REQUEST FOR PROPOSAL

AASA PHASE 2

FOUNDATION PHASE

Mathematics and Language Interventions

Contents

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 the commitment of Anglo American South Africa (AASA) 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 three (3) AASA Business Units (BUs), Kumba Iron Ore, Platinum and De Beers.

The second phase of the Programme will be implemented from 2022 -2026 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 85 schools, made up of primary and high schools, and 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 that 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 and will the provision of ICT devices and Wi-Fi to schools and training for teachers and school management. In addition, campaigns designed to keep learners interested and stimulated will be rolled out on a regular basis.

JET and AASA are currently undertaking a comprehensive procurement process to secure a selection of service providers that have evidence-based and/or tried and tested intervention models in support of the Programme's goals.

This Request for Proposals (RFP) is inviting companies/organisations to work alongside JET and AASA to improve, capacitate and enhance the capabilities of the 55 primary schools involved in the Programme to provide an effective Foundation Phase as determined by a participatory model of development.

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[1] Phase 1 runs from 2018-2023.

1.1 PHASE 2 SCHOOLS

Phase 2 sees a further group of 85 primary and secondary schools and an indicative 85 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 of 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 District 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	12 5 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 series of operational maps that give the specific geographical locations of the schools relative to each other and the approximate numbers of Foundation Phase teachers who will be involved in the Programme. Table 2 provides a summary of the anticipated number of Foundation Phase teachers in the 55 primary schools[3].

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

[3] At this stage, these are unverified numbers.

Table 2: Summary of anticipated numbers of teachers per Business Unit and Operation

Business Unit	Operation	Number of schools	Number of Foundation Phase teachers
DE BEERS	Venetia, Musina	9	53
	Venetia, Blouberg	7	36
	Sub-total	16	89
PLATINUM	Process, Polokwane	2	11
	Mogalakwena	6	32
	De Brochen	5	34
	Amandelbult	7	45
	Process, Rustenberg	6	35
	Sub-total	26	157
KUMBA	Kolomela	3	15
	Sishen	10	64
	Sub-total	13	79
	Total	55	325

The Foundation Phase languages of learning and teaching (LoLTs) of each of the Phase 2 primary schools are provided in **Appendix B**. In overview, the LoLT distribution is as follows:

- DE BEERS: Tshivenda and Sepedi
- PLATINUM: Sepedi, Setswana and isiXhosa[4]
- KUMBA: Setswana and Afrikaans

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 on the functions of other members in the joint venture/consortium. Equally, partnerships and/or professional associations with non-profit organisations (NPOs) and youth local to the mines/operations are highly encouraged for this assignment.

1.2 KEY PRINCIPLES OF THE AASA EDUCATION 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 AASA 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.

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[4] In Rustenberg, Mfedikwe Primary and Photsaneng Primary have indicated that they have Setswana and isiXhosa as LoLTs in the Foundation Phase. No further information is available on how this is dealt with at the Grade R level, although we do know that Mfedikwe has two Grade R classes and Photsaneng has one.

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.

7. **JET and AASA will have dedicated implementing partners for a functional schools and leadership project.** Limited social interventions that assist learners to attend school regularly, stay in school and attain their academic potential will be supported by all the implementing service providers and partners across the Programme.

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

9. **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 developmental 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.[5]

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

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

12. **Monitoring and evaluation (M&E) systems and learning:** M&E will be embedded from the start to help facilitate learning, improve performance and achieve results. This will require implementers to adopt or adapt systems of monitoring, to engage in some data collection at baseline during the course of routine activities and at key points during the implementation cycle, and to engage in periodic learning events. Adaptations to the Programme, as and when required, will be based on continuous

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[5] 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.

assessments and evidence that will be provided to technical implementers and all relevant stakeholders.

13. **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.

These principles are all in alignment with the Programme's Theory of Change (see 1.4 below).

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

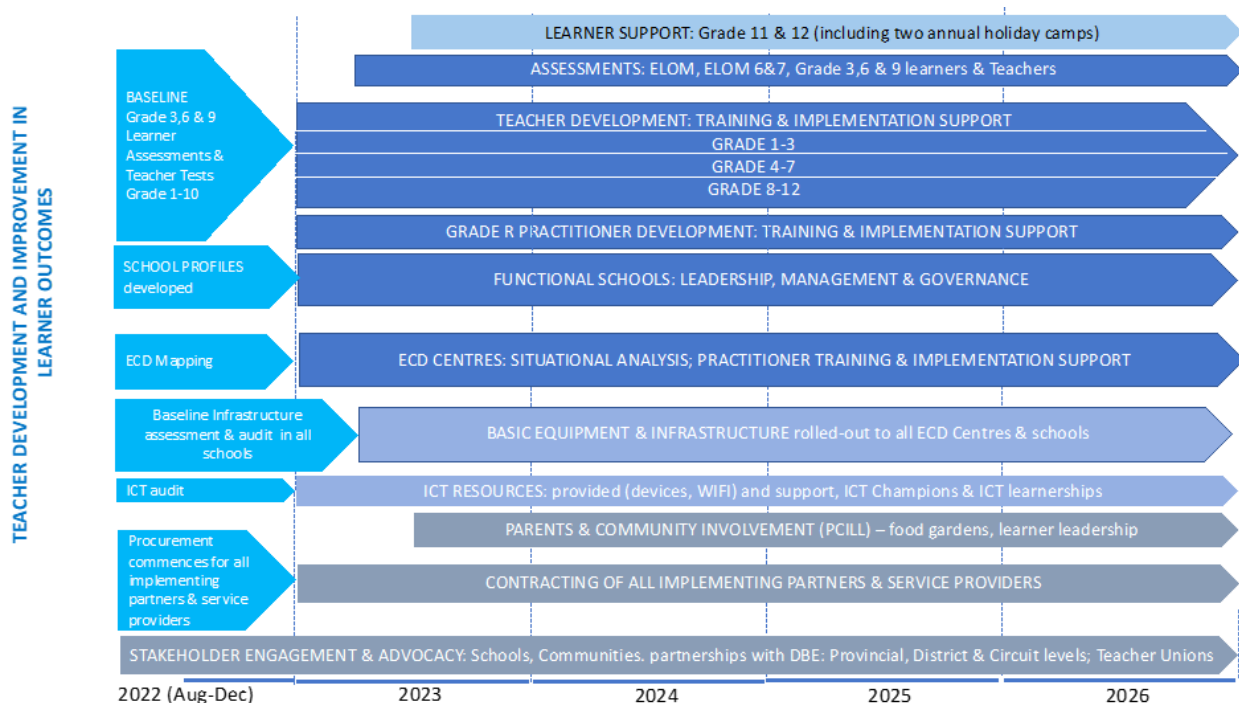**Figure 1: Programme overview and timeline**

It is important to note that there will be close alignment between the various interventions to ensure that the maximum benefit is accrued from these activities. The Programme is thus best thought of as a *collaborative venture* between the service providers responsible for delivery across the components.

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.

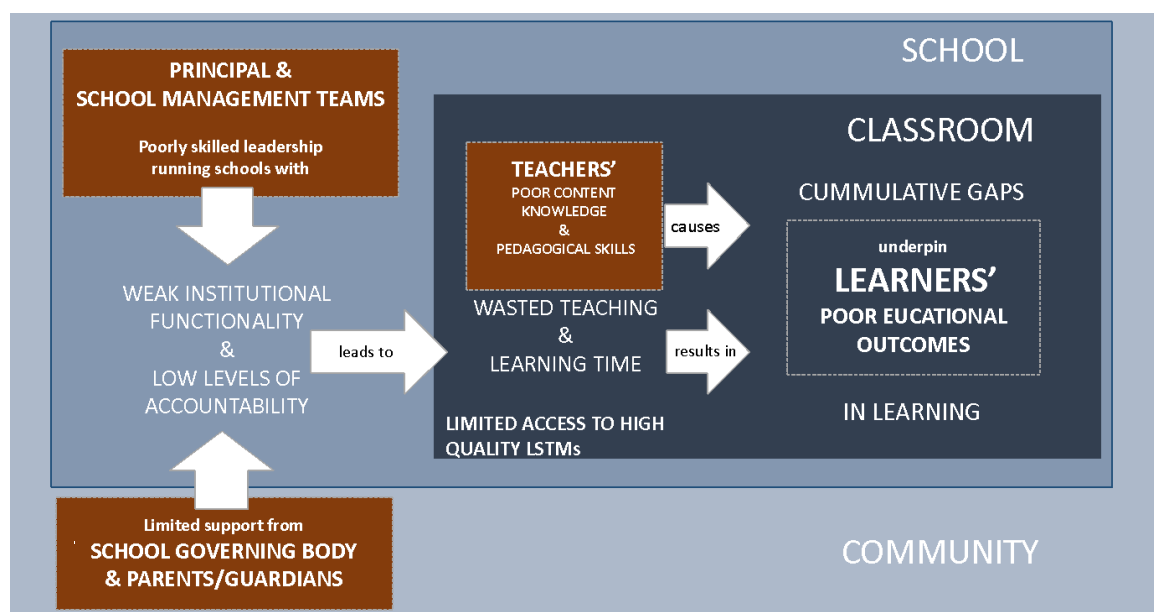Figure 2 summarises the problem statement visually.

