

A programme theory and process evaluation of a youth development programme

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COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this research proposal from the work, or works of other people has been attributed, cited and referenced.

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List of Acronyms

ASP	After-School Programme
CYDP	CoolPlay Youth Development Programme
EA	Evaluability Assessment
PTDE	Programme Theory Driven Evaluation
PYD	Positive Youth Development
SAFE	Sequenced, Active, Focused and Explicit
SEL	Social-Emotional Learning
SFD	Sport-for-Development
TPSR	Teaching Personal and Social Responsibility
WC	Western Cape

Executive Summary

Background

The CoolPlay youth development programme (CYDP) is an after-school sport-for-development (SFD) programme with an integrated social-emotional learning (SEL) component delivered to schools in low-income communities in Cape Town, South Africa. The CYDP is implemented by CoolPlay, an SFD organisation funded by the Laureus Sport for Good Foundation. The aim is to provide youth with pro-social after-school activities that equip them with the social-emotional competence fundamental to becoming responsible and socially engaged citizens.

The main programme stakeholders include the CoolPlay board of trustees, an operations manager, four area managers and 26 sport and SEL coaches (Champions). In 2018, I was appointed as a monitoring and evaluation (M&E) intern within the organisation. In my capacity as an M&E intern, I conducted an evaluability assessment (EA), which determined the scope and approach of the evaluation for this dissertation.

Evaluation Focus

The objective of the evaluation was to determine: (a) whether or not the CYDP can realistically produce the intended outcomes, and (b) the extent to which the programme is implemented in line with quality parameters identified in the literature. As such, a theory evaluation and a process evaluation were conducted sequentially to address the following evaluation questions:

1. What is the theory and logic underlying the CYDP design?
2. Is the programme theory and logic plausible?
3. What elements of the CYDP theory could be modified to maximise intended outcomes?
4. Do the Champions implement the CoolPlay sport sessions with sufficient quality?
5. What contextual factors may be influencing the implementation of the CoolPlay sport sessions?
6. Are the Champions adequately trained to deliver the CoolPlay sport sessions?
7. Is there adequate organisational support in place to facilitate implementation of CoolPlay sport sessions?

Methodology

The evaluator used Donaldson's (2007) five-step procedure for constructing and assessing the programme theory. An initial programme theory was constructed using programme documentation and focus group data derived from a purposive sample of seven programme stakeholders (evaluation question 1). The plausibility of the initial programme theory was assessed by means of an extensive literature review (evaluation question 2). The programme theory was critically reconstructed using Brouelle and Champagne's (2011) logic analysis procedure (evaluation question 3).

The process evaluation used a combination of quantitative and qualitative data collection, analysis, and integration methods (concurrent mixed methods design). An observational rating scale was administered to a convenience sample of 16 Champions during a routine observation session conducted by area managers to address evaluation question 4.

A purposive sample of three area managers and a stratified randomised sample of four Champions participated in interviews to elicit the contextual factors influencing implementation (evaluation question 5), the adequacy of Champion training (evaluation question 6) and the adequacy of programme support functions (evaluation question 7). The operations manager also provided qualitative input on the adequacy of programme support functions through an interview. The qualitative data was analysed using Braun and Clarke (2006)'s procedure for thematic analysis. The interviews were supplemented by quantitative data derived from a mentor survey and an organisational survey completed by four Champions and five members of the programme management team, respectively.

Key Findings and Conclusions

The programme theory evaluation found that the initial programme theory and logic (evaluation question 1) is plausible, however effect sizes are likely to be low and programme effectiveness is highly dependent on developmentally appropriate content and structure, psychologically and physically safe programme environment, staff characteristics, parent/caregiver involvement, and youth participation and engagement (evaluation question 2 and 3). Preliminary insights derived from the EA suggest that the CYDP does not meet these quality parameters/requirements fully, thus highlighting the need for programme design and implementation improvement, as captured in the critically reconstructed programme theory (evaluation question 3).

The process evaluation found deficiencies in implementation (evaluation question 4) linked to schools' commitment and capacity, parent/caregiver involvement, and youths' capacity to engage (evaluation question 5). Certain aspects of the training structure and content were found to be inadequate for developing all relevant competencies/skills, and poor Champion engagement was flagged as a critical issue (evaluation question 6). Implementation of the programme was further constrained by limited organisational capacity (evaluation question 7). These process evaluation findings confirm that the CYDP does not fully meet the programme quality parameters/requirements identified in the literature.

Recommendations

Key recommendations unpacked in this dissertation include the following:

- Alignment of programme content with appropriate developmental milestones and unique interests of programme beneficiaries. It is recommended that the content is structured in a curriculum that follows the SAFE approach to SEL facilitation.
- Provision of transport, nutrition, and first aid supplies and training, as well as implementation of strategies to address deviant behaviour to ensure that programme beneficiaries are physically and psychologically safe.
- Efforts to hire, train and retain qualified Champions. These include adherence to documented selection criteria, a more comprehensive induction process, ongoing training and support including collaborative planning, debriefing and provision of mental health services.
- Implementation of parental and teacher involvement strategies, such as invitation to CoolPlay meetings and workshops, distribution of newsletters, and provision of transport to and from CoolPlay events.
- Implementation of M&E systems for participant enrolment, attendance, drop-out and engagement.
- Allocation of resources toward securing qualified, full-time staff with experience in positive youth development.
- Strengthening of programme quality before the CYDP is rolled out to additional sites, given that the programme has the potential to support both positive and negative developmental outcomes in youth.

Chapter One: Introduction

This dissertation presents a formative evaluation conducted for CoolPlay, a sport-for-development (SFD) organisation based in Cape Town, South Africa. The evaluand, the CoolPlay youth development programme (CYDP), targets youth from grades four to twelve, and aims to provide youth with pro-social after-school activities as an alternative to risk-taking behaviours prevalent in these contexts. This chapter provides an overview of the need for afterschool programmes (ASPs) in the context of the Western Cape (WC). This is followed by a full programme description of the evaluand, the evaluation approach, and the evaluation questions.

Context of the CYDP

This section includes an identification of the problem CoolPlay attempts to address and the appropriateness of SFD and SEL in addressing this problem. Here, a situational analysis of youth in the WC is presented to assess the risk profile and expressed needs of the CYDP's target population.

Situational analysis of youth in the WC

In the WC, youth under the age of 17 make up 31% of the province's population and are the most vulnerable to poverty (Hall & Sambu, 2018). Here, 36.6% of households with youth members are living on less than R1138 per month (Hall & Sambu, 2018). Youth poverty is understood as a result of a complex interplay between unemployment, poor-quality education, community violence, gender inequality, and lack of consistent familial support structures (WC Government, 2013). Just under a quarter of youth in the WC experience multiple of these risk-factors and are from predominantly African and Coloured communities who have a history of social exclusion (DeLannoy et al., 2017). Growing up under these conditions can lead to negative development outcomes including risk-taking behaviour and disengagement from education, contributing to poor educational and future employment outcomes (WC Government, 2013). Youth may therefore become trapped in cycles of poverty and social exclusion (DeLannoy et al., 2017).

The quality of education in the WC alone is described as a poverty trap. Historically disadvantaged schools remain under-resourced, can be perceived as unsafe, and have large class sizes (Van der Berg et al., 2011). This makes it difficult for learners to concentrate and for teachers to employ effective teaching strategies (Van der Berg et al., 2017). Learners can

come to disengage from their education when acknowledging the barriers to their education and only 74.2% of youth in the WC will progress to grade ten and less than half will gain matric (Statistics South Africa, 2018). Without matric, youth are more likely to remain unemployed and currently 30.8% of youth in the WC can be classified using the OECD's (2019) indicator of 'not in employment, education or training' (NEET) (Statistics South Africa, 2018). NEET is the largest contributor to youth poverty in the WC (DeLannoy et al., 2017).

Youth also leave school and enter unsafe communities (WC Government, 2013). Morojele et al. (2013) conducted a survey with a representative sample of 20227 WC school learners in grades eight to ten. Youth reported having witnessed someone being beaten, shot, or stabbed (66%), using drugs (61%) and being raped (11.7%) (Morojele et al., 2013). Given the prevalence of community violence, youth may have limited access to positive role models in after-school hours (ASGC, 2017a). They also have inconsistent familial support, with 25% of youth aged 12 to 17 living with neither parent and 44% living in one parent households (Hall & Sambu, 2018). While parents/caregivers provide for their children wherever possible, they may struggle to protect them from negative community influences in after-school hours (Amoateng & Heaton, 2007).

Youth in the WC are vulnerable to participation in risk-taking behaviours including substance use, unsafe sex, conduct issues and gang involvement (WC Government, 2013). A quarter of WC youth report regular binge drinking and 2.5% report use of hard drugs such as methamphetamines and Mandrax (Morojele et al., 2013). Of the 31.6% of learners reported to be sexually active, 69% report practicing unsafe sex at least once and 25.3% of learners reported using alcohol or drugs before sex (Morojele et al., 2013). Young people are also vulnerable to conduct issues, with 11.8% reported to be in gangs, 18.5% stealing and 14.2% participating in physical fights (Morojele et al., 2013). Gender inequalities maintain these vulnerabilities to poverty; boys between the ages of 15 and 24 are more likely to use substances or join gangs, and girls are more likely to be pressured into drinking alcohol and participating in unsafe sex (Morojele et al., 2013). These disparities become greater upon school leaving, with girls more likely to become NEET (Hall & Sambu, 2018). Risk-taking behaviour serves to sustain youth poverty in the WC.

The experience of youth in the WC is characterised by deprivation, vulnerability and powerlessness that can impair their development and further contribute to their social

exclusion (WC Government, 2013). Efforts are therefore needed to provide youth with access to safe community spaces, positive role models and pro-social activities as an alternative to risk-taking behaviour they are currently vulnerable to.

The expressed need for quality ASPs

While youth in the WC are vulnerable to poverty, they are also aware of the challenges they face, are motivated to change the trajectories of their lives, and have identified positive influences (Morojele et al., 2013; WC Government, 2014). These influences include their sense of agency and resilience, access to positive role models and availability of youth services (WC Government, 2014).

Agency refers to youths' ability to make positive choices despite negative influences and youth role models are community members who have excelled despite adversity and extend their support and care to youth (WC Government, 2013). Youth services include recreational and skills development activities (DeLannoy et al., 2017; Morojele et al., 2013). Recreational activities are said to provide safes spaces during leisure time and connection with peers and role models (DeLannoy et al., 2017; Morojele et al., 2013). In Morojele et al (2013)'s survey, recreational activities most requested by youth included sports (49.9%), arts (41.8%) and other recreation programmes (41.1%); services taken for granted in well-resourced schools (ASGC, 2017a). Older youth expressed needs for skills development activities that support their transition to adulthood (DeLannoy et al., 2017). These include career counselling (34.8%), tutoring (33.8%), and vocational training services (27.5%) (Morojele et al., 2013). These programmes fall under the theoretical framework of positive youth development (PYD), which focuses on how youth can gain the social, psychological and behavioural competence required to reach their full potential (Schwartz, Pantin, Coatsworth & Szapocznik, 2007). PYD is thought to be essential in preventing youth risk-taking behaviours and promoting thriving (Ciocanel, Power, Erikson & Gillings, 2017).

In response to these expressed needs, the WC Government has implemented the After-School Game Changer (ASGC, 2017a) programme as part of the Western Cape Youth Development Strategy (WC Government, 2013). It is run in partnership with the City of Cape Town and non-governmental organisations, with the goal of having at least 20% of no-fee or low-fee school-going youth attending quality ASPs at least twice a week (ASGC, 2017a). The programme is said to provide the environment, education, pathways to employment,

sense of belonging and opportunities for reconnection needed to reduce youths' vulnerability (ASGC, 2017a). Here, the outcomes include increased school engagement and educational attainment and reduced risk-taking behaviour. However, they require that ASPs are of high-quality (ASGC, 2017a). In line with this view, the WC Government has developed a practitioner manual entitled: *From surviving to thriving: a handbook manual for nurturing learners' social and emotional wellbeing in after-school programmes* (see ASGC, 2017b).

SFD programmes as a platform for SEL

Sport programmes are just one of the contexts in which PYD outcomes, such as social-emotional competence, can be promoted (ASGC, 2017b; Weiss, Bolter & Kipp, 2016). SFD, a framework aligned with PYD, was founded on the view that sport is a “versatile, effective, and low-cost tool for promoting social development” (Marshall & Barry, 2015, p.109) but is insufficient if not integrated within other development practices (Weiss et al., 2016). SFD programmes in Africa typically combine team sports with interventions that aim to address HIV prevention, life skills/social capital, social cohesion/peace, gender empowerment, and socio-economic development (Langer, 2011). SFD programmes therefore differ from sport development programmes that have traditionally focused on promoting sports performance outcomes (Petitpas, Cornelius, Van Raalte & Jones, 2005). In addition to developing motor and sports skills, sports programmes hold the potential for both implicit and explicit SEL instruction (Jacobs & Wright, 2014), and sport researchers recommend that such evidence based PYD frameworks be used to provide best practices for programmes and their coaches (Weiss et al., 2016).

Given the youths' expressed needs for recreational and skills development programmes and the WC Government's inclusion of ASPs in its youth development strategy, SFD programmes may be appropriate in providing youth with access to safe community spaces positive roles models and pro-social activities that can support their development.

Description of the CYDP

The information used to generate this programme description was drawn from programme documents and consultations with the CoolPlay leadership and management. As a monitoring and evaluation (M&E) intern, I was positioned as an internal evaluator. This description is therefore supplemented with six months' worth of insights gathered prior to the evaluation and in my capacity as an M&E intern.

The CoolPlay SFD model

CoolPlay is an SFD organisation that implements the CYDP and a Champion development programme with funding from the Laureus Sport for Good Foundation. The CYDP is an after-school sports programme with integrated SEL content delivered to schools in low-income, historically disadvantaged communities in the greater Cape Town area. The aim of the programme is to provide youth with pro-social after-school activities as an alternative to risk-taking behaviours prevalent in these contexts, while simultaneously equipping youth with the social and emotional competence needed to become responsible and socially engaged citizens.

The CYDP is the evaluand and activities include SEL sport sessions and tournaments. They are implemented during the school term and are open to all learners in grades 4 to 12 at participating schools. Sports include rugby and netball and session content includes SEL games and conversations presented in eight coaching cards. The cards are aligned with the SEL strategies put forward by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003). These strategies relate to the development of self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2003).

The Champion development programme includes continuous training and development activities for sports coaches, called ‘Champions’. Champions are considered the main implementers of the CYDP as well as beneficiaries of the Champion development programme. Here, the aim is to both support the implementation of a high-quality CYDP and to develop Champions as positive role models who contribute to their communities’ capacity for SEL. A representation of the CoolPlay model is presented in Figure 1.

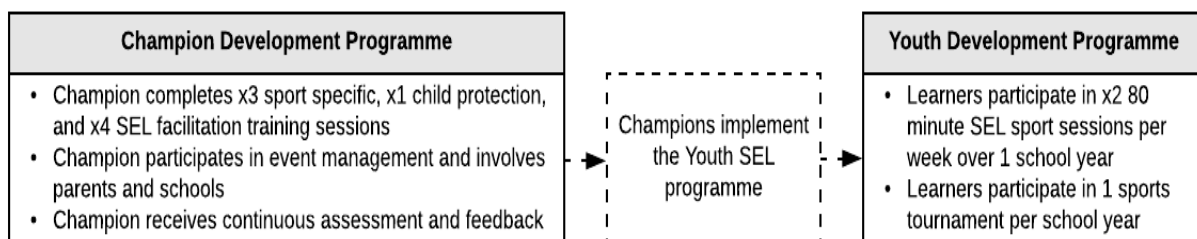


Figure 1. The CoolPlay model.

History of the CYDP

Since conceptualisation in 2010, the CYDP has undergone several changes. The programme's co-founder first presented his SA Rugby Legends rugby development programme to the Laureus Sport for Good Foundation for sponsorship. Funding was denied given that the programme did not work to address a social cause. This created the impetus to integrate life skills into the sessions and a Cape Town based SEL organisation developed SEL content to supplement the rugby sessions. Implementing this model proved impractical, as learners would move between a sports field and classroom setting. The SEL content was then integrated into specific rugby games and distilled down to key topics, resulting in the CoolPlay rugby manual.

Between 2010 and 2013, CoolPlay separated from Vuka, a board of trustees was established, an operations manager was hired, and the pool of CoolPlay rugby coaches grew from 12 to 60. However, it was observed that rugby coaches lacked SEL facilitation skills, leaving sessions sport orientated. In an effort to retain their funding and focus on quality SEL programming, CoolPlay cut back to one area (Masiphumelele), hired a new operations manager, and introduced the concept of a Champion, whose primary role would be to facilitate SEL through sport and build SEL capacity within schools. Since then the programme has grown to include all its current areas. To increase the programme's reach and inclusivity, CoolPlay began offering netball so that girls could also participate. In 2017 the rugby manual was adapted into eight coaching cards used to facilitate SEL in any sport.

Target beneficiaries

The target beneficiaries include schools, learners and Champions, so that change can be facilitated at individual-, school-, and community-level.

Schools

The participating schools are identified as historically disadvantaged and under-resourced. They are recruited through word-of mouth whereby schools approach management, or through CoolPlay partners.

Youth

The SEL sport sessions, tournaments and matches are open to any learners in grades 4 to 12 at participating schools. These activities are voluntary, so youth are generally able-bodied and motivated to play rugby or netball.

Programme implementers

Implementers of the programme include the board of trustees, operations manager, area managers, Champions, partners, and the M&E intern.

Board of trustees

The board of trustees governs the organisation and is made up of five members. The first co-founder of CoolPlay founded Veritas Wealth Management and has experience in governing non-profit organisations. The second co-founder and head of programme operations is a retired senior human resources executive of a large multinational oil company. The third trustee member is the head of the WC Life Orientation and Physical Education division. The fourth is the director of Sentinel Trust and the fifth is a retired listed company director, with extensive experience in the executive management of large multinational fishing companies. Members meet bi-monthly with the operations manager to oversee the organisation's activities, and make decisions regarding programme policy, strategy, and budget.

Operations manager

The operations manager joined CoolPlay in 2015 and works on a part-time basis of 24 hours a week. He is responsible for programme operations, partnerships, fundraising, marketing and advertising, staff development, and M&E. The operations manager reports directly to the board of trustees in bi-monthly management meetings.

Area managers

There are four area managers who are employed on a part-time basis of 20 hours a week. They are responsible for managing the CoolPlay areas in line with the growth strategy, managing school and partner relationships, ensuring quality implementation through Champion development activities, session data administration, and event coordination. One of the area managers is also the head of training and facilitates annual CoolPlay workshops. Area managers report to the operations manager.

Champions

The Champions are the main programme implementers as they deliver the CYDP to the learners at the participating schools. These include 80-minute SEL sport sessions which follow a coaching card, attending training and development activities, communicating with school management, maintaining detailed session reports, participating in event coordination, and adhering to the CoolPlay Child Protection Code of Conduct. Champions report directly to the area managers. Champions are also the beneficiaries of the Champion development programme; however, they are only regarded as implementers in this evaluation.

Partners

Wherever possible, CoolPlay seeks to work in collaboration with local community organisations. CoolPlay partners are primarily the 30 schools where the CYDP is implemented. Here, Champions co-facilitate sessions with motivated school coaches. The programme is also delivered in partnership with organisations in Cape Agulus, Masiphumele, and Stellenbosch. Partnerships that contribute towards staff training and development include Netball SA and Foundations for Life for SEL facilitation training.

M&E intern (Internal evaluator)

Laureus Sport for Good Foundation provided funding for an M&E internship, which positioned me as an internal evaluator. In addition to conducting an evaluation of the CYDP, my responsibilities as an M&E intern included participating in routine M&E activities, conducting literature reviews, and recommending standard operating procedures regarding training, on-boarding and reporting.

Activities

The CYDP activities include SEL sport sessions, matches and tournaments.

SEL sport sessions

The SEL sport sessions are 80-minute sessions delivered by the Champions and school coaches to squads of an average of 20 learners twice a week during the school term. These rugby or netball sessions are delivered using the coaching cards. These cards include SEL facilitation strategies aligned with CASEL (2003).

Sports matches and tournaments

All learners participate in on sports tournament per year. These tournaments are arranged within or between the four areas. Sports matches within areas are also arranged on an ad hoc basis, and parents, teachers and school leaders are invited as spectators.

Evaluation Approach

The evaluation scope and focus were determined after an assessment of the programme's evaluability followed by an assessment of the appropriateness of the programme theory-driven evaluation approach in this evaluation context. Given my internship with the organisation, I could conduct these assessments as an internal evaluator.

Internal evaluation

Internal evaluation is conducted by a member of the organisation, who is either hired for the sole purpose of evaluating the organisation's programme(s) or who has various responsibilities in addition to evaluation. External evaluators, however, are separate from the organisation and are usually contracted based on their evaluation expertise (Yusa, Hynie & Mitchell, 2016). Their evaluation findings are considered high quality and objective; however, they are typically expensive. While more feasible, internal evaluators objectivity may be compromised, as they may be unduly influenced or over-identify with the programme and its staff (Volkov & Baron, 2011).

Yusa et al (2016) argue that internal evaluators can also provide credible, high-quality evaluations. By working closely with the organisation, they can gain the trust with colleagues, drawn on comprehensive knowledge, and confirm organisational beliefs (Yusa et al., 2016). Internal evaluators can therefore understand how programme context will impact evaluation efforts (Love, 1991; Yusa et al., 2016). In doing so, organisations can off-set the cost of external evaluations that do not resonate with the on-the-ground reality of their programmes.

Internal evaluation is aligned with Patton (2010)'s utilisation-focused evaluation approach. This approach follows the premise that good quality evaluation facilitate utilisation. Here, methodological rigor is not of high priority, as internal evaluators source methods appropriate to the context and culture of the organisation and its programme(s) (Patton, 2010). The evaluation is therefore seen as a developmental process where the

evaluator facilitates learning processes within the organisation, building capacity for a self-evaluating organisation (Love, 1991).

Evaluability assessment

Evaluability assessment (EA) is an exploratory evaluation process that aims to clarify programme designs, explore programme realities, and redesign programmes should they not meet the criteria for evaluability (Wholey, 2004). EAs can act as stand-alone evaluations, or they can be conducted to assess whether a formative or summative evaluation is appropriate (Wholey, 2004). EA can help identify appropriate evaluation questions, criteria, and the necessary data sources and analyses, all while considering the cost of evaluation against the likely benefits (Wholey, 2004).

EAs may not be necessary when programmes goals and information needs are well defined, the data can be obtained at reasonable cost, and there is agreement regarding the use of evaluation findings (Wholey, 2004). If this is not the case, evaluators can employ Wholey (2004)'s six-step procedure for EA, including: 1) involving intended users, 2) clarifying programme intent from the perspective of stakeholders, 3) exploring the programme reality, 4) reaching agreement on any needed changes to the programme design, 5) exploring alternative evaluation designs, and 6) agreeing on evaluation priorities and intended uses. Like internal evaluation, EA is aligned with utilisation-focused evaluation, as it is sensitive to the evaluation context, addresses a diversity of perspectives, and aims to infuse evaluative thinking into the organisation (Patton, 2010; Trevisan & Walser, 2015).

Given that the M&E internship began six months prior to the evaluation, I was in the prime position to conduct an EA. Within the first months of programme involvement, I observed that the evaluand may meet the criteria for an EA. Throughout this six-month period, I employed Wholey (2004)'s six-step process to determine the appropriate evaluation approach. The outcome of this EA is presented in Appendix A and informed the use of a programme theory evaluation coupled with a process evaluation. This prompted the evaluator to assess the appropriateness of a programme theory-driven evaluation (PTDE).

Assessing the appropriateness of an PTDE approach

An PTDE approach allows programme theory evaluation to precede the process evaluation. This is based on the tenet that all evaluation can be guided by a programme theory (Donaldson, 2007). Here, PTDE involves constructing an explicit programme theory

based and assessing it against best-practices in the literature (programme theory evaluation) and with evidence from the programme in action (process evaluation).

PTDE can, however, be time and resource intensive and Van Belle, Marchal, Dubourg and Kegels (2014) recommend first assessing the appropriateness of a PTDE. The criterion for appropriateness is complexity (Van Belle et al., 2014), where programmes “are not (considered as) ‘magic bullets’ which will always hit their target, but programmes whose effects are crucially dependent on context and implementation” (Pawson, Greenhalgh, Harvey & Walshe, 2005, p.21). A complex social programme can be identified using Chatterji’s (2016) seven sources of programme complexity. These sources of complexity have been applied to the context of the CYDP. Challenges in evaluating SEL and SFD programmes have also been assessed to further gauge appropriateness of PTDE.

Sources of programme complexity

Chatterji’s (2016) seven sources of programme complexity were identified in the CYDP and are presented in Table 1.

Table 1

Sources of CYDP Complexity

<i>Source of complexity</i>	<i>Example within the CYDP</i>
Socially mediated intervention	<ul style="list-style-type: none"> • Champions, school staff, parents, programme partners and community members are involved in programme delivery and processes. • Champions use coaching cards with no set curriculum and must use their discretion when delivering the content. • SEL content is integrated into sports practices, but sessions are observed to be at risk of becoming solely sports orientated. • No documented selection criteria for Champions.
Intervention housed in large organisation or community system	<ul style="list-style-type: none"> • Programme leadership are not situated within the programme context and design and implementation decisions are implemented in a top-down manner. • Different stakeholder groups mentioned above may have differing agendas which may conflict with or facilitate programme delivery. • Context variables could facilitate PYD outcomes in unexpected ways.
Multivariate, multicomponent intervention	<ul style="list-style-type: none"> • Multiple input and process variables • SEL content thought to explicitly teach life skills, while sport implicitly teaches life skills.
Mediators, moderators and environmental variables	<ul style="list-style-type: none"> • Youth characteristics (e.g. interests, age, gender identity, SES, race, ethnicity). • Champion characteristics (e.g. demographics, and SEL facilitation skills, relationship building and advocacy for PYD). • School staffs' perception of and participation in SEL and sport, and the SEL climate in-school hours. • Learner and family beliefs regarding sport and SEL. • Availability of safe programme facilities and provision of transportation (family resources).
Conflicting goals, agendas and information needs	<ul style="list-style-type: none"> • Division among stakeholders' goals (e.g. sporting skills, physical health outcomes, SEL and/or academic outcomes) and varying interests and expertise among stakeholders. • Uncertainty in the attainment of SEL and difficulty in acquiring reliable measures (e.g. self-report surveys and incomplete academic records from schools). • Ambiguity regarding quality of interactions among Champions, school staff, families and community members during programme activities.
Undefined or poorly defined population	<ul style="list-style-type: none"> • Programme open to all learner grade 4-12 with no selection criteria or evidence of recruitment of learners with specific SEL needs. • Same material for all age groups. • Multiple programme sites nestled in various communities. • No individual learner records or participation data, and no procedures for following up with programme dropout.
Intervention nested in multi-level systems	<ul style="list-style-type: none"> • Individual learners are served in CoolPlay squads, which are nested within schools and communities.

