etiquette
- Provide weekly/monthly reports to PEDs/District on the:
  (a) recruitment process
  (b) number of EAs and GSAs placed
  (c) job performance of EAs and GSAs
  (d) number of EAs and GSAs provided with orientation and
  (e) number of EAs and GSAs provided with identified training (Disaggregate the data)
- Provide monthly reports to PEDs/District on expenditure against allocation
- Provide the reports on attrition of EAs and GSAs in the school on weekly basis.
- Ensure that all EAs and GSAs are registered on SAYouth.mobi, NDMS and **WhatsApp Teacher Connect 060 060 3333**

EAs and GSAs will
- Avail themselves for interviews
- After being successful, the candidate must avail themselves to sign the contract
- Resume duty immediately after signing the contract
- Sign the job description/workplan/duty sheet
- Report for duty on daily basis and sign-in register
- Create a Portfolio of Evidence file for themselves
- Submit weekly and monthly reports on duties done
- Take up any task given by their mentors/school (to add on experience)

- Conduct themselves in a professional manner
- Learn the ethos of the schools
- Learn the rules of the schools as workers
- Avail themselves for orientation
- Avail themselves for Training
- Register on the **WhatsApp of Teacher Connect 060 060 3333**

Third Parties (SA Youth Mobi) will
- Provide media platform for recruitment
- Provide database of applicants to PEDs/ District Offices/school
- Manage the queries during application process
- Manage the call-centre
- Provide IT support in the application process
- Provide lists of applicants to schools and Provinces
- Those applicants that did not make it, SA Youth Mobi will inform the
- Make the data base of all applicants available to DBE
- Make the data base of applicants available to provinces

Third Parties (Bhelela Technologies) will

- Provide a Data Management System (DMS) for the PYEI-BEEI
- Facilitate training on how to use the DMS to officials in the DBE, PEDs, Districts and Schools
- Update the DMS on an ongoing basis
- Administer the DMS
- Provide support for users of the DMS as and when required to do so

Third Parties (eCubed) will

- Provide support in terms of the advocacy of the PYEI-BEEI
- Provide support in terms of the training of the PYEI-BEEI
- Provide support in terms of the surveys for the PYEI-BEEI
- Provide support in terms of the communicating to the assistants and schools that participate in the PYEI-BEEI

NGOs

- The provinces are encouraged to work with local NGOs when implementing the training activities

- The training should be decentralised per district, meaning NGOs and partners should be considered according to the districts that they usually work with.

  Roles that the NGOs could play in the project:

- Assist the Province to strategise and plan around implementation
- Work collaboratively with the province and districts through the lead NGO, including:
- Identify the human resources available in provinces to manage the training of youth
- Support districts in all key aspects of the project
    a. Recruiting: work at a provincial and district level to support the department with candidate data bases; advertising; interviewing; contracting; placement
    b. Training: support the province and districts with orientation training

c. Support: where NGO has a footprint, support the reading champions to implement the programme in schools and in communities
d. Monitoring: where NGO has a footprint, monitor the work of the reading champions against agreed upon indicators in relation to the programme contents
e. Reporting: develop monthly qualitative and quantitative reports with input from the provinces

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PROJECT STEERING COMMITTEE FOR THE IMPLEMENTATION OF THE

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE IMPLEMENTED IN THE BASIC EDUCATION SECTOR

SAMPLE TERMS OF REFERENCE

1. BACKGROUND

As part of Phase IV of the Presidential Youth Employment Initiative (PYEI) in the Basic Education Sector will be placing 255 100 youth, who will be in public ordinary schools and Schools for Learners with Special Education Needs (LSEN). This forms an integral part of the Presidential Employment Stimulus (PES). It seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. It is a large scale public employment intervention targeting unemployed youth, who are 18 – 35 years old. The intervention also seeks to address the high levels of youth unemployment in South Africa. The youth will be offered seven, eight or five months' contract, commencing on 1 February 2023 to 30 September 2023. Provinces will be approaching Phase IV with differing approaches including staggered approach.

The youth will be appointed in six focus areas, which are curriculum support, Reading Champions, Care and Support Assistant (CSA), Handymen, e-Cadres, and Sport and Enrichment Assistants (SEA).

