JUST GRACE'S OPPORTUNITY PROGRAMME REPORT

Prevention Science

Just Grace's Opportunity Programme Report

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Statement of Problem

Just Grace is a non-profit educational and community development company based at Langa High School in Langa, Cape Town. By teaching life skills and providing academic support, their *Qhubeka Youth Development Programme* works to support learners from grades 9 to 12. Learners at risk of withdrawal from the *Youth Development Programme* are recruited into the *Qhubeka Youth Opportunity Programme*, a relatively new, semi-formal, six- to twelve-week programme run at Just Grace by Nozibele Ndunge. This programme provides learners with additional support, and aims to increase their commitment to the *Qhubeka Youth Development Programme*. To support this, we have instituted a collaboration between Just Grace and the *Prevention Science* students from the University of Cape Town Psychology Honours 2019 group. The purpose of this collaboration was the evaluation, strengthening and formalisation of the *Qhubeka Youth Opportunity Programme* at Just Grace, with reference to the scientific literature, and by means of close cooperation with Just Grace.

Literature Review

Consequences of Problem

At present, the dualistic nature of the South African education system is not a catalyst for social mobility, but is instead one of the key mechanisms through which societal inequality is replicated (Spaull, 2015). This dualism includes disparities drawn along class lines between functional, typically fee-charging government or private schools, and often dysfunctional, typically free government schools. The formers' learners leave school to access the top part of the labour market while the latter occupy the lower, more unskilled part (Spaull, 2015). One world may be characterised by abundant resources, dedicated teachers, and typically disciplined students - with a focus on the school as an institution of learning, while the other is shaped by the lack of these things (Bray, Gooskens, Kahn, Moses & Seekings, 2010). Interventions such as Just Grace's Qhubeka Youth Development Programme seek to provide opportunities to equalise the academic playing field in an inherently unequal educational system.

Given this unequal education system (Spaull, 2015), dropping out of Just Grace's main programme can have serious consequences. Unable to access the academic support offered by Just Grace, poor school performance is a likely consequence. Children going to historically disadvantaged schools often fail to achieve basic proficiency in reading, writing, or mathematics. In 2013, The World Economic Forum placed South Africa second last for education in

mathematics and science. Various educational stakeholders say that South African primary schools are not laying a proper foundation for learning (Bayat, Louw & Rena, 2014). In the face of this educational landscape, support is extremely important to learners' ability to achieve success. In particular, failing the matric examination is a likely outcome in the context of low matric pass rates overall in South Africa (Legotlo, Maaga & Sebego, 2002). Another consequence is dropping out of school. This should be seen within the context of high dropout rates in South Africa generally. Roughly 40% of children who start grade one fail to obtain a matric certificate upon leaving school (Spaull, 2015). Beyond the statistics, this is a cause for concern as the job-seeking capacities of students who drop out are particularly threatened. This should be understood within a context where jobs that pay living wages, and include benefits, require a high school diploma/ matric certificate at minimum (Spaull, 2015).

The Risk-Resiliency paradigm is a helpful tool to understand how to create prevention interventions. It brings together the concepts of risk factors, resilience, vulnerability and protective factors. Risk factors can be described as things that make a negative outcome more likely (Werner, 1990). Vulnerability is how at risk a person is to such a negative outcome and it is seen to increase when more risk factors are present (Werner, 1990). Resilience is when risk factors are present, but the person does not experience a negative outcome. Resilience is linked to the number of protective factors present. Protective factors are attributes or conditions that help individuals respond more effectively to risk factors or stressful events (Werner, 1990). A successful intervention would need to enhance protective factors in order to enhance resilience.