Challenges in evaluating SFD and SEL programmes

The CYDP also integrates SEL content into an SFD programme design. Both approaches have been identified as complex in how they lead to PYD outcomes in youth and pose challenges for those who evaluate them (Hurd & Deutsch, 2017; Levermore, 2011). While sport has been considered a low-cost tool for PYD, scholars argue that there are major limitations in this claim given the complex and diverse contexts in which SFD programmes are implemented (Coalter, 2013). Lyrus and Welty-Peachey (2010) argue that for SFD to be effective, optimal conditions need to be present in the organisational, sport, educational and cultural enrichment components of SFD programmes, as well as in how impacts are assessed. More traditional, outcome evaluation approaches are deemed insufficient in understanding *how* SFD leads to positive change and how programmes can be improved (Langer, 2011). For SFD to hold relevance in African contexts, Langer (2011) argues that evaluators should employ realist evaluation approaches to understand what successful implementation is, what mechanisms and contextual factors influence implementation, and how they interact to lead to developmental outcomes.

The integration of SEL into the programme design adds to this complexity. SEL programmes have been found to be effective when implemented during school hours and integrated into the curriculum (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011), however the CYDP operates in an extracurricular, after-school setting. Hurd and Deutsch (2017) argue that after-school SEL programmes have yet to demonstrate effectiveness with participant self-selection, high staff turnover, and variations in aims, activities and dosage leading to inconsistent evaluation findings. Much like SFD, outcome evaluation approaches may not provide information about what aspects of ASPs lead to change. Again, PTDE may provide information that supports programme improvement and enhances the conditions for PYD outcomes.

Evaluation level

Based on the EA, the assessment of programme complexity and the challenges associated with evaluating SFD and SEL programmes, a PTDE approach was deemed appropriate. This has seen the use of a programme theory evaluation followed by a process evaluation, allowing for a formative evaluation approach that assesses the plausibility of the programme theory and the extent to which was implemented in line with the intended quality

parameters and those established in the literature (Donaldson, 2007). Here, deficiencies in the programme theory are distinguished from weaknesses in implementation, with recommendations for the improving the likelihood of achieving desired outcomes at both levels (Chen, 2012).

Evaluation questions

The evaluation questions are related to the plausibility of the programme theory, the quality of service delivery and the sufficiency of CoolPlay's programme support functions (Rossi, Lipsey, Freeman, 2009).

Programme theory evaluation questions

1. What is the theory and logic underlying the CYDP design?
2. Is the programme theory and logic plausible?
3. What elements of the CYDP theory could be modified to maximise intended outcomes?

Process evaluation questions

4. Do the Champions implement the CoolPlay sport sessions with sufficient quality? (service delivery)
5. What contextual factors may be influencing the implementation of the CoolPlay sport sessions? (service delivery)
6. Are the Champions adequately trained to deliver the CoolPlay sport sessions? (programme support functions)
7. Is there adequate organisational support in place to facilitate implementation of CoolPlay sport sessions? (programme support functions)

Chapter Two: Methods

This chapter separately unpacks the methods used for the programme theory evaluation and the process evaluation, which were conducted sequentially.

Programme Theory Evaluation

Research design

The programme theory evaluation used an exploratory research design to gather new insights into the CYDP and how it may be improved. Exploratory research designs are useful when the subject is broad and not well understood (Terre Blanche, Durrheim & Painter, 2008). Here, key concepts can be clarified, new explanations are gathered, and new insights can be gained using qualitative methods, including focus groups and literature reviews (Creswell & Creswell, 2013).

To answer the evaluation questions, Donaldson's (2007) five step procedure for constructing and assessing programme theory was employed. Steps 1, 2 and 3 detail the procedures used for evaluation question 1, and steps 4 and 5 detail the procedures for evaluation question 2 and 3.

Participants

In step 1, a purposive sample of seven stakeholders participated in two separate focus groups. Programme leadership included two programme founders, the financial manager and the operations manager, who could provide information on the programme's conceptualisation, evolution and design. Programme management included three area managers who had direct insight into target communities, how the programme may lead to change, and implementation.

Procedure

Step 1 and 2: Engaging relevant stakeholders and developing the first draft

First, separate focus groups were conducted with programme leadership and management using the open-ended questions presented in Appendix B. Both focus groups were recorded and transcribed, and the data was used together with programme documents provided by the operations manager (see Appendix C) in the development first draft of the

initial programme theory and logic in step 2. The first draft of the programme theory represented a linear programme theory with an underlying logic.

Step 3: Presenting the first draft to stakeholders

The draft initial programme theory was presented to the board of trustees for confirmation in a follow up focus group. The draft was e-mailed to members prior to the focus group so that they could review its accuracy and any discrepancies were corrected during the focus group. Feedback included the need for minor revisions to programme inputs and a more succinct programme theory. With this feedback, the evaluator adapted the first draft into the initial programme theory and logic using Markiewicz and Patrick's (2016) model. This allowed for a simplified programme theory and a separate logic with underlying assumptions, preconditions and external factors.

Step 4 and 5: Assessing the plausibility and critically reconstructing the programme theory and logic

To answer evaluation question 2, an assessment of the plausibility of the causal assumptions underlying the initial programme theory was conducted. This was done through a review of the literature, where relevant peer-reviewed publications were located, screened, reviewed and analysed using Brouselle and Champagne's (2011) procedure for a logic analysis. This process is summarised below.

To locate relevant literature, a search was performed using the following databases: Academic Search Premier, Google Scholar, JSTOR, LexisNexis Academic, ProQuest, PsychINFO, and Wiley Online Library. Search terms related to PYD, SFD and SEL programmes implemented in after-school settings were used. The following four inclusion criteria were used to screen relevant articles. These criteria included: 1) a study population of youth participants aged 9-19 years either low-income countries or vulnerable populations, 2) programmes that include sport and/or SEL components, 3) outcome variables related to programme engagement, social-emotional competence, educational attainment, school engagement, risk-taking behaviour, social support, psycho-social resilience, and employment, further education and/or training, and 4.) English publications. Literature was prioritised if it was published in the last 10 years, elaborated on SFD and SEL process variables in addition to outcomes, was aligned with the conceptual framework sourced in the initial screening of the literature, and/or included systematic reviews or meta-analyses of these interventions.

This would allow for a more comprehensive review of literature relevant to the evaluation context, however it meant that some relevant literature may have been overlooked.

Insights gained from the literature were used to interrogate the validity of the programme's theory (Brouselle & Champagne, 2011). This involved developing a conceptual framework to include the optimal conditions and potential alternatives for achieving outcomes and comparing it with the initial programme theory and logic to identify discrepancies (Tremblay, Brouselle, Richard & Beaudet, 2013). This culminated in a judgement on the plausibility of the initial programme theory and logic and informed its reconstruction, answering evaluation question 3.

Process Evaluation

Research design

The process evaluation used an exploratory and descriptive research design to answer the evaluation questions. Descriptive research aims to accurately describe programme phenomena and can use both qualitative and quantitative methods (Terre Blanche et al., 2008). This design was deemed appropriate in describing the current quality of implementation. The exploratory design was deemed necessary to uncover unanticipated factors that may be influencing implementation, thus uncovering new insights regarding programme process.

Quantitative methods were used for evaluation question 4 and qualitative methods were used for evaluation question 5, providing information on service delivery. A triangulation mixed methods design (Creswell & Plano, 2011) was used to answer evaluation questions 6 and 7, providing information on programme support functions. For evaluation questions 6 and 7, quantitative and qualitative data was analysed and interpreted concurrently. The reason for this was to bring together the strengths of both forms of research to corroborate results (Creswell & Plano, 2011). Both types of data had equivalent status and there was direct interaction between the data during data analysis and interpretation.

The following section outlines the procedures used for each of the process evaluation questions. Each question is presented in line with a key aspect of implementation fidelity, including service delivery and programme support functions (Rossi et al., 2009).

Participants

For evaluation questions 4, a convenience sample of 16 Champions from all programme sites, excluding Cape Agulhas were subject to a routine session observation. Cape Agulhas was excluded due to resource and time constraints associated with collecting data outside of the greater Cape Town area.

A purposive sample of three area managers and a stratified randomised sample of four Champions participated in interviews to elicit contextual factors implementation (evaluation question 5), the adequacy of Champion training (evaluation question 6) and the adequacy of programme support functions (evaluation question 7). The operations manager also provided qualitative input on the adequacy of programme support functions through an interview. The Champions were stratified according to their areas (Northern Suburbs, Southern Suburbs, Cape Peninsula and Khayelitsha), assigned a number, and one Champion per strata was randomly selected using an online randomiser (<https://www.randomizer.org/>).

The convenience sample of 16 Champions were also asked to participate in a mentor survey to answer evaluation question 6. The actualised sample included four Champions. All seven members of programme leadership and management were asked to participate in an organisational survey, with an actualised sample of five. A summary of the participants and corresponding evaluation questions and measures are presented in Table 2.

Table 2

Data Sources and Participants Relevant to Evaluation Questions 1, 4, 5, 6 and 7

<i>Process evaluation question</i>	<i>Measures</i>	<i>Participants</i>	<i>No.</i>
4. Do the Champions implement the CoolPlay sport sessions with sufficient quality? (service delivery)	Session observations	Champions	16
5. What contextual factors may be influencing the implementation of the CoolPlay sport sessions? (service delivery)	Interviews	Area managers and Champions	7
6. Are the Champions adequately trained to deliver the CoolPlay sport sessions? (programme support functions)	Mentor survey	Champions	4
	Interviews	Area managers and Champions	7
7. Is there adequate organisational support in place to facilitate implementation of CoolPlay sport sessions? (programme support functions)	Management survey	Programme management	5
	Interviews	Operations manager, area managers and Champions	8

Measures and procedure

The measure and administration procedure used for each process evaluation question is detailed below.

Evaluation question 4

An observational rating scale (see Appendix D) was independently completed by three area managers during a routine session observation. The 14-item rating scale was developed in consultation with a programme founder, the operations manager and two area managers. It included four agreed upon components of service delivery including preparation (e.g. “arrived before the start, and equipment is prepared and ready to use”), session structure (e.g. “coaching card is used as a reference”), SEL facilitation (e.g. “SEL competence is made meaningful to learners”), and learner relationships (e.g. learners are treated fairly, with warmth and respect”), each with three to four items. Ratings included needs development (*ND*), fully competent (*FC*), and exceeds expectations (*EE*). Prior to the observations, area managers received training in data collection. Ratings were captured and stored in Google Form format.

Initially, attempts were made to supplement evaluation question 4 with a measure of participant responsiveness, however, given time constraints, I decided to exclude youth participant data and recommended that the organisation include an informed consent for minor's procedure in its programme design.

Evaluation question 5

Individual interviews were scheduled and conducted with area managers and Champions. The open-ended interview questions for service delivery are presented in Appendix E.

Evaluation questions 6

The Champions completed 12 items (see Appendix F) from the 37-item Action Impact Network (2017) mentor survey. Items required that Champions rate the quality and usefulness of training provided by SFD organisations using a slider scale response format anchored from 0 to 100 (e.g. "How useful is your organisation's training in improving your skills in communicating with youth?"). Links to the online survey were sent to 16 Champions via the Whatsapp mobile phone application, and they were asked for informed consent before being directed to the survey items. In anticipation of survey non-compliance, reminders were sent one week after asking Champions to participate, and they were offered 30MB of mobile data as incentive. The surveys were submitted anonymously to surveymonkey.com. One week following the reminders, access to the data from the Action Impact Network was requested. The open-ended interview questions for programme support functions are presented in Appendix E.

Evaluation question 7

The board of trustees, operations manager and area managers completed 12 items (see Appendix G) from the 47-item Action Impact Network (2017) organisational survey. This self-report measure allowed for consensus to be gauged across five members of programme management regarding programme support functions identified by the Action Impact Network (2017). Items 1 and 10-16 are multiple response questions (e.g. "Does your program have the following in place for selecting new mentors /coaches/trainers?"), and items 2-9 are in slider scale format anchored from 0 to 100 (e.g. How important are the following criteria when selecting new program mentors/coaches/trainers: Relevant work experience?). In anticipation of non-compliance, a reminder was sent within one-week of sending the surveys. After one

week, the data was requested from the Action Impact Network. The open-ended interview questions for evaluation question 7 are presented in Appendices E.

Data analysis and interpretation

The procedures used for each process evaluation question are detailed below.

Quantitative data from the observational scales, mentor surveys and organisational surveys was exported to IBM SPSS Statistics 25 (IBM Corp, 2017) and cleaned, and missing cases were excluded from the analyses. Frequency and descriptive statistics were calculated, including percentages (%), number of respondents (N), means (M) and standard deviations (SD s). The mean (M) is the average rating management gave from 1 to 100, and the standard deviation (SD) is the average distance between ratings given by respondents. The SD gives us an indication of the levels of consensus among respondents, with SD s closer to 0 indicating a higher level of consensus.

The interviews were recorded and transcribed for analysis. The qualitative data was analysed using Braun and Clarke (2006)'s six-step guide for thematic analysis. This included 1) familiarisation of data through multiple readings, 2) identification of similarities and distinctions across transcripts, 3) regrouping of similar themes into overarching thematic categories, 4) review and revision of extracts to identify any mis-categorisation, 5) reflection on the meaning assigned to thematic categories, and 6) finalisation of thematic labels (Braun and Clarke, 2006). Groundedness scores were provided for each theme to demonstrate that the findings were grounded in the views of the participants.

Evaluation question 4

Frequency statistics were generated for each item in the observational scale.

Evaluation question 5

Contextual factors influencing implementation were identified and presented as themes.

Evaluation question 6

Descriptive statistics were generated for continuous data, including means and standard deviations. As per the triangulation mixed methods approach, themes identified in the interviews were interpreted together with the quantitative data regarding the quality and usefulness of training.

Evaluation question 7

Descriptive and frequency statistics were generated, and themes related to programme support functions were identified in the interviews and analysed and interpreted together with the quantitative data, as per the triangulation mixed methods design.

Ethical Considerations

An evaluation proposal was sent to the UCT Faculty of Commerce Ethics in Research Committee for approval. Clearance was granted (see Appendix H) and further provisions were made for ethical conduct, including: 1) documenting the process of reflexivity as an internal evaluator, 2) ensuring confidentiality and anonymity during and after the research, and 3) ensuring informed consent for the use of data.

Reflexivity as an internal evaluator

As an M&E intern, I faced unique challenges concerning ethics. My immersion within the research context had the potential to compromise my objectivity (Volkov & Baron, 2011). Although, “they function independently, internal evaluators often are seen as employees who are accountable to the organisation’s management and subject to all the attendant pressures of organisational life” (Love, 1991, p.7). In this respect, attention not only to procedural ethics associated with formal research, but also to the ‘everyday ethics’ associated with research in practice (Guillemin & Gillam, 2004).

Guillemin and Gillan (2004) recommend practicing reflexivity throughout the research process. Reflexivity can be defined as the “process whereby researchers place themselves and their practices under scrutiny, acknowledging the ethical dilemmas that permeate the research process and impinge on the create of knowledge” (McGraw, Zvonkovic & Walker, 2000, p.68). I chose to document this process using a reflexive journal. In line with Attia and Edge (2017)’s approach, I reflected on topics including subjectivity, trust, collaboration and corroboration with research participants during the research. Having done so I was better able to understand the experience, feelings and values with which I conducted the research and came to certain findings. These insights have been presented in Appendix Q and serve to support trustworthy findings and contribute towards the knowledge base for internal evaluation practices.

Confidentiality and anonymity

During the transcription of focus groups and interviews, participants names were removed, and recordings were deleted following transcription. The observational ratings scales were not anonymised as they were a part of the Champion development programme. However, when the data was exported to my personal computer, identifying information was removed.

Survey participants did not disclose their identities. The data, however, was submitted to the Action Impact Network's (2017) surveymonkey.com account, and access to the data had to be requested. Again, no identifying information apart from the participants organisation was disclosed, and the Action Impact Network (2017) required CoolPlay's permission before disclosing aggregated forms of data.

All data was stored securely on my personal computer and special care was taken not to disclose identifying information to anyone.

Informed consent

Permission was granted from CoolPlay (see Appendix I) to have access to programme documentation and data collected in my capacity as an M&E intern. This included data from focus groups and the observational rating scale.

Survey participants received a consent statement in an e-mail or Whatsapp text (see Appendix J and K) and were asked to indicate informed consent in the survey (see Appendix F and G). By following the survey link, agreeing to participate, and submitting the online survey, participants provided informed consent. Informed consent was indicated by interviewees by signing consent forms (see Appendix L).

All consent forms and statements explained in clear language the purpose of the research, their degree of participation, the voluntary nature of the research, associated benefits and risks, and their ability to withdraw from participation at any time. Participants were also provided with contact details should they have any questions or concerns.

Chapter Three: Programme Theory Evaluation Results

The results for the programme theory evaluation include an initial programme theory and logic (evaluation question 1) and an assessment of its plausibility (evaluation question 2). This culminates in a judgement of the plausibility along with recommendations for a plausible programme theory and logic (evaluation question 2 and 3).

The Initial Programme Theory and Logic

The first draft of the initial programme theory depicts a linear programme theory (see Appendix M). Feedback from stakeholders necessitated a more succinct programme model and the programme theory was revised using Markiewicz and Patrick's (2016) model for programme theory and logic. Both the CYDP and Champion development programmes are included in the representation, as Champion development is considered necessary for successful implementation of the CYDP.

The initial programme theory (*Figure 2*) outlines how the CoolPlay youth development programme activities lead to the intermediate outcome of socially and emotionally competent youth and the long-term outcome of responsible and socially engaged citizenship. The initial programme logic (*Figure 3*) provides greater detail by outlining how the inputs, activities and outputs described in the programme description lead to short-term, intermediate and long-term outcomes.

The outcomes of interest have also been unpacked in more detail, as well as the pre-conditions and external factors. Pre-conditions are those that need to be present for quality implementation and intended outcomes to occur (Markiewicz and Patrick, 2016). External factors are those that exist outside of the organisation and will likely influence implementation and the achievement desired outcomes (Markiewicz and Patrick, 2016).

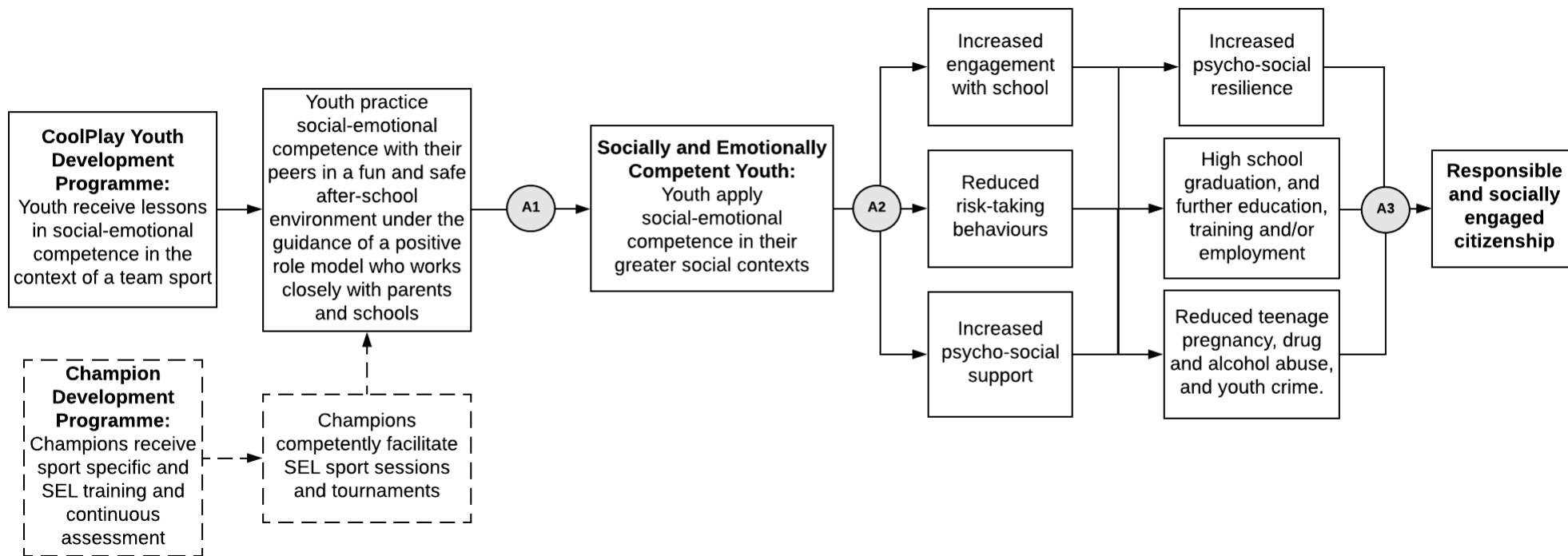


Figure 2. The initial programme theory.

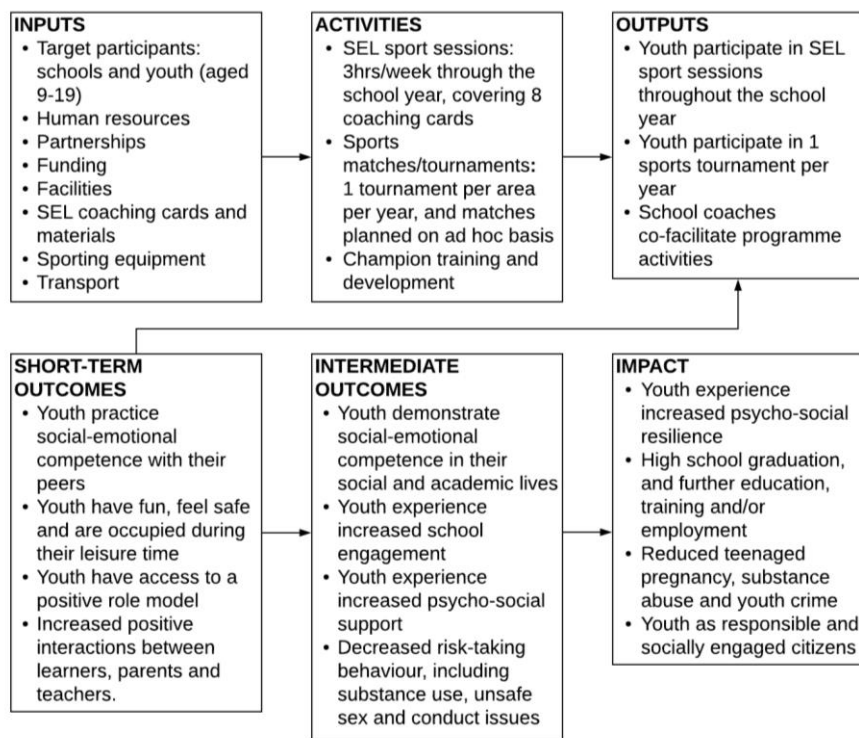


Figure 3. The initial programme logic.

Outcomes of interest

By implementing CYDP activities, youth are thought to be able to practice social-emotional competence with their peers during SEL sport sessions. Here, they will have fun, feel safe, and be guided by a Champion who acts as a positive role model. During the CoolPlay sports tournaments and matches, youth interact with their peers, parents and teachers in a pro-social environment. These are thought of as the initial outcomes of the programme, which will support youth in developing social-emotional competence.

Socially and emotional competent youth

Having practiced social-emotional competence in a team sport and gaining social support, youth begin to demonstrate social-emotional competence in their greater social contexts. Social-emotional competence is understood as increased self-awareness, self-management, social awareness, relationship skills, goal-directed behaviour, personal responsibility, responsible decision making, and optimistic thinking. This allows youth to experience other PYD outcomes including increased school engagement, psycho-social support, and decreased risk-taking behaviour including substance use, unsafe sex and conduct issues.

Responsible and socially engaged youth

By increasing their school engagement, gaining psycho-social social support and reducing their risk-taking behaviours, youth may be less likely to experience negative development outcomes including teenage pregnancy, substance abuse and youth crime. This supports them in graduating from high school and gaining employment, education and/or training opportunities. These intermediate outcomes will collectively support youths' psycho-social resilience and their development as responsible citizens who contribute to their communities' social capital.

Preconditions

Stakeholders also identified several preconditions for programme success. These relate to the participating schools, youth, Champions, the operational plan, and partnerships. Firstly, the participating schools must be low- or no-fee so that target beneficiaries can be reached. School leadership who are motivated are more likely to support implementation. If schools are near one another, sports matches are more likely to be arranged, and if they are or have a feeder primary school, youth are more likely to participate for the duration of their schooling. School sports coaches must also be able to co-facilitate programme activities with Champions. Youth must be physically and mentally able to participate in SEL, and Champions should be able to facilitate this SEL. Lastly, the CYDP needs an effective operational plan to deploy programme inputs and partners must be willing and able to support implementation.

External factors

There are a range of external factors acknowledged by the stakeholders. The first relates to the programme plan and includes the availability of funding and partnerships, and the partners' capacity to contribute to programme inputs. Weather conditions and maintenance of sports grounds and facilities are also influence the programme plan, as, for example, the drought that occurred in Cape Town in 2017 and 2018 limited the number of sports matches. The second relates to the youths' social contexts and include family and cultural ideas concerning sport and SEL, quality of education and SEL environment at participating schools, access to other interventions, and community safety. These factors may support or inhibit outcomes in youth.

Plausibility of the Initial Programme Theory and Logic

The plausibility of the programme theory and logic was assessed through a logic analysis, which involved a three-step process. First, a conceptual framework of successful after-school sport-based SEL programmes was identified (see *Figure 4*) and further developed using the literature. Based on this conceptual model, a judgement on the plausibility of the programme theory and logic was made. Here, the aim was to determine whether the programme is designed to logically produce desired outcomes in youth. This informed how the programme theory could be reconstructed to improve the likelihood of achieving intended outcomes (see *Figure 5*) (Tremblay et al., 2013). The outcome of this process is described below.

