



PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

GUIDELINE ROLES AND RESPONSIBILITIES PHASE IV

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1. INTRODUCTION AND BACKGROUND

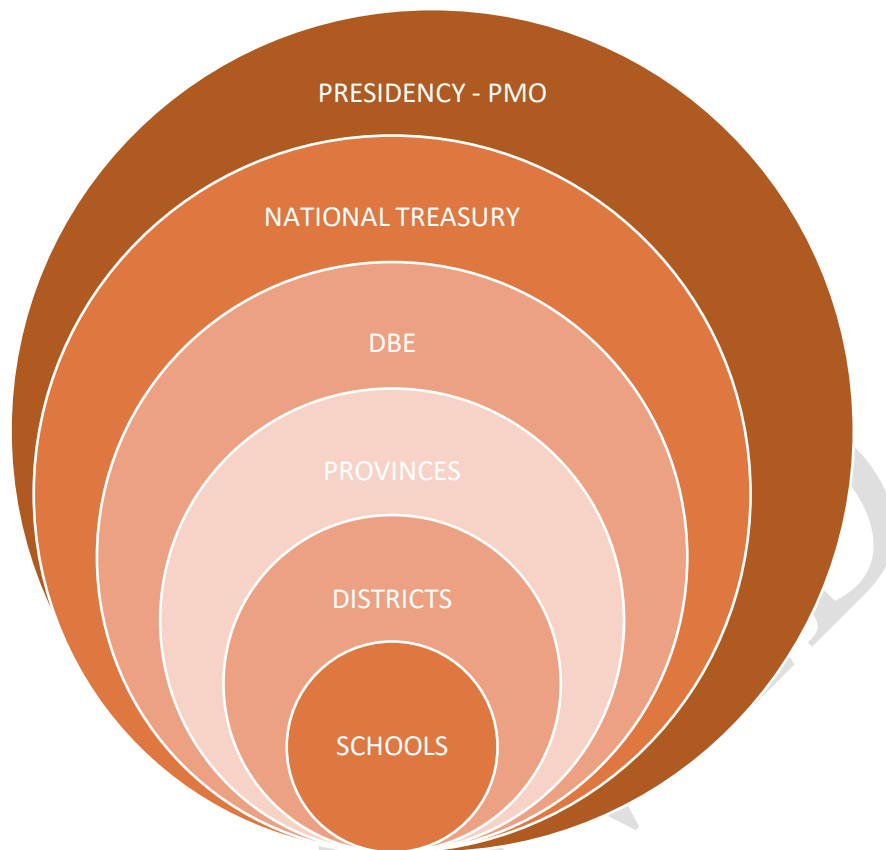
The Presidential Youth Employment Initiative (PYEI) implemented in the Basic Education sector is part of the Presidential Employment Stimulus (PES), and it remains the flagship programme for the Presidential Employment Stimulus (PES).

The National Treasury approved funding for the Basic Education sector to implement the Presidential Youth Employment Initiative. For that implementation of PYEI, the Basic Education sector is allocated R7 billion, R6 billion, R6.149 billion, R 6.4 billion for the financial years 2020/21; 2021/22; 2022/23 and 2023/24 financial years respectively. **In total government allocated R25,5 billion to create 1,100 million job** opportunities for youth in the Basic Education sector, whilst other jobs are in other Departments – these jobs come without prejudice of colour, race, language, disability or sex. The only qualifying criteria is youth between ages 18-34 with valid ID document and a Grade 12 pass. However, there are also opportunities for unemployed youth who do not have a Grade 12 certificate.

The allocation was made available as an add-on to the equitable share of the Provincial Education Departments. The Department of Basic Education had negotiated with Heads of Education Department to ring-fence the allocation for creation of youth job opportunities ONLY.

Since its inception in December 2020, the PYEI in the Basic Education sector through Phase I, II and III, created +/- 850 000 job opportunities for **youth between the ages of 18 – 35**. The initiative aims at addressing the past imbalances including recruiting women, addressing inequality among the genders, poverty, and unemployment amongst youth. The PYEI is implemented through collaborative efforts across various spheres in the Sector, from the national, provincial, district, circuit and school. It is thus critical to provide clarity on the roles and responsibilities of the role players in the various spheres.

2. DIFFERENT SPHERES OF GOVERNMENT IN THE IMPLEMENTATION OF THE PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE



The following roles players in the Implementation of the PYEI in the Basic Education Sector have been identified:

- 1.1 Presidency
- 1.2 National Treasury
- 1.3 Department of Basic Education;
- 1.4 Provincial Education Departments;
- 1.5 Education Districts;
- 1.6 Circuit Managers;
- 1.7 Schools;
- 1.8 School Governing Bodies (SGBs) and School Management Teams (SMTs)
- 1.9 School Principals and their Association
- 1.10 Education Assistants (EAs) and General School Assistants (GSAs);
- 1.11 Third Parties; and
Non-governmental Organisations (NGOs).

