



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS

**Implementation Framework for the  
Presidential Youth Employment Initiative (PYEI)  
in the Basic Education Sector**

**PHASE III**

**01 APRIL 2022 – 31 MARCH 2023**

**This document is meant to guide the implementation of the initiative**

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## GLOSSARY OF TERMS

ACRONYM	TERM
CFO	Chief Financial Officer
CV	Curriculum Vitae
DBE	Department of Basic Education
DG	Director-General
DOL	Department of Employment and Labour
EAs	Education Assistants
ERGS	Early Grade Reading Study
GSAs	General School Assistants
ICT	Information Computer Technology
IT	Information Technology
LSEN	Learners with Special Education Needs
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NEET	Not in Education, in Employment or Training
NPMN	National Pathway Management Network
NQF	National Qualification Framework
NSSF	National School Safety Framework
ODG	Office of the Director-General
OECD	Organisation for Economic Co-operation and Development
PEDs	Provincial Education Departments

ACRONYM	TERM
PES	Presidential Employment Stimulus
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
PMT	Project Management Team
PPCT	Provincial Project Coordinating Team
PSC	Project Steering Committee
PYEI	Presidential Youth Employment initiative
QLFS	Quarterly Labour Force Survey
QLTC	Quality Learning and Teaching Campaign
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SA-SAMS	South African Schools Administration and Management System
SEA	Sport and Enrichment Assistants
SGB	School Governing Body
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
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 Child and Youth Care Workers (CYCW) 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.

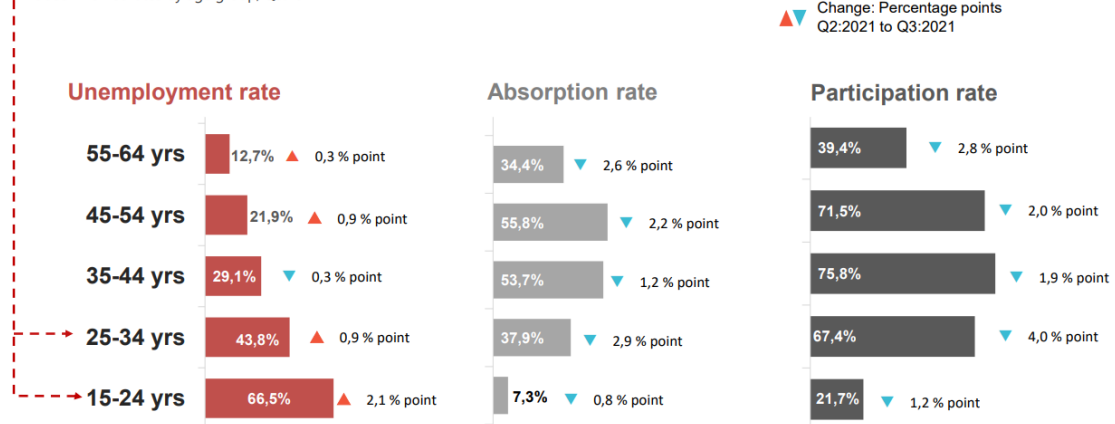
Research further indicates that the Paraprofessionals provide support to learners inside and outside classrooms. They may work with a small group of learners that require assistance in grasping a specific concept or piece of work within a lesson. This is done whilst the teacher continues with the lesson. 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.

### 1.3 Youth unemployment rate in South Africa

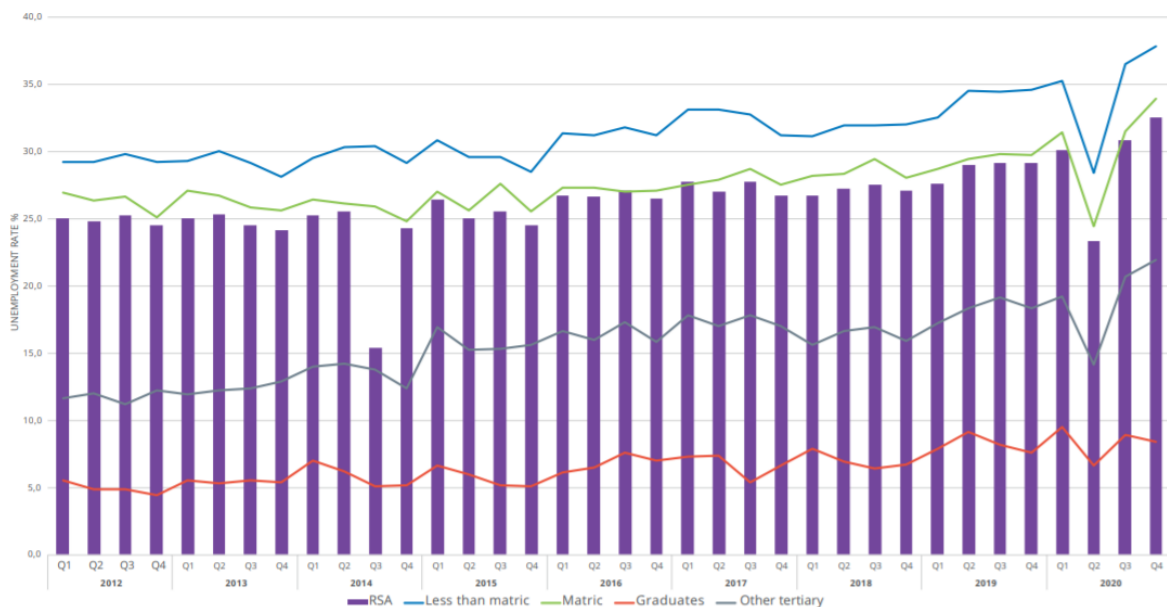
Youth aged 15-24 years and 25-34 years recorded the highest unemployment rates of 66,5% and 43,8% respectively

Labour market rates by age group, Q3:2021



According to the Third Quarterly Labour Force Survey (QLFS), unemployment was the highest among young people aged 15 – 34 years in the third quarter of 2021. Those aged 15–24 years are more vulnerable in the labour market with an unemployment rate of over 66,5%.

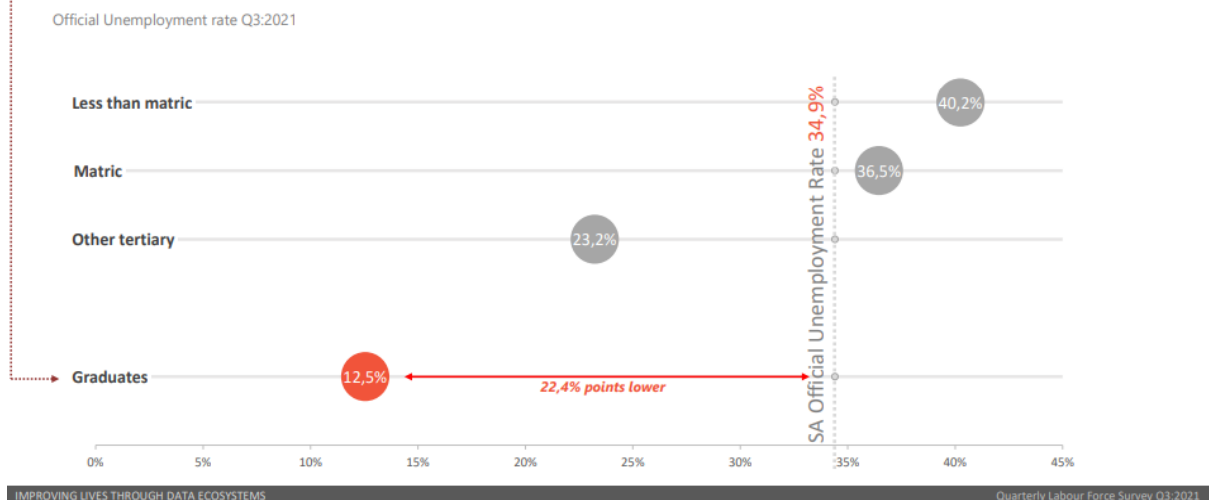
Unemployment by level of education, 2012-2020



[https://www.socialprogress.org/static/ebd8cf65080c9100450f78e5754a7617/Youth\\_Progress\\_Index\\_2021\\_0.pdf](https://www.socialprogress.org/static/ebd8cf65080c9100450f78e5754a7617/Youth_Progress_Index_2021_0.pdf)

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.

**Graduate unemployment (12,5%)** is 22,4% points lower than the national official unemployment rate



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 third quarter of 2021 was 34,9%, people with a qualification less than matric had an unemployment rate of 40,2%. These are people worse affected by unemployment in South Africa. In the same reporting period, graduate unemployed rate was recorded as 12,5%, which is 22,4% lower than the official unemployment rate.

#### 1.4 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.

#### 1.5 Lessons learned during recruitment process in Phase I and Phase II

In Phase I of the PYEI in the Basic Education Sector, which was implemented over the period 1 December 2020 to 31 March 2021, over 860 000 applications were received for the 300 000 employment opportunities from youth across the country. This underscores the prevalence of youth unemployment in South Africa, as reported by Statistics South Africa through the QLFs. The largest number of applications were received in Gauteng, followed by KwaZulu-Natal. For a province with relatively few employment opportunities, Free State received the third largest number of applications. However, this observation is supported by the fact that the third QLFS of 2021 revealed that Free State (38.1%) has the second highest youth unemployment after the Eastern Cape (47.4%).

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, more than 300 000 employment opportunities were created for youth in South Africa. Of these, approximately 200 000 were Education Assistants (EAs) and 100 000 General School Assistants (GSA). The breakdown was biased towards EAs as they were required to support educators in the classrooms. The same approach was followed in Phase II, with 2/3 of the opportunities set aside for EAs and 1/3 for GSAs.

*Table 1: Comparison of Phase I vs Phase II numbers in the PYEI in the Basic Education Sector*

ITEM	Phase I Number	Phase II Number
No. of opportunities	300 000	287 424
Education Assistants	200 000	191 616
General School Assistants	100 000	95 808
Confirmed placements	319 000	273 818
Applications received	860 000	932 371

SA Youth Mobi site was used in both Phase I and II as a platform through which young people could apply for the available employment opportunities. However, based on experiences of Phase I the use of the Mobi site was improved in Phase II. In Phase I, Free State opted not to use the Mobi site. This meant that schools received paper-based applications, which could have resulted in appointments which did not comply with requirements. In Phase II, all provinces used SA Youth mobi, and schools were provided with ranked and unranked lists of applicants from the Mobi site, which assisted schools as part of the shortlisting process. This further reduced the time it would have taken to conclude the application and selection process.

For Phase III, there will not be a recruitment drive as the cohort from Phase II will be offered new contract for Phase III. However, the contract renewal will not be automatic. The youth will have to meet the requirements set for this purpose. The details are provided in the section in Section 6.2.

## **2. 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. R6 billion was allocated to PEDs as an add on to equitable share in the 2021/22 Financial Year. The allocation of funds for project management varied from province-to-province, proportional to the number of employment opportunities allocated per Province. The allocation for training was increased to ensure that as many of the appointed youth benefit from the available training opportunities.

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

<b>Budget Component</b>	<b>Phase I Allocation ('000)</b>	<b>Phase II Allocation ('000)</b>
Stipends	R 4 511 513	R 5 486 127
1% UIF employer contribution	R 45 115	R 54 861
Provincial Project Management	R 10 800	R 45 012
Training	R 44 668	R 414 000
Saving of posts	R 2 431 818	R 0,00
Total allocation to PEDs	R 6 998 800	R 6 000 000
DBE Oversight, Monitoring and Support	R 1 200 000	R 0

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 increase significantly in Phase II to support the objective of providing the appointed youth with skills. The focus was on providing accredited training, particularly for CYCW and Handymen and women.

As part of Phase I, five key training areas were identified to provide the assistants with skills. In addition to the key training programmes, all participants were required to complete the generic orientation programme, training on the National School Safety Framework (NSSF) and Standard Operating Procedures for the Management and Containment of COVID-19. In Phase II, one additional focus area was included. This was the area of Sport and Enrichment Assistants (SEAs). The introduction of this focus area was meant to ensure that the implementation of the schools' sport, arts and culture programme received support.

## 2.1 Achievements from Implementing Phase I and II 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 will commence on 1 April 2022.

Table 3: Phase I vs II appointments 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
EC	55 803	55 803	55 803	40316	39 286
FS	19 002	19 087	19 087	16020	15 309
GP	41 129	48 000	41 129	50816	48 764
KZN	73 655	73 953	48 137	64117	62 229
LP	52 116	52 116	52 116	38429	38 429
MP	26 108	26 108	27 000	24568	24 067
NC	7 323	7 513	3 172	6793	6 493
NW	23 523	21 831	3 835	19221	19 196
WC	20 402	19 011	17 944	27144	20 045
<b>TOTAL</b>	<b>319 061</b>	<b>323 422</b>	<b>268 223</b>	<b>287 424</b>	<b>273 818</b>

Source: unaudited provincial reports

## 3. Phase III and IV

Based on the success and the value of implementing Phase I and II 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 **275 000** unemployed youth, whereby two thirds (2/3) or **184 250** will be EAs and one third (1/3) **90 750** GSAs. The PYEI in the Basic Education Sector thus remains a large-scale public employment initiative.

*Table 4: Allocation of employment opportunities per province in Phase III*

PROVINCE	CONFIRMED PHASE II PLACEMENTS	PHASE III ALLOCATION OF JOB OPPORTUNITIES	FUNDS ALLOCATION (2022/23)
EC	39 286	39 286	R1,006,835
FS	15 309	15 309	R397,009
GP	48 764	45,000	R1,006,835
KZN	62 229	62 229	R1,479,762
LP	38 429	38,429	R882,381
MP	24 067	24 067	R558,799
NC	6 493	6 493	R185,433
NW	19 196	19 196	R409,454
WC	20 045	21,000	R267,492
<b>TOTAL</b>	<b>273 818</b>	<b>271 009</b>	<b>R6,194,000</b>

The key focus, in line with the Economic Reconstruction and Recovery Plan, remains to support public employment and protect livelihoods. There are some participants from Phase II who will not meet the selection criteria for their contracts to be renewed on to Phase II. 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.