The following committees are therefore constituted in order to ensure efficiency and effectiveness in management and the implementation of the projects

- Project Steering Committee chaired by XXXX
- Project Management Team chaired by XXXXX

2. MANDATE OF THE NATIONAL PROJECT STEERING COMMITTEE ON EDUCATION EMPLOYMENT INITIATIVE

2.1 OBJECTIVES OF THE PROJECT STEERING COMMITTEE ON PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE:

2.1.1 To provide strategic direction in the implementation of the Presidential Youth Employment Initiative in the Basic Education Sector;

2.1.2 To ensure transparency and accountability in the processes followed in the PYEI;

2.1.3 To ensure accountability of all stakeholders throughout the project;

2.1.4 To support and guide alignment of provincial implementation of project to Treasury regulation and guidelines;

2.1.5 To ensure efficiency in all processes of implementation of the project;

2.1.6 To receive reports from Project Management Team (PMT) monthly, to detect early warning signals of challenges, to mitigate and unblock these problems

2.1.7 To ensure the evaluation and closeout report are done.

3. OBJECTIVES OF THE PROJECT MANAGEMENT TEAM FOR THE IMPLEMENTATION OF THE SECTOR EMPLOYMENT INITIATIVE

3.1 To **manage**, support, coordinate the implementation of the Presidential Youth Employment Initiative in the Basic Education Sector;

3.2 To ensure reports for the PYEI are submitted monthly to the PSP, Director General for approval, to National Treasury and Presidency;

3.3 To inform the PSC timeously of all challenges in the implementation, so as to resolve them;

3.4 To ensure efficiency and effectiveness in all processes of implementation of the project;

3.5 To invite or appoint any other body/person to contribute to the implementation of the project should it be necessary;

3.6 To conduct the final evaluation and closeout report of the project.

4. COMPOSITION OF THE COMMITTEE PROJECT STEERING COMMITTEE

Name	Title	Organization
[Add Name]	Chairperson	Department of Basic Education
[Add Name]	Secretariat	Department of Basic Education
[Add Name]	Office of the DG	Department of Basic Education
[Add Name]	Member – Branch S	Department of Basic Education
[Add Name]	Member – Branch C	Department of Basic Education
[Add Name]	Member - Branch BI	Department of Basic Education
[Add Name]	Member - Branch I	Department of Basic Education
[Add Name]	Member - Branch D	Department of Basic Education
[Add Name]	Member - Branch A	Department of Basic Education
[Add Name]	Participants	National Treasury
[Add Name]	Participants	National Treasury
[Add Name]	Participants	Presidency
[Add Name]	Participants	Presidency
[Add Name]	Participants	Teacher Union Representative
[Add Name]	Participants	Teacher Union Representative
[Add Name]	Participants	SGB Representative
[Add Name]	Participants	SGB Representative
[Add Name]	Participants	SAPA Representative

5. COMPOSITION OF THE COMMITTEE PROJECT MANAGEMENT TEAM

Name	Title	Organization
[Add Name]	Chairperson	PED
[Add Name]	Secretariat	PED
[Add Name]	ODG	PED
[Add Name]	Member	PED - HR
[Add Name]	Member	PED - Finance
[Add Name]	Member	PED – Communications
[Add Name]	Member	PED – IT
[Add Name]	Member	PED – Internal Audit
[Add Name]	Member	PED – Curriculum
[Add Name]	Member	PED – Library Services
[Add Name]	Member	PED -
[Add Name]	Member	PED
[Add Name]	Participants	District
[Add Name]	Participants	District
[Add Name]	Participants	District
[Add Name]	Participants	District
[Add Name]	Participants	District
[Add Name]	Participants	District

Name	Title	Organization
[Add Name]	Participants	District
[Add Name]	Participants	Union rep

6. Responsibilities of the Committee Chairperson

The Chairperson is the Name and Surname. Should the Chairperson be unable to attend a meeting, one of the member(s), will be requested serve as Committee Chairperson.

The responsibilities of the Chairperson are as follows:

- Sets the agenda for each meeting.

- Ensures that agendas and supporting materials are delivered to members in advance of meetings.

- Makes the purpose of each meeting clear to members and explains the agenda at the beginning of each meeting.

- Clarifies and summarises what is happening throughout each meeting.

- Keeps the meeting moving by putting time limits on each agenda items and keeping all meetings to two hours or less.

- Encourages broad participation from members in discussion by calling on different people.

- Ends each meeting with a summary of decisions and assignments.

- Follows up with consistently absent members to determine if they wish to discontinue membership.

