



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ROLES AND RESPONSIBILITIES

FOR THE

BASIC EDUCATION EMPLOYMENT INITIATIVE

13 February 2021

Roles and Responsibilities in the Implementation of Basic Education Employment Initiative

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

ROLEPLAYERS
<p>Department of Basic Education will</p> <ul style="list-style-type: none">▪ Sponsor the Project▪ Ensure common standards, consistency, transparency and fairness in the Implementation.▪ Provide Implementation Framework for the project▪ Provide the criteria for calculations of funds and allocation, these will influence the allocation in the Equitable Share▪ Lead National / country wide Advocacy Campaign▪ Provides generic templates▪ Provide advisory support and oversight▪ Draft National Training Plan▪ Facilitate the training of trainers▪ Monitor the expenditure against budget allocated (spending trends)▪ Conducts monitoring, support and oversight of project implementation▪ Receive and consolidate reports from all PEDs.▪ Submit reports to Presidency, National Treasury, Portfolio Committee, Senior Management of Basic Education, HEDCOM, CEM, BMM, NAISA, SGB Association. Principals' Associations, UNIONS,
<p>Provincial Education Departments will</p> <ul style="list-style-type: none">▪ Appoint Project Manager/s and Project management Team as provincial level▪ Appoint District Project Teams▪ Ring-fence the relief funds from the total Equitable Share▪ Draft the Business Plan since it the blue print for project management▪ Draft the detailed Implementation Plan▪ Draft recruitment plan▪ Draft Communication Plan▪ Draft plans on saving of posts▪ Calculate the allocation per school▪ Communicate and advocate the project – youth employment at district and school level (circular)▪ Communicate and advocate the project – saving of posts at district and school level (circular)▪ Receive application for relief fund▪ Constitute adjudication committee▪ Adjudicate on the applications received for saving of posts▪ Get approval of HOD on the results of adjudication▪ Communicate the results of adjudication to schools▪ Transfer relief funds to participating schools▪ Conduct Secondary Advocacy campaign at Provincial and local level▪ Develop province-wide standardised advocacy material▪ Place Job advertisements▪ Liaise with Third Parties (e.g. Harambee) providing advocacy and recruitment platforms▪ Disaggregate job applications data from Third Parties and distribute it to schools via districts/circuits▪ Facilitate recruitment processes with emphasis on adherence of fair and transparent recruitment practices▪ Compile a database of all applicants and successful applicants placed▪ Consolidates vacancies (eg. When EAs/GSAs resigns or drop out of programme)▪ Facilitate induction and orientation▪ Draft Provincial Training Plan▪ Conduct province-wide project monitoring and support for all schools involved.

- Provide reports to DBE - weekly/monthly: (a) on recruitment, (b) on number of EAs and GSAs placed, (c) on job performance, (d) number of EAs and GSAs provided with orientation and (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports
- Provide reports to DBE on number of posts saved (budget allocated against expenditure), disaggregate data in gender, race, disability.
- Provide monthly financial reports to DBE on expenditure against allocation (spending trends)
- Provide reports to HOD, MEC, Provincial Treasury, Provincial NCOP, all other relevant stakeholders

District Offices will

- Conduct Primary Advocacy campaign
- Ensure **transparency and fairness** in the recruitment process through provision of human resource support to schools
- Verification of recommended candidates from lists submitted by schools
- Confirm recommended applicants from lists received from schools
- Compile district-wide database of applicants and new recruits
- Submit district lists of confirmed candidates (verified against requirements as stipulated in Implementation Framework)
- Facilitate Orientation and Induction programme of all EAs and GSAs
- Identify training needs and facilitate training of successful applications
- Conduct district-wide project monitoring and support for all schools in the district
- Report on EAs and GSAs that drop-out of the programme
- Provide reports to PEDs - weekly/monthly:
 - (a) on recruitment,
 - (b) on number of EAs and GSAs placed/appointed (per gender and age),
 - (c) on job performance,
 - (d) number of EAs and GSAs provided with orientation and
 - (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports
- Provide report to PEDs on number of posts saved (budget allocated against expenditure), disaggregate the data.
- Provide monthly reports to PEDs on expenditure against allocation

