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 <b>KANGNAS WIND FARM</b>	<b>REQUEST FOR ORGANISATIONS TO SUBMIT PROPOSAL TO UNDERTAKE MANAGEMENT CAPACITY BUILDING WITH LEADERSHIP IN NAMAKHOI SCHOOLS</b>	<i>Date: 3 May 2021</i>
		<i>Rev: 00</i>
		<i>Cheryl Persense</i>
		<i>Number of pages: 11</i>

**REQUEST FOR ORGANISATIONS TO SUBMIT PROPOSALS TO UNDERTAKE  
CAPACITY BUILDING WITH SCHOOL LEADERS IN IDENTIFIED NAMAKHOI  
SCHOOLS**



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**CALL FOR PROPOSALS KANGNAS WIND FARM: SCHOOL MANAGEMENT CAPACITY BUILDING**

Mainstream Asset Management South Africa (MAMSA) operates and maintains utility scale wind and solar projects to ensure long term asset integrity and ensures that all projects are managed in compliance with the applicable laws, regulations, permits and project agreements on behalf of the Project Company.

MAMSA hereby invites interested and experienced service providers to participate in a Request for Proposal (RFP) process as it seeks to appoint an organisation, to undertake a capacity building initiative with Senior Management Teams (SMT's) at identified schools in the Nama-Khoi Municipal area. The service is required for one (1) of MAMSA's operational wind farms.

**FOREWORD**

This purpose of this document is to outline the scope of services required from the Capacity Building Service Provider for the Project Company's beneficiary communities. The successful bidder shall be tasked to complete the required duties as stated herein.


The successful bidder shall familiarise itself with all relevant legislation and ensure that all services required are achievable. Misrepresentation in any form shall lead to the immediate dismissal of any potential tender submitted for the Contract Works.

This document shall be known as the scope of work, this term, for the purposes of this document and the Contract award have the same meaning. This document shall form part of the Agreement between the successful tender and the Employer. The Agreement shall govern the scope of work.



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## 1. BACKGROUND

The Wind Farm’s educational interventions are geared towards strengthening educational outcomes through the provision of quality educational services, which in turn will lead to improved learner attendance in school and improved academic performance across the education system. As the managers of our schools and key delivery agents in our education system, school principals and senior management teams are the most important partners in education. The biggest driver of improved education outcomes is the school principal.

School academic performance is highly correlated with the abilities and commitment of the principal as well as senior management teams. Principals are responsible to implement effective and efficient financial management systems in their public schools. Effective financial management in schools it is necessary for the school, school leadership to enhance their knowledge and skills. School leaders are under considerable pressure to demonstrate the contribution of their work to school improvement. To attain the goal of quality education, it is important to ensure proper financial management decision-making - a significant activity in which school governors and managers engage in on a regular basis and to which the success of a school is critically connected.

In addition, COVID-19 has shown that technology is no longer a luxury but an important component of the education process. Teachers have varying digital skills and therefore adequate digital skills training is needed to deal with the creation, curation and management of learning material and study work plans. This is critical to ensure that “no teacher gets left behind”.

During a workshop held with the Department of Education in Namakwa in 2020, the Department highlighted the need to build the capacity of principals and senior management teams in relation to financial planning and management as well as basic computer training. The objective of the capacity building programme is to strengthen education leadership throughout the system to improve learner achievement and overall management of the school administration. The focus would be on principals, deputy principals and departmental heads and subject advisors. Principals and the management teams at schools will in turn support newly appointed novice teachers in their respective subjects (ie. Maths and Science). The capacity building programme aims to support the Department of Education’s School Management and Governance Strategy.


### BIDDING TERMS AND CONDITIONS

Clarifications may only be in writing.



