LIFT AS WE RISE

ANNUAL REPORT
2015
This model, which was designed collaboratively by a group of young 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 and presents hope for the transformation of South Africa as these young leaders progress in their careers.
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Thank you for everything you have contributed during this pivotal time in our growth. With the help of our supporters and friends, we are confident that we will continue to exceed our expectations and open up bright futures and dignified livelihoods for the youth of South Africa.

At IkamvaYouth we genuinely want to change the trajectory of all South African youth whose socio-economic and educational backgrounds make it really tough to reach matric, pass and go on to enjoy successful post-school careers. For this reason, a few years ago now, we set a vision for 2030, whereby “ALL learners who begin grade 1 in 2018 will pass matric or the equivalent in 2030 and access post-school opportunities that put them on the path to earning a dignified living within four years of matriculating”.

This is a big job that requires multi-sectoral collaboration, and a lot of players. IkamvaYouth’s contribution is in the high school space, and so in 2015, we stretched and reached to bring even more learners and tutors into the IkamvaYouth family. Our learner numbers increased by 24% from 2014 to 2,381, and we opened a new branch in Mahikeng in the North West Province, thanks to the support of Coca Cola Beverages SA (CCBSA) and the North West Department of Education and Sports Development.

This is the 5th branch we’ve opened in partnership with CCBSA. We also did the groundwork to ensure a further three branches would open in early 2016; IkamvaYouth will soon have 14 branches in 5 provinces across the country.

Despite extending ourselves in 2015, we managed to maintain our high standards and results. Yet again, although 87% of Ikamvanites attend no-fee schools in townships, they managed to succeed against the odds and consistently beat the national average matric results:

- 80% of Ikamvanites passed the matric exam compared to 71% nationally;
- 69% of Ikamvanites are eligible for tertiary study (achieving either bachelor or diploma passes) compared to 55% nationally;
- 40% of Ikamvanites qualified to study for a bachelor’s degree at university compared to 26% nationally.

However, we recognize that IkamvaYouth branches will always be a small contribution towards achieving vision 2030, and so while continuing to ensure that these branches are centres of excellence (and the mechanism by which we continue to learn and iteratively improve), we are pursuing a strategy that we call Community Collaboration, whereby we work with other after-school tutoring programmes, towards achieving collective impact. Following this approach, in 2015 we worked with 14 sister organisations, providing training and support to reach more learners and replicate results.

The first cohort of matrics from our CCP partners did remarkably well too, achieving a 93% matric pass rate. While few partners had matrics in 2015 (a collective total of 48 matric learners), we hope that this is the beginning of remarkable academic achievement for many more learners.

Furthermore, the results of an independent evaluation conducted by Lewis McLean and Servaas van der Berg showed that the IkamvaYouth programme is associated with dramatic improvements ranging from 6% for Physical Sciences up to a high of 10% for Life Sciences, where a 5% difference in scores is approximately a year of learning (Spaull & Kotze, 2015).

We succeeded because we worked as a team and practiced our values of collaboration, paying it forward and peer-to-peer support. This includes not only the entire IkamvaYouth staff, our remarkable volunteers, advisors whose expertise fundamentally shaped our growth plan and of course, the donors whose generous support enabled this massive growth but also other non-profit organisations who continue to be willing to share best practices and lessons learned with us.

Yours in transforming education,

Leigh Meinert
Chairperson
HOW IKAMVAYOUTH IS ADDRESSING THE EDUCATION CRISIS

85% of white children who sat maths passed with 40% and above in 2015 as opposed to just 26% of African children.

44% of Ikamvanites (most attend no-fee schools) achieved over 40% for maths.

By grade 9 only 10% of children in quintile 1 (the poorest schools) are numerate to the required standard. In quintile 5, the figure is just 21%.

Supplementary tutoring means our learners tackle their numeracy problems.

Nationally, few adults hold post-school qualifications – 5.3% of the total population and less than 3% of the black population.

By contrast, almost 48% of the Ikamvanites who matriculated in 2005, 2006 and 2007 (and were part of the survey) now hold post-matric qualifications – in other words they are over 15 times more likely to hold such qualifications!

