



Western Cape
Government



Game Changer Roadmap 2017
After School
Dated April 2017



Game Changer
After School

Why run After School Programmes?

- We do it so our kids learn to be disciplined, focused and dedicated;

- We do it so our kids learn to take care of their body and equipment;

- We do it so our kids learn to work with others and to be good team mates, gracious in defeat and humble in success;

- We do it so our kids learn to set and accomplish goals;

- We do it so our kids learn that it takes hours and hours, years and years of hard work and practice to create a champion and that success does not happen overnight;

- We do it so our kids learn to be proud of small achievements, and to work towards long term goals.



Game Changer
After School

Contents

Section 1	2
Background: The Game Changers	4
Our 7 Game Changers in more detail	5
Section 2	6
Introduction: The After School Game Changer	8
Overview: Vision and Strategy for Change	10
Problem Statement	10
Our Goal	11
Our levers to drive change	11
Section 3	14
The Delivery Plan: What success looks like	16
Lever One: Enabling Environment	18
Lever two: Quality Programmes	20
Lever Three: Collaboration	22



Section 1



Game Changer
After School

Background: The Game Changers

“ It has become increasingly evident that we need a new way of delivery, one that is uncompromisingly results-focused and performance-driven. ”

Premier Zille, November 2014

On starting its second term of office in 2014, the Western Cape Cabinet reaffirmed its commitment to achieving its vision of creating a highly skilled, innovation driven, resource efficient, high opportunity society for all.

While we have made progress in realising this vision since first coming into government in 2009, we recognise that there is still a lot to be done.

There are still many people living in poverty in the province and we face a number of challenges that serve as a hindrance to economic growth and job creation.

With this in mind, we focused on identifying top priorities over the five year term, which could serve as catalysts for major improvements in people’s lives, in particular, the lives of our young people.

As a result, we have committed to seven priority interventions, which we have called Game Changers.

Our Game Changers are bold interventions that focus on either leveraging the best opportunities or tackling some of our greatest challenges in the province.

We have set ambitious targets under each Game Changer, which if achieved, will contribute towards accelerating economic growth, job creation and social inclusion. Our seven Game Changers are:

- Expanding Apprenticeships;
- Achieving Energy Security;
- Delivering High Speed Broadband;
- Implementing quality e-Learning at schools;
- Expanding quality After School activities;
- Pioneering a major Better Living Model; a development that integrates communities; and
- Reducing Alcohol Related Harms

We have also recognised that, for these Game Changers to make a discernible difference in our province, we need a new method of delivery – one that is innovative, uncompromisingly solutions-orientated, results-focused and performance-driven.

We have committed to this new methodology within provincial government in order to drive change in the Western Cape. In order to support this new approach, a Delivery Support Unit has been established in the Department of the Premier to provide strategic oversight and guidance to provincial departments and monitor the implementation of the Game Changer plans.

However, we also recognise that government cannot achieve progress alone.

We will only be able to achieve the targets set under our Game Changers through a whole of society approach, where national, provincial and local government work in partnership with business, civil society, communities and individuals.

This is what we mean when we say “Better Together” and we look forward to working with all our partners to drive our Game Changers over the next few years.

Our Seven Game Changers in more detail

GAME CHANGERS in the Western Cape

We have committed to 7 priority interventions called Game Changers that could serve as catalysts for major improvements in people's lives.



Game Changer

Apprenticeship

13 215 learners gaining access to apprenticeship programmes

11 307 apprentices entering the labour market with a qualification by 2019



Take Charge

Switch & Save

ENOUGH POWER for growth in the Western Cape that is sustainable and low carbon

135MW from solar panels by 2019, with businesses feeding power back into the grid



Connect

Broadband

BROADBAND

at 1 875 public sites, with schools as the first priority to date

178 WI-FI HOTSPOTS

delivered to date for free public internet access



eLearning

Connect & Learn

OVER 6000 TECHNOLOGY

ENABLED CLASSROOMS and

28 808 LEARNER DEVICES delivered to date



Game Changer

After School

112 000 learners in no-fee schools accessing quality after-school programmes by 2019

360 after-school sites including MOD centres, libraries, partial care centres and Youth Cafés



Conradie

Better Living Model

INCLUSIVE CAPE TOWN multimillion rand development to transform old Conradie site

3 000+ residential units, business space, schools and green public spaces

AFFORDABLE HOUSING 50% of units reserved for people earning between R3 500 - R15 000 per month



Alcohol

Harms Reduction

STRONG PARTNERSHIPS with communities and law enforcement to reduce access to alcohol

