

# Terms of Reference: Early childhood development strategic workforce planning to scale-up ECD services

## 1. Summary

The national Department of Social Development supported by Ilifa Labantwana, requires the development of an Early Childhood Development (ECD) Human Resources (HR) strategic workforce plan that will enable the ECD sector to achieve universal coverage. The national Department of Basic Education is part of the project steering committee. The strategic workforce plan will focus on the early learning component of the essential package of ECD services. The strategic workforce plan must cover the following programmes:

- Parenting programmes
- Centre based ECD provision
- Playgroups
- Toy libraries
- Mobile ECD services
- Day mothers/childminder<sup>1</sup>

The workforce requirements must cover both national and provincial government departments as well as providers of ECD services in order to fulfil their roles and responsibilities and to carry out their respective ECD functions. The development of a strategic workforce plan for the early learning workforce is focussed on ensuring that children have access to ECD services delivered by an adequately trained ECD workforce regardless of where the government oversight resides.

## 2. Background

ECD is a national government priority due to the multiplier effect it has. It creates the platform for better educational outcomes, provides many employment opportunities, serves as a stimulus for local economic development in poor communities and has the potential to drive economic growth.

The National Integrated Early Childhood Development Policy (NIECD Policy) recognises ECD as a fundamental right and a public good. It therefore calls for the public provisioning of ECD services and programmes to secure:

1. Universal availability of quality ECD services; and
2. Equitable access for children vulnerable to exclusion, including the youngest children (under 2 years), children living in poverty, children in under-serviced areas and children with disabilities.

This requires that government develop a comprehensive ECD system that can deliver the comprehensive package of quality ECD services. The system is envisaged as being built on the following platforms:

1. Services provided / appropriate platforms for delivery
2. Adequate financial resources
3. **Adequate human resources**
4. Adequate infrastructure, technologies and materials to support delivery
5. Information management and data systems for planning and quality control
6. Leadership, management and coordination of services
7. Enabling regulatory policies, laws and procedures.

---

<sup>1</sup> The ECD Policy recognises this category as a non-centre based ECD programme with municipalities playing a significant role in regulating this service.

Work is underway in all of the above areas. Notwithstanding the interdependent nature of these, the Policy recognises that adequate human resources, both within government and within the service delivery workforce, is a key element of an effective ECD system and calls for planning and provisioning to ensure an adequate supply of trained personnel to implement the policy. The availability of adequate human resources to expand quality ECD services is largely dependent on the ability to recruit, train, retain and support the ECD workforce. Qualifications and training of the ECD workforce, coupled with mentorship, support and oversight are central to quality improvements and successful programme delivery.

This terms of reference builds on the ECD Human Resource Strategy developed by government. It aims to address some of the gaps identified and provide more detailed workforce planning. Government's approach to expanding ECD is at a more advanced stage now which allows for more detailed workforce planning.

### **ECD service delivery model and its workforce implications**

Government has recognised that a mixed model of quality services, including both centre- and non-centre based programmes, must be available in order to achieve universal access. Government's expansion strategy therefore advocate for adopting a *mixed delivery model* that ensures children have access to a range of ECD services, including full-day ECD services or sessional non-centre-based services. Therefore the ECD workforce requirements be should be modelled based on the *mixed model* approach.

Developing an ECD strategic workforce plan has to centre around a particular service delivery model where different stakeholders each have their specific function to fulfil and clearly defined roles and responsibilities. The ECD Policy refers to universal access and public provision of ECD. The Policy adopts a provisioning model which simultaneously places responsibility for ensuring universal provision of quality services with government, whilst recognising the critical contribution and ongoing role of NGOs and micro enterprises to achieving this goal. Government's public provisioning responsibility is to ensure that quality services are available and publically funded to ensure equitable access. The Policy calls for a dual regulated model of public-private delivery and the use of public-private infrastructure. It therefore outlines a partnership model between private and public role players to achieve the outcomes for which government remains accountable.

