

EDUCATION EMPLOYMENT INITIATIVE

Presentation to Teacher Unions
13 October 2020



PRESENTATION OUTLINE

- Background
- Funds Details
- DBE Recommendations
- Criteria used to determine funds allocation
- Roles and responsibilities of Education Assistants and Other Assistants as outlined in the Framework Agreement
- Possible risks to implementation and mitigation
- Process Map
- Additional guidelines documents shared by DBE
- Impact of the Project
- Recommendations

BACKGROUND

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- In April 2020, The State President, Mr Cyril Ramaphosa announced a **R500 billion fiscal stimulus package**. Subsequently, the Department of Basic Education (DBE) has submitted funding requests to the National Treasury for various projects including the Education Assistants Programme (EducAP), Janitors, Screeners, Caretakers and Cleaners.
- National Treasury has approved the funding request and has made a **R7 billion allocation for the Basic Education Employment Initiative, of which R6 998 billion is allocated to provinces and R 1. 2 million to DBE for monitoring and oversight.**
- The Basic Education Employment Initiative will **(a) provide 200 000 education assistants and 100 000 other assistants** to schools to ensure continued learning and teaching in a safe environment and **(b) to support the saving** of SGB posts at fee-paying schools and posts at government subsidized independent schools.

FUNDS DETAILS

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The R7 billion allocation will be divided as follows:

- **R 4,47 billion to employ 200 000 Education Assistants (EA) and 100 000 Other Assistants (AO) - Janitors, Cleaners, Screeners, Caretakers, etc.;**
 - **EAs and OAs will** be paid a stipend of **R3 500 with 1%** contributed towards **UIF**;
- **R 1 200 000** for provincial **project management**;
- **R 1 200 000** is allocated to **DBE for** Support, Monitoring and Oversight;
- **Up to 1%** of provincial allocation may be used for training; and
- **Part** of the allocation should be **channeled to**:
 - **saving SGB posts** at fee paying schools – **R1,43 billion**; and
 - posts at **government subsidised independent** schools - **R 1,0 billion**

DBE RECOMMENDATIONS

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For employment of EAs and OAs (Janitors, Screeners, Cleaners, Caretakers, etc.):

- Allocation is for all public schools and special need schools (only);
- Recruitment to be from the **communities** where the **schools are located**;
- For **EAs**, priority should be given to **unemployed youth who are 18 – 24** years old with an NQF level 4 qualification;
- For **OAs**, priority should be given to **unemployed** youths of **up to 35 years of age** with/without NQF level 4 qualification;
- **SGBs** be **delegated** to recruit and appoint and **School Management Teams** be **delegated** to manage assistants;
- **SGBs** be **allowed to decide** on duties to be allocated, depending on the **specific needs** of the school and subject to **availability of funds**;
- **Sample of Job descriptions** will be provided by DBE;
- The portion of the **allocation be used for saving** of **SGB posts** at **fee paying** schools and **posts at government-subsidised independent** schools, will be contingent upon there being evidence of the inability to pay such posts.

CRITERIA USED TO DETERMINE FUNDS ALLOCATION

CONSIDERATIONS MADE WHEN CALCULATING FUNDS ALLOCATION

- Each school(Public and Special Needs) is allocated a **minimum of 2 EAs**.
- In allocating Education Assistants, provinces to prioritise: (a) **Schools for learners with Special Educational Needs**, (b) **Quintile 1 - 3** schools; (c) **Schools with multigrade classes**; (d) Rural and Township Schools.
- Additional EAs will be allocated as follows:
 - **Quintile 1 – 3** ratio of **1:72**.
 - **Quintile 4 – 5** ratio of **1: 147**.
- Allocation of EAs will be **capped** at **20** per school and at a **minimum of 10** per school
- OAs: **Q1 – Q3** ratio of **1:76:-** with minimum of **2 Screeners, 2 Cleaners, 2 Janitors** per school.
- Provinces may consider **the number of posts that are under threat** in deciding how much funds to allocate to **saving of SGB posts** at fee-paying schools and **posts at government subsidised independent schools**.

