Multi-Services Request for Proposals

Prototyping a Standardised Approach for Extended Student Teacher Internships

Service number	Focus	Timing	Maximum budget (VAT excl.)
Service 1	Competency testing	Baseline: Apr 2026 - Jun 2026 Endline: Oct 2027 - Jan 2028	R600,000
Service 2	Survey development and administration		R500,000
Service 3	Lesson observations		R375,000
Service 4	Cost benefit analysis	Jul 2027 - Oct 2027	R450,000
Service 5	Sustainability modelling	Jun 2027- Jan 2028	R250,000

Timelines:

1. RfP opens: 12 February 2026
2. Optional online vendor Q&A session: 23 February 2026, 12.00-14.00 (MS Teams Link here)
3. Submission deadline: 28 February 2026 COB
4. Review and selection: 2-6 March 2026
5. Award date: 10 March 2026

Background

TICZA was initiated in 2021 to explore effective ways of strengthening Work Integrated Learning (WIL), also known as school-based learning, practice-based learning, teaching practice, or teaching practicum, for student teachers completing Bachelor of Education (BEd) or Postgraduate Certificate in Education (PGCE) programmes through distance learning universities. See more here:
https://www.jet.org.za/projects/all-projects/teacher-internship-collaboration-south-africa-ticza

Over the past five years (2021–2025), the project has focused particularly on what it terms the Extended Student Teacher Internship programme, which emphasises placing student teachers in schools for an extended period while they receive wraparound support delivered through Implementation Partner (IP)-led programmes. Since its inception, TICZA has established a stakeholder network that includes funders, universities, government departments, knowledge and statutory organisations, teacher unions, and IPs.

To date, the work has focused on mapping the ESTI landscape, conducting surveys of IPs and student teachers, and testing the competency of newly qualified teachers who have participated in extended internships. See more about the first phase of the TICZA project (concluding at the end of 2025) here: https://youtu.be/pBGWTZ0klw4

Over the past four years, TICZA, functioning as a collective impact collaboration, has initiated and contributed to a wide range of activities. These included 18 Communities of Practice, which facilitated robust discussions, the sharing of best practices, and cross-institutional learning. TICZA also undertook various research initiatives such as Newly Qualified Teacher (NQT) competency testing and cost-effectiveness analyses. In addition, the collaboration took part in several conferences, including the Evidence Network Conference 2024 and the UNISA Teaching Practice Lekgotla, as well as multiple TICZA-hosted workshops and NASCEE-led webinars. TICZA has also produced several knowledge products, including the Implementation Compendium, the TICZA Digest, and various reports from the Communities of Practice and webinars. A summative evaluation of TICZA was completed in August 2025 (see here):
https://www.jet.org.za/resources/ticza-summative-evaluation-report_final/@@display-file/file

From the inception of TICZA considerable effort went into creating a common agenda (as one of the five core components of the collective impact approach). In the early stages, the focus was quite wide, namely to (Shiohira et al., 2022):

- gather and share evidence regarding alternative teacher education pathways (ATEP), specifically extended student teacher internships, as a means of demonstrating their efficiencies and impact;
- establish such internships as a credible alternative pathway for ITE; and
- drive and organise cooperation between all partners involved in ITE to facilitate the effective adoption and implementation of internships as a formal pathway to a teaching qualification.

The notion of ESTIs in South Africa as an alternative pathway was debated at length, leading to a consensus to move away from the 'alternative' terminology while recognising that ESTIs represent a more vocationally oriented approach to initial teacher education (ITE). As the TICZA process matured it was agreed that the ESTI model constituted a mainstream offering that followed the same qualifications route as current existing B. Ed ITE training approaches albeit with the following modifications:

- distance education offered through an HEI; and

- WIL with Essential Wraparound Support (EWAS) (see McQueen 2025) offered by a non-profit implementing partner - see more here: https://www.jet.org.za/resources/EWAS-ESTI.

This model is therefore not to be understood as an alternative pathway based on a non-degree certification, although it may share similarities with other programmes that rely on intensive work-based experience to prepare potential teachers for the realities of the classroom. More on these alternatives is provided in the TICZA critical evidence review to be released in January 2026.

