



IMPLEMENTATION FRAMEWORK

FOR PHASE II OF THE PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION (PYEI)
IN THE BASIC EDUCATION SECTOR

NOVEMBER 2021 – MARCH 2022



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



PRESIDENTIAL
EMPLOYMENT
STIMULUS



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TABLE OF CONTENTS

1.	Problem Statement	7
1.1	Research findings on problems and challenges in education:	7
1.2	Paraprofessionals in schools	8
1.3	Youth unemployment rate in South Africa	8
1.4	Lessons learned during recruitment process in Phase I	8
2.	Background	9
2.1	Budget allocation for implementing Phase I of the PYEI	9
2.2	Achievements from Implementing Phase I of the PYEI	10
3.	Phase II	11
4.	Alignment with sector priorities	11
5.	Project Overview	12
5.1	Project Aims	12
5.2	Project Objectives	12
6.	Project Description	13
6.1	Project scoping and design	13
6.2	Who qualify to be placed	13
6.3	Principles to follow when recruiting	13
7.	Project Planning	14
8.	Project Implementation	15
8.1	Step 1 – Determining the demand	15
8.2	Step 2 – Recruitment and advocacy (reappointing and replacement)	15
8.3	Step 3 – Documents required	16
8.4	Step 4 – Selection criteria	16
8.5	Step 5 – Applicant lists from SA Youth Mobi	18
8.6	Application process for LSEN schools	18
8.7	Concession for the micro schools and farm schools	18
8.8	Step 6 – Interviews and recommendation	18
8.9	Placement	18
8.10	Job description	19
8.11	Conditions of Employment for Youth placed in the Presidential Youth Employment Initiative	19
8.12	Orientation and support	19
8.13	Training of the Youth	20
8.14	How should teacher work with Education Assistants	20
8.15	Performance Management of Assistants	21
8.16	Misconduct and Disciplinary procedures	22
8.17	Relevant Legislation	22
8.18	Exit pathways	23
8.19	Roles and responsibilities	23
9.	Governance and Management Arrangements	28
9.1	DBE level	28
9.2	Provincial level	29
9.3	Critical Role played by HR and Finance in the project	30
9.4	Proposed Structure for Training	31
9.5	Reporting protocols	32
9.6	Frequency of reporting	32
9.7	Format of reporting and reporting tools	32
9.8	Monitoring, Support and Oversight	32
9.9	Risk management	32
9.10	Fraud management (whistle blowing)	33

10. Financial	34
ANNEXURE A: IMPLEMENTATION PLAN.	39
ANNEXURE B: BUDGET REQUIREMENTS	52
ANNEXURE C: GOVERNANCE AND ORGANISATIONAL STRUCTURE FOR PROJECT MANAGEMENT	53
ANNEXURE D: JOB DESCRIPTION – EDUCATION ASSISTANT CURRICULUM	55
ANNEXURE E: RECRUITMENT GUIDELINES FOR THE RECRUITMENT OF EDUCATION ASSISTANTS – CURRICULUM	58
ANNEXURE F: JOB DESCRIPTION – EDUCATION ASSISTANT e-CADRE.	60
ANNEXURE G: JOB DESCRIPTION – EDUCATION ASSISTANT READING CHAMPION	61
ANNEXURE H: RECRUITMENT GUIDELINES FOR THE RECRUITMENT OF READING CHAMPIONS.	62
ANNEXURE I: JOB DESCRIPTION – GENERAL EDUCATION ASSISTANT CHILD AND YOUTH CARE WORKER	63
ANNEXURE J: JOB DESCRIPTION – GENERAL SCHOOL ASSISTANT HANDYMAN	65
ANNEXURE K: JOB DESCRIPTION – GENERAL SCHOOL ASSISTANTS: SPORT AND ENRICHMENT ASSISTANTS	66
ANNEXURE L: CONDITIONS OF PLACEMENT FOR EDUCATION ASSISTANTS (EAs) AND GENERAL SCHOOL ASSISTANTS (GSAs) .	67
ANNEXURE M: CODE OF CONDUCT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS	71
ANNEXURE N: MONTHLY PERFORMANCE REPORT: EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT	73
ANNEXURE O: SAMPLE TESTIMONIAL/LETTER OF REFERENCE FOR ASSISTANTS	75
ANNEXURE P: SAMPLE SALARY ADVICE.	76
ANNEXURE Q: SAMPLE LETTER FOR ACCEPTANCE OF THE OFFER AND DECLARATION	77
ANNEXURE R: SAMPLE CHECKLIST FOR PRINCIPALS	78
ANNEXURE S: SAMPLE / TIMESHEETS / ATTENDANCE REGISTERS	79
ANNEXURE T: REGISTER FOR TRAINING ATTENDED	80
ANNEXURE U: SAMPLE DECLARATION FOR PRINCIPALS.	81
ANNEXURE V: ROLES AND RESPONSIBILITIES	82
ANNEXURE W: GUIDELINE IN PREPARATION FOR AUDIT	89
ANNEXURE X: SAMPLE TERMS OF REFERENCE FOR COMMITTEES	95

List of Tables

Table 1: Distribution of funds to various project components	9
Table 2: Status in terms of appointments confirmed by PEDs	10

List of Figures

Figure 1: Unemployment rate in South Africa, 2021 Quarter 2	8
Figure 2: Applications received per province against the job opportunities.	9
Figure 3: Stakeholder involvement	27
Figure 4: Organisational structure for management of project at DBE.	27
Figure 5: Structural arrangements for the meetings.	28
Figure 6: Organisational Structure for project management at PED level.	29
Figure 7: Role of HR in Project implementation	29
Figure 8: Structural arrangements to support implementation of training	30
Figure 9: Structural arrangements to support implementation of curriculum training	30
Figure 10: Structural arrangements to support implementation of Handymen training	30
Figure 11: Role of finance in project implementation	33

GLOSSARY OF TERMS

CFO	Chief Financial Officer
CV	Curriculum Vitae
DBE	Department of Basic Education
DG	Director-General
ERGS	Early Grade Reading Study
EAs	Education Assistants
GSAs	General School Assistants
ICT	Information Computer Technology
IT	Information Technology
LSEN	Learners with Special Education Needs
MTEF	Medium Term Expenditure Framework
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NPMN	National Pathway Management Network
NQF	National Qualification Framework
NSSF	National School Safety Framework
NEET	Not in Education, Not in Employment and Not in Training
ODG	Office of the Director-General
OECD	Organisation for Economic Co-operation and Development
PES	Presidential Employment Stimulus
PYEI	Presidential Youth Employment intervention
PIRLS	Progress in International Reading Literacy Study
PMT	Project Management Team
PSC	Project Steering Committee
PEDs	Provincial Education Departments
PPCT	Provincial Project Coordinating Team
PFMA	Public Finance Management Act
QLTC	Quality Learning and Teaching Campaign
QLFS	Quarterly Labour Force Survey
SGB	School Governing Body
SMT	School Management Team
SIAS	Screening, Identification, Assessment and Support
SA-SAMS	South African Schools Administration and Management System
SEA	Sport and Enrichment Assistants
TALIS	Teaching and Learning International Survey
ToRs	Terms of Reference
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
TIMSS	Trends International Mathematics and Science Study

1. Problem Statement

1.1 Research findings on problems and challenges in education:

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

TALIS Volume II report of 2018 indicated that “Almost half of the teachers in the OECD countries and economies participating in TALIS report that having too much administrative work is a source of stress they experience at work. Whereby in South Africa, the three most prevalent sources of stress teachers experience at work are (a) being held responsible for students’ achievement, (b) having too much marking, and (c) administrative tasks. For principals, the three most prevalent sources of stress are (a) maintaining school discipline, (b) having too much administrative work to do, and (c) being held responsible for students’ achievements.”

A 2021 report by the OECD on the State of School Education reported that school closures, lockdowns and increased financial stress are likely to have increased the risk of child abuse, mental health breakdowns and the emotional exhaustion of caregivers together with rising rates of depression and anxiety. The deployment of Child and Youth Care Workers (CYCW) positions the sector to address some of these challenges that are likely to increase the risk of drop out among vulnerable learners as well as impacting negatively on learning outcomes.

A recent international survey found that more than three quarters of children aged nine cannot read for meaning. This is as high as 91% in Limpopo and 85% in the Eastern Cape. And of 100 learners that start school, 50 – 60 will make it to matric, 40 – 50 will pass matric, and only 14 will go to university.

A report on the Early Grade Reading Study (ERGS) indicated that structured coaching helps and can make a significant difference to learning outcomes. Appointing Reading Champions in schools can support endeavors to improve reading among learners. This will in turn contribute towards improved learning outcomes among learners.

Education experts have warned that the COVID-19 pandemic could cause the dropout rate at South Africa’s schools to skyrocket, while many students are unlikely to catch-up on the work they missed due to lost teaching time, as reported by the Sunday Times.

Stellenbosch University senior researcher Nic Spaull said that the effect of prolonged school closures in 2020 will only be seen now through higher dropout rates, lower immunisation rates and lost time on teaching and learning. He said that for many [learners] the lost teaching time can simply not be recovered, and for students in Grades 10 and 11 in particular, there is not enough time to catch-up.

TIMSS 2019 indicated that the lower science scores are much more visible in the most disadvantaged schools and provinces, and suggests that additional challenges (e.g. language, resources, etc.) may have an impact on the teaching and learning of science.

TIMSS 2019 revealed that as the world moves toward digital platforms for learning, South Africa falls far short of adequate access to digital resources in both homes and schools. Half of South African homes and two thirds of schools do not have access to a computer. This will further disadvantage South African learners.

Research from the University of Stellenbosch titled Counting the cost: COVID-19 School Closures in South Africa & its Impact on Children found that school closures, lockdowns and increased financial stress are likely to have increased the risk of child abuse, mental health breakdowns and the emotional exhaustion of caregivers together with rising rates of depression and anxiety.

In an African Union report on the impact of COVID-19 on Girls and women in South Africa it was reported that the Gender-Based Violence Command Centre in South Africa recorded a sharp increase in cases of up to 10,660 reported through phone calls during the lockdown from 27 March to 16 April 2020 and about 1503 calls through unstructured supplementary services data and 616 through SMS. This may lead to some girls dropping out of school.

A National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM), indicated that due to COVID-19, 40 % of schooling days had been lost for most children, meaning deficit of learning / learning losses for these children and this affected the vulnerable, those in rural areas, the learners in no-fee schools and the poor the most.

1.2 Paraprofessionals in schools

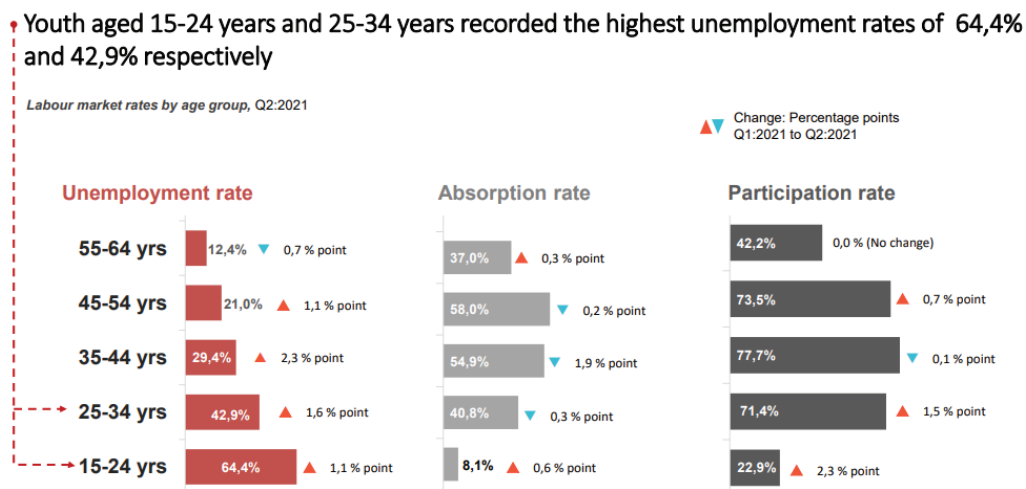
Research have indicated that the paraprofessionals are not certified/qualified teachers, however they are vital members of a school's support staff. Paraprofessionals are also referred to as Teacher Assistants or Classroom Assistant, or in the case of the Presidential Youth Employment Intervention (PYEI), Education Assistants (EAs). They work alongside and under the supervision of a qualified teacher. A paraprofessional may work with students one-on-one or in small groups to reinforce learning. They may provide extra support during or after a teacher's lesson. They may also lead small group activities, allowing the teacher to support students in other ways. Paraprofessionals were friends, as they filled the companionship void vulnerable learners often felt at school.

Research further indicates that the Paraprofessionals provide support to learners inside and outside classrooms. They may work with a small group of learners that require assistance in grasping a specific concept or piece of work within a lesson. This is done whilst the teacher continues with the lesson. The assistants may also assist in classes where learners are transitioning to a new language of teaching and learning.

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

1.3 Youth unemployment rate in South Africa

Figure 1: Unemployment rate in South Africa, 2021 Quarter 2

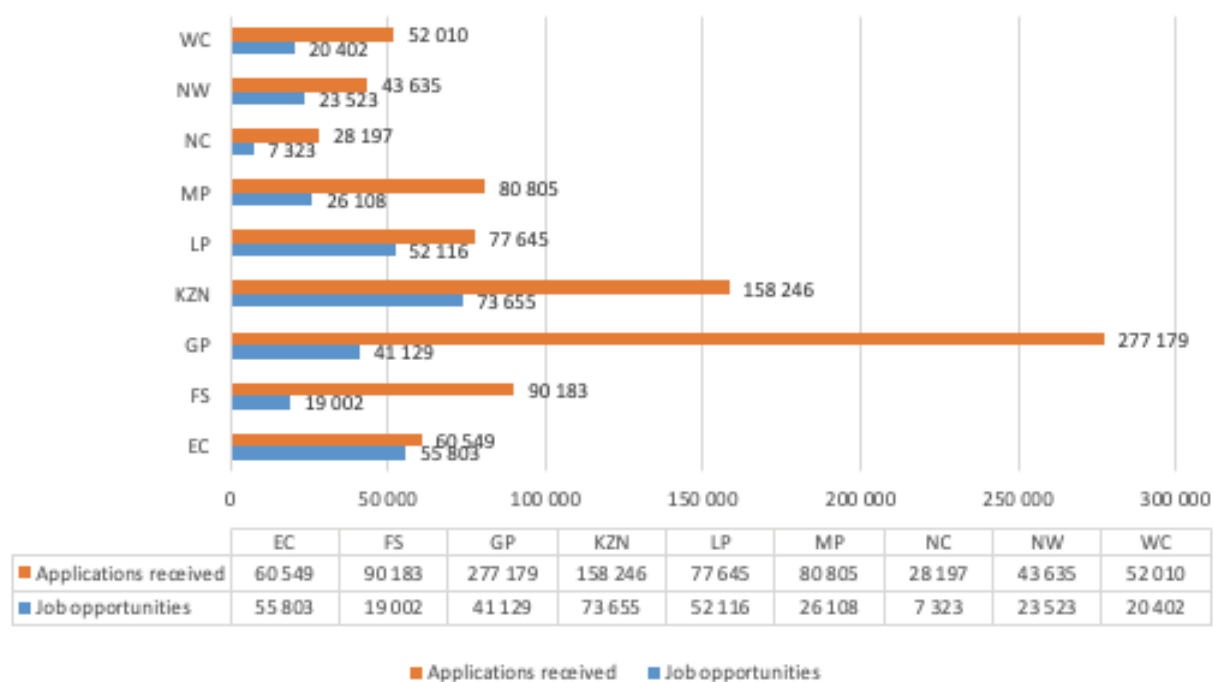


Source: Statistics South Africa 2021

1.4 Lessons learned during recruitment process in Phase I

The applications received from all provinces were at the range of over 860 000 youth across the country, which was for the 300 000 employment opportunities, which underscores the prevalence of youth unemployment in South Africa. The largest number of applications were received in Gauteng, followed by KwaZulu-Natal. For a province with relatively few employment opportunities, Free State received the third largest number of applications. This is an indication that the project has the potential to help with community upliftment, attract young people into the teaching profession, as well as encouraging youth to take ownership of schools in their communities. The numbers also point to the necessity and value of such an intervention by Government.

Figure 2: Applications received per province against the job opportunities



2. Background

Phase I of the Presidential Employment Stimulus (PES) was implemented from 1 December 2020 until 31 March 2021. The Basic Education Sector implemented the PYEI component of the PES. To facilitate implementation, the National Treasury allocated R6 998 billion to Provincial Education Departments (PEDs), which was disbursed as an add-on to Equitable Share in the 2020/ 21 Financial year. The DBE was allocated R1.2 million to facilitate monitoring, oversight and support of PEDs. PEDs were required to each set aside R1.2 million of their allocations towards project management, monitoring and support. The table below summarises the allocation for Phase I.

2.1 Budget allocation for implementing Phase I of the PYEI

Table 1: Distribution of funds to various project components

PROVINCE	Total transfer to EAs incl. UIF	Saving of posts (SGBs & Subsidised Independent Schools)	Project Management	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 DBE					1,200,000
Total Allocation					7,000,000,000

Through Phase I of the Presidential Youth Employment Intervention (PYEI) in the Basic Education Sector, more than 300 000 employment opportunities were created for youth in South Africa. Of these, approximately 200 000 were Education Assistants (EAs) and 100 000 General School Assistants (GSA). The young people were placed in public schools across the country following a selection process managed by School Governing Bodies (SGBs).

Of the total funding allocated to the Basic Education Sector, R4,47 billion was dedicated towards the payment of stipends. Each PED was allowed to use an equivalent of one per cent of the funds allocated for stipends to provide training for the Assistants. Five key training programmes were identified to equip the assistants with portable skills, to equip them to fulfil their duties and improve their employability beyond their participation in the PYEI. In addition to the key training programmes, all participants were required to complete the generic orientation programme, training in the National School Safety Framework (NSSF) and Standard Operating Procedures for the Management and Containment of COVID-19.

One of the key aspects of the PES is to counteract job losses as a result of the outbreak of COVID-19. To this end, R 2,43 billion was set aside towards saving SGB-funded posts in public schools and posts in Government subsidised independent schools. These are posts that became threatened due to schools experiencing financial distress, as a result of parents not being able to pay school fees, because of the economic devastation of COVID-19.

The implementation of the PES in the Basic Education Sector, through the PYEI, has enjoyed much success. There is abundant testament from stakeholders in the Sector regarding the impact that this has had in the schools. The youth participating in the PYEI have also expressed appreciation for the intervention as well as indicating that it has helped them to find meaning as well as enabling them to support themselves and their families financially. Some have reported that they have used their stipends to pay for their studies, including outstanding university fees and registration for the 2021 academic year.

2.2 Achievements from Implementing Phase I of the PYEI

A large proportion of the funding allocated to implement Phase I of the PYEI was dedicated towards creating job opportunities, where more than 320 000 youth between the ages of **18 and 35 years old** were placed in schools as Education Assistants and General School Assistants, over the period 1 December 2020 – 31 March 2021. Due to the positive contribution of the incumbents in the schools they were appointed, an extension of one month was granted for some assistants as per needs and priorities of each province. Phase I of the project was thus terminated on 30 April 2021.

Table 2: Status in terms of appointments confirmed by PEDs

PROVINCE	ALLOCATION AS PER FRAMEWORK	APPLICATIONS RECEIVED	CONFIRMED PLACEMENTS MARCH	EXTENDED CONTRACTS FOR APRIL	PERCENTAGE PLACED for March
EC	55 803	60 549	57 253	57 253	103%
FS	19 002	90 183	19 226	18 877	101%
GP	41 129	277 179	45 633	43 920	111%
KZN	73 655	158 246	73 953	48 137	100%
LP	52 116	77 645	49 362	48 810	95%
MP	26 108	80 805	26 108	27 000	100%
NC	7 323	28 197	6 894	3 072	94%
NW	23 523	43 635	21 836	3 835	93%
WC	20 402	52 101	18 231	17 370	89%
TOTAL	319 061	868 449	318 496	268 274	100%

Source: unaudited Provincial reports signed by HOD in May 2020

Another component of the PYEI was dedicated towards the saving of SGB-funded posts in public schools and posts in Government subsidised independent schools. Through this component of the intervention, a total of 33 549 posts were saved from 2 790 schools that applied for the relief. This was a once off, which was implemented only in Phase I.

3. Phase II

Based on the success of implementing Phase I of the PYEI and the support of the intervention by stakeholders in the Basic Education Sector and in the broader society, the DBE is extending the intervention to Phase II. Taking into account the limited resources, the target for the 2021/22 Financial Year is to give job opportunities to **287 424** unemployed youth,

whereby two thirds (2/3) that is **191 616** allocated job opportunities will be Education Assistants and one third (1/3) **95 808** General School Assistants. The PYEI thus remains a large scale public employment intervention.

