



Lights On After School

Rallying for After School Programmes

Western Cape Community of Practice
Learning brief

October 2023

Every October, the world celebrates After School Programmes (ASPs) as part of the annual #LightsOnAfterschool campaign, shedding light on their impact on the lives of children, families, and communities. As part of this year's campaign, The Learning Trust partnered with the Youth and Afterschool Programme Office of the Western Cape, Community Chest of the Western Cape, Advance Edukos Foundation, and the Swartland Community Centre to host a Community of Practice (CoP) session to mark Lights On and spotlight the work of ASPs as an equaliser for education under the theme "Rallying for Afterschool Programmes."

Leading up to the #LightsOnAfterSchool day on 26 October this year, ASPs nationwide organised activations to showcase the impact of their programmes in various ways. These engaging activities spanned arts, reading, chess, sports, and more. Discover how some of our ASPs celebrated Lights On [here](#).

Networking & Collaboration

The Community of Practice delved into how ASPs promote educational equality for many learners in South Africa, particularly those from under-resourced communities. We explored how ASPs are kindling passion, fostering purpose, and nurturing hope in young minds. Additionally, we discussed how they are creating opportunities for young people to deliver quality programmes to learners.



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Sectoral Collaboration

As part of advocacy efforts and network building, the CoP is open to all partners and stakeholders. In October we gathered to share and discuss the resilience of ASPs and their impact.

Several key questions emerged:

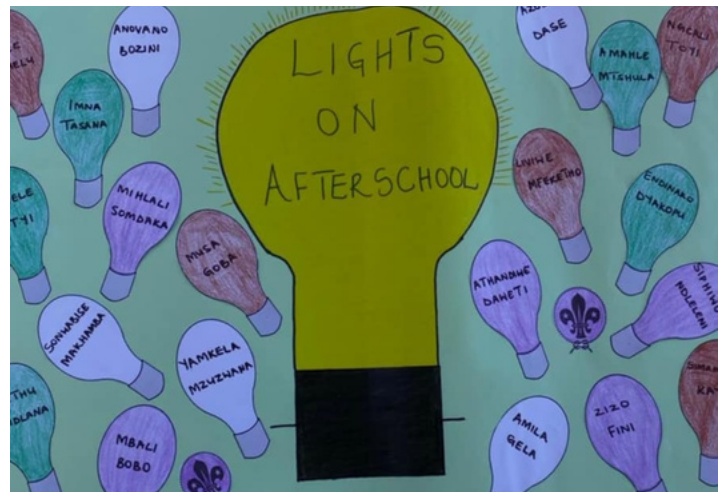
- What is the status of the After School sector in 2023?
- What opportunities, challenges and inflection points for collaboration present themselves for the sector for increased programmatic impact?



Zoe Mann, Operations Director at TLT, made a strong point about the continued need to take a sectoral and collaborative approach to impact. To stress this point, she shared examples of collaborative approaches at play in the sector, such as the [OLICO High School Academic Programme](#). Their online Grade 8 & 9 Maths support Programme has proven to have a considerable impact on learners' Maths performance. They have partnered with eight organisations across 3 provinces —30 schools and are now reaching 800 learners. Other examples include the [Butterfly Art Project's Community Art Facilitators](#) (CAF) Programme, which focuses on deepening the understanding of their CFA's on the therapeutic principles and strengthen their skills in facilitating healing through art and psycho-social support for affected learners and youth.

Local Collaboration

Wendy Abrahams founder of Advance Edukos Foundation, an emerging organisation that works in Mitchells Plain, Cape Town, shared with about the amazing work that her organisation is doing in the neighbourhoods of Strandfontein and Rocklands. They started a literacy and psychosocial support programme which is rippling through the community. Wendy called on emerging organisations to, "be bold and don't shy away when it comes to sharing about your work no matter how insignificant it may seem". She stressed that for deep and sustainable positive impact on the outcomes of learners and young people, all organisations, partners, government, and funders need to start talking. Everyone has a role to play!



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Government Collaboration

Jacques Treadway from the Swartland Community Centre (SCC) spoke of the importance of working with governmental institutions such as YearBeyond, schools and libraries. SCC has been successful by leveraging the power of young volunteers as tutors, facilitators, and mentors for ASPs, thereby offering a resource to the institution. He stressed that to address many of the challenges faced by learners, and to get government and funders to listen, we need more accurate data and information on how young people view after-school programmes. A more holistic view of the challenge is needed, and it is critical that we involve learners in the programme feedback, design and implementation process.

Rallying for After School Programmes goes beyond raising awareness, it is a call to talk, and share, and to continue to support After School programmes. Greater impact can certainly be achieved in After School through:

- Communicating and collaborating.
- Celebrating and highlighting successes.
- Acknowledging and leveraging the diverse pool of ASP's.
- Recognizing and communicating collective impact.
- Harnessing the power of data and information.