It is critical to understand the ECD service delivery model when developing HR requirements for the ECD sector. Based on the partnership model that facilitates scale up, the workforce responsible for providing direct early learning and stimulation sits outside of government and is not made up of public officials. This workforce needs to be supported to provide quality ECD services in a carefully regulated environment that is managed properly. This management and oversight responsibility lies largely with government but is also supported by a range of external resource and training organisations (RTOs). The functions, roles and responsibilities of all role-players integral to the development of an effective ECD HR system must be clearly articulated and defined. Critically, the delivery workforce must also be defined to be able to provide age and stage appropriate ECD services across the various ECD delivery models.

It is not enough to just determine the number of the ECD workforce required. It is essential that training requirements are defined for various categories of the ECD workforce with the appropriate accreditation and progression pathways. The training system has to support the upward mobility of people working in entry level child care positions through to formalised ECD centre enrichment programmes.

### **Developing HR capacity within government to deliver on core functions**

For the partnership model to be effective, government has particular functions to perform. These include planning for universal availability, equitable access to and adequate quality of inclusive early learning opportunities for children 0 – 5 through the development, regulation, registration, quality

monitoring, improvement and evaluation of ECD programmes. These functions will require a complement of management, planning, budgeting, delivery and oversight workforce with appropriate qualifications, expertise and skills, supported by adequate HR and related systems. This workforce also has to support the training of direct providers and ensure the training and curriculum framework are in place.

These core functions of government to scale up ECD services are not dependant on which department is responsible for them but rather on the service delivery model adopted. The work will focus on the HR requirements to scale up ECD services to reach universal access. The study will not focus on any specific government department but the workforce required to deliver on a range of ECD programmes outlined in the Policy and the related ECD HR workforce required in government to fulfil the various ECD functions to support the expansion of ECD services. Lessons will be drawn from how specific government departments fulfil their ECD related functions.

Once this is in place, further department-specific HR planning can take place. Departments will have to identify and remedy any gaps and challenges in their current HR frameworks that prevent the realisation of the stated HR policy objective of securing “appropriate cadres of early childhood development practitioners, in sufficient numbers and with sufficient skills to support the implementation of the national early childhood development policy and programme.”<sup>2</sup>

### **Level of ECD scale-up required**

Access to ECD services is currently low. The 2017 General Household Survey (GHS) indicates that under 2.2 million poor children are currently accessing a range of different ECD services. It is estimated that about 800 000 children access regulated services whereas 600 000 children are in a funded programme. This provides a platform for expanding and improving services to these children. For workforce planning, it also provides a baseline and starting point. The NDP sets a target of achieving universal access to quality ECD services by 2030. The number of poor children that need access to ECD services is just over 4 million in total. This shows the level of scale up required to meet the needs of young children.

### **Training and Qualifications<sup>3</sup>**

The qualifications of ECD workforce are currently used as an indicator of their skills and the quality of care and education they are able to provide. In light of this, the fact that most of the existing ECD workforce in South Africa lacks any qualification is troubling. Over 35% of principals and supervisors, and over 40% of practitioners and assistant practitioners, have below a grade 12 education. According to the 2014/2015 ECD Audit commissioned by DSD, 40% of principals have a grade 12 education, 11% have ABET Level 1-4 qualifications, 5% have post-matric diplomas and 3% have degrees. On average, 8% of practitioners have ABET Level 1-4, 41% have grade 12, 2% have post-matric diplomas and about 1% of practitioners have degrees. In terms of ECD-specific qualifications, 41% of principals at registered centres have ECD certificates, 10% have ECD diplomas and 2% have ECD degrees, while 35% have no formal ECD specialisations. Supervisors are even more unlikely to have an ECD specialisation.

