TICZA

TEACHER INTERNSHIP
COLLABORATION SOUTH AFRICA

2023 TICZA ANNUAL REPORT

December 2023

JET Education Services

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Abbreviations

B.Ed	Bachelor of Education degree
CEA	cost-effectiveness analysis
CBA	cost-benefit analysis
CCF	Common Competency Framework
CHE	Council on Higher Education
CoP	community of practice
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ETDP SETA	Education, Training and Development Practices Sector Education Training Authority
FG	Funder Group
HEI	higher education institution
HEQSF	Higher Education Qualification Sub-framework
IG	Implementer Group
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
ITE	initial teacher education
JET	JET Education Services
M&E	monitoring and evaluation
MRTEQ	Minimum Requirements for teacher Education Qualifications
NAPTOSA	National Professional Teachers Organisation of South Africa
NGO	non-government organisation
NQT	newly qualified teacher
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
UNISA	University of South Africa
WG	Working Group

1. Background and overview of TICZA

The Teacher Internship Collaboration South Africa (TICZA) is a multi-stakeholder partnership of government, funders, non-governmental organisations (NGOs), academic institutions and the private sector invested in developing extended student teacher internships as a viable, scalable component of initial teacher education (ITE). TICZA is interested in systemic change and seeks to establish and demonstrate the efficiencies and impact of extended student teacher internships as a credible and widely-used component of ITE pathways that generate high-quality, effective teachers for public schools in South Africa.

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 in 2021, the initiative set up the strategies, plans, systems and networks envisaged as necessary to deliver the project goals over the following four years.

Activities at the inception phase were jointly funded by the Zenex Foundation and the Maitri Trust, with further funding for 2022 - 2025 also secured from the Standard Bank Tutuwa Foundation. ABSA also funded activities in 2022, resulting in activities for 2022 being jointly funded by the Zenex Foundation, the Maitri Trust, the Standard Bank Tutuwa Foundation, and ABSA. In 2023, TICZA was funded by the Zenex Foundation, the Maitri Trust and the Standard Bank Tutuwa Foundation. Throughout 2023, these funders provided critical insights and guidance for the Initiative and are committed to doing so over the next two years. Funding supports TICZA activities linked to the robust collection and use of evidence, advocacy, collaboration and knowledge-sharing. Funders also offer thought leadership as voting members on the Steering Committee (SteerCom) and through a Funder Group (FG) convened to deepen collaboration and coordination among funders.

This report is intended to provide updates to the various TICZA stakeholders on the activities undertaken by the initiative from January to December 2023, providing an accountability mechanism for grant funds and outlining the progress toward the overall objective of TICZA. This report is a summary and includes hyperlinks to additional documentation.

1.1. TICZA as a collective impact project

TICZA is a *collective impact project*[1] designed to support mutually reinforcing activities across discrete actors in the education sector who have varying interests in extended student teacher internships as a component of ITE pathways. Collective impact 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, 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.

The **convening group** of TICZA is positioned as this backbone organisation. In 2023, the convening group's focus was on consolidating a common agenda, using instruments for shared measurement to

[1] See Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9(1), 36–41. https://ssir.org/articles/entry/collective_impact

monitor implementation, pursuing mutually reinforcing activities and ensuring channels of communication for the project are in place.

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

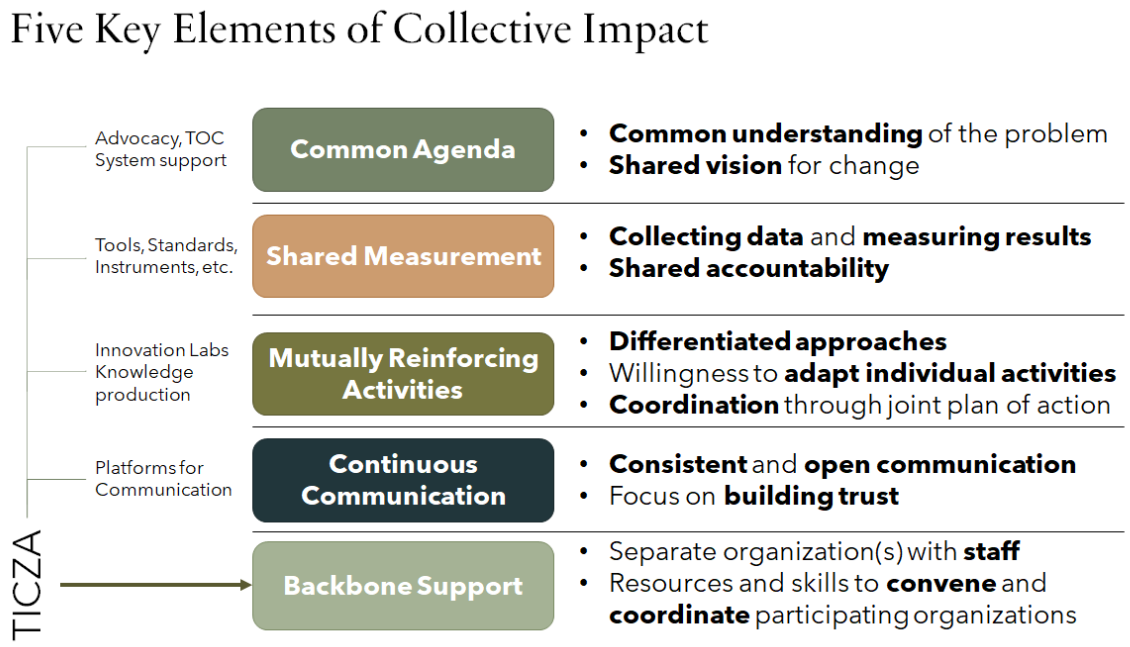


Figure 1: TICZA and the five elements of collective impact

Source: Adapted from John Kania & Mark Kramer, Winter 2011 (FGS Impact Consulting Summary)

The **vision** of TICZA is that:

- Extended student teacher internships are an integral part of the ITE system and are 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 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 extended student teacher internships by integration into relevant policies and practices.
- Government and non-government organisations (including implementers, funders, academic institutes etc.) work together to achieve scale and efficiency of extended student teacher internship programmes[2] or programmatic components (e.g. mentorship pathways).
- The integration and scaling of extended student teacher internships in the system are driven by evidence of effectiveness/cost-effectiveness/affordability with data provided by public and private organisations.
- The extended student teacher internship component is cost-effective and maximises its impact on teacher quality and teacher retention.

[2] Examples include programmes of the Global Teachers' Institute (GTI), Khanyisa Inanda Community Programme (KICP), Acorn, Thandulwazi, More than a Teacher, Numeric, Teachers Plus, Teach the Nation.

