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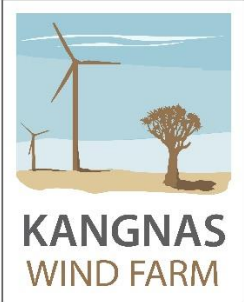
 <b>KANGNAS WIND FARM</b>	<b>REQUEST FOR ORGANISATIONS TO SUBMIT PROPOSAL TO UNDERTAKE PSYCHO-SOCIAL SUPPORT TO 1280 LEARNERS AND EDUCATORS IMPACTED BY COVID-19</b>	<i>Date: 3 May 2021</i>
		<i>Rev: 00</i>
		<i>Cheryl Persense</i>
		<i>Number of pages: 12</i>

**REQUEST FOR TO SUBMIT PROPOSAL TO UNDERTAKE PSYCHO-SOCIAL SUPPORT TO 1280 LEARNERS AND EDUCATORS IMPACTED BY COVID-19**



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## **CALL FOR PROPOSALS KANGNAS WIND FARM: PSYCO SOCIAL SUPPORT TO LEARNERS AND EDUCATORS**

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 psycho-social support initiative with identified learners and educators 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 Psycho-Social Support 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 performance through the provision of quality educational support services, which in turn will lead to improved learner attendance in school and improved academic performance across the education system. As participants in our schools and key delivery agents in our education system, learners and educators are the most important partners in education to ensure quality education. The biggest drivers of improved education outcomes are learners and educators. School academic performance is highly correlated with the sanity, abilities and commitment of the learner and educators.

The Wind Farm in collaboration with the Northern Cape Department of Education wish to implement a project that will provide support to 1280 learners who have been identified from the exit grades at identified schools (Grade 3, 9 and 12). The Northern Cape Department of Education seeks to appoint the Service Provider to deliver the Services in respect of the Project. The Project will be rolled out within the beneficiary area of Namakwa District between the period of 1 June – November 2021.


### BIDDING TERMS AND CONDITIONS

Clarifications may only be in writing.



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## 2. INTRODUCTION

Since COVID-19 is a new occurrence world-wide, the roll-out and adoption of psycho-social support in the education sector during the pandemic has become a reality.

To this end, Kangnas Wind Farm seeks to appoint a suitably qualified and experienced service provider in the field of psychology.

The Wind Farm wishes to eligible service providers to respond by way of the outlined request for proposal.


**Psycho- social support the most applicable approach to assist learners dealing with the impact of COVID-19 with the focus on:**

- Social and emotional well- being
- Social aspect refers to relationships with others, the environment and society.
- Psychological aspects including:
  - Cognitive, mental health and spiritual issues
  - Psychological conditions such as:
    - Depression
    - Anxiety,
  - Low self-morale
  - Personal and interpersonal challenges,
  - Lack of motivation and high stress levels



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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 forced teachers to adapt and innovate to ensure that learning continued despite the challenges faced.

Psycho- Social Support benefit the learners during this world pandemic (Covid 19). It is widely recommended to provide massive emotional and psychological support for teacher and pupils, thus, the Psycho-Social Intervention Approach will respond to the request of the above statement. This Project will Support Progressed learners on a Psychological, Social, Emotional and Educational Level of Intervention.

Psychologically, learners may be in distress regarding uncertainty of the Corona virus. As a result, learners may experience high levels of anxiety and academic pressure, which may result in poor school performance. Learners may feel pressure, as they will need to “catch up” rapidly on the academic content that was not presented during the lockdown. Learners may experience social and emotional trauma, for example being witness of gender-based violence, or being a victim of GBV, poverty and social pressure.

Due to the abovementioned factors, learners may experience mental health issues such as depression, which may result in poor school performance.

