



TERMS OF REFERENCE

Terms of Reference for the External Evaluation of the Teacher Internship Collaboration South Africa (TICZA)

1. Introduction and Background

Teacher quality has been established by a large body of research to be one of the most prominent determining factors in a learner's educational outcomes in both developed and developing contexts, at all levels of education (for examples of studies in varying contexts see De Paola, 2008; Miriti, 2016; Rivkin, Hanushek and Kain, 2005; Sirait, 2016). Arguably most definitively, Blömeke, Olsen and Suhl (2016) evaluated 2011 Trends in International Mathematics and Science Study (TIMSS) results in relation to teacher and instructional quality in 47 countries and found that teacher quality was a significant predictor of both instructional quality and student achievement. Teacher education was found to be the strongest predictor of student achievement across all countries.

At the most basic level, there must be teachers in schools. Due to shifting population demographics and the demographic profile of teachers, as well as challenges with both graduation and teacher retention, there will be a high demand for new, high-quality teachers in South Africa over the next decade (Van der Berg, Gustafsson & Burger, 2020). While the current system may be able to handle the demand, it will be through an increased reliance on distance education, which already produces nearly half of South Africa's teachers, sometimes with extremely low graduation rates and with wide disparities in quality and content (Taylor and Shindler, 2016). There is, therefore, an urgent need for Initial Teacher Education (ITE) to respond to the human capital demands of the sector and generate a large number of skilled educators, as well as respond to evolving departmental mandates (such as the inclusion of robotics and coding in the curriculum) and support social inclusion in higher education.

Extended teacher internship models as auxiliary pathways within the spectrum of ITE offerings could be particularly appealing in South Africa as a potential solution to many of the current challenges in the system, including poor ITE results, difficulties transitioning between ITE and teaching in schools, systemic inefficiencies and persistent historic inequities in higher education access, as they enable students to generate an income while studying and increase accessibility for students regardless of location.

Extended teacher internships refer to time spent in schools by student teachers while learning to teach that exceeds the work integrated learning or WIL requirements of BEd and Postgraduate Certificate in Education (PCGE) qualifications. Extended teacher internships thus further immerse student teachers in teaching practice, often with guided in-school mentorship as well as additional academic support, allowing student teachers opportunities to practically prepare as well as examine their own motivations, aspirations and satisfaction with the teaching profession before finalising their career pathway.

Based on international research and reviews within South Africa, there is evidence that extended teacher internship models as auxiliary pathways within the spectrum of ITE offerings, can contribute to improved confidence, smoother transitions between ITE and teaching and outcomes such as improved teacher retention.

However, in South Africa, there is a relatively small number of graduates who learnt to teach while doing extended internships at school, and their collective impact on the sector is largely unknown, particularly their effect over time. How long do these graduates remain in teaching? What do they contribute to learner performance? Further, the ability of these programmes to deliver quality results at scale is hampered by the fragmentation of the sector and

accompanying ills such as duplication of effort; a lack of robust standards; and overall limited evidence of efficacy and efficiency – the latter exacerbated by poor resource allocation and limited funding for the development and testing of such programmes.

The Teacher Internship Collaboration South Africa (TICZA) emerged as an innovative vehicle to explore these questions systematically. In order to do so TICZA intends to see government departments and public agencies and institutions, including the Department of Higher Education and Training (DHET), Department of Basic Education (DBE), South African Council for Educators (SACE) and Higher Education Institutions (HEIs) recognise extended teacher internships as an auxiliary pathway within the spectrum of ITE offerings. This would include considering policy adjustments and engaging with a range of related stakeholders, such as non-government extended internship providers to support the delivery of extended teacher internships as an auxiliary pathway within the spectrum of ITE offerings. TICZA further intends to gather and evaluate a body of evidence to support the case of effectiveness and efficiencies related to extended teacher internships as a distinct possibility within the spectrum of ITE offerings.

