IMPLEMENTATION FRAMEWORK FOR THE BASIC EDUCATION EMPLOYMENT INITIATIVE (BEEI) TO SUPPORT TEACHING AND LEARNING IN SCHOOLS

DBE AND PEDS IN COLLABORATION WITH DEL-UIF AND IDC IS IMPLEMENTING THE KWANTU PAYMENT SYSTEM

PHASE V

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

employment & labour
Department:
Employment and Labour
REPUBLIC OF SOUTH AFRICA

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Implementation Framework for the Basic Education Employment Initiative (BEEI) to support teaching and learning in schools

DBE and PEDs in Collaboration with DEL-UIF and IDC is implementing the Kwantu Payment System

PHASE V

2025

This document is meant to guide the implementation of the programme

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GLOSSARY OF TERMS

ACRONYM	TERM
AGSA	Auditor General of South Africa
BCEA	Basic Conditions of Employment Act
BCM	Business, Commerce and Management subjects
BEM	Boy Education Movement
CA	Curriculum Assistant
CCMA	Commission for Conciliation Mediation and Arbitration
CDE	Centre for Development Enterprise
CEM	Council of Education Ministers
CFO	Chief Financial Officer
COIDA	Compensation for Occupational Injuries and Disease Act
CRAM	Coronavirus Rapid Mobile Survey
CSA	Care and Support Assistant
CSTL	Care and Support for Teaching and Training
CV	Curriculum Vitae
CWP	Community Work Programme
DBE	Department of Basic Education
DEL	Department of Employment and Labour
DG	Director-General
DHA	Department of Home Affairs
DoJ&CD	Department of Justice and Constitutional Development
DPMT	District Project Management Team
DPSA	Department of Public Service and Administration
DPWI	Department of Public Works and Infrastructure
DSD	Department of Social Development
EAs	Education Assistants
EFT	Electronic Funds Transfer
ELRC	Education Labour Relations Council
EPWP	Expanded Public Works Programme
ERGS	Early Grade Reading Study
FAL	First Additional Language
FET	Further Education and Training
GEM	Girl Education Movement
GSAs	General School Assistants
HEDCOM	Heads of Education Departments Committee
HOD	Head of Department
HR	Human Resources
IDC	Industrial Development Corporation

ACRONYM	TERM
ICT	Information and Communication Technology
IT	Information Technology
LOLT	Language of Learning and Training
LSEN	Learners with Special Education Needs
MEC	Member of Executive Council
MST	Mathematics, Science and Technology
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDMS	National Data Management System
NDP	National Development Plan
NEET	Not in Education, in Employment or Training
NGO	Non-Governmental Organisation
NIDS	National Income Dynamics Study
NPMN	National Pathway Management Network
NQF	National Qualification Framework
NSFAS	National Student Financial Aid Scheme
NSSF	National School Safety Framework
NYDA	National Youth Development Agency
ODG	Office of the Director-General
OECD	Organisation for Economic Co-operation and Development
OER	Open Education Resources
PAIA	Promotion of Access to Information Act
PCR	Police Clearance Record
PEDs	Provincial Education Departments
PES	Presidential Employment Stimulus
PFMA	Public Finance Management Act
PIRLS	Progress in International Reading Literacy Study
PMT	Project Management Team
POA	Programme of Assessment
POPIA	Protection of Personal Information Act
PPCT	Provincial Project Coordinating Team
PPMT	Provincial Project Management Team
PPN	Post Provisioning Norms
PSC	Project Steering Committee
PSET	Post School Education and Training
PSS	Psycho-Social Support
BEEI	Presidential Youth Employment initiative
QLFS	Quarterly Labour Force Survey
QLTC	Quality Learning and Teaching Campaign

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

The following acronyms are used for the provinces:

EC Eastern Cape

FS Free State

GP Gauteng

KZN KwaZulu-Natal

LP Limpopo

MP Mpumalanga

NC Northern Cape

NW North West

WC Western Cape

1. Problem Statement

1.1 Research findings on problems and challenges in education:

The Basic Education Employment Initiative (BEEI) a component of the Presidential Employment Stimulus (PES) is a strategic response by the South African government to address two critical challenges: high youth unemployment, inequality amongst youth and poverty. This programme further supports the Basic Education with assistants that help in reducing administrative burdens on teachers. This initiative aligns with various research findings that underscore the necessity for educational support personnel and the urgency of creating employment opportunities for young South Africans.

Research indicates that despite higher educational attainment compared to previous generations, many South African youths face significant barriers to employment. Factors such as inadequate basic skills, limited work experience, and insufficient career guidance contribute to this predicament. Moreover, a lack of social networks and rising discouragement further exacerbate the situation, leaving many young individuals disconnected from both the labor market and educational opportunities.

In the educational sector, studies have highlighted the importance of early childhood development and foundational learning. For instance, over 80% of 10-year-olds in South Africa struggle with reading comprehension, a challenge that can be addressed by integrating additional support staff into schools. Such personnel can help promote literacy and numeracy, thereby improving educational outcomes from an early age.

The BEEI directly responds to these findings by employing young individuals as Education Assistants and General School Assistants in public schools. These roles not only provide much-needed support within the educational system but also offer young people valuable work experience and skills development opportunities. Since 2021, the initiative had successfully created over 1.1 million job opportunities for youth aged 18 to 35, demonstrating its effectiveness in addressing both educational support needs and youth unemployment.

In summary, the BEEI serves as a practical intervention that bridges the gap between educational support requirements and the pressing issue of youth unemployment in South Africa. By aligning with research insights on education and employment, the initiative contributes to building a more robust educational system while empowering young South Africans with meaningful employment

1.2 Paraprofessionals in schools

Through the Presidential Youth Employment Initiative – Basic Education Employment Initiative (PYEI-BEEI), schools were provided with Education Assistants to support teaching and learning. The Assistants have a myriad of qualifications, including education. However, a qualification in education is not a prerequisite. The concept of having an educator working with an assistant is well established in other countries. Where this is an established practice, the assistants are regarded as paraprofessionals. They may not be certified/qualified teachers; however, they are vital members of a school's support staff. In other developed countries, paraprofessionals are also referred to as Teacher Assistants or Classroom Assistants, or in the case of the BEEI, Education Assistants (EAs). They work alongside and under the supervision of a qualified teacher. A paraprofessional may work with learner one-on-one or in small groups to reinforce learning that the teacher has already taught and may not mark books or discipline learners. They may provide extra support during or after a teacher's lesson. They may also lead small group activities, allowing the teacher to support students in other ways.

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

Should South Africa consider inclusion of paraprofessionals in schools, consideration must be taken of approaching the Education Labour Relations Council (ELRC) and the Department of Public Service Administration (DPSA) for advice on the matter, for inclusion on organogram, drafting of operational plans, work-plans, job specifications and descriptions, conditions of service and benefits thereof.

2. Situational Analysis of unemployment

2.1 Definition of youth in South Africa

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

2.2 Lessons learned during recruitment process in Phase I, II, III and IV.

The large number of applications received in all Phases I to IV was an indication that the BEEI is a necessary and valuable intervention by the Government. Further spinoffs of the intervention are that it has the potential to help with community upliftment, attract young people into the teaching profession, as well as encourage youth to take ownership of schools in their communities. Through Phase I, II, III, and IV more than 1.1 million job opportunities were created for youth in South Africa. This was achieved through the support of SGBs, School Principals, Circuit Managers, District Officials, Provincial Officials, Departmental Officials, NGOs and other stakeholders and partners. The support and collaborations with other government departments.

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

	PHASE I	PHASE II	Phase III	Phase IV
Job Opportunities created	318 000	267 000	245 000	248 000
Commencement Date	1 Dec 2020	1 Nov 2021	1 April 2022	Feb: 1st Cohort May: 2nd Cohort
End Date	30 Apr 2021	31 March 2022	31 Aug 2022	30 Sept 2023
Duration	5 months	5 months	5 months	Feb – Sept – 8 months – 1st Cohort May – Sept – 5 months – 2nd Cohort KZN: 1 March – 30 Sept 2023 (7 months)
Training areas	5 + 1	6 + 1	6 + 1	6 + 1
Stipends	R 3500	R3817.44	R4081.44	R4081.44
Funding	R7 billion	R6 billion	R6.1 billion	R6.45 billion (National)
Saving of Posts	YES	NO	NO	NO

3. Background

Phase I of the Presidential Employment Stimulus (PES) was implemented from 1 December 2020 until 31 March 2021. The Basic Education Sector implemented the BEEI component of the PES. To facilitate implementation, the National Treasury funding was allocated to Provincial Education Departments (PEDs), which was disbursed as an add-on to Equitable Share the Basic Education Employment Initiative (BEEI) is a flagship programme for the Presidential Employment Stimulus (PES). The Basic Education sector was allocated R7 billion, R6 billion, R6.149 billion, R 6.4 billion for the financial years 2020/21; 2021/22; 2022/23 and 2023/24 respectively. This was made available as an add-on to the equitable share of the Provincial Education Departments.

Since its inception in December 2020, the BEEI has created +/- 1,100 000 job opportunities, for youth between the ages of 18 – 35. These are job opportunities created in Phase I +/- 318 000, Phase II +/- 274 000, Phase III +/- 264 000 and Phase IV +/- 245 000. Phase I of the initiative was implemented from 01 December 2020 to 31 March 2021, Phase II over the period 1 November 2021 – 31 March 2022, Phase III from April to August 2022 and Phase IV from 1 February to 30 August 2023.

In Phase I, one of the key components of Phase I was the implementation of the saving of posts component, for which R 2,4 billion was allocated. Through this component of the initiative, a total of 33 549 posts were saved from 2 790 schools that applied for the relief. The saving of posts did not form part of Phase II as it was a once off intervention in Phase I to alleviate the pressure exerted by the outbreak of COVID-19 on fee-charging public and independent schools, which resulted in them not being able to optimally collect school fees. Phase V will be funded through National Treasury and Unemployment Insurance Fund (UIF) of Department of Employment and Labour (DEL). The major funder being DEL-UIF.

Table 2: Comparison of overall budget allocation for Phase I - V

Budget Component	Phase I Allocation ('000)	Phase II Allocation ('000)	Phase III Allocation ('000)	Phase IV Allocation ('000)	Phase V Allocation ('000)
No. of Job Opportunities	319 000	287 000	274 000	255 100	158,4 UIF 46,000 NT
Stipends	R 4 511 513	R 5 486 127	R 5 621 425	R 6 247 052	R 3 801 648 UIF R 1 110 552 NT
1% UIF employer contribution	R 45 115	R 54 861	R 56 215	R 62 471	R 38 016 UIF R 11 105 NT
Provincial Project Management	R 10 800	R 45 012	R 54 000	R 54 000	R60 mil
Training	R 44 668	R 414 000	Part of Provincial Distribution	Part of Provincial Distribution	R100 mil UIF R400 mil NT
Contract Period	5 months	5 months	5 months	8 months 7 months 5 months	6 months
Data	None	None	R 26 795	R 45 918	R 25 200
Provincial Allocation (Feb, March & Training)	None	None	R 701 955	R 48 160	-
Saving of posts	R 2 431 818	R 0,00	R 0,00	R 0,00	R0.00
Total allocation to PEDs	R 6 998 800	R 6 000 000	R 6 194 000	R 6 457 601	
DBE Oversight, Monitoring and Support	R 1 200	R 0	R 5 000	R 5 400	R10 mil

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

Training is a key component of the initiative. In Phase I, each PED was allowed to use an equivalent of one per cent of the funds allocated for stipends to provide training for the Assistants. The allocation for training was increased significantly in Phase II, in Phase III the allocation for training was minimised since the youth were transitioned from Phase III. In Phase IV, training allocation was a portion of the budget. Phase V bring two components of training, one being the training related to the support provided to schools and the other being the Exit Opportunities. The Training budget is centrally located with DBE and the Exit opportunities budget is centrally located at IDC.

4. Phase V

Considering the limited resources available, the target for the 2025/26 Financial Year is to provide 204 676 job opportunities to youth at ages between 18 and 35, **158 402** UIF funded, **and 46 274** NT funded. Thereby making the BEEI in the Basic Education Sector the large-scale public employment initiative.

Table 3: Allocation of employment opportunities per province in Phase V

Province	ALLOCATION OF JOB OPPORTUNITIES PER PED PHASE V from MAY 2025 UIF FUNDS	ALLOCATION OF JOB OPPORTUNITIES PER PED PHASE V from MAY 2025 NT FUNDS	TOTAL
EC	22218	6491	28709
FS	8829	2579	11408
GP	28005	8181	36186
KZN	35336	10322	45658
LP	21179	6187	27366
MP	13540	3955	17495
NC	3744	1094	4838
NW	10593	3094	13687
WC	14959	4370	19329
Total	158402	46274	204 676

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

5. Project Overview

5.1 Project Aims

The BEEI, which forms part of the PES, seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. The Basic Education Sector is implementing a large-scale public employment initiative targeting to create 204 676 job opportunities for unemployed youth who are 18 – 34 years old. For eligibility, the youth should be turning 35 years old on or before 31 March 2026, meaning at the time of their appointment, they should be 34 years old. The 18-year-old youth should have turned 18 years old when applying. The term of the contract will be from 1 June – 30 November 2025.

Through phases I, II, III and IV of the initiative, the data collected after placement of the youth indicated that a noticeable number of unemployed youths placed on the PYEI-BEEI had post-matric qualifications in various fields. Phase V will also seek to provide experiential learning whilst endeavouring to ensure that those who have a teaching qualification or are interested in teaching as a field of study would be directed to paths that will lead them to obtain a teaching qualification. **Therefore, Teacher Graduates with a BEd qualification at level NQF 7 will be prioritised so that they receive the much needed experiential learning that would increase their chances of employability.** The DBE will provide an implementation plan that the PEDs can use in the implementation of the initiative **(Annexure 1),** Risk Management Plan **(Annexure 2)** and the budget allocation **(Annexure 3);** as well as the allocation of job opportunities to PEDs**.**

5.2 Project Objectives

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

(a) Provision of Curriculum Assistants, provide **support to sector priorities such as Science Technology, Engineering and Mathematics (STEM)., which are gate way subjects. Reading and Literacy**, **supporting teachers in classrooms** and **support reading initiatives** in schools and communities.

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

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

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

(e) To provide Laboratory and Workshop Assistants that will provide support for STEM subjects in schools with Laboratories and Workshops as mainly teachers in those schools require enough time to prepare for practical tasks, neither do science educators.

6. Project Description

The BEEI is part of a public investment in a mass employment strategy to stimulate and encourage economic activity, whilst reducing youth un-employment as well as providing relevant work experience. The initiative is aimed at providing fixed term contract employment opportunities to the youth between the ages of 18 and 34, turning 35 on or before 31 March 2026. 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 the BEEI, it is envisaged that fixed term job opportunities will be created for 206 676 unemployed youth in the 18 – 34 years old age cohort, who will be placed in schools to gain meaningful experience. These opportunities will be created in all public schools (Public Ordinary and LSEN schools) across the nine provinces. In keeping with employment equity targets, the initiative aims to place 2% of people living with a disability and 65% females.

