



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



## **REQUEST FOR PROPOSAL FROM SERVICE PROVIDERS WHO HAVE THE COMPETENCY TO LEAD THE ORGANISATIONAL STRUCTURE REVIEW FOR THE DEPARTMENT OF BASIC EDUCATION TO INFUSE THE HUMAN RESOURCES NEEDS FOR IMPLEMENTATION OF THE THREE STREAM MODEL.**

**BID NUMBER: NECT/2022/04/004**

### **1. DESCRIPTION**

The Department of Basic Education (DBE), in partnership with the NECT, seeks to appoint a strategic human resources specialist Service Provider who would work with the DBE and lead the review of the DBE structure at all levels, produce a detailed report on findings and facilitate the development of a strategy for infusion of Three Stream Model Curriculum human resources needs to ensure effective implementation of the vocational and occupational subjects.

### **2. BACKGROUND AND RATIONALE**

For over five years, the “Three Stream Model” has been a key priority on the agenda of the DBE attempting to introduce multiple learning pathways in the schooling system as envisioned in the National Development Plan (NDP). The development of the Three Stream Model (TSM) has been beset by the:

- lack of conceptual clarity amongst stakeholders on what the model would look like;
- lack of agreement within the broader education and training sector on the direction taken by the DBE as the proposed restructuring would have an impact on articulation across the entire system;
- weak curriculum design features including NQF principles such as portability between learning pathways and continuity;
- absence of a funding model for consideration by National Treasury; and
- conceptualisation of institutional types and networking/collaboration.

The Ministerial Task Team (MTT) was established to advise the Minister and the sector on the implementation of the Three Stream Model. In an attempt to set up a process to find common ground and expedite the process of implementing the TSM, a coordinating structure in the form of Education Technical Assistant Office (ETAO) was set up in 2019. ETAO is located at the DBE in the Office of the DG and in the NECT. The office has been instrumental in driving processes to accelerate the systemic impact of the proposed three streams model.

Some of the strides made by the ETAO include;

- i) The finalization of the Three Stream Model Concept Paper.
- ii) The establishment of a technical group of experts that included Umalusi, SAQA, DHET and QCTO and the development of a framework that guides articulation within the Three Stream Model. Both the Concept Paper and the Articulation Framework have been approved by the MTT, with recommendations on articulation into post-schooling. Articulation into post-schooling still has some unresolved issues and require further engagements between key stakeholders such as DBE, DHET, QCTO, SAQA, UMALUSI.

- iii) The development of a Master Plan with ten(10) key points that ensured structured, organized and effective testing and roll out of the Three Stream Model curriculum. To achieve this, coordinating and governance structures such as the Working Groups per focus area, the Reference Group and the Steering Committee have been established to oversee the work of ETAO.
- iv) ETAO supported the DBE to mobilise funding for piloting and testing of some components of the Three Stream Model Master Plan and an amount of ±R 85 million has been secured from the EU-E4E funding to be utilized to strengthen implementation of vocational and occupational subjects over a period of three (3) years as well phasing in the General Education Certificate (GEC).

The National Development Plan (NDP-2030) requires that the education and training system plays a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realize their full potential, especially those previously disadvantaged. It implores different parts of the education system to work together and support this initiative that will allow learners to take different learning pathways which offer high-quality learning opportunities to mitigate the critical skills shortage in our country and respond to the 4IR.

### **3. PROBLEM STATEMENT**

In support of the DBE, the NECT commissioned a rapid assessment to determine the capacity and readiness of the four tiers of government to introduce the 13 vocational subjects in public ordinary schools from Grade 8 in 2021. The rapid assessment reports highlight the need for DBE to review the human resources provision and development strategy for effective implementation of the Three Stream Model focusing on, but not limited to;

- i) The ability of districts to support and monitor the teaching of vocational subjects in Grade 8 is severely constrained. The rapid assessment report recommended that the new post establishment should be finalized to augment human resources and ensure support for the teaching of vocational subjects in the GET Phase.
- ii) The post provisioning norms of schools have not been changed to reflect two additional streams which require the revision of teacher-learner ratio in the classroom, additional personnel with relevant skills and competencies required to teach and manage curriculum delivery. The rapid assessment report recommended the review of post establishment of schools to enable them to employ additional and relevantly qualified Teachers and Workshop Assistants (where workshop assistants are required).
- iii) Provision should be made in the DBE budget to adequately resource the Three Stream Model implementation, including funding provision of adequate and qualified personnel at DBE, PEDs and Districts.