Targeted schools:

NR	NAME OF SCHOOLS	GR 3	Gr 9	Gr12
1	Matjieskloof Laerskool	33	11	/
2	St Anna Private Hoërskool	/	23	9
3	Springbok Primêre Skool	64	/	/
4	Namakwaland Hoërskool	/	142	114
5	SA Van Wyk Hoërskool	/	47	53
6	Dr Izak Van Niekerk Laerskool	131	/	/
7	Okiep Hoërskool	/	53	63



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8	Okiep Laerskool	74	/	/
9	Concordia Hoërskool	/	99	79
10	Concordia Laerskool	75	/	/
11	Sacred Heard Laerskool	32	/	/
12	St Cyprians Laerskool	42	/	/
13	Nababeep Hoërskool	/	74	43
14	Carolusberg Laerskool	12	/	/
<b>Total</b>		<b>463</b>	<b>449</b>	<b>368</b>

## 4. SPECIFICATIONS

- Nine (9) months – onsite counselling that will include 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.

### PROJECT DELIVERABLES

- School based learner sessions

#### Psycho- Social Sessions (60%)

##### A. Motivation and Counselling

- Psycho- Therapy
- Cognitive Therapy
- Solution and Task centre Therapy
- Intrinsic Motivation
- Life changing stories, specific on turning points and highlights of educational journey to success.
- Who Am I- Identity- Belongingness
- Learner Strength

#### Mentoring and Coaching (20%)

- Personal and interpersonal Skills
- Peer pressure
- Alcohol and Drugs
- Active listening and communication Skills
- Decision making skills
- Self confidence
- Goal setting and positive values

#### Career Planning and Guidance (10%)


- Information regarding Higher Education
- Professional for career guidance





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Effective Study Techniques (5%)

- Focusing on effective study skills and Techniques

Promote Support Systems

- Positive interaction between teacher, learner, and parent
- Goal setting

The project intervention plan must include:

**Counselling must include**

- Emotional Support
- Cognitive counselling (change negative thinking into positive thinking and responses).
- Therapeutic session – to help learners overcome the fear (Corona virus fear, personal fear) and reduce social anxiety.
- Therapeutic session will include solution- focused therapy, task-centered and narrative therapy.
- Trauma debriefing sessions
- Each learner will be assessed. Based on the assessment the facilitator will then apply the most advantage counselling approach to each learner.
- Positive coping mechanisms – for the learners to deal with exam related stress, thus they can be at ease and focused on their academic year.
- Learners who have experience severe stress - to restore their social and psychological health and prevent more long term social and mental health problems.

**Motivation**

- Lack of school attendance may occur, due to fear of the Corona virus.
- Motivation to improved school attendance will be a main focused point.
- Learners may feel negative and hopeless towards their future. This project will motivate and encourage learners to increase hope and positive attitude towards the future. The project will use real life stories, with specific focus and turning points to academic success.

**Social**


- Negative communication and relationships may exist between, educators, learners, and caregivers, due to stress levels of the uncertainty regarding the Corona virus.
- Therefore, this project will encourage better connections with educators, peers and family members through caring and respectful relationships that communicate understanding, tolerance, and acceptance.
- Additional learners will adapt cooperation skills within the classroom.





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### Project Benefit for Educators

- Educators will give minimum motivation to learners, as the project facilitators will be a source of support for the learner, on all three levels of intervention.
- Educators may experience a lot of strain and pressure regarding the loss of academic content.
- It should be kept in mind that educators should also debrief their own families regarding the Corona virus. If educators should be responsible to give extra attention to progressed learners, for example for afternoon classes, weekend classes, be an emotional and psychological support system to those learners, it may lead to high stress and anxiety levels for the educators.
- Thus, this project will be a supportive mechanism for the educator to relieve them from the heavy burden. As this project will focus on afternoon classes and weekend classes, with the focus on the specific subject content. This will improve the successful academic outcome of the progressed learners.
- Therefore, educators will be able to focus on the class as a whole as the progress learners will be on the same level as the rest of the class.



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## 5. CONTRACT AWARD CRITERIA


Expressions of interest will be assessed against the following criteria:

- ✓ Proposals in line with the brief.
- ✓ 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/NGO (Please include Certificate)	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.