

Fundisa for Change
Terms of Reference Document:
Evaluation study of the Fundisa
for Change programme

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A partnership programme for
environmental learning and teacher education



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LIST OF ACRONYMS

ACCESS	Applied Centre for Climate and Earth System Sciences
CoE	Centre of Excellence
CSIR	Counsel for Scientific and Industrial Research
DBE	Department of Basic Education
DEA	Department of Environmental Affairs
DELTA	DELTA Environmental Centre
DHET	Department of Higher Education and Training
DST	Department of Science and Technology
ESD	Education for Sustainable Development
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
EWT	Endangered Wildlife Trust
FET	Further Education and Training
GET	General Education and Training
GIZ	Gesellschaft für Internationale Zusammenarbeit (German for Agency for International Cooperation)
HEI	Higher Education Institution
SAEON	South African Environmental Observation Network
SANBI	South African National Biodiversity Institute
SANParks	South African National Parks
UNISA	University of South Africa
WESSA	Wildlife and Environment Society of SA
WWF	World Wildlife Fund for Nature

BACKGROUND AND PURPOSE

This document has been prepared as a terms of reference to source quotations for a service provider to work with the expertise in the Fundisa for Change programme to conduct an evaluation of the Fundisa for Change programme.

The Fundisa for Change programme is a multi-stakeholder collaborative initiative which seeks to support transformative environmental learning in the CAPS through teacher professional development. The Fundisa for Change programme highlights the critical role of multi-stakeholder initiatives in supporting collaborative efforts and the important relationships between Teacher Education Institutions (Universities), Government institutions, parastatals and major NGO partners working on ESD in the country and the teachers themselves.

Like many national curricula around the world, South Africa's Curriculum and Assessment Policy Statements (CAPS) are rich in 'environment and sustainability' content. Indeed, all the subjects address aspects of sustainability. However, teaching about environment and sustainability can be challenging as the issues are complex and much environmental information is new to teachers and teacher educators.

The Fundisa for Change programme which was conceptualized in 2011 was launched by the Deputy Minister of the Department of Water and Environment Affairs in 2014. To date the programme has developed 10 subject specific exemplars, 3 generic exemplars, undertaken 3 pilots, trained teachers, subject advisors and partners.

Three PhD's and 10 Masters Degrees have been funded through the National Research Foundation across different universities linked to the Fundisa for Change programme. To date, the research programme has resulted in the publishing of 10 articles submitted in international journals and 5 book chapters.

Aspects of the Fundisa for Change programme have been integrated into ongoing teacher education programmes at pre-set and in-set levels at some of the participating institutions. In some instances, aspects of the Fundisa for Change programme, as well as some of the materials have been used in Postgraduate Certificates in Education (PGCE) qualifications, as well as in Bachelor of Education (B.Ed.) or Advanced Certificate Course (ACE) programmes. Currently we are not aware of the full level of integration into the pre-service teacher education qualifications.

Currently the programme exemplars are certified through the University short course programme or is incorporated into a full qualification and linked to exit level outcomes. The individual exemplars have been SACE endorsed and teachers participating in the programme are eligible for continuous professional development points. Currently the programme's SACE endorsement has expired and we have been interacting with SACE to achieve re-endorsement of the programme.

The programme has as its focus **5 key objectives:**

1. Capacity building:
2. Policy and advocacy
3. Build national system of engagement
4. Strengthen and review curriculum and learning and teaching support materials, especially textbooks
5. Provide co-ordination support to strengthen the Fundisa for Change partnership programme.

PROGRAMME RATIONALE

Drawing on findings from the environmental sector skills plan, the Biodiversity Human Capital Development strategy and the Global Grand Challenge strategy, which all found that the ‘foundations of environmental learning’ in South Africa required further attention if the environmental sector human capital development needs of the country are to be met within a longer term sustainability paradigm.

Core to this are two issues, identified in all the strategic research:

- The quality of teachers’ knowledge, and teachers’ abilities to teach ‘new’ environmental knowledge; and
- The curriculum content necessary for building national capacity for biodiversity management, sustainable use of natural resources, resilience to climate change challenges, and building a green economy

Following a two year piloting programme involving a consortium of all national environment and education sector partners in South Africa¹ which was established to understand these issues and to develop a teacher education response to these issues, supported and extended by a GIZ Expert net Training of Trainers ESD pilot programme, the Fundisa for Change Partnership Programme was established to strengthen environmental learning and teacher education within a broader Education for Sustainable Development framework in South Africa, through a coordinated, participatory national system of engagement.