The key focus, in line with the Economic Reconstruction and Recovery Plan, is to support public employment and protect livelihoods. Phase II of PYEI will also leverage on an existing partnership with SA Youth Mobi as an Employment Accelerator that create pathways out of poverty, by linking participants to other employment opportunities beyond their involvement as Education Assistants and General School Assistants. In this way, the intervention will contribute to the National Pathway Management Network (NPMN).

As in Phase I, there will be a strong emphasis to provide training to participants, with a view to adding to their skills set as well as setting them up for enhanced employment prospects. This will leverage on existing partnerships as well as looking for opportunities to get more partners involved. The PYEI is a public employment intervention that will focus on providing schools with capacity to deal with educational demands within the context of COVID-19, as well as addressing Sector priorities such as support for teaching and learning on Curriculum activities, reading, integration of ICT in classrooms, providing psychosocial support to learners and infrastructure maintenance. In addition, the focus will also be on extracurricular activities, to enhance social cohesion as well as learner physical and mental wellbeing.

4. Alignment with sector priorities

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

there are still shortages of teachers for certain subjects and age-groups, including Languages, Mathematics, Science, Technology and the Arts. There are shortages in the Foundation Phase and Early Childhood Development. Geographically, shortages are acute in township and rural schools.

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

Goal 14 of the *Action Plan to 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 is at just 25 per cent, while younger people find jobs at a much slower rate than older unemployed individuals. Recruiting unemployed youth to become 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. Having Education Assistants in the classroom has the teacher workload, leading to more time being spent on teaching and learning.

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

The TIMSS report of 2019 revealed that the lower science scores are much more visible in the most disadvantaged schools and provinces, and suggests that additional challenges (e.g. language, resources, etc.) may have an impact on the teaching and learning of science. It further indicated that as the world moves toward digital platforms for learning, South Africa falls far short of adequate access to digital resources in both homes and schools. Half of South African homes and two thirds of schools do not have access to a computer. This will further disadvantage South African learners.

Implementing the PES in the Basic Education Sector, through the appointment of Education Assistants and General School Assistants positions the Sector to address some of the issues as indicated above. The programme design takes the various challenges into account and seeks to create a mechanism through which they could be alleviated.

5. Project Overview

5.1 Project Aims

The PYEI, which forms part of the PES, seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. It is a large scale public employment project targeting to create 287 424 job opportunities to unemployed youth in the 18 – 35 years old for five months from November 2021 to March 2022. One of the minimum requirements will be for the youth to be in possession of a minimum of NQF Level 4 qualification. Education Assistants will be required to work with teachers and learners in classrooms, thus having an NQF level 7 qualification will be an added advantage for those aspiring to be Education Assistants. No qualification is required for youth recruited as General School Assistants, however trades certificates will be an added advantage.

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

Through phase I of the intervention, the data collected after placement of the youth, indicated that a noticeable number of unemployed youth placed on PYEI had qualifications in various fields. Phase II will also seek to provide experiential learning whilst ensuring that those who studied Education or are interested in Education as a field of study would be directed to paths that will lead them back to the sector. The DBE will provide the detailed management plan that the PEDs can use in the implementation of the intervention. (**Annexure A**) and the allocation budget allocation (**Annexure B**); the organisational arrangements (**Annexure C**) as well as the allocation of job opportunities to PEDs (**Annexure D**).

5.2 Project Objectives

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

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

6. Project Description

The PYEI is part of a public investment in a mass employment strategy to activate and encourage economic activity, whilst reducing youth unemployment as well as provision of relevant experience. The initiative is aimed at providing fixed term contract employment opportunities to the youth between the ages of 18 and 35 years. The roll out of the intervention will have the following key elements:

6.1 Project scoping and design

Through the PYEI, it is envisaged that fixed term job opportunities will be created for 287 424 unemployed youth in the 18 – 35 years old age cohort, who will be placed in schools to gain meaningful experience. These opportunities will be created in all public schools (Public Ordinary and LSEN schools) across the nine provinces. The project aims at placing 2% of youth living with a disability and 65% females.

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

6.2 Who qualify to be placed

- (a) Youth at age 18 – 35 years (18 or above when applying, or turning 35 in the year of application)
- (b) Youth residing at the location of the school
- (c) One opportunity per household
- (d) Meet requirements per category and sub-category applied for
- (e) Good performance (if participated in phase 1)
- (f) Youth, NOT in Education, NOT in Employment, NOT in Training (NEET)
- (g) Youth NOT receiving government grants (NSFAS, Funza Lushaka)
- (h) Youth NOT receiving any other form of STIPEND, WAGE or SALARY
- (i) Youth WITHOUT criminal record/s
- (j) Youth should be encouraged to vaccinate so as to minimise the health risk within the school environment.

6.3 Principles to follow when recruiting

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

- (i) the EAs & GSAs should come from the community where their school is located;
- (ii) Schools are discouraged from NEPOTISM, therefore discouraged from advantaging youth related to staff members or SGB members;
- (iii) To ensure that the initiative reaches as many households as possible, youth that were placed in schools in phase 1 of the project, should be placed/appointed based on their performance in phase 1 and that they meet the requirements;
- (iv) Prioritise assistants that will be assisting with curriculum, reading, ICT, infrastructure maintenance, psychosocial support, and extracurricular support;
- (v) To ensure that there is a fair distribution of appointments within the local community, it would be preferable where possible to limit 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);
- (vi) Education Assistants should be unemployed youth between the ages of 18 - 35, not in training, employment or studying (NEET);
- (vii) Education Assistant category will include – Assistants that are placed to assist with Curriculum, Reading and eCadres/ICT;
- (viii) Education Assistants should be in possession of a minimum of an NQF Level 4 qualification, however an NQF Level 7 will be an added advantage;
- (ix) General School Assistants should be youth who between the ages of 18 - 35 years old, not in training, employment or studying (NEET);

- (x) General School Assistant category will include – Assistants that are placed to assist with Infrastructure Maintenance as Handyman, Child and Youth Care Workers to assist with Psychosocial Support and Sport and Enrichment Assistants to assist with extracurricular activities (sports, arts and culture).
- (xi) For General School Assistants an NQF Level 4 qualification is not a requirement; however, having such a qualification or higher will be an added advantage;
- (xii) For General School Assistants, applicants with qualifications in infrastructure/construction OR Sports OR Arts, OR Child and Youth Care Workers should be prioritised;
- (xiii) Both EAs and GSAs (assistants) at a schools for LSEN may be a person living with a disability, not in training, employment or studying (NEET), from age 18 years and above. The school should determine the suitability of such a person to work with LSEN; and
- (xiv) in selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities (project is targeting 2% for placement of youth with disabilities and 65% females).
- (xv) LSEN schools will have a concession, whereby their assistants will be based on the school need, NO age restrictions and NO qualification requirement.

7. Project Planning

The target for the 2021/22 Financial Year is to give job opportunities to 287 424 unemployed youth, whereby 191 616 will be Education Assistants and 95 808 General School Assistants. It is proposed that the Assistants should receive a monthly stipend that is equivalent to the minimum wage per person. This is currently worked out at R3 817. 44 per month in the 2021/22 Financial Year. The Assistants will be provided with orientation and training to ensure that they understand their roles and responsibilities, they are familiar with the code of conduct applicable to the schools where they will be placed, and to equip them with skills that will help them fulfil their duties.

The National department will do the calculations for allocations to Provinces. The Province should work closely with Districts in calculations and allocations for Districts and schools. These will be based on criteria as follows:

- (a) Pro-poor, cover quintile 1 – 3, cover small, micro, farm-schools, multi-grade classes, rural and township schools;
- (b) Quintile 4 and 5 schools that service poor communities and are deemed no-fee schools – should be allocated assistants;
- (c) **At National Level, the calculation of employment opportunities will also be based on learner numbers and number of schools;** however, consideration will be made to provide additional numbers to provinces with the high number of unemployed youth;
- (d) Provinces to work closely with Districts in determining the needs of schools;
- (e) **Provincial/District calculation and allocations will be based on:**
 - (i) **performance in National Senior Certificate** examinations;
 - (ii) **performance in national and international assessments.** (TIMSS, PIRLS or SACMEQ);
 - (iii) **Pro-poor approach**, where assistants will be allocated according to the needs of schools, these needs should be aligned to sector priorities and objectives set out by DBE
- (f) The calculation and allocation of employment opportunities at Provincial level, will also be based on learner numbers, number of schools; number of staff members in a schools, however allocation should be based on what the District have identified as needs for the school. (e.g. If the school needs are EAs in the subjects they offer, such as Mathematics and Science);
- (g) The District should work with the Province in identifying the needs of the schools, since the District would know the performance of schools in the district in various aspects indicated above;
- (h) There will be wide consultation with various stakeholders that might be affected by the implementation of the Project. PEDs will have to do the same. Structures such as the Quality Learning and Teaching Campaign and Local Government substructures will play a key role for this purpose. Communications in the DBE and PEDs will have to use existing partners and media platforms to advocate the project, including reporting on various milestones and achievements.

8. Project Implementation

The DBE will draft an implementation plan that PEDs will have to customise in line with their contextual factors.

The recruitment and selection (reappointments and replacements) principles will be implemented as follows:

8.1 Step 1 – Determining the demand

- (i) The Basic Education Sector will calculate the number of job opportunities to be allocated to each province using the learner numbers in all public ordinary schools and schools for learners with special needs.
- (ii) Each province will calculate and allocate the number of job opportunities per district then per school.
- (iii) **Allocation to schools should be prioritised according to needs per school**, depending on the availability of funds;
- (iv) The needs that should guide provinces as they **prioritise schools are**:
 - (aa) Schools for learners with Special Educational Needs;
 - (bb) Quintile 1 - 3 schools;
 - (cc) Quintile 4 and 5 schools that service poor communities and are deemed NO-Fee.
 - (dd) Schools with multi-grade classes;
 - (ee) Small schools, micro schools, farm schools; and
 - (ff) Rural and Township Schools.
 - (gg) Sector priorities (Mathematics, Science, Technology, Literacy and Numeracy, ICT, Infrastructure maintenance)
- (v) The allocation may be as follows:
 - Allocation of Assistants both EAs and GSAs (**EA + GSA**)
 - ✓ **minimum of 12 (8 EAs and 4 GSAs)** for schools with **less than 500 learners**
 - ✓ **minimum of 15 (10 EAs and 5 GSAs)** for schools with **more than 500 learners**.

This will take into account the size of a school, in terms of learner numbers and number of staff members.
The province will make the final decision regarding number to allocate.
 - The province **is allowed to determine the maximum allocation** per school.
- (vi) Education Assistants may be linked to priority curriculum improvement programmes such as Reading, Mathematics, Science laboratories, libraries, etc.
- (vii) The SGB may motivate for an additional number of Education Assistants and or General School Assistants, having considered the academic needs of the schools, set norms and taking into account the needs and size of a school for which special arrangements are requested; and
- (viii) The Provincial and District Project Management Teams will make the determination of how to redistribute the additional job opportunities. This will be based on the principles indicated above.

8.2 Step 2 – Recruitment and advocacy (reappointing and replacement)

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

- (i) Recruitment will take place at the community level, the school should ensure that the advertisement reaches the community.
- (ii) It is recommended that Education Assistant or General School Assistants recruitment committees be established at school level to coordinate the recruitment and later the selection process.
- (iii) The provinces/districts are to provide the list of people that applied for the available positions, so that the schools can shortlist from those lists.
- (iv) Any Assistant that will be recommended by the school, and this Assistant is from Phase 1, should be based **STRICTLY on their performance of assistants and the needs of the school**. E.g. If a school is a Maths and Commerce school, then assistants with Commercial Subject and Maths should be prioritised above the others.

- (v) Each school at quintile 1 – 3 should be allocated General School Assistants that will function in the following categories: Handyman, Sport and Enrichment Assistants (SEA) and Child and Youth Care Workers. The allocation should be at a minimum, appoint one Handyman, one eCadre, one Reading Champion and one Sport and Enrichment Assistant (SEA). A SEA can perform a number of functions including being a screener and cleaner.
- (vi) For Education Assistants that will be **supporting teaching and learning in the classroom**, the candidate should have passed Matric and at least 40% achievement in the subject they will be placed in.
- (vii) For Reading Champions as an Education Assistants, the candidate should have passed English as a subject at Matric level and have the passion for reading.
- (viii) For eCadre as an Education Assistants, the candidate should have passed IT as a subject in Matric OR have a qualification in IT OR a certificate course in IT. The e-cadres will diagnose, repair, and maintain hardware and software components to ensure the smooth running of computer systems. The e-cadres will support teachers and learners during and after the lesson. Lastly they will be the primary point of contact for IT support within a school.
- (ix) For Handyman placed as General School Assistant, the candidate should have passion for infrastructure related jobs environment.
- (x) For the youth placed as Child and Youth Care Workers, the candidate should have passed matric or Level 4 certificate in CYCW or any of the Health profession certificate.
- (xi) For Sport and Enrichment Assistants (SEA), the candidate should have the passion to work with learners, passion for sports or arts.
- (xii) Advocacy strategies to attract applicants that may qualify may include:
 - (aa) Quality Learning and Teaching Campaign (QLTC);
 - (bb) Community Radio stations;
 - (cc) Exhibitions at local libraries, clinics, teacher centres or other government buildings;
 - (dd) Social media platforms and local media houses.
 - (ee) Third parties or private partners

8.3 Step 3 – Documents required

- (i) The following documents and criteria must be adhered to at the selection meeting:
 - (a) A consolidated list of all the applicants (please see details on appointments below);
 - (b) Completed application forms;
 - (c) Covering letter and Curriculum Vitae (CVs) of each applicant;
 - (d) Testimonials (former school, local chief, church leader, etc.);
 - (e) Police clearance certificates to be provided within two months of appointment;
 - (f) Affidavit/Declaration by applicant stating he has no criminal record while awaiting the Police clearance;
 - (g) 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**.
 - (h) Certified copy of identity document/ passport.
 - (i) Those candidates who are not in Education, Employment or Training (NEET).
 - (j) Between 18 and 35 years of age.

8.4 Step 4 – Selection criteria

- (i) The selection of EAs / GSAs will be done at school level.
- (ii) Interviews must be scheduled with shortlisted candidates.
- (iii) Selection criteria for the categories and sub-categories is as stated below:

A. Reading Champions

- For Reading Champions as an Education Assistants, the candidate should have passed English as a subject at Matric level and have the passion for reading.

Foundation Phase

- Fully fluent in Home Language used at school (oral and writing)
- A good reader

Intermediate and Senior Phase

- Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans
- A good reader

B. eCadres

- For eCadre as an Education Assistants, the candidate should have passed IT as a subject in Matric OR have a qualification in IT OR a certificate course in IT

C. Curriculum Assistants

- For Education Assistants that will be **supporting teaching and learning in the classroom**, the candidate should have passed Matric and at least 40%

Minimum requirements

Foundation Phase, Intermediate and Senior Phases

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

FET Phase

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

D. Handymen

- Certificate in trade
- Knowledge of any infrastructure maintenance jobs
- For Handyman placed as General School Assistant, the candidate should have passion for infrastructure related jobs environment

E. Sport and Enrichment Assistants (SEA)

- For General School Assistants that will be **placed as a Sport and Enrichment Assistants**, the candidate should have passion for Sports, OR Arts and Culture.

F. Child and Youth Care Workers (CYCW)

- For the youth placed as Child and Youth Care Workers, the candidate should have passed matric.

KNOWLEDGE

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

8.5 Step 5 – Applicant lists from SA Youth Mobi

- (i) The DBE and PED are mandated by the Presidency to work with SA Youth Mobi in order to be able to track the career progression of the youth;
- (ii) SA Youth will send the applicants' list to the PEDs and Districts (if the PED indicates so); and
- (iii) The PEDs/ Districts will then distribute the lists to schools for shortlisting to happen.

8.6 Application process for LSEN schools

- (iv) The DBE have provided concessions for LSEN schools for recruitment processes. The PEDs will allow the LSEN schools to work with the District, circuit and SGB association for LSEN schools.
- (v) The parties will draw needs analysis for each school
- (vi) Then use that to recruit people based on those needs.
- (vii) The will be shortlisting and interviews
- (viii) The schools will then inform the District and PED of the recommended candidates
- (ix) These candidates will be requested to register on the SA Youth Mobi.

8.7 Concession for the micro schools and farm schools

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

8.8 Step 6 – Interviews and recommendation

- (i) The interview panel will be constituted by the SGB and SMT members.
- (ii) The shortlisted candidates should bring with them the required documents when they go for interviews.
- (iii) The list of recommended/successful candidates should be uploaded in the PYEI Data Management System (DMS).
- (iv) The successful candidates should be invited to sign the placement contracts.
- (v) The successful candidates should resume duty once the contract is signed.

8.9 Placement

The School Principal should alert the successful candidates of their appointment. As soon as the successful candidates receive the appointment notification, the candidate should go to the school to sign their placement contracts. PEDs/District and principals must ensure that processes put in place to quality assure and approve the successful candidates do not hamper start date/assumption of duty of Assistants since this is a short term contract.

Successful youth invited to come sign the contract, should also sign the declaration letter that states they have no criminal record, not in training, not in education, not in employment.

8.10 Job description

The National Department of Basic Education has provided a sample job description per category of placement that the school can customise per EA / GSA, according to their needs. See **Annexure E - J**. The school is expected to ensure that each EA/GSA appointed is provided a job description/work plan and this document is signed by both the assistant and the mentor/principal.

8.11 Conditions of Employment for Youth placed in the Presidential Youth Employment Intervention

- (i) The Conditions of Employment for youth placed in the Presidential Youth Employment Intervention, will be determined nationally by the DBE, and will be applicable across the sector. The details are in **Annexure K**.
- (ii) The Conditions of Employment will be inclusive of the Code of Conduct for Youth placed in the Presidential Youth Employment Intervention in the Basic Education sector. (**Annexure K**)
- (ii) The school principals are to provide the copy of the Conditions of Employment on the first day that the youth assume duty for the youth to sign. This will be regarded as the acceptance of employment from the youth, *no further letters should youth sign as acceptance of the placement*.
- (iii) Once the Conditions of Employment is signed, the youth placed should resume with work immediately.

8.12 Orientation and support

Orientation will be two-folds; one specific to officials in provinces to orientate them on the implementation framework, and the other will be general orientation for assistants. A generic orientation manual will be developed as a guide for schools it will be online and word document.

In preparation for the implementation of Phase II of the initiative, DBE has planned an orientation of the EAs and GSAs, where the cascading model will be used. The committee will be constituted as National Core Orientation Team (NCOT) and the Provincial Core Orientation Teams (PCOTs). The NCOT will be constituted by: Provincial Project Management Team members; and the PCOT will be constituted by Provincial and District Project Management Team members. The NCOT will orientate the PCOTs, then the PCOT will orientate districts, circuits and principals and oversee the orientation of the EAs and GSAs. The Provinces will be encouraged to nominate the officials that will serve in the PCOT.

Provinces will be expected to continue with the orientation of the officials and assistants placed in schools as part of the project. School Management Teams will be expected to provide overall mentoring, training and support for the assistants, based on specific responsibilities allocated. Furthermore, orientation provided at school level will have to cover areas such as school culture, vision and mission, dress code and working hours as well as allocate responsibilities.

To ensure that all youth placed in their schools are prepared to operate in a working space that requires them to interact with vulnerable children, especially those vulnerable to sexual abuse and harassment, School Principals will be expected to orientate the youth on COVID Protocols and ensure that the youth register on the compulsory two-hour online training on the National School Safety Framework and the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools. These should be done before the youth starts duty.

Generic Orientation and Digital Literacy for Assistants

- (a) The DBE has developed the orientation programme for the Education Assistants and General School Assistants. Schools will be expected to provide overall mentoring, training and support for the assistants, based on specific responsibilities allocated. The Education Assistants and General School Assistants 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 background in completing many different tasks a teacher might need help with and will allow you to provide exceptional assistance throughout your career. The Orientation Manual will be made available in electronic interactive format that can be completed on-line and on soft copy for people who might have connectivity challenges.
- (b) There assistants will also be provided with the compulsory Digital Literacy training.

- (c) The assistants will be required to do the on-line National School Safety Framework and four ICT Modules.
- (d) The Assistants will also be required to do the compulsory online Standard Protocol for COVID-19.
- (e) The Assistants will also be required to do compulsory online training on Financial Literacy.

8.13 Training of the Youth



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

The DBE has identified six critical areas to train the youth, however these will depend on the category the youth is placed on. These are:

Curriculum – support for teachers in classrooms, Reading Champion – grow and encourage the reading culture in schools, Child and Youth Care Worker - provision of psychosocial support for learners, Handyman – on infrastructure maintenance, eCadre on ICT integration in classrooms, Sport and Enrichment Assistants – that will assist learners with various activities including extramural activities. The DBE will provide National Training Plan, that provinces will have to align their training plans to.