With the high levels of unemployment, the ECD sector has the potential to be a creator of large numbers of jobs and this is currently being explored through the Jobs Summit agreement. One of the current approaches to resourcing the ECD sector has been to include community workers through the Expanded Public Works Programme (EPWP) into the Early Childhood Development sector. While expedient, it could also be promoting the idea that ECD is low-status work. There is a need to build the status of ECD workforce so that their role as providers of support to young children, pregnant women, families and the community at large is held in high regard. At the same time, we need to address the issues of remuneration via the funding models in place which provide per child per day

---

<sup>2</sup> Republic of South Africa, 2015. National Integrated ECD Policy. Page 93

<sup>3</sup> Training statistics derived from the 2014/15 ECD audit of ECD centres conducted by DSD & Economic Policy Research Institute.

subsidies for children but do not provide for adequate salaries. Until the low wages of the ECD workforce, together with the issue of qualification levels, is resolved, the retention of staff and the quality of service provision will remain a challenge. Therefore, low skilled ECD work opportunities must be seen as a progression opportunity to further skills enhancements and better paid employment.

Current ECD training supply will need to be expanded for a scaled up and quality ECD system. This is despite learnerships funded by provincial education departments (through the Expanded Public Works Programme) and SETAs to address historical backlogs in qualifications for the current ECD centre workforce. Training provision is unevenly spread, predominantly provided in urban areas at Level 4 and focused on staff in ECD centres. However, Human Resource Development and Management (HRD&M) includes much more than training. There must also be provision for supervision, support and monitoring. Professionalisation is seen as a route to improving the quality and status of the workforce and a regulatory body for ECD is an outcome for the ECD Programme of Action 2014- 2019. In the past decade most ECD qualifications training was offered by the Non-Profit Organisations (NPOs) and private sector but the preference now is that learnerships are offered by public Further Education and Training (FET) providers (at times these may outsourced to NPOs). Irregular funding flows for learnerships to FET colleges have limited the development of ECD units with ECD qualified lecturing staff.

In addition, focus should be placed on capacitating the ECD workforce to provide appropriate services to children with disabilities and developmental delays. Coverage levels are already low and often the ECD workforce are ill-equipped to create a conducive environment for children with disabilities and development delays.

### **3. Purpose**

In view of the above, a service provider is required to develop an ECD strategic workforce plan that will enable the ECD sector to achieve universal coverage. The strategic workforce plan must be inclusive of both government as well as non-government providers, to fulfil their roles and responsibilities and to carry out their respective functions. An ECD strategic workforce plan should be derived from the following:

- Developing a clear service delivery model that will be required for ECD scale-up, outlining the roles, responsibilities and functions of government and non-government role-players that have roles to play in the ECD workforce.
- Determining the elements of an effective ECD HRM & D system in support of the service delivery model and ECD upscaling strategy.
- Conducting a situational analysis of the ECD workforce both within and outside government and outlining the HR factors hampering expansion of quality ECD services. This should include a diagnostic of the systems governing qualifications, training and accreditation frameworks for ECD. Attention should be given to both pre-service and in-service training. Consideration should also be given to the current supply and quality of the trained ECD workforce and the ability to increase this supply to meet the demand.
- Determining the HR needs and workforce requirements of the government system required to fulfil its obligations towards expanding and maintaining access to quality ECD access.
- Determining the HR needs and workforce requirements to directly deliver expanded quality ECD services.
- In determining the HR needs, consider ECD workforce leveraging opportunities (through EPWP, CWP etc.) and future funding sources.

- In determining the HR workforce requirements, consider aspects such as adequate wages, opportunities for career progression, working conditions that will encourage high morale and low turnover as well as training and professional development needs.

#### **4. Scope of Work**

The section below details the full scope of work that will lead to the development of an ECD strategic workforce plan. The work required is extensive and has therefore been divided into distinct stages. This call for applications applies only to Stages 1 and 2 of the project. Once Stages 1 and 2 have been completed, a further call for applications for the remaining phases will be issued. The scope of the remaining stages may be adapted based on the findings from Stages 1 and 2 or other developments in the sector. Consultants who choose to submit proposals for Stage 1 and Stage 2 may also submit proposals for the next phase.

