PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI) IN THE BASIC EDUCATION SECTOR

RECRUITMENT GUIDELINE

PHASE IV

Version 27 September 2022

Table of Contents

ACRONYMS

BCM	Business, Commerce and Management
CEMIS	*Central Education Management Information System
CA	Curriculum Assistant
CSA	Care and Support Assistant
EA	Education Assistant
FAL	First Additional Language
FET	Further Education and Training
GSA	General School Assistant
HYEA	Harambee Youth Employment Accelerator
ICT	Information and Communication Technology
LoLT	Language of Learning and Teaching
MST	Mathematics, Science and Technology
NMW	National Minimum Wage
NSC	National Senior Certificate
NSSF	National School Safety Framework and the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools
PES	Presidential Employment Stimulus
POPI	Protection of Personal Information Act (PoPIA) 4 of 2013
PSET	Post School Education and Training
PSSA	Psychosocial Support Assistants
PYEI	Presidential Youth Employment Initiative
RC	Reading Champion
SA-SAMS	South African School Administration and Management System
SEA	Sport and Enrichment Assistants
IT	Information Technology

*CEMIS is only used in the Western Cape, in lieu of SA-SAMS.

1.   Introduction

The Department of Basic Education (DBE) has developed an Implementation Framework for the implementation of the Presidential Youth Employment Initiative (PYEI), which is implemented as the Basic Education Employment Initiative (BEEI). Through this initiative, the Sector targets creating 255 100 job opportunities for youth. These opportunities are available on a staggered approach, whereby there will be the first cohort starting 1st quarter of the academic year and the second cohort that will be added in the second quarter of the year. The second cohort will be an addition to the first cohort. The term of contract will therefore differ, the maximum be from 1 February – 30 September 2023 and the minimum being from 1 May – 30 September 2023. Youth to be placed in schools in Kwazulu Natal will start beginning of March 2023 making their term seven months. The recruitment of the youth is supported by SA Youth (Harambee), which will process the applications electronically and provide the list of applicants to schools, for shortlisting and interviewing. Schools will follow regular selection processes, including shortlisting and interviews. These should be preceded by the constitution of a selection/interview panel. Schools must keep all the relevant records regarding the interviews.

The youth will be appointed in six (6) functional areas, which are Curriculum Support, Reading Champions, e-Cadres, Care and Support Assistants (CSAs), Handymen, and Sport and Enrichment Assistants (SEAs). The minimum requirements and job descriptions for each of the functional areas have been provided. This guideline is meant to assist schools to effectively place and utilise the Assistants assigned to them.

2.   Problem Statement

Through the implementation of Phase I – III, the following challenges were noted through monitoring of the PYEI-BEEI:

● Inadequate guidance resulting in processes not followed and records not maintained during appointment to ensure fair and effective recruitment process.

● Appointments not aligned to the overarching qualifying criteria as per the Framework for the implementation of the PYEI-BEEI (age and gender representation, ID, and qualification).

3.   Aims of the Guideline

The guideline aims to ensure that the school principals and School Governing Bodies (SGBs) are supported during the process of recruiting the youth who will be appointed in schools as part of the PYEI-BEEI.

4.   Objectives of the PYEI in the Basic Education Sector

The Guideline focusses on four of the six focus areas. Consequently, the overarching objectives stated in the Framework that are linked with this Guideline are as follows:

4.1   Through the provision of Curriculum Assistants, provide **support to sector priorities such as Mathematics, Science and Technology (MST)**, high enrolment subjects in the Further Education and

Training (FET) Phase, **Reading and Literacy**, **supporting teachers in classrooms** and **support reading initiatives** in schools and communities.

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

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

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

5. Assumptions

5.1 All participating schools will be using the SAYouth.mobi list of applications;

5.2 The SGBs will play a significant role in the selection and interviews of the youth to be placed in the schools;

5.3 All regular appointment processes will be followed, including interviewing shortlisted candidates, and keeping records of procedures followed to appoint the youth;

5.4 The school principal will ensure a credible and transparent process for recruitment of youth; and

5.5 All officials involved in the process of recruitment will ensure that there is integrity in the processes.

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 meaningful work experience. The initiative is aimed at providing fixed-term contract job opportunities to the youth between the ages of 18 and 34, turning 35 on or before 31 March 2024. The youth applying should have turned 18 by the time of application. The roll out of the initiative will have the following key elements:

6.1 Project scoping and design

Through Phase IV of the PYEI, it is envisaged that fixed term job opportunities will be created for 255 100 unemployed youth who are between the ages of 18 and 34. The youth will be placed in schools to gain meaningful experience. These opportunities will be created in all public schools (Public Ordinary and schools for learners with special education needs (LSEN)) 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, LSEN schools, 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 MST, reading and

literacy, ICT, as well as school phases, grades and subjects, and the specific needs of the school identified by the DBE.

The initiative targets youth who are not in employment, education, or training (NEET); From the 255 100 targets, with Education Assistants being 195 100 and General School Assistants allocated 60 000.

Each PEDs should encourage schools to appointing a specified number their Education Assistants as graduates so that they receive the much-needed experiential learning that will support their efforts as they apply for permanent jobs. The number will be determined by the PED and will also be influenced by the number of applicants that are holding post matric qualification.

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

6.2 Categories to be covered

The initiative will cover two categories being Education Assistants and General School Assistants. The Education Assistants will have four sub-categories: Curriculum Assistants, Reading Champions, eCadres, Care and Support Assistants. The General School Assistants will have two sub-categories: Sport and Enrichment Assistant and Handymen and women.
NB: consideration be made that assistants may not be more than staff (PPN)

6.3 Who qualifies to be considered for placement as Assistant?

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

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

(iii)   One opportunity per household

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

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

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

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

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

(ix)   Youth NOT in a Learnership

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

(xi)   Youth WITHOUT criminal record/s

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

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

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

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

.3   Principles to follow when recruiting

Recruitment and selection must be left to the discretion of the SGBs and the School Management Teams (SMTs). The overarching principles that need to be adhered to are that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7.   Project Planning

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

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

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

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

(b)   The project is pro-poor, hence the criterion for allocation is mainly: all no-fee schools, quintile 1 – 3, cover small-, micro-, farm-schools, multi-grade classes, rural and township schools; Quintile 4 and 5 schools that service poor communities and are deemed no-fee schools by the province – should be allocated assistants.