#### **4. 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.

## **5. Project Overview**

### **5.1 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 271 000 job opportunities to unemployed youth who are 18 – 35 years old. Phase III is targeted for implementation for a five months’ period, from 1 April to 31 August 2022. For eligibility, the youth should be turning 35-years-old on or before 31 March 2023, meaning at the time of their appointment they should be 34 years old.

Another of the minimum requirements will be for the youth to be in possession of a minimum of NQF Level 4 qualification or equivalent. EAs will be required to work with teachers and learners in classrooms,



thus having an NQF level 7 qualification will be an added advantage for those who wish to be EAs. An NQF Level 4 qualification is not required for youth recruited as GSAs; however, possession of a trade certificate will be an added advantage.

The initiative further seeks to mitigate the fallout of the COVID-19 academic disruptions experienced during the 2020 academic year. It is also aimed at providing a protective net for learners at risk of dropping out of school due to psychosocial problems.

Through phase I and II 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 III 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 a detailed management plan that the PEDs can use in the implementation of the initiative (**Annexure 1**) and the budget allocation (**Annexure 2**); as well as the allocation of job opportunities to PEDs.

## 5.2 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) Provide **capacity to schools to manage the impact of COVID-19** on schooling, whilst supporting the Basic Education Sector as it **repositions and re-imagines** the future beyond COVID-19; **building back better** through the capacity provided in a form of Assistants.
- (b) Through the provision of Educations Assistants provide **support to sector priorities such as Mathematics, Science and Technology (MST), Reading and Literary, supporting teacher in classrooms** and **support reading initiatives** in schools and communities.
- (c) To ensure that schools are assisted in coping with the need to create a **safe and conducive learning environment**, and **adherence to COVID-19 protocols** by **maintaining infrastructure**, cleaning school surroundings, screening and sanitizing of learners, educators and visitors to the schools – through the provision of General School Assistants.
- (d) To provide **psychosocial support** to learners and assist with the **vaccination programme** through provision of Child and Youth Care Workers as well as **ensuring that extracurricular activities** are supported in schools through Sport and Enrichment Assistants (SEAs).
- (e) To provide **e-Cadres to schools** to address the **huge digital divide** realised during COVID-19 and during the implementation of Phase I, where schools either lacked capacity, infrastructure or connectivity. The e-Cadres will be empowered to assist teachers with integration of ICT usage in classrooms, as well as maximise on the use of management systems that Government has put in place in schools.

- (f) To strengthen the **governance, accountability and management of SGBs and SMTs in schools**, where the project of this nature will be implemented and managed at school level.

## **6. 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 years turning 35 on or before end of March 2023. The roll out of the initiative will have the following key elements:

### **6.1 Project scoping and design**

Through the PYEI, it is envisaged that fixed term job opportunities will be created for 271 000 unemployed youth in the 18 – 35 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.

### **6.2 Who qualifies to be considered when replacing Assistants who have exited?**

#### **6.2.1 Qualification**

The youth placed as Classroom/Curriculum Assistants, Reading Champions, eCadres and CYCWs are required to submit a valid Matric Certificate and any other qualification indicated on the application. Should the documents submitted be found to be invalid or incomplete, NO contract must be entered into with the affected Assistant until valid and complete documents are submitted. Youth that do not submit their documents timeously should be given one month to submit, failing which, the contract must be terminated.

#### **6.2.2 Identity Document or passport with a work permit**

The youth appointed are required to submit a valid Identity Document or Passport and a work permit. Should this not be submitted, NO contract must be entered into with the affected Assistant. The youth's contract may be terminated. The youth from foreign countries will be required to submit a valid passport

and a valid work permit. The province will have to send these to Home Affairs for validation. Should these be found to be invalid, then the youth's contract must be terminated immediately.

#### **6.2.3 Criminal Record / Police Clearance**

Youth that have a criminal record that is less than 10 years, may not be placed in the initiative. Should it be found that youth placed in Phase I or II have criminal records, their contracts should be terminated. The youth may be advised to apply for their criminal records to be expunged.

#### **6.2.4 Age requirement**

Contracts of Assistants that are placed in public ordinary schools and schools for learners with special education needs, who were appointed in Phase II and have turned 36 and 41 years old, respectively, may be considered should they meet all the other requirements. The HOD will make the final determination based on funds available for the appointment of youth.

#### **6.2.5 Location**

Youth placed in the initiative should live close to the school where they are appointed (+/- 5 km radius), and within a walking distance to the school. Once the youth require transport to the school, then it points to the possibility that those who live next to the school missed the opportunity and someone (youth) from far has been appointed. The changes in the residential location of the youth may result in this non-compliance. Since the opportunity is meant for people residing around the location of the school, the contract of people who live far from the school should be terminated.

#### **6.2.6 Social Service Grants**

Youth placed may not receive any form of social grant from SASSA for themselves. The contract of Youth that is found to have been receiving any SASSA grant for him/herself in Phase I and II should be terminated. Should the youth request that they will cancel the grant and pay back the grant money they took, the declaration in **Annexure 3** should be completed and the school should make arrangements to deduct the amount over the five months' period. In that case the youth may be considered on condition that all other requirements are met.

#### **6.2.7 Relations**

School staff and SGB members should not advantage their family members above other youth in the community. This includes exchanging applications of family members from neighbouring schools, so that it is not openly visible as nepotism. If it is found that youth placed are related to a staff member, the contract should be terminated.

### 6.2.8 **NEET principle**

The youth placed in the initiative should not be in education, not in employment and not in training. Youth should not have another employer and receive a salary, stipend or wage. Also, youth must not be in university, college, technical college, etc. If youth are found to be in education, in employment and in training, their contracts should be terminated.

### 6.2.9 **Other Learnership/s.**

The youth placed in the PYEI may not participate in other Learnership/s. The contract of youth participating in both PYEI and other Learnership/s should be terminated.

### 6.2.10 **Stats SA – Census Field Work**

The youth placed in the PYEI may not receive any other stipend. The youth that took two weeks leave, that they did not qualify for, to work as Census field workers for StatsSA and came back, have contravened their contracts. Their contracts should be terminated. Should the youth be willing to refund the Census payment or a one month PYEI-BEEI stipend, the school may consider. That should be done by the youth signing **Annexure 4** and the school make arrangements to deduct the amount over the five months' period. In that case the youth may be considered on condition that all other requirements are met.

### 6.2.11 **Poor performance in Phase II**

If a youth was placed in the initiative in Phase II and was underperforming, the school can provide proof of that underperformance, which could be the number of days absent exceeding what is provided for in the contract, number of times mentors had to talk to the youth about performance, or assessment forms signed by both mentor and youth on performance. The contracts of youth that underperformed in Phase II should be terminated.

### 6.2.12 **Poor attendance**

The contracts of youth that were placed in Phase II and their attendance was poor should be terminated.

### 6.2.13 **Non-attendance of Compulsory Trainings and lack of proof of completion of the modules**

The province should consider terminating the contracts of youth that have not attended the compulsory trainings (General Orientation, Standard Operating Procedures (SOP) for COVID-19, National School Safety Framework (NSSF), Digital Literacy and Online Safety Training – where adequate support has been provided and information shared with the youth to access and complete the training. The youth should also provide evidence that they completed the modules. Should the relevant evidence (certificates) of training not be provided by youth, the school should terminate the contract.

#### 6.2.14 Youth that contravened the contract signed in Phase II, through misconduct during their placement in Phase II

The youth that were placed in Phase II, may have contravened the contract they signed by being involved in any form of misconduct in Phase II. The contract of such a person should be terminated. The example of misconduct cases may be, but not limited to fighting with learners in or outside school yard; fighting with teachers; stealing from the school or in community; vandalising the school premises; sexual relations with learners; murder or rape; making racial remarks; always reporting late to school; swearing or using obscene gestures; conducting himself/herself in an improper manner; drinking during school hours or drinking in the school, refusing to perform a lawful instruction or work assigned, etc.

#### 6.3 Principles to follow when recruiting / placing youth in Phase III

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 their school is located;
- (ii) Schools are discouraged from NEPOTISM, therefore discouraged from advantaging youth related to staff members or SGB members;
- (iii) To ensure that the initiative reaches as many households as possible, youth that were placed in schools in Phase I and II, should be placed/appointed based on their performance in Phase I and II and they should meet the basic requirements as outlined in Section 6.2;
- (iv) Prioritise assistants that will be assisting with curriculum, reading, ICT, infrastructure maintenance, psychosocial support, and extracurricular support (including sport, arts and culture);
- (v) 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 applications are received from one household, the appointing committee must consider and recommend only one person for appointment);
- (vi) EAs should be unemployed youth between the ages of 18 – 35 years old, not in education, employment or training (NEET);
- (vii) EAs category will include – Assistants that are placed to assist with Curriculum, Reading and eCadres/ICT;
- (viii) EAs should be in possession of a minimum of an NQF Level 4 qualification, however an NQF Level 7 will be an added advantage;
- (ix) GSAs should be youth between the ages of 18 – 35 years old, not in training, employment or studying (NEET);

- (x) GSAs category will include – Assistants that are placed to assist with Infrastructure Maintenance as Handyman, CYCWs to assist with Psychosocial Support and Sport and Enrichment Assistants to assist with extracurricular activities (sports, arts and culture).
- (xi) For GSAs, an NQF Level 4 qualification is NOT a requirement; however, having such a qualification or higher will be an added advantage;
- (xii) For GSAs, applicants with qualifications in construction OR Sports OR Arts, OR CYCWs should be prioritised;
- (xiii) Both EAs and GSAs (assistants) at a school for LSEN may be a person living with a disability, not in education, employment or training (NEET), from age 18 years and up to 40 years. The school should determine the suitability of such a person to work with LSEN;
- (xiv) schools for LSEN will have a concession, whereby their assistants will be based on the school's needs, with NO age restrictions and NO qualification requirement;
- (xv) in selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities (project is targeting 2% for placement of youth with disabilities and 65% females); and
- (xvi) Schools that Opted Not to participate in Phase I and II should be excluded from Phase III.

## 7. Project Planning

The target for Phase III is to give job opportunities to 271 000 unemployed youth, whereby two thirds (2/3) which is 189 700 will be EAs and one third (1/3) which is 81 300 will be GSAs. The Assistants should receive a monthly stipend that is equivalent to the minimum wage per person. This is currently worked out at R4 081.44 per month in the 2021/22 Financial Year. The Assistants should be provided with orientation and training 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 Department of Basic Education has done the calculations for allocations to provinces. The province should work closely with Districts in calculations and allocations for Districts and schools. These will be based on criteria as follows:

- (i) Pro-poor, cover quintile 1 – 3, cover small-, micro-, farm-schools, multi-grade classes, rural and township schools;
- (ii) Quintile 4 and 5 schools that service poor communities and are deemed no-fee schools – should be allocated assistants;
- (iii) **At National Level, the calculation of employment opportunities is also based on learner numbers and number of schools;** however, consideration is made to provide additional opportunities to provinces with high number of unemployed youth;
- (iv) 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 DBE
- (vi) The calculation and allocation of employment opportunities at Provincial level will also be based on learner numbers, number of schools; number of staff members in a schools, however allocation should be based on what the District have identified as needs for the school. (e.g. If the school needs are EAs in the subjects they offer, such as Mathematics and Science);
- (vii) The District should work with the Province in identifying the needs of the schools, since the District would know the performance of schools in the district in various aspects indicated above;
- (viii) There will be wide consultations with various stakeholders that might be affected by the implementation of the initiative. PEDs will have to do the same. Structures such as the Quality Learning and Teaching Campaign (QLTC) will play a key role for this purpose. Communications in the DBE and PEDs will have to use existing partners and media platforms for advocacy and reporting on various milestones and achievements.

## 8. 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:

### 8.1 Step 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) **Allocation to schools should be prioritised according to 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) Quintile 1 – 3 schools;
  - (cc) Quintile 4 and 5 schools that service poor communities and are deemed NO-Fee.
  - (dd) Schools with multi-grade classes;
  - (ee) Small schools, micro schools, farm schools; and
  - (ff) Rural and Township Schools.

- (gg) Sector priorities (Mathematics, Science, Technology, Literacy and Numeracy, ICT, and Infrastructure maintenance)
- (v) The allocation may be as follows:
  - (aa) Allocation of Assistants both EAs and GSAs (**EA + GSA**)
    - ✓ Two thirds (2/3) EAs and one third (1/3) GSAs
    - ✓ **minimum of 10 (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 (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 number to allocate.
  - (bb) The province **is allowed to determine and cap the maximum allocation** per school.
- (vi) EAs may be linked to priority curriculum improvement programmes such as Reading, Mathematics, Science laboratories, libraries, etc.
- (vii) 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; and
- (viii) 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.

## 8.2 Step 2 – Reappointing and replacements

In Phase III, it is not envisaged that schools will need to embark on a recruitment drive. However, should vacancies be available, as a result of non-renewal of some contracts from Phase II, the SGB and school principals should be given the discretion to appoint using the implementation framework as a guide. Recruitment must be open, fair and transparent.

- (i) Recruitment will take place at the community level; reliance will be on the long list of applicants extracted from applications completed on SA Youth mobi.
- (ii) It is recommended that a recruitment and selection committee be established at school level to coordinate the recruitment and selection process. The Committee should be comprised on the principal and members of the SGB, in line with normal recruitment processes at the school.
- (iii) The provinces/districts are to provide the list of people that applied for the available positions, so that the schools can shortlist from those lists (SA Youth list).
- (iv) Any Assistant that will be recommended by the school, and this Assistant is from Phase I, should be based STRICTLY on their performance and the needs of the school. E.g. If a school is a Maths



and Commerce school, then assistants with Commercial Subject and Maths should be prioritised above the others.