To support the implementation of training, a training coordinator is appointed in the DBE. The coordinator will work with the managers responsible for the six training areas, through a national core training team. In a similar fashion, provinces are also required to appoint a training coordinator, who will in turn work with the provincial training managers to coordinate training in the various areas. To ensure alignment between the DBE and PEDs, an Interprovincial Training Team will be formed to monitor the implementation of training.

8.14 How should teacher work with Education Assistants

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

- (a) Prepares the classrooms/ laboratories for lessons;
- (b) Ensures compliance to COVID-19 protocols;
- (c) Marks the register;
- (d) Distributes worksheets or resources for use during the lesson;
- (e) Collects materials such as Atlases, maps, globes, etc. that were used during the lesson and stores them;
- (f) Distributes marked learner books or collects books to control classwork/ homework/assignments;
- (g) Appraises the teacher of any matter that warrants the his/her attention;
- (h) Maintaining classroom behaviour;

- (i) Supporting learners and assisting them to complete tasks;
- (j) Supervising learners as they work in groups;
- (k) The EA can also enhance use of cell phones/ tablets/ computers for learning by demonstrating how learners can access helpful learning websites. WhatsApp group chats, monitored and supported by the EAs and teachers, could be set up for learners to discuss their work and support each other;
- (l) The EA can also provide emotional support where learners can confide in him/her and try to assist directly or work with the teacher to help the learner; and
- (m) The EA can also be responsible for the supervision of study periods, provide extra classes, assist learners with homework to keep learners engaged.

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

- (a) Improve foundational skills of reading for meaning and writing
- (b) Create awareness about occupations
- (c) Instill aspiration to pursue a career
- (d) Organize games and plan role-playing activities to show case different careers.
- (e) Assist in the development of Self-concept.
- (f) Source and disseminate worksheets to assisting learners in building positive Self-concept and understanding themselves better.

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

- (a) Facilitate sound career planning decisions based of informed choices about Post School Education and Training (PSET) opportunities
- (b) Timely application for admission to relevant programmers
- (c) Applications for funding;
- (d) Assist learners in recognizing progression routes from their subjects and think about how they may be used in the world of work
- (e) Provide information about study and career-related matters e.g. PSET opportunities, labor market, occupations in high demand etc.

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

- (a) Homework assistance - One-on-One assistance to struggling learners
- (b) Task/ Question Analysis – Assisting to deal with complex tasks/ questions;
- (c) Summarising notes as teachers teach to facilitate learner support afterwards;
- (d) Assist in the creation and support peer learning groups

8.15 Performance Management of Assistants

The purpose of performance management is to improve the performance of EAs and GSAs. Regular performance reviews help create a culture that promotes personal success. EAs and GSAs need the reinforcement of knowing that their contributions are valued by the School Management (SMT) and School Governing Body (SGB). The review process offers several benefits to the school, thus generating an atmosphere of excellence. Performance reviews assist the SMT to establish guidelines to track employee strengths and weaknesses, offer feedback for improvement and promote further training. A template for Performance review is attached (**Annexure L**)

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

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

- (a) General factors (e.g. Attendance, reliability, etc.)
- (b) Achievements as per job description
- (c) Activities completed
- (d) Skills acquired
- (e) Training

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

8.16 Misconduct and Disciplinary procedures

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

- (a) discipline is a corrective and not a punitive measure;
- (b) discipline must be applied in a prompt, fair, consistent and just manner;
- (c) discipline is the responsibility of an employer;
- (d) the fair treatment of employees to ensure that they: –
 - (i) have a fair hearing in a formal or informal setting;
 - (ii) are timeously informed of allegations of misconduct made against them;
 - (iii) receive written reasons for any decision taken; and
 - (iv) have the right to appeal against a finding or
- (e) as far as possible, disciplinary procedures are held at the place of work and are understand-able to all employees;
- (f) if an employee commits misconduct that is also a criminal offence, the criminal procedure and the disciplinary procedure will continue as separate and different proceedings; and
- (g) disciplinary proceedings must be concluded in the shortest possible time frame.
- (i) Disciplinary proceedings against Education Assistants and General School Assistants appointed in terms of the PYEI (EAs and GSAs); disciplinary proceedings against Education Assistants and General School Assistants appointed in terms of the PYEI shall be dealt with in terms of the provisions as contained in Schedule 8 of the Labour Relations Act and any other applicable code read in conjunction with the School's disciplinary code and procedures.

8.17 Relevant Legislation

The following legislation guides the Presidential Youth Employment Intervention in the Basic Education Sector:

- (a) Labour Relations Act, 1995;
- (b) Basic Conditions of Employment Act, 1997;
- (c) Codes of Good Practice for employment and conditions of work for PYEI;
- (d) The South African Schools Act, 1996;
- (e) Public Service Act, 1994;
- (f) The Occupation Health and Safety Act, 1993
- (g) The Skills Development Act, 1998,
- (h) Compensation for Occupational Injuries and Diseases Act, 1993 (COIDA)
- (i) Protocol to Deal with Incidences of Corporal Punishment in Schools
- (j) Employment Equity Act, 1998

8.18 Exit pathways

Phase II of PYEI aims to lead youth into pathways out of poverty, by linking participants to other opportunities beyond their involvement as Education Assistants and General School Assistants. This will be done by linking with SA Youth Mobi, as part of the National Pathway Management Network (NPMN), with the following key focus areas:

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

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

The training earmarked to be provided to the Assistants will play a critical role in their upskilling and improving their employability beyond their participation on the PYEI. All participants will be provided with compulsory training in digital literacy to enable them to acquire basic ICT skills to improve, their employability and self-sustainability, where young people can start their own small business enterprises.

An exit workshop will be arranged for the youth and it will cover aspects such as career guidance, possible job and training opportunities. The information on training opportunities will include those offered by other Government departments and entities, such as NYDA, DHET, SANDF and CEDA. The youth will also be encouraged to consider a career in teaching, with the information provided to them such as the Funza Lushaka Bursary Programme, NSFAS and other funding opportunities.

Project Management

8.19 Roles and responsibilities

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

8.19.1 Department of Basic Education

The DBE will be responsible for the **coordination of the entire PYEI**, which includes the following roles:

- (a) Calculate the provincial allocation of job opportunities (Assistants)
- (b) Orientate Provinces, then together with Province orientate Districts, Circuits, SGBs and School Principals on the Implementation Framework, recruitment, conditions of employment as well as the roles and responsibilities of EAs & GSAs;
- (c) Convene meetings with Provinces to mitigate the implementation of the project
- (d) Monitoring and support of all Programme activities, e.g. recruitment, appointment, placement, orientation and training of EAs & GSAs in provinces;
- (e) Receive status reports on EAs & GSAs from provinces;
- (f) Compile reports on the implementation of the programme;
- (g) Provide administrative support (monitor and support programme implementation at all levels);
- (h) Develop and distribute planning, implementation, monitoring and evaluation guidelines and/or templates;
- (i) Monitor implementation at provincial, district and school level on a quarterly basis or as and when required, in line with the Implementation Framework;
- (j) Report to the Presidency and other stakeholders on a monthly basis on the number of jobs provided for the EAs & GSAs;
- (k) Monitor and provide response to all challenges that might arise;

- (l) Facilitate the Implementation of the National and Provincial training plans to ensure that there are skills transferred to the youth at the end of the initiative (programme).
- (m) Identify Training areas for transfer of skills in alignment to sector priorities; and
- (n) Training Managers at National are expected to develop the training manual and to also train the provincial officials on the manuals developed on training. Training will also be determined by the specific requirement of the field (e.g., Infrastructure maintenance will differ from Curriculum, etc.)

8.19.2 Provincial Education Departments

Provincial Educations Departments will:

- (a) Calculate and allocate the number of job opportunities (EA/GSA posts) per district.
- (b) Orientate Districts, Circuits, Schools on the Implementation Framework, recruitment, conditions of employment as well as the roles and responsibilities of the EAs & GSAs.
- (c) Receive status reports on the EAs & GSAs from districts/school.
- (d) Keep and update a database of EAs & GSAs in the Province.
- (e) Employ and facilitate the transfer/payment of stipends.
- (f) Manage the allocated budget in accordance with the applicable legislation.
- (g) Monitor and support the implementation of the PYEI at district level.
- (h) Develop and submit approved business plans to the relevant authorities.
- (i) Develop implementation plans for each of the areas as follows: e.g. 1. Recruitment and Placement process (Reappointment and Replacement); 2. Advocacy and Communication Plan; 3. Training Plan for skills transfer; 4. Orientation for both departmental officials and Assistants; 5. Training and Development; 5. Monitoring, support and reporting, 6. Evaluation and Impact
- (j) Provinces that are transferring funds to schools are required along with their business plans to develop and submit approved 2021/22 transfer schedules reflecting actual dates on which funds will be transferred to schools.
- (k) Provide districts with funds allocation letters to distribute to schools.
- (l) Ensure compliance with reporting requirements by providing consolidated monthly expenditure reports 15 days after the end of the month, and quarterly reports 30 days after the end of the quarter.
- (m) Reconcile expenditure by schools against budget transfers on a monthly basis.
- (n) Manage and implement the Project in line with the Public Finance Management Act (PFMA).
- (o) Monitor and provide support to districts, circuits and schools.
- (p) Provide human resource capacity at all relevant levels including the appointment or identification of a qualified and experienced person/s to administer, manage and co-ordinate the activities associated with the Project in accordance with the provisions of the framework.
- (q) Evaluate the performance of the Intervention and submit evaluation reports to DBE and other relevant stakeholders within two months after the end of the financial year.
- (r) Implement projects according to the approved business plan.
- (s) Project Manager/s are expected to work with the Training managers to draft the provincial training and skills transfer plan aligned to DBE training plans, as well as ensure its implementation.
- (t) The Project Manager/s are expected to work with the Training managers to train the districts and schools on the manual received
- (u) The Project Manager/s are expected to receive training reports from Training Managers on various areas of training, then consolidate the report to submit as a PED consolidated report.

8.19.3 District Offices

District offices will:

- (a) Play an advocacy role for the PYEI.
- (b) Quality assure and confirm the number of the EAs & GSAs required by schools in the district.
- (c) Orientate School Management Teams (SMT) and SGB Chairpersons on the Implementation Framework, recruitment, conditions of 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 PYEI in schools.
- (g) Ensure that all EAs and GSAs appointed in the district have received training on skills identified by province, (e.g. ICT skills).
- (h) Receive the funds for payment of stipends and then distribute the funds to schools with letters of allocation.
- (i) Provide schools with funds allocation letters.
- (j) Receive monthly expenditure reports on funds spend for the project.
- (k) Submit monthly expenditure reports on funds spend for the project.

8.19.4 The Circuit Managers / IDSO will

- (a) Familiarise themselves with the Implementation Framework and all other guidelines of the PYEI.
- (b) Advocate the objectives of the project (both Presidential and Basic Education Sector)
- (c) Advocate and Communicate to various stakeholders regarding the project
- (d) Support schools with recruitment and ensure transparency and fairness in the process.
- (e) Communicate to schools that NEPOTISM is not accepted
- (f) Ensures that SMTs and SGBs adhere to the Implementation Framework – requirements when appointing
- (g) Monitor and support the schools during the recruitment process
- (h) Where On-Line application system did not provide enough applications (monitor schools as they drive recruitment with concessions as per guideline and Framework)
- (i) Quality Assurance and verification of recommended candidates by schools
- (j) Compile Circuit-wide database of applicants and new recruits
- (k) Ensure that all EAs and GSAs are provided with Orientation and Induction
- (l) Ensure that all EAs and GSAs have signed Conditions of Employment, Code of Conduct, Job Descriptions/Workplans
- (m) Ensure that all EAs and GSAs are assigned a mentor
- (n) Ensure that all EAs and GSAs have attended compulsory five modules (Orientation, NSSF, SOP for COVID, Digital Literacy, Financial Management)
- (o) Ensure that all EAs and GSAs have attended minimum of three additional trainings.
- (p) Ensure that all EAs and GSAs are registered on SA Youth mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**
- (q) **Ensure that all youth are registered on**
- (r) Conduct Circuit-wide project monitoring and support for all schools in the district
- (s) Provide the reports on attrition of EAs and GSAs in his circuit weekly.
- (t) Provide periodic reports to District Coordinator on the implementation of the Project;

8.19.5 Schools (SMT & SGB)

The project is implemented as school level, and the SGB acts on behalf of the employer in relation to matters that have to do with the Assistants. These include, but are not limited to:

- (a) Signing in of employment contract
- (b) Attendance
- (c) Performance
- (d) Discipline
- (e) Payment of stipends
- (f) training

The SGB will:

- (a) Encourage potential candidates, residing in close proximity to the school, who wish to be considered as EAs & GSAs to apply on SA Youth mobisite (advocacy).
- (b) Set up interviewing panels.
- (c) Work with SMT to draft the criteria for shortlisting of candidates.
- (d) Work with SMT to short list the candidates for interviews.
- (e) Invite shortlisted candidate for interviews and to bring supporting documents to the interviews; CV, copy of ID, testimonial and copy of highest qualification(s).

The SMT will:

- (a) Orientate newly appointed EAs & GSAs on their roles and responsibilities as well as the code of conduct for learners and staff.
- (b) Provide the necessary resources such as stationery.
- (c) Monitor and support the EAs & GSAs.
- (d) Appoint EAs & GSAs in line with allocations as specified and considering the school's needs.
- (e) Manage training (where necessary) of all EAs & GSAs appointed to ensure work is done in accordance with job descriptions.
- (f) Report on the number of the EAs & GSAs employed and their performance and attendance on a weekly/monthly basis.
- (g) Ensure that EAs and GSAs receive formal training that will result in skills transfer as per provincial and district plan.
- (h) The SMT should ensure that the Assistants receive the generic orientation on the first week when they (Assistants) arrive at school.

8.19.6 The Stakeholders Involvement

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

Figure 3: Stakeholder involvement



9. Governance and Management Arrangements

9.1 DBE level

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

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

Figure 4: Organisational structure for management of project at DBE

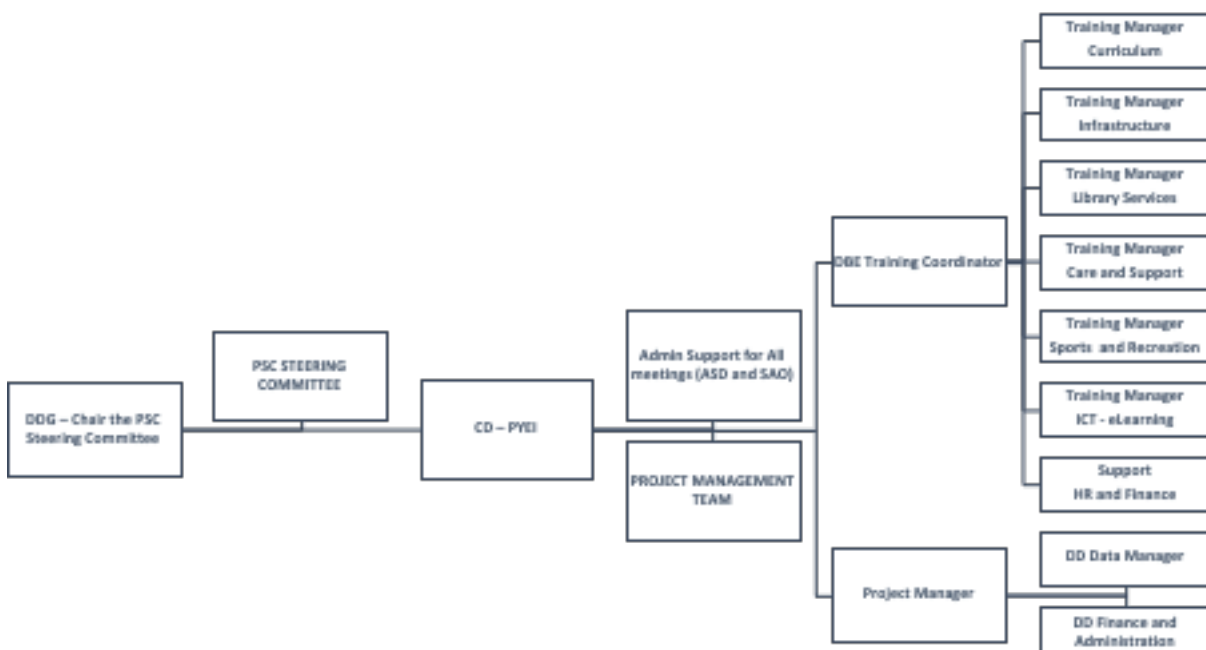
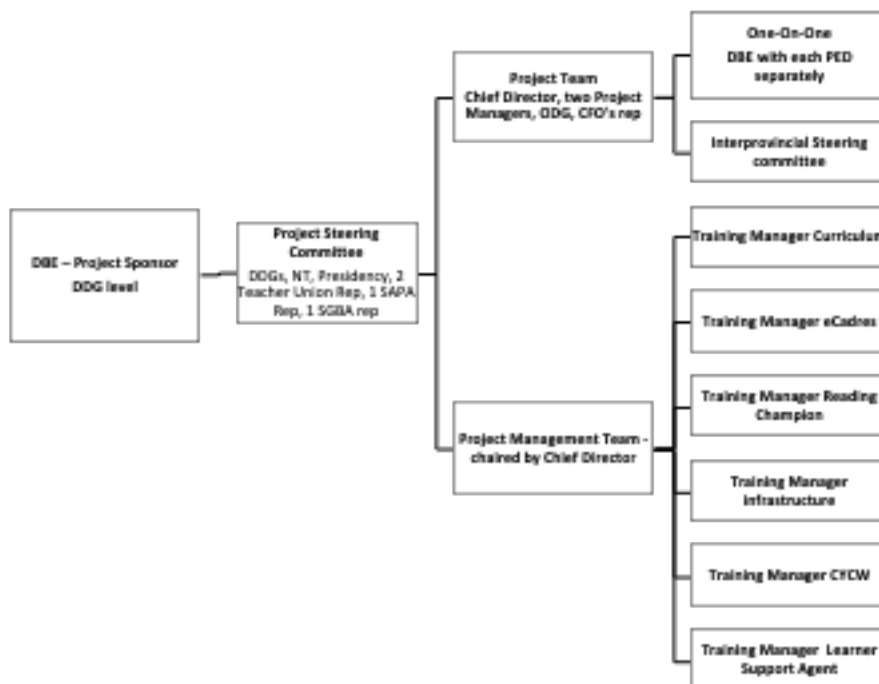


Figure 5: Structural arrangements for the meetings



The PMT will be headed by the Chief Director, appointed by the DG. The PMT will comprise of officials from the CFO's representatives, 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 Interprovincial Committee. Among other things, the PMT will be responsible for oversight and coordination of monitoring and support of the Project. It will also oversee reporting by the DBE to the Presidency and National Treasury.

Other departmental officials may be invited to participate in the activities of the PMT, should the need arise. A Terms of Reference (TOR) will specify the details regarding the operational arrangement of the PSC and PMT.

9.2 Provincial level

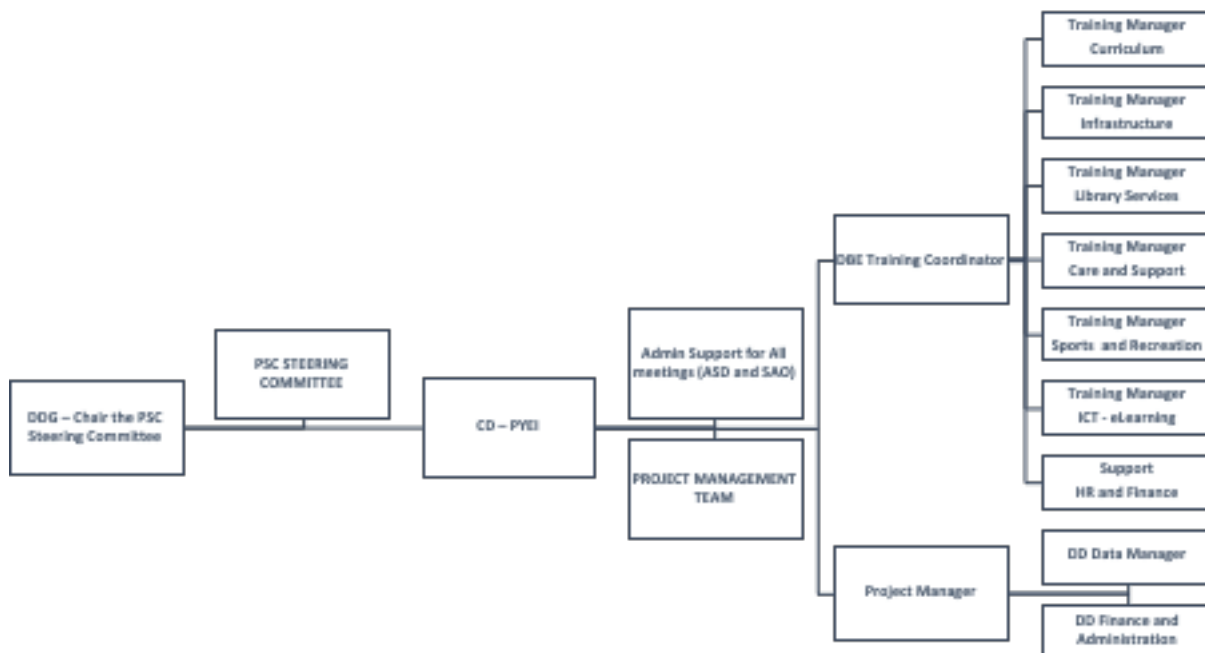
The arrangement in respect of the PSC and PMT will be replicated at Provincial level.

