

REQUEST FOR PROPOSAL (RFQ)

Refinement of measurement framework and development of data collection instruments for collecting baseline and follow-up data for the Cape Craft + Design Institute's (CCDI) A+ ECD schools project.

The CCDI is currently seeking to appoint a suitably qualified individual or organisation to provide assistance with the following:

- Refinement of the project's measurement framework, specifically outcomes, indicators and measurement;
- Development of new/ adaptation of existing measurement instruments targeting teachers, school leadership, parents and children aged between 2 and 5 years;
- Conducting baseline data collection in collaboration with the Africa A+ faculty; and
- Assistance with a draft and final report containing the analysis and interpretation of data collected.

The appointed service provider will work together with the CCDI's external evaluator as well as relevant CCDI programme staff. The expertise of the service provider will be used to develop an evaluation framework that will be used to conduct an outcomes evaluation in 2018. The baseline data collection will serve as the first data collection point of this longitudinal study.

Overview of A+

In 2015, the CCDI embarked on implementing the Africa A+ School support network which is a whole school 'reform' model that views the arts as fundamental to teaching and learning in all subjects (<http://www.okaplus.org>). The project's mission is to support schools in nurturing children's creativity, problem-solving and critical thinking, because these are the skills of the future (The World Economic Forum, Jobs Fund report, Employment, Skills, and Workforce Strategy for the Fourth Industrial Revolution, January 2016). This is accomplished by using arts-integrated instruction which incorporates Howard Gardner's theory of multiple intelligences, other intelligence theories, recent brain research findings, along with dance, drama, music, visual art and creative writing. Africa A+ supports the creation of schools that work for everyone: students, teachers, administrators, parents and the community. The A+ approach is in its first year of implementation in three member Africa A+ preschools in Cape Town: ABC Pre-primary in Lansdowne, iThemba in Vrygrond, and Chameleon Campus in Sybrand Park. Each year new member schools will join the network. This year an additional three schools will be joining in late 2016.

Africa A+ Aims and Objectives

The Africa A+ Schools support network has an initial start-up phase which plans to run over 3 years. It is currently in its first year of implementation and aims to generate evidence to determine the success of this model in delivering expected results within the South African context.

South Africa faces unique challenges in an uncertain future. We need entrepreneurial-minded citizens who can create opportunities where others can only see the problems of poverty, crime, unemployment and social injustice. If we want entrepreneurs, innovators and problem solvers we need schools that nurture children's creativity from an early age. We can't predict the future for our children; we can, however, nurture the skills that will prepare our children to thrive in times of unpredictability and change.

The A+ Schools approach is guided by eight essentials:

- Arts. The arts are valued as essential to the learning process; taught daily and included in planning
- Curriculum. A+ is not a curriculum. The arts are integrated into the school curriculum and learning programmes
- Experiential Learning. Hands-on real world application of learning. A concrete, play-based, differentiated approach that supports the development of innovative and critical thinking
- Multiple Learning Pathways. Provides opportunities for learning to be absorb in a variety of ways because nobody is the same. Accommodates different learning styles and entry levels
- Enriched Assessment. Evaluates achievement by allowing children to demonstrate mastery through multiple means
- Collaboration. Acknowledges and intentionally strengthens the role that parent, caregivers and communities play in children 's development.
- Infrastructure. Organises time, space, technology and resources to support transformative learning
- Climate. Teachers and children are respected, and the creative process is highly valued

Evaluation of Africa A+

At the end of the first phase of implementation in 2018, the CCDI wishes to answer the following evaluation questions:

1. To determine what the key indicators for success are for this Programme.
2. To determine the extent to which the Africa A+ model was successfully implemented in the selected schools -
 - a. Has implementation taken place according to plan?
 - b. What have been the main challenges?
3. To determine the success of this model within the South African context –
 - a. To what extent have the expected results been achieved?
 - b. What can be improved?
 - c. Were there any unintended consequences?
4. To determine the scalability of the model and whether it could be replicated.
 - a. What are the key lessons learned that can be shared with others?
5. To address sustainability issues that relate to how potential similar models could be replicated and rolled-out to other schools/ areas/ contexts.

Purpose of the RFQ

The appointed service provider is expected to work together with the Africa A+ project director as well as the CCDI's external evaluator on this project to assist with the following aspects of the project that will ensure that an appropriate evaluation can take place. The RFQ therefore has the following objectives:

1. To assist in the refinement of the project's measurement framework, specifically outcomes, indicators and measurement;
2. To develop new or adapt existing measurement instruments that will target teachers, school leadership, parents and children aged between 2 and 5 years;
3. To administer these measurement instruments with participating schools during baseline data collection activities; and
4. To analyse and interpret the relevant data collected and to work with the evaluator to integrate this into the evaluation report.

Requirements of Proposal

The Proposal should include the following:

- A discussion of the specific methodologies relating to the development of the data collection instruments, the collection of data and the implementation of the research as well as motivation for why these methods have been selected (please include specific reference to ethics in data collection that involve children). No more than 8-10 pages.
- A detailed budget and timeframe. The budget should not exceed R140 000 (all inclusive).
- A short resume/ company profile documenting your track record and qualifications in terms of undertaking this type of work. Preference will be given to applicants with experience working in and researching the field of ECD.

About the CCDI

The Cape Craft and Design Institute (CCDI) was set up in 2001 to support the needs of creative businesses in the Western Cape, and to grow the region's craft and design sector. Over the years we have developed a range of activities to help improve creative businesses. We work with craft producers, designers and a wide range of other creative entrepreneurs. In 2013 the CCDI collaborated with the Department of Economic Development and Tourism to write a Provincial Design Strategy, creating a roadmap for how design processes can be used to improve business output and public sector service delivery, as well as improve the education landscape, ensuring the relevant problem-solving competencies that are needed to drive innovation in the region are nurtured. The CCDI is driving many catalytic projects stemming from the Design Strategy, one of which is Africa A+ Schools.

Time frame for this assignment

Applications should be submitted to the CCDI no later than 15 June 2016 at 16h00.

Work is expected to commence no later than 1st July 2016 and end 15 December 2016, latest. The points below outline the main deliverables:

- Finalised work plan/ inception report
- Measurement framework

- Review of existing data collection instruments/ development of new data collection instruments (differentiating between baseline data collection tools and follow-up data collection tools)
- Finalised data collection instruments
- Baseline data collection completed
- Data analysis
- Draft report
- Final report

Please forward all requests for further information or proposals to Anya Morris at anya.morris@ccdi.org.za by 16h00 on 15 June 2016.