ALTERNATIVES both economic and recreational so that citizens drink less



Section 2



Game Changer
After School

Introduction: The After School Game Changer

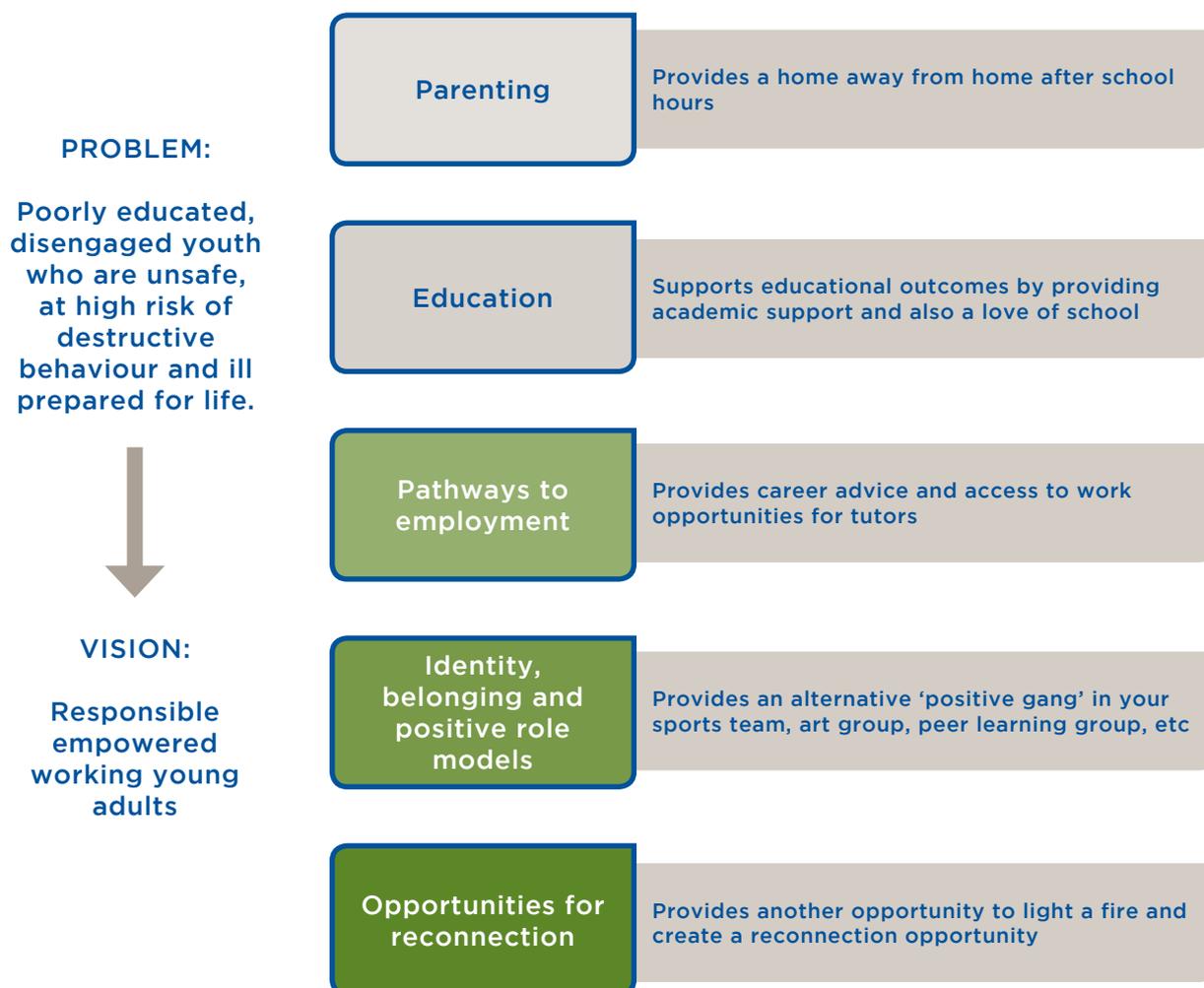
Opportunity for the youth is centre stage of the Western Cape Government's (WCG's) strategic priorities. Our aim is to do everything we can to enable our youth to become educated, responsible and empowered young adults, who have the necessary skills to support themselves in the future.

As a result, three of our seven Game Changers are directly focused on the youth – After School Programmes, eLearning and Apprenticeship. They are guided by the Western Cape Youth Development Strategy (PYDS), which was adopted in 2013 and which identified the key interventions that would place young people on a pathway to productive adulthood.

The After School Game Changer is a critical intervention to enable youth to travel that pathway. It adds to the educational environment by providing a secure, active and nurturing place, after school hours, that enables learners to explore and pursue their interests and find their niches of success outside of the classroom. In so doing, this Game Changer will build the confidence of learners and potential future opportunities.

The reasons the After School Programme has been prioritised as a Game Changer are provided in Figure 2.1 below

Figure 2.1: Reasons for After School Programmes



Why After School is a Game Changer

In well-resourced schools, quality after school activities are taken for granted – parents, learners and teachers would be surprised if these activities were not provided consistently and for all learners. In disadvantaged schools, the opposite is too often the case – regular activities managed by schools are not the norm. There are many reasons for this, ranging from lack of resources, to the need for children to return to their homes in the early afternoon due to poor safety in their neighbourhoods.

