

TERMS OF REFERENCE

APPOINTMENT OF SERVICE PROVIDER TO IMPLEMENT MATHEMATICS & PHYSICAL SCIENCE INTERVENTIONS FOR THE DEPARTMENT OF PUBLIC WORKS AND INFRASTRUCTURE 2024/25 and 2025/25 FINANCIAL YEAR

1. BACKGROUND

- 1.1 The Department of Public Works and Infrastructure has a mandate to build technical capacity required for the State to deliver on its infrastructure projects and property management services. The call to build State capacity is informed by the current national crisis around scarcity of critical skills in both the built and property sectors as underpinned by National Development Plan (NDP) Chapter 9 priority “Improving education, training and innovation” and the Medium Term Strategic Framework (MTSF) Outcome 5–Building a skilled and capable workforce to support an inclusive growth path.
- 1.2 It is within this context that The Department of Public Works and Infrastructure (DPWI) implements the Built Environment (BE) Careers Outreach Programme. The Outreach Programme aims at attracting talent into the Built Environment (BE) Sector and enhancing career paths as well as work readiness for youth studying towards BE careers.
- 1.3 The outreach programmes are targeting high school learners in two-fold, i.e. attracting Grade 8 and 9 learners towards choosing Mathematics and Physical Science learning areas as their major subjects and influencing learners who have chosen Mathematics and Physical Science as their major learning areas from Grade 10 to 12 towards choosing careers in the BE.
- 1.4 these Terms of References therefore seeks to appoint the services of a relevantly capable Service Provider to deliver Mathematics and Physical Science interventions for the Grade 10 to 12 learners respectively.

2. COPE OF WORK

- 2.1 The DPWI intends to appoint a Service Provider who is capable to deliver on the Grade 10 to 12 Mathematics and Physical Science interventions for the period 2024/25 and 2025/26 financial years. Mathematics and Physical Science interventions will be provided to schools to be identified across Kwa-Zulu Natal (KZN), Limpopo (LP), Mpumalanga (MP), North West (NW) and Eastern Cape Provinces. The actual venue will be communicated to the successful Service Provider.

2.2. EXPECTATIONS FROM THE SUCCESSFUL SERVICE PROVIDERS:

- 2.2.1 Prepare and deliver Mathematics and Physical Science learner interventions as follows;

2.2.1.1 Deliverables:

- Make available Mathematics and Physical Science tutors for each Grade.
- Conduct an analysis of learners' latest performance reports;
- Compile Mathematics and Physical Science pre-tests aligned to problem areas;

- Conduct pre-tests for Mathematics and Physical Science learners prior to the delivery of the interventions;
- Mark tests, analyse results, compile and present the pre-test report to the project management team;
- Prepare Mathematics and Physical Science Interventions for the duration of the project;
- Implement Mathematics and Physical Science interventions;
- Conduct pre-test and pre-examination support interventions for the mid-year and end of year examinations;
- Mark tests and analyse results;
- Compile reports, give learners feedback and address gaps;
- Conduct post-test and post-examination support interventions for the mid-year assessments / examinations;
- Provide copies of past question papers and learning materials;
- Mark and provide answer sheets;
- Conduct Programme Evaluation;
- Compile Mathematics and Physical Science monthly / quarterly progress reports
- Utilise gaps highlighted in the school's performance report to develop an Educators' support programme. This will look into the teaching enhancement resources (maths & science sets), incorporation of technology in teaching, socio-psycho support, etc. The support programme will incorporate monthly/quarterly workshops facilitated by subject matter experts.
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NB: The intervention should take into consideration that Provinces follow separate work schedules.

3. PROJECT COMPOSITION

Province	Grade	Estimated No. of Learners	No. of Interventions p/Grd	Estimated No. of Educators	No. of Interventions p/Grd/Edu
KZN	Grade 10 Grade 11 Grade 12		14 p/a		3 p/a
LP	Grade 10 Grade 11 Grade 12		14 p/a		3 p/a
EC	Grade 10 Grade 11 Grade 12		14 p/a		3 p/a
NW	Grade 10 Grade 11 Grade 12		14 p/a		3 p/a
MP	Grade 10 Grade 11 Grade 12		14 p/a		3 p/a
TOTAL			120 (14x3x5)		

NB: Areas to be covered must be aligned to Department of Basic Education Grade 10 and 11 promotion requirements and the National Certificate requirements for both Mathematics and Physical Science.

4. COSTING AND PAYMENT METHODOLOGY

- Pricing must take consideration of payment trenches indicated below, inclusive of VAT (if VAT registered) and must include all costs to fully execute all deliverables indicated in this Term of Reference.

- Payments will be made in trenches aligned with the agreed implementation milestones. There will be no advance payments.

- ***Trenches will be as follows:***

Trench 1: 35% upon submission and approval of the implementation plan

Trench 2: 20% upon submission of quarter 1 performance report

Trench 3: 20% upon submission of quarter 2 performance report

Trench 4: 15% upon submission of quarter 3 performance report

Trench 5: 10% upon submission of quarter 4 and close-out report

6. RESPONSIVE CRITERIA

The successful Service Provider is required to meet and submit the following compulsory criteria:

- A detailed project implementation plan
- CVs and Qualifications of personnel to deliver the implementation plan
- List of minimum 3 references previously serviced within the similar scope of work.

7. EVALUATION CRITERIA

The following documents and requirements will be considered as part of the evaluation criteria. The Service Provider to be deemed successful is required to meet all of the following:

Item	Yes	No
Company Profile attached?		
Service Provider has more than 10 Years of experience in Mathematics and Physical Science tutoring and or Facilitation?		
Testimonials from 3 referees attached?		
Profile/s: Grade 10 Mathematics Tutor (CV, Qualifications (Minimum NQF Level 6 in Education or relevant qualification with Mathematics and or Physical Science)		
Profile/s: Grade 10 Physical Science Tutor (CV, Qualifications (Minimum NQF Level 6 in Education or relevant qualification with Mathematics and or Physical Science)		
Profile/s: Grade 11 Mathematics Tutor (CV, Qualifications (Minimum NQF Level 6 in Education or relevant qualification with Mathematics and or Physical Science)		
Profile/s: Grade 11 Physical Science Tutor (CV, Qualifications (Minimum NQF Level 6 in Education or relevant		

qualification with Mathematics and or Physical Science)		
Profile/s: Grade 12 Mathematics Tutor (CV, Qualifications (Minimum NQF Level 6 in Education or relevant qualification with Mathematics and or Physical Science)		
Profile/s: Grade 12 Physical Science Tutor (CV, Qualifications (Minimum NQF Level 6 in Education or relevant qualification with Mathematics and or Physical Science)		
Tutors have more than 5 years' experience Mathematics and Physical Science Tutoring		
12 months Implementation Plan for grade 10 to 12 Mathematics and Physical Science interventions including Educator empowerment initiatives that may be informed learner gap analysis		

4. INTEGRITY AND CONFLICT OF INTEREST

The appointed Service Providers shall, at all times, exhibit the highest level of integrity in the performance of all assignments and will accept only assignments for which there is a reasonable expectation that the assignment will be completed with professional competence.

The successful Service Provider is required to conduct the assignment and compile the required reports with the utmost integrity and honesty and collect sufficient appropriate evidence to ensure and aid the DPWI in achieving the desired objectives.

NB: Bidders must obtain a minimum functionality score of 50% to qualify for further evaluation

TECHNICAL ENQUIRIES

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SCM ENQUIRIES