2. Programme Description

TICZA is a *collective impact project* designed to support mutually reinforcing activities across discrete actors in the education sector with varying interests in teacher internships. Collective impact as a concept is designed to address complex problems through the collaborative efforts of multiple stakeholders. In a collective impact project, emphasis is on alignment and partnership between government, private and third sector organisations that 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 (JET Education Services, Trialogue, BRIDGE and the Bertha Centre) is positioned as the backbone of the initiative. The key features of a collective impact project are outlined in Figure 1:

Figure 2: Features of a collective impact project¹

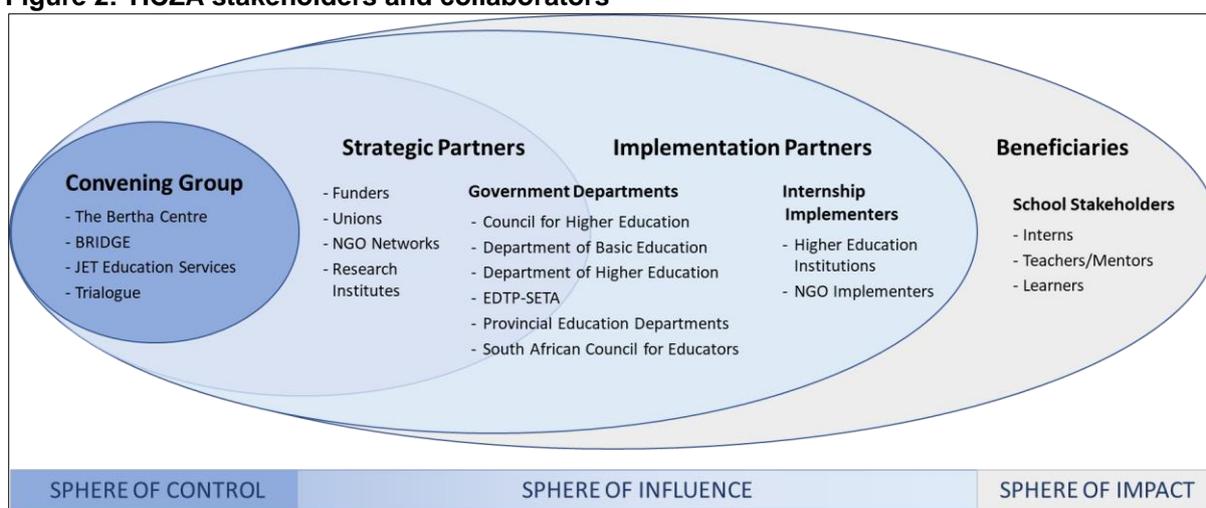
¹ See: https://ssir.org/articles/entry/collective_impact

Common Agenda	<ul style="list-style-type: none"> • Common understanding of the problem • Shared vision for change
Shared Measurement	<ul style="list-style-type: none"> • Collecting data and measuring results • Shared accountability
Mutually Reinforcing Activities	<ul style="list-style-type: none"> • Differentiated approaches • Willingness to adapt individual activities • Coordination through joint plan of action
Continuous Communication	<ul style="list-style-type: none"> • Consistent and open communication • Focus on building trust
Backbone Support (convening group)	<ul style="list-style-type: none"> • Separate organization(s) with staff • Resources and skills to convene and coordinate participating organizations

The primary goal of TICZA is to demonstrate the extent to which extended teacher internships are effective and efficient as well as consider developments required that would enable or allow extended teacher internships to be widely utilized models of ITE offerings in South Africa. Effectiveness is defined as: 1) Producing capable teachers who positively influence the education system; 2) Improved teacher retention and job satisfaction (system efficiencies); and 3) Reduced teacher shortages in identified areas of need (subjects, geographic distribution, etc).