However, for children not to have extended education through after school activities is to limit their potential and development. There is considerable evidence that regular, well-structured after school programmes improve educational outcomes, reduce drop-out rates, increase self-confidence and improve potential for tertiary education and work placement.

As a result, the WCG has set itself the goal of more than doubling the participation of learners from disadvantaged schools in after school activities, and ensuring regular attendance by significantly improving the attractiveness and quality of such programmes for learners. The target is 112,000 learners participating regularly in quality programmes – 20% of learners in no-fee and low-fee schools. This ambition means that the WCG, together with partners in NGOs involved in this sphere of work, must significantly improve their performance and effectiveness.

Figure 2.2

Overview of After School Game Changer



Helping to build the future for our youth **BETTER TOGETHER.**

The After School Game Changer will work in concert with the eLearning and Apprenticeship Game Changers. For example, in-school eLearning will be extended to after school programmes; and the Apprenticeship Game Changer will target certain schools with additional resources to improve maths performance, in line with the Western Cape Education Department's maths strategy.

Ultimately, the better opportunities we provide for our young people to experience a holistic educational experience, the better chances they will have to become productive and employable adults with brighter futures.

Overview: Vision and Strategy for Change



“Children who are active at school are the ones who succeed. A well-balanced education is aided with sport and cultural activities. In this school after school activities are compulsory. We have hockey, rugby, water polo, basketball and traditional sports plus almost 50 arts and cultural societies that the kids run with guidance from teachers. Its critical learners are active.”



Westerford Principal, Rob Le Roux, Winner of the national Department of Basic Education excellence awards

Problem Statement

There are far too many young people in the province who are leaving school each day and entering unsafe, violent neighbourhoods and homes with no adult supervision.

This leaves them at high risk of destructive and anti-social behaviour including abusing alcohol and drugs, engaging in sex and becoming involved in gangs, which threatens their futures and, more often than not, leaves them trapped in a cycle of poverty.

These statistics reveal the extent of the problem in the Western Cape:

- According to a UNODC survey of substance abuse, risk-taking behaviour and mental health of grade 8-10 learners in the province, 44% of grade 10 learners are sexually active, 27.6% of youth at school are regular smokers, 22.4% of youth at school are daily drinkers, 10% are regular cannabis users and 2.5% are hard drug users;
- Among our learners, just under half who enter the school system drop out before their matric which is ascribed in part to falling behind academically and experiencing a lack of belonging; and
- The narrow unemployment rate among our youth under 25 stands at 52% (Poverty and Inequality Institute)

It is clear we need to change the trajectory for many of our young people living in the province. We believe that regular and consistent participation of learners in after school programmes will improve learner outcomes, reduce school dropout rates and reduce risk taking behaviour.

This is supported by a 2014 study conducted by the Cape Higher Education Consortium that found that participation in extra mural activities was the second biggest predictor of employment.

Our Goal

Western Cape learners have regular and sustained participation in after school activities which contributes towards positive youth development

Our measure of success, or Key Performance Indicator, is:

At least 20% of no-fee and low-fee learners in the Province - 112 000 learners - regularly and consistently attend quality after school programmes at least twice a week.

This is more than double current participation, much of which is not regular.

International best practice and case studies highlight that regular and consistent attendance is critical to effect real, sustained change in a young person's life. This is core to our strategy for change.

The After School Game Changer targets the following outcomes:

- Improved attitude towards learning
- Improved school outcomes
- Improved school retention
- Improved matric results
- Reduction in risk taking behaviour

In order to achieve these outcomes the After School Game Changer will focus on:

- a. Building a quality After School architecture, including improving the existing After School programmes funded by government
- b. Professionalising the sector as a recognised area of work with clear norms and standards
- c. Developing innovative responses to a range of severe problems impacting on young people and their positive trajectories.

Our levers to drive change

To achieve our goal, three key levers of change were identified during extensive stakeholder engagements in the past year:

Lever 1: To create an enabling environment for After School Programmes

This includes ensuring there is good leadership, information on the available offerings, safe and secure spaces for After School Programme, IT access and access to food

