



THE
**LEARNING
TRUST**
BEYOND THE CLASSROOM

ANNUAL REPORT

2022



Contents



1	Introduction
2	Board Chair's message
3	Executive Director's message
4	The inspiring story of Luphumlo Dinisa
5	Strategic Pillar 1: Grant-Making
6	Accelerating youth development with Advance Edukos Foundation
7	A focus on the Social Employment Fund project
8	Strategic Pillar 2: Organisational Development
9	Yakha Ikusasa Manje: Looking forward to the future of After School
10	Strategic Pillar 3: Research and Mapping
11	Transforming Education for Sustainable Futures
12	Funding After School Programmes
13	Strategic Pillar 4: Communications and Advocacy
14	Strategic Pillar 5: Resourcing the Sector
15	Finances
16	Board of Trustees
17	Donor Partners

Overview

The Learning Trust's ultimate goal is to increase the number of people in marginalised and under-resourced communities with the requisite competencies to succeed beyond the school age. The urgency of this goal is undeniable as we contend with the harsh realities of underperformance and inequality synonymous with the country's education system.

Education consists of not only schooling but encompasses the home and community environment as extended learning spaces, making it a collective responsibility and national priority.

In 2022, TLT launched a new strategy to sustain our support to the after-school sector in pursuit of this common goal. As we undertook the first year of that strategy, we deepened our capacity support

to organisations and individuals using various models and platforms. We promoted ecosystem collaboration, skills development and knowledge sharing to advance sector growth. Collaboration remains a core value of our work and the guiding force behind TLT's work.

In the pages that follow, you will read our reflections on this journey and the strides we have made in the pursuit of our vision. Our mission to mainstream and increase access to quality After School Programmes (ASPs) in the education ecosystem continues to propel us with great determination and purpose.

We are filled with gratitude for the unwavering commitment of all funders, volunteers, facilitators, staff, and leaders who drive towards better outcomes for learners *Beyond the Classroom*.



Our strategic pillars

Grant-making | 1

Organisational development | 2

Research & Advocacy | 3

Communications & Advocacy | 4

Resourcing the sector | 5

“Collaboration allows us to know more than we are capable of knowing ourselves; it amplifies our strengths and diminishes our weaknesses. When we work together as an ecosystem, we have the power to drive profound change and create a better world.”

- Vint Cerf, The Father of the Internet.

Board Chair's message

In 2022, we applied for and were granted funding via the Social Employment Fund, which promised to be a challenge for our small team.

Managing the reporting and distribution of stipends to just under **3400** young people each month through 25 Catch-up Coalition partners was outside the scope of our core work. Not only were we challenged to master the requirements of government funding, but we also had to allay the fears of our primary funders around the project's impact on our core work.

I am glad to say that we passed both tests with flying colours! We can now access temporary employment opportunities through our Coalition partners. We proved that collaboration between after-school implementing partners can be achieved at a reasonable scale. Our core grantees continue showing promising impact, and we are achieving our strategic outcomes faster than anticipated.

Despite the ongoing challenges of limited resourcing, inadequate infrastructure, accessibility, and reach, the Coalition has made inroads in addressing the learning losses experienced during the COVID-19 pandemic. I dare say that our education outcomes would be significantly worse if not for the support provided by TLT grantees and others in the after-school sector during the pandemic. There is a correlation in the provinces (Gauteng, Eastern Cape & Western Cape) that continue to fare better in the **PIRLS (Progress in International Reading Literacy Study)** results, which are also where the TLT footprint is strongest.

My report would be incomplete if I did not pay homage to one of the most inspiring stories from the after-school sector. As I write this, we mourn the recent passing of Eusebius McKaiser. UB, as most of the country called him, showed how ASPs support struggling learners and help them reach their full potential. UB was a master debater, and I was privileged to have been trained by him as a debater and debating coach.

His contributions promoted critical thinking, fostered public engagement, empowered youth, addressed societal challenges, and provided thought leadership. He has helped shape a culture of constructive and informed debate, encouraging South Africans to think critically, engage with diverse perspectives, and actively participate in shaping the future of our society. He will be sorely missed.