To achieve this, TICZA has objectives such as partnering with implementers to understand the quality and efficiency of programmes through data and evidence-based practice; exploring which mutually-reinforcing activities would unblock systemic challenges such as mentorship and support to the school-intern relationship model across the sector; and assessing whether, how and to what extent government policy and practice should change or augment to support teacher interns. The key stakeholders of TICZA are outlined in Figure 2.

Figure 2: TICZA stakeholders and collaborators



TICZA launched in 2021. That year TICZA successfully set up a Steering Committee with funders, HEIs, government departments and unions as voting members, consolidated existing knowledge about the role of extended teacher internships as a distinct possibility within the spectrum of ITE offerings in the South African context, established a shared learning network in the form of Communities of Practice and developed a monitoring and evaluations framework and associated tools. TICZA further contributed new knowledge through the sector mapping and outcomes mapping exercises. The Community of Practice is focused on implementers and has seen a growing attendance including both NGOs and HEIs. Finally, TICZA appointed an embedded resource to support systemic change within government departments involved in TICZA.

From 2022 – 2025 TICZA will continue to focus on four streams of intervention:

- **Advocacy and governance** which includes aspects of good governance, regular Steering Committee meetings and Funder Group meetings, and an embedded resource who will continue to work with department officials to further the aims of TICZA. Key work under this stream will include the coordination of activities under the theme of Funding extended teacher internships, which will investigate and seek to align available funding mechanisms within government and TICZA partners to promote efficiencies in the financing and delivery of extended teacher internships. As part of this work, the viability of innovative financing models will be explored.
- **Shared measurement and tools** which focuses on the coordinated and ethical use of data to promote both knowledge generation and improvement in delivery. Through 2025, TICZA will collect key indicators as linked to the monitoring and evaluation toolkit created in the inception phase. TICZA will generate routine sector reports as well as funding longitudinal and supplementary research (in addition to the external evaluation – the external evaluator is not expected to cost these activities).
- **Sector-wide collaboration and innovation** stream seeks to respond to sector blockages identified in the outcomes mapping and other year 1 engagements. In addition to the Communities of Practice, 2022 has seen the formation of TICZA working groups in three areas: Mentorship, school support and implementer alignment (working with HEIs and NGOs).
- **Knowledge-sharing** is a cross-cutting key lever, which is embedded in all other TICZA activities, from communities of practice to advocacy efforts to research. A knowledge management and dissemination strategy will be employed throughout the period of TICZA to disseminate high level research findings as well as practical tools and resources created.

2.1 The TICZA Theory of Change (ToC)

Through undertaking the activities of TICZA, such as the establishment of good governance structures, engagement of an embedded resource, robust and rigorous monitoring and evaluation, system-wide collaboration and innovation and knowledge-sharing through COPs and Working Groups. The associated outputs of these activities including knowledge products, shared instruments and frameworks including monitoring and evaluation tools, monitoring and evaluation support and upskilling, and regular opportunities to exchange information, will contribute to making sure that the following are achieved:

- the establishment of a shared vision and collaboration towards systemic impact by multiple actors across the system;

- the establishment of shared resources and tools that will improve efficiencies and effectiveness, but that can still be modified to fit the needs of diverse programmes through open-source creative commons licensing;
- robust and rigorous evidence around the effectiveness of internship models, the contributions of different components, and the cost-benefit of model components;
- the improved use and uptake of knowledge and evidence by TICZA partners.

In turn, these outcomes are expected to drive embedded collaboration across HEIs, NGOs, districts and national planning and governance structures; improved monitoring capacity across the sector; the evidence-driven revisions of programmes; and increased funding and political will for extended teacher internships based on an economic case.

If these medium-term outcomes can be achieved, they would contribute to understanding what is required to increase the effectiveness, efficiency and scale of internships in South Africa; the long-term outcome sought by TICZA. Internships are considered effective if they: 1) produce knowledgeable teachers who positively influence the education system (in terms of learner outcomes and school culture); 2) improve teacher retention and job satisfaction; and 3) reduce teacher shortages in identified areas of need (subjects, geographic distribution, etc).