Lever 2: To ensure learners in After School Programme access quality programming

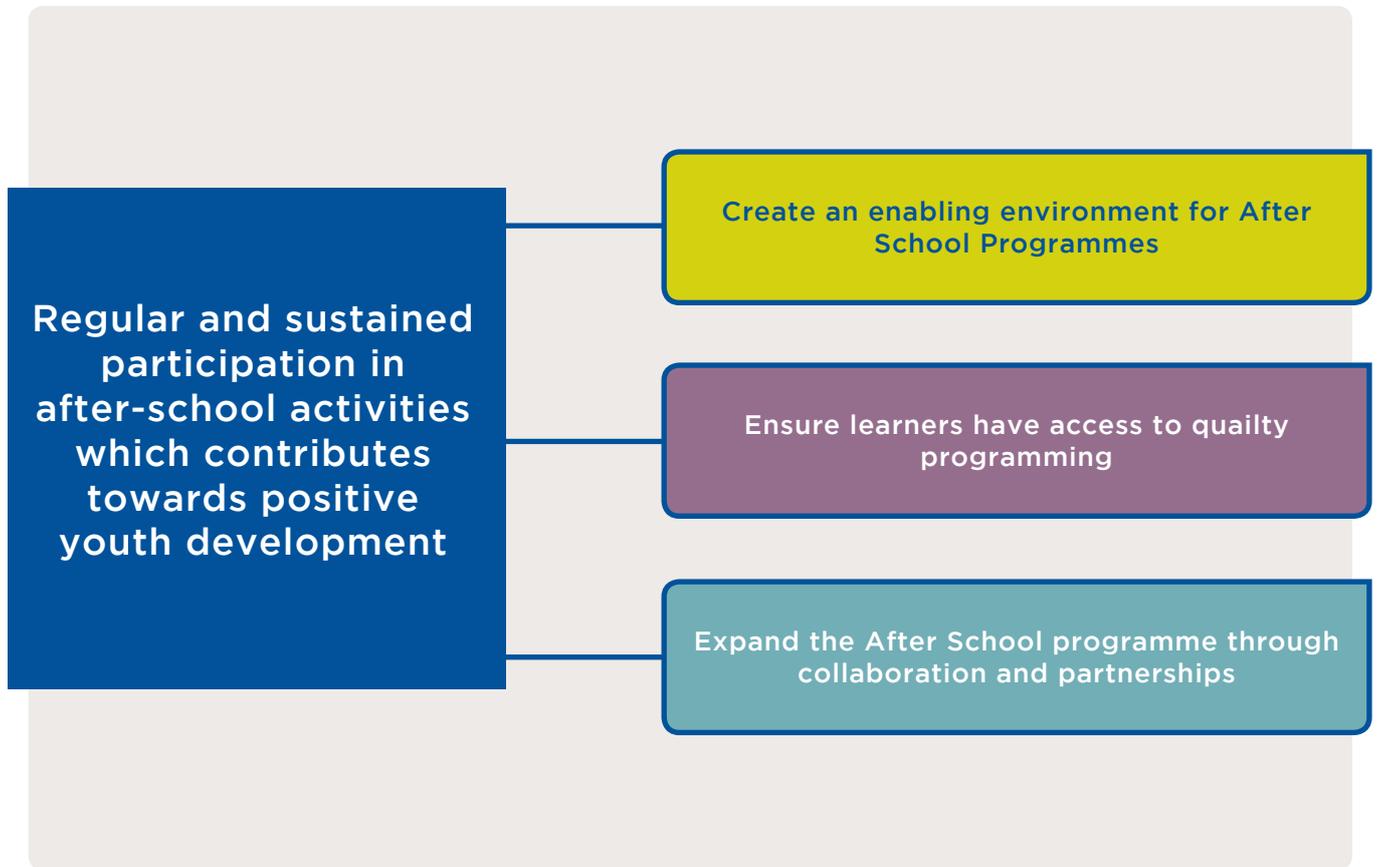
This includes ensuring learners have access to a choice of sport and recreation, arts and culture, life skills and academic support programmes (four pillars). In addition, these programmes must actively engage learners and build learners skills and mastery.

Lever 3: To expand the After School Programme through collaboration and partnerships