Step 1: Identification and development of the conceptual model

While conducting the literature review, the developmental ecological model proposed by Durlak, Mahoney, Bohnert, and Parente (2010; see *Figure 4*) was sourced. This model is based on child developmental psychology and illustrates how youth develop a range of PYD outcomes as a result of participation in ASPs. Here, process variables include the features of ASPs and the nature of youth participation and context variables include youth characteristics and social ecologies (Durlak, Mahoney, et al., 2010).

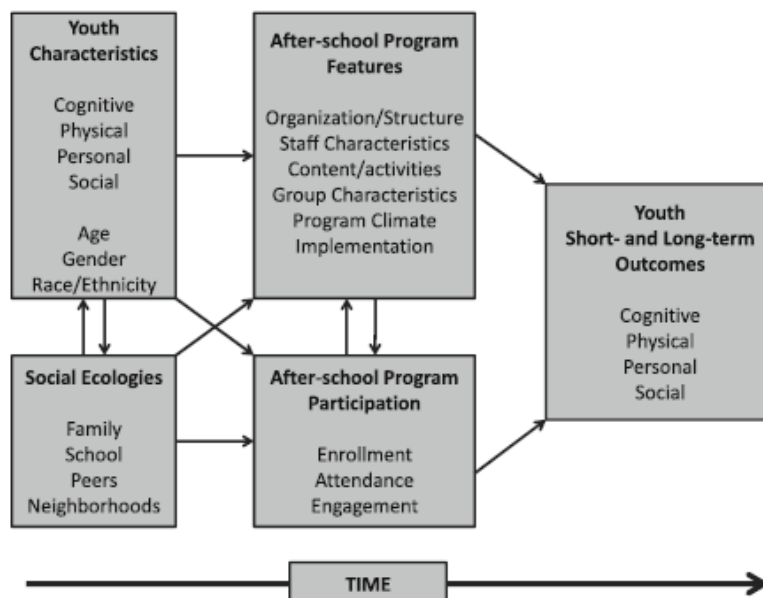


Figure 4. Developmental ecological model for ASPs.

The model illustrates how dynamic interactions between process and context variables cause cycles of influence over time that allow for PYD outcomes. These outcomes will vary as a function of process and context variables (Durlak, Mahoney, et al., 2010). The different variables presented in the model are described below.

Process variables

There is consensus in the PYD literature that quality of programme features and participation act as the ‘processes’ by which social-emotional competence can be developed (e.g. Coelho & Sousa, 2018; Vandell, Larson, Mahoney & Watts, 2015; Hurd & Deutsch, 2017). Here, quality features refer to the programme’s structure, staff, content, climate and implementation. Quality of participation refers to youths’ enrolment, attendance and engagement with the programme (Durlak, Mahoney, et al., 2010). These process variables are discussed under the headings: (a) developmentally appropriate structure and content, (b) physical and psychological safety, (c) staff characteristics, and (d) programme participation.

Developmentally appropriate structure and content

An appropriate programme structure and content is needed for youth to plan, practice and perform social-emotional skills before they can acquire these competences (Eccles & Gootman, 2002). Programmes that employ intentional learning strategies are more likely to produce PYD outcomes in youth (Cryan & Martinek, 2017). For example, in Durlak, Weissberg and Pachman’s (2010) meta-analysis of 69 SEL-focused ASPs, they found that programmes were most effective when they used evidenced-based training approaches. These approaches demonstrated ‘SAFE’ features, including *sequenced* (S) sets of activities using *active* (A) forms of learning, with components *focused* (F) directly at improving social-emotional competence and *explicit* (E) learning objectives that staff communicate to the learners (Durlak, Weissberg, et al., 2010).

Programmes with SAFE features had a small to medium effect on social-emotional competence and associated outcomes, including self-perceptions (0.37), positive social behaviour (0.29), school bonding (.25), school grades (.22), school attendance (.14), problem behaviours (.30) and drug use (.16). ASPs that did not employ SAFE features yielded null or non-significant effect sizes (Durlak, Weissberg, et al., 2010). It should be noted that these effects are modest, especially when compared to in-school settings (see Durlak et al., 2011; Coelho & Sousa, 2018), and require that programmes are implemented with fidelity (Durlak,

Weissberg, et al., 2010). Fidelity can be supported by providing coaches with lesson plans and programme manuals from evidence-based curricula (Durlak, Weissberg, et al., 2010; Weiss et al., 2016; Petitpas et al., 2005). While coaches may be tempted to use didactic forms of learning instead of implementing SAFE features, this is said to rarely translate into behavioural change (Durlak, 1997).

An example of a programme curriculum that uses SEL in sporting contexts is Hellison's (2011) Teaching Personal and Social Responsibility (TPSR) model. The TPSR curriculum has youth progress through five levels, including 1) respect, 2) effort, 3) self-direction, 4) helping, and 5) transfer. In a systematic review of TPSR evaluations using quantitative, qualitative and mixed methods, Caballero-Blanco, Delgado-Noguera and Escarti-Carbonell (2013) found it was associated with a range of PYD outcomes, including personal and social responsibility, self-efficacy, positive class environments, conflict resolution, autonomy, empathy, self-regulation and transfer from the field to other environments.

Other research confirms the importance of structure. More structured and organised programmes are associated with increased staff and youth engagement (Vandell et al., 2015). Interestingly, programmes that have fewer structured activities and are poorly monitored by programme staff have been associated with increased anti-social behaviour in youth (Rorie, Gottfredson, Cross, Wilson & Connell, 2011; Mahoney, Stattin & Lord, 2004).

Research also suggests that there is no one-size-fits-all approach and that programmes must be tailored to the developmental stage and interests of participating youth (Greene, Lee, Constance & Hynes, 2013). Here, youth engagement is crucial for linking participation to outcomes, and youth must find programme activities fun, interesting and challenging (Greene et al., 2013). Younger learners may engage with more structure and constrained choices, whereas adolescents may require more autonomy (Vandell et al., 2015; Yeager, 2017). Regardless of age, activities should not be disorganized or chaotic, nor should they be rigid or autocratic (Hurd & Deutsch, 2017), as youth need both stability and autonomy to grow and develop in their social-emotional competence (Vandell et al., 2015).

Adolescents may engage more with content that will support them in their transition to adulthood, for example, content about careers and life after school (Greene et al., 2013). As youth age, they may also engage better with opportunities for service-learning and

leadership, which can support their sense of efficacy and mattering (Hurd & Deutsch, 2017). SEL programmes, however, have the potential to facilitate poor engagement from adolescents, as they are often adapted from childhood programmes (Yeager, 2017). Adolescents are more likely to be retained in youth-centred and empowering programmes that give them say in how programmes are run or what types of activities are available (Hurd & Deutsch, 2017). This can mean actively seeking youth input into programming (Greene et al., 2013), finding leadership opportunities for them, and ensuring an equal power distribution between youth and adults (Hurd & Deutsch, 2017).

Physical and psychological safety

Safe programme environments are those that respond to learners' physical and psychological needs (Eccles & Gootman, 2002). This follows the tenant that in order to attract and retain youth in ASPs and ensure they have the mental capacity to engage in SEL, their most basic needs must be met (Hurd & Deutsch, 2017; Eccles & Gootman, 2002).

Physical safety means that youth have increased access to safe programme spaces in communities that are otherwise unsafe (Eccles & Gootman, 2002). Programmes should have safe and secure facilities, and transportation plans can be made to ensure participants travel safely to and from programme activities (Hurd & Deutsch, 2017). Psychological safety can be ensured through the supportive and respectful relationships with programme staff and peers. While sports-based programmes can promote positive peer relations, sport can also inflate peer-related conflicts, and coaches need to swiftly facilitate conflict resolution (Fraser-Thomas & Côté, 2009).

Youth who perceive ASPs as physically or psychologically unsafe may withdraw from participation or not fully engage, particularly those who are vulnerable to stigmatisation (Harrison & Narayan, 2003). This may be observed in youth in who have experienced physical or sexual abuse, or come from substance abusing families, as they may fear further social isolation (Harrison & Narayan, 2003). Here, staff must understand and confront their implicit and explicit biases toward learners and facilitate the same among learners so that respectful relationships can be fostered (Hurd & Deutsch, 2017).

Programmes that are unable to respond to youths' physical and psychological needs may "replicate and extend societal inequality. If young peoples' experiences in after-school programmes vary in accordance with their access to resources more generally, such

programmes will exacerbate disparities rather than remedy them” (Hurd & Deutsch, 2017, p.109).

Staff characteristics

As the main implementers, ASPs staff, including coaches, are in a unique position to promote learners’ SEL (Pascual et al., 2011). Coaches have more flexibility compared to teachers, can deliver the content in enjoyable activities, and are typically closer in age and come from the same communities, serving as cultural bridges and credible sources of information (Rhodes, 2004). The PYD literature stresses that a programme’s quality is dependent on their skills and level of engagement (Vandell et al., 2015). In order to promote social-emotional competence outcome in youth, coaches need to (a) create psychologically safe learning environments (b) establish relationships with youth based on respect, empathy and caring, (c) foster individual potential, d) facilitate autonomy and empowerment, e) act coherently and with sincerity, and (f) demonstrate mastery in both the sporting and SEL components of the programme (Pascual et al., 2011). In their hierarchical regression analyses, Newman, Anderson-Butcher and Amorose (2018) found that positive programme staff relationships predict learners’ development of social-emotional competence and transfer to other life domains.

While there is potential for promoting PYD outcomes, there is also potential for the development of negative outcomes. In her longitudinal study, Wade (2015) found that ASP participants who experienced a negative relationship with programme staff were at greater risk of experiencing behavioural problems when compared to a control group. These negative relationships are said to arise out of inconsistent coach practices characterised by poor communication, detachment, rejection, over-control, favouritism, intimidation, poor work ethic and/or inappropriate behaviour (Fraser-Thomas & Côté, 2009). These can raise tension levels among youth and create negative learning environments that inhibit short-term outcomes (Pascual et al., 2011). Rorie et al (2011) found in ASPs where staff failed to sanction deviant behaviour, youth were more likely to develop antisocial behaviour. Fraser-Thomas and Côté (2009) argue that there may be a misalignment with how coaches perceive their own behaviour and how others perceive them, and they should not underestimate how their behaviour shapes both positive and negative developmental outcomes. Furthermore, coaches may resort to teaching styles they know best, with coaching as less to do with

formulaic delivery of teaching strategies as is does to personal teaching style and philosophy (Hellison, 2011; Pascual et al., 2011).

Studies have found staff characteristics and practices that predict higher positive staff engagement and subsequent learner engagement (Huang & Dietal, 2011; Hurd & Deutsch, 2017). Firstly, hiring staff and site directors who are more educated and have more experience in PYD, and screening them for effective communication, empathy and a personal philosophy aligned with SEL, as staff with these qualities are more likely to follow the programme structure (Hurd & Deutsch, 2017). Secondly, low child-staff ratio (TPSR model recommends groups of 12 to 15; Hellison, 2011) and multiple, appropriately trained staff members on site can allow staff to respond to the needs of individuals and the larger group (Coelho & Sousa, 2018;). Third, frequent staff training that include evaluation components allows for opportunities for staff to reflect on their own practices (Pascual et al., 2011). In addition to SEL facilitation, staff can also receive training on how to appropriately respond to deviant behaviour (Pascual et al., 2011).

Staff development can include opportunities to collaboratively plan for sessions, where staff prepare, communicate and problem solve as a team (Hurd & Deutsch, 2017). Coaches, especially those with less experience with particular age groups, can practice role-play lesson activities before sessions and engage with resources that increase their understanding of SEL at various developmental stages of youth (Rajan & Basch, 2012). Interactive debriefing sessions also allow staff to process their experiences in the programme and let staff support one another, with collegial working environments motivating staff to put their best foot forward (Hurd & Deutsch, 2017). Lastly, staff should also be provided with supports including extended holidays, mental health services or referrals, and check-ins with supervisors for general well-being (Hurd & Deutsch, 2017).

It has been observed, however, that ASP staff often lack formal education, have mixed levels of relevant experience and receive insufficient training and low pay, resulting in difficulties hiring, training and retaining qualified staff who can contribute to programme quality (Nee, Schmidt & Cole, 2006).

Programme participation

There is also consensus in the PYD literature that quality of programme participation is associated with greater PYD outcomes (Vandell et al., 2015; Farb & Matiasko, 2012).

Here, quality is defined as not only as attendance, but also as enrolment, frequency of attendance, duration, and quality of engagement (Kataoka & Vandell, 2013). Roth, Malone & Brooks-Gunn (2010) systematically reviewed 35 studies that explored the relationship between programme participation and academic, school attendance, behavioural and social outcomes. They found that intensity of participation, defined as days or hours per week, had a positive relationship with academic performance, school attendance, peer relations, and reductions in negative behaviour (Roth et al., 2010). They also found that learners who participated for longer than one year had more significant academic and school attendance gains than those who participated for less than a year (Roth et al., 2010). They did, however, find that participation levels decreased with age, and suggested that attendance is influenced by programme accessibility, with participation varying due to family, community and child characteristics (Vandell et al., 2015).

Context variables

While process variables explain the relationship between programme participation and PYD outcomes, context variables such as youth characteristics and social ecology can influence the quality of participation, the appropriateness of programme features and subsequent PYD outcomes. The influence of these variables is described below.

Youth characteristics

It has already been observed that programme features that account for youth characteristics such as age and interests may facilitate increased youth engagement in activities. Researchers have also studied the influence of prior adjustment as a youth characteristic that influences programme outcomes. There are two competing hypotheses regarding the role ASPs have for youth considered ‘at-risk’ (Vandell et al., 2015). The first is that ASPs play a compensatory or protective role in children’s development, allowing for increased PYDs as a result and the second is that effects are larger for those who have greater individual, family or community assets to begin with (Mahoney, 2000).

Mahoney (2000) performed a longitudinal cluster analysis of youth ASP participants to determine the effects of ASPs for different youth. Youth were divided into clusters of aggression, socio-economic status, academic achievement, physical maturity and popularity. Youth in ‘at-risk’ clusters were more likely to show anti-social behaviour in early adulthood, however participation in ASPs during middle and high school was associated with reduced

rates of school drop-out and criminal arrest (Mahoney, 2000). Similarly, Kataoka and Vandell's (2013) study of child dispositions as moderators of the effects of ASPs found that two years of participation was a protective factor against drug use and school absenteeism. In their systematic review of 52 evaluations, Farb and Matiasko (2012), however, found the opposite to be true for SFD programmes, which they attributed to negative peer influences within the social context of sport.

These findings support the hypothesis that ASPs may serve as a protective factor; however, the quality of programme features remain important in promoting PYD outcomes (Wade, 2015).

Social ecology

Programmes can bridge youths' social contexts, including their families, schools and communities (Hurd & Deutsch, 2017). It is said to be easier for youth to develop social-emotional competence if there is consistency across significant adult figures in their lives (Newman et al., 2018). Regarding family, relationships among parents/caregivers, youth and coaches can be strengthened in ASPs, particularly in the time spent travelling to matches and in sharing the trials and triumphs of sports (Fraser-Thomas & Côté, 2009). Parents/caregivers can also extend learning by discussing programme objectives with youth at home (Fraser-Thomas & Côté, 2009). Parental involvement has been found to have independent effects on life skills development and transfer to other life domains and has an interactional effect with positive youth-staff relationships (Newman et al., 2018). Interestingly, adolescents who participate in sport may rate their relationships with their parents as poorer than those who participate in other recreational after-school activities (Fraser-Thomas & Côté, 2009). This may be due to the competitive nature of sport, where parents may pressure their children to perform (Anderson, Funk, Elliot & Smith, 2003). Other research echoes that while parents/caregiver involvement can have positive effects, they can also have negative effects on PYD outcomes (e.g. Gould & Carson, 2013).

Family characteristics including socio-economic status, education and beliefs are said to facilitate learners' access to and engagement in ASPs (Anderson et al., 2003). Youth with higher income families and more educated parents are more likely to attend ASPs (Vandell et al., 2015). Parents/caregivers who support their children's involvement by encouraging participation and providing transport (Anderson et al., 2003). However, lack of transport,

concerns over child safety, beliefs regarding the benefit of participation, and needs for older children to provide child-care for younger siblings are reasons for youth non-attendance and eventual drop out (Vandell et al., 2015).

As low-income youth may have less access to ASPs, programmes must consider how to gain parent/caregiver involvement (Vandell et al., 2015). Proactive educational programmes for parents/caregivers can include meetings, newsletters and workshops, where parents/caregivers learn about the goals and intended benefits of the programme, to better facilitate access, youth engagement and transfer of learning (Newman et al., 2018; Rajan & Basch, 2012).

Youth short- and long-term outcomes

As discussed in previous sections, sports-based ASPs have the potential to promote social-emotional competence outcomes in youth. However, effect sizes are small compared to in-school programmes and their effects have been shown to decrease over time (e.g. Durlak et al., 2011; Domitrovich, Durlak, Staley & Weissberg, 2017). In addition, should ASPs not provide the environment or relationships required, they may contribute to poor or negative developmental outcomes in youth. When finding non-significant effects on PYD outcomes in their systematic review and meta-analysis of ASPs, Kremer, Maynard, Polanin, Vaughn and Sarteschi (2015) concluded that “simply implementing a program with the hopes that it will have positive impacts on a number of outcomes without building in specific mechanisms to impact those outcomes is likely to fail” (p. 631).

The literature also suggests that sports-based ASPs can promote long-term outcomes including increased school engagement, reduced risk-taking behaviour and increased social support. However, the relationship between social-emotional competence and these outcomes is complex and is largely supported by correlational research that does not infer causation. For example, in Jones, Greenberg and Crowley’s (2015) longitudinal study, they found that social-emotional competence in kindergarten was associated with stable employment and inversely associated with risk-taking behaviour in adults 13-19 years later. While they controlled for socio-economic status as a moderator, other factors related to youth characteristics and social ecology were not accounted for. Again, social-emotional competence and other PYD outcomes will vary as a function programme process and context

variables, including quality of programme features and participation, youth characteristics and social ecology.

Step 2: Plausibility of the causal assumptions

Having identified and developed a conceptual model for successful ASPs using evidence from the PYD literature, the causal assumptions of the initial programme theory and logic were assessed for plausibility.

The first assumption is that programme activities will allow youth to practice social emotional competence with their peers in a fun and safe after-school environment under the guidance of a positive role model, who works closely with parents and schools. The conceptual model does suggest that social-emotional competence can be developed through participation in sports-based ASPs. However, the likelihood of achieving intended outcomes is dependent on five requirements for programme quality identified in the literature. These requirements include:

1. Developmentally appropriate structure and content aligned with the SAFE approach for SEL facilitation
2. Psychologically and physically safe programme environment
3. Staff characteristics
4. Facilitation of parent/caregiver involvement
5. Youth participation and engagement

The second causal assumption is that social-emotional competence will lead to other PYD outcomes including school engagement, reduced risk-taking behaviour, and increased psycho-social support. As a result, youth will be more likely to complete their education and gain further education, employment and/or training opportunities following school leaving, and reduced risk-taking behaviour will reduce the chances of negative outcomes. The literature suggests that social-emotional competence is related to these outcomes, however, causation cannot be inferred. For this reason, youth may experience increased social-emotional competence in combination with any of the PYD outcomes.

Given the plausibility of the causal assumptions, the programme theory has been critically reconstructed to reflect considerations for programme quality and outcomes.

Step 3: Critical reconstruction of the initial programme theory and logic

In this section, the logic analysis is completed by comparing the initial programme theory and logic against the five requirements for programme quality identified in the previous step. This has produced a new reading of the CYDP, which has implications for how the programme is designed and implemented. The outcome of this procedure is presented below, with the critical reconstruction of the programme theory presented in *Figure 5*.

Programme structure and content

The programme structure and content should be developmentally appropriate and aligned with SAFE approach for SEL facilitation. The literature suggests that evidence-based curriculums with lesson plans are more likely to promote social-emotional competences in youth (Weiss et al., 2016). In addition, prolonged engagement with programmes is also more likely when they are tailored to the youth interests and developmental stages (Yeager, 2017).

Regarding the CYDP structure, the eight coaching cards provide lesson plans by which the Champions may facilitate sequenced, active, focused and explicit (SAFE) SEL within CoolPlay sessions. No curriculum is available, however, and Champions must use their discretion when implementing sessions. Given that the session reports used to monitor programme implementation have been deemed unreliable, it unknown whether this structure is currently provided.

Regarding developmental appropriateness, the CoolPlay coaching cards are the same for all age groups. If a participant attends the programme for more than one year, they will receive the same content multiple times. There is also little evidence that the content is developmentally appropriate, or that Champions can make appropriate adaptations. It is therefore possible that sessions are prone to repetition and may contribute to Champion and youth disengagement.

The youth served by the CYDP come from different communities and are likely to have differing interests and needs for services. Without participatory approaches to programme content development, youths' interests may not be represented in the design. Here, it is worth referring to the situational analysis of WC youth, where younger children were more likely to request recreational youth services such as sport, and older youth were more likely to request services including career counselling, tutoring, and vocational training (Morjelo et al., 2013).

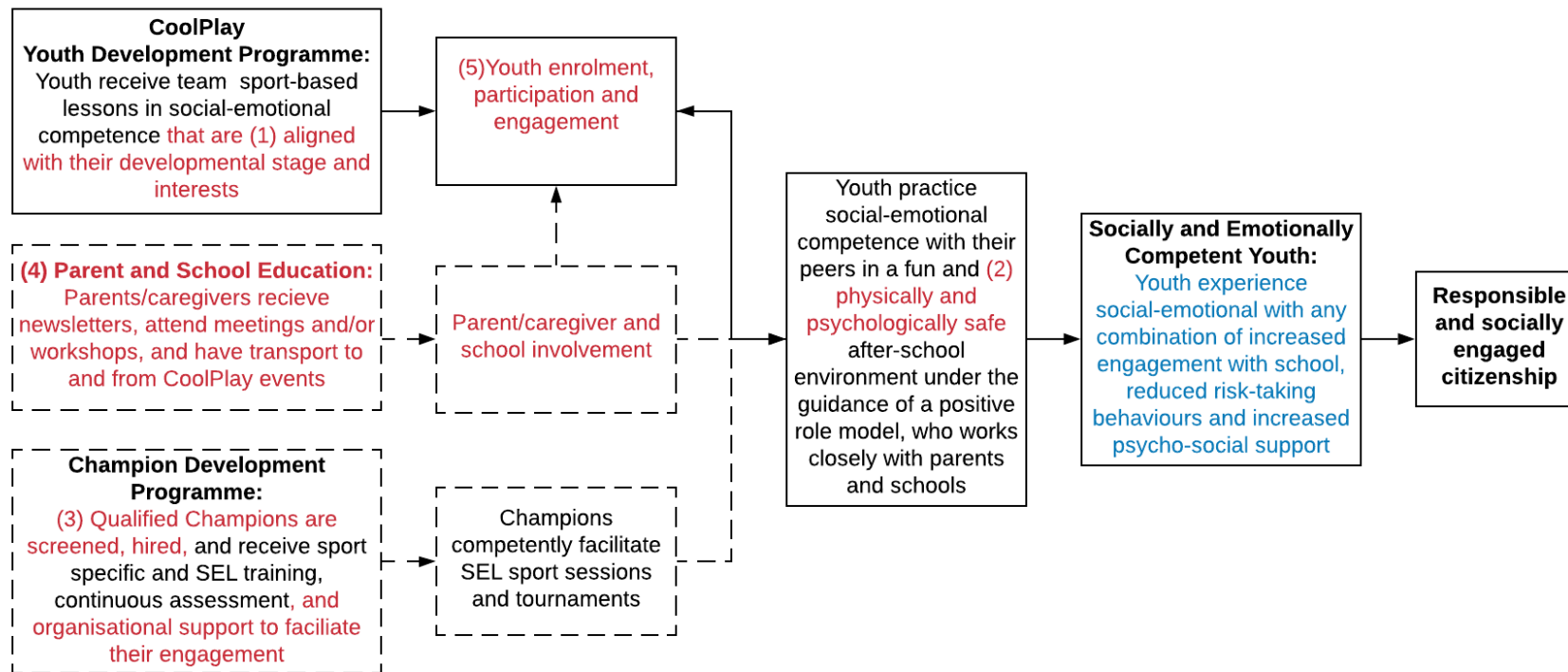


Figure 5. Critically reconstructed programme theory

Physical and psychological safety

The physical and psychological safety of programmes is associated with increased programme access and youth engagement (Vandell et al., 2015). In addition to safe and secure facilities, participants may feel more physically safe if transport is arranged after sessions (Hurd & Deutsch). Currently, CoolPlay arranges transport for matches and tournaments only. If youth live far from the programme space, they may have to walk through dangerous neighbourhoods, or they may refrain from enrolling or eventually dropout (Eccles & Gootman, 2002).

Supportive and respectful relationships with Champions and peers allow for psychologically safe programme environments (Hurd & Deutsch, 2017). While the programme may promote these types of relationships, sports-based programmes can also provide reinforcement for deviant behaviour and inflation peer-conflicts (Rorie et al., 2011). Champions need to swiftly address deviant behaviour and resolve conflicts (Fraser-Thomas & Côté, 2009). Given that some youth may be particularly vulnerable to marginalisation, Champions who are able to recognise and confront their own biases may be better positioned to ensure programmes are psychologically safe for everyone (Hurd & Deutsch, 2017).

Champion characteristics

Programme staff characteristics are thought of as key in supporting social-emotional competence in youth, however staff practices can shape both positive and negative developmental outcomes (Fraser-Thomas & Côté, 2009). PYD literature suggests that several staff practices can facilitate the staff engagement necessary to promote positive outcomes (Huang & Diatal, 2011).

When hiring programme staff, the director and area managers should be more educated and have experience in PYD, while Champions should be screened for qualities such as effective communication, empathy and a personal philosophy aligned with SEL (Hurd & Deutsch, 2017). Currently, it is not clear what the selection criteria are for Champions, but given that they are from predominantly sporting backgrounds and Fraser-Thomas and Côté's (2009) argument that coaches may resort to personal teaching styles, this may provide insight into why sessions have been observed to lack SEL.

The training provided should be frequent, include evaluation components and allow for constant reflection (Pascual et al., 2011). Evaluation is necessary as there may be a

misalignment between how coaches perceive their own behaviour and how others perceive them, and they should not underestimate how their practices can shape both positive and negative developmental outcomes (Fraser-Thomas & Côté, 2009; Wade, 2015). The Champion appraisals offer opportunities for evaluation; however, Champions may also benefit from opportunities to self-evaluate.