The Theory of Change is demonstrated graphically in Figure 3:

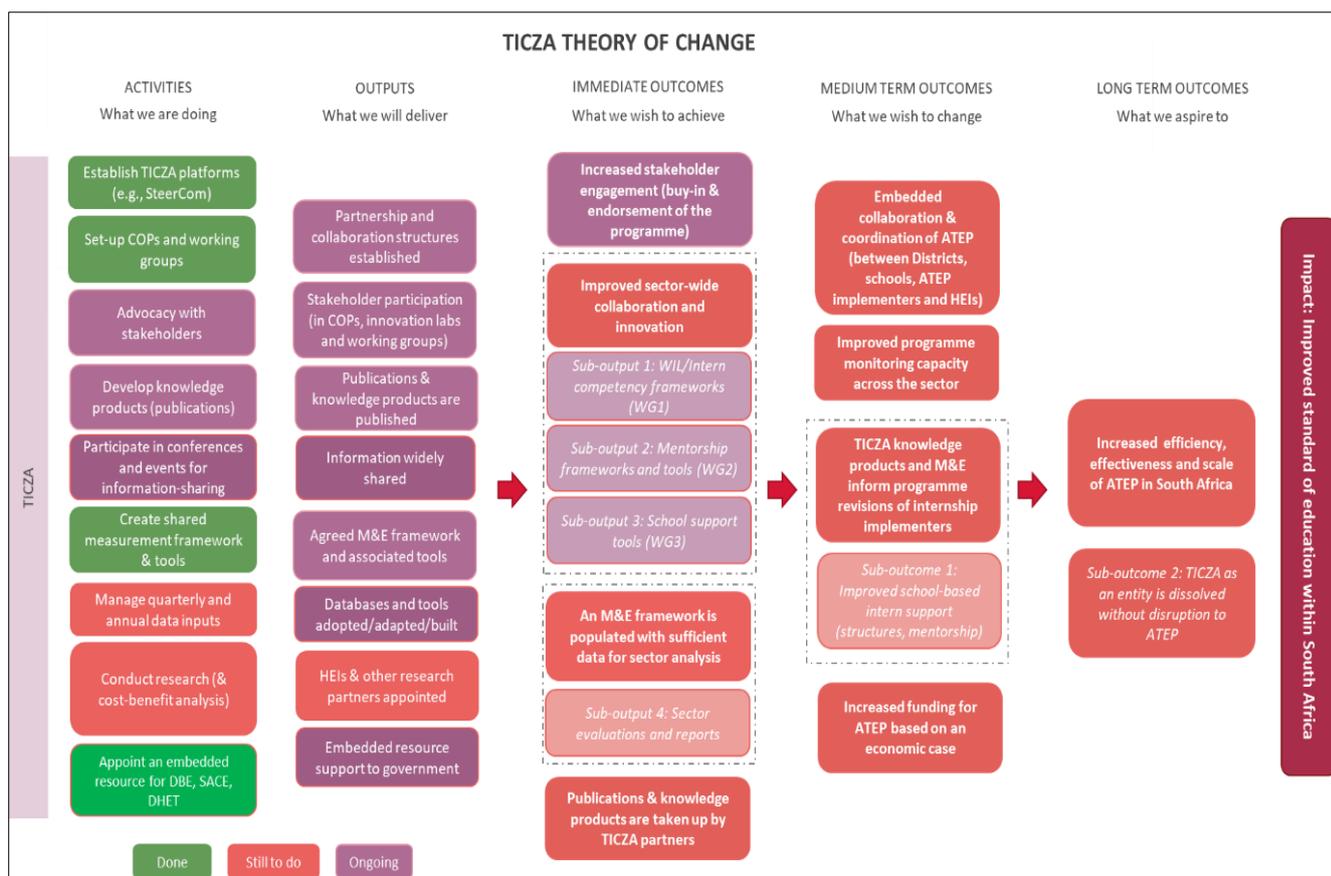


Figure 3: TICZA Theory of Change

3. Evaluation Scope of Work

TICZA seeks the services of a specialised external evaluator with experience in education research to conduct an evaluation of the Initiative, including implementation and progress made towards its intended outcomes and goals. The evaluation should seek to generate actionable insights and inform programme activities, as well as provide evidence of the effectiveness and contribution of TICZA towards its goals. To the extent that the goals of TICZA are sought through collective impact, the evaluation is expected to generate and highlight insights relevant to the future of multi-stakeholder collaborations in education.

Main evaluation questions²:

1. To what extent has the TICZA programme been implemented as planned?
2. To what extent have the objectives and goals of TICZA been reached?
 - a. The objective of TICZA is the increased efficiency, effectiveness and scale of teacher internship pathways of ITE in South Africa.
 - b. Specific goals we hope to reach towards this objective are:
 - i. the establishment of a shared vision and collaboration towards systemic impact by multiple actors across the system;

² These questions are expected to be answered in relation to the background, programme description and theory of change described as well as the activities appended to these TORs, see Appendix A.

- ii. the establishment of shared resources and tools that will improve efficiencies and effectiveness, but that can still be modified to fit the needs of diverse programmes through open-source creative commons licensing;
 - iii. robust and rigorous evidence around the effectiveness of internship models, the contributions of different components, and the cost-benefit of model components;
 - iv. the use and uptake of knowledge products and evidence created through ii and iii by TICZA partners to improve their offerings.
3. To what extent have the activities undertaken by TICZA contributed to its goals?
 4. What has been the level of participation by key stakeholders in the implementation of the programme (including funders, government departments, unions, HEIs and NGOs)? What are the types, extent and value of different stakeholder contributions to the ITE sector and TICZA objectives and goals?