Figure : Visual depiction of the problem statement

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 3 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 whole school development (WSD) approach. To this end, the expertise of a number of different service providers will be utilised. The school and cluster-based interventions these service providers 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 (e.g. devices, online materials, etc.) in the classroom. In this regard, the capacitation of teachers with respect to their technical IT skills and capabilities, as well as the scheduling of ICT time and use of ICT resources, will be a specific focus of the professional development activities offered by the various service providers across all grades and phases.
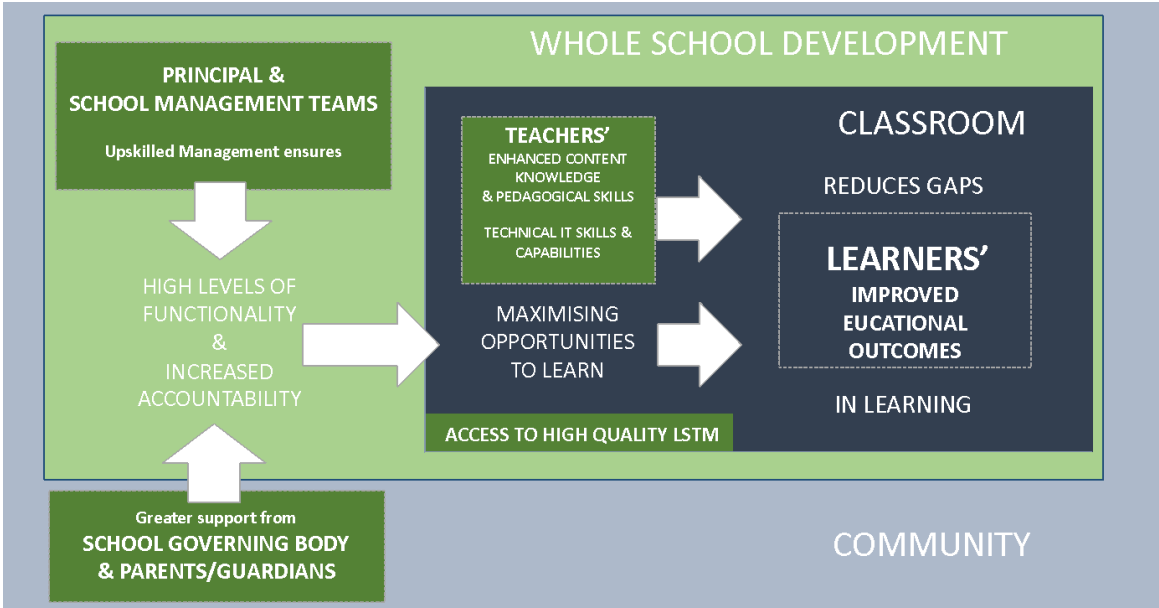
Whereas the problem statement lays out in general terms the challenges faced by schools, such as those included in Phase 2 of the Programme, it is acknowledged that each school will manifest its own specific set of needs which will require personalisation of the interventions on offer by the service providers.

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

1.4 PROGRAMME APPROACH (draft)

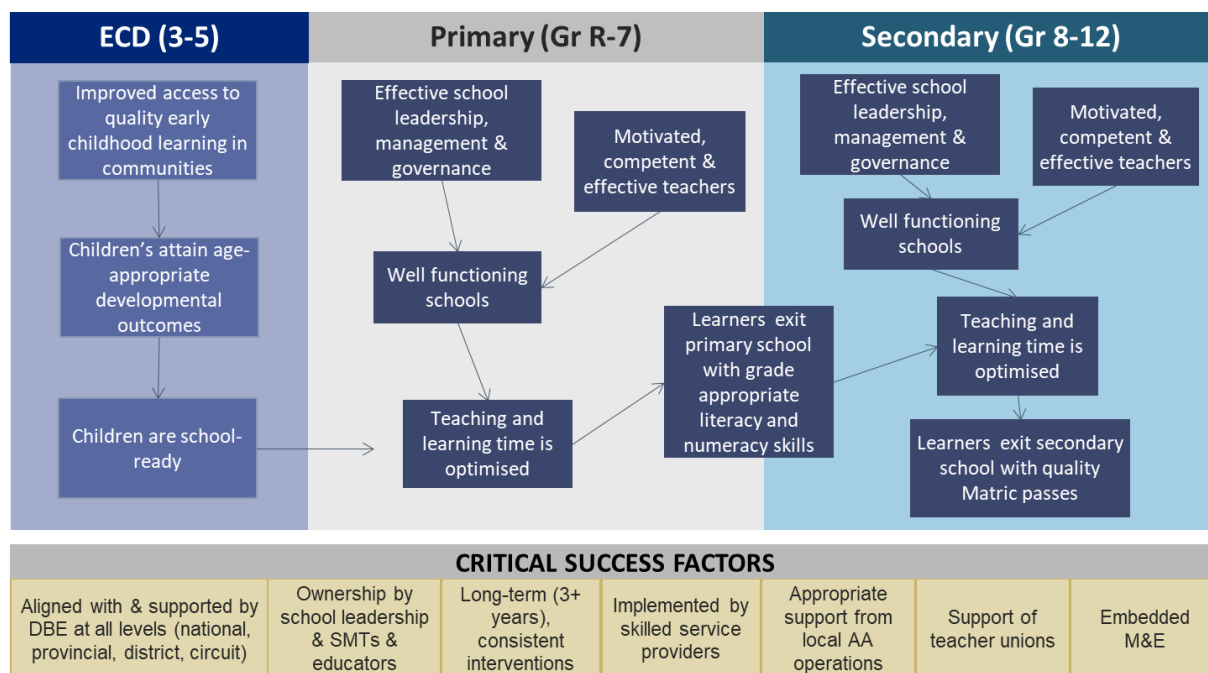**Improved developmental & educational outcomes (from ECD to grade 12), for children living local to AASA Operations**

Figure 4: High-level Theory of Change

1.5 OUTCOMES OF THE OVERALL PROGRAMME

The expected outcomes of the Programme in ensuring improvement of the schooling pipeline[6] are as follows:

1. Competent principals and SMTs provide strong instructional leadership, ensuring well-functioning schools where teaching and learning is optimised, including effective curriculum delivery.

2. Motivated, competent and effective teachers[7] optimise teaching and learning time.

3. Competent practitioners provide quality early learning stimulation to children to attain age-appropriate developmental outcomes.

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[6] 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.

[7] Including Grade R practitioners.

4. Gender parity index (GPI) targets are met[8].

5. Competent SGBs provide an appropriate level of governance oversight, thereby ensuring well-functioning schools where teaching and learning are optimised.

6. District management (circuit and district managers) participate optimally in the Programme and provide optimal support to the Programme and the school.

7. Enthusiastic, engaged learners attend school regularly, remain enrolled through to matric and harness their socio-emotional skills to achieve their academic potential.

8. Extra activities such as ICT training, distribution of devices, appointment of ICT champions in all Programme schools and implementation of leadership projects could lead to improved career guidance and career considerations and better preparation of learners for post-matric studies and/or the world of work.

9. Increased access to post-matric studies and/or the world of work are provided.

10. Parental and community involvement initiatives seek to empower and optimally support learners to invest in their schooling and the opportunities for success.

11. 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.

12. Ownership of all Programme investments, including those from the public sector, by the school community, parents and the community is improved.

2   REQUEST FOR PROPOSALS: FOUNDATION PHASE (GRADE 1-3) Literacy and Numeracy teacher professional development programme.

This Request for Proposals covers:

> ***The provision of a comprehensive and structured professional development programme focusing on Foundation Phase (Grades 1-3) teachers of home language, English first additional language and mathematics.***

The primary focus will be on literacy (reading for meaning, comprehension, writing skills, etc.) and numeracy (whole numbers, problem solving, operations, etc.).

The Grade 3 targets in this regard are captured in the following extract from the *Programme's Goals, Targets and Indicators:*

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[8] 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).

Overarching goal: **Inclusive** and **quality** education for all children living local to AASA and its operations.	
Targets[9]	**Indicators**
Primary school intervention goal: Children attending primary schools supported by the Programme receive quality education and attain grade and age appropriate education standards.	
Baseline: 29%[10], 3-5% per annum increase, up to 49% by end of 2026 (Year 4)	% of Grade 3 learners who pass with at least 50% in Numeracy
Baseline: 34%[11], 5-6% per annum increase, up to 58% by end of 2026 (Year 4)	% of Grade 3 learners who pass with at least 50% in Literacy

To this end, JET seeks to work with a technical service provider that has experience in running interventions at this level.

The Foundation Phase curriculum interventions need to have the following key drivers in their methodology and model of implementation:

1. They should be evidence-based, aligned to CAPS, and employ approaches that have been shown to be most effective at encouraging learning in language and mathematics at this level.

2. An essential component of the programme is the development of teachers' content knowledge and pedagogic skills.

3. A structured approach to blended learning for teachers must be included and will utilise ICT devices that will be available at all primary schools. The Phase 2 schools will have access to Wi-Fi connectivity (fibre or other technologies) from the second term of 2023.

4. Training should be provided through a structured programme of cluster-based workshops. Where possible, South African Council for Educators (SACE) endorsed CPTD courses should be included in the training package.

5. The focus of the interventions will be informed by the baseline learner assessments and teacher tests to be administered by JET in October-November 2022.

6. The provision of classroom materials should be needs-based, be fully aligned to CAPS and have been translated into the relevant official languages that the AASA Programme caters for. Quality assurance of the translated materials must have been

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[9] A plan to achieve the targets will be developed per school using the data obtained in the baseline assessments undertaken in October 2022.

[10] The baseline numeracy average of the Phase 1 Quintile 1-3 schools: for both numeracy (i.e. mathematics) and literacy (in EFAL), it is an untested assumption that the Phase 2 schools are, in terms of learner performance, equivalent to those in Phase 1. An accurate picture will emerge once the results of the baseline learner assessments are available in early December.

[11] The baseline literacy average of the Phase 1 Quintile 1-3 schools.

undertaken by relevant expertise. There will be a strong focus on the availability of online resources.

7. In addition to school-based subject forums, professional learning communities (PLCs) should be established at the cluster level as a further vehicle for the ongoing development of teachers' subject and pedagogic content knowledge.

8. The Programme must include a structured focus for continuous training and investment in subject heads/lead teachers at departmental and school level that will contribute to the longevity and sustainability of the Programme.

9. A particular focus of the intervention programmes in each subject should be on the development of teachers' awareness, understanding and use of *assessment for learning*; including the use of error analysis of learner tests (both internal and external) to guide teaching and learning.

10. JET and AASA will prefer to work with implementing service providers and partners that support an open source approach to allow and ensure optimal access and development.

Specific outcomes of the Foundation Phase curriculum interventions

It is anticipated that the professional development interventions will lead to the following:

1. Improvements in teachers'
   - subject content knowledge and pedagogic skills when teaching numeracy and literacy;
   - classroom management and discipline;
   - use of LSTM resources;
   - use of IT for teaching and learning and as a development tool[12];
   - ability to deliver all aspects of the CAPS curriculum;
   - utilisation of broad-ranging assessment techniques in their classrooms for diagnostic and remedial purposes.

2. Boosted learner confidence, motivation and, ultimately, improved learners' literacy and numeracy outcomes.

3. Lead teachers identified and, together with subject heads, capacitated to play a curriculum leadership role.

4. Functioning school and cluster-based subject forums (run by lead teachers and subject heads) established as vehicles for *ongoing* teacher professional development beyond the life of the Programme.