- (v) Each school in quintile 1 – 3 should be allocated GSAs that will function in the following categories:
  - (cc) Handymen,
  - (dd) SEA; and
  - (ee) CYCW – taking into account that each PED is required to appoint 100 CYCW.
- (vi) The allocation should at a minimum, appoint one Handyman or woman, one eCadre, one Reading Champion and one SEA. A SEA can perform several functions including being a screener and cleaner.

### 8.2.1 Reappointing

Since the contract of employment for Phase II expires on 31 March 2022, youth that still meet the qualifying criteria as stipulated in the Implementation Framework will be reappointed in Phase III, if they are still available and willing.

### 8.2.2 Replacements

#### 8.2.3 Steps to take to appoint a replacement

##### (i) Identification

- (aa) Identify youths whose contracts will not be renewed.

##### (ii) Action by the PED/District

- (aa) Provide a circular on closing of Phase II and commencement of Phase III.
- (bb) Have a composite list of all youth in your PED, your district, your circuit.
- (cc) Identify from the lists received which youth is listed as not qualifying.
- (dd) Check the number of jobs remaining in schools, and number of vacancies.
- (ee) Re-allocate the number of job opportunities within the district and circuits and schools.
- (ff) Check if there is still a need to replace, due to large shortages.
- (gg) If, the need is there, inform the schools to proceed with replacements.

##### (iii) Action to be taken by a school

- (aa) Inform the Circuit/District/PED of the numbers that are terminated and how many are remaining at the school.
- (bb) Also inform the Circuit/District/PED on the need to replace the youth whose contracts have not been renewed.

- (cc) Complete the typeset form with the details of the youth whose contracts have not been renewed.
- (dd) Select a replacement from the list of candidates who were shortlisted and interviewed in October 2021.
- (ee) Contact the first candidate who was unsuccessful following an interview process to confirm availability to start immediately. If unavailable, the next candidate should be contacted.
- (ff) If a suitable replacement cannot be found from among the interviewed candidates, the school should use the long list received from SA Youth to select a suitable candidate, who meets the qualifying criteria, or consult with schools within the immediate vicinity of the school for possible available candidates/applicants. Interviews should be conducted by a panel to appoint a suitable candidate.
- (gg) Should there be no candidate on the SA Youth list who meets the requirements, a school should complete **Annexure 5**, which serves as a request for deviation and record of the unavailability of applicants on the SA Youth list meeting the PYEI requirements (standard template of application for concession to replace outside of the October 2021 list of candidates and SA Youth list of applications).
- (hh) The standard template in (gg) must be administered and granted within 7 days from the date of application.
- (ii) The appointed candidate should sign a contract, clearly stipulating the start and end-date. The candidate should also sign an acceptance of offer and declaration letter.

## 8.2 Step 3 – Documents required

- (i) The following documents and criteria must be adhered to at the selection meeting:
  - (a) A consolidated list of all the applicants (please see details on appointments below);
  - (b) Completed application forms;
  - (c) Covering letter and Curriculum Vitae (CVs) of each applicant;
  - (d) Testimonials (former school, local chief, church leader, etc.);
  - (e) Affidavit/Declaration by applicant stating he has no criminal record while awaiting the Police clearance. All Assistants from Phase II should have submitted their Police Clearance Certificates by 1 April 2022;
  - (f) Where applicable: **NQF Level 4** qualification certificate – for EAs, applicants with **NQF level 6 and 7** will have an added advantage. These applicants as well as those who have a **teaching qualification should be prioritised.**
  - (g) Certified copy of identity document/ passport.

- (h) Those candidates who are not in Education, Employment or Training (NEET). These are candidates that are unemployed, not attending any short- or long-term training, and not studying.
- (i) Between 18 and 34 years of age, turning 35 on or before 31 March 2023.

### 8.3 Step 4 – Selection criteria

- (i) The selection of EAs / GSAs will be done at school level.
- (ii) Where it is necessary to fill an existing vacancy from Phase II, interviews must be scheduled with shortlisted candidates.
- (iii) Selection criteria for the categories and sub-categories are as stated below:

#### A. 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 EAs placed as Reading Champions is attached as **Annexure 8**.
- A guideline for the appointment of Reading Champions is attached as **Annexure 9**.

#### B. eCadres

- For EAs appointed as eCadres, 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. Lastly, they will be the primary point of contact for IT support within a school.
- A job description for EAs appointed as eCadres is attached as **Annexure 7**.

#### C. 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.

#### **D. Handymen or women**

- Be in possession of any trade certificate;
- Knowledge of any infrastructure maintenance jobs;
- For GSAs placed as handymen or women, the candidate should have an interest in infrastructure related jobs.
- A job description for youth placed as Handymen or women is attached as **Annexure 11**.

#### **E. Sport and Enrichment Assistants (SEA)**

- For GSAs that will be **placed as a SEA**, the candidate should have an interest in Sports, OR Arts and Culture.
- A job description for youth placed as SEA is attached as **Annexure 12**.

#### **F. Child and Youth Care Workers (CYCW)**

- For the youth placed as CYCWs, 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 CYCW is attached as **Annexure 10**.

#### 8.4 Step 5 – Applicants’ lists from SA Youth Mobi (list provided in Phase II)

- (i) The DBE and PED are mandated by the Presidency to work with SA Youth Mobi in order to be able to track the career progression of the youth;
- (ii) SA Youth has sent the applicants’ list to the PEDs or District. Should it be required, the list can be resent to the school, if there are vacancies that have arisen; and
- (iii) Schools should use the long lists for shortlisting to happen.
- (iv) Should the long list be inadequate, the school can use the long lists from neighbouring schools.

#### 8.5 Application process for LSEN schools

- (v) The DBE has granted a concession for LSEN schools for recruitment purposes. The PEDs will allow the LSEN schools to work with the District, circuit and SGB association for LSEN schools.
- (vi) The parties will draw needs analysis for each school, then use that to recruit people based on the identified needs.
- (vii) There will be shortlisting and interviews.
- (viii) The schools will then inform the District and PED of the recommended candidates
- (ix) Should a school for LSEN appoint candidates who are not registered on SA Youth mobisite, these candidates should be advised to register on the platform.

#### 8.6 Concession for the micro schools and farm schools

- (x) PEDs are required to provide the lists of micro-, small- and farm schools to the DBE.
- (xi) The PEDs are required to work with their Districts, circuit, SGB and QLTC in ensuring these schools do receive applications.
- (xii) The parties will draw needs analysis for each school.
- (xiii) Talk to the communities, using various channels including local Chiefs and councillors.
- (xiv) The youth will be captured on the type form or SAYouth.mobi.

#### 8.7 Step 6 – Interviews and recommendation

- (i) Should interviews be necessary, an interview panel should be constituted by the SGB and SMT members. This is in the instance where there is a vacancy that is approved to be filled.

- (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 Data Management System (DMS). 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 (**Annexure 13**), code of conduct (**Annexure 14**) and job descriptions.
- (v) The successful candidates should resume duty once the contract is signed, which should be from 1 April 2022.

### 8.8 Placement

The School Principal should alert the successful candidates of their appointment. As soon as the successful candidates receive the appointment notification, the candidate should go to the school to sign their placement contracts. 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.

Successful youth invited to come sign the contract, should also sign the declaration letter that states they have no criminal record, are not in education, not in employment and not in training. The declaration also confirms that the person is not in receipt of any other grants and does not have any income.

### 8.9 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 6, 8, 9, 11 – 13**. 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.

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

- (i) The Conditions of Placement for youth placed in the PYEI in the Basic Education Sector, will be determined nationally by the DBE, and will be applicable across the sector. The details are in **Annexure 13**.
- (ii) The Conditions of Placement will be inclusive of the Code of Conduct for Youth placed in the PYEI in the Basic Education sector. (**Annexure 14**).
- (iii) The school principals are to provide the 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 18**.

- (iv) Once the Conditions of Placement is signed, the youth placed should resume with work immediately.

#### 8.11 Orientation and support

Orientation will be two-folds; one specific to officials in provinces to orientate them on the implementation framework, and the other will be general orientation for assistants. A generic orientation manual has been developed as a guide for schools and it will be available online and word document. School principals should ensure that all the youth appointed in their school receive the orientation and are guided to complete the online assessment. Every young person should print the certificate of completion of the generic orientation and have it kept in their file.

The DBE has planned an orientation of the EAs and GSAs, where the cascading model will be used. A National Core Orientation Team (NCOT) was constituted in Phase II and Provincial Core Orientation Teams (PCOTs) were also constituted. The NCOT is constituted by: Provincial Project Management Team members; and the PCOTs are constituted by Provincial and District Project Management Team members. The NCOT should orientate the PCOTs, then the PCOTs will orientate districts, circuits and principals and oversee the orientation of the EAs and GSAs. The provinces are required to nominate the officials that will serve in the PCOT.

Provinces will be expected to continue with the orientation of the officials and assistants placed in schools as part of the project. School Management Teams will be expected to provide overall mentoring, training and support for the assistants, based on specific responsibilities allocated. 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.

To ensure that all youth placed in their schools are prepared to operate in a professional working environment, that requires them to interact with vulnerable children, especially those vulnerable to sexual abuse and harassment, School Principals will be expected to orientate the youth on Standard Operating Procedures (SoPs) for COVID-19 and ensure that the youth register on the compulsory two-hour online training on the National School Safety Framework (NSSF) and the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools.

#### 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 will be expected to 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. This orientation program will provide background in completing many different tasks a teacher might need help with. The Orientation Manual is available in an electronic interactive format that can be completed on-line and on soft copy for people who might have connectivity challenges.

- (b) The assistants will also be provided with the compulsory Digital Literacy training. 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 and the compulsory ICT Modules.
- (d) The Assistants will also be required to do the compulsory training SOPs for COVID-19. This should be facilitated at the school level.
- (e) The Assistants will also be required to do compulsory online training on Financial Literacy. Schools should provide the necessary support and information to ensure that all appointed youth access the training.

## 8.12 Training of the Youth



The Department would like to ensure that when the youth exit the programme, they are 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) CYCWs – 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.

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.

#### 8.13 How should teacher work with Education Assistants

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:

- (a) Prepares the classrooms/ laboratories for lessons;
- (b) Ensures compliance to COVID-19 protocols;
- (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

- (m) The EA can also be responsible for the supervision of study periods, provide extra classes, 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

#### 8.14 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 15**)

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** for each EA and GSA at the end of the contract (**Annexure 16**).

#### 8.15 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

## 8.16 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.

## 8.17 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 SA Youth Mobi, as part of the National Pathway Management Network (NPMN), with the following key focus areas:

- Training and learning (emphasis on Life skills)
- Linkages to other job opportunities
- Self-sustainability (starting of small enterprises)

The youth will be guided to register their details on platforms of Non-Government Organisations such as SA Youth Mobi, Department of Labour and Employment 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.

## Project Management

### 8.18 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 23**. Therefore, all levels will be required to play a role, hence the guideline document on roles and responsibilities is drafted and outlined below:

### 8.18.1 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 together with Province 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.)

### 8.18.2 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 (Reappointment and Replacement); 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 2022/23 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.

### 8.18.3 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.

#### 8.18.4 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, DMS and **WhatsApp Teacher Connect 060 060 3333**.
- (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.

#### 8.18.5 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).

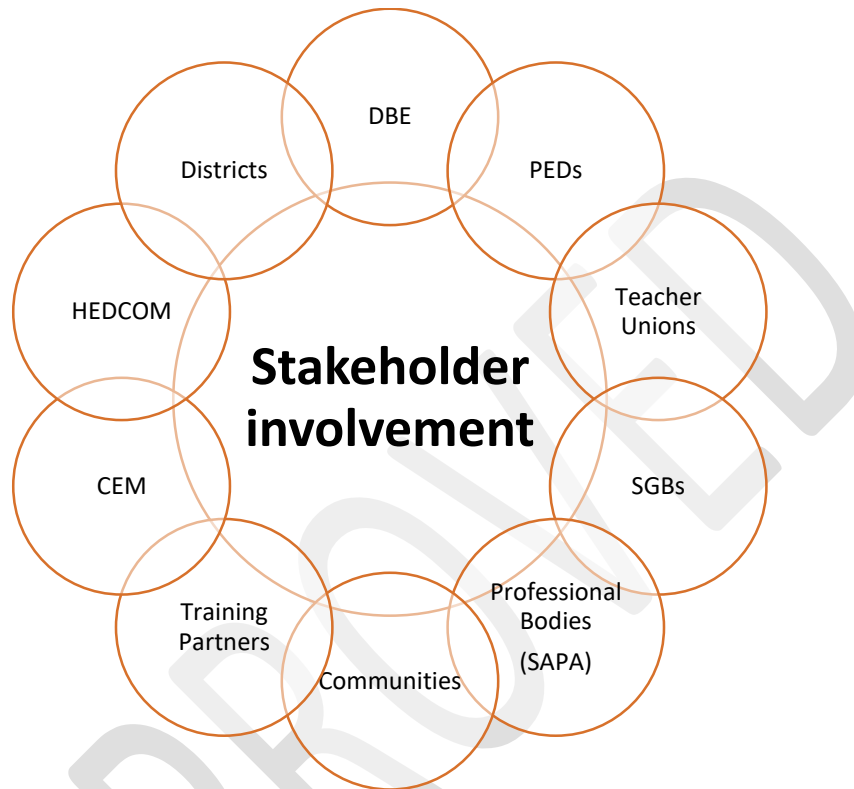
##### **The SMT will:**

- (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.



