



# PLANS FOR SKILLS TRANSFER

TO THE YOUTH PLACED IN SCHOOLS FOR THE IMPLEMENTATION OF PHASE II OF THE  
PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE (PYEI)

NOVEMBER 2021 – MARCH 2022



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



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS

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## 1. Overview

The Basic Education Sector is implementing Phase II of the Presidential Youth Employment Intervention (PYEI) from November 2021 to March 2022. This forms an integral part of the Presidential Employment Stimulus (PES). The key focus, in line with the Economic Reconstruction and Recovery Plan, is to support public employment and protect livelihoods. Through the PYEI, the Sector aims to provide more than 287 424 employment opportunities to young people in South Africa, in the 18 – 35-year-old age category.

To facilitate implementation of Phase II, the National Treasury has granted a conditional allocation of R6 billion to Provincial Education Departments (PEDs), which will be disbursed as an add-on to Equitable Share in the 2021/ 22 Financial year. R414 million is earmarked for the implementation of training by the Provinces. The table below summarises the allocation to each PED and provides a breakdown of the funding into separate components:

Table 1: Breakdown of funding allocation for Phase II of PYEI

PROVINCE	NUMBER OF JOB OPPORTUNITIES	STIPENDS R'000	1 % OF THE EMPLOYER CONTRIBUTION R'000	TRAINING (INCLUDES DATA COSTS FOR ONLINE TRAINING) R'000	OPERATIONAL BUDGET R'000	TOTAL R'000
EC	40 316	R769 513	R7 695	R58 070	R6 314	R841 591
FS	16 020	R305 771	R3 058	R23 074	R2 509	R334 412
GT	50 816	R969 941	R9 699	R73 195	R7 958	R1 060 793
KZN	64 117	R1 223 819	R12 238	R92 353	R10 041	R1 338 452
LP	38 429	R733 504	R7 335	R55 352	R6 018	R802 210
MP	24 568	R468 935	R4 689	R35 387	R3 847	R512 859
NC	6 793	R129 666	R1 297	R9 785	R1 064	R141 811
NW	19 221	R366 877	R3 669	R27 686	R3 010	R401 242
WC	27 144	R518 101	R5 181	R39 097	R4 251	R566 630
<b>TOTAL</b>	<b>287 424</b>	<b>R5 486 127</b>	<b>R54 861</b>	<b>R414 000</b>	<b>R45 012</b>	<b>R6 000 000</b>

Six (6) key training programmes have been identified to equip the assistants with portable skills, to prepare them to fulfil their duties and improve their employability beyond their participation in the PYEI. In addition to the key training programmes, all participants are 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. Over and above these, all assistants will be able to receive training in digital literacy.

The 287 424 employment opportunities are categorized into Education Assistants (EAs) and General School Assistants (GSAs). In terms of the breakdown, two-thirds of the appointed youth will be EAs and one-third will be GSAs. As such, nationally there should be 191 616 EAs and 95 808 GSAs. The table below summarises the provincial breakdowns.

Table 2: Provincial and national breakdown of the number of EAs vs GSAs

PROVINCE	NUMBER OF EMPLOYMENT OPPORTUNITIES PER PROVINCE	EAs (2/3 OF THE TOTAL EMPLOYMENT OPPORTUNITIES)	GSAs (1/3 OF THE TOTAL EMPLOYMENT OPPORTUNITIES)
EC	40 316	26 877	13 439
FS	16 020	10 680	5 340
GT	50 816	33 878	16 939
KZN	64 117	42 745	21 372

PROVINCE	NUMBER OF EMPLOYMENT OPPORTUNITIES PER PROVINCE	EAs (2/3 OF THE TOTAL EMPLOYMENT OPPORTUNITIES)	GSAs (1/3 OF THE TOTAL EMPLOYMENT OPPORTUNITIES)
LP	38 429	25 619	12 810
MP	24 568	16 379	8 189
NC	6 793	4 529	2 264
NW	19 221	12 814	6 407
WC	27 144	18 096	9 048
<b>Total</b>	<b>287 424</b>	<b>191 616</b>	<b>95 808</b>

The two major categories are further divided into subcategories, as represented in the table below:

Table 3: Subcategories of EAs and GSAs

EAs	GSAs
Sub-categories with the following duties: 1. Curriculum 2. ICT/eCadres 3. Reading Champions	Sub-categories with the following duties: 1. Infrastructure Maintenance (Handymen) 2. Psychosocial Support - Child and Youth Care Workers (CYCWs) 3. Sport and Enrichment Assistants (LSAs)

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 improved employment prospects. This will leverage on existing partnerships, some of which supported the implementation of Phase I. 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 and providing psychosocial support to learners.

The outbreak of COVID-19 in South Africa in 2020, and the subsequent implementation of a national lockdown to curb the spread of infections resulted in the curriculum being trimmed. By providing **EAs (curriculum)** to schools, there is an opportunity to ensure that the time allocated for each lesson is maximised and utilized for teaching and learning. Among other things, the EAs (curriculum) will help reduce the burden on teachers to attend to administrative tasks.

School will be required to appoint at least one **eCadre**, in line with their needs. The eCadres will add value in the classroom by assisting teachers and learners with troubleshooting of ICT equipment, and uploading educational content on the learners' and teachers' devices. The need for this transformation is crucial, given that the COVID-19 pandemic has highlighted the need to deploy ICTs to facilitate teaching and learning, where lessons can be provided virtually.

The appointment of **Reading Champions** will contribute towards improving the culture of reading among learners. Reading Champions deployed in the Foundation Phase will also make a contribution towards improving early grade reading. In Phase I, Reading Champions have assisted in reviving school libraries and creating reading corners and starting reading clubs. This is in line with the sector priority of improving early grade reading.

The focus will also be on appointing **Child and Youth Care Workers (CYCWs)**, who can provide learners with psychosocial support within a COVID-19 context. This critical psychosocial support, even on an elementary level, will assist in reducing the risk of learners dropping out of the system. It can also contribute to an improvement in learner behaviour and learning outcomes.

GSAs appointed as **Handymen** will support schools in basic infrastructure maintenance. These cadre of youth will be provided with the necessary training to ensure that they do a good quality of work.

To support the implementation of sports, arts and culture activities in public schools, among the GSAs, schools will be required to appoint **Sport and Enrichment Assistants (SEAs)**. This will be a new component, which was not part of Phase I.

## 2. Broad over-arching aims for training and skilling of EAs and GSAs

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 intervention. One of the minimum requirements will be for the youth to be in possession of a minimum of NQF Level 4 qualification. Since EAs will be required to work with teachers and learners in classrooms, having an NQF level 7 qualification will be an added advantage. No qualification is required for youth recruited as GSAs, however trade certificates will be an added advantage.

The initiative further seeks to mitigate the fallout of the COVID-19 academic disruptions. 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 initiative, 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.

## 3. Objectives

The PYEI- positions the Basic Education Sector to address systemic challenges, to begin to make strides towards a post-COVID-19 future and building back better, 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** to bring **efficiency** and **effectiveness** to the system through the capacity provided in a form of Assistants
- (b) To provide **support for sector priorities such as Mathematics, Science and Technology (MST), Reading and Literary** through the provision of Educations Assistants with a role of supporting teacher in classrooms and that of encouraging reading 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 learners, educators and visitors to the schools – through the provision of General School Assistants.
- (d) To provide **psychosocial support** to learners through provision of Child and Youth Care Workers as well as **ensuring that extracurricular activities** are supported in schools through 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 lack capacity or 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 have put in place in schools.
- (f) To strengthen the **governance, accountability and management of SGBs and SMTs in schools**, where the project will be implemented and managed.

## 4. List of training areas to achieve the objectives of the PYEI-

Table 4: List of training areas and numbers targeted for training

FOCUS AREA	TARGET
1. General Orientation + SOP (COVID-19) & NSSF	287 000
2. Curriculum	191 000
3. eCadres (ICT)	22 000
4. Reading Champions	22 000
5. Sport and Enrichment Assistants (SEA)	22 000
6. Child and Youth Care Workers (CYCW)	900
7. Handyman (School Infrastructure)	22 000
8. Digital Skills	287 000

## 5. Requirement for placement

- (i) EAs should be unemployed youth between the ages of 18 – 35 years old, Not in Education, Employment, or Training (NEET);
- (ii) EAs category will include Assistants that are placed to assist with Curriculum, Reading and eCadres.
- (iii) GSAs should be youth between the ages of 18 – 35 years old, and in the NEET category;
- (iv) GSA category will include – Assistants that are placed to assist with Infrastructure Maintenance as Handyman, CYCW to assist with Psychosocial Support and SEAs to assist with sport, arts and cultural activities.
- (v) EAs should be in possession of a minimum of an NQF Level 4 qualification, however an NQF Level 7 will be an added advantage;
- (vi) For GSAs, an NQF Level 4 qualification is not a requirement; however, having such a qualification or higher will be an added advantage;
- (vii) For GSAs, applicants with qualifications in ICT/IT, infrastructure and CYCW should be prioritised;
- (viii) Both EAs and GSAs at a school for Learners with Special Education Needs (LSEN) may be a person with a disability, in the NEET category, and from age 18 years and older. The school should determine the suitability of such a person to work with LSEN;
- (ix) in selecting suitable candidates, consideration should be made to prioritise female applicants and people with disabilities (The project is targeting a minimum of 2% for placement of youth with disabilities and 65% females).

