



PRESIDENTIAL  
EMPLOYMENT  
STIMULUS

**IMPLEMENTATION FRAMEWORK ANNEXURE ON  
STAFFING OF THE PROJECT TEAMS AT PROVINCIAL  
LEVEL, DISTRICTS AND CIRCUITS**

**BASIC EDUCATION EMPLOYMENT INITIATIVE (BEEI)  
A COMPONENT OF**

**PRESIDENTIAL EMPLOYMENT STIMULUS**

APRIL 2025

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*The document is drafted to provide Provincial Education Departments (PEDs) with a guide on secondment and appointments of staff for project management of the Basic Education Employment Initiative (BEEI). The framework should be read in conjunction with the DPSA and Treasury Regulations and Prescripts on the acting and secondment of staff. The framework will be applicable for provincial officials, admin support staff for districts and circuits.*

## 1. Introduction

The Basic Education Employment Initiative (BEEI) is a flagship programme for the Presidential Employment Stimulus (PES). The Basic Education sector was allocated R7 billion, R6 billion, R6.149 billion, R 6.4 billion for the financial years 2020/21; 2021/22; 2022/23 and 2023/24 respectively. This was made available as an add-on to the equitable share of the Provincial Education Departments.

Since its inception in December 2020, the BEEI has created +/- 1,100 000 job opportunities, for youth between the ages of 18 – 35. These are job opportunities created in Phase I +/- 318,000, Phase II +/- 274,000, Phase III +/- 264,000 and Phase IV +/- 245,000. Phase I of the initiative was implemented from 01 December 2020 to 31 March 2021, Phase II over the period 1 November 2021 – 31 March 2022, Phase III from April to August 2022 and Phase IV from 1 February to 30 August 2023.

In Phase I, one of the key components was the implementation of the saving of posts component, for which R 2,4 billion was allocated. Through this component of the initiative, a total of 33,549 posts were saved from 2,790 schools that applied for the relief. The saving of posts did not form part of Phase II, as it was a once-off intervention in Phase I to alleviate the pressure exerted by the outbreak of COVID-19 on fee-charging public and independent schools, which resulted in them not being able to optimally collect school fees.

Phase V has two pots of funding, one from UIF and the other from the National Treasury (NT). The UIF funding will be disbursed through IDC – payments of stipends directly to beneficiaries, and the NT funding will be handled by provinces. The NT funding provides funds for Compensation of Employees (COE) and operations - Project Management fees.

The funds allocated for project management, monitoring, support and oversight by the province are equitably shared and aligned to the number of job opportunities that the

province is to create. It is important to note that the funds allocated to this project are mainly for job creation and the upskilling of youth placed in the initiative. Therefore, staffing of the initiative should mainly be secondment or delegating the task to already appointed Senior Managers as an added project/function. The additional junior staff may be appointed as interns in the project to provide administrative support to the project teams at the Provincial, District or Circuit level.

## 2. Purpose

The purpose of the guideline is to ensure that all provinces apply the principles of staffing of the project management teams with common principles, common standards and adhere to government prescripts on secondment and or appointments. To ensure that provinces that appoint admin support staff for the districts and circuits for the project pay the same allowance or stipends, standard adverts, common contracts, job descriptions and workplans.

## 3. Problem Statement

Provincial officials are stretched with several tasks, and therefore, BEEI would mean additional work on top of the existing pressure. Each province will allocate the task to different officials within the province. Some provinces will be allocating the task to the Senior Manager as an added task. Some provinces will be allocating this initiative to Middle Managers as an added task to their normal duties. Some provinces may appoint someone independent from outside the organisation. This may cause disparities amongst the provinces and may lead to inconsistencies in the management of the funds allocated for operational, management, support and oversight of the project.

Some provinces have appointed admin support staff using their Skill Levy Budget. Some provinces have written to the DBE requesting to use the funds allocated for operations of the BEEI to appoint additional admin support staff.

## 4. Assumptions

- 4.1 Provincial Human Resource Managers know and understand the Department of Public Service Administration (DPSA) prescripts on the delegation of Senior Managers

- 4.2 Provincial Human Resource Managers know and understand the DPSA prescripts on acting positions
- 4.3 Provincial Human Resource Managers know and understand the DPSA prescripts on the creation of organograms (structure).
- 4.4 Provincial Human Resources Managers know and understand the DPSA prescripts on the appointment of Graduates on internships

## 5. Guiding principles for recruitment and compliance with requirements

- 5.1 Transparency, openness, accessibility – the usage of the funds should be open, transparent and records accessible for audit purposes.
- 5.2 Accountability – the province is accountable for all the funds allocated for BEEI in the province as well as the funds specified for project management, monitoring, oversight and support of schools in the implementation.
- 5.3 Auditability – the records allocated to the project must be auditable.
- 5.4 Common standards and consistency – the province is to ensure that the funds are implemented in a manner that brings consistency and common standards across the sector. The DBE guidelines should be used in that regard.
- 5.5 Compliance – the province is to ensure that there is compliance with the prescripts managing the implementation of the project.
- 5.6 Governance – the province is expected to appoint or second an official as the project manager with support staff. The project manager shall report to a senior manager in the province. For the smooth governance of the project, framework, procedure manuals, regulations, and risk management are all key elements in the governance of the project.
- 5.7 Excellence – all officials involved in the presidential youth employment initiative in the basic education sector should always strive for excellence
- 5.8 Cost-saving – all activities implemented should be cost-effective and save funds.