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[12] The AASA Education programme will provide at least 45 tablets, a scanner and laptop in a secure ICT trolley to each participating school. As indicated earlier, Wi-Fi connectivity will be in all schools from the second term of 2023 and no additional costs at school level will be required by implementers or schools. IT training will be provided to all schools by EduNova (a dedicated and already contracted service provider) – basic, intermediary and advanced training during 2023-2024.

2.1 SCOPE OF WORK

The objective of the Foundation Phase intervention is to improve the competency of Foundation Phase teachers to implement the CAPS curriculum in home language (HL), EFAL and mathematics.

2.2 DELIVERABLES FOR THE FOUNDATION PHASE COMPONENT

In order to meet this objective, JET seeks to appoint a service provider who will, over a four-year period (2023-2026), be responsible for the following:

Deliverable 1

The design and implementation of a four-year (2023-2026) Foundation Phase (Grades 1-3) teacher professional development support programme which focuses on enhancing the content knowledge and pedagogic skills required to effectively teach HL and EFAL in the 55 primary schools participating in Phase 2 of the AASA Education Programme.

Indicate in your proposal how you intend improving teachers' ability to teach reading for meaning, comprehension and writing skills (including vocabulary development) in both **HL and EFAL,** and to leverage one language for another.

A key area of intervention should be capacitating teachers to manage the transition from home language as the LoLT in the Foundation Phase to EFAL as the LoLT in the Intermediate Phase. This will apply in all primary schools, barring the small number[13] where Afrikaans is the LoLT across both the Foundation and InterSen (Grade 4-7) Phases.

The HR and Operational costs associated with the implementation of this deliverable and any other ancillary costs, need to be clearly indicated in the submitted budget.

Deliverable 2

The design and implementation of a four-year (2023-2026) Foundation Phase (Grades 1-3) teacher professional development support programme, which focuses on enhancing the content knowledge and pedagogic skills required to effectively teach mathematics in the 55 primary schools participating in Phase 2 of the AASA Education Programme.

The focus is on improving teachers' ability to teach basic concepts using an array of resources and materials and also on skilling teachers to employ differentiated approaches in their teaching practices, coverage of curriculum and use of resources and assessments, thereby ensuring that all learners are accessing the mathematics curriculum, irrespective of ability.

In addition, the proposal must include a focus on grade-appropriate learning activities that will encourage and stimulate concepts required for coding (see page 17 for more detail). This aspect must be conceptualised for teacher training and classroom use. Applicants are

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[13] There are two schools in Kumba, Anderson Primary and Aalwyn Intermediate, with Afrikaans HL as the LoLT in the Foundation & InterSen (Grades 4-7) Phases; and one dual medium school, Deben Primary, has Setswana HL & Afrikaans HL as the LoLTs in the Foundation Phase, followed by English FAL and Afrikaans HL respectively as the LoLTs in the InterSen Phase.

encouraged to develop interventions that encourage, stimulate and make tangible the application of coding skills (basic) and introduce robotics – at grade- and age appropriate-levels − for learners. These initiatives must be treated as add-ons and can be developed and replicated further with JET and AASA based on outcomes and results.

The HR and operational costs associated with the implementation of both deliverables and any other ancillary costs need to be clearly indicated in the submitted budget. The methodology and budget for a coding and robotics project must be included as a specific budget line item in the overall project/intervention budget.

Notes and information critical for your proposal:

1. Implementation plans: The implementation plans for both deliverables need to be customised to the context of the primary schools participating in the Programme, with particular reference to the geographical location of the schools.

2. Alignment of plans: In addition to the above, the service provider needs to indicate how the implementation plans will be aligned to the annual plans of the relevant directorates in the provincial department.

3. Advocacy needs to be factored in: Meetings will have to be held both at the school and also district/circuit office level. The role of the departmental officials (specifically, subject advisors) should be clearly indicated in the implementation plan.

4. Subject head and lead teacher development and support: This needs to be spelt out. What roles will they play within and between schools?

5. Project timeline: The project timeline needs to clearly indicate the sequencing of activities from the onboarding of teachers, through implementation, to the exit at the end of 2026.

6. Teacher Professional Development Support Project: Each element of the respective language and mathematics component needs to be clearly explicated and quantified. Evidence of the efficacy of whatever modalities are proposed needs to be provided and should include references to research and/or external evaluations of projects in which they have been utilised.

7. Formal training: The proposal needs to clearly indicate a model of training and ongoing support for the language and mathematics components. It is envisaged that given the location of the schools, a cluster-based model will be utilised.

8. Classroom support: what forms of support will be provided (be it coaching, co-teaching and the like)? How often will it be provided (i.e. what is the proposed dosage)?

9. Use and application of ICTs: What type and level of online materials could be considered for HL, EFAL and mathematics provision, for enabling access to teacher and learner materials and appropriate applications, and for parents and caregivers?

10. School and cluster-based subject forums/PLCs: How these will be utilised by the service provider in support of programme objectives needs to be clearly explicated in the proposal.

11. <u>Inter- and intra-phase linkages</u>: The proposal needs to indicate how the intra-phase like between Grade R and (specifically) Grade 1 and the rest of the Foundation Phase will be fostered, bearing in mind that a separate service provider will be responsible for supporting Grade R. Similarly, how will the inter-phase link between Grade 3 and Grade 4 (which may also be supported by a separate service provider) be addressed? Please note, at a broader level, the issue of the *Internal Alignment* of the work of service providers is discussed further below (page 17).

12. <u>Differentiated support:</u> It is anticipated that the developmental needs of teachers will vary considerably across the schools. The proposal needs to indicate what strategies will be adopted to 1) identify these needs and 2) address them. The service provider needs to illustrate how ICT will be used to enhance the differentiated support on offer.

13. <u>Examples of training materials</u> need to be included as Appendices or online links provided. The service provider will be required to print and distribute all the trainer, teacher and classroom materials.

14. <u>SACE-endorsed or university-certified courses</u> are to be used. The proposal needs to be accompanied by course outlines and proof of SACE CPTD and/or university registration.

15. <u>Data collection capacity:</u> It needs to be stressed that the intervention programme needs to be evidence based and that the implementing service provider will be required to rigorously collect monitoring and evaluation data using tools and instruments which may need to be adjusted as required or co-created with the JET Data Unit.

Please note

As indicated above, JET would prefer to appoint a single service provider for both language and mathematics, and to this end, applicants are encouraged to work with technical partners and experts to provide a comprehensive project.

The HR and Operational costs associated with the implementation of <u>each of the two deliverables and any other ancillary costs</u>, need to be clearly indicated in the submitted budget. The methodology and budget for a coding and robotics project must be included as specific budget line item in the overall project/intervention budget.

A **consolidated budget** for the full four years of the programme (2023-2026) also needs to be submitted.

2.3 NOTES

Prospective service providers should take careful note of the following aspects of overall programme design that are applicable to this RFP.

1. THE CROSS-CUTTING FOCUS ON THE USE AND APPLICATION OF ICT

As mentioned in the introduction, the AASA Education Programme will actively support the integration of ICTs into all levels of the teaching and learning environment and seek to maximise the use of ICT resources and infrastructure that will be made available to the 84 participating schools.

The intention is that all participating schools are provided with ICT resources, including fast and stable connectivity, in the first year of the overall Programme. This will enable implementing service providers to design their interventions to ensure that they make full use of the available ICT connectivity and devices. **Devices for teachers and connectivity will be provided to schools directly through JET, as funded by the AASA Education Programme, and should not form part of the budget for the service provider.**

In the light of this, you need to indicate in your proposal how you intend to make the best use of an ICT-enhanced schooling environment in support of your programme deliverables, specifically:

- To what extent will your activities will be carried out in a 'virtual space'?
- How you will encourage teachers to adopt a blended learning approach to their teaching, thus taking advantage of training opportunities provided by Edunova[14] and the availability of Wi-Fi and devices (such as laptops and tablets)?
- How you will utilise the *Woza Galeza*[15] platform and other online resources to this end?
- And critically, what steps will you take to capacitate teachers to ensure that they can function with ease in the digital environment?

2. SUPPORT FOR CODING AND ROBOTICS

The National Curriculum Statement (NCS) is in the process of being amended to make provision for coding and robotics to be introduced from Grade R-9 in the General Education and Training (GET) band. The AASA Education Programme intends to play a supportive role in DBE's implementation of this new curriculum component by ensuring that teachers in Phase 2 schools are capacitated to deliver quality instruction in the subject, employing age appropriate activities that are crafted in such a way as to stimulate learners' interest and enthusiasm.

The draft CAPS document acknowledges that

> *Coding and Robotics is a subject that transverses across the other core Foundation Phase subjects namely Languages (home and First Additional) and mathematics [and] that ultimately strengthens and supports them (emphasis added)[16].*

In the light of this, the service provider(s) appointed to deliver the Foundation Phase curriculum component is expected to indicate how they will incorporate into their programme, either directly or in partnership with others, professional development activities that are specifically geared to support the implementation of Coding and Robotics. (The curriculum document can be accessed via the link provided in footnote 16).

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[14] Edunova has been appointed to conduct training on the use of ICT for teaching and learning for all teachers. Teachers will cover various modules, from basic knowledge of ICT, to how to incorporate a blended approach to classroom teaching.

[15] https://www.woza-galeza.com

[16] See page 12 in
https://www.education.gov.za/LinkClick.aspx?fileticket=OTMiGUJnN1U%3D&tabid=2689&portalid=0&mid=9573

3. INTERNAL ALIGNMENTS

In support of the WSD model adopted by the Programme, the various service providers working in a school need to actively engage with each other to ensure that there is close alignment between the different interventions they offer. This will play out on a number of different levels. For example, a number of service providers may be working in the same subject but in different phases – i.e. one in the Foundation Phase, the other in the Intermediate Phase. Their intervention programmes may both be impacted by broader curriculum and instructional leadership issues which lie more in the domain of the service provider responsible for working with the SMT as part of the *School Functionality: Leadership, Management & Governance* component of the Programme. To ensure that these issues are effectively dealt with, the three service providers will have to be aligned in terms of how they engage with the SMT and will have to work closely together towards agreed goals. At a broader level, the successful integration of ICT is a joint venture of all those working in a school.

