



**ANNUAL REPORT 2020**  
**A DECADE OF MILESTONES**



THE  
**LEARNING  
TRUST**  
BEYOND THE CLASSROOM

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# OVERVIEW

## REFLECTIONS & CELEBRATIONS

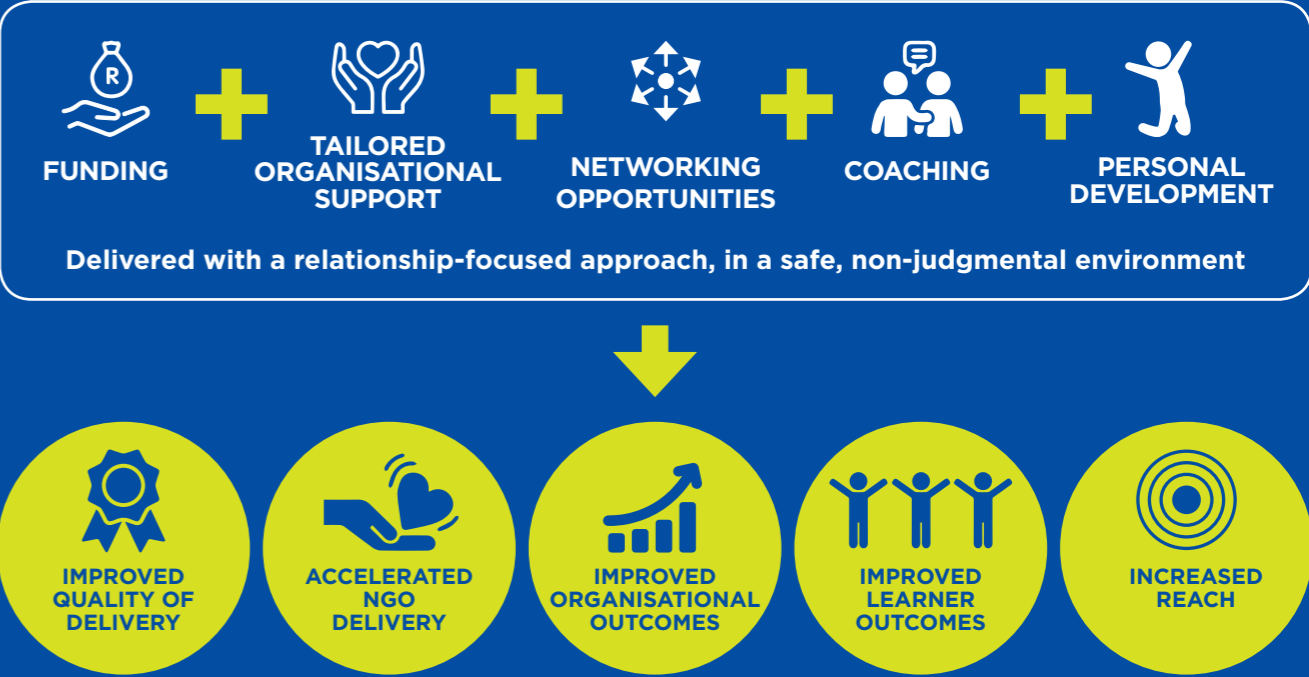
The Learning Trust has always focused on supporting the After School Sector to ensure that children and youth from low-income communities have access to nurturing and conducive learning environments. The past year was no different. Although the year was marked by great uncertainty across the globe due to the pandemic, it was made even clearer to us that our work is at the intersection of many of the challenges facing under-served communities.

As tumultuous as the year was, it also marked our 10-year milestone. Over the last decade, the After School community has made great strides worthy of recognition.

Therefore, this annual report serves a dual purpose. On the one hand, we reflect on our response to the diverse needs of our community in 2020, including non-profit leaders, practitioners on the ground, and the learners they serve. On the other hand, we celebrate the milestones we've reached and extend gratitude to the grantees, partners and donors who made it all possible.

We invite you to take the decade-long journey with us through the written stories and pictorial visuals captured in the pages that follow.

## THE LEARNING TRUST MODEL





## OUTGOING CHAIRPERSON'S MESSAGE

BY CHRISTINE V. DOWNTON

It has been a moment of great pride that we have celebrated the 10th anniversary of The Learning Trust, despite all the challenges 2020 brought. When Charles Ainslie and I started TLT in 2010, we had the strong conviction that supporting children in the hours after school was an important arena for donor effort. In a situation where schools were struggling with large classes of children from under-resourced communities, and multiple challenges that teachers struggled to meet, the vital need for after school support was clear. At the same time, the more we looked, the more inspiring NGOs offering a wide range of such support we found.

Over the years, TLT has had a rolling portfolio of these after-school programmes whose development we have supported with small grants and organisational development over a period of 3-5+ years, depending on their level of maturity. So far, 165 organisations and schools have been supported with extraordinary success. Some have grown a national footprint and many have widened and deepened their educational and developmental support within communities. The number of children that most organisations have supported has grown significantly over the years of our support.

We achieved a highly successful leadership transition with Sibongile Khumalo coming on board in early 2019 as the current Executive Director. Her inspiring leadership

has taken TLT into growing influence, and she has expanded a terrific young and vibrant team, where congratulations are also appropriate for the innovative and creative steps that they have taken during the Covid-19 crisis. At the same time, the Board has also evolved and developed, and the whole organisation has become impressively diverse, and I could not be more optimistic about its future.

TLT continues to search for, find, and support emerging NGOs in the after-school space, and we are increasingly moving into an advocacy and research role under Sibongile's leadership. We are building partnerships with government and some of those after-school programmes that now occupy a national space, and disseminating the message of the critical role that enrichment activities play in children's lives.

Looking forward, I believe that more and more donors and government will increase support for this sector that holds such profound social and economic impact. Every child supported to remain on track has an extraordinary effect on the present value of their future earnings. This makes funding after-school one of the most productive social investments possible. Let's all make this happen with millions more children enrolled.