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 such as Curriculum and Assessment (including HR Planning, Infrastructure and Social Mobilisation).

Among other things, the PPMT will be responsible for drafting of Provincial Business Plans, submitting these to Provincial Treasuries for approval, 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.

Figure 6: Organisational Structure for project management at PED level



9.3 Critical Role played by HR and Finance in the project

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

Figure 7: Role of HR in Project implementation



9.4 Proposed Structure for Training

Figure 8: Structural arrangements to support implementation of training

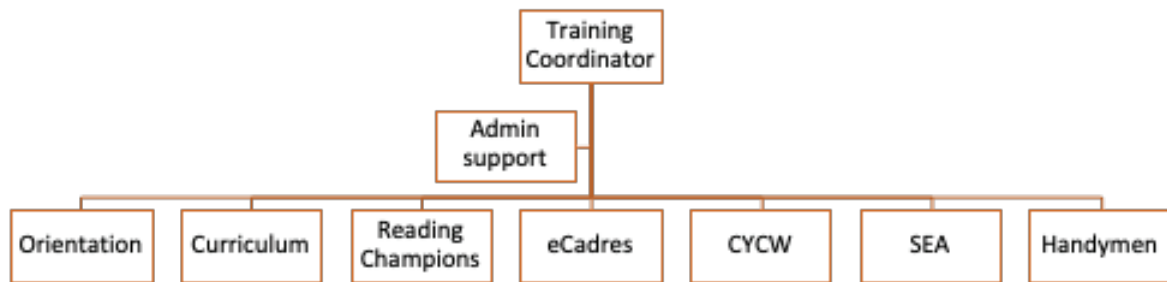


Figure 9: Structural arrangements to support implementation of curriculum training

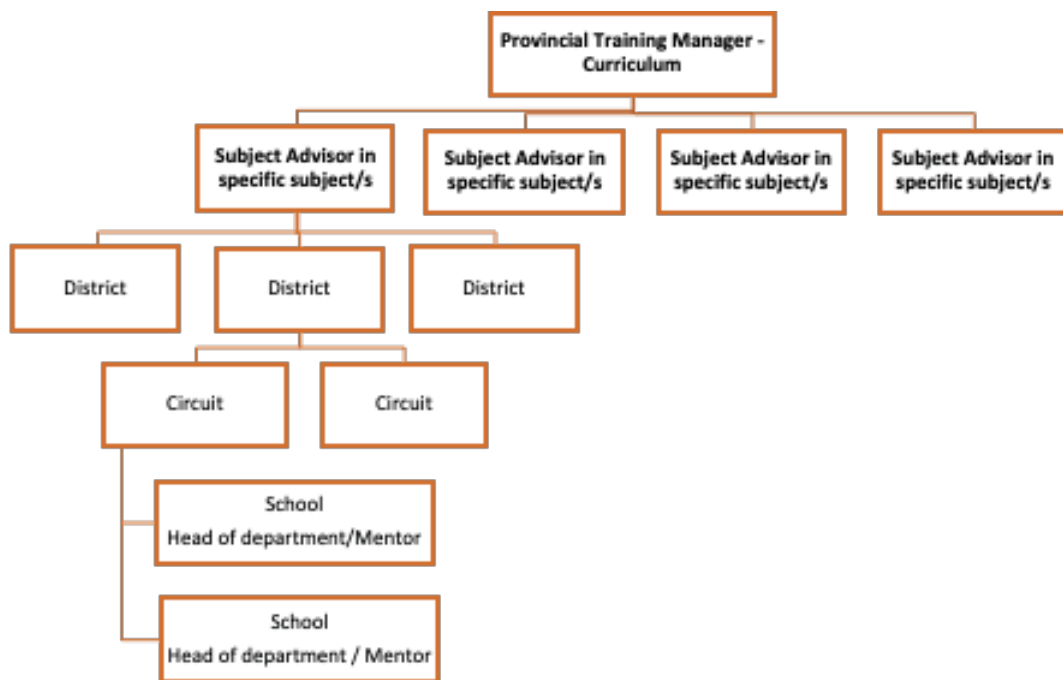
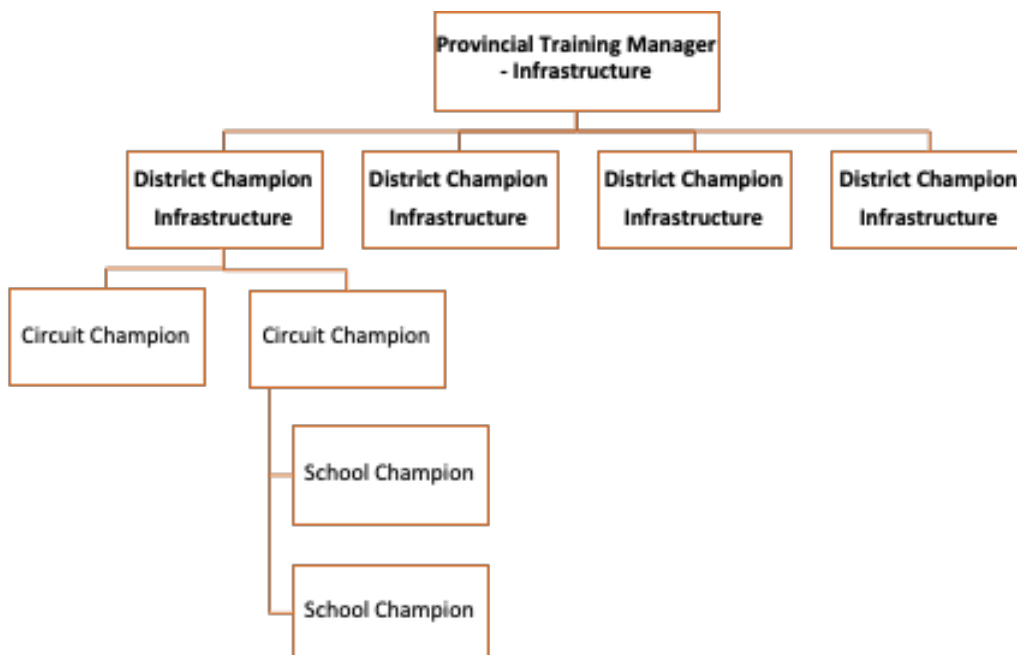


Figure 10: Structural arrangements to support implementation of Handymen training



9.5 Reporting protocols

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

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

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

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

9.6 Frequency of reporting

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

9.7 Format of reporting and reporting tools

The DBE will provide the provinces with reporting templates so as to ensure that the is flow of information. The reporting templates will cover the critical area that needs to be reported to DBE Senior Management, CEM, HEDCOM, Portfolio Committee, National Treasury and Presidency.

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

Provinces will be required to provide a closeout report so that the Department of Basic Education may be able to provide National Closeout. This will be required two weeks after the termination of the project.

9.8 Monitoring, Support and Oversight

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

9.9 Risk management

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

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

9.10 Fraud management (whistle blowing)

(a) What is Fraud

When it comes to fraud in the public sector, issues such as bribery, corruption, and misuse of authority during public procurement often are easy examples. These practices usually involve misuse of entrusted power for personal gain, often including cash given “under the table” so there is very little or no financial statement evidence that a crime has occurred. Such crimes are uncovered in most cases through tips or complaints from third parties, often via a fraud hotline, or are detected during internal reviews, external audits, and by financial inspections. Frauds within the public sector, may originate from both internal and external sources. Internal frauds can be committed by any employee at any level within the organization. Fraud can range from small-scale abuse of travel expenses (S & T claims) to large-scale frauds involving high-value contracts and breaches of controls that could have serious and material consequences. In the PYEI implemented by Basic Education sector, fraud may be committed at any level from National, Provincial, District, Circuit or school level. It may vary from large scale to small scale fraud.

(b) Examples of fraud

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

(c) How to deal with Fraud committed in PYEI

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

- (i) undermines the fight against poverty by putting money that is meant for government services and development into pockets of corrupt officials;
- (ii) increases the cost of public services and slows down service delivery to the public.
- (iii) The person reporting do not have to give his/her name when reporting fraud or corruption using: National Anti-Corruption Hotline: 0800 701 701 (toll free number); fax 0800 204 965.

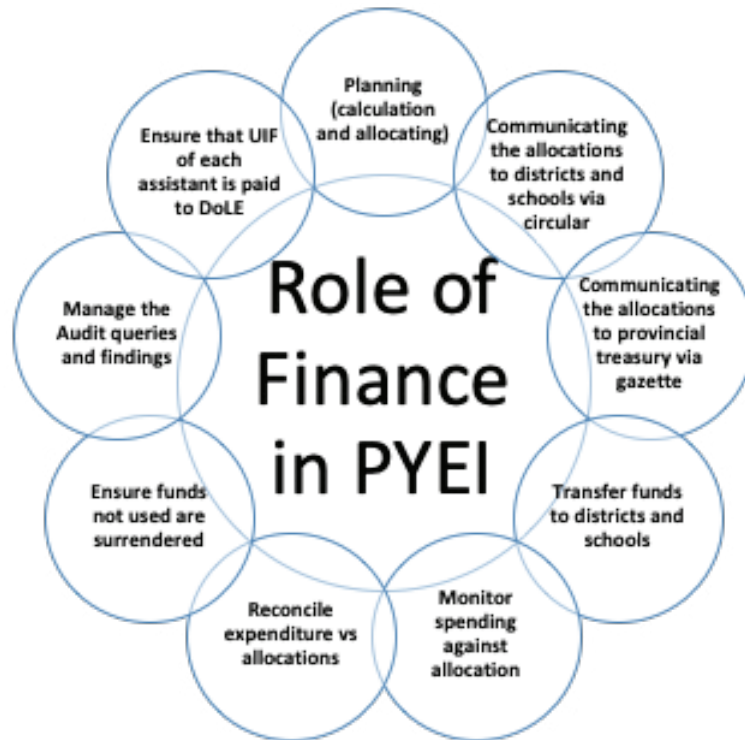
10. Financial

The in-year allocation of R6 billion 2021/22, is proposed for the implementation of the PYEI. A detailed breakdown is provided in **Annexure B: Budget Requirements**. PEDs upon receipt/notification of allocation, they will be required to draft the business plan for the project using the provincial treasury templates or the business plan templates will be provided upon request by the PED.

Critical Role of Finance in the intervention

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

Figure 11: Role of finance in project implementation



10.1 Location of Budget allocation

For efficient reporting of the funds allocated to the presidential youth employment intervention (PYEI), the PEDs are encouraged to ensure that the funds allocated for this intervention are placed correctly in the **Budget Programme Structure (SCOA)**: there special code was made as follows:

- **Fund: Presidential Employment Initiative Fund**
- **Programme 7: Examination and Education Related Services**
- **Sub-programme: 7.3 – Special projects**
 - **Objective** of the sub-programme - to provide for special departmentally managed intervention projects in the education system as a whole.
- **ITEMS:**
 - **Compensation of employees** (Project Management – Payment of Project Team)
 - **Goods and Services** (Project Management, Training and operational spending, Assistants Data cost)
 - **Machinery and Equipment** (Tools of trade – Laptops for project management team)
 - **Non Profit Institution** (Transfers payments to schools for stipends and UIF to DOL)

10.2 Method of payment

10.2.1 The payment methods options are outlined in the Guideline for implementation of the funds allocated to the PYEI.

10.3 Allocation Letter to School

The PEDs should provide the school with the detailed allocation letter/certificate that indicates: the number of assistants allocated; linked to the total money allocated to the school, total that will be transferred to school per tranche. The allocation letter must be sent to school before the transfer is made. (for example a week before the tranche is made). The sample letter of allocation is in **Annexure W**. The School principal is to sign the declaration and send it back to the province via the district (**Sample of a declaration letter Annexure S**).

10.4 Bank Charges

The schools are advised to consult the banking institutions on packages that have cheaper costs when transferring funds as payments/stipends for youth. Schools are encouraged to pay youth via electronic funds transfer (EFT) to minimise costs. The PEDs/District by transferring funds months prior to the time of payment of stipends, will assist in attracting interest, which may also be used to offset the bank charges that maybe incurred when paying stipends.

10.5 Payments of stipends by schools and signing of payroll

The EAs & GSAs will be paid a stipend of R3 817.44 (minus 1% of the employee UIF) per month with the daily rate of R21.69, which is aligned to the National Minimum Wage announced by Minister of Department of Labour in March 2021.

- (a) The schools should ensure stipends are in the individual assistants' accounts by the 25th of each month. This will assist in assistants knowing when is their exact date of payment which was a challenge in the first phase. This will further allow schools and appointed assistants' time to deal with any challenges that might have risen during the payment process, which can be addressed prior to month end.
- (b) Schools are to pay stipends by EFT into accounts of youth and schools are discouraged from cash payments, NO CASH PAYMENTS of stipends.
- (c) The printout of the bank statement where payments of stipends are made should be signed by the school principal and the SGB chairperson, this should be filed in the file.
- (d) The payroll that indicates the names of all assistants, the amount paid to each assistant, the month of payment and the column for date of payment, signature of assistants, with the signature of school principal and SGB chairperson should also be in the file.

10.6 Payment of UIF

The PEDs are requested to contact Provincial offices of the Department of Labour and Employment, to discuss the requirements for registering youth placed in the initiative as well as make arrangement on methods of registering the youth placed in the initiative from PED level and not each school on its own. The PEDs are requested to ensure that payment of UIF is made from Provincial Level for both the employee (1%) and employer (1%) which totals 2%. The payments can be made monthly upon schools submitting the confirmation of placement, that are verified by districts. This will assist in the PEDs complying with the policy requirements of Department of Labour (DoL) on UIF. However, the participation in the PYEI programme does not qualify as employment for the contributor for purposes of the Unemployment Insurance Act.

10.7 Audit

The Provinces should request the schools' principals to sign the declaration letters that indicate that the information they submitting is correct. The same declaration should have the signature of the SGB chairperson (**Annexure S** sample of declaration letter). The schools are requested to ensure that they have a file for the intervention, where the following should be in the contents: the allocation letter, the lists of appointed assistants, the list should be updated on monthly basis to cover

resignations, those that absconded, amounts paid per assistants and signed payrolls and any other information that might be required for audit purposes. Monthly reconciliation should be conducted by the school and report be provided to the district and Provincial office. A checklist will be shared with schools and PEDs of the information that will might be required for audit purposes. **Annexure P.**

11. NATIONAL DATA MANAGEMENT SYSTEM (DMS)

For Phase II, the DBE proposes the development of a National Web-Based Data Management System (DMS) that assistants can interact with at school level, with the school's principal or mentor of the youth being the verifier of the information supplied, SGB or District given the rights to approve, PED and DBE as the final point to receive the data and be able to draw and analyse reports from the web-based data management system. The National web-based Data Management System, usage by stakeholders (schools and assistants) will attract data costs which should be part of the allocation to the PEDs.

For the use of the Web-based Data System, the manual for the Data Management System will be provided by the service provider.

12. MANAGEMENT OF COMMUNICATIONS

13.1 Communications Strategy

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

The Communications Plan will be drafted so as to ensure a successful roll out of the Presidential Youth Employment Intervention in the Basic Education sector, the following are suggested key drivers of the programme:

- (a) Strong Ministerial and MEC support
- (b) Stakeholder relations management (both primary and secondary stakeholders)
- (c) Communications approach: utilise of internal communication; digital platforms for consistent engagement; communication with stakeholders; Media Liaison; Targeted Media Campaign
- (d) Key Messengers are identified as follows: Minister, Deputy Minister, Director-General; MECs, HODs, Project Managers, District Directors, School Principals and Chairpersons of SGBs, Assistants
- (e) Establishment of programme digital platforms:
 - (i) Continuous engagement with stakeholders, schools, partners and the public
 - (ii) Keep stakeholders abreast of all processes and developments in the project
 - (iii) Manage the online footprint and resource
 - (iv) Ease of focused content dissemination and user-sharing
 - (v) Involve previous and current Assistants appointed to ensure advocacy of the project, to ensure continuous communication

13.2 Communications by Project Management

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

- (a) **Contract** for the project
- (b) **allocations to schools** (number of job opportunities per school and money allocated)
- (c) process to follow in appointing;
- (d) indicate **who qualify** as per framework;

- (e) indicate **documents** required from applicants;
- (f) indicate the **dates of placement (start and end dates)**;
- (g) provide **sample job descriptions**;
- (h) provide the **contract and the code of conduct**;
- (i) indicate **how much is the stipend**;
- (j) the **UIF deduction amount**;
- (k) provide the **guideline on how to work with assistants** in the classroom;
- (l) provide the guideline **on how to deal with discipline and misconduct**;
- (m) provide the **guideline on management of the finance for PYEI with timelines on payment of stipends**; and
- (n) indicate what will be **regarded as illegal activity or action from side of staff**.

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

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

To gain access to information held by the DBE, a request must be submitted to the Director-General, Mr HM Mveli, at the address appearing under point 4 of this Manual.

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

The purpose of the PAIA is twofold:

- (a) To foster a culture of transparency and accountability in public and private bodies by giving effect to the right of access to information; and
- (b) To actively promote a society in which the people of South Africa have effective access to information to enable them to exercise and protect all of their rights more fully.

Protection of Personal Information Act (POPI)

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

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

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

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

- (a) is processed lawfully, fairly and transparently;
- (b) is processed only for the purposes for which it was collected;
- (c) will not be processed for a secondary purpose unless that processing is compatible with the original purpose.
- (d) is adequate, relevant and not excessive for the purposes for which it was collected;
- (e) is accurate and kept up to date;

- (f) will not be kept for longer than necessary;
- (g) is processed in accordance with integrity and confidentiality principles; this includes physical and organisational measures to ensure that Personal Information, in both physical and electronic form, are subject to an appropriate level of security when stored, used and communicated by the DBE, in order to protect against access and acquisition by unauthorised persons and accidental loss, destruction or damage;
- (h) is processed in accordance with the rights of Data Subjects.

14. Partnerships

The DBE will utilise partnerships that exist in ensuring that the project is successful. The DBE will also forge new partnerships, to enhance the efficiency and effectiveness of the implementation of the project.

These will be solidified through Memorandum of Understanding that would be signed with each Partner individually. The PEDs will be expected to also forge partnerships at PED level, so as to ensure that the project is successfully implemented with effectiveness and efficiency. The PEDs are also encouraged to work with the local NGOs up to district level for the success of the project.

15. Close out report

The DBE will deploy monitors throughout the country to monitor and report on the implementation of the project and a closeout report will be provided after May 2022, this is to allow the financial year to end, all journals to be processed, that PEDs can provide the final reports. Provinces will be required to provide a closeout report that will enable the Department of Basic Education to provide a National Closeout that is aligned to PEDs in terms of numbers reported as achievements.

16. PYEI Value add assessment report

The DBE will contract the services of a service provider to ensure that the impact study is undertaken and a report is produced that will inform policy development in the area of assistants in schools, the assistants impact and influence on teaching and learning as well as impact on performance of learners and learning outcomes. The cost for the impact study will be covered within the allocation made to DBE for monitoring, support and oversight. This cost will cover drafting of documents, data collection instruments to be used, case studies and observations study, reports to be released from the findings. Each PED may do further impact study based on criteria that the PED may deem important for their purpose.

17. Conclusion

The roll out of the PYEI-BES 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.