- The extended student teacher internship component creates knowledgeable teachers who positively influence the education system and demonstrate good learner results.

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, higher education institutions, 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 extended student teacher internship models and of the collective impact approach to institutionalising the extended student teacher internship component; **advocates for extended student teacher internships** with stakeholders across 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; **actively identifies and attempts to align with existing efforts** in the market to scale components of extended student teacher internship programmes wherever possible.

1.2. TICZA stakeholders

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

The main activities of the TICZA work plan are driven by the convening group which 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 as well as 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 extended student teacher interns and the teachers and learners in the schools they are part of. Mentors are also contributors and could be key beneficiaries of extended student teacher internship programmes.

Figure 2 depicts the different stakeholders of TICZA and their roles in relation to the core theme of improving ITE, as extracted from the outcome mapping exercise in 2021.

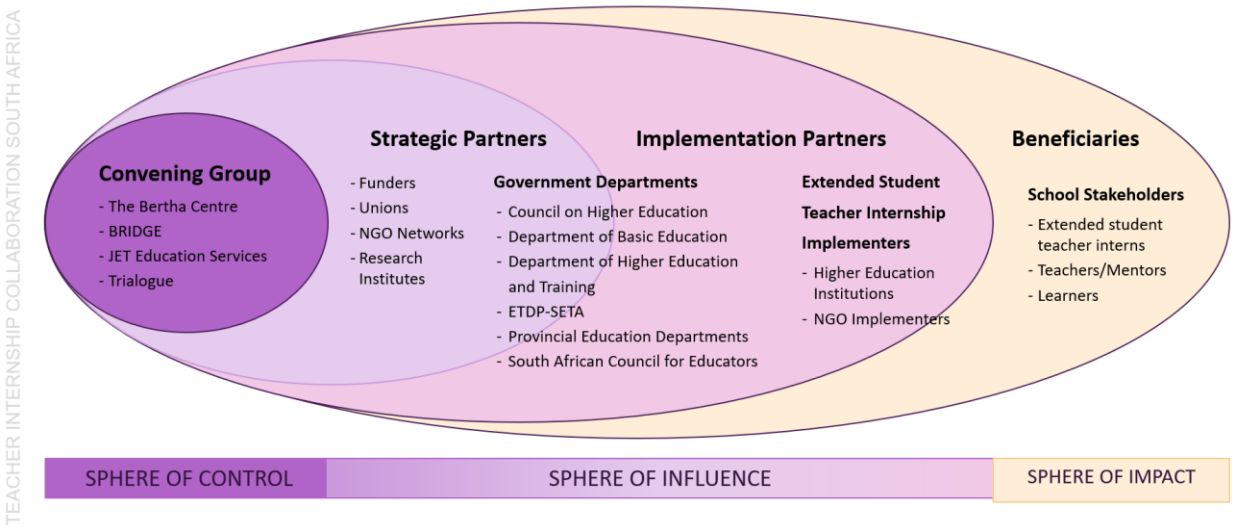


Figure 2: TICZA stakeholder map

The convening group is composed of JET Education Services (JET), Trialogue, the Bertha Centre and BRIDGE. The group meets monthly to collaborate, conceptualise and review all deliverables before they are circulated to the SteerCom. JET Education Services is the primary contracted entity and, in 2023, led on oversight and administration, project management, advocacy and governance, as well as shared measurement workstreams. BRIDGE and the Bertha Centre led the Sector-Wide Collaboration Workstream, which included the communities of practice (CoPs) and developing a common competency framework. Trialogue contributed to the Advocacy and Governance Workstream by leading the Sustainable Funding Working Group. In November 2023, BRIDGE was dissolved and will therefore no longer form part of the convening group in 2024.

2. Progress on Work Streams in 2023

This section summarises the outputs achieved and aligned to the four workstreams: Advocacy and Governance; Shared Measurement and Tools; Sector-Wide Collaboration and Innovation; and Knowledge Sharing.

2.1. Advocacy and Governance

Purposes of the stream

To (1) stimulate a common agenda. This will be achieved via the TICZA SteerCom, the Funder and Implementer Groups, and continued engagement with various stakeholders in the ITE ecosystem; and (2) ensure accountability and oversee agreed activities.

Table 1: Progress of activities planned in 2023 in the Advocacy and Governance Workstream

Planned Activity 2023	Progress
MOU/MOA (DBE, DHET, SACE, and Funders)	ASAP
– SteerCom Meetings – Establishment of TICZA NGO Implementer Group – NGO Implementer Group Meetings – Establish HEI implementer group – Bilaterals with unions – FG Meetings – Compile 'key priorities' for NGOs, HEIs, Unions, Government Departments	– Ongoing – Complete – Ongoing – Pushed to 2024 – Complete – Ongoing – Incorporated in Road Map
– Establish contact list of relevant Provincial Education Departments individuals in each Province; procure initial introduction – Provincial Education Department Consultations	– Unsuccessful – – Unsuccessful
– Sustainable Funding Working Group initial report – Initial meetings with ETDP-SETA – Stakeholder engagement – Workshop	– Complete – Complete – Ongoing – Complete
– Expanded Funder Network Breakfast	– Pushed to 2024

Establishing a robust and inclusive SteerCom in 2021 is one of TICZA's strengths. The SteerCom oversees the direction of the project goals and ensures accountability in implementation. In 2023, the SteerCom held four meetings, attended by various stakeholders, including the convening group, teacher unions (National Professional Teachers Organisation of South Africa [NAPTOSA] and South African Democratic Teacher Union [SADTU], government departments (the DBE, DHET and SACE), the funder group, HEIs and implementers. SteerCom meeting minutes for 2023 are available in the following shared folders: **March 2023, June 2023, August 2023,** and **November 2023**.

The approach to the SteerCom is 'Broadchurch', enabled by technology and the use of Zoom as a meeting platform. In addition to the eight voting members, representatives from many organisations as well as individuals attend as observers (50 invited guests). Observers are welcome to give input during the meetings through the chat function and discussion sessions. **Click here to access the Governance Overview** and **here to access the Steering Committee Terms of Reference.**

An embedded resource was hired in 2022 to support the TICZA project. The original intention was for this person to spend dedicated time at each of the three government departments, amounting to two and a half days per week. However, some departments were reluctant to have an external person on-site (SACE in particular), and ultimately this person worked fully remotely, mainly in support of project management and as a liaison with the government departments. At the end of 2023, discussions resumed about potentially making an embedded resource available to the DBE in particular to assist with data analysis and dissemination. At the same time, it was determined that TICZA would benefit more from a full-time coordinator than a part-time manager, and this will be pursued in 2024.

