REQUEST FOR PROPOSAL (RFP)

AASA PHASE 2

SECONDARY SCHOOL (GRADES 8-12)

MATHEMATICS and NATURAL & PHYSICAL SCIENCES

CURRICULUM COMPONENT

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 which 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 include 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 33 Secondary, Combined, Intermediate and Middle schools involved in the Programme to provide an effective Senior & FET (Grades 8-12) programme as determined by a participatory model of development.

[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 recruited into the Programme. All schools are Quintile 1-3 "no-fee" schools and their inclusion follows an application process that includes 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 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	**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

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

Appendix A provides a series of operational maps that give the specific geographical locations of the Secondary schools relative to each other that will be involved in the Grade 8-12 Curriculum Component of the Programme.

A breakdown of the Grades on offer at each of the Phase 2 secondary, combined, intermediate and middle schools is provided in **Appendix B**.

In all schools, with the exception of Gamagara High, Karrikamma High and Aalwyn Intermediate, English is the Language of Learning and Teaching (LOLT). In these three Northern Cape schools there is, in addition to the English LOLT stream, an Afrikaans LOLT stream. Where English is the LOLT, it is the first additional language of all learners.

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 to improve 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. 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.[2]

[2] 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.

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 various Anglo 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 - year period (2024-2026).

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 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.

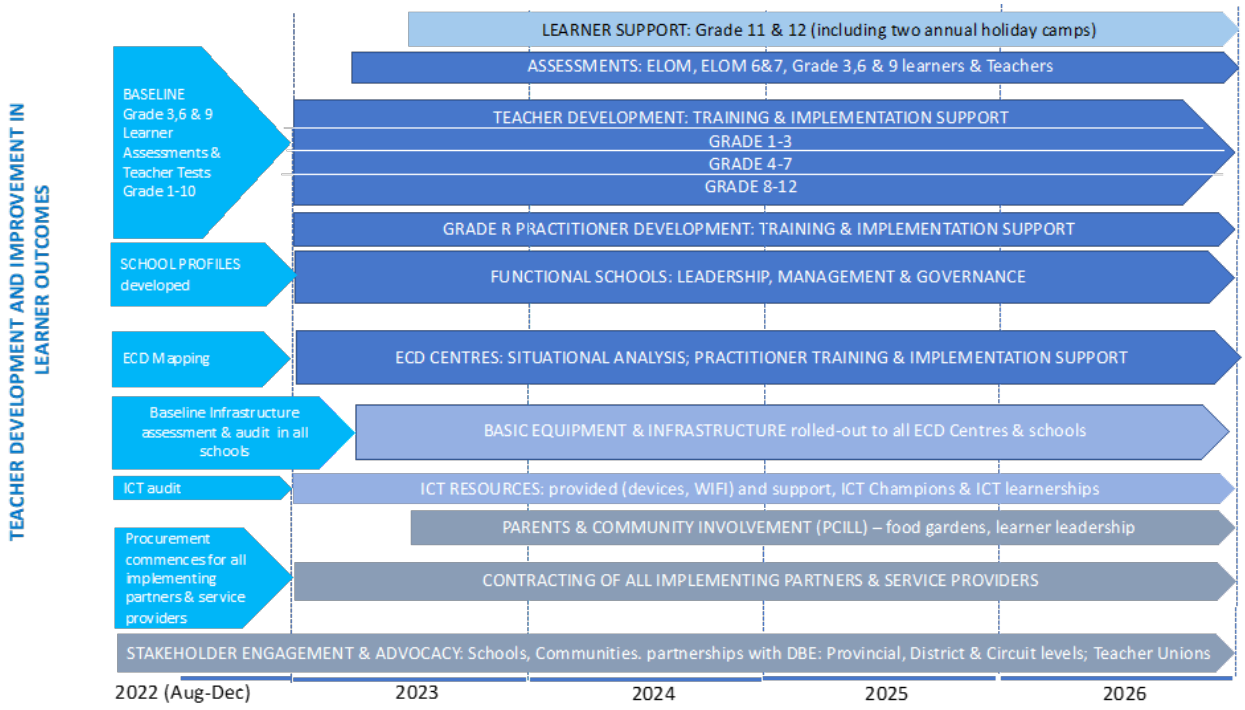


Figure 1: Programme overview and timeline

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 – th 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.

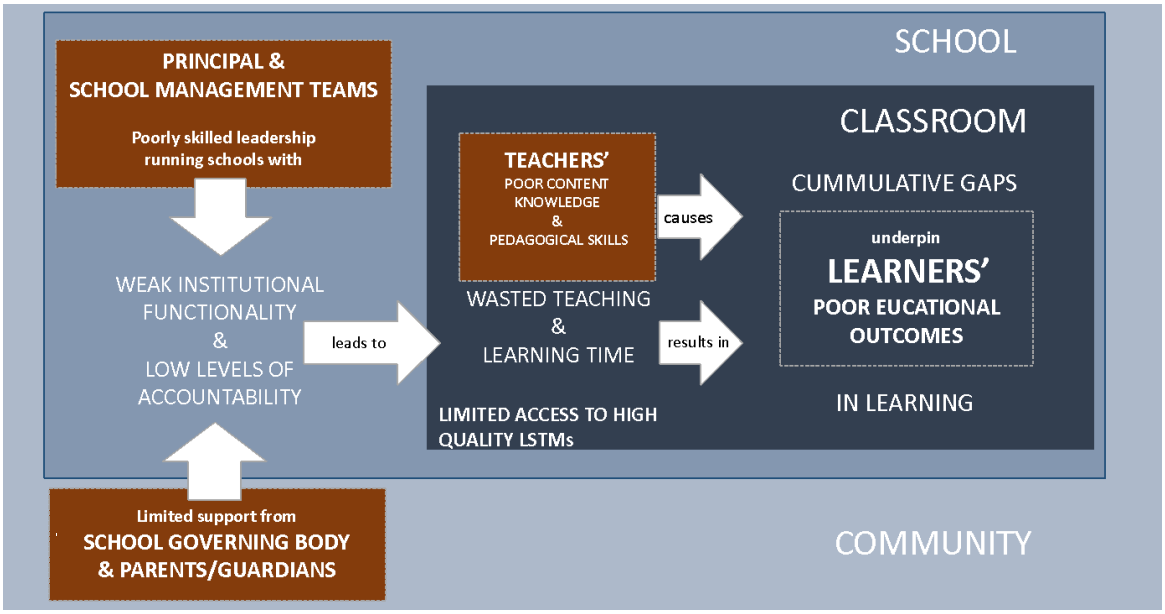


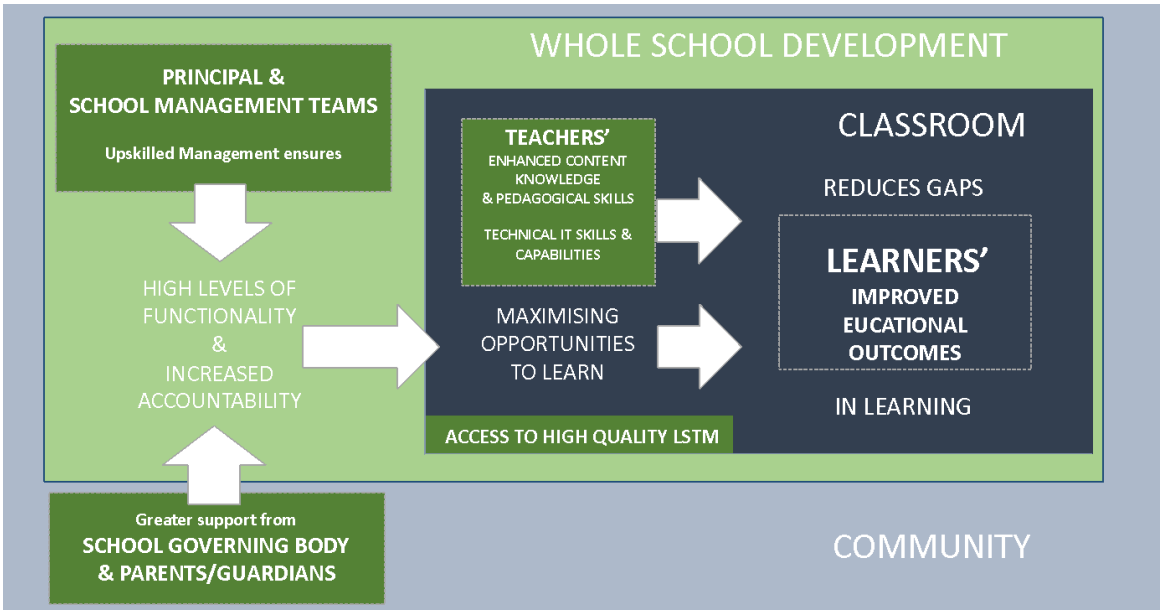
Figure : Visual depiction of the problem statement

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 skilful 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 THEORY OF CHANGE (high level)

