


HUMANS OF THE AFTER SCHOOL MOVEMENT

# HOW CAN WE CLOSE SOUTH AFRICA'S EDUCATION GAP?

A review of the After School Sector in the Western Cape





*'Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.'*

Nelson Mandela, *Long Walk to Freedom*



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Design and Layout: Jaywalk Design

Photographs: Slingshot Media and ASPO





# Understanding the educational gap

The South African constitution guarantees all children the right to a basic education. A good education should give all our children a fair chance at a successful life. However, it's become increasingly clear through research that differences in access to opportunities has resulted in a huge educational gap - of between four and six years - between learners from under-resourced contexts and their more resourced peers.



# Why does access to education differ?

Education is one of the key pathways out of poverty. While South Africa and the Western Cape have made huge strides in improving access to education since 1994 the playing fields are far from level

Last year's Western Cape matric results are proof of this disparity in education levels:

- a total of 50 754 learners passed matric,
- 91% were from resourced, fee-paying schools,
- 69% were from no and low-fee schools,
- 42.3% obtained a bachelors pass<sup>1</sup>,
- only 19% of learners from no and low-fee schools obtained a bachelors pass.

**The disparity is stark. The key question is: why?**

**One of the reasons is that educational success is about so much more than what learners are taught between 8am and 2pm.**

In the Western Cape, we have 1.1 million registered learners in just over 1 500 schools, supported by just under 35 000 teachers. Two thirds of these schools charge low (less than R100 a month to attend) or no fees and just under half a million of their learners are on a feeding scheme.<sup>1</sup>

In this publication, we explore the differentiated access to opportunities that set learners from under-resourced and better-resourced backgrounds apart, differences that have a cumulative impact on their educational experience, and over time widen the educational gap. We then explore one way in which this gap can be narrowed.

<sup>1</sup> WCED data, 2018



# Imagine two children born on the

One child is born to parents from a resourced ward,  
As a result, their access to educational

## Learner 1

- likelihood of being multi-dimensionally poor **50%**
- likelihood of living in an income-poor household **64%**
- likelihood of living in an informal dwelling **64%**
- likelihood of not living with their parents **40%**
- likelihood of dropping out of school before matric **34%**
- likelihood of passing matric **32%**
- likelihood of being employed **47%**
- likelihood of not being in employment, education or training (NEETS) **46%**

By the time they reach matric,  
these two learners is likely to equate

# same day in the Western Cape

while the other's parents live in a less-resourced one.  
resources will set them apart.

## Learner 2

- 2%** likelihood of being multi-dimensionally poor
- 3%** likelihood of living in an income-poor household
- 0.2%** likelihood of living in an informal dwelling
- 15%** likelihood of not living with their parents
- 6%** likelihood of dropping out of school before matric
- 92%** likelihood of passing matric
- 87%** likelihood of being employed
- 8%** likelihood of not being in employment, education or training (NEETS)

the educational gap separating  
to between four and six years.

\* Data from Youth Explorer (2019) <https://youthexplorer.org.za>. Data analysis by Southern Africa Labour and Development Research Unit (SALDRU) at University of Cape Town using data from the poorest and most affluent five wards.



# Unpacking differentiated access

Socio-economic circumstances and quality of schooling result in education gaps of between four and six years of learning for South African children. The big question is: how do we close it?

Reading is a bedrock educational activity that starts during early childhood and continues at school. It is an excellent barometer of educational levels. In 2016, one of the most illustrative examples of the contrast in South African learners reading abilities came from the Progress in International Reading Literacy Study (PIRLS). It found that the majority of our children did not meet the low international benchmark for literacy, meaning they 'cannot read for meaning or retrieve basic information from the text to answer simplistic questions'.

The PIRLS study is an international benchmarking survey. The tests are administered to a nationally representative sample of Grade 4 learners in their respective languages of learning and teaching in their first three years of school. In addition to revealing the disturbing illiteracy levels our education system produces, the

study also provided insight into the conditions in which our children are learning: 75% of children surveyed come from disadvantaged backgrounds; 62% of the schools participating did not have a library; more than half of the learners attend schools where principals reported problems with teacher behaviour and 42% of children reported being bullied on a weekly basis.

The results also provide information about students who perform better than the average. There's a significant correlation between learner performance and taking pleasure in reading. Students whose parents enjoyed reading also tended to perform better than their peers. The one percent of learners with 'many resources', defined as books and internet access in the home, where children had their own rooms and whose parents were better educated and had higher-level occupations, achieved scores the

equivalent of more than four years of schooling ahead of the national median. This figure accords with a comparative study of Grade 3 learners' performance in standardised literacy and numeracy tests that found that the combined influence of home background and quality of schooling accounts for differences that equate to roughly four years of learning.<sup>2</sup>

The necessary educational interventions that can close this educational gap are diverse, and one of the most comprehensive in terms of their holistic effect, is involving learners in quality After School Programmes.

The reason for this is that a child's educational experience is much broader than what happens between 8am and 2pm. It includes all life experiences and opportunities that help them develop

the cognitive, physical, social, emotional and spiritual skills they'll need to flourish in the world. The development of these skills – for instance, critical thinking, self-discipline, grit, curiosity, social awareness and empathy – occur within the context of a full life, one in which children are regularly read to, taken on outings, allowed to explore and play and participate in activities such as sport, art and drama.

Most importantly, it's a life in which they have a champion, someone who's interested in their life and rooting for their success. Children who don't have access to this have a gaping hole in their education. This invariably leads to a situation where youth inherit the socio-economic status of their parents, irrespective of their aspirations or ability.

This is deeply unjust.

*“Being part of the MOD [After School] Programme has given me great opportunities. It has taken me away from drugs and out of my context. I have travelled. I have met a variety of people and my teammates have become my family. It's developed my skills and boosted my confidence. It's been great.”*

*Learner Kelly Thompson, Lavender Hill, Cape Town*

<sup>2</sup> Nicholas Spaull, 2016, 'Disentangling the language effect in South African schools: Measuring the impact of 'language of assessment' in Grade 3 literacy and numeracy', *South African Journal of Childhood Education* 6(1), a475.



# Closing the educational gap

If you go down to Silikamva High School, in Hout Bay, Grosvenor Primary, in Atlantis, or Bongolethu Primary, in Crossroads on any given week-day afternoon, you will find learners in the computer lab, reading, dancing, painting, playing sport, singing or learning to read music. These schools and many more have thriving After School Programmes (ASPs). The people instructing the learners are After School Practitioners. Some of them are teachers who go the extra mile, others are coaches from the government programmes that extend the school day, some are from NGOs and yet others are volunteers.