 5. What are the main enablers and bottlenecks/constraints/barriers to efficiently implement TICZA?
 6. What are the perceived and actual benefits of a collective impact project like TICZA for different stakeholders?
 7. What are challenges and lesson learnt for systemic impact initiatives?
 8. What are the benefits and challenges of a shared funding model?
 9. Which outcomes and achievements of the initiative are sustainable?

Proposed methodology

The TICZA team is seeking an evaluation partner to assist with both formative and summative evaluation aspects. We welcome implementers to suggest their own approaches and methodologies for this study, which could include developmental evaluation, design evaluation, etc. We understand that the proposed timelines and deliverables may shift depending on the type of evaluation proposed by the researcher. A clarificatory Workshop session will be held to develop a clear evaluation process.

The proposed approach for this research is a contribution analysis (see Mayne, 2019). Contribution analysis is useful in complex contexts where pilots are not always possible, and the intervention is largely theory-driven as a result. Contribution analysis defines a process through which meaningful evidence can be gathered to determine the relative contribution of a development programme to a particular set of outcomes and seems to fit the situation of TICZA in which multiple actors and actions are concurrently focused on the same outcomes. However, contribution analysis does have weaknesses and alternative approaches will certainly be considered together with their rationales or justifications.

As a project which has been running for one year already, the TICZA team seeks both formative and summative information from its evaluators. A baseline and endline evaluation report are suggested together with two rounds of primary research, one conducted in 2022 and the other in 2025. These research rounds may be supplemented with 'light touch' research and analysis in 2023 and 2024 to advise on project implementation and progress towards objectives based, for example, on document reviews, meeting attendance and review of available data sources.

The evaluators are expected to contribute to revisions of the TOC and logic models where applicable, the development of surveys and interview protocols, fieldwork with strategic and implementation partners as well as beneficiaries, analysis of evidence and reporting.

