REQUEST FOR PROPOSAL

AASA PHASE 2

EARLY CHILDHOOD DEVELOPMENT (ECD)

The provision of a four-year (2023-2026) Early Childhood Development (ECD) project to be run in approximately 84 ECD sites participating in Phase 2 of the AASA Education Programme.

October 2023

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1 INTRODUCTION

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

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

The second phase of the Programme will be implemented in these BUs situated in the provinces of Limpopo, North-West and the Northern Cape respectively. The schools are spread across the BU Operations and the 84 schools, made up of primary and high schools, 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 including ICT devices, WiFi to schools, training for teachers and school management and campaigns designed to keep learners interested and stimulated will be rolled out on a regular basis.

JET and AASA are currently undertaking a procurement process for a service provider that has evidence-based and/or tried and tested intervention models in support of the Programme's goals for Grade R. This Request for Proposals (RFP) is inviting companies/organisations to work alongside JET and AASA to improve, capacitate and enhance the capabilities of schools to provide an effective Reception year (Grade R), as determined by a participatory model of development.

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[1] Phase 1 ran from 2018-2023.

1.1 PHASE 2 OF THE PROGRAMME

Schools and ECD sites

Phase 2 sees a further group of 85 primary and secondary schools and 84 ECD sites[2] recruited into the Programme. All schools are Quintile 1-3 "no-fee" schools and their inclusion follow 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.

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	Griekwastad & 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 set of Operational Maps which give the specific geographical locations of the schools relative to each other in the different Business Units. Whilst the ECD sites have still to be selected, they will all be in the same (or adjacent) communities served by the primary schools.

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

For noting: The Home Language of the ECD sites participating in Phase 2 are provided in **Appendix B**. In overview, they are distributed as follows:

- DE BEERS: Tshivenda and Sepedi
- PLATINUM: Sepedi, Setswana and isiXhosa[3]
- KUMBA: Setswana and Afrikaans

Programme components

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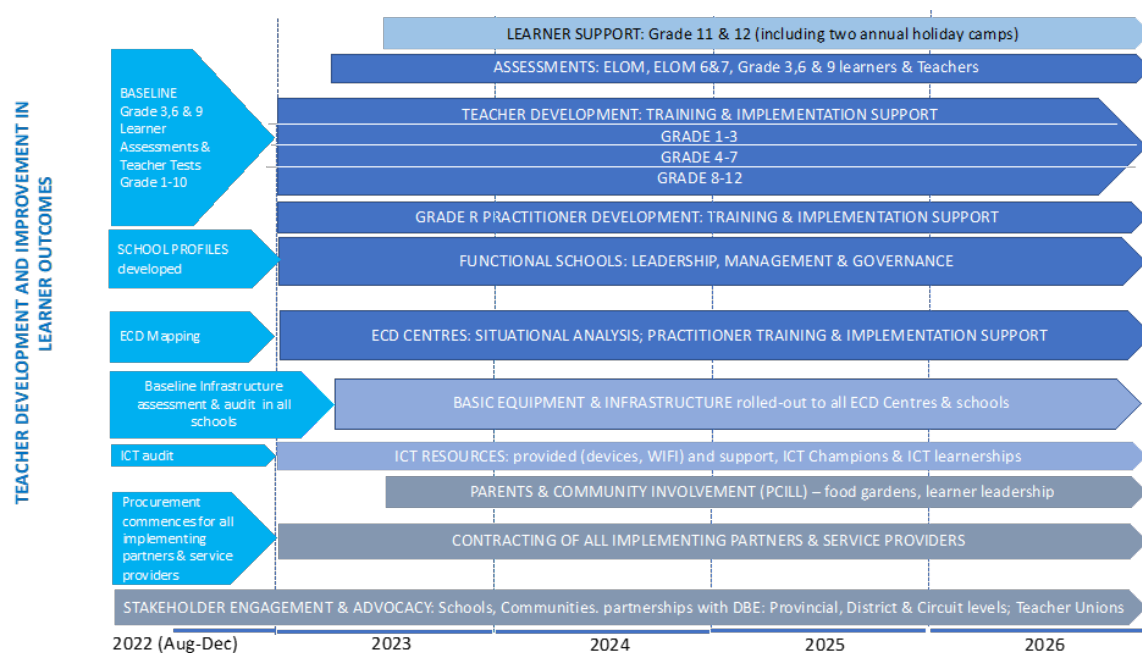

Figure 1: Programme overview and timeline

It is important to note that there will be close alignment between the components to ensure that the maximum benefit is accrued from the intervention activities. The Programme as a whole is thus best thought of then as a *collaborative venture* between the Service Providers responsible for delivery across the components.

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[3] In Rustenburg, 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.

1.2   THE ECD PROBLEM STATEMENT

The problem statement is described in Box 1.

Box 1: Summary of the problem statement which informs the Programme.

> *In South Africa, early childhood development (ECD) services is not universal and services are spread unequally. Whilst the DBE is working towards a compulsory two years of early learning prior to formal schooling, only 73% of children between 4-5 years have access to an Early Learning Programme (ELP). The facilities that parents' access does not all provide good quality learning environments. The Thrive by Five study indicated that 65% of are not developmentally on track at 5years, nor are 55% of children at 4-5-year-old developmentally ready for school despite participating in some forms of early learning.*

More context to support the Problem statement:

Children entering school should be prepared and ready to benefit from formal education. It is well recognized that Early Childhood Development (ECD) plays a substantive role in preparing a child to thrive in primary and secondary school, but not all children in South Africa have access to quality ECD services.

The coverage of early childhood development services is not universal and does not reach the most vulnerable poor children, especially in rural areas. Fees often inhibit the poorest families from using the services that are available. The Department of Basic Education is moving towards mandating two years of early learning for all children prior to entering Grade 1. Approximately 73% of children in South Africa between the ages of 4-5 years old have access to an (ELP).

Although the benefits of exposure to an ELP prior to formal schooling are well researched, they are not always realized in South Africa due to the poor quality of ECD and Grade R provisioning. Many ECD sites function as child-minding facilities due to a lack of knowledge and resources to stimulate children to reach their age-appropriate developmental milestones. Of those children who do have access to an ELP a recent study in South Africa (Thrive by Five) indicates that 65% of these children are not developmentally on track (physically and/or cognitively) at age 5. When looking at the early learning component alone, 55% of children aged 4-5 who are attending an ELP in South Africa are not developmentally on track for their age when assessed across important learning domains related to school readiness.

Challenges to providing quality ELP's in South Africa include a lack of learning materials and resources, limited indoor and outdoor equipment for play, limited funding, a lack of skilled and qualified teachers, and inadequate facilities to support a conducive learning environment. The majority of ELP's in South Africa don't have access to age-appropriate learning resources (or educational toys) and books, and around 22% of practitioners have not received any skills training and do not have an appropriate qualification. The minimum required qualification is an ECD specific NQF level 4 qualification, of which just over half of practitioners in South Africa have as a minimum requirement.

To support children's early learning and development, practitioners need the skills required to implement a quality ELP that is designed around the national standards for early childhood

education, being the National Early Learning Development Standards (NELDS). Practitioners also need to be trained in appropriate play-based pedagogy, as it is well documented that young children learn best through play yet more than half of ELP's throughout the country spend less than half an hour a day allowing children to engage in free play.

Another significant challenge that many ECD sites face in South Africa, is meeting the vast and strict criteria for registration as a partial care facility. ECD sites in South Africa are legally required to apply for both partial care registration and programme registration. Approximately 40% of ELP's are registered (either fully or conditionally) with the Department of Basic Education, whereas 16% are in the process of registration and the remainder are not registered. A large inhibiting factor to full registration for sites is infrastructure, as many sites cannot meet the infrastructure requirements necessary for registration. Poor infrastructure at ECD facilities presents significant health and safety risks to children attending these facilities. Inadequate sanitation threatens children's health by exposing them to a range of illnesses and diseases. Above the health and safety concerns, unregistered sites also more often provide low quality ECD services due to a desperate lack of resources and support.

One of the main benefits of being registered with DSD / DBE is that the site can qualify for a per-child subsidy. Fifty per cent (50%) of the per-child subsidy must be allocated to providing adequate nutrition, 30% is allocated for ECD/Grade R practitioner salaries, and 20% is allocated to support and learning material and administration costs. The provision of the subsidy to address nutrition is critical as the absence of adequate nutrition greatly affects a child's physical and cognitive development.

In order for ELP's to succeed in preparing children to thrive in school and beyond, they need to be supported to deliver a quality educational programme that targets children's learning across the domains of development that support school readiness. Practitioners further need to be supported to deliver the ELP through a play-based pedagogy which is achieved through training and on-site coaching, and the provision of resources and learning equipment that support the delivery of the ELP.

Whereas the problem statement lays out in general terms the challenges faced by ECD sites, such as those included in Phase 2 of the Programme, it is acknowledged that each ECD site will manifest its own specific set of needs which will have to be addressed by the interventions on offer by the service provider.