Stories like his are why TLT supports startup ASPs. Our work allows us to foster the kind of engagement he was famous for. As we look to the future, challenges that call for our attention are plenty, and I am excited to see how we can make our work with the Coalition available to more organisations and young people.

SIXOLILE MABOMBO



Executive Director's message

In this first year of another bold triennial strategy, TLT was intent to spread its wings to the rest of the country. With our footprint having been in three provinces since inception, we were setting our sights deliberately high and challenging ourselves to EXPAND.

As we picked up the pieces from our collective devastation, I challenged our 2021 annual report readers to look beyond "restoration", and carefully consider "transformation" as a viable contribution to our country's recovery efforts. My call was met with overwhelming enthusiasm from our community of partners who sought to leverage the power of collaboration to take on a mission like no other.

Last year, TLT championed the Catch-up Coalition – a rallying call and attempt to gather multiple stakeholders to respond to the need to catch learners up post-COVID. The precipitating Presidential Youth Employment Initiative has seen us successfully undertake the **Social Employment Fund (SEF)**, now the first and biggest of four ongoing projects of the Coalition. For the first



SIBONGILE KHUMALO

time ever, TLT is proudly funding and supporting after-school interventions across all nine provinces of South Africa.

In this way, we have prioritised not only expansion in numbers, but also deepening our connections to all manner of partners in a sector that we consider ourselves custodians of. And so, in reflecting on this expansion, I am reminded of a fervent after-school champion, Mario van Niekerk, who founded Great Commission United (GCU). Having survived a gang and crime riddled life of chaos and destruction, Mario has committed his life to helping young people break the cycle of drugs, alcohol and gangsterism through ECD, literacy, sports, and employment programmes.

Inspiringly, the GCU team has expanded to a Mother City Soup Kitchen that transformed beer-to soup-brewing kettles to feed thousands of hungry people. On the Coalition's SEF project, they have increased their initial commitment of 40 jobs to now employing over 300 people on their various programmes. In conversation with Mario, I have been encouraged by his vision and drive to do even more, and his conscientious commitment to extending himself beyond the Heideveld community to support other future leaders to do the same.

In keeping with GCU and Mario's capacity for expansion, the organically growing Catch-up Coalition boasts support from 7 donors, 52 implementing partners across 4 projects, 9 provinces, reaching over 100,000 beneficiaries... and counting. There is no limit to the widespread impact that we know the after-school community is capable of, and we invite even more partners to join us in delivering catch-up support beyond the classroom!



The inspiring story of Luphumlo Dinisa

Luphumlo Dinisa, born and bred in Port Elizabeth in the early 2000s, was raised by a single mother who struggled to make ends meet like most children in the city. His mother tried her best to ensure that she put him through school, which she managed to do up until he passed grade 7.

Luphumlo came across United Through Sport (UTS) when he was 12, playing first team rugby at his school. He joined the programme and later received a 5-year scholarship to attend Alexander Road High School, where he completed his matric in 2021. The transition from high school to the real world was challenging for him.

Throughout his high school career, Luphumlo volunteered his time and skills coaching at sports camps run by UTS. He attended a series of UTS's Ready-To-Work training courses, preparing him for the world of work, and became a part of the group of youth benefitting from the **Social Employment Fund (SEF)**. Luphumlo was later appointed as

a Junior Coach leading the physical education programme during the Life Orientation periods. He also coaches rugby after school at one of the primary schools where UTS is implementing its programmes.

"I honestly do not know where I would have been without United Through Sport and the SEF. I can now support my mother; nothing brings me more joy and happiness than seeing her happy. The programme does not only help me financially but has made me grow mentally.

I feel positive about life and more excited about the future. Working with children using sports has made me realise my passion for teaching – I will study Education (foundation phase) next year! I will forever be grateful to the programme and what it has done for me." says Luphumlo Dinisa.