- **DBE DDGs delegated to attend will be expected to attend and no representative will be allowed**.

7. Responsibilities of Committee Members

Committee members have the following responsibilities:

- Understand the goals, objectives, and desired outcomes of the project.

- Understand and represent the interests of project stakeholders.

- Actively participate in the committee deliverables to ensure in the project's outcomes are achieved.

- Act on opportunities to communicate positively about the project.

- Provide oversight on the project to ensure sensible financial decisions – especially in procurement and in responding to issues, risks, and proposed project changes.

- Provide oversight on the project ensuring alignment with the organisational strategy as well as policies and directions across government.

- Actively participate in meetings through attendance, discussion, and review of minutes, papers, and other Committee documents.

- Support open discussion and debate and encourage fellow Committee members to voice their insights.

8. Responsibilities of Meeting Secretariat

This Secretariat role is fulfilled by a DBE official. The role of the secretariat is to support the Chairperson in ensuring the smooth functioning of the Committee. In summary, the secretariat is responsible for ensuring meetings are effectively organised and minuted and maintaining effective records and administration.

8.1 **Before the Meeting**

- Ensure meeting invitations are sent out in advance.
- Consult with the Chairperson on the order of business for the meeting, and the way in which it should be dealt with on the agenda.
- Follow up and record the actions on each of the matters arising from the previous meeting.
- Circulate the committee pack (Agenda, previous minutes, matters arising (with feedback), progress reports, any documentation requested in the previous meeting and any ad-hoc documentation that will be used in the meeting) to all members.

8.2 **During the meeting**

- Convey and record apologies and attendance.
- Note any additional changes for the previous meeting minutes and if they are approved.
- Report on actions or matters arising from the previous minutes if the member is not present at the meeting.
- The key points and decisions or proposals are recorded, as well as the name of the person or group responsible for carrying them out with due dates. Make sure action points are clear.

8.3 **After the Meeting**

- Ensure that the Chairperson signs the previous meeting minutes that was accepted at the meeting.
- Prepare a draft of the committee meeting minutes and consult the Chairperson for input/review/amendments and then circulate to all committee members for their input.
- Follow up on all correspondence as decided by the committee.

9. TERM OF OFFICE

This committee is established to address a particular project – Presidential Youth Employment Initiative. Therefore, this committee will be limited in its mandate to address the PYEI in the Basic Education Sector, whereby youth at ages between 18 – 35 years are recruited on contract employment that will end at the end of financial year 2020/21. The term of the office of this committee will be dependent on the life span of the project.

10. FREQUENCY OF THE MEETINGS

Given the urgency of the matters that are being dealt with, the Education Employment Initiative to meet the critical need for government to reduce unemployment, which was worsened by COVID-19, the committee will meet bi-weekly for two hours using digital platforms. Should the duration of the meeting be required beyond the two hours, members will be given a notice in advance. The chairperson may also call for an ad-hoc meeting if so required, notification of the ad-hoc meeting must be given in advance.

11. MEETING DOCUMENTS

A package will be sent to members in advance of a committee meeting. This package will include any of the following: (email)

- Agenda for upcoming meeting.
- Minutes of previous meeting.
- A progress report for each initiative.
- Presentation of each report
- Any other documents/information to be considered at the meeting.

- Project log (Risk, issues, delays, and decisions)

12. COMMITTEE LOG

The secretariat will create and maintain a committee log to record and track the risks, issues, assumptions, dependencies, delays, decisions, and recommendations.

The log will be stored, and version controlled in the central electronic repository and update timeously.

The high risks, critical issues, critical assumptions and dependencies and key recommendations made or required will be reported from this log.

13. QUORUM

A representative quorum for meetings is a majority of members present. The nature of the meeting does not require a quorum.

14. CODE OF CONDUCT

The members must:

- be familiar with the terms of reference;
- inform the Chairperson of any situation in which there is an actual or potential conflict of interest as soon as the existence of such a situation comes to his or her attention, and must make every effort to immediately take all responsible steps to avoid such a conflict of interest;
- consider all related information as confidential unless otherwise directed by the chairperson of the meeting;
- at all times act honestly and fairly and with due care and diligence, and in the best interest of the sector;
- not unfairly discriminate against any person, party, or organisation;
- demonstrate respect for human dignity in all the meetings.

15. REPORTING

This committee will report to the Director General/DBE, who will in turn report to the HEDCOM, CEM, National Treasury and Presidency.

