



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS

**Presidential Youth Employment Initiative (PYEI) Phase II & III implemented in the  
Basic Education sector**

**A guide to schools on making replacements for Education Assistants (EAs) and  
General School Assistants (GSAs)**

**April 2022**



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## **1. Introduction and background**

The Basic Education Sector is implementing the Basic Education Employment Initiative (BEEI) as part of the Presidential Youth Employment Initiative (PYEI). The PYEI-BEEI, is a flagship programme for the Presidential Employment Stimulus. This forms a critical component of Government's Economic Reconstruction and Recovery Plan. Since its inception in December 2020, the PYEI-BEEI has created +/- 596 000 employment opportunities, for youth in the 18 – 35-year-old cohort. These are job opportunities created in Phase I and II.

Phase II of the initiative was implemented over the period 1 November 2021 – 31 March 2022. Through the PYEI-BEEI, Education Assistants (EAs) and General School Assistants (GSAs) have been deployed in schools to support teaching and learning and to ensure that schooling takes place in a conducive and safe environment. EAs support educators in the classroom while GSAs assist with administrative duties in schools, general upkeep and maintenance of school premises and infrastructure, provide psychosocial support, ICT support and serve as reading champions.

The DBE partnered with SA Youth Mobi to support the recruitment processes. Applications for Phase II were processed in October 2021, and as of 10 October, 6.1 million applications were received from +/- 960 000 applicants for 287 000 job opportunities. From Friday, 15 October 2021, lists of candidates were shared with Provincial Education Departments or Districts, for further distribution to schools.

## **2. Project overview**

### **2.1 Project Aim**

The PYEI-BEEI seeks to confront the devastating economic challenges caused by the COVID-19 pandemic, as part of Government's broader economic recovery agenda. The Basic Education Sector experienced challenges, including, but not limited to academic disruptions, learner drop-out, teachers with comorbidities, learners and teachers afraid to return to school and psychosocial problems. The appointment of youth in schools as EAs and GSAs serves as one of the critical components to support the recovery, in the aftermath of the COVID-19 pandemic.

As part of Phase II, the target for the 2021/22 Financial Year was to provide job opportunities to 287 000 unemployed youth, wherein, 191 616 were targeted to be deployed as EAs and 95 808 GSAs. Phase III is set to commence on 1 April 2022 and will run for a 5-months period, until 31 August 2022. The Department of Basic Education has identified critical orientation and

training that the Assistants should be provided with, coordinated by the Provincial Education Departments. The orientation and training are critical to ensure that the Assistants 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. They are also essential in upskilling the Assistants and improving their employability beyond the PYEI-BEEI employment opportunities.

## **2.2 Objectives of the guideline**

The guideline is meant to provide:

**2.2.1** Information to all stakeholders on the processes to follow when making replacements for EAs and GSAs appointed as part of the PYEI; and

**2.2.2** Common standards and practices when the need for replacements of EAs and GSAs arises.

## **2.3 Who qualifies to be considered when replacing Assistants who have exited**

### **2.3.1 Qualification**

The youth placed as Classroom/Curriculum Assistants, Reading Champions, eCadres and CYCWs are required to submit a valid Matric Certificate and any other qualification indicated on the application. Should the documents submitted be found to be invalid or incomplete, NO contract must be entered into with the affected Assistant until valid and complete documents are submitted. Youth that do not submit their documents timeously should be given one month to submit, failing which, the contract must be terminated.

### **2.3.2 Identity Document or passport with a work permit**

The youth appointed are required to submit a valid Identity Document or Passport and a work permit. Should this not be submitted, NO contract must be entered into with the affected Assistant. The youth's contract may be terminated. The youth from foreign countries will be required to submit a valid passport and a valid work permit. The province will have to send these to Home Affairs for validation. Should these be found to be invalid, then the youth's contract must be terminated immediately.

### **2.3.3 Criminal Record / Police Clearance**

Youth that have a criminal record that is less than 10 years, may not be placed in the initiative. Should it be found that youth placed in Phase I or II have criminal records, their contracts should be terminated. The youth may be advised to apply for their criminal records to be expunged.

