I joined IkamvaYouth in 2010 because I was really struggling with my schoolwork and no one at home could help me. IkamvaYouth helped me improve my marks and changed my attitude when it came to my schoolwork. I passed my matric with a bachelor pass, even though when I joined my marks were low. Currently, I’m a student at CPUT, studying a National Diploma in Public Management. I’m the first one to study at a tertiary institution in my family and this was made possible by IkamvaYouth. Not only did IkamvaYouth offer me support with my schoolwork, but they paid for my application and registration fees at tertiary level.

Aphiwe Sobutyu, Tutor, Nyanga

I am from a township called Ivory Park where the roses grow on cement and our backgrounds do not determine how far we will go in life. Being raised in a family of eight is not a walk in a park. My parents worked hard to provide us with everything we need, but a taxi driver’s salary and a street vendor’s income was never enough, so I had to learn to appreciate the little they gave me and I worked very hard to achieve my goal.

I joined IkamvaYouth because I needed someone to help me understand my studies beyond the classroom and IkamvaYouth made that true for me. My marks improved and my parents were very happy to see me improve because their only wish was to see me succeed in everything I ever wanted. My matric was challenging because of my illness but with the help of IkamvaYouth I managed to pass with a Bachelor degree and I am currently studying ITE+ and I have come back to pay it forward as a tutor at IkamvaYouth. Next year I want to study Logistics because of my interest on how things operate and how packages travel from country to country, and also manage people. In the next 5 years I want to be a Logistics manager, and one of the sponsors of IkamvaYouth because lessons I have been taught here have made me who I am and indeed if I can dream it I know I can make it.

Cherol Temba, Tutor, Ivory Park
IKAMVAYOUTH’S GROWING REACH

With Vision 2030 guiding us, 2014 was spent putting measures in place to grow IkamvaYouth’s reach dramatically over the coming years. I am proud to report that:

• Our Grade 12 class was 63% bigger than the previous year. 244 Ikamvanites wrote their Matric exams, at nine Branches, in nine townships across five provinces.

• We maintained our high standards and achieved an 84% matric pass rate. Encouragingly, 87% of those who passed were eligible for tertiary study (51% bachelor and 36% diploma).

• We also enrolled close to 1,000 learners from the lower grades: Grades 8-11.

• Our community collaboration project (which seeks to develop a cohesive response to the education crisis by supporting other organisations and sharing best practice) also took some giant leaps forward. During 2014, IkamvaYouth’s Community Collaboration Coordinator, Zoe, worked with 25 organisations who are providing after-school support to learners in townships. Collectively, these organisations reached 400+ learners.

• We entered into a pilot project with the Western Cape Government and Action Volunteers Africa. This saw us training and supporting Year Beyond volunteers in two schools with Government funding.

• IkamvaYouth was selected as one of four organisations to participate in the Bertha Centre’s Social Franchising Accelerator programme, which aims to support successful social impact organisations and enable them to scale.

Our model and our achievements continue to be lauded all around the world and the support that we receive from far-flung quarters is exceptional. For example:

• IkamvaYouth was identified by panels of judges in Spain and Portugal as one of the top three innovations worldwide that provide potential for addressing these countries’ education and youth unemployment crises.

• We participated in the ten-day residential boot camp at the Santa Clara University in Silicon Valley, where executives provided intense input and support with the objective of refining IkamvaYouth’s business model, strategy for scale, and readiness for impact investment.

• IkamvaYouth is also part of the Ashoka Globalizer on Youth Employment in Africa. As part of this programme, we received support from experts with impressive careers in scaling education initiatives, as well as support from McKinsey consultants who volunteered their support to help us scale our impact.

Once again, none of this would be possible without the input of our remarkable donors and the volunteers who provide their time to tutor and mentor. Our volunteer tutors are not only incredible role models for our learners, but the value of the time they contributed to IkamvaYouth in 2014 is valued at R13.5million per annum.

We are humbled and inspired by the thousands of people locally and overseas who believe in us and contribute to our vision in any way they can. Thanks to you we’ve been able to grow our reach and fly South Africa’s flag around the world.

Let’s keep growing. The future is in our hands.

Leigh Meinert
Chairperson
IkamvaYouth continues to prove that anyone and everyone – irrespective of the school one attends and the socio-economic status of one’s parents – can achieve the results needed to access tertiary education, learnerships or jobs. IkamvaYouth’s model shows that by supporting one another learners can pull themselves and each other out of poverty through education.