The focus and therefore the common agenda of TICZA soon became one of "institutionalising ESTIs" within South African ITE policies and practices. In order to empirically demonstrate that this ESTI model (which includes EWAS) was more effective than the mainstream offering, a quasi-experimental research design[1] was chosen. This choice of research design soon ran into limitations:

- The IPs offered diverse ESTI models - i.e., there was no standardised model that could be tested.
- Data collected from IPs was not representative enough of the participant population, with several challenges related to low numbers of participants, intellectual property restrictions, and a general low response rate.
- The critical role of the IP-HEI relationships was only established in the later period of TICZA as participation deepened and the evidence base developed.
- Key institutional relationships were still under development, limiting the ability to secure comparison group data from the DBE and also from UNISA (as a key distance teacher education provider).

The limitations outlined above presented an opportunity for TICZA to revisit the research agenda in order to re-imagine and refocus TICZA's efforts around its common agenda. This, in turn, led to a refined purpose for the research agenda and the adoption of an appropriate methodology. Through a series of realignment workshops and the validation of the TICZA Theory of Change, the re-imagining process has established a solid foundation co-created with the TICZA ESTI ecosystem.

The current formation of TICZA yielded two key innovations that are ready for testing and potentially proving the validity of the ESTI concept as one of the solutions for extant ITE theory-practice gaps. These innovations are the EWAS model and the Common Competency Framework (CCF). The EWAS model was developed to articulate the baseline support provided to student teachers undertaking an ESTI, including the 'professional, academic and emotional support [provided] for student teachers and [running] parallel to HEI modules', consisting of 'supervision, mentoring, professional development and assessment of student teachers' (McQueen, 2025, p. 8). The Common Competency Framework was collaboratively developed in alignment with the SACE Professional Teaching Standards, but with a specific focus on tailoring these into practice standards linked to observable classroom behaviours and actions by student teachers. The CCF will be used as a tool during the prototyping phase of TICZA to monitor the progression of student teacher interns during their WIL sessions, with the validation process for the CCF to be integrated into the

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[1] The research design for Phase 1 of TICZA shifted from a longitudinal, comparative quasi-experimental model to a descriptive non-experimental design due to difficulties in establishing the parameters of a comparative group for activities such as competency testing. This was also due to the variation in programme structure and design among IPs. As an alternative, the research model shifted to focus on determining the factors and cost considerations of a standardised model for prototyping and institutionalisation, through activities such as the cost-effectiveness analysis, essential wraparound support report, and critical review of research and IP monitoring documents, with the aim of revisiting the quasi-experimental approach as part of Phase 2 activities.

TICZA prototyping research and evaluation plan. The clarity of the refined aim of the research enables the following:

- explicit delineation of a standardised model with essential wraparound support (EWAS) to be prototyped;
- utilisation of the TICZA Common Competency Framework (CCF) (including its validation) to measure teacher competence in a consistent manner in a pre/post research design, and with consideration of the vocational orientation;
- extrapolation of the cost effective analysis (CEA) conducted by Trialogue (but not released in the public domain due to its limited scope) into a full cost benefit analysis (CBA) that will use common metrics and focus on the affordability of the model for government funding schemas such as NSFAS, Funza Lushaka[2] and SETA learnerships; and
- identification of an explicit comparison group from distance education providers where EWAS is not included.

The primary objectives of this 24-month (2026-2028) prototyping phase are to:

1. Demonstrate Competency: Empirically test whether the standardised ESTI model identified through TICZA produces more competent teachers than those trained through standard distance education programmes.
2. Determine Affordability and Viability: Explore whether the model can be sustainably funded via public funded bursaries, and validate the usability, content and reliability of the CCF tool across experiment and control groups.
3. Establish Evidence Base: Generate a robust evidence base to inform decision-making regarding the institutionalisation and potential national scale-up of the ESTI model within the South African education system.
4. Refine the Standardised ESTI Model: Rigorously test and refine the fidelity of implementation of the standardised ESTI model and its Essential Wraparound Support (EWAS) components across participating Higher Education Institution (HEI) and Implementing Partner (IP) consortia.

The findings of the prototyping process are explicitly intended to have policy relevance, leading to actionable inputs for national policy instruments such as MRTEQ reviews, WIL frameworks, FLBP refinements, and teacher placement systems. Ultimately the prototyping process aims to contribute directly to systemic improvement.

Service 1: Competency testing

Objective

Assessing student teacher interns' competence progression through the use of the TICZA Common Competency Framework (CCF) and its rubric tool during the prototype implementation.