3. THE OBJECTIVES OF THE PRESIDENTIAL EMPLOYMENT STIMULUS:

- (a) **Transform** economy and society
- (b) **Building back better** (the country's economy, education system and programmes, etc.) means **efficiency and effectiveness**
- (c) **Stimulate** the economic recovery
- (d) **Expand** public employment
- (e) Creating **decent jobs**
- (f) **Reduce youth** unemployment
- (g) Provide youth with opportunities for **meaningful experiential learning**
- (h) **Poverty alleviation**
- (i) **Support livelihoods**
- (j) **Retain existing jobs** (saving of posts)
- (k) Provide **economic opportunities**
- (l) Create **social value**
- (m) Formation of **Partnerships and Collaboration**
- (n) **Pathways** into other forms of work

4. THE OVERARCHING OBJECTIVES ALIGNED TO THE MANDATE OF BASIC EDUCATION

The PES in the Basic Education sector is a public employment initiative that will focus on providing schools with the capacity to deal with educational demands within the context of COVID-19, as well as addressing Sector priorities such as support for teaching and learning on Curriculum activities, reading, integration of ICT in classrooms, providing psychosocial support to learners and infrastructure maintenance. In addition, the focus will also be on extracurricular activities, to enhance social cohesion as well as learner physical and mental wellbeing.

- (a) Through the 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.

5. PROJECT ROLES

5.1 Presidential Project Management Office

- (a) The Presidential Project Management Office (PMO) is responsible for conceptualising the whole Presidential Stimulus
- (b) Provide support to the implementing departments
- (c) Provide access to integration of systems and organisation for multiple collaboration during implementation
- (d) Monitor implementation of all Presidential Projects and require reports

5.2 National Treasury

- (a) National Treasury receives all funding proposals, adjudicate them and inform all applicants of the outcome. The funds will then be appropriated and allocated to implementing Departments. The Director-General and Chief Financial Officer (CFO) will receive the allocation letter.
- (b) Provide financial support during the implementation of the project
- (c) Monitor the implementation of the project and request reports.
- (d) Provide support and guidance to departments to ensure that they comply with their fiscal responsibilities.

5.3 Director-General of the Department of Basic Education

Accounting Officer at the national level and responsible for the overall project.

Role

- (a) Approve the proposal before submitting it to National Treasury
- (b) Communicate the project details with Heads of Provincial Education Departments
- (c) Approve the Framework that will guide the implementation of the project

- (d) Communicate the project to the Teacher Unions and other stakeholders.

Responsibility

- (a) Approves the project plans
- (b) Approves all communication with Provincial Heads of Education
- (c) Approved Memorandum of Understanding (MOU) that may be required with partners
- (d) Approve any changes to the project scope and deliverables.

5.4 Chief Finance Officer (CFO)

The CFO is the official responsible for all funds of the department.

Role

All the submissions that have financial implications must be checked and supported by CFO

Responsibility

Will indicate the availability of funds and ensure that fiscal governance has been observed.

Ensure funds are used and aligned to relevant financial prescripts of government (National Treasury Regulations)

5.5 Finance Office

Role

Advice and guide the project manager on financial matters relating to the project

Responsibility

Check the availability of funds against commitments

Advice CFO of alignment to relevant financial policies

5.6 Project sponsor

A project sponsor will be appointed by the Director-General, this official will be at the position of Deputy Director-General. The project sponsor is the official with authority, nominated to represent the organisation or organisational unit undertaking the project; the head of the sponsoring (delivery) organisation.

Role

- (a) Authorise or obtain organisational commitment to undertake the project.
- (b) Ensure the project output meets the needs of the customer.
- (c) Source project funding during the life of the project.
- (d) Maintain the organisational capacity to resource the project.

Responsibilities

- (a) Provide high profile support and visibility for the project.
- (b) Approve the detailed project delivery budget.
- (c) Approve project expenditure as required by Financial Accountability Act 2009, and the Financial and Performance Management Standard 2009.
- (d) Advise of any budget/ allocation/ scope issues.
- (e) Provide final approval of the project deliverables.
- (f) Approve recommended solutions to resolve complex issues including any conflicts the project may have with other projects/organisations.
- (g) Approve changes to project scope and deliverables, together with changes to the project budget and schedule which are outside of the contingency allowances.
- (h) Manage the risks that may arise in the implementation of the project
- (i) Provides strategic direction in the implementation of the project.