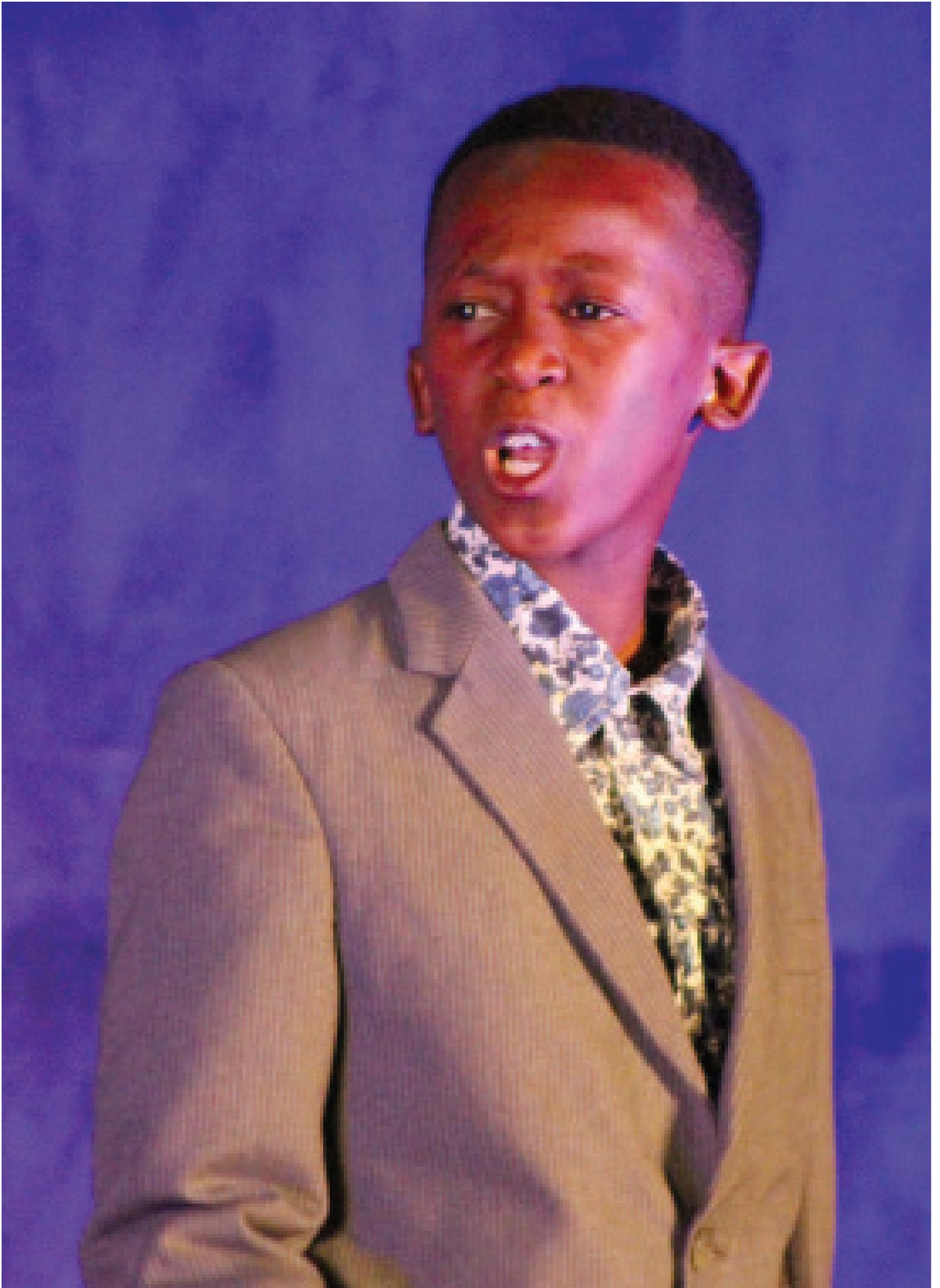
This focuses on developing mechanisms for harnessing the collective resources of all spheres of government, donors and civil society to expand quality After School Programmes in the Western Cape. Initially the focus will be on developing different collaborative mechanisms at five sites in the province.

Three Levers to Effect Change

Figure 2.3: Reasons for After School Programmes



To drive success, we need the requisite resources. There is a current budget commitment for 2016/17 of just under R90m by the Western Cape Government, which escalates to more than R200 million when non-state donor contributions are included.





Section 3



Game Changer
After School

The Delivery Plan: What success looks like

The Delivery Plan of the After School Game Changer sets the detailed course to achieve visible, impactful results over the next three years, from April 2016 to March 2019.

It lays out, year by year:

- What success will look like; and
- What must be done to achieve success

The After School Delivery Plan has a number of measures of success, deliverables and milestone activities for each lever.

The detailed plan is also clear on accountability – who is responsible for doing what – and identifying the necessary resources required to achieve our goals.

While good planning is crucial to ensuring effective delivery of results, we also recognise that the plan will need to change as implementation adapts and adjusts to an ever changing environment. But we will stand by our Goal, KPI and Outcomes.

To achieve the overall goal of doubling the number of learners in quality After School programmes, annual targets have been set, as outlined below:

