



Request for Proposal – Teacher Development Programme

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Table of Contents

1.1.	Objectives of the Teacher Development Programme.....	5
2.	Scope of proposal.....	6
2.1.	Deliverables	6
2.2.	Proposal Requirements	6
3.	Mandatory Requirements	7
4.	Proposal Submission and Awarding	8
5.	Appointment	8
6.	Enquiries and contacts	8

1. Introduction

Ditholwana Tsa Rona Community development Trust was founded by Anglo American Platinum in 2017 with the aim of facilitating the development, promotion, implementation and maintenance of measures designed to enhance the sustainable social and economic development of Historically Disadvantaged South Africans living within the benefit areas within a 15 km radius of the Anglo American Mogalakwena Platinum Mine. One of the Trust's strategic objectives focus on education particularly improving learner performance outcomes. Historically, DTR has implemented initiatives that focused on improving school facilities, livelihoods and strengthening ECD practices. With strategic refinement, the Trust now seeks to focus, more on improving learner outcomes by ensuring that both learners and teachers receive adequate support.

The importance of improving learners' outcomes in areas within and around Mapela and Mokopane for subjects such as Mathematics, Physical Science and Life Sciences is crucial for the following reasons:

- **Empowering Future Generations:** Strengthening these subjects equips students with critical skills that are essential in a variety of fields, from technology to engineering to medicine. This ultimately provides them with more opportunities for higher education and employment.
- **Boosting Local Economies:** Mapela and Mokopane, like many rural or underserved areas, can benefit from improved education in these subjects by developing a workforce that is better equipped to support local industries, attract new businesses, and encourage innovation and entrepreneurship.
- **Bridging Educational Gaps:** These areas often face educational inequalities. Enhancing Math and Science education can help close the gap, giving students the same quality of learning and opportunities as those in urban areas. This promotes equality and social mobility.
- **Meeting National Development Goals:** South Africa has national goals focused on advancing STEM (Science, Technology, Engineering, and Mathematics) education. Strengthening these areas in regions like Mapela and Mokopane can contribute to achieving broader national objectives of innovation, economic growth, and global competitiveness.

Improving Math and Science teachers in Mokopane and Mapela is especially important for the following reasons:

- **Filling the Skills Gap:** These areas, like many rural or underserved regions, often face a shortage of highly trained Math and Science educators. By improving the quality of teachers in these subjects, local students gain the foundational knowledge and skills required for future



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opportunities in fields like engineering, technology, and healthcare. This, in turn, helps address the broader national skills gap.

- **Enhancing Local Economic Development:** For Mokopane and Mapela to thrive economically, a well-educated workforce is essential. Strong Math and Science education equips students with the critical thinking and problem-solving skills needed to drive innovation, support local industries, and attract new investments. Better-trained teachers can help foster this skillset, contributing to the region's long-term economic growth.
- **Inspiring Future STEM Careers:** Many students in Mokopane and Mapela may not fully realize the opportunities in Science, Technology, Engineering, and Mathematics (STEM) careers. When Math and Science teachers are equipped with modern teaching methods and deep subject knowledge, they can inspire students to explore these fields, opening doors to high-demand, well-paying jobs in the future.
- **Improving Academic Outcomes and Confidence:** Students in rural areas often face challenges such as fewer resources, lower access to specialized teachers, and less exposure to STEM-related extracurricular activities. By investing in improving teachers' capabilities, we can give these students a better chance of excelling in Math and Science. As a result, students will gain greater confidence in their abilities, boosting their academic performance and motivating them to pursue higher education.
- **Creating Role Models for Students:** Well-trained teachers in Mokopane and Mapela can become local role models who show students what success in Math and Science looks like. These teachers can inspire a sense of pride in the community and encourage students to set high educational and career goals for themselves.
- **Improving Teacher Retention:** In rural areas, teacher turnover can be a challenge. By providing professional development opportunities and support to Math and Science teachers, we can increase their job satisfaction, motivation, and commitment to staying in the region. This contributes to a stable and high-quality education system for the long term.
- **Closing Educational Inequality:** There are often disparities in educational access between rural and urban areas. By improving Math and Science teaching in Mokopane and Mapela, we can help bridge these gaps, ensuring that students in these communities have access to the same quality of education as their peers in larger cities. This promotes equity and social mobility.

