REQUEST FOR PROPOSAL

AASA PHASE 2

FUNCTIONAL SCHOOLS – GOVERNANCE, LEADERSHIP & MANAGEMENT COMPONENT

BASELINE ASSESSMENT, NEEDS ANALYSIS

AND SCHOOL PROFILES

&

HIGH-LEVEL PROPOSAL FOR THE FUNCTIONAL SCHOOLS COMPONENT

Deadline for submission: 3 October 2022 at 12h00

tenders@jet.org.za

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1 INTRODUCTION

The Anglo American Education Programme (hereafter referred to as the Programme) is an initiative of the Anglo American Sustainability Strategy, a core part of the Sustainable Mining Plan, and is part of Anglo American South Africa's (AASA's) commitment to be an active corporate citizen that engages with the real issues and challenges facing South Africa.

Working in partnership with the Department of Basic Education (DBE), the goal of the Programme is to improve the educational outcomes of learners in schools in communities local to AASA Operations in the country. Following on from Phase 1 of the Programme[1], JET Education Services (JET) is the Managing Service Provider overseeing and managing the roll out of Phase 2, in which three (3) AASA Business Units (BUs), Kumba Iron Ore, Platinum and De Beers, will be participating.

The second phase of the Programme will be implemented in these BUs situated in the provinces of Limpopo, North-West and the Northern Cape respectively. The schools are spread across the BU Operations and the 84 schools, made up of primary and high schools, are Quintile 1-3 schools situated in rural communities located on the perimeter of mining towns.

As in Phase 1, Early Learning will be a primary focus and support will be provided to Early Childhood Development (ECD) sites which are feeders to primary schools participating in the Programme. The inclusion of a Grade R component in Phase 2 acknowledges the importance of establishing a firm base of school and learning readiness in children prior to them entering Grade 1. The continuing use of a Whole School Development (WSD) model will ensure that the interventions in primary and secondary schools will assist the schools to become high-functioning institutions in which effective teaching and learning activities take place in environments conducive for learners to achieve their academic potential.

In striving to provide a holistic approach to school development, the Programme focuses significantly on teacher development and direct learner support. An information and communications technology (ICT) project will be entrenched in all phases and components of implementation including ICT devices, WiFi to schools, training for teachers and school management and campaigns designed to keep learners interested and stimulated will be rolled out on a regular basis.

Well-functioning schools performed significantly better in Phase 1 and have demonstrated strong and consistent leadership at school and district levels.

JET and AASA are currently undertaking a procurement process for a service provider that has evidence-based or tried and tested models for school and leadership improvement. This Request for Proposals (RFP) is inviting companies/organisations to start with baseline work to develop and propose feasible methodologies to work alongside JET and AASA to improve, capacitate and enhance the capabilities of schools, as determined by a participatory model of development.

[1] Phase 1 ran from 2018-2023.

1.1 PHASE 2 SCHOOLS

Phase 2 sees a further group of 84 primary and secondary schools and 100 ECD sites[2] recruited into the Programme. All schools are Quintile 1-3 “no-fee” schools and their inclusion follows an application process that included inputs from local Education Department officials. All schools have indicated their willingness to embrace change (i.e. engage in a process of school improvement) and are deemed most likely to benefit significantly from the levels of support that will be provided by the Programme.

The location of the schools is summarised in Table 1.

Table 1: Location o Phase 2 schools

BUSINESS UNIT	OPERATION/MINE NAME	PROVINCE	Number of schools per Operation	Area where schools are located	District/Circuit
De Beers	Venetia, Musina	Limpopo	**13** 4 Secondary 9 Primary	Bale; Folovhodwe; Madimbo; Malale; Muswodi Dipeni; Mataulu & Maseha	Vhembe East District Niana East & Niana West Circuits
De Beers	Venetia, Blouberg	Limpopo	**11** 4 Secondary 7 Primary	Bochum; Indermark & Radistshaba	Capricorn North District Bhananwa North & Maleboho East Circuits
Platinum	Polokwane	Limpopo	**4** 2 Secondary 2 Primary	Sebayeng	Capricorn South Distict Dinamo Circuit
Platinum	Mogalakwena	Limpopo	**10** 4 Secondary 6 Primary	Mapela; Mokopane & Bakenberg	Mogalakwena District Mapela; Mokopane; Bakenberg North & Mapela Circuits
Platinum	De Brochen	Limpopo	**7** 3 Secondary 4 Primary	Ga Mashe & Ga-Mampuro	Sekhukhune East District Ngwabe Circuits
Platinum	Amandelbult	Limpopo	**11** 4 Secondary 7 Primary	Ramokokastad; Kraalhoek; Mopyane; Manamakgotha; Saulspoort; Manamakgoteng & Sefikile	Bojanala District Mankwe; Boitshoko; Areagang & Mogale Circuits
Platinum	Rustenberg	North West	**8** 2 Secondary 6 Primary	Photsaneng; Thekwana; Mfidikwe; Monakato & Maile Rooikraal	
Kumba	Kolomela Mine	Northern Cape	**4** 2 Secondary 2 Primary	Grikwastad & Campbell	Pixley Ka Seme District Circuit 5
Kumba	Sishen Mine	Northern Cape	**16** 4 Secondary 12 Primary	Deben; HeuningVlei; Loopeng; Bathlaros; Shalana & Makhubung	JTG District Circuits 1, 3, 4 & 6

Appendix A provides a comparison of the geographical extent of Phase 1 vs Phase 2 of the Programme and a series of operational maps which give the specific geographical locations of the schools relative to each other.

Given the geographical reach of the Programme, submissions in the form of a joint venture/consortium will be considered. Such submissions need to be clear on who the principal service provider will be as well as the functions of other members in the joint venture/consortium. Equally, partnerships and/or professional associations with non-profit

[2]Selection of these sites will be finalised before the end of 2022.

organisations (NPOs) and youth local to the mines/operations are highly encouraged for this assignment.

1.2 KEY PRINCIPLES OF THE PROGRAMME

1. **Learner first:** The learner is at the centre of the Programme. The Programme goal is improved educational outcomes for learners.

2. **Local communities**: The focus is on learners in selected schools in the communities local to the participating Anglo Operations.

3. **Clusters**: Interventions will be centred on selected clusters of schools and ECD sites. The objective is to support selected ECD sites which feed into selected and supported primary schools, which in turn feed into selected and supported secondary schools. District and circuit officials from the earmarked clusters will be invited to participate in and support the interventions.

4. **Proven models:** The approach of the Programme is to use school improvement models that work and that have shown improvements in learners' educational outcomes (results) through empirical and experiential observations.

5. **Single consistent approach:** The same approach will be followed across all of the Anglo American BUs and participating Operations; the type and extent/dosage of specific interventions will depend on the needs of the individual schools.

6. A **holistic, whole school development (WSD) approach:** A WSD approach will be followed for primary and secondary schools; the focus is on development of the school leadership (school governing body or SGB), school management team (SMT), and the teachers. Basic equipment and infrastructure will be provided. Limited social interventions that assist learners to attend school regularly, stay in school and attain their academic potential will be supported.

7. **Focus on no-fee schools:** All Phase 2 schools are Quintile 1-3 schools.

8. **Accessible quality early childhood learning:** The goal is for children in participating ECD sites to be "school ready". The focus will be on skilling practitioners in selected ECD sites (registered or not) to provide high quality stimulation appropriate to the child's development age and stage and to provide essential infrastructure upgrades so that sites are compliant with the DBE's requirements and can therefore access DBE subsidies.[3]

9. **Delivered in partnership with government and relevant stakeholders:** The Programme is supported by meaningful and relevant stakeholder engagement and by the DBE, Department of Social Development (DSD), Department of Mineral Resources (DMR), teacher unions, communities and the Operations. Importantly, collaboration between government and AASA will involve mutual engagement to

[3] From April 2022, responsibility for the ECD sector shifted from the Department of Social Development (DSD) to the DBE, which is responsible from this date for supporting, subsidising and regulating the sector.

overcome specific challenges facing some of the participating schools, for example, access to required learning and teaching support material (LTSM) such as textbooks.

10. **Long-term, consistent quality interventions:** Most interventions will be over a four-year period.

11. **Monitoring and evaluation (M&E) systems:** M&E will be embedded from the start to help improve performance and achieve results. Adaptations to the Programme, as and when required, will be based on continuous assessments and evidence that will be provided to technical implementers and all relevant stakeholders.

12. **Sustainability:** To support the sustainability of the Programme, from inception, the Programme will work closely with circuit, district and provincial officials. There will also be a focus on establishing and supporting communities of practice/professional learning communities and Subject Head/Lead Teacher development. The provision of online/digital learning and training materials will also optimise impact by ensuring that the Programme continues to have a constructive effect on schooling outcomes long after it has come to an end.

Figure 1 provides an overview of the Programme components and a timeline for of the Programme as a whole.

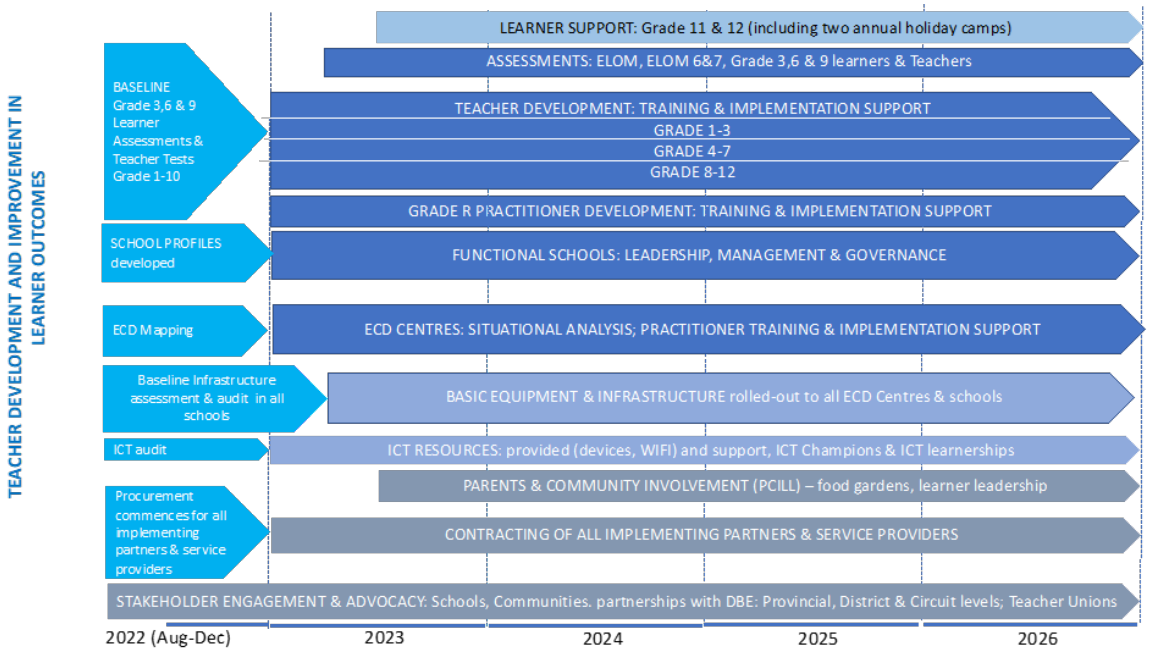


Figure 1: Programme overview and timeline

1.3 PROBLEM STATEMENT

This is summarised as follows.