## EXECUTIVE DIRECTOR'S MESSAGE

BY SIBONGILE KHUMALO

As I pen this reflection, rising infection rates and resulting delays in the reopening of schools once again beleaguer our public education system, further extending the coronavirus' trail of destruction. In the last year, I've been struck by the increased proximity I feel to those around me – my neighbours, family and close friends – making the world seem so much smaller than before. The mass mobilisation of capacity and resources from all directions signaled a level of potential never before acknowledged about our communities. 2020 has certainly forced us to find new ways of being and foregrounding what we do in love and care for humanity.

Against the backdrop of a raging global pandemic, The Learning Trust turned 10! This incredible milestone served as a platform from which we could not only celebrate our impact over the years, but further advocate for the ubiquity of after-school in averting an impending education crisis. This year, TLT prioritised the well-being and resilience of the after-school workforce and steadily continued our work towards building a movement. In addition to our core work, we availed emergency grant support, led ongoing professional development webinars, hosted a wellness series and ran multiple awareness campaigns together with our partners. Our committed donors trusted our heartfelt intentions and encouraged us to innovate. They understood very clearly our role in both rallying partners around an effective response, and sustaining the sector for the next decade and beyond. As the education sector turned its attention

to saving the school year, after-school specifically threw itself behind stimulating learners and their families in the confines of their homes. We've witnessed cash-strapped organisations bravely undertaking new projects and meeting unfamiliar challenges with compassion and enthusiasm. Our very own collaborative project, the ["Treasure Box"](#), was the keystone of our Covid-19 work, and in many ways showcased the versatility of extended learning. In this resource, the human propensity for love and care, expressed through sharing and giving, was so clearly on display.

If anything, 2020's mix of birthday revelries and collective anxiety gave me a new-found understanding of and respect for "community" – it transcends the physical manifestation of where we live, defines our very sense of belonging and does not exist outside of our individual selves. I hereby salute my community – the TLT staff who continued to show up when the going got tough, the after-school practitioners dedicated to unlocking children's potential, the leaders who commit to self-improvement as an instrument for organisational advancement, and the donors whose funding support enables all of this work. I'm proud to be associated with you all, and carry much hope for the next decade of the after-school movement. No doubt we have much more work cut out for us in delivering learning beyond the classroom!



# 2020 REFLECTIONS

THE LEARNING TRUST TEAM



**SIBONGILE KHUMALO**  
EXECUTIVE DIRECTOR

The last year has put a spotlight on relationships and their value in one's life. I now have a new-found respect for "community" and its ability to hold the centre through utter chaos. I've been struck by humanity's natural inclination for care and belonging as a way to get us back in touch with what's important for both individual and collective survival. Indeed, this universe runs on love!

**ZOE MANN**  
PROGRAMME DIRECTOR

Emotional well-being and material security are fragile. 2020 highlighted the enormous safety net that ASPs provide to their staff, volunteers, learners and parents. I always knew that it was there but over this last year it has been illuminated by a light so bright, that no-one can deny the value of this entwined sector-wide mesh, that simply refused to let anyone fall.



**SOMILA MJEKULA**  
COMMUNICATIONS & ADVOCACY OFFICER

A lot can happen in a year but I learned that however good or bad the events turn out to be is often determined by our attitudes towards them. And so, what struck me the most in 2020 was humanity's collective determination and willingness to collaborate to support communities who were worst affected by the pandemic. A lot of altruistic good came out of a series of objectively bad events.

**CHUBEKA KULU**  
PROGRAMME ASSISTANT

2020 taught me the importance of self-love. I learnt to show up for myself in ways that no one else ever did. I am grateful to work in a space that prioritises mental health and emotional well-being. It is okay to not be okay. Take time to reboot and get back on the ball with a better mindset and energy. Be kind to yourself, always.



**MONICA CANCA**  
PROGRAMME OFFICER

The past year made me painfully aware that learning isn't a destination but a journey that requires moments of reflection and refining, not only for one's individual benefit but also for those whose lives are intertwined with ours. This led to heightened levels of self-awareness which helped me reconnect to my personal values and thus be more intentional in my contribution to my loved ones and community.

**SIBULELE MANCAYI**  
PROGRAMME OFFICER

We often underestimate our ability to tolerate pain up until the day when it feels like pain is all your day has to offer. What often increases our threshold for pain during such times, is the quality of the support system that one has. Family before everything else; without family, pain can almost erode you to the core.



**GABRIEL BOKA**  
FINANCE OFFICER

As a child, a parent, a leader or any person, there is someone who has sacrificed resources for who we are and where we are. When you ask any of those who have sacrificed resources why they did so, many say it is not them, but in pursuit of meekness and humility they find themselves giving a helping hand. We work, we seek and we develop ourselves not for ourselves but for our neighbours.



# A DECADE OF GROWTH



# A DECADE OF MILESTONES

## GRANT MAKING

111

TOTAL AFTER SCHOOL ORGANISATIONS FUNDED

54

TOTAL SCHOOLS FUNDED

441

NUMBER OF GRANTS DISBURSED

R83,000,000

TOTAL AMOUNT INVESTED

50 000

AVERAGE REACH OF LEARNERS PER YEAR\*

\*Number of learners reached by organisations and schools we funded

## COMMUNICATIONS & ADVOCACY



10 YEAR ANNIVERSARY CAMPAIGN:  
**34,128,554**  
(REACH)



FIRST 'LIGHTS ON' CAMPAIGN 2020:  
**9,574**  
(ENGAGEMENT)



WEBSITE VISITS IN 2020:  
**24,643**



AFTER SCHOOL TREASURE BOX ONLINE:  
**714**  
(AVERAGE PAGE VISITS PER MONTH\*)