Risk Factors

Given the lack of literature on the risk factors associated with dropping out of this main programme, the focus will be on risk factors for school dropout as a way of gaining insight into some of the potential problems learners may face. The presence of many risk factors may be directly predictive of dropout. Worrell and Hale (2001) assessed the literature on school dropout, and divided risk factors into a number of categories. The first of these categories is that poor marks can lead to dropout (Worrell and Hale, 2001). Overall, poor academic performance is one of the strongest catalysts for school dropout and can result in learners lagging behind academically (Freeman & Simonsen, 2015). Approximately 78% of grade 4 learners in South Africa cannot read for comprehension in any language, and this impacts on their ability to learn, and creates a learning backlog of up to 3.5 years amongst grade 9 learners. It can also,

ultimately, contribute to school dropout (IEA, 2017; Moses, Van der Berg & Rich, 2017). A study which aimed to determine the factors that predicted poor performance outcomes in mathematics and physics found that several direct and indirect factors precipitated poor outcomes; factors with a direct influence on dropout include teaching strategies, content knowledge, lack of motivation, limited use of facilities, and non-completion of the syllabus content (Mji & Makgato, 2006). Factors with an indirect influence were related to the role parents play in their children's education, and general language use. This often entailed helping with homework or, according to teachers, routinely checking up on students and their homework to make sure it was completed properly. Another factor that has a detrimental impact on learner performance is a lack of comprehension of scientific and mathematical jargon by those learners who are English second-language speakers (Mji & Makgato, 2006).

A second category discussed by Worrell and Hale (2001) is behavioural issues such as missing or skipping school, disrupting class and other disciplinary issues (see Flisher, Townsend, Chikobvu, Lombard & King, 2010). For example, Weybright et al. (2017) and Flisher et al., (2010) both found using cigarettes within the past month to be a predictor for dropout. Studies have pointed to certain groups being at risk of school dropout. One of which are those who display disruptive behaviour in the classroom (Freeman & Simonsen, 2015). Individuals who drop out say that they feel socially disconnected from both school and home, and often do not have a good relationship with their teachers. They are also not very involved in school-life, and spend a good deal of time with others who are also at risk of dropping out (Worrell & Hale, 2001).

There are, however, learners who display none of those obvious predictive behaviours or attitudes, but still struggle to remain in school. These learners could be dealing with issues external to the school environment, and these issues could become barriers to attendance (Freeman & Simonsen, 2015). When youth were asked, in a household survey, why they dropped out of secondary school, the four most cited reasons were a lack of financing, the need to look for a job, failing grades, and pregnancy in the case of female learners (Gustaffson, 2011). Worrell and Hale (2001) identify poverty, caregivers with low educational attainment, and low caregiver participation, as the third group of risk factors for school dropout (Worrell & Hale, 2001; Flisher et al., 2010). In line with this, certain demographic groups may be more at risk than others. Weybright, Caldwell, Xie, Wegner and Smith (2017) found that, in South Africa,

significant risk factors for adolescents dropping out of school included being a male, and not residing with their mother.

Protective Factors

Many factors linked to thinking about the future were linked to dropout. Hope in the future is seen as an important protective factor, and so are feelings of agency and optimism. Evidence suggests that learners may choose to drop out because they do not see their education as useful for their futures. Having positive future expectations is related to individuals seeing themselves as competent, and feeling like they have control over their lives. Studies suggest that those with positive expectations would likely adapt better to stress (Worrell & Hale, 2001).

Another key protective factor is resilience. Resilience is the word used, "to describe a set of self-protective characteristics possessed or experienced by those who are able to adapt to hardship and succeed" (Hupfeld, 2010, p. 3). Skills that increase resilience can be learned. These skills have been related to learners' belief in their ability to determine what happens to them, and be responsible for their achievements. Six of these skills have been found to be related to academic achievements: ability to build one's confidence, to make links between things, to set goals, to deal with stress, to increase one's wellness and lastly, to recognize what motivates them. Learners with high resilience were found to be more engaged in school, more motivated, and more confident (Hupfeld, 2010).