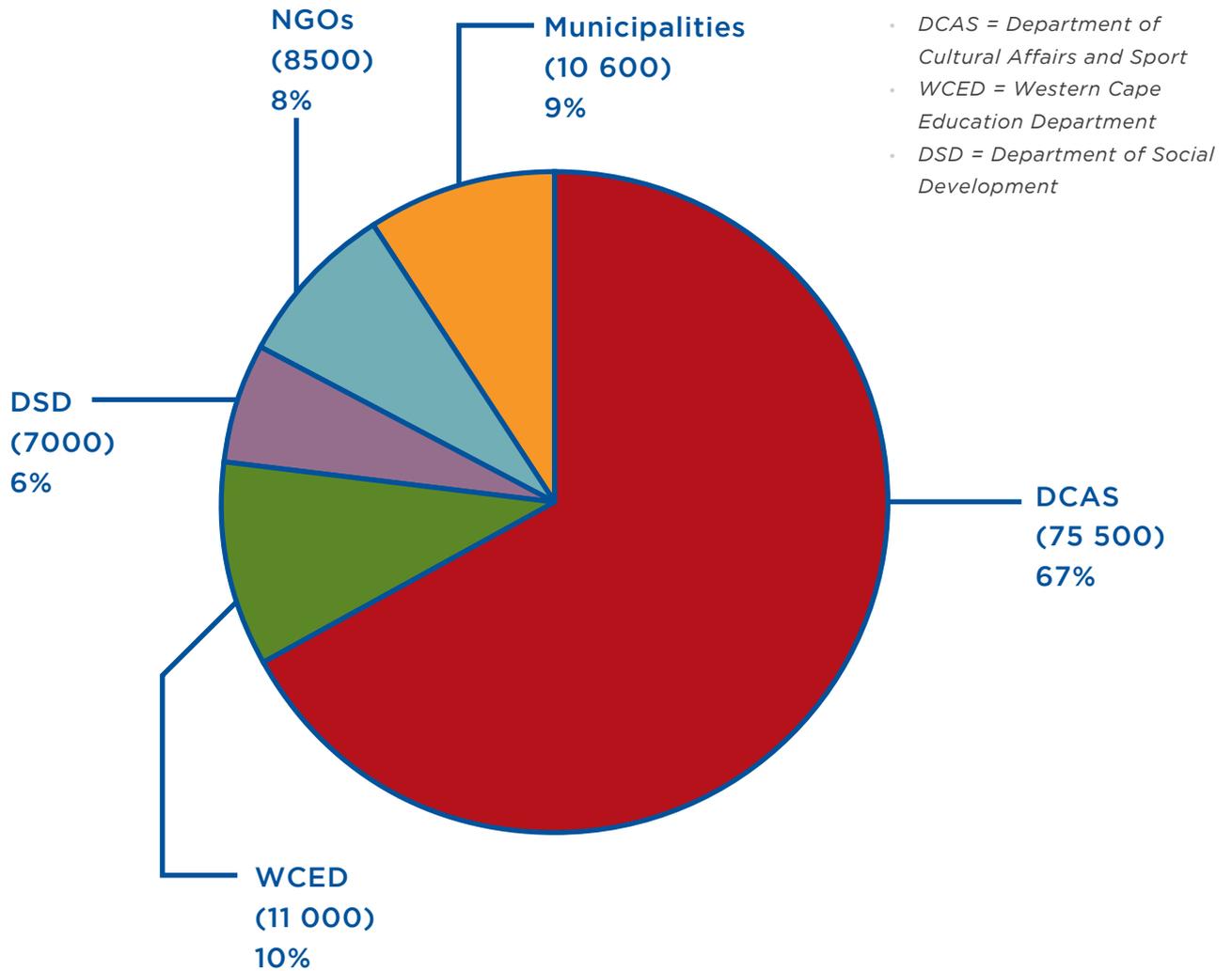
Table 3.1

Objective: Western Cape Learners’ regular and consistent attendance of After School Programme (ASP) Overall target: 112 000 learners in no-fee and low-fee schools attending ASP regularly (at least twice a week) and consistently (70% of the planned sessions)		
What Does Success Look Like (Annual Targets)		
2016 – 2017	2017 – 2018	2018 – 2019
<ul style="list-style-type: none"> • 65 000 learners in no-fee and low-fee schools engaged regularly and consistently in ASP 	<ul style="list-style-type: none"> • 79 000 learners in no-fee and low-fee schools engaged regularly and consistently in ASP 	<ul style="list-style-type: none"> • 112 000 learners in no-fee and low-fee schools engaged regularly and consistently in ASP

Achieving this outcome will require every after school provider in the Game Changer to increase the number of learners targeted, as well as the regularity and consistency of attendance of these learners.

After School learner target: Contribution by Role Players

Figure 3.2



There are three key levers that have been identified to achieve our targets, namely:

1. An enabling environment for After School Programmes is created;
2. A diversity and spread of quality programmes which can appeal to learners' different interests are available at each site; and
3. Collaboration and partnerships between government, donors and civil society to mobilise resources and scale delivery are brokered.

Each lever, its outcomes, and annual targets, are unpacked below.

Lever One: Enabling Environment

To ensure that learners have access to safe, secure and connected spaces while participating in After School Programmes, a number of areas of focus have been identified.

Lever one is focused on providing a safe environment to learners where they can participate in interesting programmes that assist with their progress and development, as well as build mastery in various areas.

