



# TICZA

TEACHER INTERNSHIP  
COLLABORATION SOUTH AFRICA

## **Sustainability and Scale in the context of Extended Student-teacher Internships (ESTIs): Perspectives of funders and implementers**

The TICZA Community of Practice (CoP) Series  
CoP #13 Summary Report: 20 February 2024

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### *The Teacher Internship Collaboration South Africa (TICZA) – Key Features*

- *TICZA is a collective impact collaboration project.*
- *It is a partnership initiative made up of government departments, non-governmental organisations (NGOs), academic institutions and private sector organisations.*
- *The convening group of the TICZA initiative consists of JET Education Services (JET)s, the Bertha Centre at the University of Cape Town, BRIDGE Innovation In Learning, and Trialogue. The Global Teachers Institute (GTI) played a key role in the initiative's conceptualisation.*
- *TICZA is governed by a Representative Steering Committee.*
- *The aim of TICZA is to understand, inform and support systemic change in initial teacher education (ITE) by demonstrating the extent to, and conditions under which extended student-teacher internships (ESTIs) can be an effective, efficient and widely used model that can contribute to teacher education pathways that produce high-quality teachers for public schools in South Africa.*
- *The TICZA Community of Practice (CoP) is a programme element intended to enhance sector-wide collaboration through which implementers share knowledge and practice, discuss key ITE issues and expand the evidence base on student-teacher internship models.*

The aim of CoP 13 was to facilitate mutual recognition of perspectives related to sustainability and scale in the context of extended student-teacher internships amongst stakeholders. CoP summary reports are a TICZA output shared with members, thus contributing to knowledge dissemination in the collective. It is expected that information and implications of the CoP report will be leveraged by TICZA partners to inform revision in practice regarding ESTIs that contribute to sustainability and scale

#### ***Overview and recap of CoP 13***

- *CoP 13 aimed to foster mutual understanding among stakeholders regarding sustainability and scale in extended student-teacher internships.*
- *Insights on sustainability and scale: Rebecca Muir from Maitri shared insights on sustainability and scale based on her organisation's experiences. She highlighted the importance of visible progress, institutionalisation of activities, provision of evidence from the activities and adaptation in the journey towards sustainability and scale. Case study examples from Peepul and Sol's Arc illustrated strategies for achieving sustainability and scale, including engaging with government, demonstrating impact and building strategic partnerships.*

- *Understanding sustainability and scale: Participants engaged in exercises to map out their thoughts on sustainability and scale. They associated sustainability with long-term meeting of needs, while scale was linked with growth and impact.*
- *Reflections and perspectives: Participants shared their organisations' perspectives on sustainability and scale, focusing on factors such as government involvement, funding, evidence-based practices and collaboration.*
- *Opportunities, limitations, and risks: Discussions highlighted opportunities such as innovation and shared learning, as well as challenges including partner buy-in, reduced funding and policy shifts. Risks identified encompassed bureaucratic hurdles, fiscal constraints and maintaining quality during scaling.*
- *Q&A session: Participants raised questions about government turnover, programme handover and strategies for growth transitions. Discussions emphasised the significance of government support, evidence-based advocacy and partnerships in achieving sustainability and scale.*
- *Closing remarks: Summary speakers (Rebecca Muir and Kelly Shiohira) highlighted key takeaways regarding collaboration, government engagement, funding, evidence, and quality assurance. They emphasised ongoing exploration and the need for concrete strategies in achieving sustainability and scale in ESTIs.*
- *Key takeaways:*
  - *There is a complex interplay of factors influencing sustainability and scale in educational initiatives, emphasising the importance of stakeholder collaboration, evidence-based practices and strategic advocacy, particularly with government.*
  - *There is a need for a holistic and collaborative approach involving stakeholders from across the ecosystem to address the challenges of sustainability and scale in ESTI initiatives effectively, thus confirming the efforts and activities of TICZA.*
- *It is expected that information and implications of the CoP report will be leveraged by TICZA partners.*
- *The recording of the meeting can be viewed [here](#)*

# 1. Thoughts about sustainability and scale

The CoP commenced with an exercise on a [Miro](#) board, where participants were asked to list words that came to mind when they thought about sustainability and scale on a Venn diagram. The intersection of the diagram was used for words that the participants thought overlapped in terms of both scale (left) and sustainability (right).



According to the participants, sustainability was synonymous with meeting needs over the long term and into the future. Growth and impact were associated with scale. Funding, investment and government buy-in were associated with both sustainability and scale.

## ■ Maitri's perspective and experience of sustainability and scale

Rebecca Muir presented Maitri's perspective on sustainability and scale in light of the work that Maitri does with their partners in teacher development. She shared examples of scaling and sustainability using two Indian organisations Maitri has worked with on teacher training programmes. Rebecca stated that for Maitri, evidence of intervention impact, progress and plans for institutionalisation of the activities are key indicators when considering continued support for a programme. She stated that Maitri's goal is to 'embed or institutionalise evidence-based impactful interventions within an existing system that will be sustained and scalable'. Rebecca emphasised that Maitri acknowledges that there is no one way to achieve sustainability and scaling and is willing to support adaptations and shifts in programmes where it is demonstrated to be required.

