

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

**MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION
OF EDUCATIONAL ENRICHMENT PROGRAMMES IN YOUTH
DEVELOPMENT, RECREATION, ARTS AND CULTURE.**

by

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DECLARATION

I, Mohapi Jack Pepenene, declare that the Doctoral Degree research that I herewith submit for the Doctoral Degree qualification “Management strategy for optimising Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture” at the University of the Free State is my independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

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Date

DEDICATION

I dedicate this study,

To my late elder sister Menyepetsi Emily Maqubuta who was influential and my motivator in my early schooling years for instilling the love for learning, and my

To my parents Dumisi Samson and my late mother Matumelo Aletta Pepenene for bringing me up with hope even under trying times.

To my beloved wife Mahlako for her unrelenting and unassuming support in assisting Lala with his assignments while I engaged in this study.

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ABSTRACT

The study is intended to formulate a management strategy for optimising the implementation of educational enrichment programmes (EEPs) in Youth development, Recreation, Arts and Culture (YRAC). The study was conducted in one education district of the Free State Province in South Africa where three EEPs managers at the operational level were involved: a Deputy Chief Education Specialist (DCES) and two Senior Education Specialists (SESs). The study adopted the Critical Emancipatory Research (CER) theoretical framework to direct its activities. To accomplish the ideals of CER the study employed the Participatory Action Research as a methodological approach. PAR was applied to unveil the management of EEPs in YRAC, highlighting community involvement, partnerships, constant participation and allocation of resources in the formulation of the envisioned management strategy.

The study found that the management strategy for optimising the implementation of EEPs was a function of collaborative and communicative engagement of stakeholders. It also emerged from the study that, among others, major inequalities in terms of access to resources justified the need for the management strategy. The lack of participation of parents in the EEPs was found to inhibit their democratic participation in the implementation of EEPs and subsequently the application of the management strategy. Unilateral communication also espoused serious challenges for the management strategy. Despite its challenges, the formulated management strategy demonstrated signs of usefulness: it supported collaborative and cooperative engagement among stakeholders, participative democracy for social justice, regular and interactive communication between the EEPs managers and all stakeholders.

The contribution of the study to the field of education lay in its identification of the gaps with respect to the equitable access and implementation of EEPs in schools. The study highlights the dire shortage of funding for the implementation of EEPs, lack of parental support, the marked decline of learners' participation and the inadequate professional training of EEPs managers in EEPs as compelling reasons for a management strategy.

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The study also highlights the importance of creating room for careers for learners through EEPs as one of the critical rationale for the management of EEPs.

Key words: Management strategy, Critical Emancipatory Research, Educational Enrichment Programmes, Participatory Action Research.

OPSOMMING

Die doel van hierdie studie is om 'n bestuurstrategie te formuleer vir die optimaliseering wat die implementering van hierdie opvoedkundige verrykingsprogramme in Jeugontwikkeling, Ontspanning, Kuns en Kultuur aanbetref. Die studie is onderneem in die opvoedkundige distrik van die Vrystaat Provinsie wat drie (3) Opvoedkundige Verrykingsbestuurders betrek het op operasionele vlak – 'n Adjunk Hoofopvoedkundige Spesialis en twee Senior Opvoedkundige Spesialiste in die Jeugontwikkeling, Ontspanning, Kuns en Kultuur sub-direktoraat. Die studie word is uitgevoer onder leiding van die kritiese vrywaringsnavorsingsraamwerk. Om die mikpunte van die kritiese vrywaringsnavorsingsraamwerk te behaal is deelnemende aksienavorsing gebruik as 'n metodieke benadering gebruik. Deelnemende aksienavorsing is toegepas om die bestuur van opvoedkundige verrykingsprogramme in Jeugontwikkeling, Ontspanning, Kuns en Kultuur bloot te lê wat gemeenskapsbetrokkenheid, vennootskappe, konstante deelname en allokering van bates uit lig in die formuleering van die voorsiene strategie.

Die studie het bevind dat die bestuurstrategie vir die optimaliseering van die implementering van opvoedkundige verrykingsprogramme in Jeugontwikkeling, Ontspanning, Kuns en Kultuur 'n funksie van kollaboratiewe en kommunikatiewe verbintenis van belanghebbendes is. Dit het ook aan die lig gekom dat groot ongelykhede ten opsigte van toegang tot hulpbronne dit geregverdig het dat 'n raamwerk vasgestel word vir die bestuurstrategie. Die gebrek aan ouerbelangstelling het bygedra tot die stremming van demokratiese deelname in die implementering en die daaropvolgende implementering van die bestuurstrategie. Eensydige kommunikasie het ook ernstige uitdagings gebied vir die bestuurstrategie en ten spyte van die uitdagings, het die bestuurstrategie gedui op tekens van bruikbaarheid ten opsigte van die erkenning en insluiting van die gemeenskap en die formuleering van vennootskappe deur die vloei van die vereiste hulpbronne en professionele vaardighede van beide leerders en opvoedkundige verrykingsbestuurders.

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Die bydrae van die studie in die veld van opvoedkunde word getoon in die identifisering van gapings ten opsigte van gelyke toegang en die implementering van opvoedkundige verrykingsprogramme in skole. Die studie lig ook die ontsettende tekort aan bevondsing uit vir die implementering van hierdie opvoedkundige verrykingsprogramme, die tekortkoming van ouerbetrokkenheid, die genoteerde kwyning van leerderdeelname en die onvoldoende professionele opleiding van opvoedkundige verrykingsprogrambesturders wat bydra tot verpligte redes vir die bestuurstrategie. Vêrder lig die studie die belangrikheid uit vir moontlike loopbane vir leerders deur middel van opvoedkundige verrykingsprogramme as een van die kritiese grondredes vir die bestuur van hierdie opvoedkundige verrykingsprogramme.

Sleutelwoorde: Bestuurstrategie, Kritiese vrywaringsnavorsing, Opvoedkundige Verrykingsprogramme, Deelnemende aksienavorsing.

LIST OF ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum Assessment Policy Statements
CDA	Critical Discourse Analysis
CEPs	Curriculum Enrichment Programmes
CER	Critical Emancipatory Research
CES	Chief Education Specialist
CG	Capitation Grant
CRC	Convention of the Rights of the Child
DCDE	Department of Curriculum Development and Evaluation
DCES	Deputy Chief Education Specialist
DoBE	Department of Basic Education
EEPs	Educational Enrichment Programmes
EFA	Endorsement of Education for All
FAI	Free Attitude Interviews
fCUBE	Free Compulsory Universal Basic Education
FSGDS	Free State Growth Development Strategy
FSPG	Free State Provincial Government
ICESCR	International Convention on Economic, Social and Cultural Rights
IKS	Indigenous Knowledge Systems
LAs	Learning Areas
LTPA	Leisure-time Physical Activity
MGDs	Millennium Development Goals
MOU	Memorandum of Understanding
MVPA	Moderate-to-vigorous physical activity
NCLB	No Child Left Behind
NCS	National Curriculum Statement

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NGOs	Non-Governmental Organizations
OBE	Outcomes Based Education
PAR	Participatory Action Research
PE	Physical Education
PPPs	Private Public Partnerships
PTAs	Parent Teacher Associations
RNCS	Revised National Curriculum Statement
RNPE	Revised National Policy on Education
SA	South Africa
SASA	South African Schools Act
SASCE	South African Schools Eisteddfod
SCM	School Management Committee
SES	Senior Education Specialist
SGB	School Governing Body
SLEN	Sustainable Local Enterprise Network
SuLE/SuRLEC	Sustainable Learning Environments/Sustainable Rural Learning Ecologies
SWOT	Strengths, Weaknesses, Opportunities and Threats
SYRAC	Sports, Youth Development, Recreation, Arts and Culture
UDHR	Universal Declaration of Human Rights
UNCRC	United Nations Convention on the Rights of the Child
YRAC	Youth Development, Recreation, Arts and Culture
UFS	University of the Free State
USA	Unites States of America

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This study intended to formulate a management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC) in a Free State educational district. YRAC is a sub-directorate concerned with Educational Enrichment Programmes (EEPs) that aim to provide continuous learning opportunities for learners. The sub-directorate offered educational programmes meant for extramural-activities or extra-curricular subjects for schools/ School Enrichment Programmes (DoE, 2009:5). This study sought to develop a management strategy that would focus on optimising the implementation of educational enrichment programmes offered by YRAC: indigenous music and dance; indigenous games; visual and performing arts and public speaking including SASCE (South African Schools Choral Eisteddfod).

1.2 BACKGROUND OF THE STUDY

Many countries of the world include EEPs as supplemental curriculum in their education systems with the aim of promoting the personal and social development of the youth during and outside school hours. In order to attain those objectives and many other related outcomes, the EEPs needed to be managed for their concomitant value to school children. In the USA the EEPs are noted to improve the learners' non-cognitive skills; the ability to follow instructions, working well in teams and handling authority figures as well as fitting in well with peers (Covay & Carbonaro, 2010:20-21). The EEPs were further seen to contribute indirectly and directly to learner performance by enhancing the learners' cognitive skills by virtue of the numerous ways in which they resemble the classroom settings and promote as well as teach the same values among the youth. The EEPs provided the learners

with opportunities to develop the values of teamwork, individual or group responsibility, physical strength and endurance, a sense of community and the enjoyment of leisure time (Clarke,2008; Lagase-Case, 2010:453).

EEPs in Ghana were prized for rendering a powerful youth culture, thus being utilized as a preservative cultural tool for emotional and morally mature youth with own values and belief practices (Cook, 2008:122). To live productively in the 21st century and for youth to contribute constructively to society's development, the Ghanaian government emphasized social, emotional and thinking skills as part of the group skills adolescents needed in their Secondary school curriculum (Ankeampong, 2014:1).

The Revised National Policy on Education in Botswana (RNPE) cherished the ideal of a holistic and comprehensive education, multiple intelligences and the social ecological model of youth development and wellness. The inclusion of Physical Education was considered a necessary exercise in the school curriculum for enhancing the adolescents' physical development. The adolescents' ways of thinking, the way they feel, move, and relate to others were seen as affected by their participation in Physical Education. In that manner Physical Education was seen as creating space for adolescents to explore various questions in relation to their motor skills, safety skills, self-concepts and life-style changes (Shehu & Mokgwathi, 2008:95 & 96).

The need for African indigenous or African educational enrichment programmes lied in its propagation of Afrocentric Education, which fostered an African consciousness and behavioural orientation that accentuated positive expression of the basic humanity of its learners (Nkoane, 2006:50). Indigenous music developed children's creative abilities by inducing improvisation through exposure to syncopated rhythms (Nompula, 2011:371). Games and songs contributed immensely to the socialization process of the young as part of the Indigenous Knowledge System (IKS) unique to any community/culture (Nyota & Mapara, 2008:190). Performing arts enlightened children since they were provided opportunities to explore and examine concerns in

relaxed environments of adults (Nyota et al, 2008:196). In the process children were afforded the privilege of being active, interactive and imaginative. Indigenous language promoted cognitive development (Gudhlanga & Makaudze, 2012:26) which was reflected by good scholastic performance if learners were taught in a familiar language. That implied indigenous programmes not only formed the basis of experiential learning, but also afforded a distinct identity for an individual learner.

1.3 RATIONALE FOR THE STUDY

An emergent body of research depicted untoward circumstances that impeded the smooth management and implementation of EEPs across nations of the world in schools on account of a variety of reasons, thereby disfavoured youth to fully benefit from those programmes. In the United States of America (USA), research reported a huge variety in the delivery of EEPs as forms of arts education, depicting concerns around the notable increase in pockets of inequality in schools and programmes with respect to access to arts education (Reinvesting in Arts Education, 2011:V). Research further observed worrying attendant and insistent high dropout rates that stretched beyond 50% in some areas as evidence that quite a number of schools were no longer able to engage and motivate their learners through EEPs. Learners who did not complete their schooling were found to have increasingly been products of narrowed curricula lacking creative and critical thinking skills for success in postsecondary education and at the workplace.

Kassah and Kemevor (2016:85 & 97) highlighted the lack of emphasis on Visual Arts as demonstrated by the lack of studios for these EEPs for practical lessons in Colleges of Education in Ghana. The absence of training materials, basic tools for both students and tutors for practical training were pinpointed as having adverse implementation effects that restrict the future teachers to the lecture method instead of the demonstration method. The resultant discrepancy with job field expectations would invariably affect their learners' performance taking leaf from what they (teachers) know, do and care about with respect to the EEPs. Family and community

poverty in Ghana coupled with the inadequate government support were reported to obstruct the problem-free management, provision and implementation of EEPs. The State and parents were not synergic in the provision of EEPs subsequently undermining the personal and social development of Ghanaian youth (Okamura & Yoshida, 2010:133).

In a study conducted by Mannathoko (2013:19 & 20) in Botswana, arts and culture education as forms of EEPs were not granted serious attention because of the teachers' limited knowledge and skills. The study further observed how EEPs were not being granted the importance they deserved in the development of Botswana children. This implies that learners in that country were exposed to mediocre implementation of these programmes that had insignificant influence in advancing their scholastic, social and developmental progression in terms of skills and talent. A recent study also illustrated and confirmed the need to help teachers understand the nature of art as a subject and to introduce them to effective approaches to teaching and learning art to equip them with the requisite skills and knowledge desirable to help yield learners with comprehensive art education (Mannathoko, 2016:21). Learners in Botswana were also noticed to possess limited knowledge of their culture owing to the alienation of the community elders in the participation of imparting cultural information to their children through the arts (Mannathoko, 2013:21).

Prior to 1994 it was evident that there was marginalization and disenfranchisement of indigenous games in the school extramural or extracurricular in South Africa which led to poor participation in youth Educational Enrichment Programmes (EEPs) (DoBE, 2009:8; Chiatoh, 2011:583). In a study conducted by Nompula (2012:296 & 321), many public schools were noted to share a global phenomenon in arts education, whereby the teaching of arts was allowed among volunteer educators who were not trained or skilled to teach arts subjects to make up for the lack of art specialists. That practice was observed to have had a negative consequence of reducing the perceived importance and educational impact of the arts on the learners.

The absence of resources, for instance, appropriate venues separate from classrooms for the practice of specific EEPs such as Arts education and the need for the respect for Arts education came to the fore as compromising issues in the implementation of EEPs. Dzorkpey (2011:1-4) also observed in his study that lack of infrastructure, trained staff and appropriate curriculum have undermined the teaching of Arts and Culture in the South African school system consequently engendering limited performance skills and limited music literacy levels among choristers and EEPs managers. The latter were ascribed to the EEPs managers in SASCE not having had any formal training in music literacy, choir conducting or choir management.

The foregoing research articulations pinpoint the need for a management strategy to circumvent the recurrence of situations that thwart the privilege of effective management on the part of EEPs managers, and access to developmental opportunities for learners on the other hand. Whilst the National Department of Basic Education showed its determination to address issues of access and equity by creating equal opportunities and fair access to sports, arts, music and culture programmes to all learners in South Africa (Department of Basic Education, 2009:8), learners seemed to continue experiencing restricted access to and non-participation in EEPs. That circumstance created space for a study of this nature that might develop a management strategy for optimising EEPs in Youth Development, Recreation, Arts and Culture (YRAC).

1.4 STATEMENT OF THE PROBLEM

Despite the importance of the highlighted school enrichment programmes concerning the formation of experiential learning and distinct individual identity (see. Nompula, 2011:371; Whitinui, 2010:3; Nyota & Mapara, 2008:189; Gudhlanga & Makaudze, 2012:26; and Department of Education, 2009:9), it would appear that not every learner benefited from the intended National goals. Large-scale inequalities in the provision of EEPs in township and rural schools, which stemmed from the legacy

of the Apartheid dispensation, widened the access gap concerning the EEPs (November, Alexander & van Wyk, 2007:787). There was also the challenge of EEPs curricula that continued to exist underdeveloped with educators having limited or no training to implement them (November *et al.*, 2007:787). Burnett (2010:34) confirmed the absence of skills-appropriate training among the EEPs managers to add to the challenge of implementing the EEPs.

The declining levels of participation in EEPs, particularly in South Africa were seen as a function of the marginalization of EEPs in the School curriculum, the absence of suitably qualified EEPs' educators and the generally low provision of the programmes (Walter, 2011:787). According to van Niekerk and Dube (2011:250), the common lack of effective management and leadership skills were organisational factors that exacerbated the prevention of change on the part of EEPs managers that called for a management strategy regarding EEPs. Crosnoe and Cooper (2010:1) argued that circumstances beyond the control of EEPs' managers such as the learners' familial economic disadvantage thwarted their progress towards social advancement and participation in EEPs. Moreover, the departure of democratic governing organizations and governments from implementing the legal requirements like the good practices of allocating adequate resources for EEPs as part of education delivery, was attributed to the imbalanced access gap to EEPs (Phibion, 2012:98; Modisaotsile, 2012:4).

Following the foregoing account, it appeared that the EEPs continued to be inequitably accessed by learners in South African township and rural schools, with the resultant inadequate cognitive stimulation more than anywhere else the world over (Vally, 2012:617). The inequalities in the provision of EEPs made their management complicated because the EEPs managers seemed bestowed with inferior, if any, management knowledge and skills. The situation might perhaps also be attributed to the management of educational programmes that lent overtones of lack of access due to lack of a proper management strategy during the implementation of those EEPs (DoE, 2009:11-12).

The political and educational history of South Africa as a country had led to unequal education systems, and some educational programmes being pushed to the periphery. That unfortunate state of affairs regarding the marginalization of some of the African indigenous games and music, led to the formation of Youth Development, Recreation, Arts and Culture (YRAC), under the administration of the National Department of Basic Education by introducing educational enrichment programmes (DoBE, 2009:8).

Whilst working for that sub-directorate, I was inspired by the lack of a management strategy in the implementation of EEPs to address the dilemma of inequitable access to the EEPs in township and rural schools. Coupled with that disconcerting circumstance were the glaring resource deficits that remained a gnawing challenge in the indicated schools during the implementation of the EEPs. This study would be informed by the inputs of the EEPs managers in order to formulate an effective management strategy that would first tackle the aforementioned challenges, and secondly optimise the implementation of the EEPs in YRAC in the Free State Department of Education.

1.5 AIM AND FOCUS OF THE STUDY

The aim of the study was to formulate an effective management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Arts and Culture (YRAC).

1.6 OBJECTIVES OF THE STUDY

The aim of this study was to formulate a management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC). The objectives flowing from the aim were:

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

- To demonstrate and justify the need for a management strategy for optimising the implementation of EEPs in YRAC;
- To discuss the challenges in respect of the management strategy for optimising the implementation of EEPs;
- To illuminate the components that comprise the management strategy for optimising the implementation of EEPs;
- To explore the requirements for such a management strategy; and
- To trial and test the effectiveness of a management strategy for optimising the implementation of EEPs in YRAC.

1.7 KEY RESEARCH QUESTION

From the statement of the problem, the key research question was asked: How could a management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC) be formulated?

1.7.1 SUB-QUESTIONS

- Why was there a need for optimising the implementation of EEPs in YRAC?
- What challenges called for the application of a management strategy for optimising the implementation of EEPs?
- What were the nature, strategies and procedures for a management strategy for optimising the implementation of EEPs in YRAC?
- How could the requirements for a management strategy for optimising the implementation of EEPs in YRAC be explored?
- How could the effectiveness of a management strategy for optimising the implementation of EEPs in YRAC be evidenced?

1.8 SIGNIFICANCE OF THE STUDY

The study contributed to the body of knowledge of educational management and leadership as a sphere of knowledge. Secondly, it formulated or came up with a management strategy that would optimise the implementation of EEPs. Lastly, the study might shed light into how the management and delivery of EEPs could be improved and made responsive to needs of a diverse kind of society, as in township and rural South African schools experiencing inequitable access into those programmes (see 6.12).

1.9 THEORETICAL FRAMEWORK, RESEARCH DESIGN AND METHODOLOGY

1.9.1 OVERVIEW OF THE THEORETICAL FRAMEWORK

This study adopted a Critical Emancipatory Research (CER) theoretical framework that had its roots in Critical Theory as a lens. The need for critical emancipatory research in the study was justified on the basis of its ontological, epistemological and methodological underpinnings. Collectivism, gender sensitivity, equity, and democratic values were the principles that informed CER. CER was chosen because it afforded space for the democratic management of EEPs, for fair and just management, and provided sustenance for the empowerment of the disfranchised and marginalized (Nkoane, 2012a:99). In that manner the relationship between the researcher and the EEPs managers as co-researchers was that of closeness and mutual involvement in this study, as opposed to a stance of aloofness.

The ontological stance of CER held that there was no objective knowledge, but that knowledge was rather constructed and located within the social, cultural, economic and political contexts (Nkoane, 2013: 98 & 99). Dwoski-Riggs (2010:215) emphasized that CER was a multidisciplinary research mode that agitated for a human development and empowerment agenda. As a theoretical lens, CER enabled the diffusion and interrogation of power relations issues between the researcher and

the EEPs, managers as co-researchers, a matter that rendered it relevant for both the researcher and the co-researchers.

CER in this study enabled me to understand how issues of inequity, power-relations, social injustice and disfranchisement were interlinked with the management of YRAC EEPs at schools and the district. CER seemed to be relevant as a theoretical framework in this study because it enabled me as a researcher to better achieve the objectives of the study by opening communication between me as the researcher and the EEPs managers to discover knowledge on the management of EEPs in YRAC without relying on preoccupied hypotheses (Johnson & Morrison, 2010:79). The voices of the co-researchers were valued and recognized to inculcate democratic citizenship. Critical theory affirmed the agenda of CER to trouble hidden power relations and other kinds of illegitimate social phenomena, which Habermas referred to as the emancipator knowledge (Cole, 2005:160; Watson & Watson, 2011:68). CER was also likely to improve respect for the learners' rights for access to quality EEPs that were responsive to their needs, as enshrined in the Constitution of the Republic of South Africa (Act 108 of 1996). CER was thus relevant for this study for the interpretation of the management action and practices of the EEPs managers in YRAC with a view to influencing them for optimised implementation.

In the sub-section that follows the following aspects of CER will be discussed; the definition of CER, its origin and relevance to the study, the objectives and principles of CER and the steps followed in the theoretical framework. The ideal of CER as a theoretical lens argued issues of power and dominance in the societal fabric with the quest for sustainable livelihood and empowerment. That principle agitated for the desire for reality through unmasking false distortions in human communication and promises. CER influenced in people the need for consciousness of the use of power by the strong to the weaker ones (Nkoane, 2012a:102). Power inherent in CER acknowledged the voice of the collective to breed compromise and harmony.

Central to CER was the desire for emancipatory and transformatory knowledge that removed the toxic elements of power and hegemony for a sustained collaborative

livelihood and communication in the quest for social justice proper for human collaboration (Nkoane, 2012a:98 &102). In the same critical space the CER ideal advocated for collaboration between the researcher and the EEPs managers as co-researchers with interactions based on recognition and respect. CER drove the agenda for equity, peace, freedom and hope (Mahlomaholo, 2015:226).

One could not fail to mention the leaders of the philosophy of critical emancipatory research such as, Ardon, Habermans and the Frankfurt School dating back to 1927 in explaining it as a theoretical lens. The philosophy concerned itself with issues of respect, human dignity and equity to accentuate the inspiration for fairness in the advent of social justice (Mahlomaholo, 2015:225-6). CER as a theoretical lens agitated for human collectivism for empowerment and development with tolerance (Hoppers in Higgs, Vakalisa, Mda & Assie-Lumumba, 2000:6). The values espoused above were critical for optimising the implementation of EEPs on account of their inherent accompanying view of African collectivism that called for respect for the African voice as opposed to the elevated Western epistemologies (Scott & Morrison, 2005:177). That ideal for research was couched in the rural educational space with people espousing local traditional knowledge. In those rural communities people were exposed to and faced with challenging situations that accentuated oppressive human plight, oppression and their marginalization (Nkoane & Mahlomaholo, 2009:210).

1.9.2 RESEARCH DESIGN

Because of the participative nature of the study, a team of co-researchers comprised of EEPs managers at district level was established, with the idea of adapting the CER notions for participatory action to address the research question (Swantz, 2008:33): How can a management strategy for optimising the implementation of EEPs be formulated? Towards this end, the role of the EEPs managers as co-researchers in the study would be to form a discussion forum that would respond to the research question with special reference to constructs believed to espouse the

desirable impetus to optimise the implementation of EEPs in YRAC. Through the creation of such interactive communication spaces, an assortment of issues relating to the implementation of EEPs could be discussed (Kemmis, 2008:130). PAR subsequently enabled the research team to deliberate on the four constructs of the envisaged management strategy: Community involvement, Partnerships; Constant participation and the Allocation of resources.

1.9.3 RESEARCH METHODOLOGY

In this study Participatory Action Research (PAR) was treated as one form of research within action research as a broader approach. PAR was any research that aimed at studying social issues that limited individuals or community lives (Creswell, 2007:126). He further added that research that emphasized equal collaboration whereby the participants were treated as an integral part of the design fitted the description of PAR. That method allowed collaboration with participants with particular focus on the management and implementation of EEPs and the challenges that confronted their effective practice of those tasks in school communities. PAR as a research method was about the empowerment and participation of communities for transformative development (Kemmis & McTaggard, 2007:272 & 273).

Moreover, the goal of such research was to achieve life-enhancing changes that led to emancipated researchers and participants. The adoption of PAR in this study was based on its participative and collaborative enquiry that created space for critical discussions, policy documentation and the generation of an environment for engagement which linked well with what this study sought to achieve (Ryan, 2008:38; Lyke, McDonald & Boc, 2012:22 & 32). PAR had a political agenda to unsettle relations of power in people and as such countered hegemonic boundaries. The method emphasized collaborative virtues of the marginalized and the oppressed for participative connections with critical consciousness for the research need (see: Brydonmiller & Maguire, 2009:79-82).

This study would flow in the following cyclical spiral protocol:

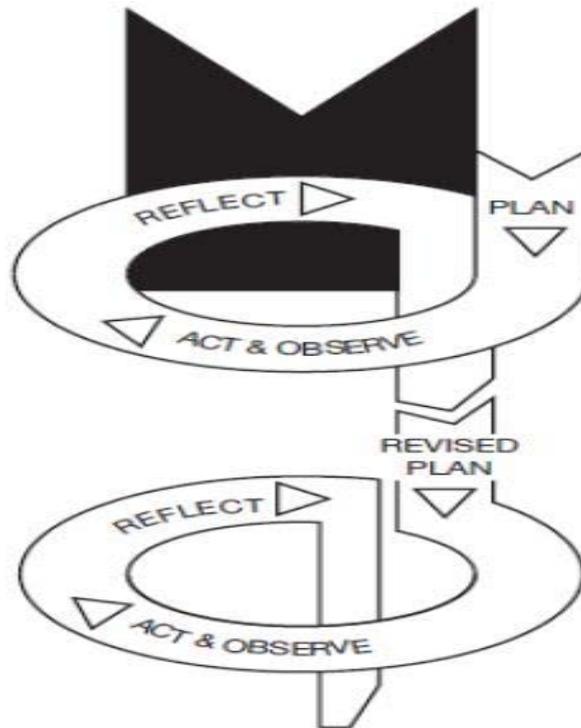


Figure 1.1: The Cyclical Spiral PAR protocol. (Adopted from Kemmis and McTaggard, 2008).

Figure 1.1 demonstrated a spiral protocol of participatory action research which might appear linear, neat and a clear process. It was important to note that the process of this study would never take a clear and easy step-by-step procedure, because somehow reflections happened before actions. This might be so because participants might have had their own understanding of the context (Savin-Baden & Wimpenny, 2007:333; Chapman & Dold, 2009:1; Nkoane, 2012a:99; Burnett, 2008:227).

PAR enhanced progressive and participatory democracy designed for collaborative unity between the EEPs managers and their stakeholders (Reason & Bradbury, 2008:463). PAR espoused a collaborative and inspirational commitment to participation, critical reflection, self-consciousness and judicious listening to make

informed decisions, empowerment through development in the implementation of EEPs (Brydonmiller *et al.*, 2009:84-8). PAR steered collaboration for critical conversations concerning the implementation of the EEPs and ensured collaborative resource sharing (Tjabane, 2010:58 & 60; Tshelane, 2013:414). It subsequently had Constitutional ramifications of the value of human dignity in a democratic context (RSA Constitution, 1996). PAR was grounded on the worth of humanity and challenged power dynamics on which a community of social inclusivity in the implementation of the EEPs was built (Chapman, 2009:81).

As a progressive approach it took into account the community cultural, social, economic and political relevance of prevalent circumstances with respect to the management and implementation of the EEPs (Nkoane, 2013:98 & 99). The approach allowed space for the recognition of the value of community knowledge on EEPs a community cherished and identified with. As its hallmark, it believed in the opinion that knowledge was embedded with significant relevance in the social, cultural and political contexts of the EEPs managers (Le Grange, 2011: 536 & 550).

That implied that PAR invested in human development for real life circumstances and acknowledged the relevance of local community knowledge in the optimization and implementation of EEPs in YRAC (Nkoane, 2012b:4 & 5). The security of local knowledge and the use thereof provided the necessary impetus for the successful implementation of the EEPs, and demonstrated that cultural wealth was valorized and validated (Tshelane, 2013:414). By engaging the local experts the EEPs' managers effectively took responsibility for their progress and shaped their destiny with locally relevant content (Netshandama & Mahlomaholo, 2010:111). The emancipatory feature of PAR enabled the EEPs managers to scrutinize their management of EEPs, and to generate suggestions for optimising the implementation of the EEPs (Higgs & Langhout, 2010:2015). PAR acknowledged women contributions advocated for women equality and critical thinking. As such it negated the subjection of women to voicelessness, exclusion and hegemonic cultural oppression (Morojele, 2012:84 & 85; Segalo, 2010:1 89). The women's contributions towards the implementation of EEPs were therefore welcomed and

accorded the necessary respect with the opposite positive humanism (Tjabane, 2010:14).

PAR offered human dialogue, enhanced the freedom to speak freely and advocated for sustainable communicative dialogue (Shields, 2004: 1 & 2; McDonald, 2007:250; Reason & Bradley, 2008:463). It created space for the voicing of new ideas, values and open-mindedness of thought in relation to the implementation of EEPs (Collins III & O'Brien, 2004:150). Peace, hope and equality were the principles advocated by PAR in forming a just society. Hope promoted dialogic communication and was inspirational for critical change in the lives of the marginalized communities and EEPs managers (Mahlomaholo, 2012:8; Webb, 2010:327). The transformatory nature of PAR provided specific lines of action with the intent to inducing a particular change in the management and implementation of the EEPs in YRAC (Kemmis in Reason et al, 2008: 125 & 132). Furthermore, PAR enabled the exploration of prevalent environments in the implementation of EEPs, the assessment of accompanying managerial practices in YRAC, and established which unreasonable and inhumane practices yielded similar results.

1.9.4 INSTRUMENTATION

I used a recording tape to document discussions at the interactive meetings with the EEPs managers for the purpose of this study. The recordings were carried out with their permission as co- researchers to document some of the interactions. Minutes from workshops with participants were used as sources of data for the research. My study involved the use of open-ended questions to facilitate the discussions during the meetings. Discussions were with the YRAC EEPs' managers at an educational district in the Free State Province. Scheduled meetings were convened to allow discussions between the EEPs managers and the researcher to take place. For categorical scheduling, two meetings took place per month respectively.

1.9.5 DATA GENERATION PROCEDURES

I used a qualitative method to generate data from YRAC EEPs' managers (the Deputy Chief Education Specialist - DCES and the Senior Education Specialists-SESs) in the education district chosen for this study. As far as instrumentation was concerned, I employed the video and voice recorders and took notes. I used the Free Attitude Interview (FAI) technique not necessarily to conduct interviews, but to probe assertions in our workshops or meetings to enable participants to engage in free discussions relating to how they managed their EEPs in the district (Babbie, 2004:303). The instrumentation and technique enabled me as the researcher to capture the data generated in a systematic order as discussions on management strategic issues on how to implement the EEPs emerged.

1.9.6 DATA ANALYSIS

Critical discourse analysis, hereafter referred to as CDA, was used as a data analysis technique in this study. CDA was a type of discourse analytical tool that primarily concerned itself with the way social power was abused; dominance and inequality were enacted, reproduced and resisted through text and talk in the social and political context (van Dijk, 2008:85). Critical discourse analysis was used for its interest in the textual or linguistic character, the discursive practice and social or cultural practices and structures to discern management pitfalls and strengths of the EEPs managers in the management and implementation of the EEPs. The foregoing levels of analysis were engaged in to scrutinize the inclinations of the EEPs' managers regarding the management of the EEPs during implementation (Kryzanowsky, 2011:231). Strategies that appeared normal or neutral on the surface, but were in fact ideological and sought to shape the management of the EEPs, were analysed using the CDA (Machin & May, 2012:4) to unveil the structural inequalities.

1.10 ETHICAL CONSIDERATIONS

I requested permission from the Free State Department of Education to undertake research in the district (see Appendix C). The study was conducted in keeping with UFS Ethical guidelines or principles for conducting research in humanities or social sciences, as indicated in the ethical clearance guidelines (see Appendix B). I also sought consent from the participants in the study, the CES (Chief Education Specialist) and the SESs (Senior Education Specialists) in the district under focus (Appendices E1 & E2). The importance of the research was explained to the participants. Participants as co-researchers in the study were informed of their rights to voluntarily withdraw from the study, should such a need arise on their part, and told that they would be provided with the research report once completed.

Research participants were all given consent forms to sign (see Appendices E1 & E2). The position relating to their voluntary participation and the absence of coercion to participate in the study were clearly articulated in the consent forms. The participants were put at ease with respect to the information they would provide for the study, and assured of anonymity. The signatures of the participants were captured on the consent letters to boost authenticity and credibility of the research. Possible benefits to accrue from the study were communicated to the EEPs' managers in the education district under study as part of the process.

1.11 CRITICAL EMANCIPATORY THEORY

1.11.1 ORIGINS OF CER

Critical Emancipatory Research (CER) derived from the ideological and philosophical underpinnings of Critical Theory, which was concerned about the powers of oppression during the mid-twentieth century (Provenzo, 2008:200). The rise of oppression, mass consumer culture and the state's desire to restrict intellectual inquiry and critical disagreement by masses marked the beginnings of CER. According to Lybeck (2010:99), the Frankfurt School movement which

engineered CER targeted the emancipation of men and women from the practical tools of oppression, through awareness of the masses.

1.11.2 OBJECTIVES AND PRINCIPLES OF CER

The provision of hope as an objective of CER enabled the thriving of management knowledge for optimising the implementation of EEPs on the part of EEPs' managers in YRAC. Hope was of primary importance for EEPs managers to mentally reconstruct the implementation of EEPs with a view to optimising each program (Webb, 2010:237). A hope-driven search acted as the desirable motivation in the context of human incompleteness, stimulating the journey towards and leading the continuous quest for the effective optimisation of the implementation of EEPs (Webb, 2010:331).

CER had an obligation to social justice and thus explored the construction of unequal hierarchies, which resulted in social groups' differential access to power and privilege. Beyond equal justice and equality for all with respect to EEPs, CER also pursued reflections on, while questioning and critiquing everyday common-sense assumptions based on the management of and participation in EEPs in YRAC (Govender & Mthukrishna, 2012:24). As a tenet of CER social justice sought to enhance people's lives by promoting accountability and demonstrating care for learners as a token of Ubuntu (Tjabane, 2010:14; Makgoba, 1999:109). CER was therefore given to addressing injustices in societies by providing those from EEPs who were disadvantaged, by addressing unfair discrimination, exclusion and empowerment through purposely founded access (Francis & Le Roux, 2011:301).

Forging collaboration and cooperation through building team work among participants in the same context (Reason & Bradbury, 2008:228 & 229) was another objective of CER. CER called for the management mode that recognized and emphasized the need for collaboration in EEPs and strove to form teamwork. Teamwork enabled learners to understand their own strengths and those of others' in particular EEPs, and thus learn to tolerate the difference between themselves and

others without domination (Nkoane, 2012b:6). As such CER aimed at achieving human unity and teamwork, which implied that EEPs' managers ought to maintain and create opportunities for learners to embrace unity during the structuring of EEPs and striving to generate environments whereby unity and teamwork among learners were favoured (Hyttén *et al.*, 2011:13 & 21).

CER not only illuminated the norm in education institutions that to be recognized one should be academically gifted, but also addressed social disadvantage by embracing other skills and talents from socially disadvantaged backgrounds (Francis & Le Roux, 2011:301). The parent community, who by inference were marginalized and disadvantaged from the information regarding the worth of EEPs to their children, ought to be brought on board and briefed accordingly (Hertz & Lazowitz, 2010: 296 & 270). CER thus advocated for better relations between stakeholders in EEPs implementation by negating discursive social practices and power domination (Mahlomaholo, 2012:8) and appealing for equal treatment of all involved. Moreover, CER aimed at addressing gender inequalities and their accompanying lack of power that led to the silencing of their voices. CER called on EEPs managers to exercise equitable respect of women and to create space for their voices so that their thoughts, ideas, aspirations and other different contributions in society could be reclaimed (Segalo, 2013:1 & 2).

Advocating for fairness and peace in society as virtues of moral righteousness was another important focus of the CER (Mahlomaholo & Francis, 2011:295). CER provided opportune moments for learners to acquire ethically apt morals and empowered citizens to become conscious of their conduct, thus calling for a progressive management of the implementation of EEPs that was based on being continuously virtuous.

CER was characterized by the quest for transformation; it considered the holistic development of the education of the learners by bringing about educational transformation for the better (Lykes & Mallon in Reason & Bradbury, 2008: 108 & 109; Maistry, 2012:41). YRAC educational enrichment programs served to

complement and supplement the core curriculum that learners received in schools to render change in learners for the better by first allowing them to discover their innate and latent talents, develop those into career status and to provide the impetus for the academically gifted learners to excel and succeed. CER strove for transformation in respect of providing space for the EEPs managers and learners, including the community, to have a say in the implementation of EEPs (Tjabane, 2010:14), and thus promoted community action and consensus.

The promotion of ethical human values of humanity, respect, tolerance and friendliness was another focus of CER. The EEPs complemented the educational development of learners by instilling those ethical values in them during the implementation of the EEPs. Learners' participation in individual EEPs exposed them to the emancipating knowledge of Ubuntu that taught them to respect the rights of others, other learners' persons as humans and to embrace them, to be responsible in their own conduct and towards others as well as to adopt a friendly and accommodative character towards fellow human beings (Nkoane, 2012b:8; Hlalele, 2012a:64).

1.12 OVERVIEW OF LITERATURE REVIEWED

Reviewed literature was discussed comprehensively in Chapter 3 and operationalized in the subsequent Chapters, 4, 5, 6 and 7. The section illuminated the theoretical framework and the operational concepts and extensively discussed the components of the management strategy in keeping with the objectives of this study. As a way of preparing the objectives of the study operationally, literature was reviewed from the good practices of optimising the implementation of EEPs in four countries, namely the US, Ghana, Botswana and South Africa.

1.12.1 DEMONSTRATING AND JUSTIFYING THE NEED TO DEVELOP THE MANAGEMENT STRATEGY

Large scale inequalities in the provision of EEPs both in South African township and rural schools, that stemmed from the legacy of the Apartheid education dispensation, widened the access gap concerning EEPs, and thus deprived learners of the intended National benefit of experiential learning and distinct identity formation for learners (November, Alexander & van Wyk, 2007:787). The underdeveloped EEPs' curricula that continued to exist with educators who had limited or no training to implement, it was a notable challenge of concern. The inequitable access to EEPs had subsequently resulted in the most inadequate cognitive stimulation among South African and rural school learners anywhere in the world (Vally, 2012:617). The management of EEPs on the other hand lent overtones of a lack of a proper management strategy during the implementation of the EEPs (DoE, 2009:11 & 12).

Built on the foregoing circumstances, this study was conducted to address specific challenges and to formulate a management strategy for optimising the implementation of EEPs in YRAC.

1.12.2 DETERMINING THE COMPONENTS OF THE MANAGEMENT STRATEGY

Subsequent to situation analysis for the optimised implementation of EEPs in YRAC, particular challenges were identified that stalled the expanded and diversified access to the offered programmes. In addressing those challenges the research team was constituted from an education district YRAC: the DCES and the two SESs in the education district. The involvement of school communities, the formation of partnerships, constant participation and the allocation of resources were unanimously agreed upon as factors that had the most impact on the implementation of the EEPs to be considered when managing those programmes.

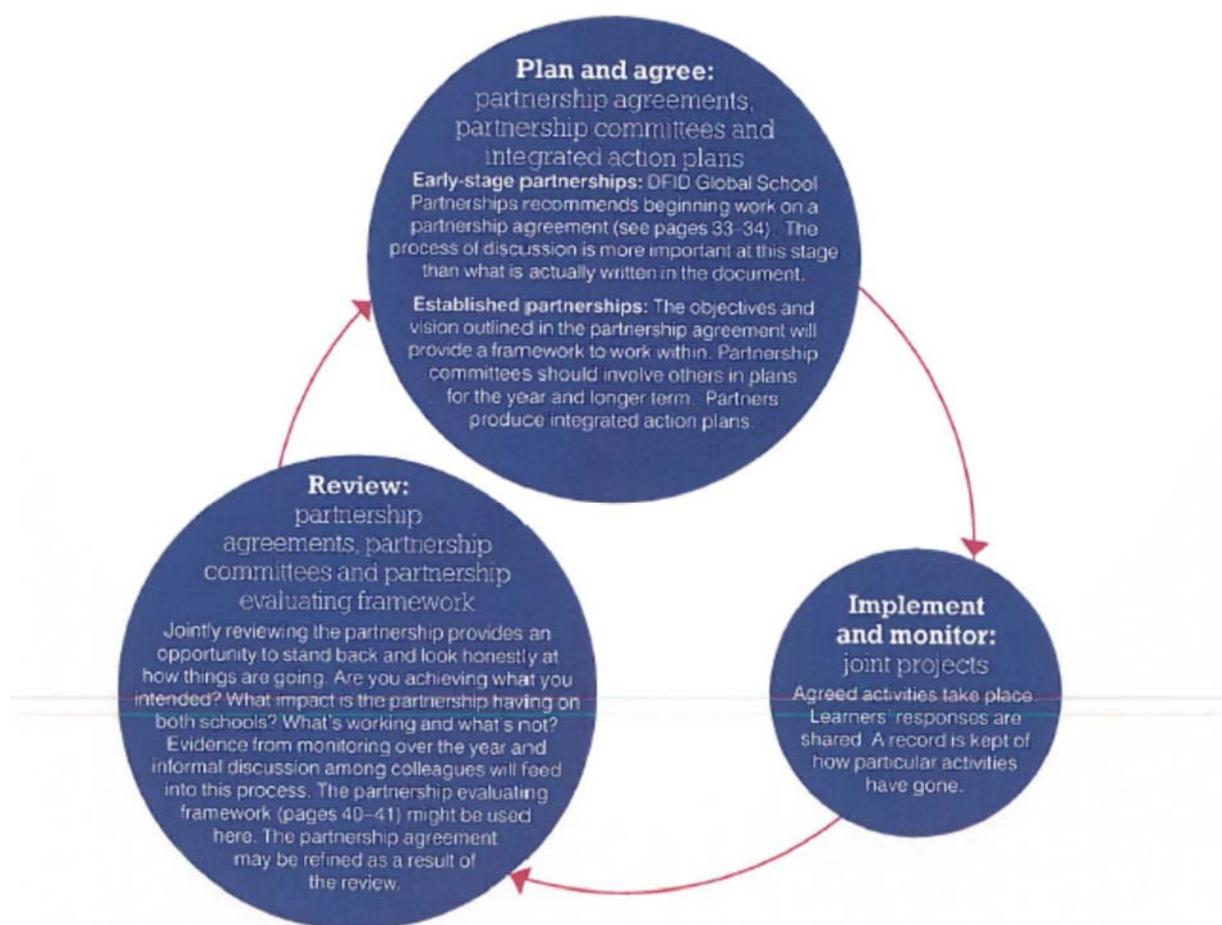
Community involvement: Community involvement was defined as the inclusion of people, parents and community members as a necessary part in the implementation of EEPs together with a 'buy-in' and involvement through the use of participatory approaches (Nare, Odiyo, Francis & Potgieter, 2011:1064). Kubisch, Auspos, Taylor and Dewar (2013:61) highlighted that each community had its own history, capabilities and potential that ought to be taken into account for mutual support. Mahlangu (2014:176) argued that community involvement raised education standards and had the potential to develop new partnerships between schools and parents in local communities. According to Mfum-Mensah (2004:143), the need for community involvement arose from its capability of empowering local communities in decision-making processes in their schools, as well as enabling them to take responsibility for their children's education.

Active parent participation was reflected in a study conducted by Alanis and Rodrigues (2008:314) on a language immersion programme as one of the key features for its success. Parents whose children were involved in that programme had a high level of involvement and played a critical role in the planning and sustainability of its implementation. When parents of learners volunteered to collaborate with the EEPs managers by sharing their time, expertise and talents, the potential to optimise the implementation of EEPs was heightened. Community involvement was seen as an essential component of positive youth development (Hope & Jagers, 2014:460). Community involvement allowed parents of learners to execute their social responsibility towards their (learners) welfare, and thus promoted community action in the implementation of the EEPs (Tjabane, 2010:6; Carvalho, 2008:169).

In involving the community in the implementation of EEPs, the EEPs' managers stood to benefit from securing extra-support that the families, parents and the community needed to overcome many challenges confronted for the learners' successful participation in the programmes. As such community involvement created a potential platform for a symbiotic relationship between parents, families and local communities to nurture progressive democracy and hope for optimised

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implementation of EEPs (Nduku, 2011:61; Tjabane, 2010:14). Participative democracy had the potential to usher in transformation and allowed the general community to have a say in the implementation of EEPs and to play practical roles such as mobilizing resources in support of EEPs (Tjabane, 2010:14; Modisaotsile, 2012:3).



Some of the steps in learning partnership development and management.

Figure 1.2: The Partnership Cycle (DFID Global School Partnerships).

Figure 1.2 articulated the development of partnerships which unfolded as a cyclical process for the purpose of joint planning, implementation and the review of the

effectiveness of the process. The planning phase constituted the first stage of the process, and communicated the vision and mission of the partnership into various plans that would be undertaken including the devolution of tasks as informed by the diverse human skills. The second stage, the implementation and the monitoring stage, was the doing stage which implemented the plans.

The stage was also characterized by keeping record of how the activities unfolded. The review stage constituted the third and last stage of the partnership process. Reviewing the process was informed by challenges or setbacks as experienced, the successes gained and the impact on the process observed. The process in the ultimate, called for the refinement of the partnership essence through reviewing.

Partnerships enhanced outreach efforts for children and provided more opportunities for development, access to various networks and increased access to resources to leverage optimised implementation of EEPs (Kruger, Nelson, Klein, McCurdy & Ady, 2010:344). The need for partnerships lied in their ability to strengthen a sense of common purpose and enabled stakeholders in EEPs to interact assertively, adopt the changes they valued ,and selectively incorporated aspects that fit their agreed upon vision and goals (Mahlangu, 2014:175). Partnerships facilitated shared goals, contributions and accountability in the implementation of the EEPs (Glueck & Reschley, 2014:297). Partnerships relations assisted to leverage resources with an optimising effect in the implementation of the EEPs (Kruger *et al.*, 2010:345).

Nyarko (2010:380) confirmed that partnerships fostered collaboration between parents and EEPs managers. Partnerships created a wealth of possibilities to expand EEPs as well as benefit the EEPs' managers through professional development in the management of those programmes (Cardon, Van Acker, Seghers, De Martelaer, Haens and Bourdeaudhij, 2012:471). In targeting school-community partnerships by engaging local communities, EEPs managers could collaborate in promoting physically oriented EEPs activities. Promoting partnerships between schools and communities was seen as a necessary commitment towards supporting constant participation in EEPs, and thus the healthy development of

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children (Mannathoko & Mangope, 2013:48). Tshelane (2013:415) argued that partnerships advocated for hope and equality for social justice in the management and implementation of EEPs.

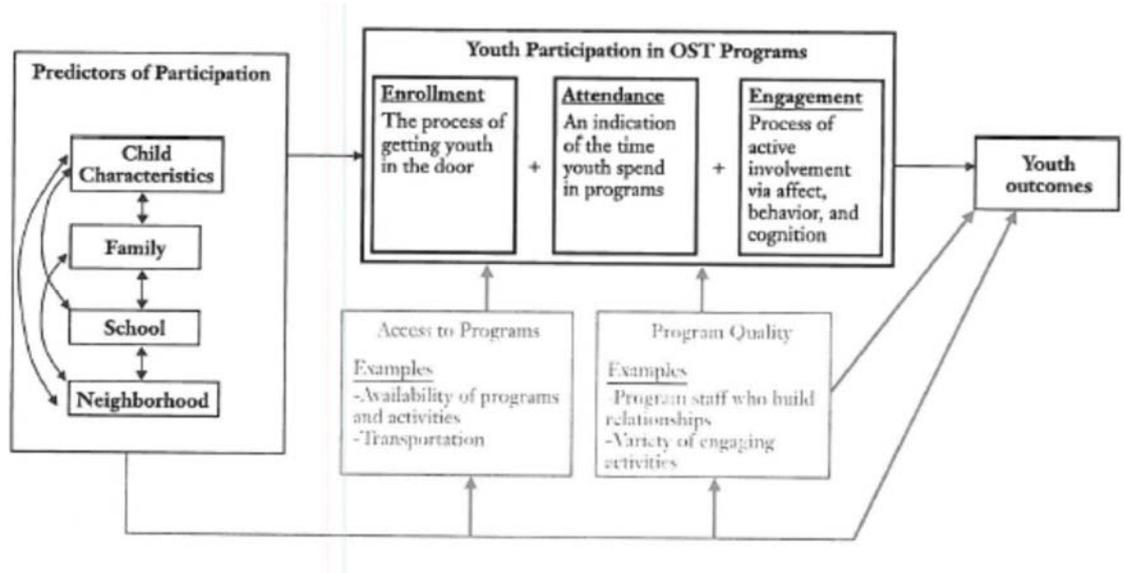


Figure 1.3: Conceptual strategy for learners' participation in EEPs (Harvard Family Research Project).

Participation in EEPs as depicted in Fig. 1.3, took place through three progressive critical stages, the enrolment in programmes, attendance of the programmes and engagement in programmes. Enrolment gave access to the programmes, while attendance provided a reflection of the time learners spent in the programmes, and engagement was a process that explained their extent of emotional, behavioural and cognitive involvement in the programmes. Factors such as individual learner's characteristics, family values, and community background influenced the degree of participation of learners in programs and subsequently determined the attainment of outcomes. Increased access to, and the high quality of programs had the likelihood of producing positive outcomes that benefited the learners, while the reverse thereof was true. On the other hand, the experience of positive outcomes that benefit learners would encourage constant participation.

Constant participation of learners in a variety of EEPs afforded learners the opportunity to pick up teamwork, learn to be responsible and improve their talents in areas such as music and sport (Dumais, 2009:73). Constant participation also enabled learners' developmental needs to be supported and allowed space for inspirational hope to sustain and prepare them for the real life challenges (Mahlomaholo, 2012:8; Nkoane, 2012b:4 & 5). Constant participation in EEPs presented itself as a source of positive development for learners and gave them room to grow by encouraging and challenging their self-esteem in the context of skill-building and emotional support (Rose-Krasnor, Busseri, Willioughby & Chalmers, 2006:385).

Kort-Butler and Hagewen (2011:576) acknowledged that constant participation in EEPs contributed to the developmental process of learners and offered important skills, building social networks and moulding their self-concepts. Constant participation also laid the foundation for citizenship and democratic participation (Emslie, 2009:325). Constant participation was further renowned to provide social resource by increasing the youth's popularity, self-esteem, social capital and school engagement (Glennie *et al.*, 2008:533). According to Fredericks and Eccles (2008:1030), constant participation of learners in high quality EEPs privileged them with supporting and caring relationships with adults who could provide them with social capital desirable for their development. Sustained participation was confirmed as a critical element for optimised implementation of the EEPs (Fredericks & Simpson, 2012:283).

The management strategy embraced the allocation of resources to offer supportive environments for learners of various dispositions through adequate and appropriate facilities (Edwards, Bocarro & Ranters, 2011:2). Caldwell (1996:123) pointed accountability as an important component in the deployment of resources. The allocation of resources offered supportive environments for an assortment of learners through varied EEPs that had potential appeal for them (Edwards, Bocarro & Ranters, 2011:2). The increased measure of the allocation of resources was found

directly proportionate to the behaviour of youth, and critical to providing increased opportunities for EEPs' participation for more learners (Edwards *et al.*, 2012:2).

Professionally trained EEPs' managers who were well vested in the EEPs to which they rendered their time and skills had the potential of presenting developmentally appropriate and appealing EEPs, thereby bolstering the achievement of outcomes of such programmes (Kahan, 2008: 29 & 30). This implied, on top of ensuring the quality of the EEPs, professional EEPs managing staff also went further to ascertain the effective management and attainment of the EEPs' outcomes. Purposive scheduling of the EEPs to cover the free time of learners after school was a critical aspect for youth participation in EEPs (Won & Han, 2010:628).

1.12.2 EXPLORING THE CONDITIONS CONDUCTIVE FOR THE MANAGEMENT STRATEGY

In order to render the components of the management strategy functional for optimising the implementation of EEPs, critical circumstantial factors were deliberated upon. Formerly marginalized stakeholders were recognised and included in the decision-making processes with respect to the implementation of the EEPs to reflect the transforming landscape in South Africa (Modisaotsile, 2012:3). The democratisation of education in South Africa also ensured freedom for the learners, their parents and the general community to breathe a word about the types of EEPs they would want incorporated in the school curriculum as part of its governance. By fostering cordial relationships with the SGBs, the EEPs managers could form a collaborative front that extended the partnership into the SGBs with benefits subsequently trickling into the EEPs (Mbokodi & Singh, 2011:39).

Instead of holding unidirectional meetings with parents, interactive meetings with parents were held on the value of EEPs and their roles pinpointed in an attempt to find a way of enacting community involvement (Mannathoko & Mangope, 2013:49 & 50). Raising parents' awareness promoted collaboration and cooperation with the EEPs managers. The parents therefore ought to be dealt the information with

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respect to their participation for progress in EEPs (Mahlangu, 2014:177). With respect to decision-making, the community should be involved in meaningful decisions and parental leadership encouraged as well as their representation on important issues relating to EEPs in keeping with the dictate of SASA (Act 84 of 1996).

The purpose thereof was to create democratic conditions whereupon the learners, parents and the community could empower themselves to realize effective participation in the implementation of EEPs (Alanis & Rodrigues, 2008:316). Learners and their families ought to be included in the planning of EEPs activities for a more precise reflection of the learners' preferences (Cardon, Van Acker, Seghers, Haerens & Bourdeandhrij, 2012:432). Showing interest in the education of their children was one of the prerequisites or conducive conditions for community involvement in the implementation of the EEPs. Moreover, trust was identified as one of the components of community involvement, while getting parents involved in EEPs was argued to imply building trust (Mahlangu. 2014:177 & 179).

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Figure 1.4: Designing partnership strategy to advance EEPs (MercyCorps.org).

Fig.1.4 outlined the various phases involved in the development of partnerships. Educational partnerships demanded collaboration from the private sector, public sector, and civil society. The success of partnership was informed by the vision and mission the partnership had to achieve, for instance performance competitiveness, unity etc. The essence of partnerships evolved in different phases. In the first phase, meetings to chart the way forward and building the relationship were designed. Available resources and directions that were to be taken to achieve the critical goal of the partnership were identified. The second phase concerned the partnership

agreement which was made possible through the signing of the Memorandum of Understanding (MOU).

The entire process was recorded for future reference. The phase further called for the identification of human capital, for example the allocation of duties and leadership roles. The third phase related more to the process of monitoring and evaluation of the partnership, and establishing sustaining feedback mechanisms to weigh the process and to align deviations. In the fourth and final phase, the various gains and learnings were recorded and shared to guide rectification where problems were experienced. At this phase, owing to success, new partners were roped in as a way to entrench suitability.

Partnerships were relationships forged for mutual interest and therefore depended on mutual trust among the EEPs stakeholders as well as a strong component of self-interest (Mahlangu, 2014:176). Volition and empowerment were yet other components of partnerships; parents played out specific roles to assist in the implementation of EEPs, provided encouragement, inspiration and support (Mahlangu, 2014: 180 & 181). Partnerships were sustained by on-going communication between the EEPs stakeholders, a clear delineation of roles and responsibilities, summative involvement in authority and the established mission and purposes (Mahlangu, 2014:176). Mbokodi *et al.* (2011:45) confirmed that a two-way communication with the partners in the EEPs created conducive environment for optimising the implementation of EEPs. Sharing and reciprocity suggested a component of a two-way communication about the children's needs, collaborative problem-solving and shared decision making between the stakeholders and the EEPs' managers (Glueck *et al.*, 2014:297).

Dialogic communication between parents and other stakeholders reinforced opportunities for strengthened partnerships (Pansiri *et al.*, 2011:289; Mannathoko *et al.*, 2013:50; Giovacco-Johnson, 2009:128, 129 & 130). Opening up communicative dialogue favoured mutual relationships with parents and the community, and created conditions for them to partner with understanding for the optimised implementation

of the EEPs (Mannathoko *et al.*, 2013:48). Through such relationships strong connections were built between schools and homes, and subsequently assisted learners to adjust and learn effectively as they participated in EEPs (Mannathoko *et al.*, 2013:49; Pansiri & Pansiri, 2011:303). Partnerships were struck with SGBs in acknowledgement of their status as the official partners in the democratic implementation of EEPs (Mbokodi & Singh, 2011:39).

Taking up parents as equal partners in the implementation of EEPs motivated them to participate democratically, and opened up space for them to be inspired and empowered through the employment of the CER principles: social justice, democracy, equity, respect for social values, social inclusion and empowerment (Nkoane, 2012b:12). Parents and other stakeholders ought to be welcomed by EEPs managers, their reluctance alleviated through compassionate interaction, and their confidence boosted by making them understand their roles in the implementation of EEPs (Ayi, 2012:4; Bogaert, Goutali, Saraf & White, 2012:31).

Subsequent to the formation of partnerships with parents, the free flow of information was enabled through communication with stakeholders for the successful implementation of the EEPs (Mbokodi *et al.*, 2011: 45). Both the EEPs' managers and parents in the SGBs changed their understandings of working in silos and adopted a collaborative relationship in keeping with the South African Schools Act (SASA) legislation. The promotion of mutual relationships regarding the implementation of EEPs with parents and the community made them feel comfortable, and raised their confidence as marked by their increased participation (Mannathoko *et al.*, 2013:48). Accountability in the partners' roles and responsibilities was also necessary for the application of the management strategy (Lybeck, 2010:94; Tjabane, 2010:14).

A sense of personal well-being, strengthened initiative, self-directedness and empowerment coupled with a higher self-esteem evoked constant participation in EEPs, while skills development and practice were observed as primary components of constant participation (Rose-Krasnor *et al.*, 2006: 385, 386 & 388). The

development of skills in EEPs was dependent on active participation, collaboration and commitment (Gomez & Ang, n.d:101). Rose- Krasnor *et al.*, 2006:365) argued that offering a variety of growth-promoting experiences agitated for constant participation on the part of learners. The respect of learners' rights to participate in EEPs, for which they had direct interest in, induced constant participation (Emslie, 2009:323). The EEPs' managers also ought to make the school environment child-friendly to ensure that the learners were physically safe, emotionally secure and psychologically enabled (Esia-Donkoh, 2014:66 & 67). Learners were allowed to play freely and to involve in physical activities that were inexpensive; improvisations were carried out to inject life and excitement into EEPs normally taken for granted and enjoyed less by learners during implementation (Walters, 2011:787).

The necessary resources were sought for EEPs to ensure frequent participation of learners to give support for their successful implementation. Learners were assisted in developing multiple areas of competence, personal confidence, social connections, personal character and ability to contribute to society to promote constant participation (Gomez *et al.*, n.d:97). Parents were embraced as equal partners to motivate for their democratic participation and the alternative viable ways of inspiring them through respect of their human rights, respect for social values, social inclusion and empowerment acknowledged (Mbokodi *et al.*, 2011:39; Nkoane, 2012b:12).

They were encouraged to take control and work towards the welfare of their children, which was invariably an important role that parents ought to play to bring about their constant participation in the implementation of EEPs. In appreciation of their partnership, schools, parents and the community were communicated with to ensure their constant participation in the implementation of the EEPs. Providing parents with a comprehensive orientation to EEPs offered from the start, particularly if they were to approve their children's additional after school involvement in EEPs was important to secure constant participation (Shaibu, Holsten, Slatter, Maruapula, Jackson, Malete, Mokone, Wrotniak & Compher, 2012:225). The enactment of participative democracy fostered a positive environment for the allocation of resources for the

implementation of EEPs. The parents, learners and teachers were included in the democratic processes prescribed by SASA (Modisaotsile, 2012:4), and observed the time programme guidelines for the implementation of each EEPs for meaningful engagement (Nalyazi, 2010:50 & 53). Accountability and responsibility in the allocation of resources called on EEPs' managers to plan as a blue print for action to avoid wasting money and other resources (Esia-Donkoh, 2014:65). Adequate elasticity in fluctuating circumstances was an important condition that ought to be demonstrated in the allocation of resources. The allocation of resource ought to reflect the most cost effective mode of achieving the desired EEPs outcomes (Caldwell, 1996:26, 126, 127 & 128).

Collaborative plans were crafted to avoid wastage of funds and other resources for the optimised implementation of the EEPs, including the learners incorporating the values and ideas that had been proven to work in the socialisation and education of youth in their culture and cultural practices (Sefa Dei, 2011:30). The allocation of resources was carried out to identify and specify staff needs as well as the particular requisite type of staff to meet the specific EEPs needs (Glennie *et al.*, 2012:537). He further argued that learners could not participate in school-based EEPs unless the schools delivered on those opportunities. The allocation of existing funds, people and time to various purposes within an organization was essentially a political process of horse-trading among competing interests within the boundaries set by allocating parameters (Pleckle, Alejano, Knapp & Lochmiller: 2006:14). The commitment of greater resource allocation breadth improved the odds against success (Klingebiel & Rammer, 2014:463). That could be achieved by selecting the EEPs in their order of cost-effectiveness ratings until the budget was fully committed (Huang, Liang, Lin, Tseng & Chiang, 2011:1982).

1.12.3 IDENTIFYING THE RISKS AND THREATS THAT MIGHT INHIBIT THE MANAGEMENT STRATEGY

In the process of applying the management strategy, it was of critical importance that the research team thought of and detected risk factors and threats that might impede the implementation of the management strategy. The EEPs managers as co-researchers reflected on the means of circumventing those risks in the future. From the outset the PAR process was driven by the practical management and implementation of the EEPs as a social issue of focus for which possible strategies were generated to actively resolve the attendant challenges for their optimisation (Kemmis *et al.*, 2009:282 & 283; Eberson *et al.*, 2007:127). Through the reflective process the following risks and threats were identified with respect to the components of the management strategy: community involvement, partnerships, constant participation and allocation of resources.

Community involvement: Management practices that excluded parents and parents that stayed aloof from the implementation of the EEPs held inhibiting effects for the management strategy (Carvalho, 2008:169). The lack of participation of parents forbade the democratic participation of parents and the formation of sound partnerships with schools, and induced failure in realising the goals stipulated by SASA regarding their role in the implementation of EEPs (Mbokodi *et al.*, 2011:38). Weak and dysfunctional parent representative structures such as SGBs bred non-attendance at parent meetings which promoted the participation of parents in the implementation of EEPs. The low parental support from such backgrounds was confirmed as a challenge that warranted the need for a management strategy in respect of getting the parents of learners involved. Moreover, the marginalization of those structures because of the lack of formal education and training in the area of financial and educational administration threatened the success of the management strategy (Modisaotsile, 2012:1 & 3), and thus inhibited them from developing practical EEPs solutions on practical EEPs problems.

A one-way mode of communication from YRAC and/or schools to homes disenabled the school communities and parents to participate in the implementation of the EEPs (Mbokodi, 2011:45). Bogaert (2012:38) argued that poorly communicated roles and responsibilities to parents regarding their participation in the implementation of EEPs might inhibit the application of the management strategy. The shortfalls in information and skills propagated by the large number of under-qualified and unqualified EEPs managers impeded the application of the management strategy (Modisaotsile, 2012:3). The attitude of EEPs' managers that undermined the position and knowledge of parents' generated self-doubt and caused them to withdraw in making their contribution and thus impeded the application of the management strategy (Mannathoko *et al.*, 2013:49).

Among the challenges that impeded and obstructed community involvement was the inter-group tensions engendered by misunderstandings and conflicts between some community members and the EEPs managers, for instance, the misunderstandings blamed on the two bodies, YRAC and SGBs for the control of indigenous EEPs (Mfum-Mensah, 2004:150). The disposition of some people never wanting to accept their responsibilities and roles in relation to the school goals with EEPs, and defending the status quo from changing presented problem for exercising effective community involvement (Mahlangu, 2014:177).

Partnerships: Power- struggles in partnerships threatened their existence, the achievement of the common vision and goals in organisations; the resultant tensions among the EEPs' managers and stakeholders subsequently made it difficult to collaborate (Mahlangu, 2014:176 & 178). The prevalence of unequal power relations was a potential risk that had threatening consequences for the management strategy for optimising the implementation of the EEPs (Burnett, 2010:38 & 39). Strained relationships emerged as a cause of such differential power relations among the stakeholders in the implementation of the EEPs, particularly those who perceived themselves as being 'uneducated', and the professional EEPs' managers, ultimately giving rise to weakened relations that obstructed collaboration in EEPs implementation. Unwelcoming teachers, who perceived parents as unenlightened

and subsequently hopeless, provided fertile ground for the miscarriage of the application of the envisaged management strategy. That set of conditions gave rise to poor relationships between parents and teachers resulting in parents ending up marginalized, and their voices missed, thus inhibiting the application of the strategy for optimising the implementation of EEPs.

Traditional approaches that emphasized hierarchy, individualism and technology rather than dialogue, relationship and reciprocity coupled with the unwillingness to shared power constituted serious challenges to effective partnerships (Pescaru, 2010:93). Poor communication as exemplified in the one-way communication pattern from school to homes was identified as a serious challenge that threatened the successful implementation of the management strategy for optimising the implementation of EEPs (Mbokodi *et al.*, 2011:45). The absence of reciprocal communication from the homes was indicative of the lack of interest or knowledge on the part of parents disempowering their participation in the implementation of the EEPs. The failure to recognize the contributions of stakeholders in the implementation of the EEPs constituted poor communication which potentially stifled the management strategy (Sheyholislami, 2009:4).

Parents in their numbers did not attend meetings meant for them and subsequently ended up not mastering their roles in the implementation of EEPs owing to the lack of information (Nielsen, 2007:90; Mannathoko *et al.*, 2013:53). Parents got excluded in participating in the implementation of EEPs on account of poor communication and without the creation of a participatory communicative space the children's education was defeated and thus threatened the application of the management strategy (Pansiri *et al.*, 2011:283). Setting the agenda for EEPs unilaterally for stakeholders and evading requests for information or obscuring pertinent facts regarding EEPs created the impression of hiding something (Mahlangu, 2014:180 & 181). Furthermore the inability of parents to attend the EEPs events on account of work commitments impeded them to enact their roles and responsibilities as partners in EEPs.

Constant participation: The lack of information regarding the particular EEP for the learners, the feeling of being poorly prepared and inadequately supported were a discouragement to constant participation in EEPs (Emslie, 2009:326). Literature recorded that sub-standard EEPs reflecting lack of accountability and measures to ensure quality inhibited them to achieve outcomes, but subjected them to negative experiences (Little, Wimer & Weiss, 2007:9; Cross, Gottfredson, Wilson, Rorie & Connell, 2010:371; Ocansey, Aryeatey, Sofo, Delali, Pambo & Nyowornota, 2014:S60). Rose-Krasnor *et al.* (2006:396) argued that applying unwarranted pressure on learners to participate in enormous numbers of EEPs activities and excel was dispiriting. Rates of poverty, unemployment and female headed households denoting compositional differences in communities, were believed to cause emotional distress and problem behaviours that challenged learner participation in EEPs (Hull, Kilbourne, Reece, & Husaini, 2008: 337).

Poverty and unemployment prohibited approximately 60% of parents with children in low-socio-economic rural and urban schools from meeting their financial obligations in respect of their children's education, including participation in EEPs (Mbokodi *et al.*, 2011:45; Pansiri *et al.*, 2011:304). Poverty and unemployment were thus risks that threatened the application of the management strategy for optimising the implementation of EEPs. Women and children were denied access to resources on account of a lack of income, while networks of cooperation between parents, families and communities that were eroded by poverty (Burnett, 2010:32). Children entrapped in the cycle of poverty were most likely to suffer from lack of exposure and participation in EEPs because of the lack of resources. The low socio-economic backgrounds of families and communities were a threat to the application of the management strategy because the relevant parents were unable to fulfil the school needs of their children, particularly with respect to participation in EEPs (Nudzor, 2012:354). The denial of access to EEPs based on people's ascribed characteristics such as name, race and sex hindered participation (Glennie *et al.*, 2012:532).

