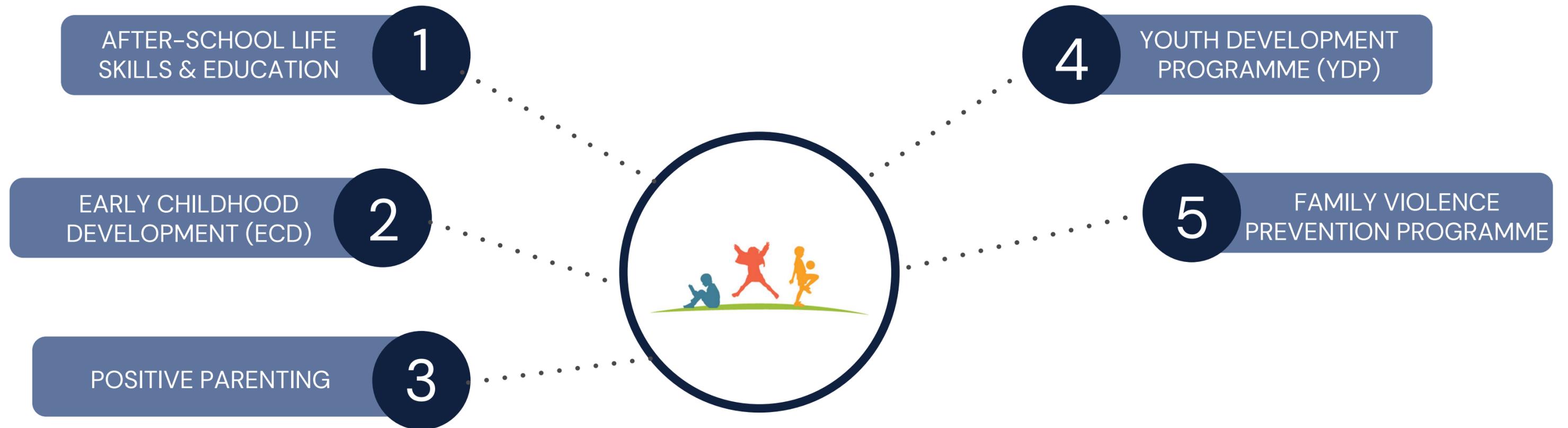


Theory of Change: The Seven Passes Initiative

Creating a
roadmap of
change



SPI Programmes





1 After School Programme

SPI's After School Programme is aimed at children from poor, marginalised communities in Touwransten and Hoekwil. The programme consists of three core sub-programmes, namely after school life skills and education for high school learners, after school life skills and education for Grade R and primary school learners, and a holiday programme for children of all ages. The two after school programmes include help with homework, extra maths classes, as well as playful learning for younger children, while the holiday programme provides fun recreational activities. These core programmes are further supplemented by two complementary programmes; a food programme, and referral to mental health services where required. SPI assumes that learners and their caregivers buy into the programmes; SPI has the support from key stakeholders including the school, community and extended networks to implement the programme; implementers are respected by the learners; and funding and resources are available to run the programme.

All three core sub-programmes provide learners with a safe and supervised space outside of school hours; a time when children are typically not supervised, and incidents of juvenile delinquency are more likely to occur. Instead, learners are engaged in gainful activities. While all three of the sub-programmes foster learners' creative skills through arts and performance, the after school programmes additionally promote learners' skills in numeracy/mathematics, literacy, and life skills' socio-emotional skills, awareness of equality and inclusivity, and their motivation to do well in school. The food programme ensures that learners have access to a healthy and nutritious meal, aiding their development, while referrals to mental health services works alongside the after school programmes to nurture learners' self-esteem and confidence, and enhance their mental health. These achievements can be realised if SPI staff are able to manage learners' behaviour appropriately and constructively, and if learners consistently attend the programme to gain the benefits of practising the skills they learn.

As a result of these skills developed and safeguarding from a high-risk period of the day, learners have improved resilience to high-risk behaviours and perform better in school, and thus have improved access to post-school opportunities including further education and training and employment. Learners' overall well-being is also improved. This is assuming that learners receive quality school, adequate academic support in school, and support from their families to pursue their interests and available opportunities.

Over time, this contributes to SPIs after school programme impact: Youth from the rural communities of Touwransten and Hoekwil area are able to realise their full potential in a safe and stimulating environment, overcoming poverty and inequality.