Grant-making

- Supported 27 grantees
- Transitioned 6 organisations to alumni after their 5 year grant cycle
- Onboarded 5 new organisations
- Grantees are collectively reaching 10,000+ learners

Professional Development

- Supported Talking Technology to Power ICT advocacy collaboration in Makhanda

Capacity Support

- Revived our in-person Communities of Practice (CoPs) in the last quarter
- Provided After School Basics training to 40 practitioners



Advocacy

- Successfully ran 3rd annual Lights On After school campaign activating over 2000 online participants.



Sectoral Development

- Launched the Catch-Up Coalition involving 40+ organisations across 9 provinces providing 3700+ jobs within the After School sector
- Supported 5 organisations to access to Teampact app to track learner attendance.
- We coordinated the OICO High School Academic programme roll-out to 8 organisations reaching 800+ learners with online maths supports.



Strategic Pillar 1: Grant-Making

In 2022, we diversified our funding streams to include a broader partner base outside of our core work at a provincial level and provided core and collaboration grants to an increasing number of ASPs. Special project grants were provided to SEF and High School Academic Programme (HSAP) implementing partners.

We are proud to have expanded our grantee portfolio and capacity to deliver funding to over **70 ASPs** that implement quality learner support interventions in underserved communities across all Worganisations are implementing a variety of extended learning programmes, which include academic tutoring, literacy and numeracy support programmes, sport and recreational activities, arts and culture, and life skills programmes.

Accelerating youth development with Advance Edukos Foundation

Advance Edukos Foundation is creating purposeful pathways for youth through quality ASPs in the Western Cape, reaching over 500 learners. The organisation provides learners from Mitchells Plain and Strandfontein in grades 4 to 12 with a safe space for learning and development through various interventions, including academic tutoring, counselling, life skills, mentorship, excursions, visual and performing arts, and coding. With TLT's funding, Advance Edukos has been able to establish a much-needed literacy programme in Mitchells Plain, with 15 grade 2s to 4s learning to read for meaning and author their books with illustrations.

"Funds from The Learning Trust help us acquire programme materials, supplement nutrition and provide stipends to our staff. We've also partnered with a local primary school for our development programme. Our team has been part of various training opportunities offered by The Learning Trust, which have increased staff morale and commitment. We would like to thank The Learning Trust for coming alongside us and for the difference they have made." - Wendy Abrahams, Director



In 2022, our core grant portfolio of 27 organisations includes five new grantees. We transitioned six of our previous grantees to alumni after their 5-year cycle of funding and continue to support our alumni with professional development and celebrate their ongoing successes.

New grantees



Alumni grantees



Social Employment Fund Project



Implementing Partners

- Awarenet (leading 17 Makanda partners)
- Assumption Development Centre
- Beautiful Gate South Africa
- Education Without Borders
- Just Grace
- Leva Foundation
- Masifunde
- MCCO
- Outreach Foundation
- Phakamani Young Minds Academy
- Regenerative NDA
- Waumbe Youth Development
- Social Innovations
- YIM
- Great Commission United
- Maboneng Arts
- Centre for Social Development
- United Through Sport
- Imagine Scholar
- Sozo Foundation
- Inclusive Education South Africa
- I Protect Me
- Ikamva Youth
- Lefa Velle Co
- OLICO Maths
- Tshimong

3900

Number of paid services opportunities created



3503

Number of participants paid

96.2%

102

Sites

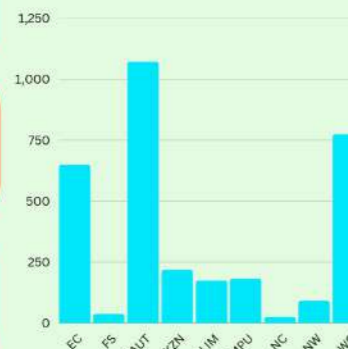


740

Localities

83000

Number of learners reached



R22 625 296,15

Participant wages paid

R2 827 283,33

Grants to ASPs



A focus on the Social Employment Fund project

To address learning backlogs that resulted from the COVID-19 pandemic, **The Learning Trust (TLT)** convened the After School Catch-Up Coalition – a collaborative approach to learning recovery for children most impacted by school closures, rotational timetables, unemployment, and poverty. The work of the Coalition is at the forefront of education recovery through a growing network that provides a collaborative learning platform.