(Uweso & Bridge Rapid Assessment Report, August 2021)

The transition from having the basic education curriculum that is predominantly academically-oriented to include vocational and occupational subjects necessitates substantial investment in human resources in schools, districts, Provincial Education Departments and the Department of basic Education.

The shortage of qualified teachers in specialized subjects and the utilization of unqualified/underqualified teachers to teach vocational and occupational subjects in public ordinary schools, as well as shortage of Subject and Curriculum Advisors and Curriculum Managers, is an impediment to better education outcomes.

### **4. PURPOSE**

The overall purpose of the Human Resource Strategy is to provide a detailed description of the requirements in relation to provisioning and training of teachers and subject advisors, to ensure successful implementation and effective delivery of the three learning pathways. Key aspects that need to be addressed include:

**4.1 Establish the current HR capacity and HR needs for the vocational and occupational learning pathways offered in the Focus/Specialized Schools, Public Ordinary Schools and the Schools of Skill;**

**4.2 A detailed description of the support structure required at Schools, Districts, Provinces and DBE to ensure effective implementation of each of the three learning pathways;**

**4.2 The qualifications and other requirements for those who teach in each pathway as per the requirements outlined by SAQA, OCTO, DHET and SACE;**

**4.3 Recruitment and retention strategy, as well as possible partnership and collaboration with the business sector on human resources;**

**4.5 Analysis of the initial teacher education and continuing professional teacher development practices and requirements;**

**4.6 Comparative analysis of the institutional policy framework governing the work of teachers in each learning pathway (i.e. academic, vocational and occupational) ; and**

**4.7 Analysis of available and required resources to implement the envisaged Human Resource Strategy;**

## **5. SCOPE OF WORK**

The Service Provider will be expected to work with the HR Workstream of experts to develop a comprehensive Human Resource Strategy for effective implementation of the Three Stream Model. The comprehensive Human Resource Strategy must provide the following:

- a) A detailed description of the teachers who will be involved in each pathway inclusive of the following:
  - An audit of the current human resources situation for each pathway by subject;
  - Projections for the human resources requirements over a short-, medium- and long-term horizons for each pathway by subject; and
  - Project the potential emergence of new subjects for each pathway.
- b) A detailed description of a qualifications framework for the Three Streams Model, including:
  - A detailed description of the policy landscape governing qualifications and the human resources implications;
  - A detailed description of the institutional landscape (universities, TVETs, etc.) providing qualifications for the Three Streams Model and the articulation with the world of work (employers) as well as the Basic Education Sector;
  - Recommendations regarding pre-service (initial teacher education) qualifications for each pathway;
  - Recommendations regarding articulation; and
  - Recommendations for continuing professional teacher development e.g. short learning programmes, post graduate qualifications, etc.
- c) A human resources recruitment and retention strategy including the following:
  - Recommendations for learnerships, scholarships, bursaries and other opportunities;
  - Show articulation with large scale youth employment strategies of government.
  - Recommendations on collaboration and partnership with business sector on sharing of human resources and placement of teachers for work-based exposure.
- d) A description and analysis of human resource policies and measures in the education sector relevant to the Three Streams Model and make recommendations to address gaps.
- e) A detailed costing of the comprehensive Human Resources Strategy for the implementation of the Three Streams Model, including the following:
  - Illustrate immediate, medium to long term human resource budget implications nationally and provincially;

- Identify potential cost saving strategies and show how these strategies can be implemented across the medium and long term.
- f) A professionalization and accountability framework that includes the following:
- The roles and responsibilities of professional bodies such as the South African Council of Educators (SACE);
  - The roles and responsibilities of labour organizations such as Teacher Unions;
  - The roles and responsibilities of quality councils such as the Quality Council for Trades and Occupations (QCTO) and Umalusi; and
  - The roles and responsibilities of the South African Qualifications Authority (SAQA).
  - The roles and responsibilities of the ETDP SETA.