AFTER SCHOOL PROGRAMME

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES

IMPACT

Holiday programmes

After school life skills & education for high school learners

After school life skills & education for Grade R & primary school learners

Referrals to mental health services

Food programme

Access to a safe and supervised environment with constructive activities outside of school hours

Improved creative skills

Improved skills in numeracy/mathematics, literacy, & life skills

Improved awareness of equality & inclusivity

Improved socio-emotional skills

Improved motivation for school achievement

Improved self-esteem & confidence

Improved mental health

Children have access to health and nutrition to aid development

Improved resilience to high-risk behaviours

Improved school achievement

Improved access to post-school opportunities

Improved learner well-being

Youth from the rural communities of Touwransten and Hoekwil area are able to realise their full potential in a safe and stimulating environment, overcoming poverty and inequality

Learners and their caregivers buy into the programmes

Programme implementers are respected by participants

SPI has support from the school, community, and extended networks to run the programme

Funding and resources are available to support the implementation of the programme

SPI staff are able to manage learners' behaviour appropriately and constructively

Learners consistently attend the programme to benefit from practising the skills learned

Learners receive family support to pursue interests and opportunities

Learners receive quality schooling & adequate academic support in school

ASSUMPTIONS



2

ECD Programme

SPI's Early Childhood Development (ECD) Programme consists of three core inter-connected sub-programmes, namely the Tula Sana/Mama Baba, The Sinombulelo ECD Centre, and Booking Sharing/Prente Pret. Tula Sana/Mama Baba consists of up to 21 home visits by parenting facilitators from pregnancy up until a baby is six months old, with facilitations focusing on developing nurturing bonds and caregivers understanding the social nature of babies. Sinombulelo is run by a principal and two teachers who provide structured early learning stimulation to children between **the ages of**. Book Sharing/Prente Pret is a group-based course for caregivers and their children aged 14 months to 5 years, with groups meeting once a week over eight weeks where caregivers are taught how to share books with their children. These core programmes are supplemented by two programmes; a food programme, and referrals to child and family welfare and health services where required. For the programme to be implemented as intended, SPI assumes that programme implementers are respected by participants, caregivers buy into the programmes, caregivers can afford school fees, the ECD centre maintains its Department of Basic Education (DBE) compliance, and funding is available to support the running of the programme.