Priority will be given to small and micro-schools, multi-grade schools, schools for learners with special education needs (LSEN), schools in rural and township areas, focus schools, vocational streams, occupational streams, schools offering technical skills, and schools with hostels. Prioritisation will also extend to specific sector priorities - such as Science, Mathematics, Engineering and Technology (STEM), Reading and literacy, ICT, as well as school phases, grades and subjects, and the specific needs of the school identified by the DBE.

6.2 Who qualifies to be considered for placement as an Assistant?

(a) Youth that was part of the BEEI Phase I-IV, however, must meet the requirements for Phase V

(b) Youth at age 18 – 34 years (18 or above when applying, or 34 turning 35 on or before 31 March 2025)

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

(d) One opportunity per household

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

(f) Youth, NOT in Education, NOT in Employment, NOT in Training (NEET) – however, exemption is provided to the youth studying teaching undergraduate degree through distance or remote learning should be prioritised to receive work-integrated learning as required by many employers

(g) Youth in possession of NQF level 6 or 7 qualifications will be prioritised

(h) Youth NOT studying full-time

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

(j) Youth NOT in a Learnership

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

(l) Youth WITHOUT criminal record/s (as evidence by a Police Clearance Record (PCR), required to be produced when invited for an interview)

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

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

(o) Youth that have a valid South African Identity Book/Card

6.3 Principles to follow when recruiting

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

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

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

(iii) To ensure that the **initiative reaches as many households as possible**, and that **many receive the training and exposure of the work experience**,

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

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

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

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

(viii) GSAs will be placed to assist with Infrastructure Maintenance as Handymen or women or Laboratory Assistants or Workshop Assistants.

(ix) 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;

(x) 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

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

7. Project Planning

The target for Phase V is to give job opportunities to 158 402 and 46 274 (204 676) unemployed youth. The Assistants should be paid a monthly stipend of R4 000 per month, this is inclusive of 1% of unemployment insurance fund of employee with additional R30.00 for six months allocated for data of the young person. The employer will also contribute 1% of UIF, making the total UIF 2%. The 2% UIF will be paid to the Department of Labour and Employment.

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

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

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

(ii) For recruitment refer to the recruitment guideline.

8. Project Implementation

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

8.1 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; - **LSEN Schools should be allocated GSAs positions as they do not require Matric, and it will**

allow the school to appoint their former learners, most of them have skills but not matric/grade 12 certificate.

(ab) No-fee schools (Prioritise Primary Schools – Foundation Phase)

(ac) Schools with multi-grade classes;

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

(ae) Rural and Township Schools;

(af) Sector priorities (ECD, Foundation Phase – Literacy and Numeracy; Science, Technology, Engineering, Mathematics, ICT, and Infrastructure maintenance)

(ag) Schools of skills should be allowed to appoint GSAs

(ah) 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 4: Guidance provided to PEDs on the allocation of available opportunities to schools

ITEM DESCRIPTION	KEYNOTE	ADDITIONAL NOTES
Curriculum Assistants	minimum 2 per school	No-fee High Schools including (targeting SP and FET)
Reading Champions	minimum 4 per school	All No Fee primary schools and LSEN
eCadres	1 per school +/- 20 000	No-fee schools and LSEN
Care and Support Assistants	1 per school +/- 20 000	No-fee schools and LSEN
Handypersons	1 per school +/- 20 000	No-fee schools and LSEN
Sports and Enrichment Assistants (SEA)	1 per school +/- 15 000	No-fee schools and LSEN
Laboratory Assistants	1 per school	High schools with functional Laboratories
Workshop Assistants	3 per school	Technical High Schools & Schools of Skills

NB: In Primary Schools the roles of Curriculum Assistant and Reading Champions will be collapsed in one = READING CHAMPIONS

Technical Schools and Schools of Skills will receive Workshop Assistants ONLY.

(aa) Allocation of both EAs and GSAs

- ✓ The assistants appointed from the same ranked list provided by SAYouth (at a date determined by DBE & Harambee in consultation with PEDs).
- ✓ **minimum of 5 Assistants (3 EAs and 2 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 8 Assistants (6 EAs and 2 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.

(ab) 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 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 (for FET Phase - content subjects ONLY).

(ab) two Reading Champions (Primary Schools to receive .

(ac) eCadre;

(ad) Care and Support Assistant.

(ae) Handypersons.

(af) Laboratory Assistant;

(ag) Workshop Assistant (Focus Schools);

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

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

8.2 Advocacy and advertising

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

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

(iii) The advert will run for duration agreed upon by DBE/Harambee/PEDs

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

(aa) Media Statements

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

(ac) Community Radio stations;

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

(ae) Social media platforms and local media houses.

(af) Third parties or private partners

8.3 Ranked lists from SA Youth Mobi

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

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

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

8.4 Formation of the Interview panels, shortlisting

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

8.5 Distribution of Ranked Lists

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

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

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

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

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

8.6 Recruitments, Selection, appointments, and onboarding

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

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

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

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

(iv) School pricipal must call the SGB meeting where the interview panel will be constituted.

(v) The SGB must sign off the panel for the interview.

Table 6: Minimum requirements for each of the six individual functional areas

FUNCTIONAL AREA	MINIMUM REQUIREMENT	MATRIC and NQF 7	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 LoLT of the school** 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 or **Matric plus knowledge of IT**	Yes	Diploma in IT IT Certificate
CSAs	should have passed matric have the love for care and support for people (learners); having Child and Youth Care worker certificate should serve as an added advantage	Yes	Qualification in Child and Youth Care Worker (CYCW) certificate, or any social sciences certificate of qualification
Handypersons	should have interest in infrastructure related jobs environment.	Yes	Trade certificate
Laboratory Assistant	Matriculation certificate with Physical Sciences and Life Science	Yes	Bachelor's/ Diploma with Science Subjects
Workshop Assistant	Matriculation certificate with Engineering Subjects (preferably from a Technical High School)	Yes	Artisan qualification, Bachelor's/ Diploma with Engineering Subjects

8.7 Documents required

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

(aa) Certified copy of identity document/ passport.

(ab) Curriculum Vitae (CVs).

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

(ad) Affidavit/ declaration by applicant stating he has no criminal record supported by a police clearance record (PCR).

(ae) **NQF Level 6 or 7** qualification certificate – for EAs, applicants with **NQF level 6 or 7 and above** will have an added advantage.

8.8 Selection criteria

(i) The SGB must sign off the panel for the interview.

(i) The selection of EAs / GSAs will be done at school level by the panel approved by the SGB.

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

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

A. Curriculum Assistants

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

Minimum requirements

Foundation Phase, Intermediate and Senior Phases

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

FET Phase

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

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

B. Reading Champions

➢ For EAs to be appointed as Reading Champions, the candidate should have passed any South African Language as a subject at **Matric level** and have interest in reading**. An NQF level 6 or 7 qualification will be an added advantage.**

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)
- A good reader

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

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

C. eCadres

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

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

D. Care and Support Assistant (CSAs)

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

KNOWLEDGE

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

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

E. Handypersons

- For GSAs placed as handypersons, the candidate should have an interest in infrastructure related jobs;
- Should have knowledge of any infrastructure maintenance jobs;
- Having any trade certificate is an added advantage;
- A job description for youth placed as Handypersons is attached as **Annexure 10.**

F. Sport and Enrichment Assistants (SEA)

- For youth **placed as SEAs,** the candidate should have an interest in Sports, OR Arts and Culture.
- A job description for youth placed as SEA is attached as **Annexure 11.**

G. Laboratory Assistants (LA)

- For youth **placed as LAs,** the candidate should be in possession of a Matriculation certificate with Science subjects and Mathematics.
- A job description for youth placed as LA is attached as **Annexure 12.**

H. Workshop Assistants (WA)

- For youth **placed as WAs,** the candidate should be in possession of a Matriculation certificate with Engineering Subjects (preferably from a Technical High School).
- A job description for youth placed as WA is attached as **Annexure 13.**

8.9 Interviews and recommendation

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

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

(iii) SGB must sign off, the list of successful or recommeded candidates.

(iv) The successful candidates should be invited to sign the placement contracts – also referred to as the Conditions of Placement

(Annexure 14) – code of conduct **(Annexure 15)** and job descriptions.

(v) The successful candidates should resume duty once the contract is signed, depending on project start date.

(vi) The details of recommended/successful candidates should be approved by the District and shared with IDC for upload in the Payment System. This is mandatory.

(vii) The school principal is to sign the declaration and send it back to the province via the district **(Sample declaration letter Annexure 16).**

8.10 Vetting process

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

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

Application form for Police Clearance Record (PCR) – **Annexure 17** – SAPS

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

8.11 Placement

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

(a) inform the successful candidates of their appointment.

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

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

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

(e) Successful youth invited to come and sign the contract, should also sign the **Acceptance and declaration letter that states they have no criminal record, are not in education**, not in employment and not in training **(Annexure 19).** The declaration also confirms that the person is not in receipt of any other government grants and does not receive any other income. The declaration letter should also indicate that the candidate will complete the compulsory online training before assuming their duties.

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

8.12 Job description

The DBE has provided a sample job description per category of placement that the school can customise per EA / GSA, according to their needs. See **Annexure 5, 6, 8 – 13.** The school is expected to ensure that each EA/GSA appointed is provided a job description/work plan and this document is signed by both the assistant and the mentor/principal.

8.13 Conditions of Placement for Youth placed in the BEEI in the Basic Education Sector

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

(ii) The Conditions of Placement **(Annexure 14)** will be inclusive of the Code of Conduct **(Annexure 15)** for youth placed in the BEEI in the Basic Education sector.

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

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

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

8.14 Orientation and support

The implementation of the orientation will follow the cascading model, in terms of which the National 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.

Generic Orientation and Digital Literacy for Assistants

(a) The DBE has developed the orientation programme for the youth appointed as part of the BEEI. 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 offered to complete the on-line NSSF training.

(d) The Assistants will be offered 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.

8.15 Training of Assistants on their roles

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

The DBE has identified eight (8) critical areas to train the youth, however these will depend on the category the youth is placed in. These are:

(i) Curriculum – support for teachers in classrooms;

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

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

(iv) Handypersons – on infrastructure maintenance;

(v) eCadres on ICT integration in classrooms, administrative support, will act as the timekeeper;

(vi) Laboratory Assistants – provide teachers with support in laboratories for a safe teaching and learning environment and enhancement of learners' experiences; and

(vii) Workshop Assistants – provide teachers with support in technical workshops for safe teaching and learning environment and enhancement of learners' experiences

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

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

8.16 Performance Management of Assistants

The purpose of performance management is to improve the performance of EAs and GSAs. Regular performance reviews help create a culture that promotes personal success. EAs and GSAs need the reinforcement of knowing that their contributions are valued by the SMT and SGB. The review process offers several benefits to the school, thus generating an atmosphere of excellence. Performance reviews assist the SMT to establish guidelines to track employee strengths and weaknesses, offer feedback for improvement and promote further training. A template for Performance review is attached **(Annexure 21 – Performance Assessment form).** The performance assessment of assistants may also take consider the attendance of the youth. A template for keeping record of attendance is provided as **Annexure 22.**

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

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

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

(b) Achievements as per job description

(c) Activities completed

(d) Skills acquired

(e) Training

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

8.17 Misconduct and Disciplinary procedures

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

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

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

(c) discipline is the responsibility of an employer;

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

- **(i)** have a fair hearing in a formal or informal setting;
- **(ii)** are timeously informed of allegations of misconduct made against them;
- **(iii)** receive written reasons for any decision taken; and
- **(iv)** have the right to appeal against a finding or

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

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

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

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

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

8.18 Relevant Legislation

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

(a) Labour Relations Act, 1995;

(b) Basic Conditions of Employment Act, 1997;

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

(d) The South African Schools Act, 1996;

(e) Public Service Act, 1994;

(f) The Occupation Health and Safety Act, 1993

(g) The Skills Development Act, 1998,

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

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

(j) Employment Equity Act, 1998.

9. Exit pathways

The BEEI aims to lead youth into pathways out of poverty, by linking participants to other opportunities beyond their involvement as EAs and GSAs. IDC as mandated by UIF and the Presidency to offer Exit Opportunities to young people, will provide guidelines on how will PEDs access the opportunities for the youth of the PED. This will be done by linking them with SAYouth.mobi, as part of the National Pathway Management Network (NPMN), with the following key focus areas:

- Training and learning (emphasis on Life skills and entrepreneurship)
- Linkages to other opportunities (earning, funding, or learning)
- Self-sustainability (starting of small enterprises or finding other opportunities)