## 6. Selection criteria per sub-category

The selection of EAs / GSAs will be done at school level. The selection criteria for the various categories and sub-categories is as stated below:

- A. Curriculum Assistants
  - For EAs that will be **supporting teaching and learning in the classroom**, the candidate should have passed Matric and at least 60%
- B. Reading Champions
  - For Reading Champions, the candidate should have passed English as a subject at Matric level and have a 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

### **C. eCadres**

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

#### *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).

### **Further Education and Training (FET) Phase**

- Proficient in the Home Language used at school and in the school's 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. Handyman**

- Trade Certificate
- Knowledge of any infrastructure maintenance jobs
- The candidate should have passion for infrastructure related jobs environment

### **E. Sport and Enrichment Assistants (SEAs)**

- the candidate should have or passion for Sports, OR Arts and Culture.

### **F. Child and Youth Care Workers**

- The candidate should have passed matric or be in possession of a Level 4 certificate in CYCW or any of the Health profession certificates.

### **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.

## **7. Alignment of national and provincial training plans**

To ensure that the areas of training that the National Department of Basic Education has identified are covered in the training by provinces, it will be required that the PEDs draft training plans that are aligned to this national plan. The plans will be submitted to DBE for inputs and concurrence.



## 8. Number of schools per quintile as per school master list of September 2020

PROVINCES	Q1	Q2	Q3	Q4	Q5	LSEN	TOTAL NUMBER OF SCHOOLS
EC	1 910	1 469	1 612	89	120	47	5 247
FS	465	191	237	61	93	22	1 069
GT	274	259	418	478	640	141	2 210
KZN	1 935	1 738	1 233	465	428	72	5 871
LP	1 476	1 562	570	30	66	35	3 739
MP	493	445	354	196	158	16	1 662
NC	170	118	118	76	61	11	554
NW	511	303	486	129	12	32	1 473
WC	272	172	205	340	467	73	1 529
<b>NATIONAL TOTAL</b>	<b>7 506</b>	<b>6 257</b>	<b>5 233</b>	<b>1 864</b>	<b>2 045</b>	<b>449</b>	<b>23 354</b>

## 9. Compulsory modules that youth must access

PEDs are required to ensure that the youth placed in Phase II of the PYEI- receive a generic orientation and training in basic digital literacy so that they are equipped with skills and knowledge to operate in the schooling environment. The training in basic digital literacy is indispensable as a Twenty-first Century skill and will place the youth in good stead in their future career prospects.

The PEDs MUST ensure that all the assistants are adequately prepared to operate in a working space that requires them to interact with vulnerable children, especially those vulnerable to sexual abuse and harassment. Therefore, arrangements have been made for all youth placed in PYEI, to complete a two-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, before they come into contact with children. The youth will also be required to undergo orientation in the Standard Operating Procedures for COVID-19.

The above mentioned four modules are compulsory for all assistants, and would therefore form part of all training areas offered. Meaning the compulsory two-hour online training on the **NSSF** and the **Protocol for the Management and Reporting of Sexual Abuse and Harassment in Schools**.

### Orientation of Officials

In preparation for the implementation of Phase II of the initiative, the DBE has planned an orientation of the EAs and GSAs, where the cascading model will be used. Two training teams will be constituted as the 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 Education Assistants and General School Assistants. The PEDs will be encouraged to nominate the officials that will serve in the PCOT.

### Generic Orientation and Digital Literacy for Assistants

The DBE has developed an orientation programme for the Assistants. Schools will be expected to provide overall mentoring, training and support for the assistants, based on specific responsibilities allocated. The Assistants will be assigned a supervising teacher in the school. The DBE will also determine the framework for monitoring, oversight and reporting. This orientation programme will provide the Assistants with an extensive background in completing many different tasks a teacher might need help with and will equip the Assistants to provide exceptional support to the educators they are assigned to work with. The Orientation Manual will be made available in an electronic interactive format that can be completed on-line and in soft copy for people who might have connectivity challenges.

## 10. How should teachers work with Education Assistants

A teacher is entrusted with the responsibility to mould and guide the EAs that they are assigned to work with in order to maximise their potential in both the classroom and extra-mural activities. In order to attain this objective, the teacher must nurture talent and present the following responsibilities which the EA must execute:

- Prepares the classrooms/ laboratories for lessons;
- Ensures compliance with COVID-19 protocols;
- Marks the register;
- Distributes worksheets or resources for use during the lesson;
- Collects materials such as Atlases, maps, globes, etc. that were used during the lesson and stores them;
- Distributes marked learner books or collects books to control classwork/ homework/ assignments;
- Appraises the teacher of any matter that warrants his/her attention;
- Maintaining classroom behaviour;
- Supporting learners and assisting them to complete tasks;
- Supervising learners as they work in groups;
- 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;
- The EA can also be responsible for the supervision of study periods, provide extra classes, or assist learners with homework to keep learners engaged.
- Under the direction/ support of a teacher, the EA can provide additional support to learners who are lagging behind with their school work.
- **Foundation and Inter-Sen Phases EAs may also assist teacher/s as follows:**
  - Improve foundational skills of reading for meaning and writing
  - Create awareness about occupations
  - Instill aspiration to pursue a career
  - Organize games and plan role-playing activities to show case different careers.
  - Assist in the development of Self-concept.
  - Source and disseminate worksheets to assisting learners in building positive Self-concept and understanding themselves better
- **FET Phase EAs may also assist the teacher as follows:**
  - Facilitate sound career planning decisions based of informed choices about Post School Education and Training (PSET) opportunities
  - Timely application for admission to relevant programmers
  - Applications for funding;
  - Assist learners in recognizing progression routes from their subjects and think about how they may be used in the world of work
  - 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):**
  - Homework assistance - One-on-One assistance to struggling learners
  - Task/ Question Analysis – Assisting to deal with complex tasks/ questions;
  - Summarising notes as teachers teach to facilitate learner support afterwards; and
  - Assist in the creation and support peer learning groups.

## 11. Exit strategy

The Training Plan for Skill transfer is developed with the objective of gearing the youth to take up other learning and earning opportunities after they exit the PYEI. The proposed exit strategy is intended to build on the foundation that has been laid by the Programme in order to ensure that the youth can contribute meaningfully in the education sector as professional or support staff. The exit strategy is based on the theory of further learning and training; employment in the sector as well as in the private sector.

The proposed strategy has three legs: (1) further learning and training (2) Job Opportunities; (3) Small enterprise development (e.g. Opening own small businesses). The details of the exit strategy are provided in the Implementation Plan for Phase II of the PYEI.

## 12. Promotion of Access to Information Act (PAIA) and 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](mailto:PAIA-DIO@dbe.gov.za); tel. 012 357 3769/4151.

### 12.1 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.

### 12.2 Protection of Personal Information Act (POPI)

The Protection of Personal Information Act, Act No. 4 of 2013 (POPI) came 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; and
- (h) is processed in accordance with the rights of Data Subjects.

## 13. Plans for transfer of skills

### 13.1 Education Assistants – Curriculum

PROJECT TITLE	TRAINING OF EDUCATION ASSISTANTS AND EDUCATORS					
PROJECT DESCRIPTION	Develop training manuals for the Education Assistants and mediation of the training manuals to Provincial Subject Specialists. Phase 1 of the project followed a cascading model, where the training manuals were mediated to PED subject specialists through the National Subject Committee meetings, who were in turn expected to mediate the manuals to curriculum officials in the districts as well as teachers and the Education Assistants. The following subjects and grades were targeted:					
	Subjects	Foundation Phase (Gr 3)	Intermediate Phase (Gr 4 & 6)	Senior Phase (Gr 7 & 9)	FET Phase (Gr 10-12)*	
	Languages and Mathematics	Languages and Mathematics	Languages and Mathematics	High enrolment subjects: Languages; Mathematics, BCM subjects, Life Sciences, Physical Science, Technical Sciences, Geography and History		
PROJECT OBJECTIVE	<ul style="list-style-type: none"> <li>To train Education Assistants to support learners and teachers in the targeted subjects and grades</li> <li>Train teachers on how to effectively work with Education Assistants.</li> </ul>					
TARGET GROUP (DISAGGREGATED BY PEDs)	The table below gives an average estimation of the number of Education Assistants by Province that can be employed. The EAs will be placed in Quintiles 1-4 schools.					
	Province	FP (Grade 3)	IP (Grades 4 & 6)	SP (Grades 7 & 9)	FET (Grades 10-12)	TOTAL
	EC	7 000	7 000	5 000	5 000	24 000
	FS	2 000	2 000	3 000	3 000	10 000
	GP	5 000	3 000	4 000	4 000	16 000
	KZN	7 000	5 000	5 000	4 000	21 000
	LP	5 000	4 000	4 000	3 000	16 000
	MP	4 000	3 000	3 000	3 000	13 000
	NC	1 800	1 200	1 500	1 500	6 000
	NW	3 000	2 500	3 500	3 000	12 000
	WC	3 000	2 500	3 500	3 000	12 000
	<b>TOTAL</b>	<b>37 800</b>	<b>30 200</b>	<b>32 500</b>	<b>29500</b>	<b>130 000</b>