Allocation of resources: The lack of the retention of teachers, shortage of human power, weak school infrastructure, ineffective professional staff and poor working

conditions rendered the allocation of resources quite complex (Sefa Dei, 2011:22 & 25). Huge numbers of under-qualified and unqualified teachers as EEPs managers with limited knowledge and information aggravated the poor standards that could inhibit the application of the management strategy (Modisaotsile, 2012:2 & 3). The lack of professional teachers who could guide EEPs might impact negatively on the successful application of the management strategy. Added to the foregoing woes in the shortage of resources was the lack of school and community sports facilities that also threatened the success of the management strategy (Burnett, 2010:33). The shortage of adequate material EEPs specific resources, for instance music, put the application of the management strategy at risk as it inhibited the development of clear goals and the capacity to achieve the set targets (Mannathoko *et al.*, 2013:51).

The shortage of resources threatened the effective allocation of resources as a management function and derailed the attainment of EEPs goals in the education and development of children (Dako-Gyeke, 2013:252). According to Esia-Donkoh (2012:354), the inability of parents to pay school fees, the inadequate supply of teachers and the inadequate financial support, including its irregular release could impede the effective application of the management strategy. Sefa Dei (2011:22 & 25) argued that the lack of political will to localize EEPs, coupled with the frequent limited access to educational material by learners, also complicated the process of allocation of resources. Dictatorial allocations that subjected assigned EEPs' managers to difficult situations and forced a search for help elsewhere to enable participation was wasteful, inconsiderate, and hampered the effective delivery of the EEPs' outcomes (Phibion, 2012:98). Vague and uncertain data, or problems related to information systems, indiscernability relations and classification, attributes dependence and approximation accuracy, reduct and core attribute sets and decision rules compounded the allocation of resources (Huang *et al.*, 2011:1982).

1.12.4 DEMONSTRATING THE APPLICABILITY OF THE MANAGEMENT STRATEGY

The management strategy for optimising the implementation of EEPs in YRAC presented possibilities of increased learner participation in the EEPs offered by YRAC. The inclusive nature of the management strategy which followed the participative approach enabled the community to collaborate with YRAC EEPs managers in the implementation of the EEPs (see 5.4.2 and 5.4.4). Collaboration optimised outreach efforts for learners and increased opportunities for their development and access to resources (Kruger, Nelson, Klein, McCurdy & Ady, 2010:344). Different kinds of resources for the implementation of EEPs were garnered, thus demonstrating optimised attainment of YRAC's goals through collaboration with school communities, parents and learners during the implementation of EEPs.

1.13 DEFINITIONS OF OPERATIONAL CONCEPTS

Operational concepts were clearly described and discussed in order to formulate a management strategy for optimising the implementation of EEPs in YRAC (Gould & Carson, 2008:59). Those concepts were critical on account of the importance of language and communication in integrating EEPs managers' thoughts and the actions that typify their management. In keeping with Mahlomaholo and Netshendama's (2012: 41 & 42) argument that interaction was important to understanding the social structural arrangements of the EEPs managers, that was why the power of communication and language was based on the understanding that people were thinking and speaking beings. The significance of discussing operational concepts was in agreement with the formulation of a management strategy for optimising the implementation of EEPs, particularly strategy, management, and management strategy, as well as Educational Enrichment Programmes.

1.14 MANAGEMENT

Management was defined as the function that coordinated efforts of people to accomplish the goals and objectives by making effective and efficient use of available resources in an organization. Both material and human resources were used to achieve the identified objectives (Oxford Wordpower Dictionary, 2009:445; Urban, Lewin-Bizan & Lenor, 2010:784). In this study the concept of management referred to the participative and mutual coordination of the EEPs by YRAC managers with their clientele to achieve the objectives using the available skills, talents and knowledge in YRAC (Brito & Siveres, 2014:122).

1.14.1 STRATEGY

According to Waite (2006:428), the concept strategy was understood to refer to a plan, a grand design, a game plan, scheme or policy or a programme. That viewpoint was confirmed by the Blackwell Encyclopaedia of Management which saw a strategy as a positioning process by which organizations mapped their ways forward by matching themselves with their environments for the sustenance of their survival and effectiveness (McGee, 2005:38 & 39). In this study strategy referred to the plan of action decided upon, trialled, tested and adopted by the EEPs' managers for optimising the implementation of EEPs.

1.14.2 MANAGEMENT STRATEGY

The art and science of formulating, implementing and evaluating cross-functional decisions that enabled an organization such as YRAC to achieve its objectives, was described as its management strategy. A management strategy was therefore a process whereby an organization specified its objectives, development policies and plans to achieve those objectives as well as allocating resources to implement policies and plans (McGee, 2005: 38 & 39). Management strategy in this study was taken to mean the practice of stating the necessary purposes that the YRAC EEPs'

managers ought to focus on, and the plans they needed to lay down collaboratively with programme beneficiaries to achieve intended objectives with the available resources.

1.14.3 EDUCATIONAL ENRICHMENT PROGRAMMES

Educational Enrichment Programmes, referred to as EEPs, had alternative names by which they were known such as after-school programmes (Shernoff & Vandell, 2007: 891; Apster, 2009:2), extracurricular activities (Durlak, Weissberg & Pachan, 2010:295) and organized activities (Bohnert, *et al.*, 2010:576 ; Fredericks & Randall, 2010:576; Mahoney, Larson & Eccles, 2009:7; Little, Wimer & Weiss, 2007:2). EEPs were therefore different kinds of activities provided to children and supervised by adults outside the normal school curriculum. They included various contexts such as school-based activities, community organizations and youth development programmes (Bohnert, *et al.*, 2010: 576).

Despite the different names, EEPs were observed to share the same goal of serving as important development environments that provided opportunities to school children to experience increased standards of engagement, challenge, enjoyment, intrinsic motivation and initiative (Shernoff *et al.*, 2007: 891). In acknowledgement of the same goal, Durlak *et al.* (2010:295) pointed out that organised EEPs helped youth to develop and apply new skills and personal talents. In the context of this study, EEPs were seen as those extracurricular activities that were supplemental to teaching and learning, and concentrated on fulfilling the same goals of the curriculum. The Department of Basic Education (2011:3) identified the acquisition of knowledge and application of skills and values in ways that were meaningful to children and youth as one of the important goals.

1.15 IMPLEMENTATION OF THE MANAGEMENT STRATEGY

The management strategy for optimising the implementation of the EEPs employed community involvement, partnerships, constant participation and allocation of resources, followed the preparation, the planning and the actual implementation stages. The preparation stage was marked by two moments; in the first the supervisory team and Sule/SUrLEC assistance made inputs that were fused into the proposal. The second moment was marked by the researcher's meetings with possible participants in YRAC with the intention of holding discussions on the management practices that could optimise the implementation of the EEPs, and subsequently secure their participation in the study (Chilisa, 2012:50). During the planning stage the EEPs' managers interested in the study were invited, and a team of co-researchers formally established. On the basis of the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis the co-researchers projected the way forward through an action plan intended to lead the activities of the management strategy. Chapter six (6) delved into how the implementation stages of the management strategy unfolded and illuminated how the planned activities were applied.

1.16 FINDINGS, SUMMARIES AND RECOMMENDATIONS

Van Dijk's model of Critical Discourse Analysis (CDA) was used to analyse and interpret the fundamental ideas and constructs formulated from both the theoretical and empirical data in Chapter 5(five) of the study. The analysis provided in Chapter 4 assisted in the crafting of the findings of the study. The included findings and recommendations are presented in the subsequent section.

1.16.1 FINDINGS

The study revealed that community involvement enabled collective responsibility and mutual cooperation to create favourable conditions for the application of the

management strategy (Nudzor, 2012:363; Phibion, 2012:95). It also emerged in the study that affirming social justice in accommodating diversity and demonstrating care promoted the application of the management strategy. The study also found out that the challenges that accompanied the low socio- economic conditions of families and communities of learners posed serious challenges for the application of the management strategy (Durlak *et al.*, 2010:295). It emerged from the study those differential power relations among stakeholders in the implementation of EEPs induced strained relations between EEPs conveners at schools and professional EEPs managers (Burnett, 2010:39). The study found that for community involvement to provide the desirable impetus for the application of the management strategy, EEPs stakeholders should be recognized and involved in the decision-making processes of the EEPs (SASA 108 of 1996).

The study found that partnerships provided more opportunities for learners' development, through access to different networks, increased resources as well as optimised outreach efforts for children (Kruger *et al.*, 2010:344). The study established that partnerships characterized by open two-way communication and the free flow of information among the EEPs stakeholders were desirable for the applicability of the management strategy. The lack of participation of parents prohibited their democratic participation in the implementation of the EEPs and subsequently weakened probabilities of forming sound partnerships with schools (Mbokodi *et al.*, 2011: 38 & 45).

Constant participation: The study found that the hurried and pressured life style into which the learners were raised, engendered pockets of poor participation that denied them the benefits of participating in EEPs (Ginsburg, 2007:3). The study also illuminated individual and group responsibility, physical strength and endurance as some of the requirements that favoured the application of the management strategy. Furthermore, the study also revealed the maintenance of the participants' interest as a requisite condition, implying inclusive and democratic participation with respect to the choice of EEPs (Gil, 2009:1).

The study unearthed that planned allocation of resources encouraged accountability on the part of EEPs managers and ensured the generation of access to developmental opportunities for the EEPs beneficiaries (SASA, 108 of 1996). The study revealed that communication was a compelling exercise for the meaningful allocation of resources to favour the fruitful application of the management strategy (Pansiri *et al.*, 2013:68). The study unearthed that the planned allocation of resources encouraged accountability on the part of EEPs managers by ensuring the generation of access to developmental opportunities for the EEPs beneficiaries (Shields, 2004:1 & 2).

1.16.2 RECOMMENDATIONS

The management strategy recommends that the EEPs managers ought to make the EEPs responsive to the needs of learners, schools and communities and ensure that they had a say regarding the implementation of EEPs (Modisaotsile, 2012:3). In the same vein, EEPs' activities ought to be tailored to satisfy the interests and motivation of the target learners. Suiting EEPs' activities to the needs of the learners and communities, and always directing the choice of the EEPs activities to the choice of the collective interest, was a social consideration that held possibilities of optimising constant participation (Sanderson & Richards, 2010:431; Brito & de O'Siveres, 2014:128). Providing such opportunities for teaching traditional EEPs in academic environments, would equally complement the communities' efforts to support South African youth with the knowledge to carry cultural traditions to the future (Pansiri *et al.*, 2011:3; Ayi *et al.*, 2012:5).

The management strategy also recommended that the EEPs managers ascertained the parents' interest and contribution in their children's education by engaging in regular interactions with the communities they served for informed decision-making (Mahlangu, 2014:177). That called for the EEPs managers to conduct regular meetings, workshops and seminars with parents and communities on the value of the EEPs as a way of keeping close contact with communities they served and

capturing their interest in EEPs (Mannathoko *et al.*, 2013:53). The management strategy also urged the EEPs managers to involve the parents and provide them with a complete orientation with respect to the implementation of EEPs and the practical ways they could contribute thereto (Shaibu *et al.*, 2012:225).

The strategy encouraged the EEPs managers to adopt a collaborative ethos that ensured joint decision-making and effective channels of communication among the partners (Mahlangu, 2014:171). EEPs managers ought to affirm the efforts of families and community members as well as organizations to overcome challenges confronted in their children's participation in EEPs (Bryan & Henry, 2008:283). The management strategy recommended that the EEPs managers ascertained the parents' interest and contribution in their children's education and engaged in regular interactions with the communities they served for informed decision-making processes (Mannathoko *et al.*, 2013:49; Pansiri *et al.*, 2011: 303; Chowa *et al.*, 2013:2021).

Mbokodi *et al.* (2011:45) confirmed creating space for a two-way communication with the partners in the EEPs as a conducive environment for optimising the implementation of EEPs. The management strategy therefore recommends that the EEPs managers exercise an on-going communication with their partners and render a clear delineation of their roles and responsibilities to induce accountability. It was therefore recommended that the EEPs managers in YRAC ought to form partnerships with SGBs, who by law represent the parents as the official partners in the education of children (SASA 84 of 1996).

Constant participation: The management strategy recommended that the EEPs managers made the EEPs responsive to the needs of learners, schools and communities and ensured that they had a say regarding the implementation of EEPs (Modisaotsile, 2012:3). The management strategy recommended that the EEPs managers sustained the interest levels of the participants and made sure that the EEPs were meaningful, geared towards their abilities, and that resources were delivered (Rose-Krasnor *et al.*, 2006:365). Furthermore, the EEPs managers ought

to begin by building relationships with learners, empowering them and partnering with them through processes of information gathering, analysis, planning and reviews.

Appealing programmes ought to be fielded and led by competent staff that could bond well with adolescents and support their development needs (Roth, Malone, Books-Gunn, 2010:138 & 139). The management strategy recommended that the EEPs managers ought to assist learners to develop multiple areas of competence, personal confidence, social connections, personal characters and the ability to care and contribute to society (Gomez *et al.*, nd: 97). The strategy also recommended that the EEPs managers made the school environment child-friendly to ensure they were physically safe, emotionally secure and psychologically enabled to participate in EEPs (Esia-Donkoh, 2014:66 & 67).

Allocation of resources: The strategy recommended that the EEPs managers selected the EEPs in their order of cost-effectiveness during the budgeting process until the entire budget was spent (Huang *et al.*, 2011:1982). Caldwell (1996:26) edified that the EEPs managers ought to demonstrate adequate elasticity in fluctuating circumstances for the sustenance of the implementation of the EEPs. The strategy recommended that the EEPs managers ensured clear communication channels were established and made known to staff, and assisted in resolving challenges confronted (Esia-Donkoh, 2014:66). EEPs managers ought to acknowledge and collaborate with democratic structures such as the SGBs with whom the authority for the determination and allocation of resources was legally vested (Modisaotsile; 2012:4; Phibion, 2012:98).

1.17 MAPPING THE CHAPTERS FOR THE STUDY

The first Chapter provided an overview of the study delineated the purpose of the study, its background, the statement of the problem and questions posed there from. In order to achieve the research aim, the research objectives guiding the study were outlined. The research design and methodology, findings and recommendations,

ethical considerations and the value of the study, as well as the layout of the thesis were briefly presented.

In the second Chapter a definition of EEPs in the context of the study was offered as well as the identification of their agenda that warrants their management. The Chapter also introduces CER as the theoretical framework of the study. Its origins, objectives and principles were discussed in the context of the study.

The third Chapter reviewed literature on the four constructs of the management strategy and used the objectives of the study to discuss the challenges confronting the management of the EEPs in keeping with each construct, threats thereto, strategies tried and tested in South Africa and abroad in the USA, Ghana and Botswana, to discern effective management practices, conditions favouring their implementation as well as the evidence that indicated how they worked in implementing EEPs.

The fourth Chapter explained the research design and rendered a demonstration of how Participatory Action Research (PAR) as an approach was best suited to generate data in this study, as well as advanced reasons for its choice. A Historical background of PAR and its characteristics were highlighted. The chapter further reflected on how the research design was conceptualised to justify the application of PAR. Processes engaged in to explain how data was generated in the study were discussed. The instruments and tools used to generate data were identified, descriptions made in terms of how each of those were used to attain the purpose of the study. The Free Attitude Interview (FAI) was presented as a technique to initiate discussions in the study. In the closing section, attention was paid to the theoretical origin of Critical Discourse Analysis (CDA), and a demonstration made in terms of how it was used at the textual, discursive practice and social structure analysis levels to derive management meanings of EEPs managers on generated data.

The perceptions of the co-researchers in respect of their views and experiences on the essence of optimising the implementation of EEPs with respect to community involvement, partnerships, constant participation and allocation of resources were

captured as the empirical aspect of the fifth Chapter. The empirical data was compared with the literature reviewed during analysis which was done using CDA to discern the underlying messages of the EEPs managers with respect to their understandings on the management practices that would provide the desired impetus for optimising the implementation of their respective programs. The Free Attitude Interview (FAI) technique was used as a means of generating data. The responses of the EEPs managers on Community involvement, partnerships, constant participation and allocation of resources were analysed to determine the underlying meanings. Critical Discourse Analysis (CDA) was utilised at three levels to analyse the generated data; the textual, the discursive practice and social structure analysis levels.

The discussion on the management strategy for optimising the implementation of EEPs in YRAC was executed in the sixth Chapter. Community involvement, partnerships, constant participation and allocation of resources were the constructs discussed to inform the strategy.

The seventh and the last chapter of the study provided a summary of the findings and contributions of the management strategy for optimising the implementation of the EEPs. The chapter unfolded how the management strategy should be understood for optimised implementation of the EEPs in YRAC. Conclusions were drawn after which suggestions for future further study were made.

1.18 CHAPTER SUMMARY

The background, the research question, the aim and the objectives pivotal to the study were offered in this chapter. The ethical considerations, the significance of the study as well as the structure of the thesis were provided. The gist of the collectively formulated management strategy for optimising the implementation of EEPs was unfolded and the sustainability of the latter ensured through the involvement of the parents, community members and school EEPs conveners. The EEPs managers realised the need to adopt an inclusive and participatory approach for the expanded

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

implementation of EEPs in their domain. The CER paradigm and the PAR methodological approach helped in garnering support for the EEPs managers in formulating the management strategy through the employment of their principles and objectives. Through its tenet of social justice, CER enhanced the lives of the EEPs managers and learners by creating space for development and professional skills attainment respectively.

The following chapter introduces the theoretical framework guiding the study, highlights its objectives and characteristics, demonstrates how it fits into the study and offers a literature review on the main constructs of the envisaged management strategy.

CHAPTER 2

CONCEPTUAL AND THEORETICAL FRAMEWORK TOWARDS THE MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs IN YRAC

2.1 INTRODUCTION

The previous chapter delivered an orientation to this study. A background to the study and the research question, the aim and the objectives directing the study, as well as the research design were shown. The significance of this study and the outlay of the chapters were unfolded.

In this chapter I conceptualize the EEPs in the context of the study and provide the agenda that appeal for their management in the school realm. I then discuss Critical Emancipatory Research (CER) as the theoretical framework that informs the study and supplied its description. I trace its historical origin and explain its relevance to this study. I illuminate the objectives of CER, its principles and the steps it follows, and further discuss its epistemology and ontology in the context of this study.

2.2 CONCEPTUAL FRAMEWORK

The notion of a conceptual framework in this research relates to the definition of assumptions, expectations, and theories (Stitko, 2013:3). Conceptual framework in any research troubles the need to unpack the epistemological assumptions of any research project in respect of what makes it worthy to be researched; highlighting significant questions to ask and the perspective the research is based on (Lavallee, 2009:2). It is with the conceptual framework that the goals of the research are assessed, research questions are formulated and critical conclusions around the study are drawn. Conceptual frameworks are underpinned by literature review (Stitko, 2013:5). The conceptual framework draws attention to the research questions with the intention to enhance the study context while mapping how the research would unfold as well as providing a clear context for the study (Stitko,

2013:15). Key to this understanding, is the issues around the challenges of EPPs, collaborative applicable theories, strategies in enhancing EPPs and the associated challenges. Furthermore the opportunities around better management of EPPs are brought into view in order for the EPPs managers to inspire the youth for better performance, creation of better opportunities and a passion for excellence (Millwood, 2014:1).

2.1.1 DEFINITION OF EEPS

EPPs appear to have adopted many yardsticks as to what constitutes such programmes (Jiang & Peterson, 2012:362; Durlak, Mahoney, Bohnert & Parente, 2010:285; Shernoff & Vandell, 2007:892; Gibois & Bowker, 2007:675). According to Apster (2009:2) no common understanding and agreement exists to date in the field of EPPs, and no typological scheme grounded in theory has yet come up. Bartkus, Nemelka, Nemelka and Gardner (2012:693) affirm that EPPs remain ambiguous and unclear as there is no generally-accepted definition established in the literature. They further indicate that the meaning is often described in terms of examples. For the purpose of this study the EPPs shall be taken to mean the academic or non-academic activities conducted under the auspices of the school which take place outside the normal classroom time and are not part of the curriculum (Bartkus *et al.*, 2012:698; Massoni, 2011:84).

The purpose of this part is to provide an understanding of the concept of EPPs in the context of this study, and the need why they should be managed. EPPs have alternative names by which they are known, such as Arts education which encompasses music, drama, dance, visual arts etc. (<http://www.ccproject.org/quotes.html> [accessed on 20.07.2016]), after-school programmes (Shernoff & Vandell, 2007: 891; Apster, 2009:2), extracurricular activities (Durlak, Weissberg & Pachan, 2010:295) and organized activities (Bohnert, *et al.*, 2010:576 ; Fredericks & Randall, 2010:576; Mahoney, Larson & Eccles, 2009:7; Little, Wimer & Weiss, 2007:2). EPPs are therefore different kinds of

activities provided for children and supervised by adults outside the normal school curriculum. They include various contexts such as school-based activities, community organizations and youth development programmes (Bohnert, *et al.*, 2010:576). Despite the different names, EEPs are observed to share the same goal of serving as important development environments that provide opportunities to school children to experience increased standards of engagement, challenge, enjoyment, intrinsic motivation and initiative (Shernoff, *et al.*, 2007:891). In acknowledgement of the same goal, Durlak *et al.*, (2010:295) point out that organised EEPs help youth to develop and apply new skills and personal talents.

According to Little *et al.* (2007:2 & 7), EEPs have a built-in character that expands time and opportunities for children and youth in and out of school in order to actively and effectively support their learning and development, and they (EEPs) do so through clear visions and goals that characterize each programme. This indicates that EEPs supplement and support the co-curriculum (teaching and learning) by providing environments for children and youth conducive to achieving development goals and social skills. The quality of different EEPs as indicated above is determined by the intent and attention on promoting targeted outcomes through well-organized and pleasurable activities such as indigenous games.

In the context of this study, EEPs are seen as those extracurricular activities that are supplemental to teaching and learning, and that concentrate on fulfilling the same goals of the curriculum. The Department of Basic Education (2011:3) identifies the acquisition of knowledge and application of skills and values in ways that are meaningful to children and youth as one of the important goals. Equipping learners with knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free South Africa, irrespective of socio-economic status, race, gender, physical or educational ability, are spelt out as the purposes of the curriculum. The goals referred to appear to dictate the focus of EEPs as supplemental or extra curriculum (Education, 2010).

2.1.2 THE AGENDA OF EEPS

The EEPs emphasize among others, the children's awareness of culture, practical and problem solving skills, critical thinking, self-reliance, creativity and the awareness of emerging issues (Mannathoko, 2013:20). Through arts and culture societies in the world are enabled to understand their past and present and to utilize these moments as the foundation for social cohesion and nation building. Arts education enables youth to explore, recognize and understand their cultural assumptions and values which serve as a base for achieving greater social development (Sirayi, 2007:557; Sirayi & Nawa, 2014:1656). This agenda recognizes cultural diversity as a principle of social justice (Tjabane, 2010:14), thereby allowing sustainability and tolerance of cultures as well as calling for cultural wealth and validating cultural linguistics (Tshelane, 2013:414).

EEPs focus on persuading the health and well-being of learners as well as their development positively (Dlula, Moosmann, Nkoane & Vimbani, 2013:18). In this context, the EEPs are believed to contribute to the learners' health, development and quality of life. Walter (2011:780 & 787) argues that physical activity as a form of an EEP is a key constituent of healthy living that assists to control body weight reduces the risk of premature cardiovascular disease and type-2 diabetes, and related ailments. Physical activity and sport subsequently improve bone health and enhance the individuals' self-esteem, thus preparing learners to adopt a future physically active and a healthier lifestyle. Learners participating in EEPs are observed to be less likely to develop delinquent behaviour and more likely to be healthy to complete school and progress to institutions of further learning (Dlula *et al.*, 2013:18). From a critical emancipatory research perspective, the influence of EEPs on learners' health and well-being advocates for the good life of the society (Tjabane, 2010:31) and demonstrates care for the learners (Shields, 2004:1 & 2).

EEPs are geared towards increasing learner resilience, self-esteem and positive development outcomes, for instance, higher motivation and academic performance that are accompanied by a lower manifestation of problem behaviour, improved

social competence and mental health (Dlula *et al.*, 2013:18). Rendering a buffering effect against the adverse effects of growing up in low income and violent communities, providing opportunities for positive development despite the dismal environmental situation is another agenda of the EEPs (Dlula *et al.*, 2013:20). The EEPs offer benefits for a learner who is not academically gifted to excel in the arts or sports, for instance, such as creating a huge difference in the participating learner's self-esteem. Several EEPs teach real world skills such as journalism, photography or debate that might develop to the long interest or even careers for learners (Adeyemo, 2013: 111, 112 & 113). Kassah and Kemevor (2016:90) argue that the arts offer all learners the opportunity to express their unique visions of the world.

In this sense, the EEPs have an inherent capability of advocating for participatory emancipation and empowerment (Teo, 2011:193), and thus promotes social empowerment through the acceptance of pluralism in learners by way of creating space for inclusive participation (Lybeck, 2010:94). In this manner, the EEPs do not only accentuate the human voice of the learners, but also offers opportunity to unearth the potential individual learners (Clifford & Burke, 2009:159; Hytten & Bettez, 2011:8 & 10). With this agenda of the EEPs learners are privileged to life and opportunity as a consequence of social justice, thereby availing protection for the vulnerable (Equity for Children, 2013:2; Kelly, 2012 139 & 146).

As their agenda EEPs embrace influencing the academic performance of learners by advancing the basic skills for development and calling for academic excellence (Adeyemo, 2010:111). Many EEPs activities have proven to be beneficial in building and strengthening academic achievement even if the activities are not obviously related to academic subjects (<http://www.kon.org/urc/v5/fujita.html>. retrieved on 5. 08 2016). Participating in EEPs provides an opportunity for learners to create positive and voluntary connection with the school (Massoni, 2011:85), thereby influencing changes in learners' self-confidence, teacher perception and engendering profound confidence and developed positive school related adult attachment which favours school completion.

The foregoing agenda of the EEPs is aligned to social justice in that it advocates for being responsible towards others, the learners in this instance (Hyttén & Bettez, 2011:2 & 8). Johnson and Tatam (2009:1) affirm that the best management of EEPs entails creating equal opportunities for all participants, showing respect to the different cultures; creating sustainable environments with safety and peace; advancing human solidarity with the quest for unity; tapping into the broader shared community values such as respect for a different voice and being responsive to good citizenship with a democratic sense of humility. In the same vein, social justice values academic excellence (Shields, 2004:122 & 125). Influencing the academic performance of learners through the development of basic skills allows the creation of space for inspirational hope on the part of the learners to also be given an opportunity to can succeed in their schooling careers (Mahlomaholo, 2012:8; Webb, 2010: 237).

EEPs aim at providing supportive relationships, social norms and providing learners with developmental opportunities to foster achievement and social competency (Dlula *et al.*, 2013:18). Through recess or leisure EEPs provides learners the opportunity to select and manage their own experiences by exerting personal control over their environments and becoming autonomous in their actions. These activities are argued to have the capability to foster the development of cooperation and to establish important social negotiation skills within the peer groups (Adeyemo, 2013:13). This agenda of the EEPs infers participative democracy wherein a collective and holistic vision of equality is harnessed and mutual commitment sustained (Hyttén & Bettez, 2011: 8 & 10). The agenda thus calls for equal treatment for the good of the people as well as the promotion of solidarity in the implementation of EEPs (Tjabane, 2010:58 & 60).

2.3 CRITICAL EMANCIPATORY RESEARCH AS A THEORETICAL FRAMEWORK

This study adopts CER as a theoretical framework that has its roots in Critical Theory as a lens. CER affords a close working relationship between the researcher and the researched and does not treat co-researchers as mere impersonal objects as in the positivist paradigm (Mahlomaholo, 2009:225). Whilst positivists ontologically believe in one reality that is knowable within the realms of probability, Critical Theory provides a multidisciplinary approach that accommodates multiple realities in addressing oppressive, unsatisfactory conditions (Jessop, 2012:1 & 2). On the basis of the foregoing reasons CER appears to overcome the shallow one-sided view of positivism to address social issues and also offers the possibility of rich alternatives that could be derived by participation of the EEPs managers in the development of the targeted management strategy in the study.

2.3.1 HOW CER FITS INTO THE STUDY

CER affords space for the democratic management of EEPs and for fair and just management, while providing sustenance for the empowerment of the disfranchised and marginalized (Nkoane, 2012b:99). CER in this study will enable us to understand how issues of inequity, power-relations, social injustice and disenfranchisements are interlinked and play themselves out in the management of EEPs at district level, and finally how these power imbalances are conserved and relayed to the next levels of operation at schools.

CER seems relevant as a theoretical framework in this study because it enables me as a researcher to better achieve the objectives of the study. In order to demonstrate and justify the need for a management strategy for optimising the implementation of EEPs, CER will enable me to work with EEPs managers to consider their feelings and attitudes in determining the need to design the management strategy (Dentith, Measor & O' Malley, 2012). The transformative format of CER allows the collaborative determination of possible threats to the strategy with the aim of

bringing about change and emancipating EEPs managers in optimising the implementation of EEPs (Mertens, 2010:11).

My understanding as a researcher of EEPs' managers as people, who are well positioned to deal with their perceived problems, is enhanced. CER provides me with a platform to consider EEPs managers views and interpretations in determining the nature, strategies and procedures for the EEPs management strategy, and to find ways to generously share management knowledge to empower them (Mertens, 2010:30). The multiple realities of the CER afford me, together with the EEPs managers, the opportunity as equal partners to collaboratively explore the requirements for a management strategy for optimizing EEPs. CER also enables me together with EEPs managers to propose and subject these proposals to test in order to produce evidence showing that the strategy worked. I particularly found CER relevant for this study because of its plausibility to allow me alternative views and interaction with EEPs' managers as co-researchers in this study, thus gaining different perspectives and points of view on the management of EEPs (Jessop, 2012:2).

Critical theory affirms the agenda of CER to trouble hidden power relations and other kinds of illegitimate social phenomena, and that is what Habermas referred to as emancipator knowledge (Cole, 2005:160; Watson & Watson, 2011:68). CER is also likely to improve respect for the learners' rights for access to quality EEPs that are responsive to their needs, as enshrined in the Constitution of the Republic of South Africa (Act 108 of 1996).

2.3.2 THE ORIGIN OF CER

CER has its origins in the ideological and philosophical underpinnings of Critical Theory, which was born in Europe (Provenzo, 2008:200). Critical theory came about as a result of concerns amongst scholars about the powers of oppressive states in the mid-twentieth century. Critical theorists perceive education as a tool used by the ruling elite to maintain oppression along racial, gender, ethnicity lines and sexual

orientation. Western European philosophers and social theorists began the Institute for Social Research in 1929, offering pedagogies designed to rebuild schools, social and economic institutions in what they saw as more democratic ways (Provenzo, 2008:200).

Philosophers such as Max Horkheimer, Theodor Adorno, Herbert Marcuse, and Erich Fromm were in agreement with other scholars of the time in 1930 gravely concerned about the rise of oppression, mass consumer culture and the state's desire to restrict intellectual inquiry and critical disagreement by masses through science and technology. The Frankfurt school aimed to achieve the emancipation of men and women from the practical tools of oppression (Lybeck, 2010:99). This meant bringing awareness to the masses regarding their ability to transform the direction of the domination and power relations in the system by remaking and distributing wealth and power through society in a democratic way.

The Frankfurt Institute in the context of Critical Theory for Social Research was also highly influenced by the study and exploration of social problems from the foregoing group of scholars. They combined their insights from psychoanalysis and Marxism, leaving behind the legacy of a powerful force for critically understanding social reality. Erich Fromm, for instance, was concerned about the destructive impact of nationalism, freedom and the power of the market, while Habermas on the other hand was influenced by democracy, colonization of the real world and the expiry of the public sphere (Flemming, 2012:125). It would appear that the Frankfurt Institute scholars drew their inspiration from Karl Marx's ideology on the psychoanalysis of the modern society that puts the awareness of the reality of which one is not conscious as the decisive condition for social change.

According to Fleming (2012:125), Marx showed a clear difference between genuine and imagined needs. Understanding and identifying real needs is important for meeting such real needs for educational enrichment programmes. This leads to a number of key questions for EEPs' managers, such as: What are learners' real needs for educational enrichment programmes? How can EEPs managers

understand and meet the real needs of learners? And how can learners' needs for EEPs be articulated and effectively managed for optimal implementation?

These questions bring to the fore an important principle of critical theory advocated by Fromm and Habermas, namely Participatory democracy (Flemming, 2012:127-129). Participatory democracy demands active involvement in matters that affect an individual, direct relationship with the matter at hand, access to information and access to real change, informed decisions and provision of rules for discourse as a precondition for participation. In optimising EEPs code conveners and learners affected by particular programmes need to consciously be granted space to democratically participate in those events. Democracy as a principle of CER upholds equitable distribution of power to stakeholders, a voice to the marginalized and equal participation on matters that affect them. With respect to optimising the implementation of EEPs, a management strategy that observes the democratic participation of stakeholders in YRAC activities has the potential of drawing excellent results.

2.3.3 THE OBJECTIVES OF CER IN THE STUDY

The following objectives of CER have an augmenting effect on the objectives of this study:

2.3.3.1 The provision of hope

Critical Emancipatory Research (CER) provides hope for the thriving of management knowledge in respect of optimising the implementation of EEPs on the part of programme managers in YRAC. Hope is characterized by the constant search born of human beings' consciousness of their incompleteness (Webb, 2010:327). Hope is of basic importance for EEPs managers to mentally reconstruct the implementation of those programs with a view to optimising implementation. This hope acts as the necessary motivation in the context of human incompleteness, to stimulate the journey towards and lead the continuous quest for human competency. According to

Webb (2010:331), this pursuit of completeness, a hope driven search, characterizes the human condition and inspires purposive action. In the context of this study the hope to become better managers on the part of YRAC programme managers would inspire them to try other strategies to optimise implementation of the EEPs they manage.

On the part of learners, the pedagogy of hope would inspire them to do more than just exhibit their talents, but embrace positive hope and meaning for life. In this fashion CER affords space for inspirational hope for the development of both the EEPs managers and the beneficiaries of their programs and prepares them for the real challenges of life (Nkoane, 2012b:4 & 5; Mahlomaholo, 2012:8). It would therefore be imperative for YRAC program managers to create sustainable environments that are impregnated with inspirational hope to self-actualize in EEPs.

2.3.3.2 Obligation to social justice

As the tenet of CER, social justice explores the social construction of unequal hierarchies, a construction which results in social groups' differential access to power and privilege. Social justice does not only pursue equal justice and equality for all, but also reflects on questions and critiques everyday common-sense assumptions rooted in the management of and participation in EEPs in YRAC (Govender & Muthukrishna, 2012:24). Informing a curriculum for global citizenship is an important key driver of social justice. Social justice benefits learners participating in EEPs by encouraging them to recognize their position in society thereby becoming more aware of their purpose in and responsibility towards their schools and communities at large.

Makgoba (1999:xi) therefore captures this effect of social justice well by indicating that it gives Africans space to rise among other nations by way of promoting accountability and demonstrating care for the youth as a token of Ubuntu (Tjabane, 2010:14; Makgoba, 1999:109). Social justice seeks to enhance people's lives from marginalized backgrounds. In this venture account is taken of those who are not

necessarily intellectually gifted, but rather are talented in some respect at school. Management of EEPs will ensure the development of careers later on in learners who exhibit real talents in specific EEP activities. When these talents are nurtured through proper management, these learners' lives will be enhanced, enriched and subsequently included in the mainstream of those who are successful in life.

CER thus protects the vulnerable by providing space for collaborative resource-sharing, and opening opportunities for all by producing joint democratic environments that favour the disadvantaged (Tjabane, 2010: 58 & 60; Shields, 1 & 2). In this manner YRAC programme managers become transformative instruments of social justice that represent a modern way of attaining enlightenment by critically applying their minds, and by their understanding of their learners' live world experiences, while at the same time being importantly sensitized to retain knowledge of those learners (Nkoane, 2012b:8). Social justice calls on parents to be responsible for their children and to provide care for them, thus enhancing their accountability through positive humanism, and encouraging responsible citizenship (Hyttén *et al.*, 2011:2,13 & 21; Shield, 2004:1 & 2; Tjabane, 2010:58 & 60; Bron, 2007:8,13 & 14) .

Addressing injustices in societies is also an involvement of the CER. The CER provides opportunities for those who were disadvantaged, marginalized and disenfranchised to be included. Inclusion in the form of extended participation opportunities reverses injustices meted out to the disadvantaged, the marginalized and the disenfranchised from EEPs. This ideal calls for YRAC programme managers to be conscious of disadvantaged learners, in various ways, such as those who were marginalized and disenfranchised and to address injustices such as unfair discrimination, exclusion and disempowerment through purposely founded access (Francis & Le Roux, 2011:301).

It is in the nature of CER to be vocal about injustice in all spheres of life. CER advocates for progressive democracy, justice and a culture of human rights (Mahlomaholo, 2011:313). The right to participate in EEPs is grounded on the tenets

of democracy, human integrity, and humility. Effective participation by learners in EEPs depends to a large extent on their willingness to choose to participate, and their understanding of their democratic rights to do so. Successful implementation of EEPs therefore hinges on the management style that is democratic, takes learners' rights and choices of programmes into account, and confronts injustices that arise during implementation.

2.3.3.3 Forging collaboration and cooperation

CER offers opportunity to build team-work among participants in the same context (Reason & Bradbury, 2008:228 - 229). In debate, for example, learners on the same team are provided with the privilege of working together with the same purpose in mind, applying their different talents to achieve the same goal of ensuring their convictions are heard on the subject at hand. CER calls for a management mode that recognizes and emphasizes the need for collaboration in EEPs, and strives to build teamwork. Through teamwork team members learn to understand the strengths of others, and their own strengths in particular EEPs, and thus are taught to welcome gaps between themselves and others, to reconcile and tolerate the differences between themselves and others without domination (Nkoane, 2012b:6).

CER aims to achieve human unity and teamwork. YRAC EEPs usher in the opportunity for creating an understanding of human unity and teamwork for learners during participation (Reason & Bradbury, 2008:228 & 229). These programs further enlarge human unity and demand that teamwork succeeds. In this manner collision work between the EEPs managers and beneficiaries is promoted to produce constant participation in the implementation of EEPs (Hyttén *et al.*, 2011:2, 13 & 21). EEPs' managers ought to uphold and create opportunities for learners to embrace unity during the structuring of these programs, and strive to generate sustainable environments whereby unity and teamwork amongst learners are favoured.

2.3.3.4 Illuminating and addressing social disadvantage

CER not only highlights the norm in education institutions, namely that to be recognized one should be academically gifted, but embraces other skills and talents from socially disadvantaged backgrounds. Francis and le Roux (2011:301) posit that through social justice "... learners are aroused, engaged in a quest to identify obstacles to their full humanity and freedom, and then consciously move against those obstacles to positions of advantage". CER thus provides space for the harnessing and honing of these skills and talents whenever picked up in a given context.

This ideal would inform YRAC EEPs managers to only be sensitive and on the lookout for special skills and talents in learners who are socially disadvantaged, but to extend empowerment opportunities that would affirm their peculiar conditions through proper planning. In this respect CER promotes accountability and being responsible to others during the implementation of EEPs (Shields, 2004:1 & 2). In the same vein the parent community should be brought on board and briefed accordingly regarding the worth of EEPs to their children (Hertz & Lazowitz, 2010: 296 & 270). CER thus advocates for better relations between stakeholders in EEPs implementation by negating discursive social practices and power domination (Mahlomaholo, 2012:8), and appealing for equal treatment of all involved.

CER also aims at addressing gender inequalities and their accompanying lack of power within different patriarchal societies that lead to the silencing, in particular of women voices whose contributions to these societies are often rendered invisible as a result (Segalo, 2013:1). It may seem that CER advocates for feminism as it creates space for giving them their voices so that their thoughts, ideas, aspirations and other different contributions in society can be reclaimed. In fact CER creates a platform for women to represent themselves on matters that affect them, to have their experiences recognized and valued (Segalo, 2013:2). CER calls for the respect of women as humans and the extension of equitable treatment as worthy of being listened to. In this manner CER sets a stage for gender-equality and treatment, and

negates inequalities that are based on gender. In the context of this study, women EEPs' managers will be extended equitable treatment in line with their male counterparts with respect to their management knowledge of EEPs, and be accorded their corresponding due respect.

2.3.3.5 Advocacy for fairness and peace in society

Moral righteousness is a virtue advocated by CER. Socially acceptable conduct and pursuance of moral fairness is an important focus of CER. The thriving of indigenous music and dance, indigenous games, visual and performing arts and public speaking and debate is dependent on sound social morals and a peaceful society of socially well-adjusted learners (Mahlomaholo & Francis, 2011:295). Games, for instance, teach rules that enhance respect for the other person during play. Fairness, truthfulness, loyalty and general upright behaviour are taught in most EEPs whilst taking appropriate turns and opportunities to display one's skills and talents. In this manner the CER provides opportune moments for learners to acquire ethically correct morals, and further internalize these, thus becoming empowered citizens who are conscious of their conduct. The progressive implementation of YRAC EEPs calls for a management that is based on continuous moral righteousness.

2.3.3.6 The quest for transformation

The desire to bring about educational transformation for the better characterises the CER which takes into consideration the holistic development of education for learners (Lykes & Mallon in Reason & Bradbury, 2008:108 & 109; Maistry, 2012:41; Mahlomaholo & Francis, 2011:295). It is to this reason that YRAC EEPs owe their existence. YRAC educational enrichment programs serve to complement and supplement the core curriculum that learners receive in schools to render change in learners for the better by first allowing them to discover their innate and latent talents, develop these into career status, and to provide the impetus for the academically gifted learners to excel and succeed. In this way CER strives for

transformation in respect of providing space for the EEPs' managers and learners, including the community, to have a say in the implementation of EEPs (Tjabane, 2010:14), thus promoting community action and consensus. This advantage is particularly important for educational enrichment program managers because it sensitizes them to ensure that these programs are managed in such a way that contribution is made to transform and improve the material and immaterial conditions of learners participating in EEPs.

CER aims at promoting a good standard of life. EEPs render the opportunity for the development of skills and talents in different areas of competence that later on may present the possibility of being turned into careers enhancing the standard of life. Participation in EEPs and the acquisition of honed skills and talents can help learners develop into professional athletes, dancers, musicians and orators. CER offers a possibility for YRAC programme managers to implement these programmes with a particular vision of providing an avenue for enhanced standards of life for learners when they participate in these programmes. In the same vein, EEPs offer learners alternatives to succeed in life without limits (van der Westhuizen *et al.*, 2011: 297).

2.3.3.7 Promotion of ethical human values

Ethical values of humanity, respect, responsibility, tolerance and friendliness are boosted in CER. EEPs as school extracurricular activities can complement the educational development of learners by instilling these ethical values during implementation. Learners' participation in individual EEPs exposes them to the emancipating knowledge of Ubuntu that teaches them to respect the rights of others, treat other learners' persons as human and to embrace them, to be responsible in their own conduct and towards others as well as to adopt a friendly and accommodating character towards fellow human beings (Nkoane, 2012b:8; Hlalele, 2012a:64). YRAC programme managers are afforded the opportunity to consider the principle of Ubuntu as an underlying principle when implementing educational

enrichment programs with the possibility of enhancing character formation on the part of the learners.

Flowing from the above argument, CER also promotes a culture of relevance. Through the application of democratic principles in the implementation of EEPs in YRAC, an environment whereby learners will participate in programs that meet their interests, personalities and requirements is created. In this fashion both the learners and YRAC programme managers are empowered to act in anti-oppressive ways whereby EEPs are made to respond to the various learner needs instead of in a 'take it or leave it' type of attitude, thereby creating and promoting a culture of relevance. Good management in the implementation of YRAC educational enrichment programs would enhance the relevance of these programs, and help to unravel contemporary curriculum problems with the use of emancipatory knowledge attained from each of these programmes (Van der Westhuizen, Mahlomaholo & Francis, 2011:297).

Redefining the home language serves as another important stage of the CER. CER gives value to the home language in that it gives it space as a basic medium of learning. Home language does not only promote identity formation, but it also forms a formidable medium that opens the doors of learning, while embracing and creating a sense of belonging and of competitiveness. This aim suggests that home language is an important area of the curriculum to be managed. In the same vein, EEPs that involve indigenous languages in public speaking and debate should be afforded critical importance (Makgoba, 1999:6; van der Westhuizen *et al.*, 2011:297).

2.3.4 PRINCIPLES OF CRITICAL EMANCIPATORY RESEARCH IN THIS STUDY

2.3.4.1 The principle of emancipation

This study follows an emancipatory discourse which involves dialogue that is observed to have a potential to activate the connection between EEPs managers in two educational districts in YRAC in the Free State Province, and the social contexts in which they are rooted (Raelim, 2008:520). In this emancipatory discourse

language is used to represent management of the implementation of EEPs. It is intended to free the managers in YRAC from the institutional forces that limit their personal control and autonomy that has to date been taken for granted.

The intention of this discourse in the study is to free EEPs managers in their work environment from unnecessary restrictive traditions and power relations that inhibit opportunity for fulfilment of their needs and desires in respect of the implementation of the programs they run. Coupled with the foregoing discussion, emancipation suggests liberating oneself from the inhibitions of inexperience, deliberate exclusion and control, or power exercised by someone. When EEPs managers possess the necessary expertise to optimise the implementation of EEPs they will know the when, the how and the why of the management strategy that would have the necessary impact.

2.3.4.2 The principle of transformation

The principle of transformation is adopted as a principle of CER in this study with a view to making a difference in terms of impacting on the implementation of EEPs with a management orientation both democratic and transformative. According to Mahlomaholo (2012:4), social communication among people is an extremely important force for change and transformation, as revealed in the competition for the human mind in the public domain. When the EEPs managers are convinced of the necessity of a management strategy to optimize the implementation of EEPs, they are likely to act as persuaded, and will be encouraged to act in particular ways rather than in others to demonstrate their buy-in into new management approaches for EEPs' implementation. Social communication has the ability to build people's identities, to reinforce them as well as to break them down. Through the transformative nature of the CER, EEPs managers have an opportunity of reincarnating new identities as managers with new emotional dispositions and understandings regarding the implementation strategies that would truly create an impact.

2.3.4.3 The principles of democracy

In this study the principles of democracy such as respect, advocacy for human rights and freedom of speech, human dignity, non-sexism, equity, transparency and gender sensitivity, as well as social justice, are taken into account (Nkoane, 2012a:99). A cordial and collaborative relationship will be built between the researcher and the co-researchers in undertaking an inquiry regarding the management of EEPs. CER offers space for the critical consciousness of citizenship in the adventure of the involvement (Hytten & Bettez, 2011:1 & 8). EEPs managers' knowledge concerning the management of EEPs in YRAC will be recognized and they will be given a fair say in the knowledge construction of a management strategy for optimizing the implementation of the programmes they run. In this manner, as Nkoane (2009:95) posits, the researcher and EEPs managers will engage in conversations regarding the subject of this research on an equal status.

2.3.4.4 The principle of development and empowerment

A dialogic discourse will be engaged in as a format of CER. Raelin (2008:520) points out that a critical method of this nature has the possibility of empowering people through a dialogic process of gradual enlightenment that leads to the gaining of a collective consciousness. Constant participation encourages democratic empowerment whereby the participants' voice is accentuated, thereby promoting participative democracy (Hytten & Bettez, 2011:8 & 10; Clifford & Burke, 2009:159). Dialogue as the expression of human interaction can serve as the basis to expand management knowledge of EEPs through inter-subjective transformation. Such partnerships promote social empowerment by facilitating community collaboration in the implementation of EEPs (Teo, 2011:193). For instance, EEPs managers reflecting upon perspectives different to their own and in entertaining the prospect of being changed by what they learn (Raelin, 2008:521).

EEPs managers will receive empowerment through inquiry rather than guidance concerning the management of the programmes they run in YRAC. In this research attempts are made to bring to the fore through progressive inquiry those governing socio-political values that may be blocking communications regarding the management of EEPs in this educational district of the Free State. In this developmental format of CER, EEPs program managers will be helped to construct a plan of their own knowing in order to create an action of their Own Plan for a “Better Future.” Dialogue is transacted as an intervention in the management of EEPs to deconstruct ‘truths’ in the implementation of EEPs in YRAC, and thereby open up new perceptions that might lead to new ways of looking at the management of these EEPs. Social justice thus enhances the empowerment of learners during the implementation of EEPs (Hacmel 2006:414).

2.3.4.5 The principle of social justice

Social justice advocates for teamwork and participative inclusiveness as the hallmarks that describe its nature, calling for pluralism in people (Lybeck, 2010:94). The study adopts a social justice format to address diversity in EEPs implementation, learner needs, the widened divisions that separate the advantaged from the disadvantaged EEPs managers in terms of management skills as well as learners (Ryan, 2006:4). Persistent disparities and dissatisfactions with traditional approaches in the implementation of EEPs that do little to acknowledge or address identified injustices are searched out and a management strategy developed to optimize the implementation of EEPs by seeking management actions that induce equality.

The Social Justice format of CER in this study serves as a pointer to management actions that are primarily concerned with overturning the injustices in the management of EEPs, thus making equity in their management desirable in YRAC (Nkoane, 2009:3). A distribution of wealth therefore occurs to extend and improve the implementation of EEPs as a result of the development of these partnerships

(Equity Children, 2013:1 & 2). Just societies are characterized by inclusive participation that creates opportunities for constant participation in the implementation of EEPs (Gil, 2009:1 & 4; Lybeck, 2010:94).

2.3.4.6 The principle of equity

Through this principle the CER favours women and girls through empowerment and by reinforcing gender equity in its advocacy for feminism as two of its hallmarks in the implementation of EEPs (Morojele, 2012:82). In this study, women EEPs managers are seen as critical role-players in the implementation of these programmes worthy of the effort in growing their management knowledge of EEPs improvement and advancement. Women in this study are provided "... a safe enough platform to have their (EEPs management) experiences heard and acknowledged..." (Segalo, 2012:2). In this way women get to enjoy the privilege of having their voices heard in terms of the management of EEPs. In creating such a space that acknowledges female issues, the culture of their silencing and indifference towards them is negated, the management of EEPs is heard on their own terms, and subsequently their interests, needs and the output of their desires which influence the formulation of the management strategy for optimising implementation of EEPs in YRAC (Segalo, 2012:4).

EEPs' managers ought therefore to be fairly treated and given the liberty to life and the opportunity to exercise EEPs of their choice and interest. The principle of equity implies that EEPs managers should be treated with equality when it comes to consistency and relevance in the allocation of duties (Hyttén & Bettez, 2011:8, Bron, 2007:8 & 14). CER extends equal opportunities to participate in EEPs as part of the education of children in keeping with social justice, which calls for the equality of the marginalized (Equity Children, 2013:2).

2.3.5 STEPS OF CER IN THE CONTEXT OF THE STUDY

CER as a theoretical framework finds application and expression through Participatory Action Research (PAR). PAR unfolds in three steps, namely planning a change, acting and observing the process and consequences of the desired change, and reflecting on these processes and consequences (Kemmis & McTaggard, 2008:276; Savin-Baden & Wimpenny, 2007:337 & 338). In formulating the management strategy for optimising the implementation of EEPs in YRAC, the need for such a management strategy and associated plans are established as an initial step. A series of discussions with EEPs managers to develop common understandings of management strategies that are likely to optimize the implementation of EEPs are undergone. After observing the process in action, with its operational competencies or failures, the reflective cycle determines the re-examination of the entire process from the start to identify loopholes and gaps that may have possibly emerged (Savin-Baden *et al.*, 2007:338).

The process was repeated, starting from the initial step of planning until the desired outcomes are mutually agreed upon by the researcher and the co-researchers, thus settling for the strategies identified to yield the acceptable outcomes.

2.3.6 EPISTEMOLOGY, ONTOLOGY AND THIS STUDY

2.3.6.1 Epistemology of the study

According to Carter and Little (2007:1317), as well as Morgan (2007:52), epistemology refers to the theory of knowledge and the idea that each thesis ought to make a contribution to knowledge. Epistemology is concerned about ideas, beliefs and justification of knowledge. For Soini, Kronqvist & Huber (2011:6) epistemology deals with the means of the creation of knowledge as well as the notion regarding various claims of knowledge. They further tell us that knowledge and its features are described by the way knowledge and its foundations are found. For the foregoing type of knowledge to become generally accepted and publicly recognized, truthful and believable, there ought to be evidence of its existence (Soini *et. al.*, 2011:6). In

the same vein, the formulated management strategy emanating from this study needs to be tried and tested in order to make valid pronouncements about its impact on the implementation of EEPs.

CER as a form of participatory research believes in the idea of knowledge being primarily formed by culture and context, in that problems and data are contextually formulated (von Malzahn & van der Riet, 2006:111). This study acknowledges that the knowledge of the management of EEPs like all forms of knowledge, is socially constructed (Easton, 2010:122; Nkoane, 2009:99). According to Nkoane (2009:99), language and communication are observed as a means of social construction. He further goes on to show how human beings and the world are labelled differently to construct meaning for them. This study adopts the view of language or communication as a tool to give the material world meanings, and subsequently sees the management of EEPs as a social good and a way of knowing that is socially constructed. Texts or language, as Nkoane (2009:99) argues, reveal different types of ideas, absences and subtle meanings that go with them which may be taken for granted.

2.3.6.2 Ontology of the study

Ontology is taken to mean the nature of reality which includes both the physical and the social reality (Carter et. al., 2007:1326). Critical theory as a paradigm associates with historical realism, and the opinion of multiple realities that are thought to be shaped by the social, political, cultural, economic, ethnic, gender and disability values. These many facets of social reality are seen as filled with conflict and governed by hidden underlying structures (Ayikoru, 2009:73).

This study upholds that the management knowledge EEPs managers espouse is shaped by the historical and social conditions of their work environments. This knowledge is seen as the outcome of everyday concerns, but is always created on the basis of interests and values that have been established out of the natural needs of EEPs managers. The study therefore places emphasis on the role of values,

judgements and human interests EEPs' managers put on the implementation of the programs they manage.

2.4 THE ROLE OF THE RESEARCHER AND THE RELATIONSHIP WITH CO-RESEARCHERS

Mahlomaholo (2009:225) identifies the role of the researcher in CER as interpreting the other persons' understandings to make meaning of such understandings. He further goes on to talk of CER as the most humanising practice whereby the researcher ought to emerge more human, humane, cautious, respecting and open-minded to pointers and messages coming from a number of different sources. In the context of CER, I will as the researcher, strive for a close relationship with the co-researchers, wherein the participants are treated and handled with respect and recognition of equality in the research. This means that the researched are taken to come into the research as knowledgeable persons particularly about the implementation of EEPs in YRAC that affects them directly or indirectly, and for which they ought to be recognized and respected.

In the words of Guishard (2009:85) "... the researcher conducts research in collaboration with and not just on, or for subordinated people..." In this manner, the researcher and his or her co-researchers work collaboratively to combine knowledge and action to create a possibility for social change particularly geared for optimising the implementation of EEPs. Collaboration requires the co-researchers to be involved in all the phases of the research, including the definition of the problem, designing the research methodology, generating data, analysing and issuing results (Guishard, 2009:231). In the context of this research, the researcher works collaboratively with YRAC EEPs managers in an education district in the Free State province.

2.5 CHAPTER SUMMARY

Despite there being no generally-accepted definition of EEPs in literature, the study adopted the definition of EEPs as academic and non-academic activities that are sponsored by schools which occur after-school and are not part of the normal classroom curriculum. Notwithstanding the various names by which EEPs are known, they nonetheless share the same agenda which call for their careful management. Influencing the health and well-being of learners, increasing learners' resilience, self-esteem and positive development outcomes, providing supportive relationships, social norms to foster achievement motivation and social competency and contributing towards enhancing the learners' and increased social skills etc. appeared to warrant the notion of not leaving EEPs to chance but playing deliberate managerial roles that see learners benefit from them.

Through the application of the principles of CER, EEPs managers can be assisted in appreciating their management roles with respect to favouring joint democratic environments that make it possible to optimize the implementation of EEPs for the development of youth and children in schools. It could also be expressed that EEPs managers' assets irrespective of their levels of management prowess, repertoires, whims and aspirations as well as social capital, when blended with the school community's cultural wealth, stand to a large extent to the benefit of learners in their development.

The following Chapter offers a review of literature on the management strategy for optimising the implementation of EEPs in YRAC.

CHAPTER 3

REVIEW OF LITERATURE ON MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs IN YRAC

3.1 INTRODUCTION

The study intends formulating a management strategy for optimising the implementation of EEPs in YRAC. In this Chapter I begin by defining concepts central to this study, I highlight the role I will adopt as the researcher and my relationship with EEPs managers as co-researchers in the study.

I attempt to show how through constructs, comparisons in strengths, lessons that could be learnt and the differences in other countries such as USA, Ghana, Botswana and the South African scenario. In this Chapter I draw from literature the best management and leadership practices that could help in formulating a management strategy for optimising the implementation of EEPs in YRAC. I round off by identifying and justifying the need for a management strategy to optimise the implementation of EEPs, its components, conditions conducive for the components of the management strategy to work, challenges, management models applied elsewhere to circumvent experienced challenges, threats and the evidence to pinpoint its success.

3.2 DEFINITIONS AND DISCUSSION OF OPERATIONAL CONCEPTS

In order to formulate a management strategy for optimising the implementation of EEPs in YRAC scientifically, key operational concepts need to be clearly defined (Gould & Carson, 2008:59).

3.2.1 MANAGEMENT

The Oxford Word power Dictionary (2009:445) defines management as the control or organization of something. Management refers to the function that coordinates the efforts of people to accomplish goals and objectives using available resources effectively and efficiently in business and organizations. Ebewo and Sirayi (2009:281) see management as the use of both material and human resources to achieve the chosen objectives. Urban, Lewin-Bizan and Lenor (2010:784) understand management to be a practice involving goals that have to do with the means set out to achieve success, or are directed at identified outcomes.

Management is also believed, as Brito and Siveres (2014:122) argue, to be “an administrative practice that defines and directs the use of financial, material, informational, technological, human and partnership resources, as well as the alliance for achieving goals”. In the latter description management is construed as both physical and human intelligence applied to work. In this study the concept of management refers to the participative and mutual coordination of EEPs by YRAC managers with their clientele to achieve the objectives using available skills, talents and knowledge in YRAC. The concept of strategy will be defined within the context of management strategy for a broader clarification that warrants its place in the study.

3.2.2 STRATEGY

The Reader’s Digest Illustrated Oxford Dictionary explains the concept *strategy* to mean ‘a plan of action or policy in business or politics, etc.’ The Oxford Thesaurus of Current English describes *strategy* as ‘a plan, grand design, game plan, scheme or policy or programme’ (Waite, 2006:428). In The Blackwell Encyclopaedia of Management the concept of *strategy* is seen as a positioning process by which organizations map their way forward through the seas of competition, internationalization, changing markets and technologies. The Encyclopaedia also specifies decision-making as a positioning process and indicates that organizations

use it to try to match themselves with their environments for the sustenance of their survival and effectiveness (McGee, 2005:38 & 319).

In the context of this study *strategy* would refer to the plan of action decided upon, trialled, tested and adopted by EEPs' managers for optimising the implementation of EEPs at their work sites in YRAC. Simply put, strategy is the game plan EEPs managers follow to mobilize both human and material resources in order to increase the implementation of EEPs such that the intended outcomes are realized, and mass-participation is achieved.

3.2.3 MANAGEMENT STRATEGY

A management strategy is seen as the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its objectives. It is a process of specifying the organization objectives, development policies and plans to achieve these objectives, and allocating resources to implement the policies and plans to achieve the organization's objectives. Strategic management subsequently combines the activities of different functional areas of an organization to achieve organisational goals and objectives. Strategic management is considered the highest level of management activity that is usually undertaken by managers of organizations. In the context of the study, management strategy is viewed as the practice of stating the necessary purposes that YRAC EEPs managers ought to focus on, and plans they need to lay down collaboratively with program beneficiaries to achieve the intended purposes with available resources.

3.2.4 EDUCATIONAL ENRICHMENT PROGRAMMES

Educational Enrichment Programmes, hereafter referred to as EEPs, appear to have adopted many yardsticks as to what constitutes such programmes (Jiang & Peterson, 2012:362; Durlak, Mahoney, Bohnert & Parente, 2010:285; Shernoff & Vandell, 2007:892; Gibois & Bowker, 2007:675). According to Apster (2009:2) no

common understanding and agreement exists to date in the field of EEPs, and no typological scheme grounded in theory has yet come up. The purpose of this aspect is to provide a definition of the concept of EEPs in the context of this study.

EEPs have alternative names by which they are known, such as after-school programmes (Shernoff & Vandell, 2007: 891; Apster, 2009:2), extracurricular activities (Durlak, Weissberg & Pachan, 2010:295) and organized activities (Bohnert, *et al.*, 2010:576 ; Fredericks & Randall, 2010:576; Mahoney, Larson & Eccles, 2009:7; Little, Wimer & Weiss, 2007:2). EEPs are therefore different kinds of activities provided for children and supervised by adults outside the normal school curriculum. They include various contexts such as school-based activities, community organizations and youth development programmes (Bohnert, *et al.*, 2010: 576). Despite the different names, EEPs are observed to share the same goal of serving as important development environments that provide opportunities to school children to experience increased standards of engagement, challenge, enjoyment, intrinsic motivation and initiative (Shernoff, *et al.*, 2007:891). In acknowledgement of the same goal, Durlak *et al.*, (2010:295) point out that organised EEPs help youth to develop and apply new skills and personal talents.

According to Little *et al.* (2007:2 & 7), EEPs have a built-in character that expands time and opportunities for children and youth in and out of school in order to actively and effectively support their learning and development, and they (EEPs) do so through clear visions and goals that characterize each program. This indicates that EEPs supplement and support the co-curriculum (teaching and learning) by providing environments for children and youth conducive to achieving development goals and social skills. The quality of different EEPs as indicated above is determined by the intent and attention on promoting targeted outcomes through well-organized and pleasurable activities such as indigenous games.

In the context of this study, EEPs are seen as those extracurricular activities that are supplemental to teaching and learning, and that concentrate on fulfilling the same goals of the curriculum. The Department of Basic Education (2011:3) identifies the

acquisition of knowledge and application of skills and values in ways that are meaningful to children and youth as one of the important goals. Equipping learners with knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free South Africa, irrespective of socio-economic status, race, gender, physical or educational ability, is spelt out as the purpose of the curriculum. The goals referred to appear to dictate the focus of EEPs as supplemental or extra curriculum (Education, 2010).

To be able to fulfil the same goals as those outlined above, EEPs ought to be based on the same principles as the Curriculum Assessment Policy Statements (CAPS) for Gr R to 12. CAPS direct the following path for EEPs: they ought to be directed towards social transformation and ensure that educational imbalances of the past are addressed, and that equal educational opportunities are given to all sections of the population. Human rights, inclusivity and social justice are seen as critical principles to be practiced and spread by the CAPS (Department of Basic Education, 2011:3). This implies that the implementation of EEPs should be sensitive equally to matters of diversity, such as poverty, inequality, race, gender, language, age, disability, etc. (SA Constitution, Act 108 of 1996).

While the CAPS are based on valuing Indigenous Knowledge Systems (IKS), EEPs ought to take their cues from this and acknowledge the rich history and heritage of South Africa as important contributors to nurturing the values contained in the South African Constitution post 1994. Like the CAPS, EEPs ought to be grounded on the principles of credibility, quality and efficiency and assist in striving to deliver education that is of comparable standards in quality, breadth and depth to those of other countries in the world (Department of Basic Education, 2011:3).

EEPs ought to pursue, like the CAPS, the production of learners who are able to identify and solve problems, and undertake decisions involving critical and creative thinking. Learners ought to be assisted through EEPs to work effectively as individuals and with others as members of a team. As supplemental to the NCS, EEPs ought to consciously aim at enabling and producing learners who are able to

collect, analyse, organize and critically evaluate information. EEPs also ought to strive at enabling learners to communicate effectively using visual, symbolic and/or language skills in different ways. In the same way as the CAPS, EEPs ought to aim at producing learners who are able to demonstrate an understanding of the world as a set of related systems by being familiar with the fact that problem-solving environments do not occur in isolation (Department of Basic Education, 2011:4).

According to DoBE (2011:4), the CAPS ought to aim at Inclusivity by making space for multiple realities. In the same vein the organization, planning and implementation of EEPs ought to foreground this aim.

3.3 REVIEW OF RELATED LITERATURE

The value of EEPs with regard to the personal and social development of youth in many countries is well recorded (Durlak *et al.*, 2010:295; Cook, 2008:122; Dzorkpey, 2011:88; Shehu & Mokgwathi, 2008:95 & 96). The following sections on the review of literature are aligned to the objectives of this study. The first section focuses on the challenges encountered in the implementation of EEPs. The second section looks at the components of the strategies employed to address those challenges. The basic purpose of this section of the study is to learn from the best practices produced by other people or countries, and to view challenges in a more futuristic way. In the third and fourth sections attention is given to the conditions under which the strategies worked and the threats that could impede their operation respectively. The last section provides evidence from four countries, namely USA, Ghana, Botswana and South Africa, to demonstrate successful implementation of the management strategies.

3.3.1 DEMONSTRATING AND JUSTIFYING THE NEED TO FORMULATE A MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPS

This section discusses the need and provides the justification for the management strategy for optimising the implementation of EEPs in YRAC. South Africa, along with other countries of the world, have EEPs as supplemental curriculum included in their education systems, aimed at promoting the personal and social development of youth during and outside schools hours.

One of the several goals of the current EEPs in the USA is to foster youth's personal and social development through different activities that are supervised by parents (Durlak *et al.*, 2010:295). Covay and Carbonaro (2010:20-21) argue that EEPs improve learners non-cognitive skills such as task persistence, independence, the ability to follow instructions, working well in teams, handling authority figures and fitting in with peers. To achieve these results, it appears that EEPs would need to be organized with a focus on building these skills and social behavioural goals in mind. Covay *et al.* (2010:22) further posit that EEPs contribute indirectly and directly to learner performance by enhancing learners' non-cognitive and cognitive skills because of the many ways in which they resemble classroom settings, promoting and teaching the same values among children and youth. EEPs are associated with consistent school attendance, academic achievements and aspirations of continuing education beyond high school. They give learners the opportunities to develop the values of teamwork, individual or group responsibility, physical strength and endurance, and a sense of community and enjoyment of leisure time (Lagace-Seguin & Case, 2010:453; Clarke, 2008:254).

In Ghana EEPs target the improvement of the health of adolescents through their active participation and involvement in community activities. The intention here is to circumvent health risks for social change and life-time benefits. EEPs further provide transition to adulthood, for example, by building endurance and reasoning in youth. They (EEPs) are trusted for offering emotional and psychological development for

the youth and children for mature assumption of interdependent adult roles. Besides providing positive hope for challenges of social ills, EEPs in Ghana are cherished for rendering a powerful youth culture with emotional and moral maturity values and beliefs and practices. (Cook, 2008:122). Secondary school curriculum in Ghana stresses the social, emotional and thinking skills as part of the group of skills adolescents need to live productively in the 21st century in order to contribute to society's development (Ankeampong, 2014:1).

Following the Revised National Policy on Education (RNPE) in Botswana, Physical Education was associated with extra-curricular activities in that nation's secondary schools. This policy ushered in a refined secondary school curriculum which cherished the ideal of a holistic and comprehensive education, multiple intelligences and the social ecological model of youth development and wellness. The inclusion of Physical Education in the school curriculum in Botswana is considered important in enhancing the adolescents' psychosocial development. By participation in Physical Education, adolescents' way of thinking, the way they feel, move, and relate to others are affected. Physical Education is also seen as creating space for adolescents to explore the what, when, why and how of motor skills, safety skills, self-concept and life-style change (Shehu & Mokgwathi, 2008:95 & 96).

In the South African scenario, the need for African indigenous music lies in its propagation of an Afrocentric Education which fosters an African consciousness and behavioural orientation that accentuates positive expression of the basic humanity of its learners (Nkoane, 2006:50). Indigenous music develops children's creative abilities by inducing improvisation through exposure to syncopated rhythms (Nompula, 2011:371). Traditional songs and games can be used as tools for teaching and learning (Whitinui, 2010:3; Nyota & Mapara, 2008:189). Games provide children with the opportunity for mastery; through play children learn to practice a skill until they become proficient in it. Games and songs contribute immensely to the socialization process of the young as part of the Indigenous Knowledge System (IKS) unique to any community/culture (Nyota & Mapara, 2008:190).

Performing arts enlighten children since they are provided with opportunities to explore and examine concerns in relaxed environments of adults (Nyota *et al.*, 2008:196). In the process children are afforded the privilege to be active, interactive and imaginative. Indigenous language promotes cognitive development (Gudhlanga & Makaudze, 2012:26) which is reflected by good scholastic performance if learners are taught in a familiar language. This implies that indigenous programs not only form the basis of experiential learning, but also of personal identity.

The next sections discuss the challenges confronted in the implementation of EEPs. In the discussion that follows challenges to the implementation of EEPs in four countries are mentioned and discussed.

3.3.1.1 Inequitable access to resources

The incidence of a greater proportion of children in the USA being born into disadvantaged families is seen as a major source of inequality, subsequently creating inequitable access to EEPs. Investments in children in disadvantaged families are comparatively smaller than in advantaged families. Children born into disadvantaged environments receive relatively less stimulation and fewer resources to promote child development than those born into more advantaged families (Durlak *et al.*, 2010:295). Based on such inequitable access to resources, children from disadvantaged environments in the same way experience inequitable access to EEPs, and are at the risk of missing out on the benefits that are made available by these programmes.