While JET will provide the project management support to ensure purposeful collaborations, it is important that any prospective service provider is able to **provide evidence of having worked collaboratively and with adequate project management support with other organisations in school settings.**

4. EXTERNAL ALIGNMENTS

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. In this regard, the role of the subject forums needs to be clearly spelt out. To reiterate a point made earlier, any claims about the efficacy of this modality need to be backed up by reference to relevant research and evidence provided of your organisation's experience in running such structures in other projects.

Further, you need to indicate in your proposal how you will forge and sustain **partnerships with local education department structures** (including Foundation Phase subject advisors) to ensure alignment between your activities and those undertaken at the circuit and district level.

5. DATA COLLECTION WILL BE CONTRACTUALLY OBLIGATED

As indicated earlier, each service provider will be required to collect a range of baseline, routine and periodic monitoring data relating to dosage, outputs and outcomes, and this will be contractually obligated. To ensure uniformity in data collection, common instruments will be developed by JET in consultation with appointed service providers. Further, service providers will need to have the expertise available so that they can aggregate, clean and quality assure data prior to passing it on to JET in the required format. To ensure a seamless flow, data management systems will need to be aligned.

Any additional material and human resource costs incurred in order to meet these data management requirements should be included under a separate ancillary costs line.

6. LOCAL RECRUITMENT

This is an AASA requirement. In your proposal, you need to provide details of how you will go about ensuring that, as far as possible, people recruited to work on this project in positions such as coaches and/or fieldworkers are people local to the AASA Operations and with the relevant qualifications and experience. **Appendix C** provides specific details in this regard.

7. ANTICIPATED OPERATIONAL CHALLENGES

Given the experiences of AASA Phase 1, the following operational challenges need to be addressed in your planning:

- Given the possibility of a high-turnover of teachers/practitioners and also coaches over the four-year period, you must indicate in your proposal how you will accommodate the need for the **continuous on-boarding of teachers and coaches**.
- The geographical extent of the Programme will present logistic challenges to Service Providers. Careful consideration needs to be given to the location of the schools when budgeting for Operational costs (such as car hire, accommodation and the like).

2.4 PROPOSAL DUE DATE:

This proposal and budget are to be submitted no later than midday on Monday 21 November 2022. The submission must be 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 and expertise in offering teacher professional development programmes in the areas of: home language, English first additional language and mathematics at the Foundation Phase (Grades 1-3) level;
2. Experience of having successfully undertaken fieldwork in geographically diverse settings;
3. Capacity to offer support in the home languages indicated;
4. A proven track record of undertaking school-based support work of the nature prescribed in the scope of work;
5. Experience in having run successful school and cluster-based forums;
6. Experience using data for adaptive management and undertaking evidence-informed programmatic enhancements/improvements.

In addition to the above, you must provide evidence that your organisation has sufficient support and capacity for high quality financial management as well as governance of the funds allocated by the Programme.

4 DURATION OF CONTRACT

The successful bidder will be contracted initially for the period **03 January 2023 to 31 December 2023 as a provisional period.** An extension contract will be offered after this provisional period of implementation and will allow for appropriate adjustments to the programme and new budget requirements This will be reviewed and negotiated from the last quarter of 2023. However, a full 4-year (2023-2026) implementation plan and budget must be submitted for this RFP.

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, it is anticipated that you will participate in and report to local management committee (LMC) meetings per Operation[17], as part of monitoring the implementation of the activities that fall within the ambit of the Operation. These meetings will be arranged and chaired by JET and also attended by other relevant intervention service providers contracted to the Programme. A management meeting will be held on a quarterly basis (or more regularly if required) to oversee progress, monitor progress and agree on three- to nine-month plans.

6 STRUCTURE AND CONTENTS OF PROPOSAL AND BUDGET

Interested parties should submit a proposal containing the following components:

1. Cover page	Include basic information such as organisation name, address, website, project lead and contact information.
2. Executive summary (1 page maximum)	Executive summary of proposal and topline budget figures.
3. Relevant experience and appropriate qualifications	- A brief capacity statement (2-3 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.
4. Local recruitment	As per AASA requirement, provide details of how you will go about ensuring that, as far as possible, people local to the AASA Operations with the relevant

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[17] It is anticipated that there will be up to nine such meetings: Sishen & Kolomela (KUMBA); Musina & Blouberg (DE BEERS); and De Brochen, Mogalakwena, Amandelbult, Rustenberg & Process (PLATINUM).

	qualifications and experience are recruited to undertake the situational analysis fieldwork.
5. Technical quality of the proposal	<u>This section should form the bulk of the proposal</u>. It should include all envisaged activities and a description of how the scope of work described above will be fulfilled.
6. Proposed workplan	Tasks, responsible persons and timeframes.
7. Budget	● The budget for each of the deliverables, with indicative costs for the primary budget line items ● The budget can be aggregated to a total budget. However, the cost drivers must be emphasised in the project plan. ● This must be clearly indicated as VAT inclusive or exclusive.
8. References	Names and contact information of three referees.
9. Evidence of having engaged in similar fieldwork activities (and the approach and methodology adopted during this work)	

Please note

1. Proposals should not exceed **15 pages**. CVs and reference documents can be included as annexures (exceeding the 15-page limit).
2. Include your BBB-EE certificate.
3. Prices should be exclusive of VAT, but the proposal should indicate whether VAT will be charged. Ideally, the successful applicant will be a registered VAT vendor.
4. Prices offered shall be all inclusive of all costs and shall remain fixed for the duration of the contract; however annual adjustments (forecasted annual spend) influenced by implementation/circuit contexts will be considered.

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 to meet the requirements of the scope of work	50%
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. Budget	20%
4. BBBEE	**5% (requirement for level 1-4)**
5. Innovative approaches (use of ICT, parent and caregiver approaches, etc.)	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
1. Wednesday 2 November	RFP distributed to potential external service providers.
2. Friday 11 November	Briefing to all potential bidders. NB: Confirm your participation with thembi@jet.org.za for this briefing.
3. Tuesday 15 November	Deadline for clarificatory questions from potential bidders.
4. Monday 21 November	Proposal submission deadline 12h00 via email. Your proposal must be submitted to tenders@jet.org.za
5. Friday 25 November	Shortlisting finalised and due diligence completed (i.e. compliance check).
6. Tuesday 29- Wednesday 30 November	Shortlisted service providers to give virtual presentation to panel (JET and AASA).
7. Friday 2 December	Preferred service provider (SP) informed of selection.
8. Tuesday 6 December	Letter of appointment issued to SP and draft contract with SoW request (plan of work and budget).
9. Monday 12 December	Counter-signed letter of appointment received back from SP.
10. Thursday 15 December	SoW finalised, contract signed.

9 SUBMISSION DETAILS

Bids are to be submitted according to the above specifications by midday on Monday, 21 November 2022 to tenders@jet.org.za. Please note, the submission deadline will be strictly adhered to and no late submissions will be considered.
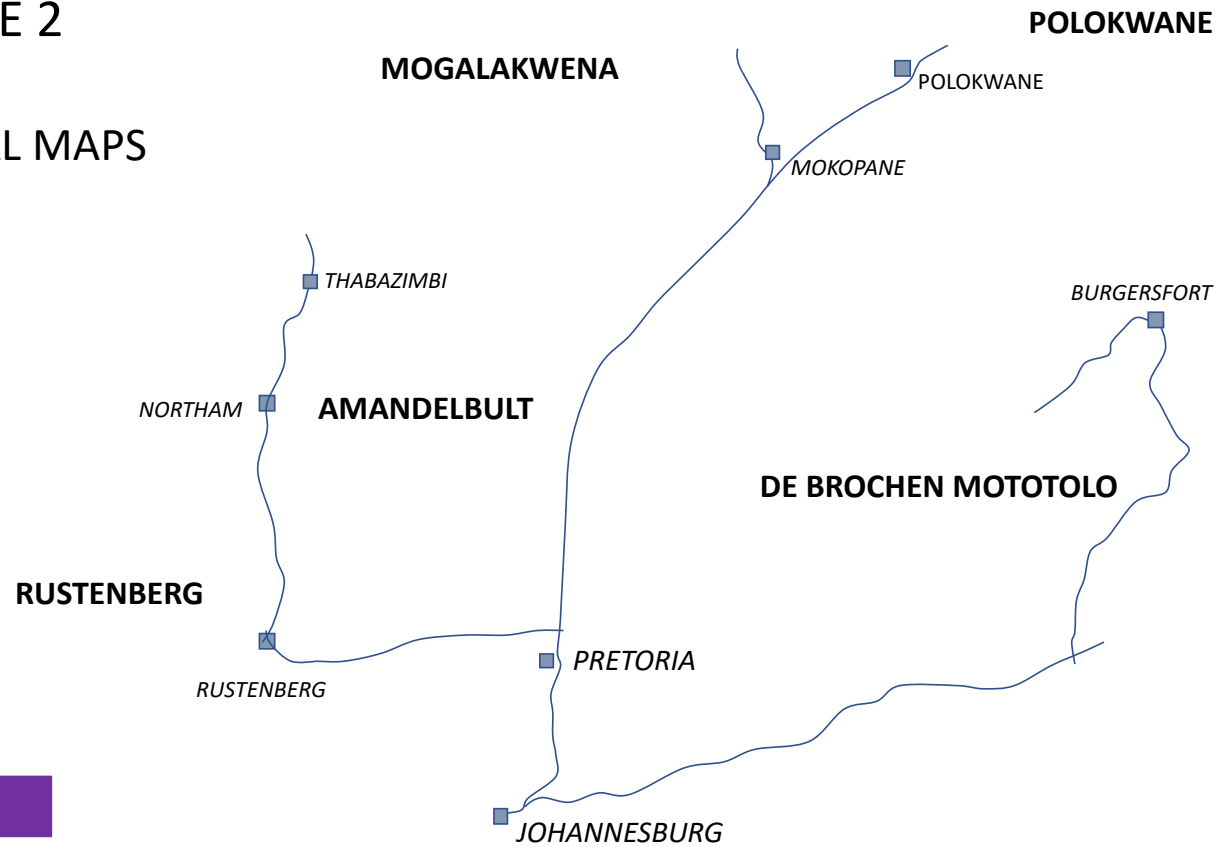
10 CONDITIONS

1. JET will be the contracting party for this assignment.

2. The service provider could 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 made out to JET, and upon satisfactory delivery of the key deliverables. Any deliverable submitted and not meeting the specifications must be reworked and resubmitted at no additional cost to JET.

