

Western Cape After School Game Changer

A violence prevention intervention?

Penny Parenzee



Government and civil society in South Africa urgently need to find innovative ways to prevent violence. The Western Cape Government's After School Game Changer (ASGC) aims to disrupt the pathways for risky and violent behaviours among young people. Understanding how this policy helps prevent violence can inform other similar efforts. This report describes the thinking and practice that define the ASGC.

Key findings

- ▶ The After School Game Changer (ASGC) is not an afterschool programme. It is a complex, strategic model for coordination geared towards supporting and enhancing the work of civil society and government partners in providing safe, stimulating afterschool care.
- ▶ Coordination is often believed to consist only of bringing together stakeholders to share information and discuss progress on a particular issue. But more is required to achieve effective implementation. The ASGC is an innovative approach to coordination that includes:
 - Staff support: careful consideration of how responsibilities are shared among the team responsible for the implementation of the ASGC
 - Being able to influence: ensuring team members are positioned to exert influence over decisions and practice
 - Flexibility and adaptability: ensuring responsiveness to changes and to information about the effectiveness of an approach
 - Resourcing: accessing and managing funds to ensure accountability and the achievement of goals
- ▶ The ASGC is conceptually intricate, as is translating the thinking behind it into well coordinated, effective actions. The conditions under which it operates are unique: it has high level political buy-in and support, is adequately resourced and is run by a skilled team that is mandated to experiment.

Recommendations

- ▶ The ASGC staff team and its partners (government departments, the City of Cape Town and civil society organisations) must provide clear, reflective and detailed reports about the initiative. These reports should be available to the schools and civil society organisations that provide afterschool programmes, and should show how this intervention helps to address the risk factors for violence.
- ▶ The ASGC staff team and its partners must create opportunities for discussions with donors and civil society organisations to explore funding models that will ensure the sustainability of afterschool programmes.
- ▶ The ASGC coordinating team (core staff and officials representing its government and City of Cape Town partners) should share their model with NGOs, government officials and donors. They must explain how coordination is achieved and how relationships between schools, the participating departments and service providers can be created, maintained and strengthened. This can ensure that the best possible programmes are available to children in low- and no-fee-paying schools.

Introduction

Sustained high levels of interpersonal violence in South Africa¹ create an urgency for government and civil society to find innovative ways to prevent it. This case study of the Western Cape After School Game Changer (ASGC) offers a detailed explanation of the policy initiative and explores whether the ASGC can be considered a violence prevention intervention.

The World Health Organization's social ecological model frames this analysis. The social ecological model identifies four spheres that influence behaviour:

- Individual – personal history and biological factors.
- Relationship – personal relationships (family, friends, peers and significant others).
- Community – contexts in which social relationships occur.
- Society – social and cultural norms.²

These interlinked spheres of influence affect the extent to which positive and risky behaviours are reinforced or curtailed. This report will use the social ecological

model to describe the ASGC: its conceptualisation, implementation and lessons learnt. The contributions and potential shortcomings of this initiative as a violence prevention approach will be raised to inform future discussions.

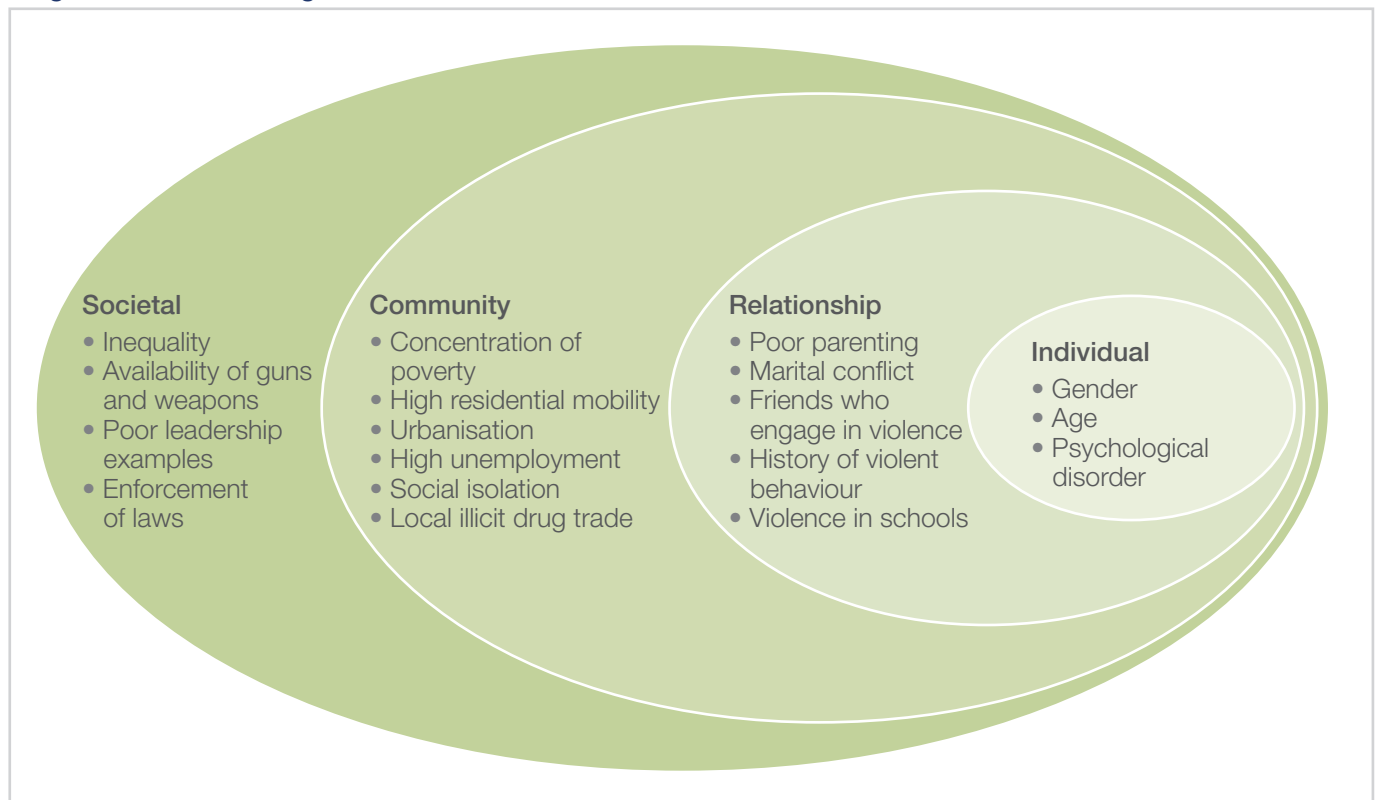
Method

The data for this report was obtained through semi-structured interviews and follow-up discussions with four key informants directly involved in shaping and implementing aspects of the ASGC:

- Chrischar Rock – Coordinator of the Stellenbosch University Extended Education Practitioner Training Programme for the ASGC.
- Jacqui Boule – Chief director: ASGC.
- Deborah Schkolne – Community Chest coordinator of the Grade 4 Academic Support Programme.
- Redewaan Larney – ASGC lead at the Western Cape Education Department.

Attempts were made to conduct interviews with other key informants from the Department of Cultural Affairs and Sport and the Department of Social Development.

Diagram 1: Social ecological model



However there was no response from the relevant social development representative, and the cultural affairs and sport representative did not receive authorisation from their departmental head in time for the interview to take place.

A review of available literature was undertaken, including training resources and audiovisual materials³ that were developed for the ASGC. Documents reviewed included budget votes, reports, afterschool learning briefs and ASGC audiovisual material profiling the experiences of the principals, teachers and afterschool educators.

After School Game Changer

The Western Cape Government introduced a set of interventions, referred to as Game Changers, directed at the most pressing challenges facing the province. Of these Game Changers, two responded to the reality that the Western Cape has among the highest rates of interpersonal violence in the country,⁴ including high levels of gang violence. These are the After School Game Changer and the Alcohol Harms Reduction Game Changer.

The After School Game Changer is aligned to the Western Cape Youth Development Strategy⁵ that was adopted by the provincial government in 2013. The After School Game Changer seeks to alter the life trajectories of people aged nine to 25 through a series of targeted interventions aimed at reducing the potential for risky and violent behaviours, and increasing children's safety and life skills after school hours.

Intervention strategy

The After School Game Changer is informed by research⁶ that describes the lives of young people in low-income areas in the Western Cape and research on afterschool programmes specifically.

It aims for improved learner outcomes, reduced learner dropout and fewer risk-taking behaviours. To achieve these outcomes, the Western Cape Government's ASGC identified four levers of change:

- To create an enabling environment for afterschool programmes. This includes ensuring there is good leadership, information on the available offerings, safe and secure spaces for the programme, IT access and access to food.