ANNEXURE A IMPLEMENTATION PLAN

ACTIVITIES	RESPONSIBILITY DBE/ PED/SCHOOL	TIMEFRAME
OUTPUT 1: PROJECT PREPARATION AND APPROVALS		
1. Drafting and approval of indicators and targets	DBE (SPR and Branches)	Aug-21
2. Approval of the concept, implementation plan and budget proposal	DBE	Aug-21
3. Establishing new calculation criteria	DBE/NT/Presidency	Aug-21
4. Establish project teams for National level	DBE / Branches	Aug-21
5. Drafting of conditions of the Framework and submission for NT inputs	DBE	Aug-21
6. Drafting of Implementation Framework	DBE	Aug-21
7. Allocation and approval letter from NT	DBE/NT	TBC
8. Allocation and approval letter from PT to PED	PEDs/PT	TBC
9. Establish project teams at DBE and at Provincial (consultation)	PEDs	Sep-21
10. PEDs drafting Business Plans and submitting to Provincial Treasuries	PEDs	Oct/Nov 2021
11. Business Plans submitted for approval process	DBE/PEDs / NT and Provincial Treasuries	Oct/Nov 2021
OUTPUT: 2 A. COMMUNICATIONS AND ADVOCACY		
1. Draft the Integrated Communications Strategy for approval	DBE	Sep-21
2. Briefing Session with HEDCOM SubCommittee on Communication	DBE/PEDs	Sep-21
3. PEDs draft the Communications Plans aligned to DBE	DBE/PEDs	Sept/ Oct 2021
4. Draft Communication Toolkit for dissemination to identified stakeholders	DBE	Sep-21
5. Briefing with Social Cluster - Special Meeting on Cluster Phase II PYEI	DBE	Oct-21
6. Develop Reporting Template for HEDCOM SubCommittee on Communication	DBE	Sept/ Oct 2021
7. Schedule bi-monthly/ monthly report back meetings with HEDCOM SubCommittee on Communication	DBE/PEDs	Sept/ Oct 2021
8. Establish Customer Relations Platforms for Rapid Response	DBE	Sep-21
9. Implementation of the Comms Strategy	DBE/PEDs	Ongoing
10. Media Monitoring and Reporting (daily/weekly)	DBE	Ongoing
11. Media Production and coordination of material	DBE/PEDs	Nov 21 - March 22
OUTPUT: 2 B CONSULTATION WITH INTERNAL AND EXTERNAL STAKEHOLDERS		
1. Microsoft	DBE/PEDs	
2. HP	DBE/PEDs	
3. LinkedIn	DBE/PEDs	
4. IBM	DBE/PEDs	
5. Oracle	DBE/PEDs	
6. Unilever	DBE/PEDs	
7. Anglo-American	DBE/PEDs	
8. Samsung	DBE/PEDs	
9. ETDP-SETA	DBE/PEDs	
10. Vodacom Foundation	DBE/PEDs	
11. Construction Education and Training Authority	DBE/PEDs	
12. MTN	DBE/PEDs	
13. TVET	DBE/PEDs	
14. Universities	DBE/PEDs	
15. Other Government Departments and Entities (e.g. DHET, DoL, SARS, Reserve Bank)	DBE/PEDs	
16. NGOs	DBE/PEDs	

ACTIVITIES	RESPONSIBILITY DBE/ PED/SCHOOL	TIMEFRAME
17. SACE	DBE	
18. UNIONS	DBE/PEDs	
OUTPUT 3 A : RECRUITMENT - ADVERTISEMENT (REAPPOINT)		
1. Drafting of the advert for approval (each PED advert)	SA Youth	Sep-21
2. Drafting of PED and District support per province	SA Youth / PEDs	Sep-21
3. Creating opportunity card per school	SA Youth / PEDs	Sep-21
4. Meeting with PEDs to explain the recruitment process	SA Youth	Sep-21
5. Receiving the lists of schools that will not participate in Phase II	PEDs to SA Youth	Sep-21
6. Advertising the job opportunities	SA Youth	2021/09/27-2021/10/03
7. Create long and short lists	SA Youth	2021/10/04-08
8. Submitting lists to schools / Districts / PEDs	SA Youth / PEDs	2021/10/04-08
OUTPUT 3 B: RECRUITMENT AND SELECTION OF PARTICIPANTS (SCHOOLS)		
1. Constitution of panels for interviews	School (SGB and SMT)	2021/10/11 - 2021/10/15
2. Drafting of interview questions	School (SGB and SMT)	2021/10/11 - 2021/10/15
3. Screening and selection of education assistants and General School Assistants	School (SGB and SMT)	2021/10/11 - 2021/10/15
4. Shortlisting, selection and invitation to interviews	School (SGB and SMT)	2021/10/11 - 2021/10/15
5. Interviews	School (SGB and SMT)	2021/10/11 - 2021/10/15
6. Appointed candidates are captured on the NDMS	School (SGB and SMT)	2021/10/11 - 2021/10/15
OUTPUT 4: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER PROVINCE (DONE BY DBE/NATIONAL)		
1. Establish Criterion for identification of schools	DBE/PEDs	Apr-21
2. Calculations based on the criteria and allocation of EAs and GSAs per province	DBE/NT	Apr-21
3. Communicating the final criteria and allocation to PEDs	DBE	Sep-21
OUTPUT 5: CALCULATION OF ALLOCATIONS OF EAs AND GSAs PER DISTRICT AND SCHOOLS (DONE BY PROVINCE)		
1. Establish Criterion for identification of schools depending on provincial identified needs	PEDs	Sep-21
2. Identification of participating schools (non-participating schools to inform PEDs in writing)	PEDs/District	Sep-21
3. Calculations based on the criteria and allocation of EAs and GSAs per district and schools	PEDs/District	Sep-21
4. Communicating the criteria and allocation to DBE , SA Youth and schools	PED	Sep-21
OUTPUT 6: APPOINTMENT AND PLACEMENT IN SCHOOLS		
1. Youth that is successful is notified	School	Oct-21
2. EAs & GSAs arrive at school	PEDs/ Districts/ School	2021/10/18 - 2021/10/22
3. Signing of Contract, Job description and work plan	School	Oct-21
4. Allocation to classes and Mentor/Teacher	School	Oct-21
5. Orientation on school ethos and rules	School	2021/10/18 - 2021/10/22
6. Orientation - National Orientation Manual (online)	PEDs/District/School	2021/10/18 - 2021/10/30
7. Youth participate on the NSSF (online)	School & Assistants	2021/10/18 - 2021/10/30
8. Youth participate on the SOP for COVID (online)	School & Assistants	2021/10/18 - 2021/10/30
9. Youth participate on the online Financial Management course	School & Assistants	2021/10/18 - 2021/10/30
10. Youth participate on the Digital Literacy offered by DBE and Partner	School & Assistants	2021/10/18 - 2021/10/30
5. Training of Youth on various areas as identified by DBE and PED	School & Assistants	2021/10/18 - 2021/10/30
OUT PUT 7: ORIENTATION		
1. Development of Orientation Manual	DBE	Jul-21

ACTIVITIES	RESPONSIBILITY DBE/ PED/SCHOOL	TIMEFRAME
2. Drafting of schedule for orientation	DBE	Jul-21
3. Orientation workshops for Officials up to school level	DBE	Sep-21
4. Orientation Workshops for Assistants	DBE/PEDs/District	2021/10/18 - 2021/10/30
5. Follow-up training and support by PEDs	PEDs/Districts	2021/10/18 - 2021/10/30
6. Continuous training and support to EAs and GSAs	DBE/PEDs	2021/11/01 - 2022/03/30
OUT PUT 8: TRAINING AND TRANSFER OF SKILLS		
1. Development of DBE Training Inventory or Skills Transfer Plan	DBE	May/June 2021
2. Development of Provincial Training Plan	Province	Sep-21
3. Drafting of implementation plan for training	Province	Sep-21
4. Training and development workshop/s	PEDs / Districts / schools	Sep-21
5. Follow-up training and support by PEDs	PEDs / Districts / Schools	Ongoing
6. Continuous training and support to EAs and GSAs	PEDs / Districts / Schools	Ongoing
OUTPUT 9: PROGRAMME MONITORING, SUPPORT AND REPORTING		
1. Drafting of monitoring and evaluation plan	DBE for national Plan Provinces and District to draft their plan	Sep-21
2. Design and draft monthly reporting templates for PEDs	DBE	Sep-21
3. Communicate the monitoring plan, dates and reporting templates	DBE/PEDs	Sep-21
4. Receive monthly reports from PEDs	PEDs/DBE	Monthly
5. Ad-hoc monitoring on selected schools and districts per PED	DBE/PEDs	Monthly
6. Consolidate monthly reports	PEDs/DBE	Monthly
7. Submit the reports to DG, Minister, Presidency (PMO) and NT	DBE	Monthly
8. Final report submitted to DG for approval	DBE	Jun-22
OUTPUT 11: CLOSEOUT REPORT		
1. Consolidate the information received from various monitoring reports	DBE	Jun-22
2. Provide first draft report	DBE	Jun-22
3. Editing of the second draft	DBE	Jun-22
4. Submitting the draft report for layout and design	DBE	Jun-22
5. Check the first draft that is typeset for corrections	DBE	Jun-22
6. Submit the report for DG and Minister approval	DBE	Jun-22
7. Distribute the final approved report to all stakeholders	DBE	Jun-22
OUTPUT 10: EVALUATION (FRAMEWORK)		
1. Draft the Terms of reference for evaluation of BEEI	DBE / Presidency	Nov-21
2. Request supply chain to advertise and request proposals from service providers	DBE / Presidency	Nov-21
3. Receive the proposal and select the suitable and best proposal	DBE / Presidency	Nov-21
4. DG submission to approve the successful bidders	DBE / Presidency	Jun-22
5. Notify the successful bidder	DBE / Presidency	Jun-22
6. The successful bidder starts the evaluation	DBE / Presidency	Jun-22
7. The successful bidder provides the first draft report	DBE / Presidency	Jun-22

RISKS TO IMPLEMENTATION AND HOW THESE WILL BE MITIGATED

PHASE II - PRESIDENT YOUTH EMPLOYMENT INITIATIVE (PYEI) - BASIC EDUCATION EMPLOYMENT INITIATIVE (BEEI) PROJECT
Risk Register

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls
Initiation Phase	Ensuring that the allocation letter/s indicating budget allocated to PEDs for Basic Education Employment Initiative (BEEI) project are issued by Provincial Treasuries	Late receipt of allocation letters by Provincial Education Departments) PEDs from their Provincial Treasuries	(i) Late finalisation of processes for National Treasury to publish the Second Amendment Division of Revenue Act (DORA) Bill	(i) Commencement of the project may be delayed, this will lead to underspending of the funds allocated and targets not met.	(i) Engagements of National Treasury and Provincial Treasuries (ii) Involvement of Presidency and Treasury in the project (iii) Department of Basic Education - Project Steering Committee (PSC) (iv) Project Management Team (PMT) (v) Engagements of DBE with Provincial Treasuries via HEDCOM sub-committee on Interprovincial (vi) Minister's weekly meetings to monitor progress
	Ensuring that PEDs appoint Training Coordinators as part of the Provincial Project Management Teams	Late confirmation of appointments of Provincial Training Coordinators	(i) Delayed actioning of the requirement to appoint Provincial Training Coordinators (ii) Lack of understanding of the need to have dedicated coordination for training	(i) ineffective implementation of training programmes (ii) delays in the implementation of training programmes (iii) inadequate monitoring of training	(i) PEDs requested to constitute Provincial Project Management Teams, with one person responsible for training There are existing structures such as HEDCOM subcommittee on Interprovincial, National Reading Coalition and Provincial Committees
Planning Phase	Ensuring timely finalisation of approved Business Plans for the BEEI project by each PED	Delayed receipt of approved Provincial Business Plans (BP) by DBE	(i) PEDs officials not familiar with template for Business Plans therefore struggle to complete and finalise (ii) Misalignment of Business Plan to Implementation Framework (iii) Late finalisation of BP by PEDs	(i) Early warning systems may not be implemented (ii) Deviations from the Implementation Framework may not be detected (iii) Monitoring and support plans by DBE may be misaligned to implementation.	(i) Grant Management experience and expertise in management of Business Plans will assist in guiding PEDs of what needs to be done (ii) Implementation Framework (iii) Monitoring Framework (iv) National Treasuries - policies and guidelines on implementation of the project shares funds (v) Minister's weekly meetings to monitor progress (vi) PMT and PSC meeting to monitor progress.
	Ensuring that PEDs comply with directives of constituting Provincial Committees for Management of the project.	Delays in constituting committees for management of project by PEDs	(i) PEDs lack of clarity on which units to include in the committee (ii) No buy-in from officials	(i) Non-functional of the project management (ii) No progress in the implementation of the project	(i) Implementation Framework (ii) PSC where DDGs are serving as members and PMT at DBE level (iii) DBE - Project Team constituted (iv) Project Committees appointed (v) Engagements with PEDs through on-one and Interprovincial (vi) Terms of reference for committees and samples of Terms of Reference for PEDs (vii) Minister's weekly meetings to monitor progress
Implementation Phase	Ensuring that PEDs constitute core training teams for coordinating the implementation of the provincial training plans	delays in constituting core provincial training teams to coordinate training activities by PEDs	(i) Lack of clarity on who should form part of the core provincial team (ii) lack of clarity regarding the roles and responsibilities of the core provincial training team	(i) ineffective implementation of training programmes (ii) delays in the implementation of training programmes (iii) inadequate monitoring of training	(i) PEDs requested to constitute Provincial Project Management Teams, with one person responsible for training (ii) There are existing structures such as HEDCOM subcommittee on Interprovincial, National Reading Coalition and Provincial Committees

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
	Ensuring that the PEDs appoint the targeted numbers as outlined in the Implementation Framework	Inability of PEDs to appoint targeted number of assistants including targets for disability.	(i) Late implementation (ii) Lack of buy-in by stakeholders (iii) Late finalisation and approval of Business Plans by PEDs (iv) Late issuance of allocation letter indicating budget allocation for the project (v) non-adherence to implementation framework by PEDs	(i) Presidential Targets announced to the public will not be met, damage public image of government (DBE included) (ii) Youth unemployment will not be reduced with the targeted numbers (iii) Intended outcome of assisting targeted number of households affected by COVID-19 where jobs were lost will be affected	(i) Implementation Framework with Management Plan (ii) Hedcom subcommittees within DBE (iii) DG approved monitoring plans (iv) Monitoring Framework (v) Managers assigned as Support teams for PEDs (Approved document on roles and responsibilities of Provincial Support Teams)	(i) DBE to monitor progress of the implementation of the project (ii) DBE to provide support when ever a need is identified (iii) HODs will be alerted through a letter of progress against target, be requested to indicate how he will ensure that targets are met. (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (v) Using various structures of authority in DBE to communicate about the project - Heads of Education Department Committee (HEDCOM), Council of Education Minister's (CEM), School Governing Bodies (SGBs), Principals Association, Unions, National Alliance of Independent Schools Association (NAISA), (vi) Project Managers will be engaged weekly to check progress
	Ensuring that PEDs implement the Finances as stated in the Second Amendment Division of Revenue Act (DORA)	Inability of PEDs to spend funds allocated for the project	(i) Late appointments, leading to less months to pay stipends (ii) Misallocation of budgets (iii) Provinces delayed in preparatory stage (iv) Lack of buy-in from stakeholders (schools, communities, unions) (v) Lack of communication between Project Team and Management Accounting unit	(i) Presidential Targets announced to the public aligned to the allocated budget will not be met (ii) Youth unemployment will not be reduced with the targeted numbers (iii) Disruption of Curriculum Coverage	(i) DBE Management Plan contained in the Implementation Framework (ii) Provincial Management Plans (iii) Advocacy and communication with all stakeholders (iv) Monitoring Framework (v) Existing engagements with Provincial CFOs (e.g. Budget Standard Exercise) (vi) Validating reports via Vulindlela and Peral reports for PEDs that pay via Peral (vii) Reconciliation of expenditure reports	(i) Tracking of monthly expenditure against allocation, then inform PEDs and HODs (ii) Reporting spending performance of PEDs to PSC and Minister (iii) Project Managers will be engaged weekly to check progress and be informed of challenges identified (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (v) Surveys (Telephonic and google form) (vi) Request Provinces to submit Gazette on funds transferred to schools

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
All Phases	Ensure that Communication on the BEEI is managed	Mismanagement of Communication by PEDs	(i) Many officials involved in communicating the details of the project (ii) Verbal communication - leading to distortion and misinterpretation of information (iii) Unclear channels of communication (iv) Frustrations of participants, (v) lack of coordination	(i) Disruptions in the implementation of the project (ii) Media reporting false/incorrect information, leading to bad publicity (iii) Disrepute of the public Image of DBE/Government since this is a Presidential Project (iv) Lack of communication on the Initiative	(i) DBE Communications Plan (ii) Provincial Communications Plans (iii) Advocacy and communication with all stakeholders (iv) Monitoring Framework (v) Hedcom subcommittee on Communications (vi) Communication on Presidential Employment Stimulus coordinated through GCIS (vi) Reporting template for bi-weekly reports	(i) Communication strategy and toolkit provided to all PEDs (ii) All media responses done via Communications CD (iii) Communication Chief Directorate attends all meetings plans for the project so as to stay ahead with information regarding the project. (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
Implementation Phase	Ensuring that the recruitment Processes are managed as indicated in the Implementation Framework	Delays in advertising Assistant posts in all the nine provinces.	(i) Buy-in from all parties concerned (ii) Approval from HOD to implement the project	Delays of recruitment processes	(i) DBE Management Plan (ii) Provincial Management Plans (iii) Advocacy and communication with all stakeholders (iv) Managers assigned as Support teams for PEDs (Approved document on roles and responsibilities of Provincial Support Teams) (v) Monitoring Framework (vi) Managers assigned as Support teams for PEDs (Approved document on roles and responsibilities of Provincial Support Teams)	(i) Engagement of recruitment agency (ii) Standardising the adverts by DBE providing sample advert (iii) QLTC to assist in community mobilisation (iv) Project Managers will be engaged weekly to check progress and be informed of challenges identified (v) HODs will be alerted through a letter of progress against target, be requested to indicate how he will ensure that targets are met. (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (vi) Using various structures of authority in DBE to communicate about the project - Heads of Education Department Committee (HEDCOM), Council of Education Minister's (CEM), School Governing Bodies (SGBs), Principals Association, Unions, National Alliance of Independent Schools Association (NAISA), (vii) Project Managers will be engaged weekly to check progress

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
		Irregular appointments by PEDs	<ul style="list-style-type: none"> (i) Fraudulent Qualifications (ii) Fraudulent Identity Documents (iii) Nepotism, favouritism, victimisation and discrimination (vi) criminal records / judgements 	<ul style="list-style-type: none"> (i) People who have judgements involving children will be hired thereby putting the lives of children in danger. (ii) ineligible appointments take up opportunities targeted at the youth. 	<ul style="list-style-type: none"> (i) Verification of qualification (ii) Using the existing MoU that DBE has with Department of Home Affairs to verify ID numbers (iii) Labour Relation Laws, Employment Laws should be applied. (iv) Project Support Unit (PSU) will be implemented. (v) DBE to provide monitoring, support and oversight of the process. DBE monitors appointed (vi) Monitoring Framework vii Managers assigned as Support teams for PEDs (Approved document on roles and responsibilities of Provincial Support Teams) (viii) Implementation Framework 	<ul style="list-style-type: none"> (i) PEDs submitting proof of verification of qualification (ii) Project Managers will be engaged weekly to check progress and be informed of project framework, emerging challenges identified, etc. (iii) DBE will be monitoring and providing oversight of the processes (iv) Requesting PEDs to provided proof of appointed assistants to submission of the police clearance after six weeks of appointment (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings
		Inaccurate Data provided by PEDs	<ul style="list-style-type: none"> (i) Principals providing incorrect data on appointments (ii) Applicants not submitting full information/ documents required for placement 	<ul style="list-style-type: none"> PEDs might transfer inaccurate/ insufficient funding allocation to schools based on the data received 	<ul style="list-style-type: none"> (i) Roles and Responsibilities document outlining that <ul style="list-style-type: none"> (a) District and or circuits verify the information submitted by schools Data Management System (b) PEDs to verify the numbers provided by school principals using the Data Management System (ii) Monitoring Framework (iii) Managers assigned as Support teams for PEDs (Approved document on roles and responsibilities of Provincial Support Teams) iv) Implementation Framework 	<ul style="list-style-type: none"> (i) Project Managers will be engaged weekly to check progress and be informed of challenges identified (one-on-one and interprovincial meeting) (ii) PEDs to provide proof of verified appointments (numbers), Peral payments where PEDs used Peral; (iii) Verification of lists of appointees (iv) PEDs reports validated against other financial systems (Vulindlela) (v) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
		Capturing data incorrectly on the Data Management System	(i) Admins capturing incorrect information of applicants on the Data Management System	(i) Qualifying assistants will not be considered for appointments at schools (ii) Delay in placement of youth as they will be a lot of appeals from applicants not considered	(i) Assistants verify information captured on the Data Management System and SA Youth Mobi (ii) Districts reconcile information on DMS against SA Youth Mobi and provided by the school	(i) Project Managers will be engaged weekly to check progress and be informed of challenges identified (one-on-one and interprovincial meeting) (ii) PEDs to provide proof of verified appointments (numbers), Peral payments where PEDs used Peral; (iii) Verification of lists of appointees (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings)
	Delays in appointments by PEDs	(i) Huge number of applicants received (ii) some schools in rural areas receiving insufficient number of applications (iii) Lack of buy-in from stakeholders (schools, communities)	(i) Teachers will continue being overburdened with administrative duties, and lessons will suffer (ii) Delays in finalisation of recruitment processes	(i) Engagement of the recruitment agency (ii) Implementation Framework (iii) Managers assigned as Support teams for PEDs (Approved document on roles and responsibilities of Provincial Support Teams) (iv) Current HR Policies on recruitment (v) Monitoring Framework (vi) Roles and Responsibilities document outlining that (a) District and or circuits verify the information submitted by schools	(i) MoUs being signed with recruitment agency to fast-track the process (ii) Project Managers will be engaged weekly to check progress and be informed of challenges identified (iii) Assessing the situation on weekly basis, to ensure that where intervention is required it is communicated to PEDs Project Managers immediately (iv) HODs will be alerted via DG letter	(i) Monitoring, support and oversight (Monitoring Framework) (ii) Weekly reports from PEDs (iii) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (iv) Surveys (Telephonic and Google)
	Unavailability of Employment Contract for assistants appointed by PEDs	(i) Schools not aware of the roles of the assistants (ii) Schools not having sample contract for assistants to complete (iii) PEDs not providing schools with clear guidance and guidelines	(i) Assistants might be terminated as and when principals want, (ii) employer and employee relationship might be jeopardised	(i) Implementation Framework provides sample contract, sample Job profile, sample job description, (ii) Labour laws applied.	(i) Monitoring, support and oversight (Monitoring Framework) (ii) Weekly reports from PEDs (iii) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (iv) Surveys (Telephonic and Google)	(i) Monitoring, support and oversight (Monitoring Framework) (ii) Weekly reports from PEDs (iii) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (iv) Surveys (Telephonic and Google)