The quality of educational outcomes for learners is far below national targets, especially for the critical foundational skills of reading and writing (literacy) as well as numeracy. Poor learner performance is particularly prevalent at the lower end of the socio-economic scale as well as in rural schools – the situation close to many of the AASA Operations.

The educational outcomes of learners living local to AASA and its Operations appear no better than the rest of the country, and some are below the national average. Poor schooling leads to unemployment, low productivity occupations and associated social ills. Host communities should benefit from AASA Operations. One of AASA's three strategic imperatives is "Thriving Communities" local to its Operations, with education identified as a priority (along with wellbeing and livelihoods).

That the country's educational outcomes remain low is attributable to a number of enduring constraining factors. At a school level, these include weak institutional functioning, the inefficient use of available teaching time and ineffective and poorly skilled school leadership. A contributing factor at the system level is the failure of initial teacher training which is unable to produce teachers with adequate levels of subject content knowledge and the pedagogical skills to teach this content effectively and persistent structural challenges with regards to resource provisioning at schools, including the availability of learning and teaching support materials such as textbooks. The situation is exacerbated by poor support and weak participation from parents, school governing bodies and local communities. Further, the lack of accountability at any level of the education sector minimises change and sustainability of investments across the value chain.

At the school level, a consequence of poorly skilled leadership operating with limited support from parents and the community is weak institutional functionality and low levels of accountability. At the classroom level, this leads to wasted teaching and learning time, which, coupled with teachers' poor content knowledge and pedagogical skills, results in cumulative gaps in learning and subsequent poor educational outcomes.

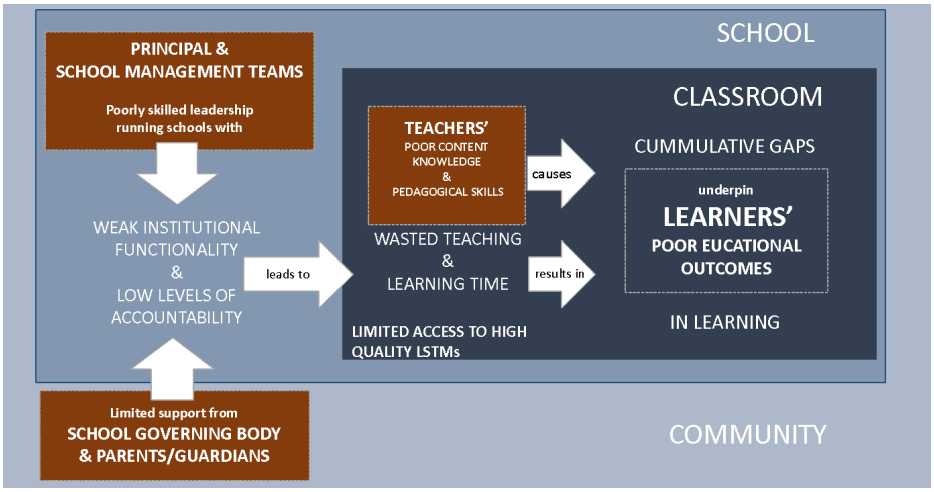


Figure 2: The problem statement

Figure 2 indicates the points at which the various components of the Programme will intervene. It is anticipated that a more skilled management team, well-supported by an effective SGB, engaged parents/guardians and the broader community, will run a more functional school that will operate with increased levels of accountability. At the classroom level, this will ensure that opportunities to learn are maximised by teachers who, utilising their enhanced content knowledge and pedagogical skills, will engage in more skillful practice. This, in turn, will result in reduced gaps in learning and ensure improved educational outcomes.

The Programme is underpinned by a WSD approach. To this end, the expertise of a number of different service providers will be utilised. The school and cluster-based interventions they will offer will be well coordinated in order to ensure maximum impact on the ground. A further key feature of the Programme will be the use of ICT in the classroom. In this regard, the capacitating of teachers with respect to their technical IT skills and capabilities will be a specific focus of the professional development activities offered by the various service providers.

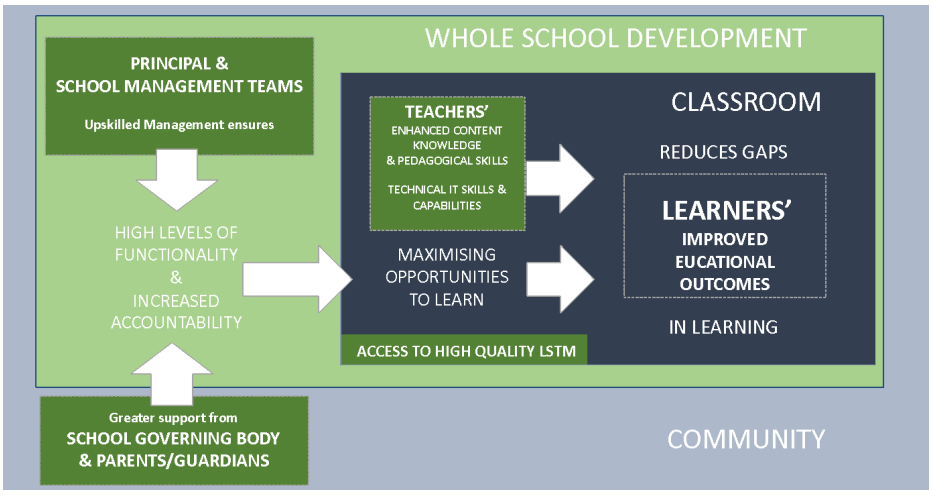


Figure 3: Programme interventions

Whereas the problem statement lays out in general terms the challenges faced by schools, such as those included in Phase 2 of the Programme, it is acknowledged that each school will manifest its own specific set of needs which will require personalisation of the interventions on offer by the service providers.

1.4 PROGRAMME APPROACH

A high-level theory of change (ToC) for the Programme is presented in Figure 4.

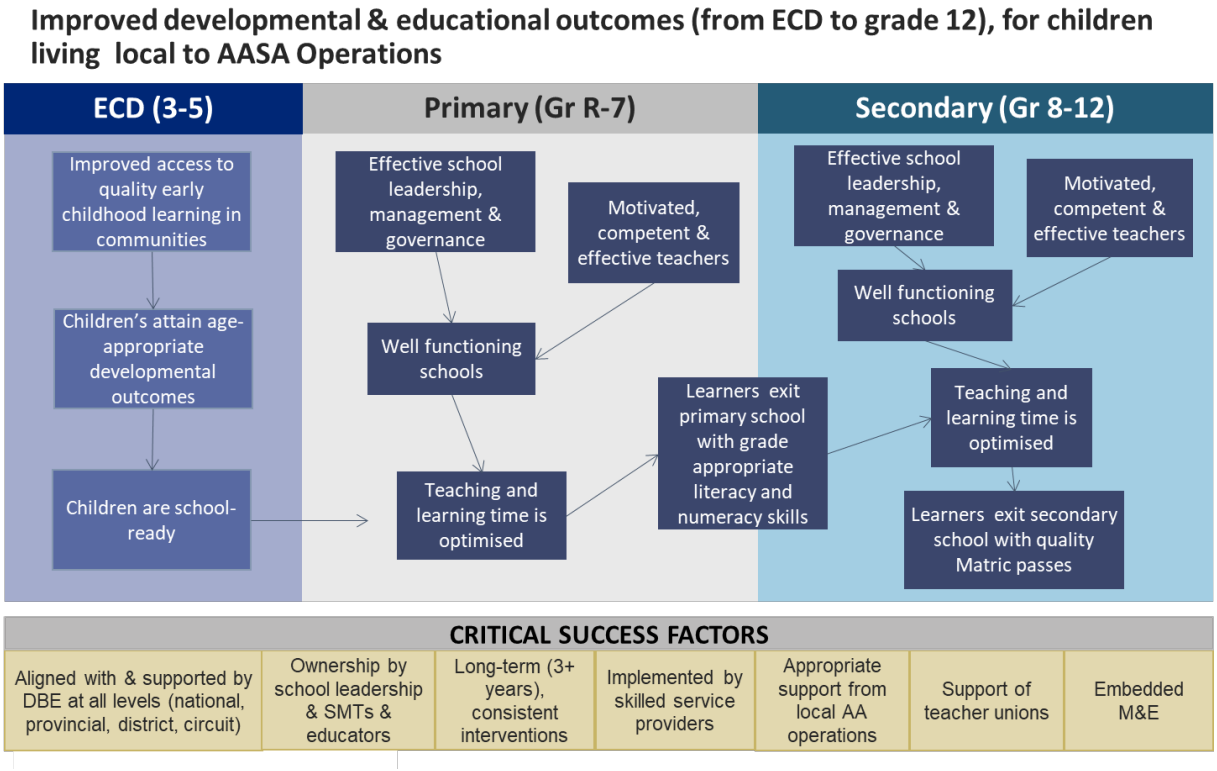


Figure 4: Theory of change

1.5 OUTCOMES OF THE PROGRAMME

The expected outcomes of the Programme in ensuring improvement of the schooling pipeline[4] are as follows:

1. Competent principals and SMTs provide strong instructional leadership ensuring well-functioning schools where teaching and learning is optimized, including effective curriculum delivery.
2. Motivated, competent and effective teachers optimise teaching and learning time.

[4] Formal schooling can be thought of as a pipeline, with learners entering in Grade R and exiting at the end of Grade 12. Over the 13 years the learners spend moving through the pipeline, they need to be exposed at all times to quality teaching and learning. The pipeline itself is constituted by highly capacitated and motivated teachers, enabled and supported by effective school leadership and underpinned by functional governance structures. The pivotal role that teachers play in ensuring the achievement of the desired educational outcomes cannot be under-estimated. Hence, a cornerstone of the Programme will be the provision, on an ongoing basis, of a range of professional development opportunities which includes school-based coaching and support.

3. Gender parity index (GPI) targets are met[5].
4. Competent SGBs oversee the administration and management of well-functioning schools where teaching and learning are optimised.
5. There is optimal participation by and support from district management (circuit and district managers) to the school and Programme.
6. Enthusiastic, engaged learners attend school regularly, remain enrolled through to matric and harness their socio-emotional skills to achieve their academic potential.
7. Extra activities include ICT training and distribution of devices in all programme schools, ICT champions, leadership projects and improved career guidance in order to prepare learners for post-Matric studies and/or the world of work.
8. Access to post-matric studies and/or the world of work are provided.
9. Parental and community involvement initiatives seek to empower and optimally support learners to invest in their schooling and the opportunities for success.
10. Infrastructure refurbishments at schools and ECD centres that will create safe and secure environments for learners and teachers and the community at large are undertaken.
11. Ownership of all Programme investments, including those from the public sector, by the school community, parents and the community is improved.

2 REQUEST FOR PROPOSAL: FUNCTIONAL SCHOOLS: LEADERSHIP, MANAGEMENT & GOVERNANCE SITUATIONAL ANALYSIS

This Request for Proposal covers:

1. The baseline assessment, needs analysis and School Profiles for the 84 schools participating in Phase 2 of the Programme across the provinces.
2. A high-level proposal (evidence-based model and methodology, budget and potential/proposed partnerships) for the Functional Schools component of the Programme.

