



This Learning Brief is part of a series emerging from the After School Game Changer Symposium held on the 16th and 17th of February 2017.

LEARNING BRIEF 5: After School Game Changer Symposium Points for Action



Engage school principals in after school programming

Build relationships with principals and have them share the vision and purpose around after school programming.

Ensure there is a continuum between school and after school.

Engage WCED circuits and districts for operational as well as strategic purpose around after school programming.

Ensure principals have the active support of their circuits and districts to work actively for after school programming.

Measurement of schools and principals needs to include the provision or facilitation of quality after school programming.

Consider the role of a site manager to coordinate after school activities.

After school programmes must be sustainable beyond 2019.



Professionalise and support after school practitioners

Recruit, train and supervise young people who are recognisable to learners and who can act as role models in the role of after school practitioner.

Form a working group to shape programme of professional development course for practitioners.

Ensure practitioners can access psycho social services for themselves and referrals for learners.

Have a centralised data base of psycho-social services.

Train people in the community to offer basic psycho-social support.

Build monitoring and evaluation into after school programmes

Build a community of practice around monitoring and evaluation.

Standardise, streamline and share data.

Find simple electronic and standardised ways to measure attendance.

Make use of WC DoE systemic tests to measure impact of after school programming.

Find ways to be specific about life skills and measure them across all pillars.

Involve learners in monitoring and evaluation.

Look at cost models so programmes can go to scale.



Work with communities to maximise use of resources and benefits for all

Map community resources and use after school programmes to bring into the school, including parents.

Use opportunities provided by the after school sector to empower the broader community/create champions for the after school space.

Use after school practitioners and others to market after school programming in communities.

Have clear intentional paths for all 5 after school pillars from early childhood to professional mastery

Design programmes to be fun, develop self-esteem and address the needs of the whole learner.

Recognise E-learning is challenging and mistakes will be made.

Be intentional about ongoing learning.

Increase the value of arts and culture through status symbols, professional opportunities and well-resourced environments.