- To ensure learners can access quality programming. This includes access to a choice of sport and recreation, arts and culture, life skills and academic support programmes (four pillars). These programmes must actively engage learners and build learners' skills and mastery.
- Build the capacity of the sector. This includes developing a pipeline of training for practitioners from a basic training workshop through to an accredited formal qualification.
- Expand the programme through collaboration and partnerships. This focuses on developing mechanisms for harnessing the collective resources of all spheres of government, donors and civil society to expand quality afterschool programmes in the Western Cape. Initially the focus will be on developing different collaborative mechanisms at five sites in the province.⁷

The theory of change⁸ that informs the shape of the intervention strategy is outlined in the diagram 2.

Game Changers are directed at the most pressing problems facing the province

The intervention is directed at learners from no-fee or low-fee schools and had a target of '112 000 learners participating regularly in quality After School Programmes' (i.e. 20% of learners from no-fee and/or low-fee schools) by 2019'.⁹

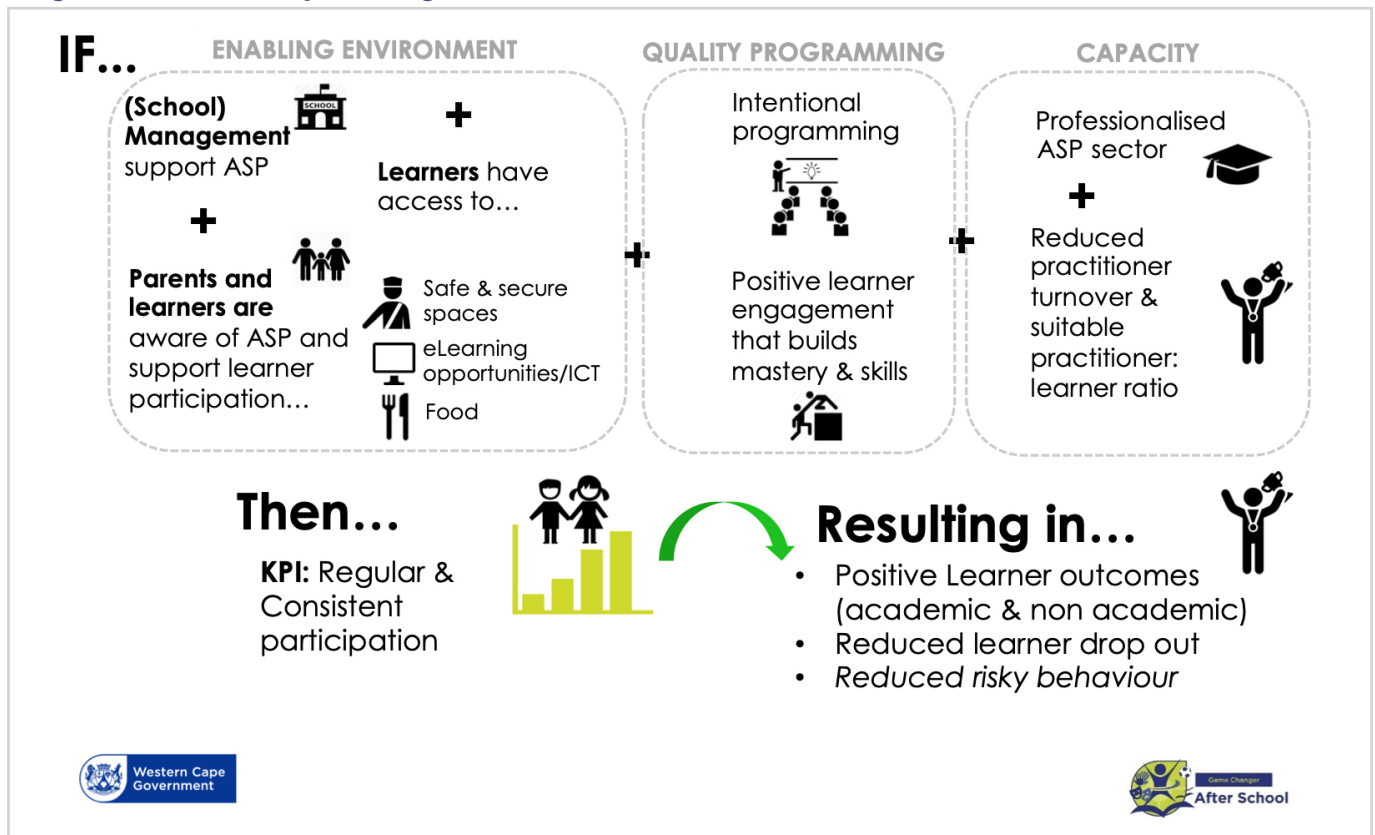
Importance of partnerships

Afterschool activities for learners fall into at least one of four categories: academic support, sport and recreation, arts and culture, and life skills. Partners are required to deliver, or support the delivery of, these activities.

Partners include the Department of Cultural Affairs and Sport (lead department, responsible for mobilising learners), the Western Cape Education Department, the Western Cape Department of the Premier, the Department of Social Development, non-governmental organisations (NGOs) and the City of Cape Town for access to libraries and sport facilities.

The role each of these partners plays is specific and reflected in the diagram below. The Western Cape

Diagram 2: ASGC theory of change



Source: Western Cape Government 2012, After School Game Changer donor conference

Department of Cultural Affairs and Sport¹⁰ is the lead department responsible for coordinating the work of the provincial departments of education, social development, community safety, the premier and the City of Cape Town, to ensure that learners in the no-fee and low-fee schools are able to access afterschool activities.

Each partner has a different responsibility:

- The Department of Cultural Affairs and Sport offers several programmes: the Mass participation; Opportunity and access; Development and growth Programme (MOD) provides school-going youth with access to sports, cultural and arts activities located either at a primary or high school. The Neighbourhood School Programme is an extension of the MOD programme available to interested schools that 'neighbour' schools where the MOD programme is active. The Year Beyond (YeBo) programme aims at improving educational outcomes through academic support that targets foundation phase (grades 1 to 4) and entry level in high schools (grades 8 to 10); and the Grade 4 Academic Support Programme is to help

Grade 4 learners overcome skills gaps in literacy and numeracy for this age group.

- The Education Department provides a peer education programme and supports independent programmes driven by schools.
- The Department of Social Development, through a subsidy to NGOs, provides access to partial aftercare programmes and youth cafés.
- The City of Cape Town worked collaboratively with the Education Department to provide skateboard parks in schools in Atlantis and led the Gugulethu/Nyanga Junction (GUNYA) initiative that saw the establishment of a Youth Safe-Hub at a school accessible to both of these communities.
- A range of NGOs provides programmes. An example is ASSITEJ – a national network organisation of artists and educators offering theatre activities for children and young people.

Some schools have only one partner involved; other schools have more than one. The types of programmes

provided depend on what the school needs and which partners (government or NGO) can offer the service in the area the school is located.

A Community of Practice (CoP), a platform that is convened to facilitate peer learning in the afterschool sector, the Cape Higher Education Consortium (CHEC) and research initiatives underpin the partnerships with the Department of Social Development, City of Cape Town and NGOs.

The partnerships that underpin the ASGC and the activities offered through each partner are reflected in Diagram 3.

Monitoring and evaluation

The ASGC has developed a logical framework (logframe) that outlines outcomes and annual targets against which to monitor the progress of the intervention. For Lever 1 Enabling Environment, as reflected in Tables 1 to 4, the priority target groups are learners, afterschool programme managers, the education department and selected schools, and parents of learners. For each of these target groups, outcomes and annual targets are specified.

For Lever 2 Quality Programmes, the outcome and targets are focused on improving the quality of programme

structure and content, implementers' and managers' skills, as well as the capability of learners. These are reflected in Table 5.

Lever 3 Collaboration focuses on various collaborative platforms such as the Community of Practice, resources in the form of articles, and briefs that document experiences and facilitate peer learning. Table 6 details the outcome and annual targets that were set for this specific lever.

Priority groups for the ASGC are learners, afterschool programme managers, government and schools

Monitoring and evaluation is critical to show the value of afterschool programmes and to inform changes. The data used to assess the quality of programmes includes attendance data; tracking of individual learners to see if participation in extracurricular activities affects academics; and if participation in more than one activity has a greater effect than participation in only one activity. Various school surveys are also undertaken.