Yet another protective factor for school dropout, which is linked to resilience, is school connectedness (Hupfeld, 2010). This refers to the extent to which learners feels that they belong at their school, and is determined by their level of participation in school activities and the quality of their relationships with their teachers, as well as the support they receive from their peers (Uvaas & McKevitt, 2013). Research emphasizing the importance of peer support suggests that school connectedness is linked to higher academic motivation and performance, lower use of alcohol and drugs, and less frequent school absences (Hall-Lande, Eisenberg, Christenson & Neumark-Sztainer, 2007). In addition to these factors, characteristics of the learning environment can also protect learners from dropout (Christle, Jolivette, & Nelson, 2005). These include the learning environment being a safe and positive space, characterized by clear social expectations, frequent adult-learner interactions, and an amphasis on setting high, but still achievable, academic or life goals (Christle et al., 2005).

Two theories could help explain the connection between hope and decreased dropout. The first is Erikson's psychosocial theory (Erikson, 1968). Stage four of this theory suggests that learners who perceive themselves as competent in a particular area will expect success in that area in the future, and that these expectations then lead to more positive outcomes. Thus, it theoretically links competence to hope for the future and then to actual success in the future (Erikson, 1968).

The second theory for explaining the link between hope and decreased dropout is the theory of possible selves (Markus & Nurius, 1986). This theory refers to individuals' expectations and beliefs about themselves, and their potential future – the "possible selves" they could become. If these possible selves are positive, they are able to motivate people. Research has found a two-way connection between individuals' possible selves and engaging in risky behaviour. This means that one's self-perception influences one's behaviour but at the same time, one's behaviour influences one's self-perception (Worrell & Hale, 2001).

Table 1

Risk and protective factors for school dropout

Risk factors		Protective factors
Leads to	Linked with	
Academic performance	Behavioural issues	Hope for the future
	Poverty	Resilience
	Caregivers' low academic performance	School connectedness
	Being male	Safe and positive learning environment
	Not residing with one's mother	
	Pregnancy	
	Feeling disconnected from school	

Methods

Focus Group

As part of the process of formalising and strengthening this programme, interviews were conducted with staff members at Just Grace, and a group discussion was held with learners currently in the Opportunity Programme. Staff member interviews focused on the intricacies of the programme, and aimed to achieve a better understanding of the main programme. Learner interviews focussed on how they felt about both the afterschool programme and the Opportunity Programme, as well as on their schooling background. In both cases, specific questions were organised beforehand.

A lot was learned from these interviews, and the group discussion. In terms of the Opportunity Programme, learners were asked what was making it hard for them to remain in the main programme. Learners mentioned problems outside of school or Just Grace, such as problems at home. For example, responsibilities at home that kept them too busy to come to the programme. Learners also referred to peer pressure that influenced them to do things that they would otherwise not have done. Learners were also asked what they enjoyed about the Opportunity Programme, and they saw it as helping them become better people, and appreciated that it helped them deal with actual problems in their lives. They liked that the Opportunity Programme helped them form a sense of community with everyone in the programme, which helped them become comfortable enough to talk and share with each other. Learners were asked whether there were any aspects of the programme that they did not like, and none voiced any specific issues. They were keen, however, to make their opinions about the main programme known. These issues with the main afterschool programme will be discussed later in this report, and some recommendations for the main programme will be made based on the views of the learners.

Drop-out Prevention Programmes

Another aspect of this process was to look at the literature on dropout prevention programmes. Given the lack of literature on prevention programmes of this nature, the focus was on literature that discusses dropout prevention programmes in general. Wilson and Tanner-Smith (2013) conducted a systematic review of the effectiveness of intervention programmes, and prevention programmes focused on lessening the number of students dropping out, or improving the number of students completing school. The programmes reviewed were quite intensive, were

implemented over a long period, and involved significant changes to the educational environments in which they were executed. It was found that, overall, most of these programmes were effective, whether school based, or community based. Notably, irrespective of the type of programme, better quality of implementation was connected to greater effectiveness. Thus, choosing a method that the organization or school can effectively put into practice is more important than the specific method itself. Suitability to the local context also increases the likelihood of the programme being effective (Wilson & Tanner-Smith, 2013).