PROJECT TITLE	TRAINING OF EDUCATION ASSISTANTS AND EDUCATORS
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	<p>The motivation for Curriculum to participate in Phase 2 of the Presidential Youth Employment Intervention is underpinned by the long term goals of the National Development Plan, as well as the Basic Education Sector Goals:</p> <ul style="list-style-type: none"> <li>· Improving literacy, numeracy (mathematics) and science outcomes;</li> <li>· Increasing the number of learners eligible to study Mathematics and Science-based degrees at University;</li> <li>· Improving performance in international comparative studies; and</li> <li>· National Reading Sector Plan.</li> </ul> <p>Exit and transition grades are targeted in the lower grades. Grades 3 and 6 are the exit grades in Foundation and Intermediate Phases while Grades 4 and 7 are the transition grades into the Intermediate and Senior Phases respectively. Transitioning into a new phase poses challenges for learners and they include the following:</p> <ul style="list-style-type: none"> <li>· Change in the notional time;</li> <li>· Change in the Language of Learning and Teaching (LoLT);</li> <li>· Transitioning from being taught by one teacher (Grade 3) to having multiple teachers (Grade 4);</li> <li>· Increase in the number of subjects (from 4 subjects to 6 subjects in the IP and 6 subjects to 9 subjects in the Senior Phase);</li> <li>· In Grade 9, learners have to select the subjects they will be offering in the Grade 10 and this has implications for further fields of study and career choices;</li> <li>· The learning losses experienced by learners in the FET phase due to the rotational school attendance in 2020 and 2021 has led to poor curriculum coverage which will have serious implications for the National Senior Certificate (NSC) exit examinations. In order to alleviate the effects of the learning losses, it is important that teachers and learners in the targeted grades, and the FET phase in particular, are supported by the Education Assistants.</li> <li>· The targeted subjects have the highest learner enrolment and poor performance in these subjects could have an adverse effect on the overall NSC results.</li> </ul>
<b>PROJECT OUTPUT</b>	<ul style="list-style-type: none"> <li>· Development of training manuals</li> <li>· Training of Provincial education specialists, teachers and Education Assistants</li> <li>· Monitoring of training</li> </ul>
<b>PROJECT OUTCOMES</b>	<ul style="list-style-type: none"> <li>· Teacher relief from the administrative tasks of classroom preparation;</li> <li>· Improved feedback to learners on formative assessment tasks;</li> <li>· Improved feedback to parents on learner performance</li> <li>· A change in classroom learning participation by learners and increased independent learning by learners</li> </ul>
<b>PROJECT IMPACT</b>	<ul style="list-style-type: none"> <li>· Improved learning outcomes in the targeted subjects and grades</li> </ul>
<b>PROJECT COMPONENTS</b>	<ul style="list-style-type: none"> <li>· Design and develop training manuals for Education Assistants and teachers</li> <li>· Monitor the training of Education Assistants</li> <li>· Monitor and evaluate the implementation of the programme in schools and report on progress</li> <li>· Monitoring and evaluation report and close-out report at the end of the project.</li> </ul>
<b>PROJECT/PROGRAMME DESIGN</b>	<p>The programme will focus on the development training manuals for EAs and Teachers and support the implementation of the project. Below are the key activities of the project:</p> <ul style="list-style-type: none"> <li>· Development of training manuals;</li> <li>· Training of EAs and teachers; and</li> <li>· Monitoring</li> </ul>
<b>TRAINING MODEL TO BE FOLLOWED</b>	<ul style="list-style-type: none"> <li>· Establishment of the core training team inclusive of representatives from the Teacher Unions</li> <li>· Development of training manuals by National Subject Committees</li> <li>· Mediation of the training manuals to PED and District curriculum officials</li> <li>· Mediation of the manuals to teachers and Education Assistants by District curriculum officials</li> </ul>
<b>COST FOR THIS TRAINING</b>	
<b>RESOURCES REQUIRED</b>	<p>Data/ Internet connectivity, laptops – officials will use their work laptops</p>
<b>STRATEGIC PARTNERS</b>	<ul style="list-style-type: none"> <li>· National Education Collaboration Trust (NECT);</li> <li>· United Nations International Children’s Fund (UNICEF);</li> <li>· Association for Mathematics Education in South Africa (AMESA); and</li> <li>· Subject related stakeholders at Provincial level.</li> </ul>
<b>IMPLEMENTATION PLAN WITH DATES</b>	<p>Attach detailed annexures</p>

PROJECT TITLE	TRAINING OF EDUCATION ASSISTANTS AND EDUCATORS
<b>MONITORING AND REPORTING</b>	<ul style="list-style-type: none"> <li>· All activities will be monitored from the start to the end of the training.</li> <li>· Provincial managers will submit regular progress reports at interval determined by the DBE.</li> <li>· PED curriculum officials will participate in the online training.</li> <li>· A sample of schools will be visited after training to monitor implementation.</li> <li>· Progress reports will be presented to the Minister and Senior Managers at the DBE.</li> <li>· At the end of the project, a report will be prepared for presentation to the Minister.</li> </ul>
<b>IMPACT STUDY REPORT</b>	To be submitted upon conclusion of the project

### Implementation Plan and Budgets

The following table provides an activity sheet for the duration of the project (Estimated 7 months, September - March).

Project: Training of Education Assistants and Educators for Phase 2 of the PYEI (Curriculum)		
Activity and Outputs	Time lines	Line items
<ul style="list-style-type: none"> <li>· Development of the training manuals</li> <li>· Online orientation of the core team (National, Provincial) Distribution of the manuals</li> </ul>	September 2021	<ul style="list-style-type: none"> <li>· Develop training manuals</li> <li>· Convert training manuals into voice-notes and short video clips</li> <li>· Data for DBE and PED officials</li> </ul>
<ul style="list-style-type: none"> <li>· Online training of district officials</li> </ul>	October 2021	<ul style="list-style-type: none"> <li>· Data for District and PED officials</li> <li>· Data for DBE officials</li> </ul>
<ul style="list-style-type: none"> <li>· Training of teachers</li> <li>· Training of Education Assistants</li> </ul>	October 2021	<ul style="list-style-type: none"> <li>· 2-hour online training for EAs and teachers</li> <li>· Data for the trainers</li> <li>· Data for the trainees</li> <li>· Data for monitors (DBE officials)</li> </ul>
<ul style="list-style-type: none"> <li>· Monitoring and Implementation</li> <li>· Impact study</li> </ul>	Nov 2021 -March 2022	<ul style="list-style-type: none"> <li>· School visits for monitoring</li> <li>· Travel and accommodation costs for monitors (DBE officials)</li> <li>· Appointment of a service provider (NECT) to do impact study</li> <li>· Develop and submit a report on the project</li> </ul>

### 13.2 Education Assistants - eCadres

PROJECT NAME	eCADRES OR ICT CHAMPIONS																																															
<b>PROJECT OBJECTIVE</b>	<p>The objectives of these e-Cadre programme is to support schools with the following ICT related activities:</p> <ol style="list-style-type: none"> <li>1. Basic ICT equipment troubleshooting;</li> <li>2. Use of ICT in lesson planning;</li> <li>3. Capture information on the SA-SAMS/ CEMIS;</li> <li>4. Integration of ICT in Teaching and Learning; and</li> <li>5. Loading Open Educational Resources and CAPS aligned content on teacher and learner devices to be used in the classroom.</li> </ol>																																															
<b>TARGET GROUP (DISAGGREGATED BY PEDs)</b>	<p>The table below gives an estimated number of e-cadres by Province that can be employed as part of Phase II of the PYEI:</p> <table border="1"> <thead> <tr> <th rowspan="2">Province</th> <th colspan="3">Target (Number to be trained)</th> </tr> <tr> <th>Ordinary schools</th> <th>Special Schools</th> <th>Coding and robotics</th> </tr> </thead> <tbody> <tr> <td>1. EC</td> <td>4 985</td> <td>47</td> <td>24</td> </tr> <tr> <td>2. FS</td> <td>1 037</td> <td>22</td> <td>15</td> </tr> <tr> <td>3. GP</td> <td>1 967</td> <td>173</td> <td>33</td> </tr> <tr> <td>4. KZN</td> <td>5 559</td> <td>76</td> <td>33</td> </tr> <tr> <td>5. LP</td> <td>3 583</td> <td>36</td> <td>22</td> </tr> <tr> <td>6. MP</td> <td>1 595</td> <td>20</td> <td>17</td> </tr> <tr> <td>7. NC</td> <td>518</td> <td>11</td> <td>10</td> </tr> <tr> <td>8. NW</td> <td>1 378</td> <td>32</td> <td>15</td> </tr> <tr> <td>9. WC</td> <td>1 373</td> <td>93</td> <td>30</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>22 000</b></td> <td><b>510</b></td> <td><b>200</b></td> </tr> </tbody> </table>	Province	Target (Number to be trained)			Ordinary schools	Special Schools	Coding and robotics	1. EC	4 985	47	24	2. FS	1 037	22	15	3. GP	1 967	173	33	4. KZN	5 559	76	33	5. LP	3 583	36	22	6. MP	1 595	20	17	7. NC	518	11	10	8. NW	1 378	32	15	9. WC	1 373	93	30	<b>TOTAL</b>	<b>22 000</b>	<b>510</b>	<b>200</b>
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PROJECT NAME	eCADRES OR ICT CHAMPIONS
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	<p>The <b>e-Cadres</b> will address <b>systemic challenges</b> and begin to make strides towards a <b>post-COVID-19 future</b>. A need has been identified for expediting the adoption of e-learning in primary and high schools, more especially in rural areas and in townships, which are at high risk for this disease. The e-cadres will:</p> <ul style="list-style-type: none"> <li>✓ Assist teachers on how to integration ICTs in the classroom;</li> <li>✓ Provide ICT Technical support to teachers and learners;</li> <li>✓ Upload educational applications and content on teachers and learners' devices;</li> <li>✓ Create interactive activities for learners;</li> <li>✓ Update Operating System software and applications; and</li> <li>✓ Be responsible for charging and safe keeping of schools ICT equipment.</li> </ul>
<b>PROJECT OUTPUT</b>	<ul style="list-style-type: none"> <li>✓ Open Educational Resources and CAPS align content will be uploaded on teachers and learner's devices;</li> <li>✓ Teachers will be</li> <li>✓ The e-Readiness Assessment will assist the department to determine the level of ICT readiness across the following areas: <ul style="list-style-type: none"> <li>– ICT Infrastructure,</li> <li>– Connectivity,</li> <li>– Curriculum and Digital Content,</li> <li>– e-Administration and</li> <li>– Teacher Development and Support</li> </ul> </li> </ul>
<b>PROJECT OUTCOMES</b>	<p><b>Technical support</b></p> <ul style="list-style-type: none"> <li>✓ Provide ICT technical support to teachers and learners;</li> <li>✓ Update software on teachers and learner's devices; and</li> <li>✓ Responsible for charging and safe keeping the ICT equipment.</li> </ul> <p><b>ICT Integration</b></p> <ul style="list-style-type: none"> <li>• The e-cadres will prepare interactive activities based on the ATPs;</li> <li>• Assist teachers to setup the ICT equipment such as data projectors and other related technologies; and</li> <li>• Check if teachers and learners can access online activities.</li> </ul> <p><b>Administrative support</b></p> <ul style="list-style-type: none"> <li>• Upload the Annual Teaching Plans (ATPs) on the teacher's devices;</li> <li>• Update learners' information on the SA-SAMS/ CEMIS</li> <li>• Type question papers and memos; and</li> <li>• Upload of DBE content on the school servers, teachers and learners devices.</li> </ul>
<b>PROJECT IMPACT</b>	<ul style="list-style-type: none"> <li>• The ICT equipment provided to schools will be fully utilised.</li> <li>• Teachers and learners will be provided with ICT technical support</li> <li>• Schools implementing coding and robotics will have human resources who will assist learners during and after school.</li> </ul>
<b>PROJECT COMPONENTS</b>	<p><b>(1) CODING AND ROBOTICS</b></p> <p>Appointment of eCadres in all the <b>1000</b> schools that are piloting coding and robotics curriculum.</p> <p><b>(2) SCHOOLS FOR LEARNERS WITH SPECIAL EDUCATION NEEDS</b></p> <p>Appointment of eCadres in all <b>510</b> public Schools for Learners with Special Education Needs.</p> <p><b>(3) ADMINISTRATIVE ACTIVITIES</b></p> <p>Appointment eCadres in all 25 108 public schools to assist educators with daily administrative functions.</p>
<b>PROJECT/ PROGRAMME DESIGN</b>	<p>The programme will focus on assisting teachers and learners to use ICT equipment in the classroom. The key activities of the project are as follows:</p> <ul style="list-style-type: none"> <li>• ICT Technical support;</li> <li>• Uploading educational content on teachers and learners' devices; and</li> <li>• Creating interactive activities for teaching and learning.</li> </ul>
<b>TRAINING MODEL TO BE FOLLOWED</b>	<p>Blended training model will be followed as follows:</p> <ul style="list-style-type: none"> <li>• Synchronous remote demonstration or presentation; and</li> <li>• Asynchronous self-study via Moodle Learning Management System or links in course material website</li> </ul>
<b>COST FOR THIS TRAINING</b>	Partners and provincial allocations