The scope of the work is the following:

##### **Stage 1: Inception**

- Develop an inception report that confirms the approach and methodology to be followed and which includes the project plan for Stage 2.
- The inception report should also reflect a deep understanding of the scope of work and what is required to develop the ECD strategic workforce plan and provide detail on how to approach the completion of the all the stages. This will be used to support planning for Stages 3-6 of the project.
- Identify all the stakeholders, both within and outside government, to be consulted during the course of the project (stages 2-6) and include in the inception report a plan for how to engage them. This will be used to support planning for Stages 3-6 of the project.

##### **Deliverable:**

- Approved inception report

##### **Stage 2: Diagnostic overview/situational analysis**

- The situational analysis will be based on an assessment of the current ECD service delivery model and human resource development system for early childhood development services provided to children aged 0-5 years in South Africa. It will be based on secondary data/information obtained from various sources and key informant interviews to validate and deepen the analysis. The key focus areas of the diagnostic overview/situation analysis will be the following:
  - Map out all the roles, responsibilities and functions of the different government institutions, departments, training institutions and non-government role-players and how they interact, inter-relate and the inter-dependencies between them. Identify what works and what does not work with a justification.
  - Map out existing initiatives underway, both within and outside of government, that contribute to the development of an ECD strategic workforce plan and identify best practices that can be scaled up.
  - Through a functional analysis, describe the current service delivery model for ECD focused on 0 – 5 year-old children, drawing from the roles, responsibilities and functions of the different government and non-government role-players identified above. Identify the strengths and weaknesses of this service delivery model and assess how the different government and non-government role-players can improve their collaboration in support for a strengthened ECD system generally and increase the supply of a trained ECD workforce more specifically.
  - Provide an overview of the ECD qualifications framework covering SAQA accredited qualifications and accredited short courses and skills programmes and whether these

are accessible and appropriate to support upskilling the current workforce and producing new entrants into the workforce at scale.

- Provide an overview of the current training system currently in place outlining various types of training providers and their ability and capacity to upskill the current workforce and producing new entrants into the workforce at scale, including an analysis of the number of ECD workers trained and the quality of training provided. Also analyse the practical component of training and how ECD training links back to finding employment. Identify best practice approaches to training.
- Overview of best practice in-service training programmes across sectors? that have been systematised and could be useful to adapt for ECD.
- Overview of the costs associated with training using different approaches, qualifications and skills programmes.
- Provide an overview of the various funding sources, including various employment funds/initiatives, for the training of the ECD workforce and how these can be accessed.
- Provide an overview of the current regulatory/professional bodies to determine their suitability to regulate the ECD workforce.
- Establish a baseline/profile of the current early childhood development workforce (outside of government) in the country. This should include the different cadres of ECD workers, current numbers, spread, basic demographic information, their skills levels, in-service training opportunities, remuneration levels, workloads, key tasks and other working conditions.
- Establish a baseline/profile of the current early childhood development workforce (early learning) currently in government. This should include the current numbers, spread, basic demographic information, their skills levels, in-service training opportunities, remuneration levels, workloads, key tasks and other working conditions.
- Identify any other HR-related factors hampering expansion of quality ECD services and the expansion of a trained ECD workforce.
- Based on a review of HRM&D systems generally and international case studies of ECD HRM&D systems in other countries specifically, determine what the elements should be of an effective HRD&M system in order to train, recruit, retain and develop an adequate workforce to provide quality ECD services and describe how they fit together.

**Deliverable:**

- Diagnostic overview and situational analysis report that covers the above as a minimum.

**Stage 3: Workforce demand and requirements**

- Based on a projection of the number of children that need access to ECD services, project the number and categories of staff that government will require to support the roll out of ECD services as per government's expansion strategy, taking into account their roles, responsibilities and functions. As part of this work, an assessment of the current vs. required ECD organisational structures and staffing arrangements of national and provincial departments will have to be done – this can be done through a combination of document reviews and fieldwork. The following should be considered:
  - Currently very few officials work exclusively on ECD but rather on a wide range of activities. How can focus on ECD be improved?
  - Taking into account the ECD functions, is task shifting an option where different officials have distinct roles?