Diagram 3: Partners in the After School Game Changer

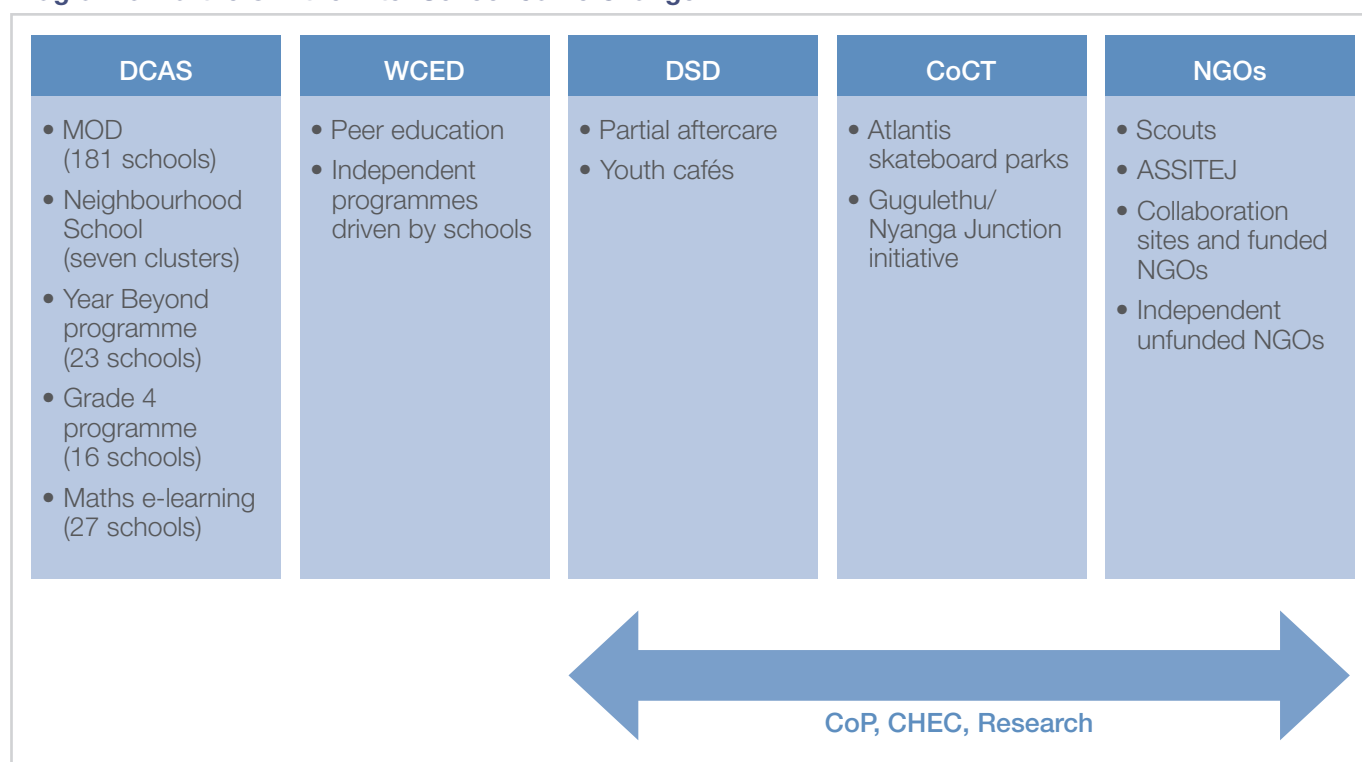


Table 1: Lever 1 Enabling Environment – outcomes and targets for learners¹¹

Enabling Environment		
Target group	Outcome	What does success look like? (annual targets): 2017/18
Learners	Know about the afterschool programme	<ul style="list-style-type: none"> Communications strategy in place Every site has branded material Consolidated website up and running
	Have access to safe and secure spaces while participating in the afterschool programme	<ul style="list-style-type: none"> Develop safety framework for managing safety in afterschool space All high-risk sites to have appropriate plan in place
	Have access to functioning labs	<ul style="list-style-type: none"> All academic support sites operating off Western Cape Government broadband All academic support sites have access to functional computer labs for programming 100% of call queries/calls logged resolved within targeted time (three working days)
	Have access to food that meets Department of Social Development guidelines	<ul style="list-style-type: none"> All sites receive food that meets Department of Social Development guidelines Any challenges addressed in 48 hours

Table 2: Lever 1 Enabling Environment – outcomes and annual targets for afterschool programme managers¹²

Enabling Environment		
Target group	Outcome	What does success look like? (annual targets): 2017/18
Afterschool programme managers	<ul style="list-style-type: none"> Understand the importance of security Deal appropriately with security issues 	<ul style="list-style-type: none"> School contingency plans extended to cover afterschool hours in 50% of MOD sites 80% of MOD managers trained in the system 80% of MOD managers deal with incidents appropriately

Table 3: Lever 1 Enabling Environment – outcomes and annual targets for Western Cape Education Department and selected schools¹³

Enabling Environment		
Target group	Outcome	What does success look like? (annual targets): 2017/18
WCED and schools	Actively support the afterschool programme	<ul style="list-style-type: none"> Meetings with all districts held Four districts implementing explicit afterschool programme strategies
	<ul style="list-style-type: none"> Promote the afterschool programme as an extension of the school day Ensure that learners have access to the afterschool programme 	<ul style="list-style-type: none"> 50%+ of schools with afterschool programmes with active principals 50% of sites have teachers involved in afterschool programmes Annual afterschool programme principals' award Launch afterschool programme teachers' award University of Cape Town Graduate School of Business course on Leading Innovative Partnerships in Extended Education established and successfully running twice a year
	Ensure that sufficient bandwidth is available for e-learning programmes	<ul style="list-style-type: none"> All academic support sites operating off Western Cape Government broadband All academic support sites have access to functional computer labs for programming 100% of queries and calls logged resolved in three working days

Table 4: Lever 1 Enabling Environment – outcomes and annual targets for parents of learners¹⁴

Enabling Environment		
Target group	Outcome	What does success look like? (annual targets): 2017/18
Parents of learners	<ul style="list-style-type: none"> Know about the afterschool programme offerings Encourage learners to attend afterschool programmes 	<ul style="list-style-type: none"> Communications mechanisms for parents implemented Parents receive regular communication on afterschool programmes Consolidated website

Table 5: Lever 2 Quality Programmes – outcomes and annual targets¹⁵

Quality Programmes	
Objective: Improved school outcomes of afterschool programme learners	
Outcome	What does success look like? (annual targets): 2017/18
Afterschool programme stakeholders have an enhanced understanding of: <ul style="list-style-type: none"> What constitutes a quality afterschool programme How their centres perform Areas for improvement 	<ul style="list-style-type: none"> All stakeholders adopt norms and standards All MODs and Department of Social Development sites meet the quality standards NGO peer review mechanisms established and community of NGOs aligned with ASGC growing Ratings app scoped and in development
Skilled afterschool programme managers and coaches are able, motivated and equipped to manage quality afterschool programmes	<ul style="list-style-type: none"> Staff training needs to be identified and programme developed Afterschool practitioners course developed
Improved school outcomes of afterschool programme learners	<ul style="list-style-type: none"> All programme participants tracked using CEMIS¹⁶ numbers afterschool 5% of afterschool programme learners receiving school accolades 5% of afterschool programme learners competing in activities

Table 6: Lever 3 Collaboration – outcomes and annual targets¹⁷

Collaboration	
Objective: The afterschool programme footprint is expanded through better alignment and targeting of resources	
Outcome	What does success look like? (annual targets): 2017/18
The afterschool programme team has an enhanced understanding of the contribution of various types of collaborative mechanisms available in the afterschool environments	<ul style="list-style-type: none"> Five collaboration models tested and refined Community of Practice established Afterschool programmes are established as a recognised area of work as reflected by case studies, learning briefs, discussion documents and peer review articles
The afterschool programme footprint is expanded through better alignment and targeting of resources	<ul style="list-style-type: none"> All afterschool programme sites mapped Donor conference held

Implementation realities

ASGC in practice

Models of collaboration

When the ASGC started, an intensive process to map afterschool programmes in the province was undertaken. This assessed how the programmes were delivered, identified the stakeholders involved in their successful implementation and the factors that hamper their sustained delivery.

A series of consultations were undertaken with government and NGOs to determine how best to coordinate efforts so that safe environments could be created for afterschool programmes. As the ASGC provided the opportunity to innovate and test, five models were identified and examined:

- Model 1: NGO-led collaboration (Nyanga Junction)
- Model 2: Government-led collaboration (Paarl East)
- Model 3: School-led collaboration (Hout Bay)
- Model 4: City of Cape Town-led collaboration (Atlantis)
- Model 5: Department of Cultural Affairs and Sport-led collaboration (Kraaifontein)

The ASGC evolved based on the lessons from these different approaches. Some initiatives were stopped and others refined or adapted. The government-led collaboration in Paarl East (Model 2) was not being implemented, as the department responsible had not prioritised the initiative.