TOTAL NO. OF SCHOOLS AND LEARNERS

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

Source: school master list 2019

ALLOCATION EDUCATION ASSISTANTS

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

EDUCATION ASSISTANTS BUDGET PROJECTIONS

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

ALLOCATION OF FUNDS FOR SAVING OF SGB POSTS IN FEE PAYING SCHOOLS AND SUBSIDISED INDEPENDENT SCHOOLS

Independent Schools					SGB Posts			
Province	Number of subsidised learners	%	Proposed allocation R		Province	SGB paid educators in 2020	%	Proposed allocation R
EC	39,027	13.8%	138,251,444		EC	6,730	15.0%	214,455,638
FS	14,360	5.1%	50,869,673		FS	2,151	4.8%	68,542,953
GP	117,660	41.7%	416,805,413		GP	10,713	23.8%	341,376,411
KZN	32,100	11.4%	113,712,848		KZN	6,238	13.9%	198,777,751
LP	41,606	14.7%	147,387,438		LP	1,675	3.7%	53,374,917
MP	6,467	2.3%	22,909,065		MP	2,468	5.5%	78,644,356
NC	1,970	0.7%	6,978,639		NC	962	2.1%	30,654,729
NW	10,100	3.6%	35,778,809		NW	2,052	4.6%	65,388,257
WC	19,000	6.7%	67,306,670		WC	11,944	26.6%	380,602,992
Total	282,290	100%	R 1,000,000,000		Total	44,933	100%	R 1,431,818,003

SPLIT OF TOTAL ALLOCATION/TRANSFER PER PROVINCE

PROVINCE	Total transfer to EAs and OAs incl. UIF R	Independent Schools R	SGB Posts R	Project Man. Team R	Training R	Total Transfer to PEDs R
EC	789,049,032	138,251,444	214,455,638	1,200	7,812,367	1,150,768,479.57
FS	268,689,162	50,869,673	68,542,953	1,200	2,660,289	391,962,077.11
GT	581,557,054	416,805,413	341,376,411	1,200	5,757,991	1,346,696,868.21
KZN	1,041,480,683	113,712,848	198,777,751	1,200	10,311,690	1,365,482,973.26
LP	736,913,393	147,387,438	53,374,917	1,200	7,296,172	946,171,921.05
MP	369,173,421	22,909,065	78,644,356	1,200	3,655,182	475,582,024.27
NC	103,551,142	6,978,639	30,654,729	1,200	1,025,259	143,409,768.69
NW	332,610,364	35,778,809	65,388,257	1,200	3,293,172	438,270,602.01
WC	288,489,294	67,306,670	380,602,992	1,200	2,856,330	740,455,285.54
TOTAL	R 4,511,513,546	R 1,000,000 000	R 1,431,818,003	R 10,800 000	R 44,668,451	R 6,998,800,000
National DBE Project Team						R 1 200 000
Total Allocation						R 7 000 000 000

ROLES AND RESPONSIBILITIES OF EDUCATION ASSISTANTS AND OTHER ASSISTANTS AS OUTLINED IN THE FRAMEWORK AGREEMENT

ROLES AND RESPONSIBILITIES

- Schools maybe allowed **the flexibility to utilise** the Education Assistants and Other Assistants according to their **contextual needs**. The **roles and responsibilities** that can be **allocated** to Education Assistants and Other Assistants include, but are **not limited** to the following:
 - Provide **support to the teacher**, such as typing, photocopying, distribution of teaching materials, capturing of data, filing, record keeping, etc.
 - Support the teacher with **technical preparation** of the classroom for teaching and learning and ensure that teaching materials are available and ready for use.
 - Oversee learners to **ensure social distancing** to prevent the spread of COVID-19 in and out of the classroom settings such as in the library, laboratory, school events and during lunch breaks.
 - Provide **after school support to learners**, such as homework classes, sports events, cultural activities and school trips.
 - Support the **implementation of the COVID-19 Standard Operating Procedures** through daily screening and maintenance of a safe, secure and clean classroom environment.
 - Assist the **school to collect and collate COVID-19** school related data.
 - Carry out **administrative tasks** as required by the school.
 - Infrastructure data collection and collation.
 - **Operation and maintenance** of water supply & sanitation infrastructure.

ADDITIONAL GUIDELINES DOCUMENTS SHARED BY DBE

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Framework Agreement

- Possible Risks
- Process Map (Implementation Plan)
- Conditions of Service - Contract
- Sample Job Description
- Sample Advert
- Orientation Manual for Training of Education Assistants and Other Assistants

POSSIBLE RISKS TO IMPLEMENTATION AND MITIGATION

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Operational objective	Risk description	Mitigation
Recruitment of Education Assistants (EAs) and Other Assistants (OAs)	Delays in advertising EAs and OAs posts in all the nine provinces.	Advertisement will be localised at the school level.
Appointment of EAs and OAs	Irregular appointments	Verification of Identity documentation with the Department of Home Affairs.
		Applications to be accompanied by SAPS clearance certificate or a testimonial letter from school, local church or local chief.
	Delays in placements	<ul style="list-style-type: none"> A management plan outlining all the key dates and activities will be finalised and communicated with key stakeholders. Continuous monitoring