1.3 PROGRAMME THEORY OF CHANGE: GOAL, TARGETS, INDICATORS AND CRITICAL SUCCESS FACTORS

A high-level theory of change (ToC) for the Programme as a whole is presented below.
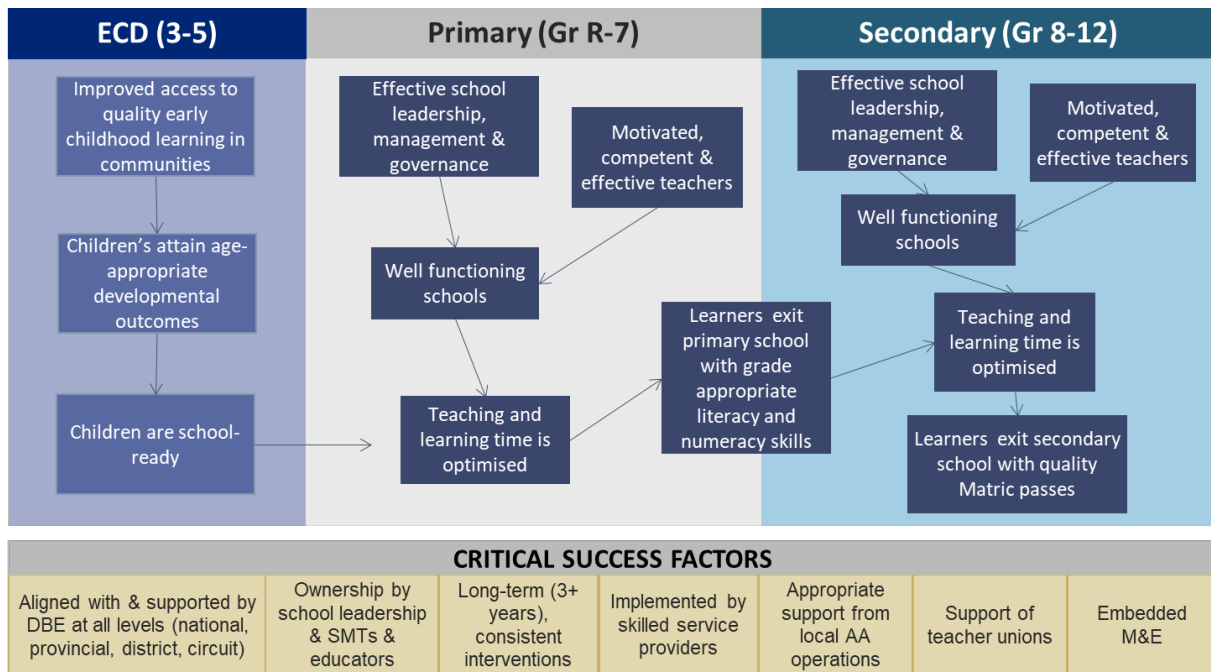

Figure 2: Theory of change

The over-arching goal of the ECD intervention is to ensure that children in participating ECD sites have mastered the pre-literacy and numeracy skills required for Grade R. The ECD target in this regard is 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.	
Target	Critical Indicator
Early Childhood Development.	
88% of children are developmentally on track at age 5	% of learners who are ready for Grade R (according to the Early Learning Outcomes Measure – ELOM)

The ECD programme is underpinned by seven critical success factors which are:

1. Alignment with and support from the Department of Basic Education and the Department of Social Development at all levels;

2. Ownership and commitment by ECD site owners, managers/supervisors, and practitioners;

3. Parental / care-giver support;

4. Provision of long-term, consistent interventions over four years (2023-2026);

5. Management and implementation by skilled service providers;

6. Regular engagement with the Business Units and Operations to secure their appropriate support;

7. Embedding monitoring & evaluation from the start and throughout the Programme and using monitoring and evaluation to refine the interventions where needed in order to meet the Programme Aims.

1.4 THE ECD PROGRAMME DESIGN

Key Principles of the ECD Programme

1. **Child first:** The child is at the center of the Programme. The goal is for all children in participating ECD sites to attain age-appropriate developmental outcomes and be ready for school (Grade R).

2. **Quality learning**: the focus is to ensure that existing ECD sites provide **quality** and positively impactful structured learning programmes for children aged 3 – 5 years.

3. **Access:** Supporting the Government's goals of inclusivity and providing universal access: all types of ECD sites are recommended for inclusion in the intervention, whether home-, community-, church-, or school-based; whether the site is not registered, conditionally registered or fully registered. Sites to be supported with the registration process.

4. **Good governance:** All ECD sites are covered by the Children's Act which includes ensuring appropriate care and preventing abuse. Early interventions are to ensure that practitioners are aware of their responsibilities towards children and to promote children's well-being. Every ECD site wishing to participate in the Programme will need to commit to striving to become registered both as an NPO and with the DSD, and possibly as a PBO. Sites to be supported with the registration process.

5. **Competent and empowered ECD practitioners:** The focus is on training, skilling and empowering practitioners in participating ECD sites to provide quality stimulation appropriate to the child's development age and stage –onsite coaching of practitioners will be a focus of the ECD intervention.

6. **Safety and Sustainability:** The priority will be to ensure that participating ECD sites are physically safe for both the service providers, children and practitioners. Safety includes Child Protection and ensuring that background checks are done on all practitioners including police clearance and screening against the National Sex Offenders Registry. Sites to be supported to be sustainable by enabling access to government subsidies, providing sustainable learning resources and supporting the development of communities of practice. Infrastructure will be provided in a phased

manner, starting with aspects that are required from a safety perspective. Infrastructure to enable registration will be provided as funds permit.

7. **Local community clusters**: The objective is to support ECD sites in local communities which feed into participating primary schools.

8. **Assist under-resourced ECD sites in the poorest communities**: the focus will be on assisting and supporting ECD sites that serve the poorest communities and have many children on child support grants and feed into the primary schools.

9. **Building on proven models:** The approach of the Programme is to use models that work and expert experienced service providers where improvement of children's developmental outcomes is evident through empirical observations.

10. A **single consistent approach** will be followed across all the Anglo American Business Units and participating Operations. The type and extent of specific interventions will depend on the requirements of the individual ECD sites and practitioners.

11. **Delivery in partnership with government and relevant stakeholders:** this to include the DBE as well as collaboration with the DBE to train site managers / supervisors with a NQF level 4 qualification, as well as collaboration with local government departments and municipalities to overcome specific challenges such as registration of ECD sites.

12. **Embedded monitoring and evaluation:** M&E systems to be embedded from the start to help improve performance and achieve results. Adaptions to interventions to be based on evidence and/or well-motivated reasons.

Requirements of the Programme Design

There are some key considerations for any intervention attempting to bring about positive change in South African education:

The intervention should identify and exploit opportunities to strengthen the delivery of the teaching and learning.

●   The intervention must be designed to be implemented on a feasible and cost-effective basis.

●   The intervention must be aligned to current curriculum and policy.

●   The intervention must have easy uptake among participants (site owner / supervisor, the management committee, practitioners, and parents) who might be sensitive – even resistant – to changing expectations regarding their performance and workloads.

●   Participants should feel supported and empowered.

●   As the sites vary widely in terms of the quality of teaching and learning that is currently taking place, a differentiated approach to capacity development particularly the frequency ("dosage") of interventions is required.

●   The interventions and package of services provided must be based on the needs of the individual sites. The DBE and DSD must be informed and consulted on ECD level interventions, mainly for the purposes of aligning interventions with Department priorities and policies.

- Material and tools developed and used in the Programme must be available for sharing beyond the Programme and not bound by Intellectual Property conditions.

- In as far as is possible, first and foremost ensuring that personnel with the required experience and skills are appointed, recruitment must prioritise local employment. The requirement is to foster community endorsement by employing people who are from the local area, familiar with the local context and language and who are supported by the local community. Personnel should not be 'poached' from existing partners including the DBE or other organisations working in the area.