Goal setting

A key aspect of many school dropout programmes is the teaching of self-determination skills. Teaching such skills can help learners understand how to behave in goal-directed and independent ways, and can help them know themselves better. Research has shown that self-determination is aided by skills such as goal setting, and by having a positive outlook about oneself (Wilkins & Bost, 2015). The setting of goals has been a key element of many school-based intervention programmes. Research has linked goal-setting to the ability to achieve success (O'Hearn & Gatz, 2002; Elliot & Dweck, 1988). Eisenman (2007) identifies self-determination as a key factor for succeeding in school. One element of this is helping learners to create meaningful short- and long-term goals (Eisenman, 2007). An Ethiopian study looking at factors that encourage or obstruct the participation of youth in youth development programmes identified four aspects that motivated youth to participate in programmes: setting personal goals, having good relationships with adults, having good relationships with other youth, and having family involved (Abate & Linsk, 2011). One of the key elements of any school dropout prevention programme should be to create a clear link between learners' beliefs about the relevance of their education, and their hope for success in the future (Secada et al., 1998; Hupfeld, 2010). It is also important to work on improving resiliency skills such as learner relationship with their school and educators (Hupfeld, 2010).

Self-awareness

As discussed, self-determination encompasses different aspects such as goal setting, self-awareness, empowerment and self-regulation (Eisenman, 2007). Self-awareness is referred to in research addressing school drop-out, as well as in interventions targeting criminal behaviour in youth (Barnert, Himelstein, Herbert, Garcia-Romeu & Chamberlain, 2013). The significance of self-awareness within the broader context of self-determination, and consequently school drop-

out literature, is due to its role in enabling self-regulation and self-realization (Eisenman, 2007). Self-awareness serves as a tool that allows reflection, helps inform behavioural responses, and sheds light on instinctive responses (Coholic, 2011). To effectively address school drop-out rates, improving self-awareness has to be one of the factors targeted by interventions. This is due to its links to confidence, emotional regulation, and dealing with peer conflict in positive ways (Coholic, 2011; Thompson, & Gauntlett-Gilbert, 2008). One well known method of increasing self-awareness is the identification of personal strengths, realistic views of threats and areas in which to seek opportunities (Addams & Allfred, 2013).

Self-efficacy

Self-efficacy has been identified as a key element in school dropout programmes (Alivernini & Lucidi, 2011). Interventions that aim to improve the self-efficacy of youth can have a positive effect on students' academic achievement and self-concepts, and this may result in improved hope in the future (Singh, 1983). Self-efficacy and self-esteem have been recognised by psychologists as key indicators of child adjustment, which is the ability of children to cope with, and even thrive in adverse environments (Bray et al., 2010). Self-efficacy is a person's belief in their ability to succeed, and their judgement of their own capabilities, and is tied to a that person's confidence in their ability to exert control over their own motivation, behaviour, and social environment (Bandura, 1997). Self-efficacy is described as an important component in child adjustment (Bray et al., 2010). A learner with high self-efficacy is likely to perform better cognitively, despite their social circumstance (Singh, 1983; Yailagh, Birgani, Boostani & Hajiyakhchali, 2013). It is important to note that self-efficacy is dynamic, and that it can be present or absent in different settings. For example, learners who exhibit low self-efficacy in academic settings may have high self-efficacy in social settings, or when playing sports (Bandura, 1997).

Problem-solving

Problem-solving is a key aspect of dropout prevention programmes. Numerous effective programmes have made problem-solving a key element of their work (Dynarski et al., 2008). A study in Turkey looked at the impact of teaching strategies for problem solving for grade 10 learners' physics achievement, general achievement, level of strategy use and motivation. Learners were taught problem-solving strategies by working together in small groups so that they could learn from one another (Gök, & Sýlay, 2010). Moreover, learners were required to aid, talk

through, and debate with one another, thereby evaluating one another's knowledge, and helping each other to see and understand their multiple points of view (Gök, & Sýlay, 2010). It was found that, on average, the experimental group's achievement, motivation, degree of strategy use, and attitude were improved. Thus, problem solving strategies works better when learnt and discussed in a group (Gök, & Sýlay, 2010). An in-depth student skills training programme in America investigated the development of interpersonal problem-solving skills, peer relationships, and self-control. This programme found reduced aggression and hyperactive-disruptive behaviour in participants (Weissberg & O'Brien, 2004). Aggression and hyperactive-disruptive behaviour were previously found to be risk factors for school dropout (Worrell & Hale, 2001). It was also noted by observers that children who followed rules often stayed on task (Weissberg & O'Brien, 2004).