<b>PROJECT NAME</b>	<b>eCADRES OR ICT CHAMPIONS</b>
<b>RESOURCES REQUIRED</b>	Connectivity; Laptops/tablets; and Data Projectors.
<b>STRATEGIC PARTNERS</b>	<ul style="list-style-type: none"> <li>· Microsoft SA;</li> <li>· NEMISA;</li> <li>· Bhelela Technologies;</li> <li>· University of Johannesburg;</li> <li>· Nelson Mandela University (NMU);</li> <li>· Digify Africa; and</li> <li>· Other ICT companies.</li> </ul>
<b>IMPLEMENTATION PLAN WITH DATES</b>	Attach detailed annexures
<b>MONITORING AND REPORTING</b>	<ul style="list-style-type: none"> <li>· All activities will be monitored for the entire duration of the project;</li> <li>· Provincial e-Learning Managers will submit regular progress reports at interval determined by the DBE;</li> <li>· PED curriculum officials will participate in the online training;</li> <li>· A sample of schools will be visited during and after training to monitor implementation;</li> <li>· Progress reports will be presented to the Project Management Team, Project Steering Committee as well as the Minister's meeting at the DBE; and</li> <li>· At the end of the project, a report will be prepared and presented to all the stakeholders.</li> </ul>
<b>IMPACT STUDY - REPORT</b>	The impact study will be submitted upon conclusion of the project



## ANNEXURE - IMPLEMENTATION PLAN FOR eCADRES

The following table provides an activity sheet and projected budget for the duration of the project (Estimated 5 months, November 21 – March 22).

Project: Training of e-Cadres for Phase 2 of the PYEI (ICT Champions)		
Activity and Outputs	Time lines	Line items
<b>Negotiate reduced data packages</b>	July - August 2021	<ul style="list-style-type: none"> <li>– Negotiate with Mobile Network Operators (MNOs) to provide schools with reduced data packages.</li> <li>– Provide PEDs with data reduced pamphlets</li> </ul>
<b>Identify training courses and partners</b>	July - August 2021	<ul style="list-style-type: none"> <li>· Partners identified and agreements signed</li> <li>· Service Providers appointed</li> </ul>
<b>Training of e-Cadres:</b> <ul style="list-style-type: none"> <li>· Special Schools training</li> <li>· Coding and robotics training</li> <li>· Moodle LMS training</li> <li>· Digital Literacy training</li> <li>· MS Teams training</li> </ul>	November – December 2021	<ul style="list-style-type: none"> <li>· 2-hour daily online training for cadres;</li> <li>· Allocation of <b>Data</b> to schools; and</li> <li>· Provide monitors with <b>Data</b> (DBE officials).</li> </ul>
<ul style="list-style-type: none"> <li>· Monitoring and Implementation</li> <li>· Impact study</li> </ul>	November 21- March 22	<ul style="list-style-type: none"> <li>· School visits for monitoring</li> <li>· Travel and accommodation costs for monitors (DBE officials)</li> <li>· Appointment of a service provider to do impact study</li> <li>· Develop and submit a report on the project</li> </ul>

### 13.3 General School Assistants - Handymen

<b>PROJECT TITLE</b>	<b>PLAN FOR SKILLS TRANSFER FOR YOUTH PLACED IN SCHOOLS AS HANDYMEN</b>																						
<b>PROJECT DESCRIPTION</b>	Training of Handymen placed in schools for the general upkeep and maintenance of school facilities. The target is for schools in quintiles 1, 2, 3 and 4 including schools for learners with special education needs.																						
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>To train the youth placed in school as part of the PYEI-, and thus improving their skills set to effectively carry out maintenance in school facilities</li> <li>To enhance employability and prospects for their future careers and endeavors</li> </ul>																						
<b>TARGET GROUP (DISAGGREGATED BY PEDs)</b>	<p>The table below gives an average estimation of the number of Handymen by Province that can be employed. They are to be placed in Quintiles 1-4 including special schools.</p> <table border="1"> <thead> <tr> <th>PROVINCE</th> <th>NUMBER TO BE TRAINED</th> </tr> </thead> <tbody> <tr> <td>EC</td> <td>4 985</td> </tr> <tr> <td>FS</td> <td>1 037</td> </tr> <tr> <td>GP</td> <td>1 967</td> </tr> <tr> <td>KZN</td> <td>5 559</td> </tr> <tr> <td>LP</td> <td>3 583</td> </tr> <tr> <td>MP</td> <td>1 595</td> </tr> <tr> <td>NC</td> <td>518</td> </tr> <tr> <td>NW</td> <td>1 378</td> </tr> <tr> <td>WC</td> <td>1 373</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>22 000</b></td> </tr> </tbody> </table>	PROVINCE	NUMBER TO BE TRAINED	EC	4 985	FS	1 037	GP	1 967	KZN	5 559	LP	3 583	MP	1 595	NC	518	NW	1 378	WC	1 373	<b>TOTAL</b>	<b>22 000</b>
PROVINCE	NUMBER TO BE TRAINED																						
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WC	1 373																						
<b>TOTAL</b>	<b>22 000</b>																						
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	<ul style="list-style-type: none"> <li>The rationale is to provide a continuation of the NQF Level 1 training in various construction fields of learning to deliver competent semi-skilled workers, working under supervision in a particular construction field.</li> <li>The combination of learning outcomes will provide learners with applied competence in the execution of work in the Construction Industry, and serves as a basis for learning towards various other qualifications in Construction at NQF Level 3;</li> <li>Learners will be able to undergo RPL-assessment, thereby receiving recognition for previous learning and experience. The employability and career prospects of learners holding this qualification will be enhanced;</li> <li>Benefits to the economy include employment of previously unemployable persons who can offer skills to a number of different employer bodies, for example construction companies and government departments where, during the construction and maintenance of physical infrastructure, such skills will be in demand;</li> </ul>																						
<b>PROJECT OUTPUT</b>	<ul style="list-style-type: none"> <li>Number of facilities maintained and kept in good working condition so that they can function properly</li> </ul>																						
<b>PROJECT OUTCOMES</b>	<ul style="list-style-type: none"> <li>Improved condition to ensure positive influence in attendance and achievement levels of educators and learners.</li> <li>Reduced risk of failures and damages of facilities and even loss of life</li> </ul>																						
<b>PROJECT IMPACT</b>																							
<b>PROJECT COMPONENTS</b>	<ul style="list-style-type: none"> <li>Monitor the training of Handymen</li> <li>Monitor and evaluate the implementation of the programme in schools and report on progress</li> <li>Monitoring and evaluation report and close-out report at the end of the project.</li> </ul>																						
<b>PROJECT/PROGRAMME DESIGN</b>	<p>Below are the key activities of the project:</p> <ul style="list-style-type: none"> <li>Orientation workshops by works inspectors</li> <li>Procurement of service providers</li> <li>Training of handymen by service providers</li> <li>Coaching and mentoring by CETAs, PEDs; and</li> <li>Monitoring</li> </ul>																						

