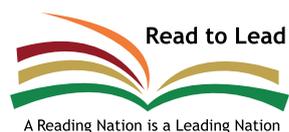


FRAMEWORK FOR THE IMPLEMENTATION OF BASIC EDUCATION EMPLOYMENT INITIATIVE (BEEI)



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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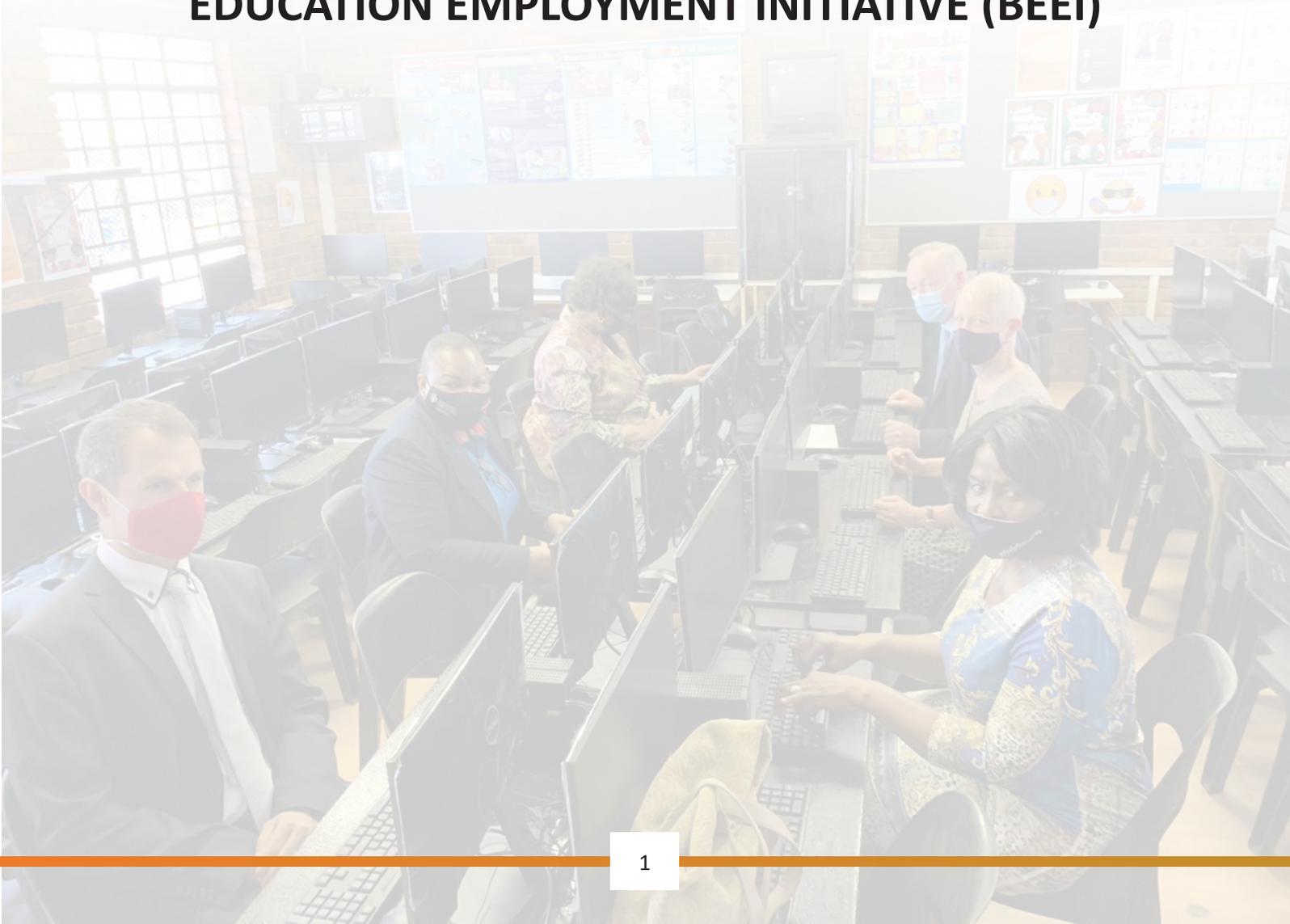


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GLOSSARY OF TERMS

| | | |
|---|---|------|
| National Development Plan | - | NDP |
| Department of Basic Education | - | DBE |
| Provincial Education Departments | - | PEDs |
| Education Assistants | - | EAs |
| General School Assistants | - | GSAs |
| School Governing Body | - | SGB |
| School Management Team | - | SMT |
| Public Finance Management Act | - | PFMA |
| Quality Learning and Teaching Campaign | - | QLTC |
| Quarterly Labour Force Survey | - | QLFS |
| Screening, Identification, Assessment and Support | - | SIAS |
| Project Steering Committee | - | PSC |
| Project Management Team | - | PMT |
| Chief Financial Officer | - | CFO |
| Office of the Director-General | - | ODG |
| Provincial Project Coordinating Team | - | PPCT |

1. EXECUTIVE SUMMARY

In April 2020, The State President, Mr Cyril Ramaphosa announced a R500 billion fiscal stimulus package. Subsequently, the Department of Basic Education (DBE) submitted funding requests to the National Treasury for various projects. A R7 billion allocation has been set aside for the implementation of the Education Employment Initiative. Through this initiative, Education Assistants (EAs) and General School Assistants (GSAs) will be deployed in schools to ensure continued learning and teaching in a safe environment. A portion of the funding will be used to support the saving of School Governing Body (SGB) posts at fee-paying schools and posts at government subsidised independent schools.

The Education Employment Initiative aims to create 200 000 job opportunities for youth up to age 35 years old. This cohort will specifically be employed under the Education Assistants category, whereby their focus will be to assist teachers in classrooms and working with learners, whereas 100 000 will be appointed as “General School Assistants”, whereby the focus will include but not limited to janitor’s/ school infrastructure champions, Learner Support Agents (LSA), care workers, reading champions and ICT champions. The “General School Assistants” is targeted at the age group of up to 35 years old.

Of the R7 billion allocation, a once-off add-on to the Provincial Equitable Share amounting to R6 998 billion will be disbursed to Provinces, whereby 1% is allocated to provincial project management and up to 1% of assistants’ budget must be used for training. The remaining R1.2 million will be allocated to the DBE for project management, monitoring and oversight. The indicated funding will be for the 2020/ 21 Financial Year only and there will be no rollover.

The national state of disaster declared to curb the spread of COVID-19 in South Africa resulted in a negative impact on the Basic Education Sector. The closure of schools has resulted in academic disruptions, which has led to variable rates of curriculum coverage. Learners have also lost an opportunity to consolidate on what they had learned in their previous grades. The appointment of Education Assistants has a potential to assist the sector towards the recovery of lost learning and teaching time. Through the appointment of General School Assistants, the Education Employment Initiative (EEI) will assist in improving the state of school infrastructure across provinces.

2. PROBLEM STATEMENT

The emergence and spread of the COVID-19 pandemic has been devastating to the South African economy and thus the livelihood of South Africans. As part of a proactive response, government introduced an economic recovery package. Central to the economic recovery package is an employment stimulus initiative, which is aimed at creating employment opportunities for young South Africans. The introduction of the employment stimulus initiative does not only assist in providing employment opportunities, but also provides much needed relief to address some of the inherent sector challenges related to the teacher work force, school infrastructure maintenance and technology related problems. Young people employed as Education Assistants and General School Assistants will also get an opportunity to develop critical skills that have a potential to improve their employability. It is against this backdrop that the DBE conceptualised the Education Employment Initiative.

The First Quarterly Labour Force Survey (QLFS) of 2020 indicated that the number of unemployed persons in South Africa was 7,1 million. This places the official unemployment rate at 30,1%. Individuals aged between 15 and 34 years are the most affected by joblessness. The youth aged between 15 and 24 years are the most vulnerable in the South African labour market as the unemployment rate among this age group was 59,0% in the 1st quarter of 2020.

To mitigate the scourge of youth unemployment in South, the Department of Basic Education (DBE) is proposing to introduce the Education Employment Initiative. The fund will provide funding for temporary employment of youth up to the age of 35 years old in order to provide support to teachers in the classroom and the schools in general. Education Assistants will work under the supervision of a teacher. The General School Assistants will be youth up to the age of 35 years, whose scope of work in the school will include but not limited to janitors or school infrastructure champions, Learner Support Agents (LSA), care workers, reading champions and ICT champions.

The South African education system has inherited a huge infrastructure backlog from the apartheid system. Despite the fact that the government has invested billions of rands to address these backlogs, there is an acute shortage of classrooms and other resources, particularly in the areas servicing poor communities, such as townships and villages. This has resulted in excessively large classes that compromises the quality of teaching and learning. Coupled with insufficient numbers of teachers, the education system is faced with challenges of a teacher cohort that is over-burdened and overloaded with having to teach large classes, doing marking, preparing teaching and learning materials, doing extra-curricular activities, providing psycho-social support to learners and having to engage in their own professional development.

All these challenges have compromised the quality of teaching and learning in that it is not possible to provide individual attention to learners. Furthermore, dealing with large classes means that learners cannot be given adequate number of assessment tasks in order to test if they have acquired the required competencies and skills. When assessments are conducted, particularly informal assessment tasks, feedback is delayed. Teachers rely in most instances on learners having to mark their own tasks, or having learners marking each other's tasks. This has compromised the quality of feedback and remedial action.

The policy on Screening, Identification, Assessment and Support (SIAS) requires teachers to identify learners with barriers to learning, and to provide remedial support to these learners. In most schools, this is not happening due to the large classes, resulting in the exclusion of such learners from learning despite being present in school.

Perpetual under-performance of learners due to teachers being unable to deal with challenges brought about by large class sizes has created a lot of stress for teachers, resulting in many leaving the profession and a lot more facing fatigue, depression and ill-health. This has also led to high levels of teacher and learner absenteeism. Furthermore, learners who feel excluded by the system also end up creating disciplinary problems for the teacher, with many failing to progress and dropping out of the system.

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

3. ALIGNMENT WITH SECTOR PRIORITIES

With the high demand for qualified educators, the Basic Education Sector needs various creative recruitment strategies to attract high achieving, motivated young people to choose teaching as a career in order to address teacher supply in specific priority areas such as Mathematics, Physical Science, Technology and in the Foundation Phase.

The National Development Plan (NDP): Vision 2030 prioritises the role of women, youth and people with disabilities. It further recommends that new teachers be attracted and states that:

“The number of teachers produced each year has increased noticeably, but there are still shortages of teachers for certain subjects and age-groups. Subjects with teacher shortages include Languages, Mathematics, Science, Technology and the Arts. The shortages are compounded by the fact that teachers who specialise in these subjects are not always assigned to teach them. There are shortages in the Foundation Phase and Early Childhood Development. Geographically, shortages are acute in township and rural schools.”

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

Goal 14 of the *Action Plan to 2019: Towards the Realisation of Schooling 2030* compels the Basic Education Sector to: “attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession”.

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

Most importantly, this initiative is aligned with government’s efforts to stimulate economic recovery. As such, the initiatives will contribute directly to the new intervention of public employment initiative which aims to provide assistants (who are post matriculants) to schools for learning.

Critical success factors

The success of the project is dependent on proper planning, preparation and implementation by Provincial Education Departments (PEDs). The preparatory work includes calculating total number of EAs/GSAs according to learner numbers. To ensure that the schools are not flooded with applicants and appointees, the allocations to schools should be capped at 20 maximum. The PEDs should draft Business Plans and submit these for approval by their HODs and then submit to Provincial Treasuries.

Project Managers must also draft Implementation Plans for the key components of the programme, i.e. recruitment and placement; the advocacy and communication strategy; training plan; monitoring and evaluation plan and ensure that these are approved by HODs. The DBE will require PEDs to submit these Business Plans and Implementation Plans for verification and support to Provincial Treasuries. The processes mentioned are critical to the implementation and success of the project.

4. PROJECT OVERVIEW

4.1 Aim

The Education Employment Initiative (EEI), which forms part of the Presidential Employment Stimulus, 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 experienced challenges, including, but not limited to: academic disruptions, learners dropped out of school, teachers with comorbidities, learners and teachers afraid to return to school and psychosocial problems. Some of these challenges are currently being experienced and may even continue beyond the COVID-19 pandemic. The initiative aims to recruit youth up to age 35 with a minimum of NQF Level 4 qualification as Education Assistants and General School Assistants. Since Education Assistants will be required to work with teachers and learners in classrooms, having a NQF level 6 or 7 qualification will be an added advantage.

4.2 Objectives

The objectives of the Education Employment Initiative (EEI), are to achieve the following:

- (a) To provide capacity to schools to manage the impact of COVID-19 on schooling, whilst supporting the Basic Education Sector as it repositions and re-imagines the future beyond COVID-19;
- (b) To ensure that school infrastructure is maintained through the provision of General School Assistants; and
- (c) To support the saving of School Governing Body (SBG) funded posts at fee-paying schools and posts at government subsidised independent schools.

4.3 Project description

The Education Employment Initiative is part of a public investment in a mass employment strategy to activate and encourage economic activity. The initiative is aimed at providing contract employment opportunities to South African youth up to the age of 35 and to save SGB posts at fee-paying schools and posts at government subsidised independent schools. It is about addressing unemployment, while serving education interests. The roll out of the initiative will have the following key elements:

(a) Project scoping and design

Through the EEI, it is envisaged that fixed term employment opportunities will be created, targeting youth. 200 000 Education Assistants and 100 000 General School Assistant's vacancies will be created in public schools across the nine Provinces. Areas that are in critical need of the intervention will be identified. Priority will be given to, Multi-grade schools, Schools for learners with special education needs and schools in rural and township areas. Prioritisation may also extend to specific phases, grades and subjects depending on the need. Subsequently, all public schools will receive a specific number of EAs & GSAs.

(b) 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 principals. The overarching principles that need to be adhered to are that:

- (i) the EAs & GSAs should come from the community where the school is located;

- (ii) 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 a five applications are received from one household, the **appointing committee must consider and recommend only one person for appointment**);
- (iii) Education Assistants should be unemployed youth up to the age of 35, not in training, employment or studying full time;
- (iv) Education Assistants at a school for Learners with Special Education Needs (LSEN) may be a person with disability who is up to 35 years old, not in training, employment or studying full time. The school should determine the suitability of such a person to work with LSEN;
- (v) In the category of “General School Assistants”, candidates may be youth who are up to 35 years old, not in training, employment or studying;
- (vi) Education Assistants should be in possession of a minimum of an NQF Level 4 qualification, however an NQF Level 6 or 7 will be an added advantage;
- (vii) For General School Assistants an NQF Level 4 qualification is not a requirement; however, having such a qualification or higher will be an added advantage;
- (viii) People with qualifications in ICT, infrastructure and care workers should be prioritised;
- (ix) in selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities; and
- (x) Males and Females should be given equal opportunities, to the extent that 50 per cent of the EAs & GSAs appointed should be female.

(c) Conditions of Employment

The conditions of employment will be determined nationally by the DBE, and will be applicable across the sector. The details are in **Annexure G**.

(d) Orientation and support

A generic orientation manual has been provided to guide schools in determining a suitable orientation programme (**Annexure H**). Schools will be expected to provide overall mentoring, training and support for the assistants, based on specific responsibilities allocated. Specialised training will also have to be provided to Screeners, Cleaners and Janitors. Should a school deploy its EAs to do functions that require specialised training, they should ensure that such training is provided.

(e) Monitoring, Reporting and Oversight

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.

5. PROJECT IMPLEMENTATION

5.1 Recruitment and selection strategy

In ensuring that there is fairness and transparency of the process, the recruitment of EAs & GSAs will be community based. Schools will recruit candidates in their locality. Key role players in the recruitment and selection will be the School Governing Bodies (SGB) and the School Management Teams (SMTs). The recruitment and selection strategy will be implemented as follows:

Step 1 – Determining the demand

- (i) The Basic Education Sector will calculate the number of job opportunities to be allocated to each province using the learner numbers in all public schools and schools for learners with special needs.
- (ii) Each school will be allocated a minimum of two Education Assistants, after the initial allocation of two per schools, **allocation should be prioritised according to needs per school**, depending on the availability of funds;
- (iii) The needs that should guide provinces as they **prioritise schools are:**
 - (aa) Schools for learners with Special Educational Needs;
 - (ab) Quintile 1 - 3 schools;
 - (ac) Schools with multi-grade classes;
 - (ad) Small schools; and
 - (ae) Rural and Township Schools.
- (iv) The allocation may be as follows:
 - (aa) For every two (2) EAs allocated to Quintile 1 – 3, one (1) EA will be allocated to Quintile 4 – 5.
The ratio is: 2:1
- (v) Allocation of Education Assistants and General School Assistants must be capped at **twenty (20) per school**. This will take into account the size of a school, in terms of learner numbers and number of staff members. **School may not be allocated more than 20 (EA+GSA) combined**. The additional allocation must be redistributed to schools that may be in serious need for assistance.
- (vi) Education Assistants may also be linked to priority curriculum improvement programmes such as Reading, Mathematics, Science laboratories, libraries, etc.
- (vii) The allocation of General School Assistants will only be for Q 1 – 3 schools with a ratio of one (1) GSA to 76 learners;
- (viii) The SGB may motivate for an additional number of Education Assistants and or General School Assistants, having considered the set norms and taking into account the needs and size of a school for which special arrangements are requested; and
- (ix) The Provincial and District Project Management Teams will make the determination of how to redistribute the unallocated EAs and GSAs.