# This school uses ASP's to close the gap

At Silikamva High School, in Hout Bay, ASPs are a formal part of the school's educational offering. We ask Principal Dianne Morgan why she's made it part of the school culture

At Silikamva High School, there are 744 students, and the number grows annually. Most come from Imizamo Yethu, a township within Hout Bay which is a microcosm of South African society. In a school based in an often-volatile community where conflict spills over into student's lives, After School Programmes (ASPs) are especially important, its principal believes.

It's for this reason, says Dianne Morgan, that the programmes are built into the school's curriculum and its culture. 'We use our Vision and Mission statements to motivate and inspire everyone to buy into our ASPs. It is part of the employment contract for teachers and part of the student culture.' says Diane. 'We have special sign-up days to register for ASPs every term. We recognise achievements as part of celebrating our learners and create opportunities for them to showcase their talents.

Both teachers and students have to

sign up for at least two activities a week. Principal Morgan is not fussy about what they do, as long as they're passionate about it, she says. The passion helps make the extra energy spent in a teacher's already full day more effortless.

School activities are supplemented with external programmes, too, she says. 'The Department of Cultural Affairs and Sport (DCAS) provides coaches and MOD sport and arts ASPs. NGOs also provide programmes and resources. The school provides space to store resources and an opportunity for NGO staff and teachers to engage around students' progress. Over the last five years, besides its academic extra-murals, Silikamva's ASP offering includes art, dance, debate, music, choir, Christian Union, chess, athletics, football, softball, netball, Interact (a Rotary programme), reading, Thrive (a gardening and waste programme), events management, groups for girl empowerment, groups for boy awareness and empowerment.

*'One of the greatest gifts for teachers is that this more informal period, usually in much smaller groups, allows them to build trust, a fundamental pillar for effective education'*

*Principal, Dianne Morgan,  
Silikamva High School*





## CLOSING THE EDUCATIONAL GAP

However, there are challenges to providing a diverse programme,' she says. 'For instance, students' academic challenges mean that staff members are often involved in academic after school activities rather than recreational ones. However, the partnership with NGOs fills this gap.

Food is another issue – often the children are hungry; the Western Cape Government does help with this, though. There's a general lack, of sports fields, equipment and funds. There's also the issue of security – better security would mean the ASP could run later. Transport out of Hout Bay is expensive and this limits the school's ability to engage with outside schools.'

Are the ASPs still worth the effort? Silikamva's context is tough, Principal Morgan says. 'We have children with big gaps in their education. At Grade 8, many don't have the required level of reading and numeracy. When we do our baseline assessment it will show up that they're at about Grade 4 or 5 level. They're also being taught in their second or third language.'

ASPs help with this, giving children time to bridge the language gap. 'The more the learners hear a teachers' voice, the more they listen to you... And if you engage with them after school, they get to understand your language, your accent, and they also get to understand the personality – it makes the whole relationship.'

'One of the greatest gifts for teachers is that this more informal period, usually in much smaller groups, allows them to build trust, a fundamental pillar for effective education,' Principal Morgan explains.

ASPs are also important for building learners' self-esteem and teaching them to fit into the broader world. 'Teens can be self-absorbed. But the group aspect [of activities] means we have to share, listen to each other and trust each other. They learn that if they want success, they have to develop those attributes of being a part of the bigger group,' she says. 'Then they learn about commitment.'

Importantly, it also takes them outside the school environment. 'With the ASPs opportunities arise for them to engage with different adults, After School Practitioners, and young people and gives them a bigger picture of what the world is like. Remember we're dealing with extreme poverty – that's why it's almost vital for us as a school to be engaged in providing additional opportunities.' This helps fill learners' experiential and educational banks and helps close the gap.

Has it helped with results? 'For those students who are involved in the programme consistently it has definitely made a difference. All our top students are involved in ASPs.'

## WHAT DOES AN ENRICHED SCHOOL LOOK LIKE?

- **IT'S ACTIVE AFTER HOURS** It has teachers, NGOs and students participating in activities after school hours.
- **THE SPACE IS SECURE AND SAFE** There's good security in place that extends to well after the school day ends.
- **THERE'S A FORMALLY DRAWN-UP ASP** It has a formal register of students attending, plus there's an ASP timetable, photographs, displays and exhibitions, as well as inter-school leagues.
- **THE PROGRAMME IS INCLUSIVE AND FUN** It's open to all learners and there's a relaxed atmosphere.
- **IT HAS AN ELECTED DRIVER** There's a teacher champion who is responsible for managing the ASP. The principal or deputy principal monitors and tracks the ASP.
- **THERE'S PUBLIC ACKNOWLEDGEMENT OF THE ASP** There's formal acknowledgement in school assembly and awards given for participation in the ASP.
- **THE PROGRAMME IS VARIED** It should offer programmes in sport, culture, arts, academic, spiritual and life skills.
- **LEARNERS CAN ACCESS OPPORTUNITIES** There are opportunities to grow and develop holistically, broaden networks and entrench values that will lead to active citizenship.

***‘All kids are searching for something that makes them feel unique and special, that thing that helps them to identify their abilities and their potential, and that ignites a drive to realise them.’***

*Principal, Terence Adams, Grosvenor Primary School, Atlantis*







*'Dance means the world to me: It's like oxygen. I have to have it. I have to dance every week or else my week doesn't feel complete.'*

*Renecia Dama,  
Hout Bay High School*

# ‘I learnt I should never limit myself’

Renecia Dama, a learner from Hout Bay High School, became a dancer through her After School Programme, and it changed her life

**I’ve been dancing...** since I was eight years old.

**I now dance with Amoyo and coaches Mandisa and Nandipha...** who are my role models. I look up to them. They are my friends, but in the classroom they are my coaches.

**Mandisa has taught me...** that I should never limit myself. She always tells me I can do better, I should push harder. And I see it in her. She is the example for me. And it helps me a lot in my life.

**Nandipha always tells me...** how important I am and what a role model I should be to my younger sisters. She always puts a smile on my face because she’s a happy person. And she can see when I’m down and she encourages me.

**My mom and dad were very supportive...** of me joining this programme, especially my Dad was very excited because he took me to every class after school.

