

Strategic Plans Summary

2022-2024

Vision Statement

There is an abundance of After School programmes providing a variety of learning and development opportunities for all children to become thriving adults.

Core Values

- Display **integrity** in all that we do.
- Bring our **lived experience** to our work.
- Embody **a sense of vocation** – a “calling” – as opposed to just doing a job.
- Be able to **connect and build relationships** with organisations and communities we engage with.
- Continuously **affirm the strengths of community organisations** we work with.
- Create a space to **reflect, analyse and learn**.
- Be an **incubator for growth** of organisations that run After School programmes (ASPs).

Strategic Levers

- Leverage **public funding**
- **Connect** and **co-create**
- Leverage the **youth-bulge**
- Value the **informal sector**
- Explore **innovative finance** mechanisms
- Lead with an **ecosystem** approach
- Inspire a **thought collective**

Strategic Priorities

Grant-making

OBJECTIVE

To award diverse grants in support of community-based organisations

Outcomes

1. Increased grantee base and consequent learner reach.
2. Increased financial support to embryonic organisations across all 9 provinces.
3. Greater uptake of successful ASP models in varying contexts across the country.
4. New level of support for more established/mature organisations.

2024 Goals

- Diversified grants to After School organisations for improved access to contextually relevant, quality learner-support programmes in underserved communities.
- Diversified grant making for increased collective-action towards improved education and livelihood opportunities.

Organisational Development

OBJECTIVES

- To develop the skills of ASP practitioners through coaching and group learning platforms
- To promote After School collaboration and ecosystem alignment

Outcomes

1. Improved practitioner skills to deliver quality programmes.
2. Improved leadership of orgs that leads to improved OD areas.
3. Improved coordination and participation in group learning platforms.
4. Improved ability of organisations to design, implement, sustain and evaluate their programmes.
5. Improved environment that supports greater collaboration amongst sector partners.
6. Increase employment and entrepreneurial pathways for people working in the sector.
7. Contribution to the education system's rebound from Covid-19.

2024 Goals

- After School practitioners and leaders have skills to assess and address critical areas of programme delivery.
- ASPs act as vital contributors to the COVID-19 education response.
- A strong and national coalition of After School catch-up partners.

Communications & Advocacy

OBJECTIVES

- To create alliances with various levels of decision makers, including DBE and unions
- To leverage existing advocacy platforms and discourse to optimise ASP messaging

Outcomes

1. Reduced number of children out-of-school.
2. Greater influence on policy around extended education and improved learning outcomes.
3. Increased efforts by decision-makers and influencers to redress learning losses.
4. Ubiquitous and clear communications about the importance of ASPs across multiple public platforms.
5. Increased number of well-known/influential ASP champions and advocates.
6. Enhanced visibility of ASPs as a strategic lever in the education system.

2024 Goals

- Strengthened relationships between schools, ASPs and circuits/districts.
- Establishing new alliances with influencers in the media and education (formal & informal) sector to advance education recovery efforts.
- #LightsOnAfterschool is a national campaign run in partnership with provincial departments of the state.
- Increased and diversified messaging around ASPs impact and their alignment within the education ecosystem.

Research & Mapping

OBJECTIVE

To conduct research into the impact of After School, and locate the reach of ASPs across the education sector

Outcomes

1. Increased local evidence that ASP's produce learning and child development outcomes.
2. Greater knowledge about the factors required to create thriving adults.
3. Improved ability of ASPs to make greater impact at scale.
4. Rich data that maps the ubiquity of ASPs in the country.

2024 Goals

- Published and up-to-date research and evidence on the value of ASPs.
- An evaluative study of non-academic ASPs.
- A central online database and map of ASPs in South Africa.
- A partnership with ASPs across the whole education value chain .

Resourcing the sector

OBJECTIVE

To identify varying funding sources and leverage innovative mechanisms to resource and sustain ASPs

Outcomes

1. Adequate public funding to improve South Africa's learning and employment outcomes.
2. Greater diversity of donors who support After School.
3. Increased financial resources for the sector.

2024 Goals

- There is an innovative impact funding mechanism for the sector.
- Access to national public funding to support the sector.
- Dedicated funds raised for all special projects.
- Diversified spending to individuals and ASPs throughout the education value chain.

The Learning Trust Theory of Change

We believe that if we identify, fund, facilitate collaboration and develop the capacities of emerging After School organisations running in Quintile 1-3 schools, then the After School sector will become better equipped to implement effective programmes and provide access to a wider pool of learners. Ultimately, an enhanced After School sector will contribute to improved academic performance and develop noncognitive skills among young people, thereby setting them on a pathway of success beyond the schooling age. Our job will be done when after-school is a ubiquitous part of the South African education ecosystem.