1.1. Objectives of the Teacher Development Programme

In order to ensure that improved learner performance is achieved within the Ditholwana's benefit areas, the proposed teacher development programme should seek to enhance student engagement and effective classroom management skills. This includes deepening subject matter expertise, fostering reflective practice, promoting collaboration among teachers, and cultivating leadership abilities within the teaching staff. The programme should aim to help teachers improve their knowledge of the subjects they teach. Teacher development should build teachers' subject knowledge and provide training in effective teaching methods. Therefore, the programme should be targeted at those areas where teachers' subject knowledge is weakest

The programme sets out to achieve the following objectives within the Mathematics, Physical Sciences and Life Sciences subjects:

- Improve teachers' pedagogical skills,
- Improve subject matter knowledge,
- Acquiring new classroom management strategies,
- Strengthening the lab experimentations

The teacher development programme programme should bring about overall effectiveness by providing teachers with opportunities to learn new teaching methods, enhance their understanding of student learning, and develop professional practices, ultimately leading to improved student outcomes.

2. Scope of proposal

As such the Ditholwana Tsa Rona Community Development Trust is seeking proposals from qualified service providers to undertake a Teacher Development Programme for Mathematics, Physical Sciences, and Life Sciences. The objective of the programme is to strengthen and enhance teaching practices which will in turn lead to improved learner performance.

The selected service provider will be responsible for:

- Providing face to face training to 40 teachers of Grades 10–12 in Mathematics, Physical Sciences, and Life Sciences. The teachers will be selected by the Trust from the various schools within benefit areas.
- Assisting and supporting the teachers with integration of the knowledge and practice acquired from the sessions.
- Ensuring that the project duration is limited to a maximum of 12 months from the first term to the fourth term. The facilitation sessions should take place during school holidays so as to ensure that the DBE curriculum is not disturbed.
- The program should provide laboratory equipment for hands-on experimentation training.

2.1. Deliverables

The following are expected deliverables in order to meet the objectives of this initiative

- Providing an implementation plan that is inclusive of all the facilitation and lab experimentation sessions on site to be decided with the Mapela area.
- Monitoring and evaluation framework which should include teacher observations to measure progress
- Risk and mitigation plan which includes a teacher a retention strategy- ensuring that teachers are able to complete the program including the attendance of the online support sessions
Providing laboratory equipment for hands-on experimentation training which also encompasses in class coaching sessions once a quarter.

2.2. Proposal Requirements

Interested service providers should submit a proposal including:

- Company Profile and relevant experience.
- Detailed programme implementation process including schedule of classes at central venues to be arranged by Ditholwana

- Proposed work plan and timeline taking into account the integration of deliverables from the local circuit offices

Team composition and qualifications.

- Budget and cost breakdown.
- References from previous similar projects

Partnerships/consortiums/joint ventures will be considered if the partners meet the minimum criteria.

3. Mandatory Requirements

Technical Requirements and Evaluating Criteria

Element	Weighting	Criteria
Programme Relevance & Design	35%	Alignment with education standards, contextual adaptability, inclusivity
Trainer Qualifications & Experience	20%	Relevant degrees, expertise in teacher training, subject matter proficiency.
Training Methodology & Delivery	20%	Use of interactive, evidence-based teaching methods, technology integration.
Monitoring & Impact Measurement	15%	Pre- and post-assessment tools, classroom observations, data collection.
Cost-effectiveness & Feasibility	10%	Budget alignment, logistical feasibility, resource optimization.

4. Proposal Submission and Awarding

- All proposals should be emailed to the email address mentioned above, no later than 17:00 on the closing date of 14 February 2025.
- Where a proposal is not received by the Ditholwana Tsa Rena's Implementation Unit, TEBA, by the due date and time in the stipulated email address, it will be regarded as a late submission. Late submissions will not be considered.
- All proposals must be submitted to the following email address Fikiswa.simelane@teba.co.za cc Elina.Mazibuko@teba.co.za
- Successful applicants will be contacted as soon as the evaluation process is completed. No regret letters will be sent out.

5. Appointment

Appointment of the service provider shall be subject to the parties agreeing to mutually acceptable contractual terms and conditions. In the event of the parties failing to reach such an agreement, Ditholwana Tsa Rena reserves the right to appoint the alternative applicant.

6. Enquiries and contacts

Any enquiry regarding this RFP shall be submitted, in writing, to the Ditholwana Tsa Rena's Project Implementation Unit, TEBA, via email to Fikiswa.simelane@teba.co.za by 12 February 2025.

Any other contact with the Ditholwana Tsa Rena personnel involved in this application is not permitted during this process, other than as required through existing service arrangements or as requested by Ditholwana Tsa Rena as part of this process.