16. AMENDMENTS OF THE TERMS OF REFERENCE

- The members may propose amendments to the terms of reference by unanimous vote.
- All clauses in this Terms of reference document may be amended by way of a decision of the members of the meeting.

APPROVAL:

Name	
Signature (Chairperson)	
Date	
Organisation	**DEPARTMENT OF BASIC EDUCATION**

Annexure 27: Sample Allocation Letter/ Certificate to Schools

Provincial Letter Head

Enquiry:
Tel:
Email:

To: The Principal and SGB Chairperson

SUBJECT: FINAL ALLOCATION LETTER - PRESIDENTIAL EMPLOYMENT INITIATIVE FOR BASIC EDUCATION

Name of School	
EMIS Number	
Quintile	
District	
Total learner number	

ITEM	ALLOCATION
Number of assistants to be appointed	
Stipend per assistant per month (includes employee UIF contribution)	R
Total allocation including employee UIF contribution	R
Total allocation to be deposited into the school bank account (excludes employee UIF contribution) (5 Months)	R
First tranche	R
Second Tranche	R

Please note:

- The transfer of the total allocation excluding the employee UIF contribution will be made in two tranches with the first payment due on or before **20 April 2022** to pay stipends to assistants for the months of *April, May, and June 2022*, and the second tranche is due on or before **31 July 2022** to pay stipends to assistants for *July and August 2022*.
- The employee and employer UIF contributions will be transferred directly to Department of Employment and Labour by the Provincial Education Office upon registration of appointed assistants as per the Unemployment Insurance Contributions Act, 2002.
- The school should ensure that all assistants receive their individual monthly stipends on the 25th of each month.
- The school should provide the district with a monthly reconciliation of the received and paid amounts on the 3rd of each month.

Yours sincerely

_____
Head of Department/Delegated official
Date:

Annexure 28: Sample Payroll for schools

NAME OF THE SCHOOL

PAYROLL FOR THE MONTH OF

Name	Surname	ID number	Date of Payment	Signature	Date

I _____ the principal and _____ SGB chairperson confirm that the persons listed on the payroll are entitled to the payments.

_____   _____
Principal   SGB Chairperson/Delegated
member

Date: _____   Date: _____

Annexure 29: Sample Salary Advice

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI)

SALARY ADVICE

	School Letter Head

PAYMENT NO.	TAX NUMBER	IDENTITY NUMBER	SURNAME & INITIALS

JOB TITLE:	NAME OF SCHOOL:

PROVINCE:	DISTRICT:

BANK NAME	BANK ACCOUNT	PAYMENT PERIOD	GROSS SALARY	DEDUCTIONS	NETT SALARY
			R4 122.25	R81.62	R4 040.63

EARNINGS		DEDUCTIONS	
DESCRIPTION	AMOUNT	DESCRIPTION	AMOUNT
STIPEND	R 4 081. 44	TAX RSA	R 000.00
CASH ALLOWANCE TOWARD EMPLOYER'S CONTRIBUTION FOR UIF	R 40.81	UIF 2%	R81.62

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE
IN THE BASIC EDUCATION SECTOR

DOCUMENTS TO PREPARE FOR AUDIT

PHASE IV

AUGUST 2022

The Department of Basic Education (DBE) would like the sector to be proactive in anticipation of the audit of the Presidential Youth Employment Initiative implemented in the Basic Education sector. The Auditor General South Africa (AGSA) audited Phase I and II of the initiative, and issues of governance, oversight, monitoring and support of schools in the implementation were key areas of priority for AGSA. Since the funds are equitable share, accountability is on Heads of Education Departments (HODs) and Provincial Treasuries in terms of ensuring that the schools are provided the support needed during the implementation of the initiative. The Department of Basic Education will also provide guidance, support, monitoring and oversight. The DBE will continue to provide guidelines, framework, templates, in order to ensure consistency and common standards in the implementation of the initiative. In phase one the findings of the AGSA will serve as the basis for strengthening the preparation for audit at the end of the project. The documents listed in this document serve as a guide and for preparing the system for the audit processes.