Schools will

- Benefit from the Project
- Receive allocation of EAs and GSAs from PED/District
- Communicate and advocate the project community-wide and locally (eg. use Chiefs, libraries, local shops, churches, etc)
- Provide in-house application services – where connectivity is a challenge
- Receive long and short list of applications from (District/partner-Harambee)
- Together with SGB:
 - a) shortlist applications received
 - b) Interview shortlisted candidates
 - c) Issue contracts to successful candidates to sign
 - d) Submit the names and contracts of successful candidates to the District/ Province for appointments
- Together with the SMT
 - a) Develop job descriptions for EAs and GSAs
 - b) Manage the EAs and GSAs including misconduct
 - c) Allocate responsibilities to each EA and GSA appointed
 - d) Allocate mentors to EAs and GSAs
 - e) Allow for the election of Team Leaders on a rotational basis
 - f) Hold regular meetings with the EAs and GSAs
 - g) Develop performance management system and tools
 - h) Encourage EAs and GSAs to develop portfolio of evidence

- Develop and provide an orientation programme for EAs and GSAs covering but not limited to:
 - a) School culture
 - b) Mission, vision and values of the school
 - c) School Protocols
 - d) Dress code
 - e) Code of ethics
 - f) Roles and responsibilities
 - g) Etiquette
- Provide weekly/monthly reports to PEDs/District on the:
 - (a) recruitment process
 - (b) number of EAs and GSAs placed
 - (c) job performance of EAs and GSAs
 - (d) number of EAs and GSAs provided with orientation and
 - (e) number of EAs and GSAs provided with identified training (Disaggregate the data)
- Provide report to PEDs/District on number of posts saved (budget allocated against expenditure). Disaggregate the data
- Provide monthly reports to PEDs/District on expenditure against allocation

EAs and GSAs will

- Avail themselves for interviews
- After being successful, the candidate must avail themselves to sign the contract
- Resume duty immediately after signing the contract
- Sign the job description/workplan/dutysheet
- Report for duty on daily basis and sign-in register
- Create a Portfolio of Evidence file for themselves
- Submit weekly and monthly reports on duties done
- Take up any task given by their mentors/school (to add on experience)
- Conduct themselves in a professional manner
- Learn the ethos of the schools
- Learn the rules of the schools as workers
- Avail themselves for orientation
- Avail themselves for Training
- Register on the **WhatsApp of Teacher Connect 060 060 3333**

Third Parties (Harambee) will

- Provide media platform for recruitment
- Provide database of applicants to PEDs/ District Offices/school
- Manage the queries during application process
- Manage the call-centre
- Provide IT support in the application process
- Provide lists of applicants to schools and Provinces
- Those applicants that did not make it, Harambee will inform the
- Make the data base of all applicants available to DBE
- Make the data base of applicants available to provinces

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

Schools are expected to:

1. Receive applications
2. Conduct shortlisting
3. conduct interviews **by Date 2020**
4. Offer contracts to candidates to sign
5. submit names and signed contracts to the District
6. Applicants report for duty
7. Allocate responsibilities to the appointees
8. Develop Job descriptions for each EA and GSA
9. Assign mentors to EAs and GSA
10. Conduct orientation to EAs and GSA
11. Appoint Team Leaders from EAs and GSAs
12. Hold regular meetings with EAs and GSAs
13. Manage performance

ACTIVITY	YES	NO
1. Applications received		
2. Shortlisting conducted		
3. Interviews conducted by 9 December 2020		
4. Candidates offered contracts to sign		
5. Names and contract submitted to the District		
6. Applicants reported for duty		
7. Allocation of responsibilities completed		
8. Job descriptions for each EA and GSA developed		
9. Mentors assigned to EAs and GA		
10. Orientation conducted		
11. Team leaders appointed		