Reports

The TICZA team anticipates two main reports from the external evaluator, based on initial research conducted in 2022 and endline research conducted in 2025. The publication dates for these reports should be no later than March 2023 and June 2025.

As TICZA is invested in the wide dissemination of knowledge, reports should be rigorous but accessible to a non-technical or non-specialist audience.

The evaluation of TICZA should emphasize the use of existing data sources where feasible and supplementing with necessary original research to ensure a robust evaluation of TICZA.

On a final note, all tools and instruments developed for the evaluation must be open-source or licensed as creative commons to facilitate the advancement of M&E in South Africa.

3.1 Key deliverables

- An inception report which finalizes the approach, methodology, timeline and budget of the proposed evaluation.
- A baseline evaluation report to be produced by early 2023. The baseline evaluation is expected to take place in 2022 and be of a primarily formative nature.
- Presentations of the baseline evaluation report at a TICZA Steering Committee meeting and a Community of Practice session.
- An endline evaluation report to be produced by June 2025. The endline evaluation is expected to take place in early 2025 and be of a primarily summative nature.
- Presentations of the endline evaluation report at a TICZA Steering Committee meeting and one other, for example at a Community of Practice.

3.2 Supplementary note to Scope of Work: Available data sources

To complete the task, evaluators will have access to all TICZA documentation, which includes meeting minutes and notes, an outcome mapping exercise, annual reports and budgets. Researchers may also choose to attend some of the various meetings. These include:

- Steering Committee meetings (quarterly, 3 hours)
- Monthly project meetings (1 hour)
- Community of Practice meetings (5 per year, 2 hours)
- Working Group meetings (total of 12 per year, 2 hours)
- Funder group meetings (monthly, 1.5 hours)

Key informant interviews or surveys may also prove beneficial. Stakeholders include:

- Three government departments
- HEIs (currently five HEIs are interested/invested in TICZA)
- NGOs (our total attendance at COPs is around 12 organizations, with about six main contributors)
- Convening group members (four organisations)
- Union representatives (two)

In addition, through implementers (HEI/NGOs) it is possible to access interns, mentors, school leaders and/or schools.

TICZA will also generate data through its shared monitoring tools. An indicator framework and high-level implementer theory of change are available [in this folder \(click to access\)](#). Information collected includes:

- Profile data on programmes, schools, students and mentors
- Quarterly activities (mentorship, professional development, classroom time of interns and professional development of mentors)

TICZA also commissions additional research linked to the implementer theory of change, which will be carried out by partner HEIs or other researchers, with an emphasis on developing young researchers. The anonymised data from these exercises will also be available to the external evaluator as well as any reports generated, including:

- New teacher surveys
- Graduate proficiency examinations
- Longitudinal tracer study of teachers
- Cost-benefit analysis of internship programmes

4. Requirements of the Applicant and Proposal Submission

TICZA seeks an evaluator with a good track record in evaluating large multi-stakeholder programmes in the education sector but more specifically involving teacher training and professional development. Experience evaluating government programmes will be advantageous.

Proposals are requested from suitable Monitoring and Evaluations companies, with a track record in working on similar projects and experience working with South African government departments.

The proposal should not be longer than ten pages (excluding references and annexes). It should demonstrate organizational expertise in relevant areas and should include the following information:

- Understanding and interpretation of the context and the task.
- Previous experience and expertise of the organisation in similar evaluations.
- The proposed team and a brief summary of their expertise. CVs of core team members should accompany the proposal.
- The proposed approach, methodology, instruments and tools, data collection process, analysis techniques and reporting.
- A work plan with proposed deliverables and time frames for the research.
- An activity-based budget.
- Names and contact details of three relevant referees for work undertaken within the last three years.

Proposals should be accompanied by a current BBEEE certificate, company profile and relevant CVs as annexes. Proposals will be received by the Zenex Foundation who will be appointing the External Evaluator with the assistance of a panel of TICZA Steering Committee members. A contract will be awarded for up to R600,000.