### 8.18.6 The 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.



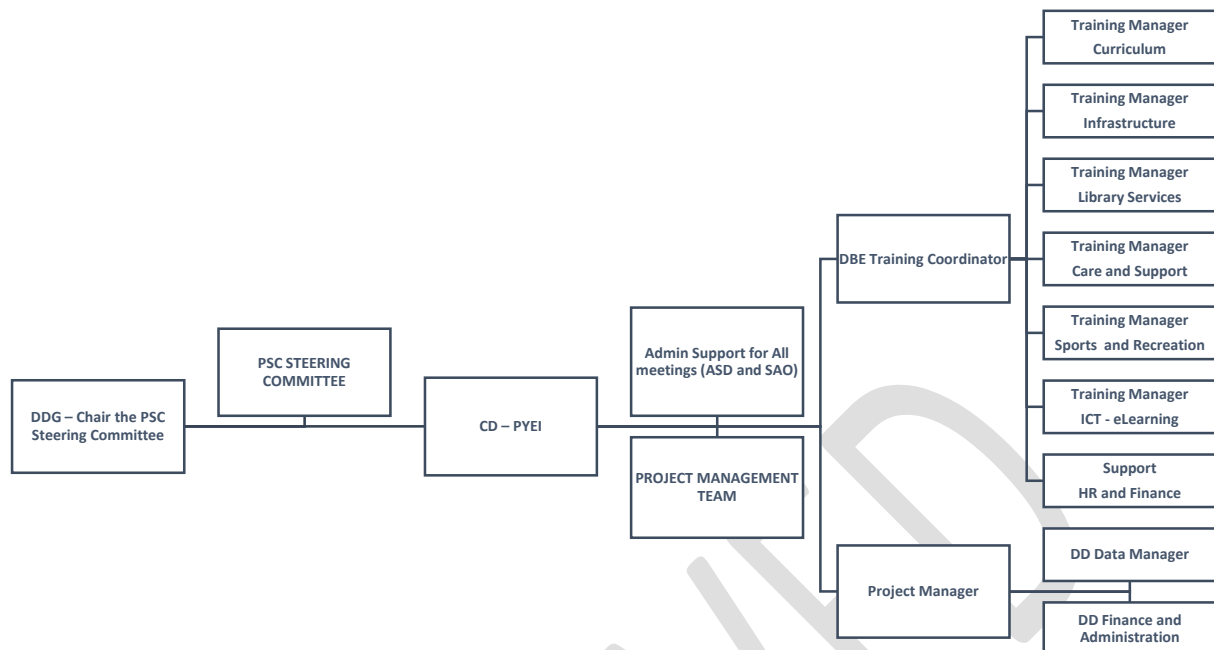
## 9 Governance and Management Arrangements

### 9.2 DBE level

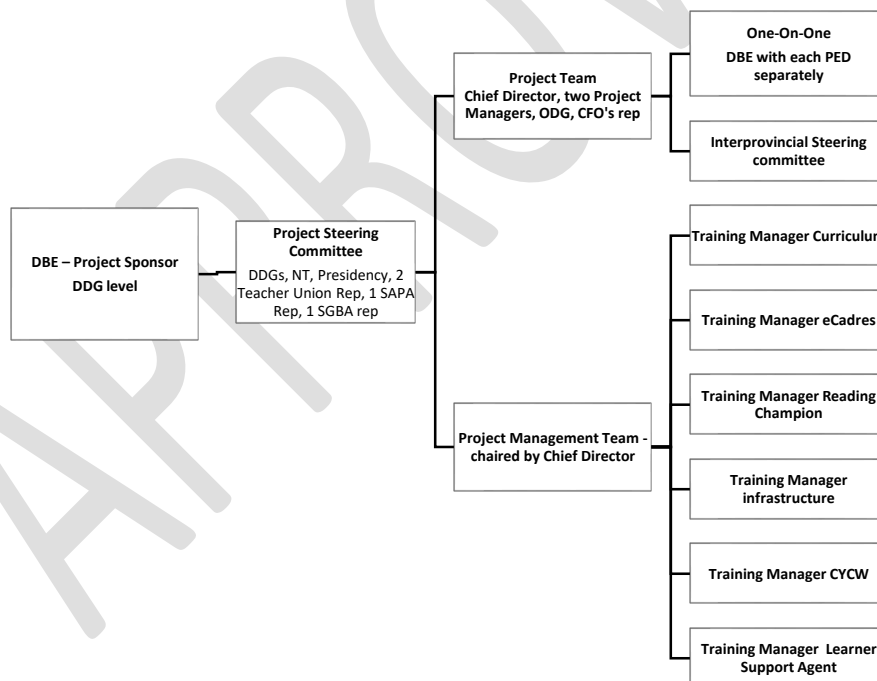
The DBE has provided a proposed organisational structure that could be followed or adapted, considering the context in a Province.

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 Directors-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



## 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 25**.

### 9.3 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.

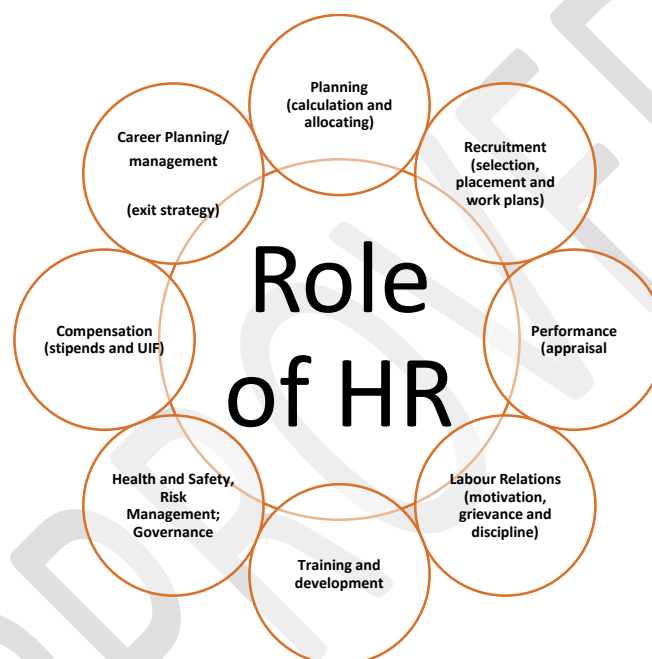
The Project Management Teams from Phase I to Phase II. Some provinces maintained the same project manager throughout, whilst others had changes.

PROVINCE	PROJECT MANAGERS PHASE I	PROJECT MANAGERS PHASE II
<b>National (DBE)</b>	Ms L Maje and Mr T Maponya	Ms L Maje
<b>EC</b>	Ms L Sidiya	Ms L Sidiya
<b>FS</b>	Mr T Khodumo	Mr T Khodumo
<b>GP</b>	Ms L Phehla	Ms L Phehla
<b>KZN</b>	Mr B Zwane	Ms P Govender
<b>LIM</b>	Mr M Mhlongo	Dr N Ndebele
<b>MP</b>	Mr H de Beer	<b>Mr S Mahlangu</b>
<b>NC</b>	Mr T van Staden	<b>Mr F Malunga</b>

PROVINCE	PROJECT MANAGERS PHASE I	PROJECT MANAGERS PHASE II
NW	Ms T Nkotsoe and Mr	<b>Masego Senna</b> resigned in December now <b>Dr E Ntlatleng</b>
WC	Ms E Veldman and Mr M Cronje	<b>Alison February</b>

#### 9.4 Critical Role played by HR and Finance 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.



#### 9.5 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.

#### 9.6 Frequency of reporting

The Interprovincial Committee shall convene a meeting twice monthly; the meetings will be chaired by DBE appointed Project Manager/s. The one-on-one meeting with each PED separately will be held once weekly. The meeting will be chaired by DBE Project Team managers. The secretariat for the meetings will be appointed by DBE from Project Management Directorate. The meetings will be both physical and virtual.

#### 9.7 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.

#### 9.8 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.

## 9.9 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 emerge, 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 is continuously updated to align to the new emerging risks and the risks that are fully mitigated and managed be removed.

## 9.10 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.

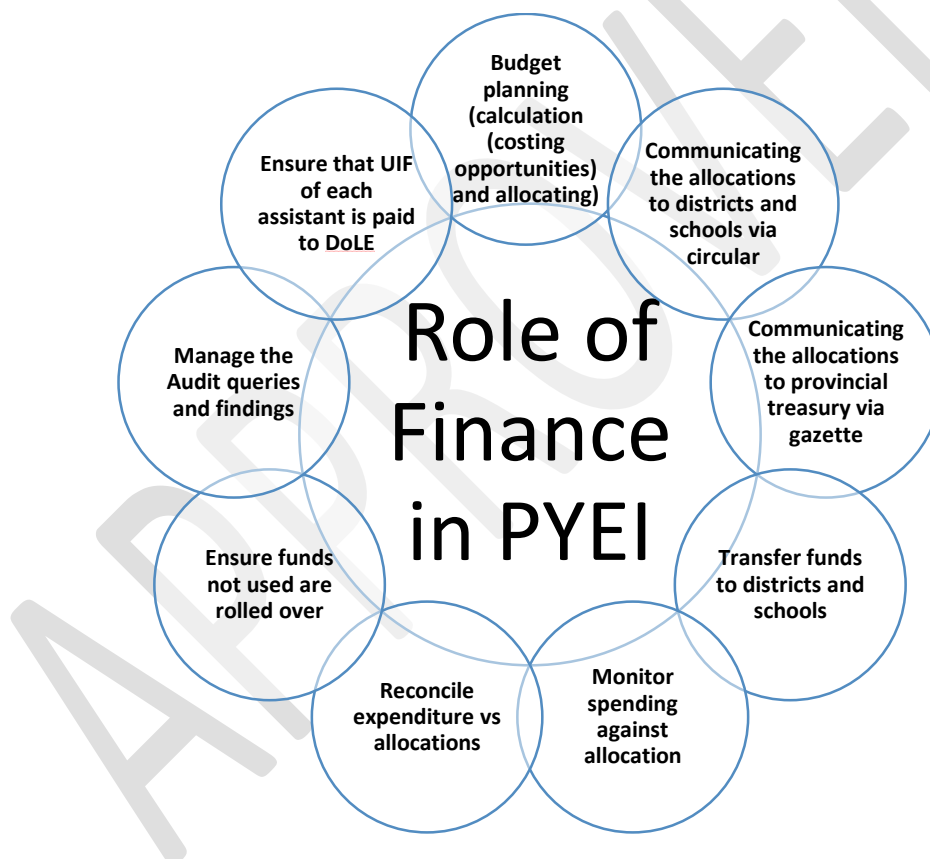
- (iii) The person reporting does not have to give his/her name when reporting fraud or corruption using:  
National Anti-Corruption Hotline: 0800 701 701 (toll free number); fax 0800 204 965.

## 10 Financials

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 2: 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:



### 10.2 Location of Budget allocation

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 (DOL))

### 10.3 Method of payment

10.3.1 Direct transfer to schools – Transfers should be made upon confirmation of appointed assistants on the National Data Management System (DMS)

10.3.2 Peral payment – Appointments should be verified against the DMS.

### 10.4 Allocation Letter to Schools

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

**10.4.1** Number of assistants allocated to the school

**10.4.2** Budget allocation (amount) to be transferred for stipends

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

**10.4.4** The grand total to be transferred

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

The allocation letter must be sent to the school 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. The



sample letter of allocation is in **Annexure 26**. The School principal is to sign the declaration and send it back to the province via the district (**Sample declaration letter Annexure 19**).

### 10.5 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.

### 10.6 Payments of stipends by schools and signing of payroll

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. 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.

- 10.6.1 The schools should ensure that stipends are in the individual assistants' accounts by the 25<sup>th</sup> 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.
- 10.6.2 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.
- 10.6.3 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 27** - sample payroll).

### 10.7 Payment of UIF

The PEDs are requested to contact Provincial offices of the DOL, 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 DoL on UIF. However, the participation in the PYEI programme does not qualify as employment for contribution purposes in line with the Unemployment Insurance Act.

## 10.8 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.

## 10.9 Audit

The Province should request the schools' principals and SGB chairpersons to sign the declaration letters that indicate that the submitted information is correct. (**Annexure 19** sample of declaration letter). 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.

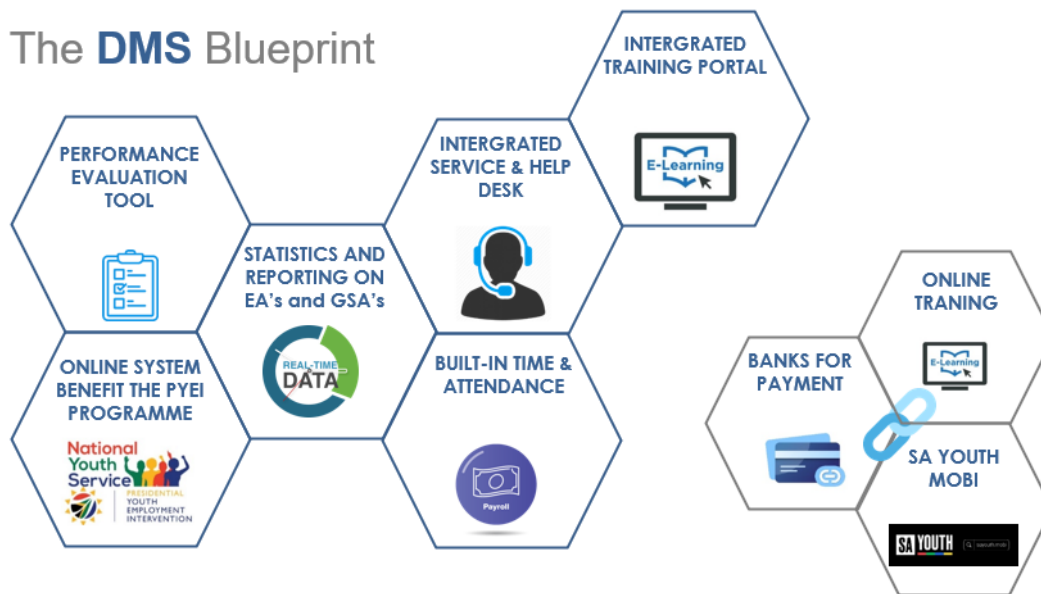
A checklist of the information that might be required for audit purposes should be shared with schools and PEDs. **Annexure 19.**

## 11 National Data Management System (DMS)

The DBE has worked with Bhelela Technologies to develop a National Web-Based Data Management System (DMS). The DMS has been implemented in Phase II and will continue to be mandatory in Phase III. 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. Among the functionalities available on the system are the Training Academy, through which the Assistants can access various training modules. 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.