**Dance means the world to me...** it’s like oxygen. I have to have it. I have to dance every week or else my week doesn’t feel complete. If I hadn’t been dancing, honestly, I don’t think I would have been able to cope with my father’s passing and my uncle’s passing. I would probably have been doing drugs or been pregnant, or been lost in this world.

**At Amoyo, I’ve learnt many skills...** for instance, that communication is key. At first I only wanted to do a certain dance, but Amoyo opened my eyes to different styles of dancing, and to drama classes and singing. I’ve learnt a lot in the past year.

## CLOSING THE EDUCATIONAL GAP

**An After School Programme is very important...** because you need people to focus on you. Your parents are there, but they have jobs. If you have nothing to do you can be pulled in by the wrong people. So I think it's important for your school work, your career and to help you to become who you want to be.

**It helped me a lot with...** my confidence. When I started at Amoyo I was very shy. I was a good dancer, but I didn't have confidence in talking. Kim Worrall ... saw my potential and she encouraged me to speak and she said what I had to say is important and then I realised that I can do it. Now I found out I'm a role model, because when the young kids at the school are asked who do you look up to, they always say my name. It makes me feel very happy and like I want to be this person forever.


**Since I joined Amoyo...** I've put in a lot of time with my schoolwork because I've realised how it will help me in the future. They also ask me if I need help. They help me with research and assignments, whereas before I didn't have that help. They're like a family.

**I've had the opportunity to perform...** at different places, and I now have the big opportunity to go and audition at Waterfront Theatre Company (WTC), which is very amazing. I've also had an opportunity to teach for a year last year... It made me feel like I achieved a lot and I'm good enough to teach. It made me feel proud of myself.

*'Now I found out I'm a role model, because when the young kids at the school are asked who do you look up to, they always say my name. It makes me feel very happy and like I want to be this person forever.'*





A young boy with short dark hair, wearing a white short-sleeved shirt and a red, black, and white striped tie, is smiling broadly while playing a red drum set. He is holding a drumstick in his right hand, raised in the air. The background shows a music room with several acoustic guitars hanging on a rack. The text is overlaid on the right side of the image.

*'If you could just have  
the opportunity to give  
something a try, maybe  
you could do it'*

*Kamva Thipha, Silikamva High School*

# ‘I knew in my heart I could play’

Kamva Thipha, a learner from Silikamva High School, is a music student with both the MOD Programme and Kronendal Music Academy. We ask him about what music has done for him

## **So music makes you feel happy?**

I feel relaxed and it keeps me out of problems and stress, to think about good things not negative things.

## **Could you play music before?**

No. But I knew in my heart I could play. I was nervous, but I was curious to give it a try, so I tried. I was amazed I said I would do something, and then I did it.

## **Could anyone in your family play music?**

No. But my father liked to listen to music and I learnt from him when you feel bad and today is not your day, he would bring some kind of music and lyrics to help you understand the problems that you have.

## **How do they feel about you being part of an after school music programme?**

The first time they heard me playing, they were surprised to see a talented young person that’s from their family and they said I could even go far with music. All they could say to me is I mustn’t stop, never give up and see what happens next.

## **What would you be doing in the afternoons if you weren’t playing music?**

I’d be busy getting stressed out by school work and doing housework, like dishes. I still have to do dishes, but I’m not doing as much as I used to do before.

## CLOSING THE EDUCATIONAL GAP

### **Has it helped your schoolwork?**

Yes. I wasn't so good at schoolwork before. I found academics difficult. When I started playing music and I saw I could play music... it gave me a tip in my mind that said I can also do good in my schoolwork. And so that's how it happened. I was actually a joker. When I'm joking around, sometimes I lose focus on what I'm doing. When I started learning music I became more serious and focused.

### **What have you learnt?**

I learnt a lot... I was actually shy because I didn't know how to do it [academics]. I learnt that if you are shy about something you might not actually succeed, but if you just give something a try, maybe you could do it, just like I've done in music.

### **You're still young, but do you know what you want to do when you grow up?**

I want to be scientist... but I think music is taking over, but I'll see. When I started music I saw I was actually very good in academics so I think I can add some kind of academic work into my dream. I'm very good at physics, and my maths is improving... I think I want to be a chemical engineer.


### **Do you have any advice to other children about joining an ASP?**

Try it. A programme can help you to discover more about everything. If you believe in yourself, you can do anything.


*'I wasn't so good at schoolwork before. I found academics difficult. When I started playing music and I saw I could play music... it gave me a tip in my mind that said I can also do good in my schoolwork.'*



# ASP by numbers

**1 047**   
no and low-fee schools  
in the Western Cape  
( $\frac{2}{3}$  of all public schools)

**514**   
of these report  
learners are involved  
in some ASPs

**274**   
NGOs report  
they run  
programmes

**54%** of ASPs target  
learners in the  
metro

**46%** of ASPs target  
learners outside  
the metro

**165 900** unique learners registered in ASPs according to WCG records

**50%** Just under 50% come regularly and consistently  
Half of the regular and consistent learners participate in DCAS  
funded programmes

**34%** of these learners  
are High School  
learners

**66%** of these learners  
are Primary School  
learners

**51%** are male

**49%** are female







# The hidden educators

Every child needs a champion. The presence of one or more caring adults in the child's life increases the likelihood that they will flourish and become a productive adult themselves. If they are lucky this is a parent. Sometimes it is a teacher. But with class sizes growing often it is a coach or practitioner working with them after the school bell rings. It is time to shine the spotlight on the humans who are changing learners' lives – our hidden educators.



# The hidden educators by numbers

A view into After School Practitioners working in no and low-fee schools in the Western Cape

## NATIONAL

± 10 000



The number of practitioners employed nationally in our schools, making these community educators a significant sector. Some are employed, but many are volunteers who have decided to invest in their community.

## WESTERN CAPE

± 20%




The percentage of teachers in the Western Cape go the extra mile and become mentors and coaches to learners. One benefit is that it offers a great opportunity to get to know a learner in another setting, and can improve relationships in the classroom.

2 000



The number of After School Practitioners who support teachers in the Western Cape. They are tutors, coaches or mentors who play a key role in enriching learners' lives by growing their skills or helping to improve their grades.

± 1/3



± 1/3 of the 2 000 are employed by the Department of Cultural Affairs and Sport (DCAS), making it the largest single organisation within the Western Cape After School Sector. Of the remainder, about a third are volunteers and about a third are employed by NGOs.