The Programme aims to assist schools to become high-functioning institutions in which effective teaching and learning activities take place in an environment which is conducive for learners to achieve their academic potential. The key intervention here is leadership development focused on developing committed, capable and accountable school leadership

[5] Gender parity in education can be calculated by dividing the number of female learners at a given level of education by the number of male learners at the same level. According to the UNESCO Institute for Statistics, a GPI of between 0.97 and 1.03 reflects gender parity (http://uis.unesco.org).

and management teams within a school. As such, the Functional School: Leadership, Management & Governance component is central to the Programme.

Prior to the commencement of Programme interventions, a detailed baseline assessment of each school needs to be conducted. The intention behind this activity is to initiate the process of identifying and understanding a school's developmental needs so that these can be best addressed by the different components during the course of the Programme.

The baseline assessment constitutes the first step in the development of a rich and highly contextualised understanding of each school's current situation. This information will be used, together with other baseline data such as the learner assessment and teacher test results, in the compilation of a comprehensive School Profile for each of the 84 participating schools.

It is envisaged that the Profiles will underpin a more extensive situational analysis process which will be engaged in by the service provider responsible for delivering the Functional School component early in the new year. Additional information on a school's specific challenges will also be obtained from sources external to the school such as the Provincial Education Department's Circuit and District officials as well as through engagement with teacher unions and with the broader school community.

As such, the School Profiles are best viewed as a 'work in progress' and will be regularly updated; from year to year they will play an important role in assisting with the effective monitoring and evaluation of progress towards agreed-to targets. Critically, the Profiles will help inform the treatment and dosage of interventions across the different components required in order to support a school's realisation of these targets.

2.1 SCOPE OF WORK

The following is critical to the scope of work (SoW) that applicants must respond to:

1. A needs analysis for each of the 84 schools, the school profile data must be comprehensive and arranged to inform the treatment and dosage of interventions across the various components of the Programme. JET will provide a primary data template that the successful service provider can build upon.
2. A high-level proposal (evidence-based model and methodology, budget and potential/proposed partnerships) is required. A maximum of five (5) pages and a high level budget is only required at this stage.

Deliverables for the baseline assessment and Functional Schools component

Deliverable 1: 84 baseline assessments, needs analyses and school profiles

Deliverable 1.1:

- Preparatory work for the baseline assessment & needs analysis exercise – the recruitment, contracting and training of data collectors
- A fieldwork plan detailing of all preparatory work, including pre-visit contact with schools and a schedule of school visits in each of the three AASA Business Units - Kumba Iron Ore, Platinum & De Beers. The plan should also indicate what provision will be made for both data verification and quality assurance during the school visits, and

for follow-up contact with the schools in the event of incomplete data-gathering in the field.
- It should include a budget should clearly indicating all HR and operating costs (inclusive of travel, accommodation, printing expenses etc.).

Deliverable 1.2:
- Baseline assessment & needs analysis fieldwork in each of the 84 programme schools

Deliverable 1.3:
- The data gathered in Deliverable 2 needs to be compiled into a profile for each school.
- The proposal needs to clearly indicate what form the profile will take, bearing in mind that, as indicated above, it is anticipated that the information contained in the School Profile will feed directly into a situational analysis which will identify not only the school's specific organisational development needs, but also provide important information for use by the teacher development components of the Programme.
- The 84 School Profiles are to be submitted no later than **Friday 2 December 2022.**
- The costs associated with the generation of the School profiles need to be clearly specified.

Deliverable 1.4:
- 84 school profiles generated from the baseline data
- The service provider is required to prepare and deliver the following:
  - School-based report-back sessions to the 84 SMTs/SGBs
  - A series of up to nine (virtual) presentations to District officials and Anglo Business Units/Operations staff
- The intention is to **schedule these school-based report-back sessions and virtual presentations for the week of 5 – 9 December 2022**.
- Proposals should include a schedule of school visits detailing how you intend delivering the 84 SMT/SGB report-back sessions in the time available.
- The costs associated with this deliverable are to be clearly specified.

Notes:

1. The Programme is committed to having its interventions informed by a rich and highly contextualised understanding of each school's current situation[6]. Given that the annually updated School Improvement Plan (SIP) plays a central role in guiding a school's operations, it is envisaged that the baseline assessment and needs analysis of the school will be aligned to the nine focus areas of the SIP, excluding most aspects of 'school infrastructure' (where a separate audit is being undertaken).

[6] With an acknowledgement that the present is rooted in what is an often deeply complex past.

2. Please note: when it comes to Focus Area 4 (Quality of Teaching & Learning and Educator Development) the fieldworker **is not expected** to make any direct observations of teachers' classroom practices, or gather any evidence of learner work.

3. Seeing as both qualitative and quantitative data will be collected, the proposal must specify the methods which will be employed to gather data from the different school constituencies engaged with on the day, including the School Management Team (SMT); School Governing Body (SGB); professional (i.e. teachers) and non-professional (i.e. administrative and support) staff and, in the case of secondary schools, members of the Representative Council of Learners (RCL).

4. As part of the proposal evaluation process, JET will require access to examples of survey instruments (questionnaires, interviews etc.) previously used by the bidder to gather data of a similar nature. How the issue of participant confidentiality will be dealt with also needs to be addressed in the proposal.

5. Please note: the raw data (questionnaires, interview recordings etc.) will have to be securely stored and freely available for future scrutiny/use by JET and the service provider appointed to deliver the Functional Schools: Management, Leadership & Governance component of the Programme. Similarly, all interview transcripts need to be made available as part of the data evidence trail supplied to JET upon completion of this exercise.

6. Whilst it is acknowledged that the 4th term is by no means ideal for fieldwork of this nature, it is imperative that this Programme activity is completed before the end of the 2022 school year.

7. A consequence of the timing is that in all likelihood no more than three weeks will be available to complete the fieldwork. It is anticipated that the selected service provider will provide resourcing capacity to work in parallel in the business units' operations over the three weeks.

8. The proposal should also include a **School Visitation Programme** that indicates the schedule of meetings/interviews/focus group discussions to be held on the day. And in light of the limited time available, the proposal needs to clearly indicate where data could be collected remotely and what plans will be put in place to collect data which was unavailable on the day of the school visit.

9. In all instances provision needs to be made for electronic data gathering and storage.

10. In order to assist with the scheduling of school visits and the calculation of HR and Operating costs, bidders are referred to Appendix *A* (The Operational Maps of the Phase 2 schools). Appendix B (School Baseline Assessment Supplementary Notes) provides some further details of specific data that should to be collected.

Deliverable 2: **High level proposal for the functional schools: leadership, management & governance component of the Programme. A maximum of five (5) pages are required with a high level budget.**

Notes:

1. It is anticipated that the service provider appointed to deliver on the baseline assessments and School Profiles will be assessed for their suitability to design and implement a fit for purpose and sophisticated Functional Schools and Leadership Programme for all Phase 2 schools, to run until the end of 2026.

2. To this end, you are invited to submit a high level proposal for the implementation of this component of the Programme. Your proposal should include details of the methodology and model of work to be developed based on the Programme's Problem Statement and the focus of interventions outlined above. Ideally, the model of work must be evidenced-based or independently evaluated for replication.

3. Please note: Seeing as the intention behind the baseline assessments is to initiate the process of identifying and understanding a school's developmental needs, **it is imperative that the results thereof are utilised in subsequent activities** undertaken as part of the Functional Schools component's work. To this end, your proposal should include the following:

    a. **For each school, the running of a residential workshop** (or retreat as it was referred to in Phase 1) early in 2023.

        - These workshops will be structured as the next step in the school's situational analysis and will function as a further induction into the Programme.
        - Participants are to include all relevant professional and support staff members, the Circuit Manager, representatives of the SGB and, in the case of secondary schools, representatives of the Representative Council of Learners (RCL).
        - The intention of the workshops will be to facilitate a candid engagement amongst the different stakeholders about the issues facing the school, specifically those that create barriers to the achievement of improved educational outcomes.
        - The expectation is that having identified those challenges and constraints that prevent a more functional school, the participants will come up with clear plans of action to overcome them. The School Profile will form an important source of data for this workshop.
        - These workshops will be implemented annually and will be an opportunity to reflect on progress towards agreed-to goals and address any Programme-related issues facing the school. As noted earlier, the intention is that School Profiles are updated annually and where required, targets set/adjusted for the following year.

b. At a broader level, your programme design should include **details of how you intend structuring a cluster model** that enables collaboration between schools in geographical proximity to each other, and also how you will forge and sustain partnerships with local education department structures to ensure alignment between Programme activities and those undertaken at the circuit and district level.

This proposal is to be submitted on 3 October 2022 on or before 12h00 (midday) to tenders@jet.org.za.

3 EXPERTISE REQUIRED BY THE SERVICE PROVIDER

In response to this RFP, the service provider is expected to provide evidence of the following:

1. Experience of having successfully undertaken fieldwork in geographically diverse settings.
2. Expertise in the utilisation of both qualitative and quantitative data gathering methods.
3. Experience in undertaking school-based assessments of the nature prescribed in Deliverable 1.2.
4. Expertise in data analysis and data presentation.
5. Evidence of having produced products similar to the School Profiles prescribed in Deliverable 1.3.

4 DURATION OF CONTRACT

The successful bidder will be contracted initially for the period **21 October 2022 to end March 2023.**

5 REPORTING

Written reports according to agreed templates are to be submitted on a monthly basis to the JET Project Manager and quarterly to JET/AASA management. In addition, during the fieldwork component, weekly operations meetings are to be held with the JET Project Manager. A separate Fieldwork report is to be submitted within 14 days of completion of this activity.

6 STRUCTURE AND CONTENTS OF PROPOSAL AND BUDGET

Interested parties should submit a proposal which contains the following components

- **Cover page:** Include basic information such as organisation name, address, website, project lead and contact information.
- **Executive summary (one-page maximum):** Of proposal and topline budget figures.

- **Relevant experience and appropriate qualifications:** A brief capacity statement (two-three pages maximum), highlighting why your organisation is well-positioned to provide the services required. Indicate clearly who the team leader will be. Attach short biographies/CVs of key personnel who will be involved in the delivery of the prescribed services.
- **Technical quality of the proposal**: Inclusive of details of 1) the research design adopted in the gathering of data; the quality and appropriateness of the various forms of survey instruments (including interview schedules) employed to collect the data, and how this data will be verified (i.e. quality assured). 2) Details of how the data will be analysed and then collated together for use in the compiling of a Profile for each school. This section should form the bulk of the proposal. It should include all envisaged activities and a description of how the scope of work described above will be fulfilled. **Not longer than eight (8) pages.**
- **Proposed workplan:** Tasks, responsible persons and timeframes.
- **Budget**: The budget for each of the deliverables, aggregated to a total budget.
- **References:** Names and contact information of three referees.
- **Evidence of having engaged in similar fieldwork activities**.

Please note

- Proposals should not exceed **15 pages**. CVs and reference documents can be included as annexures (exceeding the 15-page limit).
- Prices should be exclusive of VAT, but the proposal should indicate whether VAT will be charged.
- Prices offered shall be all inclusive of all costs and shall remain fixed for the duration of the contract.

