THE LEARNING TRUST
BEYOND THE CLASSROOM

Quality Standards for After School Programmes

TOOLKIT



What are Quality Standards?

The idea of 'standards' as a common set of measures or rules to describe and assess quality in human activities and occupations has been around for centuries. In the modern world, trade and industry boards or professional bodies oversee standards in industries, occupations and professions.

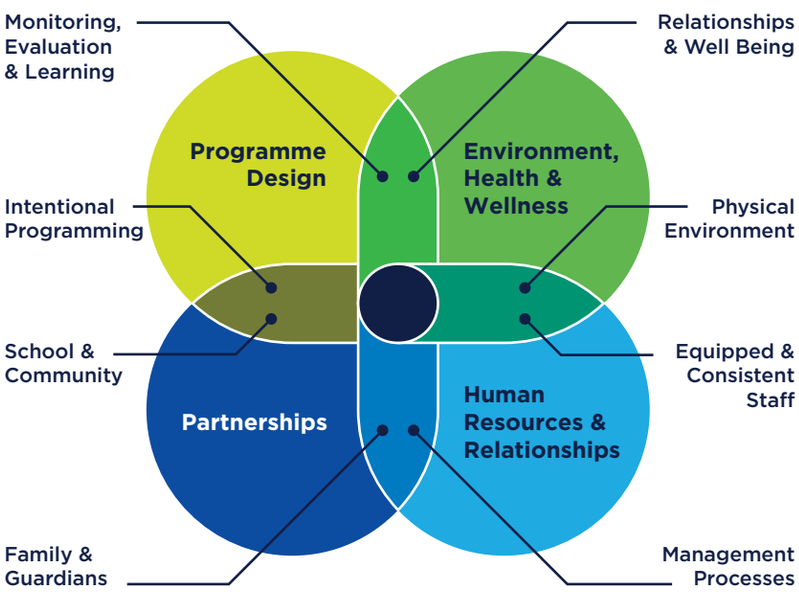
Standards can be used in many different ways: for example, to assess best practice in an industry or business, to get agreement on levels at which the performance of an individual or group can be pegged, or to set benchmarks for product quality.

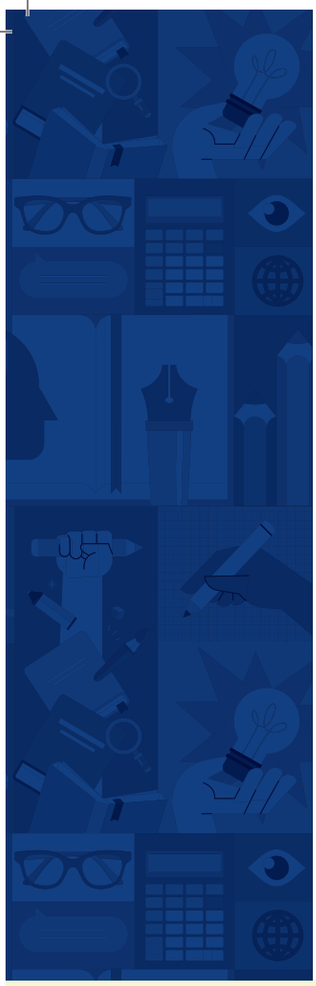
In our context, the Quality Standards for After School Programmes (ASPs) give guidance to those working in this field. The aim is to help ASP providers, of whatever type, to work towards best practice, so that learners receive the best possible support, experiences, and outcomes. Standards can also be used to help the sector as a whole advocate for this kind of work, increase funding and build networks as ASP providers learn from each other through using common benchmarks.

How were the ASP Quality Standards and the Quality Assessment Tool developed?

The Learning Trust collaborated with several ASPs, and sought input from the sector at large, to develop the ASP Quality Standards and Quality Assessment Tool (QAT) for the after-school sector.

This knowledge sharing identified several inter-related factors that shape quality in ASPs, as shown here. This informed the Quality Dimensions and the development of the Standards.





Who are the Standards and the QAT for?

The Standards and the QAT have been developed with both in-school and out-of-school ASPs in mind and do not distinguish between pillar focus areas, that is, Academic, Sports & Recreation, Creative Arts, and Life Skills.

