



TICZA

TEACHER INTERNSHIP
COLLABORATION SOUTH AFRICA

TICZA ANNUAL REPORT 2024

Final July 2025

JET Education Services

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Abbreviations

CCF	Common Competency Framework
CEA	Cost Effectiveness Analysis
CoP	Community of Practice
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ESTI	Extended Student Teacher Internship
HEI	Higher Education Institution
IG	Implementation Group
IP	Implementing Partner
ITE	initial teacher education
M&E	monitoring and evaluation
NAPTOSA	National Professional Teachers Organisation of South Africa
NASCEE	National Association of Social Change Entities in Education
NGO	non-government organisation
NSFAS	National Student Financial Aid Scheme
PEU	Professional Educators' Union
PoC	proof of concept
PSC	Project Steering Committee
REC	Research and Evaluation Committee
RTIA	Regional Teachers Initiative for Africa
SACE	South African Council for Educators
SADTU	South African Democratic Teacher Union
SteerCom	Steering Committee
TICZA	Teacher Internship Collaboration South Africa
ToC	Theory of Change
ToR	Terms of Reference

1 Background and overview of the Teacher Internship Collaboration South Africa (TICZA)

TICZA is a collaborative impact initiative aimed at coordinating and supporting mutually reinforcing activities among various stakeholders in the South African education sector, all with a shared interest in extended student-teacher internships (ESTIs). TICZA comprises stakeholders from government, funders, non-governmental organisations (NGOs), academic institutions and the private sector invested in developing ESTIs as a viable, scalable component of initial teacher education (ITE). ESTIs are aimed at providing student teachers with wraparound support during extended teaching experience periods in host schools, thus improving the quality of graduate teachers and teacher retention in the South African teaching force. TICZA is interested in systemic change and seeks to institutionalise ESTIs by establishing them within teacher education policy and practice as an effective, efficient and widely used model for teacher work-integrated learning (WIL) (MacDonald, 2024, 1-2).

TICZA was established in 2021 as a five-year project aligned to four workstreams: Advocacy and Governance, Shared Measurement and Tools, Sector-Wide Collaboration and Innovation, and Knowledge Sharing. At its inception, the initiative set up the strategies, plans, systems and networks envisaged as necessary to deliver the project goals over the following four years (TICZA, 2023, 4).

In 2024, TICZA was funded by the Zenex Foundation, the Maitri Trust and the Standard Bank Tutuwa Foundation. Throughout 2024, these funders provided critical insights and guidance to TICZA and are committed to doing so over the upcoming final year (2025) of the initiative. Funding supports TICZA activities linked to advocacy, collaboration, the robust collection and use of evidence, and knowledge-sharing. Funders also offer thought leadership as voting members on the Steering Committee (SteerCom) and through a Funder Group convened to deepen collaboration and coordination among funders.

The vision of TICZA is that:

- *ESTIs are an integral part of the ITE system and have the potential to be widely-scaled across the South African context.*
- *Government departments, including the Department of Higher Education and Training (DHET) and the Department of Basic Education (DBE), public and private institutions, including higher education institutions (HEIs), and standard-setting organisations, including the South African Council for Educators (SACE) and Council on Higher Education (CHE), actively support ESTIs by integrating them into relevant policies and practices.*
- *Government and NGOs (including implementers, funders, academic institutes etc.) work together to achieve scale and efficiency of ESTI programmes or programmatic components (e.g. wraparound support offerings and costs).*
- *The integration and scaling of ESTIs in the system are driven by evidence of effectiveness/cost-effectiveness/affordability arising from the data provided by public and private organisations.*
- *The ESTI component is cost-effective and maximises its impact on teacher quality and teacher retention.*
- *The ESTI component of ITE creates knowledgeable teachers who positively influence the education system and demonstrate good learner results. (TICZA, 2023, 5)*

In support of the vision, TICZA carries out the following activities:

- Aligns the efforts of discrete stakeholders across the education system towards systemic improvement (stakeholders include funders, implementers, HEIs, NGOs and the private sector);
- Applies a credible, trustworthy model of governance to the collective process of creating systemic change to engender accountability in achieving outcomes, contributing to the evidence-base of the effectiveness of ESTI models and of the collective impact approach to institutionalising the ESTI component of ITE;
- Advocates for ESTIs with stakeholders across the public and private sectors;
- Works to improve sector-wide capacity and collaboration by
 - creating opportunities for shared learning,
 - creating shared standards and tools,
 - collecting/analysing data and disseminating knowledge products; and
- Actively identifies and attempts to align with existing efforts in the market to scale components of ESTI programmes wherever possible.

This report outlines the activities undertaken during the period of January to December 2024, indicating the progress towards the overall objectives of TICZA while at the same time providing an accountability mechanism for grant funds received.

1.1 TICZA as a collective impact project

TICZA is a specific type of public-private partnership (PPP) which draws on the Stanford model of collective impact collaboration (see Kania & Kramer, 2011). Collective impact collaboration is a methodology designed to address complex problems through the collaborative efforts of multiple stakeholders. In a collective impact project, the emphasis is on alignment and partnership between government and private and third sector organisations which work towards shared goals and measure the same things. A backbone organisation ensures active coordination of activities and sharing of lessons learnt so that activities are mutually reinforcing in pursuit of the objectives (TICZA, 2024, 5).

Figure 1 one below outlines the five key elements of collective impact and how TICZA systems and processes were developed to address them.