Peer Support and Peer Pressure

The building of positive peer relationships is seen as a key element of dropout prevention programme, as it encourages learners to become more actively involved in their own academics (Dynarski et al., 2008). A mixed methods study focused on appraising peer-led interventions directed at vulnerable, underprivileged South African adolescents from 14 to 16 years of age. This study found that, for adolescents who live in poverty, peer education could alter their attitudes or expectations about the future. It was concluded that peer education programmes give learners the opportunity to gain psychosocial abilities, and sources of knowledge (Swartz et al., 2012). Therefore, learners working collaboratively, as a group, to teach each other and learn from one another, may support positive outcomes from a programme. Theron, Theron and Malindi (2013) show that, in the South African context, positive peer pressure, in terms of encouraging learners to take on helpful values and customs, facilitates resilience. On the other hand, as discussed above, those who spend a good deal of time with others who are also at risk of dropping out, are themselves more at risk of dropping out (Worrell & Hale, 2001). This suggests that negative peer pressure may contribute to dropping out. The influence that peers have on one another is recognised to be about them wanting to conform to the attitudes and behaviours of one's peers (Brown, 1982). Linked to this, a student in the Just Grace focus group interview specified that they are easily negatively influenced by peers. There is therefore a need to enhance positive peer pressure, and help learners deal with negative peer pressure.

One way of incorporating peer support into a programme is to set up a buddy system, and this has already been found to be effective in South African schools. A qualitative study in Western Cape primary and high schools investigated the experiences of learners in terms of receiving and using support services to better their learning (Bojuwoye, Moletsane, Stofile, Moolla, & Sylvester, 2014). It was reported that peer behaviours and teacher behaviours that promote learners working in groups, or utilizing a buddy system, encouraged and improved learners' self-esteem and academics (Bojuwoye, et al., 2014). Buddy systems, with peer counselling, have also been effective in South Africa in supporting learners to be resilient in high-violence contexts (Van der Westhuizen & Maree, 2009). The inclusion of the buddy system comes from the comments from learners in the focus group interview that they would want a close friend to help them with work, and to support and motivate one another.