During the audit of Phase I of the PYEI of Basic Education sector – 2020/21 financial year, the AGSA's findings on the initiative was on non-compliance with the implementation framework requirements. The findings were at the implementing sites, which is schools.

a. **Inadequate** orientation on the recruitment, conditions of employment as well as the roles and responsibilities of EAs and GSAs.
b. Inadequate guidance resulting in **processes not followed** and **records not maintained** during appointment to ensure fair and effective recruitment process.
c. **Inadequate management of EAs and GSAs** attendance and absenteeism, which resulted in the EA and GSA absenteeism exceeding the allowed leave days.
d. **Appointments not aligned to the** overarching **qualifying criteria** as per the Framework for the implementation of the Basic Education Employment Initiative (**age and gender** representation, police clearance, **ID, and qualification**).
e. **Inadequate reporting** by schools to districts and/or PED on the **number of EAs and GSAs employed** (Public schools) and the **number of positions saved** and the funds expended (Public and Independent schools).

During the audit of Phase 2 of the PYEI of Basic Education sector – 2021/22 financial year, the AGSA's findings on the initiative still indicates non-compliance with the implementation framework requirements at the sites/schools as key implementers of the initiative. To correct and assist schools in preparation for next audit the document is prepared to assist all role players.

Whilst the DBE is aware that there are different types of audits that could be performed, and therefore the AGSA will clarify the scope when the audit starts, the Department wants to prepare for all forms of

audit that might be undertaken. To ensure that information provided for audit represents the seven principles of auditing:
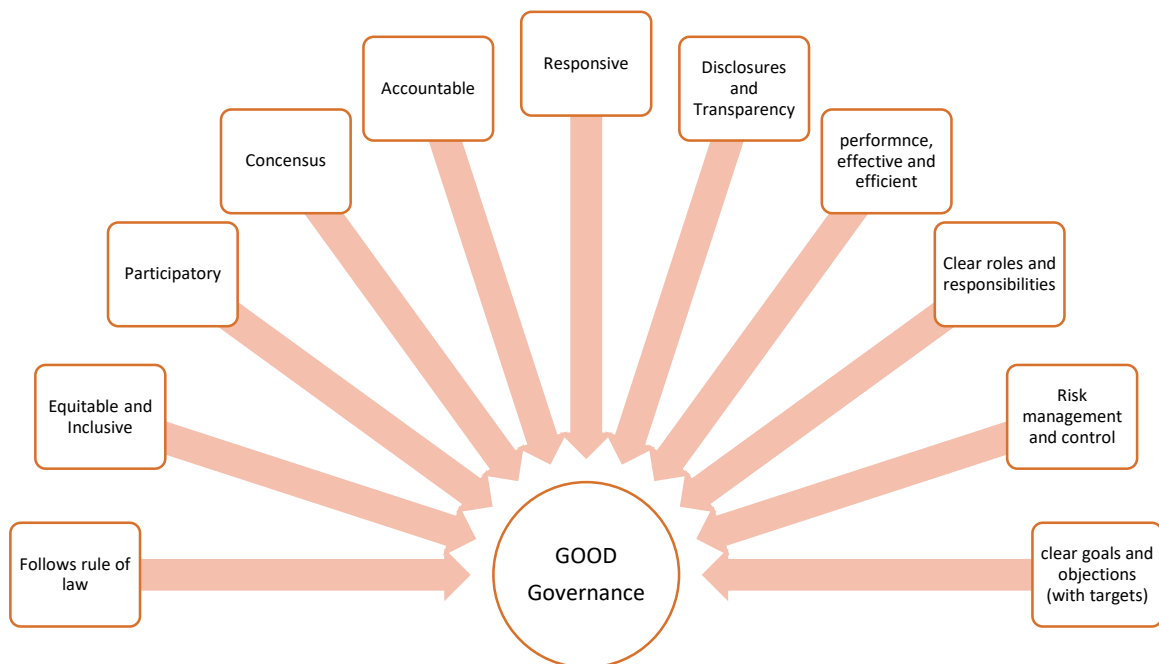
(a)   Integrity: the foundation of professionals.

(b)   Fair presentation: the obligation to report truthfully and accurately.

(c)   Due professional care: the application of diligence and judgment in auditing.

(d)   Confidentiality: security of information.

(e)   Independence: the basis for the impartiality of the audit and objectivity of the audit conclusions.

(f)   Evidence-based approach: the rational method for reaching reliable and reproducible audit conclusions in a systematic audit process.

(g)   Risk-based approach: an audit approach that considers risks, opportunities, with controls put in place to mitigate the risks, the effectiveness of the controls.