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

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

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

10. Project Management

10.1 Roles and responsibilities

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

11. Stakeholders Involvement

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

Figure 1: Stakeholder involvement in the BEEI-BEEI

12. Governance and Management Arrangements

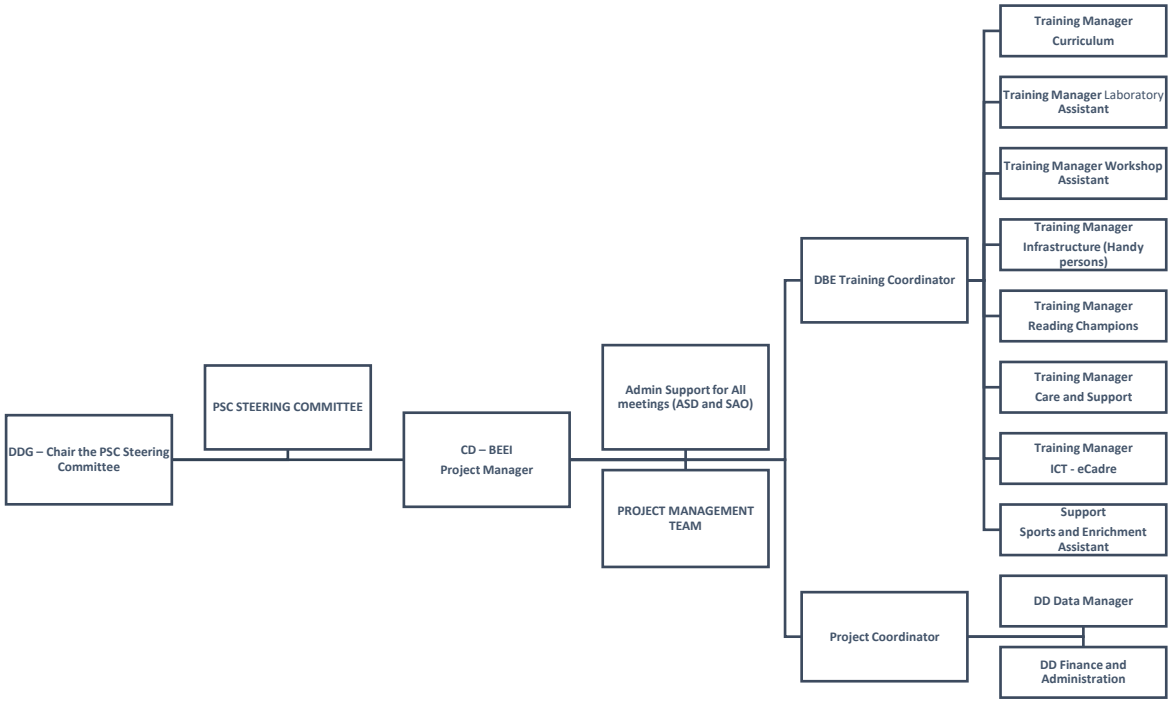
12.1 DBE level

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

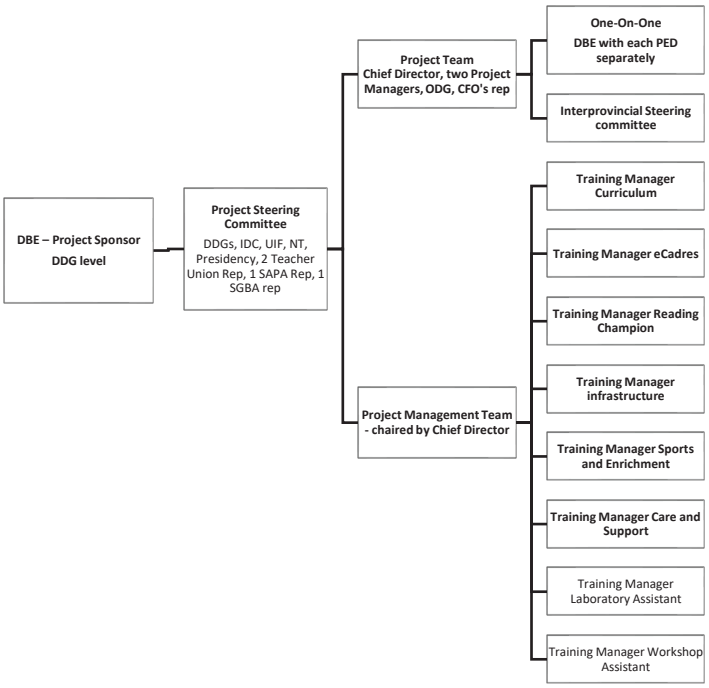
The monitoring and support of the Project will be undertaken by two Committees at the National Department of Basic Education. These will be the Project Steering Committee (PSC) and the Project Management Team (PMT). The PSC will be chaired by the Deputy Director-General as delegated by the Director-General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

GOVERNANCE AND MANAGEMENT OF PROJECT

Figure 2: Proposed governance and management organisational structure at National Level



GOVERNANCE FOR THE MEETINGS



The PMT will be headed by the Deputy Director-General, appointed by the Director-General. The PMT will comprise of officials from the CFO's office, who are suitably assigned to play a role in the monitoring and oversight of the Project. Furthermore, each affected branch will nominate at least one official to form part of the PMT. There will also be a representative from the Office of the Director-General (ODG). Each PED will deploy its Project Manager to form part of the Interprovincial Committee. Among other things, the PMT will be responsible for oversight and coordination of monitoring and support of the Project. It will also oversee reporting by the DBE to the Presidency and National Treasury.

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

12.2 Provincial level

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

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

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

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

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

12.3 Provincial Project Management

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

12.4 Critical Role played by HR in the project

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

Figure 3: Role of HR in BEEI-BEEI

12.5 Reporting protocols

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

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

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

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

12.6 Frequency of reporting

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

12.7 Format of reporting and reporting tools

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

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

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

13. Monitoring, Support and Oversight

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

14. Risk management

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

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

15. Fraud management (whistle blowing)

(a) What is Fraud

When it comes to fraud in the public sector, issues such as bribery, corruption, and misuse of authority during public procurement often are easy examples. These practices usually involve misuse of entrusted power for personal gain, often including cash given “under the table” so there is very little or no financial statement evidence that a crime has occurred. Such crimes are uncovered in most cases through tips or complaints from third parties, often via a fraud hotline, or are detected during internal reviews, external audits, and by financial inspections. Frauds within the public sector, may originate from both internal and external sources. Internal frauds can be committed by any employee at any level within the organiza-

tion. Fraud can range from small-scale abuse of travel expenses (S & T claims) to large-scale frauds involving high-value contracts and breaches of controls that could have serious and material consequences. In the BEEI implemented by Basic Education sector, fraud may be committed at any level from National, Provincial, District, Circuit, or school level. It may vary from large scale to small scale fraud.

(b) Examples of fraud

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

(c) How to deal with Fraud committed in BEEI

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

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

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

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

16. Financials

16.1 Payment process

The Medium Term Expenditure (ENE) allocation of R1.6 billion for the periods of 2025/26, is allocated for the implementation of the BEEI in the Basic Education Sector. A top-up of the budget of R4,013 billion from UIF that will be disbursed th IDC directly to the beneficiaries. A detailed breakdown is provided in **Annexure 3: Budget Requirements.** PEDs upon receipt/notification are required to draft the costed business plan for the project using the provincial treasury templates or the business plan templates which will be provided upon request by the PED.

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

16.2 Location of Budget allocation

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

- **Fund**: **Presidential Employment Initiative Fund**
- **Programme 7**: **Examination and Education Related Services**
- **Sub-programme: 7.3 – Special projects**
  - **Objective** of the sub-programme – to provide for special departmentally managed intervention projects in the education system as a whole.
- **ITEMS:**
  - **Compensation of employees**

- (Project Management – Payment of Project Team (New appointments or secondments of official into Project Team)
  - **Goods and Services**
- (Project Management operational cost (e.g. Transport Claims, Cellphone, and data)
- Training (online data, training facilitators, training materials – online and printed where necessary)
- Communication (Advocacy campaigns)
  - **Machinery and Equipment**
- (Tools of trade for project team – Laptops)
  - **Non-Profit Institution**
- **(Transfer payments** – Stipends, Data allocation for youth and UIF employer and employee to the Department of Employment and Labour (DEL))

16.3 Method of payment for National Treasury Funding

16.3.0.1. Direct transfer to schools – Transfers should be made upon confirmation of appointed assistants on the Kwantu Payment System (KPS) as well as attendance (time on attendance)

16.3.0.2. PERSAL payment – Appointments should be verified against the KPS.

16.4 Payment of Stipends for funds in IDC

16.4.0.1. Direct payment of beneficiaries – payments will be made upon confirmation of appointed assistants on the Kwantu Payment System (KPS) as well as attendance (time on attendance) – IDC will do the payments, the manual on how payments will be done will be provided by IDC.

16.5 Allocation Letter to Schools

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

16.5.0.1. Number of assistants allocated to the school

16.5.0.2. Budget allocation (amount) to be transferred for stipends

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

16.5.0.4. The grand total to be transferred

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

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

16.6 Bank Charges

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

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

16.7 Payments of stipends by schools and signing of payroll

The funder, that is Department of Employment and Labour, had agreed to the stipend of R4000.00 for Phase V.

16.7.0.1. The schools should ensure that stipends are in the individual assistants' accounts by the last day of each month. This date should be reflected on the payslip which must be given to the youth 2 – 3 days prior to the pay day. The payslips may be e-payslips where schools or districts have such facilities. This will assist the youth to know when their stipends will be in their accounts.

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

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

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

16.8 Payment of UIF for funds allocated to IDC

The PEDs are requested to contact Provincial offices of the DEL, to discuss the requirements for registering youth placed in the initiative as well as make arrangements on methods of registering the youth placed in the initiative from PED level and not each school on its own. The PEDs are requested to ensure that information required by IDC for payment of UIF is provided. This will enable IDC to make the payment employee (1%) and employer (1%), which totals 2%. PEDs must provide information of placements which will be verified against Kwantu Payment system. This will assist PEDs in complying with the policy requirements of DEL on UIF. However, the participation in the BEEI programme does not qualify as employment for contribution purposes in line with the Unemployment Insurance Act.

16.9 Payment of UIF for funds allocated to PEDs

The PEDs are requested to contact Provincial offices of the DEL, to discuss the requirements for registering youth placed in the initiative as well as make arrangements on methods of registering the youth placed in the initiative from PED level and not each school on its own. The PEDs are requested to make the monthly payment employee (1%) and employer (1%), which totals 2% for the total number of youth employed. This will assist PEDs in complying with the policy requirements of DEL on UIF. However, the participation in the BEEI programme does not qualify as employment for contribution purposes in line with the Unemployment Insurance Act.

16.10 Reconciliation

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

17. Audit

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

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

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

18. Kwantu Payment System (KPS)

IDC as mandated by Presidency and UIF-DEL provide training manual and training of officials for this area. The manual for Kwantu Payment System will be provided.

19. Management of Communications

19.1 Communications Strategy

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

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

(a) Strong Ministerial and MEC support

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

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

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

(e) Establishment of programme digital platforms:

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

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

(iii) Manage the online footprint and resource

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

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

19.2 Communications by Project Management

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

(a) **Contract** for the project

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

(c) process to follow in appointing;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The purpose of the PAIA is twofold:

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

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

Protection of Personal Information Act (POPI)

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

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

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

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

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

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

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

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

(e) is accurate and kept up to date;

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

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

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

21. Partnerships (leverage of existing partnerships)

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

22. Closeout report

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

23. BEEI Value add assessment report

The DBE working with IDC will contract a service provider or form a partnership to ensure that an impact study is undertaken and a report is produced that will inform policy development in the area of assistants in schools, the assistants' impact and influence on teaching and learning, as well as impact on performance of learners and learning outcomes. The cost for the impact study will be covered within the allocation made for training.

24. Conclusion

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

Annexure 1: Implementation Plan

ANNEXURE A: PROJECT IMPLEMENTATION PLAN			
ACTIVITIES	RESPONSIBILITY DBE/PED/SCHOOL	TIMEFRAME	RESOURCES
OUTPUT 1: PROJECT PREPARATION AND APPROVALS			
1. Drafting and approval of indicators and targets	DBE (SPR and Branches)	Apr-25	Funding availability, equipments and HR Capacity
2. Approval of the concept, implementation plan and budget proposal	DBE	Apr-25	Funding availability, equipments and HR Capacity
3. Establishing new calculation criteria	DBE/NT/Presidency	Apr-25	Funding availability, equipments and HR Capacity
4. Establish project teams for National level	DBE / Branches	Apr-25	Funding availability, equipments and HR Capacity
5. Drafting of conditions of the Framework and submission for NT inputs	DBE	Apr-25	Funding availability, equipments and HR Capacity
6. Drafting of Implementation Framework	DBE	Apr-25	Funding availability, equipments and HR Capacity
7. Allocation and approval letter from UIF	DBE/DEL-UIF/IDC	Apr-25	pending final Multiparty Financing Agreement (MFA) signed
8. Allocation and approval letter from DBE to PED	PEDs/DBE/IDC/DEL-UIF	Apr-25	pending final Multiparty Financing Agreement (MFA) signed
9. Establish project teams at DBE and at Provincial (consultation)	PEDs	Apr-25	Funding availability and signed MFA
10. PEDs drafting Business Plans and submitting to DBE for IDC	PEDs	Apr-25	Funding availability and signed MFA
11. Business Plans submitted for approval process	DBE/PEDs / NT and Provincial Treasuries	Apr-25	Funding availability and signed MFA
OUTPUT: 2 A. COMMUNICATIONS AND ADVOCACY			
1. Draft the Integrated Communications Strategy for approval	DBE	Apr-25	depends on final MFA signed
2. Briefing Session with HEDCOM SubCommittee on Communication	DBE/PEDs	Apr-25	depends on final MFA signed
3. PEDs draft the Communications Plans aligned to DBE	DBE/PEDs	Apr-25	depends on final MFA signed
4. Draft Communication Toolkit for dissemination to identified stakeholders	DBE	Apr-25	depends on final MFA signed
5. Briefing with Social Cluster - Special Meeting on Cluster Phase II PYEI	DBE	Apr-25	depends on final MFA signed
6. Develop Reporting Template for HEDCOM SubCommittee on Communication	DBE	Apr-25	depends on final MFA signed
7. Schedule bi-monthly/ monthly report back meetings with HEDCOM SubCommittee on Communication	DBE/PEDs	Apr-25	depends on final MFA signed
8. Establish Customer Relations Platforms for Rapid Response	DBE	Apr-25	depends on final MFA signed
9. Implementation of the Comms Strategy	DBE, DEL and PEDs	ongoing	depends on final MFA signed
10. Media Monitoring and Reporting (daily/weekly)	DBE and DEL and PEDs	ongoing	depends on final MFA signed
11. Media Production and coordination of material	DBE and DEL and PEDs	Apr-25	depends on final MFA signed
OUTPUT: 2 B CONSULTATION WITH INTERNAL STAKEHOLDERS			
Inform CEM	DBE	Apr-25	depends on final MFA signed
Inform HEDCOM	DBE	Apr-25	depends on final MFA signed