#### **2.3.4 Age requirement**

Contracts of Assistants that are placed in public ordinary schools and schools for learners with special education needs, who were appointed in Phase II and have turned 36 and 41 years old, respectively, may be considered should they meet all the other requirements. The HOD will make the final determination based on funds available for the appointment of youth.

#### **2.3.5 Location**

Youth placed in the initiative should live close to the school where they are appointed (+/- 5 km radius), and within a walking distance to the school. Once the youth require transport to the school, then it points to the possibility that those who live next to the school missed the opportunity and someone (youth) from far has been appointed. The changes in the residential location of the youth may result in this non-compliance. Since the opportunity is meant for people residing around the location of the school, the contract of people who live far from the school should be terminated.

#### **2.3.6 Social Service Grants**

Youth placed may not receive any form of social grant from SASSA for themselves. The contract of Youth that is found to have been receiving any SASSA grant for him/herself in Phase I and II should be terminated. Should the youth request that they will cancel the grant and pay back the grant money they took, the declaration in **Annexure B** should be completed and the school should make arrangements to deduct the amount over the five months' period. In that case the youth may be considered on condition that all other requirements are met.

#### **2.3.7 Relations**

School staff and SGB members should not advantage their family members above other youth in the community. This includes exchanging applications of family members from neighbouring schools, so that it is not openly visible as nepotism. If it is found that youth placed are related to a staff member, the contract should be terminated.

#### **2.3.8 NEET principle**

The youth placed in the initiative should not be in education, not in employment and not in training. Youth should not have another employer and receive a salary, stipend or wage. Also, youth must not be in university, college, technical college, etc. If youth are found to be in education, in employment and in training, their contracts should be terminated.

#### **2.3.9 Other Learnership/s.**

The youth placed in the PYEI may not participate in other Learnership/s. The contract of youth participating in both PYEI and other Learnership/s should be terminated.

### **2.3.10 Stats SA – Census Field Work**

The youth placed in the PYEI may not receive any other stipend. The youth that took two weeks leave, that they did not qualify for, to work as Census field workers for StatsSA and came back, have contravened their contracts. Their contracts should be terminated. Should the youth be willing to refund the Census payment or a one month PYEI-BEEI stipend, the school may consider. That should be done by the youth signing **Annexure C** and the school make arrangements to deduct the amount over the five months' period. In that case the youth may be considered on condition that all other requirements are met.

### **2.3.11 Poor performance in Phase II**

If a youth was placed in the initiative in Phase II and was underperforming, the school can provide proof of that underperformance, which could be the number of days absent exceeding what is provided for in the contract, number of times mentors had to talk to the youth about performance, or assessment forms signed by both mentor and youth on performance. The contracts of youth that underperformed in Phase II should be terminated.

### **2.3.12 Poor attendance**

The contracts of youth that were placed in Phase II and their attendance was poor should be terminated.

### **2.3.13 Non-attendance of Compulsory Trainings and lack of proof of completion of the modules**

The province should consider terminating the contracts of youth that have not attended the compulsory trainings (General Orientation, Standard Operating Procedures (SOP) for COVID-19, National School Safety Framework (NSSF), Digital Literacy and Online Safety Training – where adequate support has been provided and information shared with the youth to access and complete the training. The youth should also provide evidence that they completed the modules. Should the relevant evidence (certificates) of training not be provided by youth, the school should terminate the contract.

### **2.3.14 Youth that had contravened the contract signed in Phase II, through misconduct during their placement in Phase II**

The youth that were placed in Phase II, may have contravened the contract they signed by being involved in any form of misconduct in Phase II. The contract of such a person should be terminated. The example of misconduct cases may be, but not limited to fighting with learners in or outside school yard; fighting with teachers; stealing from the school or in community; vandalising the school premises; sexual relations with learners; murder or rape; making racial remarks; always reporting late to school; swearing or using obscene gestures; conducting

himself/herself in an improper manner; drinking during school hours or drinking in the school, refusing to perform a lawful instruction or work assigned, etc.