A matric certificate is difficult to achieve but it is often just the first hurdle in a young person’s race towards a career that can catapult a family out of poverty and post matric opportunities are crucial. Nationally, the number of youth not in education, employment of training (NEETs) has increased over the last few years and currently sits at 34% of 15-24 year olds in South Africa. This is why our placement data as well as our matric results are a most remarkable achievement – especially as many Ikamvanites have chosen to study towards careers that will advance the country’s development.

IkamvaYouth’s results would not be possible without our dedicated team of superheros (both staff and volunteers) and our donors. Thank you all for all you do for IkamvaYouth. I hope to see you continue to rise and wish you all the very best in everything that you do.

“I grew up in a disadvantaged family of seven where none of my three siblings (who are out of high school) have managed to get into tertiary. Tutoring and other programmes that are run by IkamvaYouth have boosted my performance and the way I perceive life. I am now at University studying Information Technology!”

Beauty Komone, Ivory Park Branch
## GRADE 12 RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>WESTERN CAPE</th>
<th>KZN</th>
<th>GAUTENG</th>
<th>EC</th>
<th>NW</th>
<th>NATIONAL RESULTS</th>
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<tbody>
<tr>
<td></td>
<td>MAKHABA</td>
<td>NYANGA</td>
<td>MASI</td>
<td>CHESTERVILLE</td>
<td>UMLAZI</td>
<td>EBONY PARK</td>
</tr>
<tr>
<td>Total GRADE 12 learners</td>
<td>32</td>
<td>12</td>
<td>21</td>
<td>33</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Matric passes (including supp results)</td>
<td>78%</td>
<td>83%</td>
<td>76%</td>
<td>88%</td>
<td>76%</td>
<td>94%</td>
</tr>
<tr>
<td>Diploma passes percentage</td>
<td>22%</td>
<td>17%</td>
<td>33%</td>
<td>33%</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor pass percentage</td>
<td>44%</td>
<td>58%</td>
<td>29%</td>
<td>36%</td>
<td>31%</td>
<td>64%</td>
</tr>
<tr>
<td>Total ELIGIBLE for tertiary</td>
<td>66%</td>
<td>75%</td>
<td>62%</td>
<td>70%</td>
<td>62%</td>
<td>85%</td>
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<tr>
<td>Number of distinctions</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>17</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>PLACEMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placed in tertiary (%) against TOTAL number of Grade 12s</td>
<td>47%</td>
<td>75%</td>
<td>33%</td>
<td>58%</td>
<td>31%</td>
<td>52%</td>
</tr>
<tr>
<td>Access to learnerships or employment (%)</td>
<td>34%</td>
<td>0%</td>
<td>43%</td>
<td>15%</td>
<td>3%</td>
<td>24%</td>
</tr>
<tr>
<td>Upgrading matric /or taking supplemental exams %</td>
<td>13%</td>
<td>8%</td>
<td>5%</td>
<td>15%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>Total access to post-school opportunities (numbers)</td>
<td>94%</td>
<td>83%</td>
<td>81%</td>
<td>88%</td>
<td>52%</td>
<td>91%</td>
</tr>
</tbody>
</table>

## IKAMVAYOUTH LEARNER NUMBERS BY PROVINCE

- **Western Cape**: 414
- **Kwazulu-Natal**: 153
- **Gauteng**: 366
- **Eastern Cape**: 61
- **North West**: 135

**Total IKAMVANITES!**: 1,229
MATHS AND PHYSICAL SCIENCE RESULTS

A RESULTS COMPARISON BETWEEN IKAMVANITES AND THEIR FEEDER SCHOOLS

PERCENTAGE OF PASSES BETWEEN IKAMVANITES AND THEIR FEEDER SCHOOLS

- IKAMVANITES THAT PASSED
- IKAMVANITES THAT ACHIEVED OVER 40%
- FEEDER SCHOOLS THAT PASSED (30% and above)
- IKAMVANITES THAT ACHIEVED OVER 40%

-- PURE MATHS

IKAMVANITES

- 42%
- 62%

FEEDER SCHOOLS

- 32%
- 49%

-- MATHS LITERACY

IKAMVANITES

- 59%
- 58%
- 69%
- 69%

FEEDER SCHOOLS

- 18%
- 58%
- 74%
- 80%

-- PHYSICAL SCIENCE

IKAMVANITES

- 59%
- 40%
- 31%

FEEDER SCHOOLS

- 18%
- 46%
- 16%

STUDENTS THAT SELECTED PURE MATHS

IKAMVANITES

- 59%

FEEDER SCHOOLS

- 18%
In the model; youth-driven, low-cost and high impact programming which achieves results in contexts where such achievements are seldom attained.