## 6. Role players

The BEEI is implemented through collaborative efforts across various spheres in the Sector, including national, provincial, district, circuit and school. The role players in the Implementation of the BEEI in the Basic Education Sector are outlined below:

### 6.1 Department of Basic Education;

- 6.2 Provincial Education Departments;
- 6.3 Education Districts;
- 6.4 Circuit Managers;
- 6.5 Schools;
- 6.6 School Management Teams;
- 6.7 School Governing Bodies; and
- 6.8 Education Assistants (EAs) and General School Assistants (GSAs).

## 7. Determining a Structure

- 7.1 Each PED needs to determine an appropriate structure based on the budget allocation and functions allocated to the roll-out of the project. There must be a distinction between roles and functions, which are strategic and operational in nature.
- 7.2 Sound Organizational Development principles need to be followed as per Regulation 39 (Job Descriptions, job titles, systems of occupational classification and remuneration and OSDs), Regulation 40 (Creation of filling of posts) and Regulation 42 (grading of posts) of the Public Service Regulations, 2016.
- 7.3 The Regulations include the development of job descriptions for each role and function and job evaluation to determine the salary level of the position.
- 7.4 Proposed structure must be approved by Head of Department and Member of Executive (MEC) of Education in the province.
- 7.5 Concurrence on the proposed structure must be sought from the Minister for Public Service and Administration as prescribed.
- 7.6 The structure cannot be implemented prior to approval of the relevant authorities.**

## 8. Key success factors for BEEI in Basic Education sector

- 8.1 The project will succeed based on the collaborative work done by officials at National, Provincial, District, Circuit and School levels, as well as partners that are brought in to collaborate on specific aspects of the project.
- 8.2 Officials delegated and allocated for this project will need to dedicate their time, knowledge, abilities, capabilities and skills entirely to the project.
- 8.3 There is a great deal of sacrifice (time and effort) required from officials involved in the initiative.

- 8.4 There is a need for full commitment of officials that are allocated the task of BEEI. Meaning officials may not perform this task and other tasks that require equal attention.
- 8.5 For the success of the project, it will be important to have officials who are loyal to the public service. Integrity and ethical behaviour will be highly required.

## 9. Secondment, appointment and remuneration

- 9.1 Secondment - this method is dependent on the funds available for Project Management Fees, which are for both compensation as well as operations and Monitoring and Oversight.
- 9.1.1 Where the Province opts to second officials to manage the project, the key roles are Project Manager, Project Coordinator, Training Coordinator, Data Analyst and Financial Support may be seconded for the project management at the provincial level.
- 9.1.2 The Project Manager may be seconded to be a member of the Senior Management Services and remunerated at that level. **(the level must be determined by an OD process)**. The secondment should be moving a person one level above current level (eg. Assistant Director - may be at Deputy Director level, OR Deputy Director to be remunerated at Chief Education Specialist level 1 – this may be done ONLY for the Project Manager) Project Manager role may be left to the existing SMS member with NO additional remuneration. The SMS members will provide strategic direction for the project implementation.
- 9.1.3 The other roles (Project Coordinator, Training Manager, Data Manager, Finance Manager) may receive remuneration of two notches above the current notch for the duration of the project up to the end of the financial year.
- 9.1.4 The Project Coordinator role may be seconded to a member of Middle Management Services (DD/CES) and remunerated at that level (the level must be determined by OD process).
- 9.1.5 Should the task be delegated to an existing member of Senior/Middle Management, there will be no additional compensation/allowance.

- 9.1.6 The Training Coordinator, Data Analyst and Financial Support may be seconded to posts determined by the Organisation Development investigation and concurrent job evaluation. Officials on one lower salary level than the **job evaluated post** must receive an acting allowance. The seconded post **may not be remunerated higher** than Deputy Chief Education Specialist/Assistant Director. If the seconded official's post many ranks lower than the DCES or Assistant Director, **and there is no job evaluation done to determine the correct job posting and remuneration**, then the remuneration should be two notches above the current notch of the seconded post/official.
- 9.1.7 Should the **official seconded be on the same level as the job evaluated position**, that official may not receive additional allowance/remuneration.
- 9.2 Appointment of interns as support staff Provinces, Districts and Circuits, this process is dependent on the funds available for Project Management Fees which are for both compensation as well as operations and Monitoring and Oversight.
- 9.2.1 Provincial Education Departments (PEDs) may appoint Graduates as interns to assist with the administrative duties within Provinces, District and circuit offices as the Graduate Internship Programme will also benefit the Youth. Each Province is limited to four interns, District is limited to a maximum of three interns for this purpose. The Province may follow the same process to appoint Graduates as interns to provide admin support to the circuit offices. Each circuit will be limited to one or two interns to provide admin support; this will be determined by funds available for the operational function of the project.
- 9.2.2 The Graduate Interns may be youth who have qualifications in Accounting, Finances, Auditing, Data Management, Information Technology, and Project Management.
- 9.2.3 The contract term for the admin support (Graduate Interns) should be for minimum of one year (six months contract renewable depending on performance and if the Graduate is still available), then the province should offer other youth an opportunity to also access the experience, skills and training. This is to align with BEEI timelines since the project is short-term.