Background

TICZA aims to improve the quality of initial teacher education through extended school-based internships. As we move into the prototyping phase, we require a service provider to implement a robust competency testing framework that measures not just theoretical knowledge, but the practical readiness of student teacher interns during the

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[2] FLBP-funded student teachers is a state bursary scheme governed by DBE policy that has specific subject requirements and entry requirements, as well as service-obligation requirements. Participation of FLBP beneficiaries in the proposed prototyping will be fully aligned with FLBP policy frameworks, including placement priorities, monitoring arrangements and conditions of support.

standardised ESTI model within South African quintile 1-3 primary schools. The cohort of students to be assessed are as follows:

Table 1: Student cohort

Features	Treatment Group	Comparison Group
No of Students	200	200 + contact students (optional))
Year of study	3rd years in 2026; 4th years in 2027 (the same cohort)	
Teaching phase	Foundation Phase	
Location	South Africa	
Mode of Learning	Distance	Distance + contact (optional)
School placement	Quintile 1-3 Geographical locations of students will be confirmed in consultation with the DBE and the appointed consortia. An attempt will be made to group students in geographical proximities where possible within a province and/or district.	

Scope of Work

In line with the TICZA prototyping process and timelines the service provider will be required to develop and implement appropriate and relevant assessment design that will support and direct its work at two data collection points (baseline and endline). Results from competency assessments will be triangulated with other data collection points.

The service provider will be expected to deliver the following:

1. Develop a suitable rigorous competency assessment design and plan that include baseline, and endline competency testing.
2. The assessment design must be guided by the TICZA prevalidated Common Competency Framework (CCF), see it here: https://www.jet.org.za/resources/ccf-card-design_final_pdf_prevalidated-draft.pdf/@@display-file/file
3. The service provider will be expected to use the TICZA CCF and its associated assessment rubric to carry out the competency tests from baseline to endline.
4. Participate in stakeholder training, review and assist in facilitating online and physical workshops for student teachers, mentor teachers and project mentors on how to use the CCF and its rubric.
5. A live reporting dashboard for tracking progress of student teacher interns' progress.
6. We invite the service provider to propose value-added enhancements, particularly in light of potential updates to the CCF following the validation process.

Technical Requirements

Interested service providers should submit the following:

7. Technical Proposal: An overview of the methodology for competency assessment within the South African school context, quintile 1-3 primary schools. The proposal

must explicitly detail the application of the TICZA CCF for measuring student teacher intern competency development across baseline and endline.

8. Evidence of previous work in similar projects, teacher education, ITE, WIL, and/or pilot-scale educational projects.
9. Compliance with POPIA (Protection of Personal Information Act) regarding all the data that will be gathered in this project.
10. Financial Proposal: A phased budget aligned with the prototyping timeline.

Deliverables

11. Inception report of 10 pages (2 weeks after contracting) with a clear methodology on how the competency testing will be implemented and operationalised and a protocol for stakeholder engagement.
12. Workshop, co-preparation and facilitation of how to use the common competency framework for tracking student teacher intern's development progress (April 2026).
13. Live reporting dashboard, with visualisation of students progress (from June 2026).
14. Draft baseline assessment report 30 pages and slide deck (June 2026).
15. Final baseline assessment report 45 pages and slide deck (June 2026).
16. Draft endline assessment report 30 pages and slide deck (December 2027).
17. Final endline assessment report 45 pages and slide deck (January 2028).
18. Cross-services collaborations as will be agreed to within reasonable demands (e.g. seminars, COPs, planning and reflective sessions).

Project Duration and Budget

19. The baseline will take place between April and June 2026.
20. The endline will take place between October 2027 and January 2028.
21. The total budget for this service is R600,000 (VAT excl.).

Service 2: Survey development and administration

Objective

To develop, administer, and report on surveys of the TICZA prototyping process on student teachers, teacher educators, and mentor teachers, at baseline and endline.

Scope of Work

Table 2: Survey sample sizes

Group	Baseline (no of students)		Endline (no of students)	
	Intervention group	Comparison group	Intervention group	Comparison group
Student teachers	200	200	200	200
Teacher educators (paired with student teachers)	15	0	15	0
Mentor teachers (paired with student teachers)	30	0	30	0

The following minimum data points should be considered across both baseline and endline surveys across both intervention and comparison groups:

Table 3: Minimum data points for surveys

Data Point	Baseline	Endline	Rationale
Demographics	✓	✓	Standard covariates (age, gender, region, socio-economic indicators)
Institutional & Programme Information	✓	✓	Including current enrolment, previous level of education, current institution, year of programme, questions about study interruption or deferment (e.g.)
Work-integrated learning experience (baseline – previous; endline – period 2026-27)	✓	✓	Time spent and main activities
Perceived mentorship quality (baseline – previous; endline – period 2026-27)	✓	✓	Past mentorship experience; benefits, improvements (endline will include EWAS experience for treatment group)
Perceptions of assessment of WIL (baseline – previous; endline – period 2026-27)	✓	✓	Reflection on modalities used (observations, self-reporting etc), parties involved, depth, coverage, timing/ regularity of assessment.
Academic alignment with WIL experiences	✓	✓	Extent to which student teachers feel capable to apply academic knowledge to WIL experiences and vice versa
EWAS support received	✓	✓	Professional, academic, and psychosocial support components
EWAS-Curriculum alignment	✓	✓	EWAS components align with core elements of ITE curriculum at HEI (how to word for comparison group?)
CCF usability and implementation	✓	✓	Qualitative or Likert, how CCF is perceived and used
Professional development participation and types of activities (baseline – previous; endline – period 2026-27)	✓	✓	Track PD exposure during internship period
Mentorship practices and quality (baseline – previous; endline – period 2026-27)	✓	✓	Frequency, nature of support; alignment to EWAS

Data Point	Baseline	Endline	Rationale
School dynamics and professional identity	✓	✓	Experiences of working in schools; working with learners (discipline, support, classroom management, curriculum and assessment), working with mentor teachers and other staff (collegiality, professionalism, expected tasks, level of communication/ engagement/ participation in school and staff activities, etc)
Future plans and perceptions of the profession	✓	✓	For example where student teachers see themselves teaching, for how many years, whether they might migrate to another profession or country (determine any changes in attitude and retention across groups)

The survey may be delivered telephonically, via a platform, WhatsApp, or other solutions. Innovative approaches are encouraged.

Performance Requirements

22. The inception report must be approved before work commences.
23. A response rate of 90% or more is expected for the baseline across both evaluation and control groups due to the coordinated manner in which the prototyping is managed.
24. A response rate of 80% or more is expected across both evaluation and control groups for the endline to consider potential attrition between the two measurement points.
25. A financial penalty of 10% will be imposed for every 5% below the expected response rate for the tranche payment linked to the baseline and/or endline respectively.

Deliverables

26. Inception report of 10 pages (2 weeks after contracting).
27. Three approved survey instruments (student teachers, teacher educators and mentor teachers).
28. Draft Baseline report of 30 pages and slide deck (June 2026)
29. Final Baseline report of 30 pages and slide deck (July 2026)
30. Draft Endline report of 45 pages and slide deck (January 2028)
31. Final Endline report of 45 pages and slide deck (February 2028)
32. Cross-services collaborations as will be agreed to within reasonable demands (e.g. seminars, COPs, planning and reflective sessions)

Project Duration and Budget

33. The baseline will take place between April and May 2026
34. The endline will take place between October and November 2027
35. The total budget for this service is R500,000 (VAT excl.)

Service 3: Lesson observations

Objective

Provide critical insights into how student teachers develop their professional and pedagogical knowledge, practices, identity and values over the course of the prototyping process through lesson observations.

Scope of Work

As part of evaluating the prototyping of the TICZA standardised ESTI model, an independent contractor will be engaged to design and conduct lesson observations of student teachers in both the prototyping and the compulsory control groups. The first set of observations will take place before the full implementation of the prototyping begins in April 2026 and the second set will take place at the end of the prototyping period in November 2027. This will further develop our understanding of the effect of the different components of the standardised model on student teachers' development and classroom practices. However, in order to ensure empirical and analytical cohesion with other activities involved in the prototyping process, the proposed lesson observations will need to thoughtfully engage with and capture the key knowledge, values, behaviours and practices of successful, competent novice teachers.

The successful applicant(s) will develop a lesson observation rubric and instruments based on the Common Competency Framework and following consultation with TICZA stakeholders. An example rubric reflecting key components, format and grading method should form part of the proposal to be submitted, and reflect the analytical and pedagogical principles underlying the overall observation approach. This should be accompanied by a robust methodology indicating the design and conceptual principles in use, pedagogic and professional standards used to develop indicators, use of methods (mixed qualitative/ quantitative being advantageous) and data analysis approach.

Table 4: Sample sizes for lesson observations

Sampling	April 2026	November 2027
Evaluation group (prototyping)	n= 25	n= 25
Control group (no treatment)	n= 25	n= 25
	note that the same 25 student teachers per sample group should be followed up with in the November 2027 period.	