The Department is also mindful of the fact that audit seeks to test completeness, accuracy, and validity of data/information, hence the reports and evidence submitted will always be verified and further triangulated in order to reach a conclusive audit opinion on project.

The key documents for AGSA to prepare for audit of the BEEI project are: The Implementation Framework, National Treasury's documents that indicate allocation of the fund for this project, the allocation letters from Provincial Treasuries, signed Business Plans of each PED, and Provincial Management Plans for various activities. If a PED has deviated from any of the prescripts, a written approval by HOD is required. PEDs are requested to adhere to the legislative prescripts on governance of public funds through PFMA and Treasury Regulations.

Provinces should also have a Risk Register for the project in place, that will identify risks in all phases of project life cycle. The Risk Register will indicate the internal controls and their effectiveness. The Risk register should be finalised in consultation with Provincial Internal Audit Units. This should also be signed off by the Provincial Head of Department.

The provinces are also requested to ensure that the principles of good governance are upheld, to ensure that the project achieves the planned goals and intended impact. The diagram below indicated the areas of good governance.

The diagram shows boxes pointing to a central circle labeled "GOOD Governance":
- Equitable and Inclusive
- Participatory
- Concensus
- Accountable
- Responsive
- Disclosures and Transparency
- performnce, effective and efficient
- Clear roles and responsibilities
- Risk management and control
- Follows rule of law
- clear goals and objections (with targets)

The Department of Basic Education:

DOCUMENTS GUIDING PREPARATIONS AND IMPLEMENTATION
- Second Division of Revenue Amendment Bill.
- Implementation Framework
- HOD signed Business Plans per PEDs and Project Plans.
- PEDs Allocation Letters from their Provincial Treasuries.
- Guideline documents for finances
- Guideline documents to manage concessions
- Guideline document for appointment of project teams
- Guideline documents on Job Descriptions
- Guideline document on replacement of assistants
- Media Statements

STAKEHOLDER ENGAGEMENTS
- Communication with Districts.
- Principals' Association.
- SGBs

ORGANISATIONAL ARRANGEMENTS
- Constitution of Project Task Team.
- Appointment of Project Sponsor.
- Constitution of Project Steering Committee (PSC). Terms of reference.
- Composition of Project Management Team (PMT). Terms of reference.
- Letters of appointment of PSC.
- Letters of appointment of PMT.

RECORDS OF MEETINGS:
- Records of meetings of PSC.
- Records of meetings of PMT.
- Record/action lists of one-on-one meetings with PEDs.
- Records/action lists of interprovincial meetings with PEDs.
- Presentations made in meetings.

PARTNERSHIPS
- MOU/s signed.
- Letters written for the project (partners).

DATABASES
- National Data Management System (NDMS) – data downloads
- Database of placed/appointed youth - disaggregated province, age, gender, race, and disability.

REPORTING BY PEDs
- Reports submitted by each PED per meeting.
- Reports submitted on youth employed.

MONITORING
- Monitoring plans
- Monitoring Tools.
- Monitoring Reports.

COMMUNICATION WITH PEDs
- All Letters to Provinces.
- All letters from PEDs

The Provincial Education Department:

DOCUMENTS GUIDING IMPLEMENTATION
- Implementation Framework.
- Training Inventory.
- Management Plan for the project.
- Allocation from Provincial Treasury.
- PED Business Plans approved by HOD and signed by Provincial Treasury.
- Risk Register for the project.
- Guideline documents for finances
- Guideline documents to manage concessions
- Guideline document for appointment of project teams
- Guideline documents on Job Descriptions

ORGANISATIONAL ARRANGEMENTS
- Appointment letters of Provincial Project Managers.
- Composition of Provincial Project Steering Committee.
- Composition of Provincial Project Management Team.
- Task teams if any

FORMAL COMMUNICATION ON THE PROJECT
- Letters from DBE.
- Letters to DBE (eg, on deviation from Framework or any other letter/s to DBE on this project).
- Letters to and from Provincial Treasury.
- Letters to partners, NGOs, stakeholders, schools, and districts.

IMPLEMENTATION PLANS

- Provincial Implementation Plans detailing: Recruitment Plan, Communication Plan, Management Plan of the project, and Plan on management of funds.
- All circulars or letters to districts/schools.
- Calculations and allocation per District per school.
- Allocation letter per school.
- Gazette indicating the amounts to be transferred to schools.