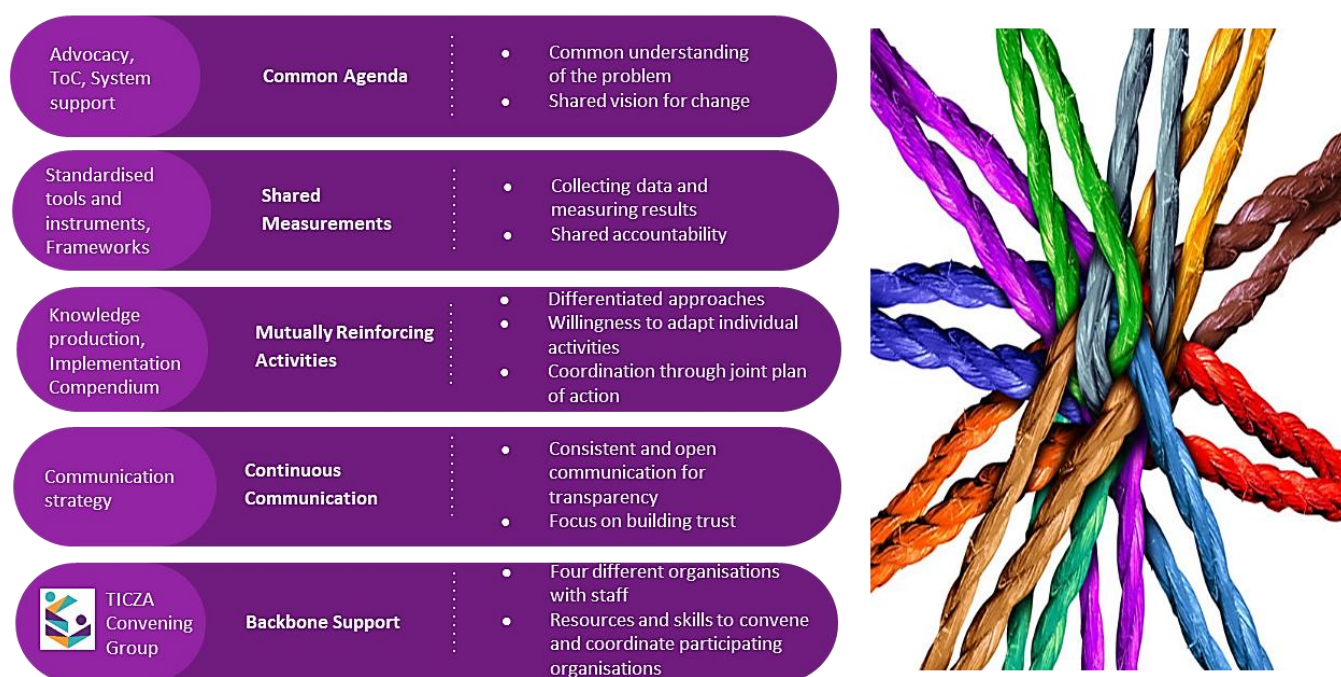


Figure 1: TICZA and the five elements of collective impact

Source: Adapted from Kania & Kramer, 2011

1.2 TICZA stakeholders

As described above, TICZA is a complex, multi-stakeholder initiative comprising various interests in the public, private and civil society sectors, including government departments, teacher unions and internship implementers which include both HEIs and NGOs.

The TICZA Convening Group plays a pivotal role, providing backbone support to the TICZA collective and driving the main activities of the TICZA work plan. In 2024, the Convening Group's focus was on ensuring continued stakeholder alignment in terms of the common agenda and the research agenda, the use of common instruments for shared measurement to monitor implementation and the pursuit of mutually reinforcing activities, and ensuring channels of communication for the project were in place. In 2024, the Convening Group comprised JET Education Services (JET), Trialogue, the Bertha Centre and the National Association of Social Change Entities in Education (NASCEE). NASCEE joined the Convening Group from January 2024, following the dissolution of BRIDGE.

The Convening Group meets monthly to collaborate, conceptualise and review all deliverables before reporting to the SteerCom. JET is the primary contracted entity and in 2024 was the lead on oversight, administration and project management and the Advocacy and Governance and Research and Shared Measurement workstreams. NASCEE and the Bertha Centre led the Sector-Wide Collaboration workstream, which included leading the communities of practice (CoPs) and developing a common competency framework (CCF). Trialogue contributed to the Research and Shared Measurement workstream by leading the cost-effectiveness analysis (CEA).

The Convening Group is advised and informed by the activities of strategic partners to influence the work of implementation partners. Government departments fulfil some roles related to both the strategic and implementation spheres due to their position as policymakers, quality assurance bodies and support mechanisms for activities that take place within schools. The actions of implementation partners, in turn, are seen to have a direct effect on the intended beneficiaries, namely student teachers in extended internships and the teachers and learners in the schools in which they are placed. Mentor teachers are also contributors and could be key beneficiaries of ESTI programmes (TICZA, 2023, 6). Figure 2 depicts the different stakeholders of TICZA and their roles in relation to the core theme of improving ITE.