## **6. RESPONSIBILITIES**

The Service Provider will be responsible for:

- Developing/documenting a comprehensive Human Resource Strategy for implementation of the Three Streams Model in South Africa;
- Providing progress reports to the Three Streams Model Human Resource Working Group and other reference groups/committees established by the NECT and DBE;
- Managing all aspects of the project from the inception until the delivery of the complete Human Resource Strategy;
- Sharing all reports, completed analysis, presentations and any other information pertaining to the Human Resources Strategy with the NECT and DBE;
- Liaise with the DBE, NECT, Human Resource Working Group and the Interprovincial HR Committee;
- Consult with ETAO oversight structures such as the Three Streams Model Reference Group and ETAO Steering Committee.

The Service Provider will engage in discussions with the project team/workstream as early as possible, for discussion and adoption of the project charter or project implementation plan. This will allow for critical examination and shared understanding as well as endorsement of planned processes and outcomes. Upon adoption of the project implementation plan, the service agreement will be signed between the NECT and the Service Provider based on the outcomes agreed with DBE.

## **7. TIME FRAMES**

This section presents the schedule for implementation, analysis, and reporting. The project must be completed within 6 months. The Human Resource Strategy must be submitted by 31 November 2022. The commencement date will be the day on which the last signing party appends the signature to the contract.

## **8. COMPETENCES AND SKILLS-SET REQUIRED**

The Service Provider must possess the following competences and skills-set:

- a) Demonstrate expertise in education human resources management and development as well as teacher demand and supply issues in the education sector;
- b) Demonstrate previous experience in the development of large scale and complicated organization review and human resource strategies;
- c) Demonstrate an interest in programme evaluation, policy analysis and systemic review;
- d) Good knowledge of government systems and practical implementation issues;
- e) Competence to work cooperatively with stakeholders;
- f) Report writing skills;

- g) Project management skills; and
- h) Knowledge of and exposure to international good practice.

The Service Provider is expected to provide a list of team members who will be working on this project indicating relevant experience and skills.

## 9. THE PROPOSAL TO BE SUBMITTED

### 9.1 Structure of proposal

The evaluation of the proposal should cover the following components with respect to the interested organizations

- a) **Project Plan** – A narrative in the Project Plan that indicates the interested organization’s understanding of the Terms of Reference, the task directive and the deliverables including the timeframes. The project plan must detail how all the activities, timeframes and deliverables will be completed. A description of the approach, design and methodology for the comprehensive Human Resource Strategy for the implementation of the Three Streams Model in South Africa, as well as a comparative analysis of institutional policy framework governing the work of teachers in each of the three learning pathways should be included in the work .
- b) **Proof of Experience** – Provide an indication of previous work done in the development of comprehensive Human Resource Strategies. At a minimum, this must include reference to the human resource capacity of the Service Provider, three (3) curriculum vitae (CVs) of senior employees showing five years or more experience in education related projects, three (3) contactable reference letters of previous projects of similar scope and previous experience in the development of comprehensive Human Resource Strategies.
- c) **Risk Management Plan** – The risk management plan must indicate that the Service Provider has considered possible risks in the work required and meeting project timelines with an indication of how they plan to mitigate these risks.
- d) **Proof of Financial Capability or Budgeting** – interested organisations must provide a full breakdown of costs for the supply of services per activity including the ceiling price. A ceiling price is the price paid for the total estimated time of completion of all the activities inclusive of VAT for the project, and should be fixed for the full duration of the project.
- e) **Proof of Infrastructure Resource capacity** - interested organisations must provide evidence that they possess the infrastructure resource capacity to deliver the project by providing up to date information on building and security, office and computer equipment and measures to safeguard data. Included must be addresses of satellite office/s in the province from where services will be rendered or provide proof to establish office/s or infrastructure to show their capacity to render their services within the locality of the province. The physical addresses must be stated.
- f) **Company profile** – the profile should outline company’s human resource capacity which should include detailed information about the team that will be allocated for the task.