2.1.1. Establishing a TICZA Implementing Partner Group

In March 2023, the Steering Committee (SteerCom) Terms of Reference (ToR) were revised to incorporate four NGO implementing partner voting members: Hassiena Marriott (Global Teachers Institute [GTI]), Jeremy Gibbon (Jakes Gerwel Fellowship [JGF], Lerato Okeyo (Thuto Trust), and Richard Masemola (Teach South Africa). Following the ToR revision, the Implementer Group (IG) was established, with BRIDGE as the secretariat (now being fulfilled by JET). On 26 July, a significant meeting occurred at KICP Inanda, KwaZulu Natal. The session aimed to brainstorm ideas on enhancing the scale of extended student teacher internships and fostering new collaborative approaches. Thirty-two representatives from 14 organisations attended, including three organisations not previously affiliated with TICZA. Teach SA and St Mary's DSG, Durban, expressed interest in joining.

Throughout the last two quarters, the four nominated implementing partner SteerCom representatives actively engaged with other implementing organisations. Their efforts included mapping IG objectives for presentation to the TICZA SteerCom and structuring a Charter for Implementing Organisations. The final IG SteerCom preparation meeting for 2023 occurred on 25 October, providing implementing organisations with an opportunity to contribute to the final SteerCom meeting and offer commentary on the group's draft outcomes.

Implementing partners actively participate in CoPs and research being conducted.

2.1.2. Union Engagements

TICZA recognises the importance of strategic partners and stakeholders, including funders, teacher unions, NGO networks, and research institutes. These entities collectively contribute to the systemic efforts of professionalising teaching.

The SADTU and NAPTOSA have been participating in TICZA SteerCom meetings since 2021. In 2023, TICZA initiated contact with the three other teacher unions active in South Africa: The Professional Educators Union, the South African Teachers Union, and the National African Teachers Union. However, only the National African Teachers Union responded positively. The union not only attended the last TICZA Positioning Workshop but also committed to sending a representative to future TICZA SteerCom meetings.

TICZA representatives attended the NAPTOSA Gauteng School Leaders' Conference on August 2nd, receiving a positive response and generating interest from the attendees. TICZA continues to strengthen relationships with unions forming part of the TICZA SteerCom through individual meetings, affirming the unions' commitment to the initiative.

2.1.3. Funder Group

The FG remains committed to active collaboration, transparent communication and strategic refinement to enhance the impact of TICZA.

During this period, the FG has collaborated to provide valuable input into the SteerCom agenda and offer constructive feedback on TICZA's progress. This early engagement allowed for a robust discussion on the strategic direction and alignment of objectives. The FG's proactive approach was evident in an objectives mapping exercise for TICZA presented at the final SteerCom, which contributed to a comprehensive understanding of the initiative's strategic goals.

2.1.4. ETDP SETA Engagements

This year, TICZA engaged with the Education, Training and Development Practices Sector Education Training Authority (ETDP SETA), highlighting the initiative's efforts to integrate extended student teacher internships into the broader strategic planning framework for teacher education and development.

On 6 October, representatives from TICZA met with Ms Sesi Nxesi, CEO of the ETDP SETA, for an introductory session. The purpose was to provide Ms Nxesi with an overview of TICZA and gain insights into the inner workings of the ETDP SETA, specifically focusing on initial teacher education and development. Following the initial meeting, Ms Nxesi invited TICZA representatives to present at the ETDP SETA TED Technical Committee meeting, which is responsible for finalising the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). Zahraa McDonald and Lauren Tracey-Temba attended the meeting on 2 November, requesting that extended student teacher internships find expression in the revised ISPFTED.

The ETDP SETA TED Technical Committee responded positively to the request, signalling the potential for policy recognition for the extended student teacher internship as a component of ITE pathways in South Africa. This step reflects the ongoing dialogue and collaboration between TICZA and the ETDP SETA, indicating a commitment to aligning extended student teacher internships with broader educational planning and development frameworks.

2.1.5. Department of Education Engagements

The DBE, DHET and SACE have continued to engage with TICZA activities and processes in 2023. The MoU with these departments and agencies is however pending, and resolution in 2024 will be pursued.

Several meetings were held with Mrs Maje, the Chief Director for ITE at the DBE, to establish a process for gaining access to Provincial Education Departments (PEDs). Meetings were attended by TICZA representatives and included the Funza Lushaka meeting hosted by the DBE on 24 August.

These engagements and the presentations by the DBE, HEIs and SACE at the meeting on 24 August provided valuable insights into provincial and national priorities for ITE, contributing to a more informed approach to aligning the initiative with the broader goals and needs of the education sector. The ongoing dialogue and participation in relevant forums demonstrate a commitment to collaboration and understanding the dynamic landscape of teacher education in South Africa.

Meetings were held with Ms Mathey as well as Dr Setshedi from DHET in preparation for SteerCom meetings. The DHET, through Ms Mathey, also facilitated engagements with HEIs and the Education Deans' Forum, where and when required. In 2024, it will be crucial to take cognisance of progress made with the revisions to the Minimum Requirements for teacher Education Qualifications (MRTEQ) in order to ensure that extended student teacher internships are recognised in ITE policy.

Meetings were held with Ms Lechaba and Ms Chiloane of SACE in preparation for SteerCom meetings. Ms Chiloane Chaired the last two SteerCom meetings of 2023. Ms Lechaba and Ms Chiloane also engaged with implementing partners regularly in 2023 to ensure the status and importance of provisional registration is clear to all stakeholders. In 2024, SACE's critical input in validating the Common Competency Framework and Mentoring Toolkit will be essential.

2.1.6. HEI Engagements

During this period, individual engagements with various HEIs demonstrate TICZA's proactive approach to connecting with HEI representatives, fostering collaboration, addressing specific concerns, and ensuring alignment with the goals and initiatives of each institution.

TICZA representatives engaged individually with Prof Sarita Ramsaroop from the University of Johannesburg (UJ), Prof Carisma Nel from North-West University (NWU), and Dr Kate Angier from the University of Cape Town (UCT). These meetings aimed to facilitate onboarding and explore opportunities for further collaboration. They also served to understand and meet the unique needs of each HEI partner.

2.1.7. Sustainable Funding Working Group

Purpose of the working group:

To 1) Explore and align existing avenues of potential funding for extended student teacher internships, and 2) develop a sustainable funding plan for extended student teacher internships.

The Sustainable Funding Working Group's goal is to set up a mechanism that can enable TICZA-member extended student teacher internships to contribute 1,000 teachers per year to the education system by 2028 (10x the number of graduates in 2022). The breakdown of the cost summary is provided below. The price point per intern will come down with scale for each organisation. The convening group is proposing a rapid cost-effectiveness analysis (CEA) to model future costs for programmes at different scales in order to get a clearer picture.