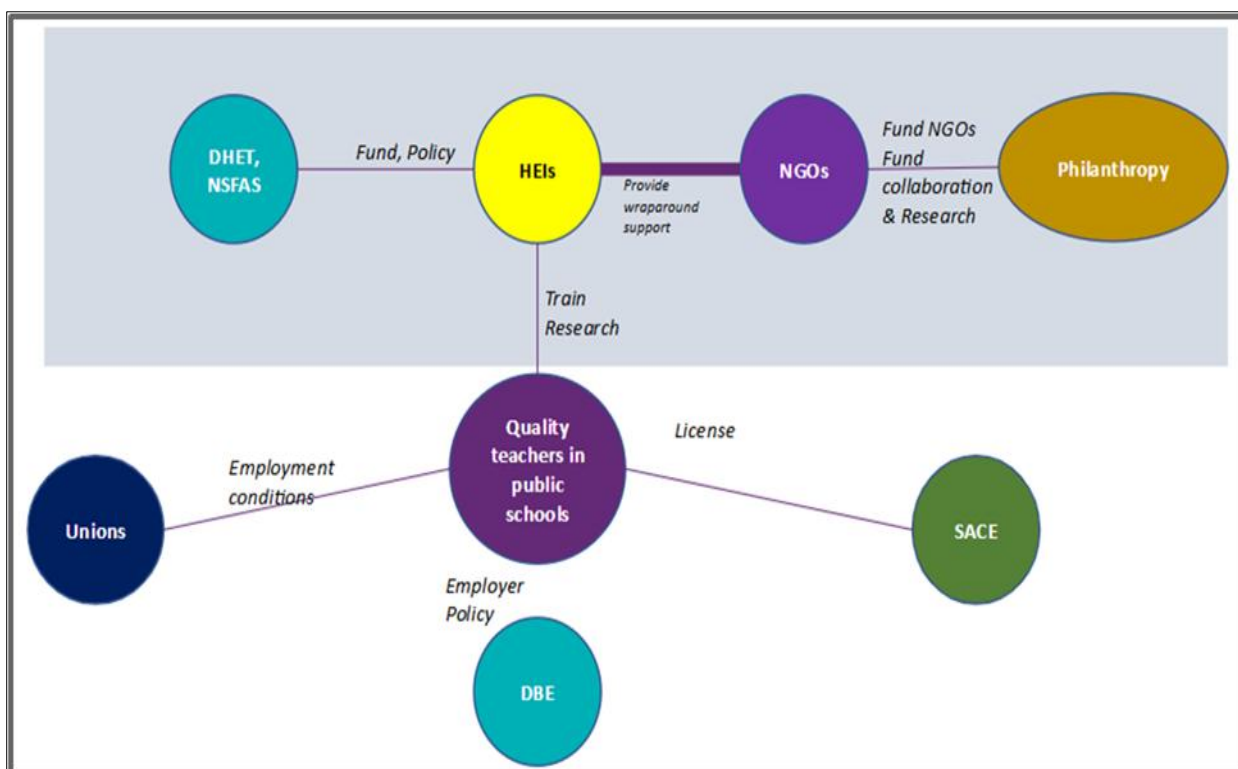


Figure 2: TICZA stakeholder map

2 TICZA workstream and work plan progress for 2024

2.1 Advocacy and Governance

The purpose of the Advocacy and Governance workstream is to (1) stimulate a common agenda and (2) ensure accountability and oversee agreed activities. This work was carried out by the TICZA SteerCom and the Funder and Implementer Groups through continued engagement with various stakeholders in the ITE ecosystem.

Table 1: Advocacy and Governance planned activities in 2024

Planned activities in 2024	Progress
1. MoU/Partnership agreements with TICZA members	
<ul style="list-style-type: none"> • NGO implementing partners (IPs) • HEI cooperation • TICZA Charter (HEIs, NGO IPs, SACE) 	Completed Completed Completed
2. Key routine TICZA meetings	
<ul style="list-style-type: none"> • SteerCom meetings • SteerCom Chair prep meeting • Funder Group meetings • Implementer Group meeting • Convening Group meetings 	Completed Completed Completed Completed Completed
3. Stakeholder engagements	
<ul style="list-style-type: none"> • Onboarding meetings • Workshops • Introductory meetings with HEIs 	Ongoing Ongoing Completed
4. Advocacy and Communication	
<ul style="list-style-type: none"> • Communication Strategy • Funder Network Breakfast • TICZA Digest • TICZA Implementation Compendium • TICZA Partner Profiling • TICZA Webpage and Social Media drive 	Completed Cancelled ¹ Completed In progress In progress Ongoing

2.1.1 Convening Group capacity

The TICZA Convening Group underwent a number of capacity changes in 2024. Due to the dissolution of BRIDGE in November 2023, a decision was made to subcontract NASCEE to lead the CoPs, a deliverable of the Sector-Wide Collaboration strand. The project lead, Ms Kelly Shiohira, and the project manager, Dr Zahraa McDonald, both left JET in the first quarter of 2024. The project lead role was assumed by Dr James Keevy and project management by Ms Zaahedah Vally. A full-time TICZA project coordinator, Ms Tshegofatso Mashaphu, was appointed by JET to ensure a smooth transition during this management change.

¹ A decision was taken to cancel the planning of a Funders' Breakfast for TICZA and instead focus on fundraising initiatives for the proof of concept (PoC) phase of TICZA for 2025. A number of proposals for funding have already been submitted by the Convening Group.

2.1.2 MoU/partnership agreements with TICZA members

Fourteen agreements have been signed with NGO Implementing Partners (IPs) since inception, with one more IP agreement under review. With a commitment to aligning on the common agenda, TICZA stakeholders initiated and signed a charter which was drafted during the *Re-imagining TICZA* workshop that took place at the SACE offices on 3 April 2024, facilitated by Reos Partners. In addition to the IPs, HEIs, Convening Group members and SACE have all signed the charter.