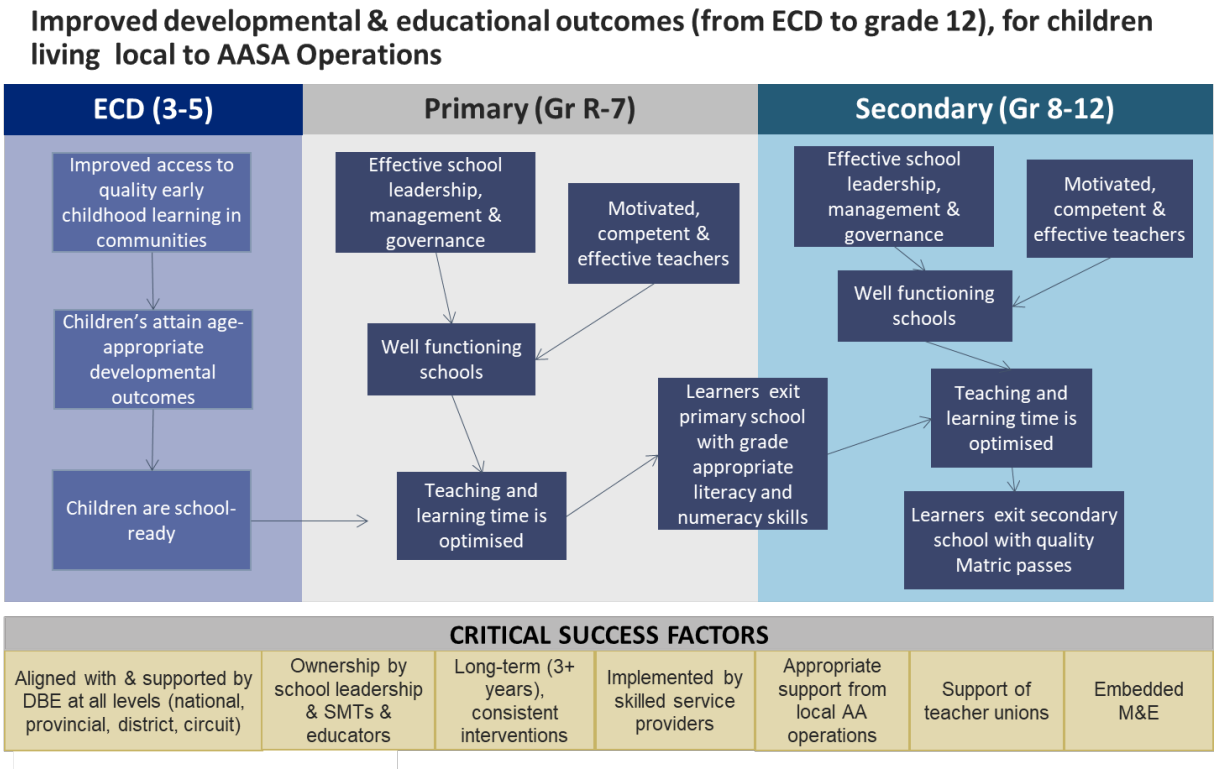


Figure 4: High-level Theory of Change

1.5 OUTCOMES OF THE OVERALL PROGRAMME

The expected outcomes of the Programme in ensuring improvement of the schooling pipeline[3] 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[4] optimise teaching and learning time.
3. Competent practitioners provide quality early learning stimulation to children to attain age-appropriate developmental outcomes.

[3] 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.

[4] Including Grade R practitioners.

4. Gender parity index (GPI) targets are met[5].
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: Grade 8-12 Mathematics and Natural & Physical Sciences Curriculum Component

This Request for Proposals covers:

The provision of:

1) Teacher subject support for Grades 8-12: a comprehensive and structured professional development programme focusing on Grades 8-12 subject teachers of Mathematics and Natural & Physical Sciences;

2) Grade 9 online STEM Enrichment Programme: to strengthen the pipeline of learners entering the Mathematics and Sciences stream in Grade 10;

3) Science Lab Revitalisation project: a targeted programme of science laboratory revitalization in selected schools.

4) FET Learner Academic Support Programme (LASP): support for Mathematics and Physical Sciences learners at key points of the FET, focusing on Grades 11 & 12.

[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).

The focus in this component on Mathematics and Sciences teachers is an acknowledgement of the pivotal role they play in ensuring learners ultimately perform to the best of their ability leading up to the final Matric examinations.

The focus on learners, acknowledges the need to:

1) assist schools in the early identification of learners who have the potential, interest and ability to perform well in these subjects;

2) nurture this interest through the Junior Grades (8 & 9) and in so doing encourage them to continue with these subjects into the FET phase;

3) provide an appropriate level of curriculum support for teachers and learners in the Junior Grades (8 & 9);

4) provide an appropriate level of curriculum support in the final two Grades of schooling (11 & 12) through the provision of a Mathematics and Physical Sciences revision programme where time is allocated each Term to consolidate the topics that have been covered.

At the school level, access to a functioning laboratory plays a key role in the Sciences, not only to ensure effective curriculum delivery, but also to stimulate interest and enthusiasm in the subject. The current state of the science laboratories in the Phase 2 schools will be a key determining factor in guiding the revitalization of these facilities.

Equally important will be the provision of online Mathematics and Natural & Physical Sciences programmes that complement and supplement the teaching and learning of the curriculum.

Whilst the focus on English First Additional Language (EFAL) is not explicit to teacher or learner support, applicants must ensure that innovative and creative models to increase reading time for secondary learners, are transversal. The use of ICT devices are encouraged for this supplementation requirement.

The Grade 9 & 12 targets in this regard are captured in the following extract from the *Programme's Goals, Targets and Indicators:*

Overarching goal: **Inclusive** and **quality** education for all children living local to AASA and its operations.	
Targets[6]	**Indicators**
Secondary school intervention goal: children attending secondary schools supported by the Programme receive quality education, will complete school and attain quality Matric passes	
1. 65% Grade 9 learners pass with at least 40% in mathematics	% of Grade 9 learners who pass with at least 40% in mathematics after three years of intervention

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

2. 50% of Grade 12 learners pass with at least 50% in mathematics	% of Grade 12 learners who pass with at least 50% in mathematics after three years of intervention
3. 75% Matriculation pass rate	% matriculation pass rate (per school)
4. 30% Bachelor's Degree (University Entrance) pass	% Grade 12 learners who attain Bachelor passes

Whereas targets 3 & 4 are overall Programme targets, the contribution of the Mathematics and Sciences stream, particularly to target 5, cannot be under-estimated.

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

The Secondary school (Grades 8-12) 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 Mathematics and the Sciences at the secondary school level.

2. An essential component of the programme is the development of teachers' content knowledge and pedagogic skills. In addition to conventional modes of support (such as face-to-face coaching, cluster gatherings, communities of practice and the like), alternative modalities need to be built into the model of professional development. Key to this will be forms of online support which leverages off the affordances provided by the fact that all teachers in participating schools have been given laptops and each school has a projector, bank of 45 devices, as well as being equipped with Wifi and stable internet connectivity.

3. In addition, the Mathematics and Natural & Physical Science teachers should be supported in how to adopt a blended approach to their teaching by incorporating ICT into their lessons.

4. Where circumstances allow,[7]training should be provided through a structured programme of cluster-based workshops determined by the locality and proximity of the schools.

5. Where possible, South African Council for Educators (SACE) endorsed CPTD courses should be included in the training package.

6. The provision of learning and teaching support materials (LTSM) for both teachers and learners should be needs-based, be fully aligned to CAPS and be available in both English and Afrikaans.

7. All LTSM needs to be made available as online resources, utilising agreed to delivery platforms.

8. In addition to school-based subject forums, professional learning communities (PLCs) should be established within schools and at the cluster level as a further vehicle for the ongoing development of teachers' subject and pedagogic content knowledge. It is envisaged that these will be mainly online PLCs.

[7] When proposing face-to-face cluster workshops, most careful note needs to be taken of the geographical location of the schools as indicated in Appendix A.

9. The Programme must include a structured focus for continuous training and investment in school-level human resources (including Department and Subject Heads, Lead Teachers) that will contribute to the longevity and sustainability of the Programme.

10. 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.

11. When it comes to the learner interventions, here too the availability of devices and stable internet (see point 2 above) needs to be factored into whatever programmes of support are provided.

12. 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.

Whilst the focus on English First Additional Language (EFAL) is not explicit to teacher or learner support, applicants must ensure that innovative and creative models to increase reading time for secondary learners, are transversal. The use of ICT devices are encouraged for this supplementation requirement.

Specific outcomes of the Secondary school (Grade 8-12) curriculum interventions

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

1. Improvements in Mathematics and Natural & Physical Science teachers':
    - subject content knowledge and pedagogic skills;
    - classroom management and discipline;
    - use of LSTM resources;
    - use of IT for teaching and learning and as a development tool[8];
    - ability to deliver all aspects of the CAPS curriculum;
    - utilisation of broad-ranging assessment techniques in their classrooms for diagnostic and remedial purposes;
    - Participation in PLCs.

2. Boosted learner confidence, motivation and, ultimately, improved learners' outcomes in Mathematics and Natural Sciences in the Senior Phase (Grades 8 & 9). This will ensure that a greater number of learners will enter the Sciences stream in Grade 10 equipped with the prerequisite knowledge and skills to ensure that they can be retained in the stream and progress annually up to Grade 12.

3. Learners who are supported and prepared for the Grade 11 and final Matric examinations.

4. Functioning school and cluster-based subject forums established as vehicles for *ongoing* teacher professional development beyond the life of the Programme.

[8] The AASA Education programme has provided 45 tablets/laptops, a projector and laptop in a secure ICT trolley to each participating school. IT training is in the process of being provided to all schools by EduNova (a dedicated and already contracted service provider) – basic, intermediary and advanced training during 2023-2024.

5. In collaboration with the *Functional Schools: Governance, Leadership & Management* component's Service Provider, capacitate School Management Teams, in particular the Department Heads responsible for oversight of Mathematics and Natural & Physical Sciences in Grades 8-12, to play an engaged and effective curriculum leadership role in support of teachers in these subjects.

2.1 SCOPE OF WORK

In the Senior Phase (Grades 8 & 9), the objective of the professional development interventions is to improve the competency of Mathematics and Natural Sciences subject teachers to implement the respective CAPS curriculum, thereby ensuring that learner performance in these subjects is maximised at the end of Grade 9. The objective of the learner interventions is to identify and support those learners at each school who will form the core of the Sciences stream in the FET whilst also providing appropriate support to all learners.

In the FET Phase (Grade 10-12), the objective of the professional development interventions is similarly focused on improving the competency of Mathematics and Physical Sciences subject teachers to implement the respective CAPS curriculum, thereby ensuring that learners are retained and progress in the Sciences stream up to Grade 12, where they will perform optimally to their potential in these subjects in the final Matric examinations.

Teachers will need to be supported on how to adopt a blended approach to their teaching that incorporates ICT and CAPS aligned online Mathematics and Natural and Physical Sciences programmes. This along with using assessments to inform their teaching will be key aspects of the teacher development intervention.

When it comes to the science laboratories, only schools which commit themselves to actively participating in a rejuvenation process will be supported. At a project level, monies will be set aside, only upon approval of this commitment and funding availability from 2025, to provide for refurbishments/maintenance and the purchase of 'top up' stocks of apparatus and chemicals.

2.2 DELIVERABLES FOR THE GRADE 8-12 CURRICULUM COMPONENT

In order to meet this objective, JET seeks to appoint one or more service providers who will, over a three-year period (2024-2026), be responsible for one or more of the following deliverables:

Deliverable 1

The design and implementation of a three-year (2024-2026) Grade 8-12 teacher professional development support programme which focuses on enhancing the content knowledge and pedagogic skills of the Mathematics and Natural & Physical Science teachers in the 33 Secondary, Combined, Intermediate & Middle schools participating in Phase 2 of the AASA Education Programme.

The primary focus is on improving teachers' ability to teach mathematical and science 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.

Applicants' should put forward proposals which adopt a blended approach to teacher professional development. In the proposal, it should be clearly indicated how a conventional face-to-face coaching model will, over the three-year period, transition towards a more online coaching model. The extent to which face-to-face support will still be offered over this period, needs to be clearly spelt out.