This specific model was therefore suspended because to turn this into a successful intervention would have required more capacity than the ASGC team had available.

The DCAS-led collaboration model (5) was suspended because the facility for delivering afterschool programmes was shared with other organisations and community groups and was not consistently available for afterschool programmes. Also, participation was negatively affected because the facility was not at a school. The remaining three models are still being implemented and continue to generate lessons.

The available afterschool programmes differ at each site and the types of activities depend on what partners are able to deliver.

Besides testing the various models for delivery, the ASGC has expanded to coordinate interventions such as the Grade 4 Academic Support Programme in the Cape Winelands.

Core components of practice

Through consultation, and on the basis of the lessons learnt through practice, four components were identified as the 'core business' of the ASGC. They are:

• *Edu-collaborate*

This is an online platform that enables all those working or interested in providing afterschool services – NGOs, principals, teachers, coaches, managers, parents and learners – to identify where afterschool programmes are provided and which activities are included.¹⁸

The ASGC evolved as lessons were learned from what worked and what did not

About 271 NGOs providing afterschool programmes have been mapped. Some of the NGOs are partially funded by the Department of Social Development and the Department of Cultural Affairs and Sport, but most rely on other sources of income, such as philanthropic grants. The exact number of NGOs funded by these two departments and private donors, and the amount of money allocated to each, is unknown.

According to the Department of Cultural Affairs and Sport's Annual Performance Plan 2018, 'The Game Changer has succeeded in crowding in all relevant departments, all spheres of government and NGOs resulting in over 70 000 learners accessing regular (at least twice a week) and consistent (throughout the year) After School Programmes in 361 no- and low-fee schools. This will be increased to over 100 000 learners in over 400 schools in the coming year.¹⁹

As of October 2018, ASGC chief director Jacqui Boule reported that over 80 000 learners had accessed afterschool programmes regularly and consistently.

• *Customised suite of training programmes*

A number of training programmes have been offered through the ASGC. The Extended Education Practitioner

Training Programme (EEP) targets practitioners working in afterschool programmes.

As this training was the first programme that the ASGC piloted, the selection of participants was determined by factors that included the location of practitioners in prioritised areas identified for the ASGC. This is a 15-month certificated training offered in partnership with the University of Stellenbosch, Community Chest and Rutgers University with an NQF level 6 qualification. The training targets people who are not qualified teachers but working in afterschool programmes.

Leading Innovation targets middle managers responsible for overseeing afterschool programmes to ensure there is effective management of practitioners. This training was established following a Department of Social Development audit of 86 afterschool facilities, where it was found that these facilities were not being well managed and thus not operating optimally.²⁰

The Leading Innovation training is done in collaboration with the University of Cape Town's Graduate School of Business (UCT GSB).

There are also training programmes for coaches and tutors for specific academic and cultural afterschool programmes implemented in collaboration with other organisations. For example, the training of arts coaches is done in partnership with the organisation ASSITEJ.

All of these training programmes are intended to improve the quality of afterschool programmes. These training initiatives were introduced as pilot programmes – thus limited in respect to the numbers of participants. The shape and form of each pilot initiative evolves in response to the demand for the training as well as the capacity within the ASGC to deliver these training programmes.

• *Resources*

The ASGC recognised that teachers, principals, NGOs, learners and parents had insufficient access to information about why the afterschool programmes are important, and offered guidance on how to develop and improve the programmes. A set of reference materials was developed and is available online.

This includes guidelines on how afterschool activities can be shaped to respond to the emotional and social well-being of youth; briefs that bring attention to key

issues that are important for those working in afterschool programmes; as well as briefs in which experiences and good practices are shared.²¹

Printed copies of these materials are made available to schools to promote afterschool programmes among principals, teachers, parents and learners.

• *Networking platforms*

Departmental or organisational partners involved in the ASGC facilitate networking meetings. These meetings provide opportunities for peers to share experiences and for recognition to be given to exceptional contributions within the afterschool sector.

In addition to creating an enabling environment, these networking platforms support collaboration among teachers, principals, managers and practitioners. The Community of Practice, led by the Learning Trust (an NGO), enables any NGO registered on Edu-collaborate to receive notification of the quarterly learning events at which peer learning occurs.

Networking platforms support collaboration among teachers, principals, managers and practitioners

There are also forums that bring principals together to discuss challenges or success models of interventions in their schools as well as related networking platforms that serve as a motivation for teachers.

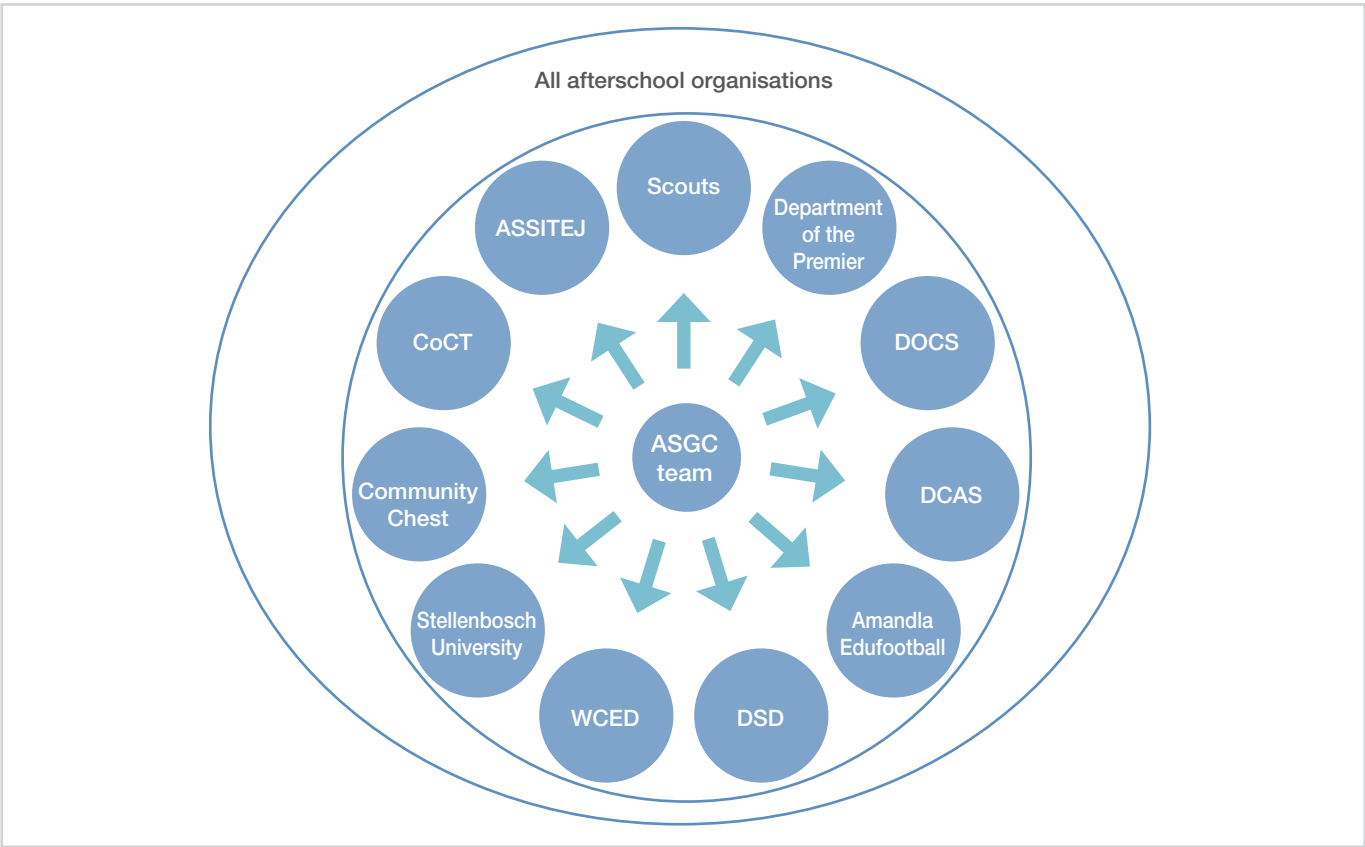
The components of the ASGC are set out in Diagram 4. Each component has carefully crafted purposeful interventions with customised content, structure, mode of delivery as well as a selection of strategic partnerships (e.g. funding support, technical skills).

For example the training component has an Extended Education Practitioner (EEP) training intervention that targets practitioners in afterschool programmes, carries out a recruitment and selection process, has a tailored course design, content materials (workbooks, resource information) and a mode of delivery. The training takes place over five residential training blocks and this training is supplemented by district-level mentorship and workshops.