### **3. Procedure to follow to appoint**

#### **3.1 Assumptions**

**3.1.1** Candidate EAs and GSAs have applied for PYEI-BEEI employment opportunities on the SA Youth Mobi platform as part of Phase II recruitment. Following the closing date to receive applications, schools were provided with short- and long lists of applicants.

**3.1.2** Schools have kept the long lists received from SA Youth Mobi platform at the beginning of Phase II.

**3.1.3** Schools have appointed youths in line with the numbers allocated to them by the Provincial Education Department, as part of Phase II. Fixed term contracts were given to the youth for the period 1 November 2021 – 31 March 2022, with conditions of employment clearly specified.

**3.1.4** In Phase II of PYEI-BEEI, youth signed the contract of employment, job descriptions and declarations.

**3.1.5** Since the contract of employment for Phase II expires on 31 March 2022, youth that still meet the qualifying criteria as stipulated in the Implementation Framework will be reappointed in Phase III, if they are still available and willing.

**3.1.6** Some of the youth appointed in Phase II might not meet the qualifying criteria, which is a basic condition for placement in the PYEI-BEEI, **e.g.** and not limited to: older than 35-years old, studying, or in receipt of other income. Under such circumstance, a new contract will not be offered to that youth. Guidance is required for the process around exit strategies for the affected youth.

**3.1.7** Where vacancies have been created by the departure of some of the youth on the ending of their contract, schools will need to appoint replacements. Guidance is required for the process of replacement.

#### **3.2 Exit strategies to support youth whose contracts will not be renewed**

**3.2.1** Schools should provide the list of youth whose contracts are terminated, i.e. those who do not meet the qualifying criteria.

**3.2.2** Schools should notify the youth who do not meet the qualifying criteria about the termination of contracts. A sample letter is provided for this purpose as **Annexure A**.

**3.2.3** The youth who exit the programme can receive service letters, certificate of participation and other possible opportunities that they can explore, through eCubed Technologies at 060 060 3636.

### **3.3 Steps to take to appoint a replacement**

#### **3.3.1 Identification**

- (a) Identify youths whose contracts will not be renewed.

#### **3.3.2 Action by the PED/District**

- (a) Provide a circular on closing of Phase II and commencement of Phase III.
- (b) Have a composite list of all youth in your PED, your district, your circuit.
- (c) Identify from the lists received which youth is listed as not qualifying.
- (d) Check the number of jobs remaining in schools, and number of vacancies.
- (e) Re-allocate the number of job opportunities within the district and circuits and schools.
- (f) Check if there is still a need to replace, due to large shortages.
- (g) If, the need is there, inform the schools to proceed with replacements.

#### **3.3.3 Action to be taken by a school**

- (a) Inform the Circuit/District/PED of the numbers that are terminated and how many are remaining at the school.
- (b) Also inform the Circuit/District/PED on the need to replace the youth whose contracts have not been renewed.
- (c) Complete the typeset form with the details of the youth whose contracts have not been renewed.
- (d) Select a replacement from the list of candidates who were shortlisted and interviewed in October 2021.
- (e) Contact the first candidate who was unsuccessful following an interview process to confirm availability to start immediately. If unavailable, the next candidate should be contacted.
- (f) If a suitable replacement cannot be found from among the interviewed candidates, the school should use the long list received from SA Youth to select a suitable candidate, who meets the qualifying criteria, or consult with schools within the immediate vicinity of the school for possible available candidates/applicants. Interviews should be conducted by a panel to appoint a suitable candidate.
- (g) Should there be no candidate on the SA Youth list who meets the requirements, a school should complete **Annexure D**, which serves as a request for deviation and record of the unavailability of applicants on the SA Youth list meeting the PYEI requirements



(standard template of application for concession to replace outside of the October 2021 list of candidates and SA Youth list of applications).

- (h) The standard template in (g) must be administered and granted within 7 days from the date of application.
- (i) The appointed candidate should sign a contract, clearly stipulating the start and end-date. The candidate should also sign an acceptance of offer and declaration letter **(Annexure E)**.