## The DMS Blueprint



## 12 Management of Communications

### 12.2 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 Presidential Youth Employment Initiative 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

### 12.3 Communications by Project Management

The DBE will communicate with PED 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**.

### 13 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 Mveli, at the address appearing under point 4 of this Manual.

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.

**14 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 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.

#### **15 Close out 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 at the end of December 2022. 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.

#### **16 PYEI Value add assessment report**

The DBE will contract a service provider 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.

#### **17 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.

APPROVED

See excel spreadsheet attached



**ANY RISKS TO IMPLEMENTATION AND HOW THESE WILL BE MITIGATED**

See excel spread sheet attached

Annexure 2: Budget Requirements

**BASELINE BUDGET FOR 2022/23 CONTRACTS STARTING FROM APRIL 2022 TO AUGUST 2022**

Province	ALLOCATION OF JOB OPPORTUNITIES PHASE II	Minimum wage R23.19 = R4081.44 (maximum days) per month Proposed Stipends -5 Months	UIF 1 % of the employer contribution	DATA - Allocation to youth for 3 months @ R30 per month per youth - include in stipend	PROVINCIAL DISTRIBUTION - POSSIBLE EXTENSION FOR 1 (END IN SEPTEMBER) MONTH AND FOR OPERATIONAL COST	TOTAL (2022/23)
		000				
EC	40,316	R822,729	R8,227	R4,203	R171,676	R1,006,835
FS	16,020	R326,917	R3,269	R1,665	R65,158	R397,009
GP	45,000	R918,324	R9,183	R4,185	R75,143	R1,006,835
KZN	64,117	R1,308,454	R13,085	R6,165	R152,058	R1,479,762
LP	38,429	R784,230	R7,842	R3,690	R86,618	R882,381
MP	24,568	R501,365	R5,014	R2,250	R50,171	R558,799
NC	6,793	R138,633	R1,386	R756	R44,658	R185,433
NW	19,221	R392,249	R3,922	R1,730	R11,552	R409,454
WC	21,000	R162,134	R4,286	R2,151	R98,921	R267,492
	<b>Roll over</b>	266,417				
<b>Total</b>	<b>275,464</b>	<b>R5,355,036</b>	<b>R56,215</b>	<b>R26,795</b>	<b>R755,955</b>	<b>R6,194,000</b>

The DBE's structure would look as follows:

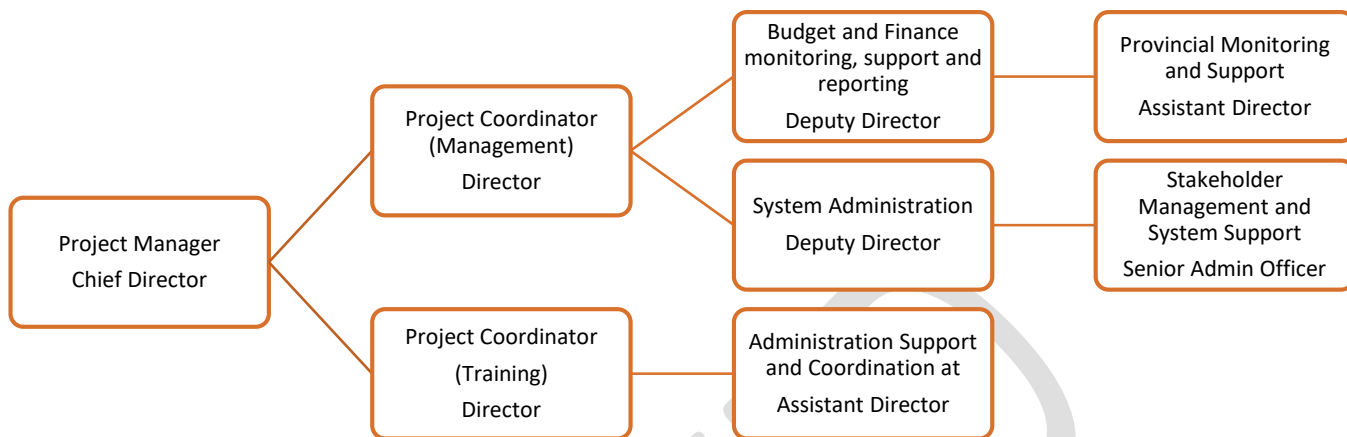


Figure 1. Proposed DBE organisational structure for the implementation of Phase II of PYEI

The province will require to have the following:

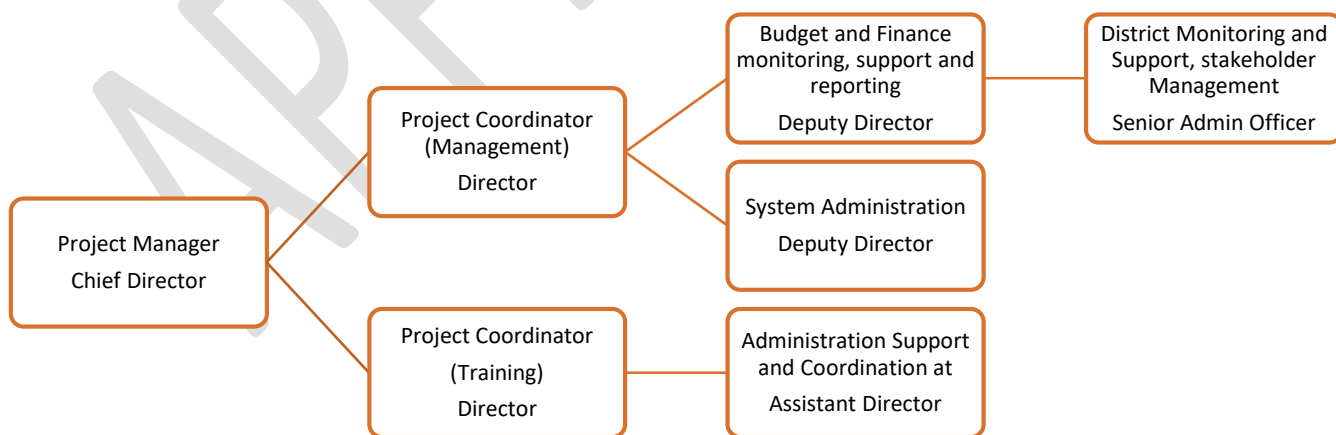


Figure 2. Proposed Provincial organisational structure for the implementation of Phase II of PYEI

*NB: The above may only be implemented, after the province taking the organisational structure for work study to ensure correct DPSA aligned remuneration.*

*Annexure 3: Sample letter for youth who want to terminate SASSA grant and pay back the grant they received to qualify for reappointment*

I \_\_\_\_\_

ID NUMBER

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At \_\_\_\_\_ School on \_\_\_\_\_ 2021

On condition that I allow the school/District/PED/DBE to cancel the R350 social relief of distress grant I have been receiving and I agree to refund the R350 grant that I received.

I further declare and confirm that I was not forced or coerced to sign this letter. I am signing with my own free will.

\_\_\_\_\_  
ASSISTANT SIGNATURE

\_\_\_\_\_  
DATE

*School Stamp*

*Annexure 4: sample letter for youth that want to pay back the stipends they received through census work – to qualify for re-appointment*

I \_\_\_\_\_

ID NUMBER

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT of PYEI-BEEI in Phase III

At \_\_\_\_\_ School on \_\_\_\_\_ 2022

On condition that I allow the School/District/PED/DBE to deduct the Census stipend I received after taking the unlawful leave to go work at Stats SA census, therefore receiving stipends from both Education and StatsSA

I further declare and confirm that I was not forced or coerced to sign this letter. I am signing with my own free will.

\_\_\_\_\_  
ASSISTANT SIGNATURE

\_\_\_\_\_  
DATE

*School Stamp*

## LETTERHEAD OF THE SCHOOL

**SUBJECT: REQUEST FOR A CONCESSION TO DEVIATE FROM LIST OF SHORTLISTED AND INTERVIEWED CANDIDATES ON THE SA YOUTH LIST OF ASSISTANTS THAT APPLIED TO ..... PRIMARY/SECONDARY SCHOOL AS A RESULT OF THE UNAVAILABILITY OF APPLICANTS ON THE LIST OR APPLICANTS NOT MEETING THE PYEI REQUIREMENTS.**

As a result of the requirements for reappointments from PYEI (II – III), our school had to replace an education assistant/s from the list of shortlisted and interviewed candidates and the SA Youth list of applications as per the implementation framework, guidelines on placement requirements, and replacements. All remaining assistants on the SA Youth list either did not meet the PYEI requirements or declined the employment opportunity.

In view of the above, the SGB of ..... Primary/Secondary school hereby requests a concession to recruit outside of the SA Youth list. Upon an approved concession, the school will ensure that the overarching recruitment principles are adhered to, that is:

- (i) the Education Assistants and General School Assistants (GSAs) should come from the community where their school is located;
- (ii) Schools are discouraged from NEPOTISM, therefore discouraged from advantaging youth related to staff members or SGB members;
- (iii) To ensure that the initiative reaches as many households as possible, youth that were placed in schools in Phase I of the project, should be placed/appointed based on their performance in Phase I and they should meet the requirements;
- (iv) Prioritise assistants that will be assisting with curriculum, reading, ICT, infrastructure maintenance, psychosocial support, and extracurricular support;
- (v) To ensure that there is a fair distribution of appointments within the local community; it would be preferable where possible to limit appointments to one per household (e.g. where more than one applications are received from one household, the appointing committee must consider and recommend only one person for appointment);
- (vi) EAs should be unemployed youth between the ages of 18 - 35, not in education, employment or training (NEET);

- (vii) EA category will include – Assistants that are placed to assist with Curriculum, Reading and eCadres/ICT;
- (viii) EAs should be in possession of a minimum of an NQF Level 4 qualification; however, an NQF Level 7 will be an added advantage;
- (ix) GSAs should be youth between the ages of 18 – 35 years old, not in education, employment or training (NEET);
- (x) GSAs will include – Assistants that are placed to assist with Infrastructure Maintenance as Handymen or women, Child and Youth Care Workers to assist with Psychosocial Support and Sport and Enrichment Assistants to assist with extracurricular activities (sports, arts and culture);
- (xi) For GSAs an NQF Level 4 qualification is not a requirement; however, having such a qualification or higher will be an added advantage;
- (xii) For GSAs, applicants with qualifications in the built environment (infrastructure/construction) OR Sports OR Arts, OR Child and Youth Care Workers should be prioritised;
- (xiii) Both EAs and GSAs at a school for LSEN may be a person living with a disability, not in not in education, employment or training (NEET); 18 years-old and above. The school should determine the suitability of such a person to work with LSEN;
- (xiv) in selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities (project is targeting a minimum of 2% of youth with disabilities and 65% females); and
- (xv) LSEN schools will have a concession, whereby their assistants will be based on a school's needs; however, a candidate should not be older than 40 years old.

For ease of reference, see attached the following where applicable:

1. The SA Youth list of applications to ..... primary/secondary school for phase two of the PYEI project.
2. List of shortlisted and interviewed candidates
3. Letter of concession for walk-in applications 

YES	NO
-----	----
4. List of walk-in applications 

YES	NO
-----	----

The school and SGB acknowledges that an interview must be conducted from the submitted applications that were a deviation to select a suitable candidate.