Nationa$$ly, appox. 70% pass matric and 20-30% pass eligible for admission to university. This doesn’t include the half a million children who drop out before matric.

Over the last 5 years, IkamvaYouth’s Bachelor pass rate has been 43%.

IkamvaYouth covers the application and NBT costs for learners.

ONE OF THE OBSTACLES FACING YOUTH IS THE LACK OF POST-SCHOOL GUIDANCE.

Through IkamvaYouth’s mentoring programme and career guidance workshops our learners make informed decisions about their future.

Another obstacle is the financial constraints in paying not only tuition fees but application fees & fees for the national benchmarking test (NBT).

IkamvaYouth covers the application and NBT costs for learners.

By contrast, almost 48% of the Ikamvanites who matriculated in 2005, 2006 and 2007 (and were part of the survey) now hold post-matric qualifications – in other words they are over 15 times more likely to hold such qualifications!

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By contrast, almost 48% of the Ikamvanites who matriculated in 2005, 2006 and 2007 (and were part of the survey) now hold post-matric qualifications – in other words they are over 15 times more likely to hold such qualifications!
IkamvaYouth is pleased and proud to share the class of 2015’s great results. We are pleased not only because these individual learners have shone and shown what success is possible, but also because these results show that:

Peer-to-peer learning works!
Our tutors and mentors can be proud about the great results of the many, many hours they’ve volunteered. And the learners can be proud of the achievements that their peers have reached thanks to the collaborative and supportive learning environment they create.

Anyone who’s willing to put in the time can achieve
IkamvaYouth enrolls learners on a first-come, first-served basis. There are no academic requirements for entry. But, to keep one’s place in the programme, learners need to show up consistently, and meet a minimum 75% attendance requirement (3 times per week in the term, every day for two weeks in the holidays).

These results are replicable
The communities in which our branches are based are each very different. And while we need to tweak our approach slightly to meet contextual realities in each place that we work, the core aspects of the model are relevant and effective in varied places.

Success is also about giving it another go when you don’t get there the first time
We are proud of the learners who don’t let a first time fail get them down. Although some learners failed, and others didn’t achieve the results they needed to access the courses they wanted to, very few of these joined the 43% of young South Africans not in education or employment (NEETs). Instead, they’re re-writing, upgrading, joining post-matric support programmes, and giving it another go.

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By-youth, for-youth education is powerful

Each IkamvaYouth branch is run by a Branch Coordinator and a Branch Assistant, with the support of a branch committee comprising learner reps, committed volunteers and parents. The average age of our talented branch staff is 25 and the average age of our volunteers is 21; these dynamic young professionals are showing us what’s possible.

We still have a way to go, with a lot of room to improve

Although these results are a remarkable achievement, this is IkamvaYouth’s lowest matric pass to date. We are very disappointed about our Mamelodi branch’s first matric cohort’s poor performance, and have our work cut out for us in terms of quality assurance, and ensuring that we continue to deliver results while scaling.

GRADE 12 RESULTS:

- 81% passed Matric
  - *Including supp results
- 56% accessed tertiary
  - Education 4%
  - Health Sciences 9%
  - Science & Engineering 19%
  - Finance, Business & Entrepreneurship 4%
  - IT 4%
  - Other 39%

IKAMVANITES have chosen to study towards careers that will advance the country’s development.
*Calculated on the basis of those who passed

ACCESSSED POST-SCHOOL OPPORTUNITIES

- 90% passed Grade 12
- 31% accessed additional post-school opportunities
- 90% will see them on the path to a dignified living
### Grade 12 Results:

<table>
<thead>
<tr>
<th>WESTERN CAPE</th>
<th>KZN</th>
<th>GAUTENG</th>
<th>EC</th>
<th>NORTH WEST</th>
<th>NATIONAL RESULTS</th>
</tr>
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<tbody>
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<td>Makhaza</td>
<td>NYANGA</td>
<td>MASI</td>
<td>CHESTERVILLE</td>
<td>UMLAZI</td>
<td>EBONY PARK</td>
</tr>
<tr>
<td>170</td>
<td>90</td>
<td>71</td>
<td>115</td>
<td>89</td>
<td>130</td>
</tr>
</tbody>
</table>