5.7 Program Manager

The Program Manager will be selected by the Project Sponsor and recommend to the Director-General for his/her appointment. This official will be responsible for managing the project and all sub-projects within the project to ensure the completion of activities to achieve outcomes and realise benefits of strategic importance. The program manager interacts with each project manager to provide support and guidance on individual projects, reporting and communicating with programme managers and stakeholders. He/She has delegated authority and is nominated to represent the organisation/s to receive(s) the business benefits of the project.

Role

- (a) Manage any changes, impacts or risks to the program or projects and their relationship to other projects and work.

- (b) Plan and coordinate program-related activities and ensure project plans align with the overarching program plan.
- (c) Effectively utilise and manage the people and resources involved in the program.
- (d) Ensure risk management process and issue escalation guidelines are in place.
- (e) Effectively delegate, motivate, coach and mentor program team members and project managers.
- (f) Manage program risk contingencies.
- (g) Reports and communicates with the programme sponsor and stakeholders on program benefits and financials.
- (h) Ensure the project is aligned with the strategic goals of the organisation.
- (i) Ensure the project output meets the needs of the customer's organisation.
- (j) Provide funding for the project.

Responsibilities

- (e) Prioritise projects.
- (f) Manage program resources.
- (g) Manage program risk.
- (h) Monitor and control progress.
- (i) Develop Program level reporting.
- (j) Manage dependencies between projects.
- (k) Provides strategic guidance to project
- (l) Ensure the project scope addresses the business need.
- (m) Monitor the progress of the project to ensure the benefits are realised.
- (n) Provide funding to cover payments.
- (o) Provide resources to represent the customer interests.
- (p) Recommend to project sponsor any changes to project scope and deliverables.

5.8 Project Steering Committee

The Project Steering Committee is a body within the project governance structure that provides oversight and strategic guidance for the project. This structure will consist of Deputy Director Generals in the DBE, Internal Audit Director, Two Representatives from National Treasury, Presidential Project Management Office, Teacher Unions, School Governing Bodies, Principals Association

Role

Committee members, including key project stakeholders and decision-makers, monitor project activity and provide direction and guidance to the project team and other stakeholders.

Responsibilities

- (a) Provide strategic direction in the implementation
- (b) Reviewing and approving changes made to project resource plans, schedules, scope, goals, cost estimates, etc.
- (c) Making strategic decisions regarding the prioritisation of project deliverables and approving interim deliverables.
- (d) Monitoring progress against the project management plan.
- (e) Consider any emergent issues or risks to the project and propose solutions to ensure project success.
- (f) Provide recommendations on project approaches and participates in discussing general strategies and opportunities for project planning and implementation.
- (g) Provide advice on likely organisational responses to changes proposed during the project.
- (h) Prepare their organisation for the changes resulting from the project.
- (i) Advocate, promote, and facilitate the project within their own organisation.
- (j) Ensure transparency and accountability in the implementation
- (k) Support, guide alignment of implementation to Treasury Regulations and guidelines
- (l) Ensure evaluation and closeout report for the project

5.9 Project Manager

The project manager is the person responsible for achieving the project's objectives by managing all activities necessary to deliver the project. Depending on the type of project, this role may cover the entire project from start to finish or it may cover a stage or component of the project.

Role

- (a) Provide leadership, direction and motivation to the project team.
- (b) Ensure the required products, services or deliverables are produced to the required quality standard.
- (c) Ensure approved time (schedule and cost (budget) are managed consistent with project objectives.
- (d) Integrate the ten project management subject groups.
- (e) Liaise with the project stakeholders and governance bodies, such as a Program Management Office in delivering the project.

Responsibilities

- (a) Liaise with the project sponsor and program manager to ensure project objectives are achieved.
- (b) Manage project scope, risks and stakeholder expectations to ensure integration of project activities.
- (c) Manage project variations and changes and maintain the change control process.
- (d) Coordinate and prepare regular progress reports and communication with key stakeholders.
- (e) Establish project administration systems, document control and record management processes.
- (f) Prepare, manage, review and update project documentation including risk and communications plans in conjunction with project team members.
- (g) Manage project costs through cost estimating, budgeting, monitoring and contingency management.
- (h) Ensure appropriate quality standards and quality assurance requirements are met.
- (i) Liaise with suppliers, consultants and contractors as required.
- (j) Ensure the project schedule is maintained and regularly report progress.
- (k) Manage the risk management process, including the development of contingency plans, reviewing residual risks and escalating risks that cannot be managed at the project level.
- (l) Monitor overall progress, use of resources and initiate corrective action where necessary.
- (m) Coordinate handover and completion activities and documents.
- (n) Identify and document lessons learned during the project.
- (o) Ensure the project meets its legislative obligations

5.10 Project Management Team

Project Management Team is formed by line function that is directly or indirectly affected by the implementation of the PYEI-BEEI. The Managers that are responsible for each of the training areas are key for PMT. The PMT will provide updates on the project implementation and also receive advice on what to do to improve the implementation, to alleviate the pressures and solve problems that are identified.