Yours Sincerely

---

**SIGNATURE OF THE SGB CHAIRPERSON**

**NAME & SURNAME:** \_\_\_\_\_

---

**SIGNATURE OF SCHOOL PRINCIPAL**

**NAME & SURNAME:** \_\_\_\_\_

SCHOOL STAMP  
AND DATE



Annexure 6: Job Description – Education Assistant placed as Curriculum Assistants

JOB DESCRIPTION FORM			
<b>JOB TITLE:</b>	Education Assistants		
<b>PROVINCE</b>		<b>STIPEND</b>	R 4 081. 44 less 1% UIF
<b>NAME OF SCHOOL</b>		<b>DATE PREPARED</b>	
<b>OVERALL PURPOSE OF THE JOB:</b> (Describe why the job exists)	<p><b>Supervision of Curriculum Activities:</b></p> <ul style="list-style-type: none"> <li>• Ensures compliance to COVID-19 protocols</li> <li>• The Education Assistants (EAs) should support teachers/ educators in all curriculum related activities and minimise teachers' administrative workload. <ul style="list-style-type: none"> <li>○ The EAs should keep files to record all the curriculum activities assigned to him/her by the school.</li> <li>○ The EAs should/ could:</li> <li>○ Help teachers with lesson preparation and provisioning of resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades.</li> <li>○ Help prepare the relevant resources that will be needed for teaching and learning, e.g. resource material, worksheets, etc.</li> <li>○ Enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject.</li> <li>○ 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.</li> <li>○ Provide emotional support where learners can confide in him/her and try to assist directly or seek help the learner.</li> <li>○ Supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.</li> </ul> </li> </ul>		

<p><b>JOB SPECIFICATIONS:</b> What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> <li>• Matric</li> <li>• At least 40% achievement (level 3 pass) in the subjects they will be placed in</li> </ul> <p><i>Target</i></p> <ul style="list-style-type: none"> <li>• 18 – 35-year-old school leavers or graduates</li> </ul> <p><i>Minimum requirements</i></p> <p><b>Foundation Phase, Intermediate and Senior Phases</b></p> <ul style="list-style-type: none"> <li>• <b>Ensures compliance to COVID-19 protocols</b></li> <li>• Proficient in the Language of Learning and Teaching (LoLT) of the school they are placed at;</li> <li>• Fully fluent in Home Languages used at school reading, speaking and writing;</li> <li>• Proficient in the school's First Additional Language;</li> <li>• Passionate about languages (Home and First Additional Languages) of the schools they are placed in;</li> <li>• Passionate about Mathematics;</li> <li>• Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase).</li> </ul> <p><b>FET Phase</b></p> <ul style="list-style-type: none"> <li>• Proficient in the Home Language used at school and in the school's Language of Learning and Teaching (LoLT);</li> <li>• Passionate about the FET subjects they have been placed to assist teachers in;</li> <li>• Knowledge of subject choices, subject combinations and how they link with fields of further studies, learnerships and various career paths.</li> </ul> <p><b>Skills and competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Interpersonal skills</li> <li>• Working with Children</li> <li>• Flexible and adaptable</li> <li>• Administration and Organisation</li> <li>• Problem Solving</li> <li>• Solution Driven</li> </ul> <p><i>Personality traits</i></p> <ul style="list-style-type: none"> <li>• Supportive</li> <li>• Encouraging</li> <li>• Responsive</li> <li>• Calm demeanour</li> <li>• Patience</li> </ul>
<p><b>WORKING CONDITIONS:</b></p>	<p>Working hours as stated in the Conditions of Placement</p>

Annexure 7: Job Description – Education Assistant placed as E-Cadres

JOB DESCRIPTION FORM			
<b>JOB TITLE:</b>	e-Cadre/ICT Champion		
<b>DIVISION (and Unit):</b>	ICT	<b>STIPEND</b>	<b>R 4 081. 44 less 1% UIF</b>
<b>LOCATION</b>	SCHOOL	<b>DATE PREPARED</b>	<b>May 2021</b>
<b>OVERALL PURPOSE OF THE JOB:</b> (Describe why the job exists)	<ul style="list-style-type: none"> <li>• Provide ICT Technical support to teachers and learners</li> <li>• Update Operating System software and applications;</li> <li>• Upload educational applications and content on teachers and learners' devices;</li> <li>• Responsible for charging and safe keeping of schools' ICT equipment;</li> <li>• Create interactive activities for learners and teachers;</li> <li>• Assist teachers on how to integration ICTs in the classroom;</li> <li>• Assist teachers in schools implementing coding and robotics curriculum;</li> <li>• Assist School administrators to capture learners' information on the SA-SAMS/CEMIS platform; and</li> <li>• Assist learners and teachers to access online learning resources such as videos and Open Education Resources (OERs)</li> </ul>		
<b>JOB SPECIFICATIONS:</b> What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	<b>Minimum Qualification</b> <ul style="list-style-type: none"> <li>• Grade 12 and passed IT as a subject or</li> <li>• Have a qualification in IT OR a certificate course in IT) (NQF level 6 and 7 are recommended / added advantage)</li> </ul>		
	<b>Target</b> <ul style="list-style-type: none"> <li>• 18 – 35-year-old</li> </ul>		
	<b>Minimum requirements</b> <ul style="list-style-type: none"> <li>• Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans</li> </ul>		

	<p><b>Skills and competencies:</b></p> <ul style="list-style-type: none"> <li>● Effective Communication</li> <li>● Interpersonal skills</li> <li>● Flexible and adaptable</li> <li>● Administration and Organisation</li> <li>● Problem Solving</li> <li>● Solution Driven</li> </ul>
<b>KEY RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>● <b>Before the lesson:</b> <ul style="list-style-type: none"> <li>○ Ensures compliance to COVID-19 protocols</li> <li>○ Check if all IT equipment are fully functional</li> <li>○ Distributes ICT resources for use</li> <li>○ Compile a register with serial numbers of the teachers and learners' devices</li> <li>○ Apprises the teacher of absence or any matter that warrants the teacher's attention</li> </ul> </li> <li>● <b>During the lesson:</b> <ul style="list-style-type: none"> <li>○ Ensures that learners follow the teacher's instructions.</li> <li>○ Distributes IT equipment to be used learners during the lesson.</li> <li>○ Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.</li> <li>○ Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.</li> <li>○ Assists, monitors and supports group activities.</li> </ul> </li> <li>● <b>After the lesson:</b> <ul style="list-style-type: none"> <li>○ Collects IT resource from the learners if applicable.</li> <li>○ Check all the IT equipment are in good working order.</li> <li>○ Notes the learners with content gaps for assistance during intervention classes.</li> <li>○ Provides informal tasks/ remedial work/ homework for reinforcement</li> </ul> </li> </ul>
<b>WORKING CONDITIONS</b>	<p><b>Working hours</b></p> <ul style="list-style-type: none"> <li>● Up to 8 hours a day</li> <li>● 40 hrs a week</li> </ul>

*Annexure 8: Job Description – Education Assistant placed as Reading Champions*

<b>JOB DESCRIPTION FORM</b>			
<b>JOB TITLE:</b>	<b>Reading Champion</b>		
<b>DIVISION (and Unit):</b>	<b>READING/ CURRICULUM</b>	<b>STIPEND</b>	<b>R 4 081.44 less 1% UIF</b>
<b>LOCATION</b>	<b>PROVINCES/ DISTRICTS</b>	<b>DATE PREPARED</b>	
<b>OVERALL PURPOSE OF THE JOB:</b> (Describe why the job exists)	<ul style="list-style-type: none"> <li>• Ensures compliance to COVID-19 protocols</li> <li>• Support teachers who teach reading</li> <li>• Assist teachers to manage reading</li> <li>• Assist teachers in promoting a reading culture in the school and its community</li> <li>• Provide support to learners in schools who have lost teaching and learning time by supporting their reading development by:                             <ul style="list-style-type: none"> <li>• Helping to set up reading corners and monitor the issuing and return of books;</li> <li>• Helping to set up and manage Reading Clubs;</li> <li>• Involving children in reading and literacy activities;</li> <li>• Organising storytelling and story-sharing activities for children;</li> <li>• Organising reading festivals;</li> <li>• Campaigning for Read to Lead</li> </ul> </li> <li>• Be the link between schools and parents by ensuring that learners take books home and that they read them.</li> </ul>		
<b>SALIENT INFORMATION/PARAMETERS OF WORK ENVIRONMENT:</b>	<ul style="list-style-type: none"> <li>• Must reside near the school at which they will work</li> <li>• Must be available between December 2020 and March 2021</li> </ul>		
<b>DIVISIONAL STRUCTURE / REPORTING RELATIONSHIPS:</b> Reflect positions above, below and at the same level as the position being evaluated	<ul style="list-style-type: none"> <li>• Contracted by provinces/ districts</li> <li>• Reports to School Administration</li> </ul>		

<p><b>JOB SPECIFICATIONS:</b> What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:</p>	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> <li>• Matric</li> </ul> <p><i>Target</i></p> <ul style="list-style-type: none"> <li>• 18 – 35-year-old school leavers or graduates</li> </ul> <p><i>Minimum requirements</i></p> <p><b>Foundation Phase</b></p> <ul style="list-style-type: none"> <li>• Fully fluent in Home Language used at school (oral and writing)</li> <li>• A good reader</li> </ul> <p><b>Intermediate and Senior Phase</b></p> <ul style="list-style-type: none"> <li>• Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans</li> <li>• A good reader</li> </ul> <p><b>Skills and competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Interpersonal skills</li> <li>• Working with Children</li> <li>• Flexible and adaptable</li> <li>• Administration and Organisation</li> <li>• Problem Solving</li> <li>• Solution Driven</li> </ul> <p><i>Personality traits</i></p> <ul style="list-style-type: none"> <li>• Supportive</li> <li>• Encouraging</li> <li>• Responsive</li> <li>• Calm demeanour</li> <li>• Patience</li> </ul>
<p><b>WORKING CONDITIONS:</b></p>	<p>Work hours As stated in the Orientation Manual (up to 8 hours a day /40 hrs 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.</p>

*Annexure 9: Guidelines for the Recruitment of Reading Champions*

<b>Activity</b>	<b>Notes</b>
<b>IDENTIFY THE NEEDS IN SCHOOLS</b>	<ul style="list-style-type: none"> <li>• Strategise with the relevant directorates in the Curriculum branch to identify the need in Quintile 1 to 4 schools.</li> <li>• Work with schools and districts to identify:               <ul style="list-style-type: none"> <li>- How many Reading Champions are required (on average 2 per school)?</li> <li>- If the need is higher in a particular phase                   <ul style="list-style-type: none"> <li>○ Encourage schools to actively work with province/districts on the appointments</li> </ul> </li> </ul> </li> </ul>
<b>ADVERTISE THE OPPORTUNITY</b>	<ul style="list-style-type: none"> <li>• Advertise the opportunity on all available platforms such as notice boards at schools and circuit offices, within the community, municipal offices, NGO platforms, etc.</li> <li>• Make sure the advert states:               <ul style="list-style-type: none"> <li>- Job overview and requirements (as per the attached job specification)</li> <li>- Job timeline</li> <li>- Applicant specifications (application form, CV, etc.)</li> <li>- Where to access the application form</li> <li>- Submission details (closing date, where to submit, etc.)</li> </ul> </li> </ul>
<b>START APPLICATION PROCESS</b>	<ul style="list-style-type: none"> <li>• Access databases of unemployed youth from lists of applicants in PYEI Phase II (SA Youth list for Phase II)</li> </ul>
<b>SHORTLIST CANDIDATES</b>	<ul style="list-style-type: none"> <li>• Identify candidates that best meet the required criteria from the application pool.</li> <li>• Make a short list of candidates. Select 4 applicants for each position to interview.</li> <li>• Inform candidates by phone and text of the interviews and ensure that they confirm.</li> </ul>
<b>INTERVIEW CANDIDATES</b>	<ul style="list-style-type: none"> <li>• Hold the interviews at the school, following COVID-19 protocols.</li> <li>• Interview candidates one at time and schedule interviews to last for 20 minutes.</li> <li>• Suggested questions are provided below.</li> <li>• Assess and evaluate the candidates' competencies against the profile of the ideal candidate.</li> </ul>
<b>POST INTERVIEW ACTIONS</b>	<ul style="list-style-type: none"> <li>• Decide on successful candidates</li> <li>• Inform successful candidates of their selection.</li> <li>• Work with Circuit or District to finalise contracting</li> </ul>
<b>HIRE &amp; INDUCT READING CHAMPIONS</b>	<ul style="list-style-type: none"> <li>• Welcome and help the newly appointed Reading Champions settle well into their positions and environments at school</li> </ul>

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?

## **JOB PROFILE**

### **A. JOB INFORMATION SUMMARY**

NAME AND SURNAME: \_\_\_\_\_  
PERIOD: START DATE \_\_\_\_\_ END DATE \_\_\_\_\_  
JOB TITLE: CHILD AND YOUTH CARE WORKERS  
STIPEND: R4 081.44 less 1% UIF  
PROVINCE \_\_\_\_\_ DISTRICT: \_\_\_\_\_  
CIRCUIT: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_

### **B. JOB OBJECTIVE/PURPOSE**

To provide care and support assistance and basic psychosocial support to vulnerable children at school, including facilitation, coordination and follow-up of referrals.

### **C. KEY RESPONSIBILITIES**

The detailed activities are outlined below.

- Ensures compliance to COVID-19 protocols
- 1. Home visits to learners/overall family support where necessary.
- 2. Grade 12 tertiary support.
- 3. Tailored educational support to learners.
- 4. Co-creation of school study timetable and guidance on study skills.
- 5. Homework/assignment support, and distribution of past exam papers.
- 6. Assistance with subject selection, Life Orientation and other co-curriculum support.
- 7. Monitoring attendance, behaviour or 'hanging out' of learners (Gate duty, breaks, corridor and toilets).
- 8. Referrals to social/other support services, and health support.
- 9. Grief work, peer support groups, Lifebook activities and other psychosocial support.
- 10. Awareness raising activities during assemblies, school holiday programmes and career guidance workshops.
- 11. Family group meetings/multidisciplinary team meetings, and home visits to discuss the needs/goals of the learners.
- 12. Life space counselling, one-on-one and group sessions with learners. This includes Buddy Beat groups (small groups of learners discussing topics relevant to them).
- 13. Case management of child protection matters and gender-based violence.
- 14. Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health and other relevant topics.

### **D. KEY COMPETENCIES**

#### **(a) KNOWLEDGE**

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

#### **(b) QUALIFICATIONS**

- 1. Grade 12
- 2. An added advantage - Level 4 Certificate in Child and Youth Care Work or any post-matric qualification in the caring professions



**E. GENERIC WORKPLAN**

- A typical month for a CYCW is depicted in the below table. The proportions may vary per CYCW according to the schools. This is as schools may have a larger problem with teenage pregnancies for example, which would require more time spent in a month.
- The table below shows that monitoring school dropout and attendance is a key focus point for CYCWs followed by educational/awareness discussions for groups of learners

<b>Task</b>	<b>No. of hours a month</b>	<b>Assumption</b>
Morning gate supervision	10	30 minutes every day
Break/corridor/toilet supervision	10	30 minutes every day
Educational/awareness discussions (group, class, whole-school services) services	20	5 hours a week
Drop-out/irregular attendance identification	10	30 minutes every day
Follow-up with drop-out/irregular attendees	32	8 hours a week
Pregnancy identification and support	6	1.5 hours a week
Life space counselling (any)	8	2 hours a week
Referrals (child protection etc.)	6	1.5 hours a week
Virtual Connection	10	30 minutes every day
COVID-19 safety precaution monitoring	10	2.5 hours a week
Supervision/Training/Meetings	6	1.5 hours a week
Administration	32	8 hours a week
<b>Average hours per month</b>	<b>160</b>	

**F. JOB DESCRIPTION AGREEMENT**

.....  
SIGNATURE OF ASSISTANT

.....  
SIGNATURE OF MENTOR

DATE:.....