Step 2 – Recruitment and advocacy

It is proposed that the SGB and school principals should be given the discretion to appoint the EAs & GSAs for their schools. 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 Education Assistant or General School Assistants recruitment committees be established at school level to coordinate the recruitment and later the selection process.
- (iii) An EA / GSA recruitment application and screening form has been designed to capture biographic and other relevant information of potential candidates.
- (iv) The school/circuit/district must record and collate all the necessary documents from the applicants.
- (v) EA / GSA recruitment advocacy strategies may include:
 - (aa) Quality Learning and Teaching Campaign (QLTC);
 - (ab) Community Radio stations;
 - (ac) Exhibitions at local libraries, clinics, teacher centres or other government buildings;
 - (ad) Social media platforms; and
- (vi) The EA / GSA recruitment application and screening forms must be completed and submitted to the school.
- (vii) The advert should run for one week only.

Step 3 – Selection criteria

- (i) The selection of EAs / GSAs will be done at school level.
- (ii) Interviews must be scheduled with shortlisted candidates.
- (iii) The following documents and criteria must be adhered to at the selection meeting:
 - (aa) A consolidated list of all the applicants;
 - (ab) Completed application forms;
 - (ac) Covering letter and Curriculum Vitae (CVs) of each applicant;
 - (ad) Testimonials (former school, local chief, church leader, etc.);
 - (ae) Police clearance certificates to be provided within a month of appointment;
 - (af) Where applicable: **NQF Level 4** qualification certificate, for Education Assistant applicants with **NQF level 6 and 7** will have an added advantage. These applicants as well as those who have a **teaching qualification** should be prioritised.
 - (ag) Certified copy of identity document/ passport.
 - (ah) Those candidates who are not in Education, Employment or Training (NEET)
 - (ai) Up to the age of 35 years of age (as specified for EA/GSA)
- (iv) The list of preferred EAs & /GSAs must be submitted to the Provincial Coordinator/Provincial Project Manager within a week of finalising the selection.

5.2 Placement strategy

As soon as the successful candidates receive their appointment notification they should go to the school to sign their placement contracts.

5.2.1 Job description

The National Department of Basic Education has provided a sample job description that the school can customise per EA / GSA, according to their needs. See **Annexure F**. The school is expected to ensure that each EA/GSA appointed is provided a job description/work plan.

5.2.2 Remuneration

The EAs & GSAs will be paid a stipend of R3 500 per month inclusive of 1% for UIF. As the employers, Provincial Education Departments/ schools will be responsible for payment of the stipend as well as making a contribution towards the Unemployment Insurance Fund (UIF).

5.2.3 Conditions of Employment

The EAs & GSAs will be appointed in accordance with the Basic Conditions of Employment Act No. 75 of 1997 Public Service Act No. 103 of 1994. See details in **Annexure G**.

5.3 Orientation Programme (Refer to Annexure H)

5.3.1 Capacity Building for Education Assistants and General School Assistants

Capacity building for the EAs & GSAs should be carefully planned to contribute to learning and growth. Over and above the orientation that the school will take the EAs and GSAs through, the province should capacitate EAs and GSAs with skills that could be used for future careers also benefiting the schools and communities that EAs/GSAs come from.

5.3.2 School initiated programme

The school through the establishment of Learning Communities in the school should ensure that the EAs & GSAs are learning from experienced teachers.

5.3.3 System initiated programmes

It is crucial that the provinces, districts or circuits should design support and capacity programmes for the EAs & GSAs and take them through a skills development programme.

6. TRAINING PLAN

The Department of Basic Education would like to use the opportunity presented by the Basic Education Employment Initiative (BEEI), to ensure that the challenges realised through the COVID-19 pandemic are addressed in a way that benefits both the Sector and the young people to be employed. The training programme is therefore aimed at ensuring that academic disruptions brought about by COVID-19 are addressed through this opportunity. The young people will therefore be provided with training that will provide and skills appropriate for the schooling sector as well as for communities. The training opportunities will prioritise the young people employed in this initiative and those who are in a possession of a **post** NQF level 4 qualification. A detailed Training Inventory is attached as **Annexure K**. Each province will be expected to submit a training plan/programme which specifies the focus areas for skills development.

The EAs & GSAs should be assigned to a supervising teacher in the school. The EEI funding allocation to provinces includes 1% for training through which **NGOs/ HEIs/ TVET Colleges/ CBOs** may be appointed to conduct initial training.

7. PROJECT MANAGEMENT

7.1 Roles and responsibilities

The Education Employment Initiative is a government programme managed at various levels (i.e. National, Provincial, District and school). Therefore, all levels will be required to play a part according to the assigned roles and responsibilities as outlined below:

7.1.1 Department of Basic Education

The DBE will be responsible for the **coordination of the entire Basic Education Employment Initiative**, which includes the following roles:

- (a) Orientate Provinces on the recruitment, conditions of employment as well as the roles and responsibilities of EAs & GSAs;
- (b) Monitoring and support of all Programme activities, e.g. recruitment, appointment, placement, orientation and training of EAs & GSAs in provinces;
- (c) Receive weekly/monthly status reports on EAs & GSAs from provinces;
- (d) Compile reports on the implementation of the programme;
- (e) Provide administrative support (monitor and support programme implementation at all levels);
- (f) Develop and distribute planning, implementation, monitoring and evaluation guidelines and/or templates;
- (g) Monitor implementation at provincial, district and school level on a quarterly basis or as and when required, in line with the Implementation Framework;
- (h) Report to the Presidency and other stakeholders on a monthly basis on the number of jobs provided for the EAs & GSAs and number of saved SGB posts at fee paying schools and posts at government subsidised independent schools;
- (i) Monitor and provide rapid response to all challenges that might arise; and
- (j) Facilitate the Implementation of the National and Provincial training plans to ensure that there are skills transferred to the youth at the end of the initiative (programme).

7.1.2 Provincial Education Departments

Provincial Education Departments will:

- (a) Identify the number of EA / GSA posts in the province.
- (b) Orientate Districts on the recruitment, conditions of employment as well as the roles and responsibilities of the EAs & GSAs.
- (c) Receive weekly/monthly status reports on the EAs & GSAs from districts/school.
- (d) Keep and update a database of EAs & GSAs in the Province.
- (e) Employ and facilitate the payment of stipends.
- (f) Manage the allocated budget in accordance with the applicable legislation.
- (g) Monitor and support the implementation of the Education Employment Initiative at district level.
- (h) Develop and submit approved business plans to the relevant authorities.
- (i) Develop implementation plans for each of the areas as follows: e.g. 1. Recruitment and Placement process; 2. Advocacy and Communication strategy, 3. Orientation, 4. Training and Development; 5. Monitoring, support and reporting.

- (j) Provinces that are transferring funds to schools are required along with their business plans to develop and submit approved 2020/21 transfer schedules reflecting actual dates on which funds will be transferred to schools.
- (k) Ensure compliance with reporting requirements by providing consolidated monthly expenditure reports 15 days after the end of the month, and quarterly reports 30 days after the end of the quarter.
- (l) Reconcile expenditure by schools against budget transfers on a monthly basis.
- (m) Manage and implement the Project in line with the Public Finance Management Act (PFMA).
- (n) Monitor and provide support to districts, circuits and schools.
- (o) Provide human resource capacity at all relevant levels including the appointment or identification of a qualified and experienced person/s to administer, manage and co-ordinate the activities associated with the Project in accordance with the provisions of the framework.
- (p) Evaluate the performance of the Initiative and submit evaluation reports to DBE and other relevant stakeholders within two months after the end of the financial year.
- (q) Implement projects according to the approved business plan.
- (r) **Draft a training and skills transfer plan**, as well as ensure its implementation.

7.1.3 District Offices

District offices will:

- (a) Play an advocacy role for the Education Employment Initiative.
- (b) Confirm the number of the EAs & GSAs required by schools in the district.
- (c) Orientate School Principals and SGB Chairpersons on the recruitment, conditions of employment as well as roles and responsibilities of the EAs & GSAs.
- (d) Receive monthly status reports on EAs & GSAs from schools, and intervene where necessary.
- (e) Keep and update a database of the EAs & GSAs in the District.
- (f) Monitor and support the implementation of the Education Employment Initiative in schools.
- (g) Ensure that all EAs and GSAs appointed in the district have received training on skills identified by province, (e.g. ICT skills).

7.1.4 Schools (SMT & SGB)

The School will:

- (a) Identify the number of the EAs & GSAs required in the school and submit request to the Provincial Education Department/ District Office.
- (b) Encourage potential candidates, residing in close proximity to the school, who wish to be considered as EAs & GSAs to submit their profiles to the school for consideration.
- (c) Invite interested candidates who wish to be considered as EAs & GSAs to submit a covering letter, Curriculum vitae, completed application and screening forms.
- (d) Orientate newly appointed EAs & GSAs on their roles and responsibilities as well as the code of conduct for learners and staff.
- (e) Provide the necessary resources such as stationery.
- (f) Monitor and support the EAs & GSAs.
- (g) Appoint EAs & GSAs in line with allocations as specified and considering the school's needs.
- (h) Manage training (where necessary) of all EAs & GSAs appointed to ensure work is done in accordance with job descriptions.

- (i) Report to Provincial Education Department on a monthly basis on the number of the EAs & GSAs employed and their performance, in line with their assigned responsibilities in the school.
- (j) Report on a monthly basis on the number of school governing body posts saved and the funds expended for this purpose, if applicable.
- (k) Report on a monthly basis on the number of posts saved at independent schools, and the funds expended for this purpose, if applicable.
- (l) Ensure that EAs and GSAs receive formal training that will result in skills transfer as per provincial and district plan.

7.2 Oversight, Monitoring and Evaluation

The Department of Basic Education has been allocated R1.2 million for project management and oversight. The same amount is allocated to each of the Provincial Education Departments to oversee and manage the implementation of the Project. The DBE and PEDs may appoint Project Managers who will be supported by project teams.

The monitoring and evaluation of the Project will be undertaken by two Committees at the National Department of Basic Education. These will be the Project Steering Committee (PSC) and the Project Management Team (PMT). The PSC will be chaired by the Deputy Directors-General as delegated by the Director-General (DG).

The PMT will be headed by the Project manager/s appointed by the DG. 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 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 PMT. 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.

The arrangement in respect of the PSC and PMT will be replicated at Provincial level.

The Provincial Project Management Team (PPMT) will comprise of representatives from Office of the Superintendent-General, Office of the CFO and representatives from directorates/ units implicated in the implementation of the Project (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, 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 representatives from PPMT, District Director; circuit managers'/ school principals and any other officials that the committee thinks will make a positive impact or contribution to the process.

The Department of Basic Education will draft the Monitoring Framework and Monitoring Tool based on the Implementation Framework. All implementation processes will be monitored, supported and evaluated to ensure consistency, fairness, effectiveness, efficiency and transparency.

7.3 Reporting

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.

PEDs will be required to provide monthly reports to the Department of Basic Education and Presidency on the number of posts that have been saved and the total amount of funds used in this regard. The report will also have to provide a summary of funds allocated, funds disbursed and funds remaining.

8. FINANCIAL IMPLICATIONS

8.1 Budget allocation

R7 billion is allocated towards the implementation of the Education Employment Initiative. A detailed breakdown is provided in **Annexure B: Budgetary Requirements**.

9. CONCLUSION

The roll out of the Education Employment Initiative 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 Project will not only provide the necessary work experience as well as critical skills and competencies, but will also provide real employment opportunities for the youth that will greatly improve their prospects of employability. At the same time, the saving of SGB posts and posts at government subsidised independent schools will alleviate existing pressures on the schools' finances, due to COVID-19.

10. ANNEXURES

Annexure A: IMPLEMENTATION PLAN

Annexure B: BUDGETARY REQUIREMENTS

Annexure C: ALLOCATION OF EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANCE TO PROVINCES

Annexure D: GUIDELINE SAVING OF POSTS – SGB FUNDED POSTS AND POSTS IN THE SUBSIDISED INDEPENDENT SCHOOLS

Annexure E: SAMPLE ADVERT FOR RECRUITMENT

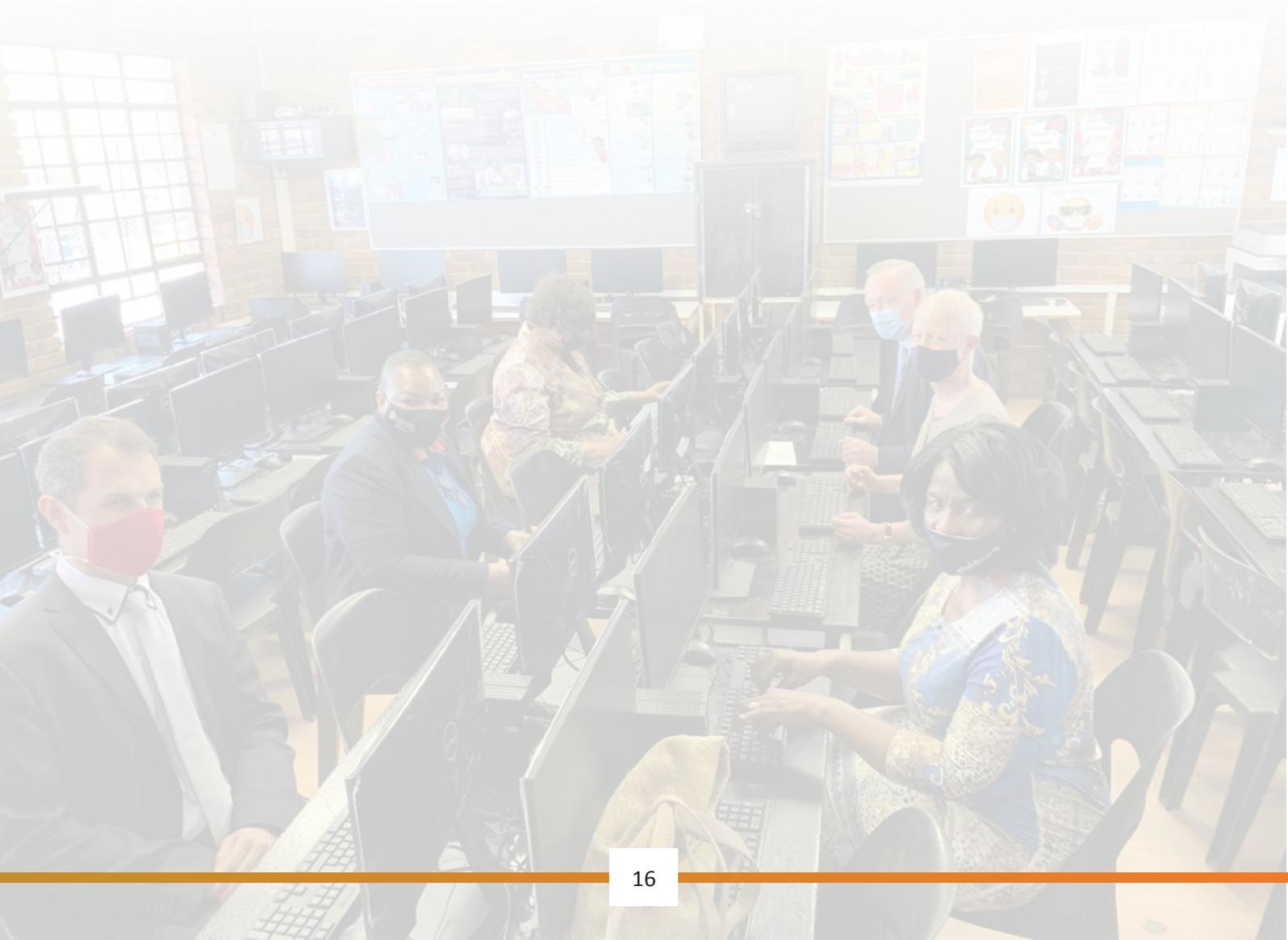
Annexure F: SAMPLE APPLICATION FORM

Annexure G: CONDITIONS OF EMPLOYMENT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

Annexure H: ORIENTATION OF EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