The Just Grace Opportunity Programme

Theory of Change

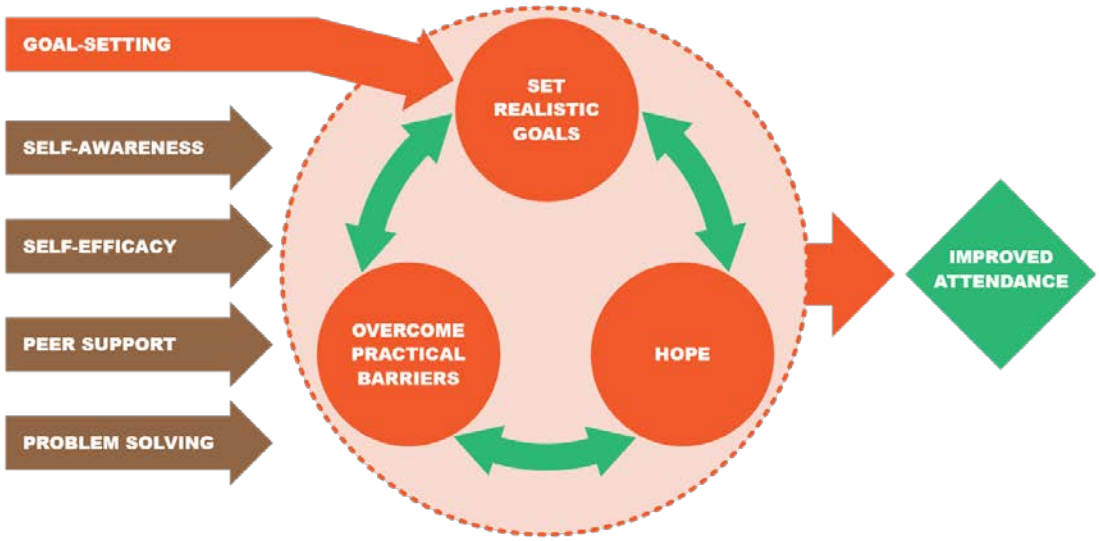

Figure 1. *This programme's theory of change*

Setting realistic and meaningful goals, having hope for the future, and being able to overcome practical barriers all interlink and lead to students improving their attendance – as is laid out in Figure 1. Dynarski et al. (2008) highlights the need for learners to set short- and long-term goals as part of improving their ability to succeed. The act of breaking down a big aspirational goal into smaller specific goals is seen as a way to encourage change (O'Hearn &

Gatz, 2002). As part of this, learners should be acknowledged for small accomplishments related to their goals, as this will reinforce behaviour relating to goal attainment and motivation (Dynarski et al., 2008). Hope can be seen as a person's strength, characterised by their ability to set themselves goals, make plans to attain these goals, and keep their motivation constant to act out these plans. Those with high levels of hope keep forming and creating the steps to achieve their goals, because of this constant motivation. In light of this, there is a clear link between goals and hope (Lopez, Rose, Robinson, Marques & Pais-Ribeiro, 2009). As seen in the focus group, learners have practical barriers that need to be dealt with in order to improve their attendance. This is very much linked to their ability to set goals and build hope for the future.

The elements that contribute to this cycle are self-awareness, self-efficacy, problem-solving, and peer support as laid out in Figure 1. Self-awareness assists in the identification of abilities to assist in the pursuit of learners' goals. A solid foundation of self-awareness is therefore vital to fighting school drop-out rates, as it can assist youth with building aspects of resilience such as: improved coping strategies, social skills, problem solving skills, and feelings of self-esteem (Coholic, 2011; Eisenman, 2007). Self-efficacy can influence the careers which learners consider pursuing (Bores-Rangel, Church, Szendre & Reeves, 1990). This could have broader effects on the ability of learners to set goals for themselves, and aim beyond the boundaries seemingly set around the social groups to which they belong, in order to have hope in the future (Oyserman & Fryberg, 2006; Oyserman & Markus, 1993). Peer support facilitates learners to be more resilient so that they can set goals, have hope, and overcome barriers. Peer support can be seen as positive peer pressure that encouraged learners to take on helpful values and customs (Theron, Theron, & Malindi, 2013), as well as facilitating dealing with negative peer pressure – as those who spend a good deal of time with others who are also at risk of dropping out, are themselves at more risk of dropping out (Worrell & Hale, 2001). Problem solving is linked to the ability to overcome practical barriers, and to having positive expectations for the future. By learning to solve problems, learners can start to feel like they are in control of their own lives, which in turn leads to them having more positive expectations of their future (Palmer & Wehmeyer, 1998).

Recommendations for Just Grace Afterschool Programme

End-of-day Debriefing

During the course of the focus group discussion, learners made a number of comments about the Just Grace afterschool programme. These comments could provide helpful insights for Just Grace, and are included here. These comments are discussed, and some potential solutions are suggested. It should be emphasised here that these suggestions are based solely on the comments of the learners and should be viewed in this light.

One common thread that stood out from the group discussion with learners was the need for a non-compulsory check-in, or debrief period at the end of each day at the afterschool programme. Learners indicated that the group discussion format of the Opportunity Programme was, for them, one of its most attractive aspects. The ability to bond over, and process personal problems both helped them solve these problems, and enhanced their sense of togetherness and community. Thus, the learners were of one voice that such a time of reflection, at the end of the afterschool programme session, could serve to occupy those of them who have already completed their daily homework before the end of the afterschool session, while also helping those of them with personal problems find solutions through peer support.