The Standards and the QAT can be used by anyone, from those just starting out with a programme to those who are opening new centres and introducing new programmes to their established organisations.

The best way to use this document is in collaboration with your whole organisation. It can be discussed in a meeting or workshopped over the course of a few days, weeks or months.

The Standards and the QAT should be seen as living documents which can be adapted and reviewed by those who work in the field.

Note that the Standards and indicators are designed to apply specifically to the ASPs themselves, and not to your organisation as a whole.

What are the After School Programme (ASP) Standards?

There are four ASP Quality Standards based on the four key dimensions or factors which shape the quality of an after-school intervention.

Each standard is in the form of a short statement of achievement.

Each standard is followed by a list of Quality Indicators which expand on the Standard statement, and list the factors which support achievement of the standard.



Quality Standards for After School Programmes

01 PROGRAMME DESIGN

The ASP is well-planned and effectively implemented and monitored, with clear objectives based on a needs analysis.



QUALITY INDICATORS:

- Holistic development activities meet the emotional and academic needs of learners, according to best practice in the field.
- The programme is designed to be developmental in that it builds progressively on learners' achievements.
- Programme objectives and outcomes are clearly stated and there are measurable programme goals.
- Programme goals, expectations and commitments are shared with learners, staff and volunteers.
- The programme structure, schedules and time frames are clearly set out and explained.
- Materials and other resources are relevant and sufficient.
- The programme is run according to budget and sound financial management practices.
- There is a monitoring system in place to track enrolment, attendance and throughput.
- Attendance figures consistently reach an agreed-upon minimum per term.
- Appropriate tools and templates are used to collect and analyse data and record feedback from learners, staff and volunteers.
- Data is used to improve programme design and implementation (e.g. staffing, equipment and resources).
- Monitoring and data collection system follows POPI Act regulations for data protection and Department of Basic Education regulations with regard to learners.

04 PARTNERSHIPS

The ASP has strong relationships with the school, with the families of enrolled learners, and with the wider community, ensuring that these stakeholders know what the programme does, how it does it and why it does it, and sharing resources where feasible.



QUALITY INDICATORS:

- Strategies for strong relationships between the ASP and the school include scheduled meetings with principals and/or the school management team (including the SGB).
- The programme involves the relevant teachers, either directly or through keeping them informed about learner progress.
- There is clear and regular communication to keep families informed about the programme (goals, benefits, costs, code of conduct etc.) and involved with their children's participation and progress.
- Families are equipped to assist learners with play, homework, and career guidance at home.
- Families give feedback on the programme.
- The programme involves the wider community in events or as volunteers.
- The programme networks with similar initiatives to share data and practices.
- The programme reaches out to local donors for funding and/or resources.

02 ENVIRONMENT, HEALTH & WELLNESS

The ASP provides a physically safe environment and an emotionally nurturing context that builds confidence and self-esteem, with processes in place to respond to learners' physical and emotional support needs.

QUALITY INDICATORS:

- Policies and procedures are in place for learner safety, and for a referral system or in-house service when physical or emotional support needs are identified.
- The programme site is physically safe, secured and supervised.
- The site complies with safety regulations such as access to first aid equipment.
- There are adequate toilet facilities and access to water.
- Physical equipment and other programme resources are safe and well-maintained.
- The programme supports an inclusive and nurturing psychological environment in which learners feel welcome and belong.
- Learners are recognised and acknowledged, and have space to explore their interests and work towards goals.

03 HUMAN RESOURCES & RELATIONSHIPS

The ASP has criteria, policies and procedures in place to appoint and manage responsive and motivated staff and volunteers, and to provide sufficient support to run the programme to a high standard.

QUALITY INDICATORS:

- Policies and procedures (including roles, responsibilities and remuneration) are clearly set out and explained to staff and volunteers.
- Staff and volunteers are given orientation and training as relevant to the programme.
- Staff and volunteers reflect the diversity and culture of the community.
- Staff and volunteers are clearly identifiable during programme hours.
- Staff and volunteer performance (including consistent engagement and positive relationships with learners) is monitored and feedback is given.
- Staff and volunteers give feedback to improve the programme.
- The practitioner-to-learner ratio is manageable and appropriate for the context and type of programme, and allows for high-quality engagements.