Okamura and Yoshida (2010:133) posit that the perception of parents that school-related expenses are the responsibility of Government in Ghana is problematic. In the minds of parents and the community the amount of capitation grant to schools – school subsidy fund – appears not unimportant, and the school receives satisfactory resources from government. This opinion of Ghanaian parents and communities gives rise to a negative sense of indifference to their children's learning environment. To paint the picture of the disadvantaged position of families in Ghana, Okamura *et*

al. (2010:135) say that..."parents often oblige children to work for earning income, or in some cases to beg." The picture portrays families and a community immersed in poverty and gravely prone to dependence in all facets of their lives.

The above factors taken together appear to have a negative effect on parental involvement and community participation in school activities, including EEPs. Inadequate school funding by the state and the failure of parents to play their role in the education of their children undermine the personal and social development of the youth. The provision of EEPs to Ghanaian youth as part of their general education should be seen as a complementary responsibility for the state and the parent community. This means that both the state and parents should be synergic in the provision of this ideal.

In Botswana lack of commitment on the part of school administrators, motivation on the part of pupils themselves and a lack of resources are identified as factors that impede the implementation of EEPs. The notion that sport is mere play predominates the minds of parents, and thus there is no parental support on EEPs (Dart, Chadwick & Davis, 2007:27). With parents not supporting EEPs it follows that EEPs' managers would struggle to implement them and subsequently create space to use EEPs as hubs for youth development for various future careers. According to Durlak *et al.* (2010:295) children from such disadvantaged backgrounds receive relatively less stimulation and fewer resources to promote child development. It is because of this lack of participation in EEPs that the broad spectrum of youth in Botswana may not be protected from a host of behavioural risks, as Jiang and Peterson (2012:362) point out.

November, Alexander and van Wyk (2007:787) indicate that the large scale inequalities in the provision of services in schools stem from the legacy of apartheid, and the accompanying widespread educational imbalances, particularly in the township and rural schools. They further go on to point out the challenge of curricula that remain either underdeveloped or developed by educators having limited or no training in delivering those curricula. It follows that EEPs on this basis, continue to

be inequitably accessed by learners in township and rural schools, with the resultant inadequate cognitive stimulation, more than anywhere else the world over (Vally, 2012:617). These inequalities in the provision of services render the management of EEPs complicated in that EEPs managers are bequeathed inferior management backgrounds, if any at all, in various EEPs. The benefactors of these EEPs, who are learners, therefore bear the brunt of poor management of EEPs that in turn do not evolve into the development of career choices for youth.

The foregoing discussions show disadvantage among the four countries in respect of resources to be a major challenge to the management of EEPs. Without adequate resources, the management of the implementation of EEPs becomes a nightmare, let alone the capacitating of the managers themselves. This challenge points to the need for a management strategy for optimizing the implementation of EEPs in YRAC with a view to raising them to formidable levels of careers.

3.3.1.2 Lack of parental support

While participation in organised EEPs is a normative experience for many youth in the USA (Shernoff *et al.*, 2007:891), a great proportion of disadvantaged parents from minority communities cannot support their children in accessing and participating in EEPs (Durlak *et al.*, 2010:295). This appears to impede that latitude of parents being present at the EEPs to provide moral support and create space for confidence and self-esteem on the part of their children. The effect of a lack of parental support in the implementation of EEPs calls for managers to devise strategies to involve them in such a way that participation in these EEPs is optimised and of benefit to youth.

Ghanaian parents from disadvantaged environments are indifferent to the education of their children, and they see the education of their children as the sole responsibility of the state, and not theirs (Okamura *et al.*, 2010:133). This lack of participation in the educational and social lives of children disadvantages the latter from gaining encouragement to participate in EEPs. Nyarko (2010:343) observes

that parental involvement could be a missing link to adolescents' educational progress, including participation in EEPs, in Ghana. This implies a lack of exertion on the part of the parents to provide any form of motivation and support for their children to participate in EEPs. Worse still they might not see any value in these programmes.

Parents tend to see no value in EEPs in Botswana and therefore do not lend support towards the involvement of their children nor encourage them to participate (Dart *et al.*, 2007:27). The non-involvement attitude of parents in the education of their children is of grave concern because the absence of their participation deters the management of EEPs that ultimately create youth empowerment through the confirmation of talent and the honing of skills. In a study conducted by Mannathoko and Mangope (2013:50), there is an observation that despite efforts implemented to educate parents on the value of involvement in their children's EEPs, persistent low support and preference therein over academic work persists. The continuing resistance of parents to embrace participation in EEPs is a definite reason for the need for a management strategy to optimise the implementation of EEPs, thereby creating youth empowerment through career path provision.

In South Africa the poor support for learners at home is raised as a challenge in terms of getting parents of all learners involved in EEPs (Modisaotsile, 2012:3). She further points out in her report that long hours of work, lack of motivation and fatigue prohibit some parents from effectively supporting their children's participation in EEPs. It appears that it is parents who have been disadvantaged from access to education themselves who fail to render support to their children, because they themselves never attended school and therefore find it challenging to participate in the education of their children in a sustainable way. The poor support for participation of learners in EEPs by their parents in South Africa is similar to the situation in other countries featured in the previous discussion, thus calling for a management strategy that would see them involved in the EEPs.

3.3.1.3 Poor learners' participation

Numerous USA children and adolescents are reported as failing to engage, as recommended, in moderate to vigorous physical activity for at least sixty minutes for five or six days a week, thus causing a decline in sport and physical activity in late childhood and adolescence (Lodewyk, 2013:2). According to Ginsburg (2007:182), many American children are being raised in an increasingly hurried and pressured life-style that may reduce the benefits they would gain from EEPs. He further indicates that even those learners who come from advantaged backgrounds may be deprived of full participation in EEPs, a matter that calls for an effective management strategy for the implementation of these programs. In a study conducted by Stearns and Glennie (2009:307) in the USA, they found that the availability of EEPs activities reflects inequalities which make participation to vary in keeping with individuals' interests difficult, and thus portraying poor if not no participation in those that are not offered at particular schools. It would therefore seem that even though quite a number of adolescents participate in the EEPs in the USA (Bohnert & Randall, 2010:576), there are pockets of poor participation in EEPs caused by the inequitable distribution of EEPs in schools.

Although the Ghanaian Ministry of Education introduced EEPs called Curriculum Enrichment Programmes (CEPs) to institutionalize the teaching of culture, teaching Ghanaian dance forms outside the original rural contexts in which they were developed posed a challenge (Ayi in Stinson, Nielsen & Lin, 2012:4 & 5). He further notes that if a teacher, in an urban environment, instructs learners in some Ghanaian dances which include personal expression and improvisation within the structure of the dance, those learners would be exposed to only one expression of dance form as opposed to the situation in a rural environment where members of the community would display multiple variations of the same dance form. This implies that EEPs' managers in urban environments face a challenge of poor performance in their learners without the full array of dance repertoires being learnt in the original context. Lack of display of a variety of personal expression and improvisation has the probability of limiting, if not worsening learners' participation in EEPs.

The lack of motivation for learners to participate in EEPs is observed as one of the factors that give rise to poor participation in the implementation of EEPs (Dart *et al.*, 2007:27). Motivation provides the stimulus for learners' participation in EEPs, while a lack of motivation may signal disinterest in these programs. Unlike in the USA and Ghana, in Botswana poor participation in EEPs is caused by the internal disposition of learners towards EEPs, as opposed to the material conditions in other countries that induce poor participation. This internal condition of learners affects the management and implementation of EEPs, and subsequently calls for a management strategy to turn this circumstance of poor participation in these programs around. The wide-spread view that Physical Education as one form of EEP is non-academic and subsequently not important, could affect the motivation for learners to participate therein (Shehu, 2009:267). Coupled with this reason, limited parental involvement in their children's academic affairs could also have a telling effect on the degree of involvement of their children in EEPs. This state of affairs invariably challenges the management of the implementation of EEPs, with questionable degrees of success.

Walter (2011:781 & 787) reports about unsatisfactory levels of participation in EEPs that target physical activity as causing overweight and obesity in South African children. He notes that non-participation in EEPs is often associated with disadvantaged communities, learners from the lowest socio-economic quintiles, high television watching time, while the reverse thereof regarding their white counterparts holds true. The marginalization of EEPs in the school curriculum, the absence of EEPs qualified educators, and the low provision of these programmes have a bearing on the declining levels of learner participation in EEPs in the country. Moreover, the post-apartheid government has not been able to close the gap of underdevelopment between black and white schools borne of past discriminative practices (Walter, 2011:787). The ensuing unfavourable conditions engendering poor participation of learners in EEPs warrant the need for a management intervention to optimize the implementation of EEPs.

3.3.1.4 Inadequately trained professional staff

There is an observation that there has been a widespread serious shortage of EEPs managers in the United States of America, particularly in specific programs in both urban and rural schools in the last decade (Painter, Haladyna & Hurwitz, 2007:108). This circumstance implies the existence of a skills deficit in those programs which the already serving EEPs' managers cannot fulfil. EEPs managers in the USA are expected to possess the particular primary competencies and skills that are consistent with the fulfilment of policy benchmarks (Beets, *et al.*, 2011:186). Whilst there were attempts to provide professional development training to EEPs managers in the USA, training programs that were meted out focused on skills and competencies that concentrated on the use of purchased accessories subsequently failing to promote the management of those EEPs.

Moreover, in support of the foregoing argument, van Acker *et al.* (2011:310) relate the presence of a serious challenge concerning the mobilisation of EEPs managers in the USA whose alternative is obstructed by the recent global economic crisis. Even though Payne and Smith (2011:177) point out that professional development workshops and seminars are tools used to enhance EEPs managers' competence, without the appropriate skills these managers' abilities to comply with policy goals and expectations are observed to be limited. Professionally trained EEPs managers who engaged in the practical training of the management of EEPs were found to do more in the management of these programmes after training than did those who were first introduced to the concept of the management of EEPs.

According to Baba (2012:13) the lack of quality human resources in the form of trained EEPs managers in Ghana is a factor that, to a large extent, demotivates teachers to give their best in terms of implementing these programs, thus invariably impacting negatively on the learners' academic performance. Moreover, the EEPs managers' professional qualifications, competence, location of the school, and the EEPs manager's commitment to work equally affect learning and teaching which subsequently induces underperformance in public schools (Baba, 2012:13). More

often than not the location of schools is also seen to determine the type of teachers and EEPs' managers, as well as their level of commitment to implementing EEPs as their prime responsibility. The non-performance of educators as EEPs managers in Ghana is traced back, first to the deplorable low academic attainment levels that impede their mastery of the programmes they implement. Secondly, non-performance is traced back to their manner of training where they might not have been adequately exposed to the real management situation as part of their training, or may have not even acquired the minimum managerial skills required to implement EEPs (Abudu, 2003:4).

In a study conducted by van Niekerk and Dube (2011:254), it was discovered that half of the novice educators in Botswana did not get the opportunity to present EEPs in their new places of work. They further indicate inadequate training by these EEPs managers as a clear show of negligence on the part of their principals, certainly implicating staff in charge of EEPs as well. The supervisors' ignorance of the facts about the induction of novice EEPs managers raises questions about whether the inadequate induction points to a failure of leadership to provide adequate professional training for the effective and optimised implementation of these programs. The manner of the induction of newly appointed EEPs managers was found insufficiently comprehensive to help them to settle successfully into their new roles with positive chances of optimising the implementation of the EEPs (van Niekerk *et al.*, 2011:259). Inadequate professional training for novice and serving EEPs managers not only underscores the desirable conditions under which they can shine through alignment with the visions of their institutions, but also denies them chances for professional development and empowerment, including the attainment of the set EEPs outcomes.

In South Africa the lack of effective management and leadership skills on the part of teachers as EEPs managers is identified as an organizational factor that prohibits change in the implementation of these programs (Matoti, 2010:572). The appointment of professionally inadequately trained EEPs managers in positions on the basis of gender instead of merit and competency (Matoti, 2010:580) agitates for

the formulation of a management strategy for optimising the implementation of EEPs. Hlalele (2012b:115) adds that a lack of qualified educators in rural areas is the attribute of rurality that harmfully affects the quality of education. This implies that these educators as EEPs managers in their own right would have severe challenges in terms of the requisite skills and knowledge to effectively implement EEPs. The deplorable condition of rural people lagging behind and being the hardest hit by underdevelopment warrants some form of intervention. Burnett (2010:34) confirms that skill-appropriate training among EEPs managers remains the main challenge in the implementation of EEPs in South Africa.

3.3.1.5 Sub-standard quality programmes

Many authors appear to acknowledge that high-quality EEPs contribute to developmentally beneficial contexts for youth in the USA. They also observe, however, that while some EEPs produce positive outcomes some are incapable (Smith, Peck, Denault, Blazeovski & Akiva, 2010:358; Cross, Grottfedson, Wilson, Rorie & Connell, 2010:371). Ordinary EEP programs do not take the interests, needs and schedules of youth into account when they are crafted, nor do they provide a variety of enriching opportunities for them to be exposed to new ideas, new challenges and new people (Little *et al.*, 2007:9). Cross *et al.* (201:371) add that many programs have not had outcomes on youth, and they also point out that in some instances EEPs participants experienced negative outcomes.

The latter could be referred to as sub-standard in that they fail to achieve policy directives or predetermined outcomes that ought to be attained through the implementation of these programs. Durlak *et al.* (2010:290), argue that a sufficient dosage of active ingredients/activities is necessary to achieve the intended outcome, but regrettably a lack of information on durability of EEPs programme gains seems problematic. Reviews conducted by Durlak *et al.* (2010:290), however, established that there were a few EEPs that contained follow-up data regarding the attainment of Short- and Long-term outcomes. This implies a lack of assessment of

implementation quality to ascertain whether the targeted outcomes, if any, had been attained over a particular time frame.

The results from the Ghanaian 2014 report card on Physical Activity for Children and Youth reflect a lack of measures to ensure quality and accountability in the implementation of Physical Education (PE) and sports as forms of EEPs (Ocansey, Aryeetey, Sofo, Delali, Pambo & Nyawornota, 2014:S60). The report further identifies the absence of policies that guided the implementation of EEPs both at local and national level, and the withdrawal of the agencies responsible for ensuring the availability of safe community playgrounds. This set of circumstances is reportedly one of the causes of the implementation of sub-standard quality programs on account of the poor planning it engenders. Some EEPs such as organized sports benefit the few elite, and do not promote regular participation. The persistence of inequalities in education and the increase of ethnic differences are seen as causes for the continued marginalisation of the poor from schooling (Dei & Opini in Thiessen & Cook-Sather, 2007:469).

In a study conducted by Pansiri and Bulawa (2013:74), the Botswana parents were found unable to afford to pay the fees requested by the school for the implementation of EEPs. The inability of the parents to afford financial support for EEPs has a negative impact on the quality of these programs at implementation, since with the lack of financial support the EEPs managers can only scrape through with sub-standard EEPs, if they are able to implement them at all.

In the communities previously disadvantaged by apartheid in South Africa, the sports and recreation facilities are insufficient, subsequently disenabling schools as primary sites for these EEPs to offer quality programmes (Walter, 2011:780). The poor physical condition of the facilities influences the quality of the EEPs to reflect as such at implementation, and also fails to attain the accompanying program outcomes. Derived from the same history, other challenges such as the poor teacher training in EEPs, unskilled teachers as EEPs managers, lack of commitment on the part of these teachers as EEPs managers, including a shortage of resources in

education contribute to the existence of sub-standard EEPs implementation (Modisaotsile, 2012:2). The sub-standard quality profile of the EEPs in this context is a proportionate reflection of the wanting professional status of the teachers as EEPs managers. Rawatlal and Petersen (2012:353) add to this the poor methods of planning, poor staff development programs for EEPs managers, conflicts between policy development and policy implementation strategies, including poverty as factors to which sub-standard quality EEPs could be attributed.

3.3.2 SWOT ANALYSIS JUSTIFYING THE REASONS FOR THE DEVELOPMENT OF THE STRATEGY

SWOT analysis is at this point conducted as part of a strategic planning process to identify strengths, weaknesses, opportunities and threats of constitutive elements before proceeding to the formulation of a management strategy for optimising the implementation of EEPs (Helm & Nixon, 2010:215).

The involvement of parents in the implementation of EEPs plays an influential role in shaping learners' experiences (Zarate, 2007:7). The strength of parental involvement lies in the motivational effect, confidence-building on the part of learners and providing support for learners to discover their talents through EEPs. Lack of parental involvement in EEPs would pose a threat to the effective implementation of these. The democratic environment and legislation that recognizes the participation of parents in the education of their children (SASA of 1996) provides fertile ground for the involvement of parents. The unwillingness and indifference of parents, however, regarding playing their supervisory roles, and support in the implementation of EEPs would undermine or weaken the profitable and effective management of EEPs. The lack of knowledge of EEPs that could shape and affect the potential of the children for the better on the part of parents would threaten the significance of these and subsequently their involvement.

Establishing strong partnerships with different stakeholders such as families, schools, individual community members, business, and commentators in EEPs are

likely to show high quality participation. Little *et al.* (2010:14) demonstrate that multiple partnerships have the advantage of diversifying EEPs and thereby increasing the likelihood of responding adequately to the individual needs of the learners. A democratic dispensation provides a welcome opportunity for different community entities to contribute towards education, and EEPs in particular.

Significantly low participation rates in formed partnerships will greatly underscore if not hurt the prevalence of EEPs, while the absence of partnerships will restrict EEPs on account of limited resources. Such conditions marginalize, deprive and disadvantage learners from the developmental benefits that accrue from participation in EEPs (Eruera, 2010:1 & 9). As advocated by CER, social justice calls on EEPs' managers to be responsible to children and EEPs' conveners at schools regarding the quality of implementation of the EEPs and creating space for providing opportunities to unearth potential (Hyttén & Bettez, 2011:2 & 13).

3.3.3 THE NATURE, STRATEGIES AND PROCEDURES FOR A MANAGEMENT STRATEGY

This section discusses the components that are applicable and effective in optimising the implementation of EEPs by proposing possible solutions to the needs identified and discussed from 3.5.1.1 to 3.5.1.5.

3.3.3.1 Community involvement

The NCLB Act of the USA expects urban schools to promote parent involvement as one of its ways of improving children's academic performance and school adjustment (Ji & Koblinsky, 2009:688). In a study conducted by Alanis and Rodrigues (2008:314) on dual language immersion, active parent participation is reflected as one of the key features of its success. They report that parents whose children were enrolled in an immersion program tended to have high levels of involvement and played a critical role in program planning and sustainability. Parents

were motivated of their own accord, to extend the learning process from school to home. In the same vein parents of learners could volunteer to collaborate with EEPs managers and programme conveners at schools and share their time, expertise and talents.

It is this kind of commitment on the part of the parent community that has the potential to optimize the implementation of EEPs. Bryan and Henry (2008:149) advocate for an application of a strengths-based focus by EEPs managers for the empowerment of disenfranchised learners by acknowledging and using the strengths and assert that lie in these children, their families and communities. Accordingly, by affirming the families' knowledge, talent and skills, EEPs managers could cooperate with families and community members as well as organizations to render extra-support that families need to overcome the host of challenges they face to their children's success.

In its quest for the provision of Free Compulsory Universal Basic Education (fCUBE) to its children, the Ghanaian government allocated funds in Capitation grants to schools for amongst other purposes, building community and school relationships (Nudzor, 2012:355 & 356). Through the provision of these funds parents and guardians are called upon for a collective outright responsibility for the needs of the children for social justice (Nudzor, 2012:363). The idea expressed above calls on EEPs managers to develop and exploit community and school relationships to optimize the implementation of their programmes. The symbiotic relationship where schools contribute to the general local community by opening its site for multiple uses and functions has the potential to optimize the implementation of EEPs as a 'development hub' (Nduku, 2011:61).

Involvement of local communities, and the encouragement of the use of schools as 'development hubs' for YRAC EEPs, carries hope for the management of these programs towards optimization. Tjabane (2010:14) affirms that community involvement nurtures progressive democracy. A change in the nature of Ghanaian parental and community involvement to more purposive interactions with schools by

attending school meetings and recreational events is noted as a welcome change in optimising EEPs (Chowa, Masa & Tucker, 2013:2023). A family's potential human capital stands to benefit from relationships with other members of the community, especially when members of the family's social network have access to privileged knowledge and resources (Chowa *et al.*, 2013:2028).

According to Mannathoko and Mangope (2013:49), the Botswana Ministry of Education encourages primary schools to form effective parent-school relationships to foster parents' support for their children's educational activities. They further posit that Government also encourages these schools to provide plans for the interaction with the community and parents, as well as for raising funds for school projects. Through parent-school relationships mutual cooperation to create favourable conditions for learners' success to discover their talents through EEPs are fostered (Phibion, 2012:95). Similar to the examples set by USA and Ghana, community involvement as portrayed in Botswana appears as a viable mechanism for EEPs managers to explore for optimising the implementation of EEPs.

3.3.3.2 Partnerships in the implementation of EEPs

In the USA partnerships in EEPs are employed to optimise outreach efforts for children, to provide more opportunities for development, access to different networks and increased access to resources (Kruger, Nelson, Klein, McCurdy & Ady, 2010:344). Partnerships are also found to be valuable in assisting to leverage resources that enable expansion of the attainment of EEPs (Kruger *et al.*, 2010:345). Through the development and sustenance of such partnerships with schools, NGOs (Non-Governmental Organisations) and local communities, EEPs managers can create a wealth of possibilities to expand these programs including beneficial acts on their part arising from exposure to professional development. According to Cardon, Van Acker, Seghers, De Martelaer, Haerens and De Bourdeaudhij (2012:471), the US school system introduced a socio-ecological strategy in keeping with the whole-school approach within the school-community partnerships.

The strategy serves to provide practical guidelines for schools and community partners with the intent to develop EEPs that promote Physical Activity programs (Cardon *et al.*, 2012:471). Working towards their optimisation, EEPs managers in YRAC could equally target the development of such school-community partnerships by engaging local communities and schools to take hands in promoting physically oriented activities for learners, such as the indigenous game, Dibeke.

In Ghana the social democratic Constitution advocates for parents of school children to cooperate with schools in order to ensure proper education of their children (Nudzor, 2012:369), thus fostering collaboration between parents and schools in the implementation of EEPs as well. In his study Nyarko (2010:380) reveals mothers' participation in these collaborative partnerships in education as prominent when compared to their male counterparts. The mother, as Barnett and Weber (2008:331) observe, typically define the EEPs a child becomes involved in as well as the extent to which this involvement occurs in younger children. In the context of this study, this observation suggests that EEP managers should lend an ear to the feminist voice and forge partnerships with women in order to optimise the implementation of EEPs. This lends space for the application of social justice which, in turn, holds potential to increase quality and relevance in the implementation of these programmes. The attainment of partnerships advocates hope and equality for social justice in the management and implementation of EEPs (Tshelane, 2013:415).

Botswana as a conservative nation, particularly in rural towns and villages, pays allegiance to kinship, traditional socio-political structures, as viable partnerships in carrying out culturally oriented EEPs (Tinsley & Levers, 2007:164). Phibion (2012:10) argues that, for culturally oriented EEPs to be optimised, purposive and cooperative partnerships between schools and communities ought to be kept alive by interested teacher conveners. Lybek (2010:94) sees this exercise calling for participative democracy in the management and implementation of EEPs, and appealing for social enlightenment of stakeholders' roles and responsibilities, pluralism and inclusive participation. This implies that EEPs managers should exercise this option by first identifying teachers imbued with passion for cultural

EEPs and then assisting them in forging partnerships between schools and communities for the thriving and optimised implementation of these EEPs.

Similar to the USA and Ghana, planned partnerships between parents and schools are prescribed by SASA in South Africa for them to make input into EEPs to ensure that learners develop desirable attitudes (Mbokodi & Singh, 2011:39 & 41). This kind of partnership between parents and schools is seen as an important tool geared towards school development since parents involve themselves in the schools' EEPs in order to benefit the children. The partnership between parents and schools as envisaged in SASA lies, amongst others, in the determination and management of EEPs (Mbokodi *et al.*, 2011:39). The privileged position of parents as dictated by legislation in school governance calls on EEPs managers and EEPs conveners at schools to collaborate with SGBs and foster cordial relationships for the positive management of EEPs. Liaising through EEPs' conveners at schools, EEPs managers in YRAC could extend the partnership into the SGB to benefit the implementation of these programs.

3.3.3.3 Constant participation

Dumais (2009:73) posits that it is a general practice in the USA for learners to constantly participate in a variety of EEPs at the end of each school day. She further points out that constant participation in EEPs affords those learners the opportunities to pick up teamwork, learn to be responsible and to improve their talents in areas such as music and sport. For learners to reap the aforementioned benefits, EEPs managers ought to plan their occurrence such that learners can ensure constant participation in EEPs of their choice. Constant participation in high quality EEPs privileges learners with supportive and caring relationships with adults, who in turn provide them with social capital (Fredericks & Eccles, 2008:1030).

In this manner, youths' developmental needs, such as establishing relationships with peers and exploring their individual identities, are being supported through constant participation in EEPs (Fredericks *et al.*, 2008:1030). This implies that EEPs managers

have to create space for EEPs to be rendered on a constant basis for the leverage of positive adjustment and resilience in youth that is associated with constant participation. Fredricks and Simpkins (2012:283) confirm sustained participation as critical for optimised implementation of EEPs. There is, however, also an acknowledgement of an unfortunate occurrence whereby ethnic minority youth (i.e. African American and Latino) from low-income communities participate at lower rates and less consistently than non-minority youth (Fredricks *et al.*, 2012:280).

In contrast to the USA, constant participation in EEPs is not guaranteed, particularly if a subject, for instance Music, is not tested in examinations in Ghana. Given this perspective, Music being deemed as compulsory and as an extracurricular activity, participation is left to the discretion of the teacher's interest (Bergseth, 2011:38). The Ghanaian government determined in the plan for traditional music that local elders and chiefs shall be the commanders of cultural knowledge in their cultural studies. It is in this light that constant participation in traditional music as a form of EEP in particular is not foreseeable because its facilitators may possibly be out of reach of the school premises. Haliima (2010:44) highlights the general practice of EEPs not being emphasized in Ghanaian inner-city schools owing to the limited availability of resources. This circumstance implies that EEPs are not favourably considered as positive instruments that could advance learners' development.

According to Segomotso (2011:53) music as an EEP is quite critical to be left in the hands of the Botswana government, and is democratically being partnered into its education by various stakeholders such as workers' associations, professional associations, and cultural and social organizations to ensure constant participation therein. Promoting partnerships between schools and communities are seen as a necessary commitment towards supporting constant participation in EEPs towards a healthy development of children (Mannathoko & Mangope, 2013:48). Constant exposure of children to intellectually stimulating experiences is one of the valuable influences parents can bring into the partnership with schools because they draw from knowing their children's inclinations, knowledge with which they can favour the school in partnering in the development of children (Mannathoko *et al.*, 2013: 49 &

50). EEPs managers and EEPs conveners are called through this enlightenment to consider the critical role and influence of parents in the development of their children through constant participation in EEPs. Forging parent/school partnerships therefore serves as an enabling mechanism to better identify and serve the developmental needs of learners, particularly if they participate constantly in EEPs.

The South African local cultures of participation in EEPs are observed to be shaped by the legacy of apartheid in the form of financial and material resources (Palen, Caldwell, Smith, Gleeson & Patric, 2011:230). It would seem that the cultures of participation in EEPs would be in keeping with the aforementioned assertion ranging from constant to non-participation along racial lines. In a study conducted on adolescents and young adults in the province of KwaZulu-Natal it was found that instrument and vocal performing arts were the most frequently mentioned activities while moderate participation rates.

3.3.3.4 Allocation of resources

According to Edwards, Bocarro, and Ranters (2011:2), schools in the USA are uniquely positioned to offer supportive environments through EEPs for an assortment of young people by means of adequate and appropriate facilities that are varied and are potentially appealing. They further indicate that the state legislature determines and dictates the amount of funding or resources appropriate to a school. Increased allocation of a greater proportion of a school's total annual expenditure is found related to positive youth behaviour and is also critical to providing increased opportunities for EEPs involvement for more students. Peguero (2011:26) confirms the evidence of significant amounts of resources being allocated to the development of EEPs provided to students in the USA.

According to Kahan (2008, 29 & 30), developmentally appropriate and appealing EEPs activities that are taught by well-trained staff who are well vested in these programmes bolster the achievements of outcomes of such programmes. The

allocation of well prepared and knowledgeable staff does not only ensure the quality of the EEPs but also goes a step further to ascertain effective management and the successful attainment of the EEPs outcomes. The effective allocation of time during EEPs is considered quite an important aspect on account of the fact that youth are observed to be outside their homes without parental supervision (Won & Han, 2010: 628). This implies a purposive scheduling of EEPs to cover the free time of learners after school for profitable engagement in personal development.

In the same fashion as in the USA a share of the Capitation Grant (CG) is allocated to EEPs' activities as outlined in the School Performance Improvement Plan (SPIP) by the school headmaster (Esia-Donkoh, 2014:68). In contrast to the USA, however, where a bounty of resources is ensured for the successful implementation of EEPs, numerous students in Ghana are observed to have limited access to educational resources for the implementation of these programs (Sefa Dei, 2011:25). Owing to this limited availability of resources, the general practice of EEPs is subsequently not stressed in Ghanaian inner-city schools (Haliima, 2010:44). Bergseth (2011:38) posits that in the plan for cultural studies, the Ghanaian government allocated the elders and chiefs as the commanders of cultural knowledge for EEPs with such an orientation. According to Sefa Dei (2011:37) 'a good number of professional teachers are not sufficiently schooled in how to teach local cultural "knowledges"'. This lack of training or inadequate training affects the teaching of indigenous knowledge and EEPs that ought to be imparted to youth in terms of the frequency determined by their availability to implement these programs.

Similarly to Ghana, the lack of equipment and facilities in Botswana for the implementation of EEPs is observed to undermine the efforts of educators as EEPs managers to be creative about these programs (Shehu, 2009:275). Many of the existent facilities were planned without certain EEPs activities in mind, such as Physical Education. Subsequently experimental learning through participation in EEPs is allocated meagre time and not promoted and supported as the co-curricular work. Similarly to Ghana, most teachers in Botswana appear to suffer from inadequate professional training in EEPs; for instance primary school administration

is reported to allocate teachers to clubs in absentia because of their general lack of training at college (Phibion, 2012:78). This kind of allocation is obviously coerced and not based on the professional expertise an educator wields in a particular EEP, which consequently undermines its outcomes.

In the same vein as Ghana and Botswana, previously disadvantaged schools in South Africa are still experiencing inequitable allocation of resources as far as EEPs are concerned (Modisaotsile, 2012:4). This inequitable allocation of resources adversely affects the implementation of EEPs, particularly in townships and rural areas. The shortage of resources also affects teacher preferences as EEPs managers who would not choose to work at schools with few or old resources because such resources inhibit their performance as well as that of the learners. The large scale inequitable allocation of resources in townships and rural schools impacts negatively on the implementation of EEPs, including the achievement of the intended outcomes. In South Africa the EEPs curricula are consequently underdeveloped and, where developed, the EEPs managers possess little or no professional training to deliver on these programs (November *et al.*, 2007:787). This implies that EEPs managers in South African townships and rural schools are to a large extent not well equipped to implement EEPs with which they are entrusted, with a resultant poor, if any, implementation of these programs.

3.3.4 CONDITIONS CONDUCTIVE FOR THE COMPONENTS OF THE MANAGEMENT STRATEGY TO WORK

In this Section I discuss some conditions that ought to prevail for the expected management strategy to provide the necessary stimulus for optimising the implementation of EEPs in YRAC. What follows is a discussion on the conditions conducive for the formulation of the management strategy for this study, beginning with conditions prevalent in the South African context, before moving on to illuminate conditions prevailing in some other countries. I subsequently conclude with the main

ideas covered by this sub-section since it assisted in the advancement of the study aim and objectives.

3.3.4.1 Conditions conducive for community involvement

Recognising and involving all stakeholders through the establishment of the SGBs in schools (Modisaotsile, 2012:3), is a South African landscape of transformation that influences school governance. This inclusion of the formerly marginalized stakeholders in the school's decision-making processes extends social justice and democratic participation in determining the types of EEPs through the dictates of SASA. In this manner the transformation in education also creates space for the EEPs to be responsive to the needs of the children, the schools and the communities in terms of providing a platform for them to influence the decisions regarding the implementation of these EEPs. The democratisation of education in South Africa also ensures the freedom for the learners, their parents and the general community to breathe a word about the types of EEPs they would want incorporated in the school curriculum as part of its governance.

Mere inclusion of the stakeholders, however, would be inadequate without a show of interest in the children's school activities as a precursor to the involvement of parents, families and communities in EEPs (Modisaotsile, 2012:3). This implies that stakeholders ought to engage in mobilising the requisite resources for the determined EEPs, both human and physical, as well as rendering support to realise their successful implementation. EEPs managers, therefore, have to take cognizance of the ensuing transformational and reformatory dictates while implementing EEPs.

Similarly in Botswana establishing effective Parent Teacher Associations (PTAs) is seen as a legislative prerogative that encourages the promotion of parent-teacher relationships in schools (Mannathoko & Mangope, 2013:49, Pansiri & Pansiri, 2011:303) to support the school and the individual learner to achieve best in EEPs opportunities provided. Through these PTAs parents are able to be informed of and

are empowered by the schools' intentions, goals, mission statement and view, thereby creating a strong connection between the schools and the homes to assist learners to adjust and learn effectively as they participate in EEPs (Mannathoko *et al.*, 2013:49 & 50).

Inviting parents to EEPs interaction meetings with EEPs managers, regular workshops and seminars on the value of EEPs and their roles are pinpointed as endeavours favouring community involvement through PTA forums for keeping close contact with communities they serve and ascertaining that parents take an interest in and contribute to learners' participation in EEPs. Moreover, meetings serve as platforms for discussing with parents a variety of ways in which they could become involved in the implementation of EEPs in which their children partake (Mannathoko *et al.*, 2013:50 & 53). For Shaibu *et al.* (2012:225) the existence of such platforms serve the purpose of providing parents with a complete orientation to EEPs from the start, particularly if parents are to endorse their children's participation in them.

In involving the community in education delivery by laying more stress on the use of the multi-purpose space for the different EEPs as forms of education experiences that allow different forms of community interaction to occur, is observed as a conducive condition for the EPPs implementation (Nduku, 2011:61) in Ghana. This multiple use and function of schools as 'development hubs' by local communities provides regular interactions between EEPs' managers and community members for information- gathering and also have a great impact in decisions that parents make in terms of encouraging their children to participate in EEPs (Chowe, 2011: 2028). The use of schools as 'development hubs' implies the application of socio-democratic principles for the involvement of local school communities (Nudzor, 2012:368).

When schools open themselves as 'development hubs' they leverage strong community relations and parental support in promoting increased participation in EEPs. This acknowledges the significance of parents and ensures that all parents are continually encouraged to participate in their children's involvement in EEPs,

consequently increasing co-operation between parents and school as well as providing an equitable treatment of boys and girls in accessing EEPs opportunities (Sefa Dei & Opini, 2013:486). Democratic and transparent participation coupled with increased communication between parents and teachers, and involvement in EEPs is touted to favour successful implementation of EEPs (Chowe, 2013:2021).

The creation of conditions under which children and parents can empower themselves through EEPs' managers to realize effective participation is presented as a conducive condition of EEPs implementation (Alanis & Rodrigues, 2008:316). This means inducing situations in which parents can actively participate and be involved in the EEPs in meetings to discuss the various matters and strategies for improving the performance of learners and EEPs managers, and the programs themselves. In affirming these efforts and collaborating with families, community members and organizations to provide the extra family support that families need to overcome the many challenges they confront to their children's success, is important for the optimized implementation of EEPs (Bryan & Henry, 2008:149).

The forming of secure relationships with their children while nurturing the social, emotional, physiological and personal benefit from EEPs provide a conducive environment for the implementation. The foregoing conditions require the provision of parental education about parental practices during EEPs by EEPs managers. This involves educating parents about the important differences between pressure and support to learners during EEPs, defining each of the above as well as techniques to increase support and decrease pressure, and educating parents about the possible results pressure and support may give rise to (Lagase - Seguine, 2010:460).

3.3.4.2 Conditions conducive for partnerships

In South Africa the legislative pronouncement that orders parents as the official partners in the governance of their children's schools paves the way for their democratic participation in the implementation of EEPs (Mbokodi *et al.*, 2011:39; SASA of 1996, Sec. 18). Embracing parents as equal partners in the implementation

of EEPs does not only motivate for their democratic participation (Mbokodi *et al.*, 2011:39), but also acknowledges alternative viable ways of inspiring and empowering them through the application of CER principles. Nkoane (2012b:12) posits that these CER principles include hope, peace, social justice, democracy, equity, self-respect, respect for human rights, respect for social values, social inclusion and empowerment. The application of the foregoing principles call for the opening of communication lines between the home and the school, and rendering restrictions permeable for the free flow of information to other stakeholders (Mbokodi *et al.*, 2011:45).

Rendering permeable boundaries provides space for a meaningful two-way communication that always interchanges between partners, listening and informing each other about the implementation of EEPs. Involving parents in the implementation of EEPs implies transformation: EEPs' managers would learn to accommodate SGBs and adjust to work collaboratively with them in the implementation of EEPs, while both parents and EEPs managers would acknowledge the obligation to change as imposed by the SASA legislation, at the same time implying the recognition of the need both partners to change mind sets (Mbokodi *et al.*, 2011:46). An effective communication system thus needs to be created between schools, parents and the broader community, at the same time appreciating the rationale for the partnership in order to optimize the implementation of EEPs.

In the same vein as South Africa, parental involvement in Botswana is known as part of the policy of school partnerships through the introduction of PTAs (Pansiri *et al.*, 2011:284). Showing positive attitudes towards parents' involvement through these structure would serve as fertile ground for the development of effective partnerships by holding conferences with all the parents of learners who participate in EEPs, and communicating with parents about the EEPs (Pansiri *et al.*, 2011:289). Mannathoko *et al.* (2013:50) confirm that when EEPs managers pursue building positive rapport between parents and other stakeholders through discussions, the result becomes a bolstered opportunity for strengthened partnerships to benefit the implementation of

EEPs. Subsequently, the promotion of partnerships between schools and communities supports the healthy development of learners as they participate in EEPs. This means that creating mutual relationships with parents and the community in engaging them to make them feel comfortable and win their confidence with respect to the implementation of EEPs, would create suitable conditions for the parents to commit to partnering (Mannathoko *et al.*, 2013:48), thereby optimising the implementation of EEPs.

In Ghana schools continue to capitalize in partnerships where parents allocate extra funds towards EEPs. Effective parental support is denoted by attending EEPs meetings, school drama performances, school achievement days, student target-setting, etc. to partner with schools (Sefa Dei *et al.*, in Thiessen & Cook-Sather, 2007:11). The assistance provided to learners by EEPs managers who recognize and value the diverse cultural perspectives and heritages to acknowledge difference and diversity, opens another space for optimising the implementation of culturally oriented EEPs. Similarly, inviting local priests, master drummers and traditional dancers from rural communities to interact with students is geared towards optimising the implementation of such EEPs. Ayi (2012:4) affirms that the formal way of positioning the Ghanaian dance forms through generational professional teaching facilitates their further migration.

He further avers that engaging multiple non-governmental amateur and professional dance companies to teach Ghanaian dance forms at different locations expand opportunities for optimising the implementation of these EEPs. In all these instances teachers as EEPs managers, and their headmasters, should be welcoming parents and creating opportunities for the parents to visit the school, which helps not only to alleviate parents' reluctance through benevolent interaction, but also to build parents' confidence and assist them to understand what their roles could be in the implementation of EEPs (Bogaert *et al.*, 2012:31). Shared community faith and parental support in a disciplined environment that cherishes hard work and is inspired to excel and be rewarded, is further advocated for in optimising the implementation of EEPs.

For the USA, including the learners and families in the planning of the EEPs' activities could more precisely reflect the learners' preferences (Cardon *et al.*, 2012:432) and subsequently create space for implementing EEPs that are of interest to them. This inclusion facilitates the understanding the goals, cultural values, lived experiences and the social support that families bring to the implementation of EEPs (Giovacco-Johnson, 2009:129). A caring and empowering community that connects families to each other in respectful reciprocal partnerships, EEPs and resources, while at the same time fostering and enriching relationships is seen as yet one more condition that is seen to be further favouring the development of partnerships. Building and nurturing healthy relations among the schools and families, EEPs welcome, honour and are relevant to the families that yield trusting relationships serving as good investments for effective partnerships from which the implementation of EEPs can benefit.

There also has to be mutual acceptance of commitment and responsibility between schools, EEPs managers and schools in the learning and development of learners. All partners ought to communicate with each other regarding how discussions for creating opportunities of learning to understand each other's beliefs systems and practices for their growth into and maintenance of a strong partnership (Giovacco-Johnson, 2009:128,129 & 130). Emphasizing this sentiment, Sanderson and others (2010:432) indicate that careful efforts to understand community needs, its obstacles and programmes, and its members enhance the provision of locally relevant solutions and the importance of understanding sharing natural resources to create equity for all people (Giovacco-Johnson, 2009:131).

3.3.4.3 Conditions conducive for constant participation

Promoting free play and physical activity among learners during recess as well as applying low-cost interventions with the objective of transforming dull and problematic EEPs into friendly and vibrant environments carry hope for optimising the implementation of EEPs (Walters, 2011:787). This calls for the mobilization of

the requisite resources for practiced EEPs, both human and physical, to render support for their successful implementation. Securing these resources would ensure an increased probability of EEPs occurring at an increased frequency. Taking command and working towards the wellbeing of their children is invariably an important role that parents ought to play to bring about their constant participation in the implementation of EEPs.

When parents take an interest in all aspects of their children's school activities, including EEPs, their involvement is likely to be frequent, thus creating space for optimized implementation of EEPs (Modisaotsile, 2012:3). Embracing these parents as equal partners in implementing EEPs does not only privilege their inclusion, but extends social justice towards them for equitable involvement in the education of their children. This inclusion, coupled with consistent communication between schools, parents and the community acting in concert in appreciation of their partnership in the implementation of EEPs, would ensure constant participation.

3.3.4.4.1 Conditions in other countries conducive for constant participation

Kgosidialwa (2010:14) posits that a collaborative effort of the parents with the local and regional community towards increasing learning opportunities for children provides a conducive environment for constant participation in the implementation of EEPs. She further indicates that parents in Botswana would also persuade other parents to contribute to school improvement activities. Supporting the participation of parents of children by creating parent education programs on EEPs is affirmed to induce constant participation on their part and that of their children (Pansiri & Bulawa, 2013:68). Elevated communication and interaction that apply democratic principles between schools, families and communities bring them closer, thus fostering a conducive environment for constant participation in the implementation of EEPs.

Moreover, regular consulting of parents by PTAs sustains the participation of parents (Pansiri *et al.*, 2013:70 & 76). The availability of PTAs to mobilize them (parents) to

get involved in EEPs through giving them some work to do for their school and holding meetings with all parents of students about school programs, as well as providing reports about good and bad students' reports on EEPs favour their constant participation (Pansiri *et al.*, 2011:289 & 301). According to Shehu *et al.* (2012:181), the government of Botswana's commitment to improving access in EEPs participation for school-children and youth to reduce social inequality yields fertile ground for constant participation.

Similar to Botswana, the Ghanaian government's decision to institutionalize cultural EEPs, elevating them for national identity and giving support through the provision of material needs, favours constant participation in the implementation of EEPs (Pansiri *et al.*, 2011:3). Providing an opportunity for teaching traditional EEPs, such as dances in academic settings to complement communities' efforts in arming Ghanaian youth with knowledge to carry cultural traditions to the future, provides space for constant participation in EEPs' implementation (Ayi, 2012:5). He further avers that continuous commitment to teaching traditional and cultural EEPs guarantees offering Ghanaian children and youth the privilege to constantly experience traditions of Ghana.

Coupled with this commitment, continued partnerships between children and professional NGOs companies earn traditional EEPs their place in the hearts of multitudes of Ghanaians. The condition of soliciting the opinions of members of the beneficiary community about their needs before implementing EEPs is seen as enhancing the ability of the vulnerable and the marginalized to participate in society (Katanka, 2013:49). The latter practice opens up space for democratic participation as a CER principle, for paying attention to children and giving them a voice in the decision-making process on EEPs of their interest.

In the USA, offering EEPs activities that are tailored to the interests and motivation of target students is a condition that is observed to ensure constant participation in the implementation of EEPs (Sanderson *et al.*, 2010:431). Affirming this condition, Brito *et al.* (2014:128) posit that suiting EEPs to the needs of the community by

always directing the choice of the EEPs to the choice of the collective interest is a social justice consideration that favours constant participation in EEPs. Sponsoring a variety of activities within an EEP thus becomes desirable to accommodate these diverse interests. Added to this condition, providing flexible schedules to the aforesaid EEPs activities coupled with clear information about expected attendance, appealing programs as well as allocating staff who can bond with adolescents have the propensity for constant participation in EEPs (Roth *et al.*, 2010:318 & 319).

Structuring EEPs such that youth development needs are supported is pointed out as a conducive condition for promoting constant participation in EEPs. Affording youth with opportunities to form supportive relationships with adults in the wider community who can provide them with social capital are observed to induce constant participation in the implementation of EEPs (Fredrick & Eccles, 2008:1030). Effectively managing and allocating time during EEPs is important in ensuring controlled and constant participation (Won & Han, 2010:628) in the implementation of EEPs.

3.3.4.5 Conditions conducive for allocation of resources

The condition that arises from the South African Bill of Rights guaranteeing education for everyone, subsequently charging government with the task of building enough schools and providing enough teachers, fosters a positive environment for the allocation of resources in the implementation of EEPs (Modisaotsile, 2012:4). In the same vein SGBs are authorized by SASA to set policies and rules and govern schools to monitor implementation, thereby allowing fertile ground for the allocation of resources through concomitant democratic processes prescribed by this legislation.

Including learners, their parents and teachers as well as the principals, and principals overseeing the decision-making concerning the financing of EEPs, provides a conducive condition for the allocation of resources in the implementation of EEPs (Nalyazi, 2010:53). According to Walter (2011:780 & 781), Physical Activity

guidelines recommending that children should be allocated 60 minutes of moderate-to-vigorous physical activity daily sets out a conducive condition for the allocation of time as a resource in the implementation of EEPs. Nalyazi (2010:50 & 53) also notes time management as important for learners participating in several EEPs activities and the willingness of EEPs' managers to allocate time and facilities for EEPs, as giving rise to positive conditions for allocating resources.

3.3.4.6 Conditions in other countries conducive for the allocation of resources

In Botswana the allocation of EEPs managers to EEPs activities, such as choral conducting, is viewed as key to the implementation of EEPs since several primary teachers in this country lack confidence in training choirs, for example (Phibion, 2012:98). The legal requirement that binds government to provide resources to schools to enable equal access and quality EEPs for all learners guarantees a conducive environment for the allocation of resources in the implementation of EEPs (Gaotlhobogwe, 2010:39). Providing parents with complete orientation with respect to their roles and responsibilities in PTAs in connection with the implementation of EEPs from the start is important particularly if they (parents) are to determine the involvement of their children in these items, and to lend support in their participation (Mannathoko *et al.*, 2013:53 & 54; Pansiri *et al.*, 2013:68).

On similar lines to those in South Africa, planning to avoid wasting money and other resources in the implementation of EEPs over the short-term and long-term is identified as a necessary condition for successful allocation of resources in Ghana (Esia-Donkoh, 2014:65). Celebrating cultural festivals provide teaching and learning instants, such events in local communities are used to teach cultural social values, imprinting in youth a sense of discipline and social responsibility to the local community. Added to this condition is the rewarding of teachers and youth who embrace positive values for learners to emulate in order to guard their route to social and academic success. This involves assisting learners to incorporate values and

ideas that have proved to work effectively in the socialization and education of youth in their culture and cultural practices (Sefa Dei, 2011:30).

For the USA providing supportive EEPs activities such as leisure-time physical activity (LTPA) environments, for a diverse range of adolescents a conducive environment is favoured for resource allocation in the implementation of EEPs. Furthermore, apt EEPs with a potential of appeal to adolescents with different interests sponsor conducive conditions for the allocation of resources (Edwards *et al.*, 2011:2). Allocating properly trained EEPs' managers who are sufficiently knowledgeable in the EEPs to craft perceptually appropriate and interesting activities adds to conditions that favour the allocation of resources in the implementation of EEPs. Strong administrative support and modelling for enough equipment, easy storage of these and overcoming risks sustain the allocation of resources for EEPs implementation (Kahan, 2013:29 & 30). Accessibility of facilities at most times of the day, on weekends and during vacations, as well as increasing the allocation of annual expenditure to EEPs to provide opportunities for increased learner involvement, provide a conducive condition for the allocation of resources in the implementation of EEPs (Sage *et al.*, 2010:5).

3.3.5 CHALLENGES IN RESPECT OF THE MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs

Granting that the EEPs managers' efforts are geared towards optimized performance in the implementation of EEPs, there are, however, factors that impede their management to realize this ideal. These impediments could either be inherent in their management repertoires or external to their circumstances. The impediments include the lack of participation of parents, poor communication, shortage of resources, family and community poverty, low parental literacy levels and differential power relations between EEPs managers and parents. The following is an exposition on how each of these impediments obstructs the implementation of EEPs.

3.3.5.1 Lack of participation of parents

The weak functioning of the SGBs with the concomitant lack of parent participation in the education of their children is identified as a factor that could threaten the successful implementation of EEPs in South Africa (Modisaotsile, 2012:1). Dysfunctional SGBs prohibit the democratic participation of parents as well as the forming of sound partnerships with schools, subsequently giving rise to the failure to realise the goals stipulated by SASA (Mbokodi *et al.*, 2011:38). The weak and dysfunctional SGBs are a precursor to the non-attendance of parent meetings, an occurrence which promotes the lack of participation of parents in the implementation of EEPs.

The marginalization of the SGBs on account of the lack of formal education and training, especially in the field of financial and educational administration, are also presented as serious threats that induce lack of participation on the part of parents. Moreover, the under-representation of parents in the SGBs thwarts the space for parents to actively participate in the implementation of EEPs, thus failing parent SGB members who are not literate (Modisaotsile, 2012: 1 & 3). According to Modisaotsile (2012:4), the great pressure under which the members of the SGB are placed on account of their lack of the necessary financial knowledge and skills, inhibits them from developing practical EEPs solutions on practical EEPs problems.

3.3.5.1.1 Lack of participation of parents in other countries

In Botswana the parents do not seem to understand their participation in EEPs as a cultural preserving tool, but rather see this as the EEPs managers' responsibility instead (Phibion, 2012:11). The absence of appropriate programs that communicate EEPs in which parents could participate with EEPs managers serves as a challenge that threatens the application of a management strategy for optimising the implementation of EEPs. Exacerbating the lack of participation of parents in the implementation of EEPs is their marginalization from school EEPs. The fact that the school activities and meetings are held in the absence of the majority of parents

while they are at work demonstrates the threat for the application of the strategy for optimising the implementation of EEPs (Pansiri *et al.*, 2011:283). The holding of the meetings intended for parents in their absence denies them the opportunity to make input in the implementation of EEPs as part of their role in influencing the education of their children.

Chowe (2013:2022) points out that parental and community involvement is often lacking in Botswana schools, and that these are limited to light activities at home such as assisting children with homework and so forth. This lack of community cooperation and participation in EEPs, as well as the lack of parents or guardians, in the implementation of EEPs is echoed by Nudzor (2012:354) to illuminate the inherent threat it holds for the strategy. The absence of formal parent or community outreach links in whatever form to integrate EEPs with school education activities shuns positive chances to successfully implement the strategy for optimising the implementation of EEPs (Nduku, 2011:64). In this fashion, parents and the communities are denied worthwhile opportunities to make their contributions in the education of their children, while the schools themselves are denied the privilege of forging partnerships with parents and the communities in which they exist.

The negative assumptions and perspectives that hold that families of children of colour are not interested in the education of their children, and that these families are dysfunctional and liable for blame for the academic challenges of their children (Bryan *et al.*, 2008:149) threaten the application of the strategy for optimising the implementation of EEPs. This implies that parents of colour in the USA construe themselves as prejudiced on the basis of the foregoing statement and would thus not bother to participate in EEPs. According to Hill and Taylor (2004: 163 &164) poor families are most likely not to participate in school activities to give support in the education of their children. This implies that children from low socio-economic backgrounds suffer proportionately low parental support.

3.3.5.2 Poor communication

Mbokodi and others (2011:45) identify the lack of home-school communication as one of the serious challenges that face schools in South Africa, threatening the successful implementation of the strategy geared at optimising the EEPs. This dilemma is exemplified in the one-way pattern of communication from schools to homes. The lack of communication on the part of parents depicts lack of interest or information that would prevent them from participating in the implementation of EEPs. According to Sheyholislami (2009:4), failing to acknowledge and respect the contributions made by other stakeholders in the implementation of EEPs constitutes poor communication. This means talking negatively about what other stakeholders can do, while presenting oneself in a good light. Communities and parents should be encouraged, as a progressive step to talk about the positive support they could give to children and youth for the implementation of EEPs to enhance partnerships among themselves (Meko, 2013:173).

3.3.5.2.1 The challenge of poor communication in the implementation of EEPs in other countries

The condition that makes parents over-respect teachers and believe they (teachers) are the all-powerful source of knowledge for their children causes them hesitate to approach teachers or question them about matters concerning EEPs (Mannathoko *et al.*, 2013:49 & 50). Most parents do not attend meetings meant for them and thus end up not knowing what their roles are as a result of a lack of information (Nielsen, 2007:90; Mannathoko *et al.*, 2013:53). Poor communication in this respect gives rise to lack of information that threatens the application of the management strategy for optimising the implementation of EEPs. The absence of formal programmes developed to schools and communities supporting the enhancement of community involvement exacerbate poor communication in Botswana, thus impacting negatively on the application of the management strategy for optimising the implementation of EEPs.

The holding of school activities and meetings when most parents are still at work (Pansiri *et al.*, 2011:283) demonstrates poor communication that eventually excludes these parents from participating in the implementation of the EEPs. The objective of involving parents through the creation of participatory space in their children's education is defeated, and as such the threat to apply the management strategy for optimising the EEPs looms large.

Nduku (2011:64) identifies the lack of formal parent or community outreach links integrating EEPs with school education activities in Ghana as one of the challenges that threaten the application of the management strategy for optimising the implementation of EEPs. The lack of associations such as partnerships, for instance, enlarges the rift between the parents and community stakeholders, and consequently blurs the roles each have to play in the implementation of EEPs. For Bogaert *et al.* (2012:28 & 38) the lack of knowledge of the rights and roles of School Management Committee (SCM) members is a case in point that emphasizes poor communication standing out as a challenge threatening the implementation of the strategy for optimising the implementation of EEPs. The situation of the parent members in the SCM not knowing what their rights and roles are does not only impact on their level of participation, but also affects their confidence in their abilities and renders them more vulnerable and thus less likely to be listened to.

3.3.5.3 Shortage of resources

Notwithstanding the large budgetary commitments of the government of the Republic of South Africa, there is a hint of the shortage of resources that lurks as a threat to the successful implementation of the strategy for optimising the implementation of EEPs. A large number of under-qualified and unqualified teachers with limited resources adds to the threat aggravating the poor standards that could impede the implementation of the strategy for optimising EEPs (Modisaotsile, 2012:2 & 3). Cardon *et al.* (2012:479) pinpoint the difficulty of finding professional teachers to volunteer to guide EEPs as one of the challenges that might impact negatively on

the successful implementation of the strategy for optimising the EEPs. Coupled with this dilemma, the lack of the school and community sports facilities adds to the woes that threaten the success of the management strategy (Burnett, 2010:33).

3.3.5.3.1 Shortage of resources in other countries

Segomotso (2011:39) depicts a dire situation with respect to resources for music as EEPs in Botswana, whereby an assortment of resource allocation problems exist, including amongst others, the lack of teaching and storage space, and the adequacy of purpose-built facilities to support music education and instruments built for the learners. Without adequate material resource support, the application of the management strategy for optimising the implementation of EEPs is at risk. Inadequate organization to develop clear goals and the capacity to achieve the set targets (Mannathoko *et al.*, 2013:51) present another challenge that threatens the application of the management strategy for optimising the implementation of the EEPs.

Dako-Gyeke (2013:252) picks up the existence of inadequate resources in pre-schools' and kindergartens' programs, plus those of recreational facilities and playgrounds in Ghana as challenges that could inhibit the application of the management strategy for optimising the implementation of EEPs. Inadequate resources threaten the effective resource allocation as a management function, and, as such, disturb the accomplishment of the identified EEPs' goals in the education and development of small children. The miserable participation of schools in the sharing of facilities with the local communities (Nduku, 2011:65) excludes these communities, and lessens opportunities for them to become involved as partners in EEPs' implementation. The foregoing arguments are indicative of the lack of funding owing to solitary functioning, woven communication with districts in Ghana and the lack of the development of strategic partnerships with the local communities (Bogaert, 2012:38). Nudzor (2012:354) acknowledges the inability of parents/guardians to fulfil the school needs, the inadequate supply of teachers and

the inadequate financial support in the form of CG with its irregular release (Esia-Donkoh, 2014:71), as some of the resource challenges that could inhibit the application of the implementation of the strategy for optimising the implementation of EEPs.

Checkoway (2011:342) observes that the attitude of EEPs managers as adults perceiving youth as deficits, and not resources, threatens the application of the implementation of the management strategy for optimising the implementation of EEPs. He further indicates that the EEPs' managers' demonstration of 'adulthood' is inherently associated with the thought that adults are better off, and as such entitled to act upon youth without their consent on account of age.

3.3.5.4 The low socio-economic conditions of families and communities

The fact that some rural and urban schools are situated in low-income areas (Pansiri *et al.*, 2011:304) implies that the families and communities from such neighbourhoods are faced with tremendous challenges in terms of being able to support their children's needs, such as their participation in EEPs. An estimated total of sixty percent (60%) of parents are reported to fail to meet their financial obligations towards their children's education on account of poverty and unemployment (Mbokodi *et al.*, 2011:45). According to Burnett (2010:32), extreme poverty erodes networks of cooperation between parents, families, communities, and at all levels of South African society, thus threatening the implementation of the strategy for optimising the EEPs. The major threat is the reason that women and children are denied relative access to resources, manifested in the lack of income and assets as individuals and as members of the community. Family and community poverty hinders the successful implementation of the management strategy because it impedes partnerships and networks of cooperation, while breeding a culture of total dependency.

3.3.5.4.1 The low socio-economic conditions of families and communities in other countries

Children of economically disadvantaged parents in the USA inherit the lack of access to resources and opportunities weakening their chances of social advancement (Crosnoe & Cooper, 2010:1; Durlak *et al.*, 2010:295). This means these children become entrapped in the cycle of poverty and are most likely to suffer from lack of exposure and participation in EEPs because of the lack of resources. According to Nudzor (2012:354), families from socio-economically disadvantaged backgrounds are unable to fulfil the school needs of their children in the absence of the Capitation Grant. Families of children of colour are viewed as dysfunctional because of their low socio-economic status, and are subsequently liable for the educational challenges of their children (Bryan *et al.*, 2008:149).

3.3.5.5 Differential power relations

According to Burnett (2010:38 & 39) the prevalence of unequal power relations at all levels of the implementation of EEPs have threatening consequences for the management strategy for optimising their EEPs. These differential power relations give rise to strained relationships between the EEPs conveners, who are relatively 'uneducated' at schools, and the professional EEP managers. The strained relations ultimately produce weak connections at the different levels of implementation of EEPs, subsequently obstructing the diverse stakeholder cooperation from achieving the goals of mutual interest through EEPs.

3.3.5.5.1 Challenges of differential power relations in other countries

The attitude and belief of parents in Botswana that puts teachers in positions of supremacy, as opposed to their own positions as parents of learners, and the contribution they could make in their children's education (Mannathoko *et al.*, 2013:49), may inhibit the application of the management strategy for optimising the

implementation of EEPs. Superfluous respect of teachers by parents and the belief that they are the sources of all information puts parents in unjustifiable circumstances whereby they end up hesitant to approach teachers or to make enquiries regarding EEPs matters. Unwelcoming teachers, who perceive parents as unenlightened and subsequently hopeless, provide fertile ground for the miscarriage of the application of the envisaged management strategy. This set of conditions gives rise to poor relationships between parents and teachers, whereupon parents end up marginalized, resulting in their voices being missed, thus inhibiting the application of the strategy for optimising the implementation of EEPs. Mannathoko *et al.* (2013:54) confirm that conditions that undermine community knowledge culminate in parents ignoring and distancing themselves from the EEPs, thereby shunning the application of the management strategy for optimising the implementation of the EEPs.

Bogaert *et al.* (2012:29) point at the inequalities in schools management given rise to by the lack of confidence on the part of PTAs' parent members, which renders them weak and less likely to be heard as a challenge that could inhibit application of the management strategy for optimising the implementation of EEPs. According to Sefa Dei (2013:469), the persistent inequalities in education based on ethnicity, class religion and abilities, and the north-south dichotomy in the development of the Ghanaian society, is a challenge that could inhibit the application of the management strategy geared towards optimising the implementation of EEPs.

3.3.6 TRIALLING AND TESTING THE MANAGEMENT STRATEGY

The South African Constitution (Act 108 of 1996) understands EEPs as an education right that must be accessed by all learners immaterial of their personal or physical conditions. The School Governing Body (SGB), which is a democratically elected structure at school level, is entrusted with the function of determining EEPs of the school by the South African Schools Act (84 of 1996). The SGB is therefore a legal means of getting parents involved in the implementation of EEPs as part of their

children's education, and provides an avenue for the creation of a partnership relationship between parents, teachers and learners. In its governance roles, the SGB has to forge constant participation of parents in school matters as well as the determination of the budget for EEPs. On account of a plethora of challenges, however, not all SGBs offer a conducive atmosphere for the implementation of the management strategy herein proposed, and as such South Africa has not manifested any success in this initiative.

The second-generation affirmative rights in the International Covenant on Economic, Social and Cultural Rights (ICESCR) place free universal and compulsory education as 'an indispensable means of realising other human rights.' In adopting this approach the US is forced to deal with the provision of the EEPs at the starting point, when the state budget is made as a measure to allocate funding, thus ensuring the inclusion of extracurricular activities in the 'prioritized education funding' requirement of the California Constitution. As Snow (2012:139 & 146) points out, schools may not charge fees to subsidize these activities since they fall within the guarantee of free public education. The court mandate outlined above coincides with the intent of the US legislation called the No Child Left Behind (NCLB), and expects urban schools to promote parent involvement as one of its ways of improving children's academic performance and school adjustment (Ji & Koblinsky, 2009:688). In a study conducted by Alanis and Rodrigues (2008:314) on dual language immersion, active parent participation is reflected as one of the key features of its success.

The Clinton administration resuscitated the policy initiative of involving parents with a view to improving the education of educationally deprived children, and those with disabilities or educational delays, by authorizing the poorest schools in the USA to spend at least one percent of their Title 1 supplementary federal funds on developing partnerships between families and schools (Ngwenya, 2010:39). In this manner parents are given the powers and respect to influence the education of their children. In a study conducted by Bristo and Siveres (2014:128), the community showed that it recognized that constant effective participation was necessary not only in relation to the grades of learners, and teachers' meetings, but in EEPs

activities as well. Parents were in this study actively involved during weekends, and presented themselves in almost every facet of school life, including rendering some of these EEPs activities.

According to Ayete-Nyampong (2009:175), Ghana demonstrated its commitment to promoting the human rights of children by backing the Convention of the Rights of the Children (CRC) that expansively deals with the social, economic, cultural, civil, and political rights of children as provided by the Universal Declaration of Human Rights (UDHR). It is in the observation of these human rights that the provision of adequate access to EEPs would be made possible and ensured through government policies. Nudzor (2012:345) confirms this view when he notes that the endorsement of Education for All (EFA) and the Millennium Development Goals (MDGs) agreements, together with the commitment to internal constitutional reforms in Ghana have given rise to the beginning of the Free Compulsory Universal, Basic Education (fCUBE) policy. It would appear that the fCUBE serves as a tool that improves the provision of access and participation in EEPs to learners during the primary years of schooling to the socially and economically underprivileged Ghanaian society.

3.4 CHAPTER SUMMARY

On account of the lessons derived from this chapter, it can be concluded that the management and implementation of EEPs are a worldwide challenge confronting affluent and the not-so-affluent countries of the world alike. Whilst these countries experience approximately similar challenges, they nonetheless vary in how they respond to the challenge of the implementation of EEPs. The not-so-affluent countries of the world appear to lay more emphasis on communal approaches to the implementation of EEPs, while affluent countries consider policies and the rights of children as paramount, besides being democratic practices. Affluent countries tend to prioritize the total development of children through EEPs, and take these quite

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

seriously to the extent that they legislate for the implementation of these programs to formalize them as a critical part of schooling.

With its principles of social justice, democracy, peace, respect and hope, CER appeals as the most appropriate theoretical framework to galvanize support for the effective management of the implementation of the EEPs in the marginalized South African townships and rural schools. This is given effect by offering space for the children, the EEPs' managers, the parents and the school community at large to make their voices heard in the decisions made on the implementation of EEPs.

The following chapter deals with the methodology, and demonstrates how collaboration was attained between the co-researchers and the researcher.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY TOWARDS A MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs IN YRAC

4.1 INTRODUCTION

Chapter three offered a literature review concerning challenges confronting the management of EEPs, conditions favouring their implementation, threats thereto, strategies tried locally and abroad to discern effective management practices as well as the evidence to indicate how they worked in implementing EEPs.

In this chapter I laid out the design of the study. At the conceptual phase, I identify EEPs managers in YRAC as role-players in the chosen educational district in the Free State province. I tabled reasons as to why they are included in the study. I develop criteria for the establishment of a research team and names of those around whom it is founded while also providing a detailed profile of each member involved in the study. I further outline the process that was followed to facilitate common understanding amongst the participants in terms of the how the study unfolds.

I demonstrate in this chapter how Participatory Action Research (PAR) as a methodological approach is suited to generating data in this study and advance reasons for its choice. Through literature I provide an historical background of PAR and highlight its characteristics. I then reflect on how the research design was conceptualized to justify the application of PAR.

I discuss processes engaged in to explain how data was generated in the study. I then move on to identify instruments and tools used to generate data and how each of these is used to attain this purpose. I present the Free Attitude Interview (FAI) as a technique to initiate discussions in the study. In the closing section I pay attention to the theoretical origin of Critical Discourse Analysis (CDA). I demonstrate how it

was used at the textual, discursive practice and social structure analysis levels to derive management meanings of EEPs managers on the generated data.

4.2 RESEARCH DESIGN

In order to establish space for a joint formulation of a management strategy to optimize the implementation of EEPs, this study adopted CER as the theoretical framework to guide my thinking and activities as well as those of the EEPs managers in YRAC as co-researchers. The arguments formulated considered the CER principles; of equality, social justice, democracy, equity, development, transformation, freedom and hope. The study followed Participatory Action Research (PAR) as an approach which ties in well with CER because of its recognition of the voices of the marginalized and oppressed (Mahlomaholo, 2009:225). Von Malzahn and van der Riet (2006:111) acknowledge that interactive processes that stimulate conversation and facilitate the production of knowledge form the basis of participative research approaches.

It is important for pragmatic management in optimising the implementation of EEPs in YRAC. Because of the participative nature of this study, a team of participants was established for the purpose of adapting the CER notions for participatory action to address the research problem (Swantz, 2008:33). PAR arguably creates an open communication space for the discussion of an array of issues (Kemmis, 2008:130), including the management of the implementation of EEPs in YRAC. In this study I facilitated the establishment of the team of participants, as the researcher, organized and built up membership, then clearly defined the EEPs managers' roles and tasks in the study (Wicks & Reason, 2009:244).

The approach referred to above was adopted by the team on the basis that it made data generation and analysis practical. EEPs managers were respectfully asked to fill in consent forms, thereby making their membership to the team of participants in the study official. The EEPs managers' roles were fundamentally to become co-researchers as members of the research team, and form a discussion forum that

would respond to the research question. I believed as the researcher that through the incorporation of EEPs managers in a participative design, the management challenges for optimizing the implementation of EEPs could be thoroughly addressed and apt solutions thereto sought through communicative ideas, promoting respect for equity, equal participation and facilitating discussions in a democratic fashion. In the event EEPs managers as co-researchers in this study gave attention to finding solutions instead of intensifying the existent problems; while this exercise advanced the study towards resolving the research question (Maton, Perkins & Saegert, 2006:16).

4.3 PAR AS A METHODOLOGICAL APPROACH FOR THE STUDY

Participatory Action Research (PAR) was the methodological approach followed to conduct this study. According to Mahlomaholo (2009:226) PAR ties in well with CER which takes forward the agenda for equity and promotes social justice, peace, freedom and hope. For von Malzahn *et al.* (2006:111) PAR provides a broad opportunity for critically discussing matters unashamedly and fearlessly while also extending power to the participants involved. In the context of this study the interactive process built into PAR stimulated conversations and facilitated the production of knowledge on the management strategy for implementation of EEPs from local accounts of EEPs managers. In this manner PAR provides an enabling mechanism for participation and partnership, similar to steel rods for the success of the formulation of the envisaged management strategy, by facilitating effective participation on the part of the research participants (Kindson & Elwood, 2009:20).