ANNEXURE A: PROJECT IMPLEMENTATION PLAN			
Inform Provinces	DBE	Apr-25	depends on final MFA signed
OUTPUT: 2 C CONSULTATION WITH EXTERNAL STAKEHOLDERS			
1. Microsoft	DBE/PEDs	Apr-25	use existing MOU/A
2. HP	DBE/PEDs	Apr-25	use existing MOU/A
3. LinkedIn	DBE/PEDs	Apr-25	use existing MOU/A
4. IBM	DBE/PEDs	Apr-25	use existing MOU/A
5. Oracle	DBE/PEDs	Apr-25	use existing MOU/A
6. Unilever	DBE/PEDs	Apr-25	use existing MOU/A
7. Anglo-American	DBE/PEDs	Apr-25	use existing MOU/A
8. Samsung	DBE/PEDs	Apr-25	use existing MOU/A
9. ETDP-SETA	DBE/PEDs	Apr-25	use existing MOU/A
10. Vodacom Foundation	DBE/PEDs	Apr-25	use existing MOU/A
11. Construction Education and Training Authority	DBE/PEDs	Apr-25	use existing MOU/A
12. MTN	DBE/PEDs	Apr-25	use existing MOU/A
13. TVET	DBE/PEDs	Apr-25	use existing MOU/A
14. Universities	DBE/PEDs	Apr-25	use existing MOU/A
15. Other Government Departments and Entities (e.g. DHET, DEL - UIF, SARS, Reserve Bank)	DBE/PEDs - DEL-UIF	Apr-25	use existing MOU/A
16. NGOs	DBE/PEDs - DEL-UIF	Apr-25	use existing relationships and structures to communicate the project
17. SACE	DBE	Apr-25	use existing relationships and structures to communicate the project
18. UNIONS	DBE/PEDs	Apr-25	use existing relationships and structures to communicate the project
OUTPUT 3: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER PROVINCE (DONE BY DBE/NATIONAL)			
1. Establish Criterion for identification of schools	DBE/PEDs	Apr-25	Reliable data
2. Calculations based on the criteria and allocation of EAs and GSAs per province	DBE/NT	Apr-25	
3. Communicating the final criteria and allocation to PEDs	DBE	Apr-25	Availability of officials
OUTPUT 4: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER DISTRICT AND SCHOOLS (DONE BY PROVINCE)			
1. Establish Criterion for identification of schools depending on provincial identified needs	PEDs	Apr-25	Reliable data
2. Identification of participating schools (non-participating schools to inform PEDs in writing)	PEDs/District	Apr-25	Availability of Data
3. Calculations based on the criteria and allocation of EAs and GSAs per district and schools	PEDs/District	Apr-25	
4. Communicating the criteria and allocation to DBE , SA Youth and schools	PED	Apr-25	Availability of officials
OUTPUT 5: RECRUITMENT - ADVERTISMENT			
1. Drafting of the advert for approval (each PED advert)	SA Youth	Apr-25	awaiting signed FMA - approval was done in September 2024
2. Drafting of PED and District support per province	SA Youth / PEDs	Apr-25	awaiting signed FMA - approval was done in September 2024
3. Creating opportunity card per school	SA Youth / PEDs	Apr-25	awaiting signed FMA - approval was done in September 2024
4. Meeting with PEDs to explain the recruitment process	SA Youth	Apr-25	depends on final MFA signed
5. Receiving the lists of schools that will not participate in Phase II	PEDs to SA Youth	Apr-25	depends on final MFA signed

ANNEXURE A: PROJECT IMPLEMENTATION PLAN			
6. Advertising the job opportunities	SA Youth, DBE, DEL-UIF	Apr-25	depends on final MFA signed
Receiving applications from young people and monitoring the application process	SA Youth	Apr-25	depends on final MFA signed
Providing (DBE, PEDs and IDC) updates on applications	SA Youth	Apr-25	depends on final MFA signed
7. Create long and short lists	SA Youth	May-25	depends on final MFA signed
8. Submitting lists to schools / Districts / PEDs and IDC	SA Youth / PEDs	May-25	depends on final MFA signed
OUTPUT 6: RECRUITMENT AND SELECTION OF PARTICIPANTS (SCHOOLS)			
1. Constitution of panels for interviews	School (SGB and SMT)	May-25	depends on final MFA signed, and resources made available for this task.
2. Drafting of interview questions	School (SGB and SMT)	May-25	depends on final MFA signed, and resources made available for this task.
3. Screening and selection of education assistants and General School Assistants	School (SGB and SMT)	May-25	depends on final MFA signed, and resources made available for this task.
4. Shortlisting, selection and invitation to interviews	School (SGB and SMT)	May-25	depends on final MFA signed, and resources made available for this task.
5. Interviews	School (SGB and SMT)	May-25	depends on final MFA signed, and resources made available for this task.
Appointed candidate list is submitted to circuit or district for ratification	PEDs, District and SMT	May-25	depends on final MFA signed, and resources made available for this task.
Consolidated appointed list ratified by PED/district get submitted to IDC	PED/District and IDC	May-25	depends on final MFA signed, and resources made available for this task.
6. Appointed candidates are captured on the IDC Kwantu	PED representative (District or Circuits)	May-25	depends on final MFA signed, and resources made available for this task.
OUTPUT 7: APPOINTMENT AND PLACEMENT IN SCHOOLS			
1. Youth that is successful is notified	School	May-25	depends on final MFA signed, and resources made available for this task.
2. EAs & GSAs arrive at school	PEDs/ Districts/ School	Jun-25	depends on final MFA signed, and resources made available for this task.
3. Signing of Contract, Job description and work plan	School	Jun-25	depends on final MFA signed, and resources made available for this task.
4. Allocation to classes and Mentor/Teacher	School	Jun-25	depends on final MFA signed, and resources made available for this task.
5. Orientation on school ethos and rules	School	Jun-25	depends on final MFA signed, and resources made available for this task.
6. Orientation - National Orientation Manual (online)	PEDs/District/School	Jun-25	depends on final MFA signed, and resources made available for this task.
7. Youth participate on the NSSF (online)	School & Assistants	Jun-25	depends on final MFA signed, and resources made available for this task.

ANNEXURE A: PROJECT IMPLEMENTATION PLAN			
8. Youth participate on the SOP for COVID (online)	School & Assistants	Jun-25	depends on final MFA signed, and resources made available for this task.
9. Youth participate on the online Financial Management course	School & Assistants	Jun-25	depends on final MFA signed, and resources made available for this task.
10. Youth participate on the Digital Literacy offered by DBE and Partner	School & Assistants	Jun-25	depends on final MFA signed, and resources made available for this task.
5. Training of Youth on various areas as identified by DBE and PED	School & Assistants	June - Nov 2025	depends on final MFA signed, and resources made available for this task.
OUT PUT 8: ORIENTATION			
1. Development of Orientation Manual	DBE	Apr-25	depends on final MFA signed, and resources made available for this task.
2. Drafting of schedule for orientation	DBE	Apr-25	depends on final MFA signed, and resources made available for this task.
3. Orientation workshops for Officials up to school level	DBE	Apr-25	depends on final MFA signed, and resources made available for this task.
4. Orientation Workshops for Assistants	DBE/PEDs/District	Apr-25	depends on final MFA signed, and resources made available for this task.
5. Follow-up training and support by PEDs	PEDs/Districts	Apr-25	depends on final MFA signed, and resources made available for this task.
6. Continuous training and support to EAs and GSAs	DBE/PEDs	Apr-25	depends on final MFA signed, and resources made available for this task.
OUT PUT 9A: LOADING OF CANDIDATES ON KWANTU FOR PAYMENT OF STIPENDS			
Consultations of PEDs and District officials	Kwantu and IDC	Mar-25	depends on final MFA signed, and resources made available for this task.
Build or develop the system	Kwantu and IDC	Mar-25	depends on final MFA signed, and resources made available for this task.
Training	Kwantu and IDC	Apr-25	depends on final MFA signed, and resources made available for this task.
Pilot	Kwantu and IDC	May-25	depends on final MFA signed, and resources made available for this task.
Full roll-out	Kwantu and IDC	Jun-25	depends on final MFA signed, and resources made available for this task.
OUT PUT 9B: PROCESSES FOR PAYMENT OF STIPENDS			
Appoint Payroll Admin for administration the payments	IDC	May/June 2025	depends on final MFA signed, and resources made available for this task.
Train the staff payment systems and processes	IDC	May/June 2025	depends on final MFA signed, and resources made available for this task.

ANNEXURE A: PROJECT IMPLEMENTATION PLAN			
Implement the payment	IDC	May/June 2025	depends on final MFA signed, and resources made available for this task.
Monthly Report on the payments and Kwantu processes to DBE and DEL-UIF	IDC	monthly	depends on final MFA signed, and resources made available for this task.
OUT PUT 10: TRAINING AND TRANSFER OF SKILLS			
1. Development of DBE Training Inventory or Skills Transfer Plan	DBE	May/June 2025	Officials knowledge and skills, use of NGOs, HEI, Partners
2. Development of Provincial Training Plan	Province	Apr-25	Officials knowledge and skills, use of NGOs, HEI, Partners
3. Drafting of implementation plan for training	Province	Apr-25	Officials knowledge and skills
4. Training and development workshop/s	PEDs / Districts / schools	Apr-25	Officials availability
5. Follow-up training and support by PEDs	PEDs / Districts / Schools	Ongoing	Officials availability
6. Continuous training and support to EAs and GSAs	PEDs / Districts / Schools	Ongoing	Officials availability
OUTPUT 11: PROGRAMME MONITORING, SUPPORT AND REPORTING			
1. Drafting of monitoring and evaluation plan	DBE for national Plan Provinces and District to draft their plan	Apr-25	depends on final MFA signed, and human and funding resources made available for this task.
2. Design and draft monthly reporting templates for PEDs	DBE	Apr-25	depends on final MFA signed, and human and funding resources made available for this task.
3. Communicate the monitoring plan, dates and reporting templates	DBE/PEDs	Apr-25	depends on final MFA signed, and human and funding resources made available for this task.
4. Receive monthly reports from PEDs	PEDs/DBE	Monthly	depends on final MFA signed, and human and funding resources made available for this task.
5. Ad-hoc monitoring on selected schools and districts per PED	DBE/PEDs - DEL-UIF	Monthly	depends on final MFA signed, and human and funding resources made available for this task.
6. Consolidate monthly reports	PEDs/DBE	Monthly	depends on final MFA signed, and human and funding resources made available for this task.
7. Submit the reports to DG, Minister, Presidency (PMO), DEL-UIF and NT	DBE	Monthly	depends on final MFA signed, and human and funding resources made available for this task.
8. Final report submitted to DG DBE and DEL-UIF DG for approval	DBE	Dec-25	depends on final MFA signed, and human and funding resources made available for this task.
OUTPUT 12: CLOSEOUT REPORT			
1. Consolidate the information received from various monitoring reports, and IDC on financial aspects	DBE and IDC	Dec-25	depends on final MFA signed, and human and funding resources made available for this task.
2. Provide first draft report	DBE and IDC	Dec-25	depends on final MFA signed, and human and funding resources made available for this task.
3. Editing of the second draft	DBE and IDC	Jan-26	depends on final MFA signed, and human and funding resources made available for this task.

ANNEXURE A: PROJECT IMPLEMENTATION PLAN			
4. Submiting the draft report for layout and design	DBE and IDC	Jan-26	depends on final MFA signed, and human and funding resources made available for this task.
5. Check the first draft that is typeset for corrections	DBE and IDC	Jan-26	depends on final MFA signed, and human and funding resources made available for this task.
6. Submit the report for DG-DBE and DG-DEL and Minister DBE - Minister DEL approval	DBE	Jan-26	depends on final MFA signed, and human and funding resources made available for this task.
7. Distribute the final approved report to DEL-UIF	DBE	Jan-26	depends on final MFA signed, and human and funding resources made available for this task.
8. Distribute the final approved report to all stakeholders	DBE	Mar-26	depends on final MFA signed, and human and funding resources made available for this task.

Annexure 2: Risk Management Plan

CRITICAL AND STRATTEGIC MATTERS/RISKS	Risk description (something occurs)	Actions to improve management of the risk
Provincial Business Plans	(a) Business plans not drafted, approved and and submitted timeously. (b) Business plans not aligned to the National Implementation framework. (c) Delays in submission of Business Plans to DBE	(i)HODs will be alerted via DG of the outstanding and/ unapproved business plans (ii) PEDs will be alerted of misalignment to Implementation Framework (iii) Project Managers will be engaged weekly to check progress (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings
Allocation of Job opportunities per PED	(a) Inability of PEDs to appoint targeted number of assistants including targets for disability.	(i) DBE to monitor progress of the implementation of the project (ii) HODs will be alerted through a letter of progress against target, be requested to indicate how he will ensure that targets are met. (iii) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (iv) Project Managers will be engaged weekly to check progress
Provincial Committees to manage the project (PPSC and PPMT)	(a) PPSC and PPMT not constituted/ formed. (b) relevant officials not being part of the PMT	(i) HOD will be alerted via DG signed letter, since without committees as provincial level the project will not progress (ii) Project Managers will be engaged weekly to check progress
Training and Orientation on Implementation	(a) Delays in constituting core provincial training teams to coordinate training activities by PEDs (b) Inadequate planning for orientation and training for Districts, Circuits ans Schools on the implementation of the project. (c) Late appointment of training coordinators	(i) HoDs requested to appoint Training Coordinators as part of the Provinvial Project Management Teams (ii) The DBE will provide guidelines for training of District, circuit officials and schools on the implementation on the project. (iii) HoDs requested to appoint Training Coordinators as part of the Provinvial Project Management Teams
Appointments of Educator Assistants and General School Assistants	(a) Appointment of assistant who do not meet the minimum requirements	(i) Using various structures of authority in DBE to communicate about the project - Heads of Education Department Committee (HEDCOM), Council of Education Minister's (CEM), School Governing Bodies (SGBs), Principals Association, Unions, National Alliance of Independent Schools Association (NAISA)
Training for Educator Assistants and General School Assistants	(a) Lack of training provided to assistants in priority areas identified by DBE	(i) Project Managers to provide update on training for assistants during one-on-one and interprovincial meetings.
Payment of Stipends- Kwantu Payment System (KPS)	(a) Lack of training on the Kwantu Payment System (b)Delays in the capturing and payment of assistants stipends (c) Incorrect capturing of assistants details on the Kwantu Payments System. (d)Pro-rata basis not applied on the payment of stipend. (e) Insufficient support staff for Kwantu Payment System at the District and school level.	(i) Training for all users of the Kwantu system (ii) DBE will provide a guideline on the calculation of pro-rata payment of stipends.

ANY RISKS TO IMPLEMENTATION AND HOW THESE WILL BE MITIGATED

See excel spread sheet attached

Annexure 3: Budget allocation for Phase IV implementation

BASELINE BUDGET FOR 2025/26

UIF Funding of R4,013 billion

PROVINCE	Total no. of jobs from the R3.871billion excluding IDC fees of R141 million	TOTAL FOR STIPENDS(R 4000 x 6), 1% for Employer, R30 X6 months data	* R30 X 6 months data for timekeepers	EXIT OPPORTUNITIES	** Project Management Fees	TOTAL
EC	22218	479,538,592	887,760	14,026,518		557,057,900
FS	8829	190,547,815	151,020	5,573,529		222,273,043
GP	28005	604,439,786	273,420	17,679,881		699,521,845
KZN	35336	762,649,762	930,060	22,307,528		881,413,040
LP	21179	457,098,991	648,720	13,370,159		531,113,584
MP	13540	292,227,258	277,560	8,547,656		338,876,615
NC	3744	80,804,141	74,520	2,363,523		96,481,677
NW	10593	228,627,710	241,200	6,687,367		265,984,953
WC	14959	322,865,944	171,720	9,443,838		373,868,364
IDC					41,167,180	41,167,180
NATIONAL	158 402	3,868,176,840	3,655,980	100,000,000	41,167,180	4,013,000,000

* Timekeepers - Funds will be used for appointment of district admin support for Kwantu payment system.