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## WESTERN CAPE AFTER SCHOOL PRACTITIONER EDUCATION PROFILE



**± 15%** The percentage who do not have a matric.



**± 46%** The percentage who have a matric but no post-matric qualification.



**± 19%** The percentage who have completed tertiary studies.

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## WESTERN CAPE AFTER SCHOOL TRAINING



The number of hidden educators who have been trained in the Western Cape by the After School Programme Office.

**159**

The number of organisations who have benefited from training.

# Putting the spotlight on the hidden heroes

Besides the many teachers involved in ASPs, there are thousands of After School Practitioners playing a key role in tens of thousands of learners lives

Luke is a MOD coach and After School Practitioner working in a gang-infested community in Cape Town. One day when he was en route to school, he saw one of his learners standing on a street corner with known gangsters. The learner's name was Hayden. Luke asked him why he wasn't at school. He'd been suspended, Hayden told him. Luke knew the boy, had seen his potential and wasn't ready to give up on him. He marched him back to school to face the wrath of the principal and plead for one last chance. The principal relented on condition the coach took responsibility for the boy. Under Luke's watchful eye, Hayden began stepping up to his potential and at the end of term, a proud Hayden handed his mentor his school report, unopened – he'd come top of his class.

For many learners, it is educators like Luke who are their only champions. But for the relationship between these educators and the learners they mentor to be really effective, a fundamental factor is the steady presence in the child's life. Herein lies the difficulty: for After School Practitioners who are not teachers to continue working in the field, they need to see a long-term role for themselves in the education system.

It is time to transform the way we see education and recognise the role of our hidden educators - coaches, tutors and other After School Practitioners. They provide educational value building learners' confidence, exposure, teamwork skills, grit and resilience.







## THE HIDDEN EDUCATORS

**Extending the school day and offering an enriched education that includes access to a comprehensive after school education is key to transforming our schools so that they perform and produce a generation of skilled, hopeful and productive citizens.**

Currently, because many practitioners are not officially recognised and valued in the education system, they see the field simply as a stepping stone to better, more permanent jobs. The reality is there's at least a 20 percent turnover of staff in the sector in the Western Cape, and both practitioners and learners suffer as a result.

We need to get our practitioners to remain in the sector. The question is how?

### QUALITY AFTER SCHOOL PROGRAMMES PROVIDE LEARNERS WITH:

- opportunities to try something new,
- a sense of belonging,
- a supportive learning environment,
- access to a caring adult,
- new skills and a chance to find their passion, and
- a range of life skills such as increased confidence, teamwork and grit.

ART 26 April 2011

The Things that I wish for my life

IT'S  
**NOT JUST**  
AN AFTER SCHOOL ACTIVITY  
IT'S AN AFTER SCHOOL  
ADVENTURE



# Meet a MOD coach

Paul Smith is a music curriculum developer who has doubled as a coach at Silikamva High School. He has seen music change lives, and believes every child should have access to this opportunity

**Music is a platform...** a place where you can think out of the box. I always say to the kids, if you can play music, you're tapping into parts of your brain that other people can't tap into.

**I want to use music...** as a mechanism for change. It's not just about teaching music, it's also about the life skills [the children] learn that will take them through life. When I see the change in the children, it always makes me want to strive to do better. Every day it changes my life.

**With Kamva, he was introverted...** and couldn't play in front of people. But I could see the hunger in him to learn. Now you can see what music has done [for him]. I taught him to be bold when you play the song, and when you get up on stage you've got to lift up your head and play, even if you make mistakes. It's how you recover from the mistake that's important. He's learnt to really respect and listen to people around him.

**Last year they went to Scotland...** and what was amazing for me was when I got a call from Kamva when he was there. I said to him, I have never been to Scotland, now you are higher than me. That was a proud moment for him.

**I think there's so many benefits...** in After School Programmes, but a major one is that, if it's a quality programme, the child can see the growth and benefit of it. The minute they don't, then we will lose them. They need to see that there are stages of growth, and improvement, and that there's an end to what they're starting. I had a beginner level, and mid-level, advanced level and then the master class. Also that's why I made sure at the end of every year there was a big music event that they can bring their parents and family to.



the ways

How

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SCHOOL INCENTIVE PROGRAMME

St. John's College

SCHOOL INCENTIVE PROGRAMME

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SCHOOL INCENTIVE PROGRAMME

# Meet two NGO dance practitioners

We interview Nandipha Sandlana and Mandisa Qwesha from Amoyo Performing Arts Foundation about working with one of their star students, Renecia Dama

## Where we started

**Nandipha:** I've been teaching dance for 15 years already. I studied at Jazzart Dance Theatre, then I started teaching at Dance for All.

**Mandisa:** From 2007 to 2009 I was studying at La Rosa Spanish Dance Theatre. After 2009, I officially became a teacher and went to Jikeleza Dance Project from 2009 till 2014. Then we became cofounders of Amoyo Performing Arts Foundation. We do a lot of things besides dance - counselling and monitoring, teaching life and health skills...

**Nandipha:** ...and I liaise with parents.

**Mandisa:** We love working with kids. We feel that even though they're not ours, we feel we're here to protect them. For an hour or two a day we can help them be children.

**Nandipha:** And we can keep them off the street and to be safe.

## Working with a talent

**Mandisa:** We both teach Renecia. She has gone through a lot in her life.

**Nandipha:** She comes to us every afternoon, from Monday to Friday. She does dance or drama or singing every day.

**Mandisa:** Renecia has always been talented.

**Nandipha:** She's a role model with others, because she's always punctual, she communicates and she's always in classes.

**Mandisa:** In terms of skills she's gained through the programme, the No 1 is communication skills. She's got so much confidence and is so outspoken. And she has a willingness to try things that she's never done before.





## THE HIDDEN EDUCATORS

**Nandipha:** She's a very 'yes' person. If there's something going she'll grab it. She'll never say no.

**Mandisa:** She's at our highest dance level. She's quick to spot in a group. If there's a kick, hers will be the highest. If they are doing turns, she'll be doing the most turns. She's good at being a leader. If you leave her in charge of a group, she'll take charge. She's learnt ballet, contemporary, African dance. She loves hip hop and gumboots dance.

### Linking to school work

**Mandisa:** Sometimes we can see there's something wrong in the class, and we'll call her aside and ask her what's wrong, but she won't say anything. Then she will go home and send us a message. And then we'll help her with the problem.