What is the Quality Assessment Tool?

This Tool gives guidance on how to assess your programme in relation to Quality Standards.

The scoring template guides you in relation to how you are doing against the quality indicators. We also suggest hands-on activities regarding adaptations and improvements towards the achievement of the Standards. The QAT highlights some of the common challenges experienced by ASPs, and gives practical strategies gathered from the field to support programme development.

The QAT structure

Quality Dimensions:

QD 1: PROGRAMME DESIGN
QD 2: ENVIRONMENT, HEALTH & WELLNESS
QD 3: HUMAN RESOURCES & RELATIONSHIPS
QD 4: PARTNERSHIPS

For each Dimension you will find the following:

THE QUALITY STANDARD

The Standard statement in the form of an overall description of what quality looks like in each dimension.

REFLECTION QUESTIONS

Each set of Reflection Questions given for each Standard speak to some of the Quality Indicators, but they are not intended to check rigid compliance. They should be seen as prompts for discussion and review of your ASP, to help you identify where you are doing well and where you could do better. Scoring 1 (Not Met) should not discourage you, as this means you are engaged in understanding problem areas and working towards improvements.

SELF-RATING SCALE

You can score yourself from 1 to 4, or indicate that you do not know or it is not applicable. You can do your rating on the basis of organisational discussions guided by the Reflection questions. Reflections lead to statements such as...

- 4 ○ **EXCEEDS** – *"We are a leader in this."*
- 3 ✓ **MEETS** – *"We demonstrate this in visible ways."*
- 2 ○ **NEARING** – *"We aren't quite there and could do with some support."*
- 1 ○ **NOT MET** – *"We don't meet this standard indicator and need help doing so."*
- N/A ○ **NOT APPLICABLE** – *"This doesn't relate to our programme."*

TAKE ACTION! This section can help you move from reflection and assessment into action. Scores 1 and 2 help you identify the key areas in which you don't meet the Quality indicators. You can then think about how to improve in these areas, and decide which ones take priority. Use the scores for planning - remember that you don't have to improve everything all at once. Consider what it is that your organisation can do to improve the quality of your ASP right now, this year, and next year.

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have a clear written **mission/goal statement** for each of our programmes?	4 ○ 3 ○ 2 ○ 1 ✓ N/A ○	*Map out all our programmes and create a mission statement for each.* *Use a co-creation process with staff/ volunteers/learner representatives.*	*During Strategy session*
Are our programmes **based on research** and updated according to **good practice** emerging from the sector?	4 ○ 3 ○ 2 ○ 1 ✓ N/A ○	1. *Conduct research on ASP models and practice – ask an intern to work on this and present at strategy session in October.* 2. *Attend TLT events and start engaging more with the ASP network.*	*Attend next Community of Practice meeting* *During Strategy session*

TRY THIS!

We also share some examples of good practice and case studies to help you think about your improvement plans. Any improvement plan must consider the socio-economic reality you face and be mindful of available resources, including money, staff, skills, and time. You also need to consider culture, relationships and context when applying improvement strategies.

N.B. You don't have to work everything out yourself! Reach out to other ASPs to collaborate and leverage know-how.

Using the QAT Tool

STEP 1: Gather your team together and work through the reflection questions

STEP 2: Discuss and agree on a rating for each question

STEP 3: Identify the areas where you scored 3 (Meets) or a 4 (Exceeds) and celebrate your wins!

STEP 4: Identify the areas where you scored a 1 (Not Met) or a 2 (Nearing)

STEP 5: Discuss which of these indicators are most important to the organisation's mission/vision.

STEP 6: For each of these priority indicators discuss what action you will take to close the gap. Ask your team to brainstorm ideas and then select and note down achievable actions.

STEP 7: Decide as a team when you can realistically do this. Consider what needs to be done immediately, what could be done later in the year, and what you could pick up next year.

STEP 8: Review your next steps and assign responsibilities to move towards your actions.

Please don't feel tied to this format. The important thing is to find time with your team to reflect and think about how you want to improve your programme to meet certain indicators towards the standard. Be clear on how you will work together to close the gap, and to prioritise actions.