Regarding support for Champions, there are currently little to no opportunities for Champions to collaboratively plan sessions or debrief. Extended holidays, mental health services or referrals and resources for continued learning may also foster Champion engagement (Hurd & Deutsch, 2017). During sessions, Champions may be better able to implement sessions if there are multiple staff members with appropriate training on site (Coelho & Sousa, 2018). For example, one staff member can instruct the larger group, and another could respond to individual learners. Programme leadership and Champions should remain cognisant that unintentional coach practices and biases can inform negative developmental outcomes (Fraser-Thomas & Côté, 2009).

Facilitation of parent/care-giver involvement

Parental/care-giver involvement can facilitate access to the programme and support PYD outcomes in youth (Newman et al., 2018). The CYDP can therefore bridge youths' social contexts and create consistency in their SEL (Hurd & Deutsch, 2017). However, parents/caregiver socio-economic status, education and beliefs regarding the benefit of sport and SEL are said to influence their children's access to ASPs. The programme could be more proactive in involving parents through the provision of information and resources for participation (Rajan & Basch, 2012). This may include parent/caregiver meetings, newsletters and workshops, as well as transport to and from CoolPlay matches and tournaments (Newman et al., 2018).

Quality of youth participation and engagement

Research suggests that youth who participate on a consistent long-term basis (over a year) and experience positive engagement are more likely to develop in their social-emotional competence (Roth et al., 2010). However, prolonged participation is moderated by family, community and youth characteristics, where youth experience variable access and participation declines with age (Vandell et al., 2015; Roth et al., 2010). To date, there are no records of participation data, nor are there procedures for following up with participant drop-

out. The recently implemented attendance app can be used to monitor frequency of attendance and determine trends in participant retention. The programme may use this data to assess programme quality in addition to assessments of the programme structure and content, physical and psychological safety, Champions characteristics and parent/caregiver and school involvement.

Chapter Four: Programme Process Evaluation Results

Results for the programme process evaluation include an identification of strengths and weaknesses in the CYDP's service delivery and programme support functions.

Service Delivery

Service delivery is understood as Champions' ability to implement SEL sport sessions as intended (evaluation question 4), which is influenced by several contextual factors (evaluation question 5).

Quality of implementation

The quantitative data to answer this evaluation question 4 is presented in Table N in Appendix N. Frequency statistics show that all Champions acted as positive role models and treated learners with warmth and respect. A large majority of Champions were prepared for the session observations, with 93.8% of Champions arriving before the start and having their equipment prepared and ready to use, and 81.3% planning their sessions beforehand. Regarding structuring of the session, most Champions were fully competent, with 87.5% making the goals for the session explicit throughout and 81.3% using the coaching card as a reference. However, fewer Champions allowed for sessions to follow a logical sequence, with 31.3% needing development in this area.

According to area managers, Champions needed the most development in SEL facilitation, with 68.9% of Champions observed to have difficulty making the social-emotional competence meaningful to learners, 43.8% not showing an understanding the social-emotional competence themselves, and only 50% responding to learners with specific SEL needs. Most Champions were, however, able to incorporate fun and original activities into the sessions, with 87.5% as fully competent.

Contextual factors influencing implementation

The qualitative results suggest that implementation is influenced by (a) the schools' commitment and capacity, (b) parent/caregiver involvement, and (d) youths' capacity to engage. Each theme is provided with a groundedness score, which indicates the number of participant quotes to support this theme. A maximum of five quotes are presented per theme, with the remaining quotes available in Appendices S, T and U.

Theme one: School commitment and capacity

There is consensus among all seven interviewees that the participating schools' commitment to the programme and their capacity to support the programme can influence implementation (groundedness score = 29; see Appendix S). The commitment refers to leadership and teachers' and capacity refers to their knowledge, experience and interest in sport and SEL, availability of resources, and existing service delivery structures.

School leadership, including principals, were considered significant drivers of the CYDP. School leadership can communicate the value of the programme to teachers and parents, allocate resources to the programme, and ensure that Champions have access to these resources. Three interviewees suggested that principal's capacity is limited by the resources available for allocation. This results in variable access to resources, including usable and maintained facilities, transport, medical supplies, and payment for referees. One interviewee described using a connection at the school, personal funds and family support to gain resources for the implementation of the programme.

Another interviewee suggested that a principal's willingness to have the programme at their school does not mean they will drive implementation. The consequence here is that the value of the programme has not been distinguished from other programmes operating in the school or communicated to the teachers.

"I'd say, the relationship with the schools, (the headmaster), he's not the kind of guy who's going to close the door and say, "No, it's not going to happen". Sometimes he just says yes to everything, although maybe he's not going to take the lead on that, but he'll just give you the go ahead."

(Interviewee 3)

A teachers' commitment is also a driver of implementation at schools, as teachers are expected to co-facilitate sessions with Champions, accompany learners to matches and tournaments, and monitor learners' attendance. Poor teacher involvement can affect learners' access to the programme, and learner participation and engagement.

“With (one) school, there is teachers who we say what we’re going to do with the kids and why we need the kids and stuff. But they don’t actually bring the kids so that we can do the programme with the kids or understand what we’re doing. But they don’t actually take part to come see what we’re doing after school. But by (the other school), again, the teachers come, and often say, “Can I watch and be a part of it?” So, there’s support and the kids feel inspired. So, the teachers looking now and the kids, he wanna show off some skills. He’s good at... and the teachers don’t actually see that and they only know the kid from being in the class.”

(Interviewee 5)

While school leadership may not drive implementation, two interviewees described how a committed teacher can facilitate buy-in from other teachers. Should a lack of buy-in from teachers persist, youth may have limited access to these activities.

“So, it really comes down to one supportive teacher that’s going to be willing to bring all the other teachers on board. That’s going to quell the scepticism they have about the programme and what we’re doing...and it doesn’t even need to be about the social and emotional aspect, even if they are just passionate about the sport that you’re offering, then they’re going to be able to go and get teachers moving and all of that stuff... So, if you don’t have somebody in there that can kind of be an ally, you’re not going to accomplish much at all.”

(Interviewee 2)

Teachers’ level of commitment, however, depends on their knowledge, experience and interests. Three interviewees described how teachers may dislike a sporting code, especially rugby, or may not value sport or SEL; prioritising academics over SEL and sport.

“Some teachers would be think this kid doesn’t need sport, they only need academic in his life.”

(Interviewee 1)

One interviewee suggested that this can be addressed through teacher training is needed so that teachers have the objectives of the programme properly communicated to them.

“Teachers want to be trained. I think that once we reach a point where there are two or three teachers inside the school who know what is CoolPlay, what are these cards, so they are the staff members, so once you get those people knowing what’s happening, they can influence the other teachers [...] I mean, even putting the cards in the staff room [...] They all see us wearing shirts, but they don’t know. They won’t even care... We need more boards in the school for CoolPlay, I don’t know. So, when they walk out they can see its values there and take a minute to read.”

(Interviewee 3)

A schools’ capacity includes the existing structures that could support service delivery. These include the monitoring of sport attendance, a physical education uniform, and school feeding schemes. Two interviewees described how schools vary in attendance monitoring, with one interviewee reporting that schools where Champions are employed as teachers, or who have teachers with experience in a sporting code, are more likely to monitor attendance and follow up with non-attendance. Physical education at primary schools may also require that learners wear sports clothes for the full school day, influencing their attendance and ability to engage. Two interviewees referred to school feeding schemes are also existing supports, with both discussing how after-school feeding schemes allow for better participant engagement.

Theme two: Parent/caregiver involvement

All seven interviewees recognised that parent/caregiver involvement supports implementation but acknowledged that support is limited (groundedness score = 24; see Appendix T). The support these stakeholders provide is understood as being able to contribute resources towards programme activities and facilitating youths’ positive engagement. One interviewee reported that this support is more evident in the Northern Suburbs area, with six interviewees confirming that parent/caregiver is poor in their areas.

“The involvement is little to none. You’ll get like two or three parents (at a match), and I think that’s the biggest problem at the moment. They don’t give the children enough support.”

(Interviewee 4)

This poor involvement is attributed to their lack of knowledge or interest in the CYDP. In some cases, when provided with more information, parents may begin to acknowledge the benefit, while in other cases, a lack of involvement from parents persists. An interviewee described how programme objectives are not properly

communicated to parents. In Masiphumele, Champions are school staff members and do not distinguish themselves as CoolPlay staff. In the cases where Champions are not employed by the school, the programme has more visibility, but still, few parents are involved.

“I’ve said that the more we reach the parents first, they need to know about CoolPlay, you see. And if they don’t know much about CoolPlay the parents won’t be too much hands on.”

(Interviewee 3)

An interviewee put forward two more reasons for poor parent/caregiver involvement, including complex community dynamics, where youth and their families reside outside of the school community, and the prioritisation of academics over sport. Other reasons cited by five interviewees included access transport, conflicting responsibilities regarding work and family, and concerns for their children’s safety.

“I think it’s a lot of socio-economic. [...] Kids are coming from a lot poorer background than let’s say a kid that’s going to a school in Kuilsriver [...] So, parents, if they don’t have access to transport, or whatever the case may be, they’re not going to be able to come to together, to see a session, or go watch their kids and watch a rugby game, it’s just not feasible for them.”

(Interviewee 2)

Three interviewees described how parents prefer their children to take transportation immediately after school or walk home in groups. This is due to concerns over community violence and human trafficking, with parents having to place trust in Champions to keep their children safe.

“I don’t want the parents not to allow the kids to come to me and then they can say no, we’re not doing anything, we are just throwing their kids away.”

(Interviewee 7)

Given that parents need to have trust in programme staff to buy into the programme, one interviewee’s experience of being antagonised by parents suggests that establishing trust can be a challenge.

Theme three: Learners’ capacity to engage

In addition to contextual factors related to schools and parents/caregivers, six of the seven interviewees referred to youths’ capacity to engage in SEL as influencing the

implementation of CoolPlay sport sessions (groundedness score = 30; see Appendix U). Here, their clothing, energy levels, incentives to participate, and persistent anti-social behaviour makes it difficult to create an environment conducive to SEL. First, hunger and stress are understood as affecting the youths' ability to concentrate, with a Champions unable to compensate for the lack of food and other factors that compete for their energy.

“I think a lot of it comes down to poverty. It's going to be a poor session because they come to the session hungry, they come in their school uniform, or not properly dressed to be at a session. There are so many external factors that these kids are getting impacted by on a day to day basis, and they're so distracted [...] So, a lot of my coaches will do the coaching card, then they'll follow it up with a discussion, but then you'll see the kids, their energy level is very low so they're not going to really enjoy themselves in the session part, the games part, and then in the discussion they're very easily distracted because they are hungry.”

(Interviewee 2)

In addition to requiring the energy to participate, youth are said to also respond to incentives to participate. These include sports matches or tournaments, gifts or donations, and engaging session activities. Firstly, four programme staff members explained that youth are motivated to attend CoolPlay sports sessions if they know they have matches or tournaments.

“Because boys when they hear there's no transport for games, they'll just be like why are we coming to training, why are we practicing?”

(Interviewee 4)

“These kids, their self-esteem, their hearts [...] Like, they would only train if they know that they play. And the same occurs for us as grown ups, I know that I'm going to prepare myself if I'm playing. But if there are no matches, I'm not going [...] training would be boring”

(Interviewee 6)

Two interviewees also described other ways in which they have engaged youth within sessions, including bringing balloons and gifts to ensure learners continue to attend sessions.

Youths' capacity to engage may also be influenced by the content and whether they feel like they are progressing within the programme. By repeating activities in sessions, an interviewee described how perceive regression in the programme.

“They are like, “Coach, we did this already.” Cause you know how kids are they want to feel like they are progressing, so they feel like the cards, well they don’t know the CoolPlay cards, but they know the games that we’re play. So, they almost feel like if they are doing a new game they are progressing within the CoolPlay programme.

(Interviewee 4)

Another factor that is thought to limit the learners’ capacity to engage is the persistence of anti-social behaviour in and outside of CoolPlay sport sessions. Two interviewees suggested that persistent behavioural problems arise out of unsupportive school and home environments, and deviant peer associations can make it difficult for Champions to facilitate sessions. In one case, an interviewee described being antagonised by youth participants.

“Also, what makes my sessions go well is seeing some of the kids work with me. I can’t, I don’t have the energy to shout, or scream, when I get there...So, the diving bag is on the floor and they need to run, they need to go down but then they will do this (sexual gesture)... So that also breaks up your session. So, if (the area manager) comes and says we need to do that games when we’re at workshops. I can’t really explain the game, because they are not working with me.”

(Interviewee 6)

Programme Support Functions

This section includes results regarding the sufficiency of programme support for service delivery. This includes the adequacy of training (evaluation question 6) and the general adequacy of programme support functions (evaluation question 7).

Adequacy of training

The qualitative and quantitative results have been integrated, with themes including (a) training as inadequate in developing all relevant competences/skills, and (b) poor Champion engagement. A maximum of five quotes is presented per theme, with the remaining quotes available in Appendices V and W.

Theme four: Training as inadequate in developing all relevant competences/skills

Quantitative and qualitative data suggests that the training is limited in developing all relevant competences. Quantitative data, including Champion ratings of the training’s quality

and usefulness, and their confidence in applying their skills is presented alongside the qualitative data that supports this theme (groundedness score = 15; see Appendix W).

During interviews, two interviewees referred to the training as well-intentioned and as having improved in recent years. Despite these claims, several aspects of the training related to quality, usefulness and training outcomes were identified as needing improvement. Firstly, when asked to rate the quality of training, Champions rated the induction training ($M = 61$; $SD = 25.3$) as lower than refresher/follow up training ($M = 72.3$; $SD = 20.1$) (see Table O1 in Appendix O). The qualitative data supports this, with interviewees describing how Champions either received no induction training or a short 90minute introductory course. One interviewee suggested that a more extensive induction process that can better equip Champions prior to implementation. Most of the training is therefore ongoing or refresher training, where new Champions receive the content for the first time and the more experienced Champions receive the training as a refresher. Here, not all Champions were able to understand the learning content or feel confident in asking for help. This became evident when Champions wrote an exam, with three interviewees describing this as a negative experience.

“We have over 28 Champions, and not everyone is fully competent enough to understand the workshops that we go through every year or every time that we do it. So, a few would get it straight away... These are the Champions that we know for a fact that are going to go forward and do the right thing. The no would be that certain Champions struggle to understand the information that comes to them, they would not be fully competent of doing it because they are a bit shy still.”

(Interviewee 1)

Regarding the usefulness of training (see Table O2 in Appendix O), higher ratings were given for teaching Champions skills in communicating with youth ($M = 85.5$; $SD = 17.1$) and in the programmes sporting activity ($M = 83.5$; $SD = 13.1$). Qualitative data confirms the usefulness of the training in communicating with youth and four interviewees added that training was useful in promoting their own personal development. The training was rated as less useful in developing their skills in supporting youths' psychosocial development ($M = 62.3$; $SD = 34.4$) and talking with parents/caregivers ($M = 50.8$; $SD = 31.8$). It is worth considering that 'psychosocial development' is difficult to understand, especially if they are second or third language English speakers.

Champions were also rated their confidence in applying their relevant skills in CoolPlay SEL sport sessions. Champions rated themselves as more confident in the CoolPlay sporting activity ($M = 97.5$; $SD = 5$), training youth in life skills development ($M = 93.3$; $SD = 8.6$) and training others in the sporting activity ($M = 91.0$; $SD = 11.2$) (see Table O3 in Appendix O). Interestingly, these ratings are higher and reflect a greater level of consensus than ratings of the training's usefulness. This level of confidence does, however, conflict with three interviewees views on Champions understanding of SEL.

“Sometimes it can be a lot of information thrown to them and be like, “Oh shit, what am I doing now? I thought I was just a netball coach.”

(Interviewee 1)

The outcomes of training, including a Champions confidence in their skills, may be dependent on their prior experience and knowledge in SEL. One interviewee described how an interest psychology, support from a qualified social worker, and prior experience with children was useful in implementing sessions with confidence. Another interviewee described, however, that some Champions may be resistant to change, and that training may have a little impact on how they conduct themselves in sessions.

I think (the training) did make a difference. Unless you have a Champion who doesn't change. But some other Champions it did play a role in making them communicate better. But for other Champions like (Champion's name) it didn't really play that much, in terms of the way he is still.

(Interviewee 3)

Among the Champion characteristics, two interviewees noted that Champions often lack professionalism. One interviewee argued that a focus on professionalism is needed in addition to SEL facilitation training, which could, for example, include a focus on time management.

Theme five: Poor Champion engagement

While Champions gave insight into the adequacy of training, the interview data suggests that Champions did not attend all sessions or fully participate in their learning (groundedness score = 9; see Appendix W). Three interviewees described how when training sessions took place, they were often poorly planned, with staff given short notice, sessions held at inconvenient times and locations, Champions having to travel long distances,

and sessions often starting late. One interviewee noted that the training objectives were not adequately communicated to area managers and Champions. As a result, area managers had difficulties motivating Champions to attend or engage in sessions.

“If we don’t change the ethos and our ideas and thinking about becoming a learning organisation it’s just ticking the box, “Let’s do this one and move onto the next one”. Champions pick up on that and then they’re also like “Ok, we’re just here for 2 hours, done, see you in two weeks.”

(Interviewee 2)

Adequacy of programme support functions

The qualitative and quantitative results have been integrated, with themes including (a) limited capacity in management, (b) limited structures and resources in place to support programme quality, and (c) communication. A maximum of five quotes is presented per theme, with the remaining quotes available in Appendices X, Y and Z.

Theme six: Limited capacity in management

This theme refers to the limited capacity for both area managers and the operations manager to provide ongoing support for Champions (groundedness score = 12; see Appendix X).

From the interviews with five interviewees, it was apparent that the role of area manager has many responsibilities that support the implementation of quality sessions, including meeting with Champions, performing spot checks and providing individualised feedback, developing relationships with schools, monitoring and evaluation, tournament organisation and transportation. In the survey, Champions rated the quality of ongoing support ($M = 81.5$; $SD = 14.1$) that they receive as higher than the induction ($M = 61.0$; $SD = 25.3$) or refresher training ($M = 72.3$; $SD = 20.1$) provided (see Table O1 in Appendix O), with three interviewees reporting a positive relationship with their area manager.

When asked to indicate how often official meetings take place between management and Champions, respondents indicated that they take place weekly ($N = 3$) or fortnightly ($N = 1$). Similarly, respondents indicated that spot checks for consistency and quality in programme implementation take place fortnightly ($N = 2$), weekly ($N = 1$) or monthly ($N = 1$). For both items, one respondent commented that “it varies from area to area”. While area managers regularly meet with Champions to support their development, interviewees described the limited capacity of area managers given the number of programme sites, the

distances between programme sites, the needs of the Champions, and competing responsibilities. While upper management are said to provide area managers with support, this is said to be inconsistent, with one area manager working often working overtime without compensation.

“From what I can see that (the area manager)’s not getting enough support from above personnel.”

(Interviewee 4)

In addition to the area managers capacity, three interviewees revealed that the capacity of the operations manager is limited. The operations manager’s responsibilities include overseeing the delivery of the programmes, human resources and monitoring and evaluation. While not included in the operations managers’ job description, responsibilities have also included marketing, communications, fundraising and strategic planning. The operations manager receives support from programme founders, however, does not have adequate time to devote to all responsibilities given that the position is on a part-time of 24 hours per week. This presented various opportunity costs in terms of supporting Champions in implementing quality CoolPlay sport SEL sessions.

“The other thing I was limited by was perhaps buying my time. But I decided to donate it instead [...] I think it's the mentality of, I've got 24hours in the week and I have to choose which things I have to let go of [...] I feel like I haven't done any site visits in the last six months, because I don't have time to, and an operations manager should have time.”

(Interviewee 8)

An interviewee provided suggestions for how capacity within management can be improved. Here, resources could be allocated to toward securing core staff before expanding to new schools and hiring a more qualified programme director who could have a more prominent voice in the SFD and PYD community.

“If you want big money, like a million, you want to hire someone who is a player, more experienced and more capable [...] and pay them more [...] And stop expanding. Have the core staff structure in place to expand, and not lose quality in attempting to do it [...] each area manager can have a better relationship with the school, who can then manage champions, school relationships, that feedback loop. With a little bit less haste. And then gives you a little bit more time to focus on implementation.”

(Interviewee 8)

Theme seven: Limited resources and structures in place for supporting programme quality

In addition to limited capacity in management, survey and interview data indicates that there may be limited resources and structures in place to support implementation of CoolPlay sport SEL sessions (groundedness score = 17). The structures in place refer to staff hiring, training and retention practices, the monitoring and evaluation of CoolPlay sport SEL sessions, and resource allocation.

Champion hiring and retention practices

When hiring Champions, survey data (see *Figure 6*) indicates that CoolPlay management rely on interviews and police clearance checks ($N = 5$), and personal reference checks may take place ($N = 4$). Only one member of management indicated that there are documented selection criteria.

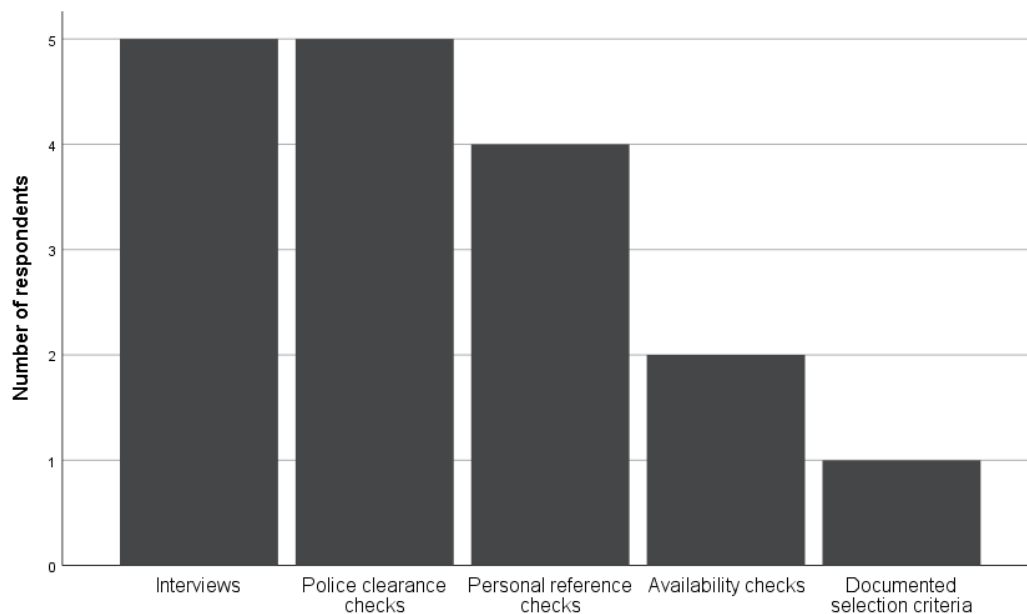


Figure 6. Management consensus regarding procedures for hiring Champions.

Given the lack of selection criteria, management were asked to rate the importance of criteria, and the quantitative data is presented in Table P in Appendix P. The most important selection criteria with the highest level of consensus among management was a Champions' passion for the programme activity ($M = 91.4$; $SD = 6.8$), and higher ratings were also given for existing relationships in the local area ($M = 87.8$; $SD = 12.6$) and personal recommendations and references ($M = 86.6$; $SD = 11.2$). Experience with young people,

interest in physical and mental well-being and skill level for the programme activity were rated as less important criteria, and relevant work experience ($M = 46.8$; $SD = 29.2$) and formal education completed ($M = 37.8$; $SD = 23.1$) as much less important criteria. Where there were lower overall ratings, there was also lower levels of consensus, suggesting that some members of management believe certain criteria are more important than others.

CoolPlay employs staff on a part-time basis, which presents several advantages and disadvantages regarding Champion retention. Three interviewees describe as part-time work as desirable for Champions who study part-time, seek additional income, want to serve their communities and/or see it as a learning experience. However, part-time employment means that Champions have competing responsibilities and may not consider training and administrative activities as a priority, threatening quality implementation. This may be exacerbated by poor communication from management and a lack of professionalism on part of the Champions. It was also suggested that full-time employment could foster greater commitment from Champions.

““We are employed by the school and after school we do CoolPlay work”... So, if (the operations manager) needs something before 1pm there’s no way I can get that because I have classes [...] it seems like for the coaches inside of the school, even though they are getting paid, it’s seems like they are doing voluntary work for CoolPlay. For me I can see that they don’t take CoolPlay work seriously, the way it should be. Because they are getting paid by the school and getting a top up from CoolPlay.”

(Interviewee 3)

One interviewee discussed how poor opportunities for advancement within the organisation result in poor engagement from Champions, with some Champions leaving the programme having acknowledged this.

“There are no growth opportunities. And I’ve seen with my, some of my Champions, they are starting to recognise that, and they realise they can’t stay with this environment, they’ve gotten what they could from this environment and decided they should move on. There are no growth opportunities, and you can’t live off of what you’re making if you’re trying to grow a family. Whatever your goals and aspirations are, it’s not enough money to go anywhere really.”

(Interviewee 2)

Other organisational efforts are evident in supporting Champions, including the provision of bicycles, and offering counselling services should Champions should face personal difficulties.

Monitoring and evaluation of implementation fidelity

Interviewees noted significant improvements in M&E systems, particularly the Champion appraisals and the session app.

“I think when it comes to our M&E programme, and our data, and reporting sessions, our organisation can see where we are faulting and not faulting, and where the organisation is implementing new stuff, making sure the material is turned around, maybe looking at it, putting new stuff in, also making sure all the area managers are confident and competent enough with working through all of it. I think with the M&E stuff and the social-emotional learning, I think that is where our organisation has grown a bit, in a sense of making a sustained programme.”

(Interviewee 1)

The level of consensus regarding M&E systems in place was gauged by asking management to indicate which systems are currently in place (see *Figure 7*). All respondents agreed that there were monitoring systems for retention rates and following the programme curriculum ($N=5$), and most of management agree that there is a documented code of conduct and child protection policy ($N=4$). Fewer members of management agreed that there are reliable attendance records ($N=2$), with only one member acknowledging the existence of an emergency action plan ($N=1$), and no one was aware of follow-up systems for dropout ($N=0$). Most members of management reported that the programme is reviewed for relevancy and delivery of all components on a monthly basis ($N=4$), with one member saying this takes place bi-annually ($N=1$).