5 ACTIVE SOCIAL MEDIA ACCOUNTS:  
**3,827**  
(FOLLOWERS)



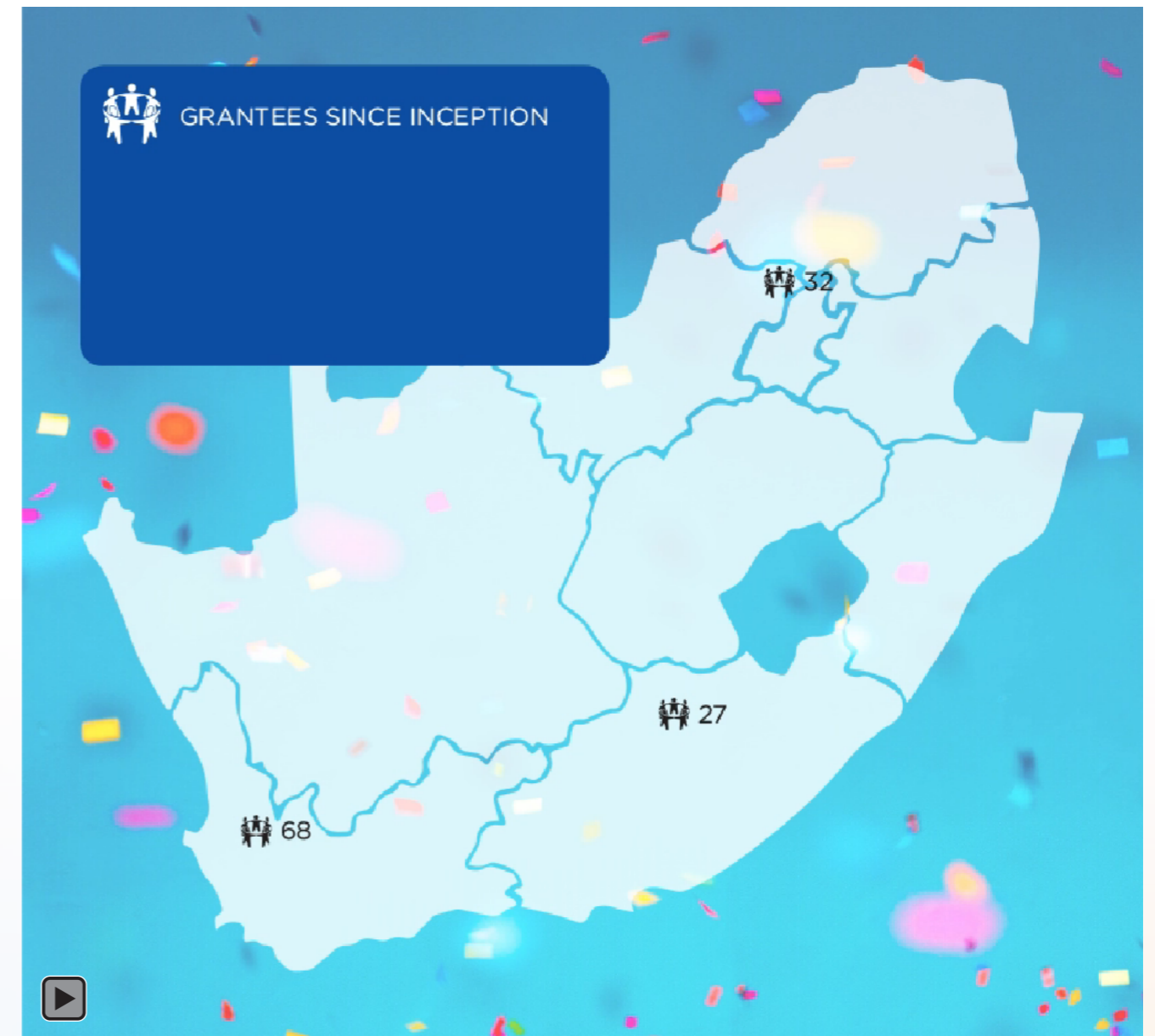
PUBLICATIONS & MEDIA APPEARANCES:\*

64

\*Newsletters, media articles, blogs & op-eds, radio & TV interviews

# NETWORK BUILDING ACROSS THE SECTOR

THE EXPANDED REACH OF OUR SECTORAL NETWORK



Our growth over the past decade has gone far beyond what we could have anticipated. Beyond reaching the grantees we fund and partners we work with in our three active provinces, we have garnered a significant following and complimentary connections through our Communities of Practice, multi-partner collaboration projects, resource production initiatives and social media platforms. The map provides a snapshot of this reach, and we only hope to grow even larger to ensure every child in South Africa has access to a quality After School programme.



# GRATITUDE FROM ALUMNI

**Three of our earliest grantees from the Western Cape, Eastern Cape, and Gauteng briefly share their respective journeys of working with TLT, including what they gained from our funding and capacity building support, as well as their anniversary messages and future wishes for TLT. Since graduating from our support, the three organisations have gone on to expand the impact of their work to several other communities, attract larger funders, create employment opportunities for talented youth, and continue to advance the quality of lives for thousands of children in their programmes.**

## WAVES FOR CHANGE

On behalf of the Waves for Change (W4C) team, we would like to congratulate TLT on [its] 10-year anniversary! Waves for Change is honoured to have walked this journey with TLT and have benefitted from the support, training and insight that TLT shared with us since 2014.

Waves for Change (Isiqalo Foundation Trust), provides an inclusive, cost-effective and community-led, youth-friendly, mental health service to vulnerable and differently-abled youth from under-served communities, to provide them with tools to

build their resilience, cope with stress and anxiety and develop positive self-identity.

Thank you for believing in our early work. It was with the support of partners such as The Learning Trust that we were able to build Waves for Change. It wasn't just about supporting the programme expenses, but supporting our leadership to better understand the non-profit sector. Many of our team members have gone on to benefit from NLP courses [provided by TLT], and most recently we have contributed to the groundbreaking learning platform [The Treasure Box project] that was created to support learners in the time of a global pandemic. Together we've learnt a lot and we remain exceptionally grateful to TLT team, both past and present for their ongoing support of W4C.