Annexure I: POSSIBLE RISKS TO IMPLEMENTATION OF THE BASIC EDUCATION EMPLOYMENT INITIATIVE AND MITIGATION

Annexure J: TRAINING PLAN



Annexure A: IMPLEMENTATION PLAN

| ACTIVITIES | RESPONSIBILITY DBE/PED/SCHOOL | TIMEFRAME | RESOURCES | PROGRESS REPORT | EVIDENCE |
|---|-------------------------------|----------------|--|-----------------|---------------------------|
| OUTPUT 1: PROJECT PREPARATION AND APPROVALS | | | | | |
| 1. Drafting and approval of indicators and targets | DBE (SPR and Branches) | 31 July 2020 | Computer and officials | | |
| 2. Approval of the concept, implementation plan and budget | DBE | 31 July 2020 | Computer and officials | | |
| 3. Determining the demand (allocation) | DBE/NT/Presidency | 31 July 2020 | Computer, Data, officials | | Annexure C |
| 4. Establish project teams for National, level | DBE / Branches | September 2020 | Officials and funds for compensation | | |
| 5. Drafting of Grant Framework and submission for NT inputs | DBE | September 2020 | HR capacity | | |
| 6. Drafting of Implementation Framework | DBE | October 2020 | HR capacity | | |
| 7. Allocation and approval letter from NT | DBE/NT | October 2020 | | | |
| 8. Establish project teams at Provincial (consultation) | PEDs | October 2020 | Availability of officials and funds for compensation | | Analyse reports from PEDs |
| 9. PEDs drafting Business Plans and submitting to Provincial Treasuries | PEDs | October 2020 | HR capacity | | Analyse reports from PEDs |
| 10. Business Plans submitted for approval process | PEDs / Provincial Treasuries | October 2020 | HR capacity | | Analyse reports from PEDs |

| ACTIVITIES | RESPONSIBILITY DBE/PED/SCHOOL | TIMEFRAME | RESOURCES | PROGRESS REPORT | EVIDENCE |
|---|-------------------------------|-----------|-----------|-----------------|----------|
| OUTPUT: 2 CONSULTATION WITH INTERNAL AND EXTERNAL STAKEHOLDERS | | | | | |
| 11. Consulted the following partners : Microsoft | | | | | |
| 12. HP | | | | | |
| 13. LinkedIn | | | | | |
| 14. IBM | | | | | |
| 15. Oracle | | | | | |
| 16. Unilever | | | | | |
| 17. Anglo-American | | | | | |
| 18. Samsung | | | | | |
| 19. EITDP-SETA | | | | | |
| 20. Vodacom Foundation | | | | | |
| 21. Construction SETA | | | | | |
| 22. MTN | | | | | |
| 23. TVET | | | | | |
| 24. Universities | | | | | |
| 25. DHET/Other Government | | | | | |
| 26. NGOs | | | | | |

| ACTIVITIES | RESPONSIBILITY DBE/PED/SCHOOL | TIMEFRAME | RESOURCES | PROGRESS REPORT | EVIDENCE |
|--|-------------------------------|-------------------------|---|--|---------------|
| OUTPUT 3: RECRUITMENT AND SELECTION OF PARTICIPANTS | | | | | |
| 1. Draft advertisement for Education Assistants and General School Assistants circulated for inputs and then approved | DBE | October 2020 | Computer and officials | Correct information captured on the advert (requirements, etc.) | Annexure E |
| 2. Automate the application form (to simplify the application process) | DBE/PEDs | October/Nov 2020 | Computer and officials | Correct information captured on the advert (requirements, etc.) | SCM processes |
| 3. Advertisement circulated to PEDs for implementation | DBE/PEDs | 9 - 13 November 2020 | Computer and officials | Availability of officials to make inputs on advert and turnaround time | |
| 4. Advocacy, advertisement and communication via local media (QLTC, local clinics, local stores, local newspapers, etc.) | PEDs/District/ Schools | October 2020 | Availability of funds | Cost might be too high, | |
| 5. Applications received by PEDs/District/ Schools (dedicated hotline/email) | Schools/District/ PEDs | 9 - 13 Nov 2020 | Officials available to receive and capture the applications | | |
| 6. Screening and selection of education assistants and General School Assistants | PEDs/District/ Schools | 9 - 13 Nov 2020 | Officials available to receive and capture the applications | | |
| 7. Shortlisting, selection and invitation to interviews | PEDs/District/ Schools | 16 - 20 Nov 2020 | Officials available to shortlist | | |
| 8. Interviews | PEDs/District/School | 23 - 30 Nov 2020 | Availability Panel for interviews, | | |
| OUTPUT 3: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER PROVINCE (DONE BY DBE/NATIONAL) | | | | | |
| 1. Establish Criterion for identification of schools | DBE/PEDs | August / September 2020 | Reliable data | | Annexure C |
| 2. Identification of participating schools | DBE/PEDs | September 2020 | Availability of Data | | Annexure C |
| 3. Calculations based on the criteria and allocation of EAs and GSAs per province | DBE/NT | September 2020 | | | Annexure C |
| 4. Communicating the criteria and allocation to PEDs | DBE | October 2020 | Availability of officials | | Annexure C |

| ACTIVITIES | RESPONSIBILITY DBE/PED/SCHOOL | TIMEFRAME | RESOURCES | PROGRESS REPORT | EVIDENCE |
|--|-------------------------------|-------------------------|--|-----------------|------------|
| OUTPUT 4: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER DISTRICT AND SCHOOLS (DONE BY PROVINCE) | | | | | |
| 5. Establish Criterion for identification of schools depending on provincial identified needs | PEDs | October 2020 | Reliable data | | |
| 6. Identification of participating schools | PEDs/District | October 2020 | Availability of Data | | |
| 7. Calculations based on the criteria and allocation of EAs and GSAs per district and schools | PEDs/District | October 2020 | | | |
| 8. Communicating the criteria and allocation to PEDs | PEDs/District | October 2020 | Availability of officials | | |
| OUTPUT 5: APPOINTMENT AND PLACEMENT IN SCHOOLS | | | | | |
| 1. Letters of appointment issued to selected EAs & GSAs | DBE | 30 November 2020 | Computers and officials | | |
| 2. EAs & GSAs arrive at school | PEDs/ Districts/ School | 1 December 2020 | Officials to receive the EAs | | |
| 3. Orientation of Education Assistants and General School Assistants | PEDs/District/School | 1 - 11 December 2020 | Officials and material for orientation | | |
| 4. Allocation to classes and Mentor/Teacher | School | 1 December 2020 | Availability of SMT to allocate | | |
| 5. Signing of Contract, Job description and work plan | School | 1 December 2020 | EAs and SMT or allocated Mentor | | |
| OUTPUT 6: ORIENTATION | | | | | |
| 1. Development of Orientation Manual | DBE | 31 July 2020 | Officials knowledge and skills | | Annexure I |
| 2. Drafting of schedule for orientation | DBE | September 2020 | Officials knowledge and skills | | |
| 3. Orientation workshops | DBE/PEDs | November/ December 2020 | Officials availability | | |
| 4. Follow-up training and support by PEDs | PEDs/Districts | January / February 2020 | Officials availability | | |
| 5. Continuous training and support to EAs and GSAs | DBE/PEDs | March 2020 | Officials availability | | |

| ACTIVITIES | RESPONSIBILITY DBE/PED/SCHOOL | TIMEFRAME | RESOURCES | PROGRESS REPORT | EVIDENCE |
|---|--|--------------------------------------|--|-----------------|----------|
| OUTPUT 7: TRAINING AND TRANSFER OF SKILLS | | | | | |
| 6. Development of Provincial Training Plan | Province | October 2020 | Officials knowledge and skills, use of NGOs, HEI, Partners | | |
| 7. Drafting of implementation plan for training | Province | October 2020 | Officials knowledge and skills | | |
| 8. Training and development workshop/s | PEDs / Districts / schools | November/ December 2020 | Officials availability | | |
| 9. Follow-up training and support by PEDs | PEDs / Districts / Schools | January / February 2020 | Officials availability | | |
| 10. Continuous training and support to EAs and GSAs | PEDs / Districts / Schools | March 2020 | Officials availability | | |
| OUTPUT 8: PROGRAMME MONITORING AND EVALUATION | | | | | |
| 1. Drafting of monitoring and evaluation plan | DBE for national Plan Provinces and District to draft their plan | October 2020 | Knowledge of programmes to design accessible reporting systems | | |
| 2. Design and draft monthly reporting templates for PEDs | DBE | October 2020 | Knowledge of programmes to design accessible reporting systems | | |
| 3. Communicate the monitoring plan, dates and reporting templates | DBE/PEDs | October 2020 | Availability of plans | | |
| 4. Receive monthly reports from PEDs | PEDs/DBE | Monthly: November 2020 to April 2021 | Computers and officials to receive reports | | |
| 5. Ad-hoc monitoring on selected schools and districts per PED | DBE/PEDs | Monthly | HR Capacity | | |
| 6. Consolidate quarterly and monthly reports | PEDs/DBE | Q3 Q4 | Computers and officials to analyse and consolidate reports | | |
| 7. Submit the reports to SPR, DPME and NT | DBE | quarterly | Approved report, computer and officials | | |

| ACTIVITIES | RESPONSIBILITY DBE/PED/SCHOOL | TIMEFRAME | RESOURCES | PROGRESS REPORT | EVIDENCE |
|---|-------------------------------|------------|-----------|-----------------|----------|
| OUTPUT 9: EVALUATION (FRAMEWORK) AND CLOSEOUT REPORT | | | | | |
| 1. Submission for request for approval to monitor the whole project so as to evaluate the impact of the project. Monitoring will include interviewing all role players, including the households of the candidates (EAs and GSAs) | DBE | Jan 2020 | Officials | | |
| 2. Plans and tools communicated to PEDs | DBE | Jan 2020 | Officials | | |
| 3. Monitoring and report writing | DBE | March 2021 | Officials | | |
| 4. Draft report presented to PEDs | DBE | April 2021 | Officials | | |
| 5. Final report submitted to DG for approval | DBE | May 2021 | Officials | | |
| 6. Final Report Submitted to National Treasury | DBE | June 2021 | Officials | | |

Annexure B: BUDGETARY REQUIREMENTS

1. Introduction

The target for the 2020/ 2021 Financial Year is to give job opportunities to 319 000 unemployed youth allocated to all public schools benefiting +/- 12. 9 million learners. The Programme is envisaged to end at the end of 2020/21 Financial Year, with no roll over of any funds that might be unspent.

1.1 The R7 billion allocation will be divided as follows:

- (i) Education Assistants and General School Assistants should be paid a stipend of **R3 500 with 1%** contributed towards UIF;
- (ii) **R 1 200 000** per province for provincial **project management**;
- (iii) **R 1 200 000** is allocated for **DBE Project Management**
- (iv) **Up to 1%** of provincial allocation **may be used** for provincial training; and
- (v) **Some of the allocation should be channelled to saving** SGB posts at fee paying schools and posts at government subsidised independent schools.

2. Budget allocation for Education Assistants and General School Assistants

Table 1: Learner numbers per province and per quintile

| Province | Special Schools | Public Ordinary Schools | Total No. of schools | Learner in Special Schools | Total No. of Learners (Q1-Q3) | Total No. of Learners (Q4-Q5) | Total No. of Learners (Q1-Q5) & Special Schools |
|--------------|-----------------|-------------------------|----------------------|----------------------------|-------------------------------|-------------------------------|---|
| EC | 46 | 5215 | 5261 | 10011 | 1628522 | 141645 | 1780178 |
| FS | 23 | 1085 | 1108 | 6527 | 586722 | 108866 | 702115 |
| GT | 139 | 2071 | 2210 | 55632 | 1016127 | 1134968 | 2206727 |
| KZN | 72 | 5821 | 5893 | 19298 | 2094783 | 689406 | 2803487 |
| LP | 43 | 3773 | 3816 | 10026 | 1616948 | 70428 | 1697402 |
| MP | 18 | 1679 | 1697 | 2577 | 761658 | 300519 | 1064754 |
| NC | 11 | 546 | 557 | 1967 | 205771 | 86823 | 294561 |
| NW | 32 | 1451 | 1483 | 7648 | 726905 | 101336 | 835889 |
| WC | 72 | 1452 | 1524 | 20180 | 451692 | 674985 | 1146857 |
| Total | 456 | 23093 | 23549 | 133866 | 9089128 | 3308976 | 12531970 |

Data Source EMIS - School Master list of 2019

Table 2: Financial breakdown per province on allocation of Education Assistants

| PROVINCE | 2 EA per school | Special Schools & Q1 - Q3 Allocation. For every 72 learners allocate ONE EA | Q4 - Q5 Schools Allocation. For every 147 learners allocate ONE EA | TOTAL EAs per province | Special Schools & Q1 - Q3 Allocation. For every 76 learners allocate ONE General School Assistants | TOTAL allocation of EAs and GSAs per province |
|----------|-----------------|---|--|------------------------|--|---|
| EC | 10522 | 22757 | 964 | 34243 | 21560 | 55803 |
| FS | 2216 | 8240 | 741 | 11196 | 7806 | 19002 |
| GT | 4420 | 14886 | 7721 | 27026 | 14102 | 41129 |
| KZN | 11786 | 29362 | 4690 | 45838 | 27817 | 73655 |
| LP | 7632 | 22597 | 479 | 30708 | 21408 | 52116 |
| MP | 3394 | 10614 | 2044 | 16053 | 10056 | 26108 |

| PROVINCE | 2 EA per school | Special Schools & Q1 - Q3 Allocation. For every 72 learners allocate ONE EA | Q4 - Q5 Schools Allocation. For every 147 learners allocate ONE EA | TOTAL EAs per province | Special Schools & Q1 - Q3 Allocation. For every 76 learners allocate ONE General School Assistants | TOTAL allocation of EAs and GSAs per province |
|----------|-----------------|---|--|------------------------|--|---|
| NC | 1114 | 2885 | 591 | 4590 | 2733 | 7323 |
| NW | 2966 | 10202 | 689 | 13857 | 9665 | 23523 |
| WC | 3048 | 6554 | 4592 | 14194 | 6209 | 20402 |
| Total | 47 098 | 128 097 | 22 510 | 197 705 | 121 355 | 319 060 |

Data source: 2019 School master list

Allocation criteria:

Each school will be allocated 2 Education Assistants.

EA - Quintile 1 – 3 schools will then be allocated additional Education Assistants using a ratio of 1:72.

EA - Quintile 4 – 5 schools will then be allocated additional Education Assistants using a ratio of 1: 147.

General School Assistants (Janitors, Cleaners, Screeners, Caretakers, etc.) – Quintile 1 – 3:1 76

Table 3. Education Assistants Budget projections

| Province | Total EAs per province | Total Stipend R | UIF (1% per stipend) Section 2 (6) UIC act 2002 R | Project Man. R | Training R | Total Budget R |
|--------------|------------------------|-----------------|---|----------------|--------------|-----------------|
| National DBE | | | | 1,200,000 | | 1,200,000 |
| EC | 55 803 | 781,236,665 | 7,812,367 | 1,200,000 | 7,812,367 | 798,061,399 |
| FS | 19 002 | 266,028,873 | 2,660,289 | 1,200,000 | 2,660,289 | 272,549,451 |
| GT | 41 129 | 575,799,063 | 5,757,991 | 1,200,000 | 5,757,991 | 588,515,045 |
| KZN | 73 655 | 1,031,168,994 | 10,311,690 | 1,200,000 | 10,311,690 | 1,052,992,373 |
| LP | 52 116 | 729,617,221 | 7,296,172 | 1,200,000 | 7,296,172 | 745,409,565 |
| MP | 26 108 | 365,518,239 | 3,655,182 | 1,200,000 | 3,655,182 | 374,028,603 |
| NC | 7 323 | 102,525,883 | 1,025,259 | 1,200,000 | 1,025,259 | 105,776,401 |
| NW | 23 523 | 329,317,192 | 3,293,172 | 1,200,000 | 3,293,172 | 337,103,536 |
| WC | 20 402 | 285,632,964 | 2,856,330 | 1,200,000 | 2,856,330 | 292,545,623 |
| Total | 319 060 | R 4,466,845,095 | R 44,668,451 | R 12,000,000 | R 44,668,451 | R 4,568,181,997 |

3. Saving of School Governing Body (SGB) Posts and Posts and Government Subsidized Independent Schools

The breakout of COVID-19 and the subsequent enforcement of a National State of Emergency in South Africa has had a devastating impact on the economy. In turn, this has led to job losses. As a result, some parents have been unable to honour their contractual obligations to pay for their children's school fees.

A number of schools have written to the DBE to request for assistance in paying the salaries of educators who are employed by the SGBs. Furthermore, some educators have written to the DBE reporting that they have either not received part of the salaries or no salaries at all.

A portion of the Education Employment Initiative is dedicated towards saving of SGB posts and posts and government subsidized independent schools. The funds form part of the Equitable Share add-on that will be disbursed to Provinces.

It is the responsibility of the Provincial Education Department (PED) to make an assessment and confirmation of the needs that schools have. As part of this, consideration should be made for applications sent to the Head of Department. It should be noted the funds allocated to each Province come in the form of a relief to help the educators to cope better with a stressful situation. Effectively, this implies that the posts identified for relief where a legitimate need has been determined.