#### **3.3.4** When should new appointees report for duty

- (a) Immediately after confirmation with a candidate and Circuit Manager/District Director.
- (b) The successful candidate should be orientated around the code of conduct, dress code, attendance, school ethos, and be informed to do General Orientation, Standard Operating Procedures (SOP) for COVID-19 and National School Safety Framework online modules.

### **4. Orientation and training**

- 4.1** Orientation of the newly appointed youth should take place during the first week of schools reopening. It is mandatory that any person appointed as an EA or GSA should complete the online orientation programme designed by the DBE.
- 4.2** Furthermore, the newly appointed EA or GSA should complete the 2-hour online training on the National School Safety Framework (NSSF) and the Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools.
- 4.3** In the context of COVID-19, training on the Standard Operating Procedures for COVID-19 should also be provided by the school.
- 4.4** All participants should complete the compulsory ICT training that is provided through various DBE partners. The school should inform the newly appointed youth about how they can access these trainings.
- 4.5** All newly appointed eCadres should register for the course on Artificial Intelligence in the 4IR, offered by the University of Johannesburg.

### **5. Period of applicability of the guideline**

This guideline shall remain applicable until the end of the PYEI-BEEI. Schools are required to adhere to its provisions when making replacements for an EA or GSA who exits the programme. The Implementation Framework and its provisions remain applicable when appointing a replacement. Information pertaining to the various training that the youth should access should be obtained from the District.



*Annexure A: Sample letter for youth whose contract will not be renewed as they do not meet the PYEI-BEEI qualifying criteria for placement*

Insert School letterhead

Dear (name of assistant)

Please note that your contract of employment in our school ends on 31 March 2022.

A decision has been taken not to renew your contract as you no longer meet the qualifying criteria to continue to be employed as part of the PYEI-BEEI.

I would like to thank you for your contribution to the school during your period of appointment and wish you well with your future endeavours.

Yours sincerely

---

Principal

Date:

*School Stamp*



*Annexure B: Sample letter for youth that want to terminate the SASSA grant and pay back the grant they received to qualify for re-appointment*

I \_\_\_\_\_

ID NUMBER

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Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At \_\_\_\_\_ School on \_\_\_\_\_ 2021

On condition that I allow the school/District/PED/DBE to cancel the R350 social relief of distress grant I have been receiving and I agree to refund the R350 grant that I received.

I further declare and confirm that I was not forced or coerced to sign this letter. I am signing with my own free will.

\_\_\_\_\_  
ASSISTANT SIGNATURE

\_\_\_\_\_  
DATE

School Stamp



*Annexure C: sample letter for youth that want to pay back the stipends they received through census work – to qualify for re-appointment*

I \_\_\_\_\_

ID NUMBER

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Accept the placement offer of EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT of PYEI-BEEI in Phase III

At \_\_\_\_\_ School on \_\_\_\_\_ 2022

On condition that I allow the School/District/PED/DBE to deduct the Census stipend I received after taking the unlawful leave to go work at Stats SA census, therefore receiving stipends from both Education and StatsSA

I further declare and confirm that I was not forced or coerced to sign this letter. I am signing with my own free will.

\_\_\_\_\_  
 ASSISTANT SIGNATURE

\_\_\_\_\_  
 DATE

<i>School Stamp</i>
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*Annexure D: Request for deviation template for the appointment of youth in Phase III of PYEI in the Basic Education Sector*

**LETTERHEAD OF THE SCHOOL**

**SUBJECT: REQUEST FOR A CONCESSION TO DEVIATE FROM LIST OF SHORTLISTED AND INTERVIEWED CANDIDATES ON THE SA YOUTH LIST OF ASSISTANTS THAT APPLIED TO ..... PRIMARY/SECONDARY SCHOOL AS A RESULT OF THE UNAVAILABILITY OF APPLICANTS ON THE LIST OR APPLICANTS NOT MEETING THE PYEI REQUIREMENTS.**

As a result of the requirements for reappointments from PYEI (II – III), our school had to replace an education assistant/s from the list of shortlisted and interviewed candidates and the SA Youth list of applications as per the implementation framework, guidelines on placement requirements, and replacements. All remaining assistants on the SA Youth list either did not meet the PYEI requirements or declined the employment opportunity.