Roles and Responsibilities:

- (a) Manage, support, coordinate the implementation of the Basic Education Employment Initiative (BEEI)
- (b) Ensure reports for the BEEI are submitted bi-weekly to the PSC, and Director-General for approval, and monthly to National Treasury and Presidency

- (c) Inform the PSC timeously of all challenges in the implementation, to resolve
- (d) Ensure efficiency and effectiveness in all processes of implementation of the project
- (e) Attend meetings and participate
- (f) Conduct the final evaluation and closeout report of the project.

5.11 Project Team Leader/s

A project team leader is a person/official appointed to lead a specific team in the project to deliver part of the project's work scope such as monitoring teams and provincial support teams.

Role

- (a) Lead and manage a team on behalf of the project manager .
- (b) Maintain a single point of focus, such as a discipline, while coordinating team activity.

Responsibilities

- (a) Work on assigned activities consistent with the quality and time frame agreed with the project manager or work package manager.
- (b) Identify, report and act on potential delays, risks and issues.
- (c) Report work effort expended on each activity, and the estimated remaining work effort, in the manner and time-frame required by the project manager or work package manager.

5.12 Training Manager as a Specialist in a specific area

The Training Manager is a specialist that manages a project work package in a specific area of a mandate as identified by the Minister of Basic Education.

Role

The Training Manager is a specialist in the area of training, is responsible for planning, implementing, monitoring and reporting on the training area allocated. DBE Training Manager is responsible for drafting the national training plans and developing material for training. DBE Training Manager is responsible for ensuring that provinces align the provincial training plans with DBE Training plans. They are accountable to the project manager for the management of all aspects of their assigned training area's delivery including schedule, plans, targets, costing.

Responsibilities

- (a) Lead a group of people in the delivery of a sub-project Training Area
- (b) Draft National Training Plan
- (c) Develop material for training
- (d) Constitute a forum/committee for the specific training area with provinces
- (e) Manage and Chair meetings of the Training Committees
- (f) Make decisions on resource assignments and monitor team performance, providing feedback as required.
- (g) Manage and integrate training activities through delivery of series of activities that are planned, scheduled, performed and controlled.
- (h) Manage the budget allocated for the training area.
- (i) Monitor the budget and control the quality of training area deliverables.
- (j) Ensure the integrity of work assigned and coordinate with other training managers to ensure project delivery.
- (k) Report progress, including potential delays and issues, to the project manager responsible for training and program manager.
- (l) Identify, report and act on potential problems and risks.
- (m) Identify and act on conflicts of interest within or external to the project.

5.13 Project Team Member

Project team members are people assigned to a project team. Project Team Members may be officials appointed to provide support for the day to day running of the project. These officials may include the following officials but not limited: secretariat to meetings, admin support staff, finance clerks,

Roles and Responsibilities

- (a) Work on assigned activities consistent with the quality and time frame agreed with the project manager, training manager or project team leader.
- (b) Report and act on potential delays and issues.
- (c) Report work effort expended on each activity, and the estimated remaining work effort, in the manner and time-frame required by the project manager or project component manager.
- (d) Familiarise and understand the goals, objectives, and desired outcomes of the project the
- (e) Understand and represent the interests of project stakeholders.
- (f) Actively participate in the committee deliverables to ensure project's outcomes are achieved
- (g) Take a genuine interest in the project's outcomes and overall success.

- (h) Act on opportunities to communicate positively about the project.
- (i) Provide oversight on the project to ensure sensible financial decisions – especially in procurement and in responding to issues, risks and proposed project changes.
- (j) Provide monitoring and support for the project, ensuring alignment with the organisational strategy as well as policies and directions across government as a whole.
- (k) Actively participate in meetings through attendance, discussion, and review of minutes, papers and other Committee documents.
- (l) Support open discussion and debate, and encourage fellow Committee members to voice their insights.
- (m) Constitute Support Teams for the project with clear and roles and responsibilities per team.