** IDC - R 41 million is for project management for the payment system for BEEI Phase V

National Treasury Funding of R1.6 Billion

The split of R1.6 billion											
Provinces	**No of Schools**	**No. of Learners**	**% split per province= PED no. of learners/national no. of learners**	**Total Job Opportunities (No. of assistants)**	**Total Stipends(R4000*6), 1% UIF Employer*6, R30 Data *6**	**Training**	**Project Management Fees**	**Total cost (Training + Project management fee)**	**National Treasury Amount**	**DBE ENE**	**PROVINCIAL ENE**
EC	4,932	1,778,000	14.03%	6,491	158,499,652	56,106,071	7,197,700	63,303,772	221,803,423	56,106,071	165,697,352
FS	839	706,500	5.57%	2,579	62,980,880	22,294,117	5,825,764	28,119,881	91,100,760	22,294,117	68,806,644
GP	1,519	2,241,100	17.68%	8,181	199,782,660	70,719,526	7,797,814	78,517,340	278,300,000	70,719,526	207,580,474
KZN	5,167	2,827,700	22.31%	10,322	252,075,065	89,230,111	8,776,709	98,006,821	350,081,886	89,230,111	260,851,774
LP	3,604	1,694,800	13.37%	6,187	151,082,795	53,480,635	7,003,518	60,484,154	211,566,949	53,480,635	158,086,314
MP	1,542	1,083,500	8.55%	3,955	96,588,511	34,190,623	6,818,349	41,008,972	137,597,483	34,190,623	103,406,860
NC	414	299,600	2.36%	1,094	26,707,815	9,454,094	3,835,461	13,289,555	39,997,370	9,454,094	30,543,276
NW	1,340	847,690	6.69%	3,094	75,567,250	26,749,469	5,925,194	32,674,663	108,241,912	26,749,469	81,492,443
WC	954	1,197,100	9.44%	4,370	106,715,373	37,775,353	6,819,490	44,594,843	151,310,216	37,775,353	113,534,863
DBE							10,000,000	10,000,000	10,000,000	10,000,000	
Total	**20,311**	**12,675,990**	**100.00%**	**46,274**	**1,130,000,000**	**400,000,000**	**70,000,000**	**470,000,000**	**1,600,000,000**	**410,000,000**	**1,190,000,000**
DBE WILL RECEIVE ITS OWN PROJECT MANAGEMENT FEES + TRAINING COSTS FOR EACH PROVINCE = R400 MIL +R10 MIL = R410 MIL											

* ENE - Estimates of National Expenditure

Total Number of Job Opportunities

Province	ALLOCATION OF JOB OPPORTUNITIES PER PED PHASE V from JUNE 2025 – UIF FUNDS	ALLOCATION OF JOB OPPORTUNITIES PER PED PHASE V from JUNE 2025 – NT FUNDS	TOTAL
EC	22218	6491	28709
FS	8829	2579	11408
GP	28005	8181	36186
KZN	35336	10322	45658
LP	21179	6187	27366
MP	13540	3955	17495
NC	3744	1094	4838
NW	10593	3094	13687
WC	14959	4370	19329
Total	158402	46274	204676

Annexure 4: Secrecy Form for Departmental Officials (PED, District, Circuit, School)

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 BEEI.

(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 BEEI, 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**

Annexure 5: Job Description – Curriculum Assistant

JOB DESCRIPTION

A. **JOB INFORMATION SUMMARY**

NAME AND SURNAME	STIPEND: R4 000. 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

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.

2. **After the lesson:**

(i) Collects resource materials or learner books if applicable.

(ii) Provides learners with notes to help summarise the lesson where necessary.Notes the learners with content gaps for assistance during intervention classes.

(iii) Provides informal tasks/ remedial work/ home work for reinforcement

3. **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.

4. **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.

5. **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 plus NQF level 6 and 7

(ii) Teaching Qualification is 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

Annexure 6: Job Description – Reading Champions

JOB DESCRIPTION FORM	
NAME AND SURNAME	STIPEND: R4 000. 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 and NQF Level 7 qualification *Target* • 18 – 34-year • Having a teaching qualification is an added advantage *Minimum requirements* **Foundation Phase** • Fully fluent in Home Language used at school (oral and writing) • A good reader **Intermediate and Senior Phase** • Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans • A good reader ***Skills and competencies:*** • Effective Communication • Interpersonal skills • Working with Children • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven
	Personality traits • Supportive • Encouraging • Responsive • Calm demeanour • Patience
WORKING CONDITIONS:	Work hours • As stated in the Orientation Manual (up to 8 hours a day /40 hr a week) • If applicable make mention of the facts that the incumbent will be required to travel locally and/or internationally, work regular overtime and/or during weekends, etc.

JOB DESCRIPTION AGREEMENT

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

SCHOOL STAMP

Annexure 7: Guidelines for the Recruitment of Reading Champions

Activity	Notes
IDENTIFY THE NEEDS IN SCHOOLS	• Strategise with the relevant directorates in the Curriculum branch to identify the need in Quintile 1 to 4 schools. • Work with schools and districts to identify: - How many Reading Champions are required (on average 2 per school)? - If the need is higher in a particular phase ○ Encourage schools to actively work with province/districts on the appointments
ADVERTISE THE OPPORTUNITY	• Advertise the opportunity on all available platforms such as notice boards at schools and circuit offices, within the community, municipal offices, NGO platforms, etc. • Make sure the advert states: - Job overview and requirements (as per the attached job specification) - Job timeline - Applicant specifications (application from, CV, etc.) - Where to access the application form - Submission details (closing date, where to submit, etc.)
START APPLICATION PROCESS	• Access databases of unemployed youth from lists of applicants in BEEI Phase II (SA Youth list for Phase II)
SHORTLIST CANDIDATES	• Identify candidates that best meet the required criteria from the application pool. • Make a short list of candidates. Select 4 applicants for each position to interview. • Inform candidates by phone and text of the interviews and ensure that they confirm.
INTERVIEW CANDIDATES	• Hold the interviews at the school, following COVID-19 protocols. • Interview candidates one at time and schedule interviews to last for 20 minutes. • Suggested questions are provided below. • Assess and evaluate the candidates' competencies against the profile of the ideal candidate.
POST INTERVIEW ACTIONS	• Decide on successful candidates • Inform successful candidates of their selection. • Work with Circuit or District to finalise contracting
HIRE & INDUCT READING CHAMPIONS	• Welcome and help the newly appointed Reading Champions settle well into their positions and environments at school

Suggested Interview Questions:

1. Tell me about yourself
2. What are your strengths?
3. What languages are you proficient in (speaking, reading, writing)?
4. What is the title of the most recent book you have read? Why did you/ did you not enjoy it?
5. Tell us about you as a reader/ your passion for reading?
6. Why are you interested in this role?
7. How do you think you can add value to this role?

Annexure 8: Job Description – eCadres

JOB DESCRIPTION FORM

NAME AND SURNAME	STIPEND: R4 000. 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 qualification • Having a qualification in IT OR a certificate course in IT) (NQF level 6 and 7 is an added advantage) ***Target*** • 18 – 34-year-old
	Minimum requirements • Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans
	Skills and competencies: • Effective Communication • Interpersonal skills • Flexible and adaptable • Administration and Organisation • Problem Solving • Solution Driven

KEY RESPONSIBILITIES	**Before the lesson:** ○ Check if all IT equipment are fully functional ○ Distributes ICT resources for use ○ Compile a register with serial numbers of the teachers and learners' devices ○ Apprises the teacher of absence or any matter that warrants the teacher's attention **During the lesson:** ○ Ensures that learners follow the teacher's instructions. ○ Distributes IT equipment to be used learners during the lesson. ○ Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing. ○ Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. ○ Assists, monitors, and supports group activities. **After the lesson:** ○ Collects IT resource from the learners if applicable. ○ Check all the IT equipment are in good working order. ○ Notes the learners with content gaps for assistance during intervention classes. ○ Provides informal tasks/ remedial work/ home work for reinforcement
WORKING CONDITIONS	**Working hours** • Up to 8 hours a day • 40 hrs a week

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

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

SCHOOL STAMP

Annexure 9: Job Description – Care and Support Assistant

JOB DESCRIPTION FORM

NAME AND SURNAME	STIPEND: R4 000 Less 1% of UIF
PROVINCE:	DISTRICT:
CIRCUIT:	SCHOOL NAME:
EMIS NUMBER:	JOB TITLE: Care and Support Assistant (CSA)
PERIOD START DATE:	PERIOD END DATE:

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.

A. **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).

B. **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.

C. **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

D. **LEARNING INDICATORS**

QUALIFICATIONS

- Be in possession of a National Senior Certificate/Matric (Grade 12) and equivalent qualification at NQF level 7
- No work experience is required.

JOB DESCRIPTION AGREEMENT OF eCadres OR ICT Champion

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

SCHOOL STAMP

Annexure 10: Job Description – Handypersons

JOB PROFILE

A. **JOB INFORMATION SUMMARY**

NAME AND SURNAME	STIPEND: R4 000 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 re-placeable 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

Annexure 11: Job Description – Sport and Enrichment Assistant

JOB DESCRIPTION FORM

NAME AND SURNAME	STIPEND: R4 000 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:

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

During the lesson:

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

After the lesson:

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

After School Programme

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

C. **KEY COMPETENCIES**

KNOWLEDGE

- Sport, arts and culture and other enrichment programmes

QUALIFICATIONS

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

D. **JOB DESCRIPTION AGREEMENT**

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

SCHOOL STAMP

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

Logo and cover page of PROVINCE

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

1. INTRODUCTION

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

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

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

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

2. DEFINITIONS

2.1 In this Document –

‘’**Department”** means the Provincial Education Department

‘’**Employer”** means the Provincial Education Department or person acting on behalf of the employer

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

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

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

‘’**EA**’’ means Education Assistant further categorised as Curriculum Assistant, Reading Champion, eCadre/ICT and Care & Support Assistant, Laboratory Assistant and Workshop Assistant

‘’**GSA**’’ means General School Assistant further categorised as Handyperson and Sport and Enrichment Assistant.

“youth” means a young person that is between ages 18 – 34 years, that is turning 35 on or before March 2026.

“youth in LSEN school” means a person that is between ages 18 – 39 years, that is turning 40 on or before March 2026.

Assistant Initial: _____ Date: _____

3. CONTRACT PERIOD

The contract period for Phase V of BEEI in the province - Department of Education extends from 1 June 2025 to 30 November 2025

4. TERMS OF-EMPLOYMENT

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

4.1.1 Basic Conditions of Employment Act 75 of 1997;

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

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

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

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

5. NORMAL HOURS OF WORK

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

5.1.1 More than forty hours in any week;

5.1.2 On more than five days in any week; and

5.1.3 For more than eight hours on any day.

5.2 There will be no payment for work done overtime

6. MEAL BREAKS

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

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

7. WEEKLY REST PERIOD

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

8. VACATION LEAVE

8.1 The EA/GSA is entitled to 1.8 days' vacation leave for every full month that the EA/GSA has worked in terms of the contract. A total of 11 days for 6 months. The leave days are not transferable from one month to the other.

Assistant Initial: _____ Date: _____

9. SICK LEAVE

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

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

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

9.3.1 Absent from work for more than one day; or

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

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

10. SCHOOL HOLIDAYS

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

10.2 When schools close, all staff members are on recess, the EA/GSA are also on recess

11. FAMILY RESPONSIBILITY LEAVE

11.1 To qualify for Family responsibility, leave, the EAs/GSAs must work five days per week, then they are entitled to **three days of paid family responsibility leave each for the term of contract** in the following circumstances-

11.1.1 When the employees' child is sick;

11.1.2 In the event of a death of –

11.1.2.1 The employees' spouse or life partner;

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

Assistant Initial: _____ Date: _____

12. STATEMENT OF CONDITIONS

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

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

12.1.2 The employers' name and address;

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

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

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

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

12.1.7 The start and end dates of the contract.

13. MATERNITY AND PATERNITY LEAVE

Whilst the BEEI is a short-term initiative with a limited time contract, that is aimed at the development of youth, the youth placed on the programme will be allowed one week's paid maternity leave. Since the school will require a warm body to assist with the duties, then additional days required for maternity leave will be unpaid, however, the Assistant is advised to apply for UIF whilst on maternity leave.

14. STUDY LEAVE

14.1 EAs / GSAs do qualify for paid study leave, two days per subject written, meaning one day study purposes and one day for exam purposes.

15. KEEPING RECORDS

15.1 Every employer and school principal must keep written records of at least the following per Assistant-

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

15.1.2 copy of an acceptable EA/GSA identification;

15.1.3 Payments made to each EA/GSA;

15.1.4 Attendance register;

15.1.5 Performance records;

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

15.1.7 Certificates of Trainings attended including Orientation

15.1.8 Police Clearance Record (PCR)

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

Assistant Initial: _____ Date: _____

16. PAYMENT

16.1 The EA/GSA is entitled to a gross monthly stipend of R4000.00 per month for each full month worked. There will be a 1% deduction for UIF, which is R40.00, that will result in a net stipend of R3960, then an additional R30.00 for data will be paid, totalling R3990.00. The R30 rands for data may be paid separately, not added to the stipend.

16.2 A pro rata payment will be made if the EA/GSA does not work the full month. Payment will be calculated at R132.49 for each day worked in the month. Refer to the Pro-rata guideline.

16.3 In the first month, the full stipend will be paid irrespective of the start date.

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

16.5 An employer must pay all stipends in full every month into an employee's bank account and on the last day of the month, as stipulated in the placement contract.

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

16.7 Should there be deductions due to pro-rata, the candidate must be informed.

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

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

16.9.1 The period on which payment is made;

16.9.2 The number of tasks completed or hours worked;

16.9.3 The EA/GSA's earnings.

16.9.4 Any money added as incentive (eg money for Data)

16.9.5 Any money deducted from payment.

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

Assistant Initial: _____ Date: _____

17. DEDUCTIONS

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

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

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

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

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

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

18. HEALTH AND SAFETY

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

18.2 The EA/GSA must-

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

18.2.2 Obey all health and safety instructions;

18.2.3 Obey all health and safety rules of the employer;

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

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

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

19. COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES

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

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

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

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

Assistant Initial: _____ Date: _____

20. PERFORMANCE MANAGEMENT

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

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

21. TERMINATION OF CONTRACT

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

21.1.1 Continued unsatisfactory performance extending over 2 months;

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

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

21.1.4 Serious misconduct, such as but not limited to: fighting with a learner or teacher, corporal punishment, stealing, fraud, involvement in fraud or stealing,

21.1.5 contravention of any of the conditions stipulated in the contract

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

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

22. GRIEVANCE AND DISPUTE RESOLUTION PROCEDURE

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

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

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

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

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

Assistant Initial: _____ Date: _____

23. CERTIFICATE OF SERVICE

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

23.1 the EA/GSA's full name;

23.2 the name and address of the employer;

23.3 Project which the EA/GSA worked on;

23.4 The work performed by the EA/GSA;

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

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

23.7 Any other information deemed relevant.

24. UNEMPLOYMENT INSURANCE FUND

The payment in respect of both the Employee and Employer share of UIF will be made by way of direct transfer to the Department of Employment & Labour or South African Revenue Services (SARS) (by school / PED/IDC)

To claim Unemployment Insurance Fund (UIF) benefits in South Africa, the Assistant will need to register and claim online or visit your nearest Labour Office, sign the unemployment register, and provide necessary documents like a copy of your ID and payslips, as well as information from your employer

The following are required Documents:

- Copy of your 13-digit bar-coded identity document.
- Copies of your last six payslips.
- Information supplied by your employer (UI-19).
- If you are ill, take a doctor's certificate to the labour centre.