PAR depends on collective partnership, indigenous knowledge and collective action to attain success (Netshandama & Mahlomaholo, 2010:111). The researcher and the EEPs managers act as core-researchers who are collectively involved in a transforming enquiry that provides the means to take organized action to resolve specific problems in the implementation of EEPs (Aziz, Shams & Khan, 2011:306). The collaborative approach to and acknowledgement of the participatory worldview

required me to consider EEPs managers as a collaborative source. I also considered them as agents of cyclical transformation to the implementation of EEPs by bringing practical knowledge and experience relating to the management of EEPs in YRAC. Aziz *et al.* (2011: 306) further observe that PAR restores the abilities of the 'oppressed' to generate knowledge and practice in their own interest by constantly and consciously involving them in cycles of critical reflection and action to address situations that are perceived to be unsatisfactory. The foregoing arguments indicate that PAR was propelled by a clear motive aligned on democracy, a critical and an emancipatory desire.

The involvement of EEPs managers in a collaborative relationship from the initial point to the end of an inquiry was one of PAR's advantageous hallmarks that caused me to prefer it as a research design to generate data (Aziz *et al.*, 2011:306; Ren & Langhout, 2010:125). This ensured the participation of EEPs managers in determining the need for the management strategy, identifying challenges for it, establishing the nature of the strategy, exploring its desirable properties as well as trying and testing the resultant management strategy for this study. The importance of assessing local or indigenous knowledge as well and the critical role of the EEPs managers in the research process were confirmed as key underpinning principles of PAR. Through PAR local knowledge can be explicated and an understanding gained of how scientific and local knowledge relate and integrate (von Malzahn *et al.*, 2006:111).

According to Kindson *et al.* (2009:20), PAR appeals for the relevance of knowledge in a society to enable the researcher to act as a catalyst in a social project. The study consciously involved EEPs managers in the formulation of a management strategy and as a foundational aspect of PAR I considered and respected the inputs and knowledge of EEPs managers on the implementation of EEPs in YRAC as coming from 'experts' in their own rights. It is at this stage that I discovered PAR linking smartly with CER by challenging inequality and promoting equality through shared knowledge production on the management strategy that would optimize the implementation of EEPs in YRAC. Based on the foregoing reasons I found PAR to

be a socially relevant research and a realistic methodological procedure for this study.

Ren *et al.* (2010:126) identify facilitating having a say in the decisions that affect the participants' lives and creating space where they can determine and define problems as yet one more advantage of a PAR methodological approach. In the study the involvement of EEPs managers in the formulation of the management strategy brought with it a number of benefits such as the inclusion of more people in providing a platform to voice their experiences in terms of how the management strategy was conceptualized. These EEPs managers displayed commitment to the process of inquiry and ownership of the resultant management strategy, which was more sustainable and contextually relevant. In this fashion EEPs managers were allowed through PAR not only to be involved in a matter that affected them, but by being empowered by allowing them to play enduring roles in becoming part of the solution. Nkoane (2012a:98) fervently believes that when a researcher conducts an inquiry within CER it is the same as advocating for social justice and democratic citizenship to accord respect to the participants, thus enhancing humanity, social values and equity.

4.3.1 HISTORICAL BACKGROUND OF PAR

Swantz in Reason & Bradbury (2008:31) records that PAR had multiple beginnings. In their account of the evolution of PAR, Kemmis and McTaggard (2008:272) identify four generations. They relate that the first generation of PAR originated with the social psychologist Kurt Lewin's idea. The idea first appeared in the work of the Tavistock Institute of Human Relations in the United Kingdom in the 1970's. Lewin's first works on action research that concentrated on community action programs in the United States during the 1940s gained reputation and provided for action research movements in a number of different disciplines.

Marking the second generation of PAR, British researchers at the Tavistock Institute built on the tradition of action research with the Ford Teaching Project. The

recognition of the 'practical' character of this invention motivated Australian researchers to desire more obviously "critical" and "emancipatory" action research. This motivation for critical action research in Australia was paralleled by similar encouragements in Europe. These encouragements and hard work marked the achievement of the third generation of action research (Kemmis *et al.*, 2008:272).

In the not so affluent worlds, the fourth generation of action research surfaced when a connection was made between Critical Emancipatory Action Research and Participatory Action Research that had developed in the context of social movements. Paulo Freire, Orlando Fals Borda, North American and British adult education and literacy workers, as well as community development researchers are noted to have spearheaded Critical Emancipatory Action Research (Savin-Baden *et al.*, 2007:332; Kemmis *et al.*, 2008:272). The latter generation of PAR was inspired by anti-colonial struggles against oppression and focused on the manner of changing peoples' lives of struggle and survival. PAR is subsequently an approach that emanated from the social sciences which were developed in part as a shift from traditional, positivist, science to work towards recognizing and addressing complex human and social issues (Kemmis *et al.*, 2008:272). On account of its support for social justice, peace, freedom and empowerment, PAR ties well in with the agenda of CER and as Nkoane (2012a:99) posits, it also enhances the principles of democracy.

The following section identifies and discusses the characteristics of PAR and their relevance to this study.

4.3.2 CHARACTERISTICS OF PAR

4.3.2.1 Practical and collaborative nature of PAR

According to Kemmis *et al.* (2008:281 & 282), PAR has a practical and collaborative nature. It involves people in investigating their social practices that associate them with others in social interactions. PAR helps people to explore their communication,

production, social organizations and tries to explore better ways of improving their interaction.

Tshelane (2013:414) confirms that PAR ushers in collaboration for joint critical conversations to create sustainable learning environments essential for optimising the implementation of EEPs. PAR is seen as important in that it has the potential to engage EEPs managers in a collaborative relationship from the start on issues they are committed to address. They (EEPs managers) are thereby enabled to take responsibility for their own progress as well as for shaping their destiny in implementing EEPs (Netshandama & Mahlomaholo, 2010:111; Eruera, 2010:2).

In this research approach, the inquiry is undertaken with a practical aim whereby the participants deliberate about their situation and advance in a carefully considered way on how to arrive at the most useful, effective and resourceful means of attaining known and accepted goals (Kemmis in Reason & Bradbury, 2008:133). In the study this characteristic played itself out when EEPs managers were practically involved as participants to concertedly explore the need for a management strategy. PAR educated EEPs managers to understand the nature and results of their management of EEPs in YRAC in a profound way. Practical reasons provided participants in research with better ways of thinking about action in a given context that they confronted to achieve better and more effective results (Kemmis in Reason *et al.*, 2008:134).

4.3.2.2 The Emancipatory nature of PAR

PAR has an important hallmark of rescuing EEPs managers and restoring them from limitations of unreasonableness, as well as unproductive, unjust and unhealthy social structures that limit their personal development and independence (Kemmis *et al.*, 2008:282). PAR has an inherent capacity to help EEPs managers to discover ways in which their management practices are shaped and limited by social structures by thinking of and considering suitable alternative ways by which they can rescue and restore themselves. If suitable solutions to perceived constraints are not

found, PAR enables EEPs managers as co-researchers to probe further to find ways of lessening the extent to which unreasonableness, inefficiency, injustice and dissatisfaction are experienced.

In the words of Kemmis in Reason *et al.*, (2008:134) PAR enables “...people to seek to release themselves and others from constraints that narrow their lives and produce untoward consequences.” Kemmis further asserts that the emancipatory motivation of PAR is given rise to by the indefinite hope that things might be different, more reasonable and less fitting to produce differential consequences of suffering and dissatisfaction. This emancipatory feature of PAR enabled EEPs managers to scrutinize their management of EEPs and to come up with suggestions for optimising their implementation. In this manner, PAR promotes independent thinking and human plurality that prepares human development for challenges of real life such as the implementation of EEPs (Higgs & Langhout, 2010:2015; Nkoane, 2012a:4 & 5).

4.3.2.3 The Transformatory nature of PAR

In PAR the researcher chooses specific lines of action with the aim of addressing a particular situation at a certain point in time by contemplating ways to bring about some form of difference in that situation (Kemmis in Reason *et al.*, 2008:132). It is in this grounding of PAR in hope that efforts of participants in research will make the difference that marks its transformative quality (Dentith, Measor & O'Malley, 2009:159). PAR is concerned about helping particular situations, as understood by people involved in them. It assists them to exploring possibilities of different perspectives, theories, and discourses to eliminate particular practices as a basis for the development of critical insights and ideas that may bring change. (Kemmis *et al.*, 2008:283). In this sense PAR investigates reality with the main purpose of transforming it.

For PAR, as Savin-Baden *et al.* (2007:333) remark, the production of knowledge in the implementation of EEPs and action ought to be useful to the EEPs managers

and provide empowerment through raising consciousness. They further add that if an action research project does not bring about a difference in a specific way for the participants, it would have failed to accomplish its objectives. Following from the transformative quality of PAR, EEPs managers' insights and ideas relating to the implementation of EEPs in YRAC were impacted upon in the examination of their praxis in that alternative points of view influenced them to want to engage more efficiently and be more efficacious in the execution of their work.

4.3.2.4 The Critical nature of PAR

PAR is characterized by the exploration of prevailing conditions and establishing how particular outlooks, social structures or practices may be unreasonable, unjust or inhumane. It also finds out how the prevailing conditions interact to produce such results (Kemmis in Reason *et al.*, 2008:125). He goes further to say that participants aim to be 'critical' by trying to establish how particular perspectives interact to bring about unpleasant results with the purpose of devising means to prevent those results from happening. Kemmis *et al.* (2008:282) see this aim of PAR in helping people rescue and restore themselves from limitations rooted in their language, their modes of work and social relationships, as able to sensitize them about power differentials through exclusion/inclusion affiliation/difference and relationship in which interaction with others assumes the first person for dominance, the second person and third person as democratic.

PAR is seen as unashamedly political (Sanginga, Kamugisha & Martin, 2010:696) in that it is an approach that encourages researchers to collaboratively work as equal partners with the disenfranchised, oppressed groups and individuals as participants. This thought derives from the notion that unequal power relations within societies, including education, prompt research to embrace social justice as an ethical issue devoted to democratic engagement, transparency and openness. The critical nature of PAR played itself out in the study when EEPs managers were democratically given space in this study to make inputs towards the formulation of the management

strategy. The engagements with EEPs managers were transparent regarding their feelings and enjoyed the same status throughout the study.

4.3.2.5 The Participatory nature of PAR

PAR fully involves EEPs managers in the research process such that they enjoy sharing the same status, sense of worth and confidence as researchers (Dentith *et al.*, 2009:159). According to Kemmis *et al.* (2009:281 & 282), PAR involves all EEPs managers in mutually discovering ways in which knowledge shapes their sense of identity and agency. It also allows them space to think critically of how current knowledge frames limit their action. Savin-Baden *et al.* (2007:333) posit that PAR provides a holding that knowledge is a product of collaboration with local expert knowledge and the voices of the 'knowers'. Thus management strategy is the knowledge resultant from EEPs managers coming together to share their management experiences through a dynamic process of action, reflection and collective investigation.

The important but yet uncommon voice of the disenfranchised is a characteristic feature of the collective in PAR. Its success depends on collective participation, local or indigenous knowledge education and collective action. PAR requires that those directly affected by the research problem must participate in the research process (Mahlomaholo & Netshandama, 2010:75; Savin-Baden *et al.*, 2007:333). This is why the EEPs managers were encouraged to consider themselves as co-researchers with shared objectives and decision-making powers. I found this quality of PAR most relevant for this study because it allowed collective investigation and analysis of the management of the implementation of EEPs in order to formulate an effective management strategy for their implementation as PAR with the insight that knowledge is socially constructed.

4.3.2.6 The Reflexive nature of PAR

PAR aims at helping EEPs managers to examine reality of the implementation of EEPs in order to change it to examine it (Kemmis *et al.*, 2009:282 & 283). In PAR people deliberately aim at transforming their practices through a spiral of cycles of self-critical action and reflection that include planning a change with the research participants, acting and observing the process and the resultant change, reflecting on these processes and consequences (Savin-Baden *et al.*, 2007:335). They further caution that the important indicator in the reflexive quality of PAR lies in the research participants attaining a sense of how their practice and understanding of their practice unfolded as opposed to extravagantly following the prescribed steps of reflection. The PAR process is driven from the beginning by a practical and/or social issue (Eberson *et al.*, 2007:127) that becomes a point of focus for the research in order to generate possible strategies to actively resolve that particular challenge.

In the context of this research the practical challenge that was faced by EEPs managers was the application of management strategies that would effectively optimize the implementation of those programs in YRAC. A sharp consciousness of this challenge led to a phase of reflection in the PAR cycle. Contemplating the challenge constituted the first point of focus and this then proceeded to action. According to Eruera (2010:2) the idea of promoting participation and cooperation, including identifying appropriate available resources to resolve the experienced challenges in the implementation of EEPs were key at the reflexive phase. Co-ownership was the first step. In this study the reflective quality of PAR unfolded during the SWOT analysis for the formulation of the management strategy geared towards optimizing the implementation of EEPs. EEPs managers were involved in the reflexive activities that followed planning the action to where the need for a management strategy was examined. The nature and procedures of such a strategy was determined and collaboratively subjected to test to establish its functionality or lack thereof.

4.3.2.7 The Social nature of PAR

Kemmis *et al.* (2008:280) observe that it is in the nature of PAR to intentionally explore the relationship between the individual and social spheres. It is further emphatically pointed out in their assertion that “no individual is possible without socialization and no socialization is possible without the individuation” This signifies the notion that an individual does not exist in isolation, but does so in the context of a society. The reverse hereof also holds true in that there cannot be any society without individuals. This process of individuation and socialization is understood to continuously affect and influence social relationships in different situations including education.

4.4 INTERVENTION

4.4.1 PRIORITIES

A somewhat lengthy wish list that would take a long time to address was generated in response to priorities deemed necessary for optimising the implementation of EEPs by the managers. The teams of EEPs managers in the education district opted to begin by giving preference to the first five priorities they felt were immediate in optimising the implementation of EEPs in YRAC. It was agreed that the DCEs in the two education districts should communicate the common priority activities and agree on the five most pressing needs, which turned out to be: stimulating support for funding and resources; attracting learner interest for participation in EEPs; providing support to learners and EEPs conveners at schools, EEPs conveners collaboration and effective communication of EEPs activities to schools.

4.4.2 CONVENING THE INFORMATION SESSION

SEs and DCEs in YRAC are, in accordance with their respective job descriptions, at the implementation level of operation regarding the management of EEPs. The first meeting with these EEPs managers took place on different days at two

education districts under study. These meetings took the form of information sessions whereby the subject of the study was unfolded and collaboration sought from the managers. A couple of questions were raised requesting more clarity on the research, particularly about the management strategy. Those questions were responded to in the meeting with examples drawn from the experiential background of my involvement with EEPs that I gained while working in YRAC as a DCES. Signed consent forms were requested from the EEPs managers and an indication was made that the subsequent invitation would be extended to those who consented to participate in the study. It was also explained that participation in this study was voluntary and could be withdrawn at any time they felt they would like to do so.

4.4.3 CONDUCTING THE SWOT ANALYSIS

SWOT analysis was used as a strategic planning process to decide a baseline diagnosis of management challenges and strengths in the implementation of EEPs in an education district in the Free State province. The aim of this was to identify future lines of action to optimize the implementation of EEPs (Terrados, Almonacid & Hontoria, 2007:1275; Camden, Swaine, Tetreault & Bergerson, 2009:1374; Gao & Peng, 2011:796). This was achieved by involving EEPs managers in identifying the strengths and weaknesses in their management of the implementation of EEPs, as well as opportunities and threats thereto in their environments. SWOT analysis was also conducted on the objectives of this study, weighing the strengths against the weaknesses regarding the need for the formulation of a management strategy for optimising the implementation of EEPs in YRAC.

In the same vein, opportunities and threats for the need to formulate the strategy were weighed up. The same analysis was engaged in regarding challenges confronted in the implementation of EEPs, the factors responsible for generating a conducive environment for the success of the envisaged management strategy, the components of the management strategy and the indicators of success for the management strategy. The aim of this kind of analysis was to develop strategies

based on the strengths, to remove the weaknesses, and to take advantage of the opportunities. This participative exercise contributed immensely to the EEPs managers' consciousness about their practice and subsequently opened possibilities for empowerment as well as facilitating the development of a commonly shared vision.

4.4.3.1 Strengths

All EEPs managers had a strong background as professionally trained educators. This professional status enabled them to plan, organize, monitor and assess the implementation of EEPs in their work area. The EEPs managers as educators had a grasp of the management concept as a task that constitutes their function. The teaching background also appeared to stand the EEPs managers in good stead particularly with regard to the impartation of the requisite skills and information for the effective participation of learners in EEPs. Equally important was the consummate ease with which feedback on the accuracy of participation in EEPs or lack of it could be delivered to learners for confirmation and, if necessary, remediation.

The occurrence of relevant school-based structures being in place in the education district for each EEP was raised as a point of strength for the management of the enactment of these programs. Each structure was indicated as being led by an EEP convener, with whom the education district communicated and through whom the specific EEP was coordinated for local as well as regional participation in related activities. EEP managers were defined as knowledgeable and competent in the administration of each program with which they were entrusted. EEPs managers saw themselves as capable of planning for the implementation of EEPs, monitoring the activities for each EEP and reviewing the state of implementation for improvement.

4.4.3.2 Weaknesses

Lack of motivation and commitment on the part of EEPs managers were perceived as weaknesses in the implementation of these programs. They felt that EEPs were not given the attention they deserved and were subsequently not adequately supported as important supplemental curriculum needed for the development of learners in schools with the desirable resources. Lack of enthusiastic and passionate teachers at school sites devoted to the successful implementation of individual EEPs was noted as a further weakness in the management of the implementation of EEPs in education districts. Teachers chosen as EEPs conveners were not productively involved in spearheading the coordination and administration of the activities of the specific EEP, which often led to the miscarriage of the EEPs or gave rise to poor participation of learners in the particular EEP. There was also mention of inappropriate placement of EEPs managers on programs for which they did not possess expertise or knowledge. This was seen as a weakness in that such EEPs managers would not be able to exercise managerial insights in terms of practical methods to implement these EEPs because of their lack of the necessary knowledge and skills.

4.4.3.3 Opportunities

Constitutional democracy was seen as an opportunity for learners to freely choose to participate in EEPs. The Constitution of South Africa guarantees the right for every learner to participate in EEPs as supplemental curricular, which in essence constitutes the right to education. There was acceptance and cognizance of the fact that since not all learners are academically gifted; differently talented learners are acknowledged and space provided for them to craft careers based on those talents. The Free State Department of Education provide annual budget for the funding of EEPs activities so that the identified objectives in its annual performance plan can be realized. The eagerness of the Department of Sports, Arts and Culture to partner with the YRAC sub-directorate in staging SASCE as one of its EEPs presented a

further opportunity. This partnership was counted upon on account of its support in the form of funding for transport for learners to the competition venues, incentives in the form of trophies and the hiring of specialized knowledge such as choral music adjudication, musical instrument accompanists etc.

4.4.3.4 Threats

Inadequate, diminishing or absence of budget to fund EEPs in YRAC was viewed as a threat towards the effective management of the implementation of these programs. The EEPs were generally seen as expensive activities because of the fact that they involved travelling of learners and their teachers, hiring of specialized knowledge, for instance, adjudication of learners' performance in public speaking and debate, or a musical instrument accompanist for a concerto small ensemble. School Governing Bodies (SGBs) which have the legal prerogative to determine the extra-mural curriculum of the school (SASA, Sec.21 (b), 84 of 1996), sometimes opt for their children not to participate in YRAC EEPs on account of budget constraints.

A lack of willing and able teachers at school who are passionate about EEPs offered by YRAC was presented as a negative factor for their effective management and possible optimized implementation. The absence of good will from communities to offer training and other related services towards the implementation of EEPs in schools was raised as a matter of concern. Individuals and community members expected payments in return for their services to YRAC with reference to their specialized knowledge in particular EEPs. Education managers at political level were reflected as sidelining EEPs because of not seeing their relevance to supporting the co-curriculum.

A somewhat lengthy wish list was generated to address the priorities deemed necessary for optimising the implementation of EEPs by the managers. The team of EEPs managers in education district opted to begin and give preference to the first five priorities they felt were immediate in optimising the implementation of EEPs in YRAC. It was agreed that the DCES in the education district should communicate

the common priority activities and agree on the five most pressing needs, which turned out to be: stimulating support for funding and resources, attracting learner interest for participation in EEPs; providing support to learners and EEPs conveners at schools, EEPs conveners collaboration and effective communication of EEPs activities to schools.

After having decided on the five most desirable activities that the team should work upon with the feasibility of optimising the implementation of EEPs, the following logical step was to draw up a Strategic Action Plan to drive the activities of each priority.

4.4.4 The strategic action plan

The Strategic Action Plan involved identifying actions that were suited to address the chosen priority to bring about the desired change in identified weaknesses and challenges. The plan included information showing who was entrusted with the carrying out of the activity, the time frame by which the activity was to be completed, the resources needed for its accomplishment, as well as the indicators of success. The following activities occurred in each priority of the five chosen priorities. The first priority comprised five activities. The DCES in the team was allocated the first activity to motivate the school community to participate in EEPs. The SESs were mandated to brief the community with respect to what their roles were relating to the participation of learners in EEPs. The DCES coordinated the training of learners in specified EEPs by role models from the community. Both the DCES and SESs were charged with the responsibility of monitoring learners' participation in EEPs, while the SESs outlined the annual EEPs schedule for the activities in YRAC.

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

No.	Activity	Who is responsible?	Time Frame	Resources needed	Success indicator
1.	Motivating Community participation in EEPs.	DCES	30min.	Handout activities	Minutes
2.	Roles of Community members	SEs	30 min.	Activity charts	Attendance registers
3.	Training of learners by local role models.	DCES	3 days	Laptop, data projectors, activity charts and participants' activities.	Attendance registers
4.	Monitoring learner participation in EEPs	DCES and SEs	2 hours	Power point activities	Attendance registers
5.	EEPs schedules for the entire academic year.	SEs	1 hour 40 min.	Hand-outs	Attendance register

Table 4.1: Strategic Action Plan. First Priority: Motivating community participation in EEPs.

Attracting learners' interest for participating in EEPs constituted the second priority. There were three activities scheduled to address this priority. The first activity was intended to interface with learners and their respective EEPs conveners to establish the preference of learners regarding EEPs in order to boost their participation therein. The second activity was entrusted a Chief Education Specialist (CES) from the education district. The last activity for this priority was led by the DCES who was assigned the task of securing motivational speakers to arouse learners' interest and participation EEPs.

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

No	Activity	Who is responsible?	Time Frame	Resources needed	Success indicator
1.	Consultative meeting with EEPs conveners and learners.	SESS	2 hours	Agenda	Minutes and attendance registers
2.	Collaborative planning	DCES	2 hours	Activity charts	Attendance registers
3.	Motivational speakers (role models) share their experience with learners.	DCES	1hour 30min	-	Log book entry, attendance registers. Copies of motivational talks.

Table 4.2: Strategic Action Plan. Second Priority: Attracting learner interest for participation in EEPs.

The third priority involved providing support to learners and EEPs conveners at schools, which comprised motivational talks geared toward inspiring learners to partake in the EEPs activities of YRAC and unfolding development benefits in each of the offered EEPs. The priority concerns holding a meeting with EEPs conveners and learners at schools level with the aim of establishing how best the programs could be designed to capture the interests of learners. Two meetings regarding this exercise would be held in an attempt to capture the interest of learners. Motivational speakers would also be involved, particularly from youth who have struck success and made careers through participating in EEPs.

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

No	Activity	Who is responsible	Time Frame	Resources need	Success indicator
1.	Consultative meeting with EEPs conveners and learners to establish support needs.	DCES	30min.	Attendance register and minutes	Attendance registers
2.	Identification of areas within EEPs for which assistance and support is sought.	SESS	30min.	Scribblers for notes	List of areas for support
3.	Drawing of program of activities for specific support.	SESSs and EEP conveners	30min	Scribblers for notes	Programs for support on identified areas of need.
4.	Hold a training session on identified EEPs needs.	SESS	1hr	Specific tools: music sheets, balls, etc.	Improved performance
5.	Evaluation of the training session	SESSs with EEPs conveners and learners.	10min	Evaluation instrument.	Evaluation report.

Table 4.3: Strategic Action Plan. Third Priority: Providing support to learners and EEPs conveners at schools.

The fourth priority entailed providing support to EEPs conveners and learners. The priority had five activities that aimed at achieving this intent, convening consultative meeting with school EEPs conveners to establish their support needs; identifying areas where such support is needed; drawing up a program of action to deliver

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

support on the identified areas of need; galvanizing support from knowledgeable EEPs presented to address areas of need through training and evaluating training sessions presented.

No	Activity	Who is responsible	Time Frame	Resources needed	Success indicator
1.	Consultative meeting with EEPs conveners to establish stakeholders with whom to collaborate in EEPs implementation.	DCES	30min.	Agenda	Attendance register Minutes
2.	Determination of modes of collaboration in specific EEPs and appropriate stakeholders.	SEEs	30min.	Chards	List of modes of collaboration
3.	Meeting with school principals on collaboration in EEPs.	DCES	1h00	Agenda	Attendance register
4.	Meeting with SGBs regarding collaboration in EEPs	School principals in municipal clusters	1h00	Agenda	Attendance register Minutes
5.	Meeting with communities regarding collaboration in EEPs.	Chairpersons of SGBs in municipal clusters	1h00	Agenda	Attendance register Minutes

Table 4.4: Strategic Action Plan. Fourth Priority: EEPs conveners' collaboration.

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

In the fifth priority that related to effective communication of EEPs activities, five meetings were identified to be held as a means towards rendering communication of the EEPs activities relevant to the various stakeholders. Those meetings were geared towards establishing viable and effective ways of relaying information about the most important events for which support from the school community would be needed.

No	Activity	Who is responsible?	Time Frame	Resources needed	Success indicator
1.	EEPs managers meeting to discuss ways to improve communication with schools.	DCES	1h30min.	Agenda	Minutes of meeting and attendance register
2.	Meeting of EEPs managers and School EEPs conveners	SEs	1h00	Agenda	Minutes of meeting and attendance register
3.	EEPs managers meeting with EEPs conveners and learners	SEs	1h00	Agenda	Minutes of meeting and attendance register
4.	EEPs managers' meeting with SGBs	School Principal	1h00	Agenda	Minutes of meeting and attendance register
5.	EEPs meetings with school communities in municipality clusters.	SGB chairpersons	1h00	Agenda	Minutes of meeting and attendance register

Table 4.5: Strategic Action Plan. Fifth Priority: Effective communication of EEP activities.

4.5 DATA COLLECTION

4.5.1 RESEARCH PARTICIPANTS AND THEIR PORTFOLIOS

The team devoted to the formulation of a management strategy for optimizing the implementation of EEPs in YRAC comprised three (3) members. Two SESs and a DCES from the education district under study formed the team.

4.5.1.1 Deputy Chief Education Specialist (DCES)

The DCES in the education district was, according to her job description, responsible for the regular supervision and co-ordination of the activities of SESs as their immediate supervisor in the section. Coupled with those supervisory functions was the duty to provide support for SESs, and to boost their morale by ensuring that the working conditions were conducive to their work effectiveness and efficiency. This implies that the DCES was expected to contribute towards the efficacy of the SESs by way of enhancing their management skills for the efficient implementation of EEPs.

4.5.1.2 Senior Education Specialists (SESs)

The first SES in the education district was a professionally qualified teacher with a Secondary Teachers' Diploma (STD) and a music Diploma. This SES boasts teaching experience of more than thirteen (13) years at Secondary school, and fourteen (14) years as an SES in YRAC. The SES further boasts extensive experience in choral music conducting and adjudication at both district and provincial level. The second SES in the same district possesses a Physical Education Diploma and could boast experience of more than twenty (20) years in managing YRAC EEPs. The latter SES also had vast experience in adjudicating competition events involving YRAC EEPs at district and provincial levels.

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The second SES held an STD and a Grade I music qualification with UNISA, with a passion for Schools choral music and singing; however, engagement in managing other YRAC EEPs was the SES's responsibility. The SES had extensive experience of more than 12 (twelve) years in the employ of the FSDoE managing and implementing YRAC EEPs. This SES held an Advanced Certificate in Education (ACE), and had been involved in the management and implementation of YRAC EEPs for more than sixteen (16) years of which most were served as an office-based teacher in YRAC passionately engaged in the management and implementation of indigenous games.

The SESs above were charged with the responsibility of assisting with the setting up of YRAC structures in the district as per their job descriptions as well as providing support to these structures. Coupled with the foregoing key responsibility, these SESs were expected to coordinate all EEPs in YRAC and align those activities with the FSDoE strategic goals, for example, promoting mass participation and identifying and nurturing talent in learners.

Extensive experience of more than fourteen (14) years held by the first SES in the education district creates time and space for familiarity with each of the EEPs in YRAC. This experience also serves as a well for creative, critical and insightful management and implementation of each EEP delegated to the SES. The Music Diploma possessed by this SES, coupled with extensive experience in SASCE and adjudication enables the SES to make informed contributions towards the positive implementation of EEPs in YRAC. SASCE is a project identified for implementation by the Department of Basic Education within EEPs. The programme was conceived as an EEP intended to stimulate social cohesion among school-going youth and to inculcate a sense of national identity (FSDoE, 2008:7). Involvement in adjudication in SASCE puts this SES in a better position to train choir conductors on important elements of choral music performance. The second SES in education district boasts a qualification in Physical Education and an experience of more than twenty years in the management and implementation of EEPs in YRAC. The qualification enabled the SES to make informed decisions in managing those EEPs involving physical

activity, and to choose appropriate implementation modes that would foster enhanced practice. Adjudication experience at various competition levels in Public speaking and Debate events put the SES in an advantaged position to offer critical evaluation of performances and identify effective strategies for optimized implementation in these EEPs.

4.5.2 RECRUITMENT OF CO-RESEARCHERS AND PROCESSES

The Ethics approval was received from the UFS Education Studies Ethics Committee (see Appendix B) before starting the process of engaging YRAC EEPs managers and recruiting them. A recruitment drive was made telephonically and by means of e-mails requesting permission and participation in the study from the YRAC Section Head (DCES) in the education district under study (See Appendix D). I spent three years of my professional life in YRAC as a DCES responsible for the coordination and management of the implementation of EEPs in the Xhariep Education District. This experience and my previous interactions with the DCESs and SESs in the district in question came in handy when I approached them as a researcher to request their involvement in my study. The foregoing conditions helped me gain their trust, and even access into their work environments as we were previously colleagues.

4.5.2.1 Free State Education Department Approval

Approval was also received from the Free State Department of Education to conduct the research at the education districts under discussion (see Appendix B). This approval in essence gave me the latitude to interact with the EEPs managers, and created leverage for their involvement in the study at their discretion.

4.5.2.2 Invitations

Invitations were sent to the YRAC Section Head (DCES) in the education district under study by means of a letter requesting voluntary participation (see Appendix D). These invitations were sent via e-mail to the YRAC Section Head (DCES) in the educational district under study with confirmation of their receipt achieved by telephone. The YRAC Section Head (DCES) responded positively in acknowledgement of the contemplated study, thus allowing me the privilege of interacting with members of the section. A copy of the consent form to participate in the study was also attached to the recruitment e-mail sent to the YRAC Section Heads (see Appendix E).

The central intention with these invitations was to formulate a research team with YRAC officials in the education district under study whose perspectives and objectives on the management and implementation of EEPs might vary. The inclusion of various YRAC community members in a research team empowered the group with vast possibilities of acting in unison pursuant to their common goals (Dworski-Riggs & Langhout, 2010:225).

4.5.2.3 Recruitment of YRAC officials for the research team

In establishing a team of participants, the principle of direct involvement in the management and implementation of EEPs in YRAC was used. The participant would also have to be attached to the education district as focus area for this study. A participant selected in the team would have to be in the employ of the FSDoE either as an SES or a DCES. Exposure to and experience in the management of EEPs in YRAC would serve as criteria qualifying a participant for the team. The fulfilment of these criteria by participants would, as van Niekerk and Niekerk (2006:132) note, enable EEPs managers to become actively engaged in collective, self-reflective inquiry as change-agents in the management of EEPs, and create confidence to bring about change within their own lives.

Coupled with the formal e-mail invitations extended to the Section Head (DCES), I engaged in informal telephonic recruitment, lobbying the support of SESs to participate in the study. I put my good relations with them whilst working in the section in the Xhariep District to good use. I explained the intention of the study and indicated that their experience and managerial knowledge in terms of the implementation of EEPs in YRAC would help to inform the study. Positive responses were received and each member consulted indicated that he or she would avail himself or herself to participate in the study. Individual members of YRAC were consulted individually from 04 September 2014.

4.5.2.4 Participants' role in the Team

The role of EEPs managers as participants in the research team was to share their management experiences in the implementation of EEPs in their respective education districts. EEPs managers communicated their views on the management and implementation of EEPs in YRAC, and also gave their opinions relating to the components of the anticipated management strategy for optimizing the implementation of EEPs in their work environments. The other role of the EEPs managers was to serve as reference points to ascertain the literature assertions with respect to the components of the management strategy being formulated. In this fashion, the EEPs managers acted in the same vein as co-researchers on equal footing in conducting Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis at two levels: the management capacity and practices of EEPs managers, as well as at the YRAC section as an EEPs environment. Participants identified challenges and weaknesses as well as seeking effective alternatives to address experienced managerial problems in YRAC.

Based on a thorough SWOT analysis matters that required prioritizing were handled together with participants within certain time frames, subject to available resources and capacity. EEPs managers as participants crafted a strategic plan with the accompanying monitoring procedures to determine the progress struck on possible

ways of improving on weaknesses in the management of EEPs in YRAC. EEPs managers' role in the study also involved trying and testing the resultant management strategy in the respective education district.

4.5.2.5 Ensuring common understanding

The first meeting with the team of participants comprising SESs and the DCES as EEPs managers in the education district was held on a particular date. The purpose of the initial meeting was to serve as an information session whereby information regarding the rationale behind the conduct of this study was shared, and to outline their role in it. At this point the principle of democracy was employed to enable the participants to make inputs regarding the need for the formulation of a management strategy for optimizing the implementation of EEPs in YRAC. The participants were also engaged in identifying challenges confronted in the implementation of EEPs, and suitable solutions for the identified challenges with a view to crafting a management strategy.

4.5.2.6 Difficulties with the recruitment

It is worth mentioning that the recruitment of the participants for the study was troublesome. One of the reasons that contributed to the difficulty of having all the YRAC members under one roof was the alleged conflicts amongst them that related to unhealthy work relations. Further exacerbating the recruitment problems was the passing on of a former director of the SYRAC and Values in Education directorate within which YRAC falls. The process of recruitment could not be finalized during that week of the memorial and burial of the former leader of that directorate. I engaged in informal conversations, however, with the YRAC officials that I could not meet after these services to finalize the recruitment to secure their participation in the study.

4.5.2.7 Informed Consent

Invited participants were supplied with a copy of the consent form which explained the aim and processes of the study (Appendix E1 & E2). The consent form also explained the expectations on the part of YRAC officials in case they chose to participate. The aim of the study, the nature of their participation, the risks and the benefits of participating in the study were outlined. A copy of the consent form was handed out to each participant while the various sections of thereof were explained, while voluntary participation and anonymity were emphasized. Potential participants were allowed a further moment to pose questions relating to their participation and involvement in the study. The principle of respect for autonomy which holds that participation in research should be voluntary, and that participants should be made aware of how their involvement in research could affect them, was observed. The aim of the consent letter was to protect the privacy of the participants' persons from coerced and harmful results on account of the investigation by the researcher.

Introductory meetings with YRAC officials were held at offices of the DCESs in the two education districts under study. The purpose thereof was to familiarize the participants with the study by going through the participation sheet with them, explaining the study in detail, indicating the participants' rights, laying out the house rules and giving them an opportunity for clarity-seeking questions. House rules during discussions included the freedom to walk out of the discussion anytime, punctuality, and observing both etiquette and respect to other members. Each participant received a copy of the consent form to go through in detail in order to allow informed decisions to participate or not to participate. Signed informed consent forms were requested from the YRAC officials, and the following invitations would be directed to officials who signed the consent forms.

4.5.2.8 The co-researchers' reflection

The EEPs managers' reflections on the subject of this study were taken to illuminate their enthusiasm and readiness to contribute in the formulation of a management

strategy for optimising the implementation of the EEPs. The central issue under these reflections was the perception that injecting more and appropriate resources in YRAC would enable the EEPs managers to manage and implement EEPs to attain their policy outcomes successfully. At a glance this line of thinking seems quite tangible and fitting; the envisaged management strategy, however, ought not to reflect about increasing the dose of resources into YRAC EEPs only. The envisaged management strategy should also create room for the EEPs managers to be self-empowering, and to produce collaborations that are capable of overturning EEPs implementation challenges.

The belief among the DCES and the two SESs that the shortage of funds for implementing the EEPs renders them helpless in terms of managing these programs seems real. Nonetheless the argument could be extended by posing a question as to whether they do explore other avenues to transcend such circumstances instead of lamenting the lack of resources. They invariably cannot absolve themselves of their responsibilities. Subsequently the drive to move towards an inclusive approach to this problem presents itself as a more viable option than wallowing in such lamentations.

The SES who first moved that YRAC needs to involve everyone from the community to reach their objectives appears to make a good point. This statement raises a question as to who in particular needs to be involved from the community. Community involvement should be particularized in terms of being a set of mutually-empowering people. Specific EEPs expertise is necessary to help overcome challenges emanating from EEPs implementation.

The stance of the SESs on the notion that partnerships contribute towards the achievement of YRAC goals and make their job easy is comparable to the one indicated above. Still, the EEPs managers should be seen to lead the process of the formation of such partnerships to advantage the implementation of EEPs for the benefit of the development of learners. Other partners such as the SGBs and EEPs conveners at school could be of assistance in this regard.

The deposition by the DCES that YRAC experiences a low management skill investment in the sub-directorate to efficiently implement EEPs puts forward a fact as well. This argument arises from the perspective that EEPs managers are placed in EEPs that are out of their management strengths, in which they are not sufficiently trained, thus requiring new skills and knowledge to be acquired. Contrary to the argument above that new skills are essential for EEPs managers to deal with EEPs implementation challenges, it might not be the case that new skills need to be acquired, but that the understanding of the effective management strategies for overcoming the implementation challenges come first, then are followed up with those higher skills later.

An understanding of the challenge of the implementation of EEPs from a deficit perspective could be erroneous, particularly viewing it from the approach of what is lacking for the EEPs' outcomes to be achieved. The EEPs managers should rather focus on developing joint democratic environments that offer participative sharing in the implementation of EEPs. This act would enhance transformation in the implementation of EEPs.

It is evident that in dealing with the implementation of EEPs, the EEPs managers are confronted with disappointments and hurdles that make their management full of unpleasant experiences. Nonetheless, some of the challenges present opportunities for personal and career development for the EEPs managers, particularly when they defeat them. I affirm the view that it is necessary for stakeholders to work together to formulate a management strategy in seeking to transcend implementation challenges in EEPs. This constitutes the aim of this study: formulating a management strategy for optimising the implementation of EEP in YRAC.

4.5.3 INSTRUMENTATION

A voice recorder was used to record the discussions on the management of the implementation of EEPs in YRAC. Permission was duly sought from the participants to record the proceedings of the discussions (See Appendix: G – consent for video

and voice recordings) and reasons advanced as to why the voice recordings were necessary for analysis. The voice recorder came in handy to chronicle all discussions with EEPs managers; direct quotations, comments of the researcher as the facilitator of discussions, reactions and feelings. Voice-recording EEPs managers' interactions, comments and responses offered an opportunity to attentively engage with them without disturbance, and thus avoid losing data. Voice-recording was thus beneficial in allowing the replay and review of the recorded contents of the discussions for transcription and analysis without depending on memory alone.

The video camera was used to capture the deliberations in the meetings concerning the formulation of a management strategy for optimising the implementation of EEPs.

4.5.4 DATA COLLECTION PROCEDURES AND ETHICS

This Section deals with tools and techniques that were used by the research team to generate data.

The minutes of the meetings as well as the transcripts on which the contributions of EEPs managers were made during discussions, were kept. These served the purpose of identifying critical inputs made by EEPs managers with respect to the discussions on various themes of the meeting relating to the objectives of the study.

The qualitative method was used to generate data from EEPs managers in the two education districts under study. The voice and video recorders were used to record data as well as manuscripts. All meetings and workshops were tape-recorded in the language used by EEPs managers during interactions. FAI was used as an instrument of generating data in this study because it provided participants with the opportunity of expressing themselves in the same way as they would in everyday conversations (Buskens, 2011:1). In the context of this study, FAI enabled me and the EEPs managers to explore our thoughts concerning the management and

implementation of EEPs with a view to formulating an effective management strategy.

The EEPs managers had the privilege of being involved in the task of supporting their management of the implementation of EEPs by proposing solutions to overcome experienced challenges. They had the liberty to momentarily stray from the aim of the study, thereby allowing space to discover issues impacting on the management of EEPs, and thus charting a way forward in terms of the implementation of EEPs. Explanation of possible weaknesses, threats and risks that could hamper the proposed strategy, opportunities and successes that would provide support for the working strategy was requested, and formed the basis of the argument.

The argument that the FAI approach is a technique advocated by the CER justified its choice for this study. It acknowledges the social justice principle, freedom of expression, the dignity of participants, and extends equal treatment to all of them. The FAI technique also pursues the epistemological inclination of knowledge being produced by humans in a humane fashion, devoid of undermining participants, and in doing so promotes respect for human rights and all other democratic principles (Constitution of South Africa, Act 108 of 1996: Section 16; Mahlomaholo & Netshandama, 2010:11). These principles assisted in paving the way for FAI questions to contribute immensely to the study in terms of value and relevance.

The FAI was used as a technique for generating data in this study. According to Buskens (2011:1), FAI comprises one question which enables people to talk just as they would in an ordinary daily conversation, and does not subject them to questions that have already been asked as they would be in a positivist research mode. The FAI favoured EEPs managers with an unlimited opportunity to say more than they would have said, for instance, in a questionnaire. The nature of FAI opened the way for EEPs managers to free participation in the discussions. They then had the opportunity of being involved in the task of supporting their management function by making proposals to overcome its challenges.

Room was created for them to deviate from the research aim that dealt with the investigation of challenges, thus providing them with the leeway to discover issues surrounding the topic of the study and charting the way forward. The matter of the management strategy was prioritized as the end product of the study. The FAI questions subsequently aimed at producing a plan of action geared at overcoming experienced challenges. Arguments seeking to explain possible weaknesses, threats and risks that could obstruct the functionality of the proposed management strategy, including the strengths, opportunities and successes that would reflect its effectiveness, were discussed.

The justification of the choice of the qualitative FAI approach in this study lies in the fact that it is a technique supported by CER. FAI acknowledges and respects the principle of social justice; it upholds the freedom of expression and the dignity of participants, and to treating them as equals in conversations. It further acknowledges the notion that knowledge production ought to be humane and human not disrespecting the honesty of the participants but promoting respect for human rights and other democratic principles (South African Constitution, Act 108 of 1996: section 16; Mahlomaholo & Netshandama, 2010:11). The foregoing principles assisted the conduct of the FAI questions to make valuable and relevant contributions to the study. EEPs managers were, for instance, provided with a platform to request that the management strategy should be considered to maintain their insights, their understandings and opinions as peculiar to them.

The EEPs managers' communicative action made a clear connection between the ideas of PAR and FAI because each EEPs manager's contribution to a study question reflected the person's views and stance on the nature of the research problem and would only be understood from that perspective (Swantz, 2008: 34). Decisions arrived at by the participants in reaction to the research question were in this fashion non-directive, and thus privileged personal ownership, whilst simultaneously upholding a sense of belonging to the research team. The EEPs managers subsequently became freely involved in what could be considered their own shared problem, and assisted in them taking into account other members of the

research team during participation in the data generation process. FAI also seemed to create communicative space for the EEPs managers to be engrossed in the study. These managers were involved with questions they needed to be familiar with prior to attempting to provide answers. It is this familiarity that required EEPs managers to pose questions about presenting suggestions advanced for a possible strategic management framework, remarks on the development of such a management strategy and their understanding of the means and ways of implementing it.

Probing questions were asked during the discussions to indicate progress made towards the research aim. Experiences, knowledge and skills were generously shared to indicate the extent of each EEPs manager's engagement towards the suggestion of a practicable management strategy. Contributions were often open for debate by other EEPs managers who were allowed to defer and constructively critique depositions towards the suggested management strategy. This occurrence is justified by Kemmis (2008:126), who notes that the FAI technique is aligned with the principles of PAR. Whilst the FAI technique led to the question on the main research question, the desire to unravel this question in keeping with the main constructs of the study would later form the pillars of the strategy to be constructed.

A few sub-questions from the main research question such as, "How can an effective management strategy for optimising the implementation of EEPs be formulated?" were derived to facilitate the participation of EEPs managers in discussions. The EEPs managers in an attempt to direct the discussions towards the formulation of the intended strategy were asked to discuss how they manage the implementation of EEPs. This sub-question hinged on the current management practices of the EEPs managers on the implementation of EEPs, and reflected greatly on their individual and collective philosophy regarding the management and implementation of EEPs.

- Discuss your management strategy in the implementation of EEPs.
- What approaches do you use to implement EEPs in your work area?

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- Which basic principles direct your management strategy when you implement EEPs in your district?
- What strategy would you propose to your colleagues to address challenges experienced in the implementation of EEPs in YRAC?
- What is your assessment of the impact of this proposed management strategy on both your sub-directorate and schools as beneficiaries?

The report on the discussions of the EEPs managers showed that it took several meetings to describe and logically arrange the appropriate data needed from the foregoing questions. Some questions were followed up with other questions to help raise the replies needed to generate the data used to formulate the management strategy for optimising the implementation of EEPs in YRAC. Other questions only needed clarification to see whether they would help towards the needed data. Again, some of the replies were multiple, complex and not related. As a summary was needed to conclude the perspective of the EEPs managers on each of the subjects indicated in the questions above, consensus was constantly sought.

Some EEPs managers were circumlocutional, elusive and at times defensive in their replies to the indicated questions, and as such their different backgrounds were displayed in the replies put forward. This engendered the redirecting of the questions from the individual point of view to the group perspective, and the applicable context. When redirecting questions, the research aim, and the problem statement were repeated to facilitate mutual understanding of the expectations for each of the research questions. The reason was because the study was basically understood in the context of the clear aim, objectives which would be achieved through the research problem, and questions as enabling tools. Subsequently the responses that would contribute to treating the purposes of the study undoubtedly had to be associated with this design.

The EEPs managers were engrossed in the interactive discussion questions that upheld the principles of the FAI. Participants frequently sought clarity where desirable and thus could offer enriching responses and remarks that mostly were

aligned to the study aims and objectives. The DCEs summarized the various inter-subjective agreements on grounds of common understanding for free consensus on what EEPs managers ought to do to optimize the implementation of EEPs in YRAC (Kemmis & McTaggard, 2007:293). This served as proof that CER and PAR principles were upheld as the foundation for arriving at decisions on the suggested management strategy designed in the entire study. Enough interactive space was created for EEPs managers to bounce ideas, even when no consensus on some ideas was reached. They acknowledged their difference of opinions where they differed with respect. Such discrepancies were resolved by subjecting the argument to the principles of CER and PAR and its implications for the purpose of the study, aim and objectives.

In order to connect the EEPs managers at the start of new sessions and to help them to remember what transpired in the previous session, the voice recorder was played back to refresh their memories. After listening to the voice recorder, corrections would be made to assist in the subsequent transcriptions to enable further analysis. Following clarifications made, highlighted ideas were summarized to the EEPs managers so that they could reflect on them before the practical application was planned. The EEPs managers were not coerced or hurried into expressing opinions on the new plan without thinking about the documented sources of the study. It is this methodical and broad based work that helped to connect the end-points of arguments to the study aim and objectives, as well as to confirm whether they responded to the problem statement and the research questions.

In following the methodical procedure above, it can, in keeping with Steinberg and Kincheloe (2010:145), be concluded that in summary the EEPs managers' responses, views and perceptions were carefully articulated. Every time the discussions were concluded, all norms and intended convergence were identified as pointing at resolving the challenge confronting EEPs managers in optimising the implementation of EEPs. Sanginga (2010:699) sees the contributions of the EEPs managers in creating space in which their management strategy for optimising the

implementation of EEPs could be conducted in a scientific strategy they proposed themselves as critical.

In order to obtain ethical clearance I wrote a proposal to the University of the Free State requesting permission to conduct the research. Subsequent to the granting of the permission by the Ethics Committee for Title Registration, I further sought permission from the Free State Department of Education to conduct research at YRAC in the two education districts for which permission was granted to me through the office of the Director for Strategic Planning, Policy Development and Research (Appendix G). I dedicated the first meeting with the EEPs managers to indicating my field of research and showing them the letter that granted me permission to conduct research in the Free State Department of Education, particularly in YRAC. The intention of this act was also to ensure that in their consciences they knew that the Free State Department of Education was aware of the research process in their area of work. I clearly advised the participants that they could also withdraw without harm at any point in the research should they choose to do so. All EEPs managers signed the consent forms at the initial meeting to ensure their return before starting the research process (van Niekerk, 2009:119). The anonymity and confidentiality of the EEPs managers were also assured every time they met.

4.5.5 PROFILE OF THE RESEARCH SITE

The School Enrichment Unit was established by the National Department of Education to coordinate and strengthen the implementation of EEPs in the country (DoE, 2007 & DoE, 2009). The basic goals of the national school enrichment programmes are to promote mass participation in sport, arts and culture by learners, and to stimulate transformation and social cohesion. In the Free State province, the EEPs are located in the Values in Education and Sports, Youth, Recreation, Arts and Culture (SYRAC). SYRAC consists of two components, namely In-School Sports and Youth Development, Recreation, Arts and Culture (YRAC). The focus of the study lies in the latter which mainly concerns the coordination and

implementation of EEPs targeting Youth Development, Recreation, Arts and Culture in school children. According to Dzorkpey (2011:5 - 8), the effectiveness of district offices is critical in coordinating and optimising the implementation of EEPs in YRAC.

To illuminate the position of the Free State province in the Republic of South Africa, a map depicting the nine provinces that constituting South Africa is illustrated hereunder. The Republic of South Africa comprises of the Eastern Cape, the Western Cape, the Limpopo, the Northern Cape, the North West, Mpumalanga, Gauteng, and KwaZulu-Natal provinces with the Free State province lying in the center of the country. According to the Free State Provincial Government (FSPG, 2009), the province is mainly rural with farmlands, mountains, goldfields and widely dispersed towns. The province produces over 70% of the country's grain and is often referred to as the "bread basket" of South Africa. Two thirds of the gross agricultural income of the province comes from field crops, while animal products contribute 30%. The province contributes about 16.5% of the country's total mineral output (FSPG, 2009).

According to the FSPG (2009), the province is the third largest of the nine provinces (an area of 129 464 square Kilometers) in South Africa; however, it has the second smallest population and the second lowest population density; 71% of its population, roughly two million people live in urban areas. The population profile reflects a heterogeneous community with 84% Black, 13% White and 3% Coloured.

Poverty and HIV/Aids are some of the factors impacting on the education system, in particular the EEPs. The Free State Growth and Development Strategy (FSGDS) Review of 2006 indicates 55.9% of the population in the province as living in poverty. Dzorkpey (2011:2-4) argues that poverty does not only affect access to EEPs and learners' performance, but also impedes beneficitation from these programmes. Moreover, he emphasizes that a poor child, is a hungry person who is impacted upon by the hunger that bears a negative influence on school attendance and performance in EEPs. While social grants and learner-support programmes such

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learner transport, hostel projects and feeding schemes are utilized to address the poverty levels (South Africa, 2008:5), the management of EEPs is important to afford poverty stricken learners who are not endowed with distinguished scholastic capabilities but are outside school talented.

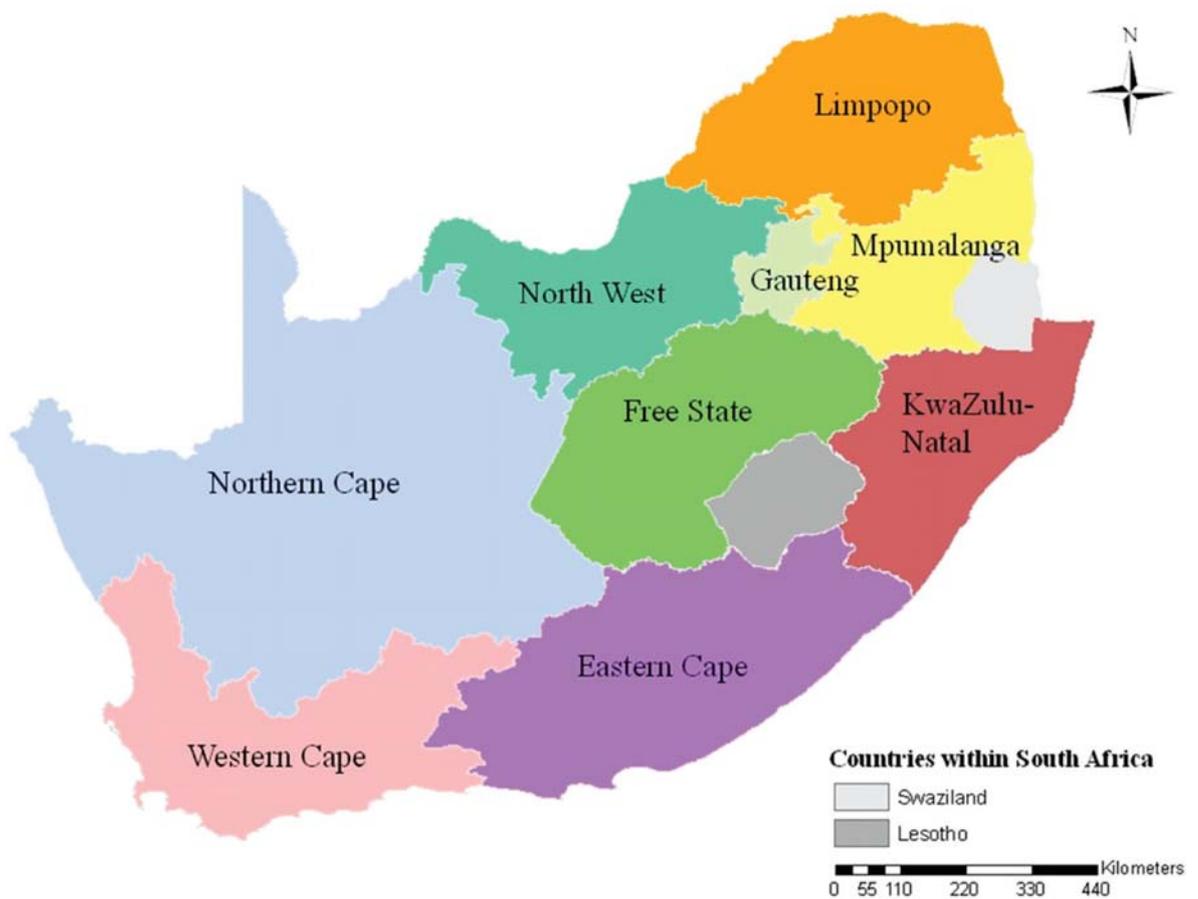


Figure 4.1: Map of the South African Provinces

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.



Figure 4.2: Geographical position of education districts in the Free State province (FSPG, 2009)

The Free State Department of Education comprises five education districts; Xhariep, Motheo, Lejweleputswa, Fezile Dabi and Thabo Mofutsanyane.

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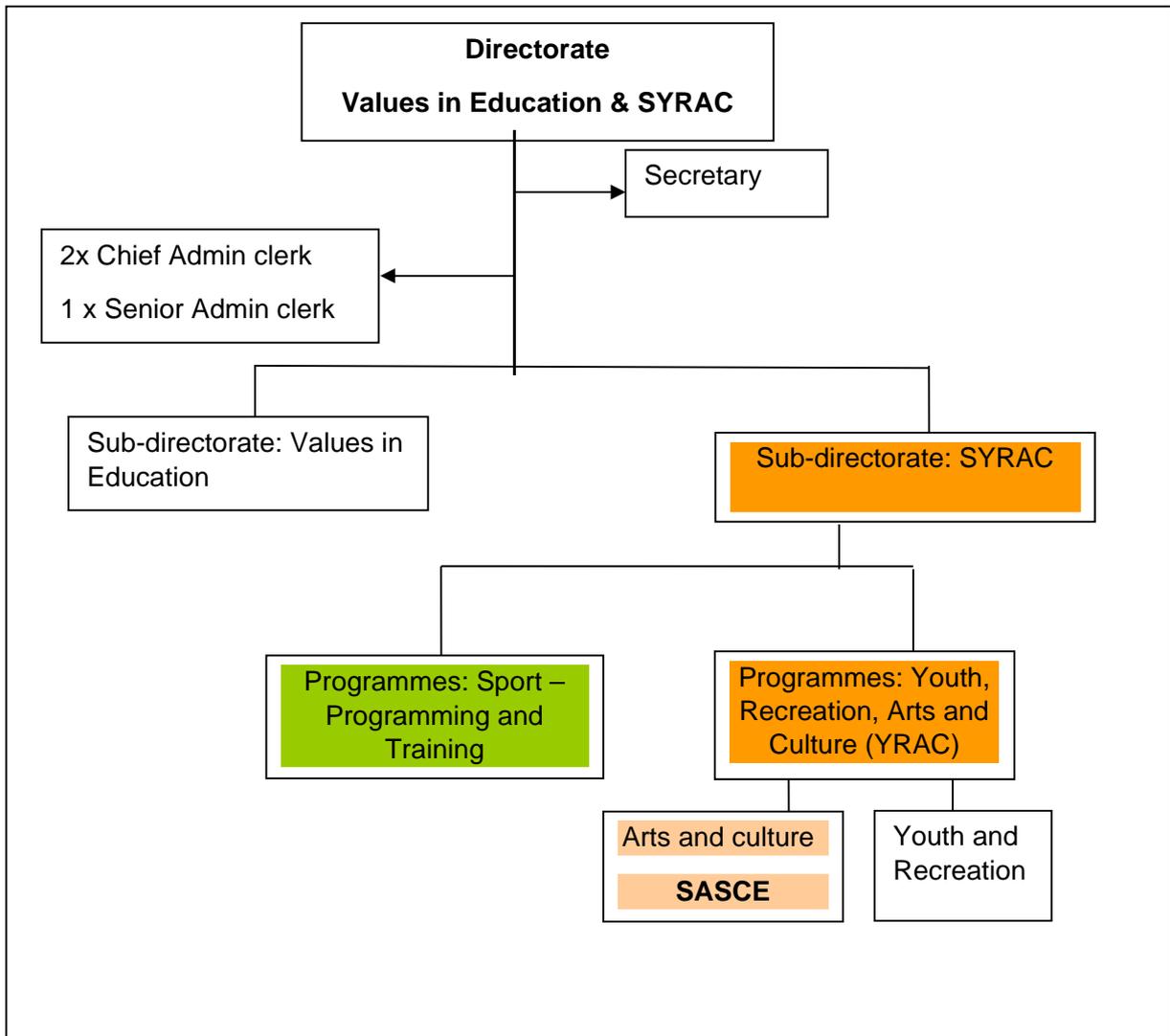


Figure 4.3: Organogram depicting the FS Schools Enrichment Directorate: Values in Education and SYRAC.

In the Free State the school enrichment programs are a sub-directorate within the directorate of Values in Education and Sport, Youth, Recreation Arts and Culture (SYRAC). SYRAC has two components, namely Sport and the other is Youth, Recreation, Arts and Culture (YRAC). Out of a total of eleven officials in the SYRAC

sub-directorate, only four are responsible for YRAC activities. Mathematically this translates to an official for each program of Youth, Recreation, Arts and Culture.

4.6 DATA ANALYSIS BY THE RESEARCHER

4.6.1 CRITICAL DISCOURSE ANALYSIS (CDA)

Critical Discourse Analysis (CDA) was used to analyse generated data. According to van Dijk (2008:85), CDA is a discourse analytical tool that is basically concerned with how social power is abused; dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context. Critical discourse analysis was used for its interest in the Textual or Lingual character, the discursive practice and social or cultural practices and structures to discern management pitfalls and strengths on the parts of EEPs managers in the education district of the Free State province. Structures that appeared normal or neutral on the surface, and which were possibly ideological and shaped the management of EEPs in YRAC, were analysed using the CDA.

Critical Discourse Analysis (CDA) by van Dijk was applied as an emancipatory tool in analysing the generated data from the discussions with EEPs managers, focusing on the ways in which power manifestations play themselves out through language use. The reciprocal power/knowledge relations that were inscribed within the discursive construction on the management and implementation of EEPs were identified and subsequently revealed (Liasidou, 2008:487). Rahim and Riasati (2011:107) confirm that van Dijk's CDA framework concerns show how the different ideologies are expressed in different structures as the main point of the analysis. They further observe that CDA is a basic discipline that provides answers to questions about the relationship between language, society, power, identity, ideology, and culture.

I was inspired to use the CDA in the data analysis of this study on account of its being an approach that is multidisciplinary, but which also uses shared strategies to

analyse data from a variety of strategies. I also found CDA tied to CER as a theoretical praxis that advocates for social justice, democracy, and transformation of society (Biesta, 2010:43). According to van Dijk (2008:85), CDA owes its theoretical origins to critical theory whence CER evolved. Subsequently, CDA should be viewed as part of the social and political life of people on account of its aims and relationship to social problems. I was also inspired by the outright pronouncement of CDA's slant towards social transformation (Liasidou, 2008:486).

Whilst conscious of the reality that CDA is not an apolitical technique (Rocha-Schmid, 2010:354), I drew courage from the observation that it is employed by mediators who have pronounced their stance and interest in support of the transformation agenda (Biesta, 2010:43). It also held possibilities to transform the management of the implementation of EEPs in YRAC towards their optimization. In the context of this study, I, as the mediator, pursued the facilitation of the formulation of the management strategy for EEPs managers to optimize the implementation of EEPs. In this study, CDA upheld the principles of freedom, equity, social justice, hope and peace (Mahlomaholo & Netshandama, 2012:43), which were brought into operation through mutual respect, trust and humility (Dominiquez, 2008:4).

4.6.2 THEORETICAL ORIGIN OF CDA

CDA derives from Critical Theory whose critical drive originates in the Frankfurt school through Habermas' key contribution in the theory of communicative action (Tenorio, 2011:187&189). It came forth as a form of discourse and text analysis that acknowledged the role of language in structuring power relations in society (Wodak, 2002:13). The theoretical origin of CDA can be traced to the contributions of the five most influential European scholars' CDA models in the field; Fairclough, Hodges and Kress, Teun van Dijk and Van Leeuwen (Rahimi & Riasati, 2011:109). All these models, as Tenorio (2011:184) notes, basically aim at raising awareness regarding practices used in developing, maintaining and reproducing unequal power relations through language use. In this study CDA is adopted as a tool to examine to what

extent EEPs managers construct a culture of inequality or democracy through discussions by subjecting their language use to critical analysis.

According to Rahimi *et al.* (2011:109), Fairclough saw language use as an important and pivotal part of social life which, according to Phillips, Sewell and Jaynes (2008:2) in turn shapes and controls social structures. In his CDA theory Fairclough holds that the dialectic relationship between language and social reality is realized through social events, social practices and social structures (Rogers in Martin-Jones, de Mejia, & Hornberger, 2008:53). Through his model of CDA Fairclough tries to expose ideological and power patterns by defining the relationship between power and ideology. The model proposes that the analysis of social events and language use be composed of three dimensions: the linguistic description of formal properties of text or social events; the interpretation of the relationship between the discursive process or interaction and the text, as well as the explanation of the relationship between discourse and social including the cultural reality.

In this study the three levels of analysis are engaged in to scrutinize the inclinations of EEPs managers with respect to the management of these programs during their implementation. Analysis in the Fairclough CDA model goes beyond the description of the management of EEPs (text), and delves into the operation modes and the bare existence of the EEPs management's interpretation and explanation (Kryzanowsky, 2011:231). The model acknowledges and believes in hidden agenda behind particular choices of language use as ideologically driven and motivated assumptions. Fairclough argues that by studying forms of language use, social processes and specific ideologies that are deeply rooted in them (i.e. in forms of language use) can be discovered. Highlighting the ideologies and motivations underlying particular language use or discourse has the potential to help us understand the power relations that exist in YRAC and the EEPs managers' community (Rahimi *et al.*, 2011:109).

Hodges and Kress' CDA model highlights the separate classification of 'euphemism' and 'derogatory' aspects of discourse (Rahimi *et al.*, 2011:109). In this model in

order to analyse a vocabulary item, its origin of classification, schemes and ideological important relations are looked at to discern its meaning. To establish the relationship between language and ideology, the model uses detection instruments to establish the manipulation of realities and ideologies through the application of euphemism and derogatory terms. This model is made up of assumptions concerning the interaction of language, thought and ideology, and classifies these into 'actional' and 'relational' which classify and evaluate language use. Euphemistic and derogatory words are identified as belonging to the relational part of this model and are used as selection devices to pinpoint the manipulation of realities and idea. The model further holds that the application of different euphemism or derogatory terms gives rise to different presentations of realities and subsequently of ideologies (Rahimi *et al.*, 2011:109).

Compared to Hodges and Kress' model, Teun van Dijk's model of CDA emphasizes showing the various ideologies expressed in different kinds and structures of language as the main reason why analysis is necessary. The following structures are used to do the analysis: the actor description, authority, categorization, comparison disclaimer, evidentially, generalization, hypothesis and implication. The actor description in the context of this study would assist to determine the manner in which EEPs managers are described by in-group and out-group members of YRAC in discourse. The authority structure, which denotes argumentation, is meant to reflect the origins of the ideologies of EEP managers that form the basis of their management practice.

Categorization serves to classify EEPs managers according to their social affiliation, race and so on. The comparison element of the model has a twofold function, namely to discern the meaning and argumentation in discourse. The disclaimers portray the ideological basis of the EEPs managers' self-presentation concerning their practice in implementing EEPs in YRAC. The model employs euphemism as a means to denote meaning and to pose rhetorical questions to beautify social facts which are potentially offensive to members of the community. Evidentially, on the other hand, serves to give credence to claims and points of view that are provided

by reading, hearing or seeing EEPs in implementation. Generalization is used as a strategy to discern meanings and for establishing a particular argument. The model also has hyperbolic structures meant to enhance and exaggerate meaning. Through the assumption of special metaphors by EEPs managers; good or bad actions may be expected to be expressed in the form of hyperboles (Rahim *et al.*, 2011:109).

The last but equally influential school of thought on CDA is that of Van Leeuwen, which holds that people in a society are influenced by policies and decisions of powerful organizations through inclusion or exclusion from the centers of power (Rahim *et al.*, 2011:109). In this model Van Leeuwen explores and explains the principal ways in which people can be represented in discourse (Tenorio, 2011:193). CDA in this model is seen as the impact the power structures have on the production or reproduction of knowledge, and its effects on identity and subjectivity of the EEPs managers in YRAC. CDA in this model looks into language and discourse in relation to productivity, reproduction, dissemination and interpretation of knowledge in line with ideology of the powerful organization. Through this model Van Leeuwen pursues analysing how specific forms of language used legitimize some participants' and practices' intentions rather than others in powerful organizations (Tenorio, 2011:193).

4.6.3 LEVELS OF CDA ANALYSIS

4.6.3.1 Textual analysis

Language was used as a form of social behaviour of EEPs managers (van den Berg, 2008:181), and as a mechanism by which their social realities, opinions and attitudes could be interpreted, while textual data derived from recorded discussions with them were analysed. The discussion transcripts of EEPs managers which formed the text were interpreted to unveil structural inequities transmitted by EEP managers in their implementation of these programs. Most importantly a close analysis of the linguistic structures in the discourse was used to discover the particular ideologies that informed and regulated the management practices of EEPs

managers through studying the forms of language they used (Billig, 2008:784; Vaara, Sorsa & Palli, 2010:687).

In keeping with Phillips, Sewell, and Jaynes' (2008:2) deposition, texts produced through FAI were analysed to understand how they influenced and fashioned the management of EEPs in YRAC. In this manner the shared meaning in terms of how EEPs in YRAC are managed were discerned through the analysis of the texts produced and generated through discussions. Textual analysis was used not only to identify the ideological assumptions of the EEPs managers in the implementation of EEPs, but also to establish their cultural assumptions (Fursich, 2009:240). Subsequently texts (EEP managers') in the form of discussions were also analysed to discern how power was exercised in the management and implementation of EEPs in YRAC (Vaara *et al.*, 2010:687). Discussion transcripts were therefore analysed to interpret EEPs managers' orientation as exhibited by their communication in relation to their assumptions in the managing and implementing of EEPs in YRAC.

4.6.3.2 Discursive practice analysis

Discursive practice analysis enabled the study of the language of EEPs managers in action to examine the properties of their management, and thereby assisted in establishing how they produced a particular social order through discursive interaction (Scharff, 2008:332 & 333). Through the analysis of the language EEPs managers used, the properties of this language were used to unveil their active construction of reality: the meaning they gave to it and the sort of society they produced with their management activities. Discourse analysis at the discursive practice level looked at management of EEPs as a social happening also focused on the construction of sets of concepts as applied by EEPs managers, and how they made sense of those. The concepts used by EEPs managers were closely scrutinized to discern the measure of the struggle for power in and around YRAC on the basis of the language they created and disseminated in the implementation of

EEPs. Through discursive practice analysis the nature of concepts and subject positions used by EEPs managers were examined to determine how these were understood and treated (Phillips *et al.*, 2008:4).