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
		Underutilisation of assistants appointed in schools	<p>(i) School not knowing what to do with assistants, (ii) schools not wanting to assign duties to assistants (iii) PEDs not providing clarity on what are the duties of the assistants</p>	<p>(i) Assistants might be idle, and end up causing disruptions at schools</p>	<p>(i) Implementation Framework have the sample duties that PEDs can use to draft Job descriptions for assistants. (ii) Specific duties were also drafted by DBE training managers to guide different areas/categories (iii) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings</p>	<p>(i) Provinces will be requested to provide reports on performance of EAs and GSAs (ii) An APP will be developed where assistants and school management can report (iii) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings (iv) Monitoring Framework</p>
		Onboarding of assistants who do not meet minimum requirements	<p>(i) PEDs have appointed people as assistants prior to this project, the requirements are not the same. (ii) Merging old projects (e.g. youth brigades) with the BEEI project</p>	<p>people who do not meet the criteria may be appointed in the programme which might lead to audit findings</p>	<p>(i) Implementation Framework (ii) Application of existing HR policies iii Continuous engagements with PEDs (one-on-one and Interprovincial Meetings</p>	<p>(i) PEDs will be requested to submit the lists/database of appointed/placed assistants (ii) DBE to do verification of the database (iii) An APP will be developed where assistants and school management can report</p>
	Ensure that payments of stipends are as indicated in the Implementation Framework	Fraudulant or double or over payments	<p>(i) Project Management not communicating the correct information to the schools (ii) Lack of involvement of District and or Circuits for verification (iii) Principals making unilateral decisions of not paying correct amounts (iv) Lack of proper financial system (v) Principals or delegated official paying funds into personal account or to people not employed at the school</p>	<p>(i) It will result in over-expenditure (ii) Assistants might cause disruptions in schools where they are appointed iii (Might result in short-payments)</p>	<p>(i) Implementation Framework (ii) Application of existing Budgeting and Finances policies (iii) Verification by District and or circuits (iv) PEDs are to check and verify any duplication, where there might be people appointed in more than one school. (v) PEDs to provide data base of all appointed youth to DBE for further checking of duplications (vi) Disciplinary procedure as per HR requirements to take effect (Consider declaration of acting with honesty for Principals and admin staff that extends to them supporting the Initiative with fairness and integrity to sign)</p>	<p>(i) Continuous engagements with PEDs (ii) PEDs will be requested to ensure verification of payment register in a sample of schools, and provide reports of the sample verification to DBE (iii) Continuous monitoring of monthly expenditure (iv) Districts will quality assure the lists provided by schools before submitting to PEDs (DBE will request proof of verification by Districts)</p>

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
		Funds allocated diverted to unfunded mandates or not spent	<ul style="list-style-type: none"> (i) Principals making unilateral decisions of using the funds for other priorities (ii) Lack of proper financial management 	<ul style="list-style-type: none"> (i) School not appointing the total number of allocated assistants (ii) PED not reaching target of allocated assistants 	<ul style="list-style-type: none"> (i) Implementation Framework (ii) Application of existing Budgeting and Finances policies (iii) Continuous monitoring of the funds transferred by the District or circuit 	<ul style="list-style-type: none"> i) Continuous engagements with PEDs (ii) PEDs will be requested to ensure verification of payment register in a sample of schools, and provide reports of the sample verification to DBE (iii) Continuous monitoring of monthly expenditure (iv) Districts will quality assure the lists provided by schools before submitting to PEDs (DBE will request proof of verification by Districts)
		Delays and non payment of stipends	<ul style="list-style-type: none"> (i) PEDs not transferring money to schools timely (ii) Lack of proper financial system (iii) schools receiving money late into the school account (iv) PEDs not communicating date of payment for stipends 	<ul style="list-style-type: none"> (i) Assistants might cause disruptions in schools where they are appointed 	<ul style="list-style-type: none"> (i) Implementation Framework (ii) Application of existing Budgeting and Finances policies (iii) Verification by District and or circuits (iv) PEDs are to check and verify any duplication, where there might be people appointed in more than one school. (v) PEDs to provide data base of all appointed youth to DBE for further checking of duplications 	<ul style="list-style-type: none"> (i) Continuous engagements with PEDs (one-on-one and interprovincial meetings with PEDs) (ii) Verification of payment register in a sample of schools will be done (iii) Continuous monitoring of monthly expenditure (iv) PEDs and Districts to indicate systems/ controls put in place to detect and manage this problem

PHASES OF THE PROJECT	Outcome/Objective	Risk description (something occurs)	Root cause	Effect (Impact)	Existing controls	Actions to improve management of the risk
	Ensuring that assistants are equipped with training information as provided by DBE	Inadequate training of assistants on Protocols and Procedures regarding sexual abuse case management and COVID-19	<ul style="list-style-type: none"> (i) Assistants not adequately equipped with information to prepare them to work with children (e.g., Vulnerability to abuse, etc.) (ii) Assistants not understanding the procedures of COVID-19 	<ul style="list-style-type: none"> (i) Assistants might violate children's rights when managing cases of sexual abuse if not trained (ii) Assistants might get infected or spread the disease (COVID-19) if not trained 	<ul style="list-style-type: none"> (i) A 2-hour online training on the National School Safety Framework, with particular focus on the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools has been designed and arranged (ii) Health and safety Units in PEDs that to ensure that assistants part-take in the training. (iii) Standard Operating Procedures for COVID-19 	<ul style="list-style-type: none"> (i) Health Promotion Unit at DBE will ensure that the assistants receive training material and also that PEDs ensure that these young people participate on the online course. (ii) online course will be monitored to check how many assistants participated.
	Lack of training provided to assistants in priority areas identified by DBE	Lack of training provided to assistants in priority areas identified by DBE	<ul style="list-style-type: none"> (i) Assistants not adequately equipped with information to be able to assist schools in area that DBE/Minister identified 	<ul style="list-style-type: none"> (i) Assistants not knowing how to carry-out their tasks (ii) Assistants idling, leading to disruptions (iii) Assistant leaving the project without acquiring skills (iv) Assistants taking long to settle in their roles 	<ul style="list-style-type: none"> (i) DBE Training Inventory and Training Plans for each area (ii) Provincial Training Plans (iii) HEDCOM - subcommittee that exist for various areas (iv) Implementation Framework (v) DBE appointed Training Managers reporting to Minister weekly (vi) DEB appointed a Training Coordinator as part of the PMT 	<ul style="list-style-type: none"> (i) Training Managers will engage with the PEDs training Managers (on their specific areas) (ii) Analysis of PEDs training plans to check alignment with DBE training plans (iii) Continuous Communication of Training Managers and Project Managers (iv) Continuous engagements with PEDs (one-on-one and Interprovincial Meetings to check progress and identify challenges (v) Continuous engagements through the interprovincial committee on training

ANNEXURE B - BUDGET REQUIREMENTS

BASELINE BUDGET FOR 2021/22 CONTRACTS STARTING FROM NOVEMBER 2021 TO MARCH 2022

PROVINCE	No. of learners	NUMBER OF JOB OPPORTUNITIES PER PROVINCE	Education Assistants are (2/3 of the total job opportunities)	General School Assistants (1/3 of the total job allocation)	Minimum wage R21,69 = R3817,44 per month Proposed Stipends	UIF 1 % of the employer contribution	R '000			TOTAL (2021/22) R '000
							TRAINING BUDGET	OPERATIONAL BUDGET		
EC	1 778 000	40 316	26877	13439	R769 513	R7 695	R58 070	R6 314	R841 591	
FS	706 500	16 020	10680	5340	R305 771	R3 058	R23 074	R2 509	R334 412	
GT	2 241 100	50 816	33878	16939	R969 941	R9 699	R73 195	R7 958	R1 060 793	
KZN	2 827 700	64 117	42745	21372	R1 223 819	R12 238	R92 353	R10 041	R1 338 452	
LP	1 694 800	38 429	25619	12810	R733 504	R7 335	R55 352	R6 018	R802 210	
MP	1 083 500	24 568	16379	8189	R468 935	R4 689	R35 387	R3 847	R512 859	
NC	299 600	6 793	4529	2264	R129 666	R1 297	R9 785	R1 064	R141 811	
NW	847 690	19 221	12814	6407	R366 877	R3 669	R27 686	R3 010	R401 242	
WC	1 197 100	27 144	18096	9048	R518 101	R5 181	R39 097	R4 251	R566 630	
Total	12 675 990	287 424	191 616	95 808	R5 486 127	R54 861	R414 000	R45 012	R6 000 000	
NATIONAL DBE										
TOTAL ALLOCATION FOR PROVINCES - 2021/22 contract of 5 months from November 2021 to March 2022										
									R6 000 000	

ANNEXURE C – GOVERNANCE AND ORGANISATIONAL STRUCTURE FOR PROJECT MANAGEMENT

DBE PYEI ORGANISATIONAL STRUCTURE				
ITEM DESCRIPTION	POST LEVEL	DUTIES	SALARY PACKAGE/ NOTCH PA	COST TO DEPT. PA
Project Manager	Chief Director (14)	Management of the Project, reports to DDG, DG, Minister, SMT, BMM, HEDCOM, CEM, Portfolio Committee and Presidency	1 251 183,00	1 251 183,00
Project Coordinator	Director (13)	Management of all processes for recruitment, placements, monitor and support PEDs on implementation of the project	1 057 326,00	1 057 326,00
Training Coordinator	Director (13)	Management, coordination and support PEDs in the implementation training. Collect and disseminate the information on training	1 057 326,00	1 057 326,00
Systems Administrator	Deputy Director (12)	Management of Data Management Systems, collection of data, analysis of data, reporting on data collected, development of tools to use for monitoring	869 007,00	869 007,00
Budget and Finance Monitoring, support and Report	Deputy Director (12)	Provide Monitoring, support and Reports on finance for the project	869 007,00	869 007,00
Provincial Monitoring and Communications	Assistant Director (10)	Manage and coordinate all meetings with PEDs, plans for monitoring and support activities for the project, use various available methods (on-site, electronic, meetings for monitoring)	470 040,00	643 954,80
Stakeholders Support	Assistant Director (10)	Manage all meetings with partners and stakeholders. Preparations, negotiations with partners/NGOs	470 040,00	643 954,80
Admin Support	Senior Admin Officer (8)	Provide high level admin support to the whole project, manage meeting itineraries of project managers, arrange meetings, draft meeting agendas, take minutes, manage travel arrangements for the whole project.	316 791,00	434 003,67
Admin Support	Senior Admin Clerk (5)	Provide admin support to the whole project, document filing, document management, preparation of documents for meetings	173 703,00	237 973,11
GRAND TOTAL				7 063 735,38

The DBE's structure would look as follows:

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



The Province will require to have the following:

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



ANNEXURE D: JOB DESCRIPTION – EDUCATION ASSISTANT CURRICULUM

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME:

PERIOD: START DATE _____ END DATE _____

JOB TITLE: EDUCATION ASSISTANT

STIPEND: 3817.44 less 1% UIF

PROVINCE _____ DISTRICT: _____

CIRCUIT: _____ SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

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

C. KEY RESPONSIBILITIES

The Education Assistants (EA) could assist the teacher in the following way:

- Before the lesson:
 - Ensures compliance to COVID-19 protocols
 - Marks the register
 - Distributes worksheets or resources for use
 - Distributes marked learner books or collects books to control classwork/ homework/assignments
 - Apprises the teacher of absence or any matter that warrants the teacher's attention
- During the lesson:
 - Ensures that learners follow the teacher's instructions.
 - Distributes worksheets or any other resources to be used by the subject teacher during the lesson.
 - Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing.
 - Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
 - Assists, monitors and supports group activities.
 - Assists learners during class discussions and group work by providing clarification where necessary.
- After the lesson:
 - Collects resource materials or learner books if applicable.
 - Provides learners with notes to help summarise the lesson where necessary.
 - Notes the learners with content gaps for assistance during intervention classes.
 - Provides informal tasks/ remedial work/ home work for reinforcement

Supervision of Curriculum Activities:

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

Feedback to learners on Assessment:

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

Parental support to assist their children:

- The subject teacher should work in collaboration with the EA to provide feedback on learner performance to parents during parents' evening.
- They can also assist by putting together the subject records necessary for such meetings, e.g. printed mark sheets, learners' test scripts, learner attendance records, parents' register, etc. as part of evidence that might be required by a parent.

D. KEY COMPETENCIES

(a) **KNOWLEDGE**

- (i) Subject Specific Knowledge (e.g. Mathematics and Science, BCM subjects, Languages Home and First Additional

(b) **QUALIFICATIONS**

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

F. JOB DESCRIPTION AGREEMENT

.....

SIGNATURE OF ASSISTANT

DATE:

.....

SIGNATURE OF MENTOR

DATE:

ANNEXURE E: RECRUITMENT GUIDELINES FOR THE RECRUITMENT OF EDUCATION ASSISTANTS – CURRICULUM

JOB DESCRIPTION FORM			
JOB TITLE:	Education Assistants		
PROVINCE		STIPEND	R 3 817.44 less 1% UIF
NAME OF SCHOOL		DATE PREPARED	
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	<p>Supervision of Curriculum Activities:</p> <ul style="list-style-type: none"> · Ensures compliance to COVID-19 protocols · The Education Assistants (EAs) should support teachers/ educators in all curriculum related activities and minimise teachers’ administrative work load. <ul style="list-style-type: none"> o The EAs should keep files to record all the curriculum activities assigned to him/her by the school. o The EAs should/ could: <ul style="list-style-type: none"> o Help teachers with lesson preparation and provisioning of resources such as teaching aids, preparing worksheets as guided by the teacher focusing on different topics for specific grades. o Help prepare the relevant resources that will be needed for teaching and learning, e.g. resource material, worksheets, etc. o Enhance Language Across the Curriculum through using texts from content subjects to enhance understanding of the concept in the context of the subject. o Enhance use of cell phones for learning by demonstrating and accessing helpful learning sites like the DBE, PEDs and other learning sites. WhatsApp group chats, monitored and supported by the EA, can be established among learners to discuss their work and support each other. o Provide emotional support where learners can confide in him/her and try to assist directly, or seek help the learner. o Supervise study periods, provide extra classes, assist learners with homework to keep learners engaged. 		
	·		

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

ANNEXURE F: JOB DESCRIPTION – EDUCATION ASSISTANT e-CADRE

JOB DESCRIPTION FORM			
JOB TITLE:	e-Cadre/ICT Champion		
DIVISION (and Unit):	ICT	STIPEND	R 3 817. 44 less 1% UIF
LOCATION	SCHOOL	DATE PREPARED	May 2021
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	<ul style="list-style-type: none"> · Provide ICT Technical support to teachers and learners · Update Operating System software and applications; · Upload educational applications and content on teachers and learners’ devices; · Responsible for charging and safe keeping of schools’ ICT equipment; · Create interactive activities for learners and teachers; · Assist teachers on how to integration ICTs in the classroom; · Assist teachers in schools implementing coding and robotics curriculum; · Assist School administrators to capture learners’ information on the SA-SAMS/CEMIS platform; and · Assist learners and teachers to access online learning resources such as videos and Open Education Resources (OERs) 		
JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	<p>Minimum Qualification</p> <ul style="list-style-type: none"> · Grade 12 and passed IT as a subject or · Have a qualification in IT OR a certificate course in IT) (NQF level 6 and 7 are recommended / added advantage) <p>Target</p> <ul style="list-style-type: none"> · 18 – 35-year-old 		
	<p>Minimum requirements</p> <ul style="list-style-type: none"> · Proficient in Home Language used at school and in the school’s Language of Learning and Teaching (LoLT) which may be English or Afrikaans 		
	<p>Skills and competencies:</p> <ul style="list-style-type: none"> · Effective Communication · Interpersonal skills · Flexible and adaptable · Administration and Organisation · Problem Solving · Solution Driven 		
KEY RESPONSIBILITIES	<ul style="list-style-type: none"> · Before the lesson: <ul style="list-style-type: none"> o Ensures compliance to COVID-19 protocols o Check if all IT equipment are fully functional o Distributes ICT resources for use o Compile a register with serial numbers of the teachers and learners’ devices o Apprises the teacher of absence or any matter that warrants the teacher’s attention · During the lesson: <ul style="list-style-type: none"> o Ensures that learners follow the teacher’s instructions. o Distributes IT equipment to be used learners during the lesson. o Establishes, where possible, problems that could be created by non-detection of learner challenges like poor vision or difficulty with hearing. o Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher. o Assists, monitors and supports group activities. · After the lesson: <ul style="list-style-type: none"> o Collects IT resource from the learners if applicable. o Check all the IT equipment are in good working order. o Notes the learners with content gaps for assistance during intervention classes. o Provides informal tasks/ remedial work/ home work for reinforcement 		
WORKING CONDITIONS	<p>Working hours</p> <ul style="list-style-type: none"> · Up to 8 hours a day · 40 hrs a week 		

ANNEXURE G: JOB DESCRIPTION – EDUCATION ASSISTANT READING CHAMPION

JOB DESCRIPTION FORM			
JOB TITLE:	Reading Champion		
DIVISION (and Unit):	READING/ CURRICULUM	STIPEND	R 3 817.44 less 1% UIF
LOCATION	PROVINCES/ DISTRICTS	DATE PREPARED	
OVERALL PURPOSE OF THE JOB: (Describe why the job exists)	<ul style="list-style-type: none"> Ensures compliance to COVID-19 protocols Support teachers who teach reading Assist teachers to manage reading Assist teachers in promoting a reading culture in the school and its community Provide support to learners in schools who have lost teaching and learning time by supporting their reading development by: <ul style="list-style-type: none"> Helping to set up reading corners and monitor the issuing and return of books; Helping to set up and manage Reading Clubs; Involving children in reading and literacy activities; Organising story-telling and story-sharing activities for children; Organising reading festivals; Campaigning for Read to Lead Be the link between schools and parents by ensuring that learners take books home and that they read them. 		
SALIENT INFORMATION/ PARAMETERS OF WORK ENVIRONMENT:	<ul style="list-style-type: none"> Must reside near the school at which they will work Must be available between December 2020 and March 2021 		
DIVISIONAL STRUCTURE / REPORTING RELATIONSHIPS: Reflect positions above, below and at the same level as the position being evaluated	<ul style="list-style-type: none"> Contracted by provinces/ districts Reports to School Administration 		
JOB SPECIFICATIONS: What minimum education, qualifications, knowledge, skills, previous work experience, on the job training and competencies are required to perform the job:	<p><i>Minimum Qualification</i></p> <ul style="list-style-type: none"> Matric <p><i>Target</i></p> <ul style="list-style-type: none"> 18 – 35-year-old school leavers or graduates <p><i>Minimum requirements</i></p> <p>Foundation Phase</p> <ul style="list-style-type: none"> Fully fluent in Home Language used at school (oral and writing) A good reader <p>Intermediate and Senior Phase</p> <ul style="list-style-type: none"> Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans A good reader <p>Skills and competencies:</p> <ul style="list-style-type: none"> Effective Communication Interpersonal skills Working with Children Flexible and adaptable Administration and Organisation Problem Solving Solution Driven <p><i>Personality traits</i></p> <ul style="list-style-type: none"> Supportive Encouraging Responsive Calm demeanour Patience 		
WORKING CONDITIONS:	<p>Work hours</p> <p>As stated in the Orientation Manual (up to 8 hours a day /40 hrs a week)</p> <p>If applicable make mention of the facts that the incumbent will be required to travel locally and/or internationally, work regular overtime and/or during weekends, etc.</p>		

ANNEXURE H: RECRUITMENT GUIDELINES FOR THE RECRUITMENT OF READING CHAMPIONS

Activity	Notes	Suggested Date
IDENTIFY THE NEED IN SCHOOLS	<ul style="list-style-type: none"> Strategies with the relevant directorates in the Curriculum branch to identify the need in Quintile 1 to 4 schools. Work with schools and districts to identify: How many Reading Champions are required (on average 2 per school) If the need is higher in a particular phase Encourage schools to actively work with province/districts on the appointments 	Sep/Oct 2021
ADVERTISE THE OPPORTUNITY	<ul style="list-style-type: none"> Advertise the opportunity on all available platforms such as notice boards at schools and circuit offices, within the community, municipal offices, NGO platforms, etc. Make sure the advert states: Job overview and requirements (as per the attached job specification) Job timeline Applicant specifications (application form, CV, etc.) Where to access the application form Submission details (closing date, where to submit, etc.) 	Sep/Oct 2021
START APPLICATION PROCESS	<ul style="list-style-type: none"> Access databases of unemployed youth from lists of applicants in PYEI Phase I OR partner NGOs, DHET, local Labour Department centres, youth centres, etc. 	Sep/Oct 2021
SHORTLIST CANDIDATES	<ul style="list-style-type: none"> Identify candidates that best meet the required criteria from the application pool. Make a short list of candidates. Select 4 applicants for each position to interview. Inform candidates by phone and text of the interviews and ensure that they confirm. 	Oct 2021
INTERVIEW CANDIDATES	<ul style="list-style-type: none"> Hold the interviews at either the circuit office or in schools that allow for safe social distancing. Interview candidates one at a time and schedule interviews to last for 20 minutes. Suggested questions are provided below. Assess and evaluate the candidates' competencies against the profile of the ideal candidate. 	Oct 2021
POST INTERVIEW ACTIONS	<ul style="list-style-type: none"> Decide on successful candidates Inform successful candidates of their selection. Work with District and Provinces to finalise contracting 	Oct 2021
HIRE & INDUCT READING CHAMPIONS	<ul style="list-style-type: none"> Welcome and help the newly appointed Reading Champions settle well into their positions and environments at school 	Oct 2021

Suggested Interview Questions:

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

ANNEXURE I: JOB DESCRIPTION – GENERAL EDUCATION ASSISTANT CHILD AND YOUTH CARE WORKER

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE _____

JOB TITLE: CHILD AND YOUTH CARE WORKERS

STIPEND: R3817.44 less 1% UIF

PROVINCE _____ DISTRICT: _____

CIRCUIT: _____ SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

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

C. KEY RESPONSIBILITIES

The detailed activities are outlined below.

