

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.

01 PROGRAMME DESIGN

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



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.

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.

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.



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.