



**OFFICE OF THE HEAD OF DEPARTMENT**

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**INTERNAL MEMORANDUM**

**TO :**

- DEPUTY DIRECTOR GENERALS**
- CHIEF FINANCIAL OFFICER**
- CHIEF DIRECTORS**
- DIRECTORS**
- CES's LABOUR RELATIONS**
- DEPUTY DIRECTORS: HRA&P**
- DEPUTY DIRECTORS: FINANCE**
- DEPUTY DIRECTORS: HRD**
- CMC HEADS**
- CIRCUIT MANAGERS**
- ALL PUBLIC-SCHOOL PRINCIPALS**
- LABOUR UNIONS**
- SCHOOL GOVERNING BODIES**

**FROM :** **HEAD OF DEPARTMENT**

**DATE :** **5 OCTOBER 2021**

**SUBJECT :** **PROVINCIAL GUIDELINES FOR RECRUITMENT AND APPOINTMENT OF EDUCATION ASSISTANTS AND GENERAL SCHOOL ASSISTANTS FOR THE PRESIDENTIAL EDUCATION EMPLOYMENT INITIATIVE**

**1. BACKGROUND**

- 1.1. This memorandum serves as a recruitment and appointment guideline to all public ordinary and special schools who will be embarking in the implementation of the Presidential Education Employment Initiative (PEEI) Phase 2.
- 1.2. All school principals (School Project Managers) are required to adhere to this guideline and no deviations will be accepted as this guideline will serve as a base for audit of all recruitment processes in line with the grant framework.
- 1.3. All District Project Managers, District Project Coordinators, CMC Heads and Circuit managers are required to strictly monitor the implementation of the recruitment and appointment guidelines.

## 2. RECRUITMENT

2.1 The recruitment of all EAs and GSAs that will be placed in public ordinary and special schools is implemented through the following strategies:

- SAmobi/Harambee (Zero Rated)
- Sayouth.me/DBE (3MB of data to apply)

5.1 The closing date for all applications is 10<sup>th</sup> October 2021

2.3 No walk-in or physical applications will be accepted by all schools

## 3. CATEGORIES OF EAS AND GSAS

3.1 Participants will be appointed in various EAs and GSAs categories, the following table shows the categories which participants will be appointed under:

<b>EDUCATION ASSISTANT</b> <i>Assist with teaching and learning in classrooms</i>	<b>GENERAL SCHOOL ASSISTANT</b>
<p>Sub-categories with the following duties:</p> <ol style="list-style-type: none"> <li>1. Curriculum/Sector Priority (Mathematics, Science, Technology, Literacy, Numeracy)</li> <li>2. ICT/eCadres</li> <li>3. Reading Champions</li> </ol>	<p>Sub-categories with the following duties:</p> <ol style="list-style-type: none"> <li>1. Infrastructure Maintenance (Handyman)</li> <li>2. Psychosocial Support - Child and Youth Care Worker (CYCW)</li> <li>3. Sport Enrichment Assistant (SEA)</li> </ol>

#### 4. REQUIREMENTS

Public Ordinary Schools	Special Schools
<ul style="list-style-type: none"> <li>Youth at age 18 – 35 years (18 or above when applying, or turning 35 in the year of application)</li> <li>Youth residing at the location of the school</li> <li>One opportunity per household</li> <li>Meet requirements per category and sub-category applied for</li> <li>Good performance (if participated in phase 1)</li> <li>Youth, NOT in Education, NOT in Employment, NOT in Training (NEET)</li> <li>Youth NOT receiving government grants (NSFAS, Funza Lushaka, other COVID grant/s,</li> <li>Youth NOT receiving any other form of STIPEND, WAGE or SALARY</li> <li>Youth WITHOUT criminal record/s</li> <li>Youth should be encouraged to vaccinate so as to minimise the health risk within the school environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>No Age restrictions</b></li> <li><b>No qualifications</b></li> <li><b>Prioritise former learners from the schools</b></li> <li>Youth residing at the location of the school</li> <li>One opportunity per household</li> <li>Meet requirements per category and sub-category applied for</li> <li>Good performance (if participated in phase 1)</li> <li>Youth, NOT in Education, NOT in Employment, NOT in Training (NEET)</li> <li>Youth NOT receiving government grants (NSFAS, Funza Lushaka, other COVID grant/s,</li> <li>Youth NOT receiving any other form of STIPEND, WAGE or SALARY</li> <li>Youth WITHOUT criminal record/s</li> <li>Youth should be encouraged to vaccinate so as to minimise the health risk within the school environment.</li> </ul>