ECD Programme Components – Implementation stages

The following figure is a graphic representation of the ECD Programme components aligned to the expected time frames for each stage of .
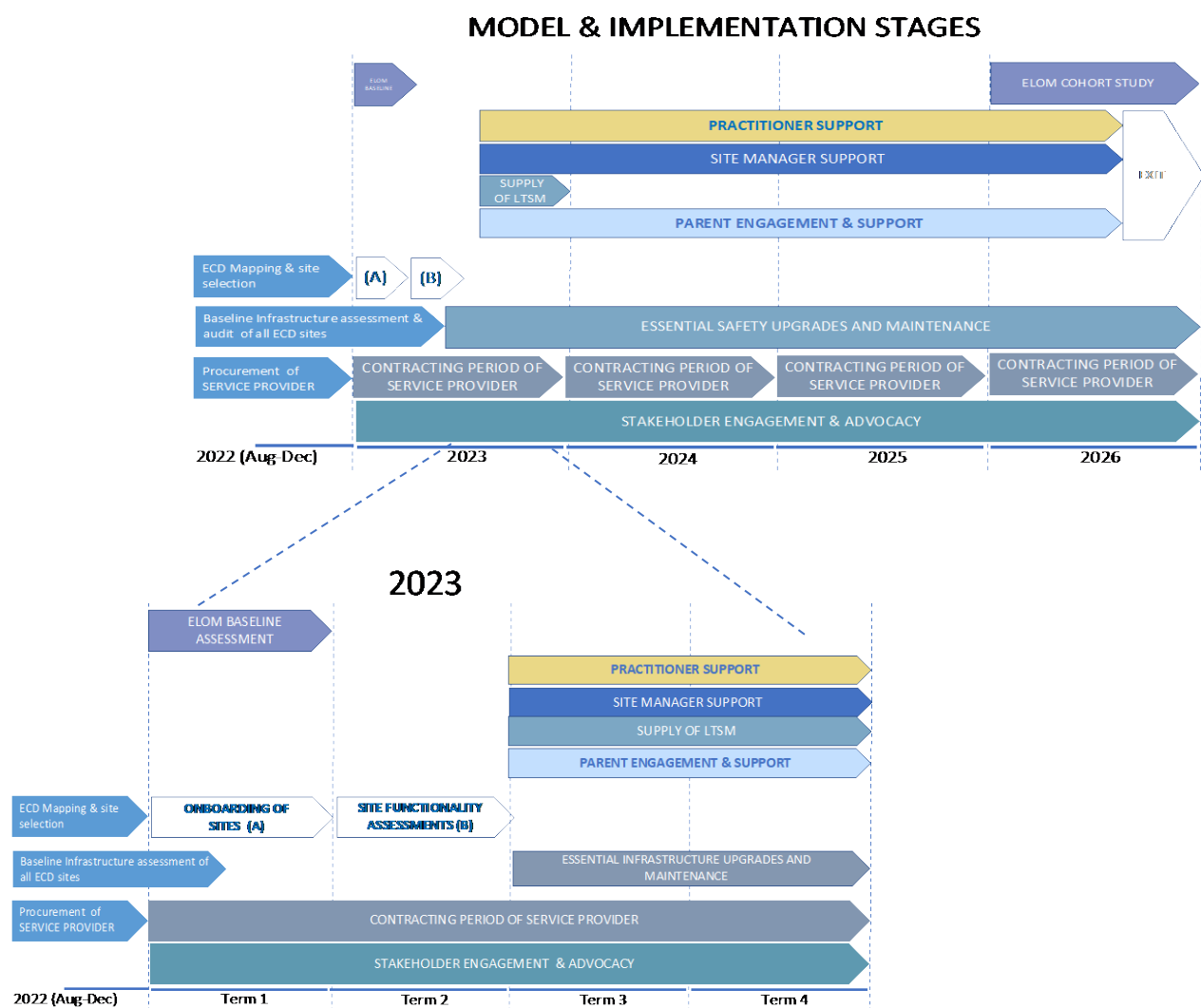

Figure 3: Implementation stages of the ECD Programme

The specific requirements of each phase are described in the deliverables below.

1.5   REQUEST FOR PROPOSAL

The inclusion of a curriculum component with a specific ECD focus acknowledges just how important it is to establish a firm base of school and learning readiness in children prior to them entering the formal schooling system. Hence, the goal of this component is for children in participating ECD sites (registered or otherwise) to be developmentally on track when exiting the ECD sites at age 5. The focus then will be on skilling practitioners to provide high quality stimulation appropriate to the child's development age and stage and to provide essential infrastructure upgrades so that sites are compliant with the health and safety requirements and can therefore access DSD subsidies.

Please note: the identification and provision of essential infrastructure upgrades will be the responsibility of a separately appointed Service Provider with the technical expertise to undertake this task.

Phase 2 will further include improved and play-based support such as the installation of jungle gyms. In addition to the provision of LTSM in the classrooms, more concerted efforts will be made to encourage parental and caregiver involvement.

To this end, JET seeks to work with a technical Service Provider that has experience in running interventions at the ECD level which focus on play-based home language teaching for literacy and mathematics foundational learning.

The specific request for proposal is as follows:

> *The provision of a four-year (2023-2026) Early Childhood Development (ECD) project to be run in approximately 84 ECD sites participating in Phase 2 of the AASA Education Programme.*

1.6   SCOPE OF WORK

The ECD Programme effectively comprises three phases:

- INCEPTION PHASE: Baseline site functionality assessment, advocacy, onboarding and ready for change; ELOM baseline assessments[4] (January 2023 – June 2023)
- IMPLEMENTATION PHASE: Registration support; practitioner & site manager support programme; provision of learning & teaching support material; parental engagement, (July 2023 – December 2026)
- EXIT PHASE (July 2026 - December 2026)

Please note: whilst stakeholder, parent/guardian & community engagement and advocacy is initiated as part of the Inception phase, it continues for the duration of the programme.

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[4] These assessments will be undertaken by JET.

Deliverable 1   **Inception Phase: successfully complete the situational analysis, advocacy and onboarding of approximately 84 ECD sites**

Deliverable 1.1   **ECD Baseline assessment of the participating ECD sites undertaken and reported upon**

Notes

1. The purpose of the baseline site functionality assessment is to provide an in-depth understanding of the needs of ECD sites at baseline. The baseline functionality assessment must assess centres against all compliance requirements outlined in the norms and standards.
2. The proposal needs to include a **Fieldwork Plan** detailing of all preparatory work, including pre-visit contact with ECD sites and a schedule of site visits in each of the three AASA Business Units - Kumba Iron Ore, Platinum & De Beers. The plan should also indicate what provision will be made for both data verification and quality assurance during the visits, and for follow-up contact with the sites in the event of incomplete data-gathering in the field.
3. One of the outputs of the baseline site assessment will be an **ECD Site Profile** and **Registration** Action Plan for each site. How the information contained therein will be used to guide interventions at the individual ECD site level needs to be explained in the proposal.
4. The HR and Operational costs, as well as travel and logistic costs associated with the implementation of this deliverable need to be clearly indicated.

Deliverable 1.2   **Each of the participating ECD sites have been fully onboarded so that they are ready to fully participate in the next phase of the programme**

Notes

1. The purpose here is to build awareness of the Programme, seek the commitment of each ECD site, and support from local DBE and DSD officials.
2. The following key activities need to be delivered:

- A project launch workshop will be facilitated by JET for each cluster of ECD sites. The expectation of the service provider is that they will assist with the facilitation of these workshops and will prepare a presentation for the launch.
- Continuous onboarding of new practitioners must be factored into the model of support.
- ECD center managers and/or owners must be given a detailed breakdown of the programme activities and pledge their commitment to the programme.
- The service provider should include in their implementation plan the onboarding of community members, parents and ECD forums. These are key stakeholder groups that need to be engaged with throughout the life of the programme. The initial onboarding phase of the programme must include initial engagements with community stakeholders.
- Engagements with local DSD and DBE officials responsible for the oversight and management of the ECD centres in each cluster. The frequency of these engagements through the life of the project (particularly in year one) needs to be agreed upon in consultation with the relevant officials. A contact list and schedule of stakeholder engagements must be shared with JET.

1. The HR and Operational costs, as well as logistic and travel costs associated with the implementation of this deliverable need to be clearly indicated.

Deliverable 1.3   Stakeholder, parent/guardian and Community engagement and advocacy

<u>Notes</u>

1. In the proposal the Service Provider needs to indicate how they will engage with parents/guardians and the broader community (beyond the initial onboarding phase of the programme) and what will be the form and frequency of these engagements.

2. The parental engagements should be undertaken in a way that informs parents of the benefits of early learning and supports parents with extending early learning into the home environment

3. The community engagements need to reach parents in the community who have children under the age of five that are not attending an early learning programme. The goal would be to encourage parents to expose their children to opportunities for early learning, whether at home or through enrolling their children in an early learning programme.

4. Similarly, the proposal needs to indicate what measures will be taken to connect ECD sites with relevant support services in the community, such as social workers, health services etc.

5. A play-group or toy library approach is recommended as one way to engage parents and community members in a way that promotes early learning and provides an opportunity for trained coaches to engage with parents around the importance of early learning.

Deliverable 2	The implementation of a comprehensive support programme in the participating ECD sites to run from July 2023 – December 2026
Deliverable 2.1	Support ECD sites with compliance with DSD/DBE registration requirements

Notes

1. The service provider will be responsible for training all center managers and/or owners on compliance with the norms and standards for partial care registration. The training must include the process of applying for both partial care registration and the per-child subsidy.

2. A goal of the ECD programme is to move ECD sites towards full registration with the DBE. In addition to providing practical support with regards to the application process, the service provider will need to track the registration process at each center adequately. An action plan must be developed for each ECD site that clearly details any blockages to registration and steps to be taken by the center owner in order to move the center forward towards registration.

3. Details need to be provided of how progress towards full registration will be monitored and reported upon.

4. The service provider will need to engage with DBE where required to follow up on the registration status of centres

5. The HR and Operational costs associated with the implementation of this deliverable need to be clearly indicated.

Deliverable 2.2	Practitioner and Site Management support programme

Notes

1. The Implementation Plan needs to be customized to the context of the participating ECD sites, with particular reference to the geographical location of each site.