Table 4. Complete allocation/ transfer to the provinces

| PROVINCE | Total transfer to EAs incl. UIF R'000 | Saving of posts (SGBs & Subsidised Independent Schools) | Project Man. Team | Training | Total Transfer to PEDs |
|-------------------------|---------------------------------------|---|-------------------|-------------------|------------------------|
| EC | 789,049,032 | 392,618,601 | 1,200,000 | 7,812,367 | 1,190,680,000 |
| FS | 268,689,162 | 139,072,549 | 1,200,000 | 2,660,289 | 411,622,000 |
| GT | 581,557,054 | 497,206,955 | 1,200,000 | 5,757,991 | 1,085,722,000 |
| KZN | 1,041,480,683 | 371,245,627 | 1,200,000 | 10,311,690 | 1,424,238,000 |
| LP | 736,913,393 | 242,416,435 | 1,200,000 | 7,296,172 | 987,826,000 |
| MP | 369,173,421 | 116,864,397 | 1,200,000 | 3,655,182 | 490,893,000 |
| NC | 103,551,142 | 42,500,599 | 1,200,000 | 1,025,259 | 148,277,000 |
| NW | 332,610,364 | 108,147,464 | 1,200,000 | 3,293,172 | 445,251,000 |
| WC | 288,489,294 | 521,745,377 | 1,200,000 | 2,856,330 | 814,291,000 |
| Total PEDs | 4,511,513,546 | 2,431,818,003 | 10,800,000 | 44,668,451 | 6,998,800,000 |
| National | | | | | 1,200,000 |
| Total Allocation | | | | | 7,000,000,000 |

Table A.1 Breakdown of provincial equitable share changes, 2020/21

| R thousands | Presidential Employment Initiative | Food relief | Public service wage bill | Total change |
|---------------|------------------------------------|----------------|--------------------------|--------------------|
| Eastern Cape | 1 190 680 | 66 279 | -3 476 922 | -2 219 963 |
| Free State | 411 622 | 27 853 | -1 522 743 | -1 083 268 |
| Gauteng | 1 085 722 | 104 216 | -4 997 729 | -3 807 790 |
| KwaZulu-Natal | 1 424 238 | 103 506 | -5 362 154 | -3 834 410 |
| Limpopo | 987 826 | 57 848 | -3 075 616 | -2 029 942 |
| Mpumalanga | 490 893 | 40 943 | -1 999 519 | -1 467 683 |
| Northern Cape | 148 277 | 13 228 | -702 001 | -540 496 |
| North West | 445 251 | 34 846 | -1 720 521 | -1 240 424 |
| Western Cape | 814 291 | 51 281 | -2 396 103 | -1 530 532 |
| Total | 6 998 800 | 500 000 | -25 253 307 | -17 754 507 |

Source: National Treasury

Additional allocations to provinces for the Presidential Employment Initiative for the education determined in terms of the applications received, food relief is determined in line with equitable share formula, while the provincial reductions for public service wage bill are determined with the individual personnel expenditure in the provinces.

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Annexure C: ALLOCATION OF EDUCATION ASSISTANTS (EAs) AND GENERAL SCHOOL ASSISTANTS (GSAs) TO PROVINCES

Table 1: Total Number of schools and learners

| Province | Special Schools | Public Ordinary Schools | Total No. of schools | Learner in Special Schools | Total No. of Learners (Q1-Q3) | Total No. of Learners (Q4-Q5) | Total No. of Learners (Q1-Q5) & Special Schools |
|--------------|-----------------|-------------------------|----------------------|----------------------------|-------------------------------|-------------------------------|---|
| EC | 46 | 5 215 | 5 261 | 10 011 | 1 628 522 | 141 645 | 1 780 178 |
| FS | 23 | 1 085 | 1 108 | 6 527 | 586 722 | 108 866 | 702 115 |
| GT | 139 | 2 071 | 2 210 | 55 632 | 1 016 127 | 1 134 968 | 2 206 727 |
| KZN | 72 | 5 821 | 5 893 | 19 298 | 2 094 783 | 689 406 | 2 803 487 |
| LP | 43 | 3 773 | 3 816 | 10 026 | 1 616 948 | 70 428 | 1 697 402 |
| MP | 18 | 1 679 | 1 697 | 2 577 | 761 658 | 300 519 | 1 064 754 |
| NC | 11 | 546 | 557 | 1 967 | 205 771 | 86 823 | 294 561 |
| NW | 32 | 1 451 | 1 483 | 7 648 | 726 905 | 101 336 | 835 889 |
| WC | 72 | 1 452 | 1 524 | 20 180 | 451 692 | 674 985 | 1 146 857 |
| Total | 456 | 23 093 | 23 549 | 133 866 | 9 089 128 | 3 308 976 | 12 531 970 |

EMIS – school master list of 2019

Table 2: Allocation of Education Assistants and General School Assistants

| PROVINCE | 2 EA per school | Special Schools & Q1 - Q3 Allocation. For every 72 learners allocate ONE EA | Q4 - Q5 Schools Allocation. For every 147 learners allocate ONE EA | TOTAL EAs per province | Special Schools & Q1 - Q3 Allocation. For every 76 learners allocate ONE General School Assistants | TOTAL allocation of EAs and GSAs per province |
|--------------|-----------------|---|--|------------------------|--|---|
| EC | 10 522 | 22 757 | 964 | 34 243 | 21 560 | 55 803 |
| FS | 2 216 | 8 240 | 741 | 11 196 | 7 806 | 19 002 |
| GT | 4 420 | 14 886 | 7 721 | 27 026 | 14 102 | 41 129 |
| KZN | 11 786 | 29 362 | 4 690 | 45 838 | 27 817 | 73 655 |
| LP | 7 632 | 22 597 | 479 | 30 708 | 21 408 | 52 116 |
| MP | 3 394 | 10 614 | 2 044 | 16 053 | 10 056 | 26 108 |
| NC | 1 114 | 2 885 | 591 | 4 590 | 2 733 | 7 323 |
| NW | 2 966 | 10 202 | 689 | 13 857 | 9 665 | 23 523 |
| WC | 3 048 | 6 554 | 4 592 | 14 194 | 6 209 | 20 402 |
| Total | 47 098 | 128 097 | 22 510 | 197 705 | 121 355 | 319 060 |

Annexure D: GUIDELINE SAVING OF POSTS – SGB FUNDED POSTS AND POSTS IN THE SUBSIDISED INDEPENDENT SCHOOLS

Saving of School Governing Body (SGB) Posts and Posts at Government Subsidized Independent Schools

The breakout of COVID-19 and the subsequent enforcement of a National State of Disaster in South Africa has had a devastating impact on the economy. In turn, this has led to job losses in many sectors, including basic education. As a result, some parents have been unable to honour their contractual obligations to pay for their children's school fees. In some instances, this has led to some schools not being able to pay the school governing body (SGB) employed educators and non-educators. The same has been a challenge for Government Subsidised Independent Schools.

A portion of funds for the Basic Education Employment Initiative (BEEI) Project is dedicated towards saving SGB posts and posts at government subsidized independent schools. To this end, funding amounting to R2 432 179 486 has been set aside. The funds form part of the Equitable Share add-on that will be disbursed to Provinces as part of the Presidential Economic Stimulus Package. Table 1 below summarises the allocation to each Province:

Table 1: Allocation of funds to save SGB funded posts and posts at government subsidised independent schools

| PROVINCE | Saving of posts (SGBs & Subsidised Independent Schools) |
|-------------------|---|
| EC | 392,618,601 |
| FS | 139,072,549 |
| GT | 497,206,955 |
| KZN | 371,245,627 |
| LP | 242,416,435 |
| MP | 116,864,397 |
| NC | 42,500,599 |
| NW | 108,147,464 |
| WC | 521,745,377 |
| Total PEDs | 2,431,818,003 |

The allocation of funds for government subsidised independent schools is based on the number of subsidised learners per Province. The funds will be distributed to Provinces, proportional to the number of subsidised learners in a Province. In terms of the allocation of funds to save SGB funded posts, this is based on the number of SGB paid educators per Province, to the extent that Provinces with a high number of such posts will receive a large proportion of the funding. It is not envisaged that all the posts indicated in table 1 are under threat. PEDs may not make a request for additional funds and will thus have to operate within the allocated budget.

The main purpose of the funds is to augment the schools' Compensation of Employees (COE) budgets and as such will only be disbursed to schools where there are legitimate budget pressures, arising out of the inability to optimally collect school fees. Schools will thus have to prove to the Provincial Education Department (PED) that they are unable to pay salaries due to budget constraints that they are experiencing. Considering that the funds will come in the form of relief to the schools, the PED will not take over the payment of salaries in totality. However, the PED may consider doing so for staff members who are already on low salaries. In this particular case, this would be all staff members who earn below a gross salary of R10 000 per month.

The funds will only be available for the duration of the implementation of the Basic Education Employment Initiative, which is expected to run until 31 March 2021. There will be no roll over of unspent funds.

Schools' needs assessment by the PED

It is the responsibility of the PED to make an assessment and confirmation of the needs that schools may have in respect of payment of salaries. As part of this, consideration should be made for applications already received by the Head of Department or Member of Executive Council (MEC) for Education in the Province during Alert Level 3 – 5 of the national lockdown. Such requests should be prioritised, followed by those that were received during Alert Level 2 and 1. In this regard, the principle of “*First in First Out*” or FIFO should be applied. PEDs should extend an invitation to apply for relief funding to all the schools with SGB posts and to government subsidised independent schools. In this regard, the PED will have to consider its capacity to deal with all applications within a short space of time and to communicate the outcomes of the assessments timeously. It is envisaged that PEDs will be able to start supporting the affected schools with effect from November 2020.

PEDs should set up committees that will adjudicate on the applications received from the schools. The committee should consist of officials from the following directorates. Other directorates may also be included:

- Governance
- Finance
- Independent Schools
- HR

For independent schools, the committee should give first priority/consideration to schools as per the rankings reflected on the National Norms and Standards for School Funding (paragraph 187).

First priority given to low fee charging schools

- Category 1 (Subsidised at 60% of the Provincial Average Estimate Per Learner (PAEPL) paid provided for Public Ordinary Schools)
- Category 2 (Subsidised at 40% of PAEPL)

Then middle fee charging

- Category 3 (Subsidised at 25% of the PAEPL)
- Category 4 (Subsidised at 15% of the PAEPL)

The PED may request a school to include the following information as part of its request for relief funding to augment salaries for affected posts (the list is not exhaustive):

- A once off comprehensive report indicating the level of financial distress faced by a school;
- Rolling 3 months' income and expenditure reports (submitted monthly, from 30 October 2020 to 28 February 2021);
- Total number of posts identified to be at risk in a school;
- Breakdown of posts (in terms of costs) that need to be supported;
- Proof of salary due to all employees paid by the school;
- Proof of not receiving any relief from other government institutions for the same purpose (equivalent to the expected salary. e.g. UIF TERS, provincial government initiatives); and
- Rolling 3 months Compensation of Employees expenditure (submitted monthly, until 30 April 2021).
- Proof of viability by the independent school e.g. financial statement

Schools can only be allowed to submit requests for posts that were filled on 01 April 2020 and became threatened as a result of COVID-19. This implies that no funding will be allocated for aspirational posts. PEDs are required to issue a circular to all schools indicating criteria and steps to follow to apply for financial support. All requests must be signed off by the school principal and the chairperson of the SGB of the school making a submission for relief funding to save posts.

Amounts to be paid by the PED per post category

The most important factors to consider when determining how much relief the PED will provide to an affected school is the current salary level of the post under threat and total funds allocated to the province to save posts. The PED will have to make the necessary calculations, taking into account the amount allocated to it for the purpose of saving posts. It will also need to be considered that the funds allocated to the PED will only be available for a limited time period. These funds may not be used for purposes other than what they have been allocated for to the PED. To this end, PEDs will be required to declare the amount set aside to save posts from the onset, as well as submitting monthly expenditure reports to the Department of Basic Education (DBE).

The table below provides a guide on how PEDs could assist schools, with affordability being of paramount importance.

Table 2: Guideline for allocating funds to schools for saving posts that have been confirmed to be at risk due to COVID-19 (inability to optimally collect school fees)

| SALARY LEVEL | PED INPUT TO SALARIES | SCHOOL INPUT TO SALARIES |
|-------------------|-----------------------|--------------------------|
| $X \leq R10\ 000$ | 80% | 20% |
| R10 001 – R15 000 | 70% | 30% |
| R15 001 – R20 000 | 50% | 50% |
| $X \geq R20\ 001$ | 35% | 65% |

For staff members receiving a gross monthly salary of R10 000 or less, it is proposed that the PED should make provision to support the affected schools by contributing 80% of the gross monthly salary. This should take into account the affordability of such an arrangement, in relation to the allocated funds. For staff members receiving gross salaries that are between R10 000 and R15 000, the PED should consider contributing 70%, with the school paying the remaining 30%.

The PED will have to set the upper limit of the funding support that it can give to each school over a five months' period, commencing from 30 November 2020, with the last payment under this arrangements being on 31 March 2021.

Method of fund disbursement

Two methods of disbursements of funds are proposed. Firstly, the PED may elect to make direct transfers to schools in advance or, secondly, reimburse the school after it had paid its staff members. Whatever approach is preferred, the PED will have to consider the associated risks and put measures in place to mitigate such risks. Among the most important considerations to make in determining the most suitable modality will be avoiding delays in payments to the staff, accountability, efficiency, effectiveness, transparency and fair use of public funds.

PEDs' Reporting requirement

From the onset, it will be required of PEDs to provide a confirmation of the number of SGB posts and posts at government subsidised independent schools that are under threat. This will serve as baseline information for further reporting to the DBE, which will be mandatory, on a monthly basis. The monthly reports should be submitted to the DBE by the 7th day of the month. PEDs will also have to confirm the criteria used to identify these posts.

Furthermore, PEDs will be required to provide monthly reports to the DBE and the Presidency on the number of posts that have been saved and the total amount of funds used in this regard. The report will also have to provide a summary of funds allocated for this purpose, funds disbursed and funds remaining. A reporting template to be completed by the PEDs is provide below:

Table 3. Template to report on the number of SGB-funded posts saved

| Template to report on the number of SGB-funded posts saved | | | |
|---|-----------|-----------------|------|
| Month and year | | | |
| Province | | | |
| District | | | |
| School Name | | | |
| EMIS Number | | | |
| Full Names of School Principal | | | |
| Number of posts supported | | | |
| Total amount disbursed (in rands) | | | |
| Has the school submitted 3 months income and expenditure report? | YES | NO | |
| Has the school submitted proof of salaries due to all employees paid by the school | YES | NO | |
| Has the school submitted a register signed by all educators who are receiving support | YES | NO | |
| Signature | Principal | SGB Chairperson | |
| Date: | Day | month | year |

Table 4. Template to report on the number of posts saved at government subsidised independent schools

| Template to report on the number of posts saved at government subsidised independent schools | | | |
|--|-----------|-----------------|------|
| Month and year | | | |
| Province | | | |
| District | | | |
| School Name | | | |
| Full Names of School Principal | | | |
| Category of subsidy payment | | | |
| Number of posts supported | | | |
| Total amount disbursed (in rands) | | | |
| Has the school submitted 3 months income and expenditure report? | YES | NO | |
| Has the school submitted proof of salaries due to all employees paid by the school | YES | NO | |
| Has the school submitted a register signed by all educators who are receiving support | YES | NO | |
| Signature | Principal | SGB Chairperson | |
| Date: | Day | month | year |

Annexure E: ADVERT FOR RECRUITMENT

Provincial Education Department (PED) offers contract Education Assistant positions to unemployed youth.

November 2020

The (insert name of school) is offering temporary Education Assistant positions to the unemployed youth of the Province, up to the age of 35 years old.

The Provincial Education Department (PED) is initiating a drive to create contract employment opportunities for the unemployed youth who have an interest in education and the community in which they reside.

Duties/ tasks

Among other things, Education Assistants will be required to prepare the classroom for teaching and learning and ensure that teaching materials are available and ready for use. Provide support to learners during lessons, with homework classes and remedial classes.

Requirements

Candidates must possess a NQF level 4 qualification, however NQF level 7 will be an added advantage.

Good organisational and communication skills; flexibility and creativity; basic IT skills; enjoy working with children and young adults; patience, confidence and a compassionate attitude; ability to manage groups of learners and deal with challenging behaviour.

Remuneration

The stipend paid to assistants will be R3 500 per month before the deduction of 1% of UIF.

Closing date

The closing date is 15 November 2020, and it is envisaged that the successful candidates will begin at schools in December 2020.

Applications can be submitted (via the system preferred by PED/APP/WhatsApp/online/dedicated email)
<https://sayouth.datafree.co/p/dbe>

ADVERT FOR RECRUITMENT

Provincial Education Department offers contract General School Assistant positions to unemployed youth

November 2020

The ([insert name of school](#)) is offering contract General School Assistant (GSA) employment opportunities to the unemployed youth of the Province up to the age of 35.

The Provincial Education Department (PED) is initiating a drive to create employment for the unemployed youth who have an interest in education sector and in the community in which they reside.

Duties/ tasks

Among other things, GSA will be required to perform one of the following duties: **Reading Coaches, e-Cadres, Janitors (infrastructure maintenance), Care Workers, Librarian, Screeners and Cleaners.** Help school management team in maintain of a safe, secure and clean school and classroom environment;

Requirements

Candidate must have good organisational and communications skills; flexibility and creativity; enjoy working with children and young adults; patience, confidence and a compassionate attitude; good literacy and numeracy skills; ability to manage groups of learners and deal with challenging behaviour and ability to communicate in English and one other official language.

Remuneration

The stipend paid to assistants will be R3 500 per month before the deduction of 1% of UIF.

Closing date

The closing date is 15 November 2020, and it is envisaged that the successful candidates will begin at schools in November/December 2020.

Applications can be submitted (via the system preferred by PED/APP/WhatsApp/online/dedicated email)

<https://sayouth.datafree.co/p/dbe>

No ID number? Trouble applying?

Call 0800 72 72 72 toll free for help.