**Total Grade 8-11 learners:**

|           | 170 | 90  | 71  | 115 | 89  | 130 | 146 | 110 | 75  | 110 | 84 | 1190 |

**Quality of Passes**

|           | 37  | 20  | 24  | 22  | 23  | 40  | 24  | 10  | 21  | 20  | *  | 241  |

**Total Grade 12 learners:**

| Matric passes (including supp results) | 84% | 80% | 80% | 86% | 87% | 78% | 88% | 40% | 82% | 85% | *  | 81%        |
| Diploma passes percentage             | 38% | 25% | 38% | 50% | 35% | 13% | 21% | 10% | 24% | 45% | *  | 30%        |
| Bachelor pass percentage              | 43% | 50% | 38% | 27% | 39% | 48% | 50% | 30% | 33% | 25% | *  | 40%        |

**Total Eligible for tertiary:**

| 81% | 75% | 76% | 77% | 74% | 61% | 71% | 40% | 57% | 70% | *  | 70% |

**Number of Distinctions:**

| 11  | 1   | 3   | 12  | 7   | 25  | 3   | 3   | 0   | 2   | *  | 67  |

**Placements**

| Placed in tertiary against TOTAL number of Grade 12s | 54% | 35% | 45% | 36% | 61% | 48% | 42% | 40% | 24% | 55% | *  | 45% |
| Access to learnerships or employment                | 16% | 25% | 13% | 45% | 4%  | 20% | 21% | 0%  | 0%  | 0%  | *  | 16% |
| Upgrading matric /or taking supplemental exams and NCVs | 19% | 20% | 29% | 9%  | 30% | 32% | 25% | 50% | 76% | 20% | *  | 29% |

**Total access to post-school opportunities (numbers):**

| 89% | 80% | 87% | 90% | 95% | 100% | 88% | 90% | 100% | 75% | *  | 90% |

*Mahikeng has its first matric cohort in 2016*

### Ikamvayouth Learner Numbers by Province:

**Western Cape:** 412

**Kwazulu-Natal:** 249

**Gauteng:** 460

**Eastern Cape:** 96

**North West:** 214

**National:** 1431

IKAMVANITES!
835 Learners have completed GRADE 12

85% HAVE PASSED (including supps)

55% Have ACCESSED TERTIARY (university or college)

90% Access a POST-SCHOOL OPPORTUNITY (tertiary, job, learnership or have upgraded their matric) putting them on the path to earning a dignified living

43% Obtained a BACHELOR PASS enabling access to university

IMPACT AT A GLANCE

2011 - 2015 RESULTS

A HISTORY OF SCALING

NO. OF BRANCHES

TOTAL REVENUE (IN MILLION ZAR)

IY LEARNER NUMBERS

GOVERNMENTAL PARTNERSHIPS & COMMUNITY COLLABORATION LEARNER NUMBERS

IKAMVAYOUTH ANNUAL REPORT 2015
Education economists at Stellenbosch University returned to IkamvaYouth in 2015, to conduct a more rigorous follow up of their 2012 study, *Against the Odds*. Back then, the researchers found that “what IkamvaYouth...successfully manages to do is to encourage learners from across the ability spectrum to raise the bar, by entering for subjects which the typical student from weak schools would usually avoid, and then to achieve success which is at least comparable to that achieved by candidates that often are more selected in terms of ability and from higher socio-economic groups. This is a truly impressive achievement.”

While *Against the Odds* provided a range of very useful insights, for example, into learners’ socio-economic situations, their performance in Maths and Science compared with the feeder schools, and the challenges they face at tertiary institutions -- a major limitation of the study was the lack of realistic comparator groups that could serve as counterfactuals. A big challenge was finding an appropriate benchmark against which to measure the ikamvanites’ achievement.

In *Succeeding Against the Odds*, the economists have deployed a more rigorous approach. In the first section of their report, they analyse ikamvanites’ 2014 matric results in five key subjects: English as a First Additional Language, Mathematics, Mathematical Literacy, Physical Sciences and Life Sciences (see yellow box for results).