Certain basic provisions to creating this enabling environment are included in the Delivery Plan:

- **School leadership:** After School Programmes flourish where school principals and teachers show leadership and take ownership of the after school programmes as an extension of the school day. This culture helps to foster an attitude in the broader school community that encourages and supports learners to participate in activities, and builds positive communication around the programme.
- **Safe and secure spaces:** After School Programmes require safe and secure spaces to operate;
- **Information:** Schools, parents and learners need information on programmes;
- **ICT:** Access to digital resources is key to opening up opportunities for learners, including access to e-learning to reinforce academic support;
- **Nutrition:** Provision of food that will sustain and allow engagement in physical and academic activities outside of normal school hours is crucial.

Outcomes have been established under each of these focus areas to ensure an enabling environment is established for After School Programmes to achieve their goal and targets.

Table 3.3

Enabling Environment		
Target Group	Outcome	What Does Success Look Like (Annual Targets): 2017/18
<ul style="list-style-type: none"> • Learners 	<ul style="list-style-type: none"> • Know about the After School programme 	<ul style="list-style-type: none"> • Communications strategy in place • Every site has branded material • Consolidated website up and running
	<ul style="list-style-type: none"> • Have access to safe and secure spaces while participating in ASP 	<ul style="list-style-type: none"> • Develop Safety Framework for managing safety in After School space • All high-risk sites to have appropriate plan in place
	<ul style="list-style-type: none"> • Have access to functioning labs 	<ul style="list-style-type: none"> • All academic support sites operating off WCG broadband • All academic support sites have access to functional computer labs for programming • 100% of Cel queries/ calls logged resolved within targeted time (3 working days)
	<ul style="list-style-type: none"> • Have access to food that meets DSD guidelines 	<ul style="list-style-type: none"> • All sites receive food which meets DoH guidelines • Any challenges addressed within 48 hours

Enabling Environment

Target Group	Outcome	What Does Success Look Like (Annual Targets): 2017/18
<ul style="list-style-type: none"> After School 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 after school hours in 50% of MOD sites 80% of MOD managers trained in the system 80% of MOD managers deal with incidents appropriately
<ul style="list-style-type: none"> WCED and Schools 	<ul style="list-style-type: none"> Actively supports the ASP 	<ul style="list-style-type: none"> Meetings with all districts held Four districts implementing explicit ASP strategies.
	<ul style="list-style-type: none"> Promote the ASP as an extension of the school day Ensure that learners have access to the ASP 	<ul style="list-style-type: none"> 50% + of schools with ASP with active Principals 50% of sites have teachers involved in ASP Annual ASP Principals Award Launch ASP Teacher's Award GSB course on Leading Innovative Partnerships in Extended Education established and successfully run twice a year
	<ul style="list-style-type: none"> Ensure that sufficient bandwidth is available for eLearning programmes 	<ul style="list-style-type: none"> All academic support sites operating off WCG broadband All academic support sites have access to functional computer labs for programming 100% of Cel queries/ calls logged resolved within targeted time (3 working days)
<ul style="list-style-type: none"> Parents of Learners 	<ul style="list-style-type: none"> Know about the ASP offerings Encourage learners to attend ASP 	<ul style="list-style-type: none"> Communications mechanisms for parents implemented Parents receive regular communication on ASP Consolidated website

Lever Two: Quality Programmes

“We have pretty compelling evidence now that high-quality programmes can influence a range of important academic and social outcomes for young people. We also have evidence that low-quality programs do not.”

Wallace Foundation: Building Local Systems to Improve After School

The second lever of this Game Changer, Quality Programming, focuses on attracting learners to the programme because of the high quality of academic support (including eLearning), Life Skills, Arts & Culture, and Sport activities offered. Quality programming is also key to ensuring learners keep attending on a regular basis.

The key outcomes under Lever two include co-ordinating and rationalising after school activities, setting norms and standards and professionalising staff and the sector in order to achieve maximum positive impact.

WCED

Amongst the role players, the Western Cape Education Department provides a number of opportunities for learners to participate in sport, arts, culture and academic programmes after school via its school enrichment, safer schools and school based programmes. Teachers are involved in managing and running many of these activities. In addition, WCED Provincial Office provides peer education and tutoring support.

DCAS MOD and School Sport:

The Provincial Department of Cultural Affairs and Sport manages 181 after school sites – referred to as MODs – on school premises. (MOD is the acronym for Mass participation; Opportunity and access; Development and growth).

The MOD programme is central to the vision of the Department of Cultural Affairs and Sport to create a socially inclusive, creative and active youth in the Western Cape.

MOD Centres currently provide sport, recreation arts and culture activities to over 40,000 registered participants in no-fee schools that are located in disadvantaged communities.

DCAS: MOD YearBeyond (YeBo) Programme

In addition to a robust sport, arts and culture curriculum, recent research indicates that falling behind academically is a key driver of school dropouts and accounts for just under a fifth of dropouts. (Stats SA, 2014 General Household Survey).