Process of appointment

Activity	Date
Publication of Terms of Reference	11 August 2022
Closing date for questions/queries	31 August 2022
Submission of proposals	9 September 2022
Notifications to shortlisted candidates	15 September 2022
Presentations by shortlisted candidates	26 – 29 September 2022
Letter of appointment	17 October 2022
Contract signed	21 October 2022

5. Overview of contract deliverables and time frames

Deliverable	Time frame
Inception Report	
Baseline Evaluation Report	March 2023
Baseline Evaluation Presentations	March – May 2023
Endline Evaluation Report	June 2025
Endline Evaluation Presentations	June – Sept 2025

*This is a guide and will be finalised during the contracting process

6. Assessment Criteria

Criteria	Weight		Points
Methodology and Approach	30%	Understanding of assignment	15
		Explanation of methodology	15
Relevant expertise	35%	ITE	20
		Government departments	15
Team composition	15%	Qualifications	5
		Experience	5
		Young Evaluators	5
Budget	20%	Proximity to ceiling	10
		Proportional distribution	10

*Please submit relevant documents that might assist the panel, work plan, references etc.

7. Contact

Additional queries about the evaluation can be addressed to Tshepo Motsepe,

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Phone: (011) 481 7832

8. References

- Blömeke, S., Olsen, R.V. and Suhl, U. (2016). "Relation of Student Achievement to the Quality of Their Teachers and Instructional Quality". In T. Nilsen and J.-E. Gustafsson (eds.), *Teacher Quality, Instructional Quality and Student Outcomes*. IEA Research for Education 2. 21- 50. DOI 10.1007/978-3-319-41252-8_2
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- Van der Berg, S., Gustafsson, M. & Burger, C. 2020. School teacher supply and demand in South Africa in 2019 and beyond. Pretoria: DHET.

Appendix A

TICZA Work Plan



Advocacy and Governance	<ul style="list-style-type: none"> • SteerCom • Presentations at structures such as EDF, Provincial meetings • 'Finance' working group • Embedded resource
Shared Measurement and Tools	<ul style="list-style-type: none"> • Testing and revision of frameworks and tools • Ongoing support for monitoring and reporting of high-level indicators • Additional research to fill knowledge gaps (e.g. financial/economic modelling, long-term/impact indicators) • Appointment of an external evaluator
Sector-Wide Collaboration and Innovation	<ul style="list-style-type: none"> • COPs • Facilitated working groups (with output support)
Knowledge-Sharing	<ul style="list-style-type: none"> • Cross-cutting (share findings, outputs, etc) • Fund and facilitate implementer/HEI/researcher participation in conferences and knowledge-sharing events • Publication of 2 knowledge products per year related to ATEP • Engagements and publications aimed at CSR/CSI

What's on the 2022 Agenda?

Finished / Approved
Drafted for approval
Not started
Ongoing

Advocacy and Governance	<ul style="list-style-type: none"> • SteerCom • Embedded resource to support government, focused on information-gathering, alignment, formalising partnerships • "Funding" Working Group to be conceptualised • Presentations at National Platforms (Provincial, EDF, other suggestions?)
Shared Measurement and Tools	<ul style="list-style-type: none"> • Monitoring and support, TOC and tool revisions, etc • Additional research to fill knowledge gaps in the TICZA TOCs (e.g. financial/economic modelling, long-term/impact indicators) <ul style="list-style-type: none"> • Young researcher development and outputs • Appointment of external evaluator for TICZA/components
Sector-Wide Collaboration and Innovation	<ul style="list-style-type: none"> • Communities of Practice (5) • Working Groups (Implementer alignment, school support, mentorship)
Knowledge Sharing	<ul style="list-style-type: none"> • Dissemination platforms (conferences, website, knowledge hub, etc) • Sector monitoring reports (2/year) • Working group outputs (2022-2023)