25. PARTICIPATION IN THE COMPULSORY TRAINING

25.1 The EA/GSA must confirm that EA/GSA have participated in and completed the compulsory online Generic Orientation and National School Safety Framework (NSSF) training.

25.2 The EA/GSA must confirm that I will participate in and complete the compulsory Online Safety and Digital Literacy training.

25.3 Failure to attend and complete the compulsory training may result in disciplinary procedures being instituted against me by the district/ PED.

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

25.5

Assistant Initial: _____ Date: _____

26. UPHOLDING THE IMAGE OF THE DEPARTMENT

26.1 As an EA/GSA, I confirm that:

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

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

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

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

27. SUBMISSION OF PERSONAL INFORMATION

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

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

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

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

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

27.5 Department of South African Police Services (SAPS) for Police Clearance Record (PCR).

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

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

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

27.8.1

Assistant Initial: _____ Date: _____

28. UNDERTAKING

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

This UNDERTAKING constitutes the contract between the Parties.

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

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

Annexure 13: Code of Conduct for Education Assistants and General School Assistants

CODE OF CONDUCT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

INTRODUCTION

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

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

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

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

GENERAL PRINCIPLES

EAs and GSAs are expected at all times:

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

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

REPORTING FOR DUTY

All EAs and GSAs are required:

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

GENERAL RULES

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

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

DISCIPLINARY PROCEDURE

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

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

MISCONDUCT THAT WARRANTS DISCIPLINARY ACTION

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

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

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

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

2.3 Having a sexual relationship with a learner.

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

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

2.8 If he/she commits fraud or is involved in any way in fraudulent activities.

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

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

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

2.11 Making racial remarks.

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

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

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

2.15 Intentionally damaging another person's possessions/ property.

2.16 Swearing or using obscene gestures.

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

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

2.19 If he/she commits an act of dishonesty.

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

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

1. A warning (either verbal, written or final written).

2. Termination of contract of employment.

APPEAL PROCESS

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

2. The District Director must within 3 working days consider the appeal, and may

   a. Uphold the appeal; or

   b. Dismiss the appeal.

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

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

Annexure 14: Sample declaration of correctness of information for principals

DECLARATION FOR CORRECTNESS OF INFORMATION

School Stamp

I _____ Principal of _____

Declare that the information provided to the circuit and district office on the Presidential Youth Employment Initiative (BEEI) 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 Kwantu Payment System and SASAMS/ CEMIS
- The PSSA are supporting learners throughout the day.
- Handpersons 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 Kwantu Payment System (KPS) as the official reporting system for BEEI.

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

Annexure 15: Application Form Police Clearance Record (PCR)

G.P.-S. 002-9054

SAPS 91 (a)

SOUTH AFRICAN POLICE SERVICE

TO BE COMPLETED IN BLOCK LETTERS

ENQUIRY

Full name and surname.....

Identity number | | | | | | | | | | | | | |

Town and country of birth .....

Address.....

..... M

Date of birth..... Race: B C I W Gender F

OFFICE USE ONLY			
FIMS Enq. No. ..... /			
Barcode No.			
Received		Verify	
FIMS		Validate	
Scan		SRE	

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

.....

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

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

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

.....(Signature of official responsible)

Initials and surname .....

Designation .....

Business address ..... (Street address)

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

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

LEFT THUMB

Fold

Reason for enquiry:

.....

.....

.....

.....

RIGHT THUMB

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

Left hand (Plain impressions of four fingers taken simultaneously)

Right hand (Plain impressions of four fingers taken simultaneously)

Annexure 16: Application for certificate by Person / Licencing Authority / Relevant Authority in Respect of Particulars of another

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)

Annexure 17: Sample of Acceptance of Offer and Declaration for Assistants

School Stamp

I _____ ID NO: | | | | | | | | | | | | | |

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At _____ School on _____2025

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 BEEI
4. I and NOT in Education, NOT in Employment, NOT in Training (NEET)
5. I am a student teacher studying my junior degree - part-time, remote learning, or distance learning
6. I am NOT receiving government grants for myself (e.g. COVID grant/s – R350 – I have cancelled the grant as soon as I received confirmation of placement, and proof given to the principal)
7. I am NOT receiving any other form of WAGE, SALARY, or STIPEND
8. I have NO criminal record/s, I submitted my Police Clearance Record (PCR)
9. I have signed the contract and job description in phase V
10. I will attend all compulsory trainings in Phase V
11. I will attend three additional trainings in Phase V
12. I was not unfairly advantaged above others due to my relations to staff members (SMT or SGB)
13. Youth living with disability must provide medical certificate confirming the nature of disability
14. I am NOT participating in any Learnership or other form of employment
15. I understand that when processing my information, the school/District/PED/DBE will comply with the POPI Act and all other applicable legislation.
16. I have a valid South African Identity Book/Card
17. I have signed a contract and job description for Phase V.
18. I grant permission for the Department to share my information with the relevant stakeholders in the initiative.
19. All information, including Personal Information, supplied to School/District/Province/DBE is valid, accurate, complete, and current.
20. 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 BEEI
21. **I understand and agree that any false and/ or misleading information that I provide is punishable by law and / or that such information or any incorrect will justify termination of the contract.**

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

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

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

Checklist of documents of Assistants (placed/appointed)

Annexure 18: Checklist of documents of Assistants (placed/ appointed)

CHECKLIST

APPOINTMENT DOCUMENTS: EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

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

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

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

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

Annexure 19: Recruitment Checklist – FOR OFFICIALS

PROVINCIAL LOGO AND CONTACT INFORMATION

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

COMPILER

NAME AND SURNAME IN PRINT	**SIGNATURE& DATE**	**SCHOOL STAMP**

PRINCIPAL

NAME AND SURNAME IN PRINT	**SIGNATURE & DATE**	**SCHOOL STAMP**

CIRCUIT MANAGER

APPOINTMENT SUPPORTED / NOT SUPPORTED

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

DISTRICT COORDINATOR / DIRECTOR

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

Annexure 20: Register for Training Attended

NAME OF PROVINCE							
NAME OF DISTRICT							
NAME OF SCHOOL							
CIRCUIT							
NAME OF TRAINING		E.G. ORIENTATION					
WEEK / DATE			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NAME AND SURNAME	ID NUMBER	CATEGORY (CA / RC / CSA, Hand-persons eCadre, SEA, LabA, WA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

ASSISTANT TO SIGN ONLY ON DAYS THEY ATTENDED TRAINING

Annexure 21: Performance Assessment Form

BASIC EDUCATION EMPLOYMENT INITIATIVE (BEEI)

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:	R4000 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
Details of any training programmes/activities to which the Education Assistant/ General School Assistant have been subjected to during the month:		
Overall Remarks by Principals:		
Employee's Remarks:		

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

Annexure 22: Sample Timesheets / Attendance Registers

NAME OF PROVINCE												
NAME OF DISTRICT												
NAME OF SCHOOL												
CIRCUIT												
WEEK / DATE	2025/month/day		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
NAME AND SURNAME	ID NUMBER	ROLE	SIGNATURE		SIGNATURE		SIGNATURE		SIGNATURE		SIGNATURE	
			IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT

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

Annexure 23: Employment Refence Certificate

School Letterhead

TO WHOM IT MAY CONCERN

PLACEMENT REFERENCE

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

ID NO.

was employed on contract at _____school as part of the Basic Education Employment Initiative (BEEI) as follows:

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

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

1	
2	
3	
4	
5	

Yours sincerely

_____

PRINCIPAL

DATE:

School Stamp

Annexure 24: Sample Checklist for Principals

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

Schools are expected to:

1. Receive applications (long and short list from SA Youth Mobi)
2. Conduct shortlisting
3. Conduct interviews by _____ (provide the date 2025/26)
4. Offer contracts to candidates to sign _____ (provide the date 2025/26)
5. Submit names and signed contracts to the district _____ (provide the date 2025/26)
6. Applicants report for duty _____ (provide the date 2025/26)
7. Allocate responsibilities to the appointees _____ (provide the date 2025/26)
8. Complete Job descriptions for each EA and GSA _____ (provide the date 2025/26)
9. Assign mentors to EAs and GSA _____ (provide the date 2025/26)
10. Conduct orientation to EAs and GSA _____ (provide the date 2025/26)
11. Appoint Team Leaders from EAs and GSAs _____ (provide the date 2025/26)
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 BEEI – 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 2025/26)		
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 25: Guideline document on roles and responsibilities in the implementation of the BEEI-BEEI

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GUIDELINE DOCUMENT ON

ROLES AND RESPONSIBILITIES

FOR THE

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE IN THE BASIC EDUCATION SECTOR

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

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

ROLE PLAYERS
Department of Basic Education will • Sponsor the Project • Serve as IDC and UIF connection to PEDs, Districts, Circuits, and Schools • Ensure common standards, consistency, transparency, and fairness in the Implementation throughout the nine provinces in the implementation of BEEI • Provide Implementation Framework for the project • Provide IDC with allocation breakdown per province • Provide the PEDs with criteria for allocation of job opportunities per school • Lead National / country wide Advocacy Campaign • Provides generic templates (e.g Reporting, collection of data, etc) • Provide advisory support and oversight • Draft National Training Plan linked to the job functions of the beneficiaries • Organise and lead orientation sessions for PEDs, Districts, Schools • Where required, facilitate the training of trainers that can be used to support provincial and district training • Once the PEDs have indicated schools that want to participate, then DBE will Provide IDC with a list of schools for the purpose on onboarding onto the Payment Solution System • Receive financial performance reports from IDC • Monitor the expenditure against budget allocated (spending trends) • Monitor terminations and replacements of assistants • Conducts monitoring, support and oversight of project implementation (on site visits as well as using of technology, eg. Google forms, telephonic checks, adhoc surveys) • Receive and consolidate project performance reports from all nine PEDs. • Submit monthly project performance reports to UIF, Presidency, National Treasury, Portfolio Committee, Senior Management of Basic Education, HEDCOM, CEM, BMM, SGB Association. Principals' Associations, Teacher Unions,

ROLE PLAYERS
Provincial Education Departments will
• Receive the resources for Project Management from IDC, ensure that the Project is resourced for its successful implementation
• Appoint Project Manager/s and Project management Team as provincial level
• Appoint District Project Teams
• Appoint coordinators at circuit level
• Draft the Business Plan since it the blueprint for project management
• Draft the detailed Implementation Plan
• Draft recruitment plan aligned to the national plan
• Draft Communication Plan and advocacy plan. Develop province-wide standardised advocacy material
• Calculate the allocation per school
• Communicate and advocate the project – youth employment at district and school level (circular)
• Conduct Secondary Advocacy campaign at Provincial and local level
• Liaise with Third Parties (e.g. SA Youth Mobi, IDC) providing advocacy and recruitment platforms
• Disaggregate job applications data from Third Parties and distribute it to schools via districts/circuits
• Facilitate recruitment processes in schools with emphasis on adherence of **fair and transparent** recruitment practices
• Compile a database of all shortlisted applicants and successful applicants placed (appointed)
• Submit/upload successful placed beneficiaries list to Kwantu/IDC for onboarding onto the Payment Solution System.
• Organise and oversee the training of Districts/Schools on the use of the Payment Solution System.
• Monitor and report the reconciliations of hours worked by successful assistants at schools
• Monitor the uploading and approving registers/ reconciliations onto the Payment Solution System
• Monitor compliance to Stipend payment processes at District/School level
• Consolidates and report vacancies (e.g. When EAs/GSAs resigns or drop out of programme) inform IDC and DBE as information is received from schools.
• Manage and report replacement processes
• Facilitate induction and orientation of assistants
• Draft Provincial Training Plan as well as the exit pathways plan
• Conduct province-wide project monitoring and support for all schools involved. (on-site visits, and other support functions)
• Ensure that all EAs and GSAs are registered on SA Youth Mobi, IDC – payment solution, **WhatsApp Teacher Connect 060 060 3333**

ROLE PLAYERS
• Provide reports to DBE - weekly/monthly (as required): (a) on recruitment, selection and contracting, (b) on number of EAs and GSAs placed, (c) on Assistants' job performance, (d) number of EAs and GSAs provided with orientation and (e) on number of EAs and GSAs provided with identified training (f) number of EAs and GSAs who have terminated their participation. (g) on number of vacancies filled/replaced. Disaggregate the data provided in reports • Provide reports to HOD, MEC, Provincial Treasury, Provincial NCOP, all other relevant stakeholders • Allow UIF and IDC to perform spot checks whenever it is required • Provide the costed Provincial Exit Pathways training plan • Provide the three quotations for services to be rendered • Provide supporting documents for the services to be rendered • Use the provincial approved database of providers to provide exit pathways through training
District Offices will • Conduct Primary Advocacy campaign • Ensure **transparency and fairness** in the recruitment process through provision of human resource support to schools • Verification of recommended candidates from lists submitted by schools • Confirm/approve recommended applicants from lists received from schools • Compile district-wide database of applicants and new recruits (placed youth) • Submit district lists of shortlisted, and subsequently all appointed (verified against requirements as stipulated in Implementation Framework) for onboarding onto the Payment Solution System • Facilitate Orientation and Induction programme of all EAs and GSAs • Receives reconciliations of hours worked by Selected Participants at schools • Uploading registers/ reconciliations onto the Payment Solution System • Monitoring compliance with Stipend payment processes at School level • Monitor and report the terminations and replacements • Identify training needs and facilitate training of successful applications • Conduct district-wide project monitoring and support for all schools in the district • Ensure that all EAs and GSAs are registered on SA Youth mobi, Kwantu Payment Solution and **WhatsApp Teacher Connect 060 060 3333,** • Provide reports to PEDs - weekly/monthly: (a) on recruitment, selection and contracting (b) on number of EAs and GSAs placed/appointed (per gender and age),- (c) on Assistants' job performance, (d) number of EAs and GSAs provided with orientation and (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports (f) number of youths provided with exit pathways (g) (f) number of EAs and GSAs who have terminated their participation