(c)   In Phase IV, due to budget constraints, for February – April 2023 schools will be provided with reduced number of Assistants. These will form part of the first cohort of Assistants, which will start on 1 February 2023, while the second cohort will start in May 2023. The second cohort will be an addition to the first cohort.

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

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

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

    (iii)   LSEN schools will receive Assistants according to the school needs.

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

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

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

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

(f)   The **second cohort of Assistants will start in May 2023**. The second cohort will be an addition to the first cohort.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(j)   Structures such as the Quality Learning and Teaching Campaign (QLTC) and School Governing Bodies (SGBs) will play a key role for this purpose. Communications/ Media Liaison Units in the DBE and PEDs

will have to use existing partners and media platforms for marketing, advocacy and reporting on various milestones and achievements.

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 principles will be implemented as follows:

8.1 Submission of required documents

Provinces were requested to submit the following documents that will assist in the preparations for the recruitment processes:

(a)   lists of Provincial Project Teams: with contacts: (cell numbers and emails)

(b)   lists of District Project Teams with contacts (email and cell numbers)

(c)   lists of all non-participating schools

(d)   lists of all participating schools with correct Latitudes and Longitudes, indicating Afrikaans medium schools, all the small schools, micro schools, multigrade schools, and farm schools

(e)   separate lists of all LSEN schools

Province will confirm the following:

(a)   whether the LSEN schools must be included in the national advertisements or not

(b)   the LSPID LSEN schools should not be included in the national advertisement

(c)   the advertisements for Phase IV should be in September to October 2022

(d)   interviews would be held during the November/December 2022 school holidays

(e)   Introductory generic orientation and training will be conducted between December 2022 and January 2023

(f)   availability of funds for stipends of youth for February and March 2023

(g)   the first cohort starts date of Phase IV as 1 February 2023 and end September 2023

(h)   of the possible percentage to on-board in February - April 2023 (depending on unspent funds from phase III as well as approval of roll over of phase II funds)

(i)   the second cohort will start in May 2023 and finish in September 2023

8.2   Maintenance of confidentiality of processes:

All officials will be requested to sign a secrecy form that reminds them of managing all processes and information with care and confidentiality (Annexure 16).

8.3 Step 1 – Understanding the NEET category

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

8.4 Step 2 – Understanding who qualifies as 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.

8.5 Step 3 – Access to SAYouth.mobi (Harambee) for places that connectivity is a challenge

(i)   The province working with districts and circuits are requested to start with advocating SAYouth.mobi from June – August 2022. The youth that cannot access SAYouth.mobi, should be assisted by the circuits. The circuit managers should mobilise communities where their schools are located as part of advocacy of the job opportunities, and to also offer youth equipment (computer/s) and Wi-Fi (data access) where the applications can be completed centrally;

(ii)   Provinces and Districts are requested to make arrangements with Teacher Centres, schools with ICT labs, Circuits to assist as alternatives places to be used for connectivity to sayouth.mobi;

(iii)   Schools can be grouped to a sizable number per circuit or cluster, and provision of equipment and data on the day of applications; and

(iv)   Dates can be identified for the above-mentioned places to open for youth, and the members of the public be informed of these arrangements.

8.6 Step 4 - Determining the demand

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

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

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

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

    (aa)   Schools for LSEN;

    (bb)   No-fee schools

    (cc)   Schools with multi-grade classes;

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

    (ee)   Rural and Township Schools;

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

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

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

The allocation may be as follows:

Table 1: Guidance provided to PEDs on the allocation of available opportunities to schools

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

Table 2: Proposed distribution of job opportunities in each six functional areas

PED	SCHOOLS				CATEGORIES							
	Total No Fee schools	ELSEN	Total	Primary	CSA	SEA	E-cadres	Handyman	Reading	Total	PED Allocations	Curriculum
EC	4 887	45	**4 932**	2 583	4 932	4932	9 864	4 932	5256	**29 916**	40 100	10 184
FS	818	21	**839**	702	1 678	839	1 678	1 678	1446	**7 319**	15 500	8 181
GP	1 408	111	**1 519**	1 377	3 038	1519	3 038	3 038	2976	**13 609**	40 000	26 391
KZN	5 093	74	**5 167**	3 840	10 334	5167	10 334	10 334	7828	**43 997**	58 500	14 503
LP	3 570	34	**3 604**	2 426	7 208	3604	7 208	7 208	4920	**30 148**	35 000	4 852
MP	1 524	18	**1 542**	1 016	3 084	1542	3 084	3 084	2068	**12 862**	22 000	9 138
NC	406	8	**414**	306	828	414	828	828	628	**3 526**	7 000	3 474
NW	1 308	32	**1 340**	947	2 680	1340	2 680	2 680	1958	**11 338**	16 000	4 662
WC	891	63	**954**	941	1 908	954	1 908	1 908	2008	**8 686**	21 000	12 314

PED	SCHOOLS				CATEGORIES							
	Total No Fee schools	ELSEN	Total	Primary	CSA	SEA	E-cadres	Handyman	Reading	Total	PED Allocations	Curriculum
TOTAL	**19 905**	**406**	**20 311**	**14 138**	35 690	20 311	40 622	35 690	29 088	**161 401**	**255 100**	93 699

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

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

8.7 Step 5 – Allocating to schools

(a) The allocation may be as follows:

(aa) Allocation of both EAs and GSAs

First Cohort of Assistants – February 2023

✓ Number of jobs per school is dependent on funds made available for Feb and Mar 2023

✓ For the period February – April 2023, the Assistants will be placed in **no-fee schools**. The PEDs that confirmed budget availability may cater for fee-paying schools - may allocate Assistants to all schools. The province should confirm that in writing to DBE.

✓ The allocation in schools with less than 500 learners – minimum of 5 Assistants

✓ The allocation in schools with more than 500 learners – minimum 10 Assistants

Second cohort of Assistant – May 2023

✓ The second cohort will be youth appointed from the same ranked list provided by SAYouth (this list would have been provided in October 2022).

✓ The second cohort of Assistants will start in schools in May 2023. This group will add to the first cohort allocated per school.

✓ **minimum of 10 Assistants (7 EAs and 3 GSAs**) for schools with **less than 500 learners** – for practical reasons, the province and district will have to consider the implications of this on micro-schools and allocate the opportunities accordingly.