However, it is acknowledged that for a blended approach to succeed many teachers will require additional ICT capacity-building and ongoing support. How this will be offered over the three years, also needs to be included in the proposal.

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 for the full implementation period.

Deliverable 2

The design and implementation of a three-year (2024-2026) Grade 8-12 learner support programme in the 33 Secondary, Combined, Intermediate & Middle schools participating in Phase 2 of the AASA Education.

2.1 Delivery of an online Grade 9 STEM Enrichment Programme

In order to strengthen the pipeline of learners entering the Mathematics & Sciences stream in Grade 10, learners with potential, aptitude and interest in pursuing STEM fields of study need to be identified as early as possible. To this end, it is proposed that a one-year (Grade 9) enrichment programme is run for a selected group of learners[9] in each participating school. The main engagement will be online and during the school term. Seeing as each school has a stock of 45 ICT devices (tablets), it is envisaged that this will be the maximum number of learners per school who are recruited onto the programme. The proposal needs to include suggestions as to how learner participation and achievement can be incentivized and rewarded.

2.2. FET Learner Academic Support Programme (LASP)

Noting the current circumstances of schooling[10] the AASA Programme seeks to play a supportive role in assisting a school to best prepare its learners, not only in the run-up to the final matric examinations, but also during the two preceding years. This will require focused learner support in Mathematics and Physical Sciences at targeted key points across the FET.

To this end, the Programme seeks proposals which offer flexible and responsive solutions in this regard, and ones that can be tailored to an individual school's needs. Given that schools' contexts differ, it is envisaged that learner support could be provided either face-to-face, online or utilising a combination of both delivery modes.

[9] Whereas teachers will be responsible for the selection of learners, criteria to aid in this regard needs to be included in the proposal.

[10] Particularly in their Grade 12 year, learners participate in a plethora of additional support programmes - ranging from those organized directly by the schools, and/or the District and/or outside organisations (including local mining operations). These tend to ramp-up in intensity as the end-of-year exams approach, and in most schools the 'incubation' (as it is known) of Grade 12s includes weekend sleep-overs/camps and the like.

Three points need to be emphasised:
1) points of engagement need to be strategically identified - for instance, prior to examinations or as part of a final revision programme;
2) no programme is envisaged to extend across a full year; and
3) an element (which could create the best outcome) of the secondary schools' component could be extended as far back as Grade 10.

2.3 Grade 9 Career Guidance

It goes without saying that learners, and crucially their parents/guardians, need to make as informed as possible a decision with respect to subject-choice in Grade 10. However, with a few exceptions, many schools involved in the Programme have indicated that many learners choose to continue with Mathematics and Physical Sciences in the FET with little chance of success.

In order to assist schools to offer effective career guidance, specifically with respect to ensuring the appropriate selection of learners into the Mathematics and Sciences stream, the Programme wishes to appoint a Service Provider who can engage with the designated Life Orientation or guidance teachers (if they exist), provide suitable resource material (both in hard copy and online) and possibly also visit the schools to address Grade 9 learners and their parents/guardians.

2.4 Grade 8 entry diagnostic Mathematics test

A significant number of Grade 8 entries into the secondary schools come from feeder schools who are also involved in the Programme. Feedback from schools indicate that many learners enter Grade 8 with significant gaps in their Mathematical knowledge and skills, and this places severe constraints on their progress in the subject. In order to gain a clear understanding of the extent of the problem as it emerges from the feeder primary schools, a **Mathematics baseline test** will be administered at the beginning of the Grade 8 year.

A test thus needs to be developed, one which is fully CAPS-aligned and constructed in such a manner that it is able to identify shortfalls in learners' knowledge and skills in those key conceptual areas which are deemed most critical for Grade 8 Mathematics. The test needs to be accompanied by a comprehensive framework which provides detail of test construction. For ease of marking, the test should comprise only multiple-choice items and be of a length suitable for administration in no more than a typical double period (i.e. 80 minutes). To ensure flexibility of delivery, the instrument needs to be available in both online and hard copy formats.

For noting, the results of the test will be fed back to the Service Provider working in the AASA feeder primary schools, for use in identifying specific topics in Mathematics in which teachers need support in to improve learner knowledge and skills for secondary school. Additionally, the results will be used to help schools identify and then track those learners with potential in Mathematics.

In addition, standardised Mathematics online assessments should be developed and provided to all schools each Term so that they can be used to inform the schools and the service provider of the performance of the learners. The results will be used to help schools identify and track all learners and in particular those with potential in Mathematics.

Deliverable 3

The design and implementation of a science laboratory rejuvenation programme in a selected number of Secondary, Combined, Intermediate & Middle schools participating in Phase 2 of the AASA Education.

Following a review of the existing laboratory facilities at the schools, a triage system is being adopted - where laboratories can be made functional, every effort will be made to support the school in this endeavour[11]. Appendix C provides details of the review of the current state of the laboratories at the schools carried out in July/August 2023.

A Service Provider is required to oversee the rejuvenation process, working in close collaboration with the Functional Schools Service Provider who will be tasked with ensuring that the school commits itself to playing its part in what is envisaged to be a step-by-step process, with clearly defined milestones having to be met before the next step is taken.

In addition to overseeing the laboratory regeneration, the appointed Service Provider would also be expected to provide ongoing guidance and support to ensure that the laboratories remain functional, with the expectation that schools' will be self-sustaining in this regard beyond the life of their involvement in the AASA Programme.

The HR and operational costs associated with the implementation of these three 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.

Additional notes and information critical for your proposal:

1. **Implementation plans:** the implementation plans for the deliverables need to be customised to the context of the Secondary, Combined, Intermediate and Middle 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 three provincial education departments[12].

[11] Where laboratories are in either o totally dilapidated state, or are altogether absent. At this stage no assistance will be provided.

[12] Northern Cape; North West & Limpopo.

3. **Advocacy and Communication with Stakeholders:** 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. **Department Head, 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 Mathematics and Natural & Physical Sciences programmes 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. **A blended approach (i.e. face-to-face and online):** the proposal needs to clearly spell out how a blended model of training and ongoing support for the Mathematics and Natural & Physical Sciences teachers will be operationalized. For instance, if face-to-face cluster-based workshops form part of the professional development delivery model, how the circumstances of teachers based in far-flung schools are taken into account needs to be clearly spelt out.

8. **Classroom support:** what forms of support will be provided (be it coaching, co-teaching and the like)? How often will this be provided (i.e. what is the proposed dosage), particularly in the initial more face-to-face implementation phase, and thereafter?

9. **Use and application of ICTs:** this needs to be clearly spelt out given the centrality of this modality to the Programme.

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. **Differentiated support:** 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 also needs to illustrate how ICT will be used to enhance the differentiated support on offer.

12. **Training materials:** examples 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.

13. **SACE-endorsed or university-certified courses:** The proposal needs to be accompanied by course outlines and proof of SACE CPTD and/or university registration.

14. **Data collection capacity:** 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

The HR and Operational costs associated with the implementation of each of the four 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.

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 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.

As mentioned repeatedly in this RFP, 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 be carried out in a 'virtual space', bearing in mind possible disruptions caused by ongoing load-shedding in the country.

- How you will encourage teachers to adopt a blended learning approach to their teaching, thus taking advantage of training opportunities provided by Edunova[13] and the availability of Wi-Fi and devices (such as laptops and tablets)?
- How you will utilise the Woza Galeza[14] 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. 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 service provider could be appointed to run the learner enrichment programme, and another to run the teacher professional development programme. 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: Governance, Leadership & Management* 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.**

3. 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. The key challenge to be addressed here is *where schools are located* – how you intend overcoming this constraint needs to be clearly spelt out[15]. 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 departmental subject advisors

[13] EduNova was appointed from 2022 and up to end of 2023, to conduct training on the use of ICT for teaching and learning for all phase 2 (and phase 1) teachers. The modules covered basic knowledge of ICT up to advanced methods to incorporate ICT use and tools to classroom teaching (blended approaches).

[14] https://www.woza.galeza.com

[15] A further issue to be considered is the fact that many teachers at the four Musina schools (Niani; Ratshibvumo; Dzimauli & Ratshisase) commute daily from Sibasa and consequently, are not available in the afternoons and over the weekends.

responsible for Mathematics and Natural & Physical Sciences) to ensure alignment between your activities and those undertaken at the circuit and district level.

4. 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.

5. 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.

6. 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 (12h00) on Friday 27th October 2023. The submission must be submitted 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 face-to-face and online teacher professional development programmes in the areas of Mathematics and/or Natural & Physical Sciences at the Grade 8-12 level;
2. Experience and expertise in offering face-to-face and/or online learner revision programmes in the areas of Mathematics and Physical Sciences at the Grade 10-12 level;
3. Experience and expertise in offering an online STEM enrichment programme at the Grade 9 level;
4. Experience and expertise in running effective science laboratories and delivering the training and support necessary to support a broad range of practical work, including CAPS-prescribed experimentation;
5. Experience of having successfully undertaken fieldwork in geographically diverse settings;
6. Capacity to offer support in English and to a limited extent also in Afrikaans;
7. A proven track record of undertaking school-based support work of the nature prescribed in the scope of work;
8. Experience in having run successful school and cluster-based forums;
9. 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 **01 January 2024 to 01 December 2024 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 during December 2024. This will be reviewed and negotiated from the last quarter of 2024. **However, a full three-year (2024-2026) 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[16], 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

[16] 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).

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 qualifications and experience are recruited to undertake the situational analysis fieldwork.
5. Technical quality of the proposal	**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.
6. Proposed work plan	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 (in particular the use of ICT.)	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. Monday 9 October	RFP distributed to potential external service providers.
2. Tuesday 17 October	Remote briefing to all potential bidders **12h00-13h30**. Link: meet.google.com/yyt-reiv-cbb. NB: Confirm your participation with pamela@jet.org.za for this briefing.
3. Friday 20 October	Deadline for clarificatory questions from potential bidders.
4. Friday 27 October	**Proposal submission deadline 12h00 via email. Your proposal must be submitted to tenders@jet.org.za**
5. Monday, 6 November	Shortlisting finalised and due diligence completed (i.e. compliance check).
6. Thursday - Friday, 9 & 10 November	Shortlisted service providers to give virtual presentation to panel (JET and AASA).
7. Thursday, 23 November	Preferred service providers (SP) informed of selection.
8. Tuesday, 28 November	Letter of appointment issued to SP and draft contract with SoW request (plan of work and budget).

9. Monday, 5 December	Counter-signed letter of appointment received back from SP.
10. Monday, 11 December	SoW finalised, contract signed.