## ■ Example 1: Peepul's scaling and sustainability story

The first case study presented reflected on Peepul, an organisation whose focus is on in-service teacher training in two states in India, with the goal of becoming government teacher training facilitators, paid exclusively by the government for their expertise. Peepul started with three demonstration schools ten years ago in Delhi, and, with assistance from the government and private investors, now works with 300 000 teachers in two states in India. With the government of the State of Madhya Pradesh, the organisation has developed the first teacher development policy in the country. Some of the challenges Peepul dealt with included government official buy-in, financial investment as well as an inability to monitor progress. Actions taken to address the challenges included: working on approach and brand identity; demonstrating impact through evidence production; and gaining government's confidence. Association with key stakeholders that government officials recognised and respected was another activity that Peepul focused on. Peepul worked to become known as the teacher training experts in the sector. Sharing monitoring and evaluation (M&E) data to demonstrate impact was fundamental to enabling this recognition.

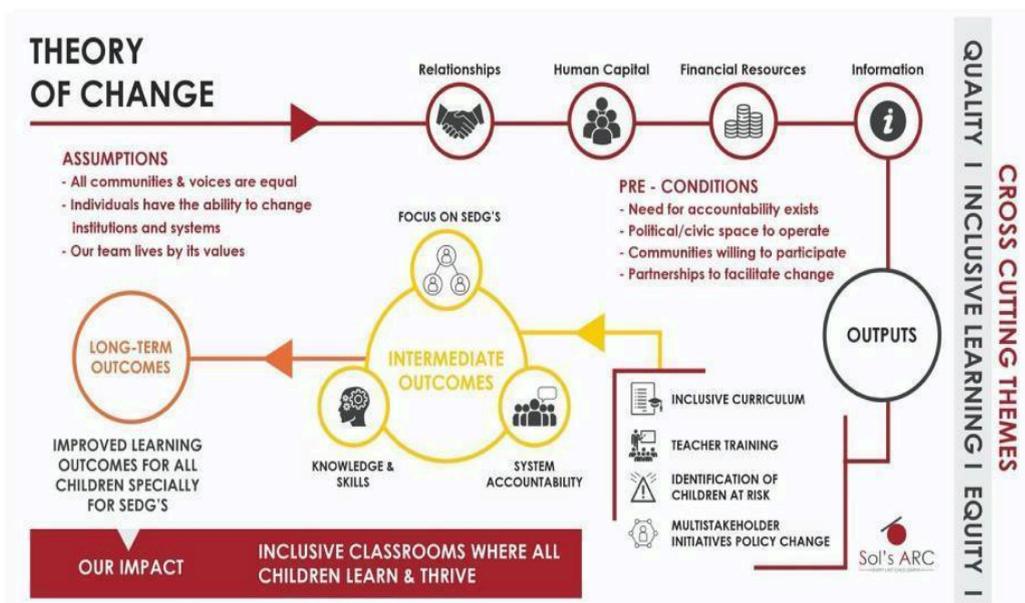
Peepul's steps toward sustaining and scaling included:

- Defining approach and brand Identity
- Policy changes brought Foundational Literacy and Numeracy (FLN) to forefront
- Additional project to enable tracking of learners progress
- Collaboration
- Programme adaptation with government consultation
- Ongoing M&E sharing

## ■ Example 2: Sol's Arc's scaling and sustainability story

Sol's Arc focuses on inclusive education in vulnerable populations. After 18 years of operation Sol's Arc has scaled to 14 states in India, with 52 partnerships, impacting 1.7 million children.

Sol's Arc Theory of Change is illustrated in the figure that follows.



Sol's Arc depends mostly on fundraising, which means undertaking continuous advocacy to government, funders and the public about the importance of what they are seeking to achieve (improved learning outcomes for all children in inclusive classrooms). Some of the challenges they have encountered include misalignment with government's priorities and the diverse cultural contexts which challenged the relevance of the intervention. Sol's Arc had to strategize and be innovative by creating partnerships with other NGOs and selling the training they offer to other NGOs. Demonstrating the impact of their work through research and publications is a core part of their journey to scale, and a proof of concept developed with national and international agencies forms the basis of their advocacy strategy.

Rebecca ended the presentation by reiterating that there is no easy way to scale, and each organisation has to remain authentic to its goals and aspirations.