- How can government ensure that their organisation structures and staffing arrangements provide for sufficient human resources to implement their respective responsibilities in relation to ECD?
  - How do we ensure that appropriate management, planning, coordination and monitoring and evaluation capacity is in place to adequately plan for, measure, monitor and improve the availability, quality and equity of access and outcomes for vulnerable children?
  - What are the appropriate competency, qualifications and skill levels required to perform the ECD functions?
  - How do we ensure that government officials are appropriately skilled to perform their ECD related functions?
- Based on a projection of the number of children that need access to ECD services, project the number and categories of the ECD workforce required by ECD service providers by 2030 to support the roll out of ECD services as per government's expansion strategy. This must be based on the mixed model outlined in the draft ECD upscaling strategy and the staff-to-child ratios outlined in the regulations issued in terms of the Children's Act. The following must also be considered:
- What qualifications and skills programmes are needed bearing in mind the different early childhood care and education jobs for those working with babies to Pre- Grade R, including supervisory posts?
  - How do we address the low educational base of the ECD workforce and preparation and support for students in further studies?
  - How do we ensure that the ECD workforce can provide appropriate programmes for children with disabilities and developmental delays?
  - How can we institutionalise/systematise an in service training programme?
  - How do we facilitate collaboration between the QCTO, DHET, DBE and other stakeholders on developing qualifications and training programmes that clearly link to each other, to further education opportunities and to meaningful career paths rather than working in parallel and separate qualifications? Would it assist to identify the competencies needed to provide the various ECD services across the age groups and, if so, how should this be taken forward?
  - Should there be provision for an ECD occupational category and/or specialisations for various categories of social service practitioners (e.g. social workers and auxiliaries, community developers, community health workers, child and youth care workers), and if so, how could this be facilitated?
  - Provision for administrative support staff (e.g. data captures; administration clerks) and other HR Cadres (e.g. assistants, cooks; gardeners; cleaners).
  - There are at least two bodies where ECD workers might register. The South African Council for Social Service Professionals outlined in the social service practitioner policy which provides for ECD as an emerging sector and South African Council for Educators. What are the implications of registration with these bodies?
  - What is required to facilitate an integrated registration process for the ECD workforce?
  - What needs to be done to make ECD an attractive career choice for young people, considering aspects such as wages, working conditions, and career progression?

**Deliverable:**

- Approved workforce demand and requirements report that covers the above as a minimum.

#### **Stage 4: Gap analysis/recommendation report**

- Using the information from the diagnostic overview/situational analysis and workforce demand analysis, identify the key HRM&D gaps and craft clear recommendations to address these gaps, inclusive of but not limited to the following:
  - Proposed ECD service delivery model that integrates service delivery, government functions, training, support and career development.
  - Alternate ways of working for all stakeholders involved in ECD for 0 – 5 year old children, both within government and between government and civil society, including redefining roles and responsibilities and functions, if necessary, in the interest of an improved ECD system generally and a professional and expanded ECD workforce specifically.
  - Incorporation of ECD HRD&M good practices and other initiatives into a government system.
  - Development of appropriate qualification and skills framework for ECD that will make training accessible to existing ECD workforce and for the training of additional ECD staff.
  - Enhance the capability of the ECD workforce to provide appropriate ECD programmes to children with disabilities and developmental delays.
  - Development of competency requirements for ECD occupational categories.
  - Systematised in-service training programme.
  - Upskilling of current workforce.
  - Innovative ways to increase the capacity to train additional ECD staff at scale in a resource constrained environment.
  - Approaches to increasing the quality of training provided.
  - Reducing costs associated with training.
  - Alternate and innovative ways of accessing public funding for ECD training.
  - Approach to prioritising how to increase the ECD workforce.
  - Design an optimal ECD HRM & D system.
  - Identify, in the short term, what can be optimised within the current system and available resource base.
  - Clearly mapped way forward for government outlining who they need to engage with to ensure that the above recommendations are taken forward.