PROJECT TITLE	PLAN FOR SKILLS TRANSFER FOR YOUTH PLACED IN SCHOOLS AS HANDYMEN
<b>TRAINING MODEL TO BE FOLLOWED</b>	<ul style="list-style-type: none"> <li>· Orientation</li> <li>· On the job training</li> <li>· Workshop on the general upkeep and maintenance of education facilities</li> <li>· Practical training with supervision by resident handymen or EPWP workers</li> <li>· Training by Service Providers               <ul style="list-style-type: none"> <li>- Training delivery (Face-to-face theoretical lectures and practical activities)</li> <li>- Assessments</li> <li>- Moderation</li> <li>- Certification</li> </ul> </li> </ul>
<b>COST FOR THIS TRAINING</b>	<ul style="list-style-type: none"> <li>· Start-up equipment required               <ul style="list-style-type: none"> <li>o Order of magnitude costing</li> </ul> </li> <li>· Start-up material required               <ul style="list-style-type: none"> <li>o Order of magnitude costing</li> </ul> </li> <li>· Training cost               <ul style="list-style-type: none"> <li>o Assume 3 days training</li> <li>o Assume R1 000 per day</li> <li>o Order of magnitude costing</li> </ul> </li> <li>· Transport cost of trainees to training venues               <ul style="list-style-type: none"> <li>o Assume 20 km per trainee</li> <li>o Assume 3 days</li> <li>o Assume 6 trips</li> <li>o Assume 2 760 000 km total</li> <li>o Assume R4/km</li> <li>o Order of magnitude costing</li> </ul> </li> <li>· Accommodation of trainees               <ul style="list-style-type: none"> <li>o Assume 3 days training</li> <li>o Assume R500/day</li> <li>o Order of magnitude costing</li> </ul> </li> </ul>
<b>RESOURCES REQUIRED</b>	<ul style="list-style-type: none"> <li>· Funds (Training, transport cost to venues, materials and equipment)</li> <li>· Human Resources</li> </ul>
<b>STRATEGIC PARTNERS</b>	<ul style="list-style-type: none"> <li>· Internal partners               <ul style="list-style-type: none"> <li>- Orientation provided by Works Inspectors based in districts</li> </ul> </li> <li>· External partners               <ul style="list-style-type: none"> <li>- Training providers</li> <li>- Construction Education and Training Authority (CETA)</li> <li>- National Home Builders Registration Council (NHBC)</li> <li>- National African Federation for the Building Industry (NAFBI)</li> <li>- TVET colleges</li> <li>- Schools (To purchase material, tools and monitor work on site)</li> <li>- Major corporates (Partnerships); and</li> <li>- Major building suppliers</li> </ul> </li> </ul>

PROJECT TITLE	PLAN FOR SKILLS TRANSFER FOR YOUTH PLACED IN SCHOOLS AS HANDYMEN		
<b>IMPLEMENTATION PLAN WITH DATES</b>	<b>Activity</b>	<b>Responsibility</b>	<b>Timeframes</b>
	<b>PRE-TRAINING PHASE</b>		
	Placement and signing of assistants contracts	PEDs/ Schools	Oct/ Nov 2021
	Confirmation of assistants & courses	PEDs/Schools	October 2021
	Confirmation of Service Providers	PEDs	October 2021
	Procurement of Service Providers	PEDs	October 2021
	Securing of training venues	PEDs	October 2021
	<b>TRAINING PHASE</b>		
	Orientation workshops	PEDs/Schools	Oct/ Nov 2021
	Training delivery	Service Providers	Oct/ Nov 2021
	Assessment		
	Moderation		
	Certification		
	<b>POST-TRAINING PHASE</b>		
	Continuous support and mentoring	CETA/PEDs/Schools	Ongoing
Monitoring	PEDs/DBE	Ongoing	
<b>MONITORING AND REPORTING</b>	<ul style="list-style-type: none"> <li>· All activities will be monitored from the start to the end of the training.</li> <li>· Provincial managers will submit regular progress reports at interval determined by the DBE.</li> <li>· A sample of schools will be visited by works inspectors after training to monitor implementation.</li> <li>· Progress reports will be presented to the Minister and Senior Managers at the DBE.</li> <li>· At the end of the project, a report will be prepared for presentation to the Minister.</li> </ul>		
<b>IMPACT STUDY - REPORT</b>	The impact study will determine if the initiative made a contribution to both the upkeep of schools and whether the training assisted to improve the lot of the participants.		

### 13.4 Training Plan for Orientation for all Assistants

<b>PROJECT NAME</b>	<b>ORIENTATION OF PEDS, DISTRICTS, CIRCUITS, PRINCIPALS, EAs &amp; GSAs</b>			
<b>PROJECT OBJECTIVE</b>	To strengthen the EAs & GSAs' confidence to deliver their roles and responsibilities at the schools			
<b>TARGET GROUP (DISAGGREGATED BY PEDS)</b>	<b>PROVINCE</b>		<b>TARGET</b>	
		DISTRICT	CIRCUITS	EAs & GSAs
	EC	12	178	40 316
	FS	5	45	16 020
	GP	12	172	50 816
	KZN	15	216	64 117
	LP	10	72	38 429
	MP	4	64	24 568
	NC	5	31	6 793
	NW	4	62	19 221
	WC	8	64	27 144
<b>TOTAL</b>	<b>75</b>	<b>904</b>	<b>278 424</b>	
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	<ul style="list-style-type: none"> <li>· To assist Districts to monitor the appropriate implementation of the appointment criteria;</li> <li>· To assist Principals and Circuit Managers in implementing correct criteria for the appointment of EAs and GSAs</li> <li>· To strengthen the knowledge of EAs and GSAs</li> <li>· In digital skills; and</li> <li>· To assist schools to strengthen support and reporting of performance of the EAs and GSAs on a monthly basis.</li> </ul>			
<b>PROJECT OUTPUT</b>	All PEDS, Districts, Circuit Managers, EAs and GSAs orientated.			
<b>PROJECT OUTCOMES</b>	<ul style="list-style-type: none"> <li>· Performance of the EAs and GSAs strengthened; and</li> <li>· Schools implementing the initiative correctly</li> </ul>			
<b>PROJECT IMPACT</b>				
<b>PROJECT COMPONENTS</b>	<ul style="list-style-type: none"> <li>· Development of the manual;</li> <li>· Digitization of the manual;</li> <li>· Establishment of the NCOT and PCOTs;</li> <li>· Orientation of both NCOT and PCOTs;</li> <li>· Orientation of Districts, Circuits and Principals;</li> <li>· Appointment of a Service Provider to orientate the EAs and GSAs on generic digital skills; and</li> <li>· Report writing</li> </ul>			
<b>PROJECT/PROGRAMME DESIGN</b>	<p>The programme will focus on the following:</p> <ul style="list-style-type: none"> <li>· How can a teacher work with the EAs &amp; GSAs?</li> <li>· Selection Criteria linked to performance</li> <li>· Topics for Generic Digital skills</li> <li>· Reporting</li> </ul>			
<b>TRAINING MODEL TO BE FOLLOWED</b>	<ul style="list-style-type: none"> <li>· A cascade model will be used by orientating the Districts, PCOTs and Circuit Managers; and</li> <li>· The PCOTs will orientate the principals.</li> </ul>			
<b>COST FOR THIS TRAINING</b>	R50 per EA or GSA x 274 424 = R13 921 200 for orientation and data on 2 modules.			
<b>RESOURCES REQUIRED</b>	Data			
<b>STRATEGIC PARTNERS</b>	School Net			
<b>IMPLEMENTATION PLAN WITH DATES</b>	See Annexure below			
<b>MONITORING AND REPORTING</b>	<ul style="list-style-type: none"> <li>· Orientation by PCOTs will be monitored from the start to end;</li> <li>· Each PCOT will submit orientation report;</li> <li>· Report on the orientation of EAs and GSAs will be compiled and submitted by the Service Provider</li> </ul>			
<b>IMPACT STUDY - REPORT</b>	N/A			

**ANNEXURE – ORIENTATION PLAN FOR ASSISTANTS**

No	Activity	Responsibility	Date
1	Development of the Orientation Manual addendum	DBE	July 2021
2	Digitization of the Orientation Manual addendum and the reporting tool	DBE	July 2021
3	Establishment of the National Core Orientation Team (NCOT) and the Provincial Core Orientation Teams (PCOTs)	DBE	September 2021
4	Orientation of the PCOTs and PEDs	NCOT	October 2021
5	Orientation of the Districts.	NCOT	October 2021
6	Orientation of the Circuit Managers	PCOTs	October 2021
7	Orientation of the Circuit Managers	PCOTs	October 2021
8	Orientation of the Circuit Managers	PCOTs	October 2021
9	Orientation of the EAs and GSAs	DBE Partners	October 2021
10	Consolidation of reports	DBE Partners	November 2021