The EEPs managers' perspectives to the implementation of EEPs were analysed to determine framing as a discursive practice. In the production of discussions, note was taken of how EEPs managers included and excluded certain facts, and opinions made value judgments and so forth, and then arranged these latter elements in a particular fashion to produce a certain meaning regarding the management of EEPs (Carvalho, 2008:169). How EEPs managers position themselves in relation to districts, schools and others was explored as a positioning discursive practice, reflecting the possibility of entitlement to do certain things in implementing EEPs. This was done to show how through discourse practice EEPs managers constitute their identity. The justification and sanctioning of the management and implementation of EEPs on the basis of advanced reasons were also scrutinized for legitimized discursive practice. The attribution of the political status to the management and implementation of EEP in YRAC was analysed as a politicization discursive practice. Discussions were further examined to establish to what extent the ideological standpoint of EEPs managers shaped and influenced those talks (Carvalho, 2008: 169 & 170).

4.6.3.3 Social structure analysis

Social structural analysis was conducted in order to understand how discourse is embedded in the management of EEPs in YRAC. The social background was analysed to establish how social variables such as gender, ethnicity, age or identity played themselves out as social conditions that influenced discussions about the management and implementation of EEPs. The social conditions of language use in YRAC were also examined to discern the question of power and its abuse in the management and implementation of EEPs (van Dijk, 2008: vii). In the context of this study, an examination into the application of power or its abuse in the management

and implementation of EEPs would help paint a clear picture in terms of how language use reproduces social structure in YRAC. As van Dijk (2008:X) conceives of contexts as 'participants' constructs', an analysis of the discussions to discover the typical texts and talk that characterize and reflect common understandings peculiar to the management and implementation of EEPs in YRAC was undertaken.

4.7 CHAPTER SUMMARY

PAR was extensively discussed as a methodological approach in this chapter. The relationship between the CER, as the theoretical framework guiding the activities of the study, the PAR approach and the CDA were illuminated in the context of the study. The intervention strategy, as well as the profiles of the participants was discussed as well. The chapter rounded off by rendering the researcher's background and profiling the research site.

The following chapter pays attention to the presentation, analysis and interpretation of data and discusses the findings on the management strategy for optimising the implementation of the EEPs.

CHAPTER 5

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The study aims at formulating a management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC). The process of the analysis of data towards the formulation of an effective management strategy for optimising the implementation of EEPs is described and discussed in this chapter. During the interpretation and analysis of data, the research team employed van Dijk's model of CDA to analyse language. At the textual level the use of language to communicate certain meanings was checked. The discursive practice level, dealt with the characteristic unacceptable practices that were reflected in the language. At the social structural level, the stereotypes that society commonly accepts without questioning for conformity to demonstrate, replicate, enact dominance, power relations and inequality to conserve the prevailing circumstance between the powerful and the disenfranchised were checked. The main findings that will be used to formulate the envisioned management strategy are highlighted at the end with a view to optimising the implementation of EEPs in YRAC.

In this chapter I engage in the analysis and interpretation of the data gathered during the PAR meetings with the EEPs managers in the education district under study in the Free State. In analysing and interpreting the data, I compare and differentiate extracts from the reviewed literature with those from the empirical studies. I then present and discuss the findings of the study.

5.2 DATA ANALYSIS

The objectives that form the foundation for this study are used to arrange the discussion. Each of the constructs formulated for each objective is used to make sense of the CER as a theoretical framework expressing this study. The reviewed literature is then used to frame the findings through the application of Critical Discourse Analysis.

5.2.1 DEMONSTRATING AND JUSTIFYING THE NEED FOR A MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs IN YRAC

In this Section I discuss data regarding the key aspects that constitute the challenges, and consequently the need for the framework for a management strategy for optimising the implementation of EEPs in YRAC. Inequitable access to resources; lack of parental support; poor learners' participation in EEPs; inadequate professional training and sub-standard programme quality standards were identified by the research team as factors strongly advocating the need for the envisioned management strategy.

5.2.1.1 Inequitable access to resources

Legal requirements charge governments and democratic school governing organizations to provide and allocate enough resources for the implementation of EEPs as part of education delivery (Modisaotsile, 2012:4; Phibion, 2012:98). Coupled with these binding legal requirements, planning for the implementation of EEPs, avoiding waste of money in the short- and long-term periods (Esia-Donkoh, 2014:65) and providing a strong administrative support and modelling for enough resources as well as overcoming risks to sustain the allocation of resources are considered good practices. Making facilities accessible during most times of the day

and weekends is advanced as one of the best practices in the equitable distribution of resources (Sage *et al.*, 2010:5) for the implementation of EEPs.

In contrast to the foregoing ideals, Durlak *et al.* (2010:295) posit that circumstances beyond the control of EEPs managers constitute a major source of inequality which creates inequitable access to EEPs. Crosnoe and Cooper (2010:1) confirm that children of economically disadvantaged parents lack access to resources and opportunities such that their chances of progressing in social advancement are weakened. This implies that children from disadvantaged family backgrounds are most likely to suffer from lack of exposure or inequitable exposure and participation in EEPs on account of the lack of resources that enable participation in these activities.

The generated data during situation analysis reflected the following comments from three participants; two SESs and a DCES:

There is a shortage of funding for extracurricular activities; without funding we can do nothing. The School Governing Body (SGB) at 'Grootkop' School has decided that there shall be no extracurricular activities at their school because they costing too much. There is no budget for extracurricular activities; for them transport is expensive. One cannot compare the SGB of a marginalized school with the SGB of a former Model C school. Most of the SGB members from those schools are illiterate, they do not have work and they live in squatter Camps.

The comment above indicates the attitude of the SGB that determines the distribution of resources for the implementation of EEPs. In this instance the decision of the SGB to stop extracurricular activities works against the principle of social justice in that the developmental needs of learners would not be catered for by ensuring the availability of adequate budget for EEPs at the school as SASA dictates. Moreover, this incidence creates inequitable access because while other SGBs afford their school children the opportunity to participate in EEPs children would be denied the privilege on account of an unfair stoppage of these programmes.

The view of SGB members from a marginalized school as being illiterate, unemployed and living in squatter Camps appears to be a deliberate labelling full of domination and power differential widening and endorsing divisions that separate the advantaged from the disadvantaged (Ryan, 2006:4). According to CER this assertion smacks of differential power relations in that those who are poor are looked down upon and seen as not deserving of good access to resources worthy of any contribution in the implementation of EEPs. This circumstance of inequitable access to EEPs presents management challenges to EEPs managers regarding the implementation of these programmes.

At the textual level of CDA, the assertion of the EEPs managers reveals the acceptance of their domination by the SGB and subsequent exclusion as stakeholders on the matter of the unilateral decision on the stoppage of participation of learners in EEPs. The assertion depicts a helpless situation on the part of EEPs managers as stakeholders because of a lack of a democratic space to make an input regarding the continuation of the implementation of EEPs on the basis of the lack of funds. The assertion also reflects the lack of a collaborative culture between the EEPs managers and SGBs towards the implementation of EEPs in schools which could assist with the flow of resources for such a dire circumstance. Both the EEPs managers and the SGB appear to be failing to rise to the challenge of executing their prime function of ensuring access to and implementing EEPs as dictated by SASA and the Constitution of the Republic of South Africa respectively. The SGB and EEPs managers seem disinterested in promoting the principle of social justice by ensuring fairness in terms of guaranteeing that learners are privileged to participate in the determined EEPs at the school by making all means possible.

From a discursive practice analysis perspective, the language of the EEPs managers affirm the dichotomy between the learned and less learned. Only the learned wield the power to influence the implementation of the EEPs. The language of the EEPs managers does not only reflect this disparity but also embraces this

state of affairs as an indication of the demonstration of power bringing disunity to the community and thus serving as a breeding ground for social injustice.

At the social practice level the assertion demonstrates the lack of consultation of the other stakeholders (EEPs managers) by those who wield absolute power (SGB) as directed by SASA as to who holds the legitimate power to determine EEPs at schools. In this instance the SGB exercises the 'winner-takes all' attitude in handling EEPs at this school. The assertion also indicates the unquestioning assumption that EEPs managers do not have to be consulted by the SGB on the stance they have taken to discontinue EEPs offerings at this school. The act of the SGB appears to enact their dominance on the matter of the EEPs as they exclude these officials as stakeholders. Most importantly the assertion serves to indicate the absence of any form of collaboration or cooperation between the SGB and the EEPs managers in the district.

5.2.1.2 Lack of parental support

As part of the exercise of their democratic right parents should show support for the education of their children by having a say or influencing the decisions in terms of which EEPs should be included in the curriculum of the school that their children attend (see 3.5.4.1). Parents can also give support to the implementation of EEPs by showing interest in their children's school activities as a forerunner for their involvement. Getting parents informed of and empowered about the school's intentions, goals and mission assists them to support in the implementation of EEPs. The importance of parents should be acknowledged to ensure their continued participation in their children's involvement in EEPs. Increased parental support favours the successful implementation of EEPs in that their children are motivated to do their best to make their parents proud of their performance, which in turn forms secure relationships between parents and their children.

Many economically disadvantaged parents from minority communities, however, are observed to be unable to support their children in accessing and participating in

EEPs (Durlak *et al.*, 2010:295). Poor families run a high possibility of not being as involved in schooling to lend support in the education of their children as wealthier families. In the same vein schools in impoverished communities are less likely to promote parental school involvement than schools in wealthier communities. In this manner, learners from economically disadvantaged backgrounds appear to suffer proportionately low parental support in terms of creating opportunities and rendering these learners assistance to access and participate in EEPs (see 3.5.5.1.1, Hill & Taylor, 2004:163 & 164). Dart *et al.* (2007:27) posit that parents who do not see value in EEPs do not lend support to the involvement of their children. The poor support for learners at home is also confirmed as a challenge in terms of getting parents involved in EEPs (Modisaotsile, 2012:3), a circumstance that impacts negatively on the management of the implementation of these programmes later on in the children's education.

All EEPs managers from the education district under study were in agreement regarding the state of parental support in EEPs:

We experience the level of community involvement in supporting learners for participation in YRAC programmes as generally low.

Most parents are at work during and after school activities and are unable to support their children during participation, while those who come from economically disadvantaged backgrounds like rural schools do very little to give support. There is also a general belief that it is the sole responsibility of teachers in these communities to teach children because they know best how to do the job. We rarely get a community member or parent volunteer to offer a service without expecting something in return.

The EEPs managers deduced the need for the enhancement of the learners' lives through parental support to improve their lives from marginalization as captured in 3.2.3.3. where Nkoane (2012b:8) advocates for social justice as a transformative instrument that enables critical thinking to understand learners' live worlds experiences and to have knowledge of those learners. The assertion appears to advocate a spirit of disunity between the school and the community, which undermines collaboration and teamwork as advocated by social justice. The desire

of community members to request compensation for assisting EEPs managers in their implementation of EEPs is a sign of exploitative and divisive spirit which is opposed by CER. The ideal of parental support in the implementation of EEPs induces sentiments of democracy. The principle of democracy holds that parents should be involved in matters that have anything to do with their children including their education. It is therefore their democratic right to be informed and involved in issues that concern the future of their children and they subsequently deserve to be granted space to determine what happens to the education of their children including the EEPs.

The textual analysis of the assertion shows community involvement in EEPs as having decreased a great deal owing to the unavailability of members of the community as a result of the EEPs being scheduled when most of them are away at work. This implies that the schedule for EEPs is constructed in such a way that parents, families and communities are denied the privilege to play their supportive roles in EEPs. It also means that the role the community plays in the implementation of EEPs is of no significant importance and thus their contribution is not cherished. The assertion also indicates that the community has a culture of exploitation towards the school; there is no synergic spirit for collaboration. This is a community that is obsessed with exploitation and does not embrace supporting the teachers as EEPs managers and children.

At the discursive practice analysis, the assertion reveals the EEPs managers as unwelcome to the community in their management of the implementation of EEPs. The community appears accustomed to EEPs managers working by themselves as the only persons with the knowledge and power to handle the implementation of the EEPs in the education of their children. On the other hand, the community is portrayed as being composed of members who lack the spirit of Ubuntu and who would subsequently not do anything without reward to assist, to empower, develop or enlighten youth in the community. Such community members cannot give freely towards the development of others. EEPs managers are stereotyped as superior specialists compared to the apparently limited talents and knowledge of the

community members. This social structural type of practice conforms to the notions that community members are powerless thus entrenching inequitable power relations.

5.2.1.3 Poor learner participation in EEPs

Participation in EEPs enables youth to be knowledgeable to carry cultural traditions into the future (Ayi, 2012:5). Participating constantly in EEPs affords youth the opportunities to develop supportive relationships with adults who can assist them with the social capital in the whole community (see 3.5.4.3). The wellbeing of learners in terms of personal development and social adjustment is also ensured through participation in EEPs. EEPs help learners to improve their non-cognitive skills such as task persistence, independence, the ability to follow instructions; working well as team members being enabled to handle authority figures and fitting in with their peers (see 3.5.1). The value of individual or group responsibility, physical strength and endurance and a sense of community and enjoying leisure time are experienced. Participation in EEPs also improves the health of adolescents to circumvent health risks for social change and earning life time benefits. Moreover, youth are provided with positive hope by participating in EEPs for challenges of social ills in order to render a powerful youth culture with emotional and moral maturity with its own values and beliefs and practices. Participation in EEPs also offers the chance for the development of holistic and comprehensive education and multiple intelligence.

Nonetheless, the hurried and pressured life style into which children, both from advantaged and disadvantaged backgrounds, are being raised denies them the benefits they would gain from participating in EEPs (Ginsburg, 2007:182). Inequalities in the availability of EEPs differ with the individual learners' investments thus inducing poor if not non-participation in those EEPs that are not offered. According to Bohnert and Randall (2010:576), pockets of poor participation in EEPs result from the inequitable distribution of EEPs. Moreover, lack of motivation on the

part of learners to participate in EEPs engenders poor participation. Lack of motivation is also noted to signal the disinterest of learners in EEPs. Poor and non-participation in EEPs are often associated with disadvantaged communities, learners from the lowest socio-economic quintiles and high television watching time. In the same vein, the marginalization of EEPs in the school curriculum, the absence of suitably qualified EEPs educators and the low provision of these programmes are observed to bring about declining levels of learner participation in South Africa (Walter, 2011:787).

A comment made by an SES supports the necessity of a management strategy for optimising the implementation of EEPs by indicating that:

The number of participating learners in EEPs in YRAC has declined dramatically. This is because the curriculum is not varied to accommodate good children who are differently gifted or talented. High managers do not understand how EEPs support African schools. Learners in township schools are seen to be failing and must therefore study, study and study only.

The foregoing comment by the SES communicates the occurrence of a marked decrease in learner participation during YRAC EEPs implementation. The decrease in participation appears to be attributed to the ignorance and lack of diversified curricula that discriminates against and marginalizes talented African learners (Shields, 2004: 1 & 2). There also appears to be differential access to power and privilege which CER challenges through the principle of social justice (Govender *et al.* 2012:24). In this instance an unequal social standing between learners, EEPs managers and the executive education managers creates an undue condition that fosters poor or lack of participation on the part of learners in EEPs, thereby thwarting the privilege of participation in EEPs from learners. This invariably prevents learners from pursuing alternative careers to those provided by the co-curriculum. As such the learners are denied the opportunity of informing a curriculum for global citizenship through their talents that also leverages opportunities for personal development.

Through CDA the comment reveals the ideology controlling the management practice of EEPs managers that sees EEPs as neither of any significance nor related to their learning in school (Billig, 2008:784; Vaara *et al.*, 2010:687). This implies that the management practice of the EEPs managers is to a great extent influenced by the ideology determining which EEPs should be presented at schools, and be part of the YRAC packaged programmes.

5.2.1.4 Inadequately trained professional staff

The allocation of professionally trained EEPs managers who are knowledgeable in the EEPs and are able to craft perceptually appealing and interesting activities is one of the ideal situations towards their effective implementation (see 3.5.4.4.1). Professionally trained EEPs managers tailor EEPs activities according to the interests and motivation of the target students, and are also capable of matching the EEPs they offer to the needs of the community (see 3.5.4.3.1). Adequately trained EEPs managers provide flexible schedules for a variety of EEPs activities to accommodate diverse interests of their clientele with clear-cut information about the expected attendance. Professionally trained EEPs managers structure EEPs in keeping and support of the developmental needs of adolescents, and are able to bond with youth involved in the implementation of EEPs. In this fashion, professionally trained EEPs managers render youth opportunities to form supportive relationships with adults in the school community.

There is nonetheless a serious widespread shortage of EEPs managers in specific EEPs that suggests the absence of particular primary competencies and skills consistent with the fulfillment of policy benchmarks (Weaver *et al.*, 2011:186, Painter *et al.*, 2007:108). Training programmes for EEPs managers are also observed to often not address the management skills and competencies but the skills and competencies that concentrate on the use of purchased accessories thus sacrificing the promotion of the management skills on EEPs. Payne and Smith (2011:177) acknowledge that without appropriate skills EEPs managers fall short of complying

with policy goals and expectations. The lack of quality human resources in the form of trained EEPs managers is seen to impact negatively on the learners' academic performance (Baba, 2012:13). This view is taken further by indicating that the EEPs managers' professional qualifications and competence allied to the location of the school equally affect learning and teaching and give rise to underperformance in public schools.

The underperformance of EEPs managers is attributed to their deplorably low academic attainment levels that obstruct their mastery of the programs and the types of training which failed to expose them to practical situations as part of their training for the acquisition of the minimum managerial skills in EEPs (Abudu, 2003:4). The manner of induction of newly-appointed EEPs managers was found to be insufficiently comprehensive to assist them to settle successfully into their new roles (van Niekerk & Dube, 2011 259). The general lack of effective management and leadership skills are reflected as organizational factors that prevent change on the part of teachers as EEPs managers. Further exacerbating this poor condition is the appointment of inadequately professionally trained teachers as EEPs managers in posts on the basis of gender instead of merit and competency (Matoti, 2010:572). In corroborating the arguments above, Hlalele (2012b:115) notes the lack of qualified teachers as EEPs managers in rural areas as the negative attribute of rurality. The lack of skills-appropriate training among EEPs managers is reported as the main challenge in the implementation of EEPs particularly in South Africa (Burnett, 2010:34).

A comment sponsored by the second SES portrays the need for the formulation of an effective management strategy through these remarks:

YRAC has an inherent weakness of EEPs managers who are incorrectly placed. Some managers are put in EEPs for which they bear superficial information, knowledge and little working practical skills. Such managers become unproductively engaged in the implementation of these EEPs because of their lack of good management and leadership skills. Teachers and learners at schools under these EEPs managers end up

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not participating in EEPs under their leadership with the result that these schools eventually withdraw from participating.

The inappropriate placement of EEPs managers in YRAC implies the displacement of appropriate skills and the consequent deficit of appropriate skills in particular EEPs. The practice itself does not only appear unfair and unjust to both the EEPs managers and the beneficiaries of EEPs; namely learners. It is seen as a way of reproducing inequitable access to quality EEPs on the part of the learners thereby inhibiting optimized implementation (see 3.2.4.5). From the CER perspective, this circumstance calls for the application of the principle of social justice which advocates for the recognition and eradication of oppression and differential treatment in the practices and policies of institutions (see Hytten & Bettez, 2011:8). The misplaced EEPs managers and learners are unfairly treated and denied the liberty to life and opportunity to exercise EEPs of their choice and access EPPs of interest and quality respectively (Equity Children. 2013:1 & 2). Both the EEPs managers seem to be not treated with equality in the implementation of the EEPs in YRAC on account of the inconsistency and irrelevance meted out in the allocation of duties (Bron, 2007:8 & 14).

The language of the SES in the assertion reveals a lack of accountability in the allocation of managers to EEPs for a better practice and output. There seems to be no care exercised to ensure appropriate knowledge and skills to create value in the EEPs rendered for the developmental benefit of the learners. This implies that the EEPs are viewed with an attitude that they are business of negligible importance and therefore placements could be made anyhow without due consideration of the information and applicable skills. In this manner the perception of EEPs being activities of lesser value is perpetuated through these misplacements and the learners are also taught to accept that EEPs are of negligible importance for them. The practice of the misplacement of EEPs managers out of their areas of strength suggests a culture of disrespect towards the constitutional right of the learners to access quality EEPs and subsequently their deliberate marginalization.

The misplacement of EEPs managers out of their areas of strength is a discursive practice that impedes the participation of schools, learners and EEPs conveners at schools. The unproductiveness of the misplaced EEPs managers induces the withdrawal of schools' and their learners' participation to pronounce it as an unacceptable practice. This unproductivity demonstrates the lack of the requisite information and skills in the implementation of the EEPs, which makes it unacceptable for a professional EEPs manager to lead any such particular EEP. At the social structural level, the misplacement of the EEPs managers appears to denote the acceptance of these placements for conformity to demonstrate, to replicate and enact dominance by their supervisors.

The supervisors appear to have applied their positional power to delegate the EEPs whereby the EEPs managers are misplaced authoritatively, implying the supervisors' dominance during allocation. Such misplacements in EEPs appear to uphold the unequal power relations between the EEPs managers and their supervisors as the decision-makers. The misplacements also appear to reflect a sense of some entitlement on the part of the supervisors to allocate EEPs anyhow irrespective of information, skills and the disposition of the EEPs managers (Carvalho, 2008: 169 & 170). The misplacement of EEPs managers is therefore a sheer show of power abuse in the implementation of EEPs in YRAC.

5.2.1.5 Sub-standard quality programmes

High-quality EEPs are characterized by their contribution to developmentally useful environments for youth and the attainment of positive outcomes (see 3.5.1.5). These EEPs activities achieve the positive predetermined outcomes and make a difference in the lives of youth. High-quality EEPs are well planned, organized, meticulously implemented and monitored. Participating in high quality EEPs affords youth the opportunity to form supporting and caring relationships with adults. They also provide unique environments for developing relationships with different peers and opportunities to belong to groups. The benefit of participating in high quality EEPs

facilitates the development of the self-concept and personal understanding as indicators of positive development (Fredricks et al, 2008:1029 & 1030).

Ordinary EEP programs do not take the interests, needs and schedules of youth into account when they are crafted, nor do they provide a variety of enriching opportunities for them to be exposed to new ideas, new challenges and new people (Little *et al.* 2007:9). Cross *et al.* (2011:371) add that many programmes have not had outcomes on youth and they also point out that in some instances EEPs participants experienced negative outcomes. Reviews conducted by Durlak *et al.* (2010:290) established that there were a few EEPs that contained follow-up data regarding the attainment of Short- and Long- Term outcomes. The Ghanaian 2014 report card on Physical Activity for children and youth reflect the lack of measures to ensure quality and accountability in the implementation of Physical Education (PE) and sports as forms of EEPs (Ocansey, Aryeetey, Sofu, Delali, Pambo & Nyawornota, 2014:S60). The inability of parents in Botswana to provide financial support for EEPs leaves EEPs managers having to implement sub-standard EEPs (Pansiri *et al.*, 2013:74).

During situation analysis the EEPs managers acknowledged their context as follows:

No one of us is skilled enough to handle all the programmes; no one is knowledgeable enough to implement the programmes. More programmes should be developed for EEPs teachers at schools.

The text above suggests deficits in specialized information and skills among the EEPs managers both at district office and school level. The lack of the relevant information and skills for the implementation of the EEPs at schools is dependent on their transfer from the EEPs managers at district level. The deficits of the requisite information and skills at district level influence the level of implementation at schools. This does not mean that the EEPs are to some degree being implemented in a trial and error fashion with the result that the interests, needs and schedules of youth are not taken into account when they are crafted, nor do they provide a variety of enriching opportunities (see 3.5.1.5). The painted scenario is indicative of both the

district and school EEPs managers being products of socially marginalized communities, hence the lack of knowledge in the management of EEPs (Eruera, 2010:1 & 9). Without the working knowledge and skills in the management of EEPs the programs they render can only achieve sub-standard quality status following implementation.

From a textual point of view, the EEPs managers appear to straightforwardly admit to the sub-standard quality of EEPs they run by first admitting that they do not possess the requisite skills. Secondly, they also admit that there is a lack of practical information for the implementation of the EEPs. This means that they are not professionally trained to manage the implementation of these EEPs and that they subsequently cannot raise the standard of quality of the programs they run. With the foregoing understanding, the text points to a culture of a lack of particular standards that ought to be attained through the implementation of the EEPs in YRAC. There is an apparent air of laxity amongst the EEPs managers regarding the quality of the EEPs as described depicting their social reality (van den Berg, 2008:181). This tends to perpetuate the marginalization of the communities they serve in terms of accessing quality EEPs. With this kind of attitude, these EEPs managers are bent on reproducing a society that cares the least about the value of the EEPs, as well as the standards of presentation and quality thereof (Phillips, 2008:4).

The discursive practice analysis reveals the neglect of information and skills and along with low standards of operational requirements in terms of practical information and skills as the properties that characterize the management of EEPs in YRAC at district level (Scharff, 2008: 332 & 333). The question of EEPs managers raising the need for the development programmes for teachers for whose advancement in EEPs implementation they are responsible is reflective of the general sub-standard practice in the implementation of EEPs. The sub-standard quality program implementation is an unacceptable practice in that it is allowed to continue unabated in society (Phillips, 2008:4).

5.3 SWOT ANALYSIS

The involvement of parents in the implementation of EEPs plays an influential role in shaping learners' experiences (Zarate, 2007:7). The strength of parental involvement lies in the motivational effect, confidence-building on the part of learners and providing support for learners to discover their talents through EEPs. Lack of parental involvement in EEPs would pose a threat to their effective implementation. The democratic environment and legislation that recognizes the participation of parents in the education of their children (SASA of 1996) provides fertile ground for the involvement of parents. The unwillingness and indifference of parents, however, regarding playing their supervisory roles and providing support in the implementation of EEPs would undermine or weaken the profitable and effective management of EEPs. The lack of knowledge of EEPs that could shape and affect the potential of the children for the better on the part of parents would threaten the meaning they made of these, and subsequently their involvement.

Establishing strong partnerships with different stakeholders such as families, schools, individual community members, business, and commentators in EEPs is likely to show high quality participation. Little *et al.* (2010:14) demonstrate that multiple partnerships have the advantage of diversifying EEPs and thereby increasing the likelihood of responding adequately to the individual needs of the learners. A democratic dispensation provides a welcome opportunity for different community entities to contribute towards education, and EEPs in particular. Significantly low participation rates in formed partnerships will greatly underscore if not hurt the prevalence of EEPs, while the absence of partnerships will restrict EEPs on account of limited resources.

The following comment was made by the co-researchers in the course of the situational analysis session:

There is a lack of support of parents to the programs we offer in YRAC. Children are told not to participate in our programs but to focus exclusively on their normal teaching and

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learning activities. The high managers in the department do not see our programs supporting teaching and learning in African schools.

In the foregoing text, the EEPs managers seem in unison that the parents of learners do not offer their support in favour of the implementation of EEPs. They seem to further discourage learners from participating in EEPs with an understanding of having no related practical value to the lives of the children. The managers at higher echelons of the bureaucracy do not equally support and understand the importance of the EEPs in relation to the co-curriculum. From a social justice perspective the children are being denied fair treatment and equality for better opportunities with respect to participation in EEPs (Bron, 2007:8, 13 & 14). The children are thus through these acts marginalized, deprived and disadvantaged from the developmental benefits that accrue from participation in the EEPs (Eruera, 2010:1 & 9). Social justice as advocated by CER in this respect calls on EEPs managers to be responsible to children and EEPs conveners at schools regarding quality implementation of the EEPs and creating spaces that provide opportunities to unearth potential (Hytten & Bettez, 2011:2 & 13).

The co-researchers' language in the excerpt communicates the parents' lack of interest in YRAC EEPs and their ideological assumption about the value of these programs in their children' education (Fursich, 2009:240). This reveals the parents position that negates support for the participation of learners in EEPs through outright forbiddance and/or oppression. Likewise the disapproval of senior managers in the education department declares the marginalization of the implementation of the EEPs. The text further demonstrates how the parents and the senior managers exercise their oppressive powers on the learners and the EEPs managers respectively in terms of making rulings regarding participation in EEPs. In this manner the inequitable power relations between the parents and learners, as well as between the EEPs managers and their senior managers, influence and shape the management of EEPs in YRAC. From the foregoing discussion one discerns a context that is riddled with domination and oppression by those in power to those who are involved in the implementation of the EEPs in the district.

5.4 COMPONENTS OF THE MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPS IN YRAC

This section discusses the components of the management strategy that will enable optimising the procedures geared towards addressing the challenges delineated in paragraph 5.2.1 above.

5.4.1 COMMUNITY INVOLVEMENT

Promoting parent involvement is seen as one way of improving academic performance and school adjustment in children (Ji & Koblinsky, 2009:688). Parents whose children participate in EEPs tend to have high levels of involvement, playing critical roles in the planning and sustainability of EEPs, and they may collaborate with EEPs managers to share their time, expertise and talents (Rodrigues, 2008:314). Acknowledging families' knowledge, talents and skills enables EEPs managers to render extra-support that families need to overcome the host of challenges to their children's success that the families confront. Community involvement ensures collective responsibility for the needs of the children for social justice (Nudzor, 2012:363). Through parent-school relationships mutual cooperation to create favourable conditions for learners' success to discover their talents through EEPs are fostered (Phibion, 2012:95). At one of the co-researchers' meetings the following assertion by the DCES was made:

Community involvement happens up to a certain point in our programmes, thereafter it is not for mahala (free) any more.

The talk by the DCES as captured in the excerpt indicates the acknowledgement of limited and unstructured community involvement in the implementation of EEPs. The excerpt presents the social order whereby a contribution in society is considered to be paid, which in itself signifies an improper and an unacceptable conduct. The act of community members dictating the level of involvement and seeing this involvement as an opportunity to be incentivized is of no moral worth as it breeds

disunity. This practice is opposed to social justice as a principle of CER which views community involvement as social responsibility geared towards promoting community action (Tjabane, 2010:6). The allowance of this form of community involvement illustrates the identity of the EEPs managers who do not exclude the fact of community involvement as a social responsibility towards the welfare of children (Carvalho, 2008:169). This allowance is conceived as a discursive practice reflecting a measure of entitlement on the part of the EEPs managers to not regularly involve the community in the implementation of EEPs.

This occurrence creates temptations for the community members to count opportunities to contribute towards EEPs implementation as adhoc jobs. Through the discursive practice analysis of the CDA a closer study of the language of the EEPs managers reveals that they leave involvement of the community in the implementation of EEPs to chance. The EEPs managers do not seem to have ways and means of engaging the community directly into the implementation of the EEPs. It is this property of their management that presents the members of the community, particularly those who like to profit from their involvement, to take advantage of the unplanned occurrence of the EEPs.

The co-researchers expressed the need for community involvement in their programmes through these words:

We need to involve everyone from the community so that we can reach our objectives. The community at large should be involved, for example, in SASCE competitions the media, and newspapers, members of the community are invited to attend and be part of the audience.

The co-researchers in the above text reflect the consciousness for the need to involve the community in their programs. There is a common sense that the entire community should participate in the EEPs with each participant playing a particular role by virtue of their respective dispositions. In the context of CER this adventure of community involvement in the implementation of EEPs offers space for the critical consciousness of citizenship (see 3.2 4.3, Hytten *et al.*, 2011:2 & 8). In other words,

through such involvement, members of the community, parents and other stakeholders get to support the EEPs activities as well as create space for their exposure with resolve. The ideal of social justice is collective in nature as it advocates for teamwork and inclusive participation, which in a broader context is a demonstration of participative inclusiveness advocating pluralism in people (see 3.2.4.5 Lybeck, 2010:94).

From a CDA perspective, the text reveals how the EEPs managers exclude the mention of the absence of the deliberate actions undertaken to reflect practical means by which they involve the community in the implementation of EEPs (Carvalho, 2008:169). This is achieved by showing the consciousness and putting the response in the future perfect tense, indicating a supposed position that in reality is not taking place. It would appear, therefore, that the EEPs managers do not have particular means by which to involve the community in the EEPs, except to become part of the audience.

5.4.2 PARTNERSHIPS

Partnerships optimise outreach efforts for children, to provide more opportunities for development, access to different networks and increased access to resources (Kruger, Nelson, Klein, McCurdy & Ady, 2010:344). Partnerships are valuable in assisting to leverage resources that enable the expansion of the attainment of EEPs (Kruger *et al.*, 2010:345). Through partnerships with schools, NGOs and local communities, EEPs managers are able to create a wealth of possibilities to expand these programs, including beneficitation on their part arising from exposure to professional development (Cardon *et al.*, 2012:471). Partnerships foster collaboration between parents and schools in the implementation of EEPs and are seen as an important tool geared towards school development in the schools' EEPs to benefit the children.

The EEPs managers were enthused by the notion of the development of partnerships to optimize the implementation of EEPs in YRAC at one of the

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meetings for brainstorming the components of the management strategy. This was evident from the view expressed by the SESs:

Partnerships contribute toward the achievement of the goals of YRAC and make our job easy in SASCE as one of our extracurricular activities. The community claims ownership of the programme, becoming organizational members; we benefit from the resources that flow from the community and as they collaborate with us, we receive different skills free of charge. Some members take over the transport to the competitions, although such partnerships are not easy to sustain.

The SESs in the foregoing excerpt acknowledge the importance of partnerships as a tool that enables the implementation of EEPs through collaboration with community entities by sharing skills and resources with mutual understanding at no cost. This endeavour creates extended opportunities for mass participation and improved quality in EEPs implementation. Through partnerships a distribution of wealth, in keeping with the principle of social justice, occurs to create leverage for extended and improved implementation of EEPs (see 3.2.4.5, Equity Children, 2013:1 & 2). As such, partnerships promote social empowerment by facilitating community collaboration in the implementation of EEPs (see 3.2.4.4, Teo, 2011:193). In this sense social justice encourages democratic participation in the implementation of EEPs which enhances the sharing of skills and resources with a voluntary spirit of Ubuntu. By engaging in democratic participation through partnerships this act shows the value for consensus and the collective vision of society to benefit the implementation of EEPs (Hyttén *et al.*, 2011: 8 & 10).

The talk appears to reflect and characterize a common understanding among EEPs managers in YRAC that partnerships are important for the optimized and quality implementation of the EEPs (see van Dijk, 2008: X). This language use seems to illustrate and acknowledge the anticipated interdependence of EEPs managers in YRAC with other stakeholders, and particularly the desire to collaborate with the community for the requisite resources and skills in EEPs. It is probable from the foregoing argument that the EEPs managers would form partnerships with organizations and structures that share a similar social background. In this context

the EEPs managers employ power or their influence in partnerships with the intent to attain their primary objectives and not for mutual beneficiation with the partners, thus perpetuating inequitable power relations in society.

5.4.3 CONSTANT PARTICIPATION

The constant participation of the stakeholders in the implementation of EEPs holds numerous advantages for the implementation of the EEPs. Constant participation in EEPs affords learners the opportunity to pick up teamwork, learn to be responsible as well as improve their talents in areas such as music and sport (Dumais, 2009:73). Through constant participation learners are privileged to experience supportive and caring relationships with adults who can provide them with social capital to participate effectively in the EEPs. The youths' developmental needs such as establishing relationships with their peers and exploring their individual identities, are being supported through constant participation in EEPs (Fredericks *et al.*, 2008:1030). Constant exposure of children to intellectually stimulating experiences is one of the valuable influences parents can bring into partnerships with schools because they draw from knowing their children's inclinations, and the knowledge they can favour the school with in partnering in the development of children (Mannathoko *et al.*, 2013: 49 & 50).

Constant participation was emphasized by the DCES during a session meant to identify the components for the management strategy for optimising the implementation of EEPs at the district:

We try our level best to create as many opportunities as possible for our learners to participate in EEPs so that they can perfect their talents and hone their skills. On top of the individual site preparations for the acquisition of skills we also run competitions in our programmes at three levels; the regional, the district and the provincial levels every time working together with schools, parents and SGBs.

The statement by the DCES that "We try to create as many opportunities as possible for our learners to participate continuously in EEPs..." indicates the admission of the

importance of constant participation of learners by EEPs managers in the implementation of EEPs. The presentation of EEPs in the form of competitions appears to provide space to evaluate the extent to which learners have perfected their skills in terms of development. This consciousness is necessary for the development of learners in all facets of their lives, thus allowing space for inspirational hope as they develop in totality (see 3.2.3.1, Mahlomaholo, 2012:8). In this manner as ample opportunities for constant participation are striven for, the learners become liberated through beneficiation from the EEPs, thus preparing them for the real challenges of life (see 3.2.3.1, Nkoane, 2012b:4 & 5).

The properties of the language used by the DCES appears to unveil the active construction of reality regarding the implementation of EEPs in YRAC that says they are doing all in their might to privilege constant participation (Scharff, 2008:332 & 333). The underlying message of this language points to the probable inability of the EEPs managers enabling constant participation in reality. Constant participation in EEPs is construed to imply participation in organized district competitions at all levels mentioned, as determined by the EEPs managers (Phillips, 2008:4). Through the EEPs activity competitions, the EEPs managers appear to exercise controlling power to determine the extent to which learners in schools participate in the implementation of EEPs of their own volition (Scharff, 2008:333).

5.4.4 ALLOCATION OF RESOURCES

The allocation of resources provides supportive environments for an assortment of youth by means of adequate and appropriate facilities that are varied, and have the potential of appeal to bolster the achievement of the outcomes (see 3.5.3.4; Edwards *et al.*, 2011:2; Kahan, 2008:29 & 30). Well-prepared and knowledgeable staff as resources ensures the quality of EEPs and ascertain the effective management and successful attainment of EEPs. The effective allocation of time during EEPs is considered quite an important aspect due to the fact that it ensures proper and meaningful scheduling of the EEPs activities (Won *et al.*, 2010:628). This

implies that significant ranges of resources are necessary to develop and implement EEPs to successful levels of attainment.

Contrary to the joy of allocating significant amounts of resources, the limited availability thereof influences the neglect of EEPs. The absence of professional training and inadequate professional training affect the teaching of indigenous knowledge and EEPs for their progressive development and implementation. In this manner inequitable allocation of resources have a potential to harmfully affect the implementation of EEPs, particularly in disadvantaged environments.

Inequitable allocation of resources further affects teacher preferences which in turn influence their performance in the implementation of the EEPs entrusted to them. Hugely inequitable allocation of resources induces the retardation of the achievement of predetermined EEPs policy goals (see 3.5.3.4).

In demonstrating the benefit of the allocation of resources in the implementation of EEPs, the managers were in agreement that:

Resource allocation enables us to achieve our planned YRAC outcomes. However the money we set aside for the transport of learners to program activities and equipment proves not enough as we plan in advance for the financial year that lies ahead. Our quarterly performance reviews always show shortfalls when we assess ourselves. We also take the trouble to secure the services of knowledgeable people to provide the necessary information and know-how for each programme.

The extract demonstrates the understanding of the EEPs managers regarding the role of allocation of resources in the management of EEPs. This understanding illustrates the belief of the EEPs managers that allocation of the requisite resources is a precursor to attainment of EEPs activities outcomes. For each type of EEP to take place successfully, the necessary resources ought to be planned for and availed for its fruitful implementation. Planned allocation of resources promotes accountability on the part of the EEPs managers during the implementation of EEPs (see 3.2.4.3, Shields, 2004: 1 & 2) by ensuring access to developmental opportunities by the beneficiaries and creating space for effective management. The

allocation of resources concerns the pedagogy of hope in the implementation of EEPs and as such, opens opportunities for both the EEPs managers and the learners with respect to effective management and development prospects respectively. The extract nonetheless articulates persistent annual resource deficits in the form of shortage of money and professionally trained personnel to effectively implement the EEPs in YRAC. Self-evaluation is put forward as an instrument that reveals the persistent resource deficits impacting negatively on EEPs implementation.

With respect to the textual CDA analysis, the language of the EEPs managers reveals a one-dimensional engagement in the allocation of the resources within YRAC alone. This reflects a social reality where no other inputs from elsewhere are incorporated in the management and implementation of the EEPs (van den Berg, 2008:181). This reality subsequently transmits inequitable participation by other stakeholders in the allocation of resources, exemplifying the EEPs managers as the prime actors in the process. Through this transmission the EEPs managers portray their identity as the sole authority regarding the task of allocating resources for the management and implementation of EEPs (Fursich, 2009:240). This helps to explain the persistent existence of the shortfall of resources and the consequent ineffective implementation of the EEPs as revealed in the self-evaluation.

5.5 THE REQUIREMENTS FOR THE MANAGEMENT STRATEGY FOR OPTIMISING EEPs

In this section the conditions conducive to optimising the implementation of EEPs in YRAC in the participating education district are dealt with. These conditions were important because overlooking them could obstruct the successful implementation of the visualized management strategy. They include the involvement of the community, developing partnerships, ensuring constant participation and allocating resources for the implementation of EEPs.

5.5.1 COMMUNITY INVOLVEMENT

The establishment of the SGBs in schools recognizes and involves all stakeholders in the implementation of EEPs. This inclusion of stakeholders in the decision making processes of the school extends social justice and democratic participation to the formerly marginalized through the dictates of SASA (see 3.5.4.1). The inclusion of all stakeholders ushers in transformation in the implementation of EEPs in formerly marginalized communities thus creating space for making EEPs responsive to the needs of children, schools and communities (Modisaotsile, 2012:3). The recognition and involvement of communities democratizes education and in turn ensures the freedom of learners, their parents and the community at large to be able to have a say about EEPs they would want included in the school curriculum (Modisaotsile, 2012:3).

Community involvement encourages the promotion of parent-teacher relationships in schools and enforces a strong connection between the schools and the homes (Mannathoko et al, 2013:49; Pansiri *et al.*, 2011: 303). Community involvement ensures close contact between EEPs managers and the communities they serve, thus ascertaining parents' interest and contribution in their children's participation in EEPs. For Chowa *et al.* (2013:2021), regular interaction between EEPs managers and the community enables informed decision-making on the part of parents in terms of encouraging their children to participate in EEPs, thus increasing cooperation between the district and the schools.

The first SES emphasized the importance of the following conditions for the positive involvement of the community in the implementation of EEPs:

The environment during the implementation of the programs should be friendly to the parents and the communities, inclusive, void of conflict and secure for people.

The statement by the SES calls for an invitational environment for the successful involvement of the community. Generating an invitational environment means adopting a friendly attitude, being respectful, embracing tolerance, humility, and being sociable towards the parents and other community members. By so doing the

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community becomes affirmed and recognized for their knowledge, skills and community wealth for the benefit of the children from the implementation of the EEPs. The SES simultaneously calls for the environment around the implementation of EEPs to be harmonious and peaceful for the parents and the community to involve in the implementation of EEPs (see 3.5.4.1).

The assertion suggests a welcoming and relaxed atmosphere that would encourage the parents and other community members to take initiatives to voluntarily participate in EEPs implementation. This view supports that of Alanis and Rodrigues (2008:316), and Bryan and Henry (2008:149) that conditions should be created under which parents can empower themselves to realize effective participation by collaborating with the families and forming secure relationships.

The SES denotes a receptive attitude for the parents and community in the implementation of the EEPs. The language used, however, suggests that the EEPs managers wield power to determine the extent of inclusivity of parents and the community in the implementation of the EEPs. This seems to suggest subtle inequitable power relations between the EEPs managers on the one hand, and the parents and the community on the other. The disposition of the SES as captured by the language used, relays the picture that the EEPs managers dominate the implementation of the EEPs, as such leaving the parents and the community most of the time as sheer spectators in the implementation of EEPs (Phillips *et al.*, 2008:2). In this fashion power appears to be exercised to determine the roles the parents and the community play in the management and implementation of the EEPs, which in this case seems to be of a lesser value.

In agreement with the SES above the DCES also commented that:

The community should be brought on board and made part of the programmes by giving them roles to play during the implementation of the programmes.

The DCES's assertion in the foregoing excerpt echoes the sentiment of the recognition and inclusion of the community in the implementation of EEPs. In this fashion transformation is striven for in respect of providing space for the general

community to have a say in the implementation of EEPs (see Tjabane, 2010:14), and not only that but also to play practical roles such as mobilizing resources in their support (see 3.5.4.1, Modisaotsile, 2012:3). As such community action is promoted and consensus attained with respect to the implementation of EEPs, while progressive democracy is nurtured through the involvement of the community (Tjabane, 2010:14). This view is consistent with what Pansiri and others (2011:289), Mannathoko and others (2013:50) propose in respect of positive attitudes which should be shown towards parents' involvement and positive rapport built between parents and other stakeholders.

The phrase 'the community should be brought on board...' appears to make an affirmative value judgment regarding the worth of the community in the implementation of EEPs. This judgment seems to acknowledge and relay the message that the involvement of parents and the community is an important element that has edifying significance in the management and implementation of EEPs (Carvalho, 2008:169). Subsequent to the relayed message, the EEPs managers seem to brandish their entitlement to determining and allocating the roles to the community and its members can play in the implementation. The latter denotes the identity of the EEPs managers as doyens of EEPs in their own right from a discursive practice perspective (Phillips *et al.*, 2008:4).

5.5.2 PARTNERSHIPS

Partnerships motivate for parents' democratic participation and acknowledge alternative viable ways of inspiring and empowering them through the application of CER principles (see 3.5.4.2). Through partnerships communication lines between the home and schools are opened with restrictions cleared to free flow of information to other stakeholders for a two-way communication that interchanges between partners concerning EEPs (Mbokodi *et al.*, 2011:45). Strengthened partnerships benefit the implementation of EEPs when a positive rapport exists between EEPs managers, the parents and other stakeholders. Partnerships support the healthy

development of learners as they participate in EEPs through the allocation of extra funds, support by way of attending EEPs meetings, school drama performances etc. (Sefa Dei *et al.* in Thiessen & Cook-Sather, 2007:11). The expansion of opportunities for the implementation of EEPs is another benefit of partnerships. Partnerships also provide shared community faith and parental support in a disciplined environment that encourages hard work and inspiration to be the best (Bogaert, 2012:31). It also privileges the understanding of the goals, cultural values, lived experiences, social support, and the provision of locally relevant solutions to EEPs implementation concerns.

In affirming the conditions conducive for partnerships in the implementation of the EEPs, the EEPs managers pointed out that:

We encourage school communities and parents to avail themselves, be informed about the program activities and to contribute and give support in their implementation.

The understanding of the EEPs managers as reflected in the indicated extract above, suggests creating space for the formation of partnerships. This concerns extending communication boundaries to reach the parents and communities as partners in the implementation of the EEPs (see 3.5.4.2, Mbokodi *et al.*, 2011:46). The assertion further captures the thought of the desire for mutual relationships between EEPs managers, the parents and the community as a necessary condition for comfortable, confident and respectful co-existence for successful EEPs (see Mannathoko *et al.*, 2013:48). The view of the EEPs managers corroborates also the perspective of Giovacco-Johnson (2009:128, 129 & 130), that there should be mutual acceptance of commitment and responsibility between the EEPs managers and the community, who are in constant communication regarding the implementation of EEPs.

The language of the EEPs managers indicates that they understand the worth of the collaboration of communities and parents in the implementation of EEPs and that they value such relationships. This suggests that the EEPs managers create space in their management practices to partner with community members or parents in the

implementation of EEPs, thus characterizing their management with the formation of partnerships. This implies the production of a social order whereby collaborations and united fronts, with the subsequent flow of resources favour the optimized implementation of EEPs (Scharff, 2008:332). As such, the implementation of EEPs can be seen as an educative and developmental social improvised values partnership. Simply put, the EEPs managers seem to embrace the parents and the community in the implementation of EEPs thus reflecting an identity that is receptive of partnerships. The talk in the extract exemplifies the ideological standpoint of the EEPs managers that influence their management and implementation of EEP (Carvalho, 2008: 169 & 170).

The conducive environment desirable for partnerships in the implementation of EEPs was further illuminated by the following remark sponsored by the DCES:

Partnerships should have well-structured plans in place and schedules of activities that outline the stakeholders' roles and responsibilities on the EEPs that are communicated to the stakeholders on time.

The remark suggests orderliness, peace, harmony and the practice of inclusion in the management and implementation of EEPs in YRAC as conducive environments for successful partnerships. The well-structured plans ensure the attainment of partnership goals thus advocating for hope and equality for social justice in the management and implementation of the EEPs (Tshelane, 2013:415). Planning in a well-structured fashion is important because it promotes accountability for better life when the partnership goals become achievable and offering positive humanism to the EEPs beneficiaries during implementation (Tjabane, 2010:14). The remark also acknowledges the involvement of the community through the sharing of EEPs information on time. The latter calls for participative democracy in the management and implementation of the EEPs whereby there is an appeal for social enlightenment of the stakeholders' roles and responsibilities, pluralism and inclusive participation (Lybek, 2010:94). An element of respect for other stakeholders is being called for in the remark.

The social structural analysis shows the management and implementation of EEPs as a social happening appealing for partnerships for their success. The excerpt reveals the typical text that characterizes and reflects the common understandings of EEPs managers about partnerships in YRAC at the education district under study (van Dijk, 2008: X). The social condition of the language used hints at the call for equitable power sharing for optimising the implementation of the EEPs. The language used paints a picture that indicates how the social structures in the form of partnerships in terms of sharing responsibilities with respect to the implementation of EEPs are reproduced (van Dijk, 2008:X).The extract also tends to characterize the thinking of the EEPs managers in terms of how effectively the EEPs could be implemented.

5.5.3 CONSTANT PARTICIPATION

Constant participation in EEPs enables youth to be sufficiently knowledgeable to carry on cultural traditions to future generations (Ayi, 2012:5). Participating constantly in EEPs affords youth the opportunities to develop supportive relationships with adults who can assist them with the social capital in the whole community (see 3.5.4.3). It also affords them the opportunity to learn to work as team members in a team, to be responsible as well as provide space to improve their talents (Dumais, 2009:73).The wellbeing of learners in terms of personal development and social adjustment is also ensured through constant participation in EEPs. EEPs help learners to improve their non-cognitive skills such as task persistence, independence, the ability to follow instructions; working well as team members, being able to handle authority figures and fitting in with their peers (see 3.5.1).

The value of individual or group responsibility, physical strength and endurance and a sense of community and enjoying leisure time are experienced. Constant participation in EEPs also improves the health of adolescents to circumvent health risks for social change and earning life time benefits. Moreover, youth are provided

with positive hope by participating in EEPs for challenges of social ills in order to render a powerful youth culture with emotional and moral maturity, and with own values, beliefs and practices (Walters, 2011:787). Constant participation in EEPs also offers the opportunity for the development of a holistic and comprehensive education with multiple intelligences.

The second SES endorsed the conducive environment for the thrive of consistent participation in EEPs by responding as follows:

I believe that the interest levels of the participants should be sustained, by making sure that the programs are meaningful, geared towards their abilities, and resources provided to enable participation. Safety of the participants must be ensured at all times.

The excerpt indicates the maintenance of participants' interest and injecting value in the EEPs as the requisite conditions for them to constantly participate. This implies that for each EEP, the EEPs manager should involve or consult the participants to discover their actual input in terms of how they would like the programs implemented. These consultations imply creating communicative space for the participants to be involved in decision-making with respect to the EEPs of their choice. The maintenance of the participants' interest in EEPs through consultation characterizes just societies with inclusive participation that creates space for constant participation (see 3.2.4.5, Gil, 2009:1 & 4; Lybeck, 2010:94). This act encourages democratic empowerment whereby the participants' voice is accentuated and participative democracy is subsequently promoted (see 3.2.4.4, Hytten *et al.*, 2011:8 & 10; Clifford & Burke, 2009:159). In this manner, in enacting participative democracy in the management and implementation of EEPs collaborative work between the EEPs managers and EEPs beneficiaries is promoted to induce constant participation (Hytten *et al.*, 2011:2, 13 & 21).

The utterance in the excerpt denotes the application of power slanting in the direction of the EEPs managers regarding the determination of what should be done to make the programs meaningful for the participants. Such application of power suggests the exclusion of the stakeholders during the process of deciding what goes

into making the programs exciting to capture their interest. The language used appears to typify the understanding of the EEPs managers that the management and implementation of the EEPs is dependent on them alone, and as such no one else has the right to make a determination concerning its processes (van Dijk, 2008:vii & x). It seems the EEPs managers regard the management and implementation of the EEPs as a specialized area of operation for which they possess the professional power.

5.5.4 ALLOCATION OF RESOURCES

The allocation of resources offers increased opportunities for many learners to participate in the EEPs. Supportive environments for an assortment of youth by means of adequate, appropriate facilities that are varied and have the potential of appeal about them, as well as bolstering the achievement of the EEPs outcomes are ensured through allocation of resources (Edwards *et al.*, 2011:2; Kahan, 2008:29 & 30). Well-prepared and knowledgeable staff as resources ensures the quality of EEPs and ascertain the effective management and successful attainment of EEPs outcomes during implementation. Purposive time scheduling, where time signifies a resource, employs the free time of learners for profitable engagement in personal development (Won *et al.*, 2010:628). Providing parents with complete orientation information with respect to their roles and responsibilities in school-governing institutions is important for determining their involvement with regard to lending support for their children's participation and involvement in EEPs (Mannathoko *et al.*, 2013:53 &54; Pansiri *et al.*, 2013:68).

The DCES typifies a conducive atmosphere for the allocation of resources at the brainstorming session, saying that:

It is the SESs duty to ensure that appropriate resources for every program are released and made available to identified participating schools. This we do to help ease participation and the implementation of all our programs.

The DCES in the excerpt brings to the fore how the EEPs managers use the allocation of resources in support of their management and implementation of the EEPs in her talk. This assertion is validated by the view expressed by Edwards and others (2012:2) that the allocation of resources enhances the achievement of the EEPs outcomes and affords support to a diverse youth with befitting resources. The act of accommodating diversity in the allocation of resources is affirmed by social justice as a principle of CER, which values instead of ignoring diversity. Valuing diversity and allocating resources in a diversified fashion promotes accountability and demonstrates care for the youth as a token of Ubuntu (Shields, 2004:1 & 2; Bron, 2007: 8, 13 & 14; Tjabane, 2010:14). The humane, diversified and accountable allocation of resources does not only contribute towards making a just society but also enhances the empowerment of the learners during the implementation of the EEPs (see 3.2.4.4, Hacmel, 2006:414).

The language of the DCES appears to show the social behaviour adopted by the EEPs managers regarding the allocation of resources in the implementation of EEPs (van den Berg, 2008:181). The EEPs managers appear, in regard to the talk in the extract, to selectively allocate resources for EEPs to particular selected schools that regularly participate in these programs. Whatever the reasons for this act, it unveils structural inequalities that are transmitted through the attitude that ignores non-participating schools and provides those that do participate in the EEPs with resources, hence sustaining the resource inequalities imbalances. The notion of privileging and disadvantaging others in the allocation of resources seems informed by a sectarian ideology that regulates the management practices of the EEPs managers (Vaara *et al.*, 2010:687; Phillips *et al.*, 2008:2). The sectarian ideology suggests a manifestation of power in terms of determining who benefits and does not benefit from the available resource in the implementation of the EEPs (Fursich, 2009:240).

5.6 THREATS TO THE MANAGEMENT STRATEGY

The following Section discusses possible threats which if not wisely acted upon could negatively affect the management strategy for optimising the implementation of EEPs in YRAC. The research team identified these threats during the situation analysis meeting; lack of participation of parents, poor communication, shortage of resources, the socioeconomic conditions of families and communities as well as the differential power relations.

5.6.1 LACK OF PARTICIPATION OF PARENTS

The lack of participation of parents, borne of dysfunctional SGBs prohibits their democratic participation and the forming of sound partnerships with schools in the implementation of EEPs, while jeopardizing the attainment of legally predetermined goals (see 3.5.5.1; Mbokodi, 2011:38). Such SGBs are forerunners to the non-attendance of parents meetings thus promoting the lack of participation of parents in the implementation of EEPs. The marginalization of parents because of their lack of formal education and training in educational administration, including financial matters, causes them to fail to participate in the implementation of EEPs (Modisaotsile, 2012:1 & 3). Lack of financial knowledge and skills puts parents under fierce pressure thus preventing them from developing practical EEPs solutions for the practical problems experienced in the implementation of EEPs. The under-representivity of parents in the SGBs also denies them the numbers to actively participate in the implementation of the EEPs. The lack of formal parent outreach connections in whatever form with school education activities might threaten the successful implementation of EEPs (Nduku, 2011:64). In acknowledging the reality of the lack of parental participation in the implementation of the EEPs, the SESs exemplified this occurrence as follows:

Parents of learners do not show up in their large numbers at our programs in support of their children, even when the events happen close to them in their communities. We enjoy the support more of women than men if they do grace our events.

The excerpt relays the message of a meagre support for the EEPs from the parents of learners. This lack of participation implies that they do not attach as much value to the EEPs as they do to other school curricular activities, hence the lack of interest and participation. Subsequent to this view point, the parents may not be empowered to with the understanding to see the connection between the EEPs and the other co-curriculum activities. The parents of learners ought to be extended equal opportunity to participate in the EEPs as part of the education of their children in keeping with the social justice which advocates for the equality of the marginalized (see 3.2.4.6, Equity Children, 2013:2). The parent community is by inference marginalized, deprived of and disadvantaged from the information concerning the worth of the EEPs to their children and ways in which they could support the implementation of these programs (Hertz & Lazowitz, 2010: 296 & 270).

From the discursive practice analysis of the language used by the SESs, a non-caring attitude on the part of the EEPs managers that devaluates parent's participation in the management and implementation of the EEPs can be revealed. This devaluation means that the parents are consciously or unconsciously led to believe that their contributions are of negligible importance in support of the management and implementation of the EEPs. Management practices that exclude parents are likely to produce communities and parents who are aloof from the EEPs and their implementation (Scharff, 2008: 332 & 333). The active reality constructed by the EEPs managers may be construed to mean that EEPs are specialized territory which only the EEPs managers are well placed to handle. The latter engenders the issue of power struggle that is subtly communicated in the language of the SESs denoting their entitlement to authority with regard to the management and implementation of the EEPs (Carvalho, 2008:169).

The second SES exemplified the lack of parent participation in the EEPs by saying that:

The parents do not attend our program activities, and even worse when these activities take place away from the school because most parents are unemployed.

The extract relays the message that the parents of learners do not show up at scheduled EEPs activities to lend support for the development of their children. The parents hardly participate when the EEPs activities take place away from the school because of the parents not being able to afford transport costs as a result of unemployment. In contrast to the lack of parents' participation in the implementation of EEPs, CER through the principle of social justice advocates for coalition work between the EEPs managers and parents in EEPs. Social justice calls on parents to be responsible to their children by way of rendering support in the implementation of EEPs (see Hytten *et al.*, 2011:2, 13 & 21). Being responsible to their children shows that the parents care for them with the result that their accountability is promoted (see Shield, 2004:1 & 2), thereby offering positive humanism and enhancing solidarity with the EEPs managers and their children as well as thus becoming responsible citizens (see Tjabane, 2010:58 & 60; Bron, 2007:8, 13 & 14).

The language used by the EEPs managers in the extract depicts a social reality of a community subjected to abject poverty, which in turn dictates their behavioural patterns regarding support to the implementation of EEPs (van den Berg, 2008:181). The textual data reveals lack of parental participation in EEPs program activities, particularly when these occur away from school sites owing to many not being employed. As exhibited by the communication of the EEPs managers, the extract relays the ideological assumption that every parent who does not attend the EEPs programs when they occur away from school is necessarily unemployed and subsequently poor. On the other hand the communication also relays a cultural assumption that parents would not participate in EEPs when they are away (Fursich, 2009:240). The foregoing assumptions influence the EEPs managers' orientation to be egocentric and monopolize the power for the implementation of the EEPs on the understanding that parents would not participate in EEPs activities away from home as a result of the foregoing assumptions about parent participation (Vaara *et al.*, 2010:687).

5.6.2 POOR COMMUNICATION

The one-way form of communication from schools to homes shows the lack of interest or information that would disenable the community and parents from participating in the implementation of EEPs (Mbokodi, 2011:45). The unwillingness of parents to approach teachers or raise questions concerning the EEPs their children are involved in is indicative of the poor communication that threatens the implementation of EEPs. Poor communication results in the lack of information concerning the EEPs which impedes proper implementation of the EEPs, ending up with stakeholders who do not understand their roles (Nielsen 2007:90; Mannathoko *et al.*, 2013:53). Bogaert (2012:28 &38) argues that by knowing what their rights and roles are in the SCM, the parent members' level of participation and confidence renders them more vulnerable and less likely to be heeded. This implies that poorly communicated roles and responsibilities to parents regarding their participation in the implementation of EEPs harbours defeating effects concerning the management and implementation of EEPs.

To demonstrate the existence of poor communication the EEPs managers were in unison to say that:

We initiate communication with parents and communities through the programme conveners at schools informing them about our activities through their children every time. We hardly ever receive feedback from the parents and communities concerning how best we can improve the programme we offer; there is always no input. We are all by ourselves in these programmes.

The statement of the EEPs managers presents their manner of communication and how they communicate their programmes and activities to the parents and communities. The EEPs managers' communication happens through the school EEPs conveners and is mostly unidirectional, not catering for a dialogic engagement. This kind of communication marginalizes the voices of the parents and school communities in that their freedom to think and speak freely about EEPs implementation is thwarted (McDonald, 2007:250). Subsequently fertile ground is not prepared for the participative democracy of parents and their communities so that

they can support the participation of the learners in these programs (Reason *et al.*, 2008:463). The manner of communication is exclusionary and indicative of possible lack of social enlightenment regarding the EEPs in YRAC which could also suggest lack of inclusive participation and pluralism in EEPs implementation (Lybeck, 2010:94).

The properties of the language used by the EEPs managers reveal that they do not communicate directly with the parents and communities concerning the implementation of the EEPs (Scharff, 2008:332 & 333). Their language unveils an active construction of communities and parents that do not prize and support EEPs, nor participate therein, let alone communicate their aspirations and requirements. The mode of communication of the EEPs managers produces a society that does not show care for each other regarding the implementation of EEPs as an important part of the education of their children. A closer scrutiny of the localized and unidirectional mode of communication of the EEPs and its activities reflects inequitable power relations with the greater power on communication residing with EEPs managers. In this instance, the implementation of EEPs and information is examined as the expert turf of the EEPs managers who determine how these programs should be understood and treated (Phillip *et al.*, 2008:4).

5.6.3 SHORTAGE OF RESOURCES

The large number of under-qualified and unqualified teachers serving as EEPs managers have limited information that threaten the application of the management strategy for optimising the implementation of EEPs (Modisaotsile, 2012:2 & 3). Without the requisite knowledge and skills the EEPs cannot take place to benefit the learners. The reason for this is shortages of professionally qualified EEPs managers who volunteer to coach EEPs (Cardon *et al.*, 2012:479). The lack of school and community sports facilities are also seen to hamper the participation of learners in the implementation of EEPs (Burnett, 2010:33). Different resource allocation problems, for instance, the lack of teaching and storage space, and purpose-built

facilities to support performance activities might inhibit the implementation of the management strategy for optimising the implementation of EEPs (Mannathoko et al, 2013:51).

This shortage of resources demonstrates the inadequate organization to develop the capacity to achieve the set EEPs targets thus threatening the implementation of the envisaged management strategy. The shortage of funding for EEPs and inadequate financial support from government also prevents the application of the management strategy (Esia-Donkoh, 2014:71). The absence of funds spells non-participation because the needs such as the hiring of professional EEPs managers and the buying of the necessary equipment and materials cannot be alleviated.

The DCES acknowledged the problem of human resources by citing that:

We experience the problem of a lack of personnel with appropriate and applicable knowledge for our programs. There is a shortage of professionally able staff in the SASCE and the Arts EEPs, for example.

The extract lays bare the fact of the shortfalls on the part of the EEPs managers concerning the requisite information and skills in the programmes citing examples on the choral, visual and performing arts EEPs. The lack of information and skills in specific EEPs influences the management and implementation of the concerned EEPs negatively to such an extent that the envisaged developmental outcomes for youth and children are not attainable. In reaction to a situation of need for information and skills in the implementation of EEPs, social justice calls for social enlightenment through the redistribution of information and skills as resources are advanced. Participatory emancipation and empowerment are processes at the heart of closing up the information and skills gap in the implementation of EEPs among the EEPs managers, thus promoting social empowerment (Teo, 2011:193; Lybeck, 2010:94). In this fashion, participatory emancipation and empowerment in the implementation of EEPs facilitates the distribution of the relevant information and skills in EEPs as wealth (Equity Children, 2013: 1 & 2).

The language of the DCES depicts the management and implementation of EEPs as a social reality wrought with EEPs information and skills inadequacies that unveil the accompanying inefficiencies for effective practice (Billig, 2008:784; Vaara *et al.*, 2010:687). The portrayed social reality seems to illuminate the creed in the allocation of EEPs to managers in YRAC that down plays the requisite skills and information in EEPs. As exhibited by the articulation in the extract, the orientation of the EEPs managers towards the management and implementation of the EEPs appears to be a care-free one in terms of professional training in a particular EEP area. Based on this kind of positioning, the EEPs managers appear to reproduce a society that does not embrace professional knowledge and skills in EEPs resulting in youth and children whose development needs have not been met (Scharff, 2008: 332 & 333).

5.6.4 THE LOW SOCIO-ECONOMIC CONDITIONS OF FAMILIES AND COMMUNITIES

The socio-economic conditions of families and communities relate to aspects such as the levels of employment and literacy rates, the average per capita income of families and communities and so forth. Numerous children born into poor families inherit the poverty of their families; the inequitable access to resources associated with this condition and consequently experience relatively less stimulation to promote their development (Durlak, 2010:295). Consequent to this poverty, youth and children from such environments face the risk of not benefitting from the implementation of EEPs.

The low income of some rural and urban schools causes families and communities in such neighbourhoods to experience huge challenges in supporting their children's needs to participate in EEPs (Pansiri *et al.*, 2011:304). Poverty and unemployment influence more than 60% (sixty percent) of parents to fail to meet their obligation towards supporting the involvement of their children in EEPs. Poverty wears away the necessary networks of cooperation for the implementation of EEPs between

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parents, families and communities (Burnett, 2010:32). Women and children are mostly denied access to resources by poverty thus decreasing their likelihood of being involved in the implementation of EEPs. The SESs in the education district illuminated the effect of family and community poverty as a possible threat to the application of the management strategy for optimising the implementation when they said:

Few parents and families can afford to travel to our YRAC program activities, particularly at the district, Provincial and the National levels of competition in support of our programs and their children.

The extract articulates how the low socio- economic conditions of parents and communities restrict them in supporting the implementation of EEPs and subsequently presents itself as a risk to the management and implementation of EEPs. The SESs through their language in the extract portray how inadequate access to resources negatively affects the capacity of the families and communities in supporting the implementation of the EEPs, and thus threaten the application of the envisaged management strategy. This implies that parents and families do not have enough resources to go with their children, wherever the EEPs are being delivered to provide support for their children. In counteracting the effects of the low socio-economic status of families and communities on EEPs support, CER through the application of social justice protects the vulnerable by offering space for collaborative resource sharing (Tjabane, 2010: 58 & 60) The offering of participative resource-sharing also opens opportunities for all, with the consequence of bringing about joint democratic environments that favour the disadvantaged (Shields, 2004: 1 & 2).

The language of the SESs transmits structural inequalities among parents and communities with reference to their socio-economic status (Vaara et al, 2010:687). The low socio-economic status of the parents and communities seems to marginalize them from the requisite resources to enable their participation in EEPs; hence it is viewed as a threat to the management strategy for optimising the implementation of the EEPs. This textual analysis demonstrates the ideological

assumption of the EEPs managers that parents and communities of low socio-economic status have low chances of participating in the implementation of EEPs (Billig, 2008:784). Such assumptions influence the management practices of the EEPs managers and assist in understanding why there are not interventions to bring them on board to enable them to lend their support. The side-lining of parents and communities from low socio-economic conditions appears to spell out the EEPs managers' orientation of power, implying an indirect exclusion in the implementation of EEPs (Fursich, 2009:240).

5.6.5 DIFFERENTIAL POWER RELATIONS

The prevalence of unequal power relations brings about strained relationships between EEPs conveners at schools and professional EEPs managers (see 3.5.5.5, Burnett, 2010: 38 & 39). Strained relations give rise to weak cooperation at the different levels of the implementation of the EEPs, disfavours collaboration and team work. The attitude and belief of parents that teachers as EEPs managers are superior to them (parents) in knowledge and position in the implementation of EEPs creates self-doubt and causes them to withdraw from making their contributions (Mannathoko, 2013:49). The attitude of teachers as EEPs managers that undermines the position and knowledge of parents and communities marginalizes their voice in EEPs and therefore threatens the application of the management strategy for optimising the implementation of these programs. Persistent inequalities in education that border on positions, ethnicity, class religion and abilities could threaten the application of the perceived management strategy (see 3.5.5.6.1, Bogaert, 2012:29; Sefa Dei, 2013:469) on account of the uninviting differential power relations.

To demonstrate the existence of differential power relations that thwart the possibility of applying the management strategy the EEPs managers were in unison with the assertion sponsored by the DCES:

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We are, as officials in YRAC, not allowed by school principals to take children out of class for our programs. We are seen to be wasting time for teaching and learning.