7 PROPOSAL EVALUATION CRITERIA

Proposals will be evaluated against the following non-exhaustive list of criteria:

1. Technical quality of the proposal, inclusive of suitability of proposal in terms of design and methodology for undertaking baseline assessments and generating 84 School Profiles: **50%**; (Refer to the Scope of Work)
2. Relevant experience and appropriate qualifications of the service provider to execute the assignment: **20%**; (Refer to the section on “Expertise required by the Service Provider”). Experience in working with mining communities is an added advantage.
3. Cost: **20%**;
4. BBBEE: **5%**.
5. Proposed workplan: **5%**

8 INSTRUCTIONS FOR PARTICIPATING IN THE RFP

In the interests of efficiency and of procedural fairness to all proposers, the following timelines will be strictly adhered to:

Date	Activity
Friday, 16 September 2022	RFP distributed to potential external service providers
Wednesday, 21 September @ 14h00 - 16h00	Briefing to all potential bidders
Friday, 23 September	Deadline for clarificatory questions from potential bidders. All questions should be send to tenders@jet.org.za, cc nathalie@jet.org.za & jonathan@jet.org.za
Monday, 3 October	Proposal submission deadline 12h00 (midday) via email to tenders@jet.org.za
Friday, 7 October	Shortlisting finalised and due diligence completed (i.e. compliance check)
Tuesday, 11- Wednesday 12 October	Shortlisted service providers to give virtual presentation to panel (JET and AASA)
Thursday, 13 - Friday 14 October	Preferred service provider (SP) informed of selection
Monday, 17 October	Letter of appointment issued to SP and draft contract with SoW request (plan of work and budget)
Wednesday, 19 October	Counter-signed letter of appointment received back from SP
Friday, 21- Friday 28 October	SoW finalized, Contract signed. Preparatory work for fieldwork undertaken in consultation with JET and AASA
Monday, 31 October- Friday 18 November	Three weeks of fieldwork
Friday, 2 December	Submission of School Profiles
Monday, 5 – Friday 9 December	Report backs to school SGBs; Districts/Circuits; JET & AASA

9 SUBMISSION DETAILS

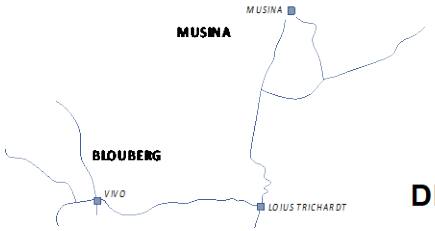
RFP bids are to be submitted according to the above specifications by 12h00 midday on Monday, 3 October 2022 to tenders@jet.org.za. No late submissions will be considered.

10 CONDITIONS

1. JET will be the contracting party for this assignment.
2. The service provider will be expected to sign a Non-Disclosure Agreement.
3. The service provider will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The service provider's fee shall be inclusive of all office administrative costs.
4. Payment schedules will be negotiated as part of the contracting and will be affected according to the Payment Schedule and upon receipt of an invoice to JET, and upon satisfaction of the key deliverables. Any deliverable submitted and not meeting the specifications must be reworked and resubmitted at no additional cost.
5. The service provider will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The service provider's fee shall be inclusive of all office administrative Costs.
6. The drafts and final documents, as well related data, will be the property of AASA and JET Education Services as the managing agent, after completion and will be handed over with full title rights. The service provider will be acknowledged for the work done in the draft documents as well as the final document, except if the document is published as official policy or document of the AASA, then the discretion to do this lies solely with the AASA in accordance with its policies and procedures.
7. The service provider shall at all times keep information obtained during the work assignment confidential and shall not circulate the document or any part there-of, at any stage to any party without the explicit permission of JET and AASA.
8. The service provider shall not publish the document, any part thereof, or any reworked version thereof, without the explicit permission of JET and AASA under such conditions that both parties will agree too.