✓ **minimum of 12 Assistants (8 EAs and 4 GSAs)** for schools with **more than 500 learners.**
This will consider the size of a school, in terms of learner numbers and number of staff members. The province will make the final decision regarding the number to allocate.

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

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

(aa)   a minimum of two Curriculum Assistants;

(bb)   two Reading Champions;

(cc)   eCadre;

(dd)   Care and Support Assistant;

(ee)   Sport and Enrichment Assistant; and

(ff)   Handyman or woman;

(b)   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.

(c)   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.
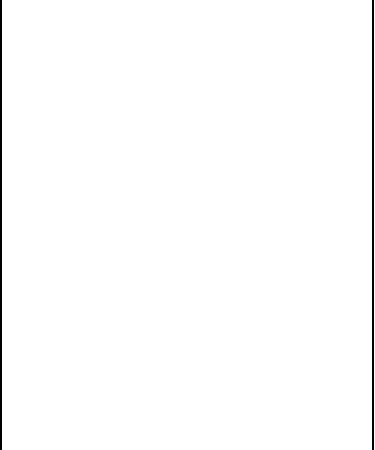
8.8   Step 5 – Advocacy and advertising

(i)   Harambee Youth Employment Accelerator (HYEA) will provide the marketing material that will be used on social media platforms to advocate and call new applicants to join SAYouth.mobi. These will run in June 2022.

(ii)   From July 2022, SAYouth (Harambee) continued to market the job requirements. This was to sensitise the members of the public and schools of what is expected of them.

Card 1:
GET READY TO APPLY SOON!

RECRUITMENT OF UNEMPLOYED YOUTH FOR THE PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION

It is 100% FREE to apply. No application fees. No data costs.

www.sayouth.mobi

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA

SA YOUTH
SAY2023/24

Card 2:
WHO CANNOT APPLY FOR EA AND GSA POSTS THIS TIME?

Anyone that participated in Phase I, II or III of PYEI-BEEI programme

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

PRESIDENTIAL EMPLOYMENT STIMULUS

basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA

SA YOUTH

Card 3:
WHO QUALIFIES TO APPLY FOR EA AND GSA POSTS THIS TIME?

1st

You must not have participated in the programme before. This time it is only open to new people.

Youth from Phase I,II,III will not be considered

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

PRESIDENTIAL EMPLOYMENT STIMULUS

basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA

SA YOUTH

Card 4:
WHO CANNOT APPLY FOR EA AND GSA POSTS THIS TIME?

Anyone that is :
- working, training or on a learnership
- studying full or part-time, online, distance or on a short course

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

PRESIDENTIAL EMPLOYMENT STIMULUS

basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA

SA YOUTH

Card 5:
WHO QUALIFIES TO APPLY FOR EA AND GSA POSTS THIS TIME?

1st

You must not have participated in the programme before. This time it is only open to new people.

Youth from Phase I,II,III will not be considered

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

PRESIDENTIAL EMPLOYMENT STIMULUS

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SA YOUTH

Card 6:
WHO CANNOT APPLY FOR EA AND GSA POSTS THIS TIME?

Anyone that participated in Phase I, II or III of PYEI-BEEI programme

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

PRESIDENTIAL EMPLOYMENT STIMULUS

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SA YOUTH
SAY2023/24

Card 7:
GET READY TO APPLY SOON!

RECRUITMENT OF UNEMPLOYED YOUTH FOR THE PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION

No one should ask for money from the youth to be considered for interviews or employed.

www.sayouth.mobi

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

basic education
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REPUBLIC OF SOUTH AFRICA

SA YOUTH
SAY2023/24

Card 8:
GET READY TO APPLY SOON!

RECRUITMENT OF UNEMPLOYED YOUTH FOR THE PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION

There is no application fee required for the School Assistant employment opportunities.

www.sayouth.mobi

Need help?
0800 72 72 72   Toll-free, Mon to Fri 9am - 4:30pm

basic education
Department
Basic Education
REPUBLIC OF SOUTH AFRICA

SA YOUTH
SAY2023/24

Card 9:
APPLICATION TIMELINES

RECRUITMENT OF UNEMPLOYED YOUTH FOR THE PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

SAY2023/24

Applications:
26 Sept -16 Oct 2022
Interviews:
Nov/Dec 2022
Contracts:
from Feb 2023 onwards

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SA YOUTH

(iii)   HYEA will design ten adverts, one for National and nine where each advert carries the provincial logo.

NATIONAL ADVERT
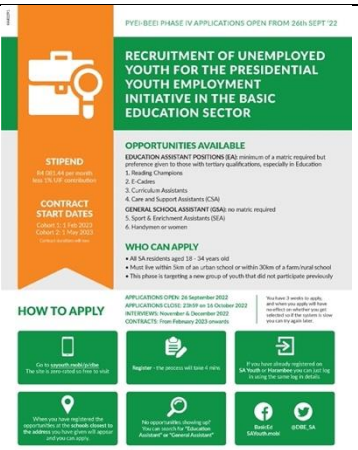
(iv) The advert will be publicised in September 2022 and the applications will be open from 26 September 2022. The advert will run for more than six (6) weeks from 5 September 2022 to 16 October 2022. This will afford all applicants sufficient opportunity to apply.

(v) The adverts for all PEDs will all run together at the same time.

(vi) Applications will be open for all young people in all nine (9) provinces at the same time.

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

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

(bb) Community Radio stations;

(cc) Exhibitions at local libraries, clinics, teacher centres or other public facilities;

(dd) Social media platforms and local media houses;

(ee) Support from third parties or private partners; and

(ff) Schools to publicise the advertisement in their communities.

(gg) DBE and PEDs' Communications will publicise the advert in various channels including Media Statements.

8.9 Step 6 – Applicants' (Ranked) lists from SA Youth (Harambee)

(i) The DBE and PEDs are mandated by the Presidency to work with SA Youth to enable government to track the career progression of the youth; All the youth are to apply through SA Youth mobi. **(NO APPLICATIONS TO BE SUBMITTED AT SCHOOLS)**

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

(iii) SA Youth (Harambee) will provide ranked lists of youth that applied for the positions as they were advertised. These lists will be received by PEDs and District officials.