## ■ Q&A session

**Glenn Harpur from Khanyisa Inanda Seminary Projects (KICP) asked about how government official turnover was addressed in the two cases.**

*Rebecca said that the two organisations found that it is always important to have government officials' buy-in, which can be achieved by understanding the level of awareness officials have about the work(or field) they are involved in and then educating them about the programme to ensure alignment so that the officials can advocate for the programme. She stated that at times officials may not be as aware of the education field even though they have been appointed as officials in the education field.*

**Kelly Shiohira (JET) asked if the government took over the cascade model as was expected in the Peepul case study, and, if so, what happened to the staff that were implementing this.**

*Rebecca noted that the programme has not reached the point of handover yet.*

**Julian Hewitt from the Jakes Gerwel Foundation (JGF) raised the point that costs change over the life-cycle of a programme, and that processes related to growth and scale are not the same. He wanted to know to what extent Maitri supported the journey during growth to scale transitions.**

*Rebecca agreed that looking at economies of scale is not easy. She stated that Maitri considers what the organisation is not willing to let go of and what it is willing to let go of with regards to the design of the programme, and then strategies with the organisation on what is essential from the current model to gain the same or similar impact while some things fall away. A feedback loop relating to measurement assists Maitri in making decisions in which strategy and practice are balanced before it embarks on scaling.*

*Gail Campbell (Zenex) indicated, in response to Julian, that Zenex has built on the work of the Education Empowerment Fund related to scaling and system roll out of a pilot, together with what evidence means at different*

levels, and the role of government. Pilots are expensive because you are working with a small group testing ideas. The next level is proof of concept, tied to an impact evaluation to build a body of evidence. Scaling would draw on the lessons of the pilot and proof of concept but has to be done in conjunction with the government to be systemic. TICZA is attempting to get proof of concept. A critical question revolves around the meaning of government take up, what it means for the system and the role that implementers play in this.

Participants were invited to post their reflections on the [Miro](#) board during and after the presentation.



Participant's reflections captured the essence of the presentation and follow-up discussion. Having a clear goal, engagement with government, demonstrating impact, and recognition that movement to scale is a process were the common themes that emerged.

- **Perceptions of and requirements for sustainability and scale**

During the third session of the CoP, participants engaged on the [Miro](#) board for the third time, posting their organisations' perspectives and requirements for sustainability and scale.

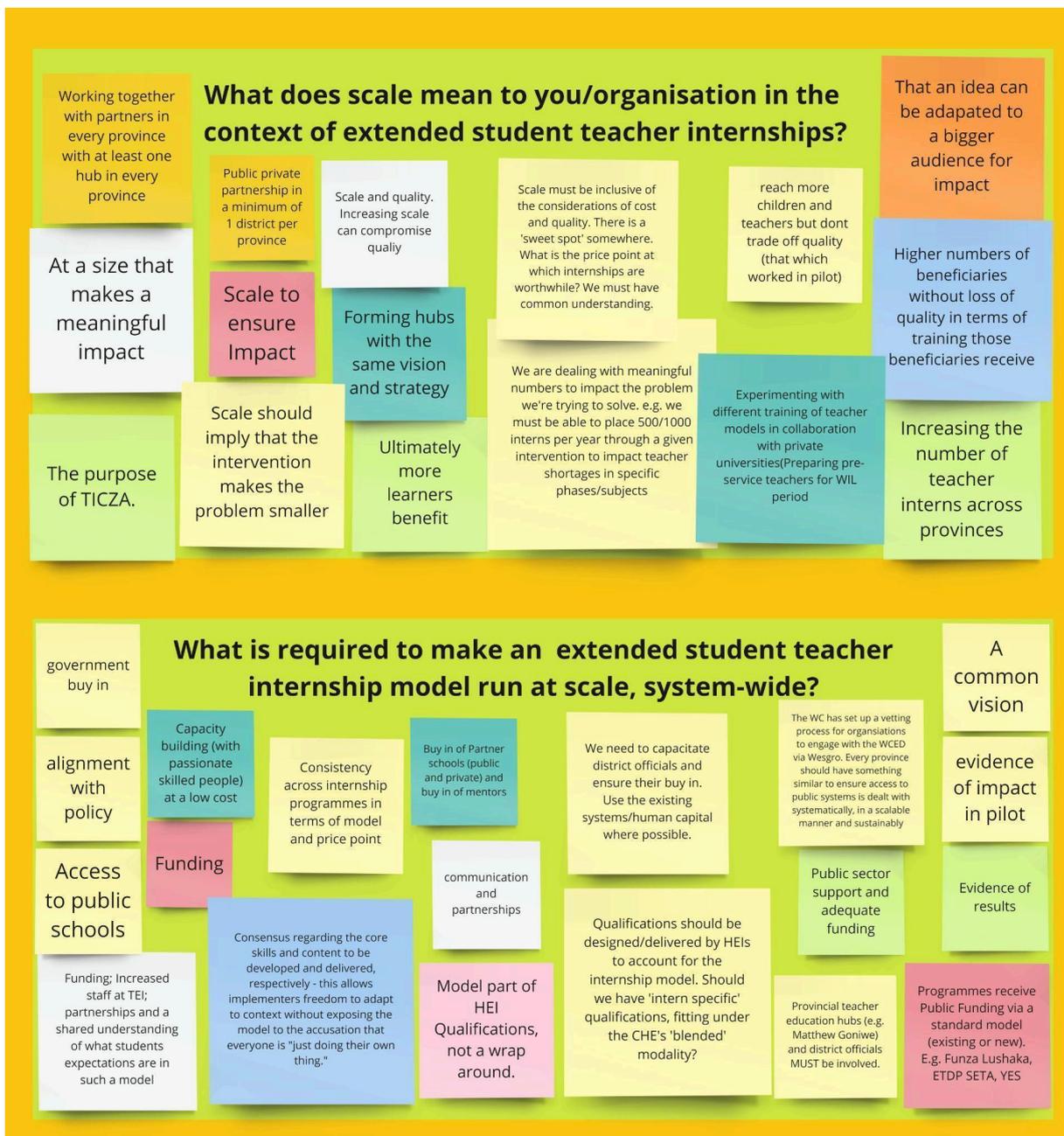
## What does sustainability mean to you/organisation in the context of extended student teacher internships?