### 13.5 General School Assistants – Sport and Enrichment Assistants (SEA)

<b>PROJECT TITLE</b>	<b>SPORT AND ENRICHMENT ASSISTANTS (SEA)</b>																							
<b>PROJECT DESCRIPTION</b>	The programme seeks to support teachers in schools with the management and administration of school sport, Life Orientation (Physical Education), arts and culture and other enrichment programmes in schools.																							
<b>PROJECT OBJECTIVE</b>	<p><b>Objective:</b> Strengthen the implementation of Physical Education, sport and other of co-curricular programmes such as Arts and Cultural Activities</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>· Implementation of sport and co-curricular programmes</li> <li>· Management of school sport leagues both intra and inter school</li> </ul> <p><b>Why are these concepts and skills important?</b></p> <ul style="list-style-type: none"> <li>· For prospective teachers, these skills will be utilised by those who intend to join the teaching profession or further their studies in sport management.</li> <li>· Skills gained during training will assist schools to strengthen learner participation in sport, arts and culture and other enrichment programmes.</li> </ul> <p><b>Application</b></p> <ul style="list-style-type: none"> <li>· The skills gained will be utilised on daily basis in school where they will be placed.</li> <li>· Short assessment after the course may be administered.</li> <li>· Monitoring and feedback from supervisors and principals will assist in determining.</li> </ul>																							
<b>TARGET GROUP (DISAGGREGATED BY PEDs)</b>	<table border="1"> <thead> <tr> <th>PROVINCE</th> <th>TARGET</th> </tr> </thead> <tbody> <tr> <td>EC</td> <td>5 430</td> </tr> <tr> <td>FS</td> <td>1 156</td> </tr> <tr> <td>GP</td> <td>2 813</td> </tr> <tr> <td>KZN</td> <td>3 931</td> </tr> <tr> <td>LP</td> <td>6 036</td> </tr> <tr> <td>MP</td> <td>1 795</td> </tr> <tr> <td>NC</td> <td>583</td> </tr> <tr> <td>NW</td> <td>1 536</td> </tr> <tr> <td>WC</td> <td>1 718</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>22 000</b></td> </tr> </tbody> </table>	PROVINCE	TARGET	EC	5 430	FS	1 156	GP	2 813	KZN	3 931	LP	6 036	MP	1 795	NC	583	NW	1 536	WC	1 718	<b>TOTAL</b>	<b>22 000</b>	
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NW	1 536																							
WC	1 718																							
<b>TOTAL</b>	<b>22 000</b>																							
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	The training is aligned to the work that will be performed in schools. The skills that will be imparted will benefit the trainees and schools																							
<b>PROJECT OUTPUT</b>	22 000 youth given short employment opportunities and skills that will benefit them in future																							
<b>PROJECT OUTCOMES</b>	Increase in the number of learners participating in after school programmes																							
<b>PROJECT IMPACT</b>	A strong culture of participation in schools sport and other enrichment programmes																							
<b>PROJECT COMPONENTS</b>	<ul style="list-style-type: none"> <li>· Delivery of the training</li> <li>· Monitoring</li> <li>· Evaluation</li> </ul>																							
<b>PROJECT/ PROGRAMME DESIGN</b>	<ul style="list-style-type: none"> <li>· Convening Meetings with identified partners</li> <li>· Pooling of all relevant training resources</li> <li>· Development of a common training manual</li> <li>· Development of the management plan with critical timelines</li> <li>· Monitoring the training</li> <li>· Compilation of a final status report</li> </ul>																							
<b>TRAINING MODEL TO BE FOLLOWED</b>	<ul style="list-style-type: none"> <li>· Online live and pre-recorded training.</li> <li>· Mentoring and coaching within the school</li> </ul>																							

PROJECT TITLE	SPORT AND ENRICHMENT ASSISTANTS (SEA)	
<b>COST FOR THIS TRAINING</b>	· Suggested Generic Financial Breakdown	
	Training and Orientation	R 2 000 000
	Data and Internet cost	R 800 000
	Printing of materials	R 1 200 000
	Training Management & Support	R 1 000 000
	<b>Total</b>	<b>R 5 000 000</b>
	<ul style="list-style-type: none"> <li>· No service providers appointed yet</li> <li>· Transnet will donate 20 Chess sets per province.</li> <li>· Cape Town Opera have developed more modules to support soloist training</li> <li>· Other partners that have made their training resources available for utilisation</li> </ul>	
<b>RESOURCES REQUIRED</b>	<ul style="list-style-type: none"> <li>· Sport equipment, computers, smart phones or tablet to access online training resources and download relevant materials. The purchase of data bundles will be required as well. Sport equipment should be available in schools.</li> <li>· Materials will be uploaded on the DBE Website and also sent to all provinces and district offices to for schools to collect.</li> </ul>	
<b>STRATEGIC PARTNERS</b>	<ul style="list-style-type: none"> <li>· PEDs, District officials, (sport, arts and values in education sections), A short briefing to PED Sport Coordinators was undertaken on 8 April 2021. Further engagements are planned</li> <li>· Active Education, Sportech, Score, PEISA, Dreamfields, Cyril Ramaphosa Foundation, Supersport. Sport, Arts and Culture (discussion have commenced with some of the partners).</li> <li>· PEDs to appoint service providers for training based on assistance required.</li> <li>· DBE will make available of all partners' details to the PEDs.</li> <li>· The delivery of training will be done by PEDs</li> </ul>	



## 13.6 Education Assistants - Reading Champions

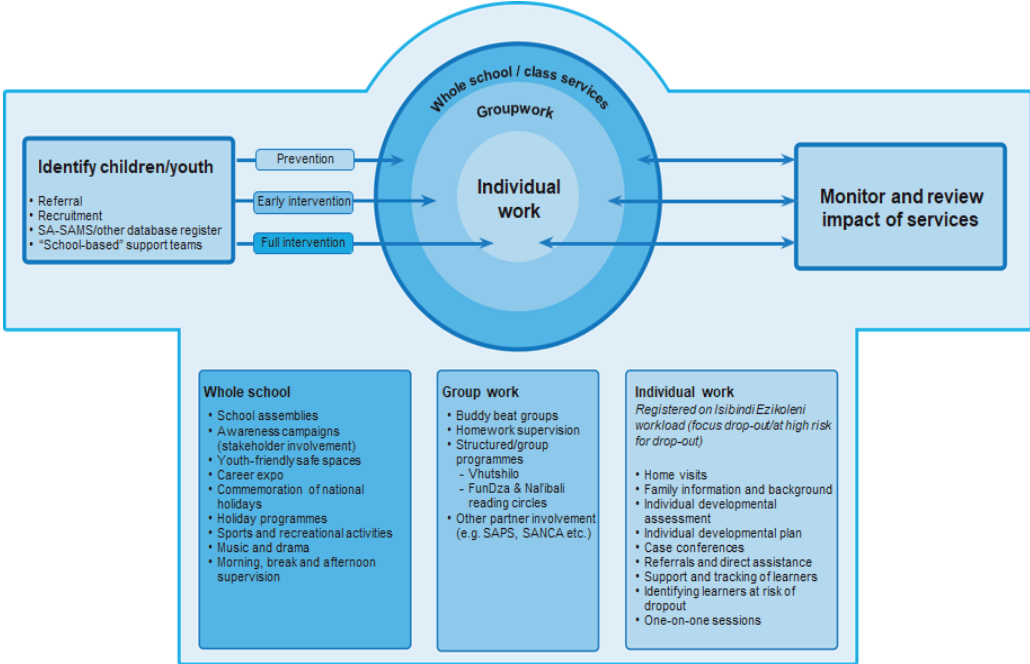
<b>PROJECT NAME</b>	<b>Training of Reading Champions</b>																						
<b>PROJECT OBJECTIVE</b>	<p>The <b>objectives</b> of the programme are to support the:</p> <ul style="list-style-type: none"> <li>• pursuit of improved reading outcomes which has been disrupted by COVID-19 and resulted in need for recovery</li> <li>• need to provide support to learners in schools who have lost teaching and learning time</li> <li>• need to provide support to teachers who are overwhelmed with catch-up and learner welfare</li> <li>• instilling of a love of reading across the nation</li> </ul>																						
<b>TARGET GROUP (DISAGGREGATED BY PEDs)</b>	<p>Place 22 000 Reading Champions in all Q1-3 schools which include farm schools and schools for learners with special education needs:</p> <table border="1"> <thead> <tr> <th>PROVINCE</th> <th>TARGET (NUMBERS TO TRAIN)</th> </tr> </thead> <tbody> <tr> <td>EC</td> <td>3 800</td> </tr> <tr> <td>FS</td> <td>1 100</td> </tr> <tr> <td>GP</td> <td>3 400</td> </tr> <tr> <td>KZN</td> <td>4 700</td> </tr> <tr> <td>LP</td> <td>3 300</td> </tr> <tr> <td>MP</td> <td>2 000</td> </tr> <tr> <td>NC</td> <td>700</td> </tr> <tr> <td>NW</td> <td>2 000</td> </tr> <tr> <td>WC</td> <td>1 000</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>22 000</b></td> </tr> </tbody> </table>	PROVINCE	TARGET (NUMBERS TO TRAIN)	EC	3 800	FS	1 100	GP	3 400	KZN	4 700	LP	3 300	MP	2 000	NC	700	NW	2 000	WC	1 000	<b>TOTAL</b>	<b>22 000</b>
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<b>TOTAL</b>	<b>22 000</b>																						
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	<ul style="list-style-type: none"> <li>• To ensure that the gains achieved during Phase 1 are not lost and that impact is sustained;</li> <li>• Ensuring support for schools, teachers and learners</li> <li>• Creating opportunities for personal learning and development</li> <li>• It's conceptual design, the programme aims to:</li> <li>• Improve learner engagement in reading including (reading culture, reading access, mobilisation, and support)</li> <li>• Inculcate a culture of reading in schools</li> <li>• Provide champions with life skills development to increase their opportunities beyond the programme.</li> </ul>																						
<b>PROJECT OUTPUT</b>	<ul style="list-style-type: none"> <li>• Classroom / reading corners, libraries or reading rooms will be established;</li> <li>• Library timetables implemented as part of the school system;</li> <li>• Drop All and Read systematised in schools;</li> <li>• Increase in number of books read and stories told per week;</li> <li>• Reading log cards signed by parents</li> <li>• Voluntary participation of learners in reading activities</li> <li>• Support for teachers</li> <li>• Making the 22 000 young people part of the reading revolution</li> <li>• Strengthening the reading ecosystem</li> </ul>																						
<b>PROJECT OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Supporting learners' reading development</li> <li>• Improvement in learning outcomes</li> </ul>																						
<b>PROJECT IMPACT</b>	<ul style="list-style-type: none"> <li>• Creation of a reading culture in schools</li> <li>• Meaningful contribution to the reading revolution</li> </ul>																						
<b>PROJECT COMPONENTS</b>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Training of Trainers</li> <li>• Training of Reading Champions</li> <li>• Support</li> <li>• Monitoring and Reporting</li> <li>• Certification</li> <li>• Close-out</li> </ul>																						