Simunye, Sisonke.



Tim Conibear (L) and Aphiwe Tshetsha (R), founders of Waves for Change



Fiks Mahola (Co-Founder)

## MASINYUSANE

The Learning Trust played an enormous role in making Masinyusane what it is today. Back when Jim and I were the only staff members and

unpaid volunteers, TLT offered to hire our first employee. I still remember the dinner with Christine and Charles when we were pitching our vision. They believed in us and would become our first big donor.

Over the course of the next decade, TLT would strategise with us, introduce us to partners and continue to assist with funding. Masinyusane's high school and bursary programmes would grow to cover all

townships in Port Elizabeth. We now have nearly 200 graduates and have assisted over 1500 Matrics in attending university.

In 2012, when we started investing more in our Children's Literacy initiatives, The Learning Trust again connected us with partners that played a key role in the programme's success. In the past 8 years, we have built over a dozen libraries and literacy centres and taught thousands of children to read.

We are proud Alumni of The Learning Trust and will always be grateful for the guidance, mentorship and support. We would like to wish them a very happy 10-year anniversary and many more decades of success and impact to come.



Maria Monama (Director)

## KELRU (Katlehong Early Learning Resource Unit)

On behalf of myself and KELRU, we would like to extend a heartfelt thank you to TLT for the commitment and support throughout the

past 5 years. Our partnership has provided a safe learning environment for learners and tutors in Villa Liza Primary School.

KELRU is a non-profit organisation based in Katlehong, south of Johannesburg. We are accredited with the ETDP-SETA to train practitioners who work with young children and learners in grades 1-8. We started our After School programme to assist young learners with their homework in 2000.

Thanks to TLT's continuous guidance and support, we've been able to assist struggling learners whilst providing them a safety net. We have received positive feedback from Villa Liza on the positive impact that our After School programme has had on their learners. We've also seen how the programme contributes positively to the personal development of our tutors.

Sending TLT the heartiest of congratulations on your 10th anniversary. 10 years of improving the lives of people in need and building our country's future leaders through funding powerful After School Programmes. We wish TLT will continue to grow in all aspects and expand their footprint further in Africa.



# EXPANDED ASP PILLAR SUPPORT

In the past decade, TLT has supported a wide range of After School Programmes (ASPs) focusing on Literacy Development, Academic Tutoring, Community School Models, Leadership & Career Guidance, Computer Literacy, and a lot more. Over the years, these diverse areas of extra-curricular support have fallen into the four Pillars of ASPs. To illustrate our continued support of diverse emerging organisations, below we profile our most recent grantees under each ASP pillar and share how we've supported them since they've joined TLT.

## ACADEMIC SUPPORT

**Entandweni** serves a community in Bathurst, Eastern Cape that has high rates of unemployment and households that struggle to provide conducive learning environments for children due to various socio-economic issues. Entandweni's academic support programme ensures that these children stay in school, improve their academic performance and eventually unlock a better life for themselves and their families. Entandweni also facilitates sessions where they teach children how to conduct themselves as young adults, which in turn contributes towards the community's fight against substance abuse amongst teenagers and youth. Their mission is to offer a comprehensive After School programme and impart good values that will groom children to be great community builders, academics and philanthropists.



We took Entandweni on as our grantee just a year after they officially registered as an NPO in 2019 and have supported them through a Board recruitment process; helping them understand Board roles and responsibilities. With organisations feeling the strain of COVID-19 on all fronts, Entandweni joined our Makhanda Community of Practice, to explore alternative ways of funding through online research, networking and collaborations.

### Other Grantees & Alumni

- Bophelong Tutoring Program
- Ithemba Lethu Learning Centre
- Masinyusane Development Organisation
- Matlhogonolo Community Outreach Programme
- Olico Foundation
- Unako



TOTAL ORGANISATIONS FUNDED PER PILLAR **50**



## ARTS & CULTURE

**Khula Unqobe Creative Arts (KUCA)** is an art and drama school for children between the ages of 4 to 17 years, based in Protea Glen, Soweto – an area with minimum extra-curricular activities for youth. KUCA aims to provide quality Arts Education, as well as to develop self-confidence by nurturing young people's talent, and in turn, inspiring tomorrows' leaders. The skills that learners adopt from the programme enable them to develop their personhood fully from a young age. "I believe that once a person discovers their gift and they nurture that gift, they easily find and understand their purpose in life. This means that the person will make healthier choices because they have a sense of purpose," says Khanyisile Nhlapo, the founder of KUCA.



As our grantee, KUCA attended our seminar on Child Protection and Safeguarding at the beginning of 2020, and learned about the values of sensitivity, compassion and socio-cultural awareness which should not only reflect through programmes but in the policies developed by an organisation. Through our one-on-one coaching and imparting of useful resources, we assisted the team in recruiting and inducting new facilitators to lead the drama and dance programmes.

### Other Grantees & Alumni

- Access Music Project
- Butterfly Art Project
- Jungle Theatre Company
- Kronendal Music Academy
- Rainbow Arts Organisation
- The ASTAR Project



TOTAL ORGANISATIONS FUNDED PER PILLAR **28**



## PSYCHO-SOCIAL & LIFE SKILLS

**Boost Africa** was founded by Mary Mytting in Dunoon, Western Cape (2007) where many children were not attending school and roamed the streets during school hours. Boost Africa's work started by providing support to families and children facing different socio-economic challenges. The reality in South Africa is that very few people from disadvantaged communities overcome the barriers of poverty and systematic oppression to reach their full potential. Boost Africa believes that South Africa is bursting with potential and unlocks this potential by offering life skills support and learning opportunities for children, youth and adults. To date, Boost Africa offers programmes that range from life skills, academic support and food security. They also offer job readiness programmes that caters for adults in the community of Dunoon.