## What is required to make an extended student teacher internship model run sustainably?



For participants, sustainability means the ability to maintain, adapt, and continuously improve without worrying about losing funding. Sustainability for them requires the government’s funding, buy-in and recognition of the internship models in teacher development policies, as well as HEIs adopting the internship model and requiring services of internship providers. They also recognise that sustainability requires key research that will provide evidence of impact and chances for sustainability.



Participants posted that scale means increasing reach, impact and partnership without decreasing the quality of internships. Participants indicated that in order to achieve this, their organisations need evidence, consensus regarding core skills and content, consistency, funding, and government recognition.

▪ **Q&A session**

**Examples from organisations of active scaling or planning for scale**

**Edward Rufu (Thandulwazi Trust)** stated that in Thandulwazi Trust’s process of scaling, with the government as a major stakeholder, they have increased the number of beneficiaries and also expanded to other provinces. However, he stated that they were now worried about their financial sustainability strategy as they think their funds might run dry. He requested that an expert who has achieved sustainability provide advice on sustaining what they have achieved and growing it further.

No one in the room was able to provide the advice requested.

**Richard Masemola (Teach South Africa)** explained that his organisation scaled up between 2015 and 2019 and then downscaled as a result of Covid. Travelling to support student-teacher interns became a problem because scaling was not supported by sustained funding. Government is supporting their programme via an MOU (with the Gauteng Department of Education (GDE) as well as with the Department of Basic Education (DBE). Government has been supportive by allowing penetration into schools but funding to sustain this remains a challenge. Securing local collaboration with NGOs has also not been forthcoming. This would assist with supporting schools and reducing travelling at the same time. Funding and collaboration would promote scaling and sustainability.

**David Jacobs (GTI)** described mechanisms for scale. The first was moving from only private funding to drawing on public funds such as the Funza Lushaka bursary and Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA) funding. This has allowed scaling up. Low fee private schools have been another mechanism used to scale. The growth of such schools is a feature of the education system, and provides a lower cost model to train teachers.

**Hassiena Marriot (GTI)** stated that building relationships with HEIs such as the University of Johannesburg (UJ) and the University of South Africa (UNISA) has the potential to support scale and sustainability.

**Judith Matthis (Dialogue)** said she is interested in knowing about what has really worked in establishing the partnerships.

**Tom Parry (Instill Education)** provided an example from outside South Africa in Africa. Instill Education has an in-service platform. Government partnerships have worked via directives from the provincial and national governments. Teachers are registering on the platform and engaging. Instill Education in turn provides the governments with data. The organisation engages with all levels of government. Tom indicated that he is not sure how to get similar MOUs in place with the government in South Africa.

## 2. Emergent questions and considerations

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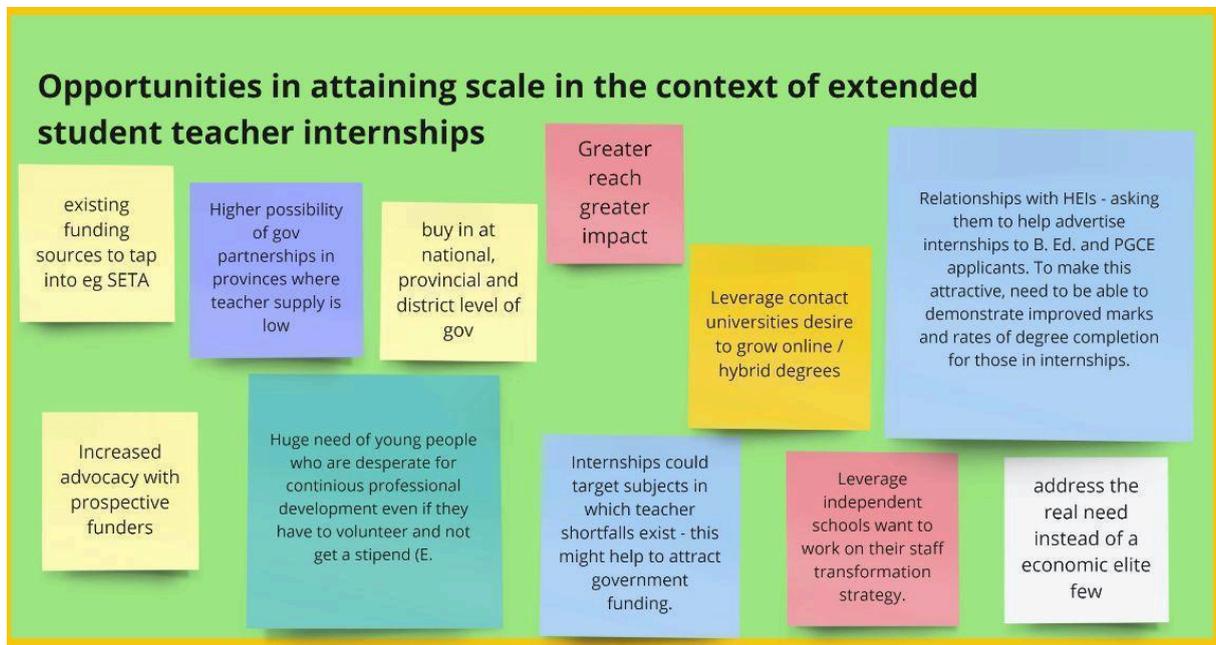
- Within the context that sustainability and scale depend, to a large extent, on government recognition, engagement and buy-in, consider a broad based MoU that is negotiated with the DBE, provinces, Department of Higher Education and Training (DHET), South African Council for Educators (SACE), ETDP-SETA, National Student Financial Aid Scheme (NSFAS), teacher unions, HEIs and NGO implementers (that might not preclude schools that implement ESTIs)?
- Such an MOU could be a mechanism enabling organisations to come on board without an entirely new MOU being signed. For example, if associations like the Education Deans' Forum (EDF) and the National Association of Social Change Entities in Education (NASCEE) sign such an MoU, membership of one of those associations would include being party to the MoU.
- An MoU of this nature would need to be supported by policy recognition and evidence of impact.