In view of the above, the SGB of ..... Primary/Secondary school hereby requests a concession to recruit outside of the SA Youth list. Upon an approved concession, the school will ensure that the overarching recruitment principles are adhered to, that is:

- (i) the Education Assistants and General School Assistants (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 I of the project, should be placed/appointed based on their performance in Phase I and they should 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 appointments to one per household (e.g. where more than one applications are received from one household, the appointing committee must consider and recommend only one person for appointment);
- (vi) EAs should be unemployed youth between the ages of 18 - 35, not in education, employment or training (NEET);
- (vii) EA category will include – Assistants that are placed to assist with Curriculum, Reading and eCadres/ICT;
- (viii) EAs should be in possession of a minimum of an NQF Level 4 qualification; however, an NQF Level 7 will be an added advantage;
- (ix) GSAs should be youth between the ages of 18 – 35 years old, not in education, employment or training (NEET);
- (x) GSAs will include – Assistants that are placed to assist with Infrastructure Maintenance as Handymen or women, 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 GSAs an NQF Level 4 qualification is not a requirement; however, having such a qualification or higher will be an added advantage;
- (xii) For GSAs, applicants with qualifications in the built environment (infrastructure/construction) OR Sports OR Arts, OR Child and Youth Care Workers should be prioritised;
- (xiii) Both EAs and GSAs at a school for LSEN may be a person living with a disability, not in not in education, employment or training (NEET); 18 years-old and above. The school should determine the suitability of such a person to work with LSEN;
- (xiv) in selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities (project is targeting a minimum of 2% of youth with disabilities and 65% females); and
- (xv) LSEN schools will have a concession, whereby their assistants will be based on a school's needs; however, a candidate should not be older than 40 years old.

For ease of reference, see attached the following where applicable:

1. The SA Youth list of applications to ..... primary/secondary school for phase two of the PYEI project.
2. List of shortlisted and interviewed candidates
3. Letter of concession for walk-in applications 

YES	NO
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4. List of walk-in applications 

YES	NO
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The school and SGB acknowledges that an interview must be conducted from the submitted applications that were a deviation to select a suitable candidate.

Yours Sincerely

\_\_\_\_\_  
**SIGNATURE OF THE SGB CHAIRPERSON**

**NAME & SURNAME:** \_\_\_\_\_

\_\_\_\_\_  
**SIGNATURE OF SCHOOL PRINCIPAL**

**NAME & SURNAME:** \_\_\_\_\_

SCHOOL STAMP AND DATE
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*Annexure E: Sample letter for acceptance of the offer and declaration for newly appointed youth*

I \_\_\_\_\_

ID NUMBER

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Accept the placement offer as an EDUCATION ASSISTANT / GENERAL SCHOOL ASSISTANT

At \_\_\_\_\_ School on \_\_\_\_\_ 2022

I further declare and confirm that:

- I am between the age of 18 – 35 years old (18 or above when applying, or 34 years turning 35 on or before end of March 2023);
- I am a South African youth with a valid RSA ID book or valid passport and work permit;
- I am residing at the location of the school (5 – 8 km radius);
- I am the only one with this opportunity at home;
- I meet the requirements per category and sub-category I applied for;
- I promise to be at work all days and to do the work assigned to me, in line with my contractual obligations;
- I am NOT in Education, NOT in Employment and NOT in Training (NEET) – not involved in any form of studies for the entire period of my contract;
- I am NOT receiving any government grant (NSFAS, Funza Lushaka, including R350 social relief of distress grant);
- I am NOT receiving any other form of STIPEND, WAGE or SALARY;
- I do not have criminal record/s;
- I was not unfairly advantaged above others due to staff members (SMT or SGB) knowing me; and
- I am NOT participating in any Learnership.

\_\_\_\_\_  
 SIGNATURE

\_\_\_\_\_  
 DATE

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