Table 2: Breakdown of cost summary

Scenario	Programme cost per intern per year (excluding bursaries and government support)	Number of years	Total Programme Cost	Number of interns served with R30 million
A	R50 000,00	4	R200 000,00	150
B	R50 000,00	2	R100 000,00	300
C	R26 000,00	4	R104 000,00	288
D	R26 000,00	2	R52 000,00	577
E	R15 000,00	4	R60 000,00	500
F	R15 000,00	2	R30 000,00	1000

During the first half of 2023, Trialogue researched potential funding avenues for TICZA. This research involved consultations with ten key stakeholders, extensive desktop research, and a collaborative findings-sharing session with implementing partners and stakeholders on 13 June. The central conclusion drawn from this research was the existence of untapped funding opportunities within

national and global donor funding spheres, necessitating focused engagement and management. Following this research, the important role of HEIs was also identified and will require specific focus in 2024.

In response to the research findings, TICZA articulated a strategic way forward. The plan involves deriving a shortlist of targeted funding sources, establishing a managed engagement process with these potential sources and exploring the feasibility of creating mechanisms for funding such as an internship fund and impact investing.

TICZA's commitment to sustainable funding is evident in its strategic approach and ongoing engagement with and exploration of innovative financing mechanisms. The collaboration with Trialogue underscores a thorough and consultative process to identify viable funding avenues, with a keen focus on transparency, efficiency and long-term impact.

2.2. Shared Measurement and Tools

Shared frameworks and tools are a key part of TICZA and are meant to provide one form of consolidated learning, enable meaningful collaboration and determine the requirements for scaling up implementation.

Purposes of the stream

To (1) develop/utilise tools, instruments and processes that feed into sector-wide monitoring and evaluation (M&E); (2) build the capacity of TICZA members with regard to M&E; (3) gather data using sectoral tools and demonstrate an economic case for extended student teacher internships, taking into account both quantitative (e.g., graduation, placement, retention/promotion rates in the teaching profession) and qualitative (e.g., attitudes and values that advance the teaching profession) benefits of extended student teacher internships.

Table 3: Progress of activities planned in 2023 in the Shared Measurement and Tools Workstream

Planned Activity 2023	Progress
– Research plan – Collation of monitoring data for implementers	– Complete – Complete
– TICZA graduate competency testing	– Complete
Newly qualified teacher (NQT) survey – Data collection – **Report** – **Sur**vey of non-implementing partners NQTS	 – Complete – Complete – In progress
– Longitudinal study **instrument**	– In progress
– Cost-benefit analysis	– In progress - CEA introduced in 2024
– External evaluation	
– Inception Report	– Complete
– Baseline Evaluation Report	– Complete
– Baseline Evaluation Presentation	– Complete

2.2.1. Research Plan

Following the external evaluation findings and feedback from the SteerCom in June, the convening group of TICZA undertook the refinement of an existing working document, namely the 'TICZA Research Plan.' The research plan 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 organisational goals, transparency in research activities and effective communication with stakeholders. Access to the detailed research plan is available **here**.

Also in 2023, a plan for the governance of research, including an external evaluation, was presented at SteerCom. This will be further refined in 2024 to ensure robust oversight of TICZA research.

2.2.2. Collation of Monitoring Data for Implementers

In 2022, monitoring data was received from five implementing partners. Based on feedback from some expressing challenges with completion, a decision was made to develop a qualitative instrument to replace the existing monitoring data template for future use. This new instrument takes the form of a survey that will be distributed to implementing partners, with the intention of also retrospectively collect information for the year 2022. The **collection instrument** has been finalised and the survey sent out. For those implementing partners who wish to make an appointment for the collection of the information, this will be carried out in early 2024. The data collected in 2022 will be used as a comparison with data that will be collected in successive years.

2.2.3. TICZA Graduate Competency Testing

In the context of TICZA's ongoing efforts to assess graduate competencies, 55 graduates completed the Graduate Competency Test in English. In comparison, 61 graduates completed the Mathematics Graduate Competency Test. These graduates represented several organisations within TICZA: Acorn, GTI, Khanyisa, Numeric, More Than a Teacher, Teachers' Plus, Teach the Nation, and Thandulwazi. The Primary Teacher Education (PrimTEd) project assessment instrument which the graduates completed was developed by ITE colleagues as a reasonable measure of what might be expected of student teachers completing a Bachelor of Education degree (B.Ed) programme.

The PrimTEd benchmark (2018-2020) fourth years (n=1062) scored a mean of 53% for mathematics, with a standard deviation of 17%. Using the same mathematics test, the TICZA 2022/3 fourth years (n=61) scored a mean of 54%, with a standard deviation of 20%. The PrimTEd benchmark (2020-2022) fourth years (n=731) scored a mean of 55% in the English test, with a standard deviation of 21%. The TICZA fourth years (n=55) scored a mean of 46% in the English test, with a standard deviation of 21%.

A number of administrative and communication challenges were experienced with the test administrators, Kellelo, after the tests were written. Results for the complete group were not shared for months after the tests were completed, and raw data was only shared at the end of January 2024. The JET team had made a number of follow ups with little or no response from Kellelo.

TICZA has shared individual reports on the graduate competency tests with the respective implementing partners. This approach ensures transparency and enables implementing partners to understand the specific strengths and areas for improvement among their graduates.

2.2.4. Newly Qualified Teachers (NQT) Survey

TICZA has made significant progress in the development and administration of the Newly Qualified Teachers (NQT) survey, which aimed to gather comprehensive information on values, attitudes,

intentions for the teaching profession, and professionalism. The survey took place from 12 to 19 July 2023, capturing responses from 68 NQTs from a sample population of 124. The NQTs were from Acorn (n=6), GTI (n=23), Khanyisa (n=6), Numeric (n=24) and Thandulwzi (n=9). The survey encountered some challenges, with 21 NQTs declining to participate and 35 being unreachable despite multiple attempts to reach them. Data collectors made up to three calls per day over five days, and 13 NQTs responded via WhatsApp.

Of the 68 NQTs, 55.9% (38) were employed as teachers – the largest share were in Gauteng, followed by the Western Cape. Twelve were employed in private schools and 26 in public schools. The remaining NQTs were employed but not as teachers in schools. All the respondents believed that teaching was an important profession.

TICZA is committed to ethical considerations such as seeking legal advice on data sharing and reflecting a responsible and transparent approach to utilising survey data for informed decision-making and programme improvements.