**Nandipha:** For instance, when she was in Grade 11, she didn't think she would pass. And then I spoke to Kim [Worrall, CEO and co-founder of Amoyo] and she mentored her. She gave her a diary and taught her how to plan a study guide. She also gave her a quiet place to stay for a few days. All her friends failed, she told me, but she passed!

### About After School Programmes

**Mandisa:** They give a sense of belonging, a family, somewhere where you can go and be free.

**Nandipha:** Some say they get love here.

**Mandisa:** For example, we ask, 'What did you do today? And did you have a good day?' They often don't get asked that at home. And on their birthday we make the day special for them... Many parents don't even remember their birthdays.

**Nandipha:** We give them a bright future.

**Mandisa:** I was part of an After School Programme myself. I was always passionate about dancing. From a young age I always wanted to be on stage. I was introduced to dancing by the Jikeleza Dance Project in 2003 in 11<sup>th</sup> grade.

**Nandipha:** Yes, I was also part of an After School Programme.

**Mandisa:** It kept me quite focused and busy. I wasn't interested in what was going on outside of my community (parties and goings on). I felt at home at Jikeleza because it gave me everything that I wanted when I wasn't in school – a sense of belonging, it made me become confident in myself because I was a very shielded person. It boosted my self-esteem and made me become very reliable and punctual, and made me commit 100 percent to everything I do.



# Meet a volunteer tutor

YearBeyond volunteer tutor Nosifiso Goba has found her passion, teaching children how to read. Despite passing matric with a bachelors, she was unable to find work. Then she heard about the YearBeyond ASP

**I love being able to share the knowledge...** that I have. I like to teach them something they didn't know and I like to see how it makes them feel. Like with numbers, they get very excited when they realise they can do it themselves.

**I love shared reading...** because you get to see how the children understand English. In school they don't really understand English, because they use Xhosa most of the time. It makes it hard for them to get to read and understand English on their own. Previously I used to read for them in English and explain in Xhosa. But yesterday, I said to them let's do it the other way around, that I would read to them in English and they should explain in Xhosa. And it was great - they could explain every word! They even did the actions.

**I also love being the bigger sister...** because we're not teachers, so the children relate to us as brothers and sisters and so they look forward to seeing you the next day. They are more open to learning with us. For example, when they work in school, even if they know the answer they're shy; they're not that comfortable sharing in school. But with us they feel more comfortable to share...

**After School Programmes are important...** because the learners don't get enough support [in school]... But in the ASP they get special attention, one on one, and in class they don't because there are a lot of them and teachers don't get to meet all of their expectations. The After School Programme is a good way to catch up from where they've been left behind in class.

**The programme has grown me because...** I got to relate to different kids and handle different problems. I would love to take that experience and work more with children.

**If I would see a future...** I would love to stay. I'm passionate about reading and I wanted to give back to learners, because at school I got the same support from teachers and post-matric tutors and I wanted to give back.







# Formalising a growing field of work

Imagine a world in which every learner has access to After School Programmes and an enriched school day? This could be a reality, but it means formalising the role of our hidden educators


In South Africa, After School Practitioners play a critical role in the education of our children. However, without recognition and investment from the education sector, retention of our hidden educators will remain a problem. Given the growth in this sector, there's opportunity here to engage unemployed youth and parents as community educators, but to do this the sector will have to create career trajectories for them. It's time to develop a new field of study and work: community or extended education.

This has been done successfully, with Community Health Workers and also Community Development Workers. The health sector recognised that health workers who were not doctors or nurses, played a vital role in the health-care system and so it created opportunities for them.

Developing the After School Sector

requires responding to the needs of the people doing the work. The movement has thousands of passionate and committed individuals, but research shows that many have no training beyond matric, a small percentage have no matric at all, and only a few have tertiary education. There's a hunger for both personal and professional development. While short courses and in-house training meet some of the need, this is not adequate to formalise the field and recognise its economic or social value. Until community education is seen as a career opportunity, the instability in the sector is likely to remain a challenge.

Key to putting the extended/community education foundation in place is growing the related tertiary academic field. This is a process of building research and post-graduate studies. Donors and government are beginning to recognise this need. For example, one



donor, The Learning Trust, is funding research into the impact of the sector, while the Western Cape Government has partnered with the Cape Higher Education Consortium to generate research and specialist studies in extended education.

As we build this body of research there's much to leverage from other contexts. The After School Sector is a well-established academic field and employment sector in the USA, and Iceland has recently invested in the sector and is growing opportunities in its education system.

The Western Cape Government has already done much to recognise the value of the sector: it's worked to create employment opportunities in programmes that enrich learners lives, such as the MOD Programme, YearBeyond and Youth Cafés, which all offer opportunities for learners to hone skills and expand their networks. The Western Cape Education Department (WCED) is committed to supporting schools to offer strong enrichment programmes and has invited NGOs and other stakeholders to engage.

Stellenbosch University has partnered with provincial government to explore

formalising training and developing a qualification that feeds into and works with the existing suite of educational careers.

Formalising the sector and its professional development is unlikely to result in short-term financial gain. However, it will provide improved job satisfaction, professional support and the articulation of extended education with teaching, community psychology, community development and management career trajectories. This means practitioners will be able to see a future for themselves in the sector. They are a valued and vital building block of a public-education system specifically adapted to address some of South African children's specific challenges.

Evidence is mounting that the extended education sector is one powerful tool with which to tackle the opportunity gap in a practical, achievable way. It's time to give all South African learners as many chances as possible to learn, to pass matric, access tertiary education, find jobs and realise their aspirations. This requires putting the spotlight on our hidden educators and supporting their professional development.

# Developing capacity and support

The After School Programme Office in the Western Cape has partnered with Community Chest, Stellenbosch University and donors to develop a range of programmes to answer practitioners' need for support. We offer a suite of training, from two-day introductory courses to comprehensive 12-month programmes that equip people to understand themselves, work in schools, deliver quality programmes, as well as harness the energy of other stakeholders.

Training is the first and necessary step. Another is linking people into a circle of support once they are trained. This is the role of the various Communities of Practice (COPs) that have been established. Here, peers who are grappling with similar challenges can share practices that are working. Both thematic and area-based COPs have also been established.

## AFTER SCHOOL COMMUNITY OF PRACTICES

- COP for After School Programme managers and staff run in partnership with The Learning Trust. For more information, see <https://www.thelearningtrust.org/special-projects>
- Arts Practitioner COP run in partnership with Assitej South Africa. For more information, see <https://assitej.org.za/our-pillars/empower-education/Trainers>
- COP, by invitation only.