This excerpt conveys the attitude with which EEPs managers from YRAC are dealt with regarding access to school children and time for the implementation of EEPs. This attitude means that the EEPs presented by YRAC are understood as being of shallow value to teaching and learning and this seems to be the reason for school principals disallowing children to participate in these activities. The disallowance marks the differential power wielded by principals as persons with whom the authority to control school activities is vested as opposed to the YRAC EEPs managers who depend on the choice of principal to co-operate or not to co-operate. This scenario brings to the fore the domination of the school environment, by school principals that may probably impede the application of the envisioned management strategy for optimising the implementation of EEPs.

In contrast, CER negates such discursive social practices and power domination in the implementation of EEPs (see Mahlomaholo, 2012:8). Through social justice, it advocates for better relations between principals and EEPs managers in YRAC to accentuate the voice of the latter, thus exposing the domination of the former in school activities (see Clifford *et al.*, 2009:159; Gil, 2009:1 & 4). This implies that social justice calls for consultative democracy and a moral use of power on the part of those who control school environments such as principals (Shields, 2004:1 & 2). Joint democratic environments accruing from social justice appeal for equal treatment of EEPs managers by school principals to offer positive humanism or Ubuntu (see Tjabane, 2010:14, 58 & 60; Mbigi, 2007:13, 26 & 27; Makgoba, 1999: 109).

CDA at the social structural level unveils how the identity of EEPs managers in YRAC plays itself out as a social condition that impact on their language with reference to the management and implementation of EEPs in district schools. The social condition of language use brings to light how school principals dominate the school environments in determining that teaching and learning shall take precedence over EEPs. Dominance seems to illuminate the relationship between the

school principals and EEPs managers in YRAC regulated by power differences on access to school children, with principals having the upper hand (van Dijk, 2008:vii). The language of the EEPs managers subsequently paints a picture of the school principal as the most powerful individual within the school environment who decides on access for children in respect of the implementation of the EEPs in the school. This view seems to propagate and entrench differential power relations and a social structure that reproduces such in YRAC (van Dijk, 2008: X).

5.7 TRIALING AND TESTING THE EFFECTIVENESS OF THE MANAGEMENT STRATEGY

In this section the empirical data generated from the EEPs managers in YRAC is released to verify literature pronouncements on the nature, strategies and procedures for the strategy to effectively manage the implementation of EEPs.

The facets of the management strategy are comprised of positive environments such as community involvement, developing partnerships among stakeholders, creating space for constant participation and the allocation of resources. Recognizing the involvement of stakeholders and the inclusion of the marginalized increases the flow of resources to favour the implementation of the EEPs. Embracing parents as equal partners in the implementation of EEPs acknowledges alternative viable ways of inspiring improved implementation of the EEPs. Promoting free play by applying low-cost interventions assists in transforming the dull and problematic EEPs. In allocating properly-trained EEPs managers, who are knowledgeable in constructing perceptually appropriate and interesting EEPs, an environment is created for optimising the implementation of EEPs. Negative environments such as the lack of participation of parents, poor communication, low socio-economic conditions of parents and communities, shortage of resources and differential power relations manifest as impeding elements for the EEPs.

The study has indicated that the implementation of EEPs can be optimized granted that there is communicative space from which this implementation can be

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harmonized by offering participative sharing of responsibilities, promoting accountability, redistributing resources and promoting interdependence among stakeholders (Tjabane, 2010:14; Shields, 2004:1 & 2). The success of the study was founded on the EEPs managers' discernment to constructively use the conducive conditions such that the possible threats identified to inhibit the management strategy were lessened. The commitment of the EEPs managers in involving the communities and developing partnerships ensured that solutions were crafted with precision to address challenges experienced in the management of the implementation of EEPs with people who are at the cold face of the implementation of EEPs.

The information obtained from the two SESs and their DCES who partook eagerly in the study exemplify the achievement of the study.

The DCES articulated her views of the study in the following manner:

At this moment, after we have increased our knowledge from a study of this nature, I believe it is needed for us as district YRAC managers to visit schools and communities in the different municipality clusters to make teachers and parents aware about what we have learnt. While busy in a preparatory meeting with SASCE conveners in one of the municipality clusters, a choir conductor was complaining about the likelihood of his choir not making it to the National Eisteddfod competitions in Gauteng. I took the chance to ask the conductor about strategies he could use to answer his problem. On noticing that he insisted on the principal availing school fees to pay for disadvantaged choristers, I explained strategies he could use to him. I am thankful that Ms Kwaai brought us this study that informed us. I feel greatly empowered.

The phrase by the DCES that "...we have increased our knowledge..." shows that they have as YRAC EEPs managers been more privileged than before they participated in the study. The use of the pronoun 'we' offers a pluralistic account exemplifying that every EEPs manager who partook in the study derived some advantage from it. The DCES appears aware of the welcome change experienced by fellow EEPs managers who participated in the study. The statement further indicates that the knowledge gained was so extremely important that the DCES

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deemed it valuable enough to be shared with teachers and parents in the various municipality clusters in the district. Proof hereof lies in her efforts to explain the possible strategies a stranded choir conductor could use to resolve the imminent problem of his choir failing to be chosen to compete at the National Eisteddfods in Gauteng. The DCES tells that she 'feels greatly empowered,' thus assuring that the other EEPs managers (SEEs) felt equally strengthened with knowledge. The involvement of the DCES in the study favoured her with knowledge so that she could become a strong link between the district office and schools in the different municipality clusters.

The views of one of the SEEs were taken as evidence to show that a management strategy for optimising the implementation of EEPs in YRAC worked:

In the past school principals used to look at us with grave concern as EEPs managers from the district office. I would go to schools to monitor our programs and most school principals would not allow me to see our school-based program conveners for monitoring information. I would be told to come after school, but nowadays the situation has changed. Ever since I became part of the study I am being well received; something that was not being done before.

The report by the SEE that before this study school principals used to look poorly on them as EEPs managers is indicative of the fact that the study changed the perception of school principals about the EEPs as a mere waste of school teaching and learning time. The study appears to have worn away the view that the EEPs in YRAC are worthless, and to have now influenced school principals to view EEPs managers as partners in the education of children at school. Consider the statement that '*...I am being well received; something that was not being done before.*' This new insight was important in ensuring that the EEPs managers and school principals worked collaboratively and shared the same understanding with EEPs managers to advance the development of learners. It was desirable to harmonize the power relations between school principals and the EEPs managers. This ensured social peace and harmony, while engendering hope for future collaboration and partnerships between EEPs managers and school communities in general. The new

perceptions school principals held about the EEPs managers enabled them to welcome them at their schools to conduct monitoring visits for their programs as well as for implementing EEPs.

5.8 CHAPTER SUMMARY

This chapter demonstrated how the implementation of EEPs in YRAC is a power struggle between those who wield institutional power and the disenfranchised learners and EEPs managers. It also indicates that although the EEPs managers may remain silent about their oppression it does not mean that they are not aware of their circumstances, nor do they submit to it. The EEPs managers need to heighten their consciousness and identity so that they can begin to talk about the question of the management and the implementation of EEPs openly. The management and implementation of EEPs is influenced by numerous conditions that inhibit this process and those that contribute towards its effective implementation. If the prevailing conditions are positive the implementation of EEPs in YRAC would increase proportionately; while the reverse holds true for negative conditions. In dialogic conversations the use of language can be manipulated such that the power play by the elites is deliberately converted to justify their dominance over the marginalized in the implementation of EEPs.

The chapter rounds off by demonstrating that the domination of the elite is not eternal. Evidence abounds that EEPs managers can enhance the implementation of EEPs in YRAC if correctly empowered to do so. There is further evidence that if EEPs managers collaborate and empower one another there will be benefits for the learners, schools and the entire community.

The subsequent chapter presents and discusses the management strategy for optimising the implementation of EEPs in YRAC.

CHAPTER 6

PRESENTATION AND DISCUSSION OF THE MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs

6.1 INTRODUCTION

A management strategy in the context of this study is taken to mean the practice of stating the necessary purposes that the YRAC EEPs managers ought to focus on, and the plans they need to lay down collaboratively with programme beneficiaries to achieve intended objectives with the available resources (McGee, 2005:38 & 39). The purpose of this chapter is to discuss the management strategy for optimizing the implementation of EEPs in YRAC. I pursued this goal by visualizing the study, identifying the relevant participants and founding the research team. The envisaged management strategy engages community involvement, partnerships, constant participation and allocation of resources as critical elements for optimising the implementation of the EEPs.

Central to the management strategy is the expression of the essential contribution of the principles of CER: democracy, social justice, respect, empowerment and the advancement of Ubuntu for a collaborative human space in the implementation of EEPs (Makgoba, 1999:147 & 149; Segalo, 2014:31; Morojele, 2012:84 & 85). The philosophy of Ubuntu, which shares similar principles as the CER, holds the values of harmony for people unity, generosity to one another, friendliness to unite in purpose, happiness for collective tolerance and acceptance for collaborative unity (Broodryk, 2006:4) desirable for optimised output in the implementation of the EEPs. The chapter subsequently concludes by emphasizing that when aptly exercised and harnessed, power may induce social justice, nurture progressive democracy, freedom and peace foundational to sustained human development.

In this chapter I present and discuss the management strategy in terms of planning, information, SWOT analysis, implementation, monitoring and reflection as the critical

stages that give structure to the discussion. I also highlight the important learnings that accrue from the formulation of the management strategy as well as the conclusions I derived from thence.

6.2 BRIEF ON THE FORMATION OF CO-RESEARCHERS

The Youth Development, Recreation, Arts and Culture sub-directorate (YRAC) is manned by the DCES and SESs who manage and implement the EEPs in the education district. The DCES is responsible for the regular supervision and co-ordination of the work of the SESs regarding the management and implementation of the EEPs. Other than those supervisory functions the DCES serves to provide support for SESs to boost their morale by ensuring that the working conditions were conducive for their work effectiveness and efficiency. This implies that DCES was expected to contribute towards the efficacy of the SESs by way of enhancing their management skills for the efficient implementation of EEPs. The SESs are responsible for the management and implementation of allocated EEPs and they are expected to ensure that the allocated EEPs achieve the predetermined outcomes. SESs co-ordinate EEPs activities in schools and clusters provide training and oversee participation for competitions at various levels of participation. The SESs also profile the participation of individual schools in EEPs and render monthly reports thereon monthly. They work closely and provide support to school EEPs conveners for the successful implementation of EEPs at schools. SESs communicate with the school EEPs conveners to relay information regarding the EEPs activities for the consideration of the learners, school principal and the SGB.

6.3 DEVELOPMENT STAGES OF THE MANAGEMENT STRATEGY

6.3.1 PLANNING PHASE

The planning phase concerned the formal planning matters and meetings regarding activities for the formulation of the management strategy with possible co-

researchers (EEPs) in YRAC. This phase was critical in that a determination had to be done here to establish who of the EEPs managers in the education district were keen on participating in the study and constitute the team of co-researchers. The agenda detailing the modus operandi and processes going forward with the team of co-researchers was collaboratively compiled and discussed including the enactment of activities. The roles of the co-researchers and various other participants were delineated and discussed with particular reference to the activities decided upon. Time frames were advanced with respect to the completion of activities.

6.3.2 COMMON VISION

In order to create a common vision between the EEPs managers and other participants regarding the formulation of a management strategy for optimising the implementation of EEPs, this subject was fully discussed with the participants and co-researchers to ensure common understanding. Steps were taken to arrive at a common understanding by communicating the task at hand and ensuring that there was a balance between structure and enough flexibility to ensure that they understood what was needed while making them feel that their opinions mattered (Martin & Morehead, 2013:40). The EEPs managers were given a chance to express their own understandings about what the topic meant in discussions until a mutually agreed upon explanation as well as what it called for was adopted. The adopted meaning served to allot meaning to the EEPs activities and gave direction to these.

A management strategy for optimising the implementation of EEPs, in the view of the EEPs managers, was conceived as a plan of action that would have impact in expanding and extending the developmental benefits to the previously disadvantaged learners in the education district. Such a management strategy would be characterized by active democratic participation of the local school communities, partners, constant involvement of the learners in the EEPs and a fair allocation of resource to set these EEPs in motion.

6.3.3 SWOT ANALYSIS OF THE MANAGEMENT STRATEGY

SWOT analysis was used as a process to evaluate the **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats of the management strategy towards optimising the implementation of the EEPs (Camden, Swaine, Tetreault & Bergerson, 2009:1374). Al-Araki (2013:616 & 617) confirms that SWOT analysis also has the potential to assist with the identification, the gathering and interpretation of data as well as providing the realistic assessment of YRAC's **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats (Al-Araki, 2013: 616 & 617). This is the process that was used to assess the strengths and weaknesses of YRAC as an organization by subjecting its management practices, the human and material circumstances to scrutiny in terms of its management and implementation of the EEPs (Gao & Peng, 2011:796). The focus in the process was put on the organizational strengths, weaknesses opportunities and the threats that need constant checking for sustained competitiveness of YRAC in the management and implementation of the EEPs.

Factors to be addressed in the SWOT analysis as a strategic process included amongst others, checking the knowledge and skills of the EEPs managers in the management and implementation of the EEPs from an accountability point of view regarding their professional status, the involvement of the community, the development of partnerships with the local school community, commitment to ensuring constant participation of the learners in EEPs, dedication to ensuring equitable allocation of the resources and the democratic empowerment strategies such as meting out social justice . The process also takes into account the significance of both the cultural and capital wealth of members of the community and partners the implementation of EEPs may bring as Yosso (2005:70) proposes.

During the process of analysis it is vital that attention should be paid to the following management implications: EEPs managers were mentioned as agents of change with respect to the implementation of EEPs particularly in the previously disadvantaged African township and rural schools with easy access to these institutions. The EEPs managers could identify talented learners and provide

guidance for honing and further developing the social, problem solving and adaption skills. Nonetheless the diminishing budget and the inability to secure the safety of participants through the sports and recreational events policy at large events compromised the management and implementation of the EEPs. The EEPs managers flaunted their love for their work with the statement:

We believe our programmes harness the development of a healthy mind in a healthy body and we complement co curriculum by offering YRAC activities to learners after school.

The EEPs managers do experience management and implementation challenges and these are better addressed through unity and collaboration with schools and community members as well as forming partnerships. The management and implementation challenges include the lack of resources, parent and community participation, poor communication, differential power relations between parents and EEPs managers.

6.3.4 PRIORITIES FOR THE MANAGEMENT STRATEGY

In this section the critical essence the management strategy focuses on is discussed as a matter of prime importance for optimising the implementation of the EEPs in YRAC. The priorities for the management strategy were typified by the fundamental constructs of the study. The subsequent operational strategies in the implementation of EEPs form the primacy for the formulation of the management strategy:

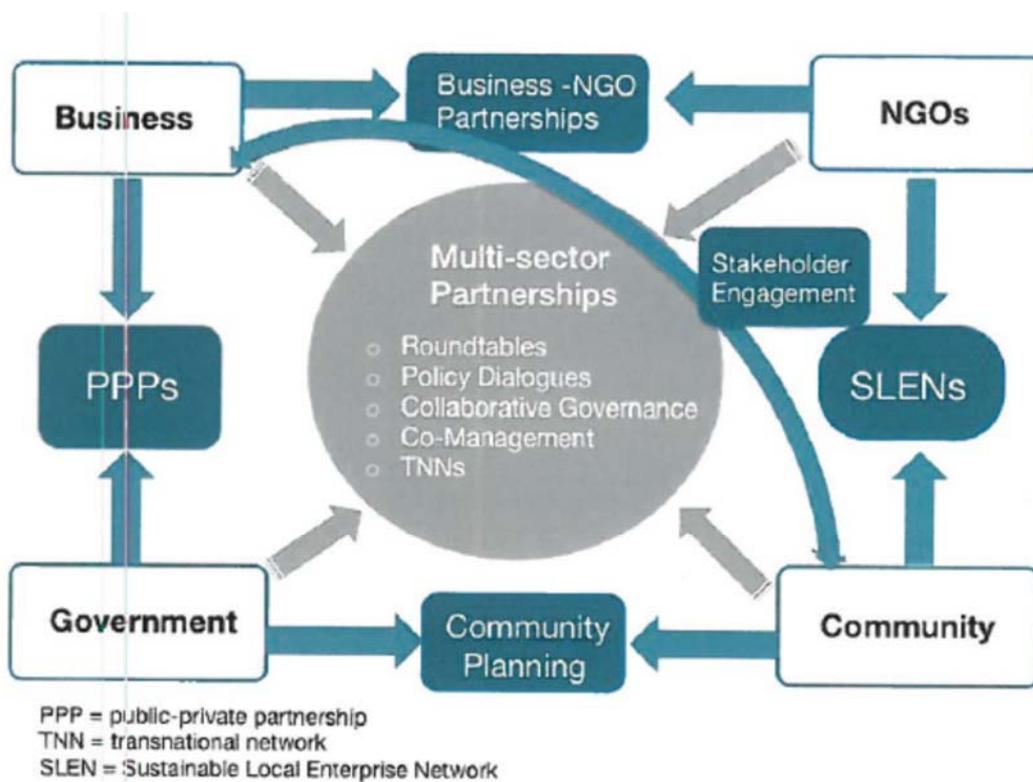


Figure 6.1: Community involvement through partnerships and collaboration (Weber, 2009:670).

Figure 6.1 highlights the different partners in a collaborative venture. This process entails the following critical stakeholders: the community, NGOs, business and government. The community and the NGOs collaborate with the purpose of forming Sustainable Local Enterprise Networks (SLEN). The NGOs and Business form Business – NGO partnerships with dual resource sharing. The engagement between Business and Government gives rise to Public Private Partnerships (PPPs). Another collaborative partnership venture is between government and the community that enhances community planning with community values and objectives as informed by government principles and constitutional imperatives. The alluded stakeholders all strive towards multi-sector partnerships through discussions, policy dialogue, collaborative governance and co-management.

Community involvement in the implementation of EEPs provides parents with the opportunity to play an influential role in shaping learners’ experiences (Zarate,

2007:7). Through their involvement the parents get to motivate and build confidence in their children as well as provide support for the learners to discover their talents through participation in EEPs. The democratic dispensation and the accompanying legislation recognize the participation of communities and parents in the education of their children (SASA 108 of 1996). Community involvement allows parents to be motivated and to, out of their own free will, extend the learning process from school to their homes (Alanis & Rodrigues, 2008: 314). In this fashion community involvement privileges parents to volunteer to collaborate with EEPs managers and programme conveners at schools and share their time, expertise and talents, a commitment that can potentially bolster the implementation of EEPs. In a sense community involvement, as Tjabane (2010:6) opines, is a social responsibility that promotes community action for the optimised implementation of the EEPs.

Through community involvement parents and guardians are called upon for a collective outright responsibility to meet the needs of the children for social justice (Nudzor, 2012:363). The symbiotic relationship where schools contribute to the general local community by opening its site for multiple uses and functions has the potential to optimize the implementation of EEPs as a 'development hub' (Nduku, 2011:61). Community involvement nurtures progressive democracy and presents opportunities to tap on from relationships with other members of the community who possess social networks with privileged knowledge and resources to benefit the implementation of EEPs (Chowa et al, 2013:2028). In this manner community involvement offers cooperation to create favourable conditions for learners' success to discover their talents through the implementation of EEPs.

Partnerships serve to increase outreach efforts for children to provide more opportunities for development as well as access to various networks and increased access to resources (Kruger, Nelson, Klein, McCurdy & Ady, and 2010:344). Partnerships are also valuable in helping to leverage resources to enable the expansion of the attainment of the EEPs, thereby creating a wealth of possibilities to benefit the EEPs managers in their professional development (Kruger et al, 2010:345). School-community partnerships provide practical guidelines for schools

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and community partners with the intent to develop and implement physically oriented EEPs. The creation of partnerships fosters collaboration between parents and schools in the implementation of EEPs (Nyarko, 2010:380). The attainment of partnerships advocates for hope and equality in the management and implementation of EEPs (Tshelane, 2013:415). Partnerships lend space for the application of social justice which has the propensity to increase the quality and relevance in the management and relevance of EEPs.

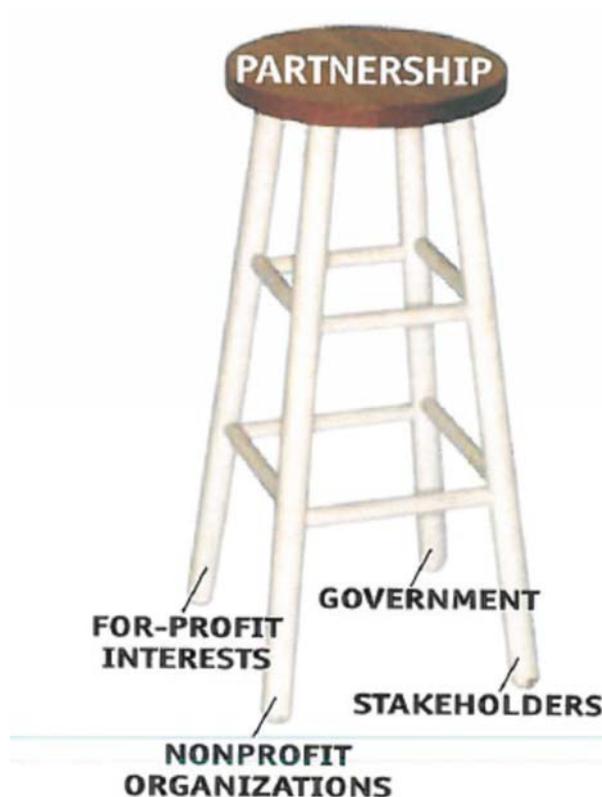


Figure 6.2: Partnership constituencies.

Fundamentals of this intent (Figure 6.2) hinge on creating a conversational space for the evolution of partnerships. This figure is four-legged, comprised of government, stakeholders, non-profit organizations and profit-organizations. Government provides the constitutional principles partnerships. The inherent government

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principles enshrined in policies are characterized by democratic participation, free dialogue and social justice. The stakeholders include *inter alia* the community, schools, SGBs, local municipalities. All the stakeholders engage in partnership with the view to have their specific needs fulfilled, espoused vision enacted to influence progressive partnership. Non-profit organizations become involved in partnerships in furtherance of the development of the ideals of the community without monetary gains. Profit organizations on the other hand engage in partnerships with specific interests for gain.

Partnerships with the kinship and traditional socio-political structures in rural towns and villages extend the management and implementation of culturally oriented EEPs (Tinsley & Levers, 2007:164). Planned partnerships between parents and schools ensure that learners develop the necessary attitudes. The partnership between parents and schools as envisaged in SASA lies, amongst others, in the determination and management of EEPs (Mbokodi et al, 2011:39). The privileged position of parents as dictated by legislation in school governance calls on EEPs managers and EEPs conveners at schools to collaborate with SGBs and foster cordial relationships for the positive management of EEPs.

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Figure 6.3: Advancing participation through involvement (Roger Hart, UNICEF, 1997).

Figure 6.3 endeavours to communicate the different stages involved in the development of partnerships. The stages are: Stage 1 - the assignment to parents as adults to learners for joint understanding of a project to be undertaken; Stage 2 - consultation to learners as participants for the clarity of purpose, understanding and buy-in/ mutual ownership; Stage 3 – this stage respects the opinions of both the parents and adults to guide learners as informed by their respective views and opinions. This stage is characterized by shared decisions. Stage 4 – With proper understanding the learners take forward the partnership with parental guidance. Stage 5 – this stage communicates initiated involvement by learners with shared decisions with adults. All the stages are about the involvement between learners and parents as adults.

Constant participation in EEPs affords learners the opportunity to pick up teamwork, learn to be responsible and to improve their talents in their particular EEPs of

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interest (Dumais, 2009:73). Fredericks and Eccles (2008:1030) confirm that through constant participation in EEPs privilege learners benefit from supportive and caring relationships with adults and can establish relationships with peers and explore their identities. Learners are thus afforded space to undertake positive adjustment and become resilient by being constantly participating in the EEPs. Suitably qualified EEPs managers as forms of resource heighten the achievement of outcomes of EEPs through the presentation of developmentally appropriate and appealing EEPs activities (Kahan, 2008:29 & 30).

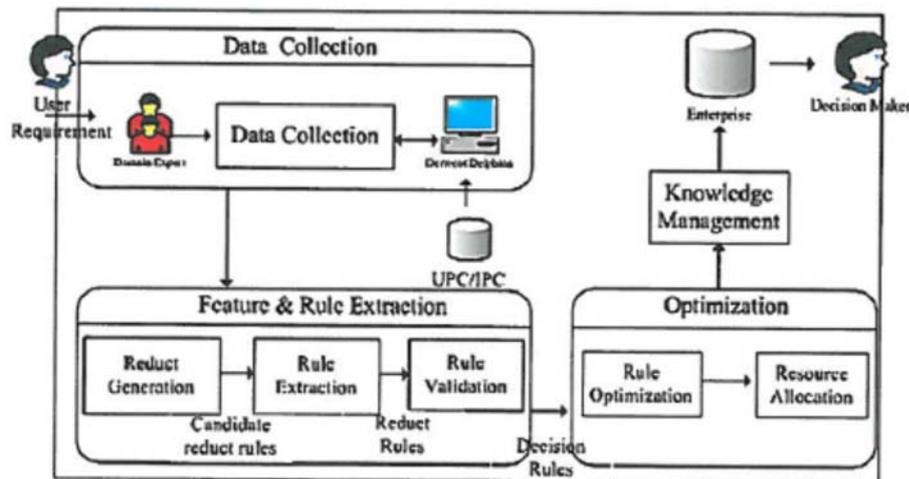


Figure 6.4: Resource allocation process (Huang et al, 2011:1982).

The process of resource allocation is grounded on data collection that is guided by rules in accordance with Figure. 6.4. Data collection is typified by guiding rules for knowledge generation, extraction and validation. Collected data guides proper knowledge management with the quest for optimisation and resource distribution to enhance the process of informed decision making. Resource allocation has to have proper data collection, knowledge management and guiding decisions in optimising the EEPs.

The allocation of resources enables organizations to offer supportive environments for the implementation of EEPs through the provision of adequate and appropriate

facilities (Edwards, Bocarro & Ranters, 2011:2). The allocation of resources is found directly proportional to youth behaviour. Suitably qualified EEPs managers as forms of resource heighten the achievement of outcomes of EEPs through the presentation of developmentally appropriate and appealing EEPs activities (Kahan, 2008:29 & 30). The allocation of well prepared and knowledgeable staff does not only ensure the quality of the EEPs but also goes a step ahead to ascertain effective management and the successful attainment of the EEPs outcomes.

6.4 JUSTIFICATION FOR THE NEED FOR THE MANAGEMENT STRATEGY

Vast inequalities in the provision of EEPs in township and rural schools widened the access gap concerning the EEPs during the Apartheid dispensation. The EEPs curricula continue to exist underdeveloped with their managers disenfranchised with respect to the management knowledge and skills (November, Alexander & van Wyk, 2007:787). This circumstance could be attributable to the management of the EEPs that lends overtones of lack of and effective management strategy (DoE, 2009:11 & 12), disadvantaging some learners to lose from benefiting from the intended National goals with EEPs. The inequitable access to EEPs has subsequently resulted into inadequate cognitive stimulation among African and rural school learners than elsewhere the world over (Vally, 2012:617).

6.5 IMPLEMENTATION OF THE MANAGEMENT STRATEGY

This section concerns the implementation phase of the management strategy and focuses on the enactment of the collaboratively drawn action plan with the EEPs managers pinpointing the procedures and aspects to illuminate its application for optimising the implementation of EEPs. The phase offers guidelines in terms of which the management strategy is implementable in keeping with the following thematic aspects: the need for the management strategy; the challenges confronted in the implementation of the management strategy; the components of the

management strategy; the conducive conditions that rendered it successful; the risks and threats of the management strategy and how these were circumvented as contextual factors well as the success indicators that validated the management strategy success.

6.6 THE NEED FOR THE MANAGEMENT STRATEGY

The EEPs managers raised the shortage of funding for the implementation of the EEPs as a critical matter warranting the need for a management strategy (see 5.2.1.1.1). This shortage of funding was indicated as inequitably more pronounced in previously disadvantaged township schools compared with former middle C schools. Durlak and others (2010:295) confirm the position of disadvantage in families as creating a major source of inequality that later on creates inequitable access to EEPs. Children of economically disadvantaged parents lack access to resources and opportunities such that their chances to progress in social advancement are weakened (Crosnoe & Cooper, 2010:1). This implies that children from disadvantaged family backgrounds are most likely to suffer from lack of exposure or inequitable exposure and participation in EEPs on account of the lack of resources thus magnifying the need for a management strategy to expand the benefits of EEPs to them.

The generally low level of community involvement in supporting the implementation of EEPs as put forward by the EEPs managers (see 5.2.1.1.2) is indicative of the lack of parental support. The fact that most parents are at work during and after school activities and are unable to support their children during participation deems a management strategy to counteract the effect of the learners' economic disadvantage on their parents' ability to render support. Learners from economically disadvantaged backgrounds appear to suffer proportionately low parental support in terms of creating opportunities and rendering these learners to access and participate in EEPs (Hill & Taylor, 2004:163 & 164). The lack of parental support for

learners to be involved in EEPs is confirmed as a challenge that necessitates the need for a management strategy (Modisaotsile, 2012:3).

The acknowledgement by the EEPs managers that there is a marked decline in the participation numbers of learners in the EEPs vies for the management strategy for optimising the implementation of EEPs (see 5.2.1.1.3). In support of this assertion Ginsburg (2007:182) opines that the hurried and pressured life style, into which children are raised, irrespective of background, denies them the benefits they would gain from participating in EEPs. Pockets of poor learners' participation in EEPs that are given rise to by inequitable distribution of EEPs also agitate for a management strategy for optimising the implementation of these EEPs (Bohnert & Randall, 2010:576). The EEPs managers further blamed the stereotyped curriculum that is not varied to accommodate differently gifted and talented learners and the overemphasis of the co-curriculum at the expense of EEPs. The poor and non-participation of learners in EEPs is emphasized as often associated with disadvantaged learners from the lowest socio-economic quintiles and high television watching time. In the same vein, the marginalization of EEPs in the school curriculum, the absence of suitably qualified EEPs educators and the low provision of these programmes are observed to bring about declining levels of learner participation in South Africa (Walter, 2011:787).

The characteristic flaw of EEPs managers in YRAC being incorrectly placed on EEPs for which they do not command information, knowledge and skills is a situation that necessitates the management strategy (see 5.2.1.1.4). The EEPs managers further described that managers without the foregoing prerequisites for efficient management of EEPs become fruitlessly busy in the implementation of EEPs on account of their lack of good management and leadership skills. A serious widespread shortage of EEPs managers in specific EEPs is confirmed to suggest the absence of particular primary competencies and skills (Weaver et al, 2011:186, Painter et al, 2007:108). In the deprivation of the appropriate competencies and skills managers fall short of conforming to policy goals and expectations hence necessitating the formulation of a management strategy for optimising the

implementation of EEPs. The underperformance of EEPs managers is ascribed to their inadequate professional training that failed to expose them to practical situations for the acquisition of the minimum managerial skills in EEPs (Abudu, 2003:4).

The sub-standard quality of the EEPs as a manifestation of the dearth of working skills and knowledge in the management of the EEPs was exemplified by the acknowledgement of the inadequacy of EEPs managers' competencies (5.2.1.1.5). Furthermore the admission to the prevalence of sub-standard quality and the lack of possess the requisite skills justifies the need for the management strategy.

6.7 COMPONENTS OF THE MANAGEMENT STRATEGY

In this section the components important to the formation of the management strategy for optimising the implementation of the EEPs are discussed in the context of YRAC. The discussion illuminates matters of management and highlights the nature and scope of each of the following constructs: community involvement, partnerships, constant participation and allocation of resources.

6.7.1 BACKGROUND AND ORIENTATION TO THE MANAGEMENT STRATEGY

Through this discussion I attempt to discuss the components foundational to the management strategy for optimising the implementation of EEPs in YRAC. I do so by giving each construct of the management strategy a particular agenda and accord it a level of occurrence:

At the **first level** a meeting was held with the EEPs managers to discuss the management strategy to enable common vision and understanding of the inherent challenges to take root with respect to the implementation of the EEPs in YRAC. In order to discern the EEPs managers' needs for the successful implementation of the

EEPs, the nature and scope of the management of EEPs in YRAC was deliberated upon. This exercise informed the challenges typical to the management and implementation of the EEPs as well as the adoption of solutions to the experienced problems.

The **second level** involved the communication of the nature of the problem of the implementation of EEPs with managers in YRAC with specific reference to Community involvement; Partnerships; Constant participation and allocation of resources. In this respect a critical analysis of each of the foregoing components was undertaken to establish the how of things within the operations of the sub-directorate YRAC in the education district under focus.

At the **third level** the essence of community involvement and partnerships in the implementation of EEPs are equally important for collaborative engagement for optimising the implementation of EEPs. In the latter context the importance of collaboration should be understood as noteworthy for enhancing community involvement and partnerships. Therefore community involvement and partnerships cannot be created without adopting collaborative values; sustaining friendship through mutual understanding, considerate listenership in the communication process to induce human tolerance, compassion and empathy. Dereli and Apay (2012:1262) describes collaboration as a human virtue characterized by honesty, accountability, commitment, integrity and a healthy sense of friendliness. These values were discussed in relation to the constructs that constitute the components of the management strategy.

The allocation of the tasks among the EEPs managers intended to enhance the implementation of the EEPs was done with the rationale to enrich the need for accountability and commitment in the **fourth level**. The distribution of tasks was applied on the basis of volition on the part of the EEPs managers with divergent preferences considered. The allocation of the tasks was also executed in keeping with the values of CER to enact social justice. The fundamental ideals such as advocating for social justice, embittering the society and embracing the marginalized

communities were adopted and applied (Teo, 2011:193). These ideals are conceived to exemplify and expedite the need in people to assume responsibility for their own development for determining their destiny (Eruera, 2010: 2; Netshandama & Mahlomaholo, 2010: 111).

The communication of Constitutional principles with respect to the implementation of EEPs constituted the **fifth level** in the development of the management strategy. Social justice, respect for human dignity, democracy, cultural inclusion as well as equity was discussed in the context of the implementation of EEPs and how these ideals could be exercised to leverage expanded output on the EEPs.

The **sixth level** of implementation concerned the crafting of the action plan to counteract the effects of the challenges stifling output in the implementation of EEPs in YRAC. The action addressed the application of levels 1 to 4 as expressed above. The DCES was charged with the responsibility of addressing: to motivate community participation in EEPs in collaboration with SGB chairperson; monitor learners' participation; convene collaborative stakeholder meetings with EEPs school conveners. On the other hand the SESs were charged with the responsibility of determining and training community members regarding their roles and for the training learners by role models in specific EEPs, scheduling of the EEPs for the entire academic year, identifying EEPs needing assistance and support, determining modes of collaboration with stakeholders as well as drawing a programme of activities for specific support.

At the **seventh level** which entailed the reflection on the management strategy for optimising the implementation of EEPs which involved taking stock of the entire management procedure. Collaborative participation, skills development, harnessing positive human relations, knowledge production and sharing including commitment to responsibilities and goals featured among issues discussed. Thorough attention was given on the ability of the EEPs managers to embrace change, their competence to generate solutions coupled with creative capacity and a display of emotional intelligence (Kidson & Elwood, 2012: 23 & 25).

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The constructs that follow constituted the components of the management strategy:



Figure 6.5: Improving community involvement and participation.

Figure 6.5 critically highlights the various levels of community involvement and participation. Participation can demonstrate the actual citizen power characterized by given power, community control and partnership value. Participation can be in the form of tokenism that is characterized by mere appeasement or placation without necessarily releasing total participation.

Tokenism can also be in the form of consultation with decisions made beforehand. Similarly, informing does not involve participation as it involves foregone decisions. The other form of participation emerges with manipulation and healing processes. The latter are non-participative instances with negative effects for achieving ulterior motives. The best citizen participation is whereby all stakeholders are part of a progressive partnership allocated positive power to engage in building partnership for the success of EEPs.

Community involvement is comprised of collective responsibility, collaboration and the provision of extra- support geared towards social justice to enable learners' beneficiation from participation in EEPs (Nudzor, 2012: 363; Phibion 2012: 95). Cheminais (2012:26) notes that collaboration as an element of collective

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engagement assists in building consensus, strengthens the partnership voice, breaks down professional boundaries and parochial attitudes. As such community involvement entails a character that allows stakeholders in the implementation of EEPs to play critical roles such as planning and sharing time, expertise and talent to ensure the sustainability of the offered activities. In the study the EEPs managers acknowledged the need for community involvement in the implementation of EEPs by indicating its worth in enabling them to achieve their programme objectives (see 5.4.1). The co-researchers in the study reflected the consciousness for the need to involve the community in the EEPs. Tjabane (2010:6) corroborates community involvement as a form of social responsibility.

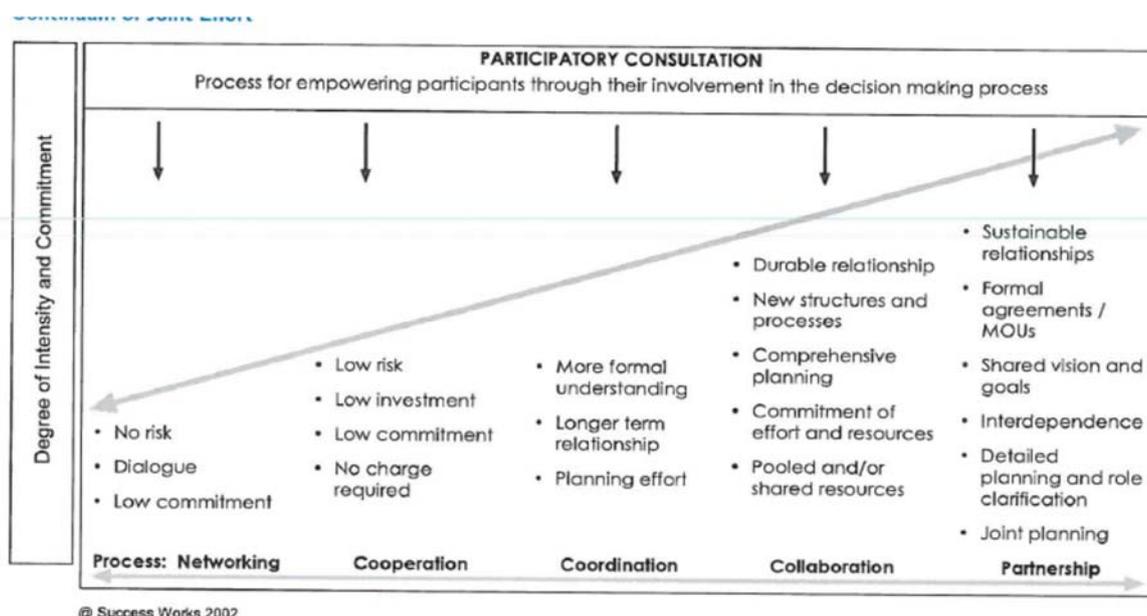


Figure 6.6: Process of Participatory Consultation (Nare et al, 2011:1063).

Figure 6.6 articulates the process of participatory consultation for the development of EEPs in a continuum starting with networking to get those who will buy-in into the idea; cooperation to share common understanding; coordination to define the process of participation; collaboration whereby resources are shared and ultimately

the essence of partnership solidified by MOU, shared vision, shared goals and sustainable relationship. The degree of intensity in this process starts from a low process of networking to a high process of partnership building, hence the continuum.

Partnerships are seen as valuable in fostering collaboration between stakeholders; improve outreach energies for children to provide more opportunities for development; and access to various networks and resources (Cardon *et al.*, 2012:471; Kruger *et al.*, 2010:344). In agreement with this literature the EEPs managers prized partnerships for enhancing the achievement of programmes goals and the emergent co-ownership and support of the EEPs (see 5.4.2). Partnerships enable the implementation of EEPs through collaboration endeavours, the sharing of skills and resources with mutual understanding. In keeping with the principle of social justice, partnerships promote social empowerment by facilitating community collaboration. Social justice also encourages democratic participation in the implementation of EEPs through the sharing of skills and resources from the philosophical stance of Ubuntu (Equity Children, 2013:1 & 2). Hytten and other (2011:8 & 10) identify consensus and collective vision as some of the fundamental principles of democratic participation that provide a conducive environment for the creation of effective partnerships in the implementation of EEPs.



Figure 6.7: Continuum of participation (Rifkin and Pridmore, 2001).

Figure 6.7 attributes the essence of participation to democratic progressive stages. Participation is a critical element that enhances the management of EEPs. In the first

instance the process makes space for information sharing to define the process and chart a positive way for planning. In the second instance is the importance of consultation to boost the buy-in into the idea thus awakening a sense of consciousness in people. The third instance is characterized by involvement which is in essence participation. In the context of involvement there is a prevalence of shared skills, shared resources and engagement of human capital that leads to empowerment. In the fourth instance, when people are empowered they get better involved and become more equipped with knowledge for the sustenance of participation through creative strategies in EEPs.

Through constant participation learners are privileged to experience supportive and caring relationships with adults who provide them with knowledge and skills. Learners get their endeavours to build new relationships with peers and exploring their identities supported (Fredericks *et al.*, 2008:1030). The EEPs managers in study emphasized the importance of constant participation by learners as an evaluative yardstick for the development of a competitive urge with respect to the ideal of a holist development of learners predicating inspirational hope for liberation (see 5.4.3).

The allocation of adequate resources delivers supportive environments and appropriate amenities that have the capacity to enlarge the implementation and achievement of EEPs predetermined goals (Kahan, 2008: 29; Edwards *et al.*, 2011:2). Appropriate resources ensure the high quality of implementation of the EEPs and the successful attainment of implementation goals while the shortage of resources influence the neglect of the EEPs with devastating consequences for learners' development. The EEPs managers in the study enact the allocation of resources by securing knowledgeable people to provide the necessary technical expertise for each programme (see 5.4.4). Planned allocation of resources promotes accountability for EEPs managers to implement EEPs responsibly (Shields, 2004: 1 & 2) and ensure access to developmental benefits on the part of their clientele; learners.

6.8 CONDITIONS CONDUCTIVE FOR IMPLEMENTATION OF THE MANAGEMENT STRATEGY

This section pursues conditions impactful on the management strategy for optimising the implementation of EEPs. The elements constituting the positive environment desirable for each of the constructs that comprise the management strategy are illuminated and discussed hereunder.

6.8.1 CONDUCTIVE CONDITIONS FOR COMMUNITY INVOLVEMENT

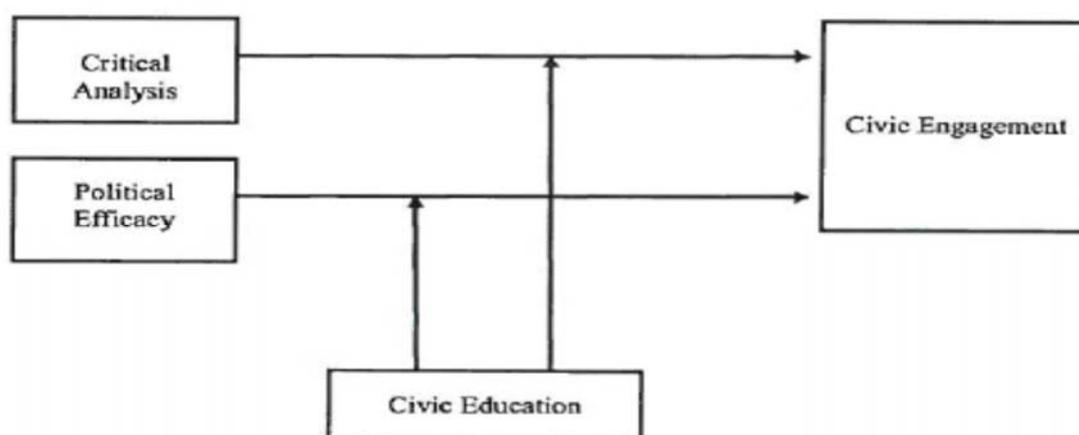


Figure 6.8: Critical community involvement process (Black Youth and Civic Engagement: 461).

The figure above (Figure 6.8) addresses the value of critical analysis. Critical analysis awakens in people critical consciousness to perceive the dynamics of civic/community order. Critical consciousness determines the scope of social reality which can either be positive or negative as informed by the political context. A conducive environment for participation encourages political democracy associated with freedom to participate, fairness and equality. For the environment to be positive

for participation there needs to be a sustainable civic education to allow prolonged and informed civic engagement to benefit as a social good.

Social justice and democratic participation ought to be extended to the members of the community through their inclusion in the decision making processes regarding the implementation of EEPs (SASA of 1996). Modisaotsile (2012:3) opines that space for making the implementation of the EEPs responsive to the needs of learners, schools and the communities should be created for successful involvement. He further asserts that the freedom of learners, their parents and the community at large should be allowed to have a say regarding the EEPs they would want to be included in the school curriculum thus democratizing education by recognizing and involving them. Community members should be allowed to play practical roles including marshalling resources (Tjabane, 2010:14). Parents and Positive parent-teacher relationships should be promoted in schools to enforce a strong connection between the schools and the homes (Mannathoko *et al.*, 2013:49; Pansiri *et al.*, 2011: 303). Community involvement should thus ensure close contact between EEPs managers and the communities they serve to ascertaining the parents' interest and contribution in their children's participation in EEPs.

Regular interactions between the EEPs managers and the communities they serve should be ensured to enable informed decision making by parents so that they can encourage their children to participate in the EEPs (Chowa *et al*, 2013:2021). The community should be affirmed and recognized for their knowledge, skills and community wealth for the benefit of the learners. As affirmed by Alanis *et al* (2008:316) progressive community involvement could occur when the parents and other community members are welcomed and relaxed and are allowed to undertake voluntary initiatives to participate in the implementation of EEPs. The EEPs managers assert that for regular and healthy interactions to occur between the community and themselves a friendly, respectful, humble, sociable and tolerant attitude towards parents and community members should be adopted (see 5.5.1).

6.8.2 CONDUCTIVE CONDITIONS FOR PARTNERSHIPS

Successful partnerships call for open two- way communication lines between the home and schools that allows for the free flow of information between stakeholders (Mbokodi et al, 2011:45). A positive rapport between the EEPs managers, the parents and other stakeholders should be built. Partnerships should support the healthy achievement of the outcomes of EEPs through the allocation of funds for the implementation of the EEPs (Sefa Dei *et al.* in Thiessen & Cook-Sather, 2007:11). Partnerships survive on shared community faith, parental support, and an environment that exudes discipline, cherishes hard work that is also driven by the inspiration to excel (Bogaert, 2012:31).

The EEPs managers affirmed the mutual relationships between stakeholders in the implementation of EEPs as desirable for authentic partnerships to occur (see 5 .5.2). The EEPs managers' assertion further points to the mutual acceptance of commitment and responsibility between the EEPs managers and the community who need to be in constant communication with respect to the implementation of EEPs (Giovacco-Johnson, 2009:128, 129 &30). Community links are observed to have the potential to maximize young people's opportunities in participating in EEPs. Well-structured plans promote accountability for better life when partnership goals are achieved thereby providing positive humanism to the EEPs beneficiaries in implementation (Tshelane, 2013:415).The latter calls for participative democracy through which social enlightenment of the stakeholders' roles and responsibilities, pluralism, and inclusive participation are appealed for (Lybek, 2010:94).

6.8.3 CONDUCTIVE CONDITIONS FOR CONSTANT PARTICIPATION

Supportive relationships with adults who can assist youth with the social capital enable constant participation on the part of learners (see 5.5.3). The desire for participants to work as a team affords an empowering condition for constant participation to happen in the implementation of EEPs (Dumais, 2009:73). Team work suggests the employment of participative democracy to accentuate the voice of

each member of the team thereby enhancing collision work to promote constant participation (Hyttén *et al.*, 2011:13 & 21). Task persistence, independence, and the ability to follow instructions are some of the hall marks of formidable disposition that learners in the implementation of EEPs need to display for the thriving of constant participation. Individual or group responsibility, physical strength and endurance, a sense of community and enjoying leisure time are prerequisite for successful constant participation.

Walters (2011:787) points at the prevalence of positive hope as desirable to surmount social challenges in order to present a strong youth culture marked by distinct emotional and moral, beliefs and practices forging for constant participation. Promoting free play and physical activity among learners during recess as well as applying low-cost interventions with the objective of transforming dull and problematic EEPs into friendly and vibrant environments carry hope for optimising the implementation of EEPs. In order to inject value in constant participation the EEPs managers in the study corroborate literature by pointing out at the maintenance of the interest of participants as desirable for the sustenance of constant participation in EEPs. Regular communication between EEPs managers and learners as participants creates space for inclusion of the participants in decision-making on matters that concern them and gives credence for enhanced constant participation in EEPs (Gil, 2009:1 & 4).

6.8.4 CONDUCTIVE CONDITIONS FOR ALLOCATION OF RESOURCES

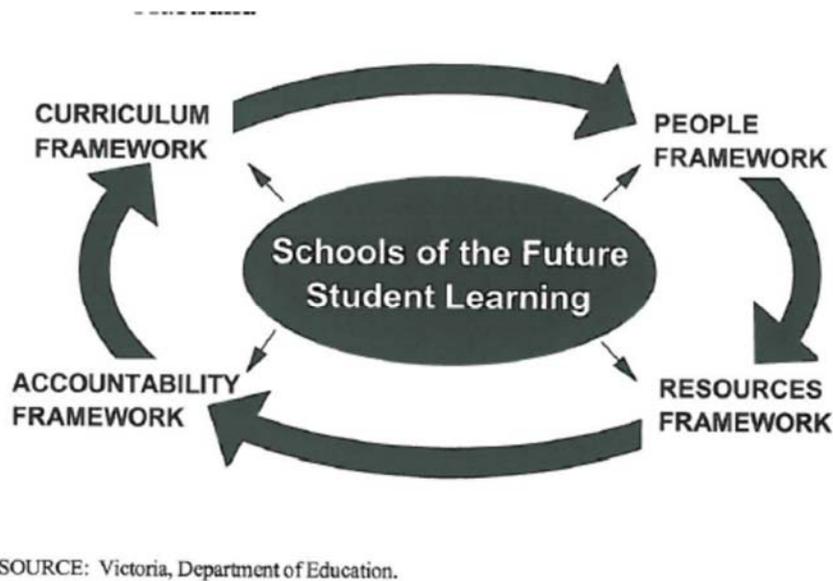


Figure 6.9: Allocation of resources: Framework strategy.

Figure 6.9 posits the critical concerns for the allocation of resources framework. The framework takes into cognizance the needs, goals, aspirations and vision of the people for proper resource allocation. In the second instance the allocation of resources takes into account the human capital (talents and skills) and material resources for the advancement of the EEPs. The management of these resources calls for the accountability framework that will make space for commitment and the need for feedback. When this is done a curriculum is designed to spell out the strategy for resource allocation in the quest for management excellence in respect of the EEPs.

The inclusion of learners, their parents and teachers as well as the principals as the overall oversee in the decision making process concerning the financing of EEPs provides a conducive condition for the allocation of resources for EEPs (Nalyazi, 2010:53). The ideal of the presence of mutually agreed upon guidelines to regulate the allocation of time as a resource in Physical EEPs pronounces the conducive environment. Nalyazi (2010:50 & 53) further posits that fundamental to the quest to

the successful execution of the ideal of allocation of resource is the willingness of the EEPs managers to allocating time and facilities for the EEPs. The legal requirement that binds government to provide resources to schools to enable equal access and quality EEPs for all learners guarantees a conducive environment for the allocation of resources in the implementation of EEPs (Gaotlhobogwe, 2010:39).

The parents ought to be provided with a complete orientation concerning their roles and responsibilities in their representative structures so that they can effectively determine the involvement of their children as well as lend support (Pansiri *et al.*, 2013: 68). Short-term and long-term plans are critical for the successful allocation of resources particularly for ensuring that wastage of money and other forms of resources are avoided (Esia-Donkoh, 2014:65). A sense of discipline and social responsibility provides conducive atmosphere for the authentic allocation of resources for the successful implementation of the EEPs.

EEPs managers could also help learners to incorporate the values and ideas that have proven to work effectively in the socialisation and education of youth in their culture and cultural practices. Strong administrative support and modelling for enough equipment, easy storage of these and overcoming risks sustain the allocation of resources for EEPs implementation (Kahan, 2013:29 & 30).

6.9 ASSESSING AND MITIGATING THE RISKS AND THREATS

Risk elements that might distress the management strategy including how these were evaded are discussed in the following section.

At the outset of the interactive meetings for the study some EEPs managers expressed distrust regarding the willingness of parents to avail time and resources to participate in the implementation of the EEPs, viewing the involvement of the community as somewhat ambitious and time wasting. The perception that parents and most members of the communities were not well placed in terms of wielding adequate formal education to favour the successful implementation of EEPs

rendered such an exploration doubtful. Nonetheless the criticism was not clung onto in the name of discovering new ways that could increase development opportunities for learners through EEPs. The argument that most parents and community members would be unable to make meaningful contributions was vehemently advanced.

This view created a fallacious perception that parents and community members from disadvantaged backgrounds had nothing to contribute to the education of their children through the EEPs. This deficit assumption and perspective presupposes families of children from disadvantaged backgrounds as not interested in the education of their children and therefore liable for blame for the academic challenges their children experience (Bryan *et al.*, 2008:149). The team of co-researchers recognized and acknowledged the varied cultural knowledge, skills, abilities and contacts possessed by parents and community members regarding the EEPs (Yosso, 2005:69). The parents and community members were brought on board in an interactive meeting scheduled to encourage their participation in terms of how they could support the implementation of EEPs.

With respect to the low socio-economic conditions of families and the shortage of resources, the following risk elements were observed. There was the dilemma of access to purpose built facilities, playing fields for Dibeke for instance, and the absence of networks of cooperation between the EEPs managers and the local school communities. It was decided that the existing playing fields to be marked and shared to the various indigenous games' specifications while other indoor EEPs were allocated to specific school amenities such as halls depending on the size required. All participants; the parents' community members and learners would subsequently have appropriate space to explore rendering support and participating in the EEPs activities respectively. Sponsors were invited from community members to support indigenously grounded EEPs, particularly from culturally recognized individuals who are recognized and acknowledged as knowledgeable in those realms.

6.10 EVIDENCE OF THE APPLICABILITY OF THE MANAGEMENT STRATEGY

The involvement of the community enabled the EEPs managers to tap on the community members' knowledge, skills, talents and resources for the optimised implementation of the EEPs. As the EEPs managers interacted with the other stakeholders in the EEPs they discovered numerous possibilities through which the community members and parents could contribute towards the successful implementation of the EEPs. With respect to SASCE for instance, a community member in the name of Mr. 'Toki' volunteered his services to download prescribed Opera songs in the internet as well as the meaning of the lyrics for enhanced performance by small Opera ensembles. Equally beneficial, the pianist, Ms 'Do' offered her Piano and accompanied the small ensembles during rehearsals on prescribed songs for the current academic year. As she played from the music sheet choristers and small ensembles members were given clue in terms of the correct notes and a chance for improved performance to raise their competitive urge in both choral and Opera renditions. In this manner community involvement ensured close contact between the EEPs managers and the communities they served for the optimised implementation of the EEPs (Pansiri *et al.*, 2011:303).

Partnerships offered a shared community faith and parental support that cherished hard work and inspiration to be the best amongst learners. It also advantaged the understanding of the goals, cultural values, lived experiences, social support, and the provision of locally relevant solutions to EEPs implementation concerns. In the facet of indigenous music and dance, the EEPs managers collaborated with renowned community members in indigenous music and dance. The EEPs managers secured the cooperation of various local cultural musicians and dancers to relay the different cultural expertise to the learners for each distinct local cultural grouping; isiXhosa, Sesotho. The expansion of opportunities for the implementation of EEPs is another benefit of partnerships (Bogaert, 2012:31). On the other hand, for the indigenous game Juskei, the EEPs manager responsible for the game coordinated collaboration with the Provincial Juskei Council. In partnership with this

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organisation the EEPs managers were able to extend training to ten (10) selected schools in one municipality cluster in the district. In this fashion through partnerships the EEPs managers were, as a benefit, enabled to expand the opportunities for the implementation of the EEPs in YRAC.

Through constant participation the EEPs managers were enabled to afford the learners the opportunity to work together as team members in teams, to learn to be responsible and to grow their talents to the next levels. In public speaking and debates as an EEP learners learnt to operate as teams adopting an affirmative or negative stance on a given topic and to work cooperatively to defend their stance as a team. In the process each team member learnt good oratorship and listening skills and honed these as they frequently participated in the exercise. In the same vein, in Dibeke and Juskei (traditional games) offered the EEPs managers the leverage of teaching learners the value of individual and group responsibility, physical strength and fortitude for competitive participation in these EEPs.

The EEPs managers were enabled to increase opportunities for many learners to participate in the EEPs of their choice through the allocation of appropriate and adequate resources. The EEPs managers distributed the relevant material resources for the EEPs as well as scheduled appropriate times for the time keepers and learners to observe. Through the appropriate allocation of resources the EEPs managers did not only increase the opportunities for learners to participate in the EEPs, but they also succeeded in offering supportive environments for the learners. For each EEP the EEPs managers organized knowledgeable conveners to guide, adjudicate performance and provide remedial comments for further development of learners on aspects observed to need strengthening or honing. The EEPs managers utilized the free time of learners during the week and weekends to sustain the achievement of the EEPs outcomes.

6.11 MONITORING AND REFLECTIONS

In the praxis of monitoring the management strategy the fundamental intention was to offer guidelines for explaining the intended goal. With respect to reflections on the management strategy, attention fell on the observations, their successes and challenges with the view to revisit areas of distress including creating space to note and share critical lessons.

6.11.1 MONITORING OF THE MANAGEMENT STRATEGY

The information in respect of the progress registered in the implementation of the management strategy was analysed (Mayne & Hamilton, 2013:5). The intention with the process was to observe the advancement of the management strategy as it unfolded in practice during the interactive meetings with the EEPs managers with the aim of pinpointing its sustenance and arising challenges. The meetings held and extended to community EEPs stakeholders recorded success with the particular assistance and mentoring of the DCES. Monitoring was found important concerning the following challenges observed on the study constructs:

Monitoring was done on the sustainability of the management strategy. Tango International (2009:9) expresses sustainability as the organizational capacity to continue with the project after its determined period of implementation. The management strategy was introduced and implemented; we together with the EEPs managers observed and verified whether the management strategy achieved the intended results from its commencement. The lessons gained in the application of the management strategy were still relevant in the process of the implementation of the EEPs. In sharing the monitoring challenges amongst the co-researchers it was important that solutions be proposed to mitigate the impact of such challenges on the implementation of the EEPs.

Community involvement: The team of co-researchers was basically attentive on establishing the degree of community involvement in the application of the

management strategy and lessons learnt for its improvement and sustenance instead of concentrating on its imperfections (RamBihariLal, Shrivasta & Shrivasta, 2013:172). Each EEP manager provided feedback at the interactive monitoring debriefing session on the status of the fulfillment of rights, various functioning levels of the community involvement in different EEPs, the service providers, the gaps and insufficiencies in services and levels of community satisfaction in order to enable corrective action in compliance with the principle of social responsibility. With the assessment of whether the involvement needs and rights of the community were being fulfilled the EEPs managers became equal and active partners in the planning and mitigating the risks inhibiting effective community involvement.

A limited exercise of the rights of parents in playing their part with respect to supporting the EEPs as part of their contribution towards the education of their children was witnessed by the co-researchers. Coupled with the inability of parents and community members to attend the EEPs activities, poverty and the parents' work commitments during their (EEP activities) occurrence were observed to exacerbate community involvement huddles. To counteract and mitigate on the impact of the aforementioned challenges the EEPs managers included the parents and community members in the planning and execution of the EEPs activities in each municipality cluster per EEP category.

This inclusion in essence recognized and extended democratic participation in accordance with the Constitution of South Africa, the South African Schools Act, parents' and communities' entitlements therein regarding their children's education. Through inclusion the parents' interest was captured and ways and roles in which they could be involved in the EEPs communicated to facilitate their democratic participation. As such a close contact between the EEPs managers and the community was ensured to ascertain parents' interest and contribution towards the EEPs thereby increasing collaboration for optimising the EEPs (Mannathoko *et al.*, 2013:49; Chowa *et al.*, 2013:2021).

The inclusion of the community and community members as a mitigating strategy in the implementation of the management strategy forged collaboration and cooperation between the EEPs managers and the community in keeping with CER. The parents, the community together with the EEPs managers got the privileged to build team work with the same single-mindedness of joining implementing their various faculties to benefit optimising the implementation of the EEPs (Reason & Bradbury, 2008:228 & 229). Inclusion also encourages a management approach whereby the EEPs managers recognize and emphasize the need to collaborate and cooperate with stakeholders, to understand the strengths of others and gaps between themselves and other, to reconcile and tolerate differences without exercising domination (Nkoane, 2012b:6).

Furthermore, inclusion facilitated accountability which is seen as a key factor in determining group or team effectiveness in optimising the implementation of the EEP (Sangole, Kaaria, Njuki, Lewa, & Mapila, 2014:128). To improve accountability the research team ran capacity building information sessions for the community with respect to their roles and responsibilities in conjunction with the SGBs in the Education district municipality clusters. The management strategy demands team work, collision work and bringing about an understanding of human unity for a successful youth development enterprise.

Partnerships: The team of co-researchers tracked down the progress made in the employment of partnerships for optimising the implementation of EEPs. Available information was assessed to determine whether the objectives for which the partnerships were developed had been achieved as well as how resources were used to inform decision making. The EEPs managers identified and included individuals and organizations most directly affected in particular EEPs and those who were particularly frequently voiceless in the program design and implementation. The EEPs managers and the partners committedly negotiated their mutual engagement in EEPs by expressing their different views with potential for conflict and disagreements in terms of what the evaluation on the partnership ought

to focus upon and how it was to be conducted and used as well as which actions should result to strengthen the application of the management strategy.

Deliberations on tracking down and assessing the contribution of partnerships led the co-researchers to discover that existent partnerships for EEPs in YRAC were arbitrary and subsequently had a limited influence on the management strategy. With the witnessed continual budget cuts in YRAC, the EEPs managers realized that there was a higher need more than ever for partnerships for optimising the implementation of the EEPs. Social and collective responsibility of service agencies such as YRAC and schools in the form of partnerships were seen as thoughtful and efficient in addressing challenges of present day youths (Hill, Milliken, Goff, Clark & Gagnon, 2015:62). Monitoring revealed the need for well-structured partnerships for the free flow of communication, the ease of collaboration and the flow of resources in the mutual implementation of the EEPs. The EEPs managers observed that the engagement of partners as reciprocators in two way communications enhanced their levels of participation and boosted their confidence.

On the other hand the forthright dialogic engagement of the partners in the EEPs activities coupled with the recognition of their participation was confidence building particularly when their contributions were being listened to and acknowledged. Furthermore with the observed heightened confidence among the partners there was sharing of skills and resources, for instance, transport for the SASCE to the national competitions in one school in a cluster of the education district was voluntarily sponsored by a community member. In the same vein, other partners offered to privilege Public speaking and debate as EEPs with the sharing of their adjudication skills while other sponsored incentives for the learners in the form of trophies, printing of certificates and medals.

From a Critical Emancipatory Research (CER) perspective partnerships are seen to encourage the distribution of wealth and fulfill social justice in facilitating equity subsequently improving the applicability of the management strategy for optimising the implementation of EEP. In this manner social empowerment was promoted by

expediting community collaboration in the implementation of the EEPs through the enriched sharing of skills and resources in a democratic fashion. Partnerships exemplified the value of consensus and collective vision of the society in order to privilege the enhanced application of the management strategy for optimising the implementation of the EEPs. Partnerships serve as a significant instrument that fosters collaboration between the stakeholders and the parents of the school children for their development advantage.

Constant participation: The co-researchers focused on two elements regarding the monitoring of constant participation for the management strategy; the frequency of and learner numbers involved in participation in the EEPs offered by YRAC as well as the availability of resources for learners in schools in Municipality clusters of the education district to enable participation. A mostly low level of learner participation in most EEPs was witnessed, particularly in Visual Arts, indigenous games such as Incuva, Morabaraba, Tik-tok and Juskei, even during the organized district competitions. The frequency of learner participation was observed to be limited to those that were organized for competition purposes at the various levels competitions and not for leisure. This observation above was disconcerting in that it appeared as though the indigenous EEPs were gradually fading out of existence.

With respect to the resources, the research team probed whether the district and the SGBs in the education district municipality deliberately budgeted for the EEPs they chose with the local communities to host and whether such resource plans were implemented as initially conceived. The observations were that miniscule portions of the budgets were allocated to enable participation in EEPs with some schools such as “Grootkop” opting not to participate in EEPs owing to their intense expenses.

In reaction to the monitoring challenges observed to affect the management strategy for optimising the implementation of the EEPs the team of co-researchers consulted learners and their parents to establish what their interests were in the EEPs YRAC offered. Consultations were observed to create opportunities for the stakeholders to participate in the decisions regarding what EEPs interested them and which

activities could be engaged into to facilitate their continued spontaneous participation. For instance, in SASCE learners interested in Opera were not forced to participate but rather given a chance to volunteer and allowed space to choose mentors with whom to learn to perform the small ensembles pieces at their free time with guidance favoured at particular intervals to monitor progress struck. To mitigate against the shortfall of resources the co-researchers deemed the inclusion of parents in the implementation of resources and other stakeholders as of major importance. This inclusion fostered partnerships that ascertained the flow of resources in areas of need such as transport for the needy choristers in SASCE to travel to venues where competitions would be held.

In the context of the discussion above, from the angle of CER the inclusion of the parents and other stakeholders in forging partnerships induced justice and enabled space for constant participation (Gil, 2009:1). Inclusion fostered democratic participation whereupon the participants' voices were drawn attention to motivate frequent participation in EEPs. CER calls for a management mode that recognises and emphasises the need for collaboration in EEPs and strives to build teamwork. These programmes further enlarge human unity and demand teamwork to succeed. In this manner collision work between the EEPs managers and beneficiaries were promoted to produce constant participation in the implementation of EEPs (Hyttén *et al.*, 2011:2 & 13). EEPs managers ought to uphold and create opportunities for learners to embrace unity during the structuring of these programmes and strive to generate sustainable environments whereby unity and teamwork amongst learners are favoured.

Allocation of resources: In this aspect the EEPs managers observed and assessed whether the distribution of resources between the EEPs and persons in competition for these took place efficiently to enable the application of the management strategy in YRAC (Adams, Jones, Lefmann, & Sheppard: 2012:2). The aforementioned observations and assessments were made at the micro level of allocation of resources, that is, the district level and schools, where the rudimentary management and implementation of the EEPs occurs. The team of co-researchers witnessed

deficient resources in both human and physical resources as impediments for the successful application of the management strategy for optimising the EEPs. The lack of relevant information and skills on the part of some EEPs managers wielded negative influence for the positive application of the management strategy in terms of the attainment of the predetermined youth developmental goals for learners. The shortage of professionally able staff in SASCE for instance and the concomitant scarcity of purpose built facilities such as voice training classrooms to support performance activities impacted negatively on the management strategy (Mannathoko *et al.*, 2013:51).

In order to mitigate against the challenge of shortfalls in resources in YRAC the team of co-researchers opted to provide the parents, communities and community Based organizations, SGBs and Municipalities with a comprehensive orientation information session with respect to their roles and responsibilities so that they could effectively lend support in the implementation of the EEPs. This approach accommodated diversity and therefore affirmed social justice which advocates for the humane, equitable and accountable allocation of resources in the management strategy (Tjabane, 2010:14; Bron 13 & 14). The responsible allocation of resources contributes towards a just society as well as empowering the learners and their EEPs managers through the sharing of expertise for knowledge and physical resources thereby optimising the implementation of the EEPs.

6.11.2 REFLECTIONS ON THE MANAGEMENT STRATEGY

Community involvement: In assessing the impact of community involvement in the implementation of the EEPs, the team of co-researchers established that there existed a new space in which the EEPs managers could collaborate with school communities to expand the implementation of EEPs. A range of joined-up services, advice and support were made available and easily accessed in SASCE and Juskei through the sharing of expertise by community members between the EEPs managers and community members were promoted, thus fostering the sharing of

expertise, knowledge in music sheet reading and interpretation and the impartation of skills respectively.

In this manner mutual support, encouragement and the exchange of ideas between the EEPs managers and community members were promoted through the sharing of expertise, knowledge and resources for training and good practice leading to EEPs being more easily managed. Collaboration with community members offered the EEPs managers the support they needed to extend the implementation of the EEPs (Hernandez, 2013:481).

The interactive on-boarding meetings with the parents and school communities were successfully unfolded as demonstrated by the increased rate of community participation in the EEPs and volunteering their skills. The inclusion of the parents and community members in the planning and execution of the EEPs activities enabled them to fulfill their fundamental constitutional roles and responsibilities with respect to their direct participation in the education of their children (SASA of 1996). However, sustaining the culture of community involvement particularly in the implementation of the EEPs in poverty stricken communities appeared as challenge that still had to be worked on persistently for it to take root.