9 SUBMISSION DETAILS

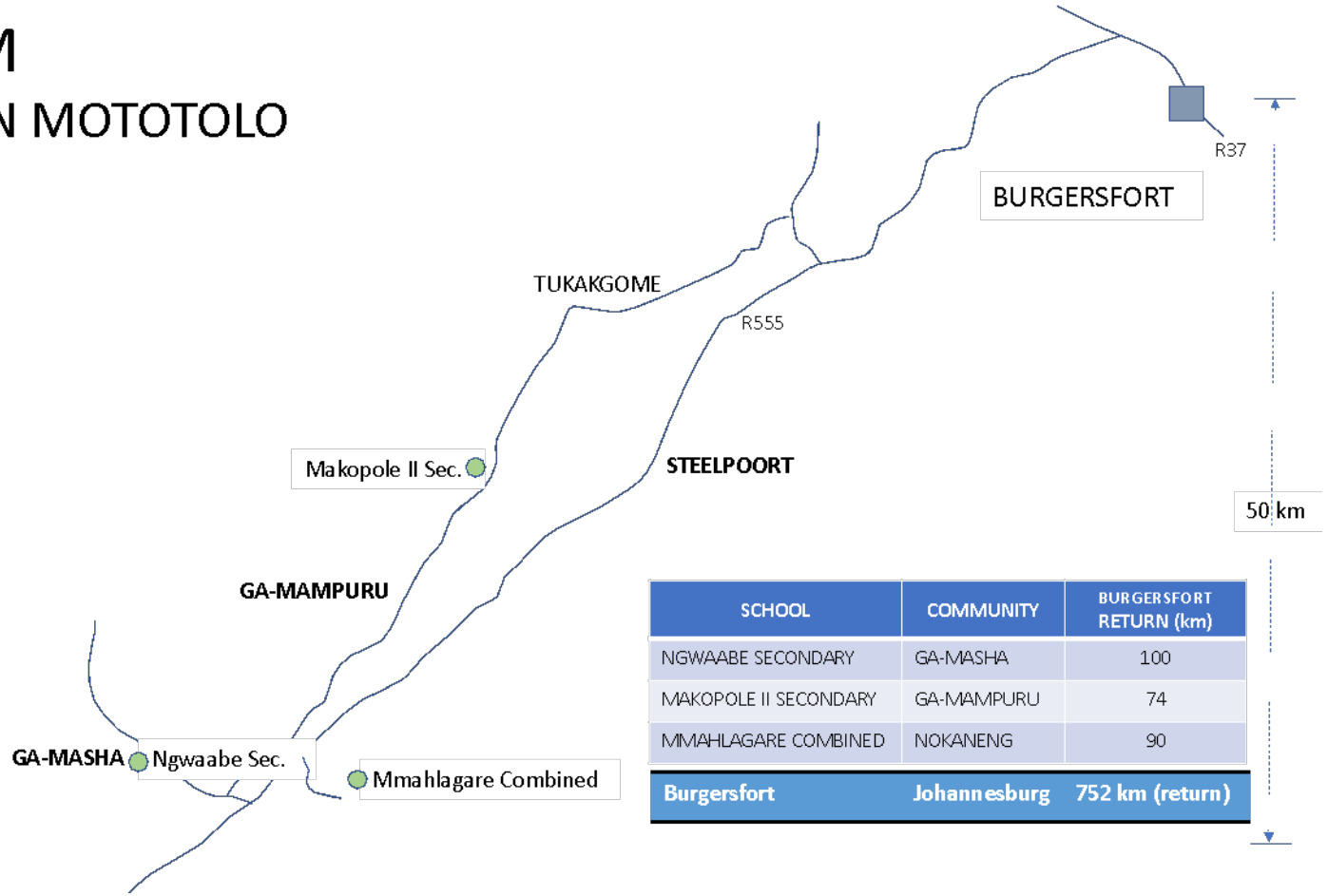
Bids are to be submitted according to the above specifications by 12h00 on Friday, 27th October 2023 to tenders@jet.org.za. Please note, the submission deadline will be strictly adhered to and no late submissions will be considered.

10 CONDITIONS

1. JET will be the contracting party for this assignment.
2. The successful service provider(s) could be expected to sign a Non-Disclosure Agreement as part of the contract.
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.

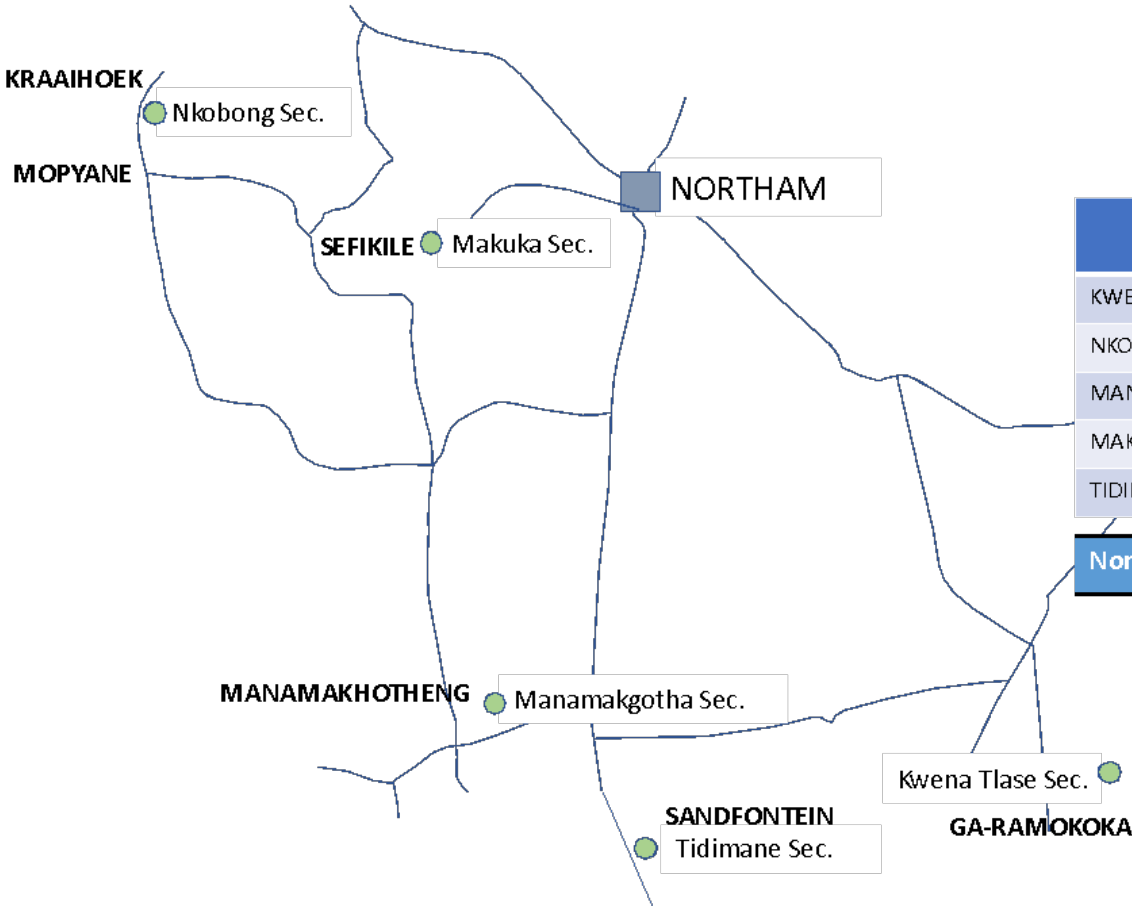
- **APPENDIX A: OPERATIONAL MAPS**

PLATINUM
DE BROCHEN MOTOTOLO



SCHOOL	COMMUNITY	BURGERSFORT RETURN (km)
NGWAABE SECONDARY	GA-MASHA	100
MAKOPOLE II SECONDARY	GA-MAMPURU	74
MMAHLAGARE COMBINED	NOKANENG	90
Burgersfort	**Johannesburg**	**752 km (return)**