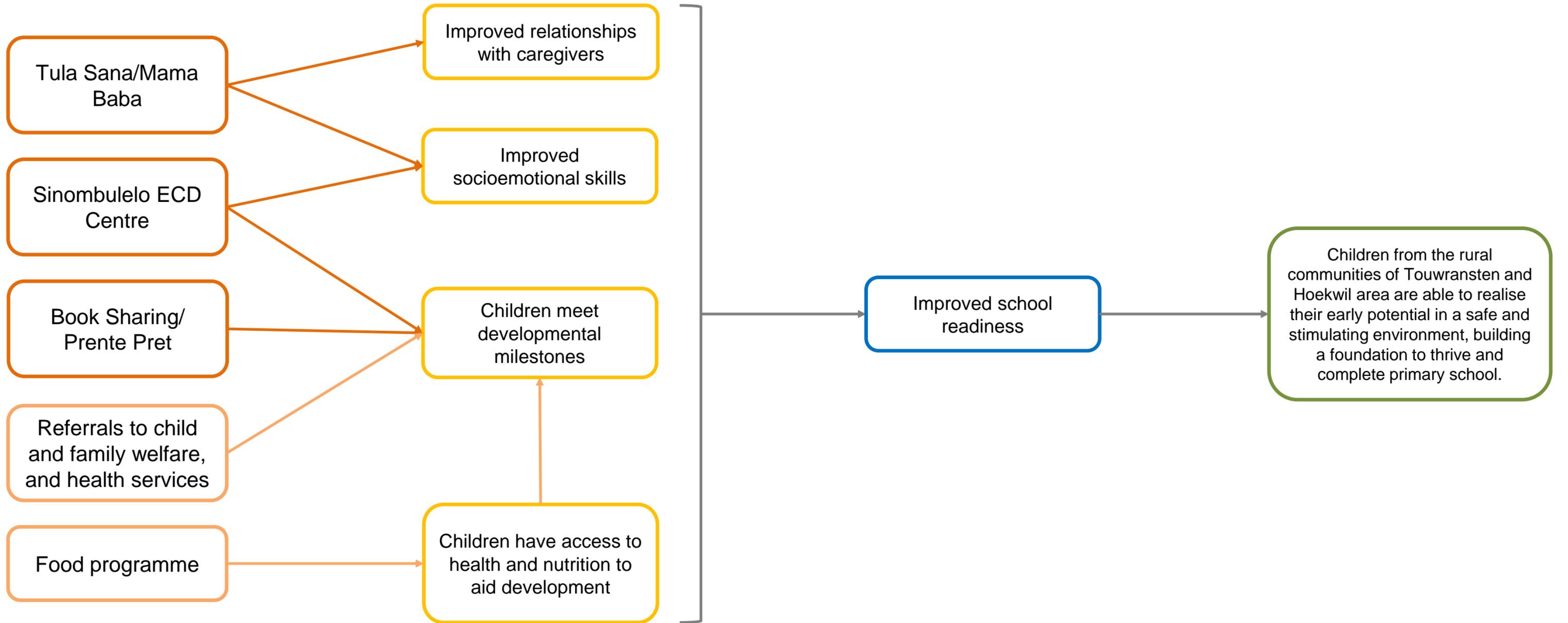
The proximal benefits are cross-cutting among the programmes. Children who participate in Tula Sana/Mama Baba develop improved relationships with their caregivers and improved socioemotional skills, which is also nurtured by Sinombulelo. Sinombulelo, Book Sharing/Prente Pret and referrals to services all contribute to ensuring that participating children meet their developmental milestones. Further, the food programme ensures that children have access to a healthy and nutritious meal, aiding their development, and in turn, further promotes children meeting developmental milestones. For these to be realised, children need support from their families to attend the programme consistently, caregivers must spend time outside the programme engaging in learning stimulation in the home, and teachers and staff must be suitably skilled to deliver quality programmes.

In the longer-term, children participating in the ECD programme will be ready for school, which will contribute to SPI's ECD impact: Children from the rural communities of Touwransten and Hoekwil area are able to realise their early potential in a safe and stimulating environment, building a foundation to thrive and complete primary school.

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES

IMPACT



- Programme implementers are respected by participants
- Caregivers buy into the programmes
- Caregivers spend time engaging in early learning stimulation in the home
- Children have support from families to attend the programme consistently
- Caregivers can afford school fees
- Funding is available to support the implementation of the programme
- Teachers and staff are suitable skilled to deliver quality programmes

ASSUMPTIONS



3

Positive Parenting Programme

SPI's Positive Parenting Programme is cross-cutting with the ECD programme, whereby they have sub-programmes in common. The Positive Parenting programme consists of four core interconnected sub-programmes, namely the Tula Sana/Mama Baba, Booking Sharing/Prente Pret, Sinovuyo Kids, and Sinovuyo Teens. The former two sub-programmes are also part of the ECD programme. Tula Sana/Mama Baba consists of up to 21 home visits by parenting facilitators from pregnancy up until a baby is six months old, with facilitations focusing on developing nurturing bonds and caregivers understanding the social nature of babies. Book Sharing/Prente Pret is a group-based course for caregivers and their children aged 14 months to 5 years, with groups meeting once a week over eight weeks where caregivers are taught how to share books with their children. Sinovuyo Kids is targeted at caregivers with children aged 2-9 years. The groups meet once a week over 12-weeks, and caregivers are taught positive strategies to deal with children's difficult behaviour and helped to find enjoyment in their relationships with their children. While caregivers attend the sessions, a child minder attends to their children. Sinovuyo Teens targets caregivers and their teenagers who attend the group sessions together. The groups meet once a week over a 14-week period, and works on enabling positive relationships between caregivers and their teens who are in a particularly high-risk phase of development in terms of experimenting with high-risk behaviours such as substance use, risky sexual behaviours and crime. These core programmes are supplemented by referrals to child and family welfare and health services where required. For the programme to run effectively, it is assumed that caregivers and children buy into the programmes, programme implementers are respected by the participants, and funding and resources are available to support the implementation of the programme.