2.1.3 Key routine TICZA meetings

Continuous communication and stakeholder engagement are two elements of collective impact initiatives. In TICZA, they ensure that information-sharing takes place and that the various stakeholders are held accountable for achieving their work plans and contributing to TICZA's overall goal. TICZA established routine SteerCom meetings in 2021 to oversee the direction of the initiative's goals and ensure accountability in implementation. In 2024, the SteerCom held four meetings, attended by various stakeholders including members of the Convening Group, teacher unions (National Professional Teachers Organisation of South Africa [NAPTOSA], Professional Educators' Union (PEU) and South African Democratic Teacher Union [SADTU]), government departments (the DBE, DHET and SACE), funders (Maitri Trust, Tutuwa Foundation and Zenex Foundation), HEIs and IPs, with the student teacher interns as observers. The participation of HEIs and unions in the SteerCom and in TICZA overall increased, with the University of the Witwatersrand (Wits), University of Pretoria (UP), University of Kwazulu-Natal (UKZN), STADIO (a private HEI) and the PEU joining TICZA in 2024.

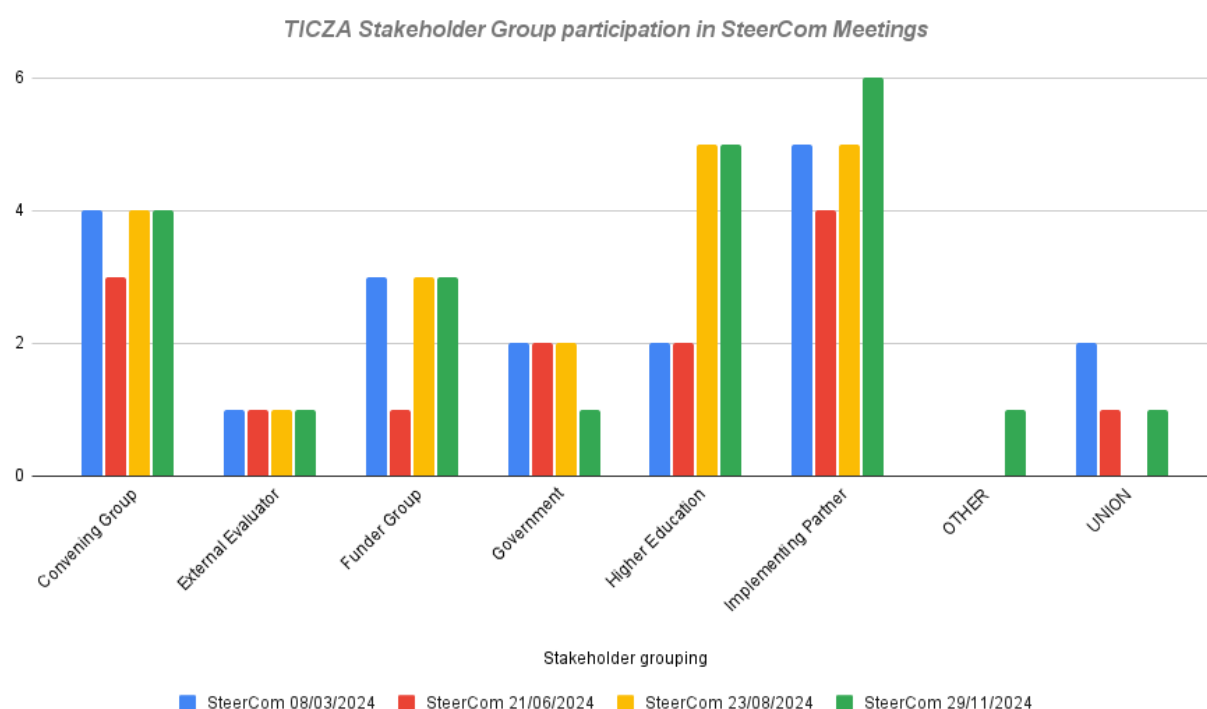


Figure 3: Participation in SteerCom meetings

The 2024 SteerCom meetings were chaired by Ms Vanencia Chiloane until her departure from SACE, when Ms Yvonne Lechaba from SACE took over this role.

Although physical attendance was preferred for the first and second SteerCom meetings, a hybrid approach was adopted in the second half of the year. A number of participants requested this change as physical attendance posed challenges for participants who had to travel from across the country to attend the meetings.

Planning meetings take place before each SteerCom meeting, with separate engagements for the Implementing Partner and Funder Groups. During these meetings, the draft agenda for the SteerCom meeting is reviewed and the relevant participants share what will be presented during the SteerCom meeting. Preparation meetings are also held with the SteerCom Chairperson; this became especially important in the last quarter of 2024 when the SteerCom Chairperson, Ms Chiloane, left SACE and a new chairperson from SACE, Ms Lechaba, was appointed.

The Governance Overview and Steering Committee Terms of Reference can be accessed [here](#).

2.1.4 Advocacy and Communication

The TICZA advocacy agenda and the communication strategy were drafted, adopted and implemented during 2024. Communication included weekly updates on and reminders about TICZA events, engagements and activities, which assisted with stakeholder engagement and keeping everyone informed of progress. The communication strategy is also viewed as an accountability tool, providing an opportunity to report on progress and acting as a reminder for stakeholders to action certain tasks linked to specific project deliverables for finalisation.