8.10 Step 7 – Distribution of Ranked List

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

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

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

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

(v)   Should the ranked list be inadequate, then the school can use ranked list from neighbouring schools. **(WALK-INs are NOT allowed)**

8.11   Validation of the applicants' details on the ranked lists.

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

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

8.12   Step 8 – Formation of the interview panels

(i)   School Principals must convene SGB **meetings through signed notice by the SGB Chairperson. The panel for interviews will be constituted during this meeting**;

(ii)   The recruitment committees will be formed by SGB chairperson plus one more parent, School Principal or representative, the Mentor of Assistants, and any one or two SMT members that the principal will identify.

8.13   Identifying keys strategic grades for placement

(j)   The interviewing panel will draft the curriculum support, learner support, administrative, and facilities maintenance/ upkeep needs. The identified needs will influence the selection of the Assistants. In terms of curriculum support needs, consideration should be made to prioritise poor performing classes be prioritized, guidance as follows:

    (a)   **For Foundation Phase, General Education and Training Phase, and Intermediate Phase, check performance in the school based assessment; provide support for Languages and Numeracy in Grade 3 and 4.**

    (b)   **If it is a High school, check final results in National Senior Certificate examinations, this will assist in identifying which subject to support;**

    (c)   **Provide support for gateway subjects (such as Accounting, Mathematics, Science, Technology and Languages).**

8.14   Step 9 - Recruitments, selection, appointments, and onboarding

The SGB and school principals should be given the discretion to appoint using the framework as a guide. Recruitment must be open, fair, and transparent, and positions must be advertised as widely as possible in the communities where the schools are located. The recruitment should be based on the number of the EAs and GSAs' posts allocated to each province and district.

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

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

(iv) The provinces/districts are to provide the list of applicants from SA Youth, so that the schools can shortlist from those lists.

Minimum requirements for various the individual functional areas:

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

8.15 Step 10 – Documents required

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

(aa) Certified copy of identity document/ passport.

(bb) Curriculum Vitae (CVs).

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

(dd) Affidavit/ declaration by applicant stating he has no criminal record or Police Name Record (PNR)

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

8.16 Step 11 – Selection criteria

(i) The selection of Assistants will be done at school level.

(ii) Interviews must be scheduled with shortlisted candidates.

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

(aa) Reading Champions

● For 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 the school and in the school's LoLT which may be English or Afrikaans

● A good reader

(bb) E-Cadres

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

(cc) Curriculum Assistants

● For Curriculum Assistants, 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, even if they have a teaching qualification.

Minimum requirements

Foundation Phase, Intermediate and Senior Phases

● Proficient in the **LoLT** of the school they are placed at;

● 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.

(dd) Care and Support Assistants (CSA)

- For CSA, the candidate should have passed matric and should have an expressed or demonstrated passion for care and support for youth.

(ee) Sport and Enrichment Assistants (SEA)

- For SEA, the candidate does not require a matric certificate. However, they should have an expressed or demonstrated passion for sports, arts, and culture.

(ff) Handymen or women

- For Handymen / women, the candidate does not require a matric certificate. However, they should have an expressed or demonstrated interest or knowledge in infrastructure maintenance jobs.

- Possession of **any trade certificate will serve as an added advantage for placement**;

8.17 Step 12 – Concessions – for communities that are thinly populated as we as connectivity issues

Submission of information Farm/Small schools and rural schools

(a) PEDs are required to provide the lists of micro-, small- and farm schools to the DBE.

(b) The PEDs are required to work with their Districts, circuit, SGB and QLTC in ensuring these schools do receive applications.

(c) The parties will draw needs analysis for each school.

(d) Talk to the communities, using various channels including local Chiefs and councillors.

(e) The youth will be captured on SAYouth.mobi through the assistance of provincial/ district/ circuit officials.

8.18 Step 13 – Interviews and recommendation

(a) The interviewing panel must call the shortlisted candidate/s

   (i) to confirm their availability for interviews;

(ii)   to inform them of the date, time and venue for the interview;

(v)   to inform them documents that they must bring to the interviews

- Certified copy of identity document/ passport.
- Curriculum Vitae (CVs).
- Testimonials (former school, local chief, church leader, etc.).
- Affidavit/ declaration by applicant stating he has no criminal record or police name clearance printout.
- Where applicable: **NQF Level 4** qualification certificate – for EAs, applicants with **NQF level 7 and above** will have an added advantage. These applicants as well as those who have a **teaching qualification** should be prioritised. Funza Lushaka graduates should be prioritised.

(b)   NB: SCHOOLS ARE CAUTIONED NOT TO APPOINT YOUTH THE WERE IN PHASE I, II and III. This may lead to litigation against the Department and the province.

(c)   Youth with incomplete documents must not be considered.

8.19   Informing candidates, the interview results

(i)   School Principal / representative delegated to do so, will call the successful candidates

(j)   The candidates will be informed that:

You are successful or NOT	
Start date of contract	
End date of the contract	
Period of contract	
<mark>Requirements for placement</mark> **is that youth must submit the following documents:**	Police Clearance Record (PCR)
	Certificate from Department of Justice on clearance from the National Register for Sexual Offenders (NSRO)
	SASSA not receiving R350 – bank statement to check
	Certificate of completion of online Orientation Digify Africa digital literacy module National School Safety Framework

(iii)   The candidates must be informed that without the above they may not be able to work in the school

8.20   Step 14 - Placement and signing of contract

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

STRICT ADHERANCE TO THE BELOW TO AVOID AUDIT FINDINGS

(a)   inform the successful candidates of their appointment.

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

(c)   Inform the candidates that they are to **visit the police station to apply for name clearance**. Once they have the name clearance certificate, then **they are to visit Department of Justice to be vetted against the national register for sexual offenders (NRSO),** Once the youth have received the NRSO certificate, then they should proceed to the school on a specified date to sign the contract.

(d)   Inform the candidate of the date for signing of contract and job descriptions

(e)   On the day of coming to signing the contract, the candidate should **bring proof of completion of the online courses – certificates printout, the NRSO certificate and police name clearance certificate.**

(f)   Successful youth invited to come and sign the contract, should also sign the **Acceptance and declaration letter that states they were no appointed in Phase I, II and III, 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 government grants and does not receive any other income. The declaration letter should also indicate that the candidate will complete the compulsory online training before assuming their duties.

(g)   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.

8.21   Job description

The DBE has provided a sample job description per functional area, which the school can customise, according to their needs or priorities. 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.