PROJECT NAME	Training of Reading Champions
PROJECT/PROGRAMME DESIGN	<ul style="list-style-type: none"> <li>• Training manual, training programme and a weekly plan have been designed and developed during the first phase.</li> <li>• This comprehensive manual included information, activities, as well as detailed steps on five reading activities which the Reading Champions would do with the learners when they returned to school: Storytelling, Reading Aloud, Shared Reading, Paired Reading and Independent reading.</li> <li>• Steps on setting up print-rich reading spaces – classroom corners etc.</li> <li>• Information on reading promotion (Read to Lead) activation calendar and suggested activities which include communities</li> <li>• Further it included information on library activities such as accessing books (both hardcopy and digital), managing resources, caring of books, and ensuring relevant levelling and matching of books to readers.</li> </ul>
TRAINING MODEL TO BE FOLLOWED	<ul style="list-style-type: none"> <li>• Established a national training team and provincial training teams</li> <li>• Blended approach - mostly online to accommodate higher numbers of participants</li> <li>• Continue the practice of collaboration between provinces implemented in Phase 1 during training as it proved to be a success in reducing the training load</li> </ul>
COST FOR THIS TRAINING	<ul style="list-style-type: none"> <li>• A total amount of <b>R45 million</b> is requested for the programme.</li> <li>• Implementation budgets decentralised to provinces: R5m p/province (Needs update as per allocations) <ul style="list-style-type: none"> <li>– Training</li> <li>– Data</li> <li>– Monitoring and support</li> </ul> </li> </ul>
RESOURCES REQUIRED	<p>Access to the resources and tools below is critical for successful implementation of the programme:</p> <ul style="list-style-type: none"> <li>• Learning opportunity (blended approach with socially-distanced face to face and virtual) and self-directed learning</li> <li>• Course material and stationery</li> <li>• Placement at a school to facilitate work-integrated learning</li> <li>• Data (promoting BYOD i.e. cellphone)</li> </ul>
STRATEGIC PARTNERS	<ul style="list-style-type: none"> <li>• A coordinating platform for reading already exists, the National Reading Coalition (NRC).</li> <li>• Formal and informal partnerships exist between the NRC and several NGOS (Nal'ibali, Bridge, Activate Leadership, Room to Read, Fundza, A Better Africa Foundation, Penreach, amongst others)</li> <li>• Collaborative networks already exist; they will be enhanced and extended through further engagements with additional NGOs</li> <li>• The NECT is coordinating NGOs engaged in the programme and making valuable contributions i.e. by contributing to training content, databases to recruit from per province, facilitators who'll provide on-site support, book collections, monitoring etc.</li> </ul>
IMPLEMENTATION PLAN WITH DATES	<ul style="list-style-type: none"> <li>• Training the national training team – October 21</li> <li>• Training provincial training teams – 06 October 21</li> <li>• Training provincial coordinators – October 21</li> <li>• Training Reading Champions – 18-29 October 21</li> <li>• Placement in schools – 1 November 2021</li> <li>• Monitoring and support – Ongoing</li> <li>• Reporting – Monthly with closeout at the end</li> </ul>
MONITORING AND REPORTING	<p>The following supports the monitoring and reporting process:</p> <ul style="list-style-type: none"> <li>• Development of the programme description, theory of change, monitoring frame-work and related instruments as follows: <ul style="list-style-type: none"> <li>– For Reading Champions- School Baseline &amp; Endline Instrument</li> <li>– Teacher/Learner support and monitoring of reading in schools</li> <li>– For Reading Coordinators – Monitoring of Reading Champions on what has been implemented in schools</li> </ul> </li> </ul>
IMPACT STUDY - REPORT	A monitoring report / impact study will be conducted.

### 13.7 General School Assistant - Child and Youth Care Workers – CYCW (Psychosocial Support)

<b>PROJECT NAME</b>	<b>PLAN FOR SKILLS TRANSFER TO YOUTH PLACED IN SCHOOLS AS PSYCHOSOCIAL SUPPORT – CHILD AND YOUTH CARE WORKERS</b>																																																																							
<b>PROJECT OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Psychosocial Support</b> <ul style="list-style-type: none"> <li>– <i>Isibindi Ezikoleni</i> School-based Psychosocial Intervention, patented by NACCW</li> </ul> </li> <li>• <b>School Health and Hygiene</b> <ul style="list-style-type: none"> <li>– COVID-19 Protocols</li> <li>– School Hygiene (WASH)</li> <li>– School Vaccination Campaign</li> </ul> </li> </ul>																																																																							
<b>TARGET GROUP (DISAGGREGATED BY PEDs)</b>	<ul style="list-style-type: none"> <li>• 100 CYCWs per province: Total of 800 CYCWs</li> </ul> <table border="1"> <thead> <tr> <th>Province</th> <th>Coverage: No. of Districts</th> <th>No. of CYCWs</th> <th>Estimated No. of Schools</th> <th>Orphaned and Vulnerable Children: Intensive Services</th> <th>Estimated children served in school: Any Service</th> </tr> </thead> <tbody> <tr> <td>Eastern Cape</td> <td>5</td> <td>100</td> <td>50-100</td> <td>3,465-34,650</td> <td>6,930-69,300</td> </tr> <tr> <td>Free State</td> <td>5</td> <td>100</td> <td>50-100</td> <td>3,950-39,500</td> <td>7,900-79,000</td> </tr> <tr> <td>Gauteng</td> <td>5</td> <td>100</td> <td>50-100</td> <td>4,925-49,250</td> <td>9,850-98,500</td> </tr> <tr> <td>KwaZulu-Natal</td> <td>11</td> <td>100</td> <td>50-100</td> <td>3,960-39,600</td> <td>7,920-79,200</td> </tr> <tr> <td>Limpopo</td> <td>5</td> <td>100</td> <td>50-100</td> <td>3,475-34,750</td> <td>6,950-69,500</td> </tr> <tr> <td>Mpumalanga</td> <td>3</td> <td>100</td> <td>50-100</td> <td>3,700-37,000</td> <td>7,400-74,000</td> </tr> <tr> <td>North West</td> <td>4</td> <td>100</td> <td>50-100</td> <td>3,400-34,000</td> <td>6,800-68,000</td> </tr> <tr> <td>Northern Cape</td> <td>2</td> <td>100</td> <td>50-100</td> <td>3,180-31,800</td> <td>6,360-63,600</td> </tr> <tr> <td>Western Cape</td> <td></td> <td>100</td> <td>50-100</td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>40</b></td> <td><b>900</b></td> <td><b>450-900</b></td> <td><b>30,055-300,550</b></td> <td><b>60,110-601,100</b></td> </tr> </tbody> </table> <p>The Western Cape indicated that a fully-fledged programme of Child and Youth Care Workers is already implemented in the province, whilst there is some partial, small-scale implementation of the programme in KwaZulu-Natal, Gauteng, Northern Cape and Free State.</p>						Province	Coverage: No. of Districts	No. of CYCWs	Estimated No. of Schools	Orphaned and Vulnerable Children: Intensive Services	Estimated children served in school: Any Service	Eastern Cape	5	100	50-100	3,465-34,650	6,930-69,300	Free State	5	100	50-100	3,950-39,500	7,900-79,000	Gauteng	5	100	50-100	4,925-49,250	9,850-98,500	KwaZulu-Natal	11	100	50-100	3,960-39,600	7,920-79,200	Limpopo	5	100	50-100	3,475-34,750	6,950-69,500	Mpumalanga	3	100	50-100	3,700-37,000	7,400-74,000	North West	4	100	50-100	3,400-34,000	6,800-68,000	Northern Cape	2	100	50-100	3,180-31,800	6,360-63,600	Western Cape		100	50-100			<b>Total</b>	<b>40</b>	<b>900</b>	<b>450-900</b>	<b>30,055-300,550</b>	<b>60,110-601,100</b>
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PROJECT NAME	PLAN FOR SKILLS TRANSFER TO YOUTH PLACED IN SCHOOLS AS PSYCHOSOCIAL SUPPORT – CHILD AND YOUTH CARE WORKERS
<b>RATIONALE FOR TARGET OR SELECTED TRAINING AREA</b>	<p>The programme intends to cover the following core activities:</p> <ul style="list-style-type: none"> <li>· CYCWs would provide physical, practical and emotional support, and educational support to vulnerable children and youth, including minimizing the impact of violence on children and youth (child protection matters and gender-based violence), substance abuse, and preventing and responding to school drop-out. The programme goal is to improve child wellbeing with respect to their safety, education, health and psychosocial needs.</li> <li>· The programme will also take child and youth care services to the virtual lifespace of the children, adapting the delivery of services to the current reality of the COVID-19 pandemic. The virtual modality of service provision will be a new area of work for the CYCWs to practice child and youth work. Depending on the lockdown stages, the programme will be flexible enough to respond to the different stages (from more virtual work to face to face gatherings) in accordance with the national lockdown situation. The NACCW will provide technical support to the DBE for close and directed supervision of CYCWs with respect to the virtual connection initiative for the programme.</li> <li>· In particular, given the potential impact that the lockdown has had on educational outcomes for children, CYCWs will ensure that children do not fall behind in their school performance as a result of school closures and changes in their routine. CYCWs will support learners through study sessions, homework supervision, and other activities. The detailed activities are outlined below. <ul style="list-style-type: none"> <li>o Home visits to learners/overall family support.</li> <li>o Grade 12 tertiary support (choosing a career and applying to tertiary).</li> <li>o Tailored educational support to learners.</li> <li>o Co-creation of school study timetable and guidance on study skills.</li> <li>o Homework/assignment support, and distribution of past exam papers.</li> <li>o Assistance with subject selection, Life Orientation and other co-curriculum support.</li> <li>o Monitoring attendance, behaviour or ‘hanging out’ of learners (Gate duty, breaks, corridor and toilets).</li> <li>o Referral to social/other essential support services, including health.</li> <li>o Grief work, peer support groups, Lifebook activities and other psychosocial support.</li> <li>o Awareness raising activities during assemblies, school holiday programmes and career awareness opportunities.</li> <li>o Family group meetings/multidisciplinary team meetings, and home visits to discuss the needs/goals of the learners.</li> <li>o 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).</li> <li>o Case management of child protection matters and gender-based violence.</li> <li>o Structured developmental programmes addressing topics such as bullying, substance abuse, sexual and reproductive health and other relevant topics.</li> </ul> </li> </ul>
<b>PROJECT OUTPUT</b>	<ul style="list-style-type: none"> <li>· Development and printing of the training outline and module</li> <li>· Training of EAs and GSAs as Child and Youth Care Workers</li> <li>· Deployment of minimum two Child and Youth Care Workers per school (depending on size of enrolment)</li> <li>· Assignment of Mentors and Supervisors per cluster of schools</li> </ul>
<b>PROJECT OUTCOMES</b>	<ul style="list-style-type: none"> <li>· Learners reached with <i>Isibindi Ezikoleni</i>, a school-based psychosocial support intervention implemented in partnership with the National Association of Child Care Workers</li> <li>· Promote safe and socially cohesive school environments for the social protection of learners. This includes: <ul style="list-style-type: none"> <li>o Learners that show patterns in irregular attendance or who have dropped out completely.</li> <li>o Teenage mothers or pregnant learners.</li> <li>o Learners who have been abused/neglected.</li> <li>o Learners impacted by GBV/domestic violence.</li> <li>o Targeted grades from Grade 9-12 where learners show signs for potential dropout. For primary schools, final school grade and start of school grade for monitoring transition in and out of school.</li> </ul> </li> </ul>
<b>PROJECT IMPACT</b>	Address <b>intrinsic</b> (physical, mental and health-related) and <b>societal</b> (learner pregnancy, violence, alcohol and drug use) barriers faced by vulnerable children.