Performance Requirements

36. This request for proposals invites eligible organisations and companies, **as well as collectives of mid- to senior-level academics working in teacher education at public universities**. Academics may wish to self-organise into a team capable of meeting the professional and budgetary requirements of the proposal, and if so funding will be directed through the main institutional cost centre.
37. Evidence of conducting lesson observations and teaching practicum observations is essential. It will be advantageous if this forms part of the applicant's main professional or academic activities.
38. A strong proposal indicating consideration of the TICZA knowledge and stakeholder ecosystem, prototyping concept note and design approach, accompanied by evident contextual understanding of dynamics in teacher education and basic education in South Africa. This should further be reflected in, and used to justify, the choice of

methodology, including consideration of alternatives and reflecting limitations and risks.

39. A full activity budget and timeline must be included with the proposal alongside CVs of all project members responsible for observation and data handling.

Deliverables

40. Inception report of 10 pages (2 weeks after contracting) indicating updated timeline (post-consultation), activities and responsible persons; methodology summary and amendments based on feedback from selection committee. Approval required for release of further payment.
41. Lesson observation plan (April 2026) - pre-prototype observation plan including observation tools, protocol for lesson observations, questions for student teachers/ mentor teachers, ethical considerations.
42. Draft Report 1: Lesson Observations Pre-Prototyping 30 pages and slide deck (July 2026)
43. Final Report 1: Lesson Observations Pre-Prototyping 45 pages and slide deck (August 2026)
44. Lesson observation plan (November 2027) - post-prototype observation plan including the same components as above. The contents and structure of both observation plans should be designed for alignment in the phrasing of indicators, sequencing and scoring (or justified otherwise).
45. Draft Report 2: Lesson Observations Post-Prototyping with analysis of both LO 1 and 2 findings over research period, with discussion and recommendations 30 pages and slide deck (December 2027).
46. Final Report 2: Lesson Observations Post-Prototyping with analysis of both LO 1 and 2 findings over research period, with discussion and recommendations 45 pages and slide deck (January 2028).
47. Cross-services collaborations as will be agreed to within reasonable demands (e.g. seminars, COPs, planning and reflective sessions)

Project Duration and Budget

48. The activity will require two data collection periods in April 2026 and November 2027 alongside data analysis and writing up. The allocated budget must accommodate the full period of activities from 2026 to close-out in 2028, including travel and other incidental expenses related to the lesson observations.
49. The total allocation for this activity is R350 000 excluding VAT.

Service 4: Cost Benefit Analysis

Objective

To determine the public and social benefit of the standardised ESTI model if institutionalised and implemented at scale, with emphasis on its affordability to the public fiscus through student funding mechanisms.

Background

Cost-benefit analysis was one of the planned activities for TICZA Phase 1, but was unable to be completed at the time due to limited data parity and availability. A cost-effectiveness analysis was completed in 2025 by Trialogue, which aimed to identify the most 'cost-effective option for achieving a set of predefined objectives'[3], in this case, the factors comprising a

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[3] United Nations Development Programme. (2013). Water Governance in the Arab Region: Managing Scarcity and Securing the Future, p. 126. Available:

standardised extended student teacher internship model inclusive of essential wraparound support. Ensuring that the ESTI model is implemented at a cost *affordable to the public fiscus* is a fundamental part of TICZA's institutionalisation agenda.

Cellini and Kee[4] propose that conducting the CEA before the cost-benefit analysis can be a useful way of determining the most important outcome(s) of the overall intervention (its proposed benefit) and developing concrete indicators of progress that can further develop the *social* analysis of intervention value. The CEA thus forms an initial step towards the overall cost-benefit analysis planned for the TICZA Prototyping (Phase 2).

Cost-benefit analysis is a methodology for 'assessing the economic efficiency with which resources are used to support human wellbeing'[5], and seeks to evaluate the public interest value of specific investments, projects or interventions, expressing this in monetary terms. This weighs up the **net benefits** of an intervention, including costs avoided, with **net costs**, including potential benefits conceded, to consider what the implementation context would look like with or without the proposed intervention. What extends the CBA beyond the CEA, particularly in the case of this request for proposals, is that it considers the potential effects, externalities and 'shadow costs' of the standardised ESTI model, both in terms of what it seeks to achieve and the medium- to long-term effects of its potential institutionalisation.