The Assistants should sign these Placement contract, code of conduct, acceptance letter and job description after completion of the Generic Orientation, National School Safety Framework (NSSF) and Digital Literacy Course offered by Digify Africa

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

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

(ii)   The Conditions of Placement for youth placed in the PYEI in the Basic Education Sector are determined nationally by the DBE and will be applicable across the sector.

(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 placement from the youth. However, a sample of a letter of acceptance of offer is provided in **Annexure 8**.

8.23   Orientation and support

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

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

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

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

Generic Orientation and Digital Literacy for Assistants

(a)   The DBE has developed the orientation programme for the youth appointed as part of the PYEI in the Basic Education Sector. Schools must provide overall mentoring, training, and support for the assistants, based on specific responsibilities allocated. The Assistants should be assigned a supervising teacher in the school. An Orientation Manual is available in an electronic interactive format that can be completed on-line and on hard copy for people who might have connectivity challenges.

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

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

(d)   The Assistants are required to do the compulsory training SOPs for COVID-19. This should be facilitated at the school level.

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

9   Placement of Assistants in schools

The official that will be informing the assistants that they are successful, should also inform the Assistants to complete the online Generic Orientation, NSSF and Digital Literacy. NO Assistant should sign the contract without completion of these, Assistants MUST provide the school with proof of completion.

9.1 Placement of Education Assistants (Curriculum support)

The placement of EAs appointed to support the teachers in the classroom should target specific phases, grades, and subjects, as outlined in the table below:

Foundation Phase (Grade 3)	Intermediate Phase (Grades 4 & 6)	Senior Phase (Grade 8 & 9)	FET Phase (Grades 10-12) *
Languages and Mathematics	Languages and Mathematics	Languages and Mathematics	**High enrolment subjects:** Languages; Mathematic, BCM subjects, Life Sciences, Physical Sciences Geography and History

Rationale for the targeted grades and subjects

Exit and transition grades are targeted in the lower grades. Grades 3 and 6 are the exit grades in Foundation and Intermediate Phases while Grades 4 and 9 are the transition grades into the Intermediate and Senior Phases, respectively. Transitioning into a new phase poses challenges for learners and they include the following:

(i)   Change in the notional time;

(ii)   Change in the LoLT;

(iii)   Transitioning from being taught by one teacher (Grade 3) to having multiple teachers (Grade 4);

(iv)   Increase in the number of subjects (from 4 subjects to 6 subjects in the Intermediate Phase and 6 subjects to 9 subjects in the Senior Phase);

(v)   In Grade 9, learners must select the subjects they will be offering in the Grade 10, and this has implications for further fields of study and career choices;

(vi)   The learning losses experienced by learners in the FET Phase due to the rotational school attendance in 2020 and 2021 has led to poor curriculum coverage which will have serious implications for the National Senior Certificate (NSC) exit examinations. To alleviate the effects of the learning losses, it is important that teachers and learners in the targeted grades and the FET Phase are supported by the Education Assistants.

(vii)   The targeted subjects have the highest learner enrolment and poor performance in these subjects could have an adverse effect on the overall NSC results.

Minimum requirements for Education Assistants appointed in Foundation, Intermediate and Senior Phases

(i)   Proficient in the LoLT of the school they are placed at;

(ii)   Fully fluent in-Home Languages used at school – reading, speaking, and writing;

(iii)   Proficient in the school's First Additional Language (FAL);

(iv)   Passionate about languages (Home Languages and FAL) of the schools they are placed in;

(v)   Passionate about Mathematics; and

(vi)   Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase).

Minimum requirements for Education Assistants appointed in FET Phase

(i)   Proficient in the Home Language used at school and in the school's LoLT;

(ii)   Passionate about the FET subjects they have been placed to assist teachers in;

(iii)   Knowledge of subject choices, subject combinations and how they link with fields of further studies, Learnership and various career paths.

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

(i)   Improve foundational skills of reading for meaning and writing;

(ii)   Create awareness about occupations;

(iii)   Instil aspiration to pursue a career;

(iv)   Organise games and plan role-playing activities to show case different careers;

(v)   Assist in the development of Self-concept; and

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

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

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

(ii)   Timely application for admission to relevant programmes;

(iii)   Applications for funding;

(iv)   Assist learners in recognising progression routes from their subjects and think about how they may be used in the world of work; and

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

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

(i)   Homework assistance – One-on-One assistance to struggling learners;

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

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

(iv)   Assist in the creation of and support peer learning groups.

9.2   Placement of e-Cadres

The Basic Education Sector has provided schools with ICT equipment to be used for teaching and learning as well as administration. However, the ICT equipment provided to schools is not being fully utilised because there are no dedicated officials to support teachers with technical skills as well as uploading content on the learners' devices. The appointment of e-Cadres will assist schools to use ICT to transform teaching, learning, and management practices in schools. e-Cadres will also assist with the adoption of the NDMS by schools, for record keeping, tracking of key indicators such as attendance and for reporting purposes.

Rationale for the appointment of e-Cadres

A need has been identified to expedite the adoption of e-learning in primary and high schools, more especially in rural areas and in townships.

The e-Cadres will address systemic challenges through the following objectives:

(i)   Provide ICT Technical support to teachers and learners;

(ii)   Upload educational applications and content on teachers and learners' devices;

(iii)   Create interactive activities for learners;

(iv)   Assist in managing SA-SAMS and any Learning Management Systems (LMS) at schools;

(v)   Assist with the adoption and regular utilisation of the NDMS;

(vi)   Update Operating System software and applications; and

(vii)   Be responsible for charging and safe keeping of schools' ICT equipment.

e-Cadres must assist schools that did not submit their online e-Readiness Assessments to submit their assessment forms. The rationale for conducting the e-Readiness Assessment is to determine the level of ICT readiness across the following areas:

(i)   ICT Infrastructure;

(ii)   Connectivity;

(iii)   Curriculum and Digital Content;

(iv)   e-Administration; and

(v)   Teacher Development and Support.

Minimum requirements for Education Assistants appointed as e-Cadres

For Education Assistants appointed as e-Cadres, a candidate should have:

(a)   passed IT as a subject in Matric; **OR**

(b)   have a qualification in IT; **OR**

(c)   be in possession of a certificate course in IT.