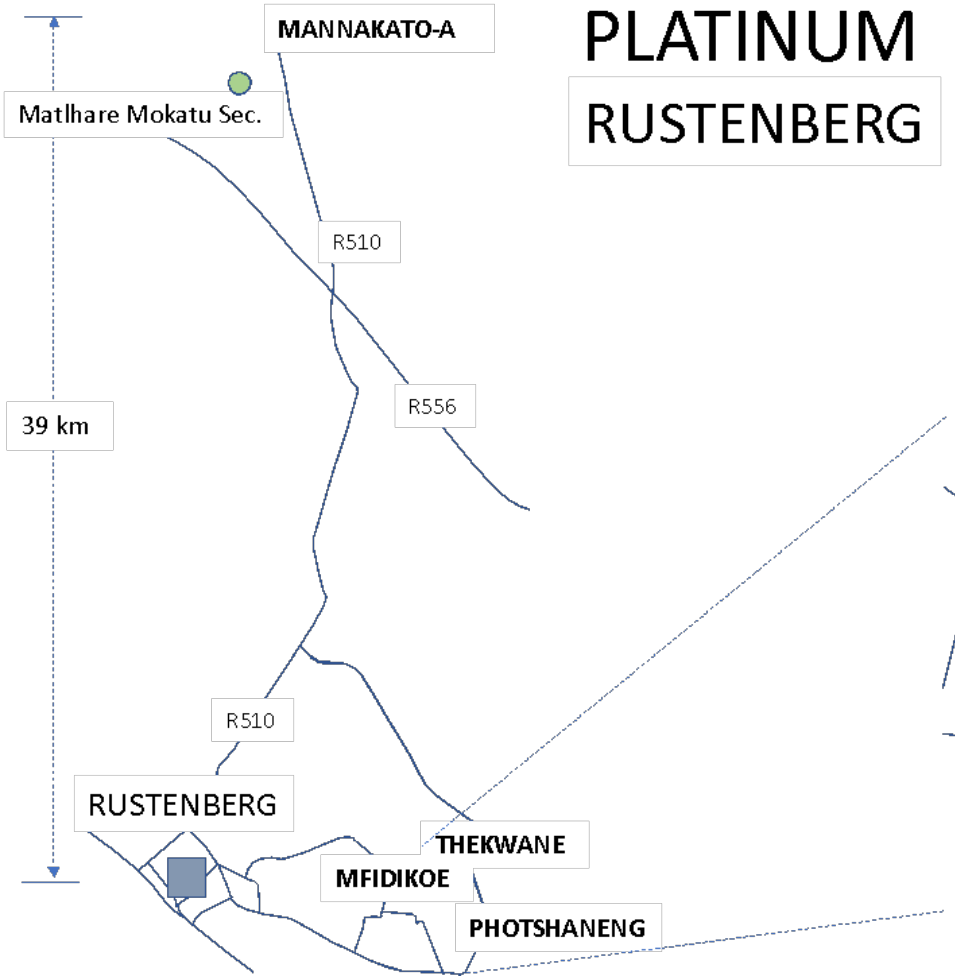
PLATINUM
AMANDELBULT



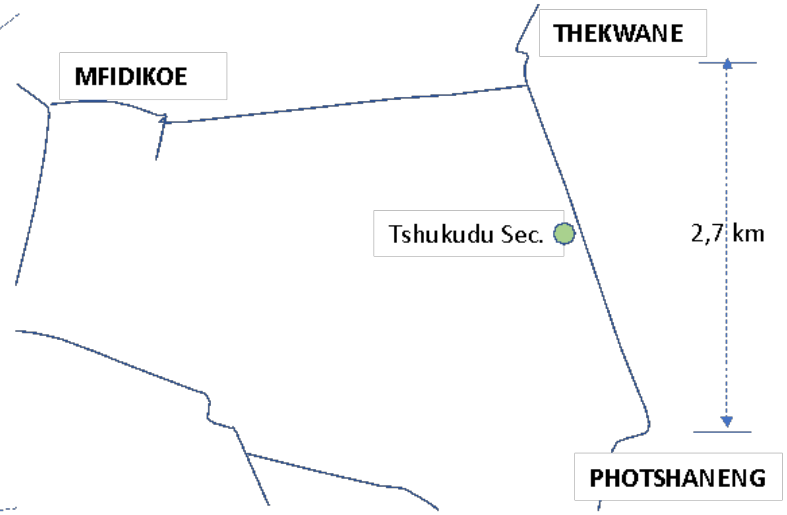
SCHOOL	COMMUNITY	NORTHAM RETURN (km)
KWENA TLASE SECONDARY	GA-RAMOKOKA	66
NKOBONG SECONDARY	KRAAIHOEK	57
MANAMAKGOTHA SECONDARY	MANAMAKHOTHENG	50
MAKUKA SECONDARY	SEFIKILE	22
TIDIMANE SECONDARY	SANDFONTEIN	54
Northam	**Johannesburg**	**414 km (return)**

PLATINUM

RUSTENBERG

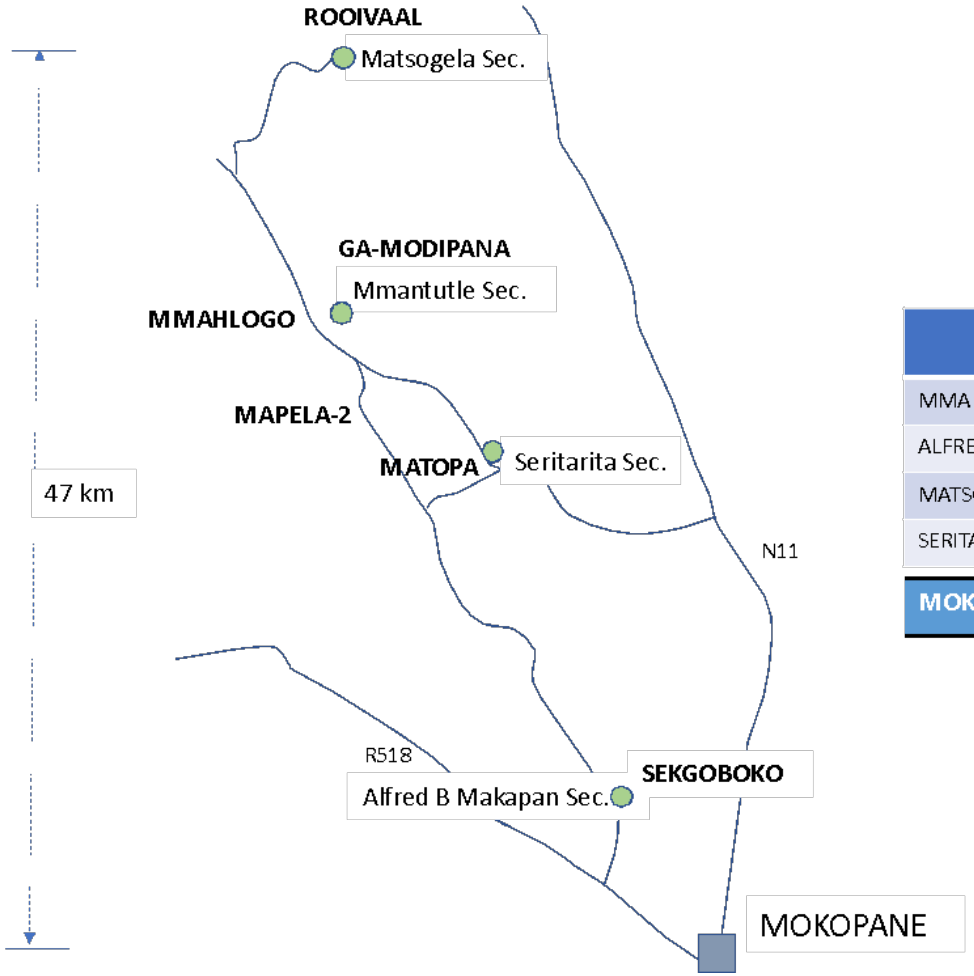


SCHOOL	COMMUNITY	RUSTENBERG RETURN* (km)
TSHUKUDU SECONDARY	THEKWANE	28
MATLHARE MOKATU SECONDARY	MANNAKATO-A	78
RUSTENBERG	**JOHANNESBURG**	**278 km (return)**



PLATINUM

MOGALAKWENA

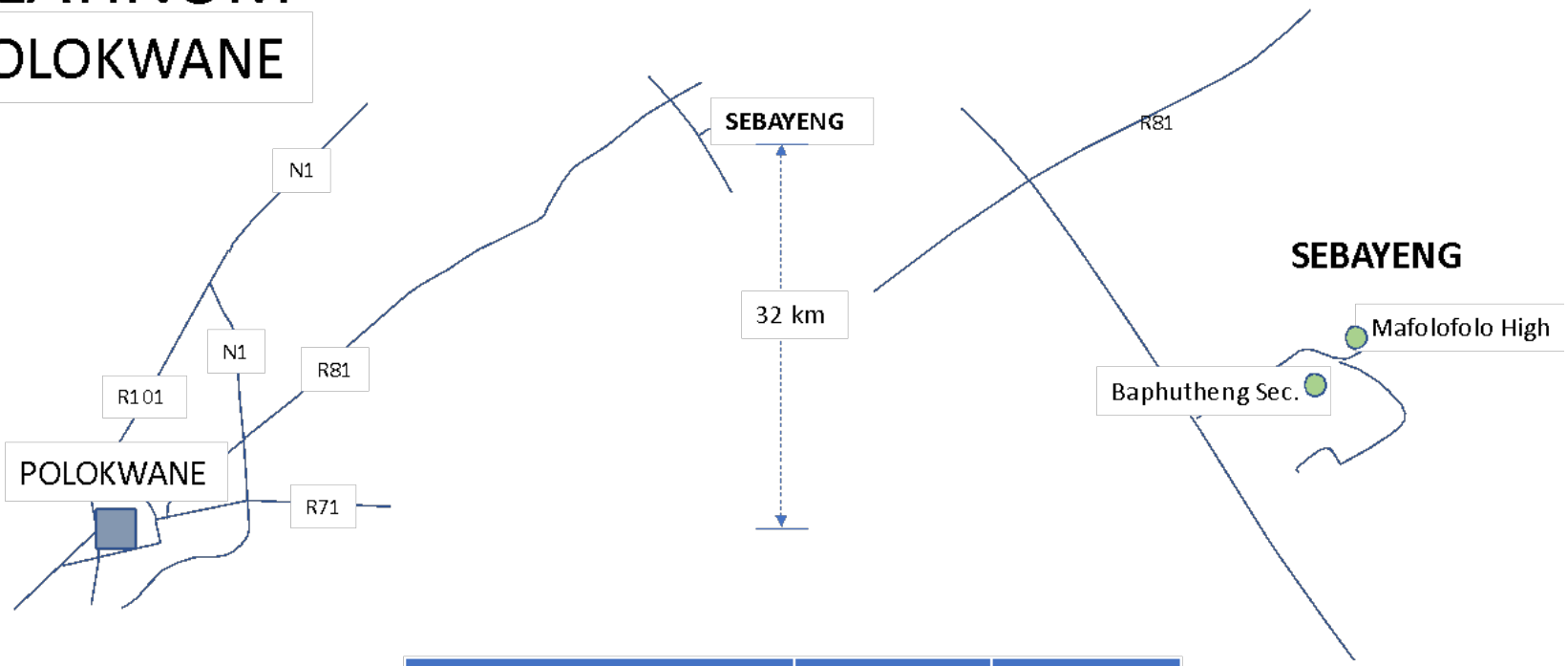


SCHOOL	VILLAGE	MOKOPANE RETURN (km)
MMANTUTLE SECONDARY	GA-MODIPANA	66
ALFRED B MAKAPAN SECONDARY	SEKGOBOKO	28
MATSOGELA SECONDARY	ROOIVAAL	95
SERITARITA SECONDARY	MATOPA	60

MOKOPANE **JOHANNESBURG** **534 km** (return)