Learners from nearby schools attend after-school sessions at IkamvaYouth’s Branches two afternoons a week, and Saturday morning. During the school holidays, they attend two weeks of all-day programming. Volunteer tutors (mostly university students, but also some professionals and retirees) provide intensive small group tutoring to learners in grades 8 – 12.

Learners are enrolled on a first-come, first-served basis, and while participation in the programme is free of charge, they are required to pay with their commitment, by attending a minimum 75% of the sessions in order to keep their place in the programme. There are no academic requirements for entry, and most learners are achieving very low grades when they join.

IkamvaYouth aims to achieve a 1:5 tutor: learner ratio. At each Branch, the Branch Coordinator and Assistant oversee that these aspects are implemented correctly. When learners come in for tutoring, they are seated in small groups according to the subjects they intend to work on during the session. Tutors then go around the tables assisting learners as needed.
The volunteers facilitate peer-to-peer learning between the groups; building learners’ problem solving skills and helping them learn how to learn. These groups can comprise learners in different grades, attending different schools, but doing the same or similar subjects. Volunteers encourage learners to help each other solve problems and tackle their schoolwork, drawing from the different ways the learners are taught at their respective schools. The volunteers facilitate this process; asking questions to learners and explaining concepts where the learners struggle.

“What I have experienced is that if you are part of it you must work as a team. Never judge someone or laugh at them if they don’t know the answer but we must help him/her because working together, we can achieve more or we can do more”. (Samkele Ndaba, Grade 12 learner, class of 2013)

Most ikamvanites go to under-resourced schools with overcrowded classes. As a result, it is difficult to get individual attention and instruction attuned to individual needs. In these small groups, volunteers explain concepts to learners in a variety of ways including drawing diagrams, presenting hypothetical situations, getting learners to explain to one another, setting written exercises and providing direct feedback, among others. This allows the learners to start understanding their own learning process and know, for example, that they learn best when they see a visual representation of something, or when they are allowed to read first and explain the concepts to someone else. It is through this learner-centric approach that the ikamvanites are able to fill the gaps in their knowledge, and strengthen their grasp on fundamental conceptual basics.

“At IkamvaYouth I met other learners and we help each other with our homework. The tutors are friendly and have helped me get better marks in school.” (Kamvalethu Willie, Grade 8 learner, class of 2012).

As of 2015, Kamvalethu is now in Grade 11, and is still attending sessions at IkamvaYouth. Since Grade 8, he has achieved academic honours at schools for being a top achiever in his subjects.

“I joined IkamvaYouth in 2012. I’ve learned at IkamvaYouth that sharing ideas with the learners is good and also giving back to the community by helping our young brothers and sisters - helping them to understand and have a clear picture in what they are doing so that they are able to apply the skill in their studies.” (Richard Malesa – Tutor)

The pedagogical approach ensures that the volunteer tutors (many of whom were previous learners, and transform from beneficiaries into benefactors) are able to deliver effective tutoring programs through an innovative pedagogical approach whereby there is no teaching, only learning.

“Ever since I joined I have seen the light at the end of the tunnel. My experience last year was thrilling and fascinating. Engaging with other learners from different schools has increased my confidence and communication skills.”

Sanele Sishange, Grade 12 learner, Class of 2013

“While there remains a long way to go in achieving and making our country and Africa a better place for everyone, the small effort of helping one learner at a time as we do at IkamvaYouth is a great step that must never be disparaged.”

Kihisha Suleman – Tutor

“IkamvaYouth has helped me apply for tertiary education and get a place at Northlink. I also want to give back, so I came back to tutor more Ikamvanites.” (Xola Booi, class of 2012; now volunteering at IkamvaYouth)

The model’s foundation is a set of values, namely: a culture of responsibility for self and others, collaboration and peer-to-peer support, commitment to impact through democratic processes, integrity and openness and “paying-it-forward”. These values inform both the ways of working and the key levers for effectiveness, and most have indicators that enable implementation measurement. For example, a culture of responsibility for self and others is instilled through the minimum 75% attendance requirement and is driven by the tutors as role models. Branch staff take attendance registers for every tutoring session; for both tutors and learners. The way the tutoring sessions are set up are such that all learners work collaboratively and interact with one another.

Each Branch is run by a Branch Committee, which comprises the two full-time staff members, and the most committed learners, volunteers and parents. All learners and volunteers have equal opportunity to become part of the Branch Committee. They can nominate themselves or be nominated by their peers to represent their grade, and they give a motivation for why they should be elected onto the Branch Committee. These representatives are democratically elected, and are responsible for making decisions and spearheading projects for the Branch during the year, giving feedback on decisions taken and justifications thereof to fellow learners and tutors. If learners
or volunteers become dissatisfied with
the representation they have at Branch
Committee level, they can elect a different
representative. Branch Committee meetings
are open for attendance and participation
by any member of the Branch, although
voting rights only rest with the elected
members. This structure of the Branch
Committee ensures that the Branch is run
with openness and transparency, and the
participation of the Branch at large helps
maintain the Committee’s integrity.