Along with after-school providers, material developers, and interventionists, we involve diverse stakeholders in our efforts, including funders, advocacy and research groups, public employment initiatives, provincial and district education departments, and policymakers, all with varying levels of commitment and responsibility.

Through the Coalition, TLT was approved to participate in the **Social Employment Fund (SEF)**, managed by the Industrial Development Corporation (IDC). We coordinated a call for expressions of interest and an application process for after-school to participate in creating social employment.

Having received an overwhelming number of applications from various ASPs, an initial 25 implementing partners were selected based on their experience and job creation capacity. The largest of 4 current Coalition projects, the SEF has since grown to include over 40 partners, with 26 ASPs currently contracted with TLT directly, and additional partners that have formed a separate consortium led by our alumni grantee, Awarenet, in Makhanda.

Through the SEF, we have collectively recruited and placed over **6200*** participants for paid service opportunities, across 1611 localities implementing after-school and youth skills development activities. In 2022, we issued operational grants to implementers and have partnered with Activate! Academy to develop and curate online personal and workplace development content accessible via a mobile app.

The success achieved by this project is a testament to the deep commitment and dedicated effort of all Coalition partners. The sector is also making a significant contribution to recovering from COVID-exacerbated learning backlogs through the SEF and other projects of the Catch-up Coalition. The Coalition's work extends TLT's mandate and is necessary for coordinating the sector's response to education recovery.

*Some participants have fallen off the programme over time for varying reasons.



SEF participant testimonials



"I work twice a week with ten grades 8 - 12 learners. I took the role because I have been a debater for about 7 years and wanted to share my knowledge with the new debaters and teach them to exceed their limits. As an experienced debater, I enjoyed improving my communication skills and connecting with my learners. The SEF opportunity allowed me to meet new people helping me move forward in different ways."

- **Kamogelo Kunene,**
Debate Coach, Tshimong



"I care about children and am passionate about helping them develop to become better leaders. I enjoy being with them, seeing them benefit from our presence and grow and become better, happier and cleverer. I have gained experience in child caretaking and have gotten the chance to look at the administration behind running the centre. Working on the SEF project has helped me pay bills at home and support my family with monthly groceries."

- **Portia Mabunga,**
PYMA



Strategic Pillar 2: Organisational Development

TLT has been leading the development of the after-school sector for 12 years, supporting grassroots organisations to develop their capacity through diverse models and platforms.

As part of our organisational development work in 2022, we prioritised collaboration and ecosystem alignment to improve access to quality ASPs. We have had many successes and pleasing outcomes in this regard. In reflection, lessons from our organisational development and sector-building work in 2022 include:

After School Basics Training for 40 individuals across 26 organisations. 100% of participants found the content relevant and useful and would recommend this training to a colleague in the space.

Community of Practice (CoP) meetings held quarterly in three provinces, attended by over 100 organisations. These sessions covered topics such as mental wellbeing, holistic programming, collaboration, networking, and resource mobilisation.

Workshop on leadership and governance in partnership with Eastern Cape Department of Social Development. This workshop was also extended to multiple organisations in more rural areas of the province.

Piloted learning spaces for alumni grantees to engage experts on practical solutions to real challenges in the sector. We launched this on the topic of building a story of impact for your organisation, with Next

Generation Consultants.

Grantee Learning Circle that brought together our grantees across the country to harness wisdom, practice, and experience. This convening allowed us to forge inter-provincial connections and identify critical and common knowledge gaps.

Data Collective workshops that support organisations to strengthen their data collection acumen and infrastructure to



understand their own impact and articulate the value-add of After School.