Daily Activities for e-Cadres

(a)   Technical support

(i)   Provide ICT technical support to teachers and learners;

(ii)   Update software on teachers and learner's devices; and

(iii)   Responsible for charging and safe keeping the ICT equipment.

(b)   ICT Integration

(i)   The e-cadres will prepare interactive activities based on the ATPs;

(ii)   Assist teachers to setup the ICT equipment such as data projectors and other related technologies; and

(iii)   Check if teachers and learners can access online activities.

(c)   Administrative support

(i)   Upload the Annual Teaching Plans (ATPs) on the teacher's devices;

(ii)   Update learners' information on the SA-SAMS/ CEMIS/ NDMS;

(iii)   Type question papers and memos; and

(iv)   Upload of DBE content on the school servers, teachers, and learners' devices.

9.3   Placement of Reading Champions

Each school should appoint at least two Reading Champions for meaningful impact. The Reading Champions should work with learners in the **Foundation and Intersen Phases**. An EA appointed for curriculum support can double up as a Reading Champion, and one appointed as a Reading Champion can double up to support an educator in the classroom.

Rationale for the appointment of Reading Champions

The o**bjectives** of the programme are to support the:

(i)   pursuit of improved reading outcomes which has been disrupted by COVID-19 and resulted in need for recovery;

(ii)   need to provide support to learners in schools who have lost teaching and learning time; and

(iii)   instilling of a love of reading across the nation.

In its conceptual design, the Reading Champions component of the PYEI in the Basic Education Sector aims to:

(i)   Improve learner engagement in reading including (reading culture, reading access, mobilisation, and support);

(ii)   Inculcate a culture of reading in schools; and

(iii)   Provide Reading Champions with life skills to increase their opportunities beyond the PYEI.

Minimum requirements for a EAs appointed as Reading Champions

For EA appointed as Reading Champions the candidates should have passed English as a subject at Matric level and have a demonstrable passion for reading.

● **Reading Champion in the Foundation Phase**

(a)   Fully fluent in Home Language used at school (oral and writing); and

(b)   A good reader.

● **Reading Champion in the Intermediate and Senior Phases**

(a)   Proficient in Home Language used at school and in the school's LoLT which may be English or Afrikaans; and

(b)   A good reader.

Activities for Reading Champions

(i)   Activate reading activities (storytelling, reading, singing and fun & games);

(ii)   Involve Parents and caregivers (to continue with reinforcement at home);

(iii)   Plan and initiate a Community Reading club (before, during and after);

(iv)   Create a print rich environment (with children's work); and

(v)   Display books (to promote book selection).

9.4 Placement of Care and Support Assistants (CSA)

The CSAs should be attached to a Life Orientation teacher. They can be used in subjects such as Arts and Culture, and dance, and support learners with homework activities, etc., depending on the subjects that a school offers. In addition, the CSAs will serve to address several challenges faced by learners, among which is to mitigate against the risk of dropout. Societal problems create barriers to learning for thousands of vulnerable children and youth, worsened by poverty. Adult mortality rate, especially in the COVID-19 era, and cross travel work patterns affect parental involvement. While bullying and sexual violence are a complex problem for management and reporting. The deployment of CSAs creates an avenue through which vulnerable children can be supported. The person appointed in this capacity should, among other things, assist with after school activities, as required by the school.

Minimum requirements for appointment as a CSAs

For the youth to be placed as a CSA, the candidate should have a minimum of matric/ Grade 12. The youth that possess a qualification in a **Social Services Profession, including Child and Youth Care Worker** or **Psychology** should be prioritised and placed in schools.

Daily Activities will include:

1.   Identify & Map local stakeholders for assistance in the provision of psychosocial support, awareness campaigns and information sessions (such as Department of Social Development Service Point, Healthcare Facilities, Department of Home Affairs Service Point, NGOs proving PSS and Material Support, including Childline, Lifeline and other Child Service Community Based Organisations).

2. Support with linkages and referrals learners that needs PSS interventions, through the School Based Support Team guidance

3. Report to the School Based Support Team (SBST) on learners experiencing challenges for further intervention and / referral.

4. Identify and follow up learners that dropped out of school.

5. Coordinate awareness campaigns and information sessions addressing Learner PSS needs

6. Compile and keep records of the identified learners in need of support. Maintain confidentiality.

7. Compile and submit monthly reports (statistical and narrative).

9.5   Sport Enrichment Assistant

Each school should appoint at least one GSA as a SEA. The person appointed in this capacity should, among other things, assist with after school activities, as required. The GSA appointed as a SEA should be attached to a Life Orientation teacher. They can be used in subjects such as Arts and Culture, dance, etc. depending on the subjects that a school offers

Minimum requirements for a GSA appointed as a SEA

For GSAs **placed as SEAs,** the candidates should have a demonstrable passion for Sports, OR Arts and Culture.

Daily/Weekly Activities for GSAs appointed as SEAs

(a)   Use 2022 registration list to separate learners into houses;

(b)   Compile list of houses according to different age groups/gender;

(c)   Compile a list of activities undertaken at the school;

(d)   Identify and recommend an extra code of sport or Arts/Culture to be introduced;

(e)   Undertake basic audit of sport/arts equipment available at school; and

(f)   Keep a journal of daily and weekly activities undertaken.

(g)   Compile sport fixtures;

(h)   Publish the results of games/ matches and other activities;

(i)   Compile the register of learners participating in co-curricular, extramural, and extra-curricular activities;

(j)   Promote learner participation in co-curricular, extramural, and extra-curricular activities;

(k)   Participate in intra school team selection matches;

(l)   Develop learners to act as referees, umpires, score keepers and technical officials; and

(m)   Record and share some of the activities happening in schools.

Day	Activities
Monday	Sport activities (Intra school sport Leagues 16 Codes with special focus on **Chess and**

Day	Activities
	Athletics)
Tuesday	Arts and Culture (**Performing arts**: dance, drama, singing, poetry, stand-up comedy, and **Visual arts**: painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts etc.)
Wednesday	Indigenous Games (Kho Kho, Jukskei, Kgati, Dibeke, Ncuva, Morabaraba)
Thursday	Co-curricular (debates, speech contests, spelling bees, symposia)
Friday	Fitness/ aerobics Programme

9.6   Placement of Handymen and women

Handymen can help with the general upkeep and maintenance of school facilities, to ensure that the useful life of these education facilities is prolonged by decreasing the rate of deterioration. Keeping school facilities maintained makes them habitable and safe environment for the day-to-day users of the facilities and that teaching and learning takes place in a safe, hygienic and conducive environment. Keeping school facilities maintained also ensures the occupational health and safety of facility users.