The sustenance of community involvement with and community members in the implementation of EEPs starts with the recognition of policy directives that declare SGBs as official parents' democratic structure representing parents' and community aspirations regarding the implementation of the EEPs. Given the advantages collaboration engenders, such as assisting in building a more cohesive community that takes greater ownership and responsibility for addressing local EEPs needs, EEPs managers ought could explore the means of collaborating with SGBs as a medium of getting school communities involved in EEPs.

Partnerships: The advancement of EEPs in child and youth development is beyond the capacity of an individual institution such as YRAC to manage. An assemblage of bodies contribute to the successful implementation of EEPs in YRAC; public, private, individuals, community based bodies etc. Subsequently, to improve collaboration

and synergy among the various players in the implementation of EEPs in YRAC is imperative. The unhindered dissemination of information to the other stakeholders in the EEPs was observed to have achieved the purpose of making existent partnerships in YRAC work effectively for optimising the implementation of EEPs.

The adjudicators, piano accompanist and volunteer choir conductors were timeously favoured with the requisite information and roped in on time for the successful participation in the prosperous hosting of cluster and district SASCE competitions and preparations for the National Eisteddfod music competitions. The EEPs activities were delineated accordingly and the relevant information supplied to partners to enable affective participation. In this fashion the EEPs managers opened up space for equitable power sharing by allowing partners with various skills to put their shoulders on the wheel towards achieving the same goals while sharing their expertise. The provision of transport volunteered by a local businessman in one of the clusters to ferry the school choristers to the Provincial SASCE competitions was observed as some form of extra-funding and good will that arose from the community.

The dialogic communication among the stakeholders in the implementation of EEPs promoted the understanding of the goals of YRAC through the EEPs, and the latter as an undeniably imperative facet of the education of children and the youth. Distinct regional/cluster cultural values and lived experiences were respected with regard to indigenous music and dance with the subsequent accord of recognition to local expertise to observe the various cultural values and provide space for the provision of locally relevant solutions to EEPs. The EEPs managers involved community members knowledgeable in the specific cultural traditions in the particular clusters, for instance, in a predominantly Sesotho speaking cluster, a community member who stood out as Sesotho culturally knowledgeable person etc. was roped in to adjudicate the specific cultural music and dance renditions. The exercise of employing partnerships saw the vision and goals of YRAC with the implementation of EEPs realized; EEPs activities were accomplished according to plans and learners as benefactors experienced extended opportunities for fruitful participation.

While the existence of partnerships in YRAC EEPs was acknowledged, these occurred informally and without particular conditions to hold each partner accountable to the other. This circumstance suggested the prevalence of no obligatory expectations on the parties for collaboration and sustained interest for fruitful implementation of the EEPs on which the partnership was pronounced. As a measure to improve partnerships, a formal link between YRAC and a corresponding partner in a particular EEP should be established to facilitate an accurate assessment of need and ensure effective mutual collaboration in that instance (WHO, 2009:2). To further concretize partnerships with probable stakeholders in the implementation of EEPs, a Memorandum of Understanding (MOU) for collaboration between YRAC and the specific partner should be signed, describing the general expectations for the collaboration (UFS, 2012:2).

The expectations would include among amongst others other the roles, responsibilities and key functions for each partner, the plan for monitoring and evaluating the activities, communication and the overall collective vision and goals.

Constant participation: Learners were privileged to develop themselves personally as well as given space to adjust socially with their peers by constantly participating in the EEPs. Through constant participation in Public speaking and Opera small ensembles for instance, learners were extended the opportunity to hone their argumentative and singing skills respectively. Learners were observed to exercise individual as well as group responsibility, exhibiting improvement in physical strength and stamina as well as a sense of belonging. Learners displayed enjoyment of their leisure time and frequently went beyond their scheduled times.

The involvement of learners as the beneficiaries of the EEPs in their planning through consultation of invitation and their inputs gave rise to collision work with an impetus for optimising the EEPs. These consultations created space for involving learners in decision-making in EEPs of their own choice and induced democratic participation that served to maintain their interest in those EEPs. Constant participation as a strategy could be enriched by providing the parents and learners

with the chance to exert influence over the EEPs by having the EEPs managers deliver regular feedback to keep them informed about each individual learner's personal condition (Mestry & Grobler, 2007:176; Niia, Almqvist, Brunnberg & Granlund, 2015:297).

With South Africa as a signatory to the United Nations Convention on the Rights of the Child the participation of learners in EEPs could be further embettered by extending equal rights to all children by creating space to developing their personalities, talents, mental and physical abilities to their fullest potential (Niia *et al.*, 2015:298). Furthermore, EEPs managers could also ensure that learners have the right to participation in EEPs of their choice and lend an ear in all matters that affect the learners in their implementation.

Allocation of resources: The allocation of resources as a strategy refreshed accountability on the part of the EEPs managers and demonstrated care for the youth to enable meaningful participation in the EEPs. Learners were empowered through the allocation of resources as they were enabled to engage in perfecting their talents, honing their skills and bolstering their physical endurance in singing, Public speaking and debate as well as indigenous games and dance. In this manner through this strategy diverse youth were supported with befitting resources in EEPs that interested them and subsequently facilitated participation on their part. The EEPs managers observed purposive scheduling in keeping with each individual EEP rules and time guidelines regulating the particular EEP to employ the learners' free time profitably.

Allocating adequate and diverse resources is in practice an extremely difficult exercise in the face of ever diminishing resources for the EEPs in reality. In order to accede to the broad and increased opportunities desirable for the many learners in YRAC to top up on the existent resources collaborative endeavours with other stakeholders are recommended to improve the strategy. Collaboration has the benefit of enhancing the scale of coverage of the EEPs needs and sustainability when pooled budgets, joined bids, joined projects and endeavours are implemented

(Cheminais, 2012:26). Moreover, mutual support, promotion as well as the exchange of ideas between the EEPs managers and other stakeholders by sharing of expertise, knowledge and resources for the implementation of the EEPs.

6.12 CHAPTER SUMMARY

The chapter sketched how the management strategy for optimising the implementation of EEPs in YRAC was formulated and could be positively applied. Key components in each level of development of the strategy have been considered in the chapter to be addressed. It was critical that a common vision and understanding among co-researchers was ensured concerning the EEPs challenges in their implementation at the outset to enable the crafting of a responsive management strategy. It was also important that the successful application of the management strategy begun with all possible participants met and presented the rationale for the study.

Both the planning and implementation levels in the formulation of the management strategy inspired the co-researchers to recognize that indeed they were themselves actually conducting the study for their own profit. The ideas and inputs of the EEPs managers were considered in formulating a suitable and responsive management strategy. Interactive feedback sessions were held to feed-forward process and further check whether the objectives of the study were still being followed as initially agreed upon. The implementation phase of the management strategy was fruitfully applied. Procedures engaged into in the previous levels yielded a successful product.

The subsequent chapter focuses on the findings of the study and advances recommendations for the management strategy for optimising the implementation of EEP.

CHAPTER 7

SYNTHESIS OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS ON MANAGEMENT STRATEGY FOR OPTIMISING THE IMPLEMENTATION OF EEPs IN YRAC

7.1 INTRODUCTION

In this study I intended to formulate a management strategy for optimising the implementation of EEPs in YRAC. I offered an overview of the entire study as the starting point and reiterated the aim and objectives of the study. I used the aim and objectives of the study as a launch pad to advance the findings with respect to the management strategy. I discussed the recommendations on the salient points of the management strategy as well as its main components whence the recommendations were derived. In the quest to pinpoint factors that induced the stimulus effect for the strategy to work, I illuminated and discussed the methodological contribution PAR made in the study. Lastly, I advanced suggestions for future research and drew conclusions regarding the management strategy for optimising the implementation of EEPs in YRAC.

7.2 OVERVIEW OF THE STUDY

Chapter one provided an orientation and background to the study on the management strategy for optimising the implementation of EEPs in YRAC. The research problem was identified whereupon the main research question arose. The chapter identified the objectives that guided the study.

Chapter two described an understanding of EEPs in the context of the study and identified the agenda of these programs which call for their management. The Chapter further introduced CER as the theoretical framework directing this study. CER derived from the ideological and philosophical underpinnings of Critical Theory

which were concerned about the powers of oppression during the mid-twentieth century (Provenzo, 2008:200). According to Lybeck (2010:99) it was engineered by the Frankfurt School movement with the aim of emancipating men and women from the practical tools of oppression through awareness of the masses. CER called on EEPs managers to exercise equitable respect of women and to create space for their voices so that their thoughts, ideas, aspirations and other different contributions in society could be reclaimed (Segalo, 2013:1 & 2). As a theoretical lens CER agitated for human collectivism (Hoppers in Higgs, Vakalisa, Mda & Lumumba, 2000:6). CER aimed at achieving human unity and teamwork which implied EEPs managers ought to maintain and create opportunities for learners to embrace unity during the structuring of EEPs and strive to generate environments whereby unity and teamwork among stakeholders exist (Hyttén *et al.*, 2011:13 & 21). Central to CER was the desire for emancipatory and transformatory knowledge that removed toxic elements of power and hegemony for a collaborative and communicative quest for social justice proper for human collaboration (Nkoane, 2012a:98 &102).

CER was characterized by the quest for transformation; it considered the holistic development of the education of the learners and brought about educational transformation for the better (Lykes & Mallon in Reason & Bradbury, 2008:108 & 109; Maistry, 2012: 41). CER strove for transformation in respect of providing space for the EEPs managers and learners, including the community to have a say in the implementation of EEPs (Tjabane, 2010:14) thus promoting community action and consensus. The parent community, who by inference were marginalized and disadvantaged from the information regarding the worth of EEPs to their children, ought to be brought on board and briefed accordingly (Hertz & Lazowitz, 2010:296 &270). CER thus advocated for better relations between stakeholders in EEPs implementation negating discursive social practices and power domination (Mahlomaholo, 2012:8) appealing for equal treatment of all involved. Mahlomaholo (2015:226) confirmed that the ideal of CER was to advocate for collaboration between participants and building teamwork among participants in the same context.

Teamwork enabled learners to understand their own strengths and others' (Nkoane, 2012b:6).

Govender and Mthukrishna, (2012:24) averred that CER also pursued reflections on, questions and critiques everyday common-sense assumptions based in the management of and participation in EEPs in YRAC. Furthermore, Francis and Le Roux (2011:301) pointed out that CER addressed injustices in societies and assisted those who were disadvantaged from EEPs by addressing unfair discrimination, exclusion and provided empowerment through purposely founded access. CER also advocated for fairness and peace in society as virtues of moral righteousness (Mahlomaholo & Francis, 2011:295).

Chapter three gave a comparative analysis on reviewed literature in four countries: the USA, Ghana, Botswana and South Africa with respect to the implementation of EEPs and particular foci on the objectives of this study. The review of literature focused on challenges confronting the management of EEPs, conditions favouring their implementation, threats thereto, strategies tried and tested locally and abroad to discern effective management practices as well as on the evidence to demonstrate how they worked in implementing EEPs. Community involvement, partnerships, constant participation and the allocation of resources were constructs used as guided by the objectives of the study. Good practices in respect of each of the constructs were identified to enable informed analysis of empirical data.

In Chapter four the research design was unfolded and a demonstration of how Participatory Action Research (PAR) as an approach was suited to generate data in this study and reasons for its choice advanced. Nkoane (2013:98 & 99) described PAR as a progressive approach that took the community cultural, social, economic and political relevance of prevalent circumstances into account with respect to the management and implementation of the EEPs. PAR was a participative and collaborative enquiry that created space for critical discussions and the generation of an environment for engagement in this study (Ryan, 2008:38; Lyke, McDonald & Boc, 2012:22 & 32). It further emphasized collaborative virtues of the marginalized

and the oppressed for participative connections with critical consciousness for this research (Brydonmiller & Maguire, 2009:79-82).

A Historical background of PAR and its characteristics were highlighted. The chapter further reflected on how the research design was conceptualized to justify the application of PAR. Processes engaged into, which did not necessarily take a clear and easy step-by-step procedure on account of the co-researchers having had their own understanding of their context (Savin-Baden & Wimpenny, 2007:333; Chapman & Dold, 2009:1; Nkoane, 2012a:99; and Burnett, 2008:227) were explained in terms of how data was generated in the study. The instruments and tools used to generate data were identified and descriptions made in terms of how each of those were used to attain the purpose of the study. The Free Attitude Interview (FAI) was presented as a technique to initiate discussions in the study to probe assertions arising in workshops or meetings to enable participants to engage in free discussions relating to how they managed their EEPs in the district (Babbie, 2004:303).

In the closing section, attention was paid to the theoretical origin of Critical Discourse Analysis (CDA) and a demonstration made in terms of how it was used at the textual, discursive practice and social structure analysis levels to derive management meanings of EEPs managers on generated data. CDA was a type of discourse analytical tool that primarily concerned itself with the way social power was abused; dominance and inequality were enacted, reproduced and resisted through text and talk in the social and political context (van Dijk, 2008:85). In the context of the study CDA was employed to scrutinize the inclinations of the EEPs managers regarding the management of the EEPs during implementation (Kryzanowsky, 2011:231). Strategies that appeared normal or neutral on the surface but were in fact ideological and sought to shape the management of the EEPs were analysed using the CDA to unveil structural inequalities (Machin & May 2012:4).

In Chapter five, the presentation, analysis and interpretation of the data gathered during the PAR meetings with the EEPs managers in the education district under study in the Free State was rendered. In presenting, analysing and interpreting the

data, extracts from the reviewed literature with those from the empirical studies were compared and differentiated. Then the presentation and discussion of the findings of the study followed.

Chapter six discussed the proposed management strategy for optimising the implementation of EEPs in YRAC. That goal was pursued by visualizing the study, identifying the relevant participants and founding the research team. In order to actualize the principles of CER, the joint session with the EEPs managers with the intent to hold discussions on the management practices that could optimise the implementation of the EEPs and subsequently secure their participation in the study were conducted (Chilisa, 2012:50). To adequately identify the need for the study, joint planning was undertaken to conduct situation analysis, identify priorities for the effective management strategy, the conditions under which the management strategy would fulfil such priorities, the threats that might inhibit its successful implementation as well as the learning experiences derived from its application. The chapter concluded by emphasizing that, when aptly exercised, power might induce social justice, nurture progressive democracy, freedom and peace foundational to sustained human development.

The seventh Chapter wrapped up the study and reiterated the objectives as well as provided a summary of chapters, findings and contributions to the existing body of knowledge. An account was provided of how PAR as a methodological approach contributed to the study. The limitations of the study were illuminated and implications for further study mentioned and explained. Challenges behind the study were described and an exposition presented regarding how the management strategy for optimising the implementation of EEPs worked.

7.3 AIM AND OBJECTIVES OF THE STUDY REITERATED

The aim of the study was to formulate a management strategy for optimising the implementation of Educational Enrichment Programmes (EEP) in Youth Development, Recreation, Arts and Culture (YRAC). To pursue this aim the study

was guided by five objectives: to demonstrate and justify the need for a management strategy for optimising the implementation of EEPs in YRAC; to discuss the challenges in respect of the management strategy; to illuminate the components that comprised the management strategy, to explore the requirements for such a management strategy and to trial and test its effectiveness for optimising the implementation of EEPs in YRAC.

7.4 FINDINGS IN RELATION TO THE AIM AND OBJECTIVES OF THE STUDY

The subsequent section presents and discusses the findings in keeping with the aim and the objectives that guided the study.

7.4.1 FINDINGS IN RELATION TO THE AIM OF THE STUDY

The study found that the management strategy for optimising the implementation of EEPs in YRAC was a function of collaborative and communicative engagement of stakeholders. The success of the management strategy depended on the constructive use of the conducive conditions for each of the components of the management strategy to counteract the possible threats to the application of the management strategy.

7.4.2 FINDINGS IN RELATION TO THE OBJECTIVES OF THE STUDY

The following session presents findings on the management strategy in relation to the objectives that channeled the study.

7.4.2.1 Justifying the need for a management strategy for optimising the implementation of EEPs in YRAC

The study established that major inequalities in terms of access to resources and the subsequent inequitable access to EEPs appealed for the need for a management strategy for optimising the implementation of the EEPs (November, Alexander & van Wyk, 2007:787). According to the Department of Basic Education (2009:8), the political and educational history of SA led to unequal education systems and some educational programmes being pushed to the periphery. Moreover, the marginalization and disenfranchisement of indigenous games in the school curriculum led to poor participation in culturally based youth EEPs.

The resultant inadequate cognitive stimulation in South African learners on account of the latter circumstance the world over also adds to the need for the management strategy (Vally, 2012: 617). Circumstances beyond the control of EEPs managers such as the learners' familial economic disadvantage thwarted their progress towards social advancement and participation in EEPs (Crosnoe & Cooper, 2010:1). The departure of democratic governing organizations and governments from implementing the legal requirements like the good practices of allocating adequate resources for EEPs as part of education delivery necessitated the management strategy (Phibion, 2012:98; Modisaotsile, 2012:4).

The study found out that learners from economically disadvantaged communities did not enjoy support from their parents in the implementation of EEPs regarding the creation of opportunities to access and participate therein. Nkoane and Mahlomaholo (2009:210) argued that people in rural areas were faced with challenging situations that accentuated oppressive human plight, oppression and their marginalization. Parents got excluded from participating in the implementation of EEPs on account of poor communication; without the creation of a participatory and communicative space the children's education was defeated (Pansiri *et al.*, 2011:283).

The low parental support from such backgrounds was confirmed as a challenge that warranted the need for a management strategy in respect of getting the parents of learners involved in the implementation of the EEPs (Modisaotsile, 2012:3). The lack of participation of parents forbade the democratic participation of parents and the formation of sound partnerships with schools and induced failure in realizing the goals stipulated by SASA (Mbokodi *et al.*, 2011:45). The need for the enhancement of the learners' lives through parental support advocated for social justice as a transformative instrument that enabled critical thinking to understand learners' live worlds and experiences.

It emerged from the study that the hurried and pressured life style into which the learners were raised engendered pockets of poor participation that denied them the benefits of participating in EEPs (Ginsburg, 2007:182) and subsequently justified the need for a management strategy. Declining levels of participation in EEPs, particularly in South Africa were seen as a function of the marginalization of EEPs in the School curriculum, the absence of suitably qualified EEPs educators and managers as well as the general low provision of those programmes (Walter, 2011:787). The noticeable decrease in learners' participation in the YRAC EEPs as discerned from the EEPs manager's comments amplified the agitation for a management strategy.

Inadequately trained professional staff: The study found that the lack of quality human resources in the form of trained EEPs managers agitated for a management strategy for optimising the implementation of the EEPs. Huge numbers of under-qualified and unqualified teachers as EEPs managers with limited knowledge and information aggravated the poor standards that could inhibit the application of the management strategy (Modisaotsile, 2012:2 & 3). The common lack of effective management and leadership skills were identified as organizational factors that exacerbated and prevented change on the part of EEPs managers and called for a need for a management strategy regarding EEPs (van Niekerk & Dube, 2011:259). Also the absence of skills-appropriate training among the EEPs managers added to the challenge of implementing the EEPs particularly in South Africa (Burnett,

2010:34). In YRAC this occurrence was exemplified in the displacement of the appropriate skills through the incorrect placement of the EEPs managers (see 5.2.1.4).

The study established that ordinarily crafted EEPs fell short of captivating the interests, needs and schedules of youth and enriching opportunities for participation were a reason for the need for a management strategy. Literature recorded that sub-standard EEPs reflecting lack of accountability and measures to ensure quality inhibited them to achieve outcomes but subjected learners to negative experiences (Little *et al.*, 2007:9; Durlak *et al.*, 2010:290; Cross *et al.*, 2011:371; Ocansey *et al.*, 2014:S60). The study affirmed the deficit in the requisite specialized information and skills among the EEPs managers as one of the reasons that advocated for the need for the management strategy.

7.4.2.2 Challenges in respect of the management strategy

The study found that the lack of participation of parents prohibited their democratic participation in the implementation of the EEPs and subsequently weakened probabilities of forming sound partnerships with schools (Mbokodi, 2011:38). The lack of formal parent outreach connections that would ensure the active participation of parents in EEPs implementation threatened the implementation of the management strategy. In the study the incidence of parents not attaching value to the EEPs as part of the school curriculum was an imminent challenge that thwarted their involvement and positive application of the management strategy. Parents in their numbers did not attend meetings meant for them and subsequently ended up not mastering their roles in the implementation of EEPs owing to the lack of information (Nielsen, 2007:90; Mannathoko *et al.*, 2013:53). Equally threatening, the management practices that excluded parents and parents that stayed aloof from the implementation of the EEPs held inhibiting effects for the management strategy (Carvalho, 2008:169). In this study the parents of learners were found not showing

up at scheduled EEPs activities to lend support for the development of their children (see 5.6.1) a matter that threatened the application of the management strategy.

The study established that unidirectional communication in the implementation of EEPs espoused a serious challenge for the application for the management strategy for optimising the implementation of EEPs (Mbokodi *et al.*, 2011:45). A one-way mode of communication from YRAC and/or schools to homes disabled the school communities and parents to participate in the implementation of the EEPs. The reluctance of parents to approach EEPs managers/conveners resulted in the lack of information and subsequently ended up with stakeholders that did not understand their roles. According to Sheyholislami (2009:4), failing to recognize the contributions of stakeholders in the implementation of the EEPs constituted poor communication which potentially stifled the management strategy. Furthermore, poorly communicated roles and responsibilities to parents regarding their participation in the implementation of EEPs might inhibit the application of the management strategy (Bogaert, 2012:38). The study further revealed that communication that marginalized the voices of the school communities and was devoid of dialogic engagement threatened the application of the management strategy (see 5.6.2).

The study revealed that the shortage of resources for the implementation of the EEPs, particularly the lack of school and community facilities, posed a challenge for the application of the management strategy (Burnett, 2010:33). The shortfalls in information and skills propagated by the large number of under-qualified and unqualified EEPs managers impeded the application of the management strategy (Modisaotsile, 2012:3). The shortage of school and community sports facilities hampered the participation of the learners and gave rise to various resource allocation problems that threatened the application of the management strategy. Dake-Gyeke (2013:252) argued that the shortage of resources threatened the effective allocation of resources as a management function and derailed the attainment of EEPs goals in the education and development of children. Moreover, inadequate financial support from government for EEPs heralded non-participation

on the part of learners and further inhibited the application of the management strategy.

The study also found out that the challenges that accompanied the low socio-economic conditions of families and communities of learners posed serious challenges for the application of the management strategy (Durlak *et al.*, 2010:295). The failure of such families and communities to meet their obligation towards supporting the involvement of their children in EEPs in various ways threatened the application of the management strategy. (Nudzor, 2012:354). Approximately 60% of parents in low-socio-economic rural and urban schools were prohibited by poverty and unemployment to meet their financial obligations regarding their children's education including participation in EEPs (Pansiri *et al.*, 2011:304). In poor communities the necessary networks of cooperation between parents, families and communities, upon which the application of the management strategy depended, were depleted by poverty. Further complicating the application of the management strategy was the fact that poverty denied the majority of women and children access to resources (Burnett, 2010:32). In that fashion, poverty severely restricted parents and communities in supporting the application of the management strategy and, as such presented itself as a risk.

It emerged from the study that differential power relations among stakeholders in the implementation of EEPs induced strained relations between EEPs conveners at schools and professional EEPs managers (Burnett, 2010:39). Strained relations were a source of weak collaboration, cooperation and team work. Moreover, the attitude of EEPs managers that undermined the position and knowledge of parents generated self-doubt and caused them to withdraw in making their contribution and thus impeded application of the management strategy (Mannathoko, 2013:49). The study further revealed that inequalities in education that were based on positions, ethnicity and abilities espoused a potential challenge of threatening the application of the management strategy.

7.4.2.3 Components that comprise the management strategy

The study revealed that community involvement enabled collective responsibility and mutual cooperation to create favourable conditions for the application of the management strategy (Nudzor, 2012:363; Phibion, 2012:95). The involvement of parents as members of communities enabled them to play critical roles in the planning and sustainability of the EEPs and rendering extra support by sharing their knowledge, talents and skills. The knowledge of music, for instance, developed creative abilities in children by inducing improvisation through exposure to syncopated rhythms (Nompula, 2011:371). On the other hand, games and songs propagated Indigenous Knowledge Systems (IKS) through the socialization process (Nyota & Mapara, 2008:190). In that fashion community involvement provided the leverage to conserve the African consciousness and behavioural orientation that accentuated the positive expression of the basic humanity of its learners (Nkoane, 2006:50).

Gudhlanga and Makaudze (2012:26) noted that Indigenous language promoted cognitive development. Community involvement as a social responsibility promoted community action towards the welfare of learners through EEPs by creating space for the critical consciousness of citizenship (Tjabane, 2010:6; Carvalho, 2008:169). The study further found that such a consciousness for the need to involve the community existed in YRAC with the reception of space made for peculiar contributions from community members providing the impetus for the application of the management strategy. Community involvement created a potential platform for a symbiotic relationship between parents, families and local communities to nurture progressive democracy and hope (Nduku, 2011:61).

The study found that partnerships provided more opportunities for learners' development, through access to different networks, increased resources as well as optimised outreach efforts for children (Kruger, Nelson, Klein, McCurdy & Ady, 2010:344). Promoting partnerships between schools and communities was subsequently a necessary commitment towards a healthy development of learners

(Mannathoko & Mangope, 2013:48). Parents were embraced as equal partners to ensure their active participation so that they could constantly be involved (Modisaotsile, 2012:3). Subsequent to the formation of partnerships with parents the free flow of information was enabled through communication with stakeholders for the successful implementation of the EEPs (Mbokodi *et al.*, 2011:45). Partnerships did not only influence resources for the EEPs, but created a wealth of possibilities to expand those programmes and the beneficiation from exposure for professional development (Cardon, Van Acker, Seghers, De Martelaer, Haens & Bourdeaudhij, 2012:471). The promotion of mutual relationships regarding the implementation of EEPs with parents and the community made them feel comfortable and raised their confidence as marked by their increased participation (Mannathoko *et al.*, 2013:48).

Through partnerships collaboration between parents and schools was nurtured to allow community entities to freely share skills and resources with mutual understanding. In that manner partnerships had a propensity of favouring the application of the management strategy because they encouraged the distribution of wealth in accordance with social justice to afford extended and improved implementation of EEPs (Equity Children, 2013:1 & 2). For that reason, partnerships advocated for hope and equality for social justice (Tshelane, 2013:15). According to Tjabane (2010:14) and Makgoba (1999:109) social justice sought to enhance people's lives by promoting accountability and demonstrating care for learners as a token of Ubuntu.

It emerged from the study that constant participation in EEPs afforded learners the opportunity to learn teamwork and being responsible, and to experience supportive and caring relationships that provided them with social capital (Dumais, 2009:73; Frederick & Eccles, 2008:1030). Constant participation also enabled learners' developmental needs to be supported thus allowing space for inspirational hope to sustain and prepare them for real life challenges, which invariably supports the application of the management strategy (Mahlomaholo, 2012:8; Nkoane, 2012b:4 & 5). Fredericks and Simpson (2012:283) argued that constant participation was a critical element for optimising the implementation of EEPs. According to Won and

Han (2010:628) the purposive scheduling of the EEPs to cover the free time of learners after school was a critical aspect of youth development.

The study established that the allocation of resources afforded supportive environments for a variety of youth needs to effectively participate in the implementation of EEPs and enhanced the attainment of their outcomes (Edwards, Bocarro & Ranters, 2011:2). The allocation of resources did not only ensure the quality of EEPs but also ascertained their effective management (Edwards *et al.*, 2011:2). Professionally trained EEPs managers who were well vested in the EEPs they were allocated had the potential of presenting developmentally appropriate and appealing EEPs that sustained the achievement of programme outcomes (Kahan, 2008:28 & 29). In contrast to the foregoing position, the study further found that the shortage of resources was a cause for inequitable allocation of resources and harmfully affected the application of the management strategy. Furthermore the study unearthed that planned allocation of resources encouraged accountability on the part of EEPs managers by ensuring the generation of access to developmental opportunities for the EEPs beneficiaries (Shields, 2004:1 & 2).

7.4.2.4 Requirements for the management strategy

The study found that for community involvement to provide the desirable impetus for the application of the management strategy, EEPs stakeholders ought to be recognized and involved in the decision making processes of the EEPs (SASA 108 of 1996). The inclusion of EEPs stakeholders afforded them the freedom to engage in participative democracy and subsequently enabled them to express their views with respect to the implementation of those programmes (Modisaotsile, 2012:3). The democratization of education in South Africa, for instance, ensured the freedom for the learners, their parents and the general community to have a say in the types of EEPs they would want incorporated in the school curriculum as part of its governance (Mannathoko *et al.*, 2013:49 & 50). Furthermore, interactive meetings

with parents on the value of EEPs and their roles ought to be pinpointed to enact community involvement.

As opposed to Western epistemologies of individualism, community involvement had an inherent accompanying view of African collectivism which called for the African voice in the implementation of EEPs (Scott & Morrison, 2005:177). Such regular interactions and healthy parent- EEPs managers relations enforced a strong bond between them and ascertained the parents' interest as well as contribution to children's participation in EEPs. The study further revealed that a receptive environment entailing a friendly, respectful, tolerant, humble and sociable attitude towards the EEPs stakeholders was desirable for the management strategy. Affirming and recognizing the knowledge, skills and community wealth added to a harmonious and peaceful atmosphere that enabled the application of the management strategy.

The study established that partnerships characterized by open two-way communication and the free flow of information among the EEPs stakeholders were necessary for the applicability of the management strategy (Mbokodi & Singh, 2011:45). A positive rapport between the EEPs managers, parents and other stakeholders was desirable for the application of the management strategy. The study further revealed that shared community faith, parental support, discipline, inspiration and valuing hard work were the necessary attributes that a working partnership should espouse to privilege the management strategy. The positive application of the management strategy called for a mutual relationship, acceptance of commitment between the EEPs managers, parents and the community for a comfortable, confident and respectful co-existence. Towards this end, the EEPs managers ought to acknowledge the status of SGBs as their official partners in the democratic implementation of the EEP (Mbokodi *et al.*, 2011:39). Accountability in the partners' roles and responsibilities was also necessary for the application of the management strategy (Lybek, 2010:94; Tjabane, 2010:14) to ensure the achievement of partnership goals.

The study found that supportive relationships with adults who could assist with social capital in communities were desirable for constant participation in the positive application of the management strategy (Fredericks *et al.*, 2008:1030). Task persistence, the ability to work as team members, the ability to follow instructions and independence on the part of participants signified important conditions for constant participation to occur. The study also illuminates individual and group responsibility, physical strength and endurance as some of the requirements that favoured the application of the management strategy. Furthermore, the study also revealed the maintenance of the participants' interest as a requisite condition, implying inclusive and democratic participation with respect to the choice of EEPs critical for constant participation (Gil, 2009:1).

Subsequently the EEPs managers ought to create democratic conditions whereupon the learners, parents and the community could empower themselves to realize effective participation (Alanis & Rodrigues, 2008:316). In that vein, Nkoane (2012b:12) argued that taking up parents as equal partners in the implementation of EEPs motivated them to participate democratically, inspired and empowered them through the employment of social justice, democracy, equity, respect for social values, social inclusion and empowerment. In that sense collaborative work between the EEPs managers and EEPs beneficiaries created space for the application of the management strategy.

The study revealed that communication was a compelling exercise for the meaningful allocation of resources to favour the fruitful application of the management strategy (Pansiri *et al.*, 2013:68). Interaction was important in order to understand the social structural arrangements of the EEPs managers and that was the reason why the power of communication and language was based on the understanding that people were thinking and speaking beings (Mahlomaholo & Netshendama, 2012:41 & 42). The intentional scheduling of EEPs ought to be communicated promptly and so should the roles and responsibilities of the affected stakeholders in the implementation of the EEPs. Collaborative plans ought to be crafted to avoid wastage of funds and other resources for the optimised

implementation of the EEPs, including the learners incorporating the values and ideas that had proven to work in the socialization and education of youth in their culture and cultural practices (Sefa Dei, 2011:30). It also emerged in the study that affirming social justice in accommodating diversity and demonstrating care promoted the application of the management strategy. The study further found that embracing a democratic ideology for a fair allocation of resources stood the application of the management strategy in good stead. Modisaotsile (2012:4) confirmed that the enactment of participative democracy fostered a positive environment for the allocation of resources for the implementation of EEPs.

7.4.2.5 Trialling and testing the effectiveness of the management strategy

The study found that the recognition and inclusion of the community in the implementation of the EEPs enabled the flow of various requisite resources that had an optimising effect on the implementation of the EEP. The DCES in the study acknowledged the importance of the knowledge they gained in the study and deemed it valuable to be shared with school EEPs conveners and the parent community (see 5.7). The study also revealed that embracing parents as equal partners in the implementation of EEPs fostered mutual commitment and responsibility towards the implementation of EEPs. Partnerships enabled the sharing of knowledge, skills and resources and privileged the application of the management strategy. The study established that allocating appropriately informed persons to EEPs who were knowledgeable in constructing perceptually interesting and befitting EEPs created an environment for optimising the implementation of the EEPs.

7.5 JUSTIFICATION FOR THE MANAGEMENT STRATEGY

Grave inequalities in the provision of EEPs bequeathed by the Apartheid education system widened the access gap in township and rural schools. The subsequent continued underdevelopment of the EEPs curricula and the resultant

disenfranchisement of their managers regarding the management knowledge and skills warranted the management strategy (November *et al.*, 2007:787). The Department of Education (2009:11 & 12) acknowledged that such management of EEPs lent overtones of lack of an effective management strategy disadvantaged some learners to lose from benefiting from the intended National goals with EEPs. The inadequate cognitive stimulation among African and rural school learners' resultant from the inequitable access to EEPs further created the necessity for a management strategy for optimising the implementation of the EEPs (Vally, 2012:617).

7.6 RECOMMENDATIONS ON SALIENT POINTS OF THE MANAGEMENT STRATEGY

The management strategy supported collaborative and cooperative engagement among the stakeholders as an optimising feature in the implementation of EEPs through community involvement. In order to ensure sustainability in the implementation of the EEPs participative democracy was recommended as a way to securing extra-support desirable for the optimised delivery of the programmes. Participative democracy had the potential to usher in transformation in respect of allowing the general community to have a say in the implementation of EEPs and to play practical roles such as mobilizing resources in support of EEPs (Tjabane, 2010:14; Modisaotsile, 2012:3). While Hope and Jagers (2014:460) noted community involvement as an essential component of positive youth development, Kubisch, Auspos, Taylor and Dewar (2013:61) highlighted that each community had its own history, capabilities and potential that ought to be taken into account for mutual support. Democratic participation promoted community action and consensus and thus provided space for the EEPs managers and community members to exercise their social responsibility with respect to the EEPs.

Consultation of the stakeholders was another salient feature of the management strategy that sought to ensure a common vision among the EEPs stakeholders with

respect to the implementation of the EEPs. Consultation ensured close contact between the EEPs managers and the other stakeholders in the EEPs and served to ascertain the interests of, first the parents and their contribution in their children's participation in the EEPs, and secondly the interests of the children themselves for continued participation in the EEPs. Regular and interactive communication between the EEPs managers, the stakeholders and partners in EEPs was encouraged for optimising cooperation between the district, schools and local communities (Chowa *et al.*, 2013:2021) to uphold consultation. The reciprocal free flow of information between the EEPs managers, partners and stakeholders strengthened relationships and induced a positive rapport with a potential to benefit the implementation the EEPs (Sefa Dei *et al.* in Thiessen & Cook-Sather, 2007:11).

The management strategy cherished partnerships which had the propensity to optimise outreach efforts for learners, provided opportunities for development, access to various networks and increased access to resources (Kruger *et al.*, 2010:344). Partnerships served as a formidable strategy for nurturing collaboration and cooperation between the EEPs managers, parents and schools in the implementation of the EEPs. It was therefore recommended that the EEPs managers in YRAC should form partnerships with SGBs who by law represent the parents as the official partners in the education of children (SASA 84 of 1996). The privileged position of parents and schools as envisaged in SASA lied, *inter alia*, in the determination and management of EEPs, with the latter as a shared domain of operation. By fostering cordial relationships with the SGBs, the EEPs managers could form a collaborative front that extended the partnership into the SGBs with benefits subsequently trickling into the EEPs (Mbokodi *et al.*, 2011:39).

The constant participation of the stakeholders was confirmed as a strategy critical for optimising the implementation of the EEPs (Fredericks & Simpkins, 2012:283). Through constant participation learners as EEPs beneficiaries got to experience supportive and caring relationships with adults who could offer them social capital to participate effectively in EEPs and to sustain their interest. In order to facilitate and sustain constant participation in the EEPs it was recommended that the EEPs

managers engaged in team work with the beneficiaries and other stakeholders. Team work suggested collaboration and cooperation between learners and the EEPs managers with a common view to enhancing the implementation of EEPs. Team work also implied the formation of cordial and collaborative relationships between the stakeholders and the EEPs managers which called for democratic participation in the implementation of EEPs. The EEPs enlarged human unity and demanded teamwork to succeed (Reason & Bradbury, 2008:228 & 229).

The management strategy embraced the allocation of resources to offer supportive environments for learners of various dispositions through adequate and appropriate facilities (Edwards *et al.*, 2011:2). It was subsequently recommended that the allocation of resources should involve participatory decision making, particularly where the community was involved and there were partnerships. Democracy promoted the formation of cordial and collaborative relationships marked by respect, advocacy for human rights and freedom of speech, equity, non-sexism, transparency and gender sensitivity during the process of resource allocation (Nkoane, 2012a:99). The advent of democracy extended the privilege to EEPs stakeholders and beneficiaries to be involved in the allocation of resources such that they got to exercise and be given a fair say in the knowledge construction relating to the rationing of resources for the optimised implementation of the EEPs.

7.7 MAIN COMPONENTS OF THE MANAGEMENT STRATEGY

The following section identified and discussed the main components of the management strategy as well as unveiled their capacity to optimising the implementation of the EEPs. The components of the management strategy were Community involvement; Partnerships, Constant Participation and Allocation of resources.

7.7.1 COMMUNITY INVOLVEMENT

7.7.1.1 The need for community involvement

Community involvement was defined as the inclusion of people, parents and community members as a necessary part in the implementation of EEPs together with a 'buy-in' and involvement through the use of participatory approaches (Nare, Odiyo, Francis & Potgieter, 2011:1064). As a process it involved local community members in children's learning and school decision making.

The need for community involvement arose from its capability to empower local communities in the decision-making processes in their schools as well as enable them to take responsibility for their children's education (Mfum-Mensah, 2004:143). Mahlangu (2014:176) argued that community involvement raised education standards and had the potential to develop new partnerships between schools and parents in local communities. As such it offered the opportunity to community members to voice their ideas and concerns about the implementation of EEPs. Furthermore it induced a supportive environment that encouraged learning through collaborative work between schools and communities. In that manner it enabled parents to take up a variety of roles as co-educators in the education of their children, governance of schools, take responsibility for the attendance of the children as well as provided practical help to the school.

7.7.1.2 Challenges for community involvement

Among the challenges that impeded and obstructed community involvement was the inter-group tensions engendered by misunderstandings and conflicts between some community members and the EEPs managers, for instance, the misunderstandings blamed on the two bodies, YRAC and SGBs for the control of indigenous EEPs (Mfum-Mensah, 2004:150). The dysfunctional communication among the EEPs stakeholders might have devastating results such as the lack of information that eroded confidence and bred mutual suspicion. Non-responsive parents could

increase the stress levels. The disposition of some people never wanting to accept their responsibilities and roles in relation to the schools goals with EEPs and not defending the status quo from changing presented the problem of exercising effective community involvement (Mahlangu, 2014:177). Moreover, flooding parents with information might cause confusion, intimidation and blockade the spirit of voluntarism among them.

7.7.1.3 Components of community involvement

Mahlangu (2014:179) identified trust as one of the components of community involvement and argued that getting parents involved in EEPs implied building trust. Trust made parents and other stakeholders in the implementation of EEPs feel a sense of belonging and ownership of the EEPs as part of the school activities. It was critical that trust should be shared and interactive, thus involving the sharing of information, ideas and feelings. Flexibility and openness to power sharing provided space for participative democracy and equitable participation in decision-making processes regarding the implementation of the EEPs (Kajner, Fletcher & Makokis, 2012:261). With respect to decision-making, the community ought to be involved in meaningful decisions and parental leadership encouraged as well as their representation on important issues relating to EEPs in keeping with the dictates of SASA (Act 84 of 1996). For community involvement to occur, the foregoing components ought to be set in motion.

7.7.1.4 Conducive conditions for community involvement

Showing interest in the education of their children was one of the prerequisites or conducive conditions for community involvement to occur in the implementation of the EEPs (Mahlangu, 2014:177). The parents' awareness relating to the EEPs ought therefore to be raised to promote collaboration and cooperation with the EEPs managers. Communicating with parents about the EEPs facilitated their involvement

particularly if they were dealt information regarding their children's progress therein. To further enhance community involvement the EEPs managers ought to conduct participatory projects that might include the entire family and assist to establish reasons why some parents were not involved. In that manner linkages between the schools and communities could assist learners through the exchange of information and the provision of support services that were not available in school. Community involvement could also be sustained by forming and maintaining focus of the parents' participation in terms of what was the best interest of the schools and the learners so that they could make contributions in support of a school if properly guided. Giving parents appropriate training, information and support capacitated them to become involved in the implementation of EEPs.

7.7.2 PARTNERSHIPS

7.7.2.1 The need for partnerships

The need for partnerships lied in their ability to strengthen a sense of common purpose and enabled stakeholders in EEPs to interact assertively, adopt the changes they valued and selectively incorporate aspects that fitted their agreed upon vision and goals (Mahlangu, 2014:175). According to Glueck and Reschley (2014:297) partnerships facilitated shared goals, contributions and accountability in the implementation of the EEPs. Partnerships offered legitimate stakeholders such as SGBs and YRAC opportunities to participate and make decisions regarding the implementation of the EEPs. Furthermore, partnerships increased outreach efforts for learners to provide more opportunities for development, access to different networks and increased access to resources. Partnerships relations assisted to leverage resources with an optimising effect in the accomplishment of EEPs outcomes (Kruger *et al.*, 2010:345). Partnerships fostered collaboration between parents and EEPs managers (Nyarko, 2010:380).

7.7.2.2 Challenges of partnerships

Power-struggles in partnerships threatened their existence, the achievement of the common vision and goals in organizations; the resultant tensions among the EEPs managers and stakeholders subsequently made it difficult to collaborate (Mahlangu, 2014:176 & 178). Moreover, stakeholders might experience difficulty in adapting to their new roles and new channels of communication giving rise to role uncertainty. Traditional approaches that emphasized hierarchy, individualism and technology rather than dialogue, relationship and reciprocity coupled with the unwillingness to share power constituted serious challenges to effective partnerships (Pescaru, 2010:93; Mahlangu, 2014:183). A difference in values and expectations between families and the EEPs managers with respect to the implementation of the EEPs rendered collaborative work difficult. Setting the agenda for EEPs unilaterally for stakeholders and evading requests for information or obscuring pertinent facts regarding EEPs created the impression of hiding something (Mahlangu, 2014:180 & 181). The impression that something was being concealed from the stakeholders induced distrust, disloyalty and eroded the desirable partnership connection. The inability of parents to attend the EEPs events on account of work commitments impeded them to enact their roles and responsibilities as partners in EEPs (Mahlangu, 2014:181).

7.7.2.3 Components of partnerships

Partnerships were relationships forged for mutual interest and therefore depended on mutual trust among the EEPs stakeholders as well as a strong component of self-interest (Mahlangu, 2014:176). As such they comprised of a clear vision and unity of purpose that was shared among the stakeholders and clearly communicated through the aims and mission statement. Partnerships were also marked by reciprocity whereby feelings were shared rather than hidden. That sharing and reciprocity suggested a component of a two-way communication about the children's needs,

collaborative problem solving and shared decision making between the stakeholders and the EEPs managers (Glueck *et al.*, 2014:297).

The emphasis on communication was with the intention to provide support to learners and their families to attain the EEPs educational outcomes. Good communication precipitated everyone's involvement, opened discussions and induced support as well as cooperation between stakeholders in EEPs. Partnerships also comprised of accountability where decisions and actions taken in an association environment were justified and feelings of responsibility with respect to the EEPs were communicated among stakeholders. Volunteering and empowerment were yet other components of partnerships; parents played out specific roles to assist in the implementation of EEPs provided encouragement, inspiration and support respectively (Mahlangu, 2014:180 & 181).

7.7.2.4 Conducive conditions for partnership

Partnerships were sustained by on-going communication between the EEPs stakeholders, a clear delineation of roles and responsibilities, summative involvement in authority and establishing the mission and purposes (Mahlangu, 2014:176). Instead of a competitive mind set, the EEPs stakeholders ought to espouse a cooperative mind set and generate a mutually trusting environment for the thrive of the partnership. A trusting environment ensured effective communication and also eased decision making. A collaborative ethos promoted through joint decision making and effective channels of communication were other conditions that favoured the thrive of partnerships. Those effective channels of communication assisted in developing a sense of partnerships and encouraged active participation of the EEPs stakeholders. Welcoming the parents and communicating with them the good news about their efforts in EEPs could assist in optimising parent cooperation and trust.

7.7.3 CONSTANT PARTICIPATION

7.7.3.1 The need for constant participation

According to Kort-Butler *et al.* (2011:576) constant participation in EEPs contributed to the developmental process of learners by offering important skills, building social networks and moulding their self-concepts. As such participation in EEPs presented itself as a source of positive development that gave them room to grow through encouraging and challenging their self-esteems in the context of skill-building and emotional support (Rose-Krasnor, Busseri, Willioughby, & Chalmers, 2006:385). Through constant participation learners learnt the value of teamwork, perseverance and playing by the rules and further afforded the talented upward mobility. In that fashion the learners' wellbeing, health sense of ownership and belonging were embettered. Participation also laid the foundation for citizenship and democratic participation (Emslie, 2009:325). Learners became more enabled of undertaking informed, responsible and effective decisions and subsequently assisted in reducing their subjection to exploitation and abuse. Constant participation was further renowned to provide social resource by increasing the youth's popularity, self-esteem, social capital and school engagement (Glennie *et al.*, 2008:533). The fame that came with the cherished talents made youth feel good about them and rendered schooling a pleasurable experience.

7.7.3.2 Challenges of constant participation

The lack of information regarding the particular EEP for the learners, the feeling of being poorly prepared and inadequately supported were a discouragement to constant participation in EEPs (Emslie, 2009:326). Such discouragement could be exemplified by circumstances like not being afforded the choice or invitations being left to the last moment for participation thus disadvantaging the learner. Moreover, the question of not treating the opinions of learners with respect or taking them seriously might dampen their urge to participate in EEPs. The domination of the participatory processes by adults with little room of how learners might experience

them with the assumption that one approach suited all certainly inhibited constant participation in EEPs. Rose-Krasnor *et al.* (2006:396) argued that applying unwarranted pressure on learners to participate in an enormous number of EEP activities and excel was dispiriting.

Such unreasonable expectations by parents and/or EEPs managers made it difficult for learners to enjoy participation in EEPs and to choose staying away altogether. Rates of poverty, unemployment and female headed households denoting compositional differences in communities were believed to cause emotional distress and problem behaviours that challenged learner participation in EEPs (Hull, Kilbourne, Reece, & Husaini, 2008: 337). Poverty and unemployment disabled parents of learners to provide them with the necessary support to part take in EEPs. Glennie *et al.* (2012:532) further added that the denial of access to EEPs based on people's ascribed characteristics such as name, race and sex hindered participation.

7.7.3.3 Components of constant participation

A sense of personal well-being, strengthened initiative, as well as a sense of self-directedness and empowerment coupled with a higher self-esteem evoked constant participation in EEPs (Rose-Krasnor *et al.*, 2006:385 & 386). Learners were ready and keen to participate in EEPs provided they felt they possessed the requisite skills and were subsequently confident to participate on grounds that they were competent in the particular EEPs. That implied that they ought to be well adjusted and should have developed a positive identity with respect to their potential without doubt. Skills development and practice were also observed as the primary components of participation in the EEPs (Rose-Krasnor *et al.*, 2006:388). That meant for learners to develop skills the average frequency of participation (intensity) and the number of different types of EEPs activities in which they participated (breadth) ought to be considered. The development of skills in EEPs as Gomez and Ang (n.d:101) averred was dependent on active participation, collaboration and commitment. That suggested that skills developed if and only if learners exhibited active engagement in

particular EEPs and if they recorded a high average frequency of participation in the EEP activity of their interest.

7.7.3.4 Conducive environment for constant participation

The respect of learners' rights to participate in EEPs they had direct interest in induced constant participation (Emslie, 2009:323). Therefore EEPs managers ought to share power and encourage learners' involvement in taking the responsibility for decision making. Building relationships with learners, empowering them and partnering with them through processes of information gathering, analysis, planning, actions and reviews would present a conducive environment for constant participation. Rose-Krasnor *et al.* (2006:365) argued that offering a variety of growth-promoting experiences agitated for constant participation on the part of learners. Assisting learners in developing multiple areas of competence, personal confidence, social connections, personal character and ability to care and to contribute to society fostered an inviting environment that promoted participation (Gomez *et al.*, n.d:97). By providing parents with a comprehensive orientation to EEPs offered from the start, particularly if they were to approve their children's additional after school involvement in EEPs was important to secure constant participation (Shaibu *et al.*, 2012:225).

7.7.4 ALLOCATION OF RESOURCES

7.7.4.1 The need for allocation of resources

The allocation of resources was carried out to identify and specify staff needs as well as the particular requisite type of staff to meet the specific EEPs needs (Glennie *et al.*, 2012:537). Following on Glennie and others' assertion that the allocation of resources involves staff in decision making, it could be deduced that the commitment of greater resource allocation breadth improved the odds against success (Klingebiel & Rammer, 2014:263).

7.7.4.2 Challenges of the allocation of resources

Glennie *et al.* (2012:537) argued that learners could not participate in school-based EEPs unless the school delivered those opportunities. The delivery of opportunities for learners to participate in such EEPs activities implied the provision of the requisite resources for each specific EEP. The allocation of existing funds, people and time to various purposes within an organization was essentially a political process of horse-trading among competing interests within the boundaries set by allocating parameter (Plecki, Alejano, Knapp & Lochmiller, 2006:14). The lack of the retention of teachers, shortage of human power, weak school infrastructure, ineffective professional staff and poor working conditions rendered the allocation of resources quite complex (Sefa Dei, 2011:25). Sefa Dei (2011:22 & 25) further argued that the lack of political will to localize EEPs coupled with the frequent limited access to educational material by learners also complicated the process of allocation of resources.

The inability of schools to tap into the wealth of traditional and indigenous forms of education in the service of educating contemporary learners inhibited privileging learners with the local social capital for their benefit. Dictatorial allocation that subjected assigned EEPs managers in difficult situations and forced for a search for help elsewhere to enable participation was wasteful, inconsiderate and hampered the effective delivery of the EEP outcomes (Phibion, 2012:98). Vague and uncertain data or problems related to information systems, indiscernability relations and classification, attributed dependence and approximation accuracy, reduct and core attribute sets and decision rules, compounded the allocation of resources (Huang, Liang, Lin, Tseng, & Chiang. 2011:1982).

7.7.4.3 Components of allocation of resources

Caldwell (1996:123) pointed at accountability as an important component in the deployment of resources. On receiving resources the YRAC EEPs managers ought to allocate them because they had learners with certain mix of learning needs and the responsibility to fulfil them. The EEPs managers also wielded authority to execute decisions in terms of how the resources could be allocated and used for the attainment of the predetermined learning outcomes. Accountability and responsibility in the allocation of resources called on EEPs managers to plan as a blue print for action to avoid wasting money and other resources (Esia-Donkoh, 2014:65). Nalyazi (2010:50 & 53) added that the time programme guidelines for the implementation of each EEP should be observed for meaningful engagement. Furthermore the EEPs managers had to exercise transparency when they allocated resources; the allocation ought to be clear and readily understandable by all stakeholders with an interest in EEPs.

That implied the application of fairness in the allocation of resources where EEPs with the same mix of needs would be dealt the same total of resources from the budget. Moreover, the allocation of resources ought to follow a strategic implementation denoted by progressive implementation of EEPs with the new funding. The strategic implementation should reveal the effectiveness of the EEPs managers by reflecting their knowledge about the EEPs effectiveness. The allocation of resource should also reflect most about the most cost effective mode of achieving the desired EEPs outcomes (Caldwell, 1996:126, 127 & 128).

7.7.4.4 Conducive environment for the allocation of resources

According to Caldwell (1996:126) demonstrating adequate elasticity in fluctuating circumstances was an important condition conducive for the allocation of resources. That elasticity implied being able to apportion resources in keeping with the operant demand such that the resources meted out were commensurate to the existent needs. That could be achieved by selecting the EEPs in their order of cost-

effectiveness ratings until the budget was fully committed (Huang *et al.*, 2011:1982). Furthermore, the devolution of responsibility of implementing the EEPs ought to be executed as far as possible in consultation with the parents of learners and the learners themselves. Involving staff in making decisions that fall within their domain was acknowledged as a component worthy of attention for the effective allocation of resources. Moreover, clear communication channels ought to be established and announced to staff members in order to assist in resolving confronted challenges. The EEPs managers also ought to make the school environment child-friendly to ensure that the learners were physically safe, emotionally secure and psychologically enabling (Esia-Donkoh, 2014: 66 & 67).

7.8 RECOMMENDATIONS OF THE MANAGEMENT STRATEGY

Recommendations that accrued from the management strategy with the objective of optimising the implementation of EEPs in YRAC were advanced in accordance with the main components of the management strategy; community involvement; partnerships; constant participation and allocation of resources:

7.8.1 COMMUNITY INVOLVEMENT

The management strategy recommended that the community ought to be informed and made part of the EEPs by apportioning them roles to play during the implementation (see 5.5.1). Mahlangu (2014:177) attested that raising parents' awareness promoted collaboration and cooperation with the EEPs managers. The parents therefore ought to be dealt information with respect to their participation for progress in EEPs. The management strategy also recommended that the EEPs managers made the EEPs responsive to the needs of learners, schools and communities by ensuring that they had a say regarding the implementation of EEPs (Modisaotsile, 2012:3). That called for the EEPs managers to establish the peculiar

learners', schools' and community needs instead of imposing the EEPs on them to safeguard their interest, collaboration and co-operation during implementation.

As such the management strategy recommended that the EEPs managers ascertained the parents' interest and contribution in their children's education by engaging in regular interactions with the communities they serve for informed decision making processes (Mannathoko *et al.*, 2013:49; Pansiri *et al.*, 2011:303;Chowa *et al.*, 2013:2021). The EEPs managers ought therefore to allow community members to play practical roles in the implementation of EEPs including the organizing of resources. In order to attain the foregoing position, the management strategy recommended that the parents ought to be given appropriate training, information and support to capacitate them to be involved in the implementation of the EEPs (Mahlangu, 2014:177).On that basis the management strategy also suggested that the EEPs managers should initiate the development of linkages between schools and communities to assist learners with the exchange of information and the provision of support services that were not available in the schools.

7.8.2 PARTNERSHIPS

The management strategy recommended that school communities and parents ought to be encouraged to avail themselves, be informed about the EEPs activities and to contribute and give support for the implementation of the EEPs (see 5.5.2). Mbokodi *et al.* (2011:45) confirmed creating space for a two-way communication with the partners in the EEPs as a conducive environment for optimising the implementation of EEPs. The management strategy therefore recommended that the EEPs managers exercise an on-going communication with their partners and rendered a clear delineation of their roles and responsibilities to induce accountability (Mahlangu, 2014:171). Generating a cooperative mind set and a mutually trusting environment in the implementation of EEPs was yet another recommendation of the management strategy for the EEPs managers.

The strategy encouraged the EEPs managers to adopt a collaborative ethos by ensuring joint decision making and effective channels of communication among the partners (Mahlangu, 2014:171). Furthermore the EEPs managers ought to communicate with the parents the good news concerning their efforts with respect to the implementation of EEPs. The management strategy recommends that the partnerships should have well-structured plans in place and schedule of activities that outline the stakeholders' roles and responsibilities on EEPs to stakeholders on time (see 5.5.2). Mbokodi *et al.* (2011:45) argued that well-structured plans promoted accountability in the implementation of EEPs. Accountability on the other hand promoted positive humanism, regular and healthy interactions between the community and the EEPs managers themselves.

7.8.3 CONSTANT PARTICIPATION

The management strategy recommended that the EEPs managers sustained the interest levels of the participants and made sure that the EEPs were meaningful, geared towards their abilities, and resources were delivered (Rose-Krasnor *et al.*, 2006:365). The strategy further recommended that the EEPs managers shared power in the implementation of EEPs and encouraged learners' involvement in taking responsibility for decision making. To facilitate the foregoing suggestion the EEPs managers ought to begin by building relationships with learners, empowering them and partnering with them through processes of information gathering, analysis, planning and reviews (Rose-Krasnor *et al.*, 2006:365) in the implementation of EEPs.

That implied the EEPs managers ought to provide learners with supportive relationships and enable them to develop task persistence, independence and the ability to follow instructions. The management strategy subsequently recommended that the EEPs managers should assist learners to develop multiple areas of competence, personal confidence, social connections, personal characters and the ability to care and contribute to society (Gomez *et al.*, n.d.:97). The management

strategy also urged the EEPs managers to involve the parents by providing them with a complete orientation with respect to the implementation of EEPs and the practical ways they could contribute thereto (Shaibu *et al.*, 2012:225).

7.8.4 Allocation of resources

The management strategy recommended that the EEPs managers ensured the availability and release of appropriate resources for EEPs to participating schools (see 5.5.4). Caldwell (1996:26) edified by indicating that the EEPs managers ought to demonstrate adequate elasticity in fluctuating circumstances for the sustenance of the implementation of the EEPs. The strategy further recommended that the EEPs managers selected the EEPs in their order of cost-effectiveness during the budgeting process until the entire budget was spent (Huang *et al.*, 2011:1982).

The EEPs managers ought to involve their staff in making decisions within their realms of operation. Towards that end, the strategy recommended that the EEPs managers ensured that clear communication channels were established and made known to their staff and assist in resolving challenges they confronted (Esia-Donkoh, 2014:66). The strategy also recommended that the EEPs managers made the school environment child-friendly to ensure that they were physically safe, emotionally secure and psychologically enabled to participate in EEPs (Esia-Donkoh, 2014:66 & 67).

7.9 SUCCESSES OF THE MANAGEMENT STRATEGY

The success of community involvement in the implementation of EEPs was denoted by the active participation of parents and the critical roles they played in their planning and sustainability (Ji & Koblinsky, 2009:688). Parents were motivated to volunteer to collaborate with the EEPs managers and share their time, expertise and talents. The knowledge, talents and skills of families and community members were affirmed to render extra-support for the learners' educational development and

adjustment, easing social responsibility for the welfare of learners (Carvalho:2008:169). Collective responsibility existed between the EEPs managers and the school communities with respect to meeting the EEP needs for the learners. Such positive community and EEPs managers' collaborative relationships had the potential to optimise the implementation of the EEPs.

Partnerships contributed towards the achievement of organizational goals in YRAC; the community claimed ownership of the EEPs and they (YRAC) benefited from the flow of resources from the community as they collaborated with them (see 5.4.2). Furthermore they were freely favoured with various skills as a result of collaboration through partnerships with the different community members. Kruger *et al.* (2010:344) confirmed that partnerships provided more opportunities for development access to various networks and increased access to resources. They viewed partnerships as assistive to leverage resources that enabled the expansion and attainment of EEPs goals. Partnerships nurtured collaboration between the parents, schools and the EEPs managers to benefit the learners (Cardon *et al.*, 2012:471).

Exposure to multiple opportunities for participation afforded learners the privilege to perfect and hone their skills (see 5.4.3). Dumais (2009:73) corroborated that fact by indicating that through constant participation learners were afforded the advantage to improve their talents in areas such as music and sport. Constant participation ascertained the acquisition of skills including the self-concept (Fredericks *et al.*, 2008:1030) which made their parents' contribution in partnering with school much valuable when they drew from knowing their children's inclinations (Mannathoko *et al.*, 2013:49 & 50). According to Rose-Krasnor *et al.* (2006:386) lower levels of risk behaviour involvement, particularly on the part of the learners in pro-social activities demonstrated the success of constant participation.

The allocation of resources enabled the accomplishment of organizational goals in YRAC and the procurement of specialized services from knowledgeable people to provide the necessary information and skills for each EEP (see 5.4.4). Literature

affirmed that the allocation of resources lend supportive environments for learners by means of the provision of adequate, appropriate facilities and varied facilities that enhanced the achievement of the outcomes (Edwards *et al.*, 2011:2; Kahan, 2008:29 & 30).

7.10 METHODOLOGICAL CONTRIBUTIONS

Participatory Action Research (PAR), which operationalized Critical Emancipatory Research (CER), was adopted as a methodological approach for this study. Creswell (2007:126) describe PAR as any research that aimed at studying social issues that limited individuals or community lives and emphasized equal collaboration whereby the participants were treated as an integral part of the design. This section advanced recommendations founded on PAR principles for the empowerment and participation of communities for transformative development (Kemmis & McTaggard, 2007:272 & 273) in optimising the implementation of the EEPs in YRAC.

The study suggested that EEPs managers ought to adopt and apply the democratic principles to recognize and involve all stakeholders as well as provide them with a platform to influence decisions concerning the implementation of the EEPs in YRAC. PAR had Constitutional ramifications of the value of human dignity in a democratic context (RSA Constitution, 1996). The application of democratic principles implied active engagement of the stakeholders and taking cognizance of transformational and reformatory legislative mandates when EEPs were implemented (Modisaotsile, 2012:3).

PAR created space for the voicing of new ideas, values and open-mindedness in thinking in relation to the implementation of EEPs (Collin *et al.*, 2004:150). As such PAR suggested that EEPs managers ought to promote parent-teacher relationships to support schools and learners to farewell in EEPs opportunities offered. In that fashion PAR agitated for the pursuit of sustained accountability for a better life for the collective majority in the implementation of EEPs (Collin *et al.*, 2004:150).

Through such relationships strong connections were built between schools and homes and subsequently assisted learners to adjust and learn effectively as they participated in EEPs (Mannathoko & Mangope, 2013:49; Pansiri & Pansiri, 2011:303).

PAR offered human dialogue, enhanced the freedom to speak freely and advocated for sustainable communicative dialogue (Shields, 2004: 1 & 2; McDonald, 2007:250; Reason & Bradley, 2008:463). Dialogic communication between parents and other stakeholders reinforced opportunities for strengthened partnerships (Pansiri *et al.*, 2011:289; Mannathoko, 2013:50; Giovacco-Johnson, 2009:128, 129 & 130). PAR stimulated conversations and facilitated the production of knowledge on the management strategy for implementation of EEPs from local accounts of EEPs managers.

Opening up communicative dialogue favoured mutual relationships with parents and the community, and created conditions for them to partner with understanding for the optimised implementation of the EEPs (Mannathoko *et al.*, 2013:48). The EEPs managers got to recognize and value the diverse cultural orientations and heritages of stakeholders in EEPs and acknowledged differences; that had the potential to open space for optimising the implementation of the EEPs. Parents and other stakeholders ought to be welcomed by EEPs managers and their reluctance alleviated through compassionate interaction and their confidence boosted by making them understand their roles in the implementation of EEPs (Ayi, 2012:4; Bogaert, Goutali, Saraf & White, 2012:31).

Equally important, Cardon, Van Acker, Seghers, Haerens and Bourdeanhuij (2012:432) pointed out that learners and families ought to be included in the planning of EEPs activities for a more precise reflection of the learners' preferences. As a methodological approach, PAR enhanced progressive and participatory democracy designed for collaborative unity between the EEPs managers and their stakeholders (Reason, *et al.*, 2008:463). PAR steered collaboration for critical

conversations concerning the implementation of the EEPs as well as ensured collaborative resource sharing (Tjabane, 2010:58 & 60; Tshelane, 2013:414).

Through PAR participative democracy was shown when the community supported the implementation of the EEPs and directly took up roles that saw the programmes take off with the material and skills support leveraged to ensure successful implementation. The act of the community pledging to the implementation of EEPs in unity with the EEPs managers signified the shared partnership at their own free will. The community in that manner was empowered to play enduring roles in becoming part of the solution (Ren & Langhout 2010:126).

The collaborative attribute of PAR enabled the EEPs managers, parents and school communities to hold hands and to see it as their collective responsibility to commit to the successful implementation of the EEPs. It was to this end that PAR was grounded on the worth of humanity and challenged power dynamics that a community of social inclusivity in the implementation of the EEPs was built (Chapman, 2009:81). PAR respected indigenous knowledge concerning the implementation of the EEPs. As its hallmark, it believed in the opinion that knowledge was embedded with significant relevance in the social, cultural and political contexts of the EEPs managers (Nkoane, 2013: 98 & 99; Le Grange, 2011: 536 & 550).

The practical nature of PAR drew on local knowledge to generate practical solutions for the optimized implementation of the EEPs. The security of local knowledge and the use thereof provided the necessary impetus for the successful implementation of the EEPs and demonstrated that cultural wealth was valorised and validated (Tshelane, 2013:414). That implied that PAR invested in human development for real life circumstances by acknowledging the relevance of local community knowledge in the optimization and implementation of EEPs in YRAC (Nkoane, 2012b:4 & 5). By engaging the local experts the EEPs managers effectively took responsibility for their progress and shaped their destiny with locally relevant content (Netshandama & Mahlomaholo, 2010:111).

PAR acknowledged women's contributions, advocated for women equality and critical thinking. As such it negated the subjection of women to voicelessness, exclusion and hegemonic cultural oppression (Morojele, 2012: 84 & 85; Segalo, 2012:1 & 89). PAR recognized women as underutilized and subsequently urged for their equitable treatment and engagement in EEPs implementation through participative democracy.

PAR provided that women were granted equal recognition when they attended and participated in EEPs activities. The women's contributions towards the implementation of EEPs were therefore welcomed and accorded the necessary respect with the apposite positive humanism (Tjabane, 2010:14). That implied that their participation in the implementation of EEPs as the vulnerable gender was protected and acknowledged. The female gender was thus valued than ignored when they participated in the implementation of the EEPs thereby extending possibilities for the optimized opportunities for the learners as well. Peace, hope and equality were the principles advocated for by PAR in forming a just society. Hope promoted dialogic communication and was inspirational for critical change in the lives of the marginalized communities and EEPs managers (Mahlomaholo, 2012:8; Webb, 2010:327). PAR also promoted positive hope which induced appreciation of love, trust and serenity in the implementation of EEPs. The following assertion from the EEPs managers typified the hope propelled by PAR through the application of the management strategy for optimising the implementation of EEPs.

The alternative management strategy offered by the EEPs manager to the choir conductor provided hope for the optimised implementation of the EEPs. The alternative approach to solve the implementation problems did not only extend the possibilities for implementing the EEPs, but also rendered sustainability to the implementation with the continued unrestricted flow of resources. Hope triggered communicative and participative action and the consideration of viable options that extended opportunities for the successful application of the management strategy.

The emancipatory feature of PAR enabled the EEPs managers to scrutinize their management of EEPs and to generate suggestions for optimising the implementation of the EEPs (Higgs & Langhout, 2010:2015). In the process of discovering ways in which their management practices could be adjusted for optimised implementation of EEPs, the accompanying emancipatory motivation gave them hope that the state of things might be different (Kemmis in Reason *et al.*, 2008:134). That emancipative participation inspired hope with the understanding that the future had potential to bear results with positive change and transformation.

The foregoing assertion depicted a possible solution generated during participative engagement by the EEPs managers given rise to by the need to emancipate themselves from the condition of EEPs that seemed limited in terms of reaching disadvantaged learners. The alternative as quoted offered the probability of transforming and changing the manner in which the EEPs managers had been managing EEPs. The consideration to involve the community in the implementation of EEPs was reflective of how PAR restored the abilities of the EEPs managers to generate knowledge and practice through critical reflection. The quest to involve the community further depicted an emancipatory desire on the part on the EEPs managers to effect change in their management such that the implementation of the EEPs was optimised.

One of the characteristics of PAR involved being practical as it enabled the EEPs managers to investigate their management practices and explore better ways of optimising the implementation of the EEPs (Kemmis & McTaggard, 2008:272). With the guidance of FAI the EEPs managers deliberated on their situation and arrived at carefully considered, useful and effective ways that had the potential of optimising the implementation of the EEPs. The practical nature of PAR influenced the EEPs managers to concretize their thoughts to produce relevant and practical solutions for the optimised implementation of the EEPs. In the assertion above, the ideal of taking the interests of participants in the EEPs drove the EEPs managers to consider the relevance and practical benefit of the EEPs activities for each participant for optimised implementation.

The EEPs managers were thus called to conduct regular meetings, workshops and seminars with parents and communities on the value of the EEPs as a way of keeping close contact with communities they served and capturing their interest in EEPs (Mannathoko *et al.*, 2013:53). Through such platforms, the EEPs managers ought to provide the parents and communities with a comprehensive orientation to EEPs for parents to endorse their children's participation in them and allow different forms of community interaction in EEPs implementation (Shaibu, Holter, Slatter, Maruapula, Jackson, Malete, Mokone, Wrotniak & Compher, 2012:225; Nduku, 2011:61). In that fashion the EEPs managers ought to affirm the efforts of families and community members as well as organizations to overcome challenges confronted in their children's participation in EEPs (Bryan *et al.*, 2008:159).