As our grantee, Boost Africa attended our Child Protection & Safeguarding seminar which assisted their own processes towards attaining police clearances for their staff. Through our one-on-one capacity support and coaching, we have helped them refine their Human Resources policy and detail job descriptions.



### Other Grantees & Alumni

- Action Volunteers Africa
- Boys & Girls Clubs of South Africa
- Brothers for All
- Dream Factory Foundation
- St Mary's Development Care Centre
- The Healing Heart Foundation



TOTAL ORGANISATIONS  
FUNDED PER PILLAR

22

## SPORTS & RECREATION

**Ikasi Soccer School** based in Khayelitsha, Western Cape, is a young organisation that provides a safe space for girls to develop through a soccer and life skills programme. Ikasi believes that the role of girls in the township extends beyond the domestic and affords them an opportunity to access often male-gendered activities in a safe and encouraging environment that builds character and confidence. Although soccer and life skills are their primary areas of focus, Ikasi's team also ensures that their girls receive academic support in core school subjects. "I'm passionate about education because it assists in challenging, moulding and preparing learners to reach their true potential. In particular, the After School sector assists a learner in unlocking their growth potential," says Dumisani Ntsodo, Director of Ikasi.

As one of our grantees, Ikasi's team attended our Western Cape Practitioner Training – an introductory training that equipped them with important knowledge and skills to implement a quality programme and to develop themselves professionally. They also received support in improving their Child Protection Policy documents by developing Code of Conducts for the coaches and players.

### Other Grantees & Alumni

- Amandla Edu-football
- Hlalefang Alexandra Chess Club
- School of Hard Knocks
- Siyavuselela Sports and Life Skills
- The African Sport and Scholastic Initiative for Students in Townships
- United Through Sport



TOTAL ORGANISATIONS  
FUNDED PER PILLAR

11



# OUR RESPONSE TO COVID-19

EXTENDED SECTORAL SUPPORT IN 2020

With a large portion of the year spent shifting between limited degrees of lockdown levels, faced with school closures and paused programmes for After School organisations, it was important for us to adapt swiftly to meet the essential needs of our grantees, their learners, and the extended After School community.

## EMERGENCY RELIEF FUNDING

The funding climate in the non-profit sector is notoriously unfavourable especially for the emerging and grassroots organisations that we support. The pandemic and subsequent lockdown of our country had a dire impact on our grantees' ability to run programmes virtually and support staff under strained budgets. Thus, our initial response was to disburse emergency relief funding in two rounds to all grantees who requested extra financial support. This amounted to a disbursement of 25 individual grants. Most organisations used these funds to support their practitioners and beneficiaries with technology, stationery and data to work and learn from home.

SPEND  
**R162 617**



## DIVERSE ONLINE CAPACITY SUPPORT

A significant area of our support to grantees is capacity building in the form of one-on-one coaching, skills-training, mentorship, and organisational development seminars. In the absence of physical visits and events, we firstly set up provincial WhatsApp groups to broaden the lines of communication with our grantees. These chat groups were led and administered by our Programme Officers who facilitated the sharing of useful information, ideas and strategies that served to support grantees and their learners during lockdown. Secondly, we continued the regular one-on-one capacity support sessions on various digital platforms (including Zoom, Skype, WhatsApp, calls, email, etc). Lastly, we had our Communities of Practice, skills-training sessions and seminars move online through cross-provincial webinars covering a broad range of topics such as, methods for engaging learners online; fundraising alternatives during a pandemic; emotional wellness for practitioners; evaluating the efficacy of online programmes; a guide to re-opening physical programmes safely etc.

TOTAL  
SESSIONS  
**103**



## FOOD RELIEF VOUCHERS & PACKS

Challenges of food shortages in the country were magnified by the pandemic. This saw many After School organisations implementing measures to meet the growing need for food security in our communities. Through the coordinated distribution of food parcels, we helped our grantees to reach communities in need. The Maitri Trust, a Scotland based funder, generously provided emergency funding

to drive this food relief initiative as part of their response to the COVID-19 pandemic. Our partnerships with grantees in Western Cape, Eastern Cape and Gauteng led to a successful distribution of parcels which included food, PPE and other necessities.

REACH  
**25 000**  
INDIVIDUALS





## TAKING CARE OF OURSELVES

PRIORITISING MENTAL HEALTH & PERSONAL WELLNESS  
FOR WORKERS IN THE AFTER SCHOOL SPACE

In 2020, we saw high-levels of job and income losses, worsening hunger, social isolation, increasing fear and anxiety, and communal grief as a result of death and loss. It was against this backdrop that we also saw many professionals in the After School space giving even more of themselves to their work. It's true that COVID-19 has been tough for all of us to navigate, but even more so on the state of our mental health. The resulting burnout experienced by many non-profit professionals has somewhat presented a secondary pandemic. To a large extent, practitioners identified more with their work which focused on helping others, thereby neglecting their own emotional and mental wellbeing.

**Caring for myself is  
not self-indulgence,  
it is self-preservation.**  
- Audre Lorde

In response, The Learning Trust convened a Wellness Series for After School leaders and practitioners to shift the perception that self-care is an indulgence, to rather accepting it as an essential component of individual health and organisational sustainability. It is only by preserving and protecting ourselves that we can fight for and serve others. In essence, we cannot do our work without taking care of ourselves first.

The Wellness Series was a partnership with Rhodes University's Psychology Clinic, where participants were provided with various wellness frameworks and means of developing new and healthy habits. With the aim of creating spaces in the work place to support mental health, we shared tools that encouraged individuals to look at their health holistically. This included a consideration of the Social, Mental, Spiritual, Physical and Emotional (SMSPE) aspects of theirs, their staff's, and their beneficiaries' health.

In these convenings, participants shared personal experiences and tools to support one another, including yoga, exercise and meditation, setting routines and goals, journaling practices, therapy and relaxation techniques. It was encouraging to hear reports of increased ability to manage the stress of widespread infection, as well as improved capacity to listen, respond and adapt without compromising self-care. Practitioners were better able to identify personal needs, to be vulnerable and to ask for support when the need arose.