APPENDIX A: OPERATIONAL MAPS

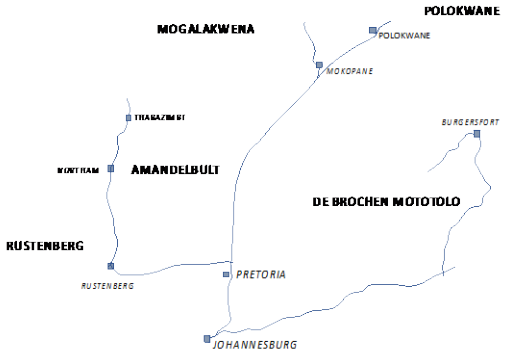
COMPARISON OF PHASE 1 & PHASE 2 AREAS OF OPERATION



DE BEERS

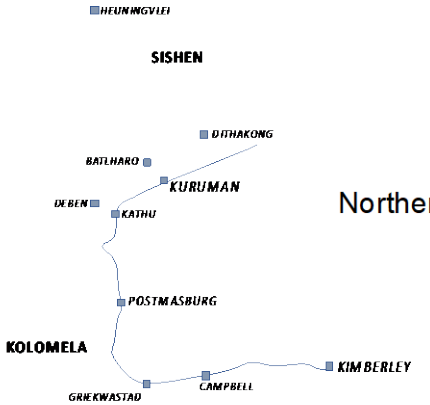
PHASE 1 | PHASE 2

Limpopo



North West

PLATINUM

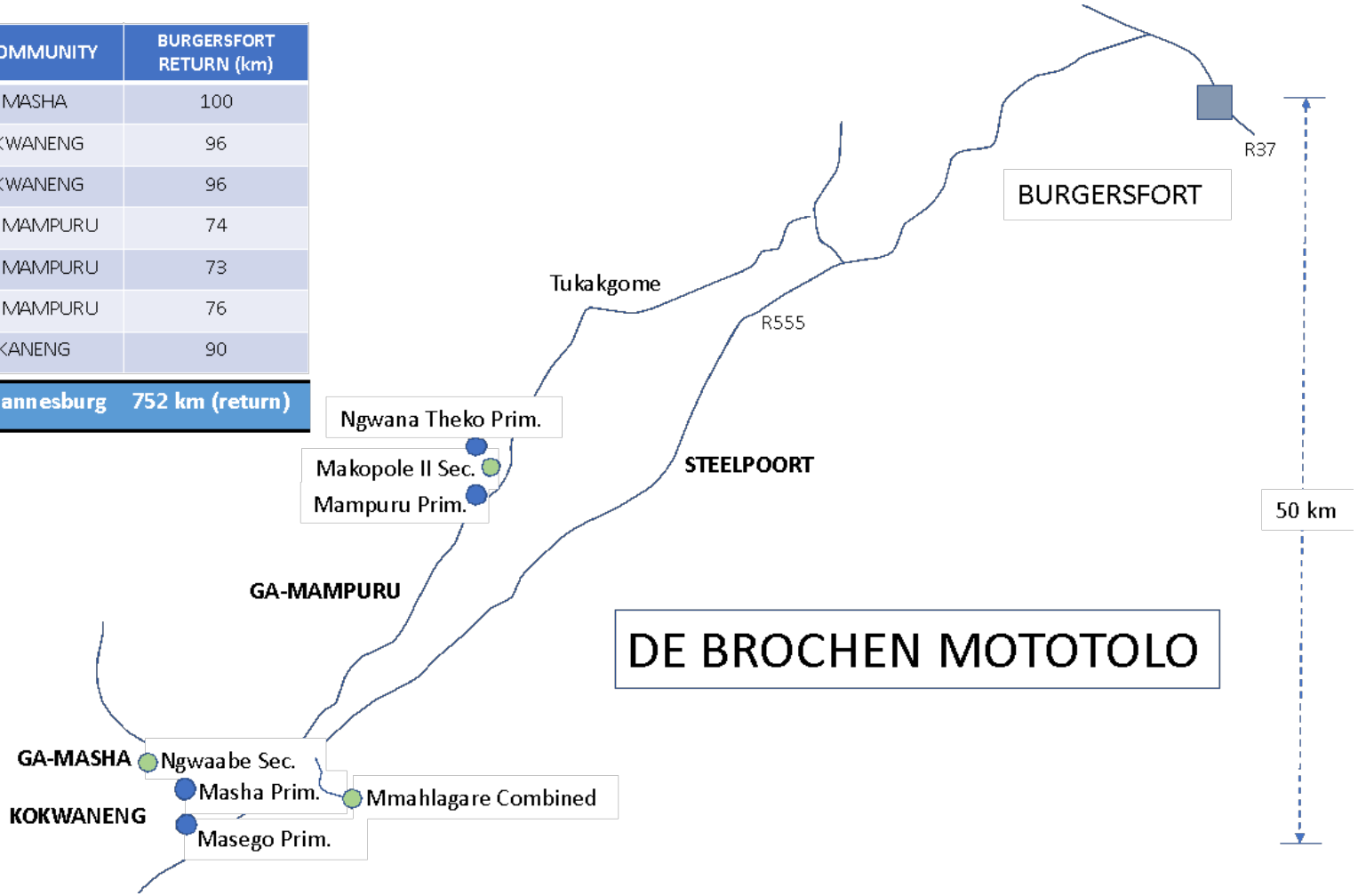


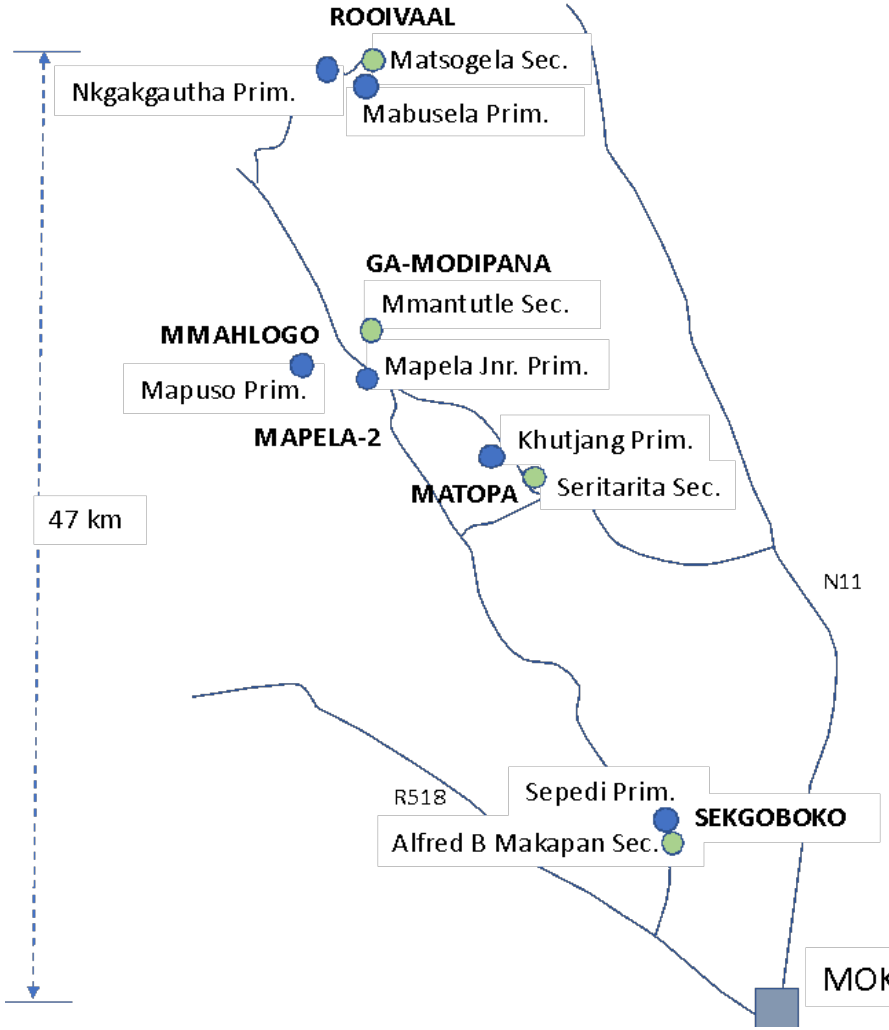
Northern Cape

KUMBA IRON ORE

PLATINUM

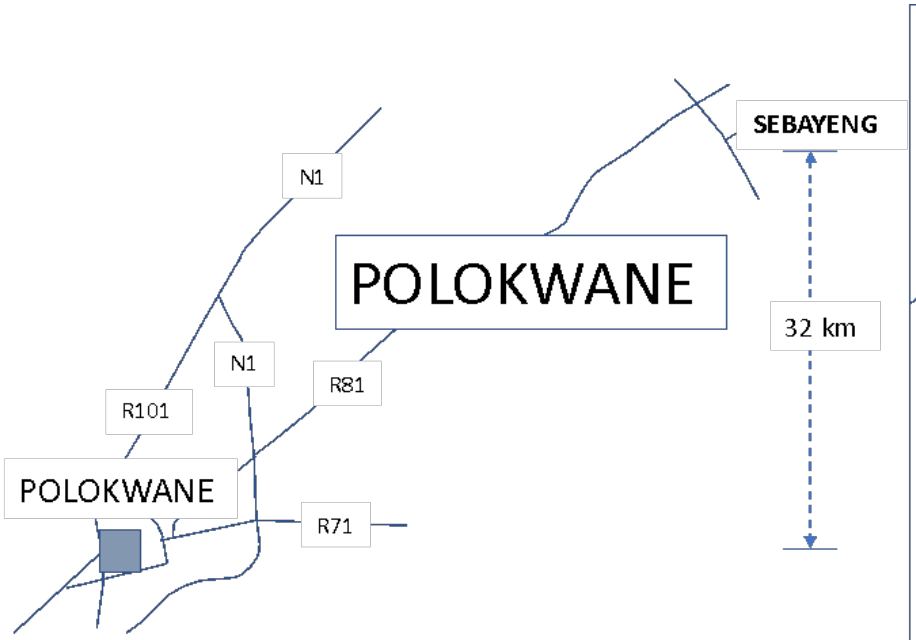
SCHOOL	COMMUNITY	BURGERSFORT RETURN (km)
NGWAABE SECONDARY	GA-MASHA	100
MASEGO PRIMARY	KOKWANENG	96
MASHA PRIMARY	KOKWANENG	96
MAKOPOLE II SECONDARY	GA-MAMPURU	74
NGWANA THEKO PRIMARY	GA-MAMPURU	73
MAMPURU PRIMARY	GA-MAMPURU	76
MMAHLAGARE COMBINED	NOKANENG	90
Burgersfort	**Johannesburg**	**752 km (return)**

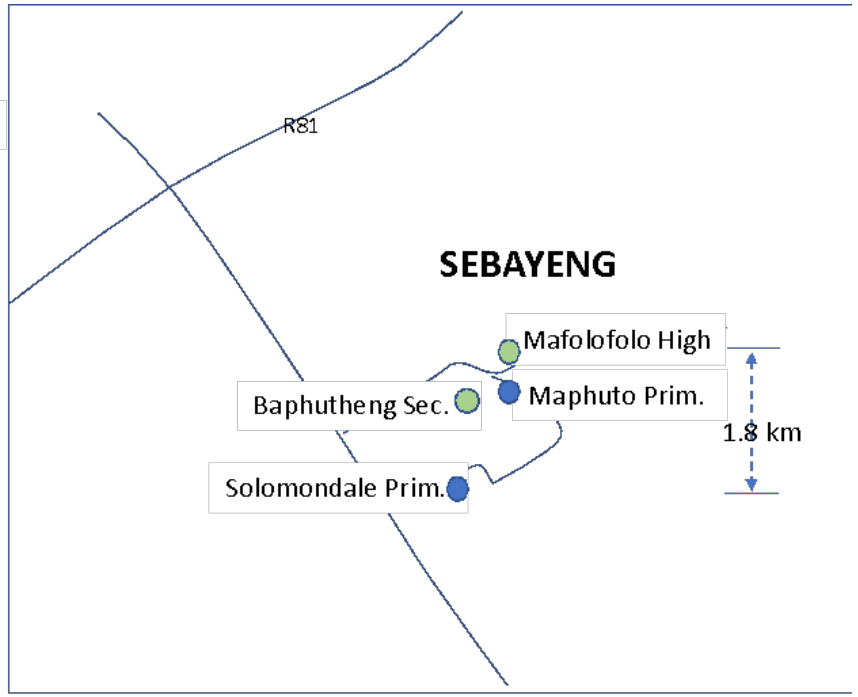




SCHOOL	VILLAGE	MOKOPANE RETURN (km)
MMANTUTLE SECONDARY	GA-MODIPANA	66
MAPUSO PRIMARY	MMAHLOGO	80
MAPELA JUNIOR PRIMARY	MAPELA-2	64
ALFRED B MAKAPAN SECONDARY	SEKGOBOKO	28
SEPEDI PRIMARY	SEKGOBOKO	28
MATSOGELA SECONDARY	ROOIVAAL	95
MABUSELA PRIMARY	ROOIVAAL	94
NKGAKGAUTHA PRIMARY	MALOKONG KOP	94
SERITARITA SECONDARY	MATOPA	60
KHUTJANG PRIMARY	SKIMMING	64
MOKOPANE	**JOHANNESBURG**	**534 km (return)**

MOGALAKWENA

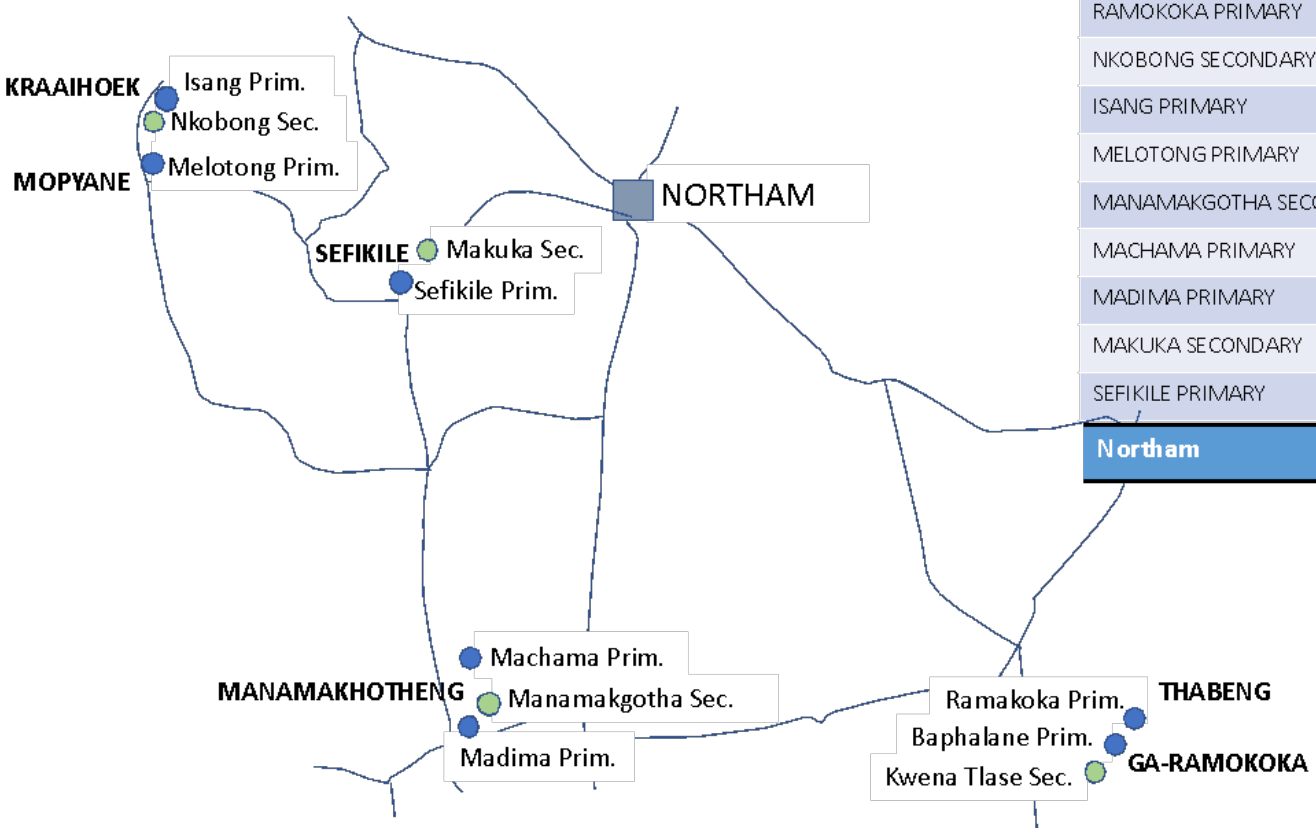




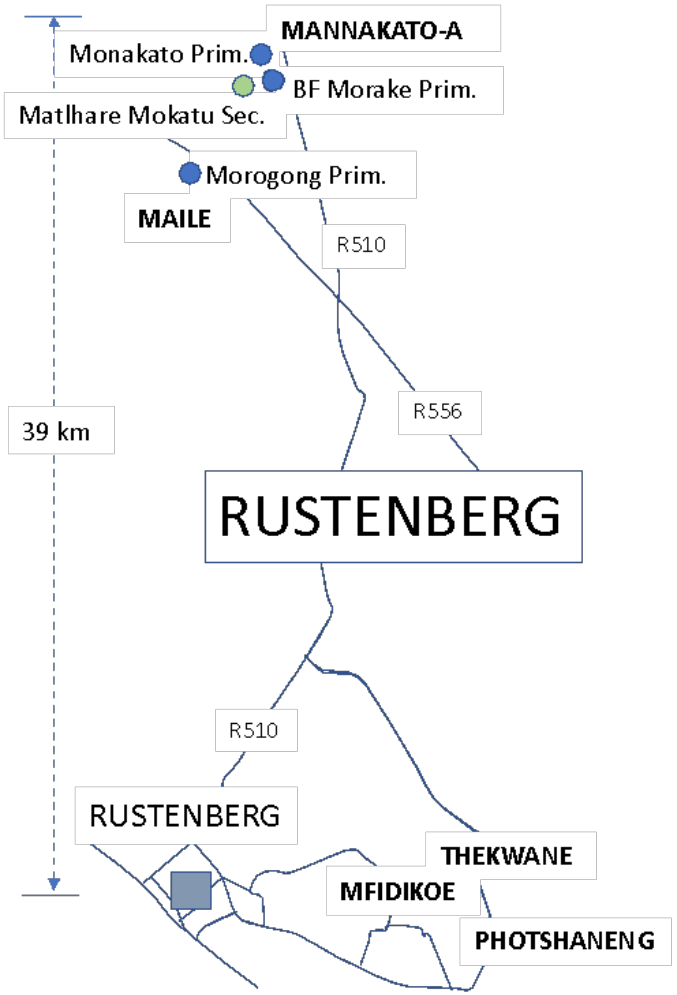
SCHOOL	COMMUNITY	POLOKWANE RETURN (km)
MAFOLOFOLO SECONDARY	SEBAYENG	64
SOLOMONDALE PRIMARY	SEBAYENG	64
BAPHUTHENG SECONDARY	SEBAYENG	64
MAPHUTO PRIMARY	SEBAYENG	64