DATE:.....

**JOB PROFILE**

**A. JOB INFORMATION SUMMARY**

NAME AND SURNAME: \_\_\_\_\_  
PERIOD: START DATE \_\_\_\_\_ END DATE: \_\_\_\_\_  
JOB TITLE: EDUCATION ASSISTANT – HANDYMAN  
STIPEND: R4 081.44 less 1% UIF  
PROVINCE \_\_\_\_\_ DISTRICT: \_\_\_\_\_  
CIRCUIT: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_

**B. JOB OBJECTIVE/PURPOSE**

To improve the conditions of facilities by maintaining the environment and the physical infrastructure

**C. KEY RESPONSIBILITIES**

The General School Assistants (GSA) could assist the teacher in the following way:

- Ensures compliance to COVID-19 protocols
- Assessment of the condition of the school
- Compile a maintenance plan for work to be undertaken
- 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 and cleaning of roofs and gutters
- Repairs and rehabilitation of desks and furniture
- Repairs of leaking taps
- Maintenance of gardens and grounds

**D. KNOWLEDGE AND QUALIFICATIONS**

- Certificate in trade
- Knowledge of any infrastructure maintenance jobs

**E. JOB DESCRIPTION AGREEMENT**

.....  
**SIGNATURE OF ASSISTANT**

.....  
**SIGNATURE OF MENTOR**

**DATE:** .....

**DATE:** .....

## **JOB PROFILE**

### **A. JOB INFORMATION SUMMARY**

NAME AND SURNAME: \_\_\_\_\_

PERIOD: START DATE \_\_\_\_\_ END DATE: \_\_\_\_\_

JOB TITLE: EDUCATION ASSISTANT – SPORT & ENRICHMENT ASSISTANT

STIPEND: R4 081.44 less 1% UIF

PROVINCE \_\_\_\_\_ DISTRICT: \_\_\_\_\_

CIRCUIT: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

### **B. JOB OBJECTIVE/PURPOSE**

To support the implementation of school sport, arts and culture programme, extramural activities.

### **C. KEY RESPONSIBILITIES**

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

- Before the lesson:
  - Ensures compliance to COVID-19 protocols
  - Marks the register
  - Assist in setting-up and sanitising PE equipment in line with the lesson
- During the lesson:
  - Ensures that learners follow the teacher's instructions.
  - 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.
  - Assists learners during class discussions and group work by providing clarification where necessary.
- After the lesson:
  - Collects resource materials or learner books if applicable.
  - Provides learners with notes to help summarise the lesson where necessary.
  - Notes the learners with content gaps for assistance during intervention classes.
  - Provides informal tasks/ remedial work/ homework for reinforcement
  - Assist with the storing of PE equipment
- After School Programme
  - Assist with sport and other arts and culture programme

- Introduce a new sport code at the school (Chess, fitness programme)
- Promote intra school sport leagues
- Promote Spelling Bee programme (Primary Schools)
- Support learners in Open Section of South African Schools Choral Eisteddfod (SASCE) – Secondary Schools
- Assist in the running of other learner clubs at school e.g. Girls/Boy Education Movement (GEM/BEM etc.).

**D. KNOWLEDGE**

- Sport, arts and culture and other enrichment programmes

**E. QUALIFICATIONS**

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

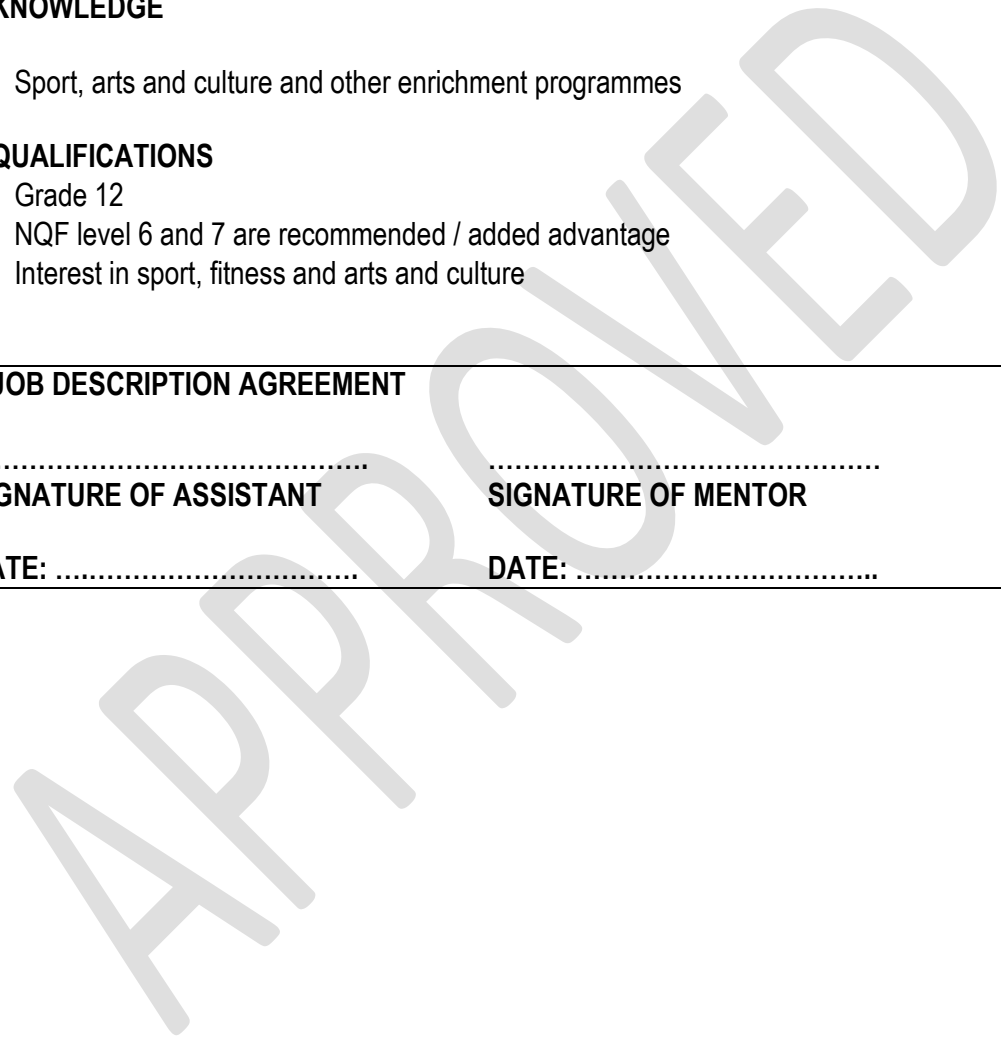
**F. JOB DESCRIPTION AGREEMENT**

.....  
**SIGNATURE OF ASSISTANT**

.....  
**SIGNATURE OF MENTOR**

**DATE:** .....

**DATE:** .....



APPROVED

# 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

“**youth**” means a young person that is between ages 18 – 35 years, that is turning 35 on or before March 2023.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **3. TERMS OF-EMPLOYMENT**

- 3.1 The placement of EAs and GSAs shall be guided by the following legislation:
  - 3.1.1 Basic Conditions of Employment Act 75 of 1997;
  - 3.1.2 Sectoral Determination 5: Learnership Sector, SA (Government Notice No. R234 as amended)
  - 3.1.3 Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA)
- 3.2 The contract of an EA and GA is for a specified period only with no expectation of permanency or an extension of the contract.

### **4. NORMAL HOURS OF WORK**

- 4.1 An employer shall not set tasks or hours of work that require the EA/GSA to work-
  - 4.1.1 More than forty hours in any week;
  - 4.1.2 On more than five days in any week; and
  - 4.1.3 For more than eight hours on any day.
- 4.2 There will be no payment for work done overtime
- 4.3 An employer and EA/GSA may agree that the EA/GSA will work four days a week.

### **5. MEAL BREAKS**

- 5.1 The EA/GSA may not work for more than five hours without taking a meal break of at least thirty minutes' duration.
- 5.2 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 Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **6. WEEKLY REST PERIOD**

- 6.1 EA/GSA are not allowed to work on weekends, including public holidays, However, an EA/GSA may, in agreement with the manager, 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").

## **7. VACATION LEAVE**

- 7.1 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.

## **8. SICK LEAVE**

- 8.1 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.

- 8.2 Accumulated sick leave may not be transferred from one month to another.

- 8.3 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-

8.3.1 Absent from work for more than one day; or

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

- 8.4 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.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## 9. FAMILY RESPONSIBILITY LEAVE

9.1 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-

9.1.1 When the employees' child is born;

9.1.2 When the employees' child is sick;

9.1.3 In the event of a death of-

9.1.3.1 The employees' parent spouse or life partner

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

## 10. STATEMENT OF CONDITIONS

10.1 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-

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

10.1.2 The employers' name and address;

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

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

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

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

10.1.7 The start and end dates of the contract.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 11. KEEPING RECORDS

- 11.1 Every employer and school principal must keep written records of at least the following –
- 11.1.1 the EA/GSA's name; position; physical address and contact details;
  - 11.1.2 copy of an acceptable EA/GSA identification;
  - 11.1.3 Payments made to each EA/GSA;
  - 11.1.4 Attendance register;
  - 11.1.5 Performance records;
  - 11.1.6 Disciplinary action records, if any was ever taken against such EA/GSA, during the cause of the programme;
- 11.2 The employer must keep this record for the period of the programme or at least three years after termination of the contract.

## 12. PAYMENT

- 12.1 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.
- 12.2 The EA/GSA may not be paid less than the minimum stipend stated in the contract of employment.
- 12.3 Payment must be directly deposited into a bank account designated by the EA/GSA.
- 12.4 An employer must give the EA/GSA the following information in writing, upon request:
- 12.4.1 The period on which payment is made;
  - 12.4.2 The numbers of tasks completed or hours worked;
  - 12.4.3 The EA/GSA's earnings;
  - 12.4.4 Any money deducted from payment;
  - 12.4.5 The actual amount to be paid to the EA/GSA.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 13. DEDUCTIONS

- 13.1 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.
- 13.2 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.
- 13.3 An employer may deduct any money that was overpaid to the EA/GSA erroneously.
- 13.4 An employer may not require or allow the EA/GSA to pay the employer or any person for having been employed.
- 13.5 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.

### 14. HEALTH AND SAFETY

- 14.1 Employer must take all reasonable steps to ensure that the working environment is healthy and safe.
- 14.2 The EA/GSA must-
- 14.2.1 Work in a way that does not endanger his /her health and safety or that of any other person;
  - 14.2.2 Obey all health and safety instruction;
  - 14.2.3 Obey all health and safety rules of the employer;
  - 14.2.4 Use personal protective equipment or clothing issued by the employer; and
  - 14.2.5 Report any accident or near-miss incident or dangerous behaviour by another person to their employer, or manager.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 15. COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES

- 15.1 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-
- 15.2 The EA/GSA must report any work-related injury or occupational disease to their employer, or manager.
- 15.3 The employer, must report the accident or disease to the compensation commissioner.
- 15.4 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.

## 16. TERMINATION OF CONTRACT

- 16.1 The employer may terminate the employment of the EA/GSA for good cause after following a fair procedure.
- 16.2 The EA/GSA will not receive severance pay on termination of the contract.
- 16.3 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.
- 16.4 The EA/GSA who does not attend required training events, without good reason, will have terminated the contract.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 17. GRIEVANCE AND DISPUTE RESOLUTION PROCEDURE

- 17.1 The EA/GSA shall in cases of unfair labour practice, lodge/file a grievance with the employer against his/her fellow employees or the manager.
- 17.2 Grievances may include cases of harassment, bullying, discrimination and also issues concerning treatment.
- 17.3 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 manager.
- 17.4 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.
- 17.5 If the EA/GSA feels dissatisfied with the decision of the manager or employer, he/she may refer a dispute to the Commission for Conciliation Mediation and Arbitration (CCMA).

## 18. CERTIFICATE OF SERVICE

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

- 18.1 the EA/GSA's full name;
- 18.2 the name and address of the employer;
- 18.3 Project which the EA/GSA worked on;
- 18.4 The work performed by the EA/GSA;
- 18.5 Any training received by the EA/GSA as part of the project;
- 18.6 The period for which the EA/GSA worked on the project;
- 18.7 Any other information deemed relevant.

Assistant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **19. PARTICIPATION IN THE COMPULSORY TRAINING**

- 19.1 As an EA/GSA you are expected to participate in the compulsory Generic Orientation, SOP for COVID-19 and NSSF.
- 19.2 Failure to attend and complete the compulsory training may result in termination of this contract.
- 19.3 Failure to provide proof of attendance and completion of modules for the compulsory trainings, may result in termination of contract.

## **20. SUBMISSION OF PERSONAL INFORMATION TO THE SCHOOL**

By submitting my personal information in any form to the school or the Department of Education, 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 school or Department of Education for the purpose including but not limited to:

- 20.1 The South Revenue Services (SARS) disclosing my taxpayer information in terms of section 69(6)(b) of the Tax Administration Act, 2011 (Aact No.28 of 2011).
- 20.2 Verification of my information against the information held in the various databases such as at the Department of Home Affairs, the Department of Employment and Labour, in particular with the Unemployment Insurance Fund and the Workman's Compensation Fund.
- 20.3 Commercial banks registered in South Africa to confirm my financial status.
- 20.4 SASSA to verify my information against their database for any social grants I may be a beneficiary thereof.