### 3. Opportunities, limitations and risks in attaining sustainability and scale

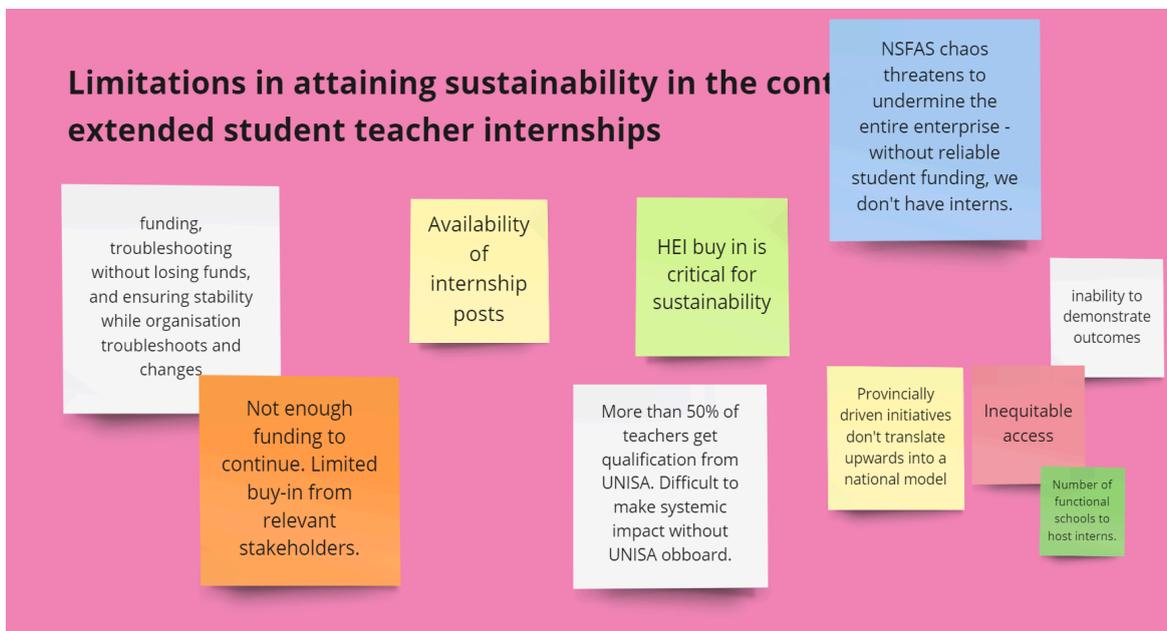
The fourth part of the CoP saw participants engaged on the [Miro](#) board for the fourth time. This time they shared thoughts that contributed to a discussion of opportunities, limitations and risks regarding sustainability and scale for their organisations.



Opportunities in attaining sustainability coalesced around innovation, demonstrating impact, shared learning, and replicating what works.



Opportunities in attaining scale converged around reach of impact, leveraging existing funding, and identifying and addressing systemic priorities and strategic partnerships.