Sunstein[6] argues that the CBA approach particularly responds to the challenges of 1) poor priority-setting and thus resource allocation; 2) high costs of different options for potential interventions/ tools; and 3) inattention to the negative externalities stemming from particular policy or regulatory choices. These are issues that TICZA Phase 1 identified in its research activities, including broad differences in the range of approaches to implementing ESTI and EWAS; differences in cost and size of ESTI programmes; the need to sustain the gains of initiatives to strengthen student teacher funding and throughput; and data on high churn of student teachers from distance education institutions.

We request proposals for the completion of the CBA in response to the key aims of TICZA Phase 2, namely to demonstrate that the standardised ESTI model

1. Produces <u>more competent</u> teachers than teachers trained through other distance education programmes.
2. At a <u>cost affordable to the government</u> funding schemes such as NSFAS, Funza Lushaka and SETA learnerships. Affordability should be assessed against current per-student funding ceilings under these schemes, with bidders required to establish or justify relevant benchmarks.

The CBA must draw on competency data, specifically CCF-based competency assessments of student teachers in intervention and comparison groups.

Scope of Work

The successful proposal will demonstrate critical contextual understanding of TICZA, its stakeholders, and key dynamics within the teacher education landscape, using this

https://www.undp.org/sites/g/files/zskgke326/files/migration/bh/Arab_Water_Report_AWR_Annex-I.pdf
[4] Cellini, SR, & Kee, JE. (2015). 'Cost Effectiveness and Cost-Benefit Analysis' in Newcomer, KE, Harry, HP, & Wholly, JS (eds.), *Handbook of Practical Program Evaluation, 4th Edition*, pp. 493-530. https://doi.org/10.1002/9781119171386.ch24
[5] James, D & Predo, C. (2015). 'Principles and Practice of Cost Benefit Analysis' in James, D & Francisco, HA (eds.), *Cost-Benefit Studies of Natural Resource Management in Southeast Asia*, pp. 11-48. DOI: 10.1007/978-981-287-393-4
[6] Sunstein, CR. (2001). 'Cost-Benefit Default Principles' in *Michigan Law Review*, 99, pp. 1651-1793.

knowledge to support the co-development of an effective analytical framework comprising (at minimum) the following components.

Table 5: CBA process

	Key stages	For Consideration
1	Define boundaries and time horizon of the exercise	Jointly determined with the project team. The time horizon should account for the turnaround time needed for interventions to take effect, the working life of teachers through the ESTI model, and with consideration for shorter policy-relevant windows.
2	Identify referent, stakeholder and/or impact groups (parameters of effect; whose costs/ benefits are considered)	
3	Analysis case(s): ESTI Prototyping against business as usual scenario (BAU)	Bidders should specify data sources for BAU costs and outcomes, including existing data on mainstream distance ITE (e.g., from UNISA, DHET) and the Trialogue CEA (2025).
4	Map potential impacts and effects of intervention over its lifespan (e.g. social, fiscal, higher education, basic education, technical/vocational education and skills development, quality improvement, employment)	CEA findings were positive but not representative of all implementing partners. Potential to test some of its conclusions in this process.
5	Map the terrain *were the intervention not to take place* (business-as-usual scenario)	Not a 'before and after' but a 'with versus without' analysis
6	Quantify and predict the outputs, effects and impacts of the intervention over its lifespan	
7	Develop monetary values for outputs and impacts	The approach to monetising outcomes (e.g., human capital approach, willingness-to-pay) must be motivated for and justified. Where outcomes cannot be credibly monetised, these should be reported in cost-effectiveness terms alongside the CBA. A social discount rate of 3–5% is recommended, with sensitivity testing across alternative rates.
8	Determine Net Present Value (NPV), benefit-cost ratio and internal rate of return	Applicants must provide methodological justification, benefits and limitations for the quantitative approach proposed. Optional for project internal: NPV per unit of investment to determine the efficiency differences in individual consortia implementation.