Monitoring, Evaluation & Learning (MEL) training series launched. In addition, we provided small grants to organisations to utilise Teampact's automated attendance tracking system as a

step towards collective impact reporting.

The positive outcomes of these events are manifold. There has been a rise in collaborative conversations and partnerships resulting from the Basics Training and CoPs.

The network component of our work is a priority and is evident in the launch of new projects, such as the Catch-up Coalition and engagements in additional provinces. We thank

all collaborators who are invested in promoting and advancing the sector. Only through partnership can we provide all young people with a safe space to grow and explore their identities and talents.

More specific successes resulted from the "Talking Technology to Power" Forum



which spearheaded an empirical assessment of Information and Communication Technologies (ICTs) at schools in the Makhanda region. This forum has used social media platforms to highlight the extent of ICT scarcity to local decision-makers, and involved youth in meaningful ways, thereby highlighting the maxim that: "Alone, we can do so little; together, we can do so much." - Kwame Nkrumah.

Our long-standing partner, **Phakamani Young Minds Academy (PYMA)**, participated in the Data Collective and emphasised the power of using simple tools consistently to collect data. Having accumulated four years of data, PYMA can now generate meaningful analyses using dashboards, enabling them to identify trends, pinpoint problem areas, and make informed programme decisions.

At a broader grantee organisational level, we have witnessed improved administrative systems, more informed decision-making processes, better-managed boards, robust policy implementation, and an improved ability to assess and report on outcomes and impact. As a learning organisation, TLT strives to listen, learn, and

adjust its strategic direction and offerings to ASPs.

In 2022 some of the key lessons from our work were:

- The need for two-way communication with our grantee partners, ensuring a deep understanding of contextual realities and objectives.
- The importance of creating a culture of asking for help and celebrating failure and adaptation.
- The need for a flexible, supportive environment that



meets organisations where they are, with a respect for their visions and goals.

- The huge opportunity presented by the public employment stimulus and a collaborative approach to sector development.

As we look ahead, we are inspired by the infinite possibilities that lie before us. Our commitment to making a difference in the lives of our community members remains steadfast and unyielding. We are excited to incorporate these insights into our planning for 2023.

"Before working with TLT, our challenges included limited resources to help us reach the community, maintain our After School Programme and provide stipends to existing volunteers. We now plan to expand and create more safe spaces focusing on reading, homework, mathematics and sport.

We are especially looking forward to the progress of our soccer club." - Emmerentia Saffier-Adam, After School Manager, I Protect Me

Yakha Ikusasa Manje: Looking forward to the future of After School

Our grantee partner, **Yakha Ikusasa Manje (YIM)**, was established in 2004 to support orphans and vulnerable children (OVC) and HIV-affected children and adults in Ekurhuleni. With the introduction of the After School Programme, YIM set out to improve learning outcomes in various communities with a key focus on primary school learners who were receiving academic support at iLanga Care Centre, an early childhood development centre.