2.2.5. Longitudinal Study

TICZA is conducting a Longitudinal Study scheduled for completion in 2025. The primary objective of this study is to track the progress of the 2022 graduates over time, gathering information on their current teaching status, advancement in the teaching profession, and their intentions and satisfaction with teaching. Additionally, the study aims to trace the control group identified in the NQT survey.

By tracking graduates' career paths and experiences over time, the study will provide valuable insights into the long-term outcomes and contributions of TICZA's interventions in teacher development. The collaborative approach to survey development ensures the study is well-structured, capturing relevant data to inform future programme enhancements and policy decisions.

2.2.6. Cost-Benefit Analysis (CBA)

TICZA is planning a comprehensive cost-benefit analysis (CBA), scheduled for 2025, which will involve a detailed assessment of the economic benefits associated with its programmes. However, recognising the importance of timely insights, the convening group is proposing a cost-effectiveness analysis (CEA) evaluation in early 2024. This preliminary analysis will focus on the economic benefits related to on-time graduation and programme modelling. While it may not encompass all anticipated outcomes, such as employment and longevity, the CEA aims to provide initial indications of the return on investment associated with extended student teacher internships, particularly regarding system efficiencies at different scales.

2.2.7. External Evaluation

During this period, TICZA progressed with its external evaluation process. Southern Hemisphere presented the successes and challenges revealed in the evaluation at SteerCom as well as through a separate engagement. To further enhance the TICZA theory of change (ToC) and ensure comprehensive alignment with the initiative's goals, a dedicated ToC workshop will be held in early 2024. Southern Hemisphere will facilitate this workshop, allowing for in-depth discussions and collaborative refinement of the ToC.

2.3. Sector-Wide Collaboration and Innovation

Purposes of the stream

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.

Table 4: Sector-wide collaboration and innovation planned activity and progress

Planned Activity 2023	Progress
Communities of Practice: – 'Round Table' between UNISA, UJ, North West and IPs, focusing on logistics and communication relating to WIL. – Design Thinking sprint to develop a prototype common competency framework for educators. – Reporting back on PED. consultations; focus on the blockage points for the effective hiring and placing of graduates after qualification and internships.	– Complete – Complete – Limited success
Appointment finalised for an extended teacher internship competency framework - WG output: o Draft competency framework completed for consultation o Finalised framework Appointment finalised for mentorship output: o Draft support tool completed for consultation o Finalised tool	– Complete – Complete – In progress – Complete – In progress – Not started

2.3.1. Communities of Practice (CoP)

TICZA actively engaged in CoPs throughout 2023, fostering collaboration and knowledge sharing and addressing 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. These included a round table discussion with the University of South Africa (UNISA) and internship implementers hosting UNISA students, a thinking sprint on designing the Common Competency Framework (CCF), and discussions focused on the SACE Professional Teaching Standards with the theme 'Aligning to the System'. Unfortunately, the head of teaching practice at UNISA who led UNISA's delegation at the round table left the institution not long thereafter. This meant that the momentum gained during and just subsequent to the round table has been lost. It is not clear how best to take the forward relationship with UNISA.

Together, the last two CoPs in 2023 contributed to revisions to the initial draft of the CCF that will be shared at the first SteerCom meeting in 2024. A CCF that aligns to the system and contributes to existing priorities and mechanisms has the potential to support extended student teacher internships as well as teacher development broadly.

Combined with specific outputs that emerge from CoPs, they keep TICZA top of mind for all members and keep members top of mind for each other. In other words, they foster connectedness while contributing to supportive mechanisms and tools. Summary reports of the CoPs for 2023 as well as

previous years can be accessed here. A report mining the CoP summary reports from 2021 and 2022 is being developed.

2.3.2. Mentoring Toolkit

TICZA has made significant progress in developing the Mentoring Toolkit for extended student teacher internships. This collaborative effort involves engagement with key stakeholders and aligning with established programmes like the New Teacher Induction Programme (NTIP). During this period, discussions with NGOs and HEI implementing organisations highlighted the need to ensure schools' capacity for developing student teachers and their contribution to the learning-to-teach process. TICZA is ensuring that the Mentoring Toolkit is actively being developed, involving the consolidation and alignment of existing material related to mentoring extended student teacher internships. Implementing organisations have been invited to contribute tools and instruments for inclusion in the toolkit.

The mentoring toolkit is expected to support schools, mentor teachers, extended student teacher interns and implementing organisations. Currently, it is not expected to be of wider use in the education system. There is potential to embed it into teacher development processes beyond the ITE phase. Once the mentoring toolkit is finalised, exploration to this end will be possible.

2.3.3. HEI-NGO Alignment on a Common Competency Framework

This year saw the development of a CCF to support alignment between HEIs and NGOs within the TICZA initiative. TICZA contracted the Bertha Centre to do this work. Consultative conversations with implementing partners helped gather input and discern the next steps for co-design and obtaining institutional buy-in. The CCF aims to enhance user-centred utility and coherence with existing standards, frameworks and regulatory guidelines from relevant stakeholders. It will be presented for consultation in 2024.

It is hoped that the CCF will provide an actionable resource for NGOs as well as HEIs to consider the extent to which they are developing teachers in line with the expectations of South Africa articulated in the SACE Professional Teacher Standards. We hope the CCF will be used widely for practicals and possibly induction programmes.

2.3.4. Knowledge Sharing

Purposes of the Stream

To (1) contribute to continuous communication and reporting on mutually reinforcing activities (including research conducted by the Young Researchers) and outcomes of shared measurement; (2) advance the common agenda.

In 2023, TICZA planned several knowledge-sharing products. Unfortunately, many of the planned knowledge-sharing products faced delays; there is, however, ongoing work to finalise and publish these outputs early in 2024.

Table 5: Knowledge sharing stream panned activities and progress

Planned Activity 2023	Progress
Conferences: – Axis Summit – Collective Impact Action Summit	 – Complete – Complete

Research reports: – What constitutes a 'functional school' for an extended student teacher intern teacher – Systemic blockages to ITE graduate placement – NQT survey and observation results – Trialogue workshop outcomes report	 – In progress (January 2024) – Parked – 2 November – Complete
Infographic/Brief: – Consolidated learnings from the BRIDGE Preservice CoPs and the TICZA COPs (2015 to 2023)	 – In progress - first draft submitted for review and comment
– **TICZA Knowledge Hub**	– Ongoing

2.4. Challenges and Risks

TICZA maintains a live risk register of high-level risks, which can be viewed **here**.