#### MINIMUM REQUIREMENTS PER CATEGORY

Job Category	Minimum Requirements
Curriculum Assistants	<p>For Education Assistants that will be supporting teaching and learning in the classroom, the candidate should have passed Matric and at least 40%</p> <p><b>Foundation Phase, Intermediate and Senior Phases</b></p> <ul style="list-style-type: none"> <li>Proficient in the Language of Learning and Teaching (LoLT) of the school they are placed at;</li> </ul>



	<ul style="list-style-type: none"> <li>Fully fluent in Home Languages used at school reading, speaking and writing;</li> <li>Proficient in the school's First Additional Language;</li> <li>Passionate about languages (Home and First Additional Languages) of the schools they are placed in;</li> <li>Passionate about Mathematics;</li> <li>Knowledge of subject choices, subject combinations and how they link with various career paths (Senior Phase).</li> </ul> <p><b>FET Phase</b></p> <ul style="list-style-type: none"> <li>Proficient in the Home Language used at school and in the school's Language of Learning and Teaching (LoLT);</li> <li>Passionate about the FET subjects they have been placed to assist teachers in;</li> <li>Knowledge of subject choices, subject combinations and how they link with fields of further studies, learnerships and various career paths.</li> </ul>
<b>eCadres</b>	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
<b>Reading Champions</b>	<p>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.</p> <p><b>Foundation Phase</b></p> <ul style="list-style-type: none"> <li>Fully fluent in Home Language used at school (oral and writing)</li> <li>A good reader</li> </ul> <p><b>Intermediate and Senior Phase</b></p> <ul style="list-style-type: none"> <li>Proficient in Home Language used at school and in the school's Language of Learning and Teaching (LoLT) which may be English or Afrikaans</li> <li>A good reader</li> </ul>
<b>Handymen</b>	<ul style="list-style-type: none"> <li>Certificate in trade</li> <li>Knowledge of any infrastructure maintenance jobs</li> </ul>



	<ul style="list-style-type: none"> <li>For Handyman placed as General School Assistant, the candidate should have passion for infrastructure related jobs environment</li> </ul>
<b>Sport and Enrichment Assistants (SEA)</b>	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.
<b>Child and Youth Care Workers (CYCW)</b>	<p>For the youth placed as Child and Youth Care Workers, the candidate should have passed matric.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Grief work, peer support groups, Lifebook activities and other psychosocial support.</li> <li>Case management of child protection matters and gender-based violence.</li> <li>Tailored educational support to learners.</li> <li>Structured developmental programmes addressing topics such as substance abuse, sexual and reproductive health and other relevant topics</li> <li>Life space counselling, one-on-one and group sessions.</li> </ul>

## 5. STIPEND

5.1 All EAs and GSAs will receive a monthly stipend of R3 817.44 and a contribution of R182.56 to UIF.

## 6. DURATION

6.1 The duration of the PEEI Phase 2 will be 5 months running from 1<sup>st</sup> November 2021 to 31<sup>st</sup> March 2022.

## 7. RECRUITMENT PRINCIPLES

<b>Education Assistants</b>	<b>General School Assistants</b>
<ul style="list-style-type: none"> <li>should come from the community where their school is located</li> <li>Schools are discouraged from NEPOTISM, therefore discouraged from advantaging</li> </ul>	<ul style="list-style-type: none"> <li>should come from the community where their school is located</li> <li>Schools are discouraged from NEPOTISM, therefore discouraged from advantaging</li> </ul>



youth related to staff members or SGB members	youth related to staff members or SGB members
<ul style="list-style-type: none"><li>• To ensure that the initiative reach 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</li><li>• ensure that there is a fair distribution of appointments within the local community, it would be preferable where possible to limit appointment to <b>one per household</b></li><li>• should be unemployed youth between the ages of 18 - 35, not in training, employment or studying (NEET)</li><li>• Will include – Assistants that are placed to assist with Curriculum, Reading and eCadres/ICT</li><li>• should be in possession of a minimum of an NQF Level 4 qualification, however an NQF Level 7 will be an added advantage</li><li>• (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</li></ul>	<ul style="list-style-type: none"><li>• To ensure that the initiative reach 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</li><li>• ensure that there is a fair distribution of appointments within the local community, it would be preferable where possible to limit appointment to <b>one per household</b></li><li>• should be youth who between the ages of 18 - 35 years old, not in training, employment or studying (NEET)</li><li>• 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).</li><li>• General School Assistants an NQF Level 4 qualification is not a requirement; however, having such a qualification or higher will be an added advantage</li></ul>





<ul style="list-style-type: none"><li>• 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</li><li>• LSEN schools will have a concession, whereby their assistants will be based on the school need, NO age restrictions and NO qualification requirement.</li></ul>	<ul style="list-style-type: none"><li>• applicants with qualifications in infrastructure/construction OR Sports OR Arts, OR Child and Youth Care Workers should be prioritised</li><li>• (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</li><li>• 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</li><li>• LSEN schools will have a concession, whereby their assistants will be based on the school need, NO age restrictions and NO qualification requirement.</li></ul>
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## 8. Appointment procedures

8.1 The following appointment procedures will follow after the closing date of the applications:

- Provincial office will receive the long and short list from SAYouth.mobi
- The District office will receive the long and short list of applicants in their District from the Provincial office.
- CMC heads and Circuit Managers will receive the long and short list from both SAYouth.mobi and the District office.