Diagram 4: Components of the Western Cape After School Game Changer



Diagram 5: The partners/team of individuals involved in the ASGC



The EEP training is done collaboratively with the Community Chest, Stellenbosch University and Rutgers University. The GSB UCT has a course on leading innovations that is done in partnership with the Western Cape Government's ASGC.

Each of these layers therefore requires strong coordination, strategic leadership and equipped and motivated teams of individuals.

Key to the ASGC is the promotion of the value of afterschool programmes among influencers in the sector, including in the schooling community and government.

'The big drive is ... to get buy-in from principals as well so that they can speak to teachers ... improving communication and building partnerships within schools.'

Chrischar Rock, EEP programme coordinator

'It is important to involve principals and teachers in order to build capacity and sustainability.'

Debbie Schkolne, Grade 4 Academic Support Programme coordinator

Support from leaders in participating government departments and schools creates a foundation on which to build partnerships, promote the use of materials generated through the ASGC and encourage participation in the training opportunities. The support of school leaders is a key ingredient for institutionalising and thus sustaining the programmes.

'The SGB decides on the curriculum of the school (start and end times) so we need to make sure that the SGB buys into the ASGC so that daily programmes at schools are realigned.'

Redewaan Larney, ASGC lead WCED

Grade 4 Academic Support Programme²²

The Grade 4 Academic Support Programme that has developed through the ASGC targets Grade 4 learners and identifies unemployed youth (18 to 25) to tutor them in numeracy and literacy during and after school.

Learners are selected based on academic status (below average but not remedial learners) and the programme is run for one year with learners paired with a tutor.

No government programme targets this age group and through the ASGC an opportunity arose to test whether supporting learners in Grade 4 would significantly help them catch up with numeracy and literacy.

The programme is run in 16 schools in three districts – Cape Winelands, Metro East and Metro North. Schools are selected based on their results (badly performing schools) and their willingness to participate.

It was first piloted over a two-month period, then revised and piloted over a year. Tutors are chosen from the communities in which the programme is running. They're selected by the programme coordinator who works collaboratively with the school.

The position of programme coordinator is funded through the Community Chest. They are trained to be tutors through partnerships with organisations such as Shine Literacy, Wordworks and NumberSense.

School leaders' support is key for institutionalising and sustaining afterschool programmes

The tutors receive training that includes at least three intense onsite camps of three to six days during the school holidays. Training is focused on both programme content and self-reflection. Tutors are taught to be more aware of their own behaviour and how the way they interact with learners affects whether or not a conducive learning environment is created.

Relational aspects in the training of tutors cannot be underestimated. Tutors spend a lot of time observing teachers in a classroom. Once each tutor has been through the training programme, she or he is allocated to a Grade 4 class in a school and works with 20 learners who are divided into two groups of 10. The learners are required to come for tutoring twice a week.

The tutors work in schools from Monday to Thursday and on a Friday they come together to reflect and plan with a facilitator. Each cluster (metro) has a facilitator. Facilitators also do site visit interventions to support tutors.

The facilitators are consultants who are highly skilled in facilitation training and education. None of the facilitators have backgrounds in the methodology being used so they are first trained in the methodology through ad hoc training sessions and then also through inclusion in the training of tutors. Funding of tutors is via the Jobs Fund.

While some aspects of this programme are explicit, for example venues for programmes and the use of facilitators and tutors, there are aspects that are less visible, but essential to the programme's successful implementation.

The percentage of registered learners attending afterschool programmes regularly and consistently has steadily increased between 2016 and 2018

These include the selection of learners, tutors and facilitators; the intensity of the training and support provided to tutors and facilitators; the practical logistics involved in providing this training and support; and the maintenance of relationships with all key stakeholders (i.e. learners, tutors, facilitators, training organisations and funders).

Another important aspect in the delivery of the programme is oversight, which is done by the programme coordinator to ensure that the way it is structured and delivered benefits the learners.

Achievements since the ASGC's implementation

Significant achievements have been attained through the implementation of the ASGC, with a range of programmes becoming more widely accessible, reaching more schools and learners. Regular and consistent afterschool programmes are reportedly provided at 538 recorded sites (significantly more than the number of sites previously reported in the Department of Cultural Affairs and Sport's Annual Performance Plan for 2018).^{23,24}

The most recent reported figures show that the number of registered learners attending afterschool programmes has increased each year, with 49 000 learners registered in 2015/16; 91 690 learners in 2016/17; and 134 380 in 2017/18.

Of the registered learners, the percentage of those attending afterschool programmes regularly and consistently has also steadily increased, with 56% of registered learners in 2017/18 compared to the 36% in 2015/16 and 46% in 2016/17. These increases reflect that in 2017/18, 89% of the target set for regular and consistent attendance was reached.

Some of the achievements relating to the afterschool programme are reflected in Table 7. Many of these initiatives (except those italicised) were in place before the ASGC. However through the coordination and support that the ASGC provides, the collective contribution of afterschool programmes becomes visible to government and other stakeholders such as donors and NGOs.

56%

PERCENTAGE OF REGISTERED
LEARNERS REGULARLY
ATTENDING AFTERSCHOOL
PROGRAMMES IN 2017/18

Box 1: Afterschool programme initiatives and achievements for 2017/18²⁵

- **The Mass participation; Opportunity and access; Development and growth Programme (MOD)** is offered by the Department of Cultural Affairs and Sport, working in over 181 schools of the 1 047 no-fee and low-fee schools.
- **The Year Beyond (YeBo) programme** is an academic support programme that targets foundation phase (grades 1 to 4) and entry level in high schools (grades 8 to 10). It is only available in urban areas. The full Year Beyond (YeBo) programme (technology-assisted, peer-facilitated literacy and numeracy support) is operating in 22 no-fee schools, with YeBo-lite (e-learning and life skills only) operating in five schools in Kraaifontein. YeBo provides over 100 volunteer opportunities each year inclusive of extensive leadership training and pathways into employment. Sixty-one percent of the 2016 cohort transitioned into employment or studies.²⁶
- **The Grade 4 Academic Support Programme** attempts to determine whether supporting Grade 4 learners will result in effective catch-up regarding numeracy and literacy, or if it is too late to make the investment at this stage of schooling (the programme is widespread in the Cape Winelands area).
- **The Maths e-learning programme** tries to establish proof that more regular practice can increase results from 50% to 80% or even 90% (provided in the West Coast and Cape Winelands, and to a smaller extent the Overberg area).
- **The Neighbourhood School Programme** offers sports, arts and cultural activities for about 181 schools (primary and high) and seven clusters.
- **The Nyanga Junction partnership** with AMANDLA EduFootball clusters NGOs together. A Youth Safe-Hub has been created by the Western Cape Government in partnership with several NGOs to service the communities of Manenberg and Nyanga. This Youth Safe-Hub is located at Intshukumo Secondary School. The facility has an astroturf for the football programme done in collaboration with AMANDLA EduFootball.²⁷
- **City of Cape Town** clusters are where the city mobilises its sports and recreational hubs and libraries for afterschool programmes.
- The Department of Social Development supports the provision of **partial aftercare**, specifically in rural and farming communities where there is extreme poverty. The department provides a subsidy of R8 a day to keep children safe after school. It also supports the provision of **Youth Cafés** that target young people. These services are provided through NGOs that receive partial funding from the Department of Social Development to undertake this work.
- The Western Cape Education Department has funding from the Jobs Fund to place young people in schools and one third of these young people are placed in afterschool programmes.
- Collaboration between the Education Department, City of Cape Town and Department of Cultural Affairs and Sport resulted in the construction of two skateboard parks at schools in Atlantis. At these skateboard parks, afterschool programmes are delivered by facilitators trained through the city and Department of Cultural Affairs and Sport. Attracting high school learners is difficult, so consulting with them about their interests and responding to their needs so that they remain engaged is essential. Skateboard parks were one way of doing this. Learners have expressed interest in computer coding, so the establishment of coding clubs is being explored.

Resourcing the After School Game Changer

The After School Game Changer is a priority for the Western Cape Government. Examining the budget allocated for the Game Changer can help determine how much of the ASGC vision can be realised.

Reports and minutes of the ASGC presentations to Parliament were reviewed. According to the information presented before the Parliamentary Standing Committee on Education,²⁸ the money to fund the ASGC comes from the following sources (some of which are inclusive of

programmes that apportion a part of their budget to coincide with where the ASGC is active):

- MOD centres school budget.
- Neighbourhood School Programme budget (budget for this programme, which is an extension of the MOD programme, is available to interested schools that 'neighbour' those where the MOD programme is active).
- Year Beyond (YeBo) school budget. The YeBo programme aims to improve educational outcomes through academic support targeting foundation phase (grades 1 to 4) and high school entry level (grades 8 to 10).
- After School Game Changer budget (presumably Department of the Premier and Department of Cultural Affairs and Sport allocation).
- Department of Social Development budget.
- Department of Community Safety budget.
- Western Cape Education Department budget.