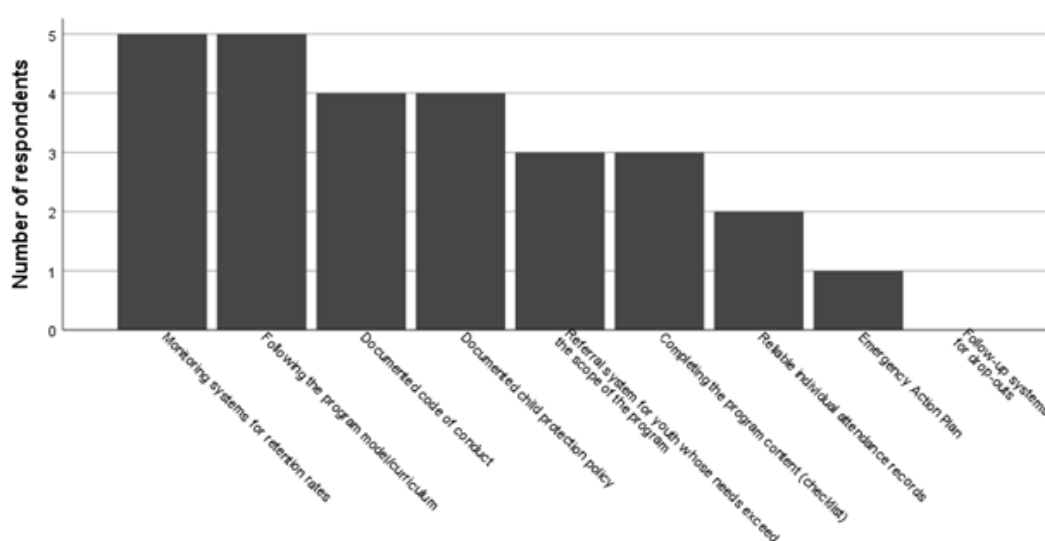


Figure 7. Systems for monitoring and evaluating the programme ($N=5$).

In terms of ensuring adequate participation from youth, two interviewees mentioned that there needs to be more of a focus on recruiting and retaining youth within participating schools before rolling out to more programme sites.

“I think I’ve mentioned it before, CoolPlay is watching the numbers, “We’ve got so many schools, we’ve got so many kids per session”. I think for me now, for example, I’ve got a small area here that can produce a big thing [...] Firstly, what I’ve got now you need to make sure it is working nicely, that the numbers are piling up nicely, and this thing is sustainable, it’s moving. Rather than trying to keep going out and trying to get more.”

(Interviewee 3)

Resource allocation

Three interviewees described how resource allocation is required for programme improvement, including transport, and sports and first aid.

“Spend more money and making sure you're getting it right. With the kids in your care rather than expanding in the province. The systems that we've put in place will work. We'll be able to conclude that it works at the schools that we're going to implement at. But, an ideal environment is where every child is in check.”

(Interviewee 8)

“Well at times (the support is enough), and at other times it’s not. Resources, in terms of funding, not like the Champions, but funding programmes at the schools, individually, can be better. If there’s a way that CoolPlay can look at that, because without actual funding and resources it’s difficult for Champions to operate...What could happen is funding for transport, funding for equipment, funding for medical supplies. I understand that these are things that the schools should have in place, but the schools that we work with don’t... Most of the equipment I myself had to go get, because CoolPlay doesn’t really give you. They’ll give you a couple of balls and cones, but the rest you need to get yourself.”

(Interviewee 4)

Theme eight: Communication

The qualitative data suggests that communication between upper management and Champions could improve (groundedness score = 7), with the current organizational culture characterized by top-down decision making. Here, interviewees describe how upper management may not understand implementation on the ground, provide Champions with M&E feedback, or prioritise Champion perspectives when making decisions. This is said to facilitate poor engagement from Champions, who are wary of managements’ intentions, and

are resistant when changes are made. One interviewee described this in detail, adding that Champions can add value in making decisions that are relevant to the contexts' in which they work.

“We have very capable Champions, you know, they live in these communities, so why not use that asset, to see where they would suggest we could make changes or improve our systems. Because even just driving with them, sitting and talking to them, they come up with really good ideas, and they might not always be feasible and it might be a crazy, but some of them are really good. I think that's an asset that we're overlooking. Yeah, and I think if we don't get them on board with decision making, I think it's just going to get worse and worse in terms of push-back from Champions.”

(Interviewee 2)

When upper management do communicate with programme implementers, the feedback can be perceived as negative. One interviewee argued that CoolPlay should strive to become a better learning organisation, which suggests that the current organisational culture does not reflect that.

“I think they are all seeing that we are coming from a good space, and that we are all trying to develop them, and that needs to go back into communication. Because if we're not communicating with them, we are already starting way back and you need to gain that trust with them, and then you can come see a session and see how it can work. But you have to be aware of what environment they're working in. For management coming in, or even for me coming in, sometimes there won't be that many kids or they aren't interested, or whatever it may be. And it's thinking about how to ask those questions and figuring out what's going on. But I've seen definitely that; great sessions, terrible sessions, and it might be from the same Champions.”

(Interviewee 2)

“I need to know what I am adding towards the company. Look, this is the value that I'm putting in. So, if you are there you don't know exactly where you stand. You just go with the flow. So that energy from my side won't come kicking in quickly, because you don't know what is happening sometimes.”

(Interviewee 3)

Chapter Five: Discussion

This chapter includes a discussion of the evaluation findings and recommendations for how the programme might be improved to increase the likelihood of achieving intended outcomes. This is followed by the limitations of the evaluation and its contribution to knowledge.

Meeting the Requirements for Programme Quality

The programme theory evaluation was conducted prior to the process evaluation and found that the initial programme theory and logic is plausible, however effect sizes are likely to be low and programme effectiveness is highly dependent on five requirements for programme quality. Preliminary insights from the EA suggested that the CYDP does not fully meet these criteria, thus highlighting the need for programme design and implementation improvement, as captured in the critically reconstructed programme theory.

The process evaluation found deficiencies in implementation linked to schools' commitment and capacity, parent/caregiver involvement, and youths' capacity to engage. Certain aspects of the training structure and content were found to be inadequate for developing all relevant competencies/skills, and poor Champion engagement was flagged as a critical issue. Implementation of the programme was further constrained by limited organisational capacity. These process evaluation findings are discussed in line with the five requirements for programme quality, confirming the need for programme design and implementation improvement.

Developmental appropriateness of the programme structure and content

In line with the critically reconstructed programme theory, the programme's structure and content should be developmentally appropriate and aligned with the SAFE approach for SEL facilitation and youths' interests.

The theory evaluation determined that the programme structure has the potential to follow the SAFE approach for SEL facilitation, however, the EA found that the Champions use their discretion when implementing the programme. Process evaluation findings showed that while most Champions were prepared for sessions, made session goals explicit, they struggled with SEL facilitation. Without mastery of both sport and SEL content, the programme may be at continued risk of being a solely sport-orientated programme without

intentional SEL instruction (Pascual et al., 2011; Cryan & Martinek, 2017; Fraser-Thomas & Côté, 2009).

Theory evaluation results stress the importance of developmentally appropriate content aligned with youth interests. Prior to the evaluation, it was determined that the coaching cards were the same for all programme participants, and that without a structured curriculum and with limited content available, sessions were prone to repetition. The process evaluation found that youth engagement may be influenced by the sessions' SEL content, with repetition of activities perceived as regression. Here, engagement can be understood as the participants' need for activities that are both fun and challenging, which could depend on their age (Yeager, 2017). Participatory approaches that favour youths' input into programme development may allow programme designers to better represent youths' interests and inform the appropriateness of services (Greene et al., 2013).

Physically and psychologically safe programme environments

The physical and psychological safety of programmes is associated with increased programme accessibility and youth engagement (Eccles & Gootman, 2002). Regarding youths' physical safety, theory evaluation findings suggest that transportation plans should be made for youth who travel through dangerous neighbourhoods (Vandell et al., 2015; Hurd & Deutsch, 2017). This is relevant to the programme context, as process evaluation findings suggest that participating communities are vulnerable to gang violence and kidnapping. This also reflected in the concerns of parents/caregivers, who may prefer their children to take transportation immediately after school, or walk home in groups, and must place trust in Champions to keep their children safe.

Physical safety is referred to in the PYD literature as the meeting of youths' most basic needs, with the understanding that this will give them the mental capacity to engage in SEL (Hurd & Deutsch, 2017). While not found in the theory evaluation, youths' hunger is identified in the process evaluation as a factor that inhibits their engagement during sessions. The role of nutrition in ASPs may have been taken-for-granted in the international literature, as it was largely conducted in developed countries. However, nutrition has been identified by the WC Department of Education as a necessary component in quality ASPs (ASGCa, 2017).

Process evaluation findings indicate that Champions are without first aid supplies or training and are unaware of an emergency action plan. In addition, the child protection

training may be insufficient as Champions are lack confidence in applying these skills. First aid training and supplies, an emergency action plan and improved child protection training may provide Champions with the skills and resources needed to keep participants safe.

Regarding the psychological safety, process evaluation findings suggest that Champions act as positive role models and treat youth with warmth and respect. The theory evaluation also determined that peer relationships are as influential in supporting SEL, and that deviant behaviour and peer-conflict that is condoned and not swiftly addressed by coaches can lead to negative developmental outcomes (Rorie et al., 2011). Programme staff have acknowledged the persistence of anti-social behaviour within sessions. Here, it is understood as disruptive to sessions activities and as creating tension between Champions and participants, and at times their parents/caregivers. Champions may benefit from training in strategies to address negative behaviour so as not to sanction it (Pascual et al., 2011).

Hiring, training and retaining committed Champions

Theory and process evaluation findings suggest that Champions are key in facilitating youths' SEL. While Champions can support the development of PYD outcomes, such as social-emotional competence, they also have the potential to facilitate negative developmental outcomes (Fraser-Thomas & Côté, 2009). This has serious implications for Champion hiring, training and retention practices, as the quality of Champions will likely influence the outcomes.

When hiring Champions, theory evaluation findings suggest that programme staff who are more educated and have experience in PYD are more likely to engage well with the programme and implement the programme as intended (Huang & Dietal., 2011). Theory evaluation findings suggest that prospective Champions should be screened for qualities such as effective communication, empathy and a personal philosophy aligned with SEL (Hurd & Deutsch, 2017). Coaches may resort to personal teaching styles, which may be sports-oriented and without proper SEL facilitation, which stresses the importance of appropriate selection criteria. CoolPlay management, however, indicate that there are no documented selection criteria, relying on interviews, police clearance checks and personal reference checks when hiring Champions. Findings also suggest that they value Champions' passion for the programme activity, existing relationships in the local, and personal recommendations over experience with young people and an interest in physical and mental well-being. Process

evaluations also found, however, that Champions with a prior understanding of PYD may have greater outcomes in training, including confidence in SEL facilitation.

Theory evaluation findings suggest frequent training and evaluation (including self-evaluation) is necessary and provision alone is insufficient (Pascual et al., 2011), with quality of training as necessary for Champions engagement. The process evaluation found training is limited in developing all relevant competences and has seen poor engagement from Champions. Results suggest the need for an extensive onboarding procedure prior to programme implementation, and improvements in training SEL facilitation and communication with parent/caregivers, in addition to first aid and child protection training. Currently, Champions do not fully understand SEL, fear being caught out by management, and are at risk of implementing a sport-oriented programme. In addition, Champions had limited engagement in training due to the poor planning of training sessions, poor communication of the learning objectives, and competing responsibilities. Increasing capacity in management may see improvements in quality training.

Results suggest that efforts are needed to retain Champions and provide them with adequate support. This is thought to promote their engagement and ensure that they implement CoolPlay SEL sport sessions as intended. These efforts can include opportunities for collaborative planning, session delivery and debriefing, extended vacations, mental health services or referrals and resources for continued learning (Hurd & Deutsch, 2017). Full time employment was suggested, as it may minimise competing responsibilities and ensure Champions are available for training and development activities. As an alternative, Hurd & Deutsch (2017) suggest hiring students completing relevant qualification and forgiving student loans in exchange for coaching hours.

The process evaluation results suggest that there is poor communication, with the organisational culture characterised by top-down decision-making. This may be contributing to Champions' limited engagement and resistance to change. Efforts can be made to promote a learning culture within the organisation by including Champions in decision-making and providing them with M&E feedback. The wealth of insight provided by Champions in this evaluation suggests that they can provide valuable perspectives in decision-making. Their ongoing commitment may, however, require that they be provided with more opportunities for advancement within the organisation.

Parent/caregiver and school involvement

Both theory and process evaluation findings refer to parental/care-giver involvement as facilitating access to the programme and supporting the development of social-emotional competence in youth. In addition, findings suggest that parents/caregivers' socio-economic status, education and beliefs regarding the benefit of sport and SEL influence their child's access to the programme. Process evaluation findings indicate that parental involvement is little to none and is more likely in higher-income areas. Parents/caregivers have limited access to transport, conflicting responsibilities and concerns over their children's safety. In addition, they may value academic outcomes over social-emotional competence. Given that parent/caregiver involvement can promote youth access and engagement, strategies are needed to increase their involvement. These may include meetings, newsletters and workshops, as well as transport to and from CoolPlay events (Newman et al., 2018). Again, parents/caregivers need to trust programme staff to safeguard their children. Gaining their support may require increased efforts to ensure participants' physical and psychological safety (Vandell et al., 2015).

Similarly, process evaluation findings determined that a school's commitment to the programme is necessary for implementation, however, schools are limited in their capacity. Here, schools have resource constraints and varying knowledge, skills and interests in sport and SEL. They may not have pre-existing systems in place for monitoring attendance, and/or ensuring participants are dressed and fed prior to participation in sessions. Again, teacher education strategies may be useful in facilitating teacher buy-in, however, this was only supported by process evaluation findings.

Youth participation and engagement

Quality of participation, including enrolment, attendance and engagement, is considered necessary for youth to develop in their social-emotional competence (Vandell et al., 2015). An EA determined that there were no systems in place for monitoring youth attendance prior to the implementation of the attendance app, and that there will be no reliable attendance records until the app is rolled out and used consistently. Process evaluation findings confirmed this, as well as a lack of follow-up systems for participant drop-out. Given that the app can determine trends in participant retention, management may wish to develop procedures for following up with youth dropout. Procedures may include

making use of schools' pre-existing monitoring systems; however, this requires additional commitment from schools who have limited capacity.

CoolPlay may use retention data in addition to assessments of the quality of programme features to determine the scope for continued programme improvement. The process evaluation also suggests that youth within participating schools should be recruited and retained before rolling out to new programme sites.

Organisational capacity

Process evaluation findings suggest that management are limited in supporting implementation of the programme as intended. As part-time employees, their numerous responsibilities allow for opportunity costs in terms of programme planning and communications. As a result, training as seen limited engagement, communications can be perceived negatively, and issues are not addressed promptly. Process evaluation findings suggest allocating resources to secure core, full-time staff and ensuring management have experience in PYD. Both theory and process evaluation findings indicate that hiring a programme director with relevant qualifications and experience may contribute to organisational capacity and support the growth of a learning organisation.

Recommendations

The purpose of this evaluation was to provide information that can be used to improve the CYDP. Below are the recommendations based on the evaluation findings:

- It is recommended that more programme content is developed in line with the developmental stages and unique interests of participants. The type of content can be informed through M&E approaches that include participants' input into programme design. This may facilitate continued engagement in participants from primary through high school.
- The content can be structured in a year-long curriculum that follows the SAFE approach to SEL facilitation. This can support intentional training practices and discourage didactic forms of instruction that are unlikely to promote behaviour change. Progression through a structured training curriculum may also promote continued engagement from Champions and participants.

- To ensure the physical safety of participants, it is recommended that transport, nutrition, first aid, and an emergency action plan are available. To ensure psychological safety, it is recommended that Champions are hired and trained to appropriately respond to deviant behaviour. By ensuring their safety, negative developmental outcomes are mitigated against and youth are more likely to attend sessions and engage in SEL.
- Champion selection criteria should be documented and complied with to ensure that Champions demonstrate effective communication, empathy and a personal philosophy aligned with SEL. This to mitigate against inconsistent coach practices that lead to negative relationships and to ensure that Champions prioritise SEL over sport.
- It is recommended that Champion training include a more extensive induction process prior to implementation, and that ongoing training includes an increased focus on SEL facilitation using the SAFE approach, talking with parents/caregivers, first aid and child protection. Training that is well planned and has learning objectives communicated to Champions and area managers may increase Champion engagement.
- Champion retention practices can include opportunities for collaborative planning, debriefing and mental health services. Full time employment can support retention of qualified Champions and facilitate their engagement. Alternative strategies may be employed to retain part-time staff, including forgiving student loans in exchange for time commitment as a Champion.
- It is recommended that parent and teacher education strategies be employed to facilitate their increased involvement. These strategies can include meetings, newsletters and workshops, as well as transport to and from CoolPlay events. Given that parents/caregivers facilitate access to programme activities and teacher are expected to co-facilitate sessions, their buy-in is necessary to support youth retention and engagement.
- It is recommended that CoolPlay implement M&E systems for participant enrolment, attendance, drop-out and engagement. This includes continued use of the attendance app and the development of follow-up systems for participant drop-out. Measures of participant engagement can be incorporated into youth outcome measures.

- To increase organisational capacity, resources should be allocated to secure core staff including a full-time operations manager and area managers who have experience in PYD. A qualified and experience director can increase the programmes profile in the SFD and PYD community and contribute to organisational learning.
- Overall, the above recommendations should be engaged with before the programme is rolled out to additional sites. This is given that the CYDP has not meet the requirements for programme quality stipulated in the literature, and has the potential to produce positive, poor or negative developmental outcomes in youth.

Limitations

This research was not without limitation, and this section details how the evaluation may have been restricted. Firstly, the literature sourced during the programme theory evaluation was largely from Europe and the US, with limited South Africa literature available for ASPs, SFD and SEL. Given time constraints, the plausibility check did not include a systematic review of all the available literature. Only literature that complied with exclusion and prioritisation criteria were included in the analysis, which have led me to overlook relevant literature.

The process evaluation lacked data from youth participants. This was due to the short time frame in which informed consent could be collected, which coincided with Matric examinations and school vacation. In my capacity as M&E intern, I worked to improve the informed consent procedures for the following school year. Current findings also suggest that youth data would be useful in evaluating the programme structure and content, which can be incorporated into youth outcome measures in future.

The process evaluation made use of observational scale that has not undergone systematic validation procedures. This could bring into question the validity of the quantitative data used for evaluation question 4. However, the scale was developed prior to the evaluation as part of a Champion appraisal system. Here, a participatory approach was used to develop the scale, where Champions, area managers and the operations manager participated in its development. The scale is therefore suited to the context and could still be interpreted in line with quality parameters identified in the literature. Here, the usefulness of the data collection method was favoured over its rigor.

The surveys used to answer evaluation questions 6 and 7 were not subject to systematic validation procedures and should therefore be interpreted with caution. These surveys were sourced through the Action Impact Network (2017) and are widely used by organisations funded by the Laureus Sport for Good Foundation in South Africa. CoolPlay had agreed to use the surveys, with the understanding that data would be analysed and benchmarked against other organisations later in 2019. Again, the measure was useful in addition to describing service delivery and programme support functions for this evaluation.

Lastly, the mentor survey response rate was low. Only four of the 16 Champions completed the survey despite reminders and incentives. This does, however, reinforce qualitative findings regarding poor Champion engagement. Survey results were interpreted in line with qualitative data; however, they should be interpreted with caution.

Contribution to Knowledge

There is limited programme theory-driven evaluation on ASPs, SFD or SEL programmes in the South African context and this research contributes to this knowledge base. It also provides the first application of the developmental ecological model of ASPs in South African context, uncovering numerous process and context variables that have implications for how programmes such as the CYDP are designed and implemented. This is particularly relevant given the WC Government's call for quality ASPs as part of their youth development strategy.

This evaluation also illustrates how internal evaluators can provide contextually relevant evaluations by assessing for evaluability, practicing reflexivity and building capacity for evaluation.

Ultimately, this dissertation serves as a formative client report for CoolPlay. It is hoped that findings will provide new knowledge that build capacity for evaluation and contributes to programme improvement.

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Appendices

Appendix A: Outcome of the Evaluability Assessment

1. Involving intended users

As an M&E intern, it was possible to engage with the intended users in a formal and informal manner. Formal engagements included initial meetings and interviews with the board of trustees to generate a description of the programme, and informal conversations and observations took place with all programme staff during weekly meetings, staff training, site visits, sports tournaments and other CoolPlay events.

2. Clarifying programme intent from the perspective of stakeholders

It was also possible to compare the expectations of programme leadership and implementers including the board of trustees, operations manager, area managers and Champions. From the perspective of the board of trustees, the programme is a primarily an SEL programme with sport being the medium of instruction. The explicit instruction of SEL was seen as necessary for facilitating an array of social, behavioural and academic outcomes in youth participants. As observed in the history of the programme, Champions, and at times area managers, have come from sporting backgrounds and/or have had difficulty understanding SEL and the facilitation approach, though there was general confirmation from implementers regarding the outcomes cited by the board of trustees. Given that programme designers are members of the board of trustees, and have the most influence over the programme, their perspectives are prioritised. However, it became evident that the organisational culture is that of top-down decision-making given the lack of programme implementer and beneficiary involvement in programme design, suggesting that divergent perspectives have not been fully considered.

3. Exploring programme reality

As an employee within the organisation, there were also many opportunities to compare the board of trustees' expectations with the reality of programme through access to monitoring data, relationships with programme implementers, and regular observation of programme activities. An assessment of the monitoring data suggested that it does not reliably measure programme implementation or outcomes.

Regarding implementation, Champions completed session reports regarding utilisation of coaching cards, teacher participation, number of participants, and session successes and challenges. There was an expectation that Champions would complete these reports following each session, however, with reports collected by management at month-end, Champions typically completed reports once a month and recalled the session output by memory. Area managers revealed that session reports are often duplicated by Champions, and they may, for example, indicate that a teacher participated in a session as it is a part of the Champion's responsibilities. Additionally, individual learner attendance was not recorded in routine monitoring. As a result, data was not available for programme adherence or dosage, nor was data on the quality of programme delivery available. These findings were communicated to the board of trustees, and as an M&E intern, I went on to pilot a mobile attendance app that would provide real-time data related to adherence and dosage and developed a Champion appraisal system to monitor the quality of service delivery.

In terms of measuring programme outcomes, programme documents outlined a wide range of social, behavioural and academic outcomes, which had been ineffectively measured in the past and did not appear feasible to measure across programme sites given budget restrictions and the limited capacity of part-time staff. I recommended that a programme theory and logic be developed in consultation with programme management, which would undergo a plausibility check using PYD literature and allow for a judgement on likely outcomes given programme activities with recommendations outcomes measure for future evaluation. In doing so, recommendations for programme improvement in line with a plausible programme theory would be available and may be necessary given concerns regarding Champion competence.

4. Reaching agreement on necessary changes to the programme design

In interviews with the area managers, they expressed interest in the adequacy of the programme activities given that some of the learners' basic needs regarding nutrition and safe transportation are not met. After reviewing the WC Governments' publication on creating enabling environments for SEL within after-school programmes, it was noted that enabling environments are considered those that have motivated school leadership, are safe and secure, provide information to schools, parents and learners, and provide nutritious meals during programme activities (ASGC, 2017a). I drew attention to these criteria in a meeting with the board of trustees, however no decisions were made regarding necessary changes to the design

given the costs of implementing changes across multiple programme sites in varying contexts.

5. Exploring alternative evaluation designs

When I joined the organisation, I noted that stakeholders conceptualised evaluation as necessary for accountability to programme funders and were primarily interested in outcomes and impact evaluation designs. Some trustees were particularly interested in evaluation to help secure funding for the roll out of the programme to new programme sites, with the assumption that by reaching more beneficiaries the programme will have a greater impact. Given the difficulty in obtaining reliable measures of programme performance and initial outcomes, and concerns regarding plausibility of outcomes, the evaluator recommended against both outcome evaluation and programme expansion. By communicating to the board of trustees that ‘assumptions’ can be made about programmes outcomes if the design is based on plausible theory and logic and if the programme is shown to be implemented as intended, stakeholders reported experiencing a ‘shift’ in their perspective and were more willing to consider evaluation for the purpose of organisational learning and programme improvement.

6. Agreeing on evaluation priorities and intended uses

Once introducing programme implementation and improvement as topics of discussion, several stakeholder concerns became apparent. A shared concern was that despite Champion development activities, leadership and management still lacked confidence in Champions’ ability to competently deliver the SEL content during SEL sport sessions. As programme leadership, the board of trustees expressed interest in whether area managers could effectively manage Champions to deliver the CoolPlay sport sessions as intended. The operations manager expressed interest in finding new ways to hire, train, retain and manage Champions to improve overall quality of the programme. While agreeing that the role of Champion is an area of interest, the area managers were also interested in the adequacy of programme activities in supporting learners’ SEL given that some of the learners’ basic needs are not met.

Appendix B: Focus Group Questions

Open-ended programme leadership focus group questions

1. How did the programme come about?
2. What is the social need that the programme attempts to address?
3. How do the programme activities address this social need?
4. What have the major changes been to the programme since its inception?

Open-ended area manager focus group questions

1. What are social issues in your communities that the programme helps to address?
2. What does the programme do to address these issues? Specific activities.
3. What does positive change look like in the beginning?
4. How does this lead to long-term positive change?
5. What does this change look like in these communities?
6. What basic resources does the programme need to achieve these positive changes?