2. Each element of the structured intervention programme 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 utilized, be they cluster workshops, on-site coaching, mentoring and co-teaching and the like. The proposal should also provide details with respect to the intended minimum dosage with respect to each modality.

3. Besides the upskilling provided through the practitioner support programme, the proposal needs to provide details of what other, more formal training opportunities will be offered - such as progression towards an NQF level 4 qualification in ECD – offered either internally by the Service Provider, or in partnership with other training institutions.

4. It is anticipated that the site functionality assessments will reveal that site managers will need support with financial management, leveraging resources, and effective

management and governance. The proposal needs to provide details about how you will go about improving the management and sustainability of ECD sites through **management capacity building**.

5. <u>Differentiated support:</u> the developmental needs of practitioners will vary considerably across the ECD sites. 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 differentiated support to both practitioners and site managers.

6. Examples of training materials need to be included as Appendices, or on-line links provided.

7. If SACE-endorsed or university-certified courses are to be used, the proposal needs to be accompanied by course outlines and proof of SACE and/or university registration.

8. The HR and Operational costs, as well as logistic and travel costs associated with the implementation of this deliverable need to be clearly indicated.

Deliverable 2.3   The provision of appropriate learning and teaching resource materials (LTSM)

<u>Notes</u>

1. In line with promoting an environment that is conducive to learning, the intervention needs to equip ECD sites with essential resources and materials for early learning stimulation. A list of all resources that will be provided to a single pre-grade R classroom must be provided as an appendix.

2. Whilst the specific needs in this respect will only be ascertained through the site functionality assessments, based on the Service Provider's previous experience of working in similar contexts, predictive costs in this regard need to factored into the budget.

3. All ECD sites will be provided with at least 2-4 tablets per classroom. The proposal submission must outline how the tablets will be used to support the delivery of the Early Learning Programme. The following points should be considered:

   • Thought must be put into how the tablets can be used by practitioners to strengthen programme delivery, as well as how the tablets can be used in the classroom by individual children.
   • Describe what content will be loaded onto the tablets for both practitioners to use and for children to engage with. JET will work closely with the service provider to support the implementation of the ICT component, and would be involved in the selection and approval of content that gets loaded onto the tablets. The selection and approval of content needs to be factored into the project plan. It will be the responsibility of the service provider to download appropriate content on the tablets before distributing the tablets to individual ECD sites.
   • The plan for how content will be structured and aligned to the ELP must be elaborated on.
   • Data collection on the ICT intervention must be factored into the monitoring plan.

Deliverable 3   A comprehensive collaboration and exit strategy is implemented

Notes

1. Engagement with local community structures (such as the ECD forums) and local DBE officials needs to be undertaken in a way that supports the sustainability of the ECD centres beyond the life of the project.
2. Sustainability efforts should be built into the model of support and clearly articulated in the proposal.

A **consolidated budget** covering Deliverables 1-3 and any additional Ancillary costs, needs to be submitted for the full four years of the programme (2023-2026). However as noted below, this initial contract period is for one year only.

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 ICT into all levels of the teaching and learning environment and seek to maximise the use of ICT resources that will be made available to the participating schools.

The intention is that all participating ECD sites are provided with ICT resources, with preloaded content for the practitioners and children, in the <u>first year</u> of the Programme. This will enable implementing Service Providers to design their interventions to ensure that they make full use of the available ICT devices to strengthen and enhance programme implementation. **Devices will be procured directly through Anglo American and JET, and should not form part of the budget for the service provider. Distribution costs associated with the distribution of the devices to the ECD sites can be factored into the budget of the service provider.**

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

- To what extent will your activities be carried out in a 'virtual space'?
- How do you plan to integrate the use of ICT by children in classroom time? Details around how frequent ICT sessions will occur, for how long, and with what purpose should be elaborated on in the proposal.
- How do you plan to integrate ICT into the practitioner capacity development activities? Describe both how you see the devices being used by practitioners in the classroom, and how the devices could be incorporated into capacity development training.

- And critically, what steps will you take to capacitate ECD practitioners and site managers to ensure that they can function with ease in the digital environment.

2) 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 which relates 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 the appointed Service Provider. 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. And 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.

3) 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 local to the AASA Operations with the relevant qualifications and experience are recruited to work on this Programme, in positions such as coaches and/or fieldworkers. **Appendix D** provides details in this regard.

4) ANTICIPATED OPERATIONAL CHALLENGES

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

1) Given the possibility of a high-turnover of practitioners over the four-year period, you must indicate in your proposal how you will accommodate the need for the **continuous on-boarding of practitioners**.
2) The geographical extent of the Programme will present logistic challenges to Service Providers. Careful consideration needs to be given to the location of the ECD sites when budgeting for Operational costs (such as car hire, accommodation and the like).
3) Sufficient human resources need to be allocated to the project to manage the large amount of data that will be collected. A full-time project manager must be appointed to manage the regular engagements with JET and the Business Units, and to manage the timely delivery of reports and other deliverables.

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

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

This proposal is to be submitted on 31 October 2022.

2   EXPERTISE REQUIRED BY THE SERVICE PROVIDER

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

1. Training, coaching and mentoring skills.
2. Programme design and expertise in implementing large scale capacity and skills development programmes for ECD supervisors/principals and practitioners with and without formal qualifications.
3. Programme monitoring including data collection, data capture, data management, analysis and report writing skills.
4. Strong project management including the deployment of the required human and material resources.
5. Excellent experience with stakeholder engagement and relationship building especially with ECD staff and DSD/DBE officials
6. Strong financial and administrative backed support.

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

DURATION OF CONTRACT
The successful bidder will be contracted initially for the period **03 January 2023 to 31 December 2023.**

3   REPORTING

The following will be required of the appointed Service Provider:

1. To report into the programme reflection, status and planning meetings that are held on a weekly basis that will focus on overall status of implementation against plan, dosage and targets; budget status; planning, achievement of milestones, key issues and risks and mitigation strategies. This meeting will take place with the project management committee that includes JET and AASA.
2. To participate as well as report into the monthly Collaboration and Local Management Committee (LMC) Meetings, at each of the Programme clusters. These are operational management meetings and their purpose is monitoring of implementation and reflecting on progress made, planning to ensure effective and efficient delivery, alignment and coordination of all intervention implementers of the Programme per Operation. Included in the LMC meetings are representatives from the Business Units, District and Circuit officials.
3. Other ad hoc meetings may be required from time to time.

4. To support ongoing monitoring and evaluation, the Service Provider will be required to provide information on agreed indicators - including participant evaluation, attendance and dosage data - in the provided/agreed upon format on a monthly basis, and to attend quarterly reflection meetings.
5. To submit a monthly narrative report to JET contextualising what has/has not been achieved with regards to the agreed detailed plan and targets, and why.

4   STRUCTURE AND CONTENTS OF PROPOSAL AND BUDGET

Interested parties should submit a proposal which contains the following components

- **Cover page:** Include basic information such as organisation name, address, website, project lead and contact information.
- **Executive summary (one-page maximum):** Of proposal and topline budget figures.
- **Relevant experience and appropriate qualifications:** A brief capacity statement (two-three pages maximum), highlighting why your organisation is well-positioned to provide the services required. Indicate clearly who the team leader will be. Attach short biographies/CVs of key personnel who will be involved in the delivery of the prescribed services.
- **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.
- **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.
- **Proposed workplan:** Tasks, responsible persons and timeframes.
- **Budget**: The budget for each of the deliverables, aggregated to a total budget.
- **References:** Names and contact information of three referees.
- **Evidence of having engaged in similar fieldwork activities**.

Please note

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

5   PROPOSAL EVALUATION CRITERIA

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

1. Technical quality of the proposal, inclusive of suitability of proposal in terms of the scope of work outlined above: 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. Cost: 20%;
4. BBBEE: 5%.
5. Proposed workplan: 5%

6   INSTRUCTIONS FOR PARTICIPATING IN THE RFP

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

Date	Activity
Friday 14 October	RFP distributed to potential external service providers
Wednesday 19 October	Briefing to all potential bidders. **Do confirm your attendance via tenders@jet.org.za**
Friday 21 October	Deadline for clarificatory questions from potential bidders
Monday 31 October	Proposal submission deadline 12h00 via email: tenders@jet.org.za
Friday 4 November	Shortlisting finalised and BBBEE check
Tuesday 8- Wednesday 9 November	Shortlisted service providers to give virtual presentation to panel (JET and AASA)
Friday 11 November	Preferred service provider (SP) informed of selection and submission of compliance documents
Monday 14 November	Letter of appointment issued to SP and draft contract with SoW request (plan of work and budget)
Wednesday 16 November	Counter-signed letter of appointment received back from SP
Friday 25 November	SoW finalized, Contract signed.