## **AFTER SCHOOL TRAINING OPPORTUNITIES:**

### ● **Volunteer Basics**

A 2-day volunteer introductory course on After School Programmes is ready for piloting.

### ● **After School Basics Training Programme**

A 4-day basics practitioner training programme focusing on the why, how and what of quality After School Programmes.

### ● **After School Basics Train-the-Trainer Programme**

This programme trains master trainers, and quality assures and supports them to roll out the ASP Basics Training Programme at scale.

### ● **Extended Education Practitioner Training Programme**

A 12-month, part-time course offered by Stellenbosch University.

### ● **Enriched**

A 10-month volunteer wrap-around enrichment programme covering personal development, working as a professional, leadership and extended education inputs.

### ● **How to Start an ASP**

A 4-part workshop series to equip participants with the knowledge, skills and tools to start an After School Programme that speaks to the needs of a community, learners or schools.

### ● **Managers in Extended Education Training Programme**

The programme is available to all individuals responsible for the co-ordination, management and development of After School Programme volunteers and/or practitioners (to be launched late 2019).

### ● **Leading Innovative Partnerships in Extended Education Training Programme**

An executive education short course with the Bertha Centre in the UCT Graduate School of Business.

### ● **Arts Practitioner Training**

In partnership with ASSITEJ South Africa, this course focuses on improving the hard skills of arts coaches.

*For more information on capacity building opportunities available see [www.westerncape.gov.za/after-school-game-changer/](http://www.westerncape.gov.za/after-school-game-changer/)*

# Leadership

To nurture future leaders, our current leaders need to set the tone in ensuring that After School Programmes form part of the school day. Roy van Rooyen, Principal of Rietenbosch Primary School, Cloetesville, is an example of a leader who has created a positive attitude to ASPs. 'My motto is to lead by example and I encourage staff, teachers and partners to apply this maxim to their own lives. By recognising learner achievements, and creating room for the contributions of partners, a positive attitude towards the ASP is maintained and is widely supported by the school's governing body, teachers, parents, learners and external stakeholders.'



*'My motto is to lead  
by example'*

*Principal, Roy van Rooyen,  
Rietenbosch Primary School*



# ‘We all need to lead’

The ASP is a powerful tool for closing the education gap. But fundamental to its success is creating an extended-day culture that is embedded in schools. This requires leadership at every level, writes Brent Walters, Head of Department, DCAS

Teachers are taught early on that one of the fundamental outcomes expected of education is the holistic development of a child and a young person who is well rounded in all aspects of their life: the psychological, spiritual, physiological, intellectual and emotional. A well-rounded learner has options for their future, and will become a productive, functioning member of society. The question is how do we achieve this?

As a leader, you need to understand what you are trying to do and learn from others, so we started with the question: What were the most successful schools doing? They were the schools that had a strong academic programme supported by a healthy ASP. This cemented the idea that when you are creating education for holistic development, your school day has to be extended in some shape or form.

However, the models that were most successful went even further – these schools had a culture of ASPs that they had developed and instituted over decades. Good, quality programmes were taken for granted by the students, and the ASP was as important to the school’s leadership as the academic curriculum. It was just the way things were done there.

In the poorer and less-developed parts of the Western Cape, you find this culture is often absent from schools. So we knew our challenge was to establish that extended-day culture, across the province. This is not an easy task – it’s essentially trying to create a new way of being and doing. For me, it requires leadership at every level.

Leadership flows from the top down. At the level of provincial government we had to set a vision, be very clear about what it was we wanted to achieve, and then mobilise all the stakeholders across government behind that plan. As a result, over half of our no and low fee schools now offer programmes.

*'We are in for the long haul and we will continue to ensure that every learner, in every school has access to ASPs.'*

*HOD, Brent Walters, Department of Cultural Affairs and Sport*





## LEADERSHIP

Success has been a result of many things. Firstly, it is a result of strong leadership and accountability at provincial level. We are committed and have made provision for this programme in the budget. It is included in all our strategy documents. It is part of the structure of the organisation. This ensures the programmes' longevity – we are in for the long haul and we will continue to ensure that every learner, in every school in the Western Cape, has access to After School Programmes.

Secondly, for good delivery and the mainstreaming of the ASP in the school day, we are dependent on principals and school leaders. We have been successful where the school leadership is the strongest and actively supports the programme. We need principals to lead from the front, to take charge of their ASP and make it core to the ethos of the school. Furthermore, to facilitate quality programmes we need schools to support the MOD coaches and other practitioners at their schools, talk to learners about ASPs in assemblies and also make sure that teachers encourage student participation.

Thirdly, we needed to harness the energy of all stakeholders. The vision could not be achieved by us alone, so we partnered with the departments of Education and Social Development, with local government as in the City of Cape Town, as well as with many sport, arts and culture organisations and NGOs. The state cannot be everything to everyone – it needs other stakeholders to come to the party. So partnering with NGOs and federations is very important to us. They've made a critical contribution to the programme, and have been leading the way in establishing a culture of quality programming over a period, offering multiple options to learners.

In our society, there are many pathologies, one of which is gangsterism. Part of our dream through this programme is to create positive gangs that use exciting activities like football, netball, reading and literacy, art and dance to give learners purpose and focus. This is not possible without leadership from everyone – myself, principals, teachers and coaches and even learners.

A whole generation of young people is looking for leadership. We dare not fail!

*'The state cannot be everything to everyone – it needs other stakeholders to come to the party. So partnering with NGOs and federations is very important to us.'*





# 'A shared vision is important'

A view from the field: Terence Adams, Principal of Grosvenor Primary School and winner of 2018 Leadership Excellence Award in ASP

**The leadership excellence award in 2018 celebrated your comprehensive ASP. Tell us a bit about what is offered to learners.**

You can't please everyone, but we try to draft a timetable that allows learners to participate in as many activities as possible. We offer a range of ASP activities: rugby, netball, cricket, soccer, ringball, chess, hip hop dancing, rieldans, volksdans, choir, gardening, cross country, an academic and homework programme, drama, Christian fellowship, instrumental band, Project F.U.N. (an arts and crafts programme) and Wordworks (a reading programme). At the moment, about 500 kids are part of our ASP. We've had some great successes. There's one child who was a difficult learner. He didn't want to attend school - he was a menace. Through playing ringball, he achieved his Western Cape Province colours, travelled out of Atlantis and became the family hero. It had a huge ripple effect on other learners... to start believing in themselves.