Participation in all of the programmes allow for caregivers to foster positive and secure attachment with their children, increase their quality time with their children, improve their communication with their children, and feel less stressed. Participation in Sinovuyo Kids, Sinovuyo Teens, and referrals also ensures that caregivers increase their use of non-violent discipline and positive management of their children's behaviours. For these competencies to be achieved, teachers and staff must be suitably skilled to deliver quality programmes, caregivers should be open to changing their parenting behaviour, and caregivers and children must complete the full programme.

With these skills fostered, over time children will develop improved relationships, support and stability in the home, have improved mental health; and avoid bullying, violent/aggressive behaviours. For these to be realised, caregivers should not have issues with substance abuse nor intimate partner violence (IPV), and children should have positive peer influences so that they are not negatively influenced to engage in negative antisocial behaviours.

Ultimately, these contribute to SPI's positive parenting impact: Youth from from the rural communities of Touwransten and Hoekwil area are supported to reach their future potential and thrive in a safe and inspiring community, protecting them from substance abuse, and perpetrating intergenerational violence and crime

POSITIVE PARENTING

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES

IMPACT

Tula Sana/Mama Baba

Book Sharing/Prente Pret

Referrals to child and family welfare, and health services

Sinovuyo Kids

Sinovuyo Teens

Caregivers foster positive and secure attachment with children

Caregivers increase quality time with children

Caregivers improve their communication with children

Caregivers feel less stressed*

Caregivers increase non-violent discipline and positive management of children's behaviour

Children have improved relationships, support and stability in the home

Children have improved mental health

Children avoid bullying, and violent/aggressive behaviour

Youth from from the rural communities of Touwransten and Hoekwil area are supported to reach their future potential and thrive in a safe and inspiring community, protecting them from substance abuse, and perpetrating intergenerational violence and crime

Caregivers and children buy into the programmes

Community support

Programme implementers are respected by participants

Funding and resources are available to support the implementation of the programme

Teachers and staff are suitably skilled to deliver quality programmes

Caregivers are open to change parenting behaviour

Caregivers and children complete the full programme

Caregivers do not have substance abuse or IPV issues

Children have positive peer influences

ASSUMPTIONS



4

Youth Development Programme

SPI's youth development programme employs young people from the Touwransten and Hoekwil communities as teachers' assistants at primary schools in the mornings, and educational facilitators for the after school programmes, including the holiday programme. The programme is implemented through a partnership with the Western Cape Department of Community Safety (WC DoCS) Expanded Public Works Programme (EPWP). The youth work with SPI for one year and receive a stipend from WC DoCS. The programme includes three inter-related activities, namely 1) training in various areas including computers, environmental conservation, goal setting, life skills, and health, safety and first aid; 2) work-based experience as teachers' assistants and educational facilitators; and 3) support in furthering their studies or finding employment. They have regular meetings with SPI management to determine their key performance indicators (KPIs) and assess their progress. The programme is supplemented by referrals to child and family welfare, and health services for those who need it. SPI assumes that youth buy into the value of the programme, the community supports its implementation, and funding and resources are available to support the running of the programme.

Youth who participate in the programme gain improved skills in working with children, an enhanced ability and motivation to explore identified areas of interest, greater workplace experience and skills, increased leadership skills, increased health and safety skills, and improved self-efficacy. These can be realised assuming that the EPWP stipend is sufficient to keep youth motivated and incentivised to stay in the programme for its full duration, youth are interested in working with children, and the workload provided is manageable.

These competencies and experience position participating youth to have improved access to further education and training, as well as improved access to employment opportunities. However, these longer-term achievements rely on youth having access to funding to sponsor their tertiary studies, and the availability of employment opportunities in the area.

Overtime, this contributes to SPI's youth development impact: Youth from the rural communities of Touwransten and Hoekwil area are supported to reach their future potential and are employed, overcoming poverty.

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES

IMPACT

YDP

Referrals to child and family welfare, and health services

Improved skills in working with children

Improved ability & motivation to explore identified areas of interest

Improved workplace experience and skills

Increased leadership skills

Increased health & safety skills

Improved self-efficacy

Improved access to further education & training

Improved access to employment opportunities

Youth from the rural communities of Touwransten and Hoekwil area are supported to reach their future potential and are employed, overcoming poverty.