Learners also named their inability to leave the afterschool sessions once their homework was complete as a major factor contributing to boredom, and this, in turn, contributes to their unwillingness to attend the programme on subsequent days. Just Grace, on the other hand, lamented the inability of learners to proactively put their own time to good use when they feel they have nothing else to do. A practical solution to this problem could be the creation of a facilitated (or potentially peer-led), non-compulsory gathering at the end of each afterschool session to allow learners to debrief and check-in with each other.

The problems of conflict amongst learners, and boredom at the end of the after-school day, could be solved together. We suggest that Just Grace could create a space in the last 15 minutes of each day for a facilitated (or potentially peer-led), non-compulsory, end-of-day debrief and check-in activity for learners who have completed their homework. In order to prevent debrief sessions from turning into noisy socialising we propose that such sessions be structured according to established debriefing principles.

The elements of the debriefing process, as outlined by Fanning and Gaba (2007) are:

- the facilitator, who may be a social worker, a tutor, or a responsible peer,
- the participants in the debriefing process,
- the experiences leading up to the debrief,
- the impact of those experiences,
- recollections and reporting of those experiences as told by participants, and
- the time elapsed since the experiences in question.

An important role for the facilitator is to move the discussion away from individual, personalised accounts, and to generalise participants' experiences to everyone in the group. It is important, however, that the facilitator does not cut off any participant or minimise their inputs (Fanning & Gaba, 2007). The facilitator should structure this discussion around how learners are doing academically and emotionally. Learners should be allowed to take the lead in these discussions (Fanning & Gaba, 2007). Along with other issues that they may face, learners could for instance be encouraged to pro-actively set realistic and meaningful goals, and then discuss how to go about reaching these goals – as we have seen this type of goal setting to be a key asset when trying to improve attendance.

Learners identified conflict with other students, distractions from opposite-gender peers, and a general inability to deal with the intricacies of growing up as contributing to their non-attendance of the afterschool programme. We feel, however, that these issues are likely best dealt with during the already existent, but non-compulsory, life-skills classes already offered by Just Grace.

Better Communication With Parents

Another topic which arose from the focus-group discussion was the need for improved communication between Just Grace and parents. Learners expressed the idea that they would find it helpful if their parents were more involved in their schoolwork. They also suggested that absences from the main programme was sometimes a result of having to attend to responsibilities at home. Whilst learners indicated that Just Grace does have meetings with parents, we propose that Just Grace also makes use of more regular, but less demanding communication with parents.

As covered in the protective factors section and reflecting the learners' input, research has found that increased parental involvement as well as stronger relationships between

educators and parents are significantly associated with better academic performance and lower rates of dropout (Barnard, 2004). One important aspect of achieving this is consistent two-way communication between educators and parents regarding the learners' activities and progress (Epstein, Coates, Salinas, Sanders, & Simon, 1997). Instances of successful communication between schools and caregivers in South Africa, which were suggested by various principals, include quarterly progress cards, year planners, term planners, weekly newsletters and homework diaries – all of which included information about school events and contact details. They also all allowed for educators and parents to both leave and respond to comments (Lemmer & van Wyk, 2004).

Based on this research, we propose that similar modes of communication be distributed to parents on a frequent basis. These may include a section for updating parents on what the programme's various components have covered in each week, as well as a section in which parents may respond to comments left by Just Grace. We also recommend having a component which allows parents to temporarily excuse their child from the programme, especially if they had to attend to other responsibilities that week – thus providing better management of cases of absenteeism from the programme.

Buddy System

The literature also points to a buddy system as being beneficial for learners, and we recommend that, in addition to implementing a form of buddy system within the Opportunity Programme, Just Grace may wish to investigate the possibility that one could be implemented in the main afterschool programme. This would provide learners with the opportunity to learn from, and receive additional support from their peers.

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