Assistant Signature: \_\_\_\_\_

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 Signature -----

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 Signature -----

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.
- 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.

Assistant Signature -----

Date-----

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.

Assistant Signature -----

Date-----

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**Department of Basic Education**  
**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.	
Stipend:	R 4 081. 44 less 1% UIF			Province	
Period of contract	<b>From:</b>		<b>To:</b>		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**

<i>Tick the appropriate column</i>	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.		
6.		
7.		
8.		

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:

.....  
Employee Signature

.....  
Date

.....  
Principal's/ Mentor Signature

.....  
Date

.....  
Principal's

.....  
Date

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Annexure 16: Sample Testimonial/Letter of Reference for Assistants

**School Letterhead**

**TO WHOM IT MAY CONCERN**

**EMPLOYMENT REFERENCE**

This is to certify that Mr/Ms \_\_\_\_\_ (ID NO: \_\_\_\_\_) was employed on contract at \_\_\_\_\_ school as part of the Presidential Youth Employment Initiative (PYEI) as follows:

<b>Job Title</b>	Education Assistant / General School Assistant
<b>Mentor's Name</b>	
<b>Commencement Date</b>	
<b>End of contract/leaving date</b>	

During the above period of employment, Mr / Ms \_\_\_\_\_ acquired the following skills:

1	
2	
3	
4	
5	

Yours sincerely

\_\_\_\_\_  
**PRINCIPAL**  
**DATE:**

*School Stamp*

*Annexure 17: Sample Salary Advice*

**PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI)**

<i>School Letter Head</i>
---------------------------

**SALARY ADVICE**

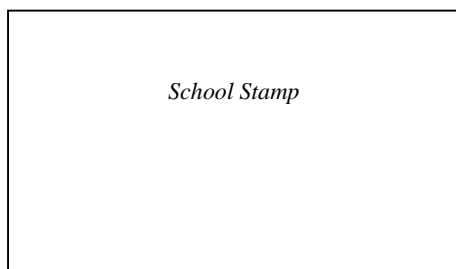
PAYMENT NO.	TAX NUMBER	IDENTITY NUMBER	SURNAME & INITIALS

JOB TITLE	ORGANISATION

BANK NAME	BANK ACCOUNT	PAYMENT PERIOD	GROSS SALARY	DEDUCTIONS	NETT SALARY

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 38	UIF 2%	R76.00

*Annexure 18: Sample Letter for Acceptance of Offer and Declaration*



I \_\_\_\_\_ ID NUMBER \_\_\_\_\_

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At \_\_\_\_\_ School on \_\_\_\_\_ 2021

I further declare that:

- I am still within the required age of 18 – 35 years
- I am residing at the location of the school
- I am the only one from my home appointed in the PYEI
- I am NOT in Education, NOT in Employment, NOT in Training (NEET)
- I am NOT receiving government grants (NSFAS, Funza Lushaka, other COVID grant/s – R350,
- I am NOT receiving any other form of WAGE or SALARY or STIPEND
- I have NO criminal record/s
- I have signed the contract and job description in phase II
- I have attended all compulsory trainings in Phase II
- I have attended three additional trainings in Phase II
- I was placed in Phase II
- I was not unfairly advantaged above others due to my relations to staff members (SMT or SGB)
- Youth living with disability must provide medical certificate confirming the nature of disability
- I am NOT participating in any Learnership
- I understand that when processing my information, the school or Department of Education will comply with the POPI Act and all other applicable legislation.
- I have a valid South African Identity Book/Card.
- I have signed a contract and job description for Phase III.
- I grant permission for the Department to share my information with the relevant stakeholders in the initiative.

\_\_\_\_\_  
ASSISTANT 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.

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

\_\_\_\_\_  
DATE



*Annexure 19: 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 Date 2021
4. Offer contracts to candidates to sign (by Date 2021)
5. submit names and signed contracts to the District (by Date in 2021)
6. Applicants report for duty (by Date in 2021)
7. Allocate responsibilities to the appointees (by Date in 2021)
8. Develop Job descriptions for each EA and GSA (by Date in 2021)
9. Assign mentors to EAs and GSA (by Date in 2021)
10. Conduct orientation to EAs and GSA (by Date in 2021)
11. Appoint Team Leaders from EAs and GSAs (by Date in 2021)
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

<b>ACTIVITY</b>	<b>YES</b>	<b>NO</b>
1. School Needs (linked to curriculum) identified		
2. Applications received (long and short list from SA Youth Mobi)		
3. Interviewing panel constituted		
4. Shortlisting conducted		
5. Interviews conducted by 9 December 2020		
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		

*Annexure 20: 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 21: 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	EA OR GSA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

**EA OR GSA TO SIGN ONLY ON DAYS THEY ATTENDED TRAINING**

**DECLARATION FOR CORRECTNESS OF INFORMATION**



I \_\_\_\_\_ Principal of \_\_\_\_\_

**Declare that the information provided to the circuit and district office on the Presidential Youth Employment Initiative (PYEI) is correct**

- Youth will sign employment contract
- Youth will be assigned a mentor/supervisor
- Youth will be assigned duties
- Youth will be encouraged to attend training offered in the project
- Youth will be managed and regarded as part of employees of the school
- Youth's performance will be assessed continuously in order to add value to their career growth
- Money allocated to the school for the initiative will be utilised for the purpose intended
- Youth will be paid the correct amounts as stipulated in the framework
- Youth will receive testimonial at the end of the project or phase, whichever comes first.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

APPROVED



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**GUIDELINE ON ROLES AND RESPONSIBILITIES**

**FOR THE**

**PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI)**

**IN THE BASIC EDUCATION SECTOR**

APRIL 2022

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## **1. Introduction**

As part of Phase II of the Presidential Youth Employment Initiative (PYEI), the Basic Education Sector is implementing the Basic Education Sector Employment Initiative (BEEI). 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 initiative targeting to create 287 424 employment opportunities for unemployed youth, who are 18 – 35 years old. The initiative also seeks to address the high levels of youth unemployment in South Africa. The youth will be offered five months' contract, commencing on 1 November 2021 to March 2022. 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. Purpose**

The purpose of the guideline on roles and responsibilities in the Implementation of the PYEI in the Basic Education Sector is to clarify roles and responsibilities of the affected parties in the implementation of the initiative.

## **3. Role players**

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

- 1.1 Department of Basic Education;
- 1.2 Provincial Education Departments;
- 1.3 Education Districts;
- 1.4 Circuit Managers/ IDSO;
- 1.5 Schools;
- 1.6 Education Assistants (EAs) and General School Assistants (GSAs);
- 1.7 Third Parties; and
- 1.8 Non-governmental Organisations (NGOs).

## **4. Roles of the various role players**

### **4.1 Department of Basic Education**

<b>Department of Basic Education will</b>
---

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ Sponsor the Project</li></ul> |
|---|



- 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,

#### 4.2 Provincial Education Departments

##### **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 blueprint 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
- Place Job advertisements
- 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 SA Youth Mobi, DMS 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

#### 4.3 Education Districts

##### **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 SA Youth 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

#### 4.4 Circuits Managers/ IDSOs

##### **The Circuit Managers/IDSO 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 SA Youth Mobi, DMS 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;

#### 4.5 Schools

##### **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 SA Youth Mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**

#### 4.6 Education Assistants (EAs) and General School Assistants (GSAs)

##### **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**

#### 4.7 Third parties

##### **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

#### 4.8 Non-governmental organisations

##### **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

*Annexure 24: Guideline in Preparation for Audit*



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE  
implemented in**

**BASIC EDUCATION sector**

**GUIDELINE TO PREPARE FOR AUDIT**

The Department of Basic Education would like the sector to be proactive in anticipation of the audit of the Presidential Youth Employment Stimulus, implemented in the Basic Education sector. The documents listed in this document serve as a guide and for preparing the system for the audit processes.

Whilst the DBE is aware that there are different types of audits that could be performed, and therefore the Auditor-General South Africa 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 AG to prepare for audit 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. If the PED have deviated from any of the prescripts, the written approval by HOD as well as concurrence by Provincial Treasury and DBE should be made available. PEDs are requested to adhere to the legislative prescripts on governance of public funds through PFMA.

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 Department of Basic Education:**

### **DOCUMENTS GUIDING PREPARATIONS AND IMPLEMENTATION**

- Letter from Presidency on Stimulus Package (call for submission of proposals).
- Presentation to FOSAD by the Director-General.
- Proposals to Cabinet.
- Budget Proposals to National Treasury.
- **Allocation Letter from National Treasury.**
- Second Division of Revenue Amendment Bill.
- HOD signed Business Plans per PEDs.
- PEDs Allocation Letters from their Provincial Treasuries

### **STAKEHOLDER ENGAGEMENTS**

- Communication with PEDs (HEDCOM).
- Communication with CEM.
- Communication with Districts.
- NAISA.
- Principals' Association.

### **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**

- 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.

### **COMMUNICATION WITH PEDs**

- All Letters to Provinces.

## **The District Office:**

### **DOCUMENTS GUIDING IMPLEMENTATION**

- Implementation Framework.
- Training Inventory.
- Management Plan

### **RECRUITMENT AND PLACEMENT**

- District Implementation Plans detailing: Recruitment Plan; Communication to schools; management plan, and approved advert.
- Proof of advertisement (method).
- Proof of all communications/meetings with partner that managed advertisement / applications.
- Long lists and short lists of applicants (if applicable).
- District Reconciled lists (online and walk-ins) (if applicable).
- 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.

### **MONITORING**

- District Monitoring Plans.
- District Monitoring Schedules.
- Proof of District Monitoring (e.g. Registers / agenda).

### **REPORTS**

- Monthly reports received from schools on performance of EAs and GSAs.
- Monthly reports received on expenditure against allocation for jobs created.
- 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.

## **The School:**

### **DOCUMENTS GUIDING IMPLEMENTATION**

- Implementation Framework.
- Training Inventory.
- Allocation letter / Certificate of allocation from PED.

### **RECRUITMENT, SELECTION AND PLACEMENT**

- School Implementation Plans detailing: Recruitment Plan; and Communication to community.
- Long and short list (communication that provided the lists).
- School Reconciled lists/database (online and walk-ins) applications.
- Minutes of meeting/s of panel member indicating designation per member of panel.
- Criteria for selection and short-listing.
- Lists of Shortlisted candidates.
- Proof of invitation of candidates to interviews.
- Minutes/interview results for all invited candidates.
- List of recommended candidates.
- 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.
- Proof of training.

### **FINANCES**

- Proof of funds received for new jobs created.
- Proof of stipends paid.
- Proof of UIF paid.

### **REPORTS**

- Signed monthly EAs and GSAs' performance reports as submitted to districts.
- Proof of monthly reports on posts saved as submitted to district.
- 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

***NB: PEDs should also prepare any other relevant documents /reports that would assist in the audit.***

*Annexure 25: Sample Terms of Reference for Committees*



**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**

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## 1. BACKGROUND

- 1.1 Phase I of the Presidential Employment Stimulus (PES) was implemented from 1 December 2020 until 31 March 2021. During that period, the Basic Education Sector implemented the Presidential Youth Employment Initiative (PYEI) as part 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. The table below summarises the allocation for Phase I.
- 1.2 Through the Presidential Youth Employment initiative (PYEI), more than 300 000 employment opportunities were created for youth in South Africa. Of these, approximately 200 000 were Education Assistants (EAs) and 100 000 General School Assistants (GSA). The young people were placed in public schools across the country following a selection process managed by School Governing Bodies (SGBs).
- 1.3 Of the total funding allocated to the Basic Education Sector, R4,47 billion was dedicated towards the payment of stipends. Each PED was allowed to use an equivalent of one per cent of the funds allocated for stipends to provide training for the Assistants. Five key training programmes were identified to equip the assistants with portable skills, to equip them to fulfil their duties and improve their employability beyond their participation in the PYEI. In addition to the key training programmes, all participants were required to complete the generic orientation programme, training in the National School Safety Framework (NSSF) and Standard Operating Procedures for the Management and Containment of COVID-19.
- 1.4 Based on the success of implementing Phase I of the PYEI and the support of the initiative by stakeholders in the Basic Education Sector and in the broader society, the DBE proposes to extend it into Phase II.
- 1.5 The key focus, in line with the Economic Reconstruction and Recovery Plan, is to support public employment and protect livelihoods. Phase II of PYEI will also leverage on an existing partnership with SA Youth Mobi as an Employment Accelerator that create pathways out of poverty, by linking participants to other employment opportunities beyond their involvement as Education Assistants and General School Assistants. In this way, the initiative will contribute to the National Pathway Management Network (NPMN).
- 1.6 As in Phase I, there will be a strong emphasis to provide training to participants, with a view to adding to their skills set as well as setting them up for enhanced employment prospects. This will leverage on existing partnerships as well as looking for opportunities to get more partners involved.

The PYEI will not only be a public employment initiative as there will be focus on supporting schools in the context of COVID-19 as well as addressing Sector priorities such as reading, providing psychosocial support to learners and infrastructure maintenance. It is proposed that there should be focus on extracurricular activities, to enhance social cohesion as well as learner physical and mental wellbeing.

- 1.7 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
[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 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 being 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, that 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:**

<b>Name</b>	
<b>Signature (Chairperson)</b>	
<b>Date</b>	
<b>Organisation</b>	<b>DEPARTMENT OF BASIC EDUCATION</b>

# 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 25<sup>th</sup> of each month.
- The school should provide the district with a monthly reconciliation of the received and paid amounts on the 3<sup>rd</sup> of each month.

Yours sincerely

\_\_\_\_\_  
Head of Department/Delegated official  
Date:



*Annexure 27: Sample payroll*

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 member

\_\_\_\_\_  
SGB Chairperson/Delegated

Date: \_\_\_\_\_

Date: \_\_\_\_\_