Some allocations are earmarked specifically for the ASGC. However departments also direct funds towards the ASGC that are not earmarked for this purpose. The budget for the ASGC is reported to the Parliamentary Committee as approximately R160 million²⁹ which is the direct cost of the ASGC programmes funded by the Western Cape Government.

About R130 million of the R160 million available for the After School Game Changer is not clearly reflected in reported budget votes for 2018/19

However this does not include the costs of building halls or equipment that are not solely for the benefit of those who participate in the ASGC. If these costs are included, the total budget is approximately R215 million for the 2018/19 financial year.³⁰

To gain some more detail about the budget allocation for the ASGC, the budget votes of the key departments were reviewed.³¹ Each department responsible for an afterschool programme or an initiative related to afterschool activities allocates budgets to the programme or initiative. These budgets are reflected in the departmental budget votes.

In addition to the budgets that a department allocates for afterschool programmes, the ASGC is allocated R18.25 million which is reflected in the Department of Cultural Affairs and Sport budget. Some of the money directly allocated to the ASGC is specifically used to top up funds for departments to expand the reach of certain afterschool programmes, or improve implementation of afterschool programmes.

Table 7 provides a breakdown of the allocations. The process of determining which afterschool programmes receive top-up funds via the ASGC allocation needs further exploration.

R215 million

TOTAL APPROXIMATE COST
OF ASGC IN 2018/19

Table 7: Earmarked allocations for the Western Cape After School Game Changer, 2018/19 MTEF

Department of the Premier			
Programme description	2018/19	2019/20	2020/21
Programme 2: Provincial Strategic Management, Subprogramme 4: Strategic Programmes	R600 000		
Department of Community Safety			
Programme description	2018/19	2019/20	2020/21
Programme 2: Civilian Oversight, Subprogramme 2.1: Programme Support	R1.011 million		
Department of Education			
Programme description	2018/19	2019/20	2020/21
Programme 2: Public Ordinary School Education, Subprogramme 2.1: Public Primary Level	R4.6 million		
Department of Social Development			
Programme description	2018/19	2019/20	2020/21
Programme 3: Child and Families, Subprogramme 4: ECD and Partial Care	R500 000		
Programme 5: Development and Research, Subprogramme 5.6: Youth Development	R1.5 million		
Department of Cultural Affairs and Sport			
Programme description	2018/19	2019/20	2020/21
Programme 4: Sport and Recreation, Subprogramme 4.1: Management (After School Game Changer)	R18.25 million		
Programme 4: Sport and Recreation, Subprogramme 4.1: Management (graduates and other interns for afterschool programme)	R2.218 million	R2.266 million	R2.414 million

From the information available, earmarked allocations were reflected only for 2018/19. The Department of Cultural Affairs and Sport provided the budget earmarked for the outer years of the 2018/19 MTEF but only for the provision of funds for graduate and non-graduate interns for afterschool programmes. From the earmarked funds for 2018/19, the total is just under R30 million.

Thus approximately R130 million of the reported R160 million available for the After School Game Changer is not clearly reflected in the reported budget votes. For example, the budget for the Western Cape Education Department doesn't include the conditional grant allocation for peer education that is within the ambit of the ASGC.³²

Another example of the lack of transparency with the budget allocations is found within the Department of

the Premier's budget vote, which makes reference to allocations regarding the Centre for e-Innovation that ensures broadband access as part of the ASGC, but fails to make explicit the exact allocation.

The ASGC is undeniably a priority in the province with several departments clearly expressing their commitment to expand this initiative. Departments need to be explicit about the exact amount of money allocated and the afterschool programmes to which the money is allocated, clearly distinguishing the amount the department allocates from that of the top-up that the department receives through the ASGC funds.³³

This level of budget transparency would have multiple benefits – it would enable government departments and civil society to track the allocations and expenditure of the ASGC; provide a costing model for other

provinces to consider if they plan a potential roll-out of this programme; and allows for closer evaluation of initiatives so that shortcomings can be addressed and achievements enhanced.

Social ecological perspective of the ASGC

As set out earlier, the social ecological model identifies four spheres of influence on behaviour – social, community, relationship and individual. Applying the social ecological model to the ASGC shows that the ASGC can be considered a violence prevention intervention that acts to disrupt the potential of risky behaviour at an individual level, through interventions directed at relationship and community levels.

For example, the intensive training of afterschool practitioners leads to improved capacity to work effectively with young learners (responding to their emotional and social well-being), thus providing them with access to opportunities that can support them to stay in school and receive education.

The ASGC prevents violence by disrupting the potential of risky behaviour at an individual level

To address the relationship-level risk factors for violent victimisation and perpetration (and build resilience), the ASGC addressed the need to work with people who interact with vulnerable learners, namely principals, teachers, practitioners, managers and coaches.

The ASGC has carefully considered the way in which each of these individuals is positioned within the schooling system, how they relate to each other and their relationship or extent of interaction with learners.

The ASGC requires that these individuals who interact with vulnerable learners demonstrate alternative behaviours, and foster and model positive relationships.

The assessment of these categories of individuals and how they can facilitate the necessary changes occurred through the intensive interactions between the ASGC coordinating team (Service Implementing Unit) and the key stakeholders in government, civil society and academia. These insights helped inform how they are

involved and the role they are expected to play in each location and activity.

Changes are envisaged to come through establishing and enhancing systems to support the work of these categories of people, strengthening the knowledge and skills to perform their functions and providing incentives that nurture and foster a sense of community among those involved in afterschool initiatives.

Overall, the ASGC hopes to foster an increased sense of belonging for learners and positive attitudes towards school, which would increase their ‘attachment to education/schooling’, which can help protect them against victimisation and perpetration of violence.³⁴

To address the community-level risk factors for violence – victimisation and perpetration – (and build resilience), the ASGC provides safe spaces for learners to be at the times when they are most vulnerable – those hours after school when there may be no one at home.

The ASGC can be considered as an approach to violence prevention – one that is directed at building a system in which positive behaviour is modelled. Through exposure to positive behaviour, learners are equipped with tools that enable them to have non-violent communication and interaction with others.

Assessing the ASGC

The ASGC should be recognised as a violence prevention intervention. It is not an afterschool programme; rather it is a complex, strategic coordination model geared towards enhancing the work undertaken by different role players to ensure that children are safe and stimulated after school hours.

The coordination provided through the ASGC is not well communicated to implementing organisations or institutions, with the result that there is uncertainty about what exactly it offers.

The language used to describe the ASGC,³⁵ such as that it is an ‘intervention strategy’ leading to ‘expanded access’, doesn’t make it very clear for anyone outside of the policymaking community what exactly the Game Changer is.

The outputs listed in the ASGC logframe may create the impression that the Game Changer actually funds or delivers afterschool care. However the core

focus of the ASGC is to examine what exists and identify how best to strengthen what is in place, and find ways to address any gaps in the provision of afterschool services.

Where gaps do exist and there is no programmatic response to these gaps, the ASGC has initiated new interventions, for example the Grade 4 Academic Support Programme.

This assessment of the Game Changer has shown that it is an innovation that is informed by scholarly research about the contribution afterschool programmes can make to ‘disrupting risky behaviours’.³⁶

The ASGC:

- Identifies all government and NGO afterschool initiatives that target the youth in the province.
- Provides learning platforms (training courses, Communities of Practice) to improve the knowledge and skills of practitioners and peer learners.
- Provides access to resources to support practitioners and peer learners.
- Provides opportunities for shared learning and recognition of innovation.

Thus it is best described as a coordinating mechanism for afterschool programming in the province. In short:

‘(Its) innovation is the coordination and collaboration ... building on what there is and acknowledging the strengths that people have to improve quality (of afterschool activities) in a coordinated manner.’

Debbie Schkolne, Grade 4 Academic Support Programme coordinator

A lack of coordination is often blamed for the state’s inability to address complex social problems like violence and its effects. Often coordination is thought of as requiring a structure to bring together stakeholders to share information and discuss progress. However coordination requires a lot more than sharing information in meetings.

Box 2: Example of the complexity of coordination

In rural areas, transport is required at times when learners are encouraged to participate in afterschool programmes. Therefore existing contracts with service providers need to be changed to allow learners to stay later at school and participate in such programmes. However such changes are not easy to effect, as service providers may not be willing to shift agreements. Also, in offering afterschool programmes, teachers will be required to remain at school until later, and the unions will need to be convinced that their members (teachers) are not disadvantaged.³⁷ Coordination therefore requires specific actions to be taken to build and nurture these relationships. Each of these actions requires an immense amount of energy and resources. However if there is inadequate investment in creating, building and maintaining these relationships, the implementation of coordinated afterschool programmes will be hampered.