**The vital foundation  
of self-care is knowing  
yourself. Know where  
you draw energy from  
— whether it is people  
in general, certain  
people, aloneness, and  
so on. Know what stills  
your soul and what  
stirs your soul. Know  
the nuances of how  
you react to outside  
forces. Know what  
you can rely on. Know  
what triggers you.  
And above all, know  
that knowing yourself  
is a journey and that it  
often will not be easy.”**  
- Sonya Renee  
Taylor

Our mental health and wellness focus in 2020 highlighted the link between professional efficacy and the maintenance of personal well-being. As the context of our COVID-19 reality evolves, we will continue to centre the wellness of the After School workforce, and prioritise kindness, understanding and self-awareness as a core part of our care for others.

# AFTER SCHOOL TREASURE BOX

REACHING THOUSANDS OF LEARNERS ACROSS SOUTH AFRICA UNDER LOCKDOWN

In March 2020, we launched the [After School Treasure Box online](#) – a collaborative project between partners working in the After School space, namely [Youth & After School Programme Office \(DCAS\)](#), [ASSITEJ SA](#), and [Laureus Sport for Good Foundation](#). The initiative began as an attempt to provide an online resource portal of engaging home-based After School activities for learners

during school closures and lockdown. It was not long before the online resources were turned into 3 volumes of printed learning resources between May and November. With the help of over 150 non-profit organisations and schools in 6 provinces, we managed to distribute nearly 300 000 copies of the packs to learners in under-served communities across the country.



## ACTIVITY PACK DISTRIBUTIONS

PROVINCE REACHED	VOL. 1	VOL. 2	VOL. 3
EASTERN CAPE	10 000	10 000	
FREESTATE		5 000	
GAUTENG	10 000	10 000	5 000
KWAZULU NATAL		10 000	
NORTHERN CAPE		5 000	
WESTERN CAPE	80 000	106 000	40 000

## EDITIONS 3 VOLUMES

May-July  
Aug -Oct  
Nov-Jan

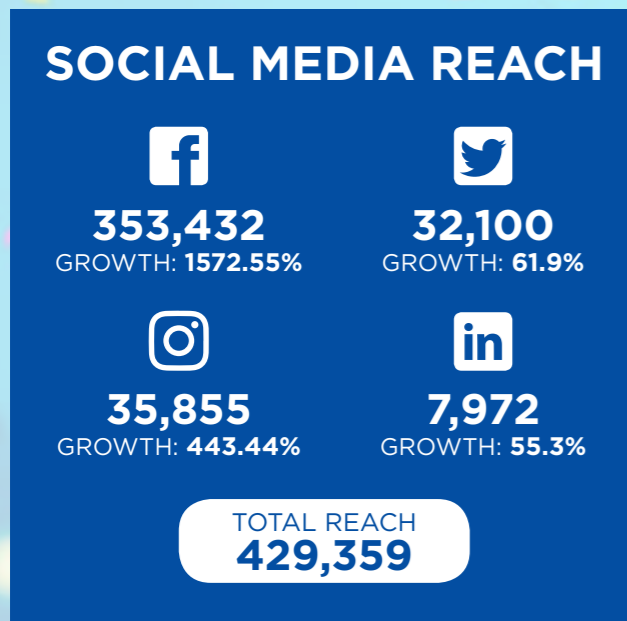
TOTAL  
PRINTS  
DISTRIBUTED  
**291 000**

# THE LEARNING TRUST TURNS 10!

We spent 5 months in 2020 running a media and digital campaign to celebrate our 10 year anniversary, with the help of the team from [Bigger Than Me](#). The campaign focused on highlighting some of the incredibly inspiring stories, partnerships, projects and humans of the After School sector. We primarily used the hashtags #AfterSchoolWorks and our slogan #BeyondTheClassroom, to frame

our cause, create awareness of the sector and ensure broad participation from other education-centred organisations who believe in the value of After School. The campaign was an outstanding success that garnered the interest of broadcast media and even ordinary citizens who wanted to lend support and volunteer in After School programmes available within their communities.



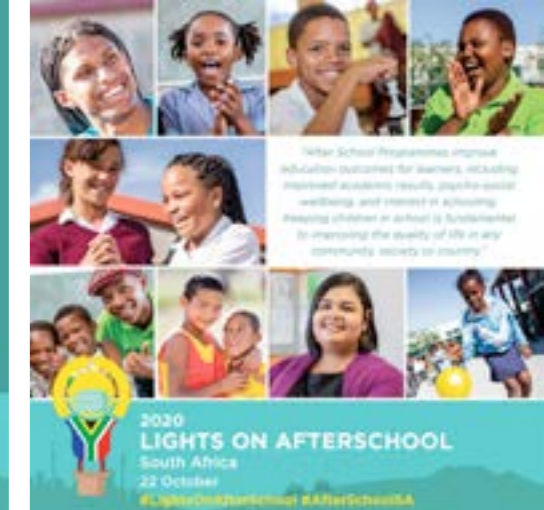
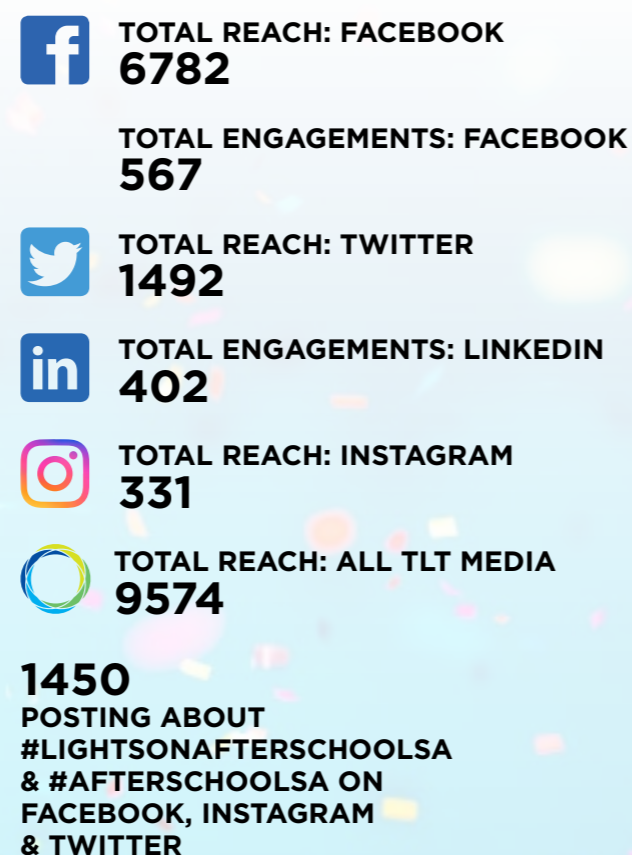