#### **Deliverable:**

- Gap analysis and recommendations report

#### **Stage 5: Strategy development**

- Consolidate all of the above deliverables in a report that includes proposed strategic interventions to close the gaps identified above in the form of an action plan clearly indicating who should do what and by when.

#### **Deliverable:**

- Skeleton outline of the strategy and what it would entail
- Approved consolidated ECD strategic workforce plan for government in support of its endeavours to upscale ECD services

## Stage 6: Closure

- Develop a closure report in consultation with the Project Steering Committee that sets out the progress made, challenges experienced and lessons learnt during the project. Also suggest the next steps in the form of an implementation plan.

### Deliverable:

- Closure report

It is anticipated that both quantitative and qualitative methodologies will be required to execute the project. At the start of the project the service provider will be provided with a set of documents that contain information pertaining to the key aspects to be analysed. The service provider will be required to conduct additional research to complete the assignment.

In addition to the Project Steering Committee, the service provider will be expected to consult with key stakeholders on each deliverable produced during Stages 2 – 5. Guidance on the form and nature of these consultations will be provided by the Project Steering Committee.

## 5. Expected Timeframes<sup>4</sup>

Deliverable	Level of effort (consulting days)	Timeframe
1. Approved inception report	5	2 weeks
2. Approved diagnostic overview and situational analysis report	40	10 weeks
<b>TOTAL</b>	<b>45</b>	<b>12 weeks (3 months) – including consultation sessions</b>

## 6. Contracting

The contract will be managed by Ilifa Labantwana, supported by the DSD.

A service provide will be contracted to only complete Stages 1 and 2 of the project. Payment on each deliverable will only be effected upon the satisfactory completion of the outputs, and on approval by the Project Steering Committee (see below). Extension of the final date will only be allowed under exceptional circumstances, and will only come into effect by written approval by Ilifa Labantwana should there be cost implications.

The service provider will be expected to have regular consultations with the Departments of Social Development and the Project Steering Committee as needed, either in person or telephonically. This includes an inception discussion to ensure that aspects of the work assignment are understood clearly, as well as the presentation on the draft research report.

There will be an initiation meeting to discuss and agree on matters pertinent to the implementation of this assignment.

---

<sup>4</sup> These are just guidelines and proper time estimates are to be provided in the proposal

## **7. Project Administration**

This project will be managed and executed in collaboration with a **Project Steering Committee** made up of representatives from the following:

- Department of Social Development (DSD);
- Department of Basic Education (DBE);
- Other relevant stakeholders still to be determined

The Project Steering Committee will meet at times as agreed to discuss and agree upon matters pertinent to the implementation of this assignment.

## **8. Competencies and Experience**

The service provider will need to demonstrate the following:

- Extensive knowledge of the ECD sector
- Experience in strategic workforce planning within government and for large scale social programmes
- Extensive knowledge of the ECD qualifications and training framework and the government systems driving these
- Experience conducting primary and secondary research
- Stakeholder management and consultation skills, including engagement with senior government officials
- Sound writing and presentation skills

## **9. Submission Process – Proposal and Budget**

Qualified individual contractors/ consultants/consortium teams are invited to submit a well-developed proposal based on the criteria below that reflects an understanding of the assignment and capacity to execute the assignment within the required timelines.

The proposal shall include the following:

- Executive summary of proposal (150 words maximum)
- The contractor's understanding of the assignment, (what the contractor thinks the assignment entails). (300 words maximum)
- The approach that the contractor will follow in executing the assignment (400 words maximum).
- An indication of the intended timelines envisaged to complete each of the components of this assignment (within the timeframe provided in terms of this terms of reference) and an undertaking that the contractor will be able to complete the assignment within the timeframes required.
- Reference to similar work. Preferably final products that are available and accessible either through email or on website. In case of confidential work, indicate as such.
- References that can be contacted. Indicate the name of the person, telephone number, email address and short description of the work that contractor has done for this individual. (Two sentences maximum)
- An indication of possible risk factors associated with this assignment, based on the perception and experience of the contractor. (100-word maximum)