RECRUITMENT AND PLACEMENT
- Circulars on transitioning of youth
- Proof of all communications/meetings with partners and stakeholders
- Composite database/lists of all confirmed and placed candidates.
- Letters of placement/appointment for each assistant (contract signed by assistants).
- Declaration by principals and Assistants

TRAINING
- Training Plans.
- Training Schedules.
- Proof that training did occur (registers and certificates)

MONITORING
- Provincial Monitoring Plans.
- Provincial Monitoring Schedules.
- Proof of Provincial Monitoring (eg. Registers/agenda / Monitoring Reports).
- Monthly reports received from Districts / schools on performance of EAs and GSAs.
- Monthly reports received on expenditure against allocation.
- Composite lists of candidates that resigned.
- Composite lists of replacements of resigned candidates.
- Reconciliation of appointment with funds to schools

REPORTS
- Reports submitted to DBE on EAs and GSAs appointed/placed disaggregated per district per schools, by age, gender, race, and disability.
- Monthly financial reports of spending against allocation.
- Schools Signed-off registers indicating attendance of the assistants.

The District Office:

DOCUMENTS GUIDING IMPLEMENTATION
- Implementation Framework.
- Training Inventory.
- Management Plan.

RECRUITMENT AND PLACEMENT
- Proof of all communications/meetings with partner and schools
- List of recommended candidates received from schools – signed by school governing body.
- Proof of verification of recommended candidates (checking if the recommended meet the requirements) signed off by District Director (if applicable).
- Proof of communication to schools to confirm the recommended candidates.
- Letters of placement to schools (if applicable).
- Composite list of confirmed candidates for the district – signed-off by the District Director.
- Proof of the lists of candidates placed within the district being submitted to PED.

TRAINING
- District Training Plans.
- District Training Schedules.
- Registers and certificates of attendance

MONITORING
- District Monitoring Plans.
- District Monitoring Schedules.
- Proof of District Monitoring (eg. Registers/agenda).

REPORTS
- Monthly reports received from schools on performance of EAs and GSAs.
- Monthly reports received on expenditure against allocation for jobs created.
- Monthly reports received on expenditure against allocation for jobs saved.
- District lists of candidates that resigned.
- District lists of replacements of resigned candidates.
- Reports submitted to Province on EAs and GSAs appointed/placed disaggregated per schools, by age, gender, race, and disability.
- Proof of stipends paid by schools.
- Proof of UIF paid to Dept of Labour
- Proof of reconciliation of funds

The school:

DOCUMENTS GUIDING IMPLEMENTATION
- Implementation Framework.
- Training Inventory.
- Allocation letter/Certificate of allocation from PED.
- Guideline documents for finances
- Guideline documents to manage concessions
- Guideline documents on Job Descriptions
- Guideline on placement of youth

RECRUITMENT, SELECTION AND PLACEMENT
- School Implementation Plans
- Minutes of meeting/s SGB on placement of Assistants
- Criteria for selection and short-listing.
- Lists of Shortlisted candidates.
- Proof of assessment of assistants.
- Proof of recommended candidates and notice to those that were not successful due to not meeting the requirements.
- Proof of submission of lists of recommended candidates to District.
- Proof of confirmed candidates by District.
- Contracts signed by appointed candidates.

ORIENTATION/ INDUCTION AND TRAINING
- Proof of orientation/induction. (Registers and certificates)
- Proof of training. (Registers and certificates)
- Proof of orientation on school ethos (registers)

FINANCES

- Proof of funds received for jobs created.
- Proof of stipends paid signed by SGB chairperson or designated official
- Proof of UIF paid.

REPORTS
- Signed monthly EAs and GSAs' performance reports as submitted to districts.
- Proof of monthly reports on performance of EAs and GSAs submitted to district.
- Daily rooster signed by EAs and GSAs confirming attendance.
- Proof of summary of attendance of EAs and GSAs submitted to districts on monthly basis.
- Proof of resignations (if applicable).
- Proof of replacements (taken from lists interviewed or short lists.
- Proof of payments to each assistant (sign-off by each assistant).
- Finance statement/report of payment of stipends.

OTHER
- Lists of Teachers assigned as Mentors (signed by both principal and the mentors).
- Portfolio of Evidence build by each assistant.
- Other Governance documents for the project

NB: PEDs should also prepare any other relevant documents /reports that would assist in the audit.