As part of the advocacy efforts, the Convening Group had introductory and onboarding meetings with a number of HEIs as well as with the union which recently joined the collective. HEIs who joined the collective in 2024 included UP, Wits, STADIO, UKZN, and the University of Cape Town (UCT), joining the University of Johannesburg (UJ), University of South Africa (UNISA), North-West University (NWU) and Instill Education, which have been part of TICZA for a few years. Of great importance was the interest shown in TICZA by the HEIs which do not offer online or distance Bachelor of Education (B.Ed.) or Postgraduate Certificate in Education (PGCE) programmes. In addition to NAPTOSA and SADTU, the PEU joined the TICZA collective, participating in the SteerCom meetings as well as other engagements and activities.

Several workshops and working group meetings were held during 2024 as part of advocacy and stakeholder engagement, mostly focusing on stakeholder alignment on the common agenda and research agenda. To align on the common agenda, all stakeholders met for the *Re-imagining TICZA* workshop on 3 April 2024, which saw TICZA shift its focus more intentionally to the institutionalisation of ESTIs. In addition, a Theory of Change (ToC) validation workshop was held on 24 July 2024. During the ToC workshop, participants had the opportunity to interrogate the outcomes of TICZA and prioritise those that would realistically be achievable by the conclusion of the project in 2025.



Figure 4: TICZA priority setting for 2024 at the 3 April workshop held at the SACE offices and facilitated by Reos Partners.

The TICZA webpage and social media pages (Facebook and LinkedIn) were utilised to enhance TICZA’s presence in the ITE ecosystem. One of the major activities on the TICZA social media pages was the profiling of TICZA stakeholders, while the sharing of TICZA knowledge products allowed for greater engagement on certain topics.

TICZA shared the stage with a range of initiatives using the collective impact model at the Transformative Evidence Network (TEN) 2024 conference, where a few TICZA stakeholders shared the work they do for TICZA, how the partnership works, and some of the challenges and successes of the collective so far.

2.2 Research Agenda and Shared Measurement and Tools

The **Research Agenda** and Shared Measurement Frameworks and Tools workstreams are a key part of TICZA and intended to provide consolidated learning, enable meaningful collaboration and assist in determining the requirements for scaling up implementation. For 2024, aligning the research agenda to TICZA’s established common agenda was critical.

The purpose of the Shared Measurement and Tools stream is to (1) develop/utilise tools, instruments and processes that feed into sector-wide monitoring and evaluation research and learning (MERL); (2) build the capacity of TICZA members with regard to M&E; (3) gather data using sectoral tools and demonstrate an institutionalisation case for extended student teacher internships.

Table 2: Research Agenda and Shared Measurement and Tools workstream progress

Planned Activities in 2024	Progress
1. Research and Evaluation Committee (REC)	
<ul style="list-style-type: none"> Establish the Research and Evaluation Committee REC routine meetings 	Completed Ongoing
2. Research Plan	
<ul style="list-style-type: none"> TICZA meta review Cost effectiveness analysis (CEA) Unpacking wraparound support 	In progress In progress In progress
3. External Evaluation	
<ul style="list-style-type: none"> TICZA Theory of Change Validation workshop 	Completed
4. Proof of Concept (PoC) Preparation	
<ul style="list-style-type: none"> POC of the emerging standardised ESTI model (TICZA+) 	In progress

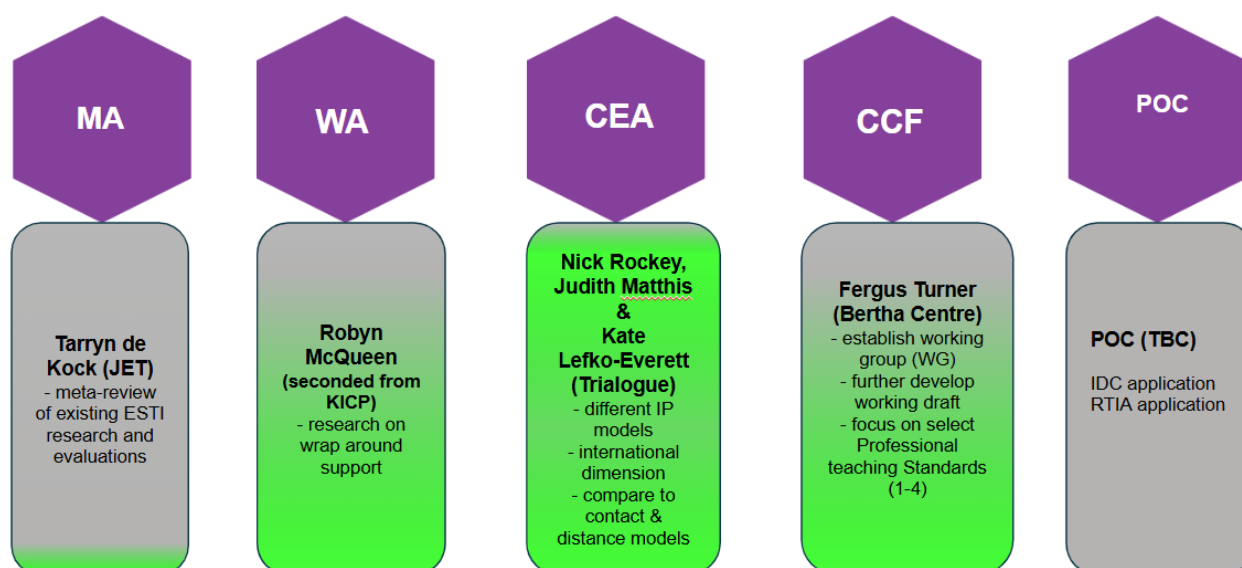
2.2.1 Research and Evaluation Committee

In 2024, the second SteerCom meeting established the Research and Evaluation Committee (REC) with a mandate to provide expertise, critically review and guide the TICZA research plan and activities. The REC is chaired by a member from the Funder Group and comprises members from HEIs and IPs. The JET team also formed part of the REC, mainly to report on research activity and provide managerial and administrative support. Other stakeholders also joined the REC quarterly meetings where necessary to provide feedback on the different workstreams relating to research that they were contributing to. In 2024, the REC met twice after its establishment.