POLOKWANE	**JOHANNESBURG**	**642 km (return)**

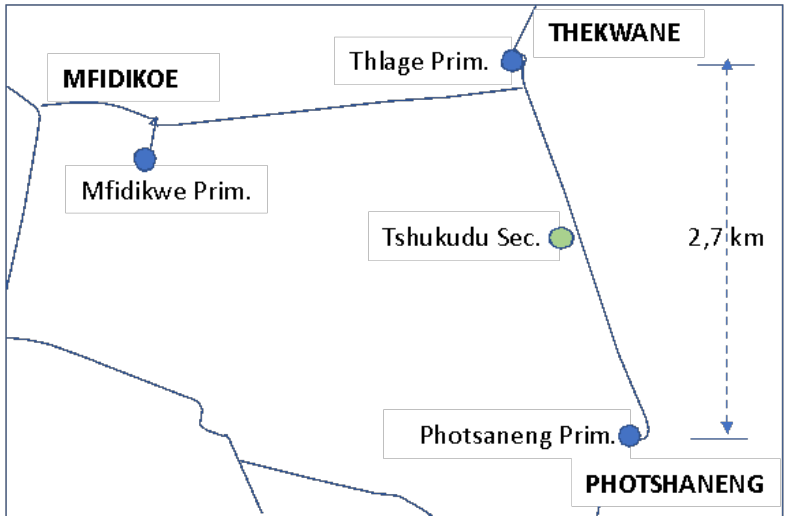
AMANDELBULT



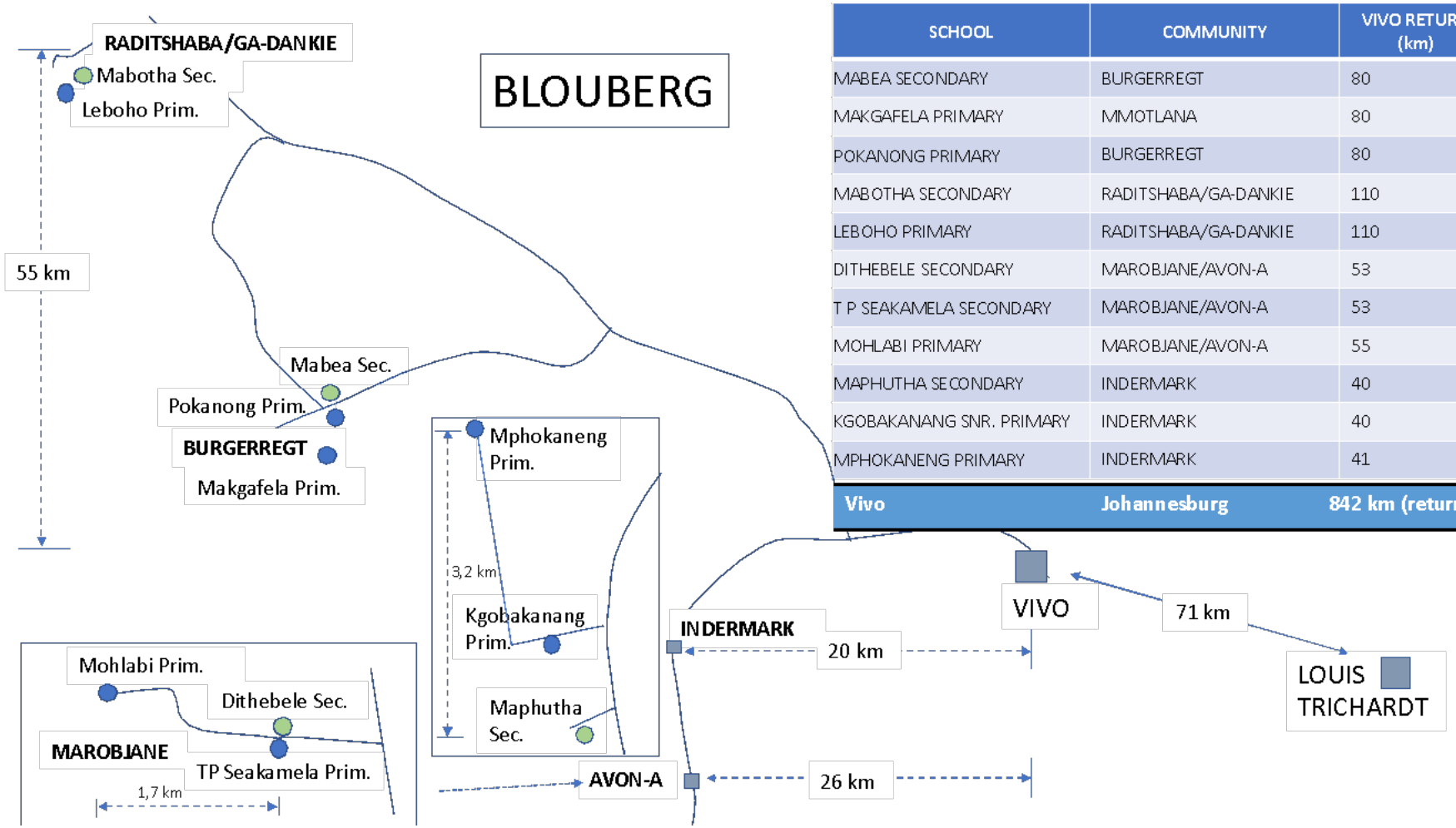
SCHOOL	COMMUNITY	NORTHAM RETURN (km)
KWENA TLASE SECONDARY	GA-RAMOKOKA	66
BAPHALANE PRIMARY	GA-RAMOKOKA	64
RAMOKOKA PRIMARY	THABENG	66
NKOBONG SECONDARY	KRAAIHOEK	57
ISANG PRIMARY	KRAAIHOEK	56
MELOTONG PRIMARY	MOPYANE	58
MANAMAKGOTHA SECONDARY	MANAMAKHOTHENG	50
MACHAMA PRIMARY	MANAMAKHOTHENG	55
MADIMA PRIMARY	MANAMAKHOTHENG	50
MAKUKA SECONDARY	SEFIKILE	22
SEFIKILE PRIMARY	SEFIKILE	32
Northam	**Johannesburg**	**414 km (return)**



SCHOOL	COMMUNITY	RUSTENBERG RETURN* (km)
TSHUKUDU SECONDARY	THEKWANE	28
PHOTSANENG PRIMARY	PHOTSHANENG	32
TLHAGE PRIMARY	THEKWANE	26
MFIDIKWE PRIMARY	MFIDIKOE	28
MATLHARE MOKATU SECONDARY	MANNAKATO-A	78
BF MORAKE PRIMARY	MANNAKATO-A	78
MONAKATO PRIMARY	MANNAKATO-A	78
MOROGONG PRIMARY	MAILE	70
RUSTENBERG	**JOHANNESBURG**	**278 km (return)**

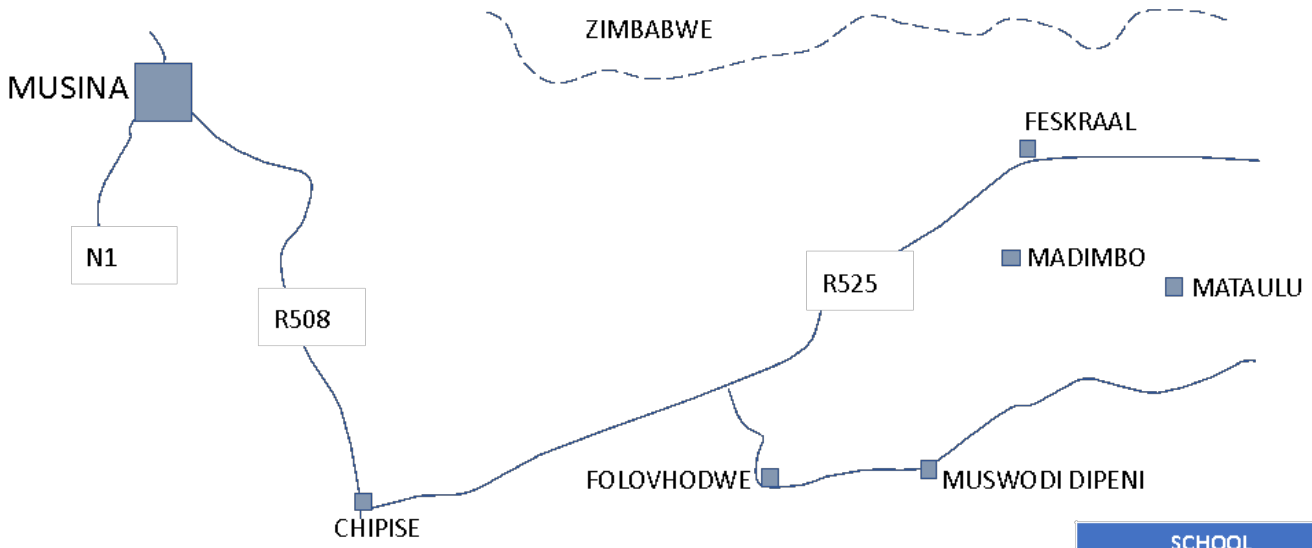


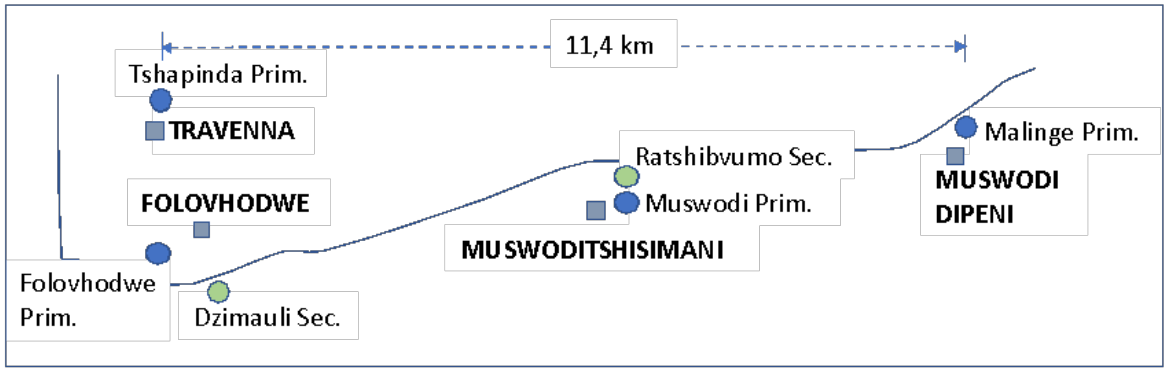
DE BEERS



SCHOOL	COMMUNITY	VIVO RETURN (km)
MABEA SECONDARY	BURGERREGT	80
MAKGAFELA PRIMARY	MMOTLANA	80
POKANONG PRIMARY	BURGERREGT	80
MABOTHA SECONDARY	RADITSHABA/GA-DANKIE	110
LEBOHO PRIMARY	RADITSHABA/GA-DANKIE	110
DITHEBELE SECONDARY	MAROBJANE/AVON-A	53
T P SEAKAMELA SECONDARY	MAROBJANE/AVON-A	53
MOHLABI PRIMARY	MAROBJANE/AVON-A	55
MAPHUTHA SECONDARY	INDERMARK	40
KGOBAKANANG SNR. PRIMARY	INDERMARK	40
MPHOKANENG PRIMARY	INDERMARK	41
Vivo	**Johannesburg**	**842 km (return)**