01 PROGRAMME DESIGN

QUALITY STANDARD:

The ASP is well-planned and effectively implemented and monitored, with clear objectives based on a needs analysis.

Needs, Goals and Objectives

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we know which **problem** the programme aims to address?	4 EXCEEDS 3 MEETS 2 NEARING 1 NOT MET N/A NOT APPLICABLE		
Do we have a clear **written mission/goal statement** for each of our programmes?	4 3 2 1 N/A		
Do we know that our activities and programme content **are relevant** to young people's needs and interests?	4 3 2 1 N/A		
Do we have **measurable programme goals** and objectives aligned to the organisation's vision and strategy?	4 3 2 1 N/A		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Have our activities been designed to achieve our **desired programme outcomes**?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Planning and Implementation

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have a **set routine/structure** with clear opening, closing times and clear signage in place?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is our **space properly set up** prior to learner arrival? E.g. is the equipment set up (sport) or are computers switched on (e-learning)?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do learners **know what to expect** when they arrive at the ASP?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do our programme activities run for enough time, with **sufficient contact time and check-in opportunities**, to achieve the desired outcomes?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Targeted and Relevant Content

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Are our activities **matching with the age and skill level** of learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is the programme content and its related materials of **good quality**, building new learning with appropriate scaffolding?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we provide support for children and youth **transitioning across age groups** and school grades?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are our programmes based on research and updated according to **good practice** emerging from the sector?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we **introduce new programmes** based on learners needs and sector trends e.g. leadership, literacy, mental health?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have a **documented curriculum**?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Data Collection

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have complete and current **enrolment/ registration documentation** for all participants? Is this saved digitally?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we have **clear attendance expectations**, and are these communicated to learners, parents, and staff?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we have a **system for tracking** learner attendance regularly? Do we record this information on a digital system that is accessible to the relevant people?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do most learners on our programme meet the agreed-upon **attendance average** across each term?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we keep organised information on **enrolment and discharge** of learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Monitoring, Evaluation and Learning

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have user-friendly and effective **tools and templates** to collect and analyse data?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we use attendance data to **inform decision making and programme development?**	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Have we created a structured way of obtaining **learner feedback** at least annually?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is learner **feedback incorporated** into programme design and development?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we collect and digitally store learners' **school report data** and/or our own **assessment data?** Do we look at the **relationship between these datasets?**	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is the outcomes data we collect aligned to our programme **objectives and performance indicators?**	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		



TRY THIS!

Inspirational ideas and resources

Below you will find three websites offering resources and learning materials to support ASPs. These will spark new ideas and help guide your next steps.

www.thelearningtrust.org

www.enriched.co.za

www.westerncape.gov.za/after-school-game-changer

N.B. **If you create or use any helpful resources and you think other ASPs could benefit from them, please do share them with us: info@thelearningtrust.org.**

Notes

02

ENVIRONMENT, HEALTH & WELLNESS

QUALITY STANDARD:

The ASP provides a physically safe environment and an emotionally nurturing context that builds confidence and self-esteem, with processes in place to respond to learners' physical and emotional support needs.

Learner Safety

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have a comprehensive registration document that includes **personal information, emergency contacts**, **permission/indemnity**, and **medical needs** for all registered learners?	4 EXCEEDS 3 MEETS 2 NEARING 1 NOT MET N/A NOT APPLICABLE		
Do we have a **child safeguarding and protection policy** in place that is known to staff and volunteers?	4 3 2 1 N/A		
Do we have a **referral system and/or in house services** for where trauma or abuse is suspected (both for learners and practitioners)?	4 3 2 1 N/A		
Does this referral system include a social worker, a counsellor and the Family Violence, Child Protection Sexual Offences (FCS) in SAPS and is it **well known to all staff?**	4 3 2 1 N/A		
Do all our staff (including volunteers) working with learners have **police clearance certificates** before they start at the organisation? Are these renewed annually?	4 3 2 1 N/A		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Is access to the site **controlled, secured, and supervised**? Are learners' whereabouts monitored?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Does the ASP site have **adequate toilet facilities** (1 per 20 learners) that are functional and safe, and are properly supplied?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we have **first aid** equipment on site and at least one trained first aider at all sessions?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are all medicines, cleaning materials and cooking fluids **stored safely out of reach** and away from food?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Have we done **risk management processes** to identify risks (e.g. fire hazards) and actions to address these risks, and to ensure that learners are safe from harm both inside of the property and while waiting to enter the property?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Have we vetted **transport** used for safety (e.g. driver, vehicle, safety belts etc.)?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Learner Dignity and Well-Being