2.2.2 The TICZA research plan

The research plan, shown in Figure 5, is a strategic roadmap outlining the objectives, methodologies and key components of TICZA's research endeavours. It is a critical tool for ensuring alignment with project goals, transparency in research activities and effective communication with stakeholders. In 2024, the research plan pivoted from a quasi-experimental design to a non-scientific approach, necessitated by the *Re-imagining TICZA* and the Unpacking Institutionalisation workshops which highlighted that limited data exists to present an appropriate and reasonable case for the institutionalisation of ESTIs. The core research activities in 2024 were: Unpacking the IP wraparound support, the CEA, the meta-review, and the CCF. All of these research outputs will contribute to the proof of concept (PoC) for the case towards the institutionalisation of ESTIs.

TICZA RESEARCH PLAN



Key: MA- Meta analysis; WA- Wraparound support; CEA- Cost effectiveness analysis; CCF- Common competency framework; PoC- Proof of concept

Figure 5: The TICZA research plan

2.2.3 External evaluation: TICZA Theory of Change Workshop

A collective impact project presents complexities, especially regarding the alignment of the common agenda which speaks to the key objectives of the collective with the key activities towards achieving those objectives. The formative evaluation conducted in 2023 established that there were two ToCs running concurrently in TICZA and that there was misalignment amongst the different stakeholder groupings. In 2024, Southern Hemisphere conducted the TICZA Theory of Change Validation workshop aimed at validating both the findings of the formative evaluation and the TICZA ToC. The workshop identified the TICZA activities, immediate-, short- and long-term objectives and outcomes, and most importantly, was key in highlighting the objectives and outcomes that are unrealistic for the current project window which ends in 2025.

2.2.4 Proof of concept preparation

In an effort to raise funding for the PoC phase of TICZA, two funding proposals have been submitted – one to the Industrial Development Corporation (IDC) and the other to the European Commission (Window 3 of the Regional Teachers Initiative for Africa (RTIA)). Further opportunities for fundraising will be actively sought and applied for.

2.3 Sector-Wide Collaboration and Innovation

The purpose of the Sector-Wide Collaboration and Innovation workstream is to (1) deepen collaboration and knowledge sharing amongst stakeholders and implementing partners, leading to shared lessons and improved network relationships/partnerships among TICZA members, and (2) develop shared resources that can be adapted and integrated into programme delivery to enhance system alignment.

The figure below depicts the workstream's activities and progress.

01	Common Competency Framework (CCF)	<ul style="list-style-type: none"> • Draft and presentation of 10 SACE PTS inspire CCF • CCF Working group • Working group workshops • Review and feedback loops • Editing and proofreading • Presentation at the Research and Evaluation Committee • Validation 	Completed Established Completed Completed Completed Planned Not started
02	Communities of Practices (CoPs)	<ul style="list-style-type: none"> • TICZA CoP 13 - Sustainability and Scale in the context of Extended Student Teacher Internships (ESTIs) • TICZA CoP 14 - The TICZA Mentorship Toolkit • TICZA CoP15: Enhancing Teacher Training through Innovative Distance and Blended Learning Models: Insights, Collaborations, and Research 	All three Completed
03	Mentorship Toolkit	<ul style="list-style-type: none"> • Draft support tool completed for consultation • Finalised tool for presentation • Review and Feedback • Validation 	Completed Completed On hold On hold

Figure 6: Sector-wide collaboration and innovation planned activity and progress

The activities in this workstream brought together diverse stakeholders from the TICZA ecosystem and beyond, driving conversations during which knowledge and expertise were shared. In addition, tools were formulated to guide the collective and to clarify matters relating to the TICZA agenda and assist TICZA with reaching its goals and objectives. The three activities were: the development of the CCF; the establishment of CoPs; and development of the mentorship toolkit.

2.3.1 Common competency framework (CCF)

The Bertha Centre at the University of Cape Town was contracted to develop the CCF, which will be a practical resource which NGOs as well as HEIs can use to examine the extent to which they are developing teachers in line with the SACE Professional Teaching Standards (PTS). The CCF presents simplified, actionable statements aligned with the 10 SACE PTS to guide the progression of student teachers in their professional development and preparation for the classroom and the school/workplace environment. The CCF presents three progression levels in three different domains, 'Know it', 'Do it' and 'Live it'. The three progression levels are 'spark', 'ignite' and 'flame', representing a student teacher's progression from novice student teacher to one who is fully ready to join and contribute to the teaching profession.

An example from the draft CCF is presented below.





1 Professional Standard		Teaching is based on an ethical commitment to learning and wellbeing of all learners			
1.1 Competency		Teachers believe in the capacity of all learners to achieve and make progress both inside and outside the classroom.			
Domain >>					
Levels		Know it	Do it	Live it	
Flame 		Demonstrates a deep understanding of the interrelatedness between different capacities of learners in and outside the classroom.	Actively broadens awareness of educational issues affected by learners' contexts and work environments.	Consistently lives out the belief that all learners can achieve and make progress both inside and outside the classroom in a convincing manner.	
Ignite 		Demonstrates an understanding of the different capacities of learners both in and outside the classroom.	Consistently and impartially makes decisions that take into account learners' unique contexts and situations	Models the belief that all learners can achieve and make progress both inside and outside the classroom.	
Spark 		Demonstrates a basic knowledge of the different capacities of learners in and outside the classroom.	Shows a readiness to engage learners individually to better understand and inform teaching strategies that include unique barriers and pathways to learner development.	Behaves in a manner that conveys a sense that all learners can achieve and make progress both inside and outside the classroom.	