**What's your approach to leadership in terms of growing the ASP in your school?**

As Principal, it's very important that you lead by example, especially in the beginning, otherwise it is not going to work. For example, I'm part of the chess code. You need to motivate your staff... I ask them, 'You tell me where you would love to be', and then I know they will enjoy the activity and time and [working on] weekends won't be a factor. I'm not going to be pushing them on the field, standing behind them. The result is that they'll have freedom and [the] reigns to do what is best for [themselves] and the code and the learner... I have no strict rules; for me it's based on trust. A shared vision is also important for staff, learners, parents, the school governing board and school management team, the community and the different stakeholders, such as the local newspapers... so I can attract positive people to the school and get investment in the programme.



### **What have you done to make sure the ASP is part of your curriculum?**

ASPs are part of our daily programme. The ASP has a timetable and we put that up, with our different codes, where the learners walk so they can see it. We also announce it on the intercom and say what the activities are, so there's always interaction from our side with learners on what activities happen every day. We're also working with a chess tutor programme to make it part of our school curriculum, and we work with Wordworks who are training parents to be part of helping children read and do maths after school. Physical training is also part of the curriculum as Life Skills. We also started with a passport system from the Western Cape Government, so whenever kids participate in an activity after school they get a sticker. Then we have a poster where we put the Champion of the Month, and the learner with the most stickers gets their picture taken and put on the calendar, and there's a trophy and a medal every month. At the end of the year, I've personally promised a R300 prize to the overall winner, but the children actually just want a trophy.

### **What are some of the challenges in your school in terms of the ASP?**

The biggest problem is gaining buy-in from the parents, but we're starting to cross that bridge getting parents involved. Many people are single parents, or the grandparents are looking after the kids. Often the parents are absent... This affects the After School Programme because they want the children out by 3pm or so to look after their siblings. Resources are another problem, but if I always have that as an excuse then nothing's going to happen. I always like to take a challenge and try make it into an opportunity.

### **How did you grow your own leadership skills?**

Exposure to conferences and workshops has grown me. It opens your eyes to hear what problems others have, and you also get some solutions from other people, such as best practices. Through the Principal's Forum (Convened by Partners for Possibility) I interact with a lot of principals from Malmesbury and Atlantis. There's always similarities and challenges. We share our successes and challenges and try to get answers to these. This strengthens me quite a lot. In terms of the ASP, I learnt to listen to what the staff, children and school governing board were saying, and then go away and decide what to do, and then go back to them. It makes sure you don't make impulsive decisions, and that they are guided.

**You attended the Graduate School of Business (GSB) course in Leading Innovative Partnerships in Extended Education. What did you learn through that?**

It was brilliant, a real kick starter. The programmes that were presented helped to deal with a diversity of topics – that’s where I realised...the importance of matching visions. We also networked with a lot of people and companies. The amazing part was the panel discussion about the After School Programme and how people have overcome certain challenges. Through it I realised I had fewer challenges, so I can’t moan and must do the best with what I have. I also learnt about the need to share – innovative leadership requires sharing.

**What is your message to other principals?**

I believe schools who don’t offer a comprehensive ASPs are missing the bigger picture. Let the child discover his/her potential and you will be surprised how the school will change. If learners do what they like and are passionate about it, with very little effort you can turn things around. You also do not have to do it alone, crowd in NGOs and other assistance to your school.

*‘I believe schools who don’t offer a comprehensive ASPs are missing the bigger picture.’*

# Harnessing the energy of others

In the first quarter of 2019, the national youth unemployment rate was at 55,2 percent<sup>3</sup>. The children most likely to end up assimilated into this statistic are under-resourced learners that fall behind in their education. It's evident that our South African youth need options that give them as fair a chance at success as their resourced peers. Ensuring they have the best opportunities to become caring, responsible and productive adults is our collective responsibility.

<sup>3</sup> Statistics South Africa





# Partnerships for change

With just under 600 000 learners in over 1 000 schools being targeted by the After School Programme Office, there was no question that success depended on harnessing the collective energy of all stakeholders – schools, parents, NGOs, donors and the whole of government. This is the only option if we want to realise the goal of every learner in every school accessing quality ASPs.

Diverse groups from government, the NGO sector, donors and school communities are already contributing to creating opportunities to close the educational gap. Therefore the first step in harnessing the collective energy was to map who was doing what, where\*.

This knowledge was a first step to collaboration, after which we worked further to coordinate efforts, share knowledge and learn from one another. Forums such as Communities of Practices, geographically based partnership forums and a Manco comprising leaders from the key stakeholders have all played key roles in knowledge sharing (and building) in the sector. At the core of this increased co-ordination, is that programmes are less fragmented and cater better to the needs of a broader number of learners.

The Atlantis case study is one example that shows the impact of improved coordination in building the energy to sustain a movement.

## **SUCCESSFUL PARTNERSHIPS SUCH AS THE ATLANTIS PARTNERSHIP ONLY THRIVE WHERE:**

- there is a shared commitment to the goal,
- there are strong relationships and time is invested in relationships,
- the collaboration builds on existing work and works with the energy,
- the role of each stakeholder is clearly defined and understood by all,
- trust has been built between the stakeholders,
- there is good, clear and regular communication,
- there is a focus on doing and sharing the successes and lessons, and there is committed leadership.

\* For more on mapping After School Provision across the Western Cape, visit [educollaborate.westerncape.gov.za](http://educollaborate.westerncape.gov.za)





# Case study: Atlantis Partnership Project

This case study features an exciting trial, a collaboration of different organisations who are providing a myriad of ASPs to learners in Atlantis

Atlantis is about 40 kilometres north of Cape Town. It's an industrial area with factories large and small. There are issues in the community: gangsterism thrives, there is prolific drug use, and poverty is rife, says Ferial Soeker, head of local government's Substance Abuse Unit, which works with family strengthening and has also partnered with the WCG on ASP.