ROLE PLAYERS
The Circuit Managers will
• Familiarise themselves with the Implementation Framework and all other guidelines of the BEEI project.
• Advocate the objectives of the project (both Presidential and Basic Education Sector)
• Advocate and communicate to various stakeholders regarding the project
• Support schools with recruitment and ensure transparency and fairness in the process.
• Ensure that there is no nepotism and corruption in schools
• Ensures that SMTs and SGBs adhere to the Implementation Framework – requirements when appointing
• Monitor and support the schools during the recruitment process
• Where On-Line application system did not provide enough applications (monitor schools as they drive recruitment with concessions as per guideline and Framework)
• Quality Assurance and verification of recommended candidates by schools
• Compile Circuit-wide database of applicants and new recruits
• Ensure that all EAs and GSAs are provided with Orientation and Induction
• Ensure that all EAs and GSAs have signed Conditions of Employment, Code of Conduct, Job Descriptions/Workplans
• Ensure that all EAs and GSAs are assigned a mentor
• Ensure that all EAs and GSAs have attended compulsory five modules (Orientation, NSSF, Digital Literacy, Financial Management)
• Ensure that all EAs and GSAs have attended minimum of three additional trainings as part of pathways
• Ensure that all EAs and GSAs are registered on SA Youth mobi, Kwantu Payment Solution, DMS and **WhatsApp Teacher Connect 060 060 3333**
• Conduct Circuit-wide project monitoring and support for all schools in the district
• Provide periodic reports to District Coordinator on the implementation of the Project;

ROLE PLAYERS
Schools will • Benefit from the Project • Receive allocation of EAs and GSAs from PED/District • Communicate and advocate the project community-wide and locally (e.g. use Chiefs, libraries, local shops, churches, etc.) • Provide in-house application services – where connectivity is a challenge • Receive long and short list of applications from (District/partner-Harambee) • Together with SGB: • Together with SGB: (a) Shortlist applications received (b) Interview shortlisted candidates • Issue contracts to successful candidates to sign • Submit the names and contracts of successful candidates to the District/ Province for appointments • Develop job descriptions for EAs and GSAs • Manage the EAs and GSAs performance as well as conduct (misconduct) • Allocate responsibilities to each EA and GSA appointed • Allocate mentors to EAs and GSAs • Allow for the election of Team Leaders on a rotational basis • Hold regular meetings with the EAs and GSAs • Develop performance management system and tools • Encourage EAs and GSAs to develop portfolio of evidence • Develop and provide an orientation programme for EAs and GSAs covering but not limited to: (a) School culture (b) Mission, vision and values of the school (c) School Protocols (d) Dress code (e) Code of ethics (f) Roles and responsibilities (g) Etiquette

ROLE PLAYERS
• Provide weekly/monthly reports to PEDs/District on the: (a) recruitment, selection and contracting process (b) number of EAs and GSAs placed (c) job performance of EAs and GSAs (d) number of EAs and GSAs provided with orientation and (e) number of EAs and GSAs provided with identified training (Disaggregate the data) (f) number of EAs and GSAs who have terminated their contract (g) number of vacancies replaced • Monitor and keep a record of attendance via registers for uploading purposes onto the Payment Solution System • Reconciliation of hours worked by assistants in preparation Stipend Payment Files • Ensure that all EAs and GSAs are registered on SA Youth mobi, Kwantu Payment Solution, and **WhatsApp Teacher Connect 060 060 3333**
EAs and GSAs will • Avail themselves for interviews • After being successful, the candidate must avail themselves to sign the contract • Resume duty immediately after signing the contract • Sign the job description/workplan/duty sheet • Report for duty on daily basis and sign-in register • Create a Portfolio of Evidence file for themselves • Submit weekly and monthly reports on duties done • Take up any task given by their mentors/school (to add on experience) • Conduct themselves in a professional manner • Learn the ethos of the schools • Learn the rules of the schools as workers • Avail themselves for orientation • Avail themselves for Training • Register on the **WhatsApp of Teacher Connect 060 060 3333, Kwantu Payment Solution and SA Youth Mobi** • Create correct profile for themselves on Kwantu Payment system • Ensure they have a valid bank account that the stipend will be paid in • Using Kwantu Payment Solution, the assistants must log on every day as they arrive at school and log-out when they are to leave • Be honest and reliable

ROLE PLAYERS
Third Parties (SA Youth Mobi) will • Provide media platform for recruitment • Provide advocacy material for the BEEI • Develop job cards that will be used for advertisement • Provide database of applicants to PEDs/ District Offices/school • Manage the queries during application process • Manage the call-centre • Provide IT support in the application process • Provide lists of applicants to schools and Provinces • Those applicants that did not make it, SA Youth Mobi will inform the • Make the database of all applicants available to DBE • Make the database of applicants available to provinces • Make the database of applications available to Kwantu Payment solutions
Third Party DEL - UIF will Provide the funding for Phase V Ensure smooth cash flow for the success of the project Receive reports progress update on the programme from IDC and DBE Attend monthly Project Steering Committee Meetings Receive monthly bank reconciliation statements from IDC Receive monthly project performance reports from DBE Receive monthly project expenditure performance reports from IDC Supported by DBE, conduct spot checks when required (monitor – desktop, telephone or on-site visit)

ROLE PLAYERS
Third Parties Independent Development Corporation (IDC) will • Provide the payment system for BEEI • Ensure onboarding of schools onto the Payment Solution System • Ensure onboarding of shortlisted, and subsequently appointed participants onto the Payment Solution System • Provide training to DBE/PEDs/Districts on the use of the Payment Solution System • Payroll preparation • Validate the ID of beneficiaries – as well as Bank Accounts • Payment of Selected Participants directly into their bank accounts. Processing re-runs where required. • Reconciliation of unpaid Selected Participants/discrepancies in payroll file • Provide financial performance reports to UIF and DBE • Submit monthly Bank Reconciliation Statements to UIF • Attend and present financial performance reports to the Project Steering Committee (one a month) • Paying over UIF for all beneficiaries on behalf of the PEDs • Maintain the payment system to ensure its fully functional throughout the programme • Provide help desk for any enquiries • Provide procurement support for training of beneficiaries • Process sourced providers of training • Process claims of services rendered for training
Third Parties (eCubed) will • Provide support in terms of the advocacy of the BEEI • Provide support in terms of the training of the BEEI • Provide support in terms of the surveys for the BEEI • Provide support in terms of the communicating to the assistants and schools that participate in the BEEI • Provide support webinars whenever required

ROLE PLAYERS
NGOs • The provinces are encouraged to work with local NGOs when implementing the training activities • The training should be decentralised per district, meaning NGOs and partners should be considered according to the districts that they usually work with. • **Roles that the NGOs could play in the project:** • Assist the Province to strategize and plan around implementation • Work collaboratively with the province and districts through the lead NGO, including: • Identify the human resources available in provinces to manage the training of youth • Support districts in all key aspects of the project a. Recruiting: work at a provincial and district level to support the department with candidate data bases; advertising; interviewing; contracting; placement b. Training: support the province and districts with orientation training c. Support: where NGO has a footprint, support the reading champions to implement the programme in schools and in communities d. Monitoring: where NGO has a footprint, monitor the work of the reading champions against agreed upon indicators in relation to the programme contents e. Reporting: develop monthly qualitative and quantitative reports with input from the provinces

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PROJECT STEERING COMMITTEE FOR THE IMPLEMENTATION OF THE

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE IMPLEMENTED IN THE BASIC EDUCATION SECTOR

SAMPLE TERMS OF REFERENCE

1. BACKGROUND

As part of Phase V of the Basic Education Employment Initiative the component Presidential Employment Stimulus (PES) will be placing 200,000 youth, who will be in public ordinary schools and Schools for Learners with Special Education Needs (LSEN). Phase V is a collaboration of DBE and Department of Employment and Labour (DEL) and the Implementing Agent – Industrial Development Corporation (IDC) as the payment master for stipends. . It seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. It is a large scale public employment intervention targeting unemployed youth, who are 18 – 35 years old. The intervention also seeks to address the high levels of youth unemployment in South Africa. The youth will be offered six months' contract, commencing on 1 June 2025 to 30 November 2025.

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

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

- Project Steering Committee, chaired by the Deputy Director General of Basic Education
- Project Management Team, chaired by the Chief Director

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

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

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

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

2.1.3 To ensure accountability of all stakeholders throughout the project;

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

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

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

2.1.7 To ensure the evaluation and closeout report are done.

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

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

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

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

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

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

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

4. COMPOSITION OF THE COMMITTEE PROJECT STEERING COMMITTEE

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

5. COMPOSITION OF THE COMMITTEE PROJECT MANAGEMENT TEAM

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

6. Responsibilities of the Committee Chairperson

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

The responsibilities of the Chairperson are as follows:

- Sets the agenda for each meeting.
- Ensures that agendas and supporting materials are delivered to members in advance of meetings.
- Makes the purpose of each meeting clear to members and explains the agenda at the beginning of each meeting.
- Clarifies and summarises what is happening throughout each meeting.
- Keeps the meeting moving by putting time limits on each agenda item and keeping all meetings to two hours or less.
- Encourages broad participation from members in discussion by calling on different people.
- Ends each meeting with a summary of decisions and assignments.
- Follows up with consistently absent members to determine if they wish to discontinue membership.
- **DBE DDGs delegated to attend will be expected to attend and no representative will be allowed**.

7. Responsibilities of Committee Members

Committee members have the following responsibilities:

- Understand the goals, objectives, and desired outcomes of the project.
- Understand and represent the interests of project stakeholders.
- Actively participate in the committee deliverables to ensure the project's outcomes are achieved.
- Act on opportunities to communicate positively about the project.
- Provide oversight on the project to ensure sensible financial decisions – especially in procurement and in responding to issues, risks, and proposed project changes.
- Provide oversight on the project ensuring alignment with the organisational strategy as well as policies and directions across government.
- Actively participate in meetings through attendance, discussion, and review of minutes, papers, and other Committee documents.
- Support open discussion and debate and encourage fellow Committee members to voice their insights.

8. Responsibilities of Meeting Secretariat

This Secretariat role is fulfilled by a DBE official. The role of the secretariat is to support the Chairperson in ensuring the smooth functioning of the Committee. In summary, the secretariat is responsible for ensuring meetings are effectively organised and minute and maintaining effective records and administration.

8.1 Before the Meeting

- Ensure meeting invitations are sent out in advance.
- Consult with the Chairperson on the order of business for the meeting, and the way in which it should be dealt with on the agenda.
- Follow up and record the actions on each of the matters arising from the previous meeting.
- Circulate the committee pack (Agenda, previous minutes, matters arising (with feedback), progress reports, any documentation requested in the previous meeting and any ad-hoc documentation that will be used in the meeting) to all members.

8.2 **During the meeting**

- Convey and record apologies and attendance.
- Note any additional changes for the previous meeting minutes and if they are approved.
- Report on actions or matters arising from the previous minutes if the member is not present at the meeting.
- The key points and decisions or proposals are recorded, as well as the name of the person or group responsible for carrying them out with due dates. Make sure action points are clear.

8.3 **After the Meeting**

- Ensure that the Chairperson signs the previous meeting minutes that was accepted at the meeting.
- Prepare a draft of the committee meeting minutes and consult the Chairperson for input/review/amendments and then circulate to all committee members for their input.
- Follow up on all correspondence as decided by the committee.

9. TERM OF OFFICE

This committee is established to address a particular project – Presidential Youth Employment Initiative. Therefore, this committee will be limited in its mandate to address the BEEI in the Basic Education Sector, whereby youth at ages between 18 – 35 years are recruited on contract employment that will end at the end of financial year 2025/26. The term of the office of this committee will be dependent on the life span of the project.

10. FREQUENCY OF THE MEETINGS

Given the urgency of the matters that are being dealt with, the Basic Education Employment Initiative to meet the critical need for government to reduce unemployment, which was worsened by COVID-19, the committee will meet bi-weekly for two hours using digital platforms. Should the duration of the meeting be required beyond two hours, members will be given notice in advance. The chairperson may also call for an ad-hoc meeting if so required, notification of the ad-hoc meeting must be given in advance.

11. MEETING DOCUMENTS

A package will be sent to members in advance of a committee meeting. This package will include any of the following: (email)

- Agenda for upcoming meeting.
- Minutes of previous meeting.
- A progress report for each initiative.
- Presentation of each report
- Any other documents/information to be considered at the meeting.
- Project log (Risk, issues, delays, and decisions)

12. COMMITTEE LOG

The secretariat will create and maintain a committee log to record and track the risks, issues, assumptions, dependencies, delays, decisions, and recommendations.

The log will be stored, and version controlled in the central electronic repository and update timeously.

The high risks, critical issues, critical assumptions and dependencies and key recommendations made or required will be reported from this log.

13. QUORUM

A representative quorum for meetings is a majority of members present. The nature of the meeting does not require a quorum.

14. CODE OF CONDUCT

The members must:

- be familiar with the terms of reference;
- inform the Chairperson of any situation in which there is an actual or potential conflict of interest as soon as the existence of such a situation comes to his or her attention, and must make every effort to immediately take all responsible steps to avoid such a conflict of interest;
- consider all related information as confidential unless otherwise directed by the chairperson of the meeting;
- at all times act honestly and fairly and with due care and diligence, and in the best interest of the sector;
- not unfairly discriminate against any person, party, or organisation;
- demonstrate respect for human dignity in all the meetings.

15. REPORTING

This committee will report to the Director General/DBE and DG-DEL, who will in turn report to the HEDCOM, CEM, National Treasury and Presidency.

16. AMENDMENTS OF THE TERMS OF REFERENCE

- The members may propose amendments to the terms of reference by unanimous vote.
- All clauses in this Terms of reference document may be amended by way of a decision of the members of the meeting.

APPROVAL:

Name	
Signature (Chairperson)	
Date	
Organisation	**DEPARTMENT OF BASIC EDUCATION**

Annexure 27: Sample Allocation Letter/ Certificate to Schools

Provincial Letter Head

Enquiry:

Tel:

Email:

To: The Principal and SGB Chairperson

SUBJECT: FINAL ALLOCATION LETTER - PRESIDENTIAL EMPLOYMENT INITIATIVE FOR BASIC EDUCATION

Name of School	
EMIS Number	
Quintile	
District	
Total learner number	

ITEM	**ALLOCATION**
Number of assistants to be appointed	
Stipend per assistant per month (includes employee UIF contribution)	R
Total allocation including employee UIF contribution	R
Total allocation to be deposited into the school bank account (excludes employee UIF contribution) (5 Months)	R
First tranche	R
Second Tranche	R

Please note:

- The transfer of the total allocation excluding the employee UIF contribution will be made in two tranches with the first payment due on or before **20 May 2025** to pay stipends to assistants for *June, July, and August 2025*, and the second tranche is due on or before **31 July 2025** to pay stipends to assistants for *September, October and November 2025*.
- The employee and employer UIF contributions will be transferred directly to the Department of Employment and Labour by the Provincial Education Office upon registration of appointed assistants as per the Unemployment Insurance Contributions Act, 2002.
- The school should ensure that all assistants receive their monthly stipends on the last day of each month.
- The school should provide the district with a monthly reconciliation of the received and paid amounts on the 3rd of each month.