In the second section, they checked the robustness of their results with a subsample of Western Cape learners who could be matched with their 2011 grade 9 Systemic Evaluation Test results. Matching made it possible to control for learners’ prior performance and thus for factors such as students’ pre-programme motivation and ability.

McLean and van der Berg (2015) found that when using the Systemic Evaluation results and matric results, the lower-bound estimates of the impact of IkamvaYouth range from a high of 0.30 standard deviations (about 5.5 percentage points) for Life Sciences, to a low of 0.036 (about one percentage point) for Physical Sciences.

The researchers explain that as the matching process restricts the sample to a subset of high-performing learners (learners who reached matric without failing a grade between grade 9 and matric), the effectiveness of the programme is under-reported. They suggest that these estimates should be treated as lower-bound estimates, and argue that the true impact of the IkamvaYouth programme probably lies well in excess of these estimates; probably closer to those presented in Section 1. However, even these conservative lower-bound estimates show that Ikamvanites are gaining the equivalent of a full year of learning in Life Sciences as a result of being part of IkamvaYouth.

Thus, in sum, the findings suggest that IkamvaYouth does indeed add substantially to the performance of its learners, helping them to succeed against the odds.
IkamvaYouth has taught me lot, it taught me that in order to help someone, you don’t have to have money but with what you know you can change someone’s life, also how to empower students to pass. Many people think that to help someone is about money, but then IkamvaYouth came and changed my mindset about that; they just needed my time to change someone’s life.”

Lonwabo Nofemile
(From the Class of 2013)

IkamvaYouth was loads of fun, but when it involved learning, it was taken seriously. IkamvaYouth was a place for me to step out of my comfort zone and share my experiences (as a learner) with my peers who weren’t part of IkamvaYouth, and when I did, I could see that they wanted to be a part of it as well. As a tutor I loved sharing my knowledge with the students that I tutored, and built relationships with the learners. So IkamvaYouth is also like your home away from home.”

Mbalenhle Nzama (From the Class of 2013)

IkamvaYouth has taught me the reward of focus and preparation especially when it comes to post matric preparation. Honestly without IkamvaYouth I would not have been heading into the bright future I am heading into today (going to Stellenbosch University, my parents not having to pay for my fees!) This might not be the deepest story but it is an indication of the benefit IkamvaYouth has been in my life.”

Palesa Machabela (From the Class of 2015)
However, there are ordinary South Africans out there from all walks of life, who have decided to pull up their sleeves and get on with making things better. Many of these people volunteer for IkamvaYouth, and we would like to take this opportunity to celebrate these amazing people.

Heroes at IkamvaYouth take a variety of forms; tutors, mentors, staff (who put in a lot more than just working hours), board members or committee members, or those who facilitate workshops, teach computer literacy, host learners at their work places, or take them on trips to museums and national parks. The results achieved are thanks to the collective effort of the individuals who contribute their time, talents and passions.

At IkamvaYouth we have over 500 regular tutors who are mostly young, black South Africans. Many of these volunteers are previous learners of the IkamvaYouth programme and the majority are university or college students. At IkamvaYouth, these volunteers are responsible for the significant impact achieved. The pride and admiration we have for these incredible people is almost impossible to articulate.

South African youth are often represented negatively, with the media highlighting mainly their more controversial responses to injustice and inequality in education. However, while in some places tertiary institutions and schools have been burned, in many others, young people are consistently volunteering significant amounts of time to tutor and mentor disadvantaged learners.

Take, for example, Deppa Mfuneko who dedicated over 60 hours during term 4 and Mbaliso Xhakekile who dedicated 57 hours to learners at the Makhaza branch over the same period.

It’s easy to look at the dysfunctional educational system and the inequality and poverty it perpetuates, and be overwhelmed to the point of paralysis.

CELEBRATING OUR VOLUNTEERS
THE HEROES WHO MAKE THIS ALL POSSIBLE
IkamvaYouth has over 200 mentors, most of whom are professionals, who spend at least two hours per month with their grade 12 mentees, assisting them to figure out what they want to do after school, and to apply for tertiary studies, financial aid, learnerships and jobs.

There are also volunteers from South African corporates such as CCBSA, GetSmarter, State Street and Cognia Law who are mentoring Grade 12 learners. It is thanks to these amazing people that 90% of the class of 2015 accessed post-school opportunities, in a context where 42% of South African youth are not in education, employment or training (NEETs).