PLATINUM

POLOKWANE

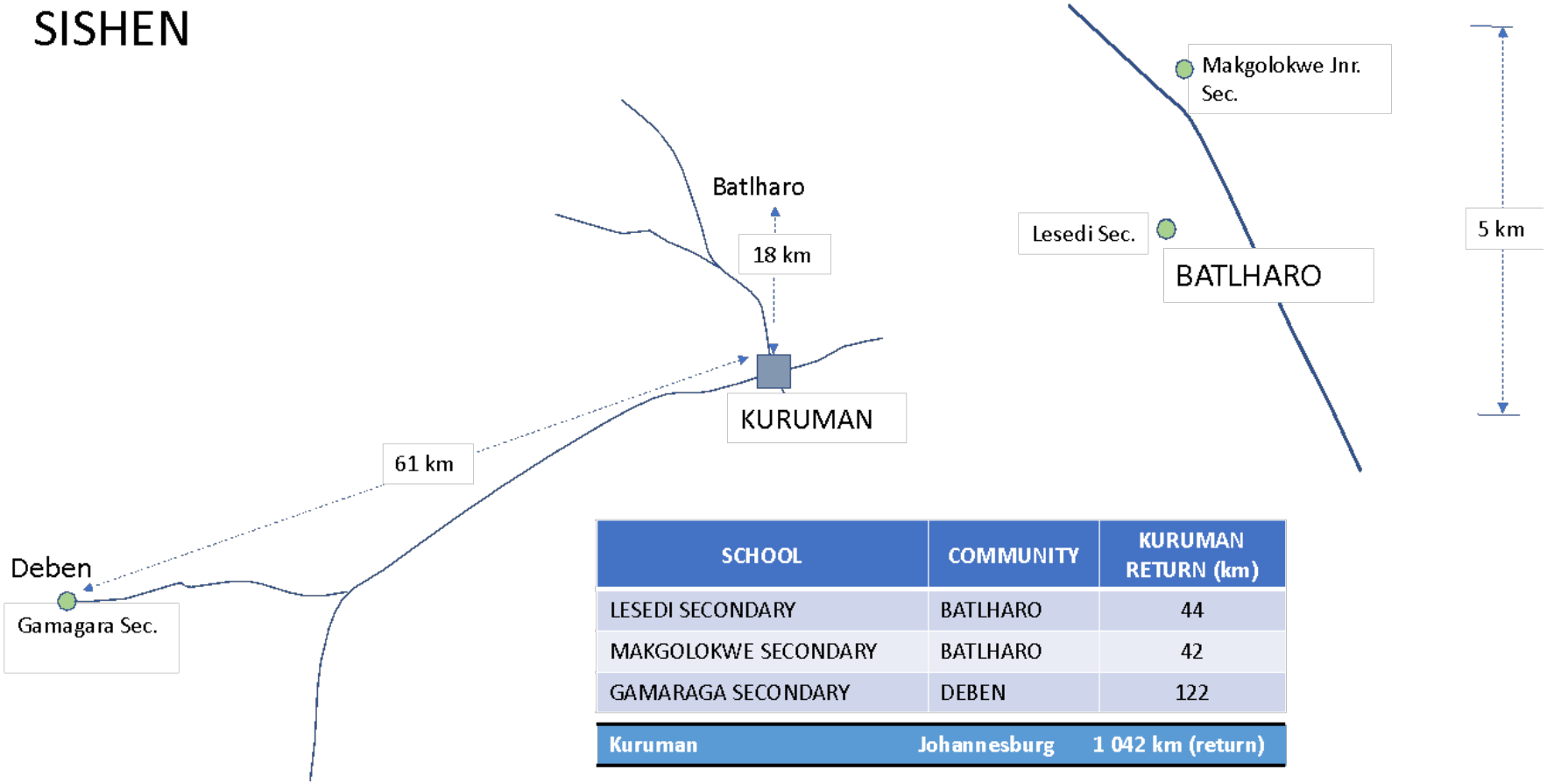


SCHOOL	COMMUNITY	POLOKWANE RETURN (km)
MAFOLOFOLO SECONDARY	SEBAYENG	64
BAPHUTHENG SECONDARY	SEBAYENG	64

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

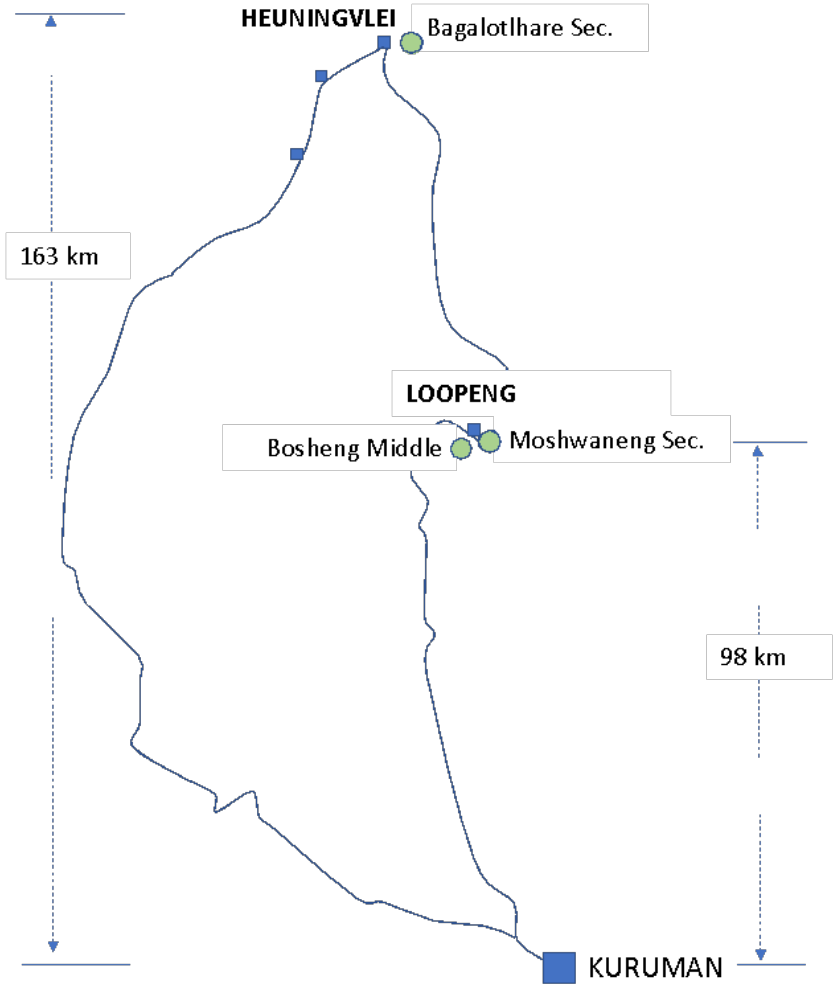
KUMBA

SISHEN



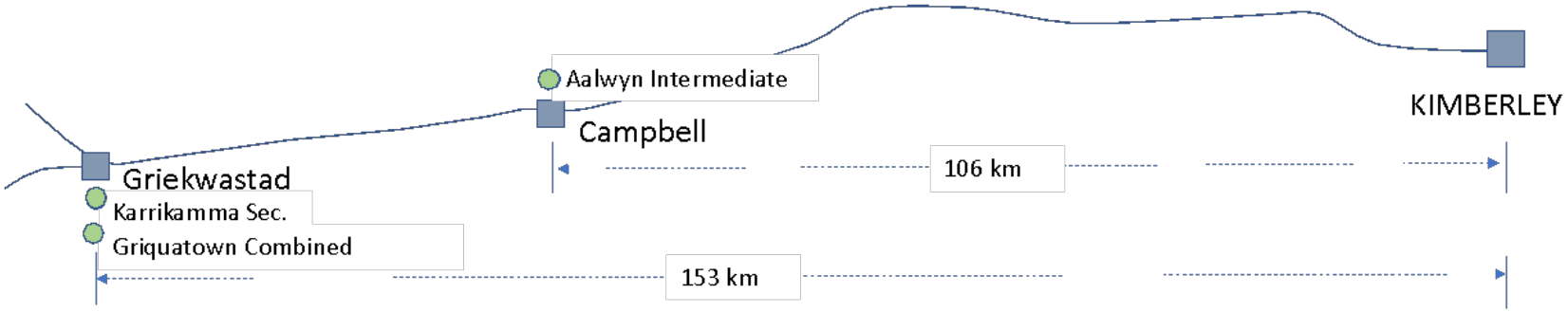
SCHOOL	COMMUNITY	KURUMAN RETURN (km)
LESEDI SECONDARY	BATLHARO	44
MAKGOLOKWE SECONDARY	BATLHARO	42
GAMARAGA SECONDARY	DEBEN	122
Kuruman	**Johannesburg**	**1 042 km (return)**

KUMBA
SISHEN



SCHOOL	COMMUNITY	KURUMAN RTURN (km)
BAGALOTLHARE SECONDARY	HEUNINGVLEI	326
MOSHAWENG SECONDARY	LOOPENG	196
BOSHENG MIDDLE	LOOPENG	196

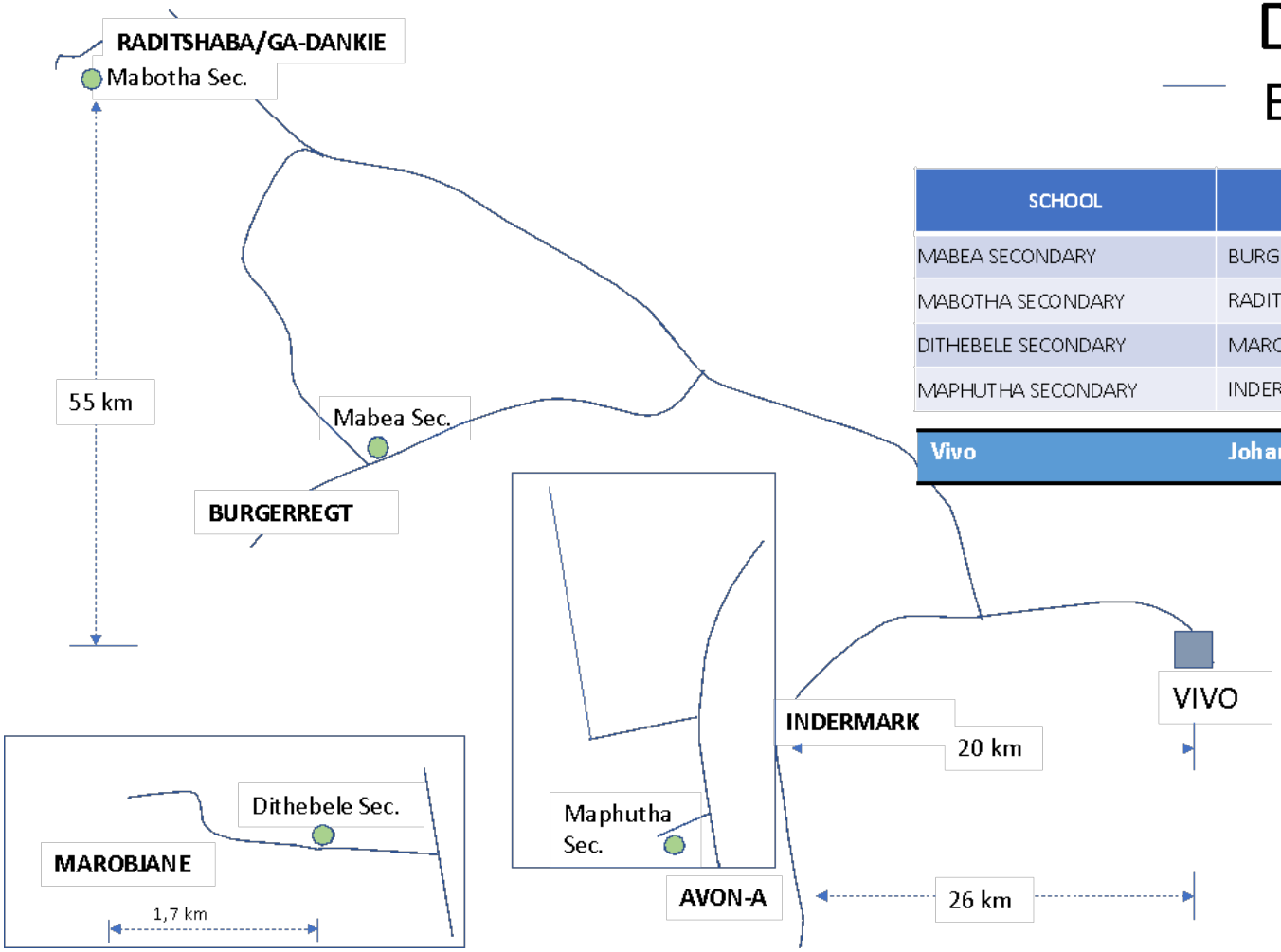
KUMBA
KOLOMELA



SCHOOL	COMMUNITY	KIMBERLEY RETURN (km)
KARRIAKAMA SECONDARY	GRIEKWASTAD	306
GRIQUATOWN COMBINED SCHOOL	GRIEKWASTAD	306
AALWYN INTERMEDIATE SCHOOL	CAMPBELL	212