In addition, as an innovative and multi-stakeholder project, TICZA has encountered some 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 6: Reflections and way forward

Reflection	Way Forward
There is a lack of clarity amongst stakeholders on the purpose and reach of TICZA. There is a lack of alignment in the understandings of TICZA and what it is trying to achieve. TICZA is managing diverse and complex stakeholder needs which are often at odds with each other, so a shared understanding of a common goal is critical. Through 2023, SteerCom meetings and CoPs, together with the IG meetings, were the dominant method of communication between TICZA and implementers. However, due to inconsistent attendance of individuals (though organisations were often well-represented), this avenue has not been sufficient to hold the shared vision.	The review of the Theory of Change and the Roadmap offers opportunities in 2024 to re-centre and align more closely. TICZA will constantly communicate a consistent message about what it seeks to achieve and how. New avenues of communication have been established, starting with an 'implementer group' that met for the first time in February 2023. In addition, the 2024 workplan will strive for more regular communication through more channels. Similar channels or bilateral arrangements will be considered for other key constituencies, including HEIs and unions, as their commitment can greatly enhance the work that TICZA is doing (e.g., unions can provide platforms to advocate for mentorship and training courses in mentorship, etc.).
There is a constant fear that TICZA is 'taking funding' from implementers or not adding sufficient value.	TICZA remains steadfast in a commitment to 1) dissolve and not become an independent entity, and 2) not draw funding away from implementers. This commitment will be reiterated with stakeholders often.

Reflection	Way Forward
TICZA has not yet generated 'actionable insights' and has been criticised by some members as overly bureaucratic and lacking agility. Some implementers question the benefit of TICZA.	While every innovation has its detractors, it is not always necessary to engage them. During 2023, important actions were taken to re-centre TICZA on its objective (efficient, effective, scalable internship programmes) and deliver tangible assets toward this objective. With the CCF coming online, as well as report back on the NQT survey, we have more information and resources to act on. In addition, the Sustainability Funding Working Group explored the cost-efficiency of the implementation of extended student teacher internship programmes. This work will go forward with a CEA in 2024.
While ITE is generally crucial to achieving teacher demand, extended student teacher internships, a component of ITE, are not central to the sector's priorities. TICZA can thus not always vie successfully amongst other competing interests on the part of government stakeholders.	While it is important to demonstrate value to implementing organisations, it is equally important to demonstrate value to government organisations by aligning with national priorities. MRTEQ revisions are dependent on the Higher Education Qualification Sub-framework (HEQSF) revision, which has yet to be concluded. TICZA has, however, proposed an insertion into MRTEQ so that the extended student teacher internship model is recognised in ITE policy. In addition, a submission was made to the ETDP SETA TED Committee to recognise extended student teacher internships in the revised ISPFTED. Policy alignment and recognition will continue to be sought in 2024.

3. The Way Forward: TICZA 2024 - 2025

In planning for 2024 - 2025, TICZA will continue to draw on the concept of collective impact.

3.1. Advocacy and Governance

In addition to maintaining good governance of the TICZA initiative through regular SteerCom meetings, FG meetings and continued relationship building with department officials to further the aims of TICZA, the IG was set up in 2023 to enhance sharing/aligning relevant data. Engagements with the IG will continue in 2024 and the establishment of a similar group for HEIs will be explored as well.

Key work under this stream will include the coordination of activities under the theme of 'Funding extended student teacher internships', which will investigate and seek to align available funding mechanisms within government and among TICZA stakeholders so as to promote efficiencies in the financing and delivery of extended student teacher internships. As part of this work, the viability of innovative financing models will be explored.

3.2. Shared Measurement and Tools

M&E remains a key element of gathering evidence regarding the effectiveness and scalability of extended student teacher internship programmes in various South African contexts. TICZA will coordinate data sources and the ethical use of data to promote both knowledge generation and improvement in delivery.

In 2024, TICZA will continue institutionalising shared M&E indicators and instruments. Implementing partners will be engaged from the start of 2024 in order to plan and facilitate gathering of monitoring data.

Through 2025, TICZA will collect data on key indicators linked to the M&E toolkit created in the inception phase. During the course of 2021, it was noted that many implementers are able to monitor up to or soon after the graduation of their interns but that many of the changes or outcomes TICZA is interested in will only be measurable after some time (see Appendix A). Therefore, there is a need for evaluations to undertake additional data gathering and analysis to fill these gaps. This has been and will continue to be the focus of the efforts of the convening group in 2024.

The key points of value-add for implementing partners will be routine reports showing sector performance, demonstrating their own performance, the contributions of longer-term outcomes and evaluation metrics; these will provide evidence that can be used for sector advocacy and/or to revise programmes for improved performance. As a collective impact project, the focus is on sector performance and not comparative performance. Therefore, while the analysis will show general trends (for example, the overall contribution that a mentorship component has on effectiveness or the trends that hours of classroom practice have on outcomes), institutions will have access to their own data. TICZA will not share the individual performance of any implementers publicly for comparison. Data and reports pertaining to each individual organisation will be shared only with that organisation by the convening group, with wider dissemination at the discretion of the organisation.

3.3. Sector-wide Collaboration and Innovation

CoPs will continue in 2024. A key focus will be on ensuring CoPs contribute to the outcomes of TICZA.

The TICZA CoP is one of the mechanisms expected to support TICZA outcomes as set out in the TICZA ToC. The ToC culminates in the overall long-term outcome for TICZA: Increased efficiency, effectiveness and scale of extended student teacher internships.

The two TICZA outcomes to which the CoPs relate most directly are:

- Improved sector-wide collaboration and innovation;
- Embedded collaboration and coordination of extended student teacher internships among districts, schools, internship implementers and HEIs.

The TICZA CoP outcomes draw on the BRIDGE generic CoP outcomes and action, adapting them to the context of ITE and the TICZA ToC.

In 2021, the CoPs were limited to NGOs and HEI implementers of internships. In 2022, however, CoP invitations were extended to include all stakeholders, for example, the DBE, DHET and the CHE. .

In 2022, five CoPs took place on critical topics such as school readiness of B.Ed. graduates, new teacher induction, competency frameworks and teacher learning, improved data management and collection, mentorship and HEI/NGO alignment and teacher competencies.