5.14 Beneficiaries

- (a) The beneficiaries of the Presidential Youth Employment Initiative (PYEI) are youth with ages between 18 and 35 years. Meaning when applying youth should be 18 years already, 35 years means 34 when applying or turning 35 after applying.
- (b) The youth should not be in education, not in employment and not in training, (NEET)
- (c) The youth should not be receiving NSFAS or Funza Lushaka bursary
- (d) The youth should not be receiving any form of stipend, salary or wage
- (e) The youth should have an interest in education, school environment and love for children
- (f) Youth with NO CRIMINAL Record
- (g) Testimonial from a local chief, church, previous employers/managers or school is compulsory

Role and Responsibilities

- (a) To assist school principals, teachers and learners in schools
- (b) Each category will have specific responsibilities as it would be agreed upon by the Assistant and the Mentor/principal.
- (c) All assistants will assist: (a) in sanitising the learners in the morning or when required; (b) with ensuring social distancing of learners; (c) ensuring that covid-19 protocols are adhered to.

5.15 Project Stakeholder/s

Project stakeholders may include individuals, groups, communities and organisations that are likely to be affected by, or have an interest in, a projects outcome or process. Note: Project stakeholders are both internal or external to the project. Internal stakeholders, such as the customer or sponsor, have a

clear governance role and means of influencing the project. External stakeholders may influence key aspects of the project and may be engaged by the project team to test the acceptability of the project and its deliverables to end-users and the community. A range of engagement mechanisms may be employed to engage stakeholders including meetings, focus groups and stakeholder reference groups.

Roles and Responsibilities

- (a) Communicate expectations throughout the projects life and advise of potential impacts, issues and opportunities.
- (b) Respond to approaches and proposals.

- (a) actively engage with the project, using the mechanisms established, to ensure their views are fully understood.
- (b) review and evaluate proposed project deliverables and options that may be presented to them.
- (c) work with the group they represent with the intent of providing a collective and representative response to project enquiries.

6. Benefits of the presidential youth employment initiative implemented in the Basic Education Sector

6.1 Benefits to the country

- (a) Transformation of society
- (b) Building back better with efficiency and effectiveness
- (c) Stimulation of the economy
- (d) Mass public employment
- (e) Created decent jobs for youth
- (f) Reduced youth unemployment (320 000 for 6 months)
- (g) Provided economic opportunities
- (h) Provided meaningful experience
- (i) Alleviated poverty
- (j) Retained existing jobs
- (k) Forged new partnerships and strengthen existing partnerships
- (l) Through the training provided by various partners, pathways into other forms of work were provided (where youth were exposed to the various fields of work that exist within the schooling environment)

6.2 Benefits to the education sector

- (a) Working in an integrated approach
- (b) Collaborated with various education stakeholders (partners, PEDs, Teacher Unions, SGBs, Professional Bodies)
- (c) Use of technology to ensure efficiency and effectiveness
- (d) Multiplier effect (impact on 1 person make an impact to his/her circle which can be anything from 10 – 20)
- (e) Empowerment of young females as they played a major role in the management of the project
- (f) Build capacity within the department and provinces
- (g) Maximise on the partnerships
- (h) Maximise the use of technology and ICT in monitoring and project management

6.3 Some of the benefits of the initiative to the schools:

- (a) Teachers and learners were supported in classroom preparation before lessons, support teachers in the classroom during lessons and manage learners after lessons.
- (b) Allowed teachers to increase time on task (teaching and learning)
- (c) Youth provided support before school starts, during school time and after school time.
- (d) have assisted teachers in reducing the administrative workload.
- (e) The youth was always hands-on in terms of screening learners as they arrived in the morning,
- (f) Assisted with learner sanitizing in the morning before school starts and throughout the school hours
- (g) Ensured that social distancing is maintained whilst
- (h) Ensured that classrooms were sanitised and ready for lessons.
- (i) They also assisted in keeping school premises clean and doing maintenance work.”
- (j) During a break, they assist in maintaining discipline.”
- (k) Through Child and Youth Care workers – learners were provided with psychosocial support
- (l) General upkeep of the school building and maintenance
- (m) Integration of ICT in classrooms
- (n) Effective and efficient use of ICT infrastructure

6.4 Some of the benefits of the initiative to the Assistants

- (a) Relevant real-life experience

- (b) Differentiated experience (various fields of work)
- (c) Enable the youth to make choices in terms of career path
- (d) Poverty alleviation
- (e) Reduce youth unemployment
- (f) Support their own families financially
- (g) Self-worth and self-fulfilment
- (h) A feeling of being appreciated by government
- (i) Encouraged to do more for the school and also to better for the community
- (j) Community involvement

APPROVED