The transformatory nature of PAR provided specific lines of action with the intent of inducing a particular change in the management and implementation of the EEPs in YRAC (Kemmis in Reason *et al.*, 2008:132). PAR was grounded on the hope that the efforts of the EEPs managers would make a difference in the management and implementation of the EEPs as they explored possible various perspectives to eliminate practices that delimited the implementation of EEPs (Kemmis *et al.*, 2008:283). The EEPs managers' comment suggested a line of action that was inclusive and all-embracing in orientation in order to transform the management and implementation of EEPs in YRAC. The EEPs managers seemed to acknowledge parents and their representative structures such as the SGBs as the official partners in the implementation of the EEPs. Parents ought to be embraced as equal partners to motivate for their democratic participation and to acknowledge the alternative viable ways of inspiring them through respect of their human rights, respect for social values, social inclusion and empowerment (Mbokodi *et al.*, 2011:39; Nkoane, 2012b:12).

The EEPs managers ought to open encourage and maintain two way interchangeable communications between partners regarding the implementation of EEPs. That implied that EEPs managers ought to put an effective communication system in place for schools, parents and the broader community to appreciate the

rationale for the partnership to optimise the implementation of EEPs (Mbokodi *et al.*, 2011:46). For those partnerships to work, the EEPs managers ought to show positive attitudes towards the parents' involvement for the benefit of EEPs implementation, for instance, holding meetings with parents of learners participating in EEPs.

PAR enabled the exploration of prevalent environments in the implementation of EEPs and the assessment of accompanying managerial practices in YRAC to find out which unreasonable and inhumane practices yielded similar results (Kemmis in Reason *et al.*, 2008:125). EEPs managers were subsequently enabled to manoeuvre to avert the disagreeable results from occurring. PAR assisted the EEPs managers to rescue and restore their management from limitations rooted in their modes of work and social relationships affected by power differentials.

The EEPs managers identified the lack of support of parents for the successful implementation of the EEPs and the encouragement of senior managers to neglect those programme. The statement by the EEPs managers suggested the inclusion of more people, particularly the parents and the consciousness to provide a platform to make their voices heard in EEPs implementation. That benefit would create space for the parents to have a say in terms of expressing their whims and aspiration as well as part taking in decisions that affected them and their children. Parents would subsequently be empowered to exercise durable roles in becoming part of the solution to overturn the exclusion and neglect of EEPs for their successful implementation. Parents of learners ought to be motivated to take command and work towards the wellbeing of their children including their participation in EEPs. Parents should also be embraced as equal partners because when they took interest in EEPs, their children's participation in EEPs was likely to be frequent (Modisaotsile, 2013:3). Providing such opportunities for teaching traditional EEPs in academic environments would equally complement the communities' efforts to support South African youth with the knowledge to carry cultural traditions to the future (Pansiri *et al.*, 2011:3; Ayi, 2012:5).

In the same vein, EEPs activities ought to be tailored to satisfy the interests and motivation of the target learners. Suiting EEPs activities to the needs of the learners and communities by always directing the choice of the EEPs activities to the choice of the collective interest was a social consideration that held possibilities of optimising constant participation (Sanderson & Richards, 2010:431; Brito & de O' Siveres, 2014:128). Flexible EEPs activity schedules ought to be complied to accommodate diverse interests offering clear information regarding expected attendance. Moreover, appealing programmes should be fielded as well as competent staff that could bond well with adolescents to support their development needs (Roth, Malone, Brooks-Gunn, 2010:138 & 139).

The study suggested that the legal prescripts regulating the allocation of resources concerning the implementation of EEPs ought to be observed by all stakeholders. Legal requirements that bind government to provide resources for the implementation of EEPs should be monitored and enforced. EEPs managers ought to acknowledge and collaborate with democratic structures such as the SGBs, with whom the authority for the determination and allocation of resources is vested (Modisaotsile, 2012:4; Phibion, 2012:98). Regarding the financing of EEPs, all stakeholders and partners should be involved in the decision-making process (Nalyazi, 2010:53). The EEPs managers ought to exert efforts to manage the allocation of time and facilities for EEPs activities to comply with the standing guidelines recommendations for the effective implementation of the EEPs (Walter, 2011: 780 & 781; Nalyazi, 2010:50 & 53). Furthermore, knowledgeable and properly trained EEPs managers who were able to craft perceptually appropriate and interesting EEPs activities ought to be appointed and allocated accordingly (Kahan, 2013:29 & 30).

7.11 LIMITATIONS OF THE STUDY

The study covered only one of the five education districts of the Free State province and as such had contextual limitations in terms of portraying the provincial

managerial practices in the implementation of EEPs. The reluctance of EEPs managers to participate in one of the two education districts initially envisaged for the study resulted in the non-attendance of the meetings convened with the EEPs managers and subdued progress with the study thus delimiting the scope covered. The views, knowledge, experience and skills of EEPs managers in the said education district could subsequently not be shared to enrich the study with a vast and diverse data as intended. The lack of commitment to make time on the part of the EEPs managers and the employment challenges for the researcher regarding the scheduling of the meetings at the planned frequency impacted on the quality and depth of the deliberations.

The subscription of some EEPs managers to the school of thought and world view that did not accord essence and status to EEPs as developmental and equally valuable curricula had a constraining effect on the study. The perception of EEPs in the context of the South African education curricular of not prizing them as a progressive niche for youth development also delimited the study. Moreover, the absence of policies guiding the management of the implementation of EEPs in YRAC as opposed to SASA for the SGBs limited the study. There were no specific legislative policies guiding the management of EEPs in YRAC, thus creating a void with respect to the entrenchment of EEPs constitutional prerogatives for youth.

The following section offers recommendations with respect to related areas of interest for further research.

7.12 RECOMMENDATIONS FOR FUTURE STUDY

In order to expand on the current study further research was recommended on conducting a comparative study between the management of EEPs in former model C schools and township schools. Learnings in terms of best practices with the impetus to sustain the implementation of EEPs across cultural barriers would strengthen EEPs managers in executing their functions. Another interesting area for

future research related to how optimising the EEPs could yield inspiring competitive career development through empowerment.

7.13 SIGNIFICANCE OF THE STUDY

Previous interventions in enhancing the implementation of EEPs that were implemented in an international context had different design features but none of them were founded on a comprehensive framework that agitates for a humanitarian approach as evidenced by the CER of this study (Cardon *et al.*, 2012:275). This study subsequently contributes to the theoretical underpinning of the management and leadership of the EEPs. Moreover, the study contributes by offering a workable strategy anchored on humanitarian principles such as respect, tolerance, democratic participation, equity, social justice and the culture of human rights.

In South Africa no evidence could be found of an extensive management strategy for the implementation of EEPs. The significance of the management strategy in this study does not only lie on its novelty within the South African context, but also in the incorporation of the parents' and learners' voices in the management of the implementation of the EEPs. In this fashion the study advocates for a community-friendly and learner-friendly strategy with positive effects to deal with inequitable access to EEPs. The study could therefore serve as a basis for further intervention in the implementation of EEPs particularly with the challenge of waning budgetary resources for EEPs taking their toll the world over.

The management strategy could also have a positive impact on the implementation of the EEPs as it stimulated collaboration, cooperation, team work and dialogic communication between the EEPs managers and the parents, learners and community members. Inexperienced EEPs managers could benefit from that flexible management strategy for optimising the implementation of EEPs in YRAC. The most significant aspect of the study related to the foundational components of the management strategy which leveraged the impetus for optimising the

implementation of EEPs through particular conducive environments for the EEPs managers' attention for progressive management.

The researcher's views on the effective management of the implementation of the EEPs were also impacted upon by the study. The emphasis in literature on the importance of two-way communications, harnessing the stakeholders' interests in EEPs and teamwork, strengthened his belief in the value of democratic management and creating space for ownership of decisions by stakeholders in the decision making process. The study also confirmed the researcher's belief that, if accorded the same treatment and attention as part of the co-school curriculum, the EEPs could mediate as a powerful niche to privilege South African youth with alternative career prospects that hinge on their established skills and talents.

7.14 CONCLUSIONS

The study formulated a management strategy responsive to optimising the implementation of the EEPs in YRAC as demonstrated by the empirical evidence. The management strategy inspired collaboration and cooperation between the EEPs managers and the stakeholders with the resultant impetus privileging the implementation of EEPs subsequently enhancing beneficitation on the part of learners. The co-researchers confirmed the implementation EEPs as a social phenomenon that required collaboration, cooperation and team work among the stakeholders. The focus of the management strategy was not only confined to optimising the implementation of the EEPs, but also spelt out the requisite conditions for the sustainability of its application. Dialogic communication between the EEPs managers, parents and other stakeholders reinforce opportunities for strengthened partnerships, favours mutual relationships with parents and communities and create conditions for them to partner with understanding for the optimised implementation of the EEPs.

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Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

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**OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY & RESEARCH**

06 March 2014

Mr. Peppenene MJ

RE: APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION:

1. This letter serves as an acknowledgement for receipt of your research request in the Free State Department of Education.
2. Research topic: **Management strategy to improve the implementation of Educational Enrichment Programmes (EEP) IN Youth Development, Recereation, Arts and Culture (YRAC).**
3. Approval is granted for you to conduct research in the Free State Department of Education.
4. This approval is subject to the following conditions:-
 - 4.1 The names of participants involved remain confidential.
 - 4.2 The structured questionnaires are completed and the **interviews are conducted outside normal tuition time or during free periods.**
 - 4.3 This letter is shown to all participating persons.
 - 4.4 A bound copy of the research document and a soft copy on a computer disc should be submitted to the Free State Department of Education (Strategic Planning, Policy Development & Research).
 - 4.5 You will be expected, on completion of your research study, to make a presentation to the relevant stakeholders in the Department.
 - 4.6 The attached ethics document must be adhered to in the discourse of your study in our department.
5. The costs relating to all the conditions mentioned above are your own responsibility.
6. You are requested to confirm acceptance of the above conditions in writing, within seven days after receipt of this letter. Your acceptance letter should be directed to:

**DIRECTOR: STRATEGIC PLANNING, POLICY DEVELOPMENT AND RESEARCH,
Old CNA Building, Maitland Street OR Private Bag X20565, BLOEMFONTEIN, 9301**

Thank you for choosing to research with us. We wish you every success with your study.

Yours faithfully,


Mothebe MJ –Director: Strategic Planning, Policy & Research.

Consent Form

A Management strategy for optimizing the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation Arts and Culture (YRAC).

YRAC Officials: Fezile Dabi District

You are hereby informed of the above indicated research and are invited to participate in the study.

You are free to contact the researcher at the following telephone numbers should you have any questions about the research at any time; 082 470 2471 or (051) 404 9259 and e-mail address:pepenene@edu.fs.gov.za.

Your participation in this research is voluntary and there will be no consequences should you refuse to participate or decide to terminate your participation.

If you decide to participate in this research you will be given a signed participation sheet which is a summary of the research.

The research study, including the information indicated herein, has been verbally explained to me. I understand what my involvement in the study means and I voluntarily agree to participate.

Name: _____

Contact no: -----

Signature of participant

Date

Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.

REQUEST FOR PERMISSION TO RECORD RESEARCH PROCEEDINGS WITH THE
EEPs MANAGERS

Research by: Pepenene MJ at UFS

TO WHOM IT MAY CONCERN

The Deputy Chief Education Specialist / The Senior Education Specialist

Sir/Madam

**PEMISSION TO RECORD DISCUSSIONS IN RESPECT OF THE STUDY BY: PEPENENE
MJ.**

I am a registered student with the Free State University (**1990270686**) conducting research on the theme: ***Management strategy for optimising the implementation of Educational Enrichment Programmes in Youth Development, Recreation, Arts and Culture.***

Taking the above into consideration, I hereby humbly request to record the discussions at all the contacts sessions scheduled for the research. The objective is to have full facts accurately for discussion and analysis.

Thanking you in advance with gratitude.

Faithfully,

Mohapi Pepenene (Researcher)

Enquiries: Pepenene MJ
Reference: Letter to YRAC officials
Tel: 051 404 9259
Fax: 086 430 6223
E-mail: pepenene@edu.fs.gov.za

06 March 2014

The Deputy Chief Education Specialist (DCES): YRAC

Fezile Dabi Education District

Madam/Sir

CONSENT TO PARTICIPATE IN RESEARCH

I am a registered student of the University of the Free State at Bloemfontein Campus conducting Research on the following academic topic: A management strategy to improve the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC).

Proposed date for this event is as follows:

- ❖ Date: 02 May 2014;
- ❖ Venue: Sasolburg, District Office
- ❖ Time: 14:00 pm

In case you choose to participate, kindly note the following issues:

- Your participation is entirely voluntary with no force for any discussion and opinion;
- All the information will be treated confidentially; and
- In case you express interest to participate, you are requested to sign the consent form as an indication of voluntary willingness to participate.

Potential benefits.

There are no monetary benefits associated with participation in this research.

Please sign hereunder on the provided space to denote your consent to participate in the research.

Consent to participate: (Names) (Date)

Contact details.

For further clarity; I can be contacted on the following numbers: 051 404 9259(W) and 082 470 2471. My email address is: pepenene@edu.fs.gov.za.

Thank you in advance for your assistance.

Faithfully

Mohapi Pepenene: Researcher

Private Bag X20565, Bloemfontein, 9300
Free State Provincial Government Building, 15th Floor, Cnr Markgraaf and Elizabeth Streets, Bloemfontein
Tel: (051) 404 8100 / 8412 Fax: (086) 630 4790

Enquiries: Pepenene MJ
Reference: Letter to YRAC officials
Tel: 051 404 9259
Fax: 086 430 6223
E-mail: pepenene@edu.fs.gov.za

06 March 2014

The Senior Education Specialist (SES): YRAC

Motheo Education District

Madam

CONSENT TO PARTICIPATE IN RESEARCH

I am a registered student of the University of the Free State at Bloemfontein Campus conducting Research on the following academic topic: A management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC).

Proposed date for this event is as follows:

- ❖ Date: 01 May 2014;
- ❖ Venue: Sasolburg, District Office
- ❖ Time: 14:00 pm

In case you choose to participate, kindly note the following issues:

- Your participation is entirely voluntary with no force for any discussion and opinion;
- All the information will be treated confidentially; and
- In case you express interest to participate, you are requested to sign the consent form as an indication of voluntary willingness to participate.

Potential benefits.

There are no monetary benefits associated with participation in this research.

Consent to participate: (Names) (Date)

Contact details.

For further clarity; I can be contacted on the following numbers: 051 404 9259(W) and 082 470 2471. My email address is: pepenene@edu.fs.gov.za.

Thank you in advance for your assistance.

Faithfully

Mohapi Pepenene: Researcher

Private Bag X20565, Bloemfontein, 9300
Free State Provincial Government Building, 15th Floor, Cnr Markgraaf and Elizabeth Streets, Bloemfontein
Tel: (051) 404 8100 / 8412 Fax: (086) 630 4790

Enquiries: MJ Pepenene
Reference: Letter to YRAC officials
Tel: 051 404 9259
Fax: 086 430 6223
E-mail: pepenene@edu.fs.gov.za

UNIVERSITY OF THE FREE STATE: 2014

For attention: The Principal

08 September 2014

Sir/Madam

INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

I am a registered student of the University of Free State at Bloemfontein Campus conducting Research on the following academic topic: **Management strategy for optimizing the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation Arts and culture (YRAC)**.. My student number is: **1990270686**. Proposed date for this event is as follows:

- ❖ Date: 12 September 2014;
- ❖ Venue: Fezile Dabi District Office, Sasolburg;
- ❖ Time: 09:00 pm

The fundamental aim of the study is to formulate a **Management strategy for optimizing the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation Arts and Culture (YRAC)**.

As part of the process of change and transformation for democratic education in the Free State, I therefore sincerely request your opinion and participation in this research by way of open and free discussion on topical issues in respect of the management of EEPs in YRAC.

In case you chose to participate, kindly note the following issues:

- Your participation is entirely voluntary with no force for any discussion and opinion;
- All the information will be treated confidentially; and
- In case you express interest to participate, you are requested to sign the consent form as an indication of voluntary willingness to participate.

Potential benefits.

There are no direct monetary benefits in participating in this research. The study will however assist in optimizing the implementation of EEPs in YRAC through an effective management framework

Research at school.

This letter also serves to allow the researcher to conduct the research in the district subject to all ethical and professional considerations in place.

Contact details.

For further clarity; I can be contacted on the following numbers: 051 404 9259/W and 082 470 2471. My email address is: pepenene@edu.fs.gov.za.

Thank you in advance for your assistance.

Faithfully,

.....

Mohapi Pepenene: Researcher – University of the Free State

Private Bag X20565, Bloemfontein, 9300

Free State Provincial Government Building, 15th Floor, Cnr Markgraaf and Elizabeth Streets, Bloemfontein

Tel: (051) 404 8100 / 8412 Fax: (086) 630 4790

FACULTY OF EDUCATION | FAKULTEIT OPVOEDKUNDE
APPLICATION FOR TITLE REGISTRATION | AANSOEKOM TITELREGISTRASIE

Please indicate / Dui assebliefann:

(M Ed / MA) Mini-Dissertation / Uitgebreide Skripsie	
(M Ed / MA) Full Dissertation / Verhandeling	
(PhD) Thesis / Proefskrif	X

Ethical Clearance Number / Etiese goedkeuringsnommer

New Registration / Nuwe Registrasie	X
Amendment of Title / Wysiging van Titel	
Amendment to panel of examiners / Eksamenpaneelwysiging	
Amendment to panel of supervisors / Studieleierpaneelwysiging	
Amended Proposal / Wysiging van Voorstel	

Study Code / Studiekode (e.g. 7910)	
Module Code / Modulekode (e.g. DKT 900)	VOB 900
Date of first registration for this module / Datum van eersteregistrasie vir hierdie module	January 2014

Student Number / Studentenommer	1990270686
Surname / Van	Pepeene
First Names / Volle Name	Mohapi Jack
Title / Titel (eg Mr, Ms / bv Mnr, Me)	Mr

Postal Address / Posadres	
55 William Stead Road, Uitsig, Bloemfontein	
Telephone Number / Telefoonnommer	082 470 2471
E-mail / E-pos	Pepeene@edu.fs.gov.za

Field of Study / Vakgebied (e.g. Education Management / Onderwysbestuur)	Education Management
--	----------------------

INSTRUCTIONS FOR COMPLETION OF THE FORM

- ONE COPY of this form must be completed by the promoter. The form should reach the Faculty Post Graduate Office on time. Late submissions will be deferred to the next round of title registrations.
- If formerly approved title or panel of examiners need amendment, this form must be re-submitted in full for approval.
- All Sections of this form must always be completed, even though it may be a re-submission.
- Mini-dissertations require one internal and two external assessors, full dissertation Masters and PhDs require one internal and three external assessors.
- Study supervisors may not also be assessors.
- Particulars must be typed.
- Specified corrections to an application must be returned to the Post Graduate Office by the stipulated date, or the application will be withdrawn from the faculty management minutes and will need to be re-submitted at the next round of title registrations.

BESONDERHEDE IN VERBAND MET DIE INVUL VAN DIE VORM

- Hierdie vorm moet in ENKELVOUD deur die studieleier/promotoringevul word en betydsaan die Fakulteitsnagraadsekantoor gestuur word. Met laatindieningsal die aansoekoorstaan tot 'n volgenderondtetitelregistrasies.
- Indien die titel of eksamenpaneel nagoedkeuring deur die Fakulteitsraad gewysig word, moet hierdie vorm opnuut gevul en weervir goedkeuring voorgelê word.
- Alle afdelings se besonderhedemoetaltydingevul word, al is dit 'n hervoorlegging.
- Uitgebreide skripsies vereiseen interne en twee eksterne assessore, verhandelingsgebaseerde Meesters en PhDs vereiseen interne en drie eksterne assessore.
- Studieleiers mag nie ook as assessore optreenie.
- Besonderhedemoetingetikwees.
- Gespesifiseerde korreksies aan die aansoek moet na die Nagraadse Kantoor teen die gestipuleerde datum teruggestuur word, of die aansoek sal onttrek word van die fakulteitsbestuurnotules en sal van voorafingedien moet word vir die volgenderondte van titelregistrasies.

SUPERVISOR / PROMOTER | STUDIELEIER / PROMOTOR

Internal / Interne

*External / Externe

UFS Staff Number / UFS personeelnommer	0850242
Title / Titel	Dr.
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Signature / Handtekening	
---------------------------------	--

CO-SUPERVISOR / CO-PROMOTER | MEDESTUDIELEIER / MEDEPROMOTOR

Internal / Interne

*External / Externe

UFS Staff Number / UFS personeelnommer	0834333
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Surname / Van	Mahlomaholo
*Institutional Affiliation / InstitusioneleAffiliasie	UFS

Physical Address (for courier deliveries- NOT P.O.Box)/ FisieseAdres(virkoerieraflewering- NIE Posbus)	
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Office Number / Kantoornommer	2
Building / Gebou	New Education Building
Institution / Instituut	University of the Free State
Street Name / Straatnaam	205 Nelson Mandela ave.
City / Stad	Bloemfontein
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Signature / Handtekening	
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INTERNAL ASSESSOR | INTERNE ASSESSOR

UFS Staff Number / UFS personeelnommer	
Title / Titel	Dr
Initials / Voorletters	Ntlantla
Surname / Van	Sebele

Physical Address (for courier deliveries- NOT P.O.Box)/ FisieseAdres(virkoerieraflewering- NIE Posbus)	
Academic Unit / AkademieseAfdeling	School of Educational Studies
Office Number / Kantoor nommer	
Building / Gebou	Qwaqwa Campus Education Building
Institution / Instituut	University of the Free State
Street Name / Straatnaam	
City / Stad	Qwaqwa
Post Code / Poskode	

Telephone no. / Telefoon nr.	058 718 5003
E-mail address / E-posadres	sebelenj@qwa.ufs.ac.za

Field of Expertise / Veld van Kennis	Educational Leadership and Management
Details of Formal Qualifications / Besonderhede van FormeleKwalifikasies	PhD: Educational Management and Leadership

EXTERNAL ASSESSOR 1 | EKSTERNE ASSESSOR 1

Title / Titel	Dr
Initials / Voorletters	Y
Surname / Van	Nompula
Institutional Affiliation / InstitusioneleAffiliasie	University of KwaZulu Natal

Physical Address (for courier deliveries- NOT P.O.Box)/ FisieseAdres(virkoerieraflewering- NIE Posbus)	
Academic Unit / AkademieseAfdeling	School of Social Sciences
Office Number / Kantoor nommer	
Building / Gebou	Main Building Education
Institution / Instituut	University of KwaZulu Natal
Street Name / Straatnaam	Cnr Marrrianhill and Richmond Road
City / Stad	Pinetown
Post Code / Poskode	3605

Telephone no. / Telefoon nr.	031 260 3836
E-mail address / E-posadres	Nompula@ukzn.ac.za

Field of Expertise / Veld van Kennis	Music, Arts and Culture Education
Institutional Association (eg UCT) / InstitusioneleAffiliasie (bv WITS):	University of KwaZulu Natal
Details of Formal Qualifications / Besonderhede van FormeleKwalifikasies:	PhD: Educational Music Arts and Culture
Number of successful Master's graduates supervised / AantalsuksesvolleMeestersgraadstudentebegelei:	See attached CV
Number of successful PhD graduates supervised / Aantalsuksesvolle PhD studentebegelei:	See attached CV
Other information in recommendation of appointment / Ander informasieasaanbevelingviraanstelling:	

EXTERNAL ASSESSOR 2 | EKSTERNE ASSESSOR 2

Title / Titel	Dr
Initials / Voorletters	PR
Surname / Van	Machaisa
Institutional Affiliation / InstitusioneleAffiliasie	UNISA

Physical Address (for courier deliveries - NOT P.O.Box)/ FisieseAdres(virkoerieraflewering - NIE Posbus)

Academic Unit / AkademieseAfdeling	Department of Educational Management
Office Number / Kantoonommer	Office No. 6-083
Building / Gebou	AJH van der Walt Building
Institution / Instituut	UNISA
Street Name / Straatnaam	
City / Stad	Pretoria
Post Code / Poskode	0003

Telephone no. / Telefoon nr. 012 429 4560/ 083 338 4469

E-mail address / E-posadres machapr@unisa.ac.za and rebotilem@yahoo.com

Field of Expertise / Veld van Kennis Educational Management

Institutional Association (eg UCT) / InstitusioneleAffiliasie (bv WITS): UNISA

Details of Formal Qualifications / Besonderhede van FormeleKwalifikasies: PhD: Educational Management

Number of successful Master's graduates supervised / AantalsuksesvolleMeestersgraadstudentebegelei: See attached CV

Number of successful PhD graduates supervised / Aantalsuksesvolle PhD studentebegelei: See attached CV

Other information in recommendation of appointment / Ander informasieasaanbevelingviraanstelling: See attached CV

EXTERNAL ASSESSOR 3 | EKSTERNE ASSESSOR 3

Title / Titel	Dr
Initials / Voorletters	RFA
Surname / Van	Maarman
Institutional Affiliation / InstitusioneleAffiliasie	UWC

Physical Address (for courier deliveries - NOT P.O.Box)/ FisieseAdres(virkoerieraflewering - NIE Posbus)

Academic Unit / AkademieseAfdeling	Faculty of Education
Office Number / Kantoonommer	
Building / Gebou	Ridgeworth Place 13
Institution / Instituut	University of Western Cape
Street Name / Straatnaam	Bellwood Street, Stellenberg,
City / Stad	Bellvile
Post Code / Poskode	7530

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E-mail address / E-posadres maarman@uwc.ac.za

Field of Expertise / Veld van Kennis Educational Management

Institutional Association (eg UCT) / InstitusioneleAffiliasie (bv WITS): UWC

Details of Formal Qualifications / Besonderhede van FormeleKwalifikasies: PhD Educational Management

Number of successful Master's graduates supervised / AantalsuksesvolleMeestersgraadstudentebegelei: See attached CV

Number of successful PhD graduates supervised / Aantalsuksesvolle PhD studentebegelei: See attached CV

Other information in recommendation of appointment / Ander informasieasaanbevelingviraanstelling:

New or amended title / Nuwe of gewysigde titel

Management strategy to improve the implementation of educational enrichment programmes in Youth Development, Recreation, Arts and Culture (YRAC).

Previous title (in case of amendment) / Vorige titel (in geval van titelwysiging)**Research Proposal / Navorsingsvoorstel**

Strictly 1000-2000 words (Full Dissertations & PhDs) / Streng 1000-2000 woorde (Verhandelings & PhDs)

Strictly under 1000 words (Mini-Dissertations) / Streng onder 1000 woorde (Uitgebreide Skripsies)

Use the space below for the layout of the research proposal according to the prescribed aspects for inclusion as stated on the next page.

Gebruik die ruimte hierna vir die uiteensetting van die navorsingsvoorstel volgens die voorgestelde aspekte ter insluiting op die volgende bladsy.

1. Introduction and Background.

This study intends to formulate a management strategy to improve the implementation of educational enrichment programmes in Youth development, recreation, arts and culture (YRAC) in the two Free State educational districts (i.e. Motheo and Fezile Dabi). YRAC is a sub-directorate concerned with educational enrichment programmes that aim to provide continuous learning opportunities for learners. The sub-directorate offers educational programmes meant for extramural-activities or extra-curricular for schools (School enrichment programmes: DoE, 2009:5). This study seeks to develop a management strategy that will focus on educational programmes (i.e. indigenous music and dance; indigenous games; visual and performing arts and public speaking) as educational enrichment programmes in YRAC.

Despite the importance of the highlighted school enrichment programmes concerning the formation of the basis for experiential learning and distinct individual identity (see. Nompula 2011:371; Whitinui, 2010:3; Nyota & Mapara, 2008:189; Gudhlanga & Makaudze, 2012:26; and Department of Education, 2009:9), it would appear that not every learner benefits from these intended national set goals. This situation might be attributed by the fact that, maybe, the management of these educational programmes seem to lend overtones or lack of access, due to lack of proper management strategy to implement these educational programmes (DoE, 2009:11-12).

This study aims at developing a management strategy for the implementation and realisation of a national imperative as spelt out in the School enrichment programmes by national Department of Basic Education. Prior to 1994 it was evident that there was

marginalisation and disenfranchisement of indigenous games in the school extramural or extracurricular which led to poor participation in youth educational enrichment programmes. This situation calls for the need for a management strategy to circumvent this occurrence (Department of Basic Education, 2009:8; & Chiatoh, 2011:583). Whilst the National Department of Basic Education shows its determination to address issues of access and equity, by creating equal opportunity and fair access to sports, arts music and culture programmes to all learners in the country (Department of Basic Education, 2009:8) learners seem to continue experiencing restricted access to and nonparticipation in educational enrichment programmes. This creates a space for a study of this nature that might develop a management strategic plan for YRAC educational enrichment programmes.

The need for African indigenous or African educational enrichment programmes lies in its propagation of Afrocentric Education which fosters an African consciousness and behavioural orientation that accentuates positive expression of the basic humanity of its learners (Nkoane, 2006:50). Indigenous music develops children's creative abilities by inducing improvisation through exposure to syncopated rhythms (Nompula, 2011:371). Games and songs contribute immensely to the socialization process of the young as part of IKS unique to any community/culture (Nyota & Mapara, 2008:190). Performing arts enlighten children since they get provided with chances to explore and examine concerns in relaxed environments of adults (Nyota & Mapara, 2008:196). In the process children are afforded the privilege to be active, interactive and imaginative. Indigenous language promotes cognitive development (Gudhlanga & Makaudze, 2012:26) which is reflected by good scholastic performance if learners are taught in a familiar language. This implies that indigenous programmes not only form the basis of experiential learning, but also affords a distinct identity for an individual.

2. Theoretical framework

This study adopts a Critical Emancipatory Research (CER) theoretical framework that has its roots in Critical Theory as a lens for study. CER is chosen because it affords space for the democratic management of educational enrichment programmes; for fair and just management, and provides sustenance for the empowerment of the disfranchised and marginalised (Nkoane, 2012:99). CER in this study will enable me to understand how issues of inequity, power-relations, social injustice and disfranchisements are interlinked with the management of YRAC educational enrichment programmes at schools and districts. CER seems to be relevant as a theoretical framework in this study because it enables me as a researcher to better achieve the objectives of the study. Critical theory affirms the agenda of CER to trouble hidden power

relations and other kinds of illegitimate social phenomena, and that is what Habermas referred to as emancipator knowledge (Cole, 2005: 160; & Watson & Watson, 2011:68). CER also has the likelihood to improve respect for the learners' rights for access to quality educational enrichment programmes that are responsive to their needs as enshrined in the Constitution of the Republic of South Africa (Act 108 of 1996).

3. Research problem and research questions

The political and educational history of South Africa as a country has led to unequal education systems and some educational programmes being pushed to the periphery. This unfortunate state of affairs regarding the marginalisation of some of African indigenous games and music, led to formation of Youth development, Recreation, Arts and Culture (YRAC), under the administration of National Department of Basic Education by introducing educational enrichment programmes.

I was inspired by the lack of strategic management in the implementation of these educational enrichment programmes, whilst working for that directorate. This study will be informed by management strategy to improve implementation of educational programmes in YRAC in the Free State Department of Education.

3.1 Research question

From the above statement of the problem, the research question is: ***How should YRAC educational enrichment programmes be implemented in the Free State educational districts?***

3.2. Research aim

The aim of the study is to develop an effective management strategy to improve implementation of YRAC educational enrichment programmes in the Free State Department of Education's districts.

3.3. Research objectives

The aim of this study is to develop a management strategy for the implementation of YRAC educational enrichment programmes in the Free State education districts. Therefore the objectives will be:

- To demonstrate and justify the need for management strategy for implementation of the YRAC educational enrichment programmes;
- To determine the nature, strategies and procedures for the implementation of the YRAC educational enrichment programmes;

- To explore the requirements for such an implementation; and
- To trial and test the effectiveness of a management strategy

4. Research design and research methodology

4.1. Research design

As much as it is known that research design and research methodology are used to describe and justify what researchers do to understand and sometimes solve research problems, these concepts may be difficult to understand. This is due to the fact that research design and research methodology appear in all postgraduate students' research reports and other books on research design and methodology, but it is unclear what constitutes the former and the latter. Babbie and Mouton (2001:74) confirm that researchers often confuse "research design" and "research methodology". As a result some scholars use these terms interchangeable. For example, Savin-Baden, M. and Wimpenny (2007:70) defines "research design as a plan or strategy which moves from the underlying philosophical, to specify the selection of respondents, the data gathering techniques to be used and the data analysis to be done". Savin-Baden et al.(2007: 71) show no difference between research design and methodology.

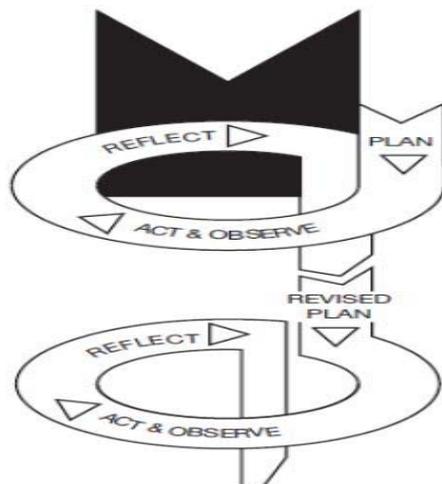
This study will be conducted in the two (2) educational districts in the Free State province (i.e. Motheo district and Fezile Dabi educational district). Participants will be: Six (6) YRAC officials three (3) from each district who constitute DCES (Deputy Chief Education Specialist) and another six (6) three (3) from each district that is, SESs (Senior Education Specialists) will be involved in the study. These YRAC officials are chosen on the basis of their direct involvement in the management tasks of education enrichment programmes to schools in both educational districts. Participants will be invited to workshops or meetings on identified week days as per designed programme of workshop schedules or meetings will be communicated to the DCES and the SESs to discuss management strategy of their educational enrichment programmes in each district.

4.2 Research Methodology

In this study participatory action research (PAR) is treated as one form of research within action research as a broader approach. Creswell (2007:126) further posits that fitting within the context of PAR, will be any research aimed at studying social issues that constraints individuals or community lives, research that emphasizes equal collaboration whereby research participants are treated as an integral part of design and the goal of the research is to achieve life-enhancing changes leading to emancipated researchers and participants. The adoption of participatory action research in this study is based on its participative and collaborative enquiry (Ryan, 2008:38) which linked well with what this

study sought to achieve.

This study will flow in the following cyclical protocol:



This is a spiral of participatory action research, it may appear that the PAR cyclical protocol appears to be in a linear, neat and clear, it is important to note that the process of this study will never take a clear and easy step-by-step procedure. Somehow reflections happened before actions. This might be because participants might have their own understanding of the context (see Savin-Baden & Wimpenny, 2007:333; Chapman & Dold, 2009:1; Nkoane, 2012:99; and Burnett, 2008:227).

4.3.Data generation

I will use a qualitative method to generate data from YRAC educational enrichment programme managers (Senior Education Specialists- SESs) in both educational districts. Instrumentation to be used I will use the video recorder and voice recorder and take notes. I will use the technique of Free Attitude Interview technique not necessarily to conduct interviews but to probe questions in our workshops or meeting to enable participants to engage in free discussions relating to how they manage their educational enrichment programmes in their own districts (Babbie, 2004:303). This instrumentation and technique will enable me as a researcher to capture the data generated in a systematic order as discussions on management strategic issues on how to implement the educational enrichment programmes emerge.

4.4.Data analysis

Critical discourse analysis hereafter referred to as CDA will be used as data analysis technique in this study. CDA is a type of discourse analytical tool that primarily concerns itself with the way social power abuse; dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context (van Dijk, 2008:85). Critical discourse analysis will be used for its interest in the textual or linguistic

character, the discursive practice and social or cultural practices and structures to discern management pitfalls and strengths SES in the management of YRAC educational enrichment programmes. Strategies that appear normal or neutral on the surface but which may in fact be ideological and seek to shape the management of YRAC educational enrichment programmes will be analysed using the CDA (Machin & May, 2012:4).

5. Value of the research

The study will contribute in the body of knowledge of educational management and leadership as a sphere of knowledge. Secondly, it will improve or come up with management strategy for the implementation of educational enrichment programmes in YRAC. Lastly, the study might shed light into how the management and delivery of educational programmes can be improved and be responsive to needs of a diverse kind of society as we live in South Africa.

6. Ethical considerations

Permission will be sought from the Free State Department of Education to undertake research in both the Motheo and Fezile Dabi educational districts. The study will be conducted in keeping with UFS Ethical guidelines or principles for conducting research in humanities or social sciences, as indicated in the ethical clearance guidelines. Consent will be sought from the participants in the study. The importance of the research also will be explained to the participants (SEs). Participants will be informed of their rights to voluntarily withdraw from the study, should such a need arise on their part, and that they would be provided with the research report once completed.

7. Layout of chapters

Chapter 1: Orientation and background of the study.

Chapter 2: Review of related literature

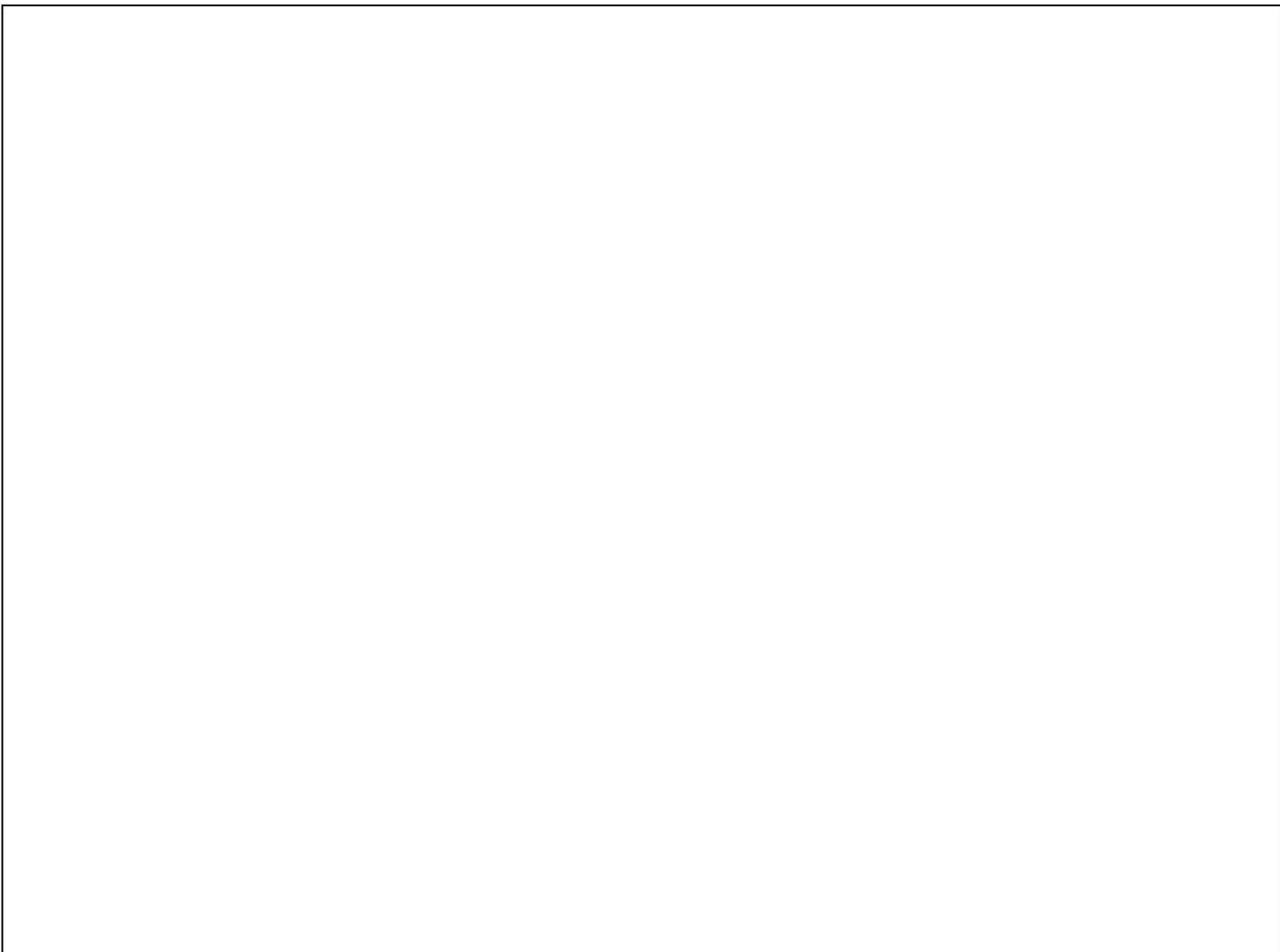
Chapter 3: Research methodology and design.

Chapter 4: Analysis and interpretation of data generated. .

Chapter 5: Conclusion, summary, findings, recommendations and suggestions for further research.

8. List of references:

- Bethel, B. 2006. *Critical Approaches to Inclusion in Indigenous Teacher Education in Queensland: The Case of RATEP. International Journal of Pedagogies and Learning* 2(3):30 – 41.
- Burnett, C. 2008. Participatory Action Research (PAR) in monitoring and evaluation of Sport –for-development programmes. *African Journal for Physical, Health Education, Recreation and Dance* 14(3):225 – 239.
- Chapman, R.A. & Dold, C.J. 2009. *Finding a voice: Results of a youth participatory action research survey*
- Chiato, B. 2011. *Sustaining mother tongue medium education: An inter-community self-help framework in Cameroon. Springer Science and Business Media* 57:583 – 597.
- Cole, D.R. 2006. Education and the Politics of Cyberpunk. *The review of Education, Pedagogy and Cultural studies*, 27(1): 159-170
- Constitution of the Republic of South Africa, Act 108 of 1996.
- Department of Education, 2009. *School Enrichment Programmes: Guidelines for Public Schools in South Africa.*
- Gudhlanga, E.S, and Makudze, G. 2012. Battling against Marginalisation: Towards The Elevation of Indigenous Languages in Zimbabwe. *Ife Psychologia* 20(2):21 – 29.
- Meneck, P.D. 2013. *Pre-service Teachers and Participatory Action Research: Students, Community, and Action. Networks: 15(1) On-line journal for Teacher Research.*
- Nkoane, M.M. 2006. The Africanisation of the University in Africa. *Alternation* 13(1):49 – 69
- Nkoane, M.M. 2012. *Critical emancipatory research for justice and democratic citizenship. Perspectives in Education* 30(4):98 – 104.
- Nyota, S and Mapara, J. 2008. Shona Traditional Children's Games and Play: Songs as Indigenous Ways of Knowing. *The Journal of Pan African Studies* 2(4):189 – 202.
- Savin-Baden, M. and Wimpenny, K. 2007. Exploring and implementing Participatory Action Research. *Journal of Geography in Higher Education* 31(2):331 – 343.
- Watson, S.L and Watson, W.R. 2011. Critical Emancipatory and Pluralistic Research for Education: A review of Critical System Theory. *Journal of Thought. Fall – Winter*, 63-77
- Whitinui, P. 2010. Indigenous-based inclusive pedagogy: The art of Kapa Haka to improve educational outcomes for Maori students in mainstream secondary schools in Aotearoa New Zealand. *International Journal of Pedagogies and Learning* 6(1):3 – 22.



Aspects which must be included in the research proposal

1. Introduction/Background and literature overview

In this section the introduction and background to the problem must be established by means of a short literature study referring to recent sources.

2. Theoretical framework

The proposed research must be placed within a particular theoretical frame of reference, which will guide the study.

3. Research problem, research questions/hypotheses and aims

The research question must be stated clearly and specifically, strengthened through research questions or an hypothesis. Also include primary and secondary aims.

4. Research design and research methodology

Give specific information about the research design that will be used and the planned methodology to come to acceptable answers for the research problem and questions/hypothesis. Ensure that the details of the research method(s) correlate with the stated objectives. Motivate your choice clearly - also giving a short description of the data-gathering and analysis methods.

5. Value of the research

Discuss the value of the research for the study of science in general, and for the discipline in particular.

6. Ethical considerations

Are there any ethical issues involved in the planning or execution of the research? Has this research been approved by an ethical clearance board?

7. Layout of chapters

List the proposed titles of the chapters/articles (in the case of the article option)

8. List of sources

List all the sources used in the proposal (this is not part of the 1000 - 2000 words)

Aspektewat in die navorsingsvoorstelingsluitmoet word

1. Inleiding/Agtergrond en literatuuroorsig

In hierdie afdeling word die inleiding en agtergrond tot die probleemgesteldeurmiddel van 'n kortliteratuurstudie met omlangsebronne.

2. Teoretiese raamwerk

Hieronder behoort die voorgestelde navorsing binne ('n) spesifieke teoretiese raamwerk(e) geplaas word wat die navorsing sal begrond en lei.

3. Navorsingsprobleem, -vrae/-hipoteses en doelwitte

Stel die navorsingsprobleem duidelik en spesifiek, en versterk dit deur middel van navorsingsvrae of -hipoteses. Voeg ook primêre en sekondêre doelwitte daarby.

4. Navorsingsontwerp en navorsingsmetodologie

Verskaf spesifieke inligting omtrent die navorsingsontwerp wat gebruik sal word, asook die metodologie wat beplan word ten einde aanvaarbare antwoorde te bied vir die navorsingsprobleem en die navorsingsvrae/-hipoteses. Maak seker dat die besonderhede van die navorsingsmetode(s) met die gestelde doelwitte ooreenstem. Motiveer u keuse duidelik – en verseker ook dat u 'n kort beskrywing van steekproefneming, data-insameling en –analise gee.

5. Waarde van die navorsing

Beskryf die waarde wat die studie vir wetenskapsbeoefening in die algemeen en dan vir die spesifieke dissipline(s).

6. Etiese oorwegings

Is daarenige etiese kwessies wat betrokke kan wees/raak tydens die beplanning en uitvoering van die navorsing? Is hierdie navorsing al goedgekeur deur 'n etiese goedkeuringsraad?

7. Uitleg van hoofstukke

Lys die voorgestelde titels van die hoofstukke/artikels (in die geval van die artikelopsie).

8. Bronne

Lys alle bronne wat gebruik was in die voorstel (hierdie is nedeel van die 1000 – 2000 woorde)

STUDENT APPLICANT / STUDENTE-AANSOEK

- This proposal is my own work and is free of plagiarism.
- I have presented this proposed research to a review board in the form of an oral presentation, and I have considered the panel's recommendations in finalising this proposal.
- I have submitted this proposal to be reviewed by my supervisor/promoter and he/she has deemed it satisfactory for registration.

- Hierdievoorstel is my eiewerk en is vry van plagiaat.
- Ek het hierdievoorgesteldenavorsingaan die ondersoekraad in die vorm van 'n mondelingevoorstelling, en ek die paneel se voorstelle in aggeneem met die finalisering van hierdievoorstel.
- Ek het hierdievoorstelaan my studieleier/promotorvirgoedkeuringvoorgelê en hy/sy het dit as geskikvirregistrasiebeskou.

Signature of Student Handtekening van Student	
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APPROVAL / TOESTEMMING

- This proposal has been thoroughly discussed and accepted by the unit's panel.
- This proposal has been language edited by a professional editor, and evidence to this effect has been submitted.
- Ethical aspects have been considered and ethical clearance has been granted by the faculty.
- The involvement of expertise from other disciplines has been considered.

- Hierdievoorstel is volledigbespreek en goedgekeurdeur die eenheid se paneel.
- Hierdievoorstel is taalversorgdeur 'n professioneletaalversorger, en bewysdaartoe is bygevoeg.
- Etieseaspekte is ondersoek en etiesegoedkeuring is deur die fakulteitverleen.
- Die betrokkenheid van kundigheid van anderdisiplines is oorweeg.

Signature of Supervisor/Promoter Handtekening van Studieleier/Promotor	
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Signature of Co-supervisor/Co-promoter Handtekening van Medestudieleier/Medepromotor	
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Signature of Head of School / Programme Director Handtekening van Hoof van Skool / Programdirekteur	
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ETHICAL CLEARANCE APPLICATION FORM

HUMAN RESEARCH PROTOCOLS

Please read the Ethical Clearance Guidelines for Researchers before completing this form. Complete all sections of this form and attach all necessary documents as indicated - incomplete applications will not be reviewed and may delay the approval process. Please feel free to contact the Faculty of Education Ethics Office for more information or further assistance and advice in this regard.

For yes/no questions, please mark with an X.

SECTION A - RESEARCHER DETAILS

PROJECT TITLE	Management strategy for optimising the implementation of educational enrichment programmes in Youth Development, Recreation, Arts and Culture.			
DATE OF SUBMISSION				
DURATION OF PROJECT	START DATE	January 2014	END DATE	June 2015
PRINCIPAL RESEARCHER	NAME	Pepepene	INSTITUTION	UFS
	TITLE	Mr	DEPT./DIVISION	Educational Management and leadership
	TELEPHONE	082 470 2471	E-MAIL	pepepene@edu.fs.gov.za

Co-researchers

NAME	INSTITUTION	E-MAIL	RESPONSIBILITY ON RESEARCH PROJECT

Research supervisors (in the case of undergraduate and postgraduate research)

NAME	INSTITUTION	POSITION HELD	E-MAIL	TELEPHONE
Dr. Nkoane M.M	UFS	Senior Lecturer	nkoanemm@ufs.ac.za	051 401 2377
Prof. Mahlomaholo MG	UFS	Research Professor	mahlomaholomg@ufs.ac.za	051 402 7521

QUALIFICATION FOR WHICH THE STUDY IS BEING DONE (IN THE CASE OF STUDENT RESEARCH)	PhD
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SECTION B - PROJECT FUNDING, PURPOSE AND RESEARCH DESIGN

Is project funding sought/achieved?	Yes	No	X
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Funding source (if any):	
Grant/contract project title:	
Time period of grant funding:	
Additional details regarding grant (incl. obligations):	

Will members of the research team have a financial interest in, receive personal compensation from, or hold a position in an industry sponsoring this study?	Yes	No	X
--	-----	----	---

Will the research participants receive any financial or other personal compensation for participating in this research study?	Yes	No	X
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If you have answered 'yes' to any of the above questions, please detail the nature of this compensation in each case and demonstrate what steps have been taken to prevent opportunism or fraud from interfering with the integrity of the research.

Please provide any additional details regarding possible conflicts of interest on the part of researchers or funders, as well as appropriate steps taken in consideration of such cases.

Provide a brief summary (**300 words or less**) of the purpose of the research project. Include necessary background information, research questions and motivating factors for conducting this research.

This study intends to formulate a management strategy for optimising the implementation of educational enrichment programmes in Youth development, Recreation, Arts and Culture (YRAC) in the two Free State educational districts (i.e. Motheo and Fezile Dabi). YRAC is a sub-directorate concerned with educational enrichment programmes that aim to provide continuous learning opportunities for learners. The sub-directorate offers educational programmes meant for extramural-activities for schools (School enrichment programmes: DoE, 2009:5). This study seeks to develop a management strategy that will focus on indigenous music and dance; indigenous games; visual and performing arts and public speaking as educational enrichment programmes in YRAC.

The political and educational history of South Africa prior 1994 was characterised by unequal education systems. The system of government led to marginalisation and disenfranchisement of indigenous games in the school extracurricular which led to poor participation in youth educational enrichment programmes. This situation calls for the need for a management strategy to circumvent this occurrence (Department of Basic Education, 2009:8; & Chiato, 2011:583). Whilst the National Department of Basic Education shows its determination to address issues of access and equity, by creating equal opportunity and fair access to sports, arts music and culture programmes to all learners in the country (Department of Basic Education, 2009:8) learners seem to continue experiencing restricted access to and nonparticipation in educational enrichment programmes. This creates a space for a study of this nature that might develop a management strategic plan for YRAC educational enrichment programmes.

The main research question is: How could the implementation of YRAC educational enrichment programmes be optimised in the Free State educational districts? The following questions are

subsidiary: How could the need for a management strategy to optimise the implementation of educational enrichment programmes be demonstrated? What is the nature of such a management strategy? What are the requirements for that management strategy? And How can the effectiveness of such a management strategy be tested?

Provide a brief description (**300 words or less**) of the research design, including procedures and methodology. Specify the type of data that will be collected, primary outcome measurements and anticipated follow-up processes and actions. (A copy of all data collection instruments, such as questionnaires or survey forms, should be attached to this application). Include details on procedures in place to monitor the research, including those by funding agencies, supervisors, etc.

This study will be conducted in the two (2) educational districts in the Free State province (i.e. Motheo and Fezile Dabi educational districts). Participants will be: Six (6) YRAC officials, three (3) from each district constituted by a DCES (Deputy Chief Education Specialist) and two (2) SESs (Senior Education Specialists) will be involved in the study. Participants will be invited to workshops on identified week days as per designed schedule of workshop to discuss management strategies of their educational enrichment programmes in each district.

Participatory action research (PAR) will be applied as a qualitative method in the study. Creswell (2007:126) further posits that PAR aims at studying social issues that constrain individuals or community lives, highlighting equal collaboration whereby research participants are treated as an integral part of the design and the goal of the research is to achieve life-enhancing changes leading to emancipated researchers and participants. The adoption of PAR in this study is based on its participative and collaborative enquiry (Ryan, 2008:38) which links well with what this study seeks to achieve. The PAR cyclical protocol will inform the procedure: planning, action and observation, reflection. This procedure may appear linear, neat and clear. However, the process of this study will never take a clear and easy step-by-step procedure. Somehow reflections might happen before actions. This might be because participants might have their own understanding of the context (see Savin-Baden & Wimpenny, 2007:333; Chapman & Dold, 2009:1; Nkoane, 2012:99; and Burnett, 2008:227).

The Free Attitude Interview technique will be used to enable participants to engage in free discussions relating to how they manage their educational enrichment programmes in their own districts (Babbie, 2004:303). This technique will enable free discussions by participants enabling the capture of crucial information that depicts issues underlying their management practices in the implementation of educational enrichment programmes.

SECTION C—PROPOSED RESEARCH PARTICIPANTS

Provide details of the proposed human participants to be included in the research, focusing on inclusive and exclusive criteria such as gender, ethnicity, socio-economic level, educational level and other details that could impact on this study.

YRAC officials at DCES and SES levels will be involved in the study. An equitable gender representation will be sought in the entire group of participants to create space for all voices. Three (3) males and three (3) females, with two (2) females and two (2) males at SES level and one (1) male DCES and one female DCES in the Mothoe and Fezile Dabi educational district will constitute the research participants. The formation of the research participants in this manner will allow social justice to take effect and be in keeping with the democratic dictates of equity and fair representation.

How will prospective participants be contacted/recruited? Attach copies of planned written text, advertisements, telephone scripts, etc.

Participants will be telephoned and dropped e-mails to inform them about the purpose of this study. Personal visits will be paid to prospective participants to brief them about the benefits of the study and the importance of their participation in it as well as to recruit them. Written letters/texts will be sent to prospective participants informing them about meeting agenda for the study in advance as well as solicit their participation.

Detail the requirements on participants to participate in this research. Specify what they are expected to do, how long their involvement will be and where and when they will conduct these activities. Note should be made of issues such as multiple or follow-up activities and any hazards or risks you see arising from this participation.

Participants ought to be directly involved in the management and implementation of educational enrichment programmes in YRAC either as DCESs or SESs at Motheo and Fezile Dabi education districts. They should be able to create a platform to reflect critically about their experiences as managers in the implementation of educational enrichment programmes in YRAC. Participants ought to engage in free discussions to display their individual management understandings, philosophies, approaches and praxis in the implementation of education enrichment programmes in YRAC. They will be expected to be involved in five (5) scheduled meetings that have been agreed upon with them in each educational district at times decided upon in a democratic fashion. Follow-ups will be made should such a need come about with the participants.

Will you be **intentionally** involving any of the following vulnerable population groups in the research project?

1	Very young children (0 – 5 years)	Yes	<input type="checkbox"/>	No	X
2	Minors (6 – 18 years)	Yes	<input type="checkbox"/>	No	X
3	People unfamiliar with the language the research is being conducted in	Yes	<input type="checkbox"/>	No	X
4	People with a cognitive disability	Yes	<input type="checkbox"/>	No	X
5	People with a physical disability	Yes	<input type="checkbox"/>	No	X
6	People with any other type of disability [specify:]	Yes	<input type="checkbox"/>	No	X
7	People suffering from health-related problems (including HIV Aids)	Yes	<input type="checkbox"/>	No	X
8	People who have experienced acute psychological trauma (eg. rape or abuse)	Yes	<input type="checkbox"/>	No	X
9	People in dependent/unequal relationships (eg. in prison or in the military forces)	Yes	<input type="checkbox"/>	No	X
10	University students (not your own)	Yes	<input type="checkbox"/>	No	X
11	University students (your own students)	Yes	<input type="checkbox"/>	No	X
12	Illiterate people or those with a poor level of formal education	Yes	<input type="checkbox"/>	No	X
13	People living in vulnerable life circumstances (eg. poverty or refugee status)	Yes	<input type="checkbox"/>	No	X
14	Elderly people (over 65 years of age)	Yes	<input type="checkbox"/>	No	X
15	Any other perceived vulnerability[specify:]	Yes	<input type="checkbox"/>	No	X

Please provide information justifying and detailing your intention to involve any of the abovementioned groups in your research, as well as detailing extra precautions taken to protect vulnerable subjects.

Note that it is possible you may involve participants not realising they form part of one of the above groups. Your planning should always take this into account along with strategies to deal with this should a crisis arise (eg. Should one of your participants confide in you that they have been raped/abused).

Risk mitigation

Please provide details regarding any risk factors for general participant involvement, including emotional distress, personal or cultural embarrassment, breach of confidentiality, economic harm, legal jeopardy, physical pain or injury, AND the intended methods of mitigating such risks, and dealing with harm arising from such risks. Also specify any risks to the researchers themselves and steps taken in this regard.

Your planning should indicate how foreseeable crisis situations will be dealt with, for example; should an interviewee admit to criminal activity during a confidential interview, what procedures will be followed.

To mitigate on emotional distress a sustainable environment that allows freedom of speech will be created. Humour will be employed to relax the participants and encourage free participation in a relaxed atmosphere. A Free attitude technique will be used to encourage spontaneous and free flow of discussions. Positive feedback will also be provided to participants. Mutual respect and tolerance among participants will be encouraged while a steadfast maintenance of trustworthiness, truthfulness and sincerity as well as humility shall be maintained throughout discussions.

SECTION D—CONSENT AND CONFIDENTIALITY

Have you obtained, or plan to obtain, free and informed consent from all human participants that may be involved in this research?	Yes	X	No	
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Attach sample copies of all consent and information forms to this application. Once you have received all the signed copies of informed consent from participants, these are to be kept on record by the researcher for at least a year after the completion of the research. In the case of student research, signed informed consent forms should be made available to the study supervisor, who should inform the ethics office in writing.

Note that prospective participants should have consent forms provided in the language they are most familiar with and illiterate participants will require a detailed verbal description of the consent form.

Also keep in mind that minors must sign 'assent' forms indicating their willingness to participate, and that they fully understand what the research involves, but only their legal guardians may sign an informed consent form on their behalf.

Participants need to be aware what the research entails, why it is being done, what risks and benefits are inherent in participating, and the fact that they may withdraw from the study at any point. Confidentiality also needs to be addressed.

Will deception in any form be practised against the research participants during the course of this research?	Yes		No	
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If so, specify the justification for such deception and detail how full disclosure and free and informed consent will be achieved before dissemination of the findings of this research.

Third party data

Will data on research participants be accessed via a third party (eg. from a school or a doctor)?	Yes		No	X
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If so, what legal and informed consent arrangements have been made in this regard?

Confidentiality

Will electronic data be secured on a secure network with a password or encryption protocol?	Yes		No	X
Will data be de-identified using a coding system or pseudonyms?	Yes		No	X
Will hardcopy data be secured in a locked filing system / secure office?	Yes	X	No	
Will anyone other than the research team have access to this identifiable or confidential data?	Yes		No	X
Can participants be identified by inference within the published research findings?	Yes		No	X

How will the confidentiality of data collected be protected? What steps will be taken to protect participants against breaches of confidentiality or invasion of privacy? Specify intended plans for storage of confidential data, de-identification of data and eventual disposal of this data.

Participants will sign confidentiality forms. The signed confidentiality forms will be locked for safe keeping with selected access. Pseudo names will be used to protect the identity of research participants. Declare the research benefits for participants and mutual agreement, continuous respect and upholding of the integrity of each participant.

SECTION E–DATA ANALYSIS AND OUTCOMES

Provide details on data analysis, including where and by whom this analysis will be done, and how it will be done.

Data will be analysed from three levels, first textual level, secondly the social context and thirdly the spoken word as informed by Critical Discourse Analysis strategy by van Dijk. The text analysis will reveal the context and content of the educational enrichment programmes publications. The social context will reveal the social understanding and the setting from which the particular knowledge is underpinned. The spoken word will enrich the discussions on the management of the educational enrichment programmes to further understand the social context and content of the educational enrichment programmes. This analysis will be done by the main researcher during the discussions and debates with participants and when alone after discussions from video and recorded messages as well as from notes taken in the process of discussions.

If research assistants or junior researchers are used to do data analysis, state what training and supervision will be provided by the primary researcher / study leader. This is particularly important when dealing with confidential or sensitive data.

N/A

Projected outcomes

What population, organisation or entity will likely derive the greatest benefit from the results of this research study?

Motheo and Fezile Dabi Education District YRAC officials, particularly the DCEs and SESs responsible for educational enrichment programmes will benefit. A well managed educational enrichment programme will provide a platform to learners who may not necessarily be academically gifted to discover their talents in meaningful career development pursuits. A management strategy that optimises the implementation of educational enrichment programmes will also benefit the Free State Education department by entrenching democratic principles in schools, creating a culture of human rights through programmes that are responsive to learners' needs, increase learners' respect and dignity thereby advancing the attainment of Constitutional imperatives in education. DCEs and SESs management acumen stand to be optimised and steered towards creating sustainable environments of discipline and orderly schools suitable for academic progression.

What are the intended avenues for dissemination of the results of this research study? Note that it is not necessary to name specific journals or publications, stipulate rather the intended audience for your findings and how you plan to reach this audience. Also specify what kind of feedback participants or participating bodies (such as schools) will receive and also if this data will be re-used for multiple publications or shared with other researchers for secondary outcomes.

Provide an electronic copy for the Free State Department of Education website, avail soft and hard copy to the promoters of the study, external evaluators and the Library of UFS. Research findings will be communicated to different stakeholders in within the Free State Department of Education to inform policy making decisions. The research information will also be communicated during academic conferences.

What steps have been taken to ensure research findings are justified and fair? This could include a peer review process or support by a study leader. It is important that unfavourable data not be ignored and that academic integrity and honesty form a strong part of the researcher's approach to the study.

Promoters' opinions, peer reviewing and external evaluation are trusted to provide critical reflection on the data fairness, honesty and result findings.

SECTION F—ATTACHMENTS

Ensure you have attached the following supporting documents if relevant to your application:

- Copies of all data collection instruments, including survey forms, interview questions, etc.
- Copies of any psychometric or other tests to be used by research participants.
- Sample copies of all consent and information forms, included translated forms if needed.
- Copies of all written text, advertising or script used to recruit subjects.
- Copies of any third party or sponsorship agreements related to this research.
- Signed approval from any relevant authorities required for this project.
- Short CV of principal researcher (one page).
- Short CV of assistant researchers (one page).
- Copies of prior ethical clearance or denial (including a letter stating revisions made since).
- Relevant budgetary outlines, resource or equipment lists that may impact on this research.
- Any other relevant documentation which may impact on this research.

Note that some documentation may only be obtainable after ethical clearance has been granted. In this case, please make a note of this on the application, and arrange to supply these to the ethics office at a later date.

Enquiries: MJ Pepenene
Reference: Letter to YRAC officials
Tel: 051 404 9259
Fax: 086 430 6223
E-mail: pepenene@edu.fs.gov.za

UNIVERSITY OF THE FREE STATE: 2014

For attention: The Principal

08 September 2014

Sir/Madam

INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

I am a registered student of the University of Free State at Bloemfontein Campus conducting Research on the following academic topic: **Management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation Arts and culture (YRAC)**. My student number is: **1990270686**. Proposed date for this event is as follows:

- ❖ Date: 12 September 2014;
- ❖ Venue: Fezile Dabi District Office, Sasolburg;
- ❖ Time: 09:00 pm

The fundamental aim of the study is to formulate a **Management strategy for optimising the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation Arts and Culture (YRAC)**.

As part of the process of change and transformation for democratic education in the Free State, I therefore sincerely request your opinion and participation in this research by way of open and free discussion on topical issues in respect of the management of EEPs in YRAC.

In case you chose to participate, kindly note the following issues:

- Your participation is entirely voluntary with no force for any discussion and opinion;
- All the information will be treated confidentially; and
- In case you express interest to participate, you are requested to sign the consent form as an indication of voluntary willingness to participate.

Potential benefits.

There are no direct monetary benefits in participating in this research. The study will however assist in optimizing the implementation of EEPs in YRAC through an effective management framework

Research at school.

This letter also serves to allow the researcher to conduct the research in the district subject to all ethical and professional considerations in place.

Contact details.

For further clarity; I can be contacted on the following numbers: 051 404 9259/W and 082 470 2471. My email address is: pepenene@edu.fs.gov.za.

Thank you in advance for your assistance.

Faithfully,

.....

Mohapi Pepenene: Researcher – University of the Free State

Private Bag X20565, Bloemfontein, 9300

Free State Provincial Government Building, 15th Floor, Cnr Markgraaf and Elizabeth Streets, Bloemfontein

Tel: (051) 404 8100 / 8412 Fax: (086) 630 4790

University of the Free State

Education Research 2014

By MJ Pepenene

The Deputy Chief Education Specialist (DCES): YRAC

Attention: Me Twala M.

Mme,

REQUEST TO DO RESEARCH WITH YOUR YRAC TEAM: MJ PEPENENE

This letter seeks to concretize the telephonic communication we had on the above subject matter:

1. The date we spoke about for the research meeting stands - 12 September 2014;
2. The time shall be 09:00 am;
3. My topic for discussions: **Management strategy for optimizing implementation of EEPs in YRAC.**
4. I need to have a brief discussion with the YRAC managers at implementation level on the following:
 - 4.1. The need for a management strategy for EEPs in YRAC;
 - 4.2. The challenges confronted in the implementation of EEPs in YRAC;
 - 4.3. Conditions conducive for the successful implementation of EEPs in YRAC;
 - 4.4 Components of a management strategy for EEPs implementation;
 - 4.5 Indicators of success for the effective management strategy
 - 4.6 SWOT ANALYSIS on the foregoing aspects in YRAC (4.1 – 4.5)
 - 4.7 SWOT ANALYSIS on the EEPs managers in YRAC;
 - 4.8 SWOT ANALYSIS on the framework. Identify what you envisage to constitute this framework.

Hope you find the above well.

Kind regards,

.....

MJ Pepenene: Researcher @ UFS 2014.

Enquiries: Pepenene MJ
Reference: Letter to YRAC officials
Tel: 051 404 9259
Fax: 086 430 6223
E-mail: pepenene@edu.fs.gov.za

UNIVERSITY OF THE FREE STATE: 2014

06 March 2014

The Chief Education Specialist (CES): Education Development and Support

Attention: Mr. Motumi

Fezile Dabi Education District

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YRAC AT FEZILE DABI EDUCATION DISTRICT

I am a registered student of the University of the Free State at Bloemfontein Campus conducting Research on the following academic topic: A management strategy to improve the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC). My student number is: **1990270686**. Proposed date for this event is as follows:

- ❖ Date: 01 May 2014;
- ❖ Venue: Sasolburg, District Office
- ❖ Time: 14:00 pm

The fundamental aim of the study is to formulate an effective management strategy to improve the implementation of Educational Enrichment Programmes (EEPs) in Youth Development, Recreation, Arts and Culture (YRAC)

In case you chose to participate, kindly note the following issues:

- Your participation is entirely voluntary with no force for any discussion and opinion;
- All the information will be treated confidentially; and
- In case you express interest to participate, you are requested to sign the consent form as an indication of voluntary willingness to participate.

Potential benefits.

There are no monetary benefits associated with participation in this research. The study will however formulate a management strategy that will improve the implementation of Educational Enrichment Programmes (EEP) in Youth Development, Recreation, Arts and Culture (YRAC). The study is further intended to shed light into how the management and delivery of EEPs can be made responsive to the diverse needs of learners.

Contact details.

For further clarity; I can be contacted on the following numbers: 051 404 9259(W) and 082 470 2471. My email address is: pepenene@edu.fs.gov.za.

Thank you in advance for your assistance.

Faithfully

Mohapi Pepenene: Researcher

Private Bag X20565, Bloemfontein, 9300
Free State Provincial Government Building, 15th Floor, Cnr Markgraaf and Elizabeth Streets, Bloemfontein
Tel: (051) 404 8100 / 8412 **Fax:** (086) 630 4790

Enquiries: MJ Pepenene
Reference: Letter to YRAC officials
Tel: 051 404 9259
Fax: 086 430 6223
E-mail: pepenene@edu.fs.gov.za

UNIVERSITY OF THE FREE STATE: 2014

For attention: The Principal

08 September 2014

Sir/Madam

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This letter also serves to allow the researcher to conduct the research in the district subject to all ethical and professional considerations in place.

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Thank you in advance for your assistance.

Faithfully,

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Mohapi Pepenene: Researcher – University of the Free State

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