	Key stages	For Consideration
9	Identify the distribution and types of costs and benefits to different groups, including consideration for potential hidden or 'shadow' costs, social costs	At minimum, the following cost categories must be addressed: student teacher support costs; mentor teacher costs; IP overhead and implementation costs; HEI contributions (curriculum adaptation, supervision); and opportunity costs (e.g., student teacher foregone earnings). The relevance and validity of these and other costs should be compared and included as relevant, with consideration for distributional effects and secondary impacts.
10	Conduct sensitivity analysis based on analytically sound weighting and modelling of scenarios, impacts and effects	Consider known risks and valid uncertainties to test results of analysis, determine sensitivity indicators, justifying analytical approach
11	Main conclusions and recommendations	

Technical Requirements

1. A technical proposal demonstrating effective understanding of the intervention context, its stakeholders and key dynamics, supported by a strong methodology for conducting the CBA and CVs of key team members.
2. The project budget must accompany the proposal and include a VAT-exclusive total.
3. The methodological quality of the application will be of key consideration in the selection process, including effectively justifying the validity and rigor of the proposed CBA methodology, quantitative approach and analysis strategy.
4. Evidence of past work conducting CBAs or similar exercises within the social development terrain will be advantageous.

Expected Deliverables

5. Inception report of 10 pages (2 weeks after contracting) reflecting onboarding discussion; amendments and clarifications from project team on methodology; activity timeline and risk analysis.
6. Project workshop for terrain mapping and to co-develop identification and development of contextual understanding of actors, governance and policy dynamics, and other drivers of change to potential effects, impacts and outputs.
7. Initial analysis and feedback (presentation).
8. Final analysis and recommendations (presentation).
9. Draft report 30 pages including executive summary, technical and methodological chapter/ section, recommendations and limitations and slide deck (Sept 2027).
10. Final report 45 pages and slide deck (October 2027).
11. Cross-services collaborations as will be agreed to within reasonable demands (e.g. seminars, COPs, planning and reflective sessions).

Project Duration and Budget

12. This research activity will be conducted between July and October 2027.
13. The total maximum budget for this service is R450,000 (VAT excl.).

Service 5: Sustainability modelling

Objective

To evaluate proposed funding mechanisms and recommend a financially sustainable funding model for ESTIs that ensures programme sustainability beyond the prototyping phase (post-2028).

Background

A sustainable funding model has been a key consideration from the start of TICZA. The early form of TICZA was conceptualised in 2017 as a public-private partnership (PPP) for systemic impact. The thinking was that the PPP would include a partnership with the DBE and those involved in exploring alternatives to the existing teacher training model. The PPP aimed to:

- establish and maintain a PPP between teacher internship service providers, universities, government and private funders;
- drive innovation and continuous improvement among teacher internship programmes through common metrics, standards and knowledge sharing;
- develop a scalable and replicable teacher internship model and support the proliferation of the model throughout the country; and
- address systemic barriers to success and promote the work of teacher internships.

An important consideration in 2019 was whether the sector was ready to engage with TICZA as a performance-based funding programme which would include permutations of results-based financing (RBF) instruments such as outcomes-based contracting (OBC) and social impact bonds (SIBs) in which the government funds part or all of the performance payments (Mawoyo & Vally, 2020, 343).

Establishing TICZA as an OBC did not find traction at the time, as the attention shifted towards the Stanford collective impact model based on a common agenda, tools for shared measurement, reinforcing activities, continuous communication and engagement, and the necessary backbone support. Between 2019 and 2025 the collective impact proved to be the right choice as evidenced through the external evaluation (Southern Hemisphere 2025). In June 2022 TICZA released "An implementation brief for improving practice-based initial teacher education" that included an overview of the funding and resources for ESTIs (Shiohira et al 2022). In November 2023 TICZA released a report "Addressing systemic blockages to the placement of student-teacher interns: Funding options", authored by Trialogue.The approach allowed the ESTI ecosystem to go through a "norming and storming" phase which, critically, led to the organic emergence of the standardised ESTI model with EWAS (McQueen 2025). In turn the standardised ESTI model has set the foundation for the prototyping elaborated in this proposal.

The OBC will be the first option that will be explored with government and private philanthropy during 2026. Lessons from other OBCs in South Africa will be of great value, including in ECD. Specific experiences from funders, such as the Tutuwa Community Foundation, will also be important. The time and effort it takes to set up an OBC should not be underestimated.

A second option will be to explore the variance in PQM allocations for fulltime and part-time studies as ESTI students complete their distance education studies in timeframes comparable to full-time students. While there are some variations in these completion rates for ESTIs, this option presents a viable alternative to the OBC. The fact that 3rd and 4th year

students are targeted through the ESTIs would also be a cost saving consideration. This option could also be considered simultaneously with the OBC

A third option is premised on high, even guaranteed, graduation rates and high job placements. In this option the financial modelling can clearly demonstrate the savings to government schemes (Funza Lushaka, NSFAS and/or SETA Learnerships). This "business case" approach could also form part of both Options 1 and 2 mentioned above.