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Are the facilities in good condition (weatherproof and well ventilated) and **conducive to our programme** activities (indoor 1.5m2 per learner, outdoor 2m2 per learner)?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is the **programme equipment** well-organised, maintained and accessible?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we provide a **nutritious snack** to feed each learner on the programme fairly?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is all food preparation and serving equipment clean? Is the food safe and edible?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do our programmes address **academic, physical, social, and emotional** needs of learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do **learners feel welcome** at the programme? Do staff greet and use their names? Do staff speak the language(s) of the learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do staff have a **positive and respectful** way of relating to the learners and each other? E.g. knowing their names, listening to what they say and responding with acceptance, valuing their ideas and opinions.	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is there a **sense of community** and belonging amongst learners and staff?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are learners **disciplined fairly** and are the underlying factors contributing to misbehaviour understood? Are learners involved in developing disciplinary practices e.g. co-creation of a Code of Conduct?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do learners receive **acknowledgement and recognition** for participation, punctuality, consistent attendance, fair play, etc.? Is this applied fairly to all learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Learner Development

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we provide space for learners to **explore their own interests,** helping them to direct themselves?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we create opportunities for learners to **work towards a specific goal** (e.g. through competitions involving skills or knowledge goals)?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do our practitioners guide learners and encourage their **creativity and critical thinking** (e.g. through project based and experiential activities)?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we have a **healthy balance** between learners working independently, in small groups and in larger teams?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are we using and analysing data to show **learner progress, improvement or barriers to learning?** Do we share relevant information with the school?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we provide opportunities for learners' **work to be showcased**?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we have mechanisms to hear **learner feedback,** and do we use this information?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we welcome **youth with disabilities**? Are we able to accommodate them and provide special materials as needed?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

TRY THIS!

Inspirational ideas and resources

Below you will find three websites offering resources and learning materials to support ASPs. These will spark new ideas and help guide your next steps.

www.thelearningtrust.org

www.enriched.co.za

www.westerncape.gov.za/after-school-game-changer

N.B. If you create or use any helpful resources and you think other ASPs could benefit from them, please do share them with us: info@thelearningtrust.org.

Notes

03 HUMAN RESOURCES & RELATIONSHIPS

QUALITY STANDARD:

The ASP has criteria, policies and procedures in place to appoint and manage responsive and motivated staff and volunteers, and to provide sufficient support to run the programme to a high standard.

HR Policies, Staff Profiles and Training

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have the necessary staff **policies and procedures** in place and are there mechanisms to ensure that these are adhered to?	4 EXCEEDS 3 MEETS 2 NEARING 1 NOT MET N/A NOT APPLICABLE		
Are all our staff trained and informed of our **policies and procedures**? Is this done regularly and in a way that fosters learning and adherence?	4 3 2 1 N/A		
Are staff members **easily identifiable** to participants, parents, and other stakeholders (e.g. pictures, T-shirts, badges, etc.)?	4 3 2 1 N/A		
Are programme staff **equipped for their roles**? Do they hold a relevant qualification / diploma / certificate, or do they have an established level of mastery/expertise in their subject/ discipline? Have they received sufficient in-house training for their role?	4 3 2 1 N/A		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we provide **internal professional development/ training** to develop their skills and/or link our staff to other training in the sector?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we recruit staff who as far as possible **reflect the diversity and culture(s)** of the community we serve?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Staff Roles and Responsibilities

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Is there **consistency in staff presence** in general? Are programme staff allocated to a site(s), activity(ies) and/or a group(s) of learners for the academic year?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are staff **clear on their role** and what it entails, and do we have contracts in place?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do staff generally remain for **long periods of time** (6 months +), allowing for valuable relationship- building?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is there a healthy **practitioner-to-learner ratio** in place that allows for effective programme implementation?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Management Processes

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have a **clear stipend/ salary structure** for programme staff/ volunteers?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do staff **receive support and supervision** from head office/ manager including opportunities to debrief, review and improve their work?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we create opportunities for staff to **provide feedback** and incorporate ideas into programme development?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

TRY THIS!