The democratic decision-making and
transparency that these Committees
strive to achieve build ownership of the
Branch and the programme, and build
leadership experience and skills. It was one
of IkamvaYouth’s first Branch Committees
that decided on 75% attendance as
the requirement to keep learners in
the programme. This was when the
organisation had one Branch only, and
yet this has become a crucial aspect of
the organisation’s model; implemented
uniformly across the 10 Branches that
have now been established over the
organisation’s 12-year history. That same
Branch Committee has produced some
of IkamvaYouth’s most illustrious alumni:
Zukile Keswa and Thobela Bixa, who
have gone on to become the first alumni
appointed as staff member and board
member respectively. In these capacities,
they have had to ensure that the model
they crafted as learners is upheld and
implemented consistently and uniformly.
Tutor training is conducted by Branch
staff when new tutors join the team, and
at two intervals during the course of the
year. The staff members are trained in the
model when they join IkamvaYouth, and
then become responsible for the correct
implementation of the model at their
Branches, albeit with support from fellow
team members, when they need it. The
tutor training focuses on ensuring that
tutors do not teach. Rather than delivering
content, they are taught to facilitate
learning how to learn. Learners bring the
work with which they’re struggling to the
small group tutoring sessions. The tutors
then break these problems into small
chunks, through a series of questions that
take learners back, and enable them to
identify something that one of them does
know (which is often a few grade levels
below their current level). The tutor then
facilitates peer-to-peer learning, whereby
learners explain to one another, and the
tutor constantly checks for understanding
through more questions, as well as
requiring that learners write down their
answers, following which the tutor can
provide immediate feedback and assess
the progress of each individual child.

“What I like about being
on Branch Committee is
that we get to talk about
what’s happening at the
Branch. Even though we
are in Grade 9, our views
matter and we all vote as
equals. I like representing
my grade on Branch Com.”

Asive Mangesana, Gr 9 learner
& Branch Committee member

The power of peer pressure promotes
learning, increases learners’ locus of
control, and ensures a focus on the
future. Grade 12 learners are paired
with mentors, who provide one-on-
one support as learners identify their
post-school options, apply to tertiary
institutions and for financial aid, and
make the difficult transitions into post-
school life. It is through this aspect of the
model that every learner is supported
in applying for a place at a tertiary
institution, an internship, or a job.
IkamvaYouth is guided by 5 core values, illustrated in the outer circle of the diagram to the right. These inform the organisation’s operations, shown in grey. All programmes are run on the basis of these core values.

This model, which was designed collaboratively by a young group of volunteers and learners during the first few years of IkamvaYouth’s operations, continues to be improved upon and applied in different environments and contexts. This iterative and agile approach to programme design, implementation and scale ensures that IkamvaYouth is constantly integrating the lessons learned about how to reach more learners and improve the quality of its results.

As more matriculating learners become the volunteer tutors and mentors who implement the IkamvaYouth programmes, the greater the potential for sustainable, replicable scale in more communities. It is this transformation of beneficiaries into benefactors that drives the financial and social sustainability of the IkamvaYouth model (in 2014, volunteers provided over 13.5 million rands’ worth of tutoring and mentoring), and presents hope for the transformation of South Africa as these young leaders progress in their careers.
FOR MOST OF SOUTH AFRICA’S CHILDREN, THE ONLY WAY OUT OF POVERTY IS THROUGH EDUCATION.

WHY WE NEED MORE IKAMVANITES

Although racial segregation has been abolished for many township schools, these schools remain dysfunctional – largely irrespective of how one chooses to define functionality. To put it bluntly, unless they are already members of the middle class and attend ex-model C or private schools, black learners in South Africa continue to receive an inferior quality of education, are disadvantaged in the labour market and are largely entrenched in a life of poverty.

A study by Servaas van der Berg and Hendrik van Broekhuizen commissioned by the Centre for Development and Enterprise (2013) shows that the popular view that possession of a university degree no longer guarantees success in the job market is simply not true.