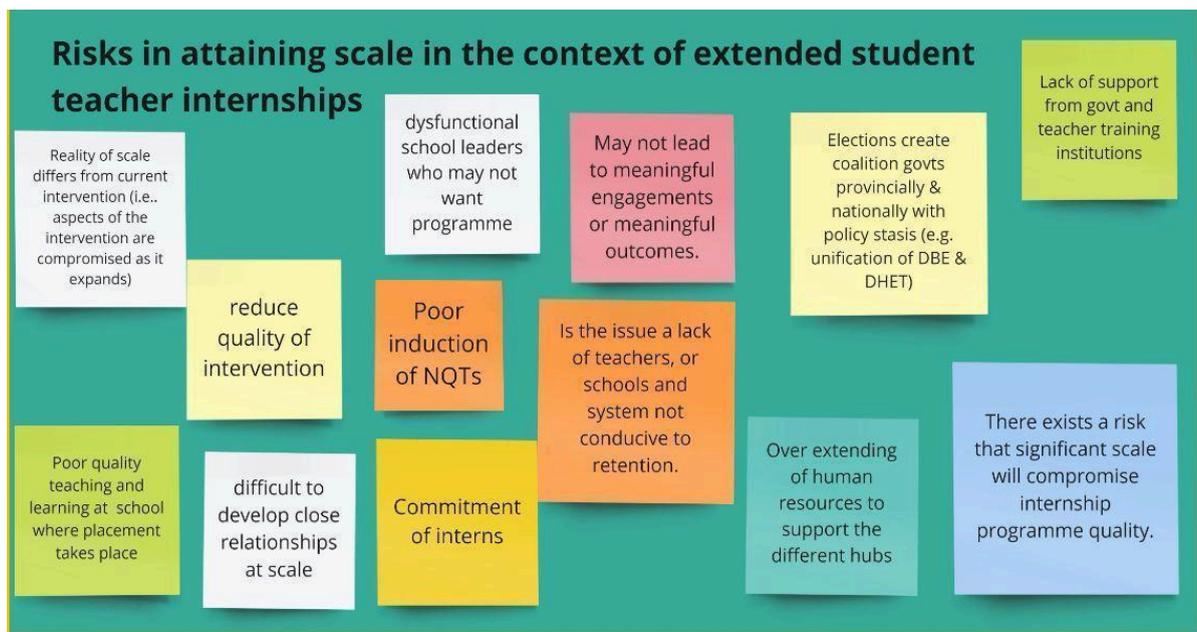
Themes that emerged regarding limitations on attaining sustainability were partner buy-in (of schools and HEIs, for example), reduced government funding, localised proofs of concept, and inability to demonstrate impact.



Concerns that emerged regarding limitations on attaining scale were absence of government buy-in, limited funding, high costs of ESTIs and availability of placements.



Risks to attaining sustainability noted by participants were bureaucracy, fiscal constraints, merging supply and demand at geographic level, policy shifts, and teacher retention.



Risks to attaining scale raised by participants were reduction in quality, sufficient suitable placement opportunities, unknown governance structures, and sufficient human resources.

**Tension that emerged: Cannot scale without government BUT difficult to get government in the room.**

▪ **Q&A and observations**

*Gail Campbell (Zenex) observed that what one regards as an opportunity, limitation or risk depends on the lens that one adopts. The lens would shift if one adopts the lens of the individual organisation rather than one that considers embedding into the system.*

**Patience Voller (NASCEE)** observed that it is important to gaze inward at particular moments to consider how one interacts with the others (government and funders for example) and why.

**David Jacobs (GTI)** indicated that it is important not to see government as one thing. His experience with school nutrition illustrated that when the point of government contact is clear and based on a policy directive, NGO interaction is enabled. It is thus important to consider where the ESTI will be championed in government. The fact that the ESTI straddles two government departments, the DHET and DBE, the policy champion is not easy to identify. If the DBE champions ESTIs, then the DHET and, by implication, HEIs sit on the side. In addition, provincial education departments (PEDs) are responsible for school placement. It is thus important to consider where the ESTI will be championed in government.

**Glenn Harpur (KICP)** asked other implementing organisations if they were struggling to recruit student-teacher interns who align with the funding criteria and also have NSFAS funding that can further support them. In that way, the implementing organisation would need to cover the stipend only and not the tuition fees. This has been a struggle in his organisation's journey to scale.

**Riekies Huisamen (More Than a Teacher)** said that More Than a Teacher shared the challenge Glenn articulated but did not have a solution. She mentioned that high schools were not keen to partner if student-teachers did not have STEM subjects. With subjects other than STEM, schools do not regard student-teachers' as having the ability to add value to the school.

**David Jacobs (GTI)** backed this up. Models for co-teaching and differentiated teaching are used in the Foundation Phase as opposed to intermediate and senior phases. GTI has put measures in place to capacitate high schools to engage in co-teaching and differentiated teaching. Additional teaching capacity from student-teacher interns is a value for schools when co-teaching or differentiated teaching are used as pedagogic strategies in schools.

**Hassiena Marriot (GTI)** found in previous experience that HEIs have to advocate for each teacher to be a mentor. Mentor workshops are key so that mentors understand their role. GTI demonstrates to mentors how to bring the mentee (student-teacher interns) on board. You cannot put a student-teacher intern into a school and expect them to be embraced. Without a mentor programme, it will not be possible to establish a viable ESTI programme.