<b>PROJECT NAME</b>	<b>PLAN FOR SKILLS TRANSFER TO YOUTH PLACED IN SCHOOLS AS PSYCHOSOCIAL SUPPORT – CHILD AND YOUTH CARE WORKERS</b>																											
<b>PROJECT COMPONENTS</b>	<ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Training of Mentors and Supervisors</li> <li>• Training of Child and Youth Care Workers</li> <li>• Supervision and Mentoring</li> <li>• Monitoring and Reporting</li> <li>• Close-out</li> </ul>																											
<b>PROJECT/PROGRAMME DESIGN</b>																												
<b>TRAINING MODEL TO BE FOLLOWED</b>	<ul style="list-style-type: none"> <li>• The Training Model of Isibindi Ezikoleni will be used.</li> <li>• Given the patent of the NACCW for the Isibindi Ezikoleni training and implementation, and the MoU signed with the DBE for transitional skills transfer, provinces will make province-specific arrangements through the NACCW for the training.</li> <li>• The NACCW will provide facilitators to undertake training of Master Trainers</li> <li>• Mentors and Supervisors will be trained to support Master Trainers in further training of Child and Youth Care Workers.</li> <li>• Depending on the COVID-19 Alert Levels, training is planned for both face-to-face and virtual delivery.</li> </ul>																											
<b>COST FOR THIS TRAINING</b>	<table border="1"> <thead> <tr> <th colspan="3">GENERIC OPERATIONAL COST BREAKDOWN PER PROVINCE</th> </tr> <tr> <th>Item No</th> <th>Description</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Training and Orientation</td> <td>R2 121 000</td> </tr> <tr> <td>2</td> <td>Data Management</td> <td>R1 096 315</td> </tr> <tr> <td>3</td> <td>Mentorship &amp; Supervision</td> <td>R751 420</td> </tr> <tr> <td>4</td> <td>Activity Programme Design &amp; Delivery</td> <td>R707 400</td> </tr> <tr> <td>5</td> <td>NACCW Project Management &amp; Administration</td> <td>R39 000</td> </tr> <tr> <td>6</td> <td>Training Management &amp; Support</td> <td>R284 865</td> </tr> <tr> <td colspan="2"><b>TOTAL</b></td> <td><b>R5 000 000</b></td> </tr> </tbody> </table>	GENERIC OPERATIONAL COST BREAKDOWN PER PROVINCE			Item No	Description	Total	1	Training and Orientation	R2 121 000	2	Data Management	R1 096 315	3	Mentorship & Supervision	R751 420	4	Activity Programme Design & Delivery	R707 400	5	NACCW Project Management & Administration	R39 000	6	Training Management & Support	R284 865	<b>TOTAL</b>		<b>R5 000 000</b>
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<b>PROJECT NAME</b>	<b>PLAN FOR SKILLS TRANSFER TO YOUTH PLACED IN SCHOOLS AS PSYCHOSOCIAL SUPPORT – CHILD AND YOUTH CARE WORKERS</b>
<b>RESOURCES REQUIRED</b>	<p>The below inputs (resources/tools) is proposed for the programme. These resources have been included in the proposed budget:</p> <ul style="list-style-type: none"> <li>· Implementing staff (CYCWs).</li> <li>· Supervising staff (NACCW Mentors).</li> <li>· Transport, airtime/data, stationary, backpacks, name tags/lanyards and Personal Protective Equipment (PPE) for CYCWs and mentors.</li> <li>· Monitoring and Evaluation (M&amp;E) resources: data collection tools, printing and postage, database, and data capturers/M&amp;E staff.</li> <li>· Technical/professional support (finance, HR, IT, programme).</li> <li>· Implementing partner support costs.</li> </ul>
<b>STRATEGIC PARTNERS</b>	<p>At present, NACCW is already working with the DBE and Provincial Education Departments to implement the <i>Isibindi Ezikoleni</i> model. The model has reached over 60,000 learners through deploying over 200 CYCWs nationally since its initiation in 2016. In addition, 120 Learner Support Agents (LSAs) in KwaZulu-Natal are currently being trained as CYCWs to provide psychosocial support in schools. NACCW is presently implementing the <i>Isibindi Ezikoleni</i> programme in the Free State, KwaZulu-Natal, Northern Cape and the Western Cape in approximately 20 schools.</p> <p>NACCW has also worked in a five-year partnership with DSD to implement the <i>Isibindi</i> model with over 8,000 CYCWs servicing over 400,000 children – and an estimated over 1.6 million family members. As noted previously, approximately 7,000 of these CYCWs are either currently unemployed, earning stipends or their deployment status is unknown by the DBE, DSD and NACCW in the restructured prevention and early intervention programme implemented by DSD. The local NGOs which supported the <i>Isibindi</i> model may be drawn on for this programme, for example with referrals in the case management of child protection matters.</p> <p>As part of implementing the programme, 5 local implementing partners per province will be approached to support implementation. These partners will be drawn from previous Community-Based Organisations (CBOs) in <i>Isibindi</i> and <i>Isibindi Ezikoleni</i>. Each partner will support 20 CYCWs. There will be a total of 40 local implementing partners to oversee the 800 CYCWs.</p> <p>NACCW also has an MOU with the South African Human Rights Commission (SAHRC), a partner to the DBE, pertaining to cooperating and collaborating with one another to implement programmes aimed at promoting and protecting the rights of children in South Africa. This is in addition to the MOU with DBE for the provision of support by CYCWs in schools.</p> <p>In terms of working in schools, the CYCWs work in partnership with the School management team, school staff, School Governing Body (SGB) or school-based support teams to deliver services to learners in need of psychosocial support. The school staff refer learners, who display signs of vulnerability, to CYCWs for further assistance. The school staff and SGB avail themselves for multidisciplinary team discussions that aid learners in need.</p> <p>In relation to the training of additional young people who are school leavers, these young people may be trained from additional funding sourced from the ETDP-SETA and HWSETA in support of workforce development and job creation for youth.</p>
<b>IMPLEMENTATION PLAN WITH DATES</b>	<p>October 2021 – March 2022 (ongoing support, training and monitoring)</p> <p>The 5-day orientation plus an additional 5-day technical module training for all workers deployed in school will enable attendees to start work almost immediately and will cover all programme deliverables.</p>
<b>MONITORING AND REPORTING</b>	<p><b>Monthly monitoring programme. The indicators are as follows:</b></p> <ol style="list-style-type: none"> <li>1. Number of learners that received home visits.</li> <li>2. Number of learners received individual/group lifespace counselling.</li> <li>3. Number of learners received educational &amp; social support.</li> <li>4. Number of learners reached through whole school/class activities (educational/ awareness discussions).</li> <li>5. Number of learners referred for social services, health, or other related services.</li> <li>6. Number of learners dropped out and re-integrated back to school.</li> <li>7. Number of irregular attendees at school supported by CYCWs to attend school.</li> <li>8. Number of teenage mothers / pregnant learners identified / referred / supported.</li> <li>9. Number of abuse/neglect cases identified/referred/supported.</li> <li>10. Number of COVID-19 positive learners supported by CYCWs</li> </ol>
<b>IMPACT STUDY - REPORT</b>	A Collaborated and joined impact study report will be produced with NACCW











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