Unemployment increases progressively as one goes down the educational scale:

The national matric results provide information about those who reach and write matric, but fail to reveal any information about the more than 500,000 learners who started school in 2002 but did not reach Grade 12. According to Nic Spaull, an economist at the University of Stellenbosch, if we count the children that don’t reach grade 12, the real matric results are closer to a 40% pass rate. That is to say, of every 100 learners who started school, only 51 made it to matric in 2013, 40 passed and 16 qualified to attend university.
Ikamvanites prove year in and year out that hard work can get you places, and that where you come from doesn’t determine where you are going.

IkamvaYouth not only provides after-school tutoring assistance but also provides learners in townships with support in applying for post school opportunities, be it university, college, a learnership or a job. IkamvaYouth plays a crucial role in promoting wellbeing into adulthood, and creating more cohesive communities and societies.

Education also underpins the potential for entrepreneurship: the Global Entrepreneurship Monitor (GEM, 2012) found that South Africa’s poor-performing education system produces few individuals believing in their own levels of self-efficacy, and may explain the lack of young people pursuing entrepreneurship.

In 2014, IkamvaYouth had 244 matriculants as part of its programme. All of these Ikamvanites joined IkamvaYouth in Grade 11 or before. Of those, 84% passed and 42% qualified to attend university. More importantly, 30% have actually enrolled at university and 19% have enrolled at a college or FET.

As Nelson Mandela said himself: “Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.”

An evaluation on IkamvaYouth was conducted by a team of economists, led by Servaas van der Berg at the University of Stellenbosch. The report stated that:

“...Ikamva participants not only outperform their counterparts in matric (both class mates and nationally) but do so by a considerable margin... The research team thus is confident that Ikamva’s impact is quite positive and substantial, and that this impact largely lies in motivating students to take more challenging courses and to set their sights higher in terms of aspiring to tertiary (particularly university) studies.”

“...the evaluation team is confident that Ikamva’s short term impact is considerable. This lies not only in the improved matric performance, but even before that in helping to create an environment where children from often very disadvantaged circumstances feel a sense of belonging and that someone cares about their needs and ambitions. That alone is a very valuable contribution. The extent of this contribution cannot be measured, but is visible in the fact that Ikamva was so highly praised by all who participates in it, or have done so in the past. As an evaluation team we have not seen such universally high praise of an organisation before.”
At school, I was capable of good results, but I did not produce them due to the fact that I had very little support (academically) from my family and friends. IkamvaYouth supported me very much academically through tutoring and mentoring, they led me to become one of the top achievers at my school. IkamvaYouth has supported me with my bursary applications. My future is getting brighter and brighter and my dreams of becoming a Chartered Accountant are getting closer and closer.

Menzi Mngadi, Grade 12, Chesterville Secondary School
Youth development is a key focus of ABI’s corporate social investment programmes. Its partnership with IkamvaYouth allows it to make a quantifiable and significant impact on the lives of many young people, and thus on the future of the country.

The real goal of such programmes must always be to make a significant difference to the future of its beneficiaries. That is what makes IkamvaYouth an invaluable partner. It has shown that 30% for Maths or Science can be turned into a distinction and that a pass rate of 85% is possible, thus opening up the possibility of tertiary education, employability and entrepreneurship among school leavers.

IkamvaYouth’s success can be attributed to its multifaceted approach. It recognises the potential of young people and in so doing helps them not only to achieve educational excellence, but also to take advantage of opportunities by building life skills and self-esteem as well as providing career counselling and mentoring. To ABI, IkamvaYouth is a symbol of what can be achieved.

Another key component of IkamvaYouth’s success is strong governance. As a donor, it is important to be confident that funding is spent wisely and can be accounted for. This starts at board level, and we pay tribute to the board’s leadership in this area.
By the end of the current financial year, ABI will have invested almost R20 million in its partnership with IkamvaYouth — a real vote of confidence. ABI is particularly appreciative of the willingness of IkamvaYouth’s leadership to find new ways of achieving its goals. For example, ABI set them the challenge of developing new models that would reach more young people at a lower cost. A pilot model is currently in place at Mahikeng, but the main point is that IkamvaYouth is constantly evolving—a good indication of its continued success and enduring partnership with ABI.

In conclusion, we need to bear in mind that South Africa’s youth is disillusioned. Youth interest in education is threatened by changing social patterns, which puts society’s future at risk. ABI’s work with IkamvaYouth is part of a multipronged attempt to seek solutions to this national problem. With the same vigour that ABI supports IkamvaYouth, it remains committed to youth development initiatives that extend beyond education. These include encouraging youth entrepreneurship via the Bizniz In A Box Pilot Programme in the Free State, which aims to help young entrepreneurs acquire business skills and gives them the opportunity to run their own spaza shops as ABI customers.