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

D. KEY COMPETENCIES

(a) KNOWLEDGE

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

(b) QUALIFICATIONS

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

E. GENERIC WORKPLAN

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

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

F. JOB DESCRIPTION AGREEMENT

.....
SIGNATURE OF ASSISTANT

.....
SIGNATURE OF MENTOR

DATE:.....

DATE:.....

ANNEXURE J: JOB DESCRIPTION – GENERAL SCHOOL ASSISTANT HANDYMAN

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE: _____

JOB TITLE: EDUCATION ASSISTANT – HANDYMAN

STIPEND: R3817.44 less 1% UIF

PROVINCE _____ DISTRICT: _____

CIRCUIT: _____ SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

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

C. KEY RESPONSIBILITIES

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

- Ensures compliance to COVID-19 protocols
- Assessment of the condition of the school
- Compile a maintenance plan for work to be undertaken
- Type of Work to be undertaken
- Painting
- Repairs of Windows
- Repairs of Doors
- Repairs of damaged floors
- Repair and maintenance of ablution facilities
- Repair of fencing
- Repair and cleaning of roofs and gutters
- Repairs and rehabilitation of desks and furniture
- Repairs of leaking taps
- Maintenance of gardens and grounds

D. KNOWLEDGE AND QUALIFICATIONS

- Certificate in trade
- Knowledge of any infrastructure maintenance jobs

E. JOB DESCRIPTION AGREEMENT

.....
SIGNATURE OF ASSISTANT

.....
SIGNATURE OF MENTOR

DATE:

DATE:

ANNEXURE K: JOB DESCRIPTION – GENERAL SCHOOL ASSISTANTS: SPORT AND ENRICHMENT ASSISTANTS

JOB PROFILE

A. JOB INFORMATION SUMMARY

NAME AND SURNAME: _____

PERIOD: START DATE _____ END DATE: _____

JOB TITLE: EDUCATION ASSISTANT – SPORT & ENRICHMENT ASSISTANT

STIPEND: R3817.44 less 1% UIF

PROVINCE _____ DISTRICT: _____

CIRCUIT: _____

SCHOOL NAME: _____

B. JOB OBJECTIVE/PURPOSE

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

C. KEY RESPONSIBILITIES

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

- Before the lesson:
 - o Ensures compliance to COVID-19 protocols
 - o Marks the register
 - o Assist in setting-up and sanitising PE equipment in line with the lesson
- During the lesson:
 - o Ensures that learners follow the teacher's instructions.
 - o Observes and notes those learners that might be struggling during the lesson and brings them to the attention of the teacher.
 - o Assists, monitors and supports group activities.
 - o Assists learners during class discussions and group work by providing clarification where necessary.
- After the lesson:
 - o Collects resource materials or learner books if applicable.
 - o Provides learners with notes to help summarise the lesson where necessary.
 - o Notes the learners with content gaps for assistance during intervention classes.
 - o Provides informal tasks/ remedial work/ home work for reinforcement
 - o Assist with the storing of PE equipment
- After School Programme
 - o Assist with sport and other arts and culture programme
 - o Introduce a new sport code at the school (Chess, fitness programme)
 - o Promote intra school sport leagues
 - o Promote Spelling Bee programme (Primary Schools)
 - o Support learners in Open Section of South African Schools Choral Eisteddfod (SASCE) – Secondary Schools
 - o Assist in the running of other learner clubs at school e.g. Girls/Boy Education Movement (GEM/BEM etc.).

D. KNOWLEDGE

- Sport, arts and culture and other enrichment programmes

E. QUALIFICATIONS

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

F. JOB DESCRIPTION AGREEMENT

.....
SIGNATURE OF ASSISTANT

.....
SIGNATURE OF MENTOR

DATE:

DATE:

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

CONDITIONS OF PLACEMENT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS - TO BE USED BY ALL PEDS FOR ASSISTANTS PLACED IN PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION

1. INTRODUCTION

- 1.1 This document contains the standard terms and conditions for the placement of Education Assistants and General School Assistants

2. DEFINITIONS

- 2.1 In this Document –
- “**Department**” means the Provincial Education Department
 - “**Employer**” means the Provincial Education Department or person acting on behalf of the employer
 - “**Management**” means any person employed by the department at a school or Provincial Education Department to lead or manage people/officials.
 - “**Worker**” means any person working as an Education Assistant and General School Assistant.
 - “**Job placement**” means a **temporary** job that someone does in an organisation **to gain** work experience on a short time basis

3. TERMS OF EMPLOYMENT

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

Assistant Signature: _____ Date: _____

4. NORMAL HOURS OF WORK

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

5. MEAL BREAKS

- 5.1 The EA/GSA may not work for more than five hours without taking a meal break of at least thirty minutes' duration.
- 5.2 An employer may require the EA/GSA to perform duties during a meal break if those duties cannot be left unattended and cannot be performed by another person or educator. However, an employer must take reasonable steps to ensure that the EA/GSA is relieved of his or her duties to take such a meal break thereafter.

6. WEEKLY REST PERIOD

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

Assistant Signature: _____ Date: _____

7. SICK LEAVE

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

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

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

7.3.1 Absent from work for more than one day; or

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

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

8. FAMILY RESPONSIBILITY LEAVE

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

8.1.1 When the employees’ child is born;

8.1.2 When the employees’ child is sick;

8.1.3 In the event of a death of-

8.1.3.1 The employees’ parent spouse or life partner

8.1.3.2 The employee’s parent, adoptive parent, grandparent, child, adopted child, grandchild or sibling.

Assistant Signature: _____ Date: _____

9. STATEMENT OF CONDITIONS

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

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

9.1.2 The employers’ name and address;

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

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

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

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

9.1.7 The start and end dates of the contract.

10. KEEPING RECORDS

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

Assistant Signature: _____ Date: _____

11. PAYMENT

- 11.1 An employer must pay all stipends in full every month into an employee's bank account and on the date agreed upon in the employment contract.
- 11.2 The EA/GSA may not be paid less than the minimum stipend stated in the contract of employment.
- 11.3 Payment must be directly deposited into a bank account designated by the EA/GSA.
- 11.4 An employer must give the EA/GSA the following information in writing, upon request:
- 11.4.1 The period on which payment is made;
 - 11.4.2 The numbers of tasks completed or hours worked;
 - 11.4.3 The EA/GSA's earnings;
 - 11.4.4 Any money deducted from payment;
 - 11.4.5 The actual amount to be paid to the EA/GSA.

12. DEDUCTIONS

- 12.1 An employer shall not deduct money from the EA/GSA's payment without the EA/GSA's consent unless the deduction is required in terms of the law.
- 12.2 An employer must deduct and pay to the SA Revenue Service any income tax that the EA/GSA is required to pay.
- 12.3 An employer may deduct any money that was overpaid to the EA/GSA erroneously.
- 12.4 An employer may not require or allow the EA/GSA to pay the employer or any person for having been employed.

Assistant Signature: _____ Date: _____

13. HEALTH AND SAFETY

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

14. COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES

- 14.1 It is the responsibility of the employers to arrange for all persons employed to be covered in terms of the Compensation for Occupational Injuries and Diseases Act, 130 of 1993:
- 14.2 The EA/GSA must report any work-related injury or occupational disease to their employer, or manager.
- 14.3 The employer, must report the accident or disease to the compensation commissioner.

Assistant Signature: _____ Date: _____

- 14.4 An employer must pay the EA/GSA who is unable to work because of an injury caused by an accident at work 75% of their earnings for up to three months or up to the last day of the contract; whichever occurs first. The employer will be refunded this amount by the compensation commissioner.

15. TERMINATION OF CONTRACT

- 15.1 The employer may terminate the employment of the EA/GSA for good cause after following a fair procedure.
- 15.2 The EA/GSA will not receive severance pay on termination of the contract.
- 15.3 The EA/GSA who is absent for more than five consecutive days without approval of the employer or informing the employer will have terminated the contract.
- 15.4 The EA/GSA who does not attend required training events, without good reason, will have terminated the contract.

16. GRIEVANCE AND DISPUTE RESOLUTION PROCEDURE

- 16.1 The EA/GSA shall in cases of unfair labour practice, lodge/file a grievance with the employer against his/her fellow employees or the manager.
- 16.2 Grievances may include cases of harassment, bullying, discrimination and also issues concerning treatment.
- 16.3 The EA/GSA should report a grievance with regards to the above firstly to his/her supervisor or manager if it is against fellow employees, and to the employer if it is against the manager.
- 16.4 For record purposes, the grievance should be in writing and dealt with as speedily as possible and the decision taken in the process must also be in writing.
- 16.5 If the EA/GSA feels dissatisfied with the decision of the manager or employer, he/she may refer a dispute to the Commission for Conciliation Mediation and Arbitration (CCMA).

Assistant Signature: _____ Date: _____

17. CERTIFICATE OF SERVICE

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

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

Assistant Signature: _____ Date: _____

ANNEXURE M: CODE OF CONDUCT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

CODE OF CONDUCT FOR EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS

INTRODUCTION

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

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

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

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

GENERAL PRINCIPLES

EAs and GSAs are expected at all times:

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

Assistant Signature -----

Date-----

REPORTING FOR DUTY

All EAs and GSAs are required:

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

GENERAL RULES

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

Assistant Signature -----

Date-----

DISCIPLINARY PROCEDURE

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

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

MISCONDUCT THAT WARRANTS DISCIPLINARY ACTION

1. Misconduct takes place when EA or GSA disregards or contravene the rules of the workplace as stated in this Code. Some of the rules are the terms of the employment contract.
2. Besides the above, EA and GSA commit misconduct if he/she commits one of the following:
 - 2.1 If he/she steals from anyone in the school.
 - 2.2 If he/she commits an act of sexual assault on a learner or other co-worker.
 - 2.3 Having sexual relationship with a learner.
 - 2.4 Seriously assaulting with intention to cause grievous bodily harm to a learner or other co-worker.
 - 2.5 Illegal possession of an intoxicating, illegal or stupefying substance.
 - 2.6 If he/she commits a common law or statutory offence (e.g. murder or rape)
 - 2.8 Causing a learner to perform any acts contemplated in 2.1 to 2.8 above.

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

- 2.9 Making racial remarks.
- 2.10 If he/she is absent from work without a valid reason or permission from the school principal.
- 2.11 Always reporting late for work, or taking longer breaks than required.
- 2.12 Shows disrespect or fails to obey lawful and reasonable instructions given by persons of authority.
- 2.13 Intentionally damaging another person's possessions/ property.
- 2.14 Swearing or using obscene gestures
- 2.15 If he/she is involved in/commits any act that brings the school's name into disrepute.
- 2.16 While on duty, conducts himself/herself in an improper, disgraceful or unacceptable manner.
- 2.17 If he/she commits an act of dishonesty.

Assistant Signature -----

Date-----

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

1. A warning (either verbal, written or final written)
2. Termination of contract of employment

APPEAL PROCESS

1. An Education Assistant or General School Assistant whose services have been terminated as result of misconduct as contemplated above, may appeal to the District Manager against the sanction imposed by the Principal within 3 working days of receiving the sanction.
2. The District Manager must within 3 working days consider the appeal, and may
 - a. Uphold the appeal or
 - b. Dismiss the appeal
3. The Principal must immediately implement the decision of the District Manager.

Assistant Signature -----

Date-----

ANNEXURE N: 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.
Stipend:	R 3 817. 44 less 1% UIF				Province
Period of contract	From:		To:		District
School Name					Circuit
Principal's Name					
Mentor's Name					
School Category	Primary	Secondary	Combined	Special	
EMIS Number					
Quintile Rank	1	2	3	4	5

Rate the performance of Education Assistant / General School Assistant

1. General Factors

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

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

Key Responsibilities	Satisfactory	Unsatisfactory
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

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

Overall Remarks by Principals:

Employee's Remarks:

.....
Employee Signature

.....
Date

.....
Principal's/ Mentor Signature

.....
Date

.....
Principal's

.....
Date

ANNEXURE O – SAMPLE TESTIMONIAL/LETTER OF REFERENCE FOR ASSISTANTS

School Letterhead

TO WHOM IT MAY CONCERN

EMPLOYMENT REFERENCE

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

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

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

1	
2	
3	
4	
5	

Yours sincerely

PRINCIPAL

DATE:

School Stamp

ANNEXURE P – SAMPLE SALARY ADVICE

<p>School Letterhead</p>

PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION

SALARY ADVICE

PAYMENT NO.	TAX NUMBER	IDENTITY NUMBER	SURNAME & INITIALS

JOB TITLE	ORGANISATION

BANK NAME	BANK ACCOUNT	PAYMENT PERIOD	GROSS SALARY	DEDUCTIONS	NETT SALARY

EARNINGS		DEDUCTIONS	
DESCRIPTION	AMOUNT	DESCRIPTION	AMOUNT
STIPEND	R 3 817. 44	TAX RSA	R 000.00
CASH ALLOWANCE TOWARD EMPLOYER'S CONTRIBUTION FOR UIF	R 38	UIF 2%	R76.00

<p><i>School Stamp</i></p>

ANNEXURE Q – SAMPLE LETTER FOR ACCEPTANCE OF THE OFFER AND DECLARATION

I _____ ID NUMBER _____

Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At _____ School on _____ 2021

I further declare that:

- I am within the required age
- I am residing at the location of the school
- I am the only one from my home appointed in the PYEI
- I am NOT in Education, NOT in Employment, NOT in Training (NEET)
- I am NOT receiving government grants (NSFAS, Funza Lushaka, other COVID grant/s,
- I am NOT receiving any other form of WAGE or SALARY
- I have NO criminal record/s

SIGNATURE

DATE

ANNEXURE R – SAMPLE CHECKLIST FOR PRINCIPALS

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

Schools are expected to:

1. Receive applications (long and short list from SA Youth Mobi)
2. Conduct shortlisting
3. conduct interviews by Date 2021
4. Offer contracts to candidates to sign (by Date 2021)
5. Submit names and signed contracts to the District (by Date in 2021)
6. Applicants report for duty (by Date in 2021)
7. Allocate responsibilities to the appointees (by Date in 2021)
8. Develop Job descriptions for each EA and GSA (by Date in 2021)
9. Assign mentors to EAs and GSA (by Date in 2021)
10. Conduct orientation to EAs and GSA (by Date in 2021)
11. Appoint Team Leaders from EAs and GSAs (by Date in 2021)
12. Ensure that each Assistant is attending training as per schedule provided by DBE and Province
13. Ensure that each Assistant sign timesheet daily as they report for duty
14. Hold regular meetings with EAs and GSAs
15. Manage performance

ACTIVITY	YES	NO
1. School Needs (linked to curriculum) identified		
2. Applications received (long and short list from SA Youth Mobi)		
3. Interviewing panel constituted		
4. Shortlisting conducted		
5. Interviews conducted by 9 December 2020		
6. Candidates offered contracts to sign		
7. List of recommended candidates and contract submitted to the District		
8. Applicants reported for duty		
9. Allocation of responsibilities completed		
10. Work plan/s for each EA and GSA developed and signed		
11. Mentors assigned to EAs and GA		
12. Orientation conducted		
13. Team leaders appointed		
14. Assistants attend training		

ANNEXURE S – SAMPLE / TIMESHEETS / ATTENDANCE REGISTERS

NAME OF PROVINCE							
NAME OF DISTRICT							
NAME OF SCHOOL							
CIRCUIT							
WEEK / DATE			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NAME	SURNAME	EA OR GSA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

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

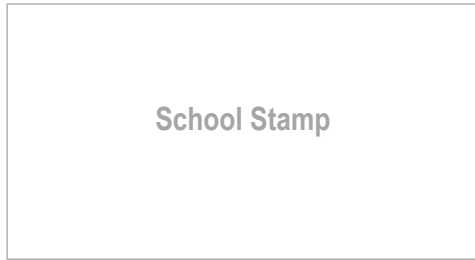
ANNEXURE T - REGISTER FOR TRAINING ATTENDED

NAME OF PROVINCE							
NAME OF DISTRICT							
NAME OF SCHOOL							
CIRCUIT							
NAME OF TRAINING		E.G. ORIENTATION /					
WEEK / DATE			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
NAME	SURNAME	EA OR GSA	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE	SIGNATURE

EA OR GSA TO SIGN ONLY ON DAYS THEY ATTENDED TRAINING

ANNEXURE U – SAMPLE DECLARATION FOR PRINCIPALS

DECLARATION FOR CORRECTNESS OF INFORMATION



I _____ Principal of _____

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

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

Signature

Date

ANNEXURE V - ROLES AND RESPONSIBILITIES



GUIDELINE ON ROLES AND RESPONSIBILITIES

FOR THE

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

OCTOBER 2021

Table of Contents

1.	Introduction	3
2.	Purpose	3
3.	Role players	3
4.	Role players	4
4.1	Department of Basic Education	4
4.2	Provincial Education Departments	4
4.3	Education Districts	5
4.4	Circuits Managers/ IDSOs	5
4.5	Schools	6
4.6	Education Assistants (EAs) and General School Assistants (GSAs)	7
4.7	Third parties.	7
4.8	Non-governmental organisations	8

1. Introduction

As part of Phase II of the Presidential Youth Employment Intervention (PYEI), the Basic Education Sector is implementing the Basic Education Sector Employment Initiative (BEEI). This forms an integral part of the Presidential Employment Stimulus (PES). It seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of government's broader economic recovery agenda. It is a large scale public employment intervention targeting to create 287 424 employment opportunities for unemployed youth, who are 18 – 35 years old. The intervention also seeks to address the high levels of youth unemployment in South Africa. The youth will be offered five months' contract, commencing on 1 November 2021 to March 2022. The PYEI is implemented through collaborative efforts across various spheres in the Sector, from the national, provincial, district, circuit and school. It is thus critical to provide clarity on the roles and responsibilities of the role players in the various spheres.

2. Purpose

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

3. Role players

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

- 3.1 Department of Basic Education;
- 3.2 Provincial Education Departments;
- 3.3 Education Districts;
- 3.4 Circuit Managers/ IDSO;
- 3.5 Schools;
- 3.6 Education Assistants (EAs) and General School Assistants (GSAs);
- 3.7 Third Parties; and
- 3.8 Non-governmental Organisations (NGOs).