5. The drafts and final documents, as well related data collection instruments and data, will be the property of AASA and JET Education Services as the managing agent after completion or at key points and cycles in time as requested 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 a document of AASA; then the discretion to do this lies solely with AASA in accordance with its policies and procedures.

6. The service provider shall, at all times, keep information obtained during the work assignment confidential and shall not circulate the documents, data, or any part thereof, or any reworked version thereof, at any stage, to any party without the explicit permission of JET and AASA.

7. The service provider shall not publish the documents, data, or 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.

AASA PHASE 2
PLATINUM
OPERATIONAL MAPS

Geographical
distribution of
schools

POLOKWANE

MOGALAKWENA

POLOKWANE

MOKOPANE

THABAZIMBI

BURGERSFORT

NORTHAM **AMANDELBULT**

DE BROCHEN MOTOTOLO

RUSTENBERG

RUSTENBERG

PRETORIA

JOHANNESBURG

PHASE 1	PHASE 2

AngloAmerican

30 JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

Please note: Foundation Phase teacher numbers indicated in red are approximate.

SCHOOL	COMMUNITY	BURGERSFORT RETURN (km)	Foundation Phase teachers
MASEGO PRIMARY	KOKWANENG	96	6
MASHA PRIMARY	KOKWANENG	96	10
NGWANA THEKO PRIMARY	GA-MAMPURU	73	6
MAMPURU PRIMARY	GA-MAMPURU	76	6
MMAHLAGARE COMBINED	NOKANENG	90	6

Burgersfort	Johannesburg	752 km (return)

Four primary school, one combined school
34 teachers

R37

BURGERSFORT

TUKAKGOME

R555

Ngwana Theko Prim.

STEELPOORT

Mampuru Prim.

50 km

GA-MAMPURU

DE BROCHEN MOTOTOLO

GA-MASHA

KOKWANENG

Masha Prim.

Mmahlagare Combined

Masego Prim.

AMANDELBULT

KRAAIHOEK — Isang Prim.

MOPYANE — Melotong Prim.

NORTHAM

SEFIKILE — Sefikile Prim.

Machama Prim.

MANAMAKHOTHENG

Madima Prim.

SANDFONTEIN

Ramakoka Prim. — THABENG
Baphalane Prim. — GA-RAMOKOKA

SCHOOL	COMMUNITY	NORTHAM RETURN (km)	Foundation Phase teachers
BAPHALANE PRIMARY	GA-RAMOKOKA	64	4
RAMOKOKA PRIMARY	THABENG	66	6
ISANG PRIMARY	KRAAIHOEK	56	6
MELOTONG PRIMARY	MOPYANE	58	4
MACHAMA PRIMARY	MANAMAKHOTHENG	55	8
MADIMA PRIMARY	MANAMAKHOTHENG	50	9
SEFIKILE PRIMARY	SEFIKILE	32	8

Northam	Johannesburg	414 km (return)

Seven primary schools
45 Foundation Phase teachers

AngloAmerican

JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

SCHOOL	COMMUNITY	RUSTENBERG RETURN* (km)	Foundation Phase teachers
PHOTSANENG PRIMARY	PHOTSHANENG	32	6
TLHAGE PRIMARY	THEKWANE	26	5
MFIDIKWE PRIMARY	MFIDIKOE	28	8
BF MORAKE PRIMARY	MANNAKATO-A	78	7
MONAKATO PRIMARY	MANNAKATO-A	78	6
MOROGONG PRIMARY	MAILE	70	3

RUSTENBERG	JOHANNESBURG	278 km (return)
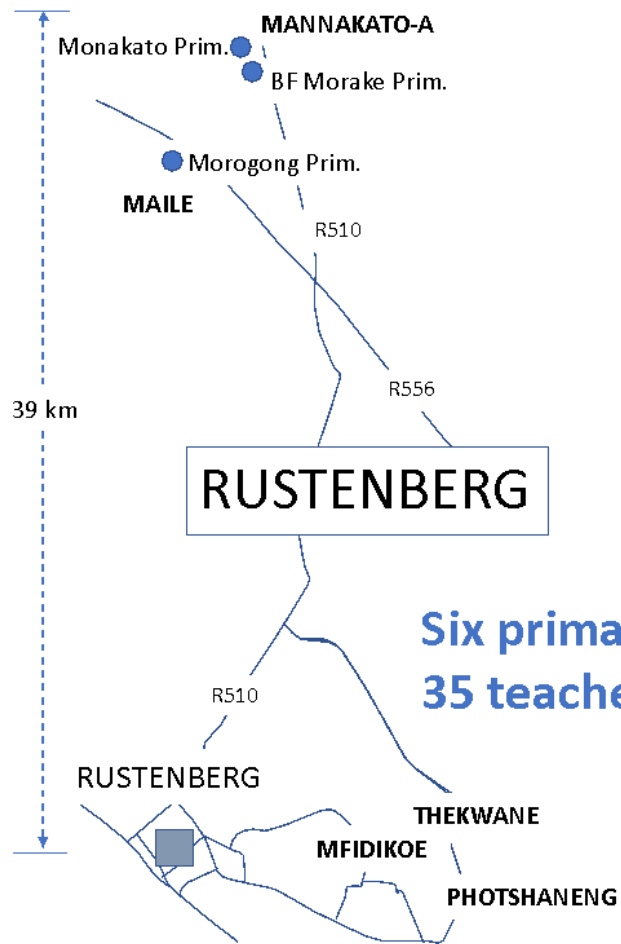
Six primary schools
35 teachers

ROOIVAAL

Nkgakgautha Prim.

Mabusela Prim.

GA-MODIPANA

MMAHLOGO

Mapuso Prim.

Mapela Jnr. Prim.

MAPELA-2

Khutjang Prim.

MATOPA

47 km

N11

R518

Sepedi Prim.

SEKGOBOKO
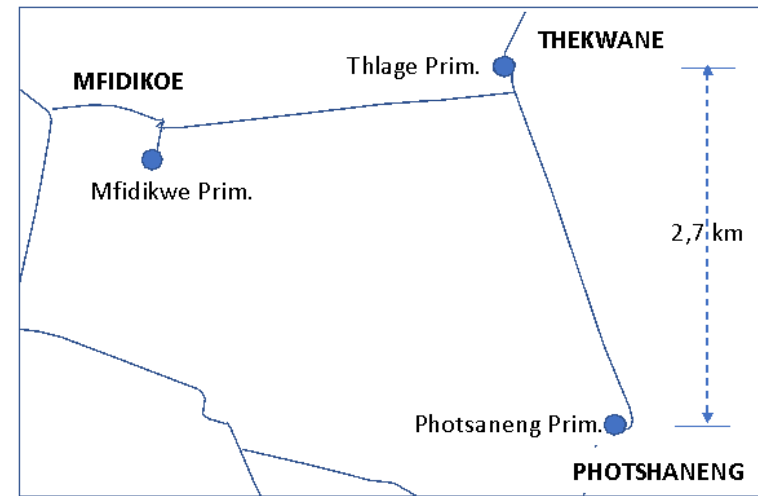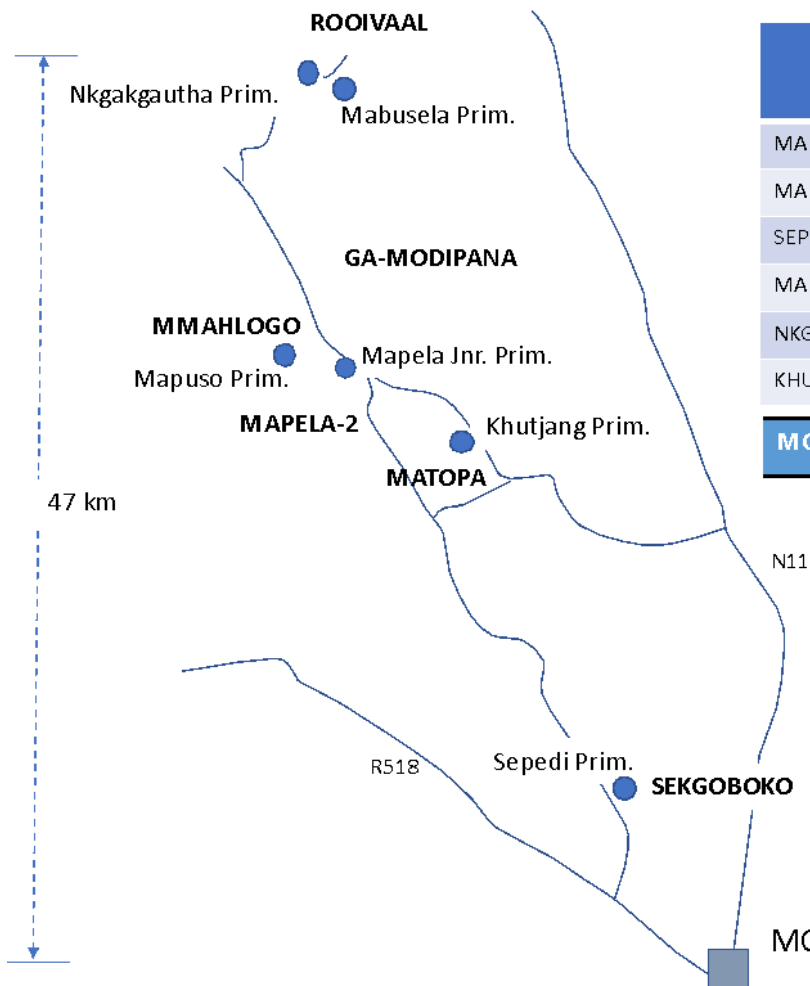
MOKOPANE

SCHOOL	VILLAGE	MOKOPANE RETURN (km)	Foundation Phase teachers
MAPUSO PRIMARY	MMAHLOGO	80	3
MAPELA JUNIOR PRIMARY	MAPELA-2	64	9
SEPEDI PRIMARY	SEKGOBOKO	28	9
MABUSELA PRIMARY	ROOIVAAL	94	3
NKGAKGAUTHA PRIMARY	MALOKONG KOP	94	3
KHUTJANG PRIMARY	SKIMMING	64	5
MOKOPANE	**JOHANNESBURG**	**534 km** (return)	

Six primary schools
32 teachers

MOGALAKWENA

AngloAmerican

JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

SEBAYENG

32 km

N1

POLOKWANE

N1

R101

R81

POLOKWANE

R71

R81

SEBAYENG

Maphuto Prim.