Figure 7: An example of a competency in the draft CCF

2.3.2 Communities of practice (CoPs)

The CoP sessions serve as valuable platforms for dialogue, idea generation and collaborative problem-solving within the TICZA community. The diverse themes and discussions reflect a holistic approach to addressing challenges and advancing the goals of teacher education and the collective impact collaboration.

TICZA actively engaged in CoPs throughout 2024, hosting three CoP discussions which fostered collaboration and knowledge sharing and addressed some of the critical issues in ITE. The CoP sessions served as valuable platforms for dialogue, idea generation and collaborative problem-solving within the TICZA community. The diverse themes and discussions reflect a holistic approach to addressing challenges and advancing the goals of teacher education and a collective impact collaboration.

The first CoP was a discussion on sustainability and scale in the context of ESTIS from the perspectives of funders and implementers, led by a presentation by Rebecca Muir of the Maitri Trust. The second CoP included a panel discussion on mentorship from the perspectives of student-teacher interns and teacher mentors and a presentation of the draft mentorship toolkit by Zaahedah Vally and Tshegofatso Mashaphu from JET. The last CoP focused on collaboration and research in enhancing teacher training through innovative distance and blended learning models, with inputs from HEIs offering B.Ed distance learning models and IPs offering wraparound support to student teacher interns. The three CoPs contributed to the alignment of the TICZA research plan and the ESTI institutionalisation agenda, providing opportunities for the various stakeholder groupings to come together and discuss various elements of ESTIs and explore potential partnerships.

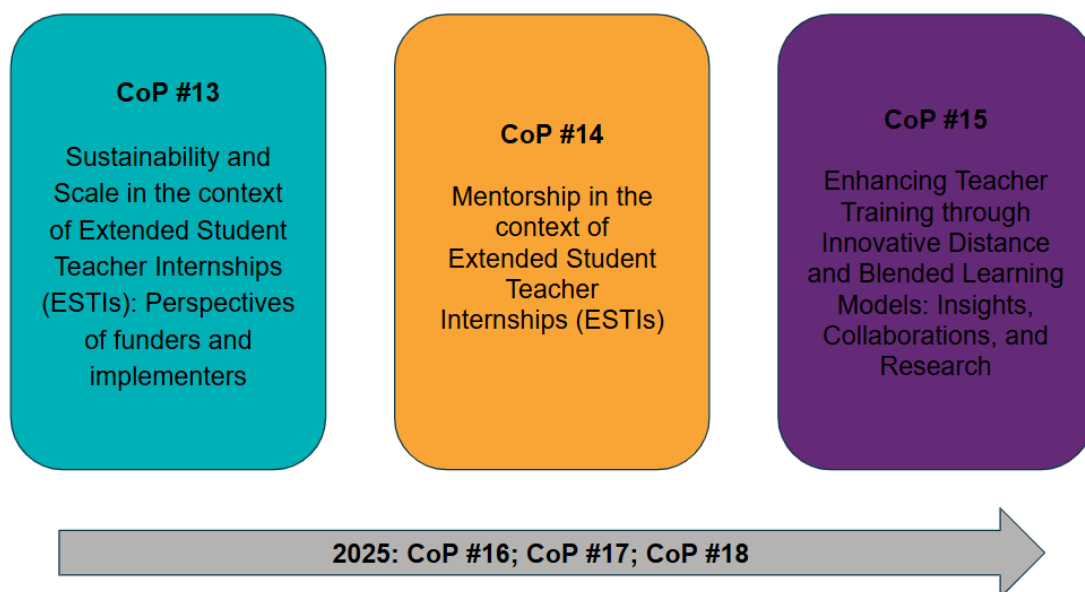


Figure 8: CoPs held in 2024

2.3.3 Mentorship toolkit

Further development of the mentorship toolkit was put on hold after it was presented at the second CoP, and a decision was made that focusing on mentorship as an aspect of ESTIs is beyond the current scope of TICZA.

2.4 Knowledge Products

The purpose of this stream is to (1) contribute to continuous communication and reporting on mutually reinforcing activities (including research conducted by the Young Researchers) and outcomes of shared measurement; and (2) advance the common agenda. In 2024, TICZA planned the production of several knowledge-sharing products which will be completed in 2025 as their associated activities extend into 2025.

A summary of progress is presented below.

Table 3: Progress in Knowledge Products workstream

Planned Activities in 2024	Progress
1. Implementation Compendium	Ongoing
2. TICZA Research and Practice Digest	Completed
3. Conferences and presentations	
<ul style="list-style-type: none"> Teacher Education and Interdisciplinary research Transforming Evidence Network The JET Knowledge week 	Completed Completed Completed
4. Research and workshop reports	

Planned Activities in 2024	Progress
<ul style="list-style-type: none"> • Cost Effectiveness report • Common Competency Framework • CoP reports • Unpacking Institutionalisation workshop report • Re-imagining TICZA workshop report 	In progress In progress Completed Completed Completed

3 Risks and mitigations

TICZA maintains a live risk register of high-level risks, which can be viewed [here](#). In addition, as an innovative and multi-stakeholder project, there have been unique challenges, and not all original plans have proven fruitful or successful. The table below reflects some of the existing and emerging challenges TICZA has faced and proposes ways forward.