. **Minimum requirements for appointment as a handyman**

Youth placed as handymen should have an interest in any aspect of the built environment. Possession of a minimum built environment qualification or a **trade certificate is an added advantage** as the youth will need to have the basic technical skills to complete some of the maintenance tasks.

Responsibilities of handymen

(i)   Assessment of the condition of the school

(ii)   Compile a maintenance plan for work to be undertaken

(iii)   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

–   Cleaning and maintenance of gardens and grounds

–   Cleaning of indoors of core, specialist and common areas (including classrooms, corridors and ablution facilities

10 Generic guide on how teachers should work with Assistants (Curriculum, e-Cadres, Reading Champions, and CSAs)

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

(a) Prepares the classrooms/ laboratories for lessons;

(b) Marks the register;

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

(d) Collects materials such as Atlases, maps, globes, etc. that were used during the lesson and stores them;

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

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

(g) Maintains order in the classroom and good behaviour among learners;

(h) Supports learners and assists them to complete tasks;

(i) Supervises learners as they work in groups;

(j) 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;

(k) 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

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

11 Period of applicability of the guideline

This guideline shall remain applicable until the end of the PYEI Phase IV. Schools are required to adhere to its provisions when appointing and placing EAs and GSAs to support teachers. The Implementation Framework and Training Plan provisions remain applicable to all processes in the implementation of the PYEI Phase IV.

Annexure 1 Job Description – Curriculum Assistant

JOB DESCRIPTION

A. JOB INFORMATION SUMMARY

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

B. JOB OBJECTIVE/PURPOSE

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

C. KEY RESPONSIBILITIES

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

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

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

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

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

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

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

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

F.   JOB DESCRIPTION AGREEMENT

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

SCHOOL STAMP

APPROVED

Annexure 2 Job Description – Curriculum Assistant

JOB PROFILE OF CURRICULUM ASSISTANT

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

OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	**Supervision of Curriculum Activities:** o The Curriculum Assistants (CAs) should support teachers/ educators in all curricula related activities and minimise teachers' administrative work load. o The CAs should keep files to record all the curriculum activities assigned to him/her by the school. o The CAs should/ could: o 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. o Help prepare the relevant resources that will be needed for teaching and learning, e.g., resource material, worksheets, etc. o Enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject. o 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 CA, can be established among learners to discuss their work, and support each other. o Provide emotional support where learners can confide in him/her and try to assist directly or seek help the learner. o Supervise study periods, provide extra classes, assist learners with homework to keep learners engaged.
JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	*Minimum Qualification* o Matric / Grade 12 / NQF level 4 o At least 40% achievement (level 3 pass) in the subjects they will be placed in o Having a teaching qualification is an added advantage *Target* o 18 – 34-year-old school leavers or graduates
	Minimum requirements **Foundation Phase, Intermediate and Senior Phases** o Proficient in the Language of Learning and Teaching (LoLT) of the school they are placed at; o Fully fluent in Home Languages used at school reading, speaking, and writing; o Proficient in the school's First Additional Language; o Passionate about languages (Home Languages and FAL) of the schools they are placed in; o Passionate about Mathematics; o Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase). **FET Phase** o Proficient in the Home Language used at school and in the school's Language of Learning and Teaching (LoLT); o Passionate about the FET subjects they have been placed to assist teachers in; o Knowledge of subject choices, subject combinations and how they link with fields of further studies, Learnership and various career paths.

	Skills and competencies: o Effective Communication o Interpersonal skills o Working with Children o Flexible and adaptable o Administration and Organisation o Problem Solving o Solution Driven **Personality traits** o Supportive o Encouraging o Responsive o Calm demeanour o Patience
SALIENT INFORMATION/PARAMETERS OF WORK ENVIRONMENT:	o Must reside near the school at which they will work o Must be available for the duration of the initiative o Resignations should be in writing (however should an Assistant not present themselves for 7 days, this will be regarded as abscondment and therefore termination of duty)
WORKING CONDITIONS:	Working hours as stated in the Conditions of Placement

JOB DESCRIPTION AGREEMENT

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

SCHOOL STAMP

Annexure 3 Job Description – Reading Champion

JOB DESCRIPTION FORM

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

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

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

JOB DESCRIPTION AGREEMENT

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

SCHOOL STAMP

APPROVED

Annexure 4 Job Description – e-Cadre/ ICT Champions

JOB DESCRIPTION FORM

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

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

WORKING CONDITIONS	**Working hours** Up to 8 hours a day 40 hrs a week

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

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

SCHOOL STAMP

APPROVED

Annexure 5 Job Description – Care and Support Assistant

JOB DESCRIPTION FORM	

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

A. JOB OBJECTIVE/PURPOSE

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

B. KEY RESPONSIBILITIES

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

C. KEY COMPETENCIES

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

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

D. Ethical Considerations

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

E. LEARNING INDICATORS

QUALIFICATIONS

● Be in possession of a National Senior Certificate/Matric (Grade 12) or equivalent qualification.

- No work experience is required.
- The youth that possess a qualification in a Social Services Profession, including Child and Youth Care Worker or Psychology should be prioritised and placed in schools.

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

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

SCHOOL STAMP

APPROVED

Annexure 6: Job Description - Sport and Enrichment Assistant

JOB DESCRIPTION FORM

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

A.   JOB PURPOSE

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

B.   KEY RESPONSIBILITIES

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

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

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

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

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

C.   KEY COMPETENCIES

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

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

D.   JOB DESCRIPTION AGREEMENT

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

MENTOR		
NAME AND SURNAME IN PRINT PRINCIPAL	SIGNATURE OF PRINCIPAL	DATE
	SCHOOL STAMP	45

JOB PROFILE
A. JOB INFORMATION SUMMARY

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

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

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

Type of Work to be undertaken

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

Day to day minor maintenance –

● Cleaning of indoors of core, specialist and common areas (including classrooms, corridors and ablution facilities) sweeping, wiping, scrubbing, dusting and polishing of surfaces,

● Picking up of papers and disposing thereof in designated areas (waste bins or waste disposal area),

● Cleaning and maintaining gardens, grounds, landscapes, open spaces, playgrounds and sports fields, including cutting lawns, trimming and shaping of trees, planting flowers and trees, installing grass patches, watering gardens and lawns, de weeding,

● Cleaning storm water drainage systems, gutters, downpipes, water channels, drains, removal of debris and unblocking and splashing with water.