The ABI Schools Recycling Programme also facilitates training for ABI Recycling Representatives (ARRs) in leadership skills, project management and business management. ARRs are unemployed youth that assist schools in the collection of recyclable material to enhance their collection performance. To date, ABI has trained and empowered 49 ARRs and nine of them have subsequently been appointed as permanent employees by ABI and other organisations.

By helping to empower youth, ABI is addressing the needs of the communities in which it operates, assisting with the implementation of the aspirations of the National Development Plan.
We decided to support IkamvaYouth for a number of reasons, and three in particular stand out. But before sharing those, we should introduce ourselves. Omidyar Network is a philanthropically-motivated organisation that starts with the basic belief that everybody has ability, but too many people lack opportunity. So everything we do through our grants and investments is aimed at helping increase opportunities for people in as transformative, sustainable and scalable a way as possible. The three biggest reasons for our support of IkamvaYouth map to each of those.

Firstly, IkamvaYouth’s transformational impact: Its learners have matric pass rates that are consistently well above both neighbouring schools and national averages - including at bachelor and diploma levels. Ikamvanites are far more likely to then progress to (and stay in) tertiary or employment training programs. This transformation continues with Ikamvanites going on to earn 4x median monthly income of black South Africans – almost eliminating the median income gap with white South Africans in one generation. Excitingly, IkamvaYouth does not do this by selecting learners on ability – the only thing that it asks for is effort. Through this, every year IkamvaYouth generates...
tremendous stories of success with learners who join a township programme with really struggling grades graduating within a few years with distinctions to the finest universities in the country.

Secondly, the cost-effectiveness of IkamvaYouth’s model: When we looked at IkamvaYouth’s financials, we found that it was generating this impact at an annual cost of between US$350-420 per learner. This is about a third of the roughly US$1,200 annual school cost per learner for the South African government. As an after-school supplemental programme, IkamvaYouth’s costs are clearly additional to core school costs – but even then a total equivalent cost of around US$1,500-1,600 struck us as very cost-effective and therefore sustainable. We also found that many of the very necessary job programmes that the South African government supports cost about US$2,400-2,600 per job. Even if we conservatively assumed every Ikamvanite would need 4 years support from grades 9 to 12, that gives a total supplemental cost of $1,400-1,600 – almost 40% cheaper than these job programmes. And that’s before factoring in the significantly higher earnings and productivity of Ikamvanites in their post-school lives.

Thirdly, the commitment to sector-level change: The deep conviction of all within IkamvaYouth to really help drive positive change for the entire country jumped out. The best demonstration of this has been the way that they have open-sourced their resources and been willing to support the many other organisations across South Africa who share this mission. Instead of just focusing on its own growth, IkamvaYouth has embraced its responsibility to be a sector organisation and support other non-profits working towards the same objective.

During our due diligence, so many Ikamvanites consistently told us that IkamvaYouth’s staff, tutors and mentors helped them see what they were capable of, and made them change the way they thought about their own lives. And also made them determined to “pay it forward”.

Dry things like numbers change every year. But IkamvaYouth’s impact, its cost-effectiveness, and its commitment to positive transformation at scale remain undimmed every year. We are deeply grateful to have the chance to support IkamvaYouth and the learners, and hope that many other South African stakeholders across government, treasury, corporate and philanthropy will come to similar conclusions about the importance of after-school support so that learners can transform their and their communities’ lives.

When we looked at IkamvaYouth’s financials, we found that it was generating this impact at an annual cost of between US$350-420 per learner. This is about a third of the roughly US$1,200 annual school cost per learner for the South African government.
CAPITEC FOUNDATION: WE SUPPORT IKAMVAYOUTH BECAUSE WE UNDERSTAND THE IMPACT OF EDUCATION

WRITTEN BY NEPTAL KHOZA, CAPITEC FOUNDATION

We are committed to initiatives like IkamvaYouth that support education and increase the throughput of learners who complete and pass Grade 12.

We believe our future depends on young people with numeracy skills and financial literacy. That is why our corporate social engagement programme includes maths-focused high school education. We need learners who take mathematics at school because they will become the engineers, accountants, actuaries, scientists and bankers that take this country forward.

In this regard, the volunteer-driven, non-governmental organisation IkamvaYouth is close to our heart. IkamvaYouth offers after-school and Saturday tutoring, and winter schools. We help by sponsoring financial skills presentations and workshops at IkamvaYouth’s winter schools across the country, as well as contributing financially to their programme.
Since the start of our partnership with IkamvaYouth in 2012, they have expanded their branches from 3 to 5 provinces and now work in 10 townships with more than 1,229 learners from Grade 8 to Grade 12 participating in the programme.