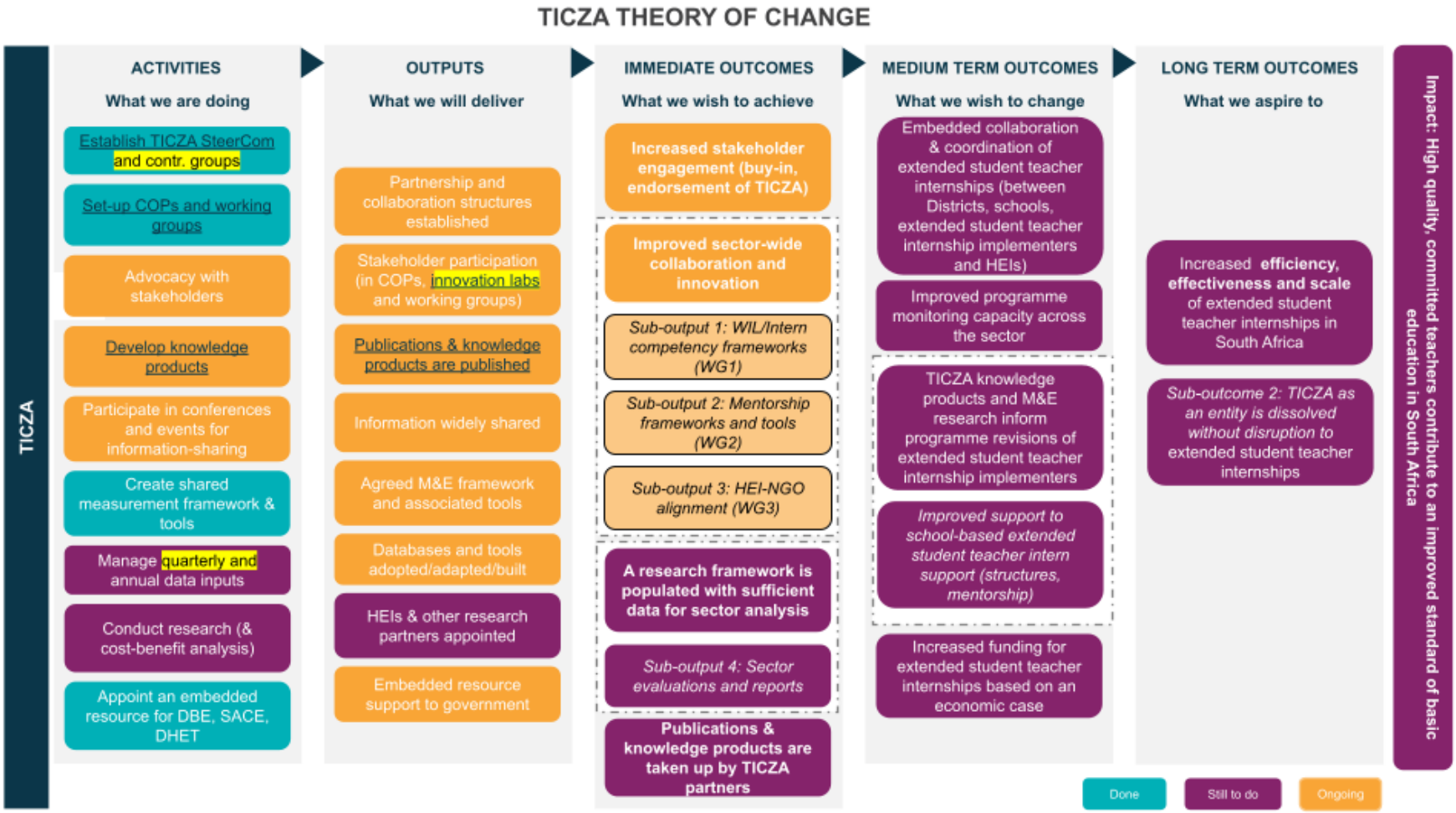
In 2023, three CoPs took place, as outlined earlier in the report. Three CoPs are proposed for 2024, the first of which will facilitate mutual recognition of perspectives related to sustainability and scale in the context of extended student teacher internships amongst funders and implementers. The second CoP will focus on mentorship, during which the mentorship toolkit will be discussed and finalised. The last CoP of 2024 will look at cost effectiveness of extended student teacher internships, possibly including a discussion on the issue of investigating blockages in government support payment times.

3.4. Knowledge Products

The TICZA collaboration continues to develop knowledge and outputs seeking to reach broad audiences. A knowledge management and dissemination strategy will be developed in 2024 in order to identify targeted outputs that disseminate the various TICZA knowledge products, as well as practical tools and resources to enhance collective impact and value propositions for key stakeholders. This strategy is likely to include the development and management of a web presence, the participation of implementers and researchers in conference presentations, the dissemination of TICZA knowledge and advocacy for collaboration across the shared platforms of participants, and publications and multi-stakeholder engagements to share findings. The strategy will be targeted at achieving TICZA outcomes.

The full 2022 – 2025 draft work plan is attached as Appendix B.

Appendix A: Theory of Change Diagram (Currently under review)



Appendix B: 2022 – 2025 Workplan

Activities	2022[3]	2023	2024	2025	DESCRIPTION
OVERSIGHT AND PROJECT REPORTING					
Project Management					Overall Project Management and Support.
Annual report					Reflections and research on TICZA as an innovation; observed and perceived benefits, challenges, value-add, etc. In year 5 this will comprise a feasibility report and close-out reflections.
ADVOCACY AND GOVERNANCE					
Advocacy					Advocacy to be undertaken with various stakeholder groups (HEIs, provincial departments, unions, additional funders, etc.).
SteerCom Meetings					Quarterly meetings of the SteerCom to report on project activities and plans.
FG Meetings					Quarterly meetings (a week or two before the SteerCom meetings).
MOU/MOA					Signatories: DBE, DHET, SACE + Funders.
Appoint SACE/DBE support					This step will ensure the relevant expertise is available timeously within the departments to support critical aspects of teacher internships such as provisional registration.

[3] Colour-coding indicates the expected level of effort each year. Grey corresponds to a low effort, orange to a moderate effort, and red to a high expected level of effort.

Activities	2022[3]	2023	2024	2025	DESCRIPTION
Funding theme coordination					
SHARED MEASUREMENT AND TOOLS					
Revisions/adjustments to the TICZA M&E framework, tools					The TOC, instruments and tools will need annual review and revision.
Ongoing monitoring of high-level framework indicators					For implementers who partner with TICZA, we will provide periodic report back on sector-wide and individual programme performance.
M&E consultation meetings					Regular feedback meetings with TICZA partners to ensure data quality and dissemination of findings.
Real-time monitoring and/or feedback tools					Tools are linked to the M&E framework and monitoring is undertaken consultatively with TICZA stakeholders. The tools may provide opportunities to link academic institutions to internship implementers and for implementers to improve programme data and/or efficiencies.
Commission additional research/evaluation					Additional research will be conducted by credible researchers including young researchers (ideally housed at HEIs or affiliated centres) to support the development of the sector. Cost-benefit (economic) analysis and financial modelling (affordability) analysis will be included.
Sector mapping					Identify programmes and attributes of providers of teacher internship programmes at the end of TICZA (comparable to baseline in 2021).
SECTOR-WIDE COLLABORATION AND INNOVATION					
Communities of Practice					Regional CoPs set up to share findings and best practices.