7   SUBMISSION DETAILS

Bids are to be submitted according to the above specifications by 12h00 midday on Monday, 31 October 2022 to tenders@jet.org.za. NO LATE SUBMISSIONS WILL BE CONSIDERED.
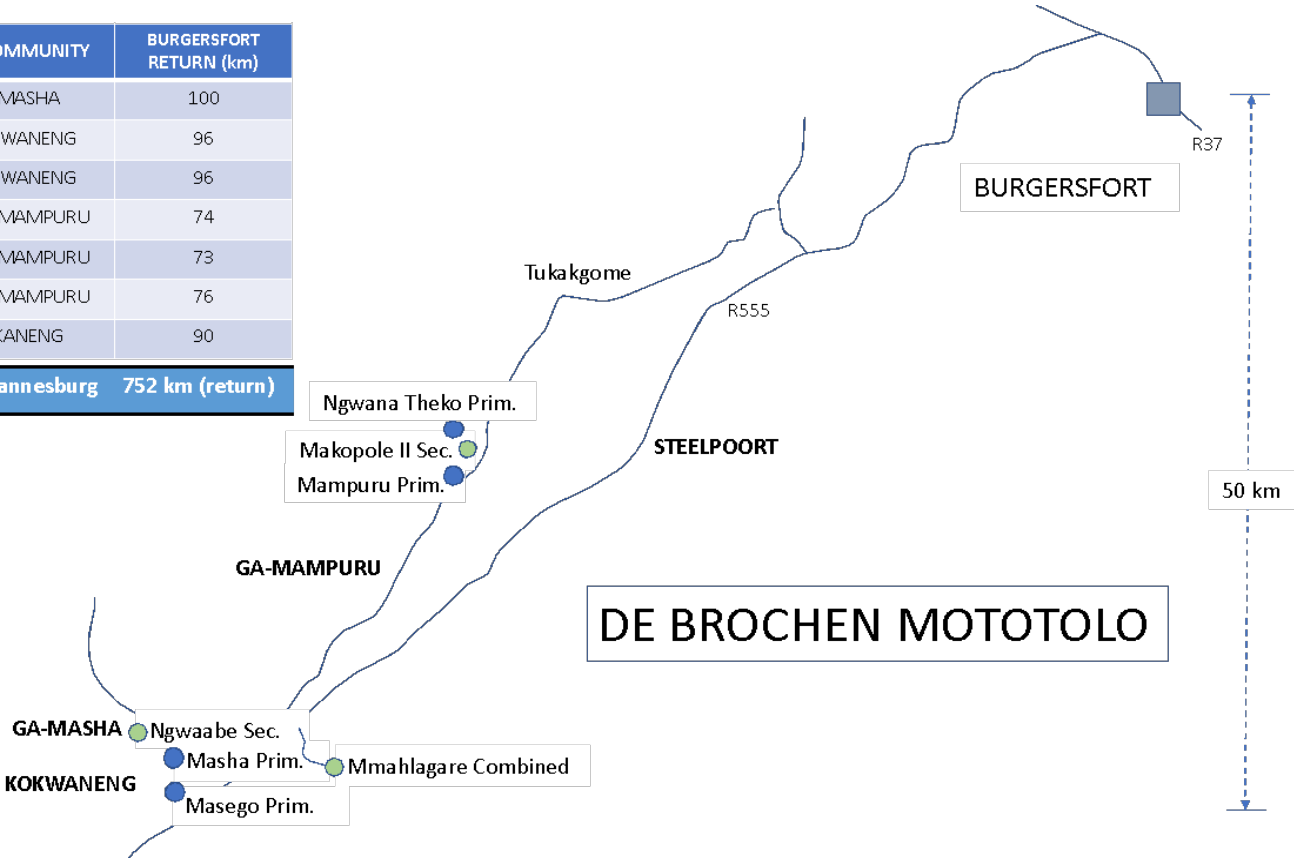
8   CONDITIONS

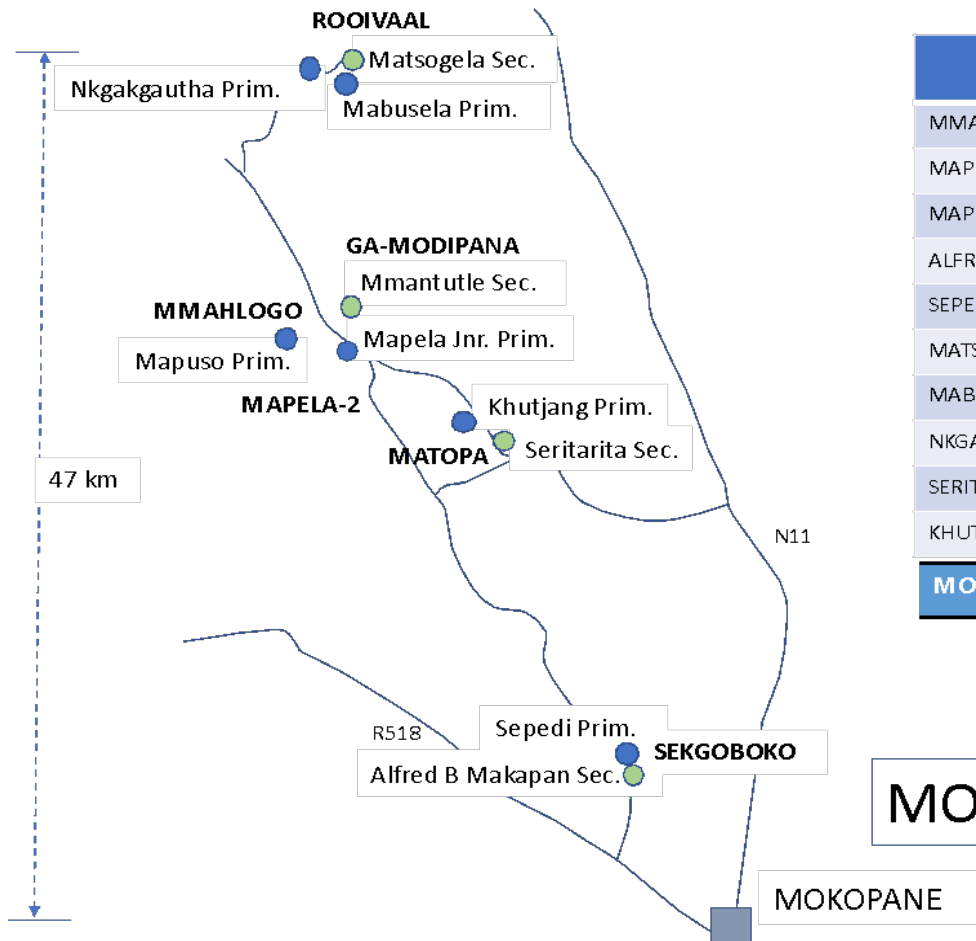1. JET will be the contracting party for this assignment.

2. The service provider will be expected to sign a Non-Disclosure Agreement.

3. The service provider will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The service provider's fee shall be inclusive of all office administrative costs.

4. Payment schedules will be negotiated as part of the contracting and will be affected according to the Payment Schedule and upon receipt of an invoice to JET, and upon satisfaction of the key deliverables. Any deliverable submitted and not meeting the specifications must be reworked and resubmitted at no additional cost.

5. The service provider will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The service provider's fee shall be inclusive of all office administrative Costs.

6. The drafts and final documents, as well related data, will be the property of AASA and JET Education Services as the managing agent, after completion and will be handed over with full title rights. The service provider will be acknowledged for the work done in the draft documents as well as the final document, except if the document is published as official policy or document of the AASA, then the discretion to do this lies solely with the AASA in accordance with its policies and procedures.

7. The service provider shall at all times keep information obtained during the work assignment confidential and shall not circulate the document or any part there-of, at any stage to any party without the explicit permission of JET and AASA.

8. The service provider shall not publish the document, any part thereof, or any reworked version thereof, without the explicit permission of JET and AASA under such conditions that both parties will agree too.
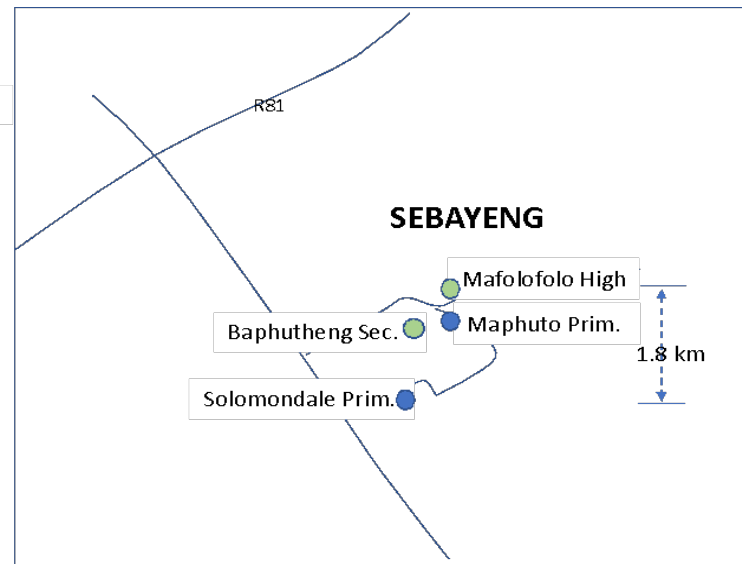
PLATINUM

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

R37

BURGERSFORT

Tukakgome

R555

STEELPOORT

50 km

Ngwana Theko Prim.