¹ DEA, DBE, EWT, WESSA, SANBI, SANPARKS, SAEON, DST/CSIR ACCESS CoE, WWF, Delta Environmental Centre, GreenMatter, Rhodes University, Stellenbosch University, UNISA, University of KwaZuluNatal (initial partners, with others joining as the programme grows; 16 universities have shown interest in the programme and are coming on board as the programme unfolds).

The Fundisa for Change Partnership Programme rationale is based on a need for measures to strengthen the schooling system in ways that ensure capable teachers, a coherent curriculum, and high quality learning materials to resource the foundations of further learning and participation in the environment, global change and biodiversity Human Capacity Development pipeline. Working systemically within a national system of engagement at the level of teacher education and curriculum policy, the partnership programme is required to ensure longer term impact.

National Priorities emerging from the National Development Plan (2013) and the medium term strategic Framework, regional priorities aligned to the Africa Environmental Education Strategy (2016), the global prioritizes from the GAP programme and the Sustainable Development Goals (Goal 4) together with other SDG's, help to guide the Fundisa for Change programme as it considers the realities of these documents in a local and National context. The Sustainable Development Goals has also provided an opportune moment for the Fundisa for Change programme to reflect and understand how these goals are considered in the Fundisa for Change Business Plan and Implementation Strategy.

OBJECTIVES AND PROGRAMME LOGIC

The programme logic for the Fundisa for Change partnership programme is based on the finding that many school leavers do not have the requisite skills to participate in the professional environmental and biodiversity careers. This in turn is related to the fact that most South African schools are struggling to achieve quality education, some students make poor study choices and therefore do not get access to career pathways, and some universities do not offer high quality teacher and other education.

Thus, teachers lack up to date knowledge (this is also because the knowledge itself is often new, and has not been included in the schooling system before), curriculum and textbooks do not always cover the required content with the required progression and depth, schools are not always well managed and resourced which in turn are exacerbated by various system failures in the schooling system, which have been widely reported on. The concept of Climate Change, resilience, adaptation, mitigation, biodiversity and Green Economy are relatively new concepts and is still not understood within the schooling system. A response which focusses on teacher education and advocacy will not be able to solve all problems, but can potentially contribute to improved teacher

knowledge and teaching practice especially in preparing learners to participate in the green economy and to understand the new knowledge fields that are emerging. UNESCO (2004) in their study on quality education identified the *teacher* as being the most important factor in ensuring quality education. Teachers also have multiplier effects, as a good teacher will teach many learners in his or her career, thus investing in teachers can potentially make an enormous difference to the education process. However, advocacy or policy relevant contributions that can inform and shape the curriculum review and textbook processes to improve the quality of foundational environmental knowledge in the schooling system can also have an important impact, as all teaching processes and textbooks are based on the curriculum.

OVERALL DEVELOPMENTAL OBJECTIVE:

In order to enhance transformative environmental learning through teacher education the Fundisa for Change programme adopted the following four inter-related programme objectives:

- **CAPACITY BUILDING:** This objective is focused primarily on the development of teacher education capacity, which in turn will be oriented towards teacher capacity development for transformative environmental learning in the schooling system, as guided by the National Curriculum and its requirements. To achieve this the programme and its network of partners have developed and shared materials, engaged in the design, implementation and evaluation of accredited and highly regarded nationally relevant capacity building programmes for Teacher Educators (first level) and Teachers (second level, to be implemented by partners). Worked within the system of Continuous Professional Development.
- **POLICY AND ADVOCACY (INFLUENCE):** This objective seeks to enhance national take up of environmental learning within the national system of teacher education. To achieve this, the programme formed a working group to engage directly with national policy systems and structures, adopted a research-informed approach to engaging with policy systems, and a networked approach to advocacy.
- **BUILD NATIONAL SYSTEM OF ENGAGEMENT:** This objective seeks to expand the network of providers and the community of practice engaged with transformative environmental

learning through teacher education. To achieve this, the programme hosted a conference for teacher educators engaged with this focus area, is exploring complementary approaches, established a networking infrastructure, and worked with the guidance of university partners who are the national institutions responsible for teacher education.