Activities	2022[3]	2023	2024	2025	DESCRIPTION
Working Groups					3 groups to plan/input into the development of outputs. Includes contracting of and stipends to relevant expertise (participating HEIs and/or implementing partners or new resources).
Support to working groups					
KNOWLEDGE PRODUCTS					
Development of knowledge products					Minimum 2 per year (policy brief, research publications, infographics). Publication/sharing of shared instruments and tools (linked to WG, research).
Web development, management					Page/platform
Participate in conferences and presentations					Intention is to share work more broadly, including at the Teacher Internship Summit, (minimum 2 per year in phase 2 and 3); presenters include implementers/funders/evaluators.
Close-out Reflections					Debrief on implementation, M&E findings against best practices for organisational growth
Develop a feasibility report					Build on the 'road map' and conducted research to present achievements, challenges and further recommendations to government, funders and other TICZA stakeholders (boundary partners).
Multi-stakeholder engagements to share findings					Participants include TICZA stakeholders: government, HEIs, implementers, funders, etc. Linked to launch of feasibility report.

Key: Low High Medium No intervention

Appendix C: Funder objectives

TICZA's funder group is driven by five objectives in the pursuit of this project. The five objectives together with the extent to which each was being achieved in 2023 are outlined below.

1. Influence HEIs to adopt the extended student teacher internship model for the teaching practice component of the B.Ed. programme.

Higher Education Institutions (HEIs) are key stakeholders in the initial teacher education (ITE) ecosystem of South Africa. The South African Council of Educators (SACE) will not grant full registration to an individual who does not have a teaching qualification. HEIs (whether public or private) are the only institutions mandated to offer teaching qualifications in South Africa. The current Policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (DHET, 2015[4]) makes provision for work integrated learning (WIL) as the teaching practice component of the B.Ed. programme. This component is, moreover, an unfunded component of the B.Ed. programme in the current MRTEQ.

While MRTEQ has been under review since 2018, the process has been stalled as a result of another policy review process – review of the Higher Education Qualification Sub-framework (HEQSF). Notwithstanding this, the proposed revised MRTEQ does intend to make provision for WIL to be funded. However, the extended student teacher internship model is not covered under WIL, and the current MRTEQ thus does not make provision for this to be a component of the B.Ed. programme.

TICZA has been asked to contribute to the work of the task team on the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED). The task team has committed to keeping in touch as they tie up their work in April 2024.

One mechanism that would contribute to HEIs' capacity to adopt the extended student teacher internship model is its recognition in MRTEQ. It should, however, be noted that one HEI, the University of Johannesburg, (UJ), offers a B.Ed. in which the extended student teacher internship model is a component. MRTEQ thus does not prevent the adoption of the inclusion of extended student teacher internships in B.Ed. programmes. Recognition thereof in MRTEQ would, nonetheless, enhance advocacy and the capacity to influence adoption.

TICZA has been invited to propose inputs to MRTEQ that would enhance the efficiency, effectiveness and scalability of extended student teacher internships in teaching qualifications. This would then also enhance the capacity to influence HEIs to adopt the extended student teacher internship model for the teaching practice component of the B.Ed. programme. Notably though, recognition in MRTEQ would not translate into sufficient conditions and automatic implementation of the model.

Several other systemic and resource blockages would continue to be present. Funding of the model, sufficient school placements as well as the availability of mentors will continue to impact effectiveness, efficiency and scalability. TICZA's work plan for 2023 included activities related to funding, school placement and

[4] DHET (Department of Higher Education and Training). 2015. National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Revised Policy on the Minimum Requirements for Teacher Education Qualifications. Government Gazette Vol. 596, No. 38487. Pretoria: Department of Higher Education and Training.
http://www.dhet.gov.za/Teacher%20Education/National%20Qualifications%20Framework%20Act%2067_2008%20Revised%20Policy%20for%20Teacher%20Education%20Quilifications.pdf

mentorship that could all be activated within the ITE ecosystem. In addition, HEIs are part of the TICZA SteerCom and invited to join the communities of practice (CoPs).

2. Advocate for change in the funding policy for distance education institutions.

As noted above, funding is critical for extended student teacher internship programmes. The Sustainable Funding Working Group was a key component of the 2023 work plan. The purpose of this working group is to investigate and align available resources in support of extended teacher internships, with the aim of understanding the conditions and constraints and/or blockages of various funding channels, as well as identifying potential points of synergy, unlocking additional funding streams.

3. Influencing distance education institutions to partner with NGOs that manage and support the internship component.

The major public distance education institution, the University of South Africa (UNISA), enrols the largest proportion of student teachers in South Africa. Many extended student teacher interns in non-governmental organisation (NGO) programmes are enrolled at UNISA. There is currently no formal partnership with UNISA and NGO implementers. UNISA has indicated that signing Memoranda of Understanding (MOUs) or Service Level Agreements (SLAs) with NGO implementers is a complicated process within this institution.

The process to onboard UNISA to TICZA has taken time. Moreover, while representatives of UNISA's teaching practice office have been onboarded, this does not mean that agreements are automatic since that office is not the overriding authority. The notion of 'partner' would need to be unpacked in greater depth with UNISA, which will take a lot of engagement and interaction. The TICZA work plan activities for 2023 worked towards influencing distance education institutions. A round table meeting with UNISA, the University of Johannesburg, University of the North West, and implementing partners focused on logistics and communication relating to WIL.

4. Conduct research study of extended student teacher internship models to provide rigorous evidence on effectiveness and cost-efficiency that can be used to advocate for change in policy adoption of ITE.

The TICZA monitoring instrument that was developed in 2021 aimed to gather data to provide evidence and underpin research focused on the effectiveness and cost-efficiency of extended student teacher internship models. Such evidence is, moreover, sought by other stakeholders in the ITE ecosystem as well. One of the work streams of TICZA is research, which is aimed at gathering this evidence over the course of the programme. To this end, in 2022 we conducted graduate competency testing and collected monitoring data from different implementers to form part of the evidence base.

The 2023 TICZA work plan sought to gather data from newly qualified teachers (NQTs) who had been extended student teacher interns as well as those who had not gone through extended teacher internship programmes. The data was collected by means of a survey linked to the SACE professional teaching standards as well as entry into and ease in the profession. The goal of this piece of research was to determine whether there are differences in the early teaching experiences of those who have and have not gone through extended teacher internships. The survey instrument was piloted in 2022 and refined based on a reliability analysis.

The final piece of research will be conducted in 2025 and will include a longitudinal survey to look at participants' progression within the teaching profession, their intention to remain in teaching, and their satisfaction with the profession.