Makopole II Sec.

Mampuru Prim.

GA-MAMPURU

DE BROCHEN MOTOTOLO

GA-MASHA Ngwaabe Sec.

Masha Prim. Mmahlagare Combined

KOKWANENG

Masego Prim.

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

MOGALAKWENA

POLOKWANE

N1

N1

R101

R81

POLOKWANE

R71

SEBAYENG

32 km

R81

SEBAYENG

Mafolofolo High

Baphutheng Sec.

Maphuto Prim.

Solomondale Prim.

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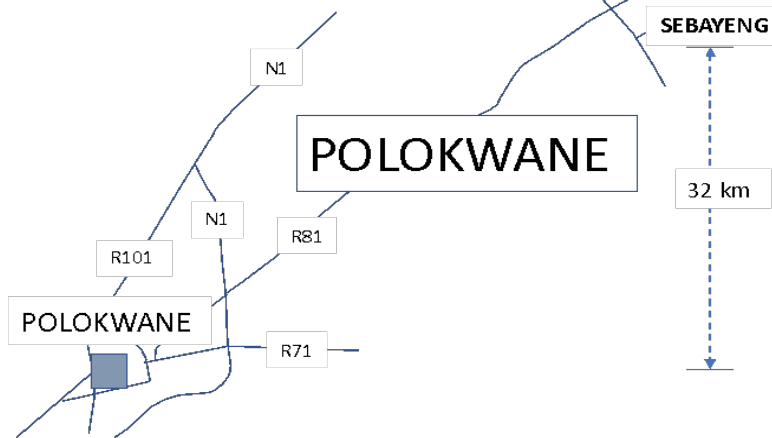
SCHOOL	COMMUNITY	POLOKWANE RETURN (km)
MAFOLOFOLO SECONDARY	SEBAYENG	64
SOLOMONDALE PRIMARY	SEBAYENG	64
BAPHUTHENG SECONDARY	SEBAYENG	64
MAPHUTO PRIMARY	SEBAYENG	64

POLOKWANE	JOHANNESBURG	642 km (return)

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AMANDELBULT
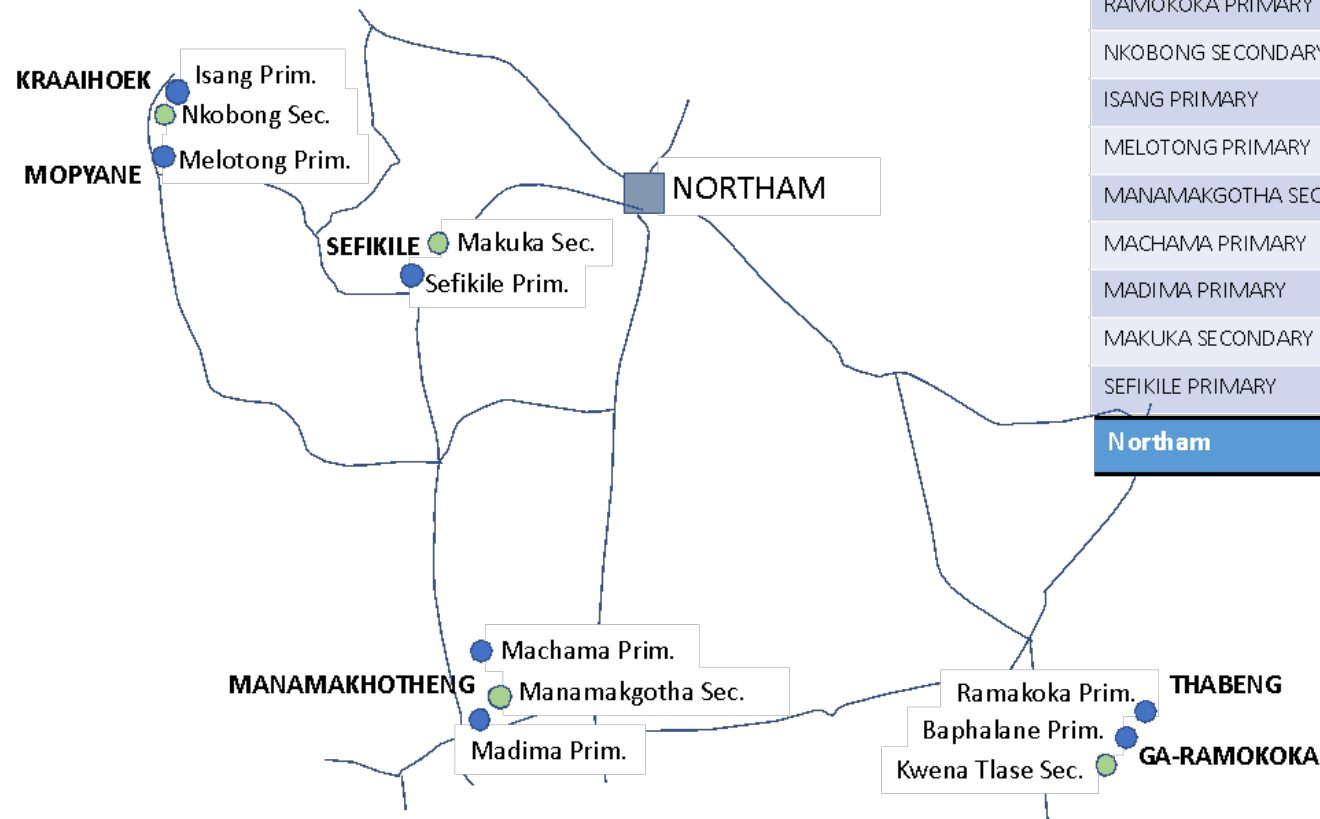
SCHOOL	COMMUNITY	NORTHAM RETURN (km)
KWENA TLASE SECONDARY	GA-RAMOKOKA	66
BAPHALANE PRIMARY	GA-RAMOKOKA	64
RAMOKOKA PRIMARY	THABENG	66
NKOBONG SECONDARY	KRAAIHOEK	57
ISANG PRIMARY	KRAAIHOEK	56
MELOTONG PRIMARY	MOPYANE	58
MANAMAKGOTHA SECONDARY	MANAMAKHOTHENG	50
MACHAMA PRIMARY	MANAMAKHOTHENG	55
MADIMA PRIMARY	MANAMAKHOTHENG	50
MAKUKA SECONDARY	SEFIKILE	22
SEFIKILE PRIMARY	SEFIKILE	32
Northam	Johannesburg	414 km (return)
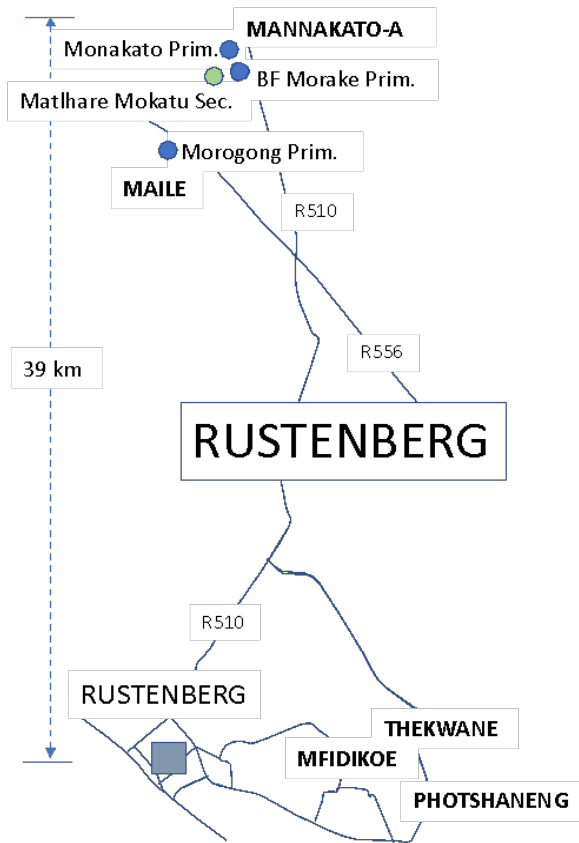
SCHOOL	COMMUNITY	RUSTENBERG RETURN* (km)
TSHUKUDU SECONDARY	THEKWANE	28
PHOTSANENG PRIMARY	PHOTSHANENG	32
TLHAGE PRIMARY	THEKWANE	26
MFIDIKWE PRIMARY	MFIDIKOE	28
MATLHARE MOKATU SECONDARY	MANNAKATO-A	78
BF MORAKE PRIMARY	MANNAKATO-A	78
MONAKATO PRIMARY	MANNAKATO-A	78
MOROGONG PRIMARY	MAILE	70
RUSTENBERG	**JOHANNESBURG**	**278 km (return)**

DE BEERS

BLOUBERG

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

ZIMBABWE

MUSINA

FESKRAAL

N1

MADIMBO

R525

MATAULU

R508

FOLOVHODWE

MUSWODI DIPENI

CHIPISE

11,4 km

Tshapinda Prim.