1.8 km
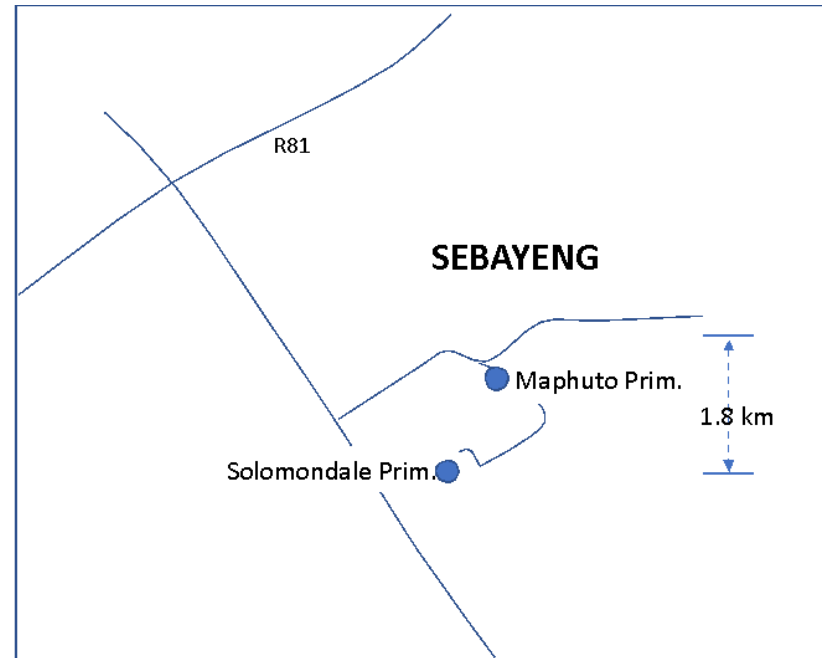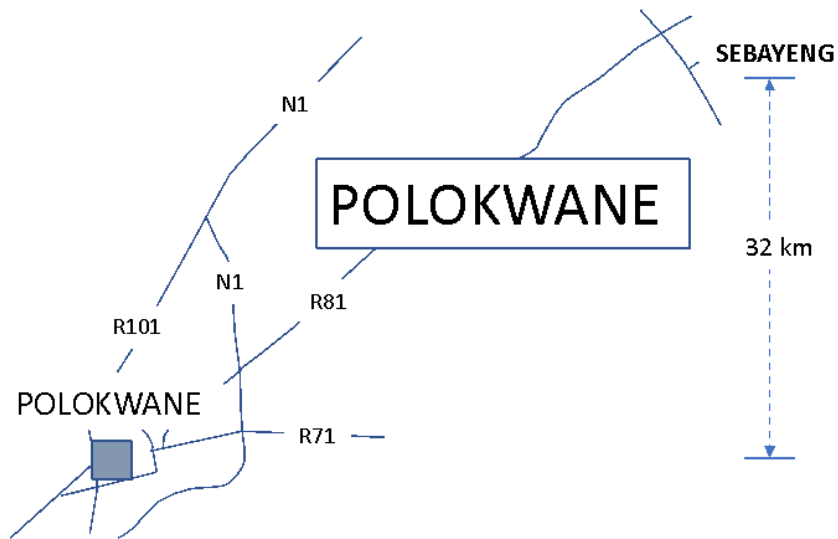
Solomondale Prim.

SCHOOL	COMMUNITY	POLOKWANE RETURN (km)	Foundation Phase teachers
SOLOMONDALE PRIMARY	SEBAYENG	64	4
MAPHUTO PRIMARY	SEBAYENG	64	7

POLOKWANE	JOHANNESBURG	642 km (return)

Two primary schools
11 teachers

AASA PHASE 2
KUMBA
OPERATIONAL MAPS

Geographical
distribution of schools

PHASE 1	PHASE 2

■ HEUNINGVLEI

SISHEN

■ DITHAKONG

BATLHARO ■

■ *KURUMAN*

DEBEN ■
■ KATHU

■ *POSTMASBURG*

KOLOMELA

■ *KIMBERLEY*

■ CAMPBELL

■
GRIEKWASTAD

SCHOOL	COMMUNITY	KURUMAN RETURN (km)	Foundation Phase teachers
ROBANYANE TOTO PRIMARY	BATLHARO	42	9
MORALADI PRIMARY	BATLHARO	36	7
MOHOLENG PRIMARY	BATLHARO	44	9
DEBEN PRIMARY	DIBENG	122	21

Kuruman	Johannesburg	1 042 km (return)

**Four primary schools
46 teachers**

Batlharo

18 km

KURUMAN

61 km

Deben

Deben Primary

Moholeng Prim.

Robanyane Toto Prim.

5 km

BATLHARO

Moroladi Prim.

SISHEN MAP 1

HEUNINGVLEI
SHALANENG
Tsooe Prim.
Makhubung Prim.
Oreeditse Prim.
Shalana Prim.

163 km

DINOPENG/LOOPENG

Sesheng Prim.
Mampestad Prim.

98 km
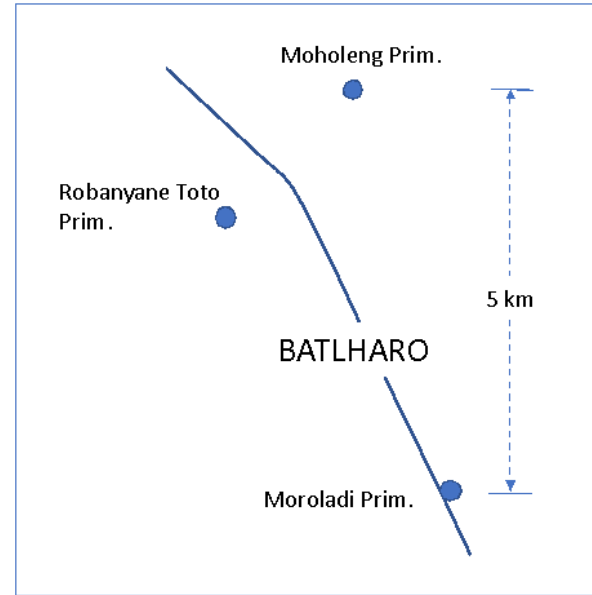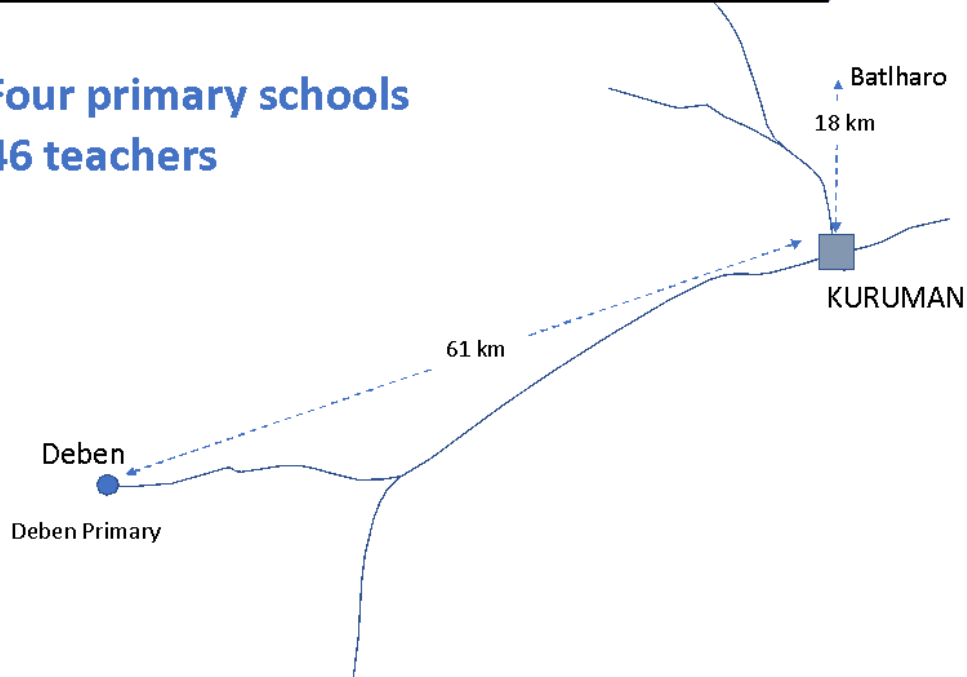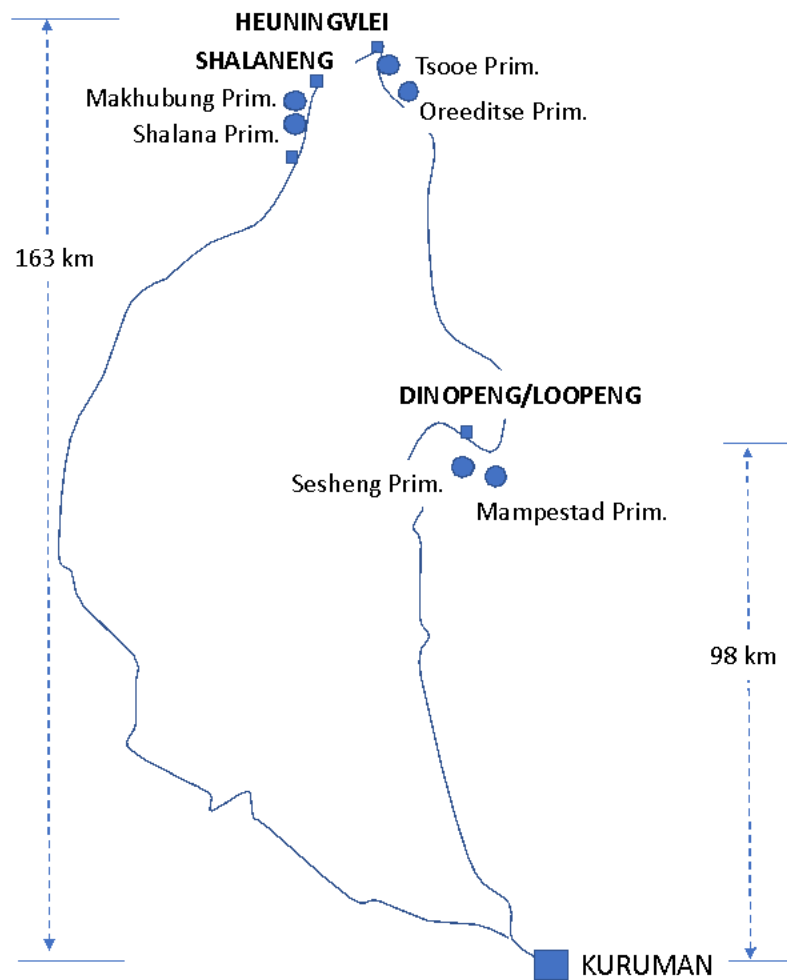
KURUMAN