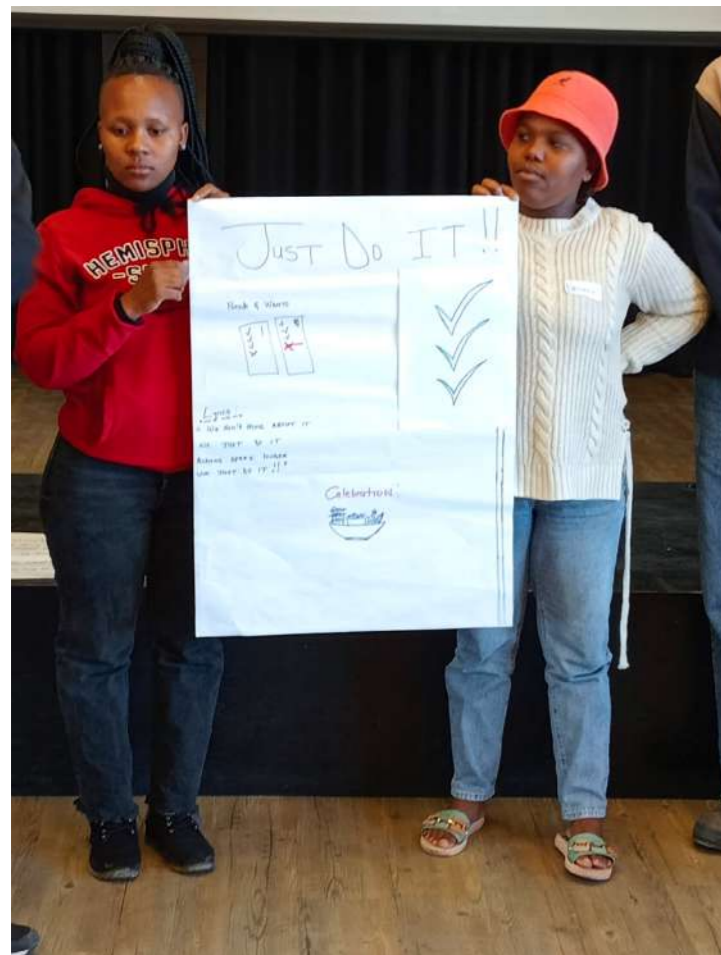
YIM has seen many positive outcomes since joining TLT as a grantee organisation in 2020, particularly for their ASP. As part of their growth journey, they have received much-needed support in programme development, fundraising & resource mobilisation, financial management & sustainability, networking & collaboration and communications & advocacy.

“The Learning Trust has enabled us by providing additional resources, expertise, and support. During

the difficult times of the pandemic, our learners and tutors were able to connect with their studies through WhatsApp with the assistance of a grant from TLT.”

Additionally, as a SEF implementing partner, they've had extended growth opportunities, including expansion into KwaZulu-Natal and Mpumalanga, and creating meaningful work opportunities for more than **400 young people**.

Since receiving the SEF grant, the ASP now also provides sports and recreation, arts and culture, gender-based violence and gardening programmes, reaching over **2500 young people**. Looking into the future of youth development, YIM has set out several exciting milestones, including supporting more “missing middle” learners to get into university by extending bursaries and scholarship opportunities to those who wouldn't otherwise get government funding.



Strategic Pillar 3: Research and Mapping

In 2022, we introduced “**Research and Mapping**” as a new focus to deepen the impact of after-school and expand opportunities for transformative collaboration across sectors.

We understand that single-sector approaches can be limiting when dealing with complex challenges such as our country's lamentable state of education. In community-based research, we intentionally recognised the real change drivers — our partner organisations. They understand communities' daily struggles and bring insight into the interconnectedness of social challenges and triggers that negatively impact learner performance.

Transforming Education for Sustainable Futures Together with ASPs in Makhanda, we embarked on a study to develop a framework for collaborative economic solutions towards sustainable livelihoods for both young people and their families. We partnered with unemployed youth in Makhanda,



a range of ASP partners, government entities, community leaders, as well as Rhodes University. This study was an exercise in co-creating young people's futures and was driven by a shared vision and commitment to creating and improving pathways from education to sustainable livelihoods. The insights of this research include:

- **Positive education** outcomes require a collective effort and informed approaches. These can often be place-specific in determining the nature of the problem and viable solutions.
- Although contexts may differ, **inclusivity and collaboration** are key to building responsive, rooted and resilient strategies for addressing our education challenges.

In supporting the “readiness for partnerships goal”, we also partnered with **Rhodes University Community Engagement (RUCE)** for a series of “Community Based Participatory Research” workshops, an opportunity for organisations to leverage research for improved organisational and programme outcomes. Participants gained knowledge of participatory research design and methodologies, how to formulate their research questions, identify relevant partnerships, and effectively communicate their needs in such partnerships.