TRAVENNA

Ratshibvumo Sec.

Malinge Prim.

FOLOVHODWE

Muswodi Prim.

MUSWODI
DIPENI

MUSWODITSHISIMANI

Folovhodwe
Prim.

Dzimauli Sec.

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

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

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VENETIA MAP 2

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

Malale Prim.

MALALE

FESKRAAL

R525

BALE

Bale Prim.

Madimbo Prim.

MADIMBO

Niani Sec.

MATAULU

MASEHA

MATSHENA

Masea Prim.

Ratshisase Sec.

Manenzhe Prim.

15 km

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SISHEN

KOLOMELA

Griquatown Combined
Anderson Prim.

Aalwyn Intermediate

Campbell

Griekwastad

Karriakama Sec.

KIMBERLEY

106 km

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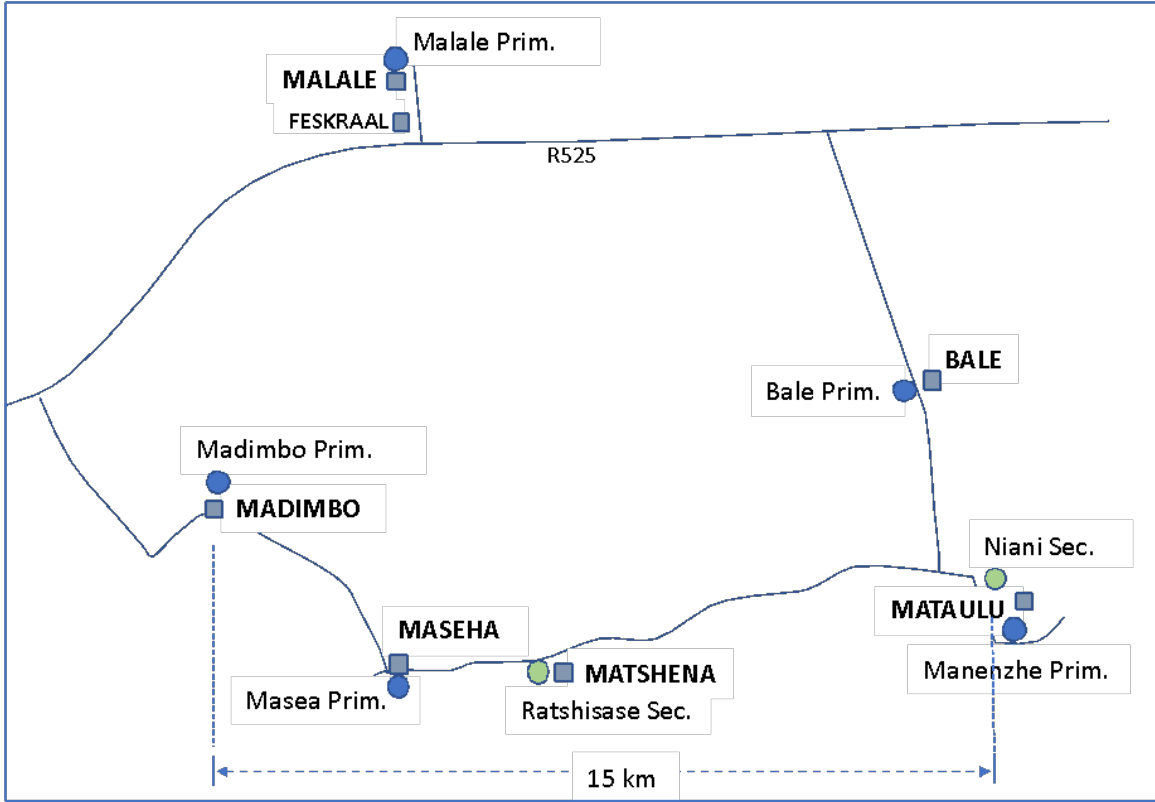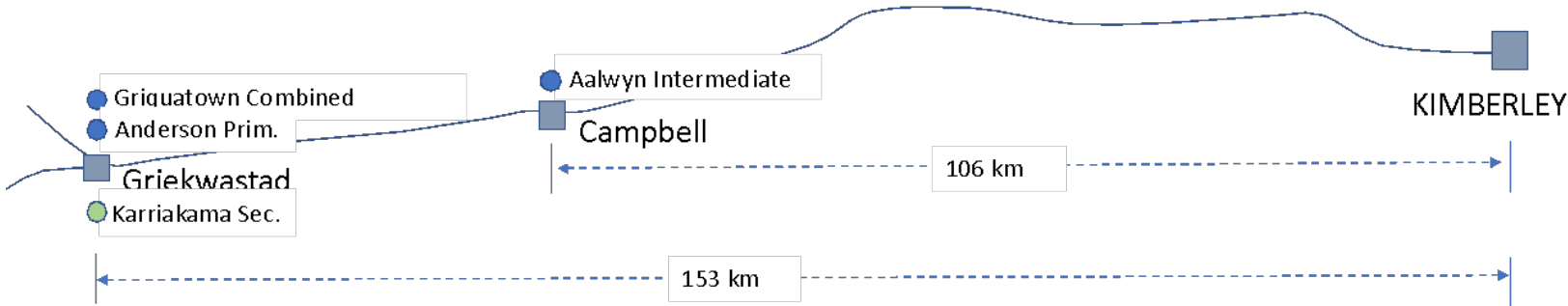
SCHOOL	COMMUNITY	KIMBERLEY RETURN (km)
KARRIAKAMA SECONDARY	GRIEKWASTAD	306
GRIQUATOWN COMBINED SCHOOL	GRIEKWASTAD	306
ANDERSON PRIMARY	GRIEKWASTAD	306
AALWYN INTERMEDIATE SCHOOL	CAMPBELL	212
Kimberley	Johannesburg	1 010 km (return)

SCHOOL	COMMUNITY	KURUMAN RETURN (km)
LESEDI SECONDARY	BATLHARO	44
ROBANYANE TOTO PRIMARY	BATLHARO	42
MAKGOLOKWE PRIMARY	BATLHARO	42
MORALADI PRIMARY	BATLHARO	36
MOHOLENG PRIMARY	BATLHARO	44
GAMARAGA SECONDARY	KATHU	118
DEBEN PRIMARY	DIBENG	122
Kuruman	Johannesburg	1 042 km (return)

Batlharo

18 km

KURUMAN

61 km

59 km

Deben

Deben Primary

Gamaraga Sec.

Kathu

Moholeng Prim.

Makgolokwe Sec.

Robanyane Toto Prim.

5 km

Lesedi Sec.

BATLHARO

Moroladi Prim.