Yours sincerely

_____

Head of Department/Delegated official

Date:

Annexure 28: Sample Payroll for schools

PROVINCE					
DISTRICT					
CIRCUIT					
NAME OF THE SCHOOL					
PAYROLL FOR THE MONTH OF					
Name	**Surname**	**ID number**	**Date of Payment**	**Signature**	**Date**

I _____ the principal and _____ SGB chairperson confirm that the persons listed on the payroll are entitled to the payments.

_____ _____

Principal SGB Chairperson/Delegated member

Date: _____ Date: _____

Annexure 29: Sample Salary Advice

PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (BEEI)

School Letter Head

SALARY ADVICE

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
			R4080.00	R80.00	R3990.00

EARNINGS		DEDUCTIONS	
DESCRIPTION	AMOUNT	DESCRIPTION	AMOUNT
STIPEND	R 40000.00	TAX RSA	R 000.00
CASH ALLOWANCE TOWARD EMPLOYER'S CONTRIBUTION FOR UIF	R 40.00	UIF 2%	R80.00
DATA ALLOWANCE	R30.00		

Annexure 30: Guideline in Preparation for Audit

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

BASIC EDUCATION EMPLOYMENT INITIATIVE

A COMPONENT OF

BASIC EDUCATION EMPLOYMENT INITIATIVE

DOCUMENTS TO PREPARE FOR AUDIT

PHASE V

2025

The Department of Basic Education (DBE) would like the sector to be proactive in anticipation of the audit of the Presidential Youth Employment Initiative implemented in the Basic Education sector. The Auditor General South Africa (AGSA) audited Phase I and II of the initiative, and issues of governance, oversight, monitoring and support of schools in the implementation were key areas of priority for AGSA. Since the funds are equitable share, accountability is on Heads of Education Departments (HODs) and Provincial Treasuries in terms of ensuring that the schools are provided the support needed during the implementation of the initiative. The Department of Basic Education will also provide guidance, support, monitoring and oversight. The DBE will continue to provide guidelines, framework, templates, in order to ensure consistency and common standards in the implementation of the initiative. In phase one the findings of the AGSA will serve as the basis for strengthening the preparation for audit at the end of the project. The documents listed in this document serve as a guide and for preparing the system for the audit processes.

During the audit of previous phases the sector received the following finding: the AGSA's findings on the initiative was on non-compliance with the implementation framework requirements. The findings were at the implementing sites, which is schools.

a. **Inadequate** orientation on the recruitment, conditions of employment as well as the roles and responsibilities of EAs and GSAs.

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

c. **Inadequate management of EAs and GSAs** attendance and absenteeism, which resulted in the EA and GSA absenteeism exceeding the allowed leave days.

d. **Appointments not aligned to the** overarching **qualifying criteria** as per the Framework for the implementation of the Basic Education Employment Initiative (**age and gender** representation, police clearance, **ID, and qualification**).

e. **Inadequate reporting** by schools to districts and/or PED on the **number of EAs and GSAs employed** (Public schools) and the **number of positions saved** and the funds expended (Public and Independent schools).

During the audit of Phase 2 of the BEEI of Basic Education sector – 2021/22 financial year, the AGSA's findings on the initiative still indicates non-compliance with the implementation framework requirements at the sites/schools as key implementers of the initiative. To correct and assist schools in preparation for next audit the document is prepared to assist all role players.

Whilst the DBE is aware that there are different types of audits that could be performed, and therefore the AGSA will clarify the scope when the audit starts, the Department wants to prepare for all forms of audit that might be undertaken. To ensure that information provided for audit represents the seven principles of auditing:

(a) Integrity: the foundation of professionals.

(b) Fair presentation: the obligation to report truthfully and accurately.

(c) Due professional care: the application of diligence and judgment in auditing.

(d) Confidentiality: security of information.

(e) Independence: the basis for the impartiality of the audit and objectivity of the audit conclusions.

(f) Evidence-based approach: the rational method for reaching reliable and reproducible audit conclusions in a systematic audit process.

(g) Risk-based approach: an audit approach that considers risks, opportunities, with controls put in place to mitigate the risks, the effectiveness of the controls.

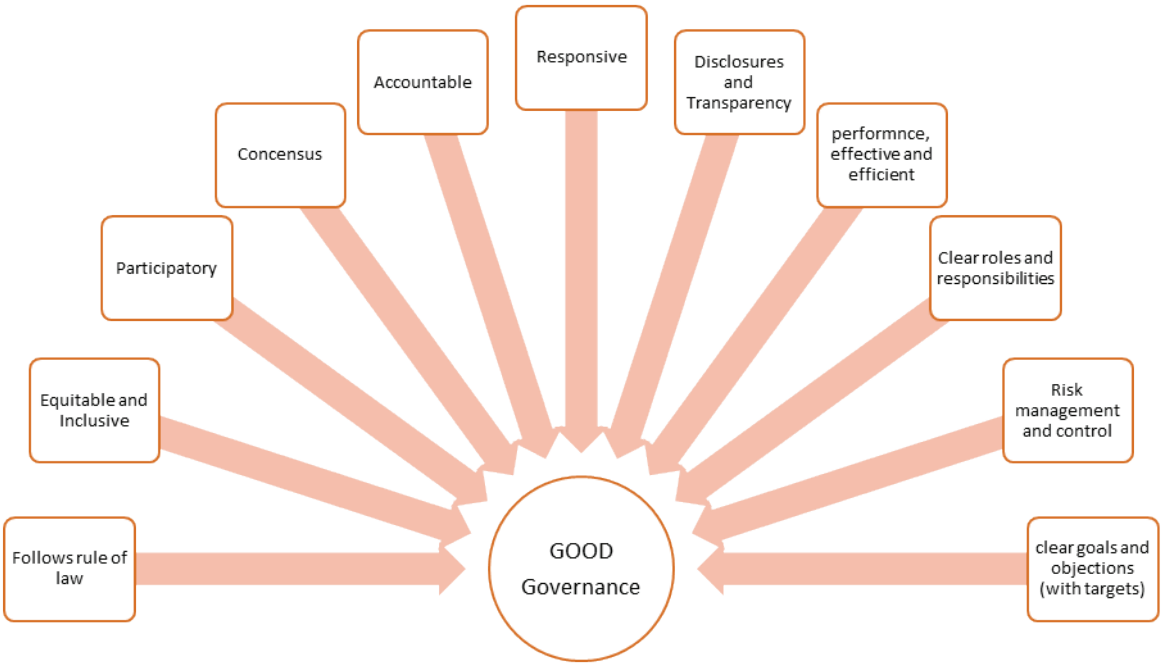
The Department is also mindful of the fact that audit seeks to test completeness, accuracy, and validity of data/information, hence the reports and evidence submitted will always be verified and further triangulated in order to reach a conclusive audit opinion on project.

The key documents for AGSA to prepare for audit of the BEEI project are: The Implementation Framework, National Treasury's documents that indicate allocation of the fund for this project, the allocation letters from Provincial Treasuries, signed Business Plans of each PED, and Provincial

Management Plans for various activities. If a PED has deviated from any of the prescripts, a written approval by HOD is required. PEDs are requested to adhere to the legislative prescripts on governance of public funds through PFMA and Treasury Regulations.

Provinces should also have a Risk Register for the project in place, that will identify risks in all phases of project life cycle. The Risk Register will indicate the internal controls and their effectiveness. The Risk register should be finalised in consultation with Provincial Internal Audit Units. This should also be signed off by the Provincial Head of Department.

The provinces are also requested to ensure that the principles of good governance are upheld, to ensure that the project achieves the planned goals and intended impact. The diagram below indicated the areas of good governance.



The Department of Basic Education:

DOCUMENTS GUIDING PREPARATIONS AND IMPLEMENTATION

- Second Division of Revenue Amendment Bill.
- Implementation Framework
- HOD signed Business Plans per PEDs and Project Plans.
- PEDs Allocation Letters from their Provincial Treasuries.
- Guideline documents for finances
- Guideline documents to manage concessions
- Guideline document for appointment of project teams
- Guideline documents on Job Descriptions
- Guideline document on replacement of assistants
- Pro-rate guideline
- Interview guideline
- Support for thinly populated communities
- Media Statements

STAKEHOLDER ENGAGEMENTS

- Communication with Districts.
- Principals' Association.
- SGBs

ORGANISATIONAL ARRANGEMENTS

- Constitution of Project Task Team.
- Appointment of Project Sponsor.
- Constitution of Project Steering Committee (PSC). Terms of reference.
- Composition of Project Management Team (PMT). Terms of reference.
- Letters of appointment of PSC.
- Letters of appointment of PMT.

RECORDS OF MEETINGS:

- Records of meetings of PSC.
- Records of meetings of PMT.
- Record/action lists of one-on-one meetings with PEDs.
- Records/action lists of interprovincial meetings with PEDs.
- Presentations made in meetings.

PARTNERSHIPS

- MOU/s signed.
- Letters written for the project (partners).

DATABASES

- Kwantu Payment System (KPS) data downloads
- Database of placed/appointed youth - disaggregated province, age, gender, race, and disability.

REPORTING BY PEDs

- Reports submitted by each PED per meeting.
- Reports submitted on youth employed.

MONITORING

- Monitoring plans
- Monitoring Tools.
- Monitoring Reports.

COMMUNICATION WITH PEDs

- All Letters to Provinces.
- All letters from PEDs

The Provincial Education Department:

DOCUMENTS GUIDING IMPLEMENTATION

- Implementation Framework.
- Training Inventory.
- Management Plan for the project.
- Allocation from Provincial Treasury.
- PED Business Plans approved by HOD and signed by Provincial Treasury.
- Risk Register for the project.
- Guideline documents for finances
- Guideline documents to manage concessions
- Guideline document for appointment of project teams
- Guideline documents on Job Descriptions

ORGANISATIONAL ARRANGEMENTS

- Appointment letters of Provincial Project Managers.
- Composition of Provincial Project Steering Committee.
- Composition of Provincial Project Management Team.
- Task teams if any

FORMAL COMMUNICATION ON THE PROJECT

- Letters from DBE.
- Letters to DBE (eg, on deviation from Framework or any other letter/s to DBE on this project).
- Letters to and from Provincial Treasury.
- Letters to partners, NGOs, stakeholders, schools, and districts.

IMPLEMENTATION PLANS

- Provincial Implementation Plans detailing: Recruitment Plan, Communication Plan, Management Plan of the project, and Plan on management of funds.
- All circulars or letters to districts/schools.
- Calculations and allocation per District per school.
- Allocation letter per school.
- Gazette indicating the amounts to be transferred to schools.

RECRUITMENT AND PLACEMENT

- Circulars on transitioning of youth
- Proof of all communications/meetings with partners and stakeholders
- Composite database/lists of all confirmed and placed candidates.
- Letters of placement/appointment for each assistant (contract signed by assistants).
- Declaration by principals and Assistants

TRAINING

- Training Plans.
- Training Schedules.
- Proof that training did occur (registers and certificates)

MONITORING

- Provincial Monitoring Plans.
- Provincial Monitoring Schedules.
- Proof of Provincial Monitoring (eg. Registers/agenda / Monitoring Reports).
- Monthly reports received from Districts / schools on performance of EAs and GSAs.
- Monthly reports received on expenditure against allocation.
- Composite lists of candidates that resigned.
- Composite lists of replacements of resigned candidates.
- Reconciliation of appointment with funds to schools

REPORTS

- Reports submitted to DBE on EAs and GSAs appointed/placed disaggregated per district per schools, by age, gender, race, and disability.
- Monthly financial reports of spending against allocation.
- Schools Signed-off registers indicating attendance of the assistants.

The District Office:

DOCUMENTS GUIDING IMPLEMENTATION

- Implementation Framework.
- Training Inventory.
- Management Plan.

RECRUITMENT AND PLACEMENT

- Proof of all communications/meetings with partner and schools
- List of recommended candidates received from schools – signed by school governing body.
- Proof of verification of recommended candidates (checking if the recommended meet the requirements) signed off by District Director (if applicable).
- Proof of communication to schools to confirm the recommended candidates.
- Letters of placement to schools (if applicable).
- Composite list of confirmed candidates for the district – signed-off by the District Director.
- Proof of the lists of candidates placed within the district being submitted to PED.

TRAINING

- District Training Plans.
- District Training Schedules.
- Registers and certificates of attendance

MONITORING

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

REPORTS

- Monthly reports received from schools on performance of EAs and GSAs.
- Monthly reports received on expenditure against allocation for jobs created.
- Monthly reports received on expenditure against allocation for jobs saved.
- District lists of candidates that resigned.
- District lists of replacements of resigned candidates.
- Reports submitted to Province on EAs and GSAs appointed/placed disaggregated per schools, by age, gender, race, and disability.
- Proof of stipends paid by schools.
- Proof of UIF paid to Dept of Labour
- Proof of reconciliation of funds

The school:

DOCUMENTS GUIDING IMPLEMENTATION

- Implementation Framework.
- Training Inventory.
- Allocation letter/Certificate of allocation from PED.
- Guideline documents for finances
- Guideline documents to manage concessions
- Guideline documents on Job Descriptions
- Guideline on placement of youth

RECRUITMENT, SELECTION AND PLACEMENT

- School Implementation Plans
- Minutes of meeting/s SGB on placement of Assistants
- Criteria for selection and short-listing.
- Lists of Shortlisted candidates.
- Proof of assessment of assistants.
- Proof of recommended candidates and notice to those that were not successful due to not meeting the requirements.
- Proof of submission of lists of recommended candidates to District.
- Proof of confirmed candidates by District.
- Contracts signed by appointed candidates.

ORIENTATION/ INDUCTION AND TRAINING

- Proof of orientation/induction. (Registers and certificates)
- Proof of training. (Registers and certificates)
- Proof of orientation on school ethos (registers)

FINANCES

- Proof of funds received for jobs created.
- Proof of stipends paid signed by SGB chairperson or designated official
- Proof of UIF paid.

REPORTS

- Signed monthly EAs and GSAs' performance reports as submitted to districts.
- Proof of monthly reports on performance of EAs and GSAs submitted to district.
- Daily rooster signed by EAs and GSAs confirming attendance.
- Proof of summary of attendance of EAs and GSAs submitted to districts on monthly basis.
- Proof of resignations (if applicable).
- Proof of replacements (taken from lists interviewed or short lists.
- Proof of payments to each assistant (sign-off by each assistant).
- Finance statement/report of payment of stipends.

OTHER

- Lists of Teachers assigned as Mentors (signed by both principal and the mentors).
- Portfolio of Evidence build by each assistant.
- Other Governance documents for the project

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

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