The unit determined that ASPs were an excellent way to keep children involved in positive activities for as long as possible on a school day. 'There are, however, challenges. Learners are often not able to access programmes after school because of transport issues. A lot of learners ... go to schools that are not within their living proximity,' explains Ferial. As a result, the Recreation and Parks Department was offering ASPs in its facilities – there are four recreation hubs and three libraries in the town – but very few learners knew about the programmes and attendance was low. A partnership with provincial government changed the game for the City, working together with a shared vision. The partnership began offering a co-ordinated programme run across four recreation hubs, three libraries and 16 schools. This means a learner is able to access the programme of their choice by moving between any school, recreation hub and library. In addition, there are many NGOs also working in Atlantis that have benefited from the increased awareness and co-ordination.

Ferial reflected on the strengths of the partnership, 'Province looked into what kind of services learners wanted to access, and they themed it for us into sports, academic, life skills and arts. We could see we were really not doing well with that – and so the partnership helped us to track learners and find out if we were servicing them. We could see who was accessing what programme, when and how often. This means we

can now see what learners want and what they don't want, which means we can see how to improve our programmes.'

Pulling off this collaboration meant aligning provincial and city resources, which takes some negotiation and coordination. But if a model could be developed in Atlantis, it could be replicated elsewhere. The city, through its Expanded Public Works Programme (EPWP), brought some vital resources – young and energetic, paid interns whose sole purpose was to help drive more sustained ASPs at the various sites. It also mobilised the sports and recreation hubs and libraries behind the movement. Province brought some of the ASPs it runs to the area, and spread the word about the benefits through a communications campaign. It also offered resources for training and capacity building of practitioners and volunteers and, importantly, it organised food; this is a key enabler of these programmes as for some children it's the only food they can rely on for the day.

But it wasn't all so simple. Trust needed to be built first. Atlantis is a community that has experienced disappointments along the way. It was vital that the message of what government, local and provincial, was offering was absolutely clear – mixed messages scupper trust. As a partnership, says Ferial, her department and the After School Programme Office always liaised and co-ordinated about what was happening in the area – communication was key here. 'We built rapport with the community as a joint partnership – we always went in together, and we made sure the message was consistent between us.'

Schools began coming on board. For principals already under pressure, it's difficult to try institute ASPs with existing resources, but bring in extra help from the EPWP to drive initiatives and it makes many more programmes possible. Principals also broadened the network and reached out to NGOs, such as Wordworks, forging partnerships to crowd in resources to expand the ASP offering.

**'Success is catching. The project has been going for three years, and from starting with 10 EPWP interns placed in schools to support and help run programmes, the initiative is now employing 68 EPWP interns and has engaged 16 youth volunteers. Next year the plan is to grow even more,' says Ferial.**



## HARNESSING THE ENERGY OF OTHERS

It's taken partnership at various levels to make the Atlantis initiative work: provincial government, local government, schools, libraries and recreation hubs, community safety organisations and NGOs. What this partnership has meant is more quality programme offerings for Atlantis learners; for City it's meant a better understanding of students' needs and wants, and a standardised approach to tracking numbers, which has led to a clearer grasp of the programme's impact; while for province, it's meant it has been able to broaden the reach of the ASP and understand the partnerships and opportunities in a specific context. The Atlantis partnership is still a work in progress as things shift and grow constantly, but it's working well enough to know it can work at scale. The next partnership project will be replicated in Gugulethu and Nyanga (Gunya).

### 5 ATLANTIS SUCCESSES WORTH NOTING

#### 1. ASP learner numbers have grown

After school regular and consistent participants have grown from 206 learners to 2 050 in 2 years.

#### 2. The quality of programmes has improved

Libraries have gone from offering ad-hoc programmes and safe spaces to more intentional programming.

#### 3. New programmes are being tested

The first school-based skateboarding park has been opened, which has attracted a new cohort of learners in the ASP.

#### 4. Atlantis is producing excellence

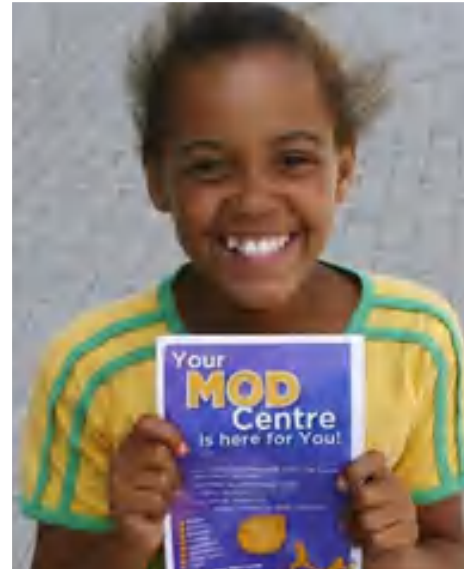
Atlantis produced the winner of the After School Leadership in Excellence Award (Principal Terence Adams. Read his interview on page 56).

#### 5. A new site is planned

The programme is considered a success and will be replicated in Gunya.











# The After School Programme Office

In 2013, the Provincial Youth Development Strategy verbalised the urgent need for positive and inspiring educational opportunities to ignite passion and resilience in young people, guiding them to become responsible, caring and productive citizens. In 2015, the focus on youth and education continued with the announcement of the Province's priorities which established ASPs as a 'Game Changer'. The programme has been led by a small transversal team in the administration, under the leadership of Premier Helen Zille and her Cabinet. Until March April 2019, the team worked towards an ambitious goal of ensuring the regular attendance of 112 000 learners in no and low-fee schools at ASPs. Regular attendance was considered as a proxy for quality as the belief is that if children come, the programme is meeting their needs.

The energy and momentum gained over the past few years is immense, and the Western Cape Government, along with its valued partners, are reaping the rewards with the increased co-ordination, professionalisation and co-operation supporting extended day education.

From June 2019 the small team continues as the After School Programme Office, responsible for advocating and driving the collaborative efforts of all stakeholders involved to ensure every learner in every school has access to quality ASPs.



The office focuses on:

- coordinating provincial government funded ASPs,
- mapping who is doing what, where, and closing the information gap,
- building the sector through advocacy and research,
- communication and sharing resources between stakeholders,
- training and building the capacity of the sector to offer high-quality programmes,
- innovation and testing new programmes/ approaches to further expand the footprint, quality and success of ASPs,
- monitoring which learners are attending what programmes, and the impact of attendance on learner outcomes (educational, psychological etc),
- following the career trajectories of the youth practitioners recruited to deliver the ASPs.

Ensuring every learner has access to After School opportunities aimed at closing the educational gap requires harnessing the energy of the whole of society.

For more information see:

[www.westerncape.gov.za/after-school-game-changer/](http://www.westerncape.gov.za/after-school-game-changer/)



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