SISHEN MAP 1

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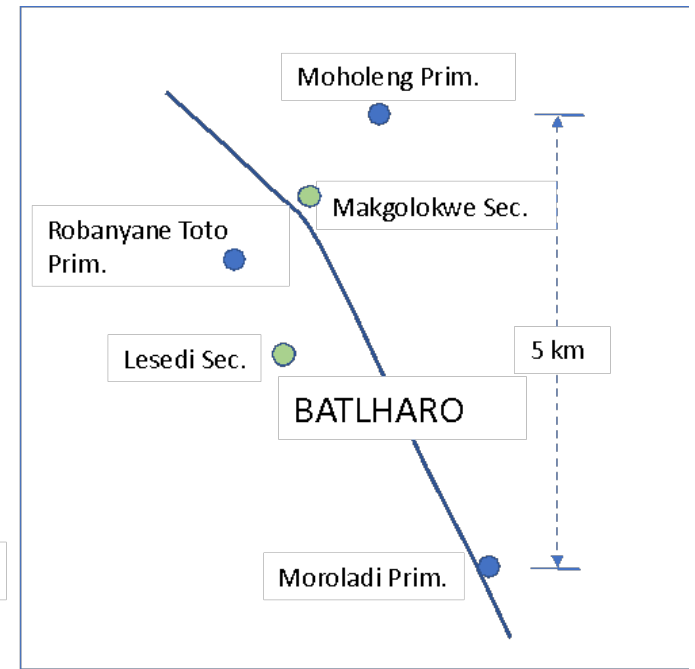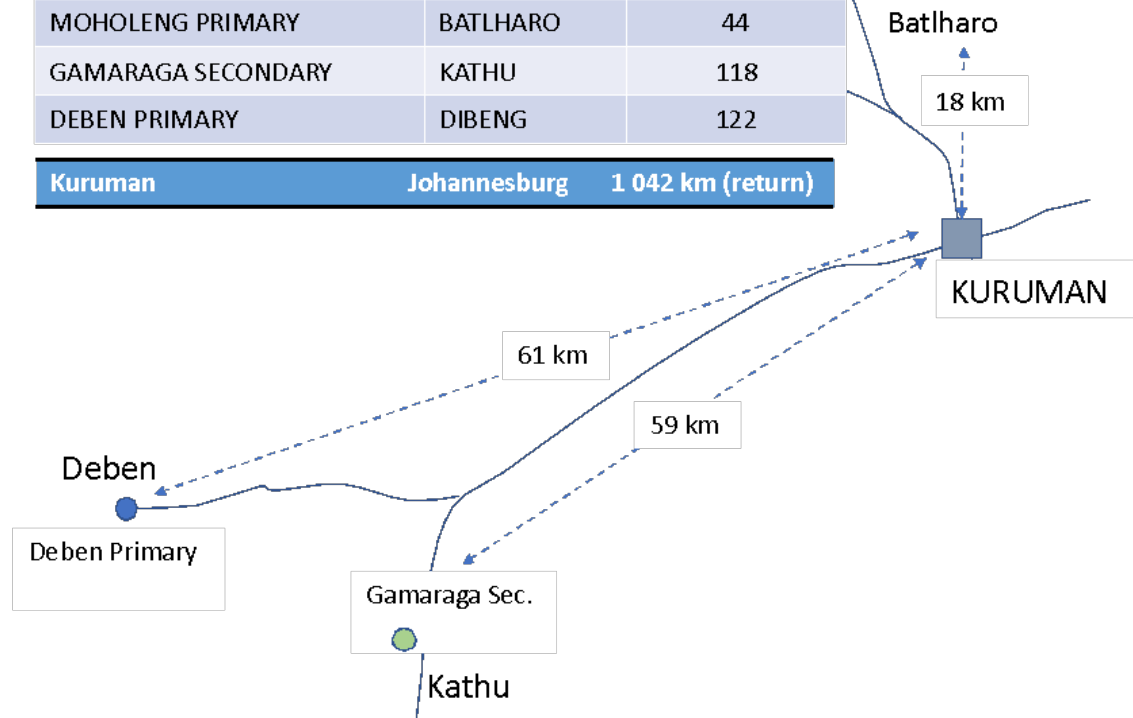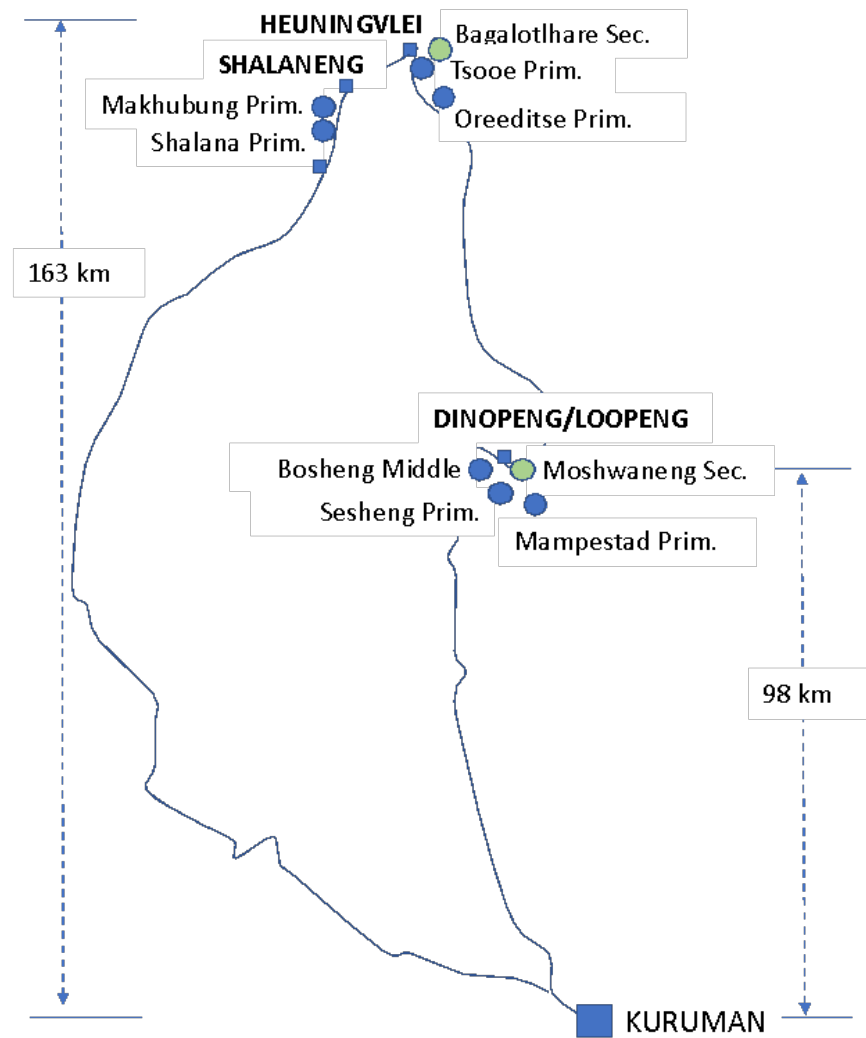
SCHOOL	COMMUNITY	KURUMAN RTURN(km)
BAGALOTLHARE SECONDARY	HEUNINGVLEI	326
TSOOE PRIMARY	HEUNINGVLEI	326
OREEDITSE PRIMARY	HEUNINGVLEI	326
MAKHUBUNG PRIMARY	SHALANENG	374
SHALANA PRIMARY	SHALANENG	372
MOSHWANENG SECONDARY	DIPONENG	196
MAMPESTAD PRIMARY	LOOPENG	196
BOSHENG MIDDLE	DIPONENG	196
SESHENG PRIMARY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

SISHEN MAP 2

APPENDIX B: <u>FOUNDATION PHASE LOLTs</u>

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

APPENDIX C

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 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 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.

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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[5].

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 process and expenses

3.6. To ensure that correct documentation is obtained from all employees under this Programme and that it is 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 for job advertisement (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 post that fall within their respective scope of the Programme.

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[5] 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.

Failure to show a real commitment to maximising local employment benefits can result in community resistance to the project, and subsequent project delays, due to acts of sabotage by local residents, or government inertia in support of community discontent. A specific Local Workforce Development Plan should be prepared for the construction phase. However, special emphasis should, however, be placed on raising awareness amongst local communities that employment during construction is only temporary (although for some, this may translate into employment during operation phase) - *Anglo American Socio-Economic Assessment Toolbox Version 3 (SEAT), Construction Phase Considerations, Box 5C.2, page 171.*

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 Business units will post the job advertisements in 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 centers. 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 too.

4.2.3. 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 was the vacancy advertised, with proof of advert?
b) How many people applied overall
c) How many people applied, **specifically local to the Operations**
d) How many where 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 no (d) above, if there were no candidates that qualified local to the Operations what where 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 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 conducting the initial shortlist

5.1.2.   Members from the Business Unit / 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 Video conferencing

5.1.4. All interviews conducted must be documented

5.1.5. Recruiters will conduct competency test and/or 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 position

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 policy 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
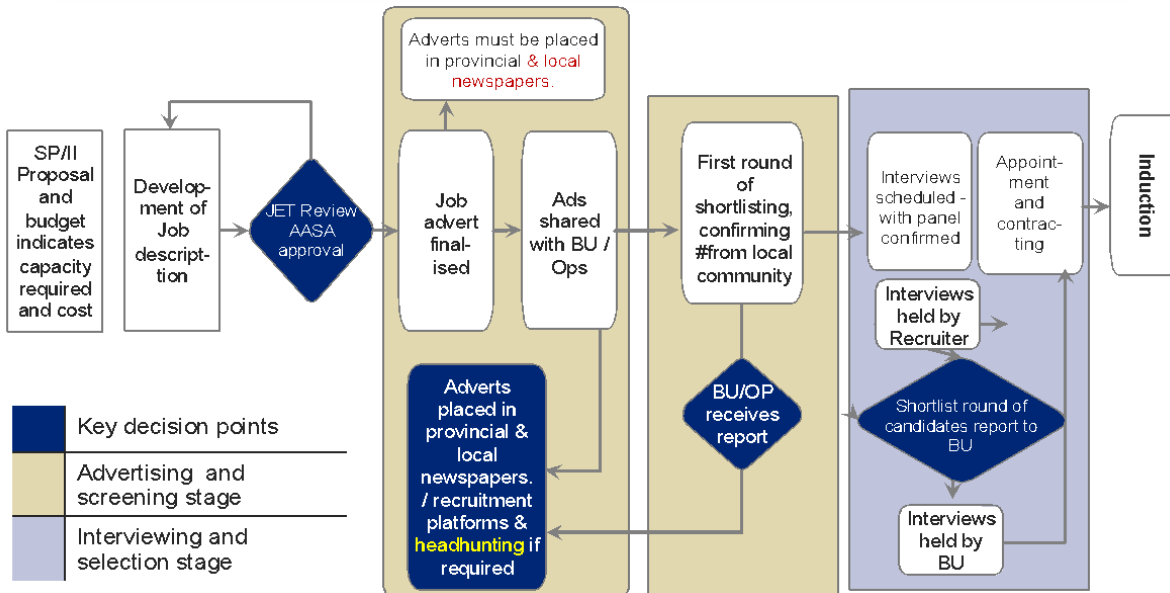
6. INDUCTION

6.1.1. 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 with the latter organisations invited.