VENETIA MAP 1



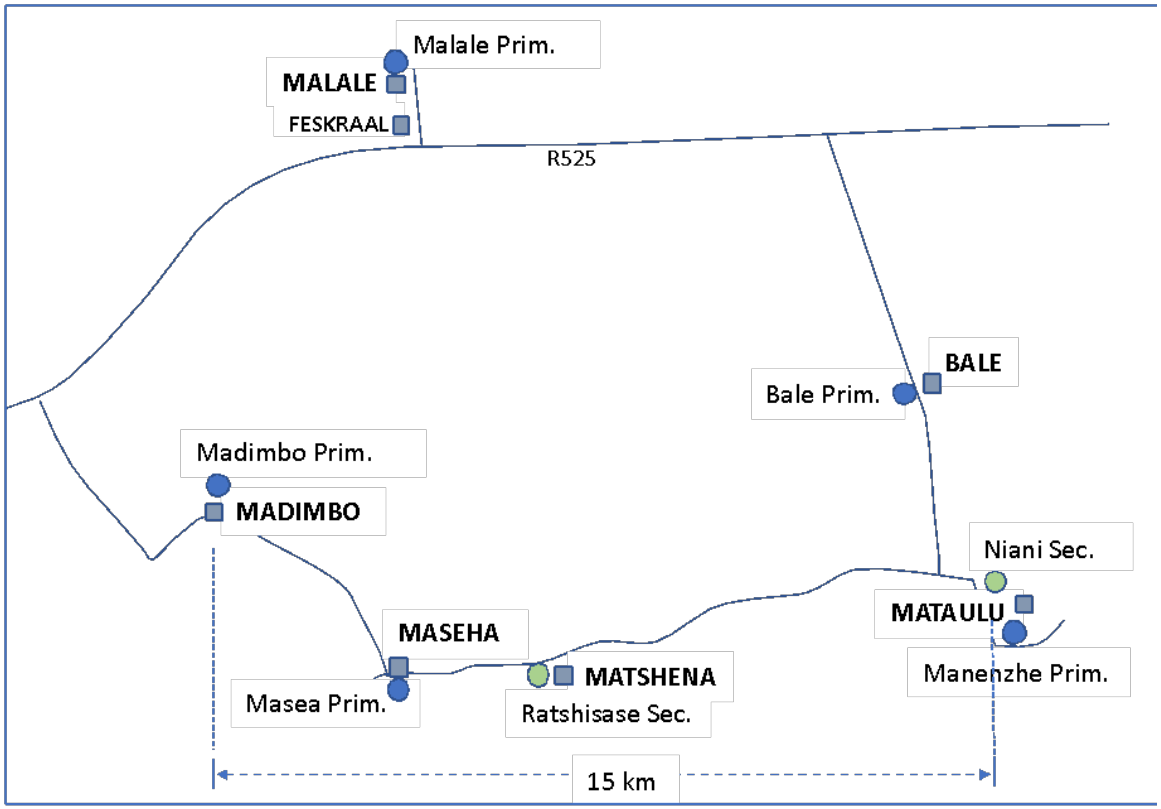


SCHOOL	COMMUNITY	MUSINA RETURN (km)
RATSHIBVUMO SECONDARY	MUSWODITSHISIMANI	164
MALINGE PRIMARY	MUSWODI DIPENI	170
MUSWODI PRIMARY	MUSWODITSHISIMANI	160
DZIMAULI SECONDARY	FOLOVHODWE	154
TSHAPINDA PRIMARY	TRAVENNA	152
FOLOVHODWE PRIMARY	FOLOVHODWE	154

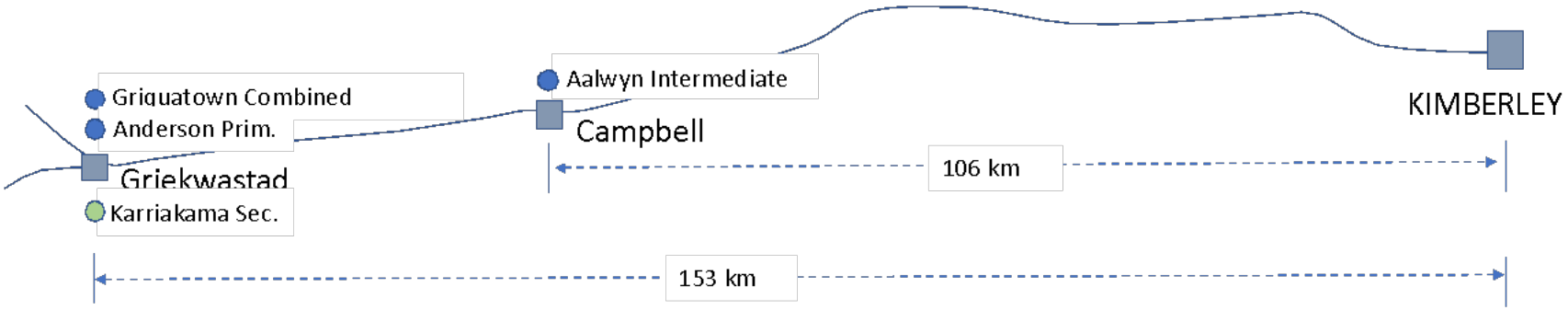
Musina	**Johannesburg**	**1 042 km (return)**

VENETIA MAP 2

SCHOOL	COMMUNITY	MUSINA RETURN (km)
RATSHISASE SECONDARY	MATSHENA	192
MASEA PRIMARY	MASEHA	184
MADIMBO PRIMARY	MADIMBO	180
NIANI SECONDARY	MATAULU	208
BALE PRIMARY	BALE	206
MANENZHE PRIMARY	MATAULU	214
MALALE PRIMARY	MALALE	186



KOLOMELA

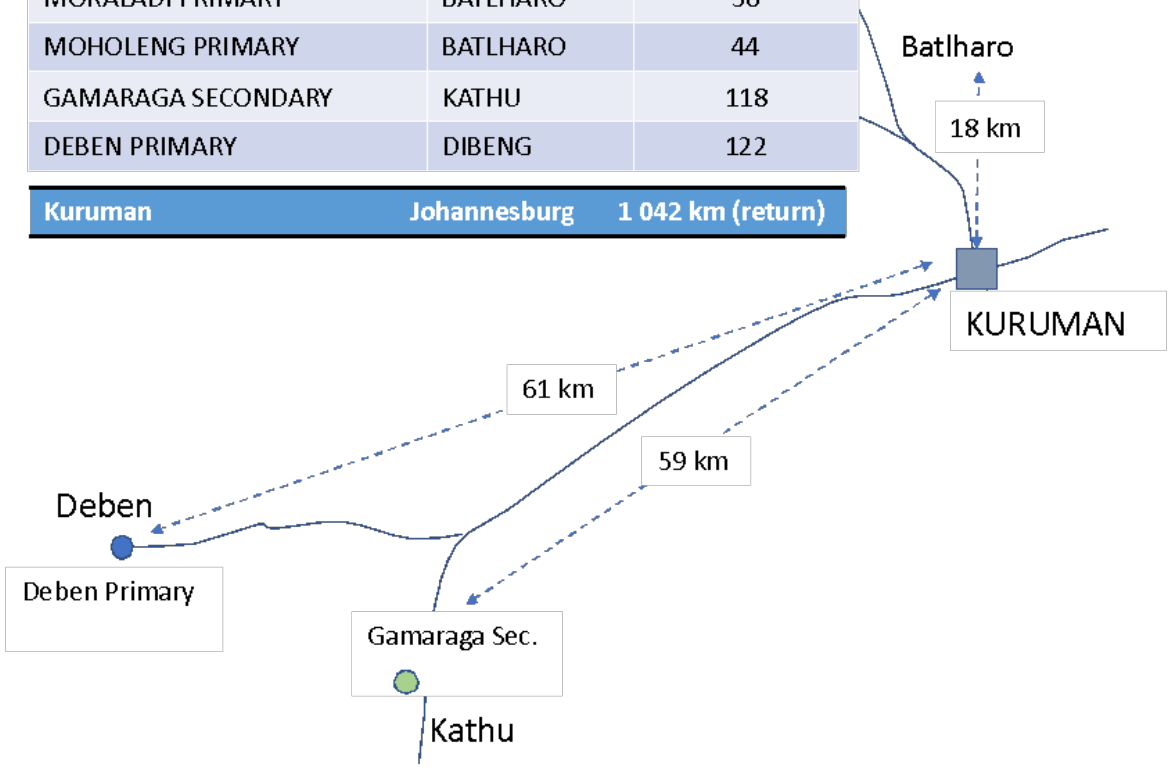


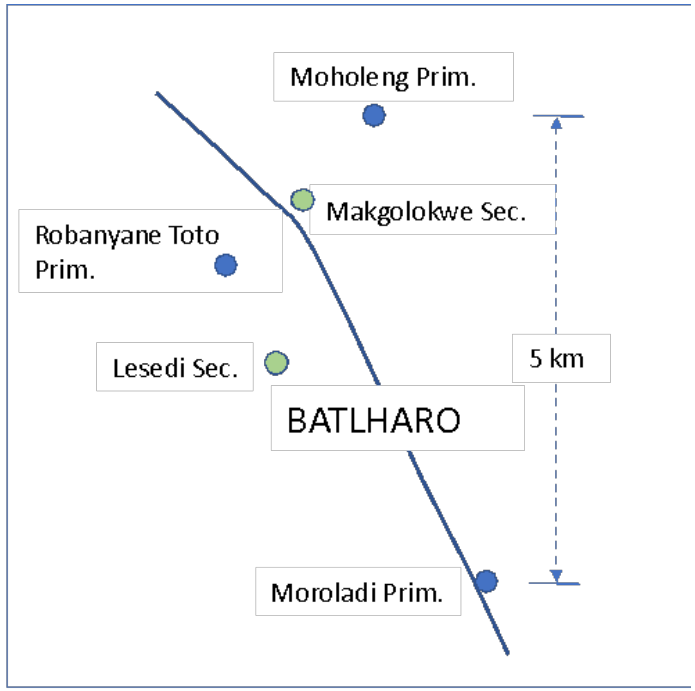
SCHOOL	COMMUNITY	KIMBERLEY RETURN (km)
KARRIAKAMA SECONDARY	GRIEKWASTAD	306
GRIQUATOWN COMBINED SCHOOL	GRIEKWASTAD	306
ANDERSON PRIMARY	GRIEKWASTAD	306
AALWYN INTERMEDIATE SCHOOL	CAMPBELL	212
Kimberley	**Johannesburg**	**1 010 km (return)**