**IkamvaYouth’s board and team have worked hard and this has paid off.** Over the past 12 years, IkamvaYouth has celebrated many achievements – including excellent matric results and awards for the Ikamvanites.

The 2014 matric results were exceptional with a total of 244 Ikamvanites from the 9 branches in 5 provinces writing the Grade 12 exams and achieving an overall pass rate of 84%.

IkamvaYouth director and founder, Joy Olivier, received several awards for her efforts, including the ‘Regional Business Achiever Award’ in the ‘Social Entrepreneur’ category from the Business Women’s Association of South Africa and ‘Country Winner’ for the ‘Welfare & Civil Society Organisations Sector’ of CEO Magazine’s ‘Most Influential Women in Business and Government’ Award. This is a great honour for both IkamvaYouth and Capitec Foundation.

Capitec Bank service consultant Unathi Smile, who volunteered on the IkamvaYouth programme, said that this initiative is a platform for people to give back to the community. She said it felt good to know that what she was doing there was securing the future of high school learners.

**We will continue to support IkamvaYouth as they grow, and we will continue to find ways in which we can help in their success.**
"I joined IkamvaYouth because I saw a great opportunity and I took it. I figured out that I needed help academically and Ikamva could provide me with the extra help. The other reason I joined Ikamva is that it allowed me to show my hidden talents and made me believe that it is possible to pursue those talents. The programme also opened my eyes and made me view certain priorities in a different light. It also assisted me in realising my potential and pointing me in a favourable path.

Like each and every young person out there, I have dreams and aspirations. I dream of becoming one of the best inspirational and motivational speakers, an inspiring poet and above all to be a professional writer. All these are not just dreams when one sleeps but are dreams in action. Therefore, I burn the candle at both ends.

I dream, as well, of wearing that black gown which will declare by then that I would have graduated as a Wildlife Scientist/Veterinary Scientist in Genetics and Geology at the University of Pretoria, since it is the centre of Veterinary Science. I would do all the above mentioned not to prove a point but to give back to the community and to change the lives of young people.”

Precious Khumalo, Grade 12, J Kekana High School
IKAMVAYOUTH’S GROWTH

Twelve years ago, when IkamvaYouth had zero rand and fifty learners, nobody could have anticipated how the organisation would grow. In 2014, it raised R11m revenue, and reached over 1,700 learners, through the following initiatives:

IKAMVAYOUTH BRANCHES

Ten branches in five provinces across South Africa provide a safe and fun space for learning and growing. Learners in grades 8 - 12 participate in supplementary tutoring sessions three times a week, and access holiday programmes, e-learning and computer literacy classes, career guidance mentoring and so much more.

COMMUNITY COLLABORATION

IkamvaYouth provided training and support to other tutoring organisations. The largest of these is the Year Beyond programme, implemented by Action Volunteers Africa (AVA), in partnership with the Western Cape Provincial Government. The other tutoring organisations reached 400 learners, while the Year Beyond programme reached 120, through an initial pilot of two schools.
IMPACT & RESOURCES
AT IKAMVAYOUTH

A HISTORY OF SCALING

- NO. OF BRANCHES
- TOTAL REVENUE (IN MILLION ZAR)
- IY LEARNER NUMBERS
- GOVERNMENTAL PARTNERSHIPS LEARNER NUMBERS
- COMMUNITY COLLABORATIONS LEARNER NUMBERS

## Financial Statements

### For Period Ending November 2014

### Balance Sheet

<table>
<thead>
<tr>
<th>Asset</th>
<th>2014 Current</th>
<th>2013 Prior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td>4,015,487.00</td>
<td>2,864,729.00</td>
</tr>
<tr>
<td>Cash and Cash Equivalents</td>
<td>2,262,858.00</td>
<td>2,055,379.00</td>
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<tr>
<td>Trade and Other Receivables</td>
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<td>809,350.00</td>
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<td><strong>Total Assets</strong></td>
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<tr>
<td><strong>Equity and Liabilities</strong></td>
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<td></td>
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<tr>
<td>Equity</td>
<td>2,713,500.00</td>
<td>2,176,911.00</td>
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<tr>
<td>Retained income</td>
<td>2,713,500.00</td>
<td>2,176,911.00</td>
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<tr>
<td><strong>Liabilities</strong></td>
<td></td>
<td></td>
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<tr>
<td>Total Current Liabilities</td>
<td>1,301,987.00</td>
<td>687,818.00</td>
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<tr>
<td>Trade and Other Payables</td>
<td>27,860.00</td>
<td>200,318.00</td>
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<tr>
<td>Deferred Income</td>
<td>1,274,127.00</td>
<td>487,500.00</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
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<td>687,818.00</td>
</tr>
<tr>
<td><strong>Total Equity and Liabilities</strong></td>
<td>4,015,487.00</td>
<td>2,864,729.00</td>
</tr>
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### Detailed Income Statement