- 9.2.4 To align with the DPSA directives (gazette No. 40167; DPSA circular No. HRD 1 of 2018; Directive on Employment of Persons to Developmental Programme in the Public Service); the PED may opt to pro-long the term to two years, however the stipends should come from the Skills Levy within the province.
- 9.2.5 The Provincial Human Resource should provide a draft guideline Job Description for Graduate Interns to assist the Districts and Circuits in standardizing tasks done at that level. However, this job description is the minimum tasks that could be done, the District and Circuit should be able to add tasks aligned to their context.
- 9.3 Appointment/s
- 9.3.1 Provinces may opt to **appoint officials to job-evaluated posts** who meet the requirements of the posts and by following a legitimate recruitment and selection process. (e.g. Could be Provincial Advertisement of the vacancies on internal bulletin or external, receipt of applications, selection processes, shortlisting, interviews, appointments and offering of contracts to successful candidates and assumption of duty)
- 9.4 Remuneration
- 9.4.1 All those appointed in a secondment capacity (Head Office and District Offices) – may receive an allowance, which is the difference between the salary notch the official is currently remunerated on and the first notch of the job evaluated position **OR** if there is no job evaluation the two notches above the incumbent's current notch.
- 9.4.2 If the task is assigned to a Manager appointed in terms of the Senior Management Services, there will be no additional compensation.
- 9.4.3 Officials appointed from outside the Department will receive the first notch of the job-evaluated salary for the specific position.
- 9.4.4 Officials appointed on contract will be eligible for 37% in lieu of benefits.
- 9.4.5 Officials appointed in the Head Office and District Office Project Team will only be allowed to claim subsistence and travel allowance aligned to the Treasury and DPSA prescripts, where deemed fit and justified.

9.4.6 The stipend for the Graduate Interns may be covered from the Skills Levy of the Province should that be allowed by the provincial HRD and Skills Development and Training Committee (SDTC).

- (a) If the province uses the Skills Levy, then the Prescripts of DPSA of term of the contract and stipends to be paid may be implemented.
- (b) Where it is not possible to use the skills levy, the funds allocated to the operational budget for the BEEI in the province should assist in that regard. Since the BEEI Operational budget is extremely small and tight, the province utilizing the Operational Budget allocated to the BEEI should align the payment of stipends being **R6 000 and not more** which is aligned with the Graduates Interns Programme prescripts of PDSA.
- (c) The Province may opt to pay the stipends of the Graduate Interns through Persal.

## 10. Duties for the Graduate Interns

10.1 The Province is requested to ensure that all the Graduate Interns appointed to support BEEI, sign the job descriptions and workplans.

10.2 The task may vary depending on the needs per district or circuit. Amongst the task allocated these Graduates should

- (a) handle the capturing of data required, monitor systems' effective use, intervene where schools are having problems and escalate challenges that are not resolved.
- (b) assist in reconciling funds transferred to schools against the heads appointed and payments made.
- (c) review and familiarise self with compliance policies
- (d) Planning and scheduling audit/compliance assignments.
- (e) Conduct preliminary periodic assessment to identify risk
- (f) Review of financial records and transactions
- (g) Conduct interviews with key personnel
- (h) Perform fieldwork and data collection
- (i) Draft audit and compliance findings and recommendations
- (j) Investigate compliance violations and advise on corrective action.
- (k) analysis of data from the systems

- (l) monitoring schools to ensure compliance with the framework;
- (m) Writing of compliance reports as they will inform Internal Audit and leadership actions to take
- (n) Conduct training sessions on compliance issues/policies
- (o) support the district and circuits in collating reports and submitting to province
- (p) admin support for BEEI activities and any other task that the circuit or district may allocate to the assistant.

#### 11. Consequence management for non-compliance

Should it be discovered that officials did not comply with the guide, the HOD will be requested to correct the situation immediately. Should the non-compliance continue, the DG will be required to inform the MEC for the necessary disciplinary procedures to be followed.

#### 12. Management, implementation and compliance with the guideline.

The provinces are requested to monitor the implementation of this guideline. The Provinces is requested to ensure that strict measures are in place to manage the cases where officials were seconded incorrectly and for non-adherence to the requirements. In cases of misconduct, irregular processes and non-adherence to the Guideline is detected, the Labour Relations units of the PED need to provide the necessary guidance and support.

#### 13. Period of applicability of the guideline

This guideline shall remain applicable until the end of the BEEI Phase V (5).

DRAFT PHASE V 2025-26