Annexure F: APPLICATION FORM

**APPLICATION FORM FOR CONTRACT EMPLOYEMENT FOR
EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS**

LOCATION OF SCHOOL

| | |
|-------------------------------------|--|
| PROVINCE | |
| DISTRICT | |
| SCHOOL NAME/S (MAXIMUM CHOICE OF 3) | |

PERSONAL DETAILS

| | | |
|---|-------|----|
| NAME/S | | |
| SURNAME | | |
| DATE OF BIRTH (block at age 35) | | |
| IDENTITY NUMBER / PASSPORT NUMBER | | |
| GENDER | | |
| DO YOU HAVE ANY DISABILITY? | YES | NO |
| SPECIFY THE DISABILITY (IF ANY) | | |
| DO YOU HAVE A CRIMINAL RECORD? | | |
| CONTACTS | CELL | |
| | EMAIL | |
| PHYSICAL ADDRESS | | |
| HIGHEST QUALIFICATION ATTAINED ATTACH CERIFIED CERTIFICATE/S | | |
| TESTIMONIAL ATTACHED | YES | NO |
| ATTACH IDENTITY DOCUMENT | YES | NO |

| | |
|---|---|
|  INITIAL AND SURNAME |  DATE |
|---|---|

BASIC EDUCATION EMPLOYMENT INITIATIVE: CHECKLIST FOR PROVINCES

| ACTION | DATE |
|--|------------------|
| Schools place advert for Education and School Assistants | 6 November 2020 |
| Closing date of adverts | 13 November 2020 |
| Final selection/interview and decision | 20 November 2020 |
| Inform successful candidates and issue a letter of appointment | 27 November 2020 |
| Education and School Assistants sign a Contract of Employment and provide all relevant documentation | 1 December 2020 |
| Schools submit the list to Head Office the number of appointees and attendance | 4 December 2020 |
| Schools submit weekly/monthly updates on appointee attendance/replacements if any one resigns | |

Checklist for applications:

| DOCUMENTS | PROVIDED AND ON RECORD |
|--|------------------------|
| Copy of ID Document | |
| Tax Certificate | |
| Copy of qualification | |
| Criminal record application | |
| Testimonial letter from previous school/priest/local chief | |
| Curriculum Vitae | |
| Proof of address/letter from local chief/local church | |

SAMPLE SALARY ADVICE

PRESIDENTIAL EMPLOYMENT INITIATIVE PROGRAMME FOR BASIC EDUCATION

Insert school logo here

SALARY ADVICE

| PAYMENT NO | TAX NUMBER | IDENTITY NUMBER | SURNAME & INITIALS |
|------------|------------|-----------------|--------------------|
| | | | |

| JOB TITLE | ORGANISATION |
|-----------|--------------|
| | |

| BANK NAME | BANK ACCOUNT NO | PAYMENT PERIOD | GROSS SALARY | DEDUCTIONS | NETT SALARY |
|-----------|-----------------|----------------|--------------|------------|-------------|
| | | | R 3 535.00 | R 70.00 | R 3 465.00 |

| EARNINGS | | DEDUCTIONS | |
|--|-----------|-------------|---------|
| DESCRIPTION | AMOUNT | DESCRIPTION | AMOUNT |
| STIPEND | R3 500.00 | TAX RSA | R 00.00 |
| CASH ALLOWANCE TOWARD EMPLOYERS CONTRIBUTION FOR UIF | R 35.00 | UIF (2%) | R 70.00 |

Annexure G: JOB DESCRIPTION: EDUCATION ASSISTANT

(a) Job purpose:

To provide administrative support to the school and assist teachers by supporting learners with their educational and social developmental needs as well as promoting a safe and secure learning and teaching environment. (Please note: Education Assistants (EA) are not required to teach, however are required to provide support teaching and learning)

b) Roles and responsibilities:

The roles and responsibilities that can be allocated to EA include, but are not limited to the following:

- (i) Provide support to teaching and learning in the classrooms
- (ii) Provide support to the teacher, such as typing, photocopying, distribution of teaching materials, capturing of data, filing, record keeping, etc.
- (iii) Support the teacher with technical preparation of the classroom for teaching and learning and ensure that teaching materials are available and ready for use.
- (iv) Oversee learners in and out of the classroom settings such as in the library, laboratory, school events and during lunch breaks.
- (v) Provide after school support to learners, such as homework classes, sports events, cultural activities and school trips.
- (vi) Provide services to maintain a safe, secure and clean classroom environment in promotion of the COVID-19 standard operating procedures.

c) Required Skills

- (i) Good organisational skills.
- (ii) Flexibility and creativity.
- (iii) Basic IT skills.
- (iv) Enjoy working with children.
- (v) Patience, confidence and a compassionate attitude.
- (vi) Good literacy and numeracy skills.
- (vii) Ability to manage groups of learners and deal with challenging behaviour.
- (viii) Ability to communicate in English and one other official language.

d) Useful qualities of an Education Assistant

In noting that EAs will be supporting children’s learning, they must have certain traits.

(i) Being Flexible

Being flexible is a key trait of a **good Education Assistants**. Having the ability to adapt your time to meet the everyday needs of the teacher will ensure that lessons are carried out to plan and that pupils get the best learning tools and environment for their success.

(ii) Being Friendly

When working as an EA, being able to build good relationships is essential as you will be talking to pupils, staff and parents. The EA should be able to communicate clearly and build a trusting relationship with the learners they are supporting. This will help to develop learners’ educational needs and allow their parents to feel confident that their children’s development is in safe hands.

(iii) Being Dedicated

A good EA will show dedication to the task allocated to them. The EA will show initiative and will cooperate with the supervisors in the school.

(iv) Being Reliable

This means showing up for work consistently, as expected and adhering to the principle of punctuality. The EA will complete the tasks that have been assigned to them and will refrain from giving excuses for not being able to fulfil their role as expected.

| | | |
|----------------|---------------------|----------|
| Working hours: | Normal working week | 40 hours |
|----------------|---------------------|----------|

| | | |
|----------------------------|--|-------|
| Agreement | This job profile has been consulted and agreed to between the relevant parties | |
| Education Assistant | Signature: | Date: |
| | Initial and surname: | |
| Direct Supervisor / Mentor | Signature: | Date: |
| | Initial and surname: | |

JOB DESCRIPTION: GENERAL SCHOOL ASSISTANT

(a) Job purpose:

To provide cleaning and general maintenance support to the school and assist the School Management Team to have a clean, safe and secure educational and administrative environment.

b) Roles and responsibilities:

The roles and responsibilities that can be allocated to General School Assistants (GSA) include, but are not limited to the following:

- (i) Provide cleaning services of the built and external built environment of the school;
- (ii) Provide general maintenance service to the built and external built environment of the school;
- (iii) Provide reading support services;
- (iv) Provide care and support services;
- (v) Provide general administrative support services.
- (vi) Provide ICT support to the school

c) Required Skills

- (i) Good organisational skills.
- (ii) Flexibility and creativity.
- (iii) Enjoy working with children.
- (iv) Patience, confidence and a compassionate attitude.
- (v) Good literacy and numeracy skills.
- (vi) Ability to communicate in English and one other official language.

d) Useful qualities of a School Assistant

In noting that EAs will be supporting children’s learning, they must have certain traits.

- (i) **Being Flexible**
Being flexible is a key trait of a **good General School Assistant (GSA)**. Having the ability to adapt your time to meet the everyday needs of the School Management team.
- (ii) **Being Friendly**
When working as a General School Assistant, being able to build good relationships is essential as you will be talking to the School Management Team and other staff.
- (iii) **Being Dedicated**
A good General School Assistant will show dedication to the task allocated to them. The GSA will show initiative and will cooperate with the supervisors in the school.
- (iv) **Being Reliable**
This means showing up for work consistently, as expected and adhering to the principle of punctuality. The General School Assistant will complete the tasks that have been assigned to them and will refrain from giving excuses for not being able to fulfil their role as expected.

| | | |
|----------------|---------------------|----------|
| Working hours: | Normal working week | 40 hours |
|----------------|---------------------|----------|

| | | |
|----------------------------|--|-------|
| Agreement | This job profile has been consulted and agreed to between the relevant parties | |
| General School Assistant | Signature: | Date: |
| | Initial and surname: | |
| Direct Supervisor / Mentor | Signature: | Date: |
| | Initial and surname: | |

Annexure H: MONTHLY PERFORMANCE REPORT: EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

Department of Basic Education

Monthly Performance Report: Education Assistant / General School Assistant

This performance report should be completed online on each Education Assistant / General School Assistant by the school principal on the last school day of each month

| | | |
|-------------------|---------------------|-------------------|
| Appointment Level | Education Assistant | General Assistant |
| Employee Name | Surname: | First Names |
| ID Number | D.O.B | Year |
| Reporting Month | Year | |
| School Name | Principal's Name | |
| School Category | Primary | Secondary |
| EMIS Number | Combined | Special |
| Quintile Rank | 1 | 2 |
| | 3 | 4 |
| | 5 | |

Rate the performance of Education Assistant / General School Assistant

| Tick the appropriate column | Satisfactory | Unsatisfactory |
|---------------------------------|--------------|----------------|
| 1. Attendance | | |
| 2. Reliability | | |
| 3. Thoroughness and Accuracy | | |
| 4. Willingness to Learn | | |
| 5. Conduct | | |
| 6. Friendliness and Helpfulness | | |
| 7. Flexibility | | |
| 8. Cooperation with colleagues | | |
| 9. Initiative and Creativity | | |
| 10. General progress | | |

Details of any training programmes/activities to which the Education Assistant/ General School Assistant have been subjected to during the month:

Overall Remarks by Principals:

Employee's Remarks:

.....
Employee Signature

.....
Principal's Signature

.....
Date

.....
Date

ANNEXURE I: CONDITIONS OF PLACEMENT FOR EDUCATION ASSISTANTS (EAs) AND GENERAL SCHOOL ASSISTANTS (GSAs)

CONDITIONS OF PLACEMENT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

1. INTRODUCTION

1.1 This document contains the standard terms and conditions for the placement of Education Assistant and Other Assistant

2. DEFINITIONS

2.1 In this Document –

“department” means the Provincial Education Department

“employer” means the Provincial Education Department

“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 Other Assistant.

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

3. TERMS OF WORK

3.1 Education Assistants (EAs) and General School Assistants (GSAs) are placed on a temporary or contract basis.

4. NORMAL HOURS OF WORK

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

4.1.1 More than forty hours in any week;

4.1.2 On more than five days in any week; and

4.1.3 For more than eight hours on any day.

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- 4.2 There will be no payment for work done overtime
- 4.3 An employer and EA/GSA may agree that the EA/GSA will work four days per week. The EA/GSA may then work up to ten hours per day.

5. MEAL BREAKS

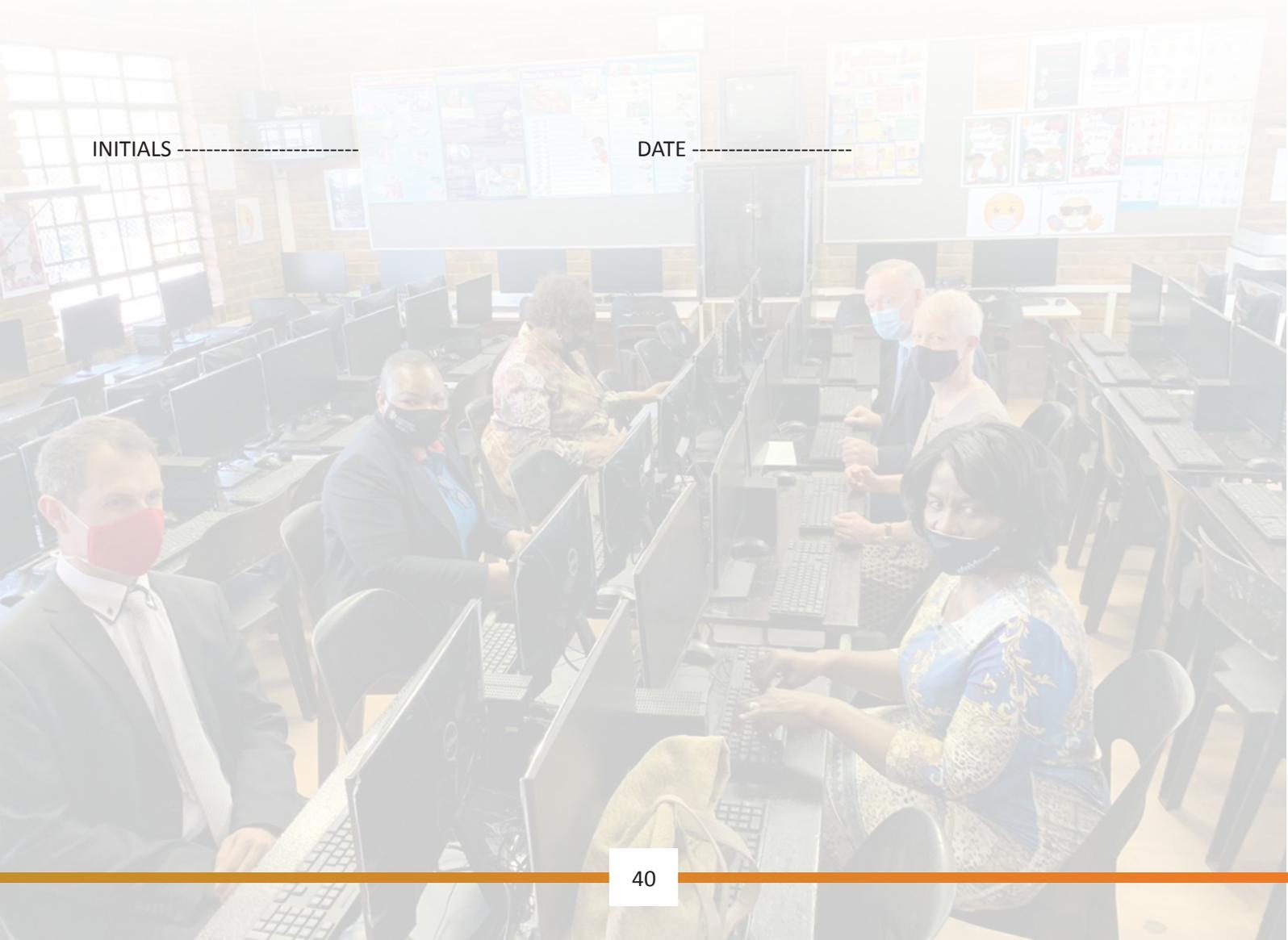
- 5.1 The EA/GSA may not work for more than five hours without taking a meal break of at least thirty minutes' duration.
- 5.2 An employer and the EA/GSA may agree on longer meal breaks
- 5.3 The EA/GSA may not work during meal break, however an employer may require the EA/GSA to perform duties during meal break if those duties cannot be left unattended and cannot be performed by another EA/GSA. An employer must take reasonable steps to ensure that the EA/GSA is relieved of his or her duties during meal break.
- 5.4 The EA/GSA who is paid on the basis of time worked must be paid if the EA/GSA is required to work or be available during the meal break.

6. DAILY REST PERIOD

- 6.1 Every EA/GSA is entitled to a daily rest period of at least twelve consecutive hours. The daily rest period is measured from the time the EA/GSA ends work on one day until the time an EA/GSA starts work on the next day.

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7. WEEKLY REST PERIOD

7.1 Every EA/GSA must have two days off every week (Normally Saturdays and Sundays or public holidays). An EA/GSA may only work on their day off to perform work which must be done without delay and cannot be performed by EA/GSA during their ordinary hours of work (“emergency work”).

8. SICK LEAVE

8.1 Only EAs/GSAs who work more than 24 hours per month have the right to claim sick-pay in terms of this clause.

8.2 The EA/GSA who is unable to work on account of illness or injury is entitled to claim one day’s sick leave for every full month that the EA/GSA has worked in terms of the contract.

