PROGRAMME THEORY OF CHANGE

ACTIVITIES OUTPUTS IMMEDIATE OUTCOMES MEDIUM TERM OUTCOMES LONG TERM OUTCOMES What we are doing What we will deliver What we wish to achieve What we wish to change What we aspire to School Level School/ System Level Student/ Mentor Level Partner with HEIs Recruit student teachers Improved teacher graduation rates within the Student teachers Enrol student teachers prescribed timeframe (onenrolled in B.Ed (or PGCE) into HEIs Funding secured & Secure funding (bursary & Increased number of stipend provided Improved classroom Increased resilience of student teachers pursuing competence of internship graduates teaching after graduation Student teachers placed Recruit host schools internship graduates Implementers in appropriate positions Improved results of Increased positive Place student teachers in teachers with requisite Improved commitment effects of internship Mentors selected and knowledge & pedagogical and professionalism of graduate teachers on skills (graduates) internship graduates schools, communities Select & train mentors and learners Improved confidence of Increased number of Mentor student teachers student teachers student teachers staying Improved learner Co-teaching / practical within the profession performance Co teaching/ teaching Improved social interaction Professional of student teachers development and support sessions attended Provide additional support Done Still to do **Sphere of Control**

Sphere of Measurement

Impact: Improved standard of education within South Africa

ACTIVITIES What we are doing

OUTPUTS What we will deliver

IMMEDIATE OUTCOMES What we wish to achieve

MEDIUM TERM OUTCOMES What we wish to change

LONG TERM OUTCOMES What we aspire to

Establish TICZA forum

Set-up COPs and working groups

Advocacy with

Develop knowledge

Participate in conferences and events for information-sharing

TICZA

Create shared measurement framework & tools

Manage quarterly and annual data inputs

Conduct research (& cost-benefit analysis)

Appoint an embedded resource for DBE, SACE, DHET

Stakeholder participation

Publications & knowledge products are

Information widely shared

Agreed M&E framework and associated tools

Databases and tools adopted/adapted/built

HEIs & other research partners appointed

Embedded resource support to government

Increased stakeholder engagement (buy-in & endorsement of the programme)

Improved sector-wide collaboration and innovation

Sub-output 1: WIL/Intern competency frameworks (WG1)

Sub-output 2: Mentorship frameworks and tools (WG2)

Sub-output 3: School support tools (WG3)

An M&E framework is populated with sufficient data for sector analysis

Sub-output 4: Sector evaluations and reports

Publications & knowledge products are taken up by **TICZA partners**

Embedded collaboration & coordination of ATEP (between Districts, schools, ATEP implementers and HEIs)

Improved programme monitoring capacity across the sector

TICZA knowledge products and M&E inform programme revisions of internship implementers

Sub-outcome 1: Improved school-based intern support (structures, mentorship)

Increased efficiency. effectiveness and scale of ATEP in South Africa

Sub-outcome 2: TICZA as an entity is dissolved without disruption to ATFP

Increased funding for ATEP based on an economic case

Done

Still to do