SCHOOL	COMMUNITY	KURUMAN RTURN (km)	Foundation Phase teachers
TSOOE PRIMARY	HEUNINGVLEI	326	3
OREEDITSE PRIMARY	HEUNINGVLEI	326	3
MAKHUBUNG PRIMARY	SHALANENG	374	2
SHALANA PRIMARY	SHALANENG	372	3
MAMPESTAD PRIMARY	LOOPENG	196	3
SESHENG PRIMARY	DIPONENG	196	4

Six primary schools
18 teachers

SISHEN MAP 2

AngloAmerican

JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

KOLOMELA

Three schools
15 teachers

Griquatown Combined
Anderson Prim.
Griekwastad

Aalwyn Intermediate
Campbell

KIMBERLEY

106 km

153 km
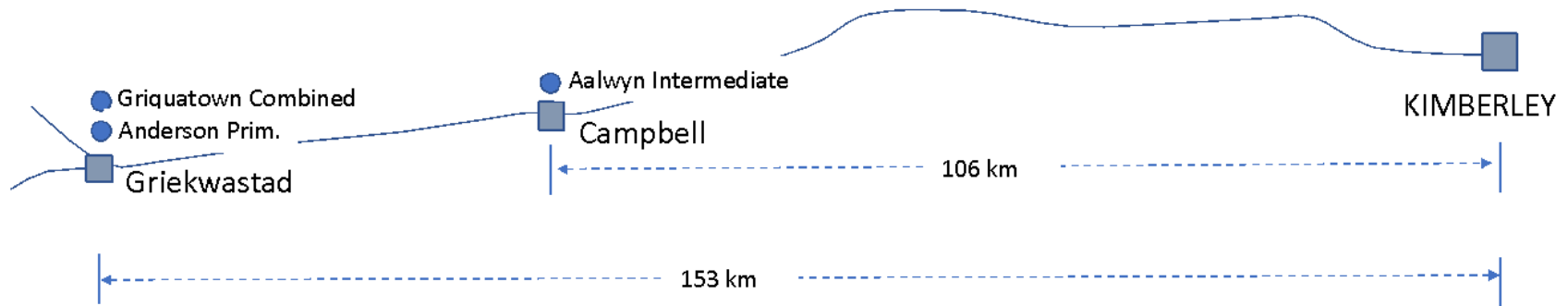
SCHOOL	COMMUNITY	KIMBERLEY RETURN (km)	Foundation Phase teachers
GRIQUATOWN COMBINED SCHOOL	GRIEKWASTAD	306	3
ANDERSON PRIMARY	GRIEKWASTAD	306	9
AALWYN INTERMEDIATE SCHOOL	CAMPBELL	212	3

Kimberley	Johannesburg	1 010 km (return)

AngloAmerican

30
JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

AASA PHASE 2
DE BEERS
OPERATIONAL MAPS

Geographical
distribution of
schools

MUSINA

MUSINA

BLOUBERG

VIVO

LOIUS TRICHARDT

PHASE 1	PHASE 2

AngloAmerican

BLOUBERG

RADITSHABA/GA-DANKIE

Leboho Prim.

55 km

Pokanong Prim.

BURGERREGT

Makgafela Prim.

Mphokaneng Prim.

Kgobakanang Prim.

INDERMARK

Mohlabi Prim.

MAROBJANE

TP Seakamela Prim.

1,7 km

AVON-A

VIVO

20 km

26 km

71 km

LOUIS TRICHARDT

Seven primary schools
36 teachers

SCHOOL	COMMUNITY	VIVO RETURN (km)	Foundation Phase teachers
MAKGAFELA PRIMARY	MMOTLANA	80	3
POKANONG PRIMARY	BURGERREGT	80	3
LEBOHO PRIMARY	RADITSHABA/GA-DANKIE	110	6
MOHLABI PRIMARY	MAROBJANE/AVON-A	55	6
TP SEAKAMELA PRIMARY	MAROBJANE/AVON-A	52	6
MPHOKANENG PRIMARY	INDERMARK	41	3
KGOBAKANANG PRIMARY	INDERMARK	43	9

Vivo	Johannesburg	842 km (return)

AngloAmerican

30 JET EDUCATION SERVICES
THINK EDUCATION. THINK JET.

VENETIA
MAP 1

SCHOOL	COMMUNITY	MUSINA RETURN (km)	Foundation Phase teachers
MALINGE PRIMARY	MUSWODI DIPENI	170	5
MUSWODI PRIMARY	MUSWODITSHISIMANI	160	5
TSHAPINDA PRIMARY	TRAVENNA	152	5
FOLOVHODWE PRIMARY	FOLOVHODWE	154	9
Musina	Johannesburg	1 042 km (return)	
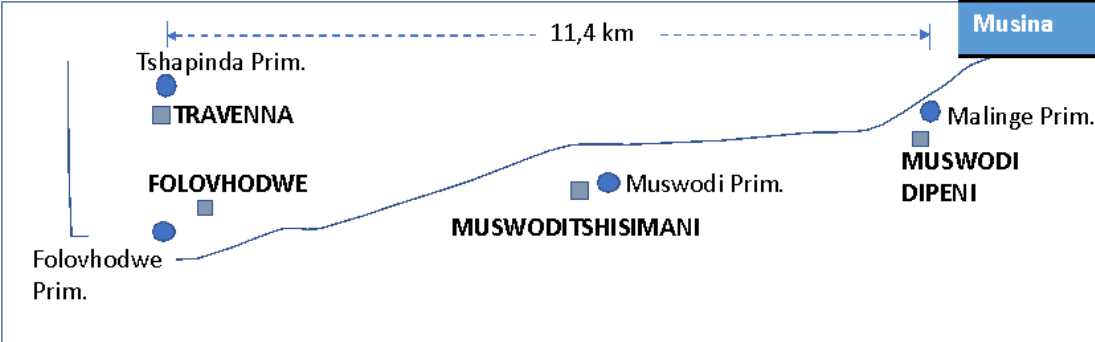
**Four primary schools
24 teachers**

VENETIA MAP 2

Five primary schools
29 teachers
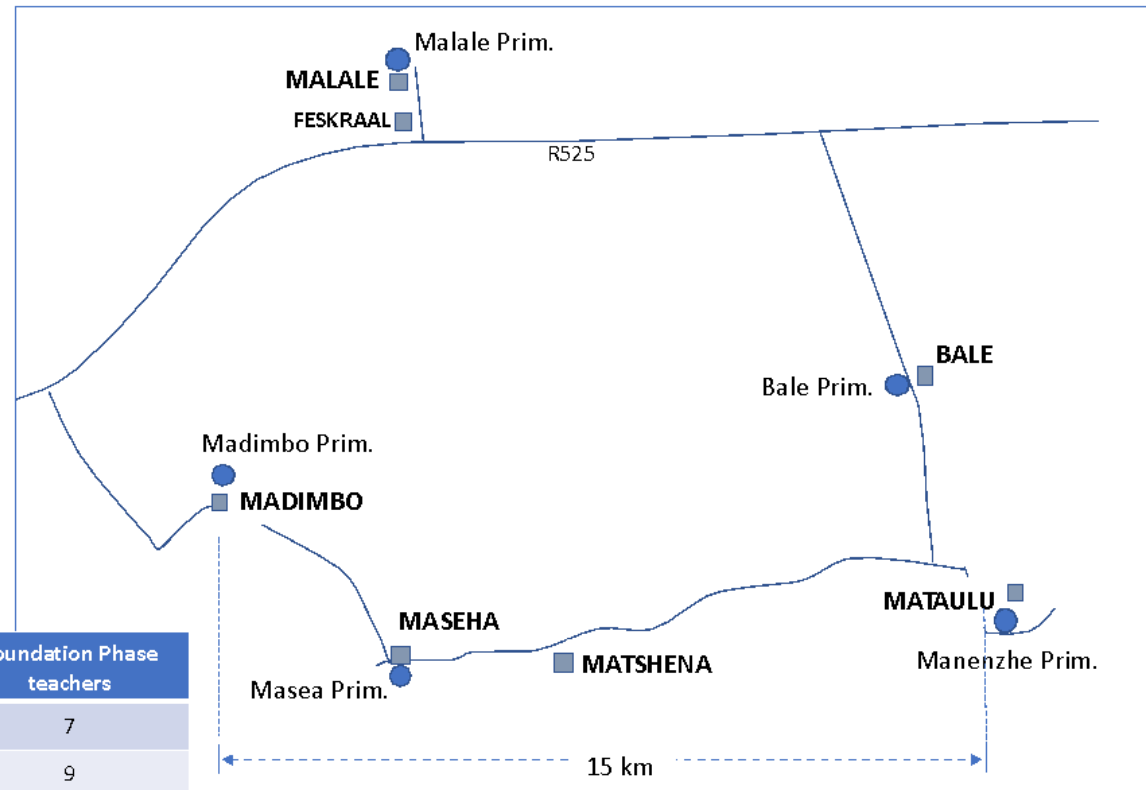
SCHOOL	COMMUNITY	MUSINA RETURN (km)	Foundation Phase teachers
MASEA PRIMARY	MASEHA	184	7
MADIMBO PRIMARY	MADIMBO	180	9
BALE PRIMARY	BALE	206	3
MANENZHE PRIMARY	MATAULU	214	3
MALALE PRIMARY	MALALE	186	7

Malale Prim.
MALALE
FESKRAAL
R525
BALE
Bale Prim.
Madimbo Prim.
MADIMBO
MATAULU
MASEHA
MATSHENA
Masea Prim.
Manenzhe Prim.
15 km

● APPENDIX B: FOUNDATION PHASE LOLTs

NAME OF OPERATION	LOLT
Musina	Tshivenda
Blouberg	Sepedi
Mogalakwena	Sepedi
Polokwane	Sepedi
De Brochen	Sepedi
Amandelbult	Setswana
Amandelbult/Rustenberg	Setswana and isiXhosa (tbc)
Kolomela	Setswana and Afrikaans
Sishen	Setswana and Afrikaans

APPENDIX C: AASA RECRUITMENT PROTOCOL

AASA RECRUITMENT PROTOCOL

Version 3
4 March 2019

1. INTRODUCTION

1.1. The Anglo American South Africa (AASA) Education Programme (the **Programme**) principle is to follow a consistent approach in the implementation of Phase 2 of the Programme, running from 2023 to 2026. This also means that all Programme service providers, contractors, organisations (herein referred to as **recruiters)** that recruit and subsequent appointment of employees or consultants for the Programme will follow a process that is aligned with the Programme goal and implementation modalities.