Kimberley	**Johannesburg**	**1 010 km (return)**

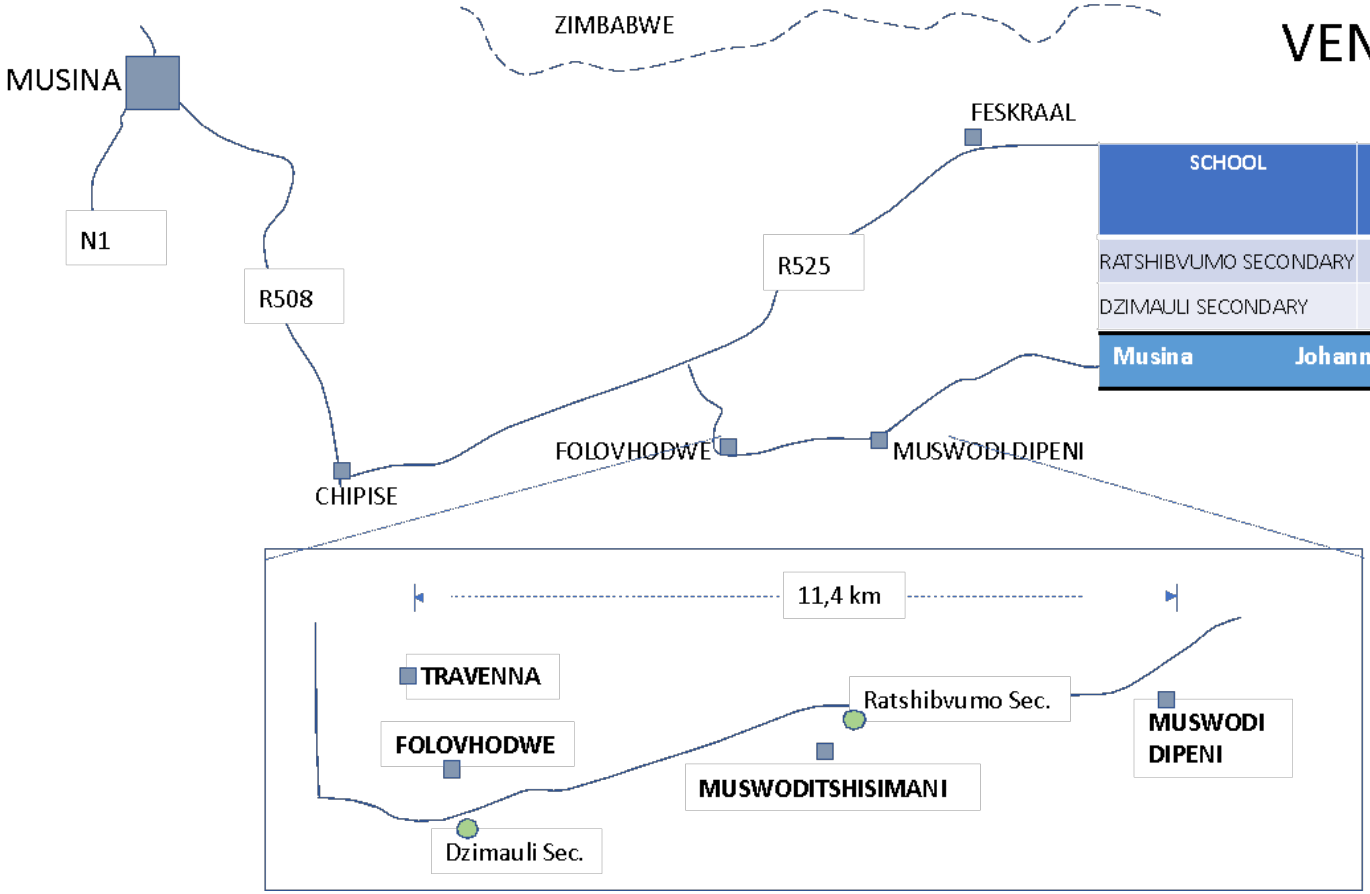
DE BEERS
BLOUBERG



SCHOOL	COMMUNITY	VIVO RETURN (km)
MABEA SECONDARY	BURGERREGT	80
MABOTHA SECONDARY	RADITSHABA/GA-DANKIE	110
DITHEBELE SECONDARY	MAROBJANE/AVON-A	53
MAPHUTHA SECONDARY	INDERMARK	40

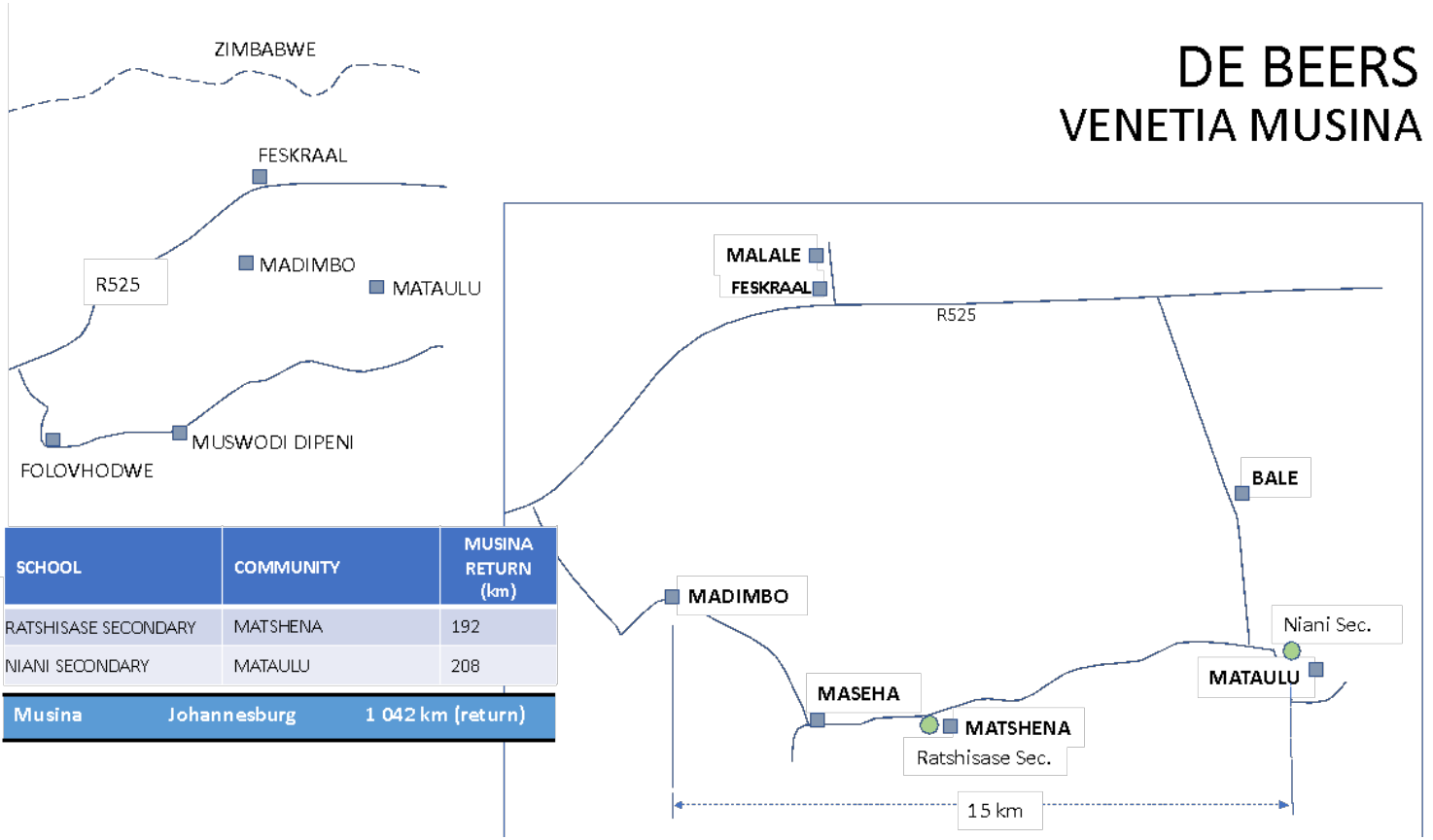
Vivo	**Johannesburg**	**842 km (return)**

DE BEERS
VENETIA MUSINA



SCHOOL	COMMUNITY	MUSINA RETURN (km)
RATSHIBVUMO SECONDARY	MUSWODITSHISIMANI	164
DZIMAULI SECONDARY	FOLOVHODWE	154
Musina	**Johannesburg**	**1 042 km (return)**

DE BEERS
VENETIA MUSINA



SCHOOL	COMMUNITY	MUSINA RETURN (km)
RATSHISASE SECONDARY	MATSHENA	192
NIANI SECONDARY	MATAULU	208
Musina	Johannesburg	1 042 km (return)