KUMBA

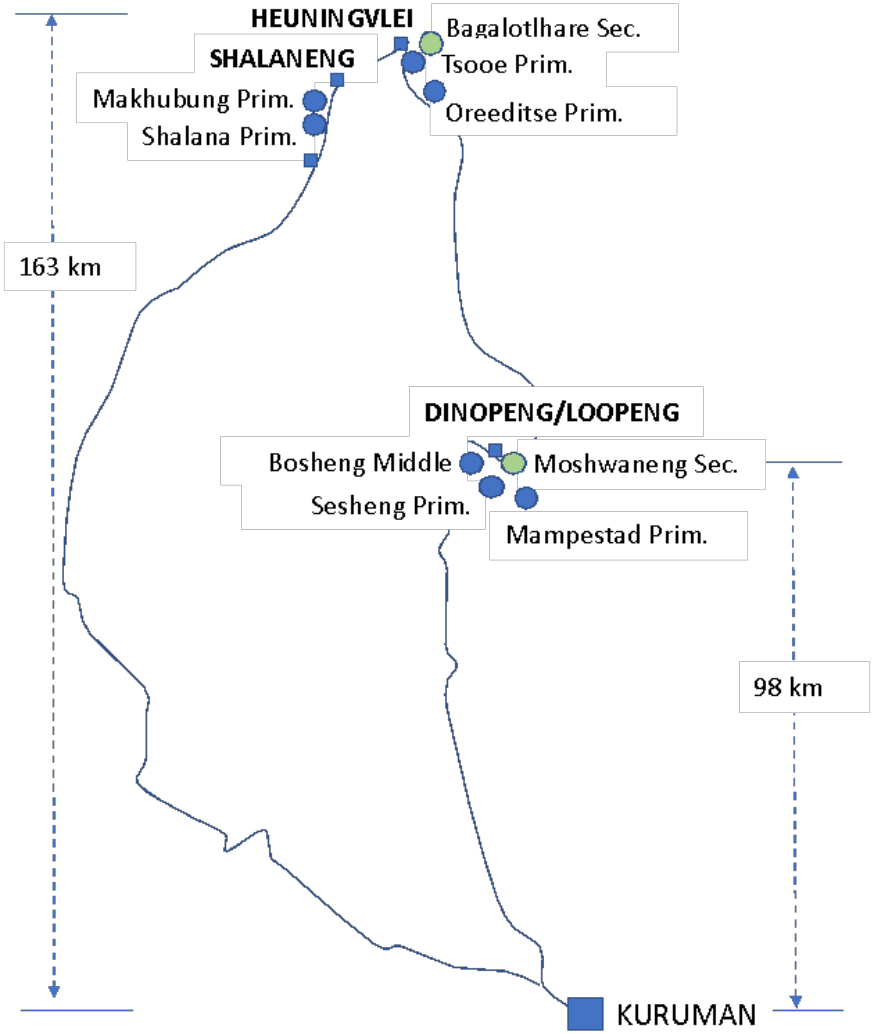
SCHOOL	COMMUNITY	KURUMAN RETURN (km)
LESEDI SECONDARY	BATLHARO	44
ROBANYANE TOTO PRIMARY	BATLHARO	42
MAKGOLOKWE PRIMARY	BATLHARO	42
MORALADI PRIMARY	BATLHARO	36
MOHOLENG PRIMARY	BATLHARO	44
GAMARAGA SECONDARY	KATHU	118
DEBEN PRIMARY	DIBENG	122

Kuruman	Johannesburg	1 042 km (return)





SISHEN MAP 1



SCHOOL	COMMUNITY	KURUMAN RTURN (km)
BAGALOTLHARE SECONDARY	HEUNINGVLEI	326
TSOOE PRIMARY	HEUNINGVLEI	326
OREEDITSE PRIMARY	HEUNINGVLEI	326
MAKHUBUNG PRIMARY	SHALANENG	374
SHALANA PRIMARY	SHALANENG	372
MOSHWANENG SECONDARY	DIPONENG	196
MAMPESTAD PRIMARY	LOOPENG	196
BOSHENG MIDDLE	DIPONENG	196
SESHENG PRIMARY	DIPONENG	196

SISHEN MAP 2

APPENDIX B: SCHOOL BASELINE ASSESSMENT & NEEDS ANALYSIS SUPPLEMENTARY NOTES

The following serves as an example of the kinds of information that could be sourced from, in this instance, a focus group discussion held with members of the School Governing Body (SGB). A questionnaire could also be considered as an appropriate vehicle for obtaining similar information.

1. SCHOOL GOVERNING BODY (SGB)

The meeting is intended as a first opportunity to gauge the level of functionality of the SGB, get a sense of the challenges it faces and its developmental needs going forward. It is anticipated that this aspect of the School Profile will contain information about the following:

- The status of the SGB - is it legitimately elected (i.e. all SASA[7] procedures were followed)?
- Is there is an SGB constitution in place?
- Does the SGB have a Code of Conduct?
- Are there policies in place? Have they been reviewed/updated recently?
- Is there any evidence that the SGB's internal policies and processes are being consistently and fairly followed?
- How regularly are SGB meetings held? What is attendance like? Are all meetings quorate?
- Are minutes kept and these available for review by members of the broader school community?
- What is the communication like between the SGB chair and the principal? How often do they meet? What range of school issues do they deal with together?
- How often does the SGB call meetings with the parent body? Meet with the school staff? Engage with the Circuit Manager?
- How are new SGB members inducted? What official (i.e. District/Circuit level) training is available?
- Do the SGB members between them have the necessary skills to perform their SGB duties? *Do they have any specific needs in this regard*?

2. SCHOOL MANAGEMENT TEAM (SMT)

In addition to a separate meeting with the principal; perhaps a combination of an anonymous questionnaire probing member's opinions/judgements on matters relating to School Leadership; Policies & Procedures; Admin & Resources; Communication; School Governing Body; Teachers & Teaching; learners etc., and a Focus Group Discussion with the SMT can be held.

[7] South African School's Act No. 84 of 1996.

3. SCHOOL FINANCES

In conversation with the principal and/or members of the SGB, the following needs to be established:

- Is there a functioning SGB Finance Committee? What is its role, how often does it meet?
- Does the school have an annual budget detailing expenditure?
- Does the parent body and/or SGB participate in finalizing the annual budget?
- How is the annual budget ratified?
- Are the financial statements in good standing and are professionally audited?
- Are financial policies, reports and budget documentation available for inspection by the broader school community?

Whilst it would be advantageous if, as part of its profiling of the school, the Programme was able to obtain details about the school's annual budget, it is accepted that it may be too early in the relationship for this to be possible.

However, it might be possible to obtain details with respect to departmental funding – such as when are transfers made, if there are delays, how does the school manage its cash flow accordingly etc.?

4. HUMAN RESOURCES

In addition to employees of the department (teaching and admin. staff), how many people are employed directly by the school? What are their roles? Does the school have HR processes and policies in place to govern their employment?

5. SCHOOL POLICIES AND PROCEDURES

To what extent is the school compliant with respect to policies and procedures in place, as per departmental requirements? Which policies are in place (such as Admissions; Learners' Code of Conduct; Bullying etc.)? Which have still to be developed?

6. TEACHERS

An anonymous questionnaire will in all likelihood be the most appropriate vehicle for acquiring information from teachers about general attitudinal issues (quality of school leadership & governance, functionality of school etc.), their access and use of resources, qualifications, level of ICT skills and most important professional development needs.

7. LEARNERS

In the case of secondary schools, permission should be sought from the principal to hold a focus group meeting with a few key members of the Representative Council of Learners (RCL). The intention here is gain a sense form the learners' perspective of the key issues facing the school. However, there may be some reluctance of the side of the principal to allow such a meeting to go ahead and/or the learners' may be reluctant to participate. In

such instances, this engagement will be carried over to the next phase of the situational analysis in the new year.

Specific requests for information

8. DATA DRIVEN DISTRICTS (DDD)

The DDD Programme provides tools, training and processes which helps collate and aggregate school-level data from the South African Schools Administration and Management System (SA-SAMS) through the use of an online dashboard. it is claimed that the Programme can greatly assist with data driven decision making - to what extent is the school familiar with the DDD Programme? Have they had cause to use it in any interventions? If so, when and how? Establish the following:

- Does the school have a designated Data Manager/DDD administrator?
- Is there evidence that data is being sourced from the DDD dashboard? If so, how is it accessed and how is it being used (please document examples)?
- Have management/staff members attended training on the DDD? If so, when and delivered by whom?
- What ongoing support is available from the circuit/district?

9. SCIENCE LABORATORIES

Whilst a separate audit of school infrastructure will be undertaken, more detailed information needs to be gathered about the state of the laboratory facilities at the school. A checklist should be drawn up to include the following questions:

- Are there separate laboratories for Physical, Life and Natural Sciences? Or are facilities shared between the subject areas? How many laboratories are available?
- Are they well maintained, kept clean? Are they dedicated facilities, or used at times for other purposes (such as general teaching)?
- Are there any designated laboratory manager(s)? i.e. who takes direct responsibility for the laboratory facilities?
- What infrastructure is in place – fixed benches and stools, moveable tables and chairs? Is there a supply of running water (if so, are there any taps and basins); electricity, a gas supply? Is there a separate storeroom? Is the storeroom well ventilated?
- Is there any evidence of adherence to basic laboratory safety (such as the presence of fire extinguishers, a first aid kit)?
- Laboratory equipment: speak to the FET Physical Sciences teacher(s). Establish the following: is there a minimum of equipment available to allow for teacher demonstrations and the running of the curriculum-prescribed Practical Assessment Tasks? When was the last time the school received equipment? What was the source of this equipment?
- Is there a laboratory inventory, is it updated?

The laboratory report needs to be accompanied by photographic evidence – pictures of the laboratory facilities, close-ups of the equipment and how it is being stored etc.

10. SCHOOL ENROLMENT PROFILES

The following data needs to be gathered:

Primary schools

- Grade enrollments from Grade R to 7.
- Numbers of male & female learners per grade.
- Enrolments in each class (e.g.: Grade 4A: 42 learners; Grade 4B: 44 learners etc.).
- Total number of teachers (distinguish between State employees and Governing Body appointments).

Intermediate/Combined schools:

- Grade enrollments from say Grade 4-9 or Grade R to 9 (conditions will differ).
- Numbers of male and female learners per grade.
- Enrolments in each class (e.g.: Grade 8A: 42 learners; Grade 8B: 44 learners etc.).
- Total number of teachers (distinguish between State employees and Governing Body appointments).

Secondary schools:

- Grade enrollments from Grade 8 to 12.
- Numbers of male and female learners per grade.
- Enrolments in each class (e.g.: Grade 10A: 37 learners; Grade 10B: 39 learners etc.).
- Total number of teachers (distinguish between State employees and Governing Body appointments).

11. FET SUBJECT ENROLMENT PROFILE

Here is an example of an FET subject profile from the Western Cape:

DESCRIPTION	GR10	GR11	GR12
Accounting	43	39	64
Afrikaans Second Additional Language	49	0	0
Business Studies	93	87	120
Computer Applications Technology	63	50	47
Consumer Studies	23	0	0
Economics	93	87	120
English First Additional Language	300	284	252
Geography	72	147	111
History	158	145	72
IsiXhosa Home Language	300	284	252
Life Orientation	300	284	252

Life Sciences	49	52	60
Mathematical Literacy	208	244	219
Mathematics	92	40	33
Physical Sciences	49	29	17
Tourism	208	216	145

12. INVOLVEMENT OF OTHER ORGANISATIONS IN THE SCHOOL

In conversation with the principal, establish if there are any other organisations offering their services to the school? If so, who are they and what do they do? For example, do they engage with teachers and/or learners; what services/programmes do they run? What resources have they provided, how long have they partnered with the school? And so forth…

A full disclosure in this regard is in important so that the Programme can engage with any other organisations working in the school and ensure that there is no unnecessary duplication of support services.

13. INVOLVEMENT IN ANY SPECIFIC DBE/PROVINCIAL INITIATIVES

Is the school part of any specific national (i.e. DBE) or provincial initiative; such as the piloting of the new General Education Certificate (GEC)?