4. Role players

4.1 Department of Basic Education

Department of Basic Education will

- 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,

4.2 Provincial Education Departments

Provincial Education Departments will

- Appoint Project Manager/s and Project management Team as provincial level
- Appoint District Project Teams
- Ring-fence the relief funds from the total Equitable Share
- Draft the Business Plan since it the blue print for project management
- Draft the detailed Implementation Plan
- Draft recruitment plan
- Draft Communication Plan
- Calculate the allocation per school
- Communicate and advocate the project – youth employment at district and school level (circular)
- Transfer relief funds to participating schools
- Conduct Secondary Advocacy campaign at Provincial and local level
- Develop province-wide standardised advocacy material
- Place Job advertisements
- Liaise with Third Parties (e.g. SA Youth Mobi) providing advocacy and recruitment platforms
- Disaggregate job applications data from Third Parties and distribute it to schools via districts/circuits
- Facilitate recruitment processes with emphasis on adherence of **fair and transparent** recruitment practices
- Compile a database of all applicants and successful applicants placed
- Consolidates vacancies (e.g. When EAs/GSAs resigns or drop out of programme)
- Facilitate induction and orientation
- Draft Provincial Training Plan
- Conduct province-wide project monitoring and support for all schools involved.
- Ensure that all EAs and GSAs are registered on SA Youth mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**
- Provide reports to DBE - weekly/monthly: (a) on recruitment, (b) on number of EAs and GSAs placed, (c) on job performance, (d) number of EAs and GSAs provided with orientation and (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports
- Provide monthly financial reports to DBE on expenditure against allocation (spending trends)
- Provide reports to HOD, MEC, Provincial Treasury, Provincial NCOP, all other relevant stakeholders

4.3 Education Districts

District Offices will

- Conduct Primary Advocacy campaign
- Ensure **transparency and fairness** in the recruitment process through provision of human resource support to schools
- Verification of recommended candidates from lists submitted by schools
- Confirm recommended applicants from lists received from schools
- Compile district-wide database of applicants and new recruits
- Submit district lists of confirmed candidates (verified against requirements as stipulated in Implementation Framework)
- Facilitate Orientation and Induction programme of all EAs and GSAs
- Identify training needs and facilitate training of successful applications
- Conduct district-wide project monitoring and support for all schools in the district
- Report on EAs and GSAs that drop-out of the programme
- Ensure that all EAs and GSAs are registered on SA Youth mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**
- Provide reports to PEDs - weekly/monthly:
 - (a) on recruitment,
 - (b) on number of EAs and GSAs placed/appointed (per gender and age),
 - (c) on job performance,
 - (d) number of EAs and GSAs provided with orientation and
 - (e) on number of EAs and GSAs provided with identified training. Disaggregate the data provided in reports
- Provide monthly reports to PEDs on expenditure against allocation

4.4 Circuits Managers/ IDSOs

The Circuit Managers/IDSO will

- Familiarise themselves with the Implementation Framework and all other guidelines of the PYEI-BEEI project.
- Advocate the objectives of the project (both Presidential and Basic Education Sector)
- Advocate and Communicate to various stakeholders regarding the project
- Support schools with recruitment and ensure transparency and fairness in the process.
- Communicate to schools that NEPOTISM is not accepted
- Ensures that SMTs and SGBs adhere to the Implementation Framework – requirements when appointing
- Monitor and support the schools during the recruitment process
- Where On-Line application system did not provide enough applications (monitor schools as they drive recruitment with concessions as per guideline and Framework)
- Quality Assurance and verification of recommended candidates by schools
- Compile Circuit-wide database of applicants and new recruits
- Ensure that all EAs and GSAs are provided with Orientation and Induction
- Ensure that all EAs and GSAs have signed Conditions of Employment, Code of Conduct, Job Descriptions/Workplans
- Ensure that all EAs and GSAs are assigned a mentor
- Ensure that all EAs and GSAs have attended compulsory five modules (Orientation, NSSF, SOP for COVID, Digital Literacy, Financial Management)
- Ensure that all EAs and GSAs have attended minimum of three additional trainings.
- Ensure that all EAs and GSAs are registered on SA Youth mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**
- Conduct Circuit-wide project monitoring and support for all schools in the district
- Provide the reports on attrition of EAs and GSAs in his circuit weekly.
- Provide periodic reports to District Coordinator on the implementation of the Project;

4.5 Schools

Schools will

- Benefit from the Project
- Receive allocation of EAs and GSAs from PED/District
- Communicate and advocate the project community-wide and locally (e.g. use Chiefs, libraries, local shops, churches, etc.)
- Provide in-house application services – where connectivity is a challenge
- Receive long and short list of applications from (District/partner-Harambee)
- Together with SGB:
 - shortlist applications received
 - Interview shortlisted candidates
 - Issue contracts to successful candidates to sign
- Submit the names and contracts of successful candidates to the District/ Province for appointments
- Together with the SMT
 - Develop job descriptions for EAs and GSAs
 - Manage the EAs and GSAs including misconduct
 - Allocate responsibilities to each EA and GSA appointed
 - Allocate mentors to EAs and GSAs
 - Allow for the election of Team Leaders on a rotational basis
 - Hold regular meetings with the EAs and GSAs
 - Develop performance management system and tools
 - Encourage EAs and GSAs to develop portfolio of evidence
 - Develop and provide an orientation programme for EAs and GSAs covering but not limited to:
 - School culture
 - Mission, vision and values of the school
 - School Protocols
 - Dress code
 - Code of ethics
 - Roles and responsibilities
 - Etiquette
- Provide weekly/monthly reports to PEDs/District on the:
 - (a) recruitment process
 - (b) number of EAs and GSAs placed
 - (c) job performance of EAs and GSAs
 - (d) number of EAs and GSAs provided with orientation and
 - (e) number of EAs and GSAs provided with identified training (Disaggregate the data)
- Provide monthly reports to PEDs/District on expenditure against allocation
- Provide the reports on attrition of EAs and GSAs in the school on weekly basis.
- Ensure that all EAs and GSAs are registered on SA Youth mobi, DMS and **WhatsApp Teacher Connect 060 060 3333**

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

EAs and GSAs will

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

4.7 Third parties

Third Parties (SA Youth Mobi) will

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

Third Parties (Bhelela Technologies) will

- Provide a Data Management System (DMS) for the PYEI-BEEI
- Facilitate training on how to use the DMS to officials in the DBE, PEDs, Districts and Schools
- Update the DMS on an ongoing basis
- Administer the DMS
- Provide support for users of the DMS as and when required to do so

Third Parties (eCubed) will

- Provide support in terms of the advocacy of the PYEI-BEEI
- Provide support in terms of the training of the PYEI-BEEI
- Provide support in terms of the surveys for the PYEI-BEEI
- Provide support in terms of the communicating to the assistants and schools that participate in the PYEI-BEEI

4.8 Non-governmental organisations

NGOs

- The Provinces are encouraged to work with local NGOs when implementing the training activities
- The training should be decentralised per district, meaning NGOs and partners should be considered according to the districts that they usually work with.

Roles that the NGOs could play in the project:

- Assist the Province to strategise and plan around implementation
- Work collaboratively with the province and districts through the lead NGO, including:
- Identify the human resources available in provinces to manage the training of youth
- Support districts in all key aspects of the project
 - a. Recruiting: work at a provincial and district level to support the department with candidate data bases; advertising; interviewing; contracting; placement
 - b. Training: support the province and districts with orientation training
 - c. Support: where NGO has a footprint, support the reading champions to implement the programme in schools and in communities
 - d. Monitoring: where NGO has a footprint, monitor the work of the reading champions against agreed upon indicators in relation to the programme contents
 - e. Reporting: develop monthly qualitative and quantitative reports with input from the provinces



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION

implemented in

BASIC EDUCATION sector

GUIDELINE TO PREPARE FOR AUDIT

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

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

- (a) Integrity: the foundation of professionals.
- (b) Fair presentation: the obligation to report truthfully and accurately.
- (c) Due professional care: the application of diligence and judgment in auditing.
- (d) Confidentiality: security of information.
- (e) Independence: the basis for the impartiality of the audit and objectivity of the audit conclusions.
- (f) Evidence-based approach: the rational method for reaching reliable and reproducible audit conclusions in a systematic audit process.
- (g) Risk-based approach: an audit approach that considers risks, opportunities, with controls put in place to mitigate the risks, the effectiveness of the controls.

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

The key documents for AG to prepare for audit are: The Implementation Framework, National Treasuries documents that indicate allocation of the fund for this projects, the allocation letters from Provincial Treasuries, signed Business Plans of each PED. If the PED have deviated from any of the prescripts, the written approval by HOD as well as concurrence by Provincial Treasury and DBE should be made available. PEDs are requested to adhere to the legislative prescripts on governance of public funds through PFMA.

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

The Department of Basic Education:

DOCUMENTS GUIDING PREPARATIONS AND IMPLEMENTATION

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

STAKEHOLDER ENGAGEMENTS

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

ORGANISATIONAL ARRANGEMENTS

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

RECORDS OF MEETINGS:

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

PARTNERSHIPS

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

DATABASES

- Database of placed / appointed youth - disaggregated province, age, gender, race, and disability.

REPORTING BY PEDs

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

COMMUNICATION WITH PEDs

- All Letters to Provinces.

The Provincial Education Department:

DOCUMENTS GUIDING IMPLEMENTATION

- Implementation Framework.
- Training Inventory.
- Management Plan for the project
- Allocation from Provincial Treasury.
- PED Business Plans approved by HOD and signed by Provincial Treasury.
- Risk Register for the project.

ORGANISATIONAL ARRANGEMENTS

- Appointment letters of Provincial Project Managers.
- Composition of Provincial Project Steering Committee.
- Composition of Provincial Project Management Team.

FORMAL COMMUNICATION ON THE PROJECT

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

IMPLEMENTATION PLANS

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

RECRUITMENT AND PLACEMENT

- Approved advert.
- Proof of advertisement (method).
- Proof of all communications/meetings with partners that managed advertisement / applications.
- Long lists and short lists (online).
- PEDs reconciled database/lists (online and walk-ins) applications
- Composite database/lists of all confirmed and placed candidates.
- Letters of placement / appointment for each assistant (contract signed by assistants)

TRAINING

- Training Plans.
- Training Schedules.

MONITORING

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

REPORTS

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

The District Office:**DOCUMENTS GUIDING IMPLEMENTATION**

- Implementation Framework.
- Training Inventory.
- Management Plan

RECRUITMENT AND PLACEMENT

- District Implementation Plans detailing: Recruitment Plan; Communication to schools; management plan, and approved advert.
- Proof of advertisement (method).
- Proof of all communications/meetings with partner that managed advertisement / applications.
- Long lists and short lists of applicants (if applicable).
- District Reconciled lists (online and walk-ins) (if applicable).
- List of recommended candidates received from schools – signed by school governing body.
- Proof of verification of recommended candidates (checking if the recommended meet the requirements) signed –off by District Director (if applicable).
- Proof of communication to schools to confirm the recommended candidates.
- Letters of placement to schools (if applicable).
- Composite list of confirmed candidates for the district – signed-off by the District Director.
- Proof of the lists of candidates placed within the District being submitted to PED.

TRAINING

- District Training Plans.
- District Training Schedules.

MONITORING

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

REPORTS

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

The School:

DOCUMENTS GUIDING IMPLEMENTATION

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

RECRUITMENT, SELECTION AND PLACEMENT

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

ORIENTATION/ INDUCTION AND TRAINING

- Proof of orientation / induction.
- Proof of training.

FINANCES

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

REPORTS

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

OTHER

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

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



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Basic Education
REPUBLIC OF SOUTH AFRICA

PROJECT STEERING COMMITTEE FOR THE IMPLEMENTATION OF THE

PRESIDENTIAL YOUTH EMPLOYMENT INTER- VENTION IMPLEMENTED IN THE BASIC EDUCA- TION SECTOR

SAMPLE TERMS OF REFERENCE

Department of Basic Education

10 JUNE 2021

Table of Contents

1.	BACKGROUND	121
2.	MANDATE OF THE NATIONAL PROJECT STEERING COMMITTEE ON EDUCATION EMPLOYMENT INITIATIVE	123
2.1	OBJECTIVES OF THE PROJECT STEERING COMMITTEE ON PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION:	123
2.1.1	To provide strategic direction in the implementation of the Presidential Youth Employment Intervention in the Basic Education Sector;	123
2.1.2	To ensure transparency and accountability in the processes followed in the PYEI;	123
2.1.3	To ensure accountability of all stakeholders throughout the project;	123
2.1.4	To support and guide alignment of provincial implementation of project to Treasury regulation and guidelines;	123
2.1.5	To ensure efficiency in all processes of implementation of the project;	123
2.1.6	To receive reports from Project Management Team (PMT) monthly, so as to detect early warning signals of challenges, to mitigate and unblock these problems	123
2.1.7	To ensure the evaluation and closeout report are done.	123
3.	OBJECTIVES OF THE PROJECT MANAGEMENT TEAM FOR THE IMPLEMENTATION OF THE SECTOR EMPLOYMENT INITIATIVE	123
3.1.	To manage, support, coordinate the implementation of the Presidential Youth Employment Intervention in the Basic Education Sector;	123
3.2.	To ensure reports for the PYEI are submitted monthly to the PSP, Director General for approval, to National Treasury and Presidency;	123
3.3.	To inform the PSC timeously of all challenges in the implementation, so as to resolve;	123
3.4.	To ensure efficiency and effectiveness in all processes of implementation of the project;	123
3.5.	To invite or appoint any other body/person to contribute in the implementation of the project should it be necessary;	123
3.6.	To conduct the final evaluation and closeout report of the project.	123
4.	COMPOSITION OF THE COMMITTEE PROJECT STEERING COMMITTEE	123
5.	COMPOSITION OF THE COMMITTEE PROJECT MANAGEMENT TEAM	124
6.	Responsibilities of the Committee Chairperson	124
7.	Responsibilities of Committee Members	125
7.1.	Responsibilities of Meeting Secretariat.	125
7.1.1.	Before the Meeting.	125
7.1.2.	During the meeting.	125
7.1.3.	After the Meeting	125
8.	TERM OF OFFICE	125
9.	FREQUENCY OF THE MEETINGS	126
10.	MEETING DOCUMENTS	126
11.	COMMITTEE LOG	126
12.	QUORUM	126
13.	CODE OF CONDUCT	126
14.	REPORTING	126
15.	AMENDMENTS OF THE TERMS OF REFERENCE	127

1. BACKGROUND

- 1.1 Phase I of the Presidential Employment Stimulus (PES) was implemented from 1 December 2020 until 31 March 2021. During that period, the Basic Education Sector implemented the Presidential Youth Employment Intervention (PYEI) as part of the PES. To facilitate implementation, the National Treasury allocated R6 998 billion to Provincial Education Departments (PEDs), which was disbursed as an add-on to Equitable Share in the 2020/21 Financial year. The DBE was allocated R1.2 million to facilitate monitoring, oversight and support of PEDs. PEDs were required to each set aside R1.2 million of their allocations towards project management, monitoring and support. The table below summarises the allocation for Phase I.
- 1.2 Through the Presidential Youth Employment initiative (PYEI), more than 300 000 employment opportunities were created for youth in South Africa. Of these, approximately 200 000 were Education Assistants (EAs) and 100 000 General School Assistants (GSA). The young people were placed in public schools across the country following a selection process managed by School Governing Bodies (SGBs).
- 1.3 Of the total funding allocated to the Basic Education Sector, R4,47 billion was dedicated towards the payment of stipends. Each PED was allowed to use an equivalent of one per cent of the funds allocated for stipends to provide training for the Assistants. Five key training programmes were identified to equip the assistants with portable skills, to equip them to fulfil their duties and improve their employability beyond their participation in the PYEI. In addition to the key training programmes, all participants were required to complete the generic orientation programme, training in the National School Safety Framework (NSSF) and Standard Operating Procedures for the Management and Containment of COVID-19.
- 1.4 Based on the success of implementing Phase I of the PYEI and the support of the initiative by stakeholders in the Basic Education Sector and in the broader society, the DBE proposes to extend it into Phase II. Taking into account the limited resources, the target for the 2021/22 Financial Year is to give job opportunities to **250 000** unemployed youth, whereby 175 000 will be Education Assistants and 75 000 General School Assistants. The PYEI thus remains a large scale public employment initiative.
- 1.5 The key focus, in line with the Economic Reconstruction and Recovery Plan, is to support public employment and protect livelihoods. Phase II of PYEI will also leverage on an existing partnership with SA Youth mobi as an Employment Accelerator that create pathways out of poverty, by linking participants to other employment opportunities beyond their involvement as Education Assistants and General School Assistants. In this way, the initiative will contribute to the National Pathway Management Network (NPMN).
- 1.6 As in Phase I, there will be a strong emphasis to provide training to participants, with a view to adding to their skills set as well as setting them up for enhanced employment prospects. This will leverage on existing partnerships as well as looking for opportunities to get more partners involved. The PYEI will not only be a public employment initiative as there will be focus on supporting schools in the context of COVID-19 as well as addressing Sector priorities such as reading, providing psychosocial support to learners and infrastructure maintenance. It is proposed that there should be focus on extracurricular activities, to enhance social cohesion as well as learner physical and mental wellbeing.
- 1.7 The following committees are therefore constituted in order to ensure efficiency and effectiveness in management and the implementation of the projects
 - Project Steering Committee chaired by XXXX
 - Project Management Team chaired by XXXXX

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

- 2.1 OBJECTIVES OF THE PROJECT STEERING COMMITTEE ON PRESIDENTIAL YOUTH EMPLOYMENT INTERVENTION:
- 2.1.1 To provide strategic direction in the implementation of the Presidential Youth Employment Intervention in the Basic Education Sector;
 - 2.1.2 To ensure transparency and accountability in the processes followed in the PYEI;
 - 2.1.3 To ensure accountability of all stakeholders throughout the project;
 - 2.1.4 To support and guide alignment of provincial implementation of project to Treasury regulation and guidelines;
 - 2.1.5 To ensure efficiency in all processes of implementation of the project;
 - 2.1.6 To receive reports from Project Management Team (PMT) monthly, so as to detect early warning signals of challenges, to mitigate and unblock these problems
 - 2.1.7 To ensure the evaluation and closeout report are done.

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

- 3.1. To manage, support, coordinate the implementation of the Presidential Youth Employment Intervention in the Basic Education Sector;
- 3.2. To ensure reports for the PYEI are submitted monthly to the PSP, Director General for approval, to National Treasury and Presidency;
- 3.3. To inform the PSC timeously of all challenges in the implementation, so as to resolve;
- 3.4. To ensure efficiency and effectiveness in all processes of implementation of the project;
- 3.5. To invite or appoint any other body/person to contribute in the implementation of the project should it be necessary;
- 3.6. To conduct the final evaluation and closeout report of the project.

4. COMPOSITION OF THE COMMITTEE PROJECT STEERING COMMITTEE

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

5. COMPOSITION OF THE COMMITTEE PROJECT MANAGEMENT TEAM

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

6. RESPONSIBILITIES OF THE COMMITTEE CHAIRPERSON

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

The responsibilities of the Chairperson are as follows:

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

7. RESPONSIBILITIES OF COMMITTEE MEMBERS

Committee members have the following responsibilities:

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

7.1. Responsibilities of Meeting Secretariat

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

7.1.1. Before the Meeting

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

7.1.2. During the meeting

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

7.1.3. After the Meeting

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

8. TERM OF OFFICE

This committee is being established to address a particular project – Presidential Youth Employment Intervention. Therefore, this committee will be limited in its mandate to address the PYEI in the Basic Education Sector, whereby youth at ages between 18 – 35 years are recruited on contract employment that will end at the end of financial year 2020/21. The term of the office of this committee will be dependent on the life span of the project.

9. FREQUENCY OF THE MEETINGS

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

10. MEETING DOCUMENTS

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

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

11. COMMITTEE LOG

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

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

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

12. QUORUM

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

13. CODE OF CONDUCT

The members must:

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

14. REPORTING

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

15. AMENDMENTS OF THE TERMS OF REFERENCE

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

APPROVAL:

Name	
Signature (Chairperson)	
Date	
Organisation	DEPARTMENT OF BASIC EDUCATION

ANNEXURE Y - SAMPLE ALLOCATION LETTER/ CERTIFICATE TO SCHOOLS

Provincial Letter Head

Enquiry:

Tel:

Email:

To: The Principal and SGB Chairperson

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

Name of School	
EMIS Number	
Quintile	
District	
Total learner number	

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

Please note:

- The transfer of the total allocation excluding the employee UIF contribution will be made in two tranches with the first payment due on or before **20 November 2021** to pay stipends to assistants for the months of *November, December 2021 and January 2022*, and the second tranche is due on or before **31 January 2022** to pay stipends to assistants for *February and March 2022*.
- The employee and employer UIF contributions will be transferred directly to Department of Employment and Labour by the Provincial Education Office upon registration of appointed assistants as per the Unemployment Insurance Contributions Act, 2002.
- The school should ensure that all assistants receive their individual monthly stipends on the 25th of each month.
- The school should provide the District with a monthly reconciliation of the received and paid amounts on the 3rd of each month.

Yours sincerely

Head of Department/Delegated official

Date:



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