• APPENDIX B: PROFILE OF GRADES OFFERED PER SCHOOL

Business Unit	Operation	School Name	R	1	2	3	4	5	6	7	8	9	10	11	12
DE BEERS	VENETIA MUSINA	NIANI SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	VENETIA MUSINA	RATSHIBVUMO SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	VENETIA MUSINA	DZIMAULI SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	VENETIA MUSINA	RATSHISASE SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	BLOUBERG	MAPHUTHA SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	BLOUBERG	DITHEBELE SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	BLOUBERG	MABOTHA SECONDARY SCHOOL									■	■	■	■	■
DE BEERS	BLOUBERG	MABEA SENIOR SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	MOGALAKWENA	ALFRED B MAKAPAN SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	MOGALAKWENA	SERITARITA SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	MOGALAKWENA	MATSOGELLA SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	MOGALAKWENA	MMANTULE SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	POLOKWANE	MAFOLOFOLO SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	POLOKWANE	BAPHUTHENG SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	DEBROCHEN - MOTOTOLO	MAKOPOLE SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	DEBROCHEN - MOTOTOLO	NGWAABE COMPREHENSIVE SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	DEBROCHEN - MOTOTOLO	MMAHLAGARE COMBINED SCHOOL	■	■	■	■	■	■	■	■	■	■			
PLATINUM	AMANDELBULT	NKOBONG SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	AMANDELBULT	MAKUKA SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	AMANDELBULT	MANAMAKGOTHA SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	AMANDELBULT	KWENA TLASE SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	AMANDELBULT	TIDIMANE SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	RUSTENBURG	TSHUKUDU SECONDARY SCHOOL									■	■	■	■	■
PLATINUM	RUSTENBURG	MATLHARE MOKAUTU SECONDARY SCHOOL									■	■	■	■	■
KUMBA	SISHEN	BA GA LOTLHARE HIGH SCHOOL									■	■	■	■	■
KUMBA	SISHEN	BOSHENG MIDDLE SCHOOL								■	■	■			
KUMBA	SISHEN	MOSHWANENG SECONDARY											■	■	■
KUMBA	SISHEN	GAMAGARA HIGH SCHOOL									■	■	■	■	■
KUMBA	SISHEN	MAKGOLOKWE JUNIOR SECONDARY SCHOOL								■	■	■			
KUMBA	SISHEN	LESEDI HIGH SCHOOL									■	■	■	■	■
KUMBA	KOLOMELA	GRIQUATOWN COMBINED SCHOOL	■	■	■	■	■	■	■	■	■	■			
KUMBA	KOLOMELA	KARRIKAMMA HIGH SCHOOL									■	■	■	■	■
KUMBA	KOLOMELA	AALWYN INTERMEDIATE SCHOOL	■	■	■	■	■	■	■	■	■	■			

• APPENDIX C: STATE OF SCIENCE LABORATORIES

RATING	WORK REQUIRED	SCHOOLS
1	Superficial, minor repairs only	4
2	Some repairs to infrastructure (e.g. cupboards, basins, taps)	11
3	Significant refurbishmentrequired to make operational	2
4	Derelict facility, major refurbishment required	3
5	Laboratory needs to be established from scratch	8
RATING	STATE OF APPARATUS	SCHOOLS
1	There is sufficient stock of apparatus and chemicals to allow teachers and learners to engage in a wide range of 'hands-on' experimentation	2
2	With minor 'top ups' (to expired reagents and the like) there is sufficient apparatus available to allow teachers' to perform at a minimum all prescribed/recommended demonstrations and learner experimentation	8
3	Whereas there is a reasonable stock of equipment and/or science kits available; given their state, some judicious 'top ups' are required before teachers can perform at a minimum all prescribed/recommended demonstrations and learner experimentation	13
4	There is a limited amount of apparatus available, there will have to a significant input of equipment to allow teachers to perform at a minimum all prescribed/recommended demonstrations and learner experimentation	2
5	No apparatus at all is available, or the stock is completely degraded that the laboratory will have to be stocked anew	6

#	Business Unit	Operation	Name of school	Seperate Laboratory available	Seperate Storeroom available	Evidence of Laboratory utilisation	Work required to make the laboratory functional	State of Laboratory apparatus	Expired chemicals requiring disposal
1	PLATINUM	RUSTENBERG	TSHUKUDU	YES	YES	NO	1	2	YES
2	PLATINUM	RUSTENBERG	MATHLARE MOKATU	YES	YES	NO	5	5	YES
3	PLATINUM	AMANDELBULT	TIDIMANE	YES	YES	NO	4	3	YES
4	PLATINUM	AMANDELBULT	KWENA KLASE	YES	YES	NO	2	3	YES
5	PLATINUM	AMANDELBULT	MANAMAKGOTHA	YES	YES	NO	2	3	YES
6	PLATINUM	AMANDELBULT	NKOBONG	YES	YES	NO	2	3	YES
7	PLATINUM	AMANDELBULT	MAKUKA	YES	YES	YES	2	3	YES
8	PLATINUM	MOGALAKWENA	MATSOGELLA	YES	YES	NO	2	3	YES
9	PLATINUM	MOGALAKWENA	MMANTUTULE	YES	YES	NO	1	2	YES
10	PLATINUM	AMANDELBULT	SERITARITA	YES	YES	NO	1	2	YES
11	PLATINUM	AMANDELBULT	ALFRED B MAKAPAN	YES	NO	NO	1	1	YES
12	PLATINUM	POLOKWANE	MAFOLOFOLO	YES	YES	NO	2	3	YES
13	PLATINUM	POLOKWANE	BAPHUTHENG	N/A	N/A	N/A	N/A	N/A	N/A
14	PLATINUM	DE BROCHEN	NGWAABE	YES	YES	NO	2	3	YES
15	PLATINUM	DE BROCHEN	MAKOPOLE II	YES	YES	NO	2	3	YES
16	PLATINUM	DE BROCHEN	MMAHLAGARE	YES	YES	YES	1	2	YES
17	DE BEERS	BLOUBERG	MABOTHA	YES	YES	NO	5	5	NO
18	DE BEERS	BLOUBERG	MABEA	YES	NO	NO	3	3	YES
19	DE BEERS	BLOUBERG	MAPHUTHA	YES	YES	NO	4	5	YES
20	DE BEERS	BLOUBERG	DITHEBELE	YES	NO	NO	5	4	YES
21	DE BEERS	MUSINA	DZIMAULI	NO	NO	NO	5	5	NO
22	DE BEERS	MUSINA	RATSHIBVUMO	YES	NO	NO	3	3	YES
23	DE BEERS	MUSINA	RATSHISASE	N0	NO	NO	5	3	NO
24	DE BEERS	MUSINA	NIANI	N0	NO	NO	5	5	NO
25	KUMBA	SISHEN	BAGALOTLHARE	YES	YES	NO	2	3	YES
26	KUMBA	SISHEN	MOSHAWENG	NO	YES	NO	5	2	NO
27	KUMBA	SISHEN	BOSHENG	YES	YES	NO	2	3	YES
28	KUMBA	SISHEN	LESEDI	YES	YES	NO	2	2	YES
29	KUMBA	SISHEN	MAKGOLOKWE	YES	YES	NO	4	4	NO
30	KUMBA	SISHEN	GAMAGARA	YES	YES	NO	2	2	YES
31	KUMBA	KOLOMELA	KARRIKAMMA	YES	YES	NO	2	3	YES
32	KUMBA	KOLOMELA	GRIQUATOWN COMB.	NO	NO	NO	5	5	NO

• APPENDIX D: 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[17]

3. OBJECTIVES

[17] 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.

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.

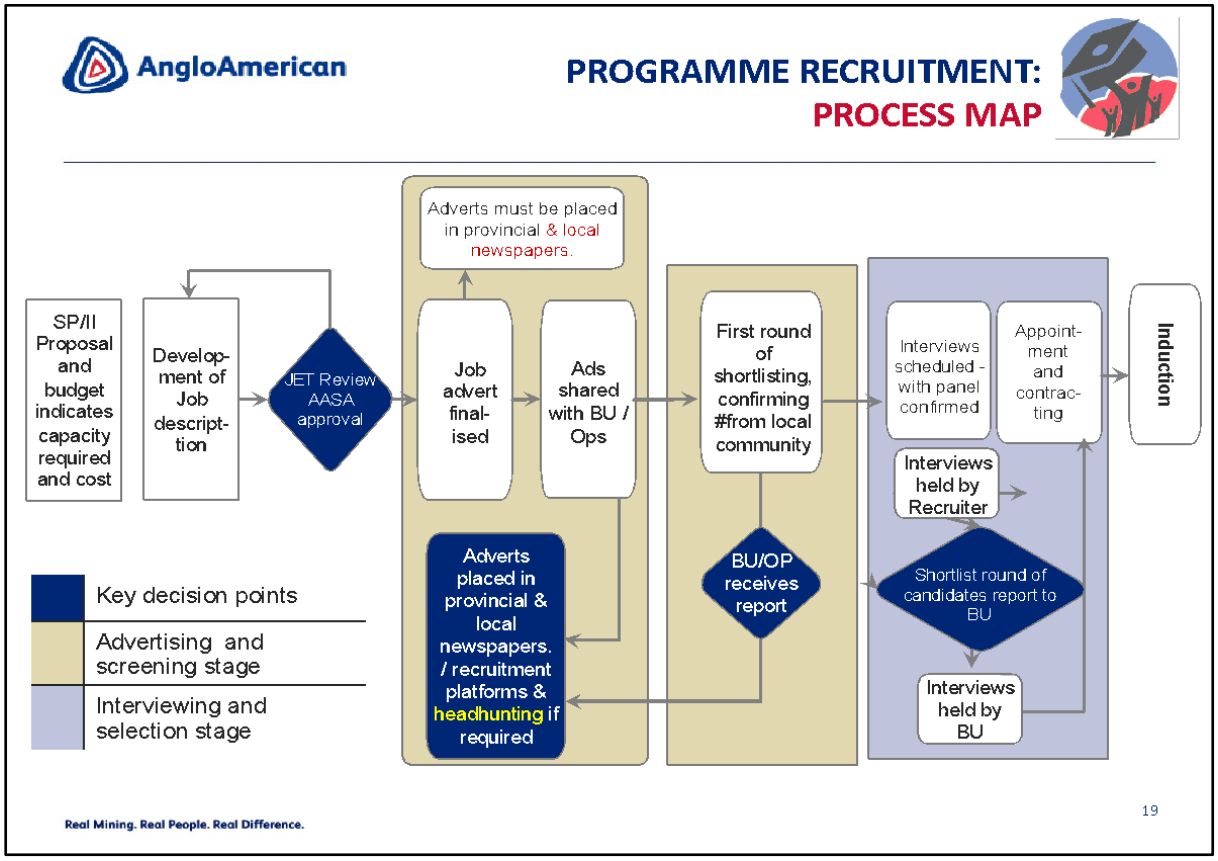
5.2.2. The salary must be in line with the agreed Programme budget approved. .

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;
- Work Plan 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.

End.