<table>
<thead>
<tr>
<th>Source</th>
<th>2014 Current</th>
<th>2013 Prior</th>
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<tbody>
<tr>
<td>Revenue</td>
<td>11,313,467.00</td>
<td>8,334,011.00</td>
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<td>Grant Revenue</td>
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<td>8,262,636.00</td>
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<tr>
<td>Investment Income</td>
<td>125,125.00</td>
<td>71,375.00</td>
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<tr>
<td>Other Income</td>
<td>157,834.00</td>
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<tr>
<td><strong>Operating Expenses</strong></td>
<td>10,776,878.00</td>
<td>7,147,478.00</td>
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<tr>
<td>Advertising</td>
<td>5,213.00</td>
<td>313,877.00</td>
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<tr>
<td>Annual report expense</td>
<td>36,550.00</td>
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<tr>
<td>Application and registration fees</td>
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<td>52,221.00</td>
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<tr>
<td>Auditors’ remuneration</td>
<td>23,850.00</td>
<td>12,000.00</td>
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<td>Bank charges</td>
<td>40,861.00</td>
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<tr>
<td>Catering</td>
<td>63,356.00</td>
<td>51,313.00</td>
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<td>Computer expenses</td>
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<tr>
<td>Consulting and professional fees</td>
<td>-</td>
<td>7,382.00</td>
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<tr>
<td>Course material and consumables</td>
<td>156,589.00</td>
<td>125,910.00</td>
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<tr>
<td>Employee costs</td>
<td>5,961,315.00</td>
<td>3,950,888.00</td>
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<td>Fundraising costs</td>
<td>99,596.00</td>
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<tr>
<td>General expenses</td>
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<td>19,877.00</td>
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<td>Gifts</td>
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<td>Insurance</td>
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<td>Learner excursions</td>
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<td>Lease rentals on operating lease</td>
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<td>Legal expenses</td>
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<td>Medical expenses</td>
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<td>Office supplies</td>
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<tr>
<td>Postage</td>
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<tr>
<td>Printing and stationary</td>
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<tr>
<td>Prize giving</td>
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<td>Repairs and maintenance</td>
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<td>Security</td>
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<td>Staff training</td>
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<td>Strategic planning sessions</td>
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<td>Teaching aids</td>
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<td>Telephone</td>
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<td>Travel expenses</td>
<td>939,828.00</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Volunteer appreciation</td>
<td>37,029.00</td>
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<td>Web development and maintenance</td>
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<td>Winter school</td>
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<tr>
<td><strong>Surplus for the Year</strong></td>
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</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>1,301,987.00</td>
<td>687,818.00</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>1,301,987.00</td>
<td>687,818.00</td>
</tr>
</tbody>
</table>

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**Note:** This excerpt from the financial statements reveals the financial health of an organization for the period ending November 2014, comparing current year figures with prior year data. The report highlights revenue growth and increased operational expenses, indicating a need for strategic planning and cost management to maintain profitability.
Thank you for all you do for our learners. We at IkamvaYouth are continually inspired by the dedication and generosity of our donors and there is no way to fully express our gratitude for your support. We hope that you will continue to partner with us – either as a repeat donor or even as a volunteer, tutor or mentor. Thank you for sharing your commitment to a better, brighter future for South Africa’s learners.

**GOLD SUPPORTERS** (contributions of R1 million+)
Amalgamated Beverage Industry (ABI) • Omidyar Network • Capitec Bank

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**IKAMVAYOUTH’S DONORS**
IkamvaYouth greatly appreciates the partnership, collaboration and support of our learners’ parents, teachers and principals, as well as that of the Department of Basic Education. IkamvaYouth’s leadership, health, media and creative expressions workshops are implemented by our collaborating partners.

Some of our partners engage our learners on e-learning or career guidance programmes, take our learners on excursions, provide scholarships, bring interns, take photographs, conduct research or implement innovative projects aligning with our mission and vision. Other partners support our organisation with pro-bono or discounted services ranging from facilitation and staff development to workbooks and legal services. We thank the following collaborative partners who ensure high-quality programme delivery and access to opportunities and support for our learners. Apologies, there are so many partners that we have definitely missed a few; probably some really important ones. Please forgive our error and let us know so that we don’t do it again in next year’s report.

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