For this reason, Premier Helen Zille launched the YeBo Programme in 2014. The WCG has partnered with a number of NGOs to implement this after school academic enrichment programme in schools with MOD centres.

Top matric and university graduates, with mathematics, technology and language skills, volunteer to tutor primary and high school learners in MOD centres for a year in order to improve education outcomes in the Province.

The volunteers provide English literacy and numeracy support to primary schools, and English, maths and homework support to high schools, using eLearning tools to support their work.

After School Partial Care

The Department of Social Development also runs an After School Programme in line with its obligations under the Children’s Act. The programme, called After School Partial Care, is delivered by NGOs funded by the Department of Social Development. In addition to these programmes sponsored by government, many private organisations, companies and Non-Governmental Organisations (NGOs) run After School Programmes.

Innovation

Identifying what determines and constitutes quality programming is a persistent feature of the work undertaken by the After School Game Changer team as it is not a static measure, and differs widely between activities. In addition, the After School Game Changer needs to continually innovate to address the wicked problems confronting youth as part of improving programme quality and targeting. To assist with this the After School Game Changer has entered into a partnership with DG Murray Trust.

Key outcomes and targets for this lever are set out in the table below:

Table 3.4

Quality Programmes	
Objective: Improved school outcomes of After School Programme learners	
Outcome	What Does Success Look Like (Annual Targets): 2017/18
After School Programme stakeholders have an enhanced understanding of quality of: <ul style="list-style-type: none"> • What constitutes a Quality After School Programme, • How their centres perform; and • Areas for improvement 	<ul style="list-style-type: none"> • All stakeholders adopt norms and standards • All MODS and DSD sites meet the quality standards • NGO Peer Review mechanisms established and community of NGOs aligned with GC growing • Ratings App scoped and in development
<ul style="list-style-type: none"> • Skilled After School Programme managers and coaches are able, motivated and equipped to manage quality After School Programme 	<ul style="list-style-type: none"> • Staff training needs to be identified and programme developed • After School Practitioners Course developed
<ul style="list-style-type: none"> • Improved school outcomes of After School Programme learners 	<ul style="list-style-type: none"> • All ASP participants tracked using Cemis numbers • 5% of ASP learners receiving school accolades • 5% of ASP learners competing competitively in activities

“The YearBeyond After School Programme has made a huge difference in the school. In just 6 months the teachers have seen a growing confidence in the learners in maths, reading and writing. The programme, with its use of tablets, educational games and the Lego club, makes learning fun. This has resulted in more learners wanting to be part of the programme and even more parents wanting to keep their children in the programme throughout the school holidays.”

Mr Abrahams, Principal at Willows Primary School

Lever Three: Collaboration

Collaboration is the third and final lever of the After School Game Changer.

There are a number of existing projects in which learners currently engage after normal school hours which are organised and conducted by various role-players. This lever aims to leverage these and also expand the After School footprint.

Over the 3 years, 2016 to 2019, the Game Changer will be working with five different types of collaborations: inter-departmental, inter-governmental, and various NGO-types of collaborations. These are detailed below. Each site will develop a guideline for a type of collaboration to crowd in more resources and expand the After School footprint in the province in year 2 and 3 of the Game Changer.

- Whole of society collaboration model involving all government departments, local government and several NGOs;
- Government-NGO partnership model and collaboration;
- Inter-governmental model based on a collaboration between the WCG and City of Cape Town;
- Learner incentive partnership with the local community focused on crowding in of multiple providers at two sites to offer comprehensive programme linked to locally mobilised learner incentives to drive participation; and
- Rural collaborative model involving parents, government and civil society

The Game Changer is encouraging the sharing of other best practice and setting standards that will ensure that those who most need this additional support receive the best possible offering through its After School Community of Practice.

The Learning Trust is also assisting in advancing the outcomes of Quality Programming (Lever 2) as part of the task tem for setting norms and standards (via peer assessment) and seeking to professionalise the sector.

Key outcomes and targets for this Lever 3 are set out in the table below:

Table 3.7

Collaboration	
Objective: The After School Programme footprint is expanded through better alignment and targeting of resources	
Outcome	What Does Success Look Like (Annual Targets): 2017/18
<ul style="list-style-type: none"> • The ASP team has an enhanced understanding of the contribution of various types of collaborative mechanism available in the After School environments 	<ul style="list-style-type: none"> • Five collaboration models tested and refined • Community of Practice established • After School established as a recognised area of work as reflected by case studies, learning briefs, discussion documents and peer review articles
<ul style="list-style-type: none"> • The ASP footprint is expanded through better alignment and targeting of resources 	<ul style="list-style-type: none"> • All After School Programme sites mapped • Donor conference held

Department of the Premier
PO Box 659, Cape Town, 8000
Tel: +27 21 483 9953

www.westerncape.gov.za



**Western Cape
Government**