As seen from how the ASGC approaches coordination, a key thread is the importance placed on partnerships to overcome the limitations of government departments to implement programmes.

‘Partnerships with NGOs and NPOs are important because as a department we cannot do everything.’

Redewaan Larney, ASGC lead, Western Cape Education Department

The key ingredients to the way the ASGC achieves coordination is:

- Maximising staff capacity through careful division of responsibilities among the core team.
- Ensuring that team members are positioned so that they can exert influence over decisions and practice.
- Being flexible, adaptable and responsive to new information or changes in the environment.
- Facilitating access to funding across participating departments with strict adherence to reporting on how funds are being used.

Each of these aspects is elaborated on below:

Staff capacity: The ASGC comprises a core team of four staff members. This includes the chief director, project coordinator at deputy director level, a Monitoring and Evaluation (M&E) person (a graduate intern) and an administrator. All of these are co-funded, seconded posts.

In addition to the ASGC staff members, each partner department and organisation has a 'point person' who is responsible for representing the department in the ASGC. The 'point person' has specific responsibilities linked to the role that the department or organisation is required to fulfil as a partner in the ASGC.

ASGC staff members provide a strategic coordination function for the overall ASGC whereas the 'point persons' coordinate to the specific contribution that their department or organisation makes to the ASGC.

The ASGC staff team is a highly skilled group with expertise in programme management, facilitation and systems thinking. The ASGC chief director is instrumental in leading the ASGC team, with significant attention given to facilitating and establishing relationships with strategic partners. For example, the chief director establishes relationships between the principal of a school and a partner organisation that is providing an afterschool programme.

The 'point persons' within the partner departments and organisations play a key role in maintaining relationships. For example, the 'point person' in the Department of Cultural Affairs and Sport will maintain a relationship with the school principal or school governing body at the school where it runs an afterschool programme.

As a way to facilitate sustained buy-in for this innovation, the ASGC has a management committee (Provincial Strategic Working Group) where departmental partners are represented. There is also a Community of Practice that brings together NGOs offering afterschool programmes.

These structures strengthen the relationships, enable accountability and encourage collective decision making about strategic ways to implement the ASGC.

Positioning of staff team: The ASGC resides in the lead department (Department of Cultural Affairs and Sport)

but with a transversal mandate and budgets across all partners. The chief director is responsible for accounting to Parliament on the progress of the ASGC.

Furthermore, in line with the provincial strategic goals outlined in the Provincial Strategic Plan 2014-2019, there are provincial strategic committees responsible for monitoring the province's progress in relation to each goal.

Each department that has functions relevant for the specific strategic goal is represented on the provincial strategic committee. The ASGC falls within Provincial Strategic Goal 2 – Improve Education Outcomes and Opportunities for Youth Development. Therefore the ASGC's progress and challenges are reported and discussed at the strategic committee for Provincial Strategic Goal 2.

Partnerships overcome the limitations of government departments to implement programmes

The fact that the ASGC is centrally linked to the provincial strategic goals means it is politically well positioned. The level to which it reports further indicates that the ASGC, through its departmental representatives, has authority to influence decision makers responsible for monitoring Provincial Strategic Goal 2.

Flexibility and adaptability: The ASGC staff team appears to have the freedom to be flexible and adapt how it operates based on experiences gained through the implementation process.³⁸ For example the Extended Education Practitioner's (EEP) training is being restructured to also allow shorter-term training interventions because there is such a high demand from practitioners for this training.

The initial training provided through the ASGC is a 15-month training package comprising residential components as well as coaching and mentoring. However as the number of people applying for the course could not be accommodated on the initial training course, and since the ASGC team received ongoing requests from practitioners for similar training opportunities, the ASGC team developed shorter courses as well as a train-the-trainer component.

‘(We) are now piloting a basic training programme that is a snapshot of the (15-month long) EEP training – we ran the first basic training course in June and will run another one in August and will run a train-the-trainer in September.’

Chrischar Rock, EEP programme coordinator

The flexibility to innovate is unusual in government. Factors that enable this flexibility include that the Game Changer is identified by the provincial government as an innovation; that it is politically endorsed by the premier and senior government officials; that it is financially resourced; and that it is managed by a highly skilled and agile team.

Another key factor that enables flexibility is that partnerships are formed with departments and organisations active in the afterschool sector and relationships are purposefully nurtured to build a shared sense of ownership.

Financial resourcing: The ASGC is a political priority and this is reflected in the resourcing allocated towards the initiative. Each department responsible for an afterschool programme or an initiative related to afterschool activities allocates budgets to the programme or initiative. These budgets are reflected in the departmental budget votes.

In addition to the budgets that a department allocates for afterschool programmes, the After School Game Changer allocates funds towards a department’s afterschool initiative. These funds serve as top-up funds that enable the departments to expand the reach of their programmes and improve implementation of afterschool initiatives.

The shared funding model that sees departments direct budget allocations towards interventions that are part of afterschool programmes and receive additional top-up funds from the ASGC budget helps build partnerships. That several partners are contributing resources towards this initiative also creates a form of accountability.

The achievements regarding regular and consistent attendance of registered learners reflects the significant contribution of strategic coordination. The availability of funds to support the implementation of the ASGC (appointment of four staff members, provision of training

and resource materials and peer-exchange opportunities) together with adding value to existing initiatives (top-up funds) have created a funding environment that has allowed the ASGC to thrive.

Conclusion

The ASGC is conceptually intricate, as is the process employed to translate the thinking behind the Game Changer into well-coordinated and effective actions. The conditions under which it is able to operate are unique: it has high-level political buy-in, adequate financial resourcing, and a highly skilled team that is ‘mandated’ to experiment.

The biggest challenge now is how to ensure that the gains of this experiment are sustained – especially those of establishing political sustainability through institutionalisation, buy-in from communities, creating enthusiasm among practitioners and peer learners, and providing depth of support through knowledge and skills building.

The ASGC has political buy-in, adequate finances and a skilled team mandated to experiment

There is a need for honest reflection and clear and detailed reporting from the ASGC staff team and partners to the broader afterschool sector if the potential as a violence prevention approach is to be fully understood in the afterschool sector, and more broadly among those working in sectors to prevent violence.

In order to institutionalise the ASGC, it is recommended that its coordinating team (the core staff team as well as the officials representing the partner departments and organisations) identify ways in which the work of the ASGC can be broadly shared in ways that can be understood among civil society, government and donor communities.

For example a series of discussions with civil society organisations and departments responsible for the provision of afterschool programmes could be hosted. These discussions should look beyond a focus on the milestones outlined in the logframe and instead concentrate more closely on the processes of this coordinating mechanism.

They should include school governing bodies, parents, service providers such as those providing transport, civil society organisations, teachers and teacher unions.

Another key factor relating to the sustainability of the ASGC pertains to funding arrangements. The ASGC staff team, partner departments and organisations should create opportunities for discussions with donors and civil society organisations that differentiate the funds required for afterschool activities from those for the coordinating structure in the Department of Cultural Affairs and Sport. This is to explore funding models that don't compromise the provision of afterschool programmes.

Funding models that don't compromise the provision of afterschool programmes must be explored

These discussions will need to address the reality that many civil society organisations provide critical services but are inadequately funded, or their access to funds is hampered due to requirements that community organisations can't always realistically fulfil.

As a way of promoting accountability, the ASGC staff team and partner organisations and departments should provide clear financial reports. These should include the exact amounts provided by the cultural affairs and social development departments and private donors directed to NGOs to do afterschool interventions. It should also include how many NGOs are funded.

With clear financial reporting, organisations and departments working in the afterschool sector will know the cost implications of implementing the ASGC. Informed decisions can then be made among departments on how the ASGC can be taken forward in their provinces.

Institutionalising the ASGC will require those involved in the afterschool sector such as practitioners, principals, teachers and NGOs to have a detailed understanding of the overall goal of the ASGC and their role in realising that goal.

Key overarching and programme-specific issues that the staff team and department or organisational partners

should elaborate on in their ASGC reports and related documentation include:

Learners

- How are learners retained in the system?
- What is done to encourage learners in the classroom to make themselves available to afterschool programmes?

Teachers

- How can extra-curricular activities become part of teachers' performance assessments?
- How can the administrative load on teachers be lightened to enable them to be involved in afterschool programmes?

Parents

- How can parents be encouraged to support their children's participation in afterschool programmes?

Structures/infrastructure/systems

- What structures are essential to implementing afterschool programmes?
- To what extent is transport provided to learners in rural areas, and what does this cost?