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

D. JOB DESCRIPTION AGREEMENT

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

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

APPROVED

Annexure 8: Recruitment Checklist

PROVINCIAL LOGO AND CONTACT INFORMATION	

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

COMPILER

NAME AND SURNAME IN PRINT	SIGNATURE& DATE	SCHOOL STAMP

PRINCIPAL

NAME AND SURNAME IN PRINT	SIGNATURE & DATE	SCHOOL STAMP

CIRCUIT MANAGER
APPOINTMENT SUPPORTED / NOT SUPPORTED

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

DISTRICT COORDINATOR / DIRECTOR

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

Annexure 9: Sample Letter for Acceptance of Offer and Declaration

School Stamp

I _____ ID NO:

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At _____ School on _____2022

I further declare that:

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

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

I _____ the principal of _____ confirm that this declaration was signed in my presence and contents therefore explained to the assistant who has confirmed that HE/SHE by signing understands the contents

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

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

Schools are expected to:

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

2. Conduct shortlisting

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

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

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

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

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

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

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

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

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

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

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

14. Hold regular meetings with EAs and GSAs

15. Manage performance

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

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

Annexure 11: Performance Assessment Form

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE IN THE BASIC EDUCATION SECTOR

Monthly Performance Report: Education Assistant / General School Assistant

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

Rate the performance of Education Assistant / General School Assistant

1. General Factors

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

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

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

Employee's Remarks:

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

APPROVED

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI)

SALARY ADVICE

School Letter Head

PAYMENT NO.	TAX NUMBER	IDENTITY NUMBER	SURNAME & INITIALS

JOB TITLE:	NAME OF SCHOOL:

PROVINCE:	DISTRICT:

BANK NAME	BANK ACCOUNT	PAYMENT PERIOD	GROSS SALARY	DEDUCTIONS	NETT SALARY
			R4 122.25	R81.62	R4 040.63

EARNINGS		DEDUCTIONS	
DESCRIPTION	AMOUNT	DESCRIPTION	AMOUNT
STIPEND	R 4 081. 44	TAX RSA	R 000.00
CASH ALLOWANCE TOWARD EMPLOYER'S CONTRIBUTION FOR UIF	R 40.81	UIF 2%	R81.62

Annexure 13: 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 14: Register for Training Attended

NAME OF PROVINCE	
NAME OF DISTRICT	
NAME OF SCHOOL	
CIRCUIT	
NAME OF TRAINING	E.G. ORIENTATION /

WEEK / DATE			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NAME	SURNAME	CATEGORY (CA / RC / CSA, Handyman/women eCadre, SEA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

ASSISTANT TO SIGN ONLY ON DAYS THEY ATTENDED TRAINING

DECLARATION FOR CORRECTNESS OF INFORMATION

<div style="border:1px solid #000; height:260px; text-align:center;">

School Stamp

</div>

I _____ **Principal of** _____

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

➢ Recruitment processes were with integrity, transparent and adhered to DBE guidelines.

➢ No Assistant was unfairly advantaged above others due to relations with SGB or SMT members

➢ Needs analysis of the school was done to ascertain categories of Assistant/s required

➢ Youth placed in my school meet the requirements as stated in the Recruitment Guideline

➢ Youth placed

➢ Youth signed placement contract

➢ Youth are assigned a mentor/supervisor

➢ Youth are assigned duties relevant to the job they are appointed for.

➢ The Curriculum Assistant are supporting teachers in classrooms, they are assigned in the correct subjects as per guideline

➢ The Reading Champions are supporting reading in school, are placed at the correct grades as per guideline

➢ The eCadres / ICT Champion are assisting teacher and learners with ICT, are assisting with NDMS and SASAMS/CEMIS

➢ The PSSA are supporting learners throughout the day.

➢ Handyman/woman are assisting with school infrastructure maintenance (NOT JUST GARDENING)

➢ Youth are encouraged to attend training offered in the project

➢ Youth are managed and regarded as part of employees of the school

➢ Youth's performance is assessed continuously to add value to their career growth

➢ Money allocated to the school for the initiative is utilised for the purpose intended

➢ Youth will be paid the correct amounts as stipulated in the framework

➢ Youth placed in my school will be supported in their career planning and growth.

➢ Youth will receive testimonial at the end of the project or phase, whichever comes first.

➢ The school will implement the National Data Management System (NDMS) as the official reporting system for PYEI.

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

<div style="border:1px solid black; padding:40px; text-align:center;">

School Letterhead

</div>

TO WHOM IT MAY CONCERN

PLACEMENT REFERENCE

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

ID NO.

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

Initiative (PYEI) as follows:

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

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

1	
2	
3	
4	
5	

Yours sincerely

_____

PRINCIPAL

<div style="border:1px solid black; padding:40px; text-align:center;">

School Stamp

</div>

DATE:

PROVINCIAL LOGO

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

I declare that:

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

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

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

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

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

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

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

J739

REPUBLIC OF SOUTH AFRICA

FORM 8

[Regulation 17(2)]

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

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

Date: ....

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

(a)   an employer in respect of an employee;
(b)   a licensing authority in respect of an applicant;
(c)   a relevant authority in respect of an applicant;
(d)   an employee contemplated in respect of his or her own particulars;
(e)   a person contemplated applying for a licence or approval to manage or operate any entity, business concern or trade in relation to the supervision over or care of children or persons who are mentally disabled in respect of his or her own particulars;
(f)   a person contemplated in section 48(2) applying to become a foster parent, kinship care-giver, temporary safe care-giver or adoptive parent in respect of his or her own particulars; or
(g)   any person whose particulars appear on the Register in respect of his or her own particulars.

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

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

*Delete whichever is not applicable

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

J739

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

....

SIGNATURE OF APPLICANT

(If application is not submitted electronically)

CHECKLIST

APPOINTMENT DOCUMENTS: EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

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

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

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

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

DISTRICT OFFICE			
	PRINT NAME	SIGNATURE	DATE

APPROVED