Inspirational ideas and resources

Below you will find three websites offering resources and learning materials to support ASPs. These will spark new ideas and help guide your next steps.

www.thelearningtrust.org

www.enriched.co.za

www.westerncape.gov.za/after-school-game-changer

N.B. If you create or use any helpful resources and you think other ASPs could benefit from them, please do share them with us: info@thelearningtrust.org.

Notes

04 PARTNERSHIPS

QUALITY STANDARD:

The ASP has strong relationships with the school/s, with the families of enrolled learners, and with the wider community, ensuring that these stakeholders know what the programme does, how it does it and why it does it, and share resources where feasible.

Communications

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we **share relevant policies** (e.g. codes of conduct, learner safety, attendance policies) with learners and their families?	4 EXCEEDS 3 MEETS 2 NEARING 1 NOT MET N/A NOT APPLICABLE		
Do we have **regular and clear communication** with learners and their families on schedules such as dates, closing and opening times and other practical matters? Do we update them on programme information and changes in a way that they will receive the communication (e.g. announcements, notices on boards at school and via social media)?	4 3 2 1 N/A		
Do we **invite parent(s) and or guardian(s)** to see their child participate in programmes or at events?	4 3 2 1 N/A		
Do we communicate with the learners' parent(s) and or guardian(s) in their **mother-tongue?**	4 3 2 1 N/A		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we regularly **share key information** with the school e.g. learner progress reports, concerns regarding learners, etc.?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Promoting involvement

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we **inform the community** at large of our programmes and invite them to give input and/or volunteer?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are there any parents(s) and or guardian(s) that **volunteer and get involved** in our programmes?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we **meet with the principal** and/or school management team frequently (formally at least once a quarter) and is their input sought and integrated into our programmes?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Is there **involvement of teachers or SGB members** in our programme?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Are we involved in SGB activities and **school planning efforts**?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

Collaboration

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we have a **partnership policy** in place that guides our interactions with the community, school, and families of our learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we ensure that there is a **continuum** between what happens in school and what happens after-school in our programmes (e.g. programme elements that integrate and complement school day activities)?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Have we looked at the school's **School Improvement Plan (SIP) and District requirements?** Have we **tailored our programmes** to support the school in these areas?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Are we **aware of other resources** in the surrounding community we could leverage to strengthen the after-school programme?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

REFLECTION QUESTIONS	SCORE	WHAT ACTION WILL WE TAKE TO CLOSE THE GAP?	WHEN WILL WE DO THIS?
Do we **actively work with other NGOs** and have a way of measuring our collective impact on shared learners?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we **seek out and share data and practices** with other NGOs to improve the quality of programmes on offer in the after-school sector?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		
Do we approach **local funders or donors** (financial support or in-kind donations) in the community for help?	4 ○ 3 ○ 2 ○ 1 ○ N/A ○		

TRY THIS!

Inspirational ideas and resources

Below you will find three websites offering resources and learning materials to support ASPs. These will spark new ideas and help guide your next steps.

www.thelearningtrust.org

www.enriched.co.za

www.westerncape.gov.za/after-school-game-changer

N.B. If you create or use any helpful resources and you think other ASPs could benefit from them, please do share them with us: info@thelearningtrust.org.

Notes

References

Afterschool Alliance
www.afterschoolalliance.org

National Afterschool Association
www.naaweb.org

Partnership for After School Education
www.pasesetter.org

Guidelines for Child Care Facilities in the Public Service
www.dpsa.gov.za

United Kingdom Department of Education
www.gov.uk/government/organisations/department-for-education

Early Learning Outcomes Measure (ELOM)
www.datadrive2030.co.za



Contact us

The Learning Trust
WE WORK: 173 Oxford Road, Rosebank
Johannesburg

info@thelearningtrust.org
www.thelearningtrust.org

THE LEARNING TRUST
BEYOND THE CLASSROOM

This version of the Quality Standards Report was published in October 2024.