## 10. TERMS AND CONDITIONS

10.1 The Service Provider shall submit all datasets to the NECT/DBE. All datasets, which shall be the sole property of the NECT/DBE, must be prepared in a programme compatible to that of the NECT/DBE.

10.2 The Service Provider will be expected to complete all work required and adhere strictly to the deadlines agreed upon at all times and to compile monthly written reports.

10.3 The Service Provider is expected to demonstrate credibility and perform the services as described in this document.

10.4 The NECT/DBE will confine its contractual dealings with the primary service provider.

10.5 The appointed Service Provider shall undertake to avoid any activity of whatsoever nature that may be detrimental to the NECT/Department's interest, goodwill and reputation during all phases of the project.

**10.6 Termination for default:** The NECT/Department, without prejudice to any other remedy for breach of contract, by written notice of default sent to the supplier reserves the right to terminate this contract with the appointed service provider, in accordance with clause 23 of the General Conditions of Contract, should challenges be experienced with the service delivery and customer service to the NECT/Department.

**10.7 Protection of Personal Information Act, No. 4 of 2013:** Personal information must be processed lawfully and in a reasonable manner that does not encroach on the privacy of the data subject. Therefore, the NECT/Department will enter into a Memorandum of Understanding (MOU) with the successful interested organization setting out the terms and conditions of processing and collecting the required information to ensure compliance with the privacy requirements as set out by the POPI Act before any information is disclosed to such interested organizations.

10.8 Material compiled by the NECT/DBE may not be used in any form or for any purpose other than the purpose stipulated in this agreement. If the Service Provider wishes to use such material in any other form or for any other purpose, including, but not limited to, workshops, media releases and the like, it must submit to the NECT/DBE a written motivation for such use.

10.9 The NECT/DBE will request approval from the designated officer in whom copyright vests. Only once the designated officer has granted written approval will the NECT/DBE convey such written approval to the Service Provider and will the Service Provider have permission for such usage.

10.10 In the case of any material compiled, developed, researched, commented on, or evaluated on behalf of the NECT/DBE as a result of a contractual agreement with the service provider, or any other form of material, irrespective of whether in a completed form or otherwise, all intellectual property rights relating to such material will vest in the state. The Service Provider may not use any such material without first having obtained written approval as envisaged in clause 12.9.

10.11 The NECT/DBE reserves the right not to appoint a Service Provider and will not be held responsible for the reimbursement of the expenses incurred during their preparation of the proposal.

## **11. SUBMISSION**

Proposals should be submitted to **Ms. Helen Bhuka** at the National Education Collaboration Trust , Block D, Lakefield Office Park, 272 West Ave, Die Hoewes, Centurion, 0163 on **31 August 2022 by 11:00**. The submission must include the following documents:

- i) A BBBEE Certificate or Exempted micro enterprise certificate signed by an authorised person
- ii) Tax clearance certificate
- iii) Declaration of interest
- iv) Company registration documents including ID copies of directors.
- v) Banking details with a bank confirmation letter.

Failure to submit the above documents may lead to an automatic disqualification. Interested organisations are encouraged to submit two copies of the submission, one soft copy (usb/flashdrive) and one hardcopy in an enclosed envelope.

## **12. CONTACT DETAILS**

For technical enquiries please contact Ms. Mpho Ramasodi, mpho@nect.org.za or 012 752 6200.