8.3 Accumulated sick-leave may not be transferred from one contract to another contract.

8.4 An employer must pay an EA/GSA sick pay on the EA/GSA’s usual payday.

8.5 Before paying sick day, an employer may require the EA/GSA to produce a certificate stating that the EA/GSA was unable to work on account of sickness or injury if the EA/GSA is-

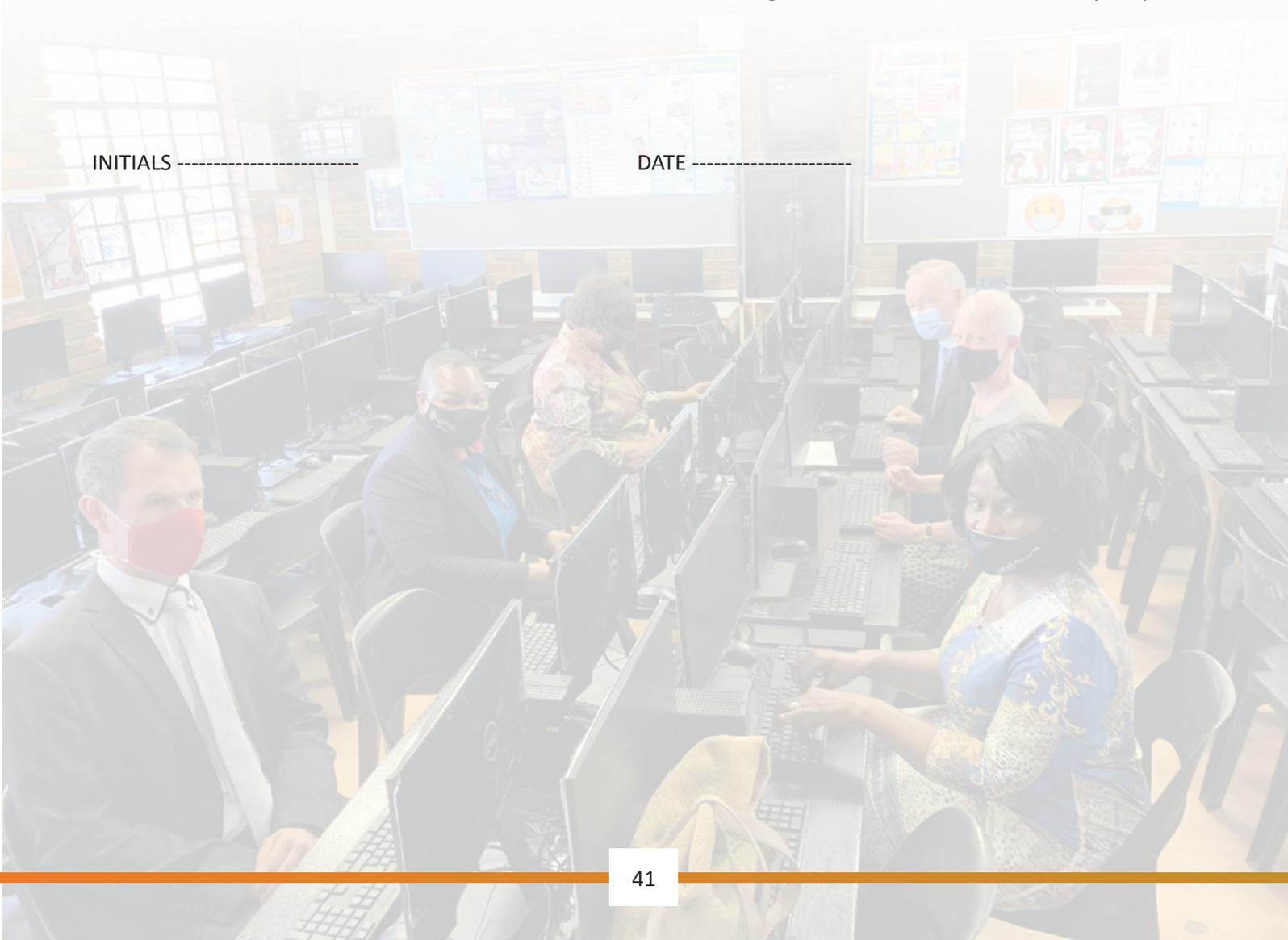
8.5.1 Absent from work for more than two consecutive days: or

8.5.2 Absent from work on more than two occasions in any eight-week period.

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

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9. **FAMILY RESPONSIBILITY LEAVE**

9.1 EAs/GSAs who work at least four days per week, are entitled to three days paid family responsibility leave each year in the following circumstances-

9.1.1 When the employees 's child is born;

9.1.2 When the employees' child is sick;

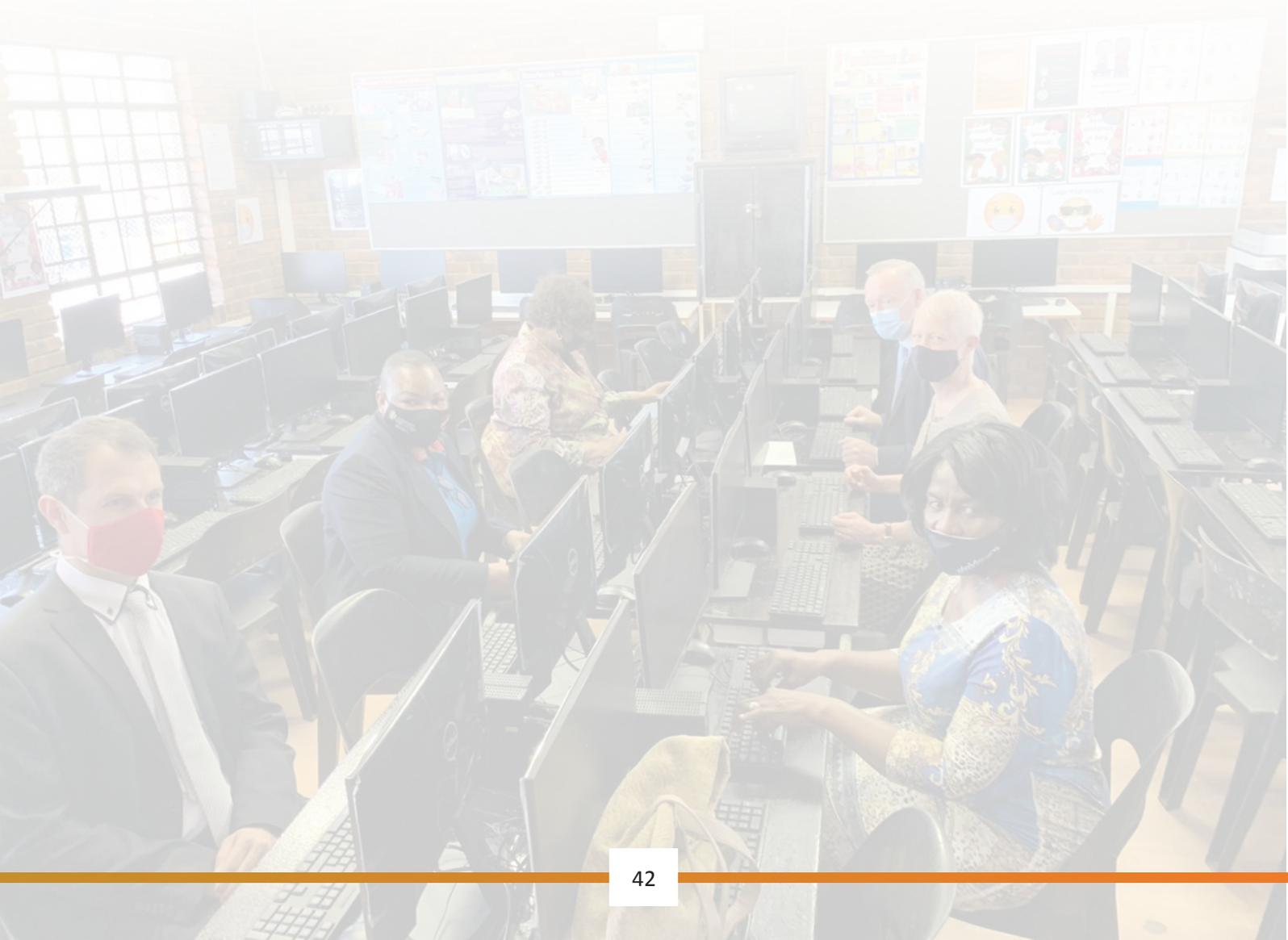
9.1.3 In the event of a death of-

9.1.3.1 The employees parent spouse or life partner

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

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10. STATEMENT OF CONDITIONS

10.1 An employer must give the EA/GSA this document containing the conditions of employment and a statement containing the following details at the start of employment –

10.1.1The employers ‘name and address;

10.1.2The task or job that the EA/GSA is to perform; and

10.1.3The period for which the EA/GSA is hired or, if this is not certain, the expected duration of the contract;

10.1.4The EA/GSA’s rate of pay and how this is to be calculated;

10.1.5The training that the EA/GSA’s will receive.

11. KEEPING RECORDS

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

11.1.1the EA/GSA’s name and position;

11.1.2copy of an acceptable EA/GSA identification

11.1.3Payments made to each EA/GSA.

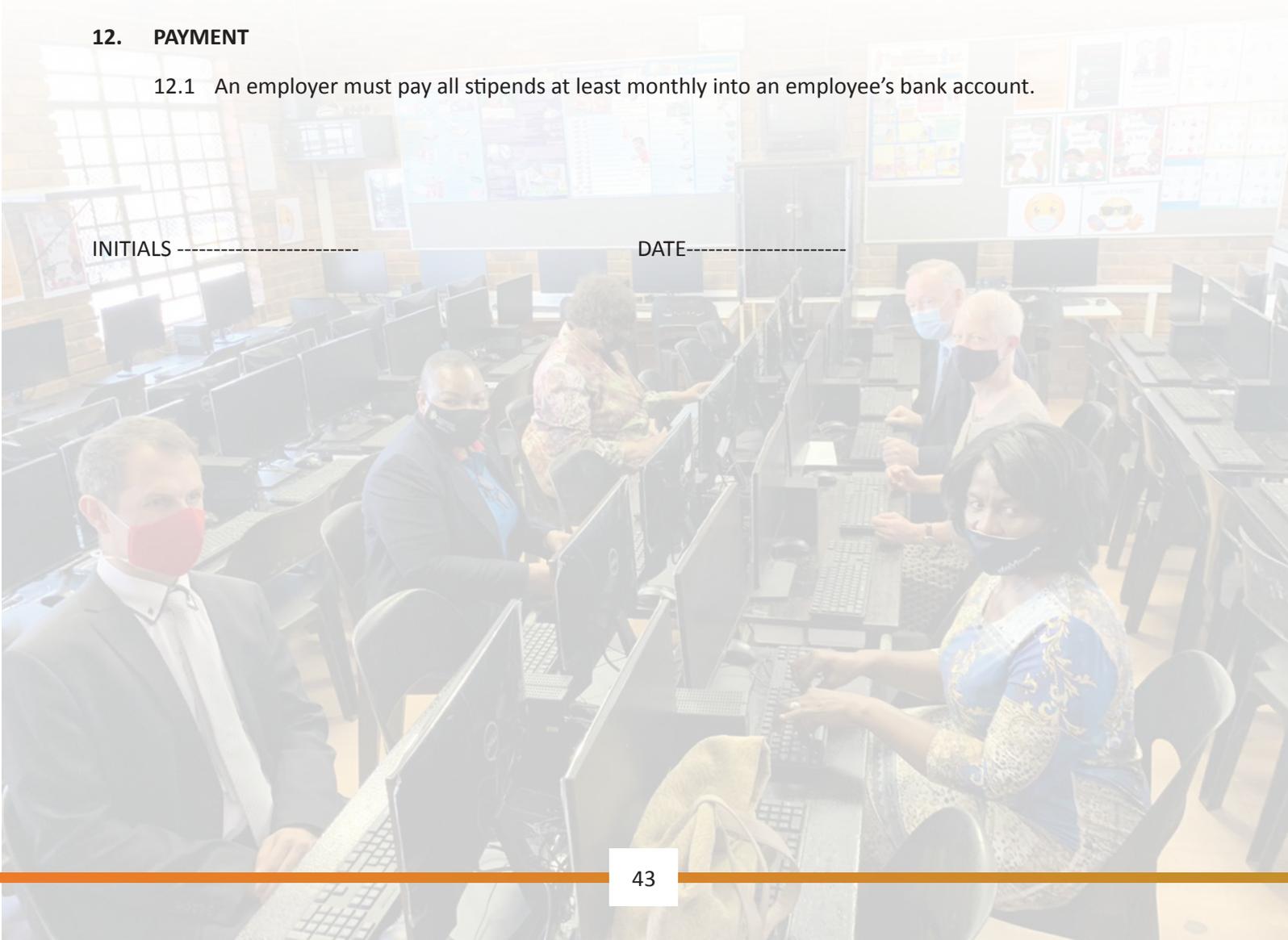
11.2 The employer must keep this record for period of at least three years after termination of contract

12. PAYMENT

12.1 An employer must pay all stipends at least monthly into an employee’s bank account.

INITIALS -----

DATE-----



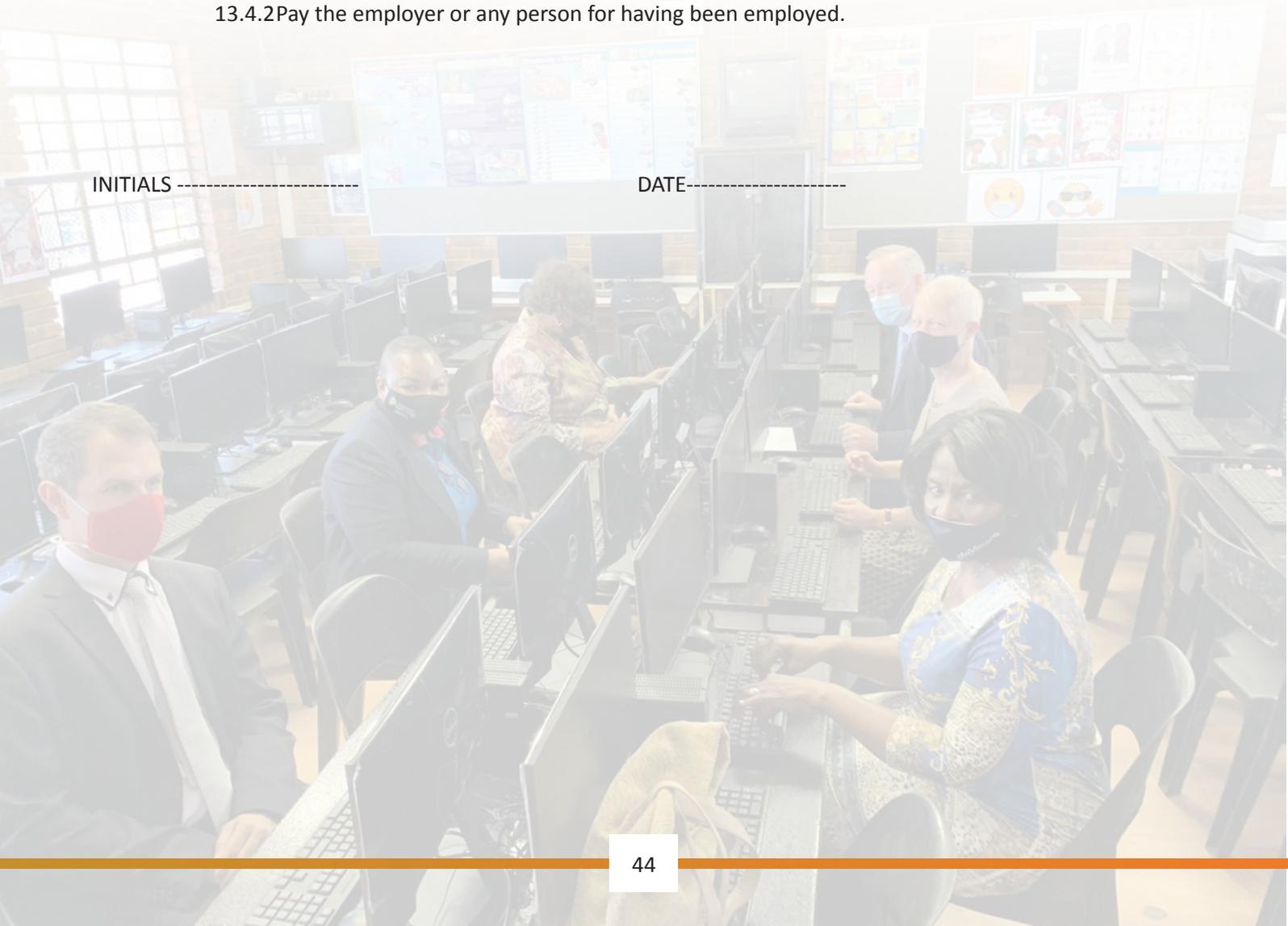
- 12.2 The EA/GSA may not be paid less than the minimum stipend stated in the contract of employment. This will be adjusted annually.
- 12.3 Payment must be directly deposited into a bank account designated by the EA/GSA.
- 12.4 An employer must give the EA/GSA the following information in writing
 -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

13. Deductions

- 13.1 An employer may not deduct money from the EA/GSA's payment unless the deduction is required in terms of the law.
- 13.2 An employer must deduct and pay to the SA Revenue Service any income tax that the EA/GSA is required to pay.
- 13.3 An employer who deducts money from the EA/GSA 's pay for payment to another person must pay the money to that person within the time frame period and other requirements specified in the agreement law, court order or arbitration award concerned.
- 13.4 An Employer may not require or allow the EA/GSA to –
 - 13.4.1repay any payment except an overpayment previously made by mistake;
 - 13.4.2Pay the employer or any person for having been employed.