Scope of Work

A suitably rigorous modelling methodology must be proposed that:maximises synergies with the other components of the prototyping process;critically evaluates the three funding options described above; identifies and assesses additional viable options; and delivers independent, evidence-based recommendations with a clear implementation roadmap. .

Performance Requirements

The sustainability modelling inception report must be approved before work commences. The modelling approach should balance quantitative financial modelling with qualitative risk and feasibility analysis, drawing on stakeholder and sectoral expertise where appropriate.

Deliverables

1. Inception report of 10 pages
2. Draft Sustainability Modelling Report of 30 pages and slide deck (November 2027)
3. Final Sustainability Modelling Report of 45 pages and slide deck (January 2028)
4. Cross-services collaborations as will be agreed to within reasonable demands (e.g. seminars, COPs, planning and reflective sessions)

Project Duration and Budget

5. June 2027- January 2028
6. The total budget for this service is R250,000 (VAT excl.)

Evaluation criteria

All bidders will be evaluated based on the following weighted matrix:

Table 6: Evaluation criteria

Criteria	Weight	Description
Compliance	10%	Supporting evidence for registration status of company, SARS good standing, BBBEE and audited financial statements not older than two years
Technical competence	60%	Ability to meet the specific service requirements
Relevant experience	20%	Past performance in similar projects
Budget	10%	Value for money

Governance and reporting requirements

The following TICZA governance structures will oversee and guide the work of service providers:

- TICZA Steering Committee: decision-making, appointments, quality assurance, monitoring of project deliverables and budget approvals
- TICZA Funders Group: monitoring of budget, guidance to secretariat
- TICZA Selection Committee: review and selection of submissions; recommendations to the Steering Committee for appointments
- TICZA Secretariat (JET Education Services): contracting, day-to-day reporting

Ethical and data compliance requirements

Service providers are required to comply with POPIA, SACE protocols, and DBE school research permissions. This includes following the HEIs' internal protocols and adhering to TICZA's data sharing and storage protocols.

- All data access, school-level activity, or engagement with provincial education departments must follow established DBE research approval and provincial coordination protocols. Service providers are to respect the fact that schools are learning sites first and foremost, and that research,lesson observations, and competency testing must be designed to minimise disruption to teaching and learning.
- The involvement of student teachers, particularly in quintile 1–3 schools should strengthen classroom practice and mentorship capacity, rather than add administrative or supervisory burdens to schools and districts.
- The DBE and PEDs retain oversight of any system-level insights derived from public investments, and findings intended to inform policy must be shared through agreed governance structures before public dissemination.

Eligibility and submission guidelines

Clarification questions may be submitted to Tshegofatso Mashaphu, (tshegofatsomoabelo@jet.org.za) up to 15 February 2026 COB. Please take into account that all submitted questions and responses will be shared in the public domain. Application submissions should be made to tenders@jet.org.za

Format of submissions:

1. Maximum of 10 pages (excluding annexures) per service, using a minimum of 11pt font and single spacing.
2. Providers bidding for multiple services can use their discretion to avoid duplication. An integrated submission can be made for multiple services, but with clear delineation between the services being applied for. Services 1, 2 and 3 in particular have clear synergies and when combined, this could add to analytical coherence.
3. A full activity budget for the applied service. Note: Each service must be separately budgeted for.
4. Names of specific staff members that will be involved (short CVs to be included as an annexure and do not count towards the page limit).
5. Additional information as preferred.

TICZA will conduct a desktop process to evaluate all submitted proposals through a Selection Committee comprising SACE, DBE, DHET and Funders. Shortlisted bidders may be required to present their proposals to the Selection Committee.

Successful service providers will be formally notified. A service level agreement (SLA) will be signed, outlining the roles, responsibilities, research protocols, and funding allocations.

While every effort has been made to ensure the information in this document is accurate at the time of release, any errors or omissions in this RfP will be communicated in the public domain if necessary before the submission date.

The TICZA Steering Committee reserves the right not to appoint a service provider for any of the listed services.

Contact for inquiries: All queries regarding this RfP and the submission should be directed to: Tshegofatso Mashaphu, tshegofatsomoabelo@jet.org.za. Applications sent to this email address will not be accepted.

Only emailed applications to tenders@jet.org.za will be considered in PDF format. Annexures need to be included in a single bound PDF. Submissions should not exceed 25 MB.

End.