Appendix C: Programme Documents

- Annual report 2017
- Coaching cards
- Champion dashboard
- Champion exam
- Contract of employment: Area manager
- Contract of employment: Champions
- CoolPlay participant focus group transcripts
- CoolPlay theory of change
- Laureus Sport for Good programme application 2017
- Rugby manual

Appendix D: Observational Rating Scale

Viewer:		Rating Options	ND	Needs Development
Champion:				
Coaching Card:			FC	Fully Competent
School:				
Sport/Squad:			EE	Exceeds Expectations
Date:				

Evaluation Type	Criteria	Explanation	Rating	
Session Management (over one observed session)	Preparation	Session was planned beforehand		
		Arrived before session start, and equipment is prepared and ready to use		
		Attendance is taken		
	Session Structure	Coaching card is used as a reference		
		Goals for the session are made explicit throughout		
		Activities follow a logical sequence		
		Session plan is flexible and adapted where necessary		
	Social Emotional Learning	Champion understands the SEL competence		
		SEL competence is applied to session activities		
		SEL competence is made meaningful to learners		
		Fun and original SEL activities are incorporated		
	Learner Relationship	Champion acts as a role model		
		Learners are treated fairly, with warmth and respect		
		Attention is given to learners with specific SEL needs		
	OVERALL RATING:			

Appendix E: Open-Ended Interview Questions

Open-ended interview questions for area managers

1. Can you describe what a successful programme looks like at a school? (evaluation question 5)
2. What aspects of the school or community support the delivery of quality SEL sport sessions? (evaluation question 5)
3. What aspects hinder the delivery of quality SEL sport sessions? (evaluation question 5)
4. If there are differences in quality across programme sites, what do you think are the reasons for this? (evaluation question 5)
5. Tell me a little bit about the training Champions receive? (evaluation question 6)
6. Based on their training, do you think Champions are adequately prepared to deliver quality SEL sport sessions? (evaluation question 6)
7. Can you please describe your role as area manager? (evaluation question 7)
8. To what extent can you support Champions in delivering quality SEL sport sessions? (evaluation question 7)
9. Apart from training, what else does the organisation do to support the delivery of quality SEL sport sessions? (evaluation question 7)
10. Do you think this support is sufficient? (evaluation question 7)

Open-ended Champion interview questions

1. Can you please describe the schools and communities in which you work? (evaluation question 5)
2. What support do you get from schools and in the community? (evaluation question 5)
3. What challenges do you face in delivering the sessions to the learners? (evaluation question 5)
4. Tell me a little bit about the training you have received from CoolPlay? (evaluation question 6)
5. Based on the training, do you think you are adequately prepared to deliver quality SEL sport sessions? (evaluation question 6)
6. What support do you get from your area manager? (evaluation question 7)
7. Apart from training, what else does CoolPlay do to support you in delivering quality SEL sport sessions? (evaluation question 7)
8. Do you think this support is enough? (evaluation question 7)

Open-ended operations manager interview questions

1. Can you please describe your role as operations manager? (evaluation question 7)
2. To what extent can you support area managers and Champions in delivering quality SEL sport sessions? (evaluation question 7)
3. What measures does the organisation take to ensure the SEL sport sessions are delivered with quality? (evaluation question 7)
4. Do you think these support functions are adequate? (evaluation question 7)

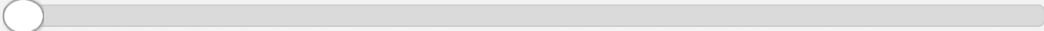
Appendix F: 12-items from the Action Impact (2017) Mentor Survey

Based on the information given to me about why this data is being collected and how it will be used, I agree to participate in this survey and understand that I can withdraw at any time:

- Yes
- No

1. **Rate the quality of induction** (Orientation) training offered by your Organisation (Move the slider between the poles to capture your answer)

Verv POOR Verv GOOD



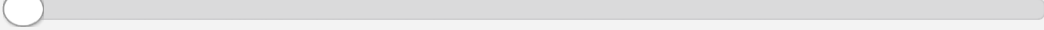
2. **Rate the quality of Refresher / Follow-up** training offered by your organisation

Verv POOR Verv GOOD



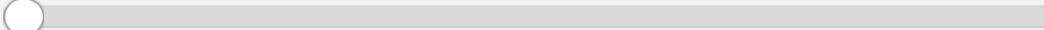
3. How would you **rate the quality of ongoing support** you receive from your organisation?

Verv POOR Verv GOOD



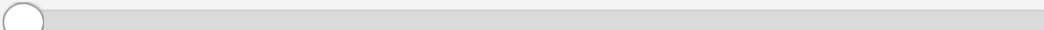
4. How useful is your organisation's training at improving your: **Skills in teaching your organisation's sporting activity**

Not useful Verv Useful



5. How useful is your organisation's training at improving your: **Skills in communicating with youth**

Not useful Very useful



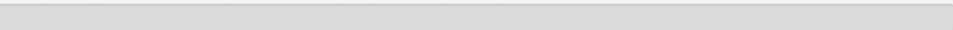
6. How useful is your organisation's training for improving: **Skills in supporting psycho-social development**

Not useful Very useful



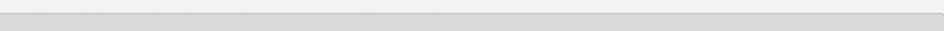
7. How useful is your organisation's training at improving your: **Skills in talking with parents / caregivers**

Not useful Very useful



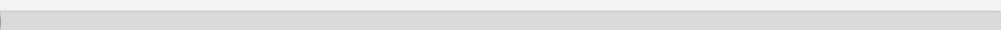
8. How useful is your organisation's training at improving your: **Skills in talking with teachers / school management**

Not useful Very useful



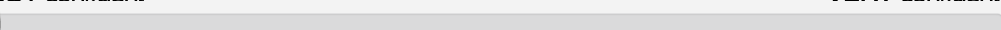
9. During sessions, how confident are you at: **Implementing child protection policy**

NOT confident VERY confident



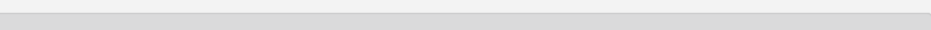
10. During sessions how confident are you with: **Complying with the code of conduct**

NOT confident VERY confident



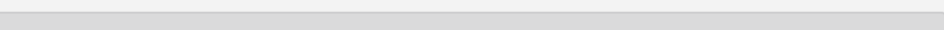
11. During sessions how confident are you with: **Knowing what to do during an emergency**

NOT confident VERY confident



12. During sessions how confident are you with: **Applying the first aid treatment**

NOT confident VERY confident



Appendix G: 15-items from the Action Impact (2017) Organisational Survey

Based on the information given to me about why this data is being collected and how it will be used, I agree to participate in this survey and understand that I can withdraw at any time:

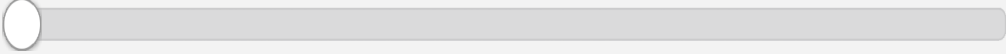
- Yes
- No

1. Does your program have the following in place for selecting new mentors / coaches / trainers:

- Documented selection criteria
- Individual interviews
- Required local police clearance
- Personal reference checks
- Current employment / availability checks
- None of the above

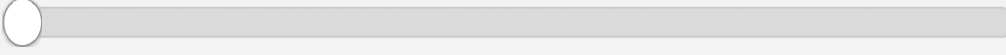
2. How important are the following criteria when selecting new mentors / coaches / trainers:
Passion for program activity (move slider to where appropriate)

NOT important Very Important



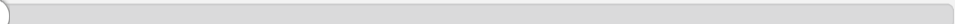
3. How important are the following criteria when selecting new PROGRAM mentors / coaches / trainers: Skill level for program activity

NOT important Very Important



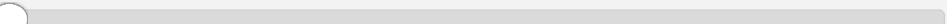
4. How important are the following criteria when selecting new PROGRAM mentors / coaches / trainers: Experience with young people

NOT important Very Important



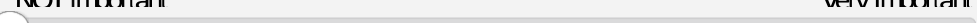
5. How important are the following criteria when selecting new PROGRAM mentors / coaches / trainers: Interest with physical and mental well-being

NOT important Very Important



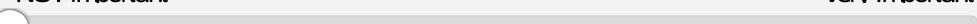
6. How important are the following criteria when selecting new PROGRAM mentors / coaches / trainers: Existing relationships in the local area

NOT important Very Important



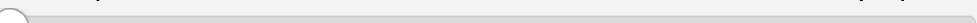
7. How important are the following criteria when selecting new PROGRAM mentors / coaches / trainers: Relevant work experience

NOT important Very Important



8. How important are the following criteria when selecting new PROGRAM mentors / coaches / trainers: Level of formal education completed

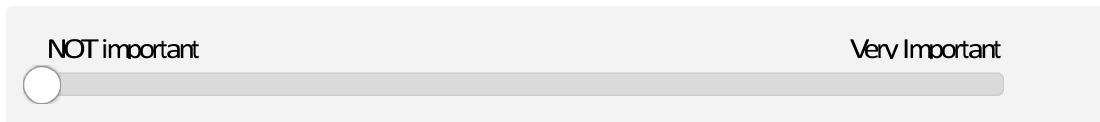
NOT important Very Important



9. How important are the following criteria when selecting new PROGRAM mentors /

coaches / trainers: Personal recommendations and references

NOT important Very Important



10. How often are official meetings between PROGRAM managers and mentors / coaches / trainers?

- Daily Quarterly
 Weekly Biannually
 Fortnightly Annually
 Monthly
 Other (please specify)

11. Does PROGRAM have the following tracking tools in place for...(check all that apply)

- Following the program model/curriculum
 Completing the program content (checklist)
 None of the above

12. How often does the program complete “spot checks” for consistency and quality in program implementation?

- Daily Quarterly
 Weekly Biannually
 Fortnightly Annually
 Monthly
 Other (please specify)

13. How often does PROGRAM review the relevance and delivery of all program components?

- Monthly
- Quarterly
- Biannually
- Annually
- Other (please specify)

14. Does PROGRAM have the following in place for all program sessions?

- Reliable individual attendance records
- Follow-up systems for drop-outs
- Monitoring systems for retention rates
- None of the above

15. Does your program have the following in place for mentors / coaches / trainers (check all that apply)?

- Documented child protection policy
- Documented code of conduct
- Emergency Action Plan
- Referral system for youth whose needs exceed the scope of the program
- None of the above

Appendix H: Ethical Clearance from the UCT Faculty of Commerce Ethics in Research Committee



Faculty of Commerce

Private Bag X3, Rondebosch, 7701
2.26 Leslie Commerce Building, Upper Campus
Tel: +27 (0) 21 650 4375/ 5748 Fax: +27 (0) 21 650 4369
E-mail: com-faculty@uct.ac.za
Internet: www.uct.ac.za



@Commerce UCT



UCT Commerce Faculty Office

07 December 2018

Ms Susan Swingler
School Of Management
Studies
University of Cape Town

Dear Susan Swingler,

REF: REC 2018/012/152

A programme theory and process evaluation of a sport-for-development programme.

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid for 1 year and may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

Modie Sempu
Administrative Assistant
University of Cape Town
Commerce Faculty Office
Room 2.26 | Leslie Commerce Building

Office Telephone: +27 (0)21 650 4375
Office Fax: +27 (0)21 650 4369
E-mail: modie.sempu@uct.ac.za
Website: www.commerce.uct.ac.za

Appendix I: Permission Granted from the Implementing Organisation

School of Management Studies
University of Cape Town, Private Bag
Rondebosch 7701
Telephone +27 21 650-5218
Sarah.Chapman@uct.ac.za

TO WHOM IT MAY CONCERN

Thank you very much for your willingness to enable one of our students to work on the evaluation of a programme from your organisation as part of their 50% Master of Philosophy specializing in Programme Evaluation dissertation. We appreciate your contribution to the education of our students. At the end of the dissertation examination process, you will receive a copy of the dissertation in the form of a useful evaluation report which will enable you to make informed decisions about your programme. We also undertake to assure you that the student will display professional behaviour at all times while working in your organisation or on your programme.

The student will need programme information from you and we request that you or a designated person meet with the regularity to provide access to this information. Your cooperation in this regard will ensure that the student provides you with a high quality evaluation, and will help to ensure the student meets deadlines. In order for us to keep track of the quality of the student's work we request that you copy the student's supervisor(s) in all correspondence, and that you reach out to the student's supervisor(s) directly should you have any concerns regarding the student's work.

Please note that our students are required to work within the ethical framework of the Faculty of Commerce when collecting information from programme documents, programme stakeholders and programme beneficiaries. This framework deals with the anonymity of data sources, sensitivity when requesting information from people and responsibilities when reporting results. Please also be aware that the student's work will fall within the intellectual property specifications of the University of Cape Town. You can familiarize yourself with the terms of UCT's IP Policy here (https://www.uct.ac.za/downloads/uct.ac.za/about/policies/intellect_property.pdf). This policy explains that copyright to any publications stemming directly from the student's research dissertation is automatically assigned by UCT to the author (in this case, the student). A student also owns the copyright in their thesis or dissertation.



In order to comply with the rules of the Faculty of Commerce, we request you sign below to indicate that you are aware of the research / evaluation been undertaken by one of our students in your organisation, and that you will support the student to access programme data, records and recipients if applicable.

Yours sincerely,

Signature Removed

Associate Professor Sarah Chapman

COURSE CONVENOR: MPhil Programme Evaluation and PhD in Programme Evaluation

AGREEMENT FOR STUDENT TO UNDERTAKE RESEARCH AND/OR AN EVALUATION IN YOUR ORGANISATION:

Signature Removed	CoolPlay	12/06/2018
.....
Signature of Authorised Person	Organisation	Date

.....

Name of the programme student will evaluate (if applicable)

Appendix J: Informed Consent Statement for the Mentor Survey



Dear Champion,

My name is Susan Swingler and I am postgraduate student from the University of Cape Town. I am conducting an evaluation of the CoolPlay Youth SEL Programme and would like to invite you to participate in this research study because of your position as a key staff member in the organisation.

You will be required to complete a survey that asks questions about the quality of the training and support you receive from CoolPlay. Participation is strictly voluntary, and you may choose not to answer specific questions or withdraw at any time. This research has been approved by the Commerce Faculty Ethics in Research Committee.

The following survey will require approximately 10 minutes of your time. There are no known risks for responding and I assure you that all the information obtained from the research will remain confidential. You will be compensated with 30-50MB of mobile data for your participation.

The surveys will provide useful information that will be used to try and improve the programme. If you require additional information or have questions, please contact me on this number (0780425787).

If you are not satisfied with the manner in which this study is being conducted, you may report any complaints to the course convener, Associate Professor Sarah Chapman. Her e-mail address is sarah.chapman@uct.ac.za.

By following the link in the following text message, agreeing to participate, and submitting the online survey, you confirm that you are willing to participate in this research project and have had the opportunity to ask any questions.

Appendix K: Informed Consent Statement for the Organisational Survey



Dear Participant

My name is Susan Swingler and I am postgraduate student from the University of Cape Town. I am conducting an evaluation of the CoolPlay Youth SEL Programme and would like to invite you to participate in this research study because of your position as a key staff member in the organisation.

You will be required to answer questions related to service delivery and programme support functions. Participation is strictly voluntary, and you may chose not to answer specific questions or withdraw at any time. This research has been approved by the Commerce Faculty Ethics in Research Committee.

The following survey will require approximately 10 minutes of your time. There is no compensation for responding nor is there any known risk. I assure you that all the information obtained from the research will remain confidential.

The data collected will provide useful information regarding the adequacy of programme service delivery and support functions. If you require additional information or have questions, please contact me on the e-mail address provided below.

Sincerely,

Susan Swingler

(swnsus001@myuct.ac.za)

If you are not satisfied with the manner in which this study is being conducted, you may report any complaints to the course convener, Associate Professor Sarah Chapman (sarah.chapman@uct.ac.za).

By following the link (insert link here), agreeing to participate, and submitting the online survey, I confirm that I am a willing participant for this research project and had the opportunity to ask any questions.

Appendix L: Informed Consent Forms for Interviews



Dear Interviewee,

My name is Susan Swingler and I am postgraduate student from the University of Cape Town. I am conducting an evaluation of the CoolPlay Youth SEL Programme and would like to invite you to participate in this research study because of your position as a key staff member in the organisation.

You will be required to answer questions related to programme delivery and programme support functions. Participation is strictly voluntary, and you may withdraw at any time. This research has been approved by the Commerce Faculty Ethics in Research Committee.

The following interview will require approximately 60 minutes of your time. There is no compensation for responding nor is there any known risk. I assure you that all the information obtained from the research will remain confidential.

The data collected will provide useful information regarding the adequacy of programme delivery and support functions. If you require additional information or have questions, please contact me on the e-mail address provided below.

Sincerely,

Susan Swingler

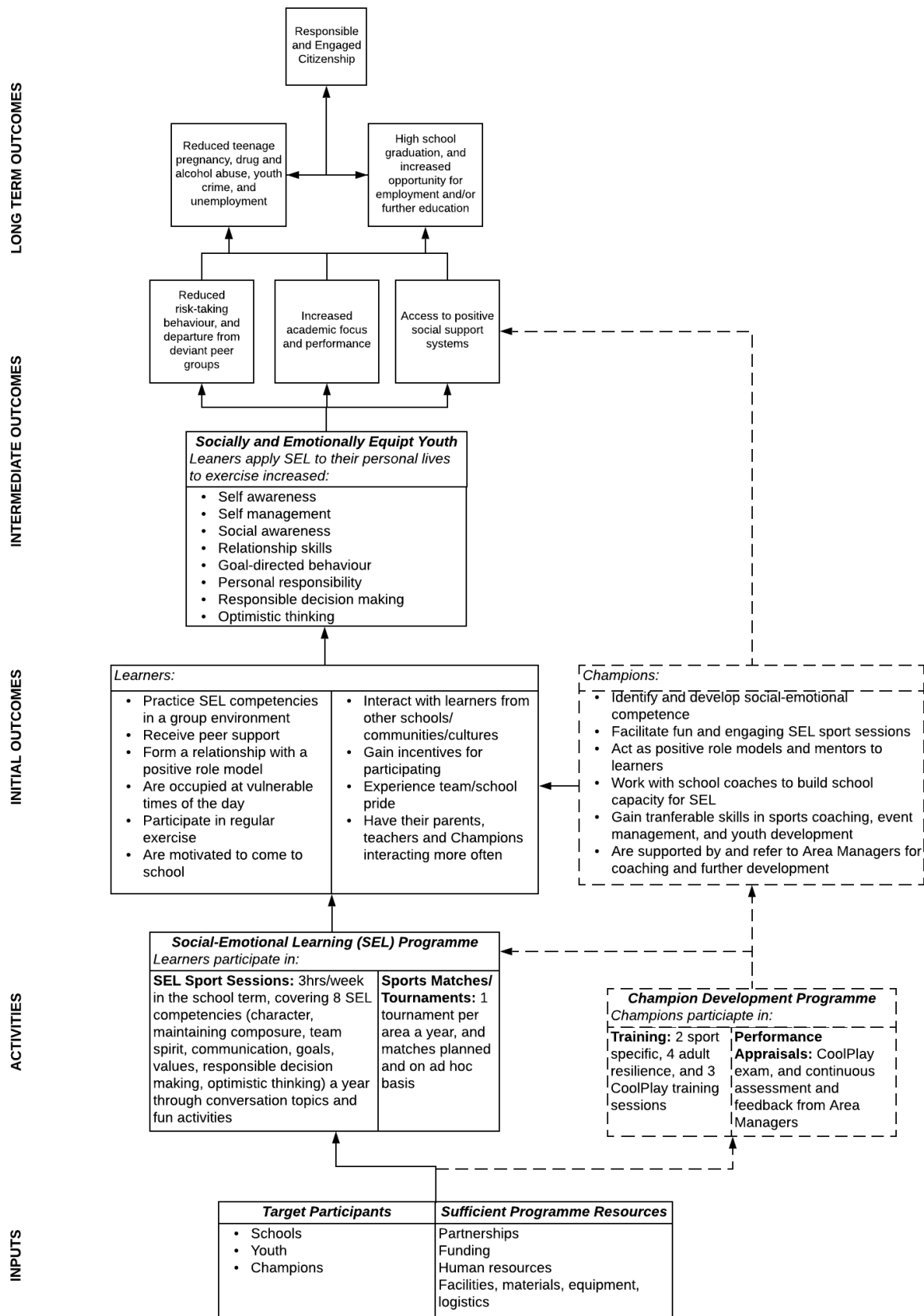
(swnsus001@myuct.ac.za)

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the course convener, Associate Professor Sarah Chapman (sarah.chapman@uct.ac.za).

By signing this consent form, I confirm that I am a willing participant for this research project and had the opportunity to ask any questions.

----- Name of Participant	----- Date	----- Signature
----- Name of Researcher	----- Date	----- Signature

Appendix M: First Draft of the Initial Programme Theory



Appendix N: Frequency Statistics for Evaluation Question 4

Table N

Frequency Statistics for the Observational Rating Scale

<i>Component of CoolPlay SEL Sport Session Delivery</i>	<i>ND (%)</i>	<i>FC (%)</i>	<i>EE (%)</i>
Preparation			
Session was planned beforehand	18.8	81.3	.0
Arrived before session start, and equipment is prepared and ready to use	6.3	81.3	12.5
Structure			
Coaching card is used as a reference	18.8	81.3	.0
Goals for the session are made explicit throughout	12.5	87.5	.0
Activities follow a logical sequence	31.3	68.8	.0
Session plan is flexible and adapted where necessary	6.3	93.8	.0
SEL delivery			
Champion understands the SEL competence	43.8	50.0	6.3
SEL competence is applied to session activities	31.3	68.8	.0
SEL competence is made meaningful to learners	50.0	50.0	.0
Fun and original SEL activities are incorporated	12.5	87.5	.0
Learner relationships			
Champion acts as a role model	.0	81.3	18.8
Learners are treated fairly, with warmth and respect	.0	87.5	12.5
Attention is given to learners with specific SEL needs	50.0	50.0	.0

Note: ND = needs development, FC = fully competent, and EE = exceeds expectations

Appendix O: Descriptive Statistics for Evaluation Question 6

Table O1

Descriptive Statistics for Quality of Training (N = 4)

Quality of:	<i>M</i>	<i>SD</i>
Ongoing support	81.5	14.1
Refresher/follow up training	72.3	20.1
Induction training	61.0	25.3

Table O2

Descriptive Statistics for Usefulness of Training (N = 4)

Usefulness of training in:	<i>M</i>	<i>SD</i>
Skills for communicating with youth	85.5	17.1
Sporting activity	83.5	13.1
Supporting psychosocial development	62.3	34.4
Talking with parents/caregivers	50.8	31.8

Table O3

Descriptive Statistics for Implementer Confidence (N = 4)

Champion confidence in:	<i>M</i>	<i>SD</i>
CoolPlay's sporting activity	97.5	5.0
Training youth in life skills development	93.3	8.6
Training others in the sport activity	91.0	11.2
Complying with the CoolPlay code of conduct	83.5	20.1
Helping the participants feel safe	72.8	4.9
Applying the first aid treatment	62.3	29.1
Knowing what do in an emergency	61.0	15.6
Implementing the child protection policy	59.8	22.7

Appendix P: Descriptive Statistics for Evaluation Question 7

Table P

Descriptive Statistics for the Importance of Selection Criteria (N = 5)

<i>Selection Criteria</i>	<i>SD</i>	<i>M</i>
Passion for the programme activity	91.4	6.8
Existing relationships in the local area	87.8	12.6
Personal recommendations and references	86.6	11.2
Experience with young people	68.8	15.2
Interest with physical and mental well-being	66.0	31.1
Skill level for program activity	60.2	23.3
Relevant work experience	46.8	29.2
Level of formal education completed	37.8	23.1

Appendix Q: The Internal Evaluator's Reflexive Process

By keeping a reflexive journal throughout the research process, I was able to reflect on thoughts and feelings elicited by the research, make tentative interpretations, and plan data collection (Anney, 2014). By using Attia and Edge's (2017) developmental approach to becoming a reflexive researcher, I reflected on my subjectivity as a researcher and how I gained trust and collaborated and corroborated with research participants (Attia & Edge, 2017). Each process is documented below.

Subjectivity

Subjectivity refers to the researcher's identity within the research context and how it might shape the research (Hays and Singh, 2012). In my reflexive journal, I identified as both an insider and outsider researcher, both sharing and differing in characteristics of the research participants (Anney, 2014). Hays and Singh (2012) assert that insider status can allow researchers access to insider knowledge that allow for richer accounts. I was, however, also an outsider given my race, socio-economic status and affiliation with an academic institution. Given the country's history of racial inequality, my position as a White South African in predominantly Black and Coloured communities was associated with power and privilege, and possible mistrust. Hays and Singh (2012) assert the importance of acknowledging the historical and socio-political contexts in research. In my reflexive journal, I noted many occasions where this outsider position led research participants to compare my background and education against that of the programme sites, as a way of educating me. My affiliation with a university further positioned me as an outsider, with programme leadership often referring to my thinking as 'academic'. In my journal, I noted feelings of inadequacy, as I questioned my ability to adequately represent the programme context and interests of the programme's beneficiaries.

While it was tempting to defend my position and assert what knowledge I had, I followed Hays and Singh's (2012) recommendation for researchers to embrace their outsider positions. One of their key strategies for approaching subjectivity includes "leading with your curiosity, rather than with your 'expertise' as expert researcher. Leading with curiosity entails asking questions, questioning your assumptions about your study, and even developing rival hypotheses that might counteract your previous analyses." (Hays & Singh, 2012, p. 146). I believe this approach supported the next step in becoming a reflexive researcher, which included gaining trust with research participants.

Trust

Prior to data collection, I was challenged to gain trust with CYDP stakeholders. Creswell and Miller (2000) argue that sustained trust is more likely to motivate participants to actively engage in research by collaborating and corroborating with the researcher, and thus provide accurate data. Fortunately, my position within organisation allowed for many opportunities to interact with research participants as I often drove with Champions to and from programme events.

In retrospect, and as a former lay counsellor in non-profit organisations in South Africa, I was employing the person-centred counselling skills I had gained. These included demonstrating unconditional positive regard, genuineness, and empathetic understanding in my interactions with CYDP stakeholders (see Rogers, 1961). As an example, I recall meeting a Champion for the first time and it became apparent he was nervous about my presence. I noted my feelings of discomfort, as I felt positioned as having the power to determine the value of the programme at this site. Here, I endeavoured to use my person-centred counselling skills to gain rapport and put him at ease.

As an internal evaluator, I had many opportunities like this, however, given the geographical distance between programme sites, my contact with some Champions was infrequent. During formal data collection, I did not have pre-existing relationships with two of the interviewees and had to spend time establishing and reestablishing trust throughout the interviews. The formality of the informed consent procedure put additional strain on relationship building, as this interview was unlike the informal conversations we had had previously.

Collaboration and corroboration

Working to gain trust was the first step in collaborating with research participants and gaining corroboration for my initial interpretations. Both collaboration and corroboration between evaluators and participants are thought to facilitate the generation of credible data through triangulation, allowing for thorough accounts of programme phenomena (Attia & Edge, 2017). Collaboration occurred between me and the research participants while sourcing appropriate measures for data collection. For example, the observational rating scale was developed by attending sessions, asking Champions what they thought a successful session was, asking area managers what they look out for in a session, and compiling this information

for review. Here, my intention was to take on the capacity-building approach described by Attia and Edge (2017) that encourages researchers to “discern methodological opportunities in their environments, and to be purposeful in their decision-making” (p. 42).