INITIALS -----

DATE-----



14. HEALTH AND SAFETY

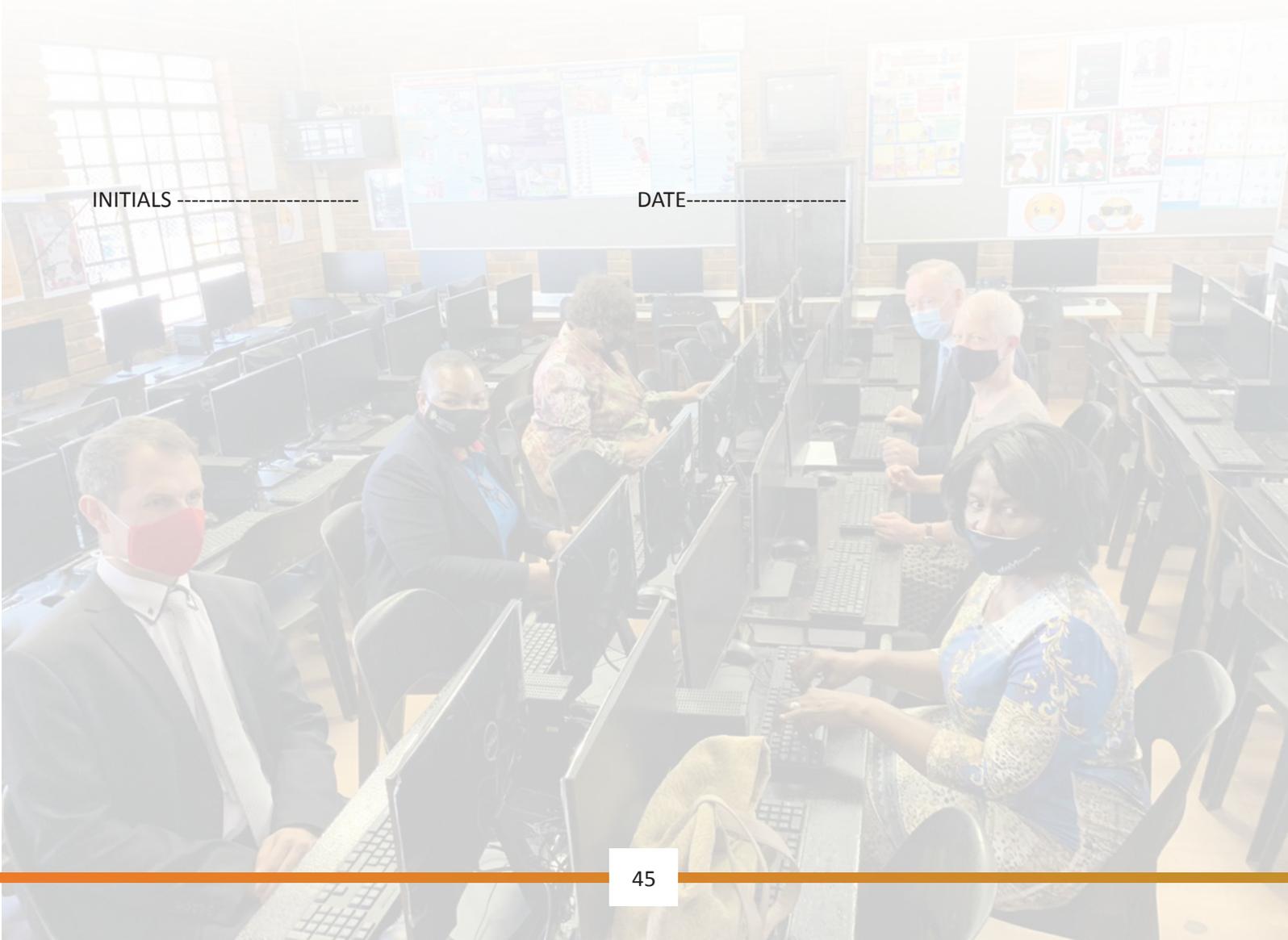
- 14.1 Employers must take all reasonable steps to ensure that the working environment is healthy and safe.
- 14.2 The EA/GSA must-
 - 14.2.1 Work in a way that does not endanger his /her health safety or that of any other person;
 - 14.2.2 Obey any health and safety instruction;
 - 14.2.3 Obey all health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

15. COMPENSATION FOR INJURIES AND DISEASES

- 15.1 It is the responsibility of the employers to arrange for all persons employed to be covered in terms of the Compensation for Occupational Injuries and Diseases Act, 130 of 1994.
- 15.2 The EA/GSA must report any work –related injury or occupational disease to their employer or manager.
- 15.3 The employer must report the accident or disease to the compensation commissioner.
- 15.4 An employer must pay the EA/GSA who is unable to work because of an injury caused by an accident at work 75% of their earnings for up to three months. 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.

INITIALS -----

DATE-----

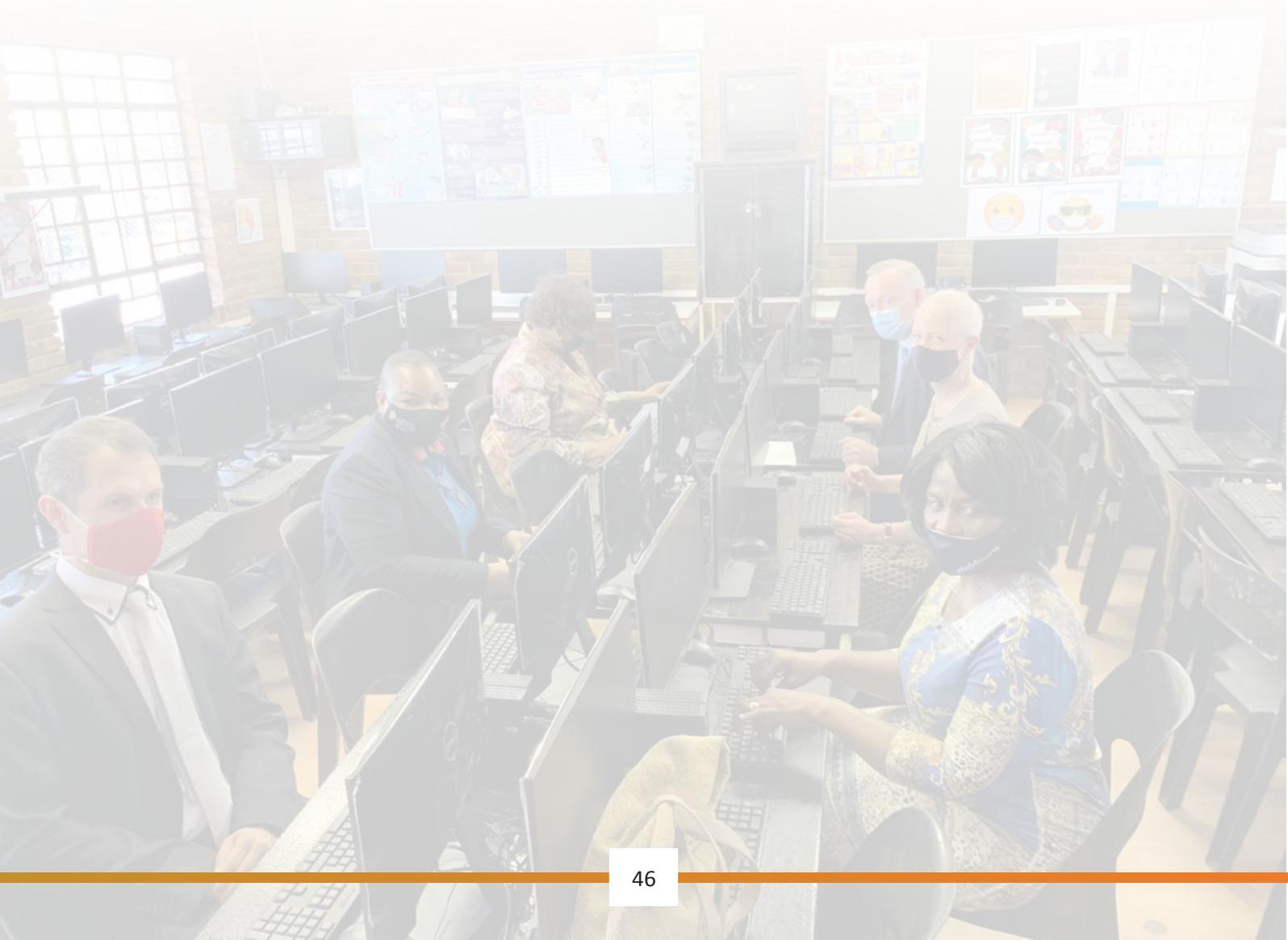


16. TERMINATION

- 16.1 The employer may terminate the employment of the EA/GSA for good cause after following a fair procedure.
- 16.2 The EA/GSA will not receive a severance pay on termination.
- 16.3 The EA/GSA will not be required to give notice to terminate placement. However, the EA/GSA who wishes to resign should advise the employer in advance to allow the employer to find a replacement.
- 16.4 The EA/GSA who is absent for more than three consecutive days without informing the employer of an intention to return to work will have terminated the contract.
- 16.5 The EA/GSA who does not attend required training events, without good reason, will have terminated the contract.

INITIALS -----

DATE-----



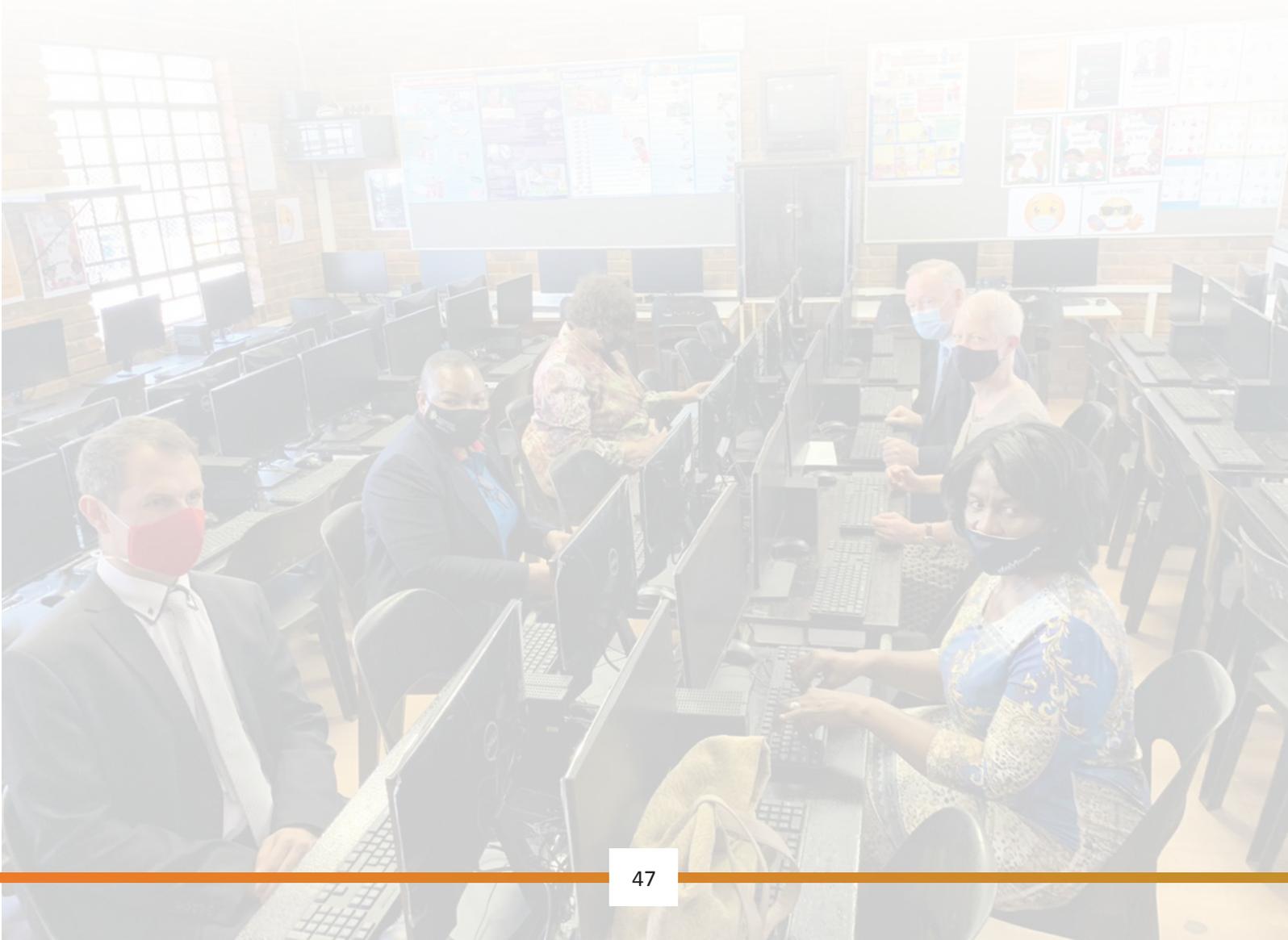
17. CERTIFICATE OF SERVICE

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

- 17.2 the EA/GSA’s full name;
- 17.3 the name and address of the employer;
- 17.4 Project which the EA/GSA worked on;
- 17.5 The work performed by the EA/GSA;
- 17.6 Any training received by the EA/GSA as part of the project;
- 17.7 The period for which the EA/GSA worked on the project;
- 17.8 Any other information agreed on between the employer and the EA/GSA.

INITIALS -----

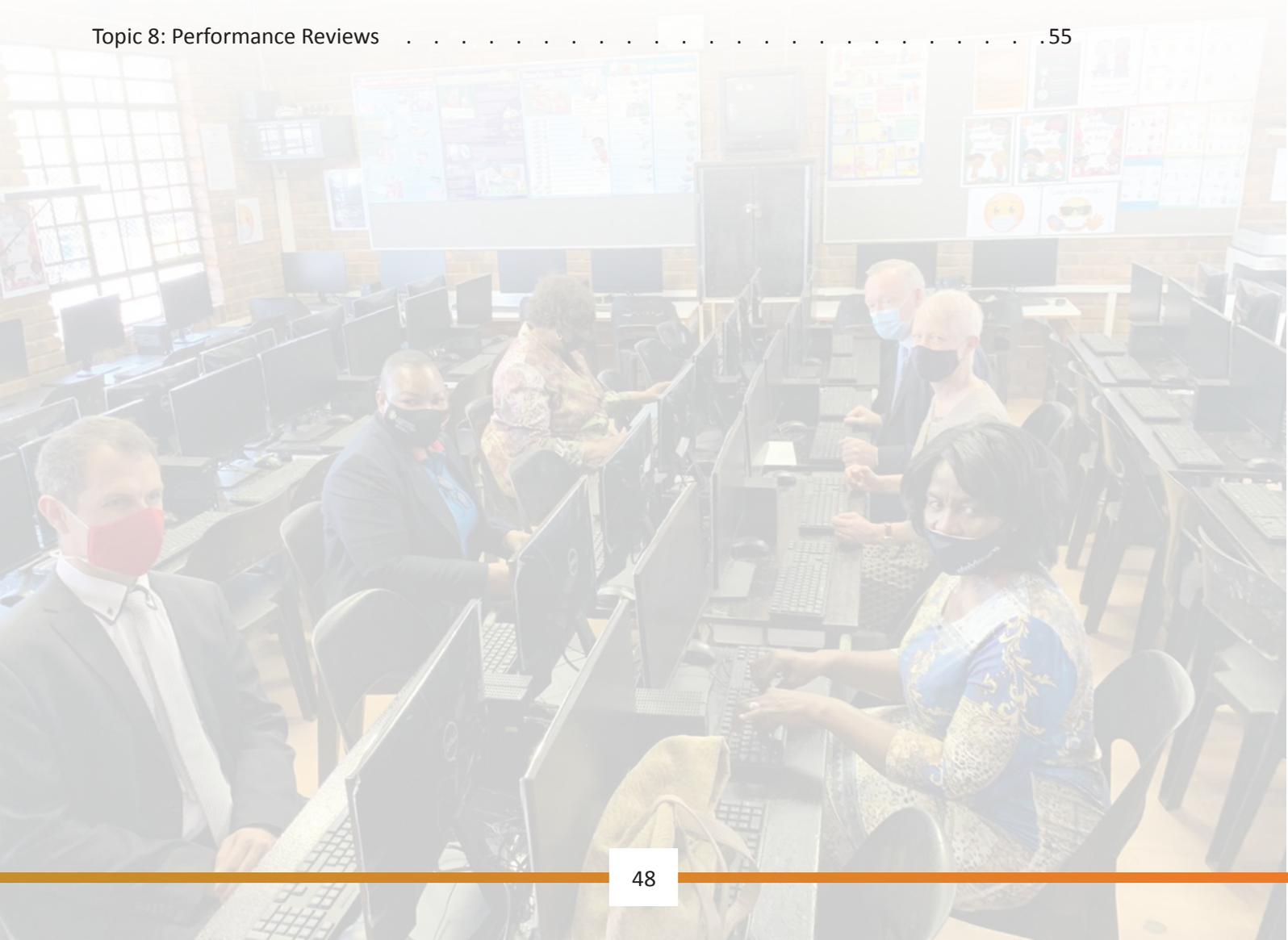
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ORIENTATION OF EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS IN THE BASIC EDUCATION SECTOR

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1. INTRODUCTION AND BACKGROUND

The emergence and spread of the COVID-19 pandemic has been devastating to the South African economy and thus the livelihood of South Africans. As part of a proactive response, government introduced an economic recovery stimulus package. Central to the economic recovery stimulus package is an employment stimulus initiative, which is aimed at creating employment opportunities for young South Africans. The introduction of the economic recovery stimulus package does not only assist in providing employment opportunities, but also provides much needed relief to address some of the sector inherent challenges related to the teacher work force. Young people employed Education Assistants (EAs) and General School Assistants (GSAs) will also get an opportunity to develop critical skills that have a potential to improve their employability.

These young people, referred to as EAs/GSAs, are not teachers, but they are administrators who provide support to and work under the supervision of a teacher. They will not be entrusted with teaching responsibilities. The work they do must be allocated and supervised by a teacher.

The DBE has developed an orientation programme for the EAs/GSAs and General School Assistants, Schools will be expected to provide overall mentoring, training and support for the assistants, based on specific responsibilities allocated. The EAs/GSAs will be assigned a supervising teacher in the school. The DBE will also determine the framework for monitoring, oversight and reporting. This orientation program will provide an extensive background in completing many different tasks a teacher might need help with and will allow managers to provide exceptional assistance throughout the EAs/GSAs career.

