

NATIONAL NATIONAL COUNCIL OF PROVINCES

WRITTEN REPLY

QUESTION 706.

DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 16/09/2022

INTERNAL QUESTION PAPER: 33/2022

706. Ms D C Christians (Northern Cape: DA) to ask the Minister of Basic Education: to ask the Minister of Basic Education:

Presidential Youth Employment Initiative

(1) (a) Who is responsible for recruitment and monitoring to ensure that beneficiaries gain full benefit from participating in the Presidential Youth Employment Initiative and (b) what type of training is given to the youth during such a programme;

(2) whether each province will provide a briefing on the (a) successes and/or (b) failures of such a programme (details furnished); if not, what is the position in this regard; if so, when will each province present its report?

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Response

(1) (a) Who is responsible for recruitment and monitoring to ensure that beneficiaries gain full benefit from participating in the Presidential Youth Employment Initiative and (b) what type of training is given to the youth during such a programme;

1. (a) The Department of Basic Education (DBE) provided the Provincial Education Departments (PEDs) with the Implementation Framework for the implementation of Presidential Youth Employment Initiative. The PEDs are implementing the PYEI through school representing the employer. The DBE also provided provinces with a monitoring framework that highlights what will be monitored, when the monitoring will take place as well as the forms of monitoring that will be used. By virtue of National Education Policy Act (NEPA), the DBE is responsible for the monitoring support and oversight of the initiative. The DBE monitored the initiative using the following methods: at the planning stage - the DBE did on-site monitoring support visits. These visits were meant to check the state of readiness for PEDs to implement the initiative. The next monitoring was during the phase on interviews or transitional phase, where DBE used three different methods to monitor that phase. The DBE used telephonic surveys where selected school principals were called to ascertain key issues identified, the second method being that of issuing the survey for all schools to respond to on key issues identified and the last method being the physical on-site monitoring visits.

For Phase III alone, the DBE did three physical monitoring visits, monthly surveys that principals had to respond to – a total of five (5) surveys were issued and completed by more than 12 000 principals and lastly one telephonic survey.

(b) The Training offered to the youth is both informal and formal training. The informal training is mainly on the job training that the youth receive from the schools where they are placed in. This training is mainly on soft skills and competences by being part of a professional work environment. Among these are team work, communication, leadership, building self-confidence and resilience, collaboration, creativity, work ethic, time management and more. These soft skills are valuable in the automated workplace, where machines are less likely to excel.

The formal training was provided by the DBE and Provinces where partners came forward to support the initiative. Key among the training received was Online Safety, offered by Digify Africa, Artificial Intelligence in the Fourth Industrial Revolution (AI in the 4IR) offered by the University of Johannesburg, and Digital Literacy offered by NEMISA.

Handymen and women were offered training on trade skills such as painting, plastering, bricklaying, carpentry, glazing, tiling, landscaping and piggery farming.

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Reading Champions were provided with training on how to inculcate reading in schools, how to support learners to read for meaning, how to start reading corners and clubs and their building of libraries.

Child and Youth Care Workers were trained on how to support learners that have psychosocial challenges, how to identify learners with challenges, steps to follow in referring to the relevant authorities, generally how to be there and present for any learner that needs an ear to listen to.

Sport Enrichment Assistants were provided with training on sporting codes as well as some games that could get learners to play in schools.

(2) whether each province will provide a briefing on the (a) successes and/or (b) failures of such a programme (details furnished); if not, what is the position in this regard; if so, when will each province present its report?

The Department of Basic Education together with provincial education departments held two day workshops in all the nine provinces in the months of March, April and May 2022. The workshops were attended by various stakeholders. The purpose was to provide project updates, but also to get views of all stakeholders regarding the initiative. All provinces provide closeout reports signed off by the Head of Department after each phase that is implemented. After audit of the financial year, the DBE issues a report for each phase.

Each province also presents the report in their provincial executive.