- **STRENGTHEN AND REVIEW CURRICULUM AND LEARNING AND TEACHING SUPPORT MATERIALS, ESPECIALLY TEXTBOOKS:** This objective seeks to strengthen the quality, progression and validity of existing curriculum knowledge and its representation in the national curriculum system. To achieve this, the programme has engaged in research to provide a catalytic opportunity for dialogue on knowledge and its representation and use in the CAPS. Regional nodes are being strengthened to drive the programme provincially.
- **PROVIDE CO-ORDINATION SUPPORT TO ESTABLISH THE FUNDISA FOR CHANGE PARTNERSHIP PROGRAMME:** This objective seeks to provide the 'under labouring' structural co-ordination, monitoring and evaluation and systemic implementation support necessary for the four objectives above. To achieve this, a co-ordination 'hub' was established. The coordinator will set up a programme wide monitoring and evaluation system which will inform reflexive development of the programme, and also provide system knowledge for reporting to the Department of Education, teacher education institutions and programme partners on the programme activities and outcomes

EVALUATION PURPOSE

The programme was initiated from 2012 and therefore has been in existence for 7 years and is at a critical point in its implementation. Therefore it is necessary to stop and look at the achievements, challenges and opportunities and to chart a way forward for greater systemic impact for the next 10 years of the programme.

We recognize that the Fundisa for Change programme has generated a considerable amount of data in the form of PhD research studies on Professional Learning Communities and Evaluative Studies of the Fundisa for Change programme together with a number of Master's level Studies. Data has also been generated from workshops conducted and research chapters in publications and reports produced in the programmes. Substantive evaluation expertise exists in the Fundisa for Change network. In designing the evaluation it is expected that the service provider will work with the expertise that exists in the network to provide support to the evaluation process.

Approach

The evaluation will adopt a qualitative participatory approach oriented to the needs of the program and its stakeholders. There is a need to recognise the inputs from the participants in the programme in the various forms of data available. The evaluation design needs to be flexible and be informed by the participants and stakeholders in the programme. The evaluation should look at emphasising the lessons learned to help improve the programme implementation. The evaluation will be conducted jointly with an external evaluator and a Fundisa for change evaluator working together. Hence the proposal should consider one external evaluator working together with a Fundisa for change evaluator. The proposal and budget should consider both evaluators and factor in the cost for both the Fundisa for Change evaluator and the external evaluator working jointly on this evaluation.

FOCUS AREA

THE EVALUATION SHOULD FOCUS ON IMPACT AREA 1:

Impact Area 1: ***System development for environmental learning and teacher education in South Africa.*** In exploring this impact areas there is a need to explore the national system integration and the best models of practices for national system integration to create opportunities for upscaling and sustainability. The questions which the evaluation needs to address are:

- What are the contextual changes in the education and environmental and ESD space?
- What organisational structures would best suit the Fundisa for Change programme?
- How can the Fundisa for Change programme achieve national system integration?
- How can the Fundisa for Change programme engage in unlocking the national system of funding to upscale the programme?
- What models of upscaling would be most relevant for upscaling the programme?
- What partnership model, processes and structures would best suit the social innovation elements of the Fundisa for Change programme.

EXPECTED OUTCOMES

This document has been developed to provide the necessary information required for a service provider to quote for the evaluation of the Fundisa for Change programme. We are requesting quotations from relevant service providers to design and conduct an evaluation of the Fundisa for Change programme.

Deliverable One: Design and plan the evaluation in consultation with Fundisa for Change coordinator and relevant experts from the Fundisa for Change network.

Deliverable Two: Conduct the evaluation together with the relevant expert evaluator from the Fundisa for Change programme and the coordinator

Deliverable Three: Synthesize the data in to an evaluation Report

Deliverable Four: Communicate and share findings and recommendations with the advisory committee and Fundisa for Change partners.