The purpose of the EAs/GSAs orientation programme is to enable EAs/GSAs to adjust to, and become familiar with, the school at which they have been appointed, the community in which it is situated, and the broader education system in which they will be functioning; and to settle into their new responsibilities as quickly as possible. Research on problems faced by new teachers shows that they experience frustration and feelings of failure as a result of, amongst others, feelings of isolation; a poor understanding of what is expected of them; a heavy workload and extra assignments that they are unprepared to handle; and lack of support or assistance from experienced teachers or Heads of Departments. Research also shows that an inspired and informed teacher is one of the most important factors influencing learner achievement. It is acknowledged that EA/GSA are not teachers, however, inference can be drawn that the aforementioned could be the experience of an EA/GSA if deliberate steps are not taken to assist them acclimatise to the school environment.

There is also general agreement that a good principal is a key requisite for any school to develop into a school of excellence and remain at the cutting edge of innovative education practice. The reality, unfortunately, is that many parts of our schooling system provide inadequate and/or uneven systems of support to newly appointed teachers and principals. It is therefore critical that we attend to the issue of how we receive our EA/GSA at all public schools.

It is important that, in the first few weeks of employment, the new EA/GSA should receive intensive support and assistance to enable him or her to acclimatise to the new working environment. In these Guidelines, this intensive support is referred to as the orientation programme.

2. Goals and objectives of Education Assistants and General School Assistants' orientation

The main purpose of the orientation is to –

- a. integrate the appointed EAs/GSAs into the school and the profession;
- b. acquaint such EAs/GSAs with their new roles and responsibilities in the shortest time possible in order to minimise disruptions at the school;
- c. build the confidence of such EAs/GSAs; and
- d. ensure learning and teaching effectiveness and productivity.

Investing time in the orientation of EAs/GSAs will help to clarify their professional expectations and convey the message that they work in an organisation that values individuals.

3. When should the orientation programme be conducted?

Orientation for EAs/GSAs should be provided before they take up their new posts. Schools are required to develop their own practices for delivering orientation, and may choose to continue to offer ongoing training at certain intervals and on invitation. For example, the first sessions could be held on the days on which teachers have to be at school before the schools reopen for learners; and, once the term has started, at certain times during the school day; and during the afternoons.

4. How should the orientation programme be conducted?

The orientation programme should lay the foundation for the broader induction of EAs/GSAs by providing all the necessary information on school policies and procedures, and related information on the district, the province, and the education system as a whole. It should provide an opportunity to acquaint EAs/GSAs with their new environment, which includes people and resources.

The components of the orientation programme should be offered in a format appropriate to the needs and experiences of participating EAs/GSAs. For instance, there should be information sharing sessions, workshop-facilitated sessions, group sessions and one-on-one sessions, online platforms, teleconferences, and videoconferences, depending on the resources available.

5. What topics should the orientation programme cover?

The points provided below can guide facilitators as they deliver the programme to the EAs/GSAs on critical information and skills. Each aspect is critical to all public schools.

- a) School safety
- b) Communication
- c) School attendance
- d) Inclusive Education and medical support
- e) Resources
- f) Professionalism
- g) The curriculum
- h) Classroom management issues

6. Process Plan

Table 1: Orientation Programme for Education Assistants and General School Assistants

| No | Activities | Outcomes | Estimated Timeframe | Responsibility |
|----|--|---|---------------------|----------------|
| 1 | Development of the Orientation Manual | Manual developed and circulated to PEDs | September 2020 | DBE & PEDs |
| 2 | Education Assistants(EAs) and General School Assistants (GSAs) allocated or linked with District Teacher Development Centres (DTDCs) | Orientation venues communicated with all EAs and (GSAs) | November 2020 | DBE & PEDs |
| 3 | Facilitators workshopped | Facilitators ready | November 2020 | DBE & PEDs |
| 5 | Orientation | Orientation completed | December 2020 | DBE & PEDs |
| 6 | Monitoring, Support and Evaluation | Reports | Nov 2020 – Feb 2021 | DBE |

7. MONITORING, SUPPORT AND REPORTING

Monitoring and Support remains a crucial part of any effective programme. The monitoring programme with tools will be developed and shared with all participating provinces. The PEDs as well as the DBE will conduct the monitoring. The implementers will report monthly on the progress of the project.

8. The Manual has the following eight (8) topics to be dealt with.

Topic 1: Job profile/description and Broad expectations of Education Assistants and General School Assistants

Topic 2: Conditions of employment for Education Assistants and General School Assistants

Topic 3: School Governance and Management structures

Topic 4: Communication lines/protocol

Topic 5: School safety

Topic 6: Resources for conducive working and school resources

Topic 7: Professionalism and Code of Conduct

Topic 8: Performance Reviews

9. ORIENTATION

TOPIC 1: JOB PROFILE/DESCRIPTION AND BROAD EXPECTATIONS OF EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

(a) Job purpose:

To provide administrative support to the school and assist teachers by supporting learners with their educational and social developmental needs as well as promoting a safe and secure learning and teaching environment. It should be noted that EAs/GSAs are not qualified to teach.

b) Roles and responsibilities:

In acknowledging the COVID-19 environment, schools will be permitted the flexibility to utilise the EAs/GSAs according to their contextual needs. The roles and responsibilities that can be allocated to EA/GSAs include, but are not limited to the following:

- (i) Support the teacher with technical preparation of the classroom for teaching and learning and ensure that teaching materials are available and ready for use.
- (ii) Oversee learners in and out of the classroom settings such as in the library, laboratory, school events and during lunch breaks.
- (iii) Provide after school support to learners, such as homework classes, sports events, cultural activities and school trips.
- (iv) Provide services to maintain a safe, secure and clean classroom environment in promotion of the COVID-19 standard operating procedures.
- (v) Carry out administrative tasks as required by the school.
- (vi) Infrastructure data collection and collation.

c) Required Skills

- (i) Good organisational skills.
- (ii) Flexibility and creativity.
- (iii) Basic IT skills.
- (iv) Enjoy working with children.
- (v) Patience, confidence and a compassionate attitude.
- (vi) Good literacy and numeracy skills.
- (vii) Ability to manage groups of learners and deal with challenging behaviour.
- (viii) Ability to communicate in English and one other official language.

d) Useful qualities of an Education Assistant and Other Assistant

In noting that EAs/GSAs will be supporting children's learning, they have to have certain traits.

(i) Being Flexible

Being flexible is a key trait of a **good EA/GSA**. Having the ability to adapt your time to meet the everyday needs of the teacher will ensure that lessons are carried out to plan and that pupils get the best learning tools and environment for their success.

(ii) Being Friendly

When working as an EA/GSA, being able to build good relationships is essential as you will be talking to pupils, staff and parents. The EA/GSA should be able to communicate clearly and build a trusting relationship with the learners they are supporting. This will help to develop learners' educational needs and allow their parents to feel confident that their children's development is in safe hands.

(iii) Being Dedicated

A good EA/GSA will show dedication to the task allocated to them. The EA/GSA will show initiative and will cooperate with the supervisors in the school.

(iv) Being Reliable

This means showing up for work consistently, as expected and adhering to the principle of punctuality. The EA/GSA will complete the tasks that have been assigned to them and will refrain from giving excuses for not being able to fulfil their role as expected.

Activity 1.1: Once you have completed orientation, complete the checklist below:

| Roles and responsibilities | Response Yes/ No | Comment |
|---|---|---------|
| (1) Provide support to the teacher, such as typing, photocopying, distribution of teaching materials, capturing of data, filing, record keeping, etc. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (2) Support the teacher with technical preparation of the classroom for teaching and learning and ensure that teaching materials are available and ready for use. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (3) Oversee learners in and out of the classroom settings such as in the library, laboratory, school events and during lunch breaks. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (4) Provide after school support to learners, such as homework classes, sports events, cultural activities and school trips. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (5) Provide services to maintain a safe, secure and clean classroom environment in promotion of the COVID-19 standard operating procedures. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (6) Carry out administrative tasks as required by the school. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (7) Infrastructure data collection and collation. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Activity 1.2: Once you have completed orientation, complete the checklist below:

| Skills Required | Response Yes/ No | Comment |
|--|---------------------|---------|
| a) Good organisational skills. | Yes/ No | |
| b) Flexibility and creativity. | Yes/ No | |
| c) Basic IT skills. | Yes/ No | |
| d) Enjoy working with children. | Yes/ No | |
| e) Patience, confidence and a compassionate attitude. | Yes/ No | |
| f) Good literacy and numeracy skills. | Yes/ No | |
| g) Ability to manage groups of learners and deal with challenging behaviour. | Yes/ No | |
| h) Ability to communicate in English and one other official language. | Yes/ No | |

TOPIC 2: CONDITIONS OF PLACEMENT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

See ANNEXURE: I on Conditions of placement for Education Assistants and General School Assistants

Activity 2.1: Once you have completed orientation, complete the checklist below:

| Human Resources legislation and policies | Response True/False | My understanding of the Act |
|--|------------------------|-----------------------------|
| EAs/GSAs are appointed in accordance with the PUBLIC SERVICE Act No. 103 of 1994. BASIC CONDITIONS OF EMPLOYMENT Act No. 75 of 1997 | | |
| EAs/GSAs are appointed in accordance with the EMPLOYMENT OF EDUCATORS ACT , No. 76 of 1998 | | |

TOPIC 3: SCHOOL GOVERNANCE AND MANAGEMENT STRUCTURE

A school has two (2) critical layers that are linked to its day to day operation over and above the Provincial Education Department, District and Circuit. These are:

- a) **School Governing Bodies (SGBs)**- responsible for School Governance including appointment of staff;
- b) **School Management Teams (SMTs)**: are responsible for quality of teaching and learning. For them to improve the quality of teaching and learning effectively and efficiently, they should be able to manage their roles and functioning successfully. The SMTs are led by the Principals as a senior managers of curriculum delivery at the school. They are the Accounting Officers, officially appointed by the Department. They also advise SGBs on governance issues but take decisions on instructional matters (curriculum delivery).

Activity 3.1: Once you have completed orientation, complete the checklist below:

| Indicator on roles of the following structures | My understanding of their roles | My idea(s) for managing their roles |
|--|---------------------------------|-------------------------------------|
| SGBs | | |
| SMTs | | |

TOPIC 4: COMMUNICATION LINES/PROTOCOL

Each EA/GSA will be allocated an experienced teacher. This teacher must be the first point of communication and be central in guiding the EA/GSA to correct channels of communication. If this teacher is not at school, there should be a dedicated second in charge teacher. Learning Communities will also be established by the school and their roles must be well defined to assist EAs/GSAs to adapt and learn.

Activity 4.1: Describe the protocols to be followed when communicating.

TOPIC 5: SCHOOL SAFETY

- EAs/GSAs must read the school safety policy and plan. At all times, strive to uphold the safety requirements as stipulated in the school safety plan.
- Employers must take all reasonable steps to ensure that the working environment is healthy and safe.
- The EAs/GSAs must-
 - Work in a way that does not endanger his /her health safety or that of any other person;
 - Obey any health and safety instruction;
 - Obey all health and safety rules of the employer;
 - Use any personal protective equipment or clothing issued by the employer; and
 - Report any accident near –miss incident or dangerous behaviour by another person to their employer or manager.

Activity 5.1: Once you have completed orientation, complete the checklist below:

| The Education Assistant and Other Assistant must: | Response Yes/ No | Comment |
|---|---|---------|
| Work in a way that does not endanger his /her health safety or that of any other person | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Obey any health and safety instruction | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Obey all health and safety rules of the employer | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Use any personal protective equipment or clothing issued by the employer | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Report any accident near –miss incident or dangerous behaviour by another person to their employer or manager | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

TOPIC 6: RESOURCES FOR CONDUCTIVE WORKING AND SCHOOL RESOURCES

- The school shall provide work resources to EAs/GSAs;
- The EAs/GSAs must take care of school resources;
- The resources registers must be signed off by the Mentor teacher and the EAs/GSAs;
- Any damage to school resources must be immediately reported; and
- Such resources such as non-consumables must be returned to the school when the employment term ends or an EA/GSA terminate service.

Activity 6.1: Once you have completed orientation, complete the checklist below:

| Issue/ Aspect Covered | Response Yes/ No | Comment |
|---|---|---------|
| The school shall provide work resources to EAs/GSAs | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| The EAs/GSAs must take care of school resources | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| The resources registers must be signed off by the Mentor teacher and the EAs/GSAs | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Any damage to school resources must be immediately reported | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Such resources such as non-consumables must be returned to the school when the employment term ends or an EA/GSA terminate service. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

TOPIC 7: PROFESSIONALISM AND CODE OF CONDUCT

Professionalism and Code of Conduct relies amongst other pillars on the following:

- Behaviour;
- Task confidence;
- Motivation;
- Work attendance;
- Discipline;
- Disruptiveness;
- Independence;
- Relationships with teachers;
- Completion of assigned work; and
- Following instructions from other teachers.
- The effective use of EAs/GSAs under everyday classroom conditions.
- The effective use of EAs/GSAs in delivering structured interventions out of class (What is the benefit of using EAs/GSAs in one-to-one or small group structured interventions?)
- Integrating learning from work led by teachers and EAs/GSAs
- What evidence is there on the use of EAs/GSAs in everyday school contexts?
- How well does the EAs/GSAs adhere to the school Code of Conduct?

Activity 7.1: Complete the following sentence with 3 conclusions.

Should I fail to maintain Professionalism and good conduct, this may lead to:

TOPIC 8: PERFORMANCE REVIEWS

The school will be expected to conduct performance review every month. The performance review framework must be followed. Areas to be covered during performance reviews at the end of each school term are:

- a) Attendance
- b) Thoroughness and Accuracy
- c) Willingness to Learn;
- d) Conduct;
- e) Friendliness and Helpfulness;
- f) Language efficiency – measured in the school context and job requirement;
- g) Flexibility;
- h) Cooperation with colleagues;
- i) Reliability;
- j) General progress;
- k) Completion of assigned work; and
- l) Following instructions from teachers and SMT.

Activities 8.1: Indicate additional areas for performance review as well as objection on the mentioned areas and provide reasons for both additions and objections.

ANNEXURE K: POSSIBLE RISKS TO IMPLEMENTATION OF THE EDUCATION EMPLOYMENT INITIATIVE AND MITIGATION

| CRITICAL AND STRATEGIC MATTERS/RISKS | Risk description | Mitigation |
|---|---|---|
| Allocation Letters | Delays in issuing of the allocation letter by National Treasury and Provincial Treasuries | Provinces may use own fund to start the project and claim back the money spend from the allocation once received Budget Monitoring to continuously engage PED CFOs Grant Management to continuously engage National Treasury ODG to continuously engage Presidency |
| Provincial Business Plans | Business plans not drafted | HODs will be alerted via DG of the outstanding Business Plan |
| | Business plans not approved | HODs will be alerted via DG of the outstanding approved Business Plan |
| | Business plans not aligned to National Implementation Framework | Business Plans submitted to DBE for verification and evaluation. Implementation Framework approved by HEDCOM and CEM , then send to provinces with DG letter to request alignment. |
| Provincial Project Manager/s not appointed | Project Managers not appointed | HOD will be alerted to this, since without PM the project will not move |
| Provincial Committees to manage the Project (PPSC and PPMT) Provincial | Committees on PPSC and PPMT not constituted/formed | HOD will be alerted to this, since without PPSC and PPMT the project will not move |
| Provincial Committees to manage the Project (PMT) District | Committees DPMT not constituted/formed | HOD will be alerted to this as it will have impact on planning and preparation for implementation |
| Provincial Committees to manage the Project (PMT) School/circuit | Committees SPMT not constituted/formed | HOD will be alerted to this as it will have impact on planning and preparation for implementation |
| Provincial Committees to adjudicate the saving of posts processes | Adjudication Committees not constituted/formed | HOD will be alerted to this as it will have impact on planning and preparation for implementation National DBE - Financial Planning and Grant Management to monitor, support and evaluate the process |

| Operational Risk | Risk description | Mitigation |
|--|---|---|
| Recruitment of Education Assistants and General School Assistants | Delays in advertising Education Assistants and General School Assistants posts in all the nine provinces. | The planning for implementation of the Programme would have to take place parallel to the process to finalise the approval of the implementation plan. The planned activities would have to overlap where it is practicably possible. |
| Appointment of Education Assistants and General School Assistants | irregular appointments | Verification of Identity number with the Department of Home Affairs Applications to be accompanied by SAPS clearance certificate. |
| | Placement challenges | Applicants will primarily be placed in schools near where they live or in nearby schools. |
| | Delays in placements | A management plan outlining all the key dates and activities will be finalised and communicated with key stakeholders. |
| | Unavailability of employment contract | Clearly defined job profile and description provided. Monitoring, support and oversight. |
| | EA/GSAs exposed to risk of contracting COVID-19 | The training programme will include lessons on safety measures to minimise the spread of COVID-19. |
| Appropriate Utilisation of Education Assistants and General School Assistants | EA/GSAs are underutilised or used for purposes for which they are not appointed, e.g. teaching. | Engagements with school principals to ensure proper understanding of the role of EA/GSAs. Periodic surveys to monitor job satisfaction. |
| Remuneration | Incorrect payments | Applicants to submit letter from bank confirming active bank account, matched to an Identity number. |
| | Delays in effecting payments | Applicants to submit letter from bank confirming active bank account, matched to an Identity number. |
| | Sources of payments | Payment via Persal since it will provide reliable data, and also ensure that all payments have gone to the correct people placed. |
| | Capacity to pay in December since method of cheques is coming to an end in December. | |



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