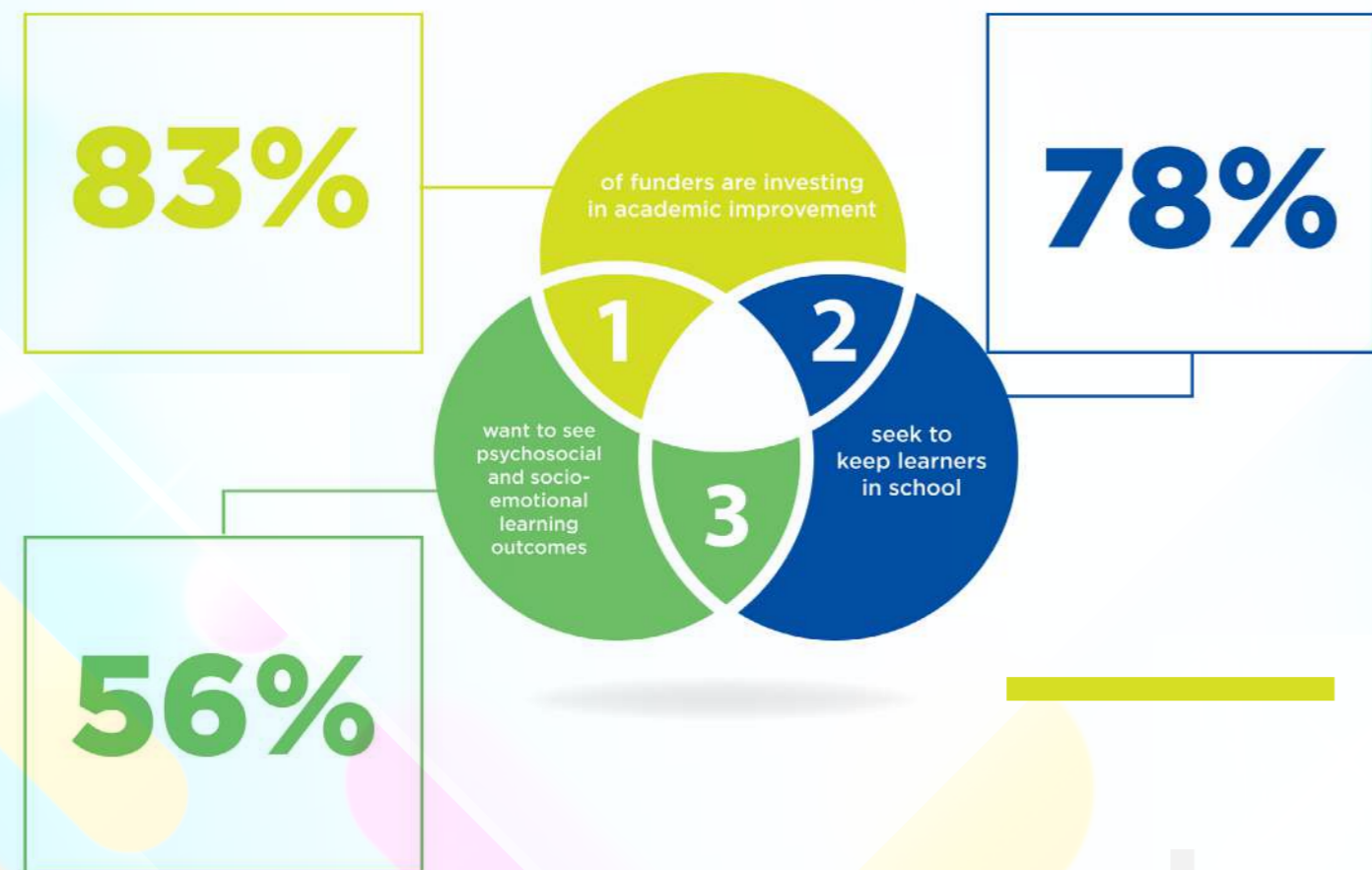
Funding After School Programmes

The Learning Trust, in partnership with the Independent Philanthropy Association of South Africa (IPASA) collaborated on a survey research on funding ASPs in South Africa.