1.2. The purpose of this selection and recruitment process is to provide a detailed framework for the recruitment and selection of employees that will be representatives of the Programme at implementation site level.

2. STATEMENT AND KEY PRINCIPLES

2.1 A key principle for the Programme is that for all programme recruitment and employment, suitable candidates from communities local to AASA Operations should be given preference where possible, as part of BU/Operations commitment to creating job opportunities.

2.2 The recruiters must strive to have a labour force that reflects the demographic composition of society at large but also take into consideration the special skills required for the particular positions being advertised.

2.3 All recruiters must strive to appoint and develop people with potential at all levels, drawing on the best skills available from within the relevant labour market.

2.4 All Candidates must be selected for appointments in accordance with their competence to fulfil the inherent job requirements.

2.5 In keeping with AASA health and safety standards, the recruiter undertakes that all contracted staff will be in possession of medical aid insurance. These provisions include already existing staff that will be assigned to the Programme.

2.6 All staff recruited to the Programme will have clearly defined job descriptions and an understanding of their roles, responsibilities and performance targets consistent with the expected deliverables, as per contract scope of work of the recruiter.

2.7 The Programme prohibits child labour or forced/bonded labour, and any recruiter found to have violated this Human Rights provision will be subjected to the relevant legal remedy available to AASA.

2.8 In cases where the focus of the recruitment will be on infrastructure or construction related projects, the recruiter shall prepare a Local Workforce Development Plan to be considered by AASA[18]

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[18] Developing a capable local workforce ready for construction-related employment can be a challenging task, particularly in remote areas where the skills base is low and expectations of employment is high. Putting effort into maximising local workforce development and associated employment is, however, essential for building community relations and securing the operation's social licence to operate.

3. OBJECTIVES

The objectives of the recruitment and selection process are:

3.1. To attract competent, talented individuals and to fill vacant positions with the best qualified candidates;

3.2. To ensure that a fair, non-discriminatory and transparent process is followed;

3.3. To eliminate bias and prejudice in the recruitment and selection process;

3.4. To comply with all related South African labour legislation;

3.5. To safeguard the Programme against unnecessary litigation processes and expenses;

3.6. To ensure that correct documentation is obtained from all employees under this Programme and kept as prescribed by the relevant data protection laws.

4. RECRUITMENT PROCESS

4.1 Authorisation for recruitment:

Prior approval from AASA is required before the commencement of any recruitment process. In recruiting staff, the following must be considered.

4.1.1 There has to be sufficient funding to support the appointment.

4.1.2 Any recruitment exercise must be in line with objectives of the Programme and the approved personnel budget for that period in line with the recruiter's scope of work.

4.1.3 The authorisation should include authorisation for the cost of recruitment and the method to be used advertise the job (e.g. media advertising, recruitment agency etc.).

4.1.4 The recruiter will lead the recruitment and selection process in consultation with the relevant representatives from JET, AASA and the Business Units/Operations .

4.2 Job profile and advertisements:

The recruiter is responsible for developing the job profile(s) and advertisement(s) for posts that fall within their respective scope of the Programme. The process for job profile and advertisement is the following:

4.2.1 The job profiles and advertisements will be submitted to JET and AASA for review and approval.

4.2.2 The recruiter will use their internal process to post job advertisements in local newspapers as a **priority** to ensure that the Programme receives applications from suitable candidates local to AASA Operations. Provincial and national newspapers can be considered depending on the skill set required for the job, but should not take preference over local adverts.

4.2.3 The AASA and BUs will post the job advertisements on the relevant recruitment platforms as well as share these with all relevant stakeholders to ensure that the Programme receives applications from suitable candidates local to AASA Operations.

4.2.3.1 Available jobs should be advertised via the most relevant media. This may include newspapers, online platforms and local information centres. Priority shall be given to advertising locally, whilst opportunities are

published more widely, pending the type of skills sort. The clearer job adverts, the easier it will be to manage local expectations.

4.2.3.2 In the event where the latter does not yield a positive outcome insofar as local recruitment is concerned, the BU/Operations, through a consultative process with JET, AASA as well as the recruiter, may explore a headhunting tactic to find the suitable candidate. In such a case, provisions under section 3 shall be strictly adhered to.

4.2.3.3 All posts must be advertised for at least 10 days (s).

4.3 Shortlisting

4.3.1 The recruiter will use their internal employment shortlisting metrics to document all applications received.

4.3.2 The recruiter will review all applications and shortlist the best candidates.

4.3.3 The recruiter will use a candidate shortlisting metrics to generate **a report per Operation** for the shortlisted candidates. The report shall outline, but not limited to:

   a) Where the vacancy was advertised, with proof of advert;
   b) How many people applied overall;
   c) How many people applied, specifically those local to the Operations;
   d) How many were shortlisted, with specific reference to candidates local to the Operations;
   e) From the shortlist of candidates local to the Operations, if they were not considered – reasons to be provided;
   f) Linked to (d) above, if there were no candidates that qualified local to the Operations, what were the reasons?
   g) The report shall have a section recommending the appointment of a preferred candidate. This report will be shared with the BU/Operations for approval before a candidate is appointed by a recruiter, after consultations with and review by JET and AASA.

5. SELECTION PROCESS

It is important that the timeline is submitted at the beginning of the process so as to secure the availabilities of the prospective interview panel members i.e. JET, AASA, BU/Operations as well as the recruiter.

5.1. Interviews

5.1.1. The recruiter will be responsible for scheduling the interviews with candidates and compiling the initial shortlist.

5.1.2. Members from the BU/Operation must be represented during the final interviews. Should they elect not to participate in the interview, this must be documented in writing and filed accordingly by the recruiter. The onus is on the recruiter to also inform JET and AASA in this regard.

5.1.3. Interviews will be conducted at the recruiter's premises or at the Operations or via video conferencing.

5.1.4. All interviews conducted must be documented. .

5.1.5. Recruiters will conduct a competency test and/or require an assignment for selected candidates, where applicable.

5.1.6. It is important that support and approval from the BU/Operations is received before any offer of employment is concluded with the preferred candidate.

5.2. Offer of employment

5.2.1. Negotiations on salary and terms of employment are conducted by the recruiter.

5.2.2. The salary must be in line with the agreed Programme budget for the .

5.2.3. The employee is issued an offer of employment by the recruiter, unless other arrangements have been made and approved by JET and AASA, i.e. third party contracting.

5.2.4. Once the offer of employment is accepted, the contract of employment is issued by the recruiter.

5.2.5. The employee will follow the recruiters internal human resources policies and procedures, insofar as performance reviews and salary adjustments, where applicable. In the case of a salary adjustment, point 5.2.2 above applies.

DIAGRAM 1: A PROCESS MAP OUTLINING THE RECRUITMENT PROCESS
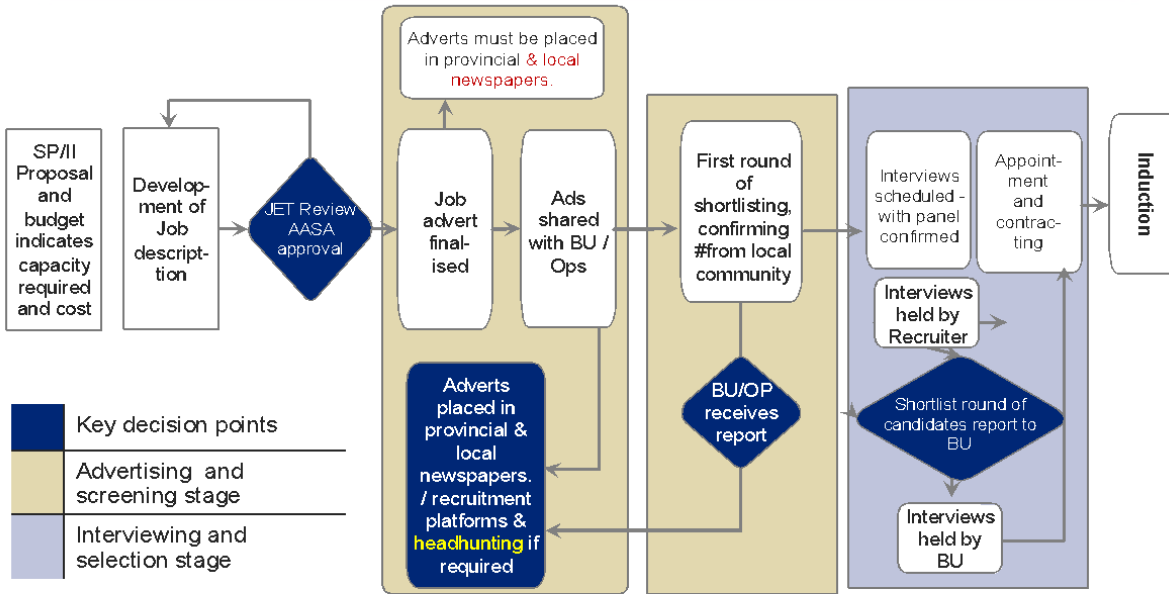
6. INDUCTION

6.1 Introduction

The purpose of the induction process is to ensure that new employees that are recruited into the Programme are acquainted with the Programme and are given a fair opportunity to familiarise themselves with, but not limited to:

- The AASA Education Programme;
- The AASA values;
- The work environment ;
- Stakeholder engagement approaches, priorities and plans;
- Programme goal and priorities;
- Workplan that is aligned to Programme deliverables;
- The standards of work expectations from the employer; and
- Both the formal and informal rules of the recruiter.

The induction programme, which shall be developed by the recruiter, must be shared with JET and AASA and both organisations should be invited to attend the induction programme.