There were also opportunities for me to corroborate my initial interpretations with research participants. In the EA, for example, I noticed sessions reports may be inaccurate and that teachers may not be present during programme activities. In a conversation with two Champions during a car trip, I asked them about teachers’ involvement. The feedback I received was that the session reports did not give an indication of the teachers’ involvement in the session and that teacher may not co-facilitate sessions or actively engaged in youths’ SEL. This allowed for corroboration of my initial observation which was later unpacked in the process evaluation. There were many occasions where I experienced what Attia and Edge (2017, p. 40) described as a “saturation of certain categories” as a result of a prolonged stay in the field. Another example was during formal data collection, when an interviewee indicated that I already knew the answer to my question. While I made attempts not to ask leading questions, this participant and I had already discussed this topic prior to formal data collection. While I saw this as corroboration for an emerging theme, I also had to engage with perspectives that contradicted my initial interpretations.

Trustworthiness

Trustworthiness in research can be described as the ability to produce accurate accounts of the programme phenomenon without damaging the relationships built with research participants (Attia & Edge, 2017). Here I am aware that my conduct as a researcher will influence the stakeholders ongoing perception of evaluation (Attia & Edge, 2017). Like Attia and Edge (2017), I felt a great sense of responsibility when drafting this dissertation, since this evaluation may have “reflected light and cast shadow” (p. 40) on programme design and implementation and provided recommendations that may impact research participants. My findings are therefore framed in such a way that will support the sustainability of the CYDP, by highlighting scope for improvement and future evaluation.

By keeping a journal and discussing these key steps, I have attempted to contribute to valid and useful research while supporting my growth as a reflexive researcher. This has allowed for reflection on how ongoing efforts to gain and sustain trust can facilitate collaboration and corroboration of emerging themes, leading to trustworthy accounts of the programme’s performance.

Appendix R: Quotes to Support Theme One (School Commitment and Capacity)

“The main thing from the school is that if the support comes from the principals, because the principal is the main guy of the school, and principals speak to teachers, supporting the our Champion throughout the programme, making sure what the Champion needs, in a sense of it’s a classroom on a rainy day or maybe printing something at school phoning a school for a rugby game or a netball game, so support in that kind of way.”

“I would also say that you get teachers who don’t want other people to take their shine, and that happens a lot.”

“When schools think their kids don’t need sport; they’d rather focus on after-school programmes like extra-classes, and extra-classes go on longer than they used to [...] So that stops a good quality session. Because at the end of the day you could have 30 kids, the next day you have 10 or 12, and you ask where they are, oh, they had extra classes, and stuff like that. Some teachers would be like this kid doesn’t need sport, they only need academic in his life.”

(Interviewee 1)

“So, I think the first main big thing is that there is buy in from the school. So, for the schools in my areas that it’s going well, and the schools in other areas that it’s going well, I see at least one teacher that’s really involved, is usually at the session with the coach, and is co-facilitating that.”

“The principal is also involved, not necessarily at the session, but they know what’s going on, they kind of have a grasp of what we’re trying to teach the kids, they’re fully supportive of that and try and help where they can. And just seeing growth in the kids.”

“So, it really comes down to one supportive teacher that’s going to be willing to bring all the other teachers on board. That’s going to quell the scepticism they have about the programme and what we’re doing, and as soon as we have that, even if you have a school that is slightly resistant, or a principal that’s a little bit weary, or not really involved, as long as you have one teacher that’s passionate about... and it doesn’t even need to be about the social and emotional aspect, even if they are just passionate about the sport that you’re offering, then they’re going to be able to go and get teachers moving and all of that stuff [...] So, if you don’t have somebody in there that can kind of be an ally, you’re not going to accomplish much at all.”

“So, we need an environment where they offer a facility that is usable [...] I have a school and we offer netball there, but it’s in the car park, so that doesn’t go well because the teachers haven’t had buy into the programme, they won’t quickly move the cars in the school day, so it delays the girls getting onto the court and being involved in the programme.”

(Interviewee 2)

“I’d say, the relationship with the schools, (the headmaster), he’s not the kind of guy who’s going to close the door and say, “No, it’s not going to happen”. Sometimes he just says yes to everything, although maybe he’s not going to take the lead on that, but he’ll just give you the go ahead. But sometimes you go back to him and you’ll ask him how it is going with that programme, and he’ll say, “Oh, that thing that you are talking about? Go and

ask (the sports administrator), he's the one that is dealing with it on a daily basis, I gave you guys the go ahead." So, he's that kind of person that he won't say no."

"We need to know about the NGOs inside. Our schools, like (a high school), they keep everything in, like they keep everything into themselves. So, I don't know about exactly what. But I worked at (the primary school) before CoolPlay, so I know exactly who's coming in and who's coming out. You see, it's a matter of not knowing what skill they have inside the school, which programmes inside the school. So, with (the high school), you know what programmes are inside the school, but you don't know which gentleman is coming in, coming under which organisation."

"So, it's a bit tough there as well, although the headmaster now he just changed. So, he said you guys are welcome to come back and do extra stuff, he said, like soccer. But now it's a matter of getting the staff members to work hand in hand to deliver the sessions. And (the Champion at that school) is doing ok, because the sport administrator are too much hands on with the netball, so it's not that hard on the netball."

"And still from the rugby side, the teachers involvement, we don't have much teachers being involved. It'll be only at (the primary school), we have a teacher coming in to check it, but we don't have more teachers who are hands on [...] So, we've got 5 or 10 absent in your session, and no one is going to do a follow up inside the school about what is happening, so the boys who didn't pitch up today, they don't care, they'll just come in in the next session."

"How is works now these days is that is helps to find someone, a teacher inside, who's interested code you are doing. Especially on the rugby side, but on the netball side, since they've been doing that sport code for a long time, so there are teachers already that are hands on, they like the sport, they are into the sport. So, they will make sure when there's a coach there, that coach has the keys, they'll be there to watch the sessions and sometimes taking part, you'll see at Masi High. You'll see for athletics there'll be a teacher. Although, in their sport sub-committees they will allocate teachers to each sport. Like the guy at Masi high now that is working with Frank, that guy can't wait after-school, Frank gets there 4pm for the rugby."

"But when it comes to the manager, it's the teacher inside. That person, that teacher, he has the register, he knows what boys, he knows which classrooms. Remember at (the high school) and in Ocean View, those are not the rugby schools, so Ocean View, they've been doing netball already, so there was a teacher allocated already, so they've been doing that sport for a while. Automatically they track their kids and make sure that they have got a team, they make sure they've got a team to practice. But on the rugby side, Kleinberg, no teacher knows anything about rugby, no teacher knows anything about rugby, nobody wants to do it. So, you end up speaking to the sports administrator to help you out on the rugby side, but that person isn't a rugby person, he's a sports administrator, he's looking over all the sports codes. But, because, he's the only person who knows better than anyone on the rugby side, and he'll go and check."

"From the rugby side there is not 100%, there is only one teacher that (the Champion) can talk to, but not... The rugby side is the numbers first, the numbers are not here yet. So (the Champion) will take two squad maybe together in a day. So, you will have maybe 13 U13 boys, maybe an extra 5 from U12, so that's how the things are from the rugby side. And still from the rugby side, the teachers' involvement, we don't have much teachers

being involved. It'll be only at (one primary school in Ocean View), we have a teacher coming in to check it, but we don't have more teachers who are hands on."

"Those boys will be playing, but it's not like (the Champion is) getting too much assistance inside the school for the rugby. So it's a bit tough there as well, although the headmaster now he just changed. So he said you guys are welcome to come back and do extra stuff, he said, like soccer. But now it's a matter of getting the staff members to work hand in hand to deliver the sessions."

"That's why (the Champion) won't get numbers, he tried really to do immediately after school, and they didn't bring any clothes. So, we go home and get changed and come back, and then half of the boys say they're coming back, they aren't coming back, they just play in the township and don't come back."

"Whereas the netball side, you don't have to tell them to bring their clothes, they know it. It depends, school by school they do it differently. At Ukhanyo they don't let the kids go away and change, they bring their clothes for phys ed for netball, so they don't have to bring extra clothes for netball. At masi high they don't have phys ed, so they don't bring clothes for phys ed [...] They wear white shorts and white t-shirt (at the primary school). So, after school the teachers, the kids they don't get changed. They have their clothes on for phys ed, and they come to school wearing their phys ed clothes. So, you're going to use the whole day. (The primary schools in Ocean View) are going to do phys ed too, they've got clothes but you find the kids wearing school uniform. But that with high school [...] The clothing issues is much better than high school. And ocean view high as well, that's, Grace started well with the netball."

(Interviewee 3)

Well, the way I would describe (the school) is that it's very under-resourced. As you can see the buildings are very dilapidated, and they're struggling with funding. So, the school is always looking for ways to fund things that happen at the school, like different programmes, and especially when it comes to sport, they don't even have a budget. So that already tells you one thing, that they're not focused on that.

"So, from the school itself there is little support. The only real support is (a relative of mine) is a teacher here, and so I'm lucky. He would push in staff meetings or in governing body meetings for some funding from the school. (The teacher) would push in staff meetings or in governing body meetings for some funding from the school. So, before they'd never put money towards refs fees and like lining on the field. So, everything came out of my pocket, so whatever I was getting paid, I would give back to literally try and keep the programming running all the time. But it got to a point where the school itself, the bursar, he said "Look, we will give money out of the petty cash so that you can pay the ref", so they would give me like R100 a week just to pay the ref... So, if I, like when we have a tournament, I just put on my family group, is there any way you can donate or support, and then they would either give money or they would give food. So, the same things is happening, we're having a sports dinner next week, so I just put it on my family group and then they will be donating stuff."

"(There is no) funding for transport, funding for equipment, funding for medical supplies. I understand that these are things that the schools should have in place, but the schools that we work with don't. Cause government doesn't fund. The government gives a small percentage and they will use that rather with teachers,

governing body teachers. And unfortunately sport is one of them. So, if there's a way for CoolPlay to bridge that gap it would be fantastic, and to help the CoolPlay programme in the long run, to continue for years and years to come."

"So, in one week, you'll have thirty boys, and the next week it will drop to like 15, and the next week it goes up again. There's no like consistency, and I feel like that again goes back to the school. And I feel like there's nothing actually saying that is you commit to practice you have to be at practice, otherwise there is consequences to your actions. So, like when you come to school and if you are not here by 8 o'clock, there's a consequence and there's a repercussion."

"They don't have (consequences for not attending) here, so they don't have that kind of culture."

"My whole wish is that the parents buy into the programme and the school buys into the programme. Cause if you've got both of them working hand in hand, you can make a success out of any programme that could be run from the school. Cause there's a lot of children that want to take part, but their parents and maybe the school itself, is holding them back, for various reasons."

(Interviewee 4)

"They ask me if I need help, and then I say ok I'll just come back to you and they'll support me if I need something. But not all schools are like that, just some schools."

"With (one) school, there is teachers who we say what we're going to do with the kids and why we need the kids and stuff. But they don't actually bring the kids so that we can do the programme with the kids or understand what we're doing. But they don't actually take part to come see what we're doing after school. But by (the other school), again, the teachers come, and often say can I watch and be a part of it. So there's support and the kids feel inspired. So the teachers looking now and the kids, he wanna show off, some skills. He's good at... and the teachers don't actually see that and they only know the kid from being in the class."

(Interviewee 5)

"I would also say it's extremely poor by the facilities, the school facilities, the fact the rugby poles are like skew, I think the maintenance are really bad. I think they don't really give a lot of attention to the school. Some of the schools actually are very neat in this area, and some of the schools you can see it's very poor. Which is actually very strange for me because the schools are like a bus park apart."

"Obviously, when it comes to the principals it's 'Simon Says', the principal tells the teacher, look that's it, 'I can't pay anymore.' That's something we need to work on. Otherwise, these guys will give up, they will get frustrated and say, 'You know what? That's it, I don't feel like playing'... They making it too, it's becoming so personal that they don't even think about themselves being parents. They thinking to themselves, 'No man, I want to see these guys go', it's nice to see as a principal, 'No, I've played a role in that'. Because they don't understand that a champ starts at home, no, it's starts over here. If you're to push someone in that direction where they end up going in that direction because the kid would listen to the grown up."

“To me it’s said you have to do the budget. Imagine if you have to talk about the budget all the time, when will these kids ever grow? You waste a year, you waste a year of their sporting ability and talent. If you have to talk about the budget all the time, I think there’s a lack in that when it comes to teachers.”

I think there’s a lack when it comes to teachers. Which is actually disappointing because they are parents [...] You need to nurture them when they are younger. I think the teachers as well, obviously, when it comes to the principals it’s ‘Simon Says’, the principal tells the teacher, look that’s it, “I can’t pay anymore.” That’s something we need to work on. Otherwise, these guys will give up, they will get frustrated and say, ‘You know what? That’s it, I don’t feel like playing’.”

(Interviewee 6)

“To be honest, uh, about the school. Here (in Khayelitsha) there is a teacher called (teacher’s name). Nice, nice, nice lady. The only person who was always helping me. I spoke to the principal the first time I was introducing myself to him, at the beginning of the year. No, he was fine, but the only person I’ve always coming, check with you, is (teacher’s name). She’s a great teacher. If I need something, I will call her and then he will organise what I need for the kids, everything. Even when I’m going to the matches, she’s doing everything for the kids. I don’t have a problem with her. I don’t have a problem with the teacher.”

(Interviewee 7)

Appendix S: Quotes to Support Theme Two (Parent/Caregiver and Community Involvement)

“In the community, it’s like we did with the netball club and the rugby club, so the community starts to see what they can give towards making our programme a bit more successful and, if I can say, sufficient.”

“I think parents don’t understand sometimes what we do, they think my girl is playing netball or rugby, and they come to the school and find out it’s a CoolPlay programme and they find out more about CoolPlay, and then I think they are more grateful.”

“Transport is one thing that stops a good quality sessions for our Champions. The violence, the main thing that is happening nowadays, and also, I don’t know, child-kidnapping, human trafficking. So, parents would rather have their kids come home early from school and not stay at the school. So, if schools done, I don’t want you to play rugby, to walk far, we’ll get transport for you, or you’ll walk in your groups.”

(Interviewee 1)

“To be honest, in my areas the community is not that involved.”

“We had a tournament and only had one parent come to watch them play.”

“I have seen that it works much better when we have parents that are interested in the programme. And I think where you really get the buy in from the parents and other community members is through tournaments. So, if you have a tournament and you are able to invite parents and other people that are really significant in the kids lives, and they slowly start getting more and more interested in the programme. But in my area we haven’t seen that much at all, compared to other areas.”

“I think it’s a lot of socio-economic. So, in the Khayelitsha area it’s definitely that, we had a tournament and only had one parent come to watch them play. It was on a Friday, people usually get off work early on a Friday, but there was only one parent who was able to make that sacrifice to be there. So, I think that’s a huge one at Khayelitsha, is you’re looking at a very different, environment. Kids are coming from a lot poorer background than let’s say a kid that’s going to a school in Kuilsriver. And I think that in Heathfield area, and in the southern suburbs area, because the kids are being bused into those schools they don’t live close by to that area. They’re bused in from say Lavender Hill, or further afield than that. So, parents, if they don’t have access to transport, or whatever the case may be, they’re not going to be able to come to together, to see a session, or go watch their kids and watch a rugby game, it’s just not feasible for them.”

(Interviewee 2)

“If they are involved? Firstly, it’ll change the kids, first. The attitude of the kids will be different when you know that your parents are here. Sometimes when they are on the netball pitch they will push beyond the limit because they know that my mom or dad is watching. You see? Or is they used to speak to you in a rude way as a Champion, you know that your parents is there and some of them behave better when the parents are involved. So, you can get the best out of those kids.”

“I’ve said that the more we reach the parents first, they need to know about CoolPlay, you see. And if they don’t know much about CoolPlay the parents won’t be too much hands on.”

“(The parents) don’t know anything about these coaches being employed by CoolPlay... That’s what they are doing because they are getting paid by the school. It’s not like they are saying... Yeah you see, that’s a thing there at Masi community. You may find one or two people parents who will know about the CoolPlay thing, only two, you see. Only when they sign the indemnities or whatever, and if a CoolPlay event is to happen, they only get that bit. Then those parents, “Ah CoolPlay, oh ok. what?”, “Ah we do netball and this.” Then you go to Ocean View, you see (the Champion) there working as CoolPlay and they know (the Champion) is not employed by the school, so when they are addressed at Kleinberg they say ‘This is (our Champion), working for CoolPlay, doing netball inside the school. That’s how you say it, you don’t say ‘This is (the Champion) one of our staff members’. So, from (Ocean View) side there are are a few parents but not much.”

“Like for example when we came down to what Kleinberg against Ukhanyo, they will come with the kids, watch, you see? Then Ukhanyo school go out, you’ll only see one of the twins’ mom that will go to watch her twins when they are playing. But, whereas some other parents, obviously they are working so they don’t get time, but at Ocean View there are more parents that are not working, stay-at-home moms, you see? But at Masi most parents are single parents and are working. So, from Ocean View side there are a little bit of parents who will come watch. But at Masi it’s very different, even at the Masi side.”

“(The Champion) ended up making it easier, guys go home, go wash the dishes, clean the house, and we’re back at 4 o’clock. So for those boys it ended up working very well from the rugby side, to go home and come back, prepare supper everything.”

(Interviewee 3)

“The involvement is little to none. You’ll get like two or three parents (at a match), and I think that’s the biggest problem at the moment. They don’t give the children enough support.”

“The children that are coming here are children from far out. So, I’ve spoken to these guys and they come from far out, like Delft, and all the way to Heathfield. And it’s the same with Heathfield Primary. It’s even worse there, because nobody in the community is sending their kids to the school.”

“So, the involvement is little to none. You’ll get like two or three parents (at a match), and I think that’s the biggest problem at the moment. They don’t give the children enough support. So, they don’t say, “I will support you at your rugby match. But your academics, I will shove it down your throat basically”, but they won’t do with sport, because they don’t value it.”

“I’ve got a parents Whatsapp group and I will inform them that games are happening on this day, practice is on this and this. But they are just not interested. But as long as, from my side, I was just informing them and trying to get them to come, but (sigh).”

“My whole wish is that the parents buy into the programme and the school buys into the programme. Cause if you’ve got both of them working hand in hand, you can make a success out of any programme that could be run

from the school. Cause there's a lot of children that want to take part, but their parents and maybe the school itself, is holding them back, for various reasons."

(Interviewee 4)

"Not actually, no, (parents won't get involved)."

"It's mainly the shooting. Because they can't actually do the activities that they used to do after school, like play in the park. Because kids are going missing and shootings are happening out of the blue, so they don't actually feel safe, ja."

"It's actually a problem because the parents do know they have training after school, but because of the violence and kids getting kidnapped they worry, because it's happening any time of the day. But I do tell them it's fine, I'll just bring them home [...] I just walk with the home [...] Some of them (have transport) [...] maybe the transport will come at 1 o'clock, but I will walk with them home."

(Interviewee 5)

"I don't get any support from the community... If do get any support from the community it will be them coming to games to support the guys."

"Some of them discriminate and say, "Well, why don't you...?" and try to interfere. One of the parents will come up and say, "You can't allow them to swear like that!" But he's kid is the one that swears the most. So, to me it's like, "Why are you shouting at other people's kids?" Why not, when his kid is in the office every single day. That's not support. Why not stand back and say, "Well you know, I'm not a perfect parent so I'm not going to be judgemental.""

(Interviewee 6)

"Ja, only one parent was always accompanying me, sometimes, but when she is busy, I can't complain. But uh, he's always giving me support. I've got his boys. He's 12 years, just captaining the team and then another one is I think six years, his boy [...] I think he sees I've got that care for the kids. If I'm coming back from where I was playing, like the time we were playing at Bredasdorp, I have to come and then I have to come and I have to deliver the kids. I want to be the last person to to go, I have to be sure all the kids are in the safe hands. Take them to their houses, all of them. So then, then after I don't mind about me, I can go to my home safely."

"I don't want the parents not to allow the kids to come to me and then they can say no, we're not doing anything, we are just throwing their kids away."

(Interviewee 7)

Appendix T: Quotes to Support Theme Three (Learners' Capacity to Engage)

"I think a lot of it comes down to poverty. It's going to be a poor session because they come to the session hungry, they come in their school uniform, or not properly dressed to be at a session. There are so many external factors that these kids are getting impacted by on a day to day basis, and they're so distracted. And hunger is just such a simple distraction, but if you're a small primary school kid, you can't really overcome that."

"So, alot of my coaches will do the coaching card, then they'll follow it up with a discussion, but then you'll see the kids, they're energy level is very low so they're not going to really enjoy themselves in the session part, the games part, and then in the discussion they're very easily distracted because they are hungry."

(Interviewee 2)

"(At a good quality session) you'll see the energy from the kids that, sometimes they might not get the part of the life skills that we are teaching them, but once you get there you see the energy, which is them enjoying the session, and then as a Champion you keep on emphasizing the life skills. And it's easy to get in when they are energetic, and excitement is. But if everyone is quiet down, and you see the coach talking about life skills, that's not a good session."

"Ja, the coach can have the card there in front of you, going through all the key points, but if the kids are not reflecting back on what you are saying then. Sometimes it happens that those kids have had a long day and they are hungry, first, and you didn't even realise that. Or they have a test coming the following day, and you didn't even know about that, or didn't ask. Or they had two tests in one day, you didn't know about that but are pushing your session. So, the kids, their minds won't be there. You see? For everything, ja, gone. You see, although the Champion will be reading the card there, just because they commit, and they want to be there, they will sit and listen, but you don't get that quality session, and there are days like that. And there are days like that where you get the kids they tell you, the last time I have eaten something is was at 10 o'clock this morning [...] And then I'm coming at 3 o'clock as a Champion do you think the kids are going to listen to you? There's no ways that the energy is going to be the same."

"They don't have a packed lunch, they don't have anything at all. And maybe anxiety from the exams and everything, and whatever happens in the school."

"So, you can't expect the boys to practice three days a week, but there's no rugby match. So how are the numbers going to increase with that [...] We can't keep on training the kids, even if there is life skills, they want to go and play rugby, but they don't play rugby [...] you are going to lose kids. I can't keep on coming 3 days a week to you, but I don't have a chance to play against other schools."

"For example, this year we've been waiting for a rugby member to go to the school and speak to (a representative) from (a rugby organisation), and I sent (inaudible) to the school, "No (the representative) didn't call us about that, so we don't know what you're talking about, but you said you called, didn't call, or the number or call didn't go through." So, there was a lot of that up until the season ended. So, the boys didn't play any rugby."

(Interviewee 3)

“Because boys when they hear there’s no transport for games, they’ll just be like why are we coming to training, why are we practicing?”

“And I feel like there’s nothing actually saying that is you commit to practice you have to be at practice, otherwise there is consequences to your actions.”

“They are like, “Coach, we did this already.” Cause you know how kids are they want to feel like they are progressing, so they feel like the cards, well they don’t know the CoolPlay cards, but they know the games that we’re play. So, they almost feel like if they are doing a new game they are progressing within the CoolPlay programme. It’s just their whole mentality. So, if we go back to something, it’s like why are we regressing. Which is a strange mentality to have because there is no progression or regression in the whole, in the cards, basically.”

“So, like, we’ve gone through all the cards with them 1 to 8. So, we will say to them we are going action and intention game, and then we go and go do the water demonstration, which is coaching card 7. Then I don’t know how they are picking this up, but they feel like we go back to the action and intention after, say, months. Then they say, “What have we not done?”, so they feel like they are going backwards. Which was strange, because for us to pick that up, we were like “this doesn’t make any sense, how are they feeling?” ...they want another step and another step.”

(Interviewee 4)

“They like to do sports, they like to be active. They like to be a part of programme to feel like they are doing something, something fun, not at home. Away from this programme. So, they like to be away, more out of Ocean View. Even taking them to the beach. Because they actually don’t feel safe here.”

“There are kids that actually don’t have discipline, so the teachers struggle with that... Today they can be nice, but tomorrow they can be difficult to work with. But the teachers don’t actually ask the kids why or ask them what’s going wrong. And that’s actually the that Ocean View schools lack in that because they don’t communicate with the kids.”

“The kids say, “No, my teacher doesn’t want to listen to me”, stuff like that. And he just sits there and watches the sessions, and he don’t want to talk to me. Sometimes I don’t know what to do with the child, talk to him and then the others go on? But I do talk to him, but, so that’s it.”

“They are like, they like to have fun and stuff, but with the gangsterism happening they see it happening and they get excited for the violence part, stuff like that. Other than they they are good kids, but seeing that thing happen they also want to try it.”

“Well, most teachers tell me that most of the boys actually don’t have discipline in the class but then afterwards I tell them that, ok, I will work with them. Then after that the teachers tell me they see a difference. But as soon as a players friend who is not in the programme, then he is a bad influence to him, and it will go on like that. But most of the time it’s actually good for the students.”

“(The training is) not actually always (adequate), because sometimes the kids don’t give good communication. Because sometimes the kids are difficult today and I need to calm them down. It depends.”

(Interviewee 5)

“These kids, their self-esteem, their hearts... Like, they would only train if they know that they play. And the same occurs for us as grown ups, I know that I’m going to prepare myself if I’m playing. But if there are no matches, I’m not going [...] training would be boring”

“They played a few (matches). This was actually a big year for them because (the area manager) took them to Bredasdorp this year, where they were beaten badly. But that was good because it would show them that when they do go back there they will be more prepared.”

“So, the last time I had a bunch of balloons there so that’s how I got them to come... So they don’t come and train this time of year. So, I had a bunch of balloons and I’m going up and down, up and down with the balloons.”

“So, when Canterbury sent their shoulder vests, I only gave them to the U13 boys because they have really been supported for this year, so my encouragement to them was, look, you’re never going to come back to the school, so leave proud. So, the guys who actually showed me that they pitched up for training.”

“Also, what makes my sessions go well is seeing some of the kids work with me. I can’t, I don’t have the energy to shout, or scream, when I get there. If I tell them to do a drill where they have to go on the diving bag, you know? So, the diving bag is on the floor and they need to run, they need to go down but then they will do this (sexual gesture) [...] So that also breaks up your session. So, if (the area manager) comes and says we need to do that games when we’re at workshops. I can’t really explain the game, because they are not working with me.”