- Schools will receive the long and short list from CMC heads, Circuit Managers and SAYouth.mobi
- School Governing Bodies (SGB) to constitute interview panels
- School Principal(s) to communicate and appoint interview panel(s) in writing and submit to the relevant Circuit manager.
- Circuit Managers to consolidate and safeguard all records from the interview process.
- Circuit manager(s) to guide interview process in line with the HRA standard operating procedures for appointment.
- SGB's/ interview panels shortlist candidates from the SAYouth.mobi masterlist.
- SGB's/ interview panel invites candidates for interviews
- SGB's/ interview panels to prepare interview questions on the date of interview.
- SGB's/ interview panel conduct interviews
- SGB's/ interview panel recommends successful candidates
- Principal consolidate a report of the interviews and attach all relevant documents (C.V, certified I.D/pasport copies, certified qualifications (where applicable), testimonial, police clearance, declaration letter by applicant).
- Circuit Managers receives recommendations of successful candidates and quality assure the recommendations if they are inline with the grant framework as well as letter of allocation per school.
- Circuit Manager to process recommendations and attach a signed checklist by both the Circuit Manager and Principal that supports recommendations of the schools
- SGB's offer contracts to successful candidates
- School Admin to capture the appointed youth on the Data Management System (BHELELA & SASAMS)
- Principal and or SGB chair to approve the captured youth and submit through the app to the District.





- Districts Project Coordinator (Deputy Director HRA & P) to verify and support the appointment to check if the appointments meets the requirements of the grant framework.
- District Project Manager (District Director) to approve all appointments.
- District Project Coordinator to prepare appointment letters and submit to Circuit Managers.
- Circuit Managers receives appointment letters to be send to schools.
- School Principal(s) and candidate to sign the appointmnet letter
- Original appointment letter to be given to the candidate(s) and the school to file a copy in the EA/GSA personal file.
- School Principal and candidate signs assumption of duty
- All signed assumption of duty to be filed in the EA?GSA personal file.
- Appointment letters and assumption of duty to be loaded to the Data Management System (BHELELA & SASAMS).

8.2 Dstrict Project Team is requested to meet and discuss all guidelinse in order to implement the guidelines effectively and efficiently.


8.3 CMC Heads and Circuit managers are to deceminate and train all shool Principals on the guidelines to ensure the guidelines are implemented effectively and efficiently

8.4 Attached to the memo is Himan Resource checklists forms which are to be signed by all relevant officials.

## 9. KEY DATES TO NOTE

Activity	Timeline	Channel	Responsibility
SA Youth Advertisement.	27 September 2021 - 10 October 2021	<ul style="list-style-type: none"> <li>SA Youth mobi.</li> <li>Social Media Platforms.</li> <li>Local radio stations.</li> <li>Local newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Primary: SA Youth.</li> <li>DBE.</li> <li>Provincial Project Team</li> <li>District Project Team</li> </ul>
Advocacy.	27 September - 10 October 2021	<ul style="list-style-type: none"> <li>SA Youth mobi.</li> <li>Social Media Platforms.</li> <li>Local radio stations.</li> <li>Local newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>SA Youth.</li> <li>DBE</li> <li>Provincial project team</li> <li>District Project Team</li> <li>SGBs.</li> <li>SMTs.</li> </ul>
Selection/sifting.	11 October 2021 - 15 October 2021		SA Youth.
Sending of the list of applications to Provinces / Districts	15 October 2021 - 17 October 2021	Emails.	SA Youth.
SMT and SGBs form panels.	18 October 2021 - 22 October 2021	At the school.	SGBs and SMTs.
SMT and SGBs Shortlist qualifying candidates.	18 October 2021 - 22 October 2021	At the school.	SGBs and SMTs.
SMT and SGBs *invite shortlisted candidates and interview and recommend for Placement.	18 October 2021 - 22 October 2021	At the school.	SGBs and SMTs/ Principal
School Admin Capture approved candidates on National Data	18 October 2021 - 22 October 2021	NDMS/SASAMS	Principals

**Yours in quality education**



**DR N. MBUDE**  
**HEAD OF DEPARTMENT**



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