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 <p><b>KANGNAS WIND FARM</b></p>	<p><b>REQUEST FOR NON-GOVERNMENTAL ORGANISATIONS TO SUBMIT PROPOSAL TO UNDERTAKE MANAGEMENT CAPACITY BUILDING WITH LEADERSHIP IN NAMAKHOI SCHOOLS</b></p> <p><b>Doc. No.:</b></p>	Date: 20 February 2021
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## 2. INTRODUCTION

Since COVID-19 is a new occurrence, the rollout and adoption of online learning platforms in the education sector during the pandemic has become a reality. The pandemic has acted as a motivating factor towards digital transformation in the education sector during the lockdown. As a result, the sector had to quickly adapt to the new way teaching and learning as traditional face-to-face teaching and learning has to a large extent become something of the past. School leaders will increasingly need to be technologically savvy and well informed. Furthermore, principals are responsible for among others, organizing all activities which support teaching and learning and managing personnel. Principals have duties regarding financial record keeping at the school. They have the task to combine, convert, coordinate, and use an institution's, such as school's resources effectively so that the institution's objectives are achieved economically as possible.

During a workshop held with the Department of Education, Namakwa District, the Department highlighted the following critical areas for capacity building:

- Basic Computer Training
- Financial Management


To this end, Kangnas Wind Farm seeks to appoint a suitably qualified and experienced service provider involved in capacity building in the education sector. The Project Company's main objective is to achieve positive, meaningful, and long-lasting socio-economic and economic change in the beneficiary communities, and to implement projects based on sustainability and developmental merit, not on short-term benefits or appearances.

The Wind Farm wishes to invite service providers in the education sector to respond by way of the outlined request for proposal.



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### 3. PROBLEM STATEMENT

Before the pandemic, many teachers in the country had not received substantive formal technology training, either to support blended teaching and learning or to fully apply online learning. The decision by the Ministry of Basic Education to shut down schools in response to the pandemic during COVID19 have forced teachers to adapt and innovate to ensure that learning continued despite the challenges faced. Parents are also allowed to apply for learners to learn from home, resulting in schools to assist these learners through remote learning whilst at home.

As we move deeper and deeper into the information age, more and more learning will occur digitally, and that professional learning will be more and more dedicated to digital learning for learners. If a school leader is unable to create a digital culture, his or her school will struggle. If educators struggles to develop the skills necessary to help learners succeed, it will hamper teachers ability to effectively instruct in the digital world, ultimately, learners will suffer. Furthermore, school management requires principals, educators, and senior management teams to develop a wide range of skills and capacity to deal with complex issues and tasks they are expected to fulfill including financial planning and management.

To this end, the training will be focused on the following schools.

Targeted schools:

#### 3.1 High Schools:

- 3.1.1 Concordia High School
- 3.1.2 Okiep High School
- 3.1.3 Nababeep High School
- 3.1.4 SA Van Wyk High School (Bergsig)
- 3.1.5 St Anna High School (Matjieskloof)
- 3.1.6 Namakwaland High School (Springbok)

#### 3.2 Primary Schools

- 3.2.1 Dr Izak van Niekerk Primary School
- 3.2.2 Okiep Primary School
- 3.2.3 Sacred Heart Primary School
- 3.2.4 St Cyprians Primary School



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- 3.2.5 Carolusberg Primary School
- 3.2.6 Concordia Primary School
- 3.2.7 Springbok Primary School
- 3.2.8 Matjieskloof Intermediate School

3.3 The number of training participants include:

- 3.3.1 Thirteen (13) principals
- 3.3.2 Eight (8) deputy principals
- 3.3.3 Twenty-eight (28) departmental heads
- 3.3.4 Eleven (11) district officials, including circuit managers, subject advisors, and curriculum managers

NR	NAME OF SCHOOLS	PRINCIPAL	DEPUTY PRINCIPAL	HOD	SUBJECT ADVISOR (MONITORING & SUPPORT)
1	Matjieskloof Laerskool	1	0	2	1
2	St Anna Private Hoërskool	0	0	0	1
3	Springbok Primêre Skool	1	1	2	1
4	Boesmanland Hoërskool	1	1	3	1
5	SA Van Wyk Hoërskool	1	0	2	1
6	Dr Izak Van Niekerk Laerskool	1	2	5	1
7	Okiep Hoërskool	1	1	2	1
8	Okiep Laerskool	1	1	3	1
9	Concordia Hoërskool	1	1	2	1
10	Concordia Laerskool	1	1	2	1
11	Sacred Heart Laerskool	1	0	1	1
12	St Cyprians Laerskool	1	0	2	1
13	Nababeep Hoërskool	1	0	2	1
14	Carolusberg Laerskool	1	0	0	1
	Total	13	8	28	14