Additional issues for specific afterschool programmes³⁹

- In the Year Beyond programme, reference is made to 'volunteer opportunities', but it isn't clear what constitutes 'volunteer opportunities', how these volunteers are recruited, who they are and whether they have the necessary skills to work with children.
- The City of Cape Town clusters and Department of Social Services partial aftercare require more detailed explanation regarding what exactly they include, who is involved and how.
- It is unclear how many young people have been placed in afterschool programmes through the Jobs Fund, what their conditions of service are and what their skills and knowledge levels are.
- The MOD programme also needs further explanation, for example what is offered, how young people are accessing the programme and whether or not it involves young people from different schools.
- The extent to which the materials developed through the ASGC are being used and how they are being used should also be explored.

Notes

- 1 South African Police Service Annual Statistics: Crime Statistics 2017/18. According to the 2017/18 police crime statistics, South Africa's murder rate of 34.1 per 100 000 increased to 35.8 per 100 000. The statistics can be sourced from www.saps.gov.za/services/crimestats.php. According to the United Nations Office on Drugs and Crime (UNODC), South Africa's murder rate is among the highest in the world. See UNODC Global Study on Homicide 2013 which can be sourced at www.unodc.org.
- 2 The Violence Prevention Alliance (VPA) outlines the ecological framework in order to explain the approach of the VPA. The summary of the ecological framework can be found at www.who.int/violenceprevention/approach/ecology/en/.
- 3 Several resources have been developed, namely a *Practitioner Code of Conduct Handbook; From surviving to thriving: A handbook for nurturing learners' social and emotional well-being in after-school programmes*; as well as several learning briefs. All of these can be accessed from www.westerncape.gov.za/after-school-game-changer/resource-library.
- 4 South African Police Service Crime Statistics, www.saps.gov.za/services/crimestats.php.
- 5 Western Cape Provincial Government: Western Cape Youth Development Strategy 2013, www.westerncape.gov.za/assets/departments/wc-youth-development-strategy.pdf.
- 6 A de Lannoy, A Fortuin, T Mpofu-Mketwa, G Mudiriza, S Ngcowa, E Storme and C Smith, Unpacking the Lived Realities of Western Cape Youth, Exploring the well-being of young people residing in five of the most deprived areas in the Western Cape Province, research summary, Cape Town: Department of the Premier: Western Cape Government and Southern Africa Labour and Development Research Unit, University of Cape Town, 2018; Cape Higher Education Consortium Study, Pathways from university to work: A Graduate Destination Survey of the 2010 Cohort of Graduates from the Western Cape Universities, June 2013.
- 7 Western Cape Government, Game Changer Roadmap 2017 After School, 11, www.westerncape.gov.za, 2017; J Boule and B Hannah (undated presentation), After School Game Changer presentation, Programme origin, impact, sustainability and cost effectiveness, innovation, April 2017.
- 8 The theory of change for the After School Game Changer is illustrated in a presentation found at <https://pmg.org.za/files/180424afterschool.pptx>.
- 9 See response provided by J Boule, After School Game Changer chief director, when questioned during the presentation to the Standing Committee on Education, <http://pmg.org.za/committee-meeting/26219/>.
- 10 Western Cape Department of Cultural Affairs and Sport, Annual Performance Plan 2017/18, March 2017.
- 11 Western Cape Government, Game Changer Roadmap 2017 After School, 18, www.westerncape.gov.za, 2017.
- 12 Western Cape Government, Game Changer Roadmap 2017 After School, 19, www.westerncape.gov.za, 2017.
- 13 Ibid.
- 14 Ibid.
- 15 Western Cape Government, Game Changer Roadmap 2017 After School, 21, www.westerncape.gov.za, 2017.
- 16 CEMIS refers to the Centralised Educational Management Information System – a web-enabled learner registration and tracking system of the Western Cape Education Department. This system is used to register learners who enter the education system for the first time in Grade 1 or when registering for the first time from a different province or country.
- 17 Western Cape Government, Game Changer Roadmap 2017 After School, 22, www.westerncape.gov.za, 2017.
- 18 The online platform on which afterschool services are encouraged to register is found at <https://educollaborate.westerncape.gov.za>.
- 19 Western Cape Government, Department of Cultural Affairs and Sport, Annual Performance Plan 2017/18, March 2017.
- 20 As reported on the Western Cape Government Provincial Treasury 2018 Budget: Department of Social Development Budget Vote, the Department of Social Development conducted an audit of 86 afterschool facilities, each with challenges in the capacity to deliver quality programmes. Through the ASGC, training has been provided to all these audited facilities as well as eight operational Youth Cafés.
- 21 Several resources have been developed, namely a *Practitioner Code of Conduct Handbook; From surviving to thriving: A handbook for nurturing learners' social and emotional well-being in after-school programmes*; as well as several learning briefs. All of these can be accessed from www.westerncape.gov.za/after-school-game-changer/resource-library.
- 22 Personal interview with Debbie Schkolne, coordinator of the Grade 4 Academic Support Programme, 8 August 2018, Cape Town.
- 23 See response provided by J Boule, After School Game Changer chief director, when questioned during the presentation to the Standing Committee on Education, <http://pmg.org.za/committee-meeting/26219/>.
- 24 Western Cape Government, Department of Cultural Affairs and Sport, Annual Performance Plan 2017/18, March 2017.
- 25 Information is drawn from the discussion following the presentation to the Parliamentary Standing Committee on Education on 24 April 2018, <https://pmg.org.za/committee-meeting/26219/>, as well as a presentation of J Boule and B Hannah, undated.
- 26 Western Cape Treasury 2018 Budget Vote: Department of Cultural Affairs and Sport, 709.
- 27 Information detailing this Nyanga Junction Youth Safe-Hub can be found on the Western Cape Government's website, www.westerncape.gov.za/general-publication/gugulethu-manenberg-youth-safe-hub.
- 28 Western Cape Government, Parliamentary Monitoring Group minutes of the discussion at the presentation to the Standing Committee on Education, <http://pmg.org.za/committee-meeting/26219/>, April 2018.
- 29 See response provided by J Boule, After School Game Changer chief director, when questioned during the presentation to the Standing Committee on Education, <http://pmg.org.za/committee-meeting/26219/>.
- 30 Ibid.
- 31 The budget votes reviewed were those of the Western Cape Government Provincial Treasury 2018, Office of the Premier, Department of Social Development, Department of Community Safety, Education Department and Department of Cultural Affairs and Sport, www.treasury.gov.za.
- 32 The information on the conditional grants linked to the Western Cape Education Department was shared in an interview conducted with J Boule, ASGC chief director, on 9 November 2018 in Cape Town.
- 33 In the interview with J Boule, she stated that the allocation given directly towards the ASGC was R13 million and the R160 million reflected direct costs of afterschool programmes funded by the Western Cape Government.

- 34 Patrick Burton and Lezanne Leoschut, School Violence in South Africa: Results of the 2012 National School Violence Study, Centre for Justice and Crime Prevention, 2013.
- 35 Western Cape Government, Game Changer Roadmap 2017 After School, www.westerncape.gov.za, 2017.
- 36 Within the Western Cape Government's Game Changer Roadmap 2017, reference is made to the following scholarly work: Cape Higher Education Consortium Study, Pathways from university to work: A Graduate Destination Survey of the 2010 Cohort of Graduates from the Western Cape Universities, June 2013; also reference is made to collaborative research done by the Western Cape Government and the Poverty and Inequality Initiative, namely A de Lannoy, A Fortuin, T Mpofu-Mketwa, G Mudiriza, S Ngcowa, E Storme and C Smith, Unpacking the Lived Realities of Western Cape Youth. Exploring the well-being of young people residing in five of the most deprived areas in the Western Cape Province, research summary, Cape Town: Department of the Premier: Western Cape Government and Southern Africa Labour and Development Research Unit, University of Cape Town.
- 37 In an interview with R Larney, the ASGC lead at the Western Cape Education Department, he indicated that there were challenges with unions as they needed to be convinced of how best to provide afterschool programmes, and the implications for teachers.
- 38 During the interviews conducted between July and November 2018 with J Boule, C Rock and D Schkolne, they each referred to the flexibility they had to innovate in implementing the specific components of the ASGC.
- 39 It was not possible to clarify these programme-specific issues, as key respondents were not always available during the time when the case study was conducted. Also, some issues emerged in the final write-up of the case study.

About the author

Penny Parenzee is a part of the Institute for Security Studies' Justice and Violence Prevention programme. She has worked extensively with African governments and civil society organisations. Penny's work has focused on social policies regarding violence against women, access to land, and sexual and reproductive health rights, with specific attention to the implications of these social policies for advancing women's rights.

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