“You know, I think that most of these kids come out of ruthless homes. Just in the way that they talk. You can actually hear that’s a grown up talking through them, ‘Ja, coach can’t you get us a beer?’”

“Because they turn it around in the office, saying no the teacher told you that I stink. I stink, and I smell like sweat. So, they try to turn it around. That’s why I’m always careful of what I speak on the field, because what they do, if I chase them home, they’re going to turn the story around.”

“You want your kid to treat me the way you treat me, is to swear all the time. Do you want your kid to be like you?”

(Interviewee 6)

“Then they played very well on that tournament, and then after that I realized that, you see, they known now that are playing, because they are always crying, oh we don't have matches. And then what I did like, so, uh, CoolPlay did a match, that tournament that was played here at Khayelitsha and then after that they was very happy, but next year I think CoolPlay must have more.”

“I think it was three or four this year. But high school it was a lot of matches, going to other leagues that is playing here in Khayelitsha. Each and every Wednesday, they playing, the boys and girls. It's only the primaries.

If they don't play, they will run away, but if they play they will be around all the time. And then they feel happy because they got a lot of things from CoolPlay.”

“It was great, kids enjoyed. But, although it was difficult for them to get matches. So I am to go, yes, I have to ask other schools maybe sometimes the schools don't want to play. I have take some kids from Qwesi to the other school, because I used to coach another school there by Khayelitsha called Sosebenza. Then I was also for the connection with the club that, Cape Town. Maybe you know, the Hamiltons club in Greenpoint. (Yes). Yes, I've got a big, big connection with them, because I take the kids to there to play against the white guys there so they can know they can, because to play only Khayelitsha, out kids, do not communicate properly. You have to see other people so that they can know how to do other things, you see. Then I've got opportunity for my kids to work there. Then for the whole last year I was taking some kids to Cape Town and then at the end of the year they got some certificates at Cape Town. Yeah it was great for them because they got some experience to to, to, to, to play away. Then this year, because last year it was only Qwesi last year, then later I got this school, Bolomko. I think last year, this year, something like that, but I don't remember this year.”

“You see what I'm doing is to give the kids something to make them happy. Like, I've got the watches. The one who can come to the gym all the time, I can give him something. The one was is doing great, I can give him something. Like the girls, big box of the pads for the girls. I asked other guys, or one guy from France, that guy get them from Clicks. They can use that one, it's reusable, that one they can wash it. That guy can give it to me. So, when the school open, I can give that to my kids. So just for the girls now, he came to me and then said no, he spoke to Asics and then we gave the other girls, not only the girls from here, the mix of the girls.”

(Interviewee 7)

Appendix U: Quotes to Support Theme Four (Training as Limited in Developing All Relevant Competences)

“I would think for this last 3 years this year was the best year where we had training for our Champions. Regarding why, is that we stepped in as organisation more effectively by showing them what to do. So, I think the training would be, at the moment, I’d say 6 out of 10.”

“We have over 28 Champions, and not everyone is fully competent enough to understand the workshops that we go through every year or every time that we do it. So, a few would get it straight away, “Ok, I understand this, I understand in this scenario what to do here, this what Foundations for Life is all about, this is the CoolPlay material, this is child protection”, etc, etc. And these are the Champions that we know for a fact that are going to go forward and do the right thing. The no would be that certain Champions struggle to understand the information that comes to them, they would not be fully competent of doing it because they are a bit shy still.”

“Sometimes it can be a lot of information thrown to them and be like, “Oh shit, what am I doing now? I thought I was just a netball coach.”

(Interviewee 1)

“I think all of those trainings and workshops this year were well intentioned, and I think obviously the intention was to make them able to facilitate a session a lot stronger, and to help grow kids in their social and emotional abilities.”

“I think for child protection there is way more that needs to be done to be able to safeguard the kids we’re working with.”

“I don’t think that one session of going through the cards is enough for them, especially the weak ones to grasp how best to do the games they are asked to do, and a lot of that goes hand in hand with them feeling quite unsure of themselves about asking for help when they need help, and I think a lot of that comes into play about how they feel about management, and also related to how they feel about writing that exam. So, a lot of the time they feel like they are being caught out, like we’re trying to catch them out on what they don’t know.”

(Interviewee 2)

“A lot of workshops were done this year. And it’s a process, it takes time to get those coaches together to do those courses, but I believe whatever we did as CoolPlay was towards their development, I think those were the those sessions are the best and workshops we needed.”

“So, with my coaches that I’ve got, they’ve got all the resources that they need. But maybe it’s that part that they know they are the senior Champions that they ask, why do we need, I always get that question, “Why now?”

(Interviewee 3)

“I think there needs to be a better induction process. Because you can’t just take a coach that’s been coaching at a school and just hire them and say here’s the CoolPlay material, go out and deliver it. And then while they are

delivering it then you're only having workshops. So, I feel like there needs to be an extensive programme or probation period almost, for like 2 months, of them just getting training, and then putting them into the school to actually deliver the programme. And then having someone there actually making sure that they are doing the programme correctly."

"CoolPlay hired me but they didn't give me immediate training, they gave me the training and said this is what you need to deliver to the kids. But for me it wasn't difficult because doing things on the field and playing rugby and helping kids out just came naturally for me, but for someone else it might be a bit of a challenge. So, I think that's one where they can almost bridge that gap. Because what I noticed was when we had to write a test and we had the workshops before that, a lot of people were almost upset, not upset, but maybe frustrated about not knowing anything."

"So, the training I had with (facilitators from Foundations for Life), that was kind of more like how you control yourself in tough situations. And how you control your emotions. So, they touched on things I wouldn't have actually thought of. I can't actually remember everything, but the whole booklet, I think it was about 60 pages, so you would progress through it. And then they would give you feedback, but they would never say that you're wrong. They listen to what you're saying, but they tell you this is the way you approach a situation."

"It helped me a lot with the kids here, because they have issues at home and they have personal issues. So as a coach you almost become a forerunner in terms of who they speak to. And I'll have to just listen and try to give them advice."

"So, first aid would be like maybe getting first aid kits, and providing the Champions with first aid training. We work with kids on a daily basis. And it's rugby, soccer and netball it's a contact sport, so anything can happen. And we will be the first on the scene, so we need to know how to deal with the situation. So, with rugby you will go for your Boksmart, but that's only to do with your neck and your spine. First aid would be more advanced, and I think it must become essential at schools to have a first aider. Especially a CoolPlay coach. Let them have a level 1."

"I'd rather say let's rather be safe than sorry. Rather prepare the coaches for the situation where this could happen, rather than being in a situation and not actually know what to do. Because you might just do the wrong thing and you could cause further damage."

(Interviewee 4)

"For me it's like a new challenge each time I go to a workshop or training sessions. Because why, I can learn a lot of new skills and things that I can do with the kids and get creative with it also. But most of the time the skills were for me. And then from there I actually explain to the boys, and why we're doing it, how we actually work. So, ja, it's actually more helpful to me."

(Interviewee 5)

"The training that I got from CoolPlay is how to interact with the kids. Something that you're not really used to. You can talk to your family members and the kids there, but it's not the same. The training that got from CoolPlay also was how to relax them, how to work with kids. The other thing is, just to be, how can I say?

To related to them, get into their heads. Show them discipline. How to calm a bully, not to really, sometimes they can rip you out to say the word, “You know what eff you”, but you wouldn’t let it out.”

“I didn’t like the test.”

(Interviewee 6)

Appendix V: Quotes to Support Theme Four (Limited Engagement in Training)

“I think with all the trainings, we didn’t have 100% participation. That’s not necessarily Champions being absent, but it’s also like the Champions weren’t engaging in the material. And yeah, I think that sometimes training is viewed as get the information, get out as quickly as you can, and it’s not given to them in a way that ‘this is going to be really helpful for you, and here’s why’. I think there is often a lack of buy in, in terms of training. And a lot of it is pretty last minute, so you’ll decide on Monday that you’re having a training on Friday, and you’re trying to get all of your Champions to go in on Friday to this training. And I think for Foundations for life this year it wasn’t very well communicated with area managers what the goals and outcomes were for those trainings. And because it was such a long segment of time - 8 weeks - trying to get that buy in from Champions to come every other week to training was difficult, because we weren’t made aware of the goals and the outcomes and what was expected of us as area managers. Because it does get very monotonous, after a while, going in on a Friday.”

“I think all of those trainings and workshops this year were well intentioned, and I think obviously the intention was to make them able to facilitate a session a lot stronger, and to help grow kids in their social and emotional abilities but I think from FFL, that connection wasn’t made until the very end, so Champions were kind of sitting there, quite skeptical about why they were there. Whereas if they said it from the beginning and made it quite upfront then throughout the sessions they could think about it, and consider “Oh, how could this related to say, Card 2”. So, I think if that becomes more of a focus, then those trainings would be a lot better.”

“A lot of that goes hand in hand with them feeling quite unsure of themselves about asking for help when they need help, and I think a lot of that comes into play about how they feel about management, and also related to how they feel about writing that exam. So a lot of the time they feel like they being caught out, like we’re trying to catch them out on what they don’t know. So I think it’s in order for those workshops to work, I think that, you know, I see value in all of them, and what we are trying to teach them through them, but I think that in order for them to work we need to really focus on how to become a better learning organisation. So it’s not enough to just tick off the box, “Ok, we’ve done our child protection workshops. Ok, next week let’s do our gender workshop”. If we don’t change the ethos and our ideas and thinking about becoming a learning organisation it’s just ticking the box, “Let’s do this one and move onto the next one”. Champions pick up on that and then they’re also like “Ok, we’re just here for 2 hours, done, see you in two weeks.”

“And the mixtures of areas is a little bit strange. I mean for example, in my areas we have to travel half an hour each time to travel to a workshop. So, ok great for somebody from that area, they can just walk down the street to their session. But, things weren’t thought about is that’s an extra hour for each of my Champions to go to a session. And sometimes they’d get very frustrated because we’d get there and there weren’t enough people there, and we’d start late.”

“A lot of it is pretty last minute, so you’ll decide on Monday that you’re having a training on Friday, and you’re trying to get all of your Champions to go in on Friday to this training. And I think for Foundations for Life this year it wasn’t very well communicated with area managers what the goals and outcomes were for those trainings. And because it was such a long segment of time - 8 weeks - trying to get that buy in from Champions to come every other week to training was difficult, because we weren’t made aware of the goals and

the outcomes and what was expected of us as area managers. Because it does get very monotonous, after a while, going in on a Friday.”

(Interviewee 2)

“So, all in all, those workshops that we did was not a waste of time. Although it was a mission to set them up.”

“But maybe it’s that part that they know they are the senior Champions that they ask, why do we need, I always get that question, why now?”

(Interviewee 3)

“I actually haven’t been to most of the workshops, but we just mostly work on ourselves as Champions. Um, what is the other thing? Most of the time I have to leave early so I can’t get to the end of the session, because I have to take a train.”

“Sometimes, you know, no one is ever on time, so when they do come I just get into the starting of everything, I can’t get to the finish. But I do remember the little bits, and as well go along I’ll try to because, you know, I’ve got a lot of things going on, it’s not just CoolPlay [...] That’s why I’d rather just go through the books and read and see what else I can learn.”

(Interviewee 6)

Appendix W: Quotes to Support Theme Six (Limited Capacity in Management)

“So, I have a large variety of Champions, that some are very weak, some are in the middle, and a few that are quite strong. And you know, you try to teach them this stuff, and you try to get them up to speed, but you’re stretched between so many Champions and so many different, so you don’t necessarily have all the time to commit to getting those weak ones up to scratch and try get them to that middle area. So, some Champions still view it as just a sports programme.”

“I don’t think that I was given much information about how a session is run, or what the expectations are, or how best to go about certain things that I was expected to deliver on. So, I think that the beginning of the year I was feeling my way through how best to, you know, make sure sessions are being done and all of those things. As the year went on I feel that I was slightly more supported, and was able to, and as I got more comfortable with management was able to ask questions, and, get answers, and get answers and work my way through. I think as the year is coming to a close, it’s gone back down to me just doing it all on my own. So, I think it’s kind of been down and up, and down and up.”

(Interviewee 2)

“(The area manager)’s been fantastic. Like, she’ll always be here, if you send her a message or call her and say, “Can you come here and help out?” And she’ll give, like, she’ll almost correct you when you’re doing a session. So, she’ll help you, but not say that you are wrong. So, it’s different from someone who comes in and says no, I don’t want you doing that. That’s very demoralising. Where she’ll be like, “Ok, I understand why you did it this way, but maybe next time you can try it like this.” And with any events and stuff, she’s always willing to go the extra mile, like with the dinner now, she is going to print out all the certificates, and she even volunteered to help cook; she wanted to help cook, and my mom was like ‘it’s fine’.”

“From what I can see that (the area manager)’s not getting enough support from above personnel.”

(Interviewee 4)

“He’s a good area manager. I can talk to him about anything. Just sometimes there’s a delay in the stuff that you need, like the balls and the whistles and stuff, because he has a lot going on... I think next year’s area manager is going to be (someone different). So, I think (new area manager) is more flex, he’s more talkative, he’s not everywhere. (Current area manager) is by Lauerus, and he’s here and there, by team Habana. So, I think (new area manager) is here and he’ll be more active.”

(Interviewee 6)

“So, (the operations manager) was here once, but he came a bit late, and he’s just here for like 20minutes. But maybe he can spend more time with the kids, see how we work with the kids, how we communicate... Maybe have advice to give us also, and maybe we can tell him why we do those things, so he can understand why we do what we do.”

(Interviewee 5)

“I’d say that (the area manager) probably worked over-time. That was not paid.”

“They got more than they paid for, and expected, but I think I took that on as a personal cause, but that's not how businesses should run. The other thing I was limited by was perhaps buying my time. But I decided to donate it instead.”

“Yeah, you wouldn't have gotten 30% less outcomes (if work was limited to three days a week). And it's opportunity costs, because I obviously don't go down to South Peninsula because of the time. People will say, or the counter argument would be that you have to make the time for it in your schedule, but I think it's the mentality of, I've got 24hours in the week and I have to choose which things I have to let go of... I feel like I haven't done any site visits in the last six months, because I don't have time to, and an operations manager should have time.”

“I think that the role needs to have, someone in the company needs to have more of a prominent, like, voice, as part of their job description. I think that should be considered. Leading by example, talking, presenting their work and being at those types of events, and stuff. That is allocated into a job description. Yeah, someone needs to be driving that [...] Bringing the profile up.”

“If you want big money, like a million, you want to hire someone who is a player, more experienced and more capable... and pay them more. That will take you to that next level...And stop expanding. Have the core staff structure in place to expand, and not lose quality in attempting to do it. (Having a core structure in place would mean that) each area manager can have a better relationship with the school, who can then manage champions, school relationships, that feedback loop. With a little bit less haste. And then gives you a little bit more time to focus on implementation. You can see one champion once, maybe ten champions per person in what, 20 days. See someone every two weeks. Is that enough? So, every area should have a manager [...] I'm thinking of a best-case scenario with money.”

“You have to present it as an ABC option. A option is what we're doing, B option is you have to expand a certain amount for every child at every school, and C is what's the perfect size so that every child is covered. And do we open up more doors for funding for that C option, and do we close doors for funding if we go for option A.”

(Interviewee 8)

Appendix X: Quotes to Support Theme Seven (Limited Resources and Structures in Place to Support Programme Quality)

“Also, if the Champion goes through a certain dip, we also let them go to our clinical psychologists, like Foundations for Life, to make sure that we support our Champions not just because they work for us, or work for the organisation, but in a way of looking after them so that they can be better humans also.”

“I think when it comes to our M&E programme, and our data, and reporting sessions, our organisation can see where we are faulting and not faulting, and where the organisation is implementing new stuff, making sure the material is turned around, maybe looking at it, putting new stuff in, also making sure all the area managers are confident and competent enough with working through all of it. I think with the M&E stuff and the social-emotional learning, I think that is where our organisation has grown a bit, in a sense of making a sustained programme.”

“Since (the operations manager) came through there was more structure in place, you know. And since then and until now, the organisation has stepped in to give us what we need to support the area managers and the Champions.”

(Interviewee 1)

“...there’s no room for growth within the organisation, so what are they aspiring to? Be a coach and get paid the same amount of money for the rest of their lives, or are they going to go on and achieve something else? There’s no space for growth. I mean you can grow one person to be an area manager for the one area, but other than that, besides going from a junior to a senior Champion, where else are they going to go? There are no growth opportunities. And I’ve seen with my, some of my Champions, they are starting to recognise that, and they realise they can’t stay with this environment, they’ve gotten what they could from this environment and decided they should move on. There are no growth opportunities, and you can’t live off of what you’re making if you’re trying to grow a family. Whatever your goals and aspirations are, it’s not enough money to go anywhere really. That’s what I think.”

“I think it’s becoming more systematic in terms of making sure systems are being delivered in a way that are up to scratch. So that comes into play with appraisals, going through training with area managers on how best to do an appraisal, getting feedback from you and from upper management, from operations, on how those appraisals look and how we can do better in terms of area managers and how we can give feedback to our Champions. I think another one that’s going to be huge is the app, so making sure that not only are we doing a session with a social emotional competence, but also the length of the session, and really gauging how many kids were there, is a huge one...Other than that I don’t really think that there’s much support or anything from management.”

(Interviewee 2)

“We are employed by the school and after school we do CoolPlay work”... So, if (the operations manager) needs something before 1pm there’s no way I can get that because I have classes... it seems like for the coaches inside of the school, even though they are getting paid, it seems like they are doing voluntary work

for CoolPlay. For me I can see that they don't take CoolPlay work seriously, the way it should be. Because they are getting paid by the school and getting a top up from CoolPlay."

"...That coach, he's got a salary (from his full-time job), so he can skip two days and not do a session, do a session on one day and not worry about the money because he knows he's going to get a salary. Whereby if he had someone from outside, someone who's going to take this as my job, my programme that I'm getting paid to do, you won't lose sessions, because you are losing money."

"I think I've mentioned it before, CoolPlay is watching the numbers, "We've got so many schools, we've got so many kids per session". I think for me now, for example, I've got a small area here that can produce a big thing. But with the squads, for example, instead of moving to another school to get the numbers, why can't I do my U13A, U13B, U13C, to make sure I'm seeing a lot of grade 7 kids, you see? Than trying to find more schools outside, training new coaches. Firstly, what I've got now you need to make sure it is working nicely, that the numbers are piling up nicely, and this thing is sustainable, it's moving. Rather than trying to keep going out and trying to get more."

(Interviewee 3)

"For me it was never about how much I'm earning. It was more about getting the experience and learning from the programme. Which I feel I have done, and CoolPlay has given me that platform for me to learn. And from my side I can say I am grateful for it, because it has also equipped me for things when it comes to life."

"Well at times (the support is enough), and at other times it's not. Resources, in terms of funding, not like the Champions, but funding programmes at the schools, individually, can be better. If there's a way that CoolPlay can look at that, because without actual funding and resources it's difficult for Champions to operate... What could happen is funding for transport, funding for equipment, funding for medical supplies. I understand that these are things that the schools should have in place, but the schools that we work with don't [...] Most of the equipment I myself had to go get, because CoolPlay doesn't really give you. They'll give you a couple of balls and cones, but the rest you need to get yourself."

(Interviewee 4)

"I think that the support that I get from CoolPlay; the cash, the money is extremely low, sometimes it's R1600 for the month. If the schools closes or opens for that day. I think it would be awesome if we actually got a salary, a monthly salary. Not with the sessions - maybe we can do the sessions over the phone, you can see. With the papers, talk about our sessions, try to bring in more workshops, try to go out to different schools and to the beaches and stuff, because you know can't make an excuse because you get that actual amount every month, so you can't make any excuses."

"Giving me a beautiful new bike. So, they do think about the safety of everybody. So, all the Champions that stay far away."

"Yeah, and actually they can see that we are at the school (with the session app). Because a lot of Champions say that I am there but I'm actually not there."

(Interviewee 6)

“But then CoolPay comes and then I work for CoolPlay and now I know that it's 2 sessions from CoolPlay and I know that they help me, and then now I know I've got two schools, and at least now, the money.”

“I don't want to say they can add some few cents, maybe they can, but it depends on them. Maybe they can. I can't force them to do that, but I will keep on doing the good things for the kids. Good things for my location. Yeah, I can't just say, no, they will do this, they will do that.”

“That would be great (to work full-time) [...] You see, mos, we are doing the courses to support all my things, as I said I'm going to do office management, office admin I mean, and then I've got a sport admin but I'm not going to stop and do everything, I've got to do this and do this. Get all that information. Maybe one day I will not be in the coaching field. That I know. But I love to be with the kids, and maybe in sport. Ja, maybe a manager or something, but I know when the times come I will be there, cause no one want to be always in the same position. You have to open the space for other people. Then maybe when the opportunity comes for you, you have to grab it with both of your hands, yes.”

“Even CoolPlay, they organise me to meet at Plumstead and then I went there. I didn't give out any cent in my pocket to pay that ladies [...] I think CoolPlay played a major role to me. Because after I spoke to one of them, you know (the counsellor)? And then she helped me a lot. Told me no, sometimes [...] I just said “No, I'm a man”. She said, “No, a man can cry if there is something. So that thing can go out. To close your mouth and not to speak, that thing is working alot inside of you.”

(Interviewee 7)

“Spend more money and making sure you're getting it right. With the kids in your care rather than expanding in the province. The systems that we've put in place will work. We'll be able to conclude that it works at the schools that we're going to implement at. But, an ideal environment is where every child is in check.”

(Interviewee 8)

Appendix Y: Quotes to Support Theme Eight (Organisational Culture)

I think that it's difficult to be supported by management when management doesn't make the time to come and see sessions. So, on paper, it's meant to work great, a session is meant to go in a certain way, and you're meant to do a social-emotional card, and the kids are supposed to be having fun, and all of those things. But I think that in order for this system to work, going forward, management needs to commit to going to a session to each area once a quarter, for example. And give prior warning for the Champions to be prepared, so that they don't feel nervous. Because I've had that happen to my Champions, and I think developing that relationship and just showing face it means a lot to Champions, and that would help a lot with management being able to see the reality on the ground, and seeing, 'ok, these are the systems we're creating in the office, but how would they actually work on the ground.' What I think they have done well is asking area managers when changes are done, okay, what how would this work for you, is it feasible, is this realistic. But I think a huge thing is we need to start asking our Champions the same thing. And not just like the Champions that do excellent work, and that areas that are running really smoothly, it need to be across the board. And I think that's not just making sure they're doing great sessions, and that they are feeling supported, but I also think that that comes in with the M&E, ok, we helped with doing surveys at our school, we got given a piece of paper with the results, that would create more buy in. We keep making decisions up here (hand gesture) and it filters down, and then area managers, it's their job to say, "Hey guys, we're making this change. Hey guys, you need to come to the school to help me do this survey, or whatever". They get, yeah it's a lot push-back. You're constantly having to rekindle relationships with your Champions and rebuild that trust, especially with the ones that maybe aren't so strong, because there are all these changes, and that can be kind of frustrating them for them, and also can cause a lot of anxiety for them, because they're not made aware of the changes or why those changes are being made, or how it's going to impact them, or how it's going to help their kids. So, I think that's a huge thing, that whenever a change is made that it's communicated as soon as possible and communicated in a way that they see the value in it. But not just the value for them as a Champion, but the value it will add to the kids' lives. And you'll see that that works very well, if you can say, "Hey it's going to help the kids in this way", then they'll be like, "Ok."

We have very capable Champions, you know, they live in these communities, so why not use that asset, to see where they would suggest we could make changes or improve our systems. Because even just driving with them, sitting and talking to them, they come up with really good ideas, and they might not always be feasible and it might be a crazy, but some of them are really good. I think that's an asset that we're overlooking. Yeah, and I think if we don't get them on board with decision making, I think it's just going to get worse and worse in terms of push-back from Champions. Champions not coming to things, and just going through the motions of doing a session, "Ok, I did card 8 today, 20 kids, whatever", but then they're just going to get over it. And I've seen it. Especially in specific areas, we've seen a big change in Champions, and I think it's a frustration of not being included in decisions, or the decisions aren't communicated to them in way that they get excited about.

"A lot of the time they feel like they being caught out, like we're trying to catch them out on what they don't know. So, I think it's in order for those workshops to work, I think that, you know, I see value in all of them,

and what we are trying to teach them through them, but I think that in order for them to work we need to really focus on how to become a better learning organisation.”

“I think that also goes into them feeling a little bit nervous, a little bit like hesitant about being criticised. Because first you have to build that relationship. If an outsider comes and gives them an appraisal and tells them where to do better – and I’ve seen it happen, where upper management comes to a session – and it doesn’t relate well to them. I think they are all seeing that we are coming from a good space, and that we are all trying to develop them, and that needs to go back into communication. Because if we’re not communicating with them, we are already starting way back and you need to gain that trust with them, and then you can come see a session and see how it can work. But you have to be aware of what environment they’re working in. For management coming in, or even for me coming in, sometimes there won’t be that many kids or they aren’t interested, or whatever it may be. And it’s thinking about how to ask those questions and figuring out what’s going on. But I’ve seen definitely that; great sessions, terrible sessions, and it might be from the same Champions.”

(Interviewee 2)

“(Champions will) say that they don’t really see the committee board. These are the people. Because when you’re at school you know that this is the deputy head master, and as kids you will see these are the people that are driving the school. Yeah, so we know (two members of the board), but we don’t know the other guys that are apart of... So, it might be only those guys, the three that you know, but maybe there’s no other employees... There might be ten people driving the ship up top, but they only see four. I don’t know what difference with the 6 people coming in is.”

“Each and every year we are doing better. And I think for CoolPlay we need to focus on the positive side more than the negative. Sometimes I think we look at the bad things happening rather than the good things happening. Sometimes we don’t follow our cards about being positive. Sometimes even from (upper management)’s side, when I have a talk with (him)... will point two things that are wrong, and he won’t get the things that went right. He’ll say did you check that, did you see that you should have done that thing, and we only get the things we should have done, than what is the good job that is being done up until this time...so if someone comes to talk to you, he will talk to you when something has not happened. That person won’t give you a good job, I see the numbers are increasing for the last two quarters now, but you only get a call about why the numbers are dropping. But you never get, ah the numbers are looking good. So, these things are only from (upper management), I am not hiding that.”

“I need to know what I am adding towards the company. Look, this is the value that I’m putting in. So, if you are there you don’t know exactly where you stand. You just go with the flow. So that energy from my side won’t come kicking in quickly, because you don’t know what is happening sometimes.”

(Interviewee 3)