TIMEFRAMES:

Deliverable	Output	Indicator	Timeframe
1. Deliverable One: Design and plan the evaluation in consultation with Fundisa for Change coordinator and relevant experts from the network.	A consultative meeting with the coordinator and Fundisa for Change experts to design the evaluation.	Number of Evaluation plans developed. No. of consultative meetings with Fundisa for Change coordinator and experts.	30 th August 2019
2. Deliverable Two: Conduct the evaluation together with the relevant expert from the Fundisa for Change programme and the coordinator	Evaluation Tools are developed and used to gather data.	Number of data sources used to collect the data.	30 October 2019
3. Deliverable Three: Synthesize the data in to an evaluation Report	Data is captured in to the report with clear methodology and theory of change, findings and recommendations.	Number of evaluation reports.	30 th November 2019

<p>4. Deliverable Four: Communicate and share findings and recommendations with the advisory committee and Fundisa for Change partners.</p>	<p>Report is tabled, presented and discussed at the advisory committee meeting</p>	<p>Number of meetings at which report is tabled and presented.</p>	<p>13th December 2019</p>
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REQUIREMENTS FOR THE QUOTATION:

The quotation should be accompanied by the following:

- A 3-page proposal outlining the approach and methodology to be followed together with a preliminary plan for the evaluation. The Theory of Change should be foregrounded and explained. The organization/ consultant must indicate how the expertise from the Fundisa for Change programme will be incorporated into the evaluation. The document must outline the type of data to be collected. Insights into how the organization would undertake the evaluation and be able to meet the deadline. Quotations must have all the relevant information e.g. name of organization, contact details, banking details, quotation number.
- The quotation should factor one external evaluator working together with a Fundisa for change evaluator. The proposal and budget should consider both evaluators and factor in the cost for both the Fundisa for Change evaluator and the external evaluator working jointly on this evaluation.
- A budget breakdown is required to accompany the proposal.
- **The quotation should be addressed to**

GreenMatter
The Campus
Twickenham Building, Regus Ground Floor
Corner of Sloane and Main Street
Bryanston

For Attention: Neo Ntshobane/Shanu Misser / Janavi da Silva

Fundisa for change reserves the right to pair or team up organisations which is considered in the interest of the programme and in the development and implementation of the evaluation.

Due Date for submission of quotations is the 16 September 2019.

Submission: Quotations to be emailed to:

Neo@greenmatter.co.za and S.Misser@sanbi.org.za and Janavi@greenmatter.co.za **on or before the 16 September 2019. For further enquiries contact:**

Shanu Misser - **E:** S.Misser@sanbi.org.za or neo@greenmatter.co.za **C:** + 27 (0)82 788 0019

CRITERIA FOR SELECTION

Criteria for Selection of the qualifying quotations will be based on:

CRITERIA
1. Ability to meet the deadline
2. All relevant information is contained in terms of bank account details, company details, quotation number
3. The relevance of the 3-pg. framework detailing the approach, methodology, theory of change, roll out strategy for the evaluation and the preliminary evaluation plan and the budget framework.
4. Must be able to work with the Fundisa for Change evaluator and have costed this into the proposal.
5. Must have Knowledge of the national system of education and professional development.
6. Experience and qualifications in evaluation and in conducting research.
7. It would be an advantage if the person has expertise of the environmental and education sector.
8. Pricing

REFERENCES

1. South Africa. Department of Environmental Affairs. 2010. *Environmental Sector Skills Plan for South Africa: Summary Document Second Draft*. Pretoria: DEA
2. South Africa. Department of Higher Education and Training & Department of Basic Education (DHET & DBE). (2011). *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa. 2011-2025*. Pretoria: DHET/DBE.
3. South Africa. Department of Higher Education and Training (DHET). (2011). *Teacher Education Qualification Framework*. Pretoria: DHET.
4. South Africa. Department of Science and Technology (DST). 2010. *Global Change Grand Challenge Human Capital Development Strategy*. Pretoria: DST
5. South Africa. Department of Basic Education. (2011). *National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement Further Education and Training Phase Grades 10-12: Life Sciences*. Pretoria: Department of Basic Education.
6. South African National Biodiversity Institute & Lewis Foundation. (2010). *A Human Capital Development Strategy for the Biodiversity Sector 2010 – 2030*. Pretoria: SANBI