TOTAL CAMPAIGN REACH ACROSS ALL CHANNELS: **34 128 554**

## SOUTH AFRICA JOINS #LIGHTSONAFTERSCHOOL

Our 10 year anniversary also marked our first year joining [#LightsOnAfterSchool](#) – an annual 21-year-old campaign that was launched by the US-based [Afterschool Alliance](#). We put the spotlight on After School Programmes (ASPs) in South Africa, calling them to participate in the global campaign to raise the visibility of the sector in the month of October. The #LightsOnAfterSchool campaign highlights the critical role that ASPs play in providing equal access to educational as well as psycho-social support to learners from under-resourced schools.

Over 70 organisations joined to advocate for After School, attracting national media attention on TV and in print. We look forward to growing our sector's visibility and have even more organisations participate in years to come, as we continue to run the campaign every October. On the right are some highlights from the national campaign.



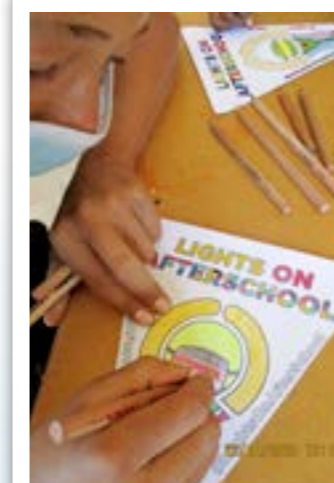
We wanted to celebrate the important role of After School programmes in the lives of our beneficiaries and the communities we work in. We also wanted to show off the great work we have been doing to support our learners.

– [Phakamani Young Minds \(PYMA\)](#)



We are proud to be one of many After School programmes in South Africa, but we are most proud of the work that partners and other organisations do. So, this time, we truly felt part of a collective and this motivated us to participate in celebrating together.

– [The Learner Advancement Group \(LAG\)](#)



We believe that the After School space needs to be promoted and made visible to a wider audience in order for programmes to gain more support for the very valuable work that they are doing. We've seen this in our own work. Our investment into the transformative power of music has seen AMP open the way for South Africa's young musicians and changing their lives for the better.

– [Access Music Project \(AMP\)](#)

# SPOTLIGHT ON COLLABORATION

**“It takes a village to raise a child.”**

This popular African Proverb remains true for our decade-long work in the After School sector. Collaborative efforts and a shared vision with other organisational partners enabled us to expand our reach across our three active provinces, improve our impact, and ensure thousands of underserved learners have access to quality After School programmes. Below is a spotlight on three partners who have been significant players in advancing the impact of our work in various ways.



## YOUTH & AFTER SCHOOL PROGRAMME OFFICE (WC)

The Youth & After School Programme Office (under Western Cape government's Department of Cultural Affairs and Sport) believes that “regular and consistent participation of learners in After School programmes will improve learner outcomes, reduce school drop-out rates and reduce risk taking behaviour.” The office is responsible for advocating and driving the collaborative efforts of stakeholders involved in extended day education.

As partnerships are key to building the impact and scale of the After School Sector, we partnered with YASPO in 2015 to improve and strengthen the sector through the coordination and facilitation of a Community of Practice (CoP).

With a CoP run every quarter since then, we've managed to hold nearly 20 such networking events where After School organisations have come together to share lessons and best working practices that encourage collaborations and advocacy across the sector. The nature of this relationship and the massive growth of its community across the Western Cape – reaching over 350 organisations – inspired us to establish CoPs in our other active provinces, namely Gauteng and the Eastern Cape.

## CENTRE FOR COMMUNITY SCHOOL (EC)

The Centre for Community Schools (CCS) is a community engagement department under the Faculty of Education at Nelson Mandela University. CCS implements a broad range of programmes with holistic and community-integrated approaches to improve schools in the Eastern Cape.



Since 2011, The Learning Trust partnered with CCS during a time when the centre had launched the Manyano Network, a collective of 14 Principals that sought to position their schools at the centre of community development. The main objectives of the Network were to seek community-informed solutions to improve learner education outcomes and to use school resources to uplift the community.

From 2015, our partnership evolved to create a space of learning, sharing and educational activism through the launch of the OASIS (Organising After School and In School) Community of Practice. This partnership allowed us to bring over 30 other partners together to work more effectively in mapping the education NGOs active in and around the Nelson Mandela Metro. The relationship has helped us to unpack and co-construct solutions to address the various challenges faced by learners, schools, communities, and the Department of Education.



## IKAMVAYOUTH (GP)

Since 2003, IkamvaYouth has made it its mission to ensure that disadvantaged youth from under-resourced schools and communities have access to the necessary skills and information that would enable them to access an array of post-school opportunities.