## 4. SPECIFICATIONS

- 6-month course – basic computer training including monitoring and evaluating the pre- and post-training and provide monthly updates to the Project Company in terms of improvement and application of knowledge of participants
- 6-month course – financial management training including monitoring and evaluating pre-and post-training and provide monthly updates to the Project Company in terms of improvement and application of knowledge of participants
- Support to course participants throughout the duration of the course and three months post training
- The mode of training and support should follow a hybrid model bearing in mind COVID-19 protocols at schools



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- Training and support should mainly take place after school and over week-ends to minimize disruption to teaching and learning

The KPIs for the training must include the following modules:


- The role of school leaders in crisis response
- Running an effective school in disruptive times
- Crisis and change management
- Transition from face-to-face to remote teaching and learning
- Managing the emotional responses of others in crisis, including anxiety
- Integrating ICTs and distance teaching and learning platforms in education
- School financial planning during COVID-19
- Engaging the community through communication and collaboration





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## 5. CONTRACT AWARD CRITERIA

Expressions of interest will be assessed against the following criteria:

- ✓ Proposals in line with the brief.
- ✓ Must be accredited courses
- ✓ Relevance to specified requirements.
- ✓ Proposed workplan timeline and processes that meet the requirements of the project.
- ✓ Qualified, competent, and adequate staff capacity to be able to deliver this project in the short time frame available.
- ✓ Reasonable and competitive cost structure.



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## ANNEXURE A: SUBMISSION CHECKLIST

**Submissions Check List All submissions must include the following:**

Item	Tick
1. Request for Proposal	x
2. Pricing	x
3. Bank statement (3 months)	x
4. Registered name and number of Company/NPC/Trust	x
5. VAT registration certificate (if any)	x
6. Registered place of business address	x
7. Contact person and their details (telephone number and email address)	x
8. BEE Certificate or Affidavit	x
9. Letter of Good Standing from SARS	x
10. Names of Company Directors/Trustees	x
11. A brief organisational profile	x
12. Reference letters (if available), otherwise list of references for client to contact	x



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### **Prepare contract documents**

If necessary, revise documents that shall form part of the contract and that were issued by the employer as part of the tender documents to take account of:

- addenda issued during the tender period,
- inclusion of some of the returnable documents, and
- other revisions agreed between the employer and the successful bidder. Complete adjudicator's contract unless alternative arrangements have been agreed or otherwise provided for in the contract, arrange for both parties to complete formalities for appointing the selected adjudicator at the same time as the main contract is signed.

### **Notice to unsuccessful Bidders**

- Notify the successful bidder of the employer's acceptance of his proposal by completing and returning one copy of the form of proposal and acceptance before the expiry of the validity period stated in the tender data or agreed additional period.
- After the successful bidder has been notified of the employer's acceptance of the proposal, notify other bidders that their tender offers have not been accepted.

### **Provide copies of the contracts**

Provide to the successful bidder the number of copies stated in the signed copy of the contract as soon as possible after completion and signing of the form of offer and acceptance.

### **Provide written reasons for actions taken**

Provide upon request written reasons to bidders for any action that is taken in applying these conditions of tender but withhold information which is not in the public interest to be divulged, which is considered to prejudice the legitimate commercial interests of bidders or might prejudice fair competition between bidders.

### **Clarification of a proposal**

Obtain clarification from a bidder on any matter that could give rise to ambiguity in a contract arising from the proposal. Credit Profile Check By submitting a tender, the bidder gives consent to the employer to conduct credit checks, should it be required.

### **Proposal Deadline: Friday, 14 May 2021**

Kangnas Wind Farm reserves the right not to award this contract, in whole or in part. Please submit proposals to [Cheryl.Persensie@mainstreamrp.com](mailto:Cheryl.Persensie@mainstreamrp.com). This is the only accepted line for proposal submission.