POSSIBLE RISKS TO IMPLEMENTATION AND MITIGATION

Operational objective	Risk description	Mitigation
Training of EAs and OAs	Restrictions to help curb the spread of COVID-19 making it impossible to roll out a mass training programme in the provinces.	Training of the EAs and OAs would have to be localised in schools where they will be deployed, according to the identified needs.
	EAs and OAs exposed to risk of contracting COVID-19	The training programme should include lessons on safety measures to minimise the spread of COVID-19.
Appropriate Utilisation of EAs and OAs	EAs and OAs are underutilised or used for purposes for which they are not appointed, e.g. teaching.	<ul style="list-style-type: none"> Engagements with school principals to ensure proper understanding of the role of EAs and OAs. Periodic surveys to monitor job satisfaction.

POSSIBLE RISKS TO IMPLEMENTATION AND MITIGATION

Operational objective	Risk description	Mitigation
Remuneration	Incorrect payments	Applicants to submit letter from bank confirming active bank account, matched to an Identity number.
	Delays in effecting payments	Applicants to submit letter from bank confirming active bank account, matched to an Identity number. Schools that are able to handle payments may be permitted to do so

PROCESS MAP

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DELIVERABLES	PROGRESS	TIME FRAMES
Drafting of concept note	Feedback received in a meeting with National Treasury.	Completed
Drafting of budget proposal	Feedback received from National Treasury.	Completed
Consolidation of project plan	Align project plan with the concept of Education Assistants and Other Assistants and its implementation.	September
Submission of project plan to National Treasury	Project plan will be submitted to National Treasury once inputs from Senior Management have been received and incorporated.	October
Present final project plan to Provinces	Project plan will be presented at Provinces/ HEDCOM/ CEM once inputs from Senior Management have been received and incorporated.	October

PROCESS MAP

DELIVERABLES	PROGRESS	TIME FRAMES
Draft Framework	A draft implementation framework has been drafted and submitted to PEDs for inputs	September/October
	Finalised implementation framework submitted to National Treasury	October
Provincial Business Plans	PEDs draft the detailed business plans based on the Framework and submit to Provincial Treasuries (PT)/DBE	October
	Business Plans are submitted for HODs approval then to PT	October

PROCESS MAP

DELIVERABLES	PROGRESS	TIME FRAMES
DBE briefed of expected outcome of project	Presidency Briefing DBE and other role players on what is expected of this project	October
Share project plan with PEDs	Project plan will be shared with PEDs once all the preceding steps have been implemented.	October
PEDs to share the project plan with Districts and Districts with schools	Share the plan with Districts and schools	October
Schools embark on a recruitment drive	<ul style="list-style-type: none"> • Advocacy • Advertising • Communication through local structures such as QLTC 	October
Schools conduct interviews of prospective Education Assistants and Other Assistants	<ul style="list-style-type: none"> • Shortlisting • Invitation to interview • Interview and Selection 	October

PROCESS MAP

DELIVERABLES	PROGRESS	TIME FRAMES
Successful candidates appointed	<ul style="list-style-type: none"> • Appointment and Placement • Signing of contracts • Orientation and Training • Workplans / Job descriptions • Assigning a mentor to EAs and AOs 	November
PEDs submit expenditure reports to the DBE	Monthly expenditure and number of posts reports	Monthly
PEDs submit Monthly performance reports to DBE	9 PEDs Performance Reports with disaggregated data submitted to DBE	Nov, Dec 2020, Jan, Feb, Mar 2021,
Approved DBE Performance Report submitted to National Treasury	3 rd Quarterly Report 4 th Quarterly Report	15 February 2021 15 May 2021

IMPACT OF THE EDUCATION EMPLOYMENT INITIATIVE

- **Reduction of unemployment** with 300 000 youth employed
- SGB posts and posts at government subsidised independent schools will be saved
- Teachers will be supported with **administrative tasks** and **classroom management**
- Teachers will be supported with **sports coaching** and **cultural activities**
- The sector will have **reliable data**
- Learners will be supported with **Homework** and **reading**
- Schools will be **clean**
- School buildings will be **maintained**
- Water supply and sanitation infrastructure will be **operational** and **maintained**
- **Vandalism** in schools will be **reduced**
- Schools will have **vegetable gardens**
- Assistants will have **relevant skills** that can be applied in **future jobs**

RECOMMENDATIONS

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- It is recommended that Teacher Unions:
 - Notes **319 000** contract jobs in the Basic Education Sector to be created for the youth at age 18 – 35 years
 - Notes the role of DBE – oversight and monitoring