Youth buy into the programme

Community support

Funding and resources are available to support the implementation of the programme

EPWP stipend is sufficient to keep youth in the programme

Youth are interested in working with children

Workload is manageable

Availability of employment opportunities in the area

Youth have access to funding for tertiary education

ASSUMPTIONS

5 Family Violence Prevention Programme

SPI's family violence prevention programme has recently been designed and is in the pre-pilot stage. It is a ten-module course implemented in community members' workplace, covering topics such as workplace skills (e.g., communication and stress management), parenting and gender awareness.

SPI assumes that potential participants are aware of the existence of the programme, that the community and organisations/companies buy into the programme, and that funding and resources are available to support the implementation of activities.

From the lessons learned in the programme, participating community members develop improved ability to manage stress, enhanced communication and conflict management skills, a greater awareness of gender and power dynamics, as well improved parenting/caregiving skills. However, for these benefits to be realised, trainers must deliver high quality sessions, participants must consistently attend the full programme, and sessions must take place at a venue and time that is convenient to participants.

In the longer term, the development of these skills will translate into participating community members having improved self-efficacy and self-care, and better relationships with others including family members, peers and co-workers. Improved parenting/caregiving skills will also manifest as enhanced relationships between caregivers and their children. For these gains to be achieved, participating caregivers must be willing and open to change their parenting behaviours, and participants must practice the lessons they learn within the home and the workplace to fully entrench their skills in daily life.

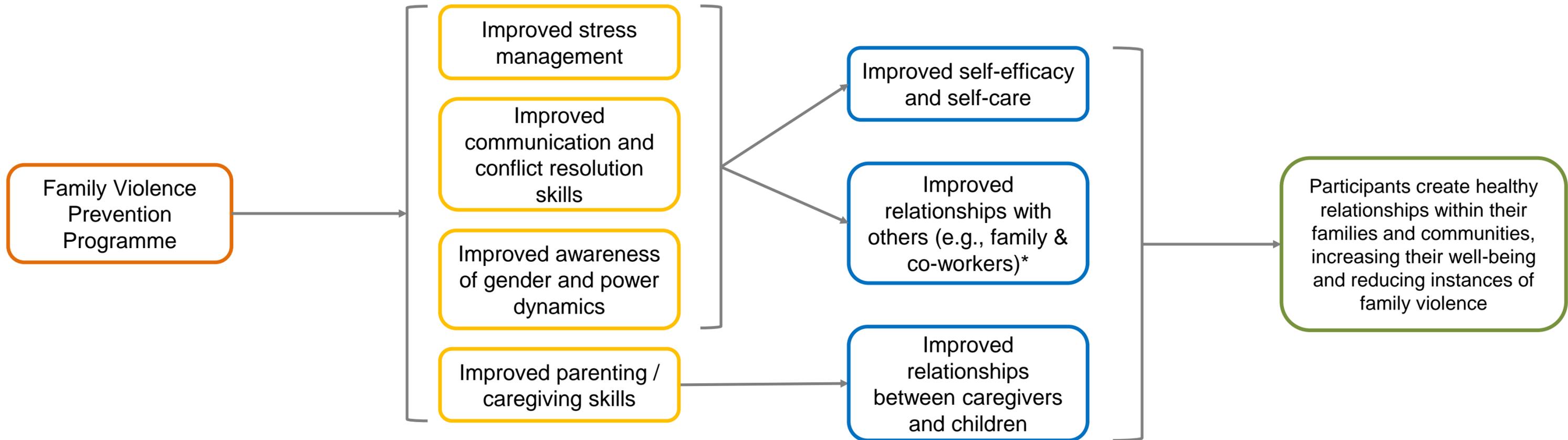
Ultimately, the realisation of these these competencies contributes to SPIs after family violence impact: Participants create healthy relationships within their families and communities, increasing their well-being and reducing instances of family violence

FAMILY VIOLENCE PREVENTION

SHORT-TERM OUTCOMES

LONG-TERM OUTCOMES

IMPACT



Potential participants are aware of the programme

Community and organisations/companies buy into the programme

Funding and resources are available to support the implementation of the programme

Trainers deliver high quality sessions

Participants consistently attend the full programme

Sessions take place at a venue & time convenient to participants

Participants practise lessons learnt at home and in the workplace

Caregivers are open to change parenting behaviour

ASSUMPTIONS