**Glenn Harpur (KICP)** reiterated the concern about schools seeking value. In other words, schools want to know what the value is for them when a student-teacher intern is not able to take on a full teaching load. He further suggested that it is necessary to make the value proposition to schools very clear. Appealing to altruism is not sustainable. How a student-teacher intern adds value to a school must be made clear. We need to be able to answer the question 'What's in it for the school?', to ensure sustainability.

**Patience Voller (NASCEE)** commented about the creation of common standards and protocols and asked how open organisations are to working to a common standard.

**Glenn Harpur (KICP)** said that common standards are essential but difficult. If we can be clear about the core but not be overly prescriptive, it would be ideal. Standards are important for sustained scale.

**Hassiena Marriot (GTI)** said that establishing standards has to be driven by the DBE and SACE.

**Kelly Shiohra (JET)** reminded everyone that TICZA has taken that on through the work of the Bertha Centre (Fergus Turner) and the common competency framework involving TICZA stakeholders. Consultations will continue in 2024 related to the draft common competency framework that has been developed.

**Sujata Pillay (BacktoBasics)** asked if convening host schools to emphasise their role in a larger programme would contribute to advocacy about the value they add. This could demonstrate impact for schools and add to them comprehending their role in the process.

**Glenn Harpur (KICP)** said that impact improves when there are multiple touch points with a school. This does depend on whether the school can sustain the multiple points though.

**Richard Masemola (Teach South Africa)** observed that, as a principal of a school that hosts student-teacher interns, involvement in district workshops contributes to student-teacher intern development. Student-teacher interns should become embedded into the system and should not be isolated. This helps them navigate the environment. With the onboarding process with the GDE they are introduced to district officials as well.

## ■ Some key takeaways

- Consider embedding into the system rather than the lens of the individual organisation.
- It is important to gaze inward at particular moments to consider how one interacts with the others.
- it is important not to see the government as one thing. It is thus important to consider where the ESTI will be championed in government.
- Without a mentor programme, it will not be possible to establish a viable ESTI programme.
- Without a mentor programme, it will not be possible to establish a viable ESTI programme.
- How a student-teacher intern adds value to a school must be made clear. We need to be able to answer the question 'What's in it for the school?', to ensure sustainability.
- Common standards are important for sustained scale.
- While funding and government buy-in are crucial, the work of ESTI happens in schools. As such, school level engagement and educators are crucial to the impact and success of ESTI models.
- Student-teacher interns should become embedded into the system and should not be isolated.

## 4. Close-out

### Summary by Rebecca Muir

It has been an interesting conversation and wonderful that everyone has contributed to the Miro board

#### **The key take-away has been alignment on what scale means and its implications:**

- Collaboration.
- Identifying trade-offs between scale and sustainability - where is the sweet spot?
- Government buy-in.
- Alignment to policy - where is government priority regarding ITE?
- Resource transitions.
- Access to schools.
- Funding.
- Partnerships.
- Evidence for Impact.
- Funding innovation as opposed to scale - if funding is volatile, what does this mean?
- Quality of project.
- With regard to sustainability there was less noise - probably because there are more unknowns.
- Sustainability means maintaining presence but having a smaller role.
- Potentially testing models through private schools.

### Summary by Kelly Shiohira

**We have got different views on how scale has been or can be achieved, for example,**

- Holding the programme, delivering it remotely and driving demand.
- Full adoption by the government.
- Packaging services and selling them.

**There are shared ideas about how to achieve scale and how it looks in practice:**

- Decreased reliance on donor funding - how much are future plans reliant on donor funding, and to what extent?
- Increased efficiencies - per unit cost should decrease at higher engagement levels.
- Transfer of roles - how could the transfer happen concretely, how can efficiencies be gained?
- Feedback loops that demonstrate impact related to consequent advocacy.
- Leverage points to put yourself on the map.
- Alignment to government policy and priority.