With funding from the Zenex Foundation and the Maitri Trust, the resulting report emphasised the many opportunities for ASPs to access funding and the importance of collaboration to galvanise the ASP ecosystem. ASPs that participated in the survey receive funding from diverse sources,

including philanthropy, **Broad-Based Black Economic Empowerment (BBBEE)** funding – including CSI, **Socio-Economic Development (SED)** and **Economic Development (ED)** funding – public funding, and international development aid.

This research culminated in a series of workshops for funders around some of the report's key findings and recommendations for ASPs around some of the factors funders find important in determining funding to them.



Strategic Pillar 4: Communications and Advocacy

October is mental health awareness month in South Africa, and this year's "Lights On Afterschool" (LOAS) campaign focused on mental wellbeing and academic catch-up. We teamed up with the Western Cape Youth and After School Programme Office and Community Chest of the Western Cape to highlight the important work of the sector. This year's campaign stressed the importance of ASPs in helping young people overcome their mental health challenges. We're grateful to all partners, including learners, schools and ASPs, who participated in the campaign.

Insight:

After School Programmes help develop learners' self-esteem and sense of belonging which are the cornerstones of mental wellbeing. Supporting learners to believe in themselves encourages them to stay in school – they feel they belong and can excel. Learners who drop out of school often do so because they have given up on themselves and their futures. This can stem from in-school and out-of-school challenges that leave learners behind academically.



Celebrating After School Programmes supporting learner wellbeing and academic catch up

LIGHTS N AFTERSCHOOL

SOUTH AFRICA 2022

Strategic Pillar 5: Resourcing the sector

Our final strategic pillar is focused on “resourcing the after-school sector” in South Africa. One of our key objectives was to mobilise innovative funding mechanisms to support ASPs and expand reach beyond our core provinces.

In 2022, we advanced our fundraising efforts, increasing our multi-year funding from the **Claude Leon Foundation**, **Frank Jackson Foundation**, **Mapula Trust**, the **Brad Foundation** and others. Thanks to these funders, we are well positioned to accelerate the growth of our grantee partners. Multi-year funds also allow us to provide capacity support and skills development opportunities in resource mobilisation, financial management, theories of change development, monitoring and evaluation, and governance strengthening.

Moreover, the Catch-up Coalition’s seed funding from the **Allan & Gill Gray Philanthropies South Africa** has helped us secure added support from the likes of the **Marr-Munning Trust**, **Standard Bank Tutuwa Community Foundation** and others like the **DG Murray Trust** who partner with us around the catch-up imperative.

Along with significant SEF funding from the **Industrial Development Corporation**, TLT is well on its way to securing sustained resources that guarantee the future of the sector.

We extend our gratitude to all our funders who have committed resources and funds to support us in building both the sector and the education ecosystem.

Our Finances

Core Programmes

Strategic Pillars	Amount	% of Budget
Grant-making	4,311,000	28%
Organisational Development	3,529,878	23%
Communications & Advocacy	73,654	1%
Research & Mapping	1,369,914	9%

Special Projects

Categories	Amount	% of Budget
Grant-making	2,827,284	18%
Project Implementation	244,838	2%
Equipment	368,279	2%
Leadership training	441,000	3%

Human resources & Operations

Strategic Pillars	Amount	% of Budget
Personnel costs	1,470,349	9%
Operational costs	636,399	4%
Total Expenses	15,661,057	100%

Board of Trustees



Christine V. Downton,
Founder & Trustee



Sixolile Mabombo,
Chair & Trustee



Allan Taylor,
Trustee



Sipehele Chirwa,
trustee



Bongwiwe Mlangeni,
Trustee



Zola Madikizela,
Trustee



Murray Leibbrandt,
Trustee

Donor Partners

Thank you to all our loyal 2022 donors



THE CLAUDE
LEON FOUNDATION



THE
**LEARNING
TRUST**
BEYOND THE CLASSROOM

Follow us



Contact us:

173 Oxford Road
Rosebank
Johannesburg

E: info@thelearningtrust.org