Table 4: Risks and mitigations

Risks	Mitigation
Programmatic funding: Securing programmatic funding to provide sufficient evidence on the viability and scalability of the ITE ESTI model in general and variations of the model.	Ongoing joint fundraising proposals are being pursued, led by the Convening Group, with IPs forming a core part of the team.
Research on the ITE ESTI model viability: Ability to demonstrate the viability of the ITE ESTI model in order to make a case for institutionalisation of ESTIs.	The research plan has been strengthened with specific pieces of work such as the research on wraparound support, meta-review of existing ESTI research and evaluations, and the CEA. These outputs all provide credibility for the institutionalisation case.
Key stakeholder buy-in and alignment: Buy-in of key stakeholders (e.g. DBE, DHET, HEIs, IPs, SACE, unions) to TICZA processes to avoid discrediting of TICZA or obstructing the achievement of long-term objectives.	Structures such as the SteerCom meetings, workshops, regular and consistent communication ensure that all stakeholders are aligned on TICZA's goals and objectives. Updating the TICZA ToC also assisted in achieving better alignment.
Policy adoption: The extended teacher internship model is not mentioned in policy, which may influence the ability of the model to become widespread.	TICZA submitted revisions to the Minimum Requirements for Teacher Education Qualifications (MRTEQ) which included references to the ITE ESTI model.

4 Way forward: TICZA 2025

During the final year of the initiative, TICZA will focus on sustainability and handover. This will be necessary so responsibility for TICZA'S collective outcomes can be transferred from the collective to the individual

stakeholder groups. To ensure that ESTI stakeholders take ownership of their roles in pursuing the collective impact objectives, structures will have to be in place to hold groupings accountable to the collective.

The following are the planned activities for 2025:

- Complete the **CEA** and **wraparound support research**;
- Host CoPs: topics to be confirmed;
- Validate the **CCF** (including obtaining **ethical clearance**); gamify and simplify the CCF for ease of use;
- Conduct a meta-review of current research and evaluation activities linked to ESTIs;
- Endline evaluation to be conducted by Southern Hemisphere;
- Communication and advocacy: build on the Digest, and possibly collaborate with NASCEE on sharing more about TICZA to a wider audience;
- Actively pursue funding opportunities for the proof of concept stage of TICZA. A R12m **funding request** has been submitted to the European Commission (Window 3 of the Regional Teachers Initiative for Africa). The focus of this bid is to develop a standardised approach for school-based learning to support student teachers in extended internship programmes in South Africa.

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Annexure A: Table 1: Relevant Reports, Instruments and Tools

Name or Title	Status	Comments
Advocacy and Governance		
TICZA Webpage	Complete	The TICZA webpage has been set up and is housed on the JET website.
TICZA LinkedIn profile	Complete	TICZA news and events are posted weekly to keep the audience engaged.
TICZA Facebook profile	Complete	TICZA news and events are posted weekly to keep the audience engaged.
TICZA/IP MoU	In progress	IPs have signed the MoUs, except for St Peters – this MoU is still under review with St Peters leadership.
TICZA Charter	Complete	Stakeholders drafted and signed the Charter.
TICZA Glossary of terms	Live	TICZA stakeholders provide ongoing contributions to the Glossary of Terms.
TICZA Draft communication strategy	Complete	Still in draft format.
TICZA SteerCom Terms of Reference (ToR)	Complete	Approved but can be amended as needed.
TICZA Implementation Group (IG) Mandate	Complete	Approved but can be amended as needed.
Re-imagining TICZA workshop Report	Complete	
TICZA Unpacking Institutionalisation Report	Complete	
TICZA Research and Practice Digest	Complete	Published in December 2024.

Sector-Wide Collaboration		
TICZA CoP 13 Report	Complete	Sustainability and Scale in the Context of Extended-teacher Internships (ESTIs): Perspectives of Funders and Implementers.
TICZA CoP 14 Report	Complete	Mentorship in the context of Extended Student Teacher Internships (ESTIs)
TICZA CoP 15 Report	Complete	Enhancing Teacher Training through Innovative Distance and blended Learning Models: Insights, Collaborations, and Research
TICZA 2024 CoPs integrated Report	Complete	
TICZA Draft Mentorship Toolkit	On Hold	Draft version
TICZA Draft Common Competency Framework	In progress	Scheduled for validation in 2025
Research and Shared Measurements		
Research and Evaluation Committee ToR	Complete	Approved but can be amended as needed
TICZA Revised Research Plan 2024-2025	Complete	Approved
TICZA Theory of Change report	Complete	Report submitted from the ToC validation workshop held 24 July 2024
TICZA Theory of Change Diagram	Complete	
TICZA Draft Common Competency framework	In progress	Draft version
TICZA Draft Unpacking wraparound support research	In progress	Preliminary report
TICZA Draft Cost-Effectiveness Assessment Research report	In progress	To undergo validation
TICZA Meta-review research	In Progress	
TICZA Glossary of Terms	Live	

Knowledge Products		
TICZA Implementation Compendium Issue #1	Complete	TICZA terminology
TICZA implementation Compendium Issue #2	Complete	Overview of the District-Based Teacher Recruitment Strategy ^{1, 2}
TICZA Digest	Complete	Published in December 2024
TEN conference Video	Here	TICZA stakeholder showcase TICZA as a collective impact project at the Transforming Evidence Network Conference 2024.