### Risks identified

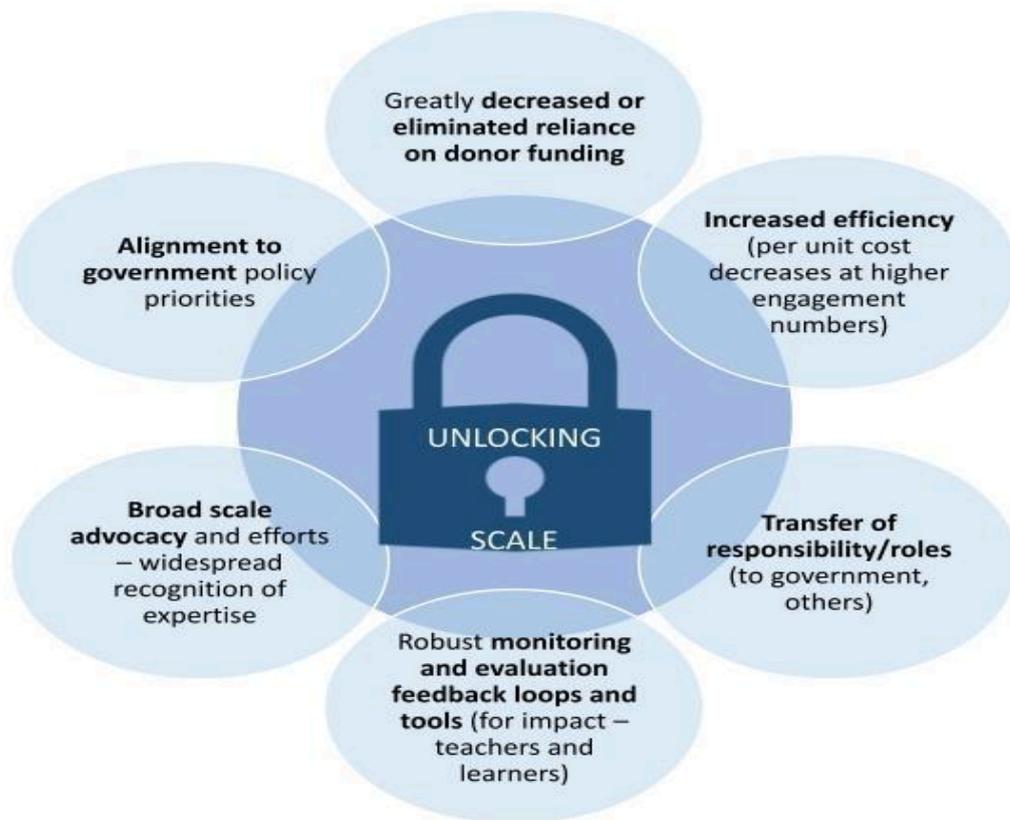
- Shift in government priorities.
- Unaffordable models in teacher retaining.
- Where do the leverage points exist - province, schools and who are the policy champions?

**A lot of thinking and exploration is currently happening.**

**Do we have a pilot, do we have proof of concept and do we have a scalable model - this is the progression chain that emerged in the engagements today. Where is TICZA on that progression chain?**

## 5. Unlocking scale summary diagram

Kelly Shiohira from JET produced the diagram below, capturing her summary of the discussion on scale that took place during the CoP session. In her summary of the discussions that unfolded amongst the CoP participants, Kelly Shiohira mentioned that there are common ways to unlock the scaling of the internship programmes. The diagram below presents six areas that are critical in order to unlock scale for extended student teacher internships.



**Participants were invited to contribute to the Implementation Compendium** (pieces of evidence that could build the case for ESTIs).

Patience Voller (NASCEE) thanked everyone for their participation, and thanked Kelly for her efficiency and 'holding the ship'.

The recording of the meeting can be viewed [here](#)

## 6. PARTICIPANT LIST

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### *In person:*

|     | <b>Name and Surname</b> | <b>Organisation</b>                            |
|-----|-------------------------|--|
| 1.  | Freda Walters           | Save the Children SA                           |
| 2.  | Zaahedah Vally          | JET Education Services                         |
| 3.  | Patience Voller         | NASCEE   |
| 4.  | Patrick Molokwane       | JET Education Services                         |
| 5.  | Edward Rufu             | Thandulwazi Trust                              |
| 6.  | Jennifer Shindler       | JET Education Services                         |
| 7.  | Kelly Shiohira          | JET Education Services                         |
| 8.  | Zahraa McDonald         | JET Education Services                         |
| 9.  | Tshegofatso Mashaphu    | JET Education Services                         |
| 10. | David Jacobs            | Digital Inventions / Global Teachers Institute |
| 11. | Julian                  | Jakes Gerwel                                   |
| 12. | Gail Campbell           | Zenex  |

### *Online:*

|    | <b>Name and Surname</b> | <b>Organisation</b>                                |
|----|-------------------------|--|
| 1. | Prof Jaya Naidoo        | UKZN   |
| 2. | Glenn Harpur            | Khanyisa Inanda Seminary Community Projects (KICP) |
| 3. | Nerina Josephs          | Teach The Nation                                   |
| 4. | Hassiena Marriott       | Global Teachers Institute                          |

|     |                   |  |
|-----|-------------------|--|
| 5.  | Tom Parry         | Instill Education                                      |
| 6.  | Richard Masemola  | Teach South Africa                                     |
| 7.  | Rebecca Muir      | Maitri Trust   |
| 8.  | Alexandra Smith   | Teachers Plus  |
| 9.  | Vanencia Chiloane | SACE   |
| 10. | Sujata Pillay     | Back to Basics , Quality Teaching and Learning For ALL |
| 11. | Marj Brown        | Jakes Gerwel Fellowship                                |
| 12. | Riekies Huisamen  | More than a Teacher                                    |
| 13. | Sarita Ramsaroop  | UJ   |
| 14. | Judith Matthis    | Triologue  |

### *Apologies*

|    | <b>Name and Surname</b> | <b>Organisation</b> |
|----|-------------------------|---------------------|
| 1. | Steven Shabangu         | UNISA               |

## 7. Remembering Nomcebo Dladla (KICP)

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**15 January 1993 - 23 December 2023**

Nomcebo Dladla's life and contribution to the sector was commemorated by Glenn Harpur from Khanyisa Inanda Community Programme (KICP) during the CoP.