The budget needs to be submitted and must include the following:

- Proposed pricing in accordance with the TOR and in South African Rand.
- VAT needs to be indicated separately

All applications must be submitted to [lulama@ilifalabantwana.co.za](mailto:lulama@ilifalabantwana.co.za) with subject line “**PROPOSAL FOR THE DEVELOPMENT OF AN ECD STRATEGIC WORKFORCE PLAN**” by 31 October 2019 before 17h00.

### 10. Proposal evaluation

Proposals will be evaluated by the Project Steering Committee against the following matrix:

	Criteria	Score
1.	<p><b>Proposal demonstrates extensive knowledge of the ECD sector, the policy context, programme environment, and all aspects of strategic workforce planning</b></p> <p>1 = Very poor 2 = Average 3 = Good 4 = Very good 5 = Excellent</p>	
2.	<p><b>Proposal demonstrates a clear understanding of the assignment</b></p> <p>1 = Very poor 2 = Average 3 = Good 4 = Very good 5 = Excellent</p>	
3.	<p><b>The proposed approach includes a literature review and primary research that respond to the research questions and deliverables required in the TOR</b></p> <p>1 = Proposed approach did not meet requirements of TOR 2 = Proposed approach partially addresses requirements of TOR 3 = Proposed approach meets minimum requirements of TOR 4 = Proposed approach exceeds minimum requirements of TOR 5 = Proposed approach exceeds minimum requirements set out in the TOR and proposed value-add items such as interesting approach for undertaking the project</p>	
4.	<p><b>Team demonstrates the following expertise:</b></p> <p><b>a) Knowledge of the ECD sector</b> <b>b) Knowledge of ECD workforce requirement (e.g training, mentorship, professionalization)</b> <b>c) Ability to generate demand/HR planning</b> <b>d) Experience conducting primary and secondary research</b> <b>e) Stakeholder management and consultation skills, including engagement with senior government officials</b> <b>e) Sound writing and presentation skills</b></p> <p>1 = Team does not meet the requirements 2 = Team meets 1-2 of the requirements 3 = Team meets 3 of the requirements 4 = Team meets 4 of the requirements 5 = Team meets all 5 of the requirements</p>	

5.	<b>The proposal makes reference to similar or relevant work conducted by the team members</b> 1 = No evidence that the bidder has undertaken similar or relevant projects 2 = Bidder has successfully undertaken 1 similar or relevant projects 3 = Bidder has successfully undertaken 2 similar or relevant projects 4 = Bidder has successfully undertaken 3 similar or relevant projects 5 = Bidder has successfully undertaken 4 or more similar or relevant projects	
6.	<b>Overall impression of the proposal</b> 1 = Poorly put together 2 = Minimal thought put into proposal 3 = Some effort made in putting proposal together 4 = Significant effort with minimal mistakes 5 = Significant effort including further background research	
	<b>TOTAL SCORE</b>	

Shortlisted candidates may be invited to present their proposals to the Project Steering Committee. Proposal evaluation scores will make up 60% of the overall score, and interview scores will make up the remaining 40%.

#### **Enquiries**

Please direct any enquiries by email to [lulama@ilifalabantwana.co.za](mailto:lulama@ilifalabantwana.co.za)

Only written enquiries will be responded to.

Please refrain from sending any enquiries directly to individuals from Department of Social Development and the Project Steering Committee. Such enquiries will not be responded to and not be deemed valid.

Mark all enquiries in the email heading: **“ENQUIRY PROPOSAL FOR THE DEVELOPMENT OF AN ECD STRATEGIC WORKFORCE PLAN”**: This will assist with the expeditious handling of enquiries.

Enquiries received less than 2 working days before the closing date may not be responded to due to high volumes.

Enquiries on the outcome of the bid will only be dealt with once the contracting is completed.