In 2015, The Learning Trust partnered with IkamvaYouth to launch the Community Collaboration

Programme (CCP). The aim of the partnership was to incubate and accelerate the development of grassroots After School organisations. The CCP recruited and trained emerging CBOs in IkamvaYouth's tutoring methodology and basic NPO management, as well as providing them with a small grant and organisational development support. Through capacity building workshops, peer-to-peer learning, M&E support and training, we assisted these organisations to improve their organisational capacity, programme delivery and impact.

First modelled in the Western Cape, the partnership soon expanded to Gauteng where many of our grantees and alumni have benefited. Through this work, we established an After School community and provided spaces to connect, network and share – ultimately expanding our reach in Gauteng.



# SPOTLIGHT ON OUR DONOR PARTNERS

“Many hands make light work.”

This is an African Proverb, known to exist in other formulations and expressions from different cultures across the globe. It captures a universal belief in the importance of community and partnership to lessen the burden of difficult tasks. As leaders who have worked in the development sector for over a decade, we can attest to the importance of having as many hands-on-deck as possible to ensure that the task of creating access and opportunity for under-served learners across the country is made light. A large part of this work is made possible by donors who make financial investments into the After School sector to fulfil our mission. Below is a spotlight on three key donors who have significantly lightened our load and advanced our work in various ways.



## CLAUDE LEON FOUNDATION

As one of our earliest funders, the Claude Leon Foundation (CLF) has long been committed to building a just society of equal opportunity in South Africa. They do this by funding educational, developmental and human rights projects of several organisations. A large part of their resources have been channelled towards community-based organisations operating in under-served communities.

A partnership with The Learning Trust has enabled the CLF to reach as many emerging organisations as possible, whilst guaranteeing their growth through the coaching, training and organisational development support we provide. Through this partnership, we were able to expand our footprint in the Eastern Cape within the first 5 years of our operations. Together, we have funded After School organisations and school development projects in Port Elizabeth, Uitenhage, Makhanda, Alice, Bathurst and Port Alfred.

Beyond this, the CLF has continued to directly support established organisations who have graduated from our capacity support and coaching over the years. Their investment into the sector has gone a long way in positioning After School as a bridge to quality learning and a tool to achieving social justice and equality in South Africa.



## RAITH FOUNDATION

In 2010, the RAITH Foundation – a private South African philanthropy – shifted its funding focus to promoting social justice and thus began its relationship with TLT a few years after. For RAITH, this meant that they were contributing to the building of a more equitable society with broader access to resources and opportunities. Since our work seeks to ensure that learners across the country have access to quality enrichment programmes that allow them to reach their full potential, despite systematic inequities in education, our partnership with RAITH was solidified.

An essential part of a just education system is equal access to opportunity for all. Extended education initiatives have a transformative impact on educational outcomes for marginalised communities. RAITH's contribution was fundamental in strengthening our Monitoring & Evaluation, and communicating the value of the sector. To this end, they funded our first programme evaluation in 2017, enabling us to make data-driven enhancements to our work and formulate a compelling story of its impact. RAITH understood the importance of After School in equalising the playing field towards a more just education system.



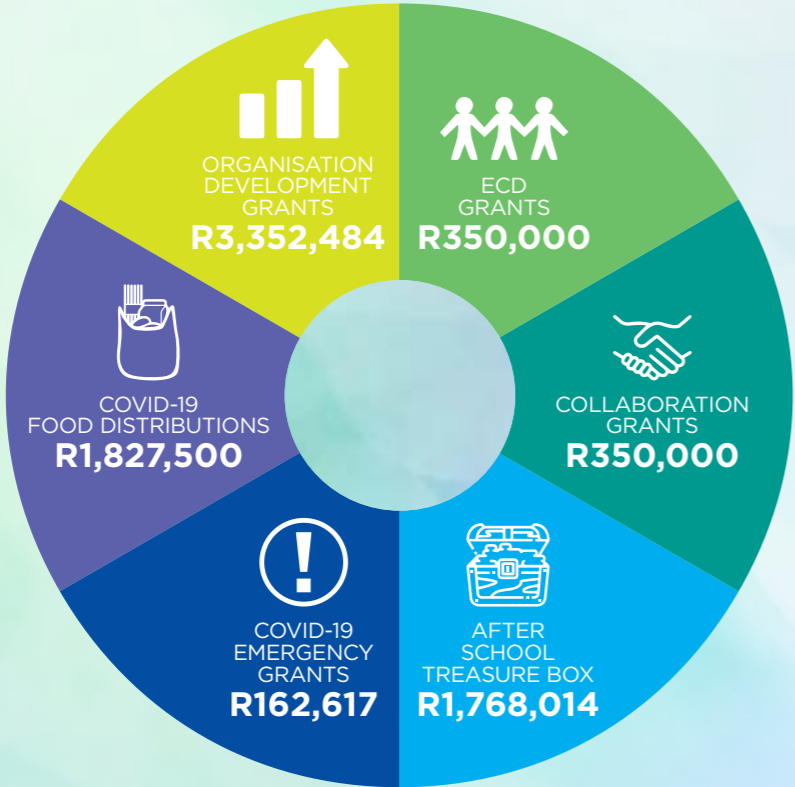
## THE ELMA PHILANTHROPIES

ELMA is one of the largest international philanthropy groups invested in developmental work. Its focus is on improving the lives of children in Africa by investing in sustainable efforts to improve healthcare and advance education. Closer to home, ELMA identified that for children living in township and rural areas, community-based organisations provide a safety net in the absence of resources and limited intervention by government.

For nearly a decade, ELMA's partnership with TLT allowed us to leap into a deeper alliance to support non-profit leaders. Over and above conduiting funding to After School Programmes, our two entities' grantees and staff have participated in NLP (Neuro-Linguistic Programming) training as a means for leadership and personal development. While ELMA no longer funds TLT, many of the organisations that have been strengthened by their support through us now have the opportunity to access direct grants from them. In this way, TLT continues to make real on building a donor community around the After School sector.



# FINANCIAL SPEND FOR 2020



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# ASP PILLARS FUNDED