Take, for example, Mike Mulcahy (CEO of GreenCape) who was a mentor to matriculant, Chumisa Yaphi from Makhaza. After the matric results were released he shared his joy for what his mentee had managed to achieve:

Mike also shared some of his reflections on IkamvaYouth and what it provides:

- I remember when I was in Grade 11 or 12, to get me to show up to do school work out of school hours would have been almost impossible.

Ikamva has overcome this by creating a safe social space. This space is focused on post-school opportunities, but provides these students with the social network of like minded peers, all of whom are trying hard to access opportunities for a better life.

- Ikamva creates positive peer pressure and enables high expectations.

One of the biggest values I think IkamvaYouth has, is to change the expectations of what the learners, can or should do. After attending IkamvaYouth, applying to a college or a university, applying for scholarships and financial aid become the normal thing to do and consequently an expectation.

- The IkamvaYouth methodology puts the onus and responsibilities onto the learners. This is forcing them to behave like adults and take control and responsibility for the choices, and direction of their lives. This sort of individual empowerment is rare in the South African cultural context. The ability to take individual agency from a young age will empower these learners to take responsibility to succeed later in life.

I think Ikamva is designed as an educational intervention, but has far reaching ripples into the social and societal development.

Chumisa Yaphi was my mentee, and she managed 6 A’s for matric. I had nothing to do with her success, that was her hard work and the support that she has received from Ikamva, her teachers, her family and her own determination and hard work. I just wanted to say thanks for the opportunity for getting to meet and spend time with her. I am bursting with pride for how well she has done.”
A FEW WORDS FROM OUR DONORS

We are grateful to have had the chance to help IkamvaYouth these last two years. The independent evaluation shows that their model has a statistically significant impact. The energy of IkamvaYouth’s staff, tutors, mentors and of course the learners themselves drives these learning gains, and shows that large improvements can happen with the right type of after-school support. It will be exciting to see what happens next in this sector over the coming years.”

VINEET BEWTRA, OMIDYAR NETWORK

The youth remain an integral part of our society and there is no better foundation than education for a successful future; whether as employees or entrepreneurs. Through our partnership with the IkamvaYouth programme, we are able to extend a helping hand to ensure that this vision manifests into reality. We are able to make a quantifiable and significant impact on the lives of many young people, and thus on the future of the country.”

GAOPALELOE MOTHOAGAE, COCA-COLA BEVERAGES SA
We are proud to be supporting an organisation that is tackling one of South Africa’s biggest inequalities head-on – an education system where white school-leavers are more than double as likely to qualify for University than their black peers. IkamvaYouth’s graduates consistently buck this trend, with an inclusive, pay-it-forward model.”

LOUISE BUSSON, MONTPELIER FOUNDATION

We believe that by partnering with IkamvaYouth we are investing in a better future for our youth, empowering them to realise their full potential and to create a better future for themselves. We wish them well on their journey.”

NEPTAL KHOZA, CAPITEC FOUNDATION

IkamvaYouth is addressing one of South Africa’s toughest educational challenges by addressing academic deficit and helping high school learners realise their potential. It has proved itself as an organisation that provides real hope to our youth. ELMA is proud to be an IkamvaYouth partner.”

KIRSTIN O’SULLIVAN, THE ELMA PHILANTHROPIES
On the 6th of January 2016 (Matric results day) we had a laughter-filled chat with Chumisa Yaphi from Makhaza in the Western Cape. She obtained 6 distinctions (including in Maths and Physical Science) in the final exams and is planning on studying towards a BSc degree. Chumisa joined IkamvaYouth in Grade 9 and has been attending regularly for four years. Here at IkamvaYouth we couldn’t be prouder of her impressive results!

Series study guides, question papers, online videos and material etc. That has helped me improve my grades. IkamvaYouth has given me opportunities to visit different universities to get a better understanding about my career choices. Through tutoring, I have gained the spirit of giving back because I see how dedicated our tutors are, they ensure that they take out their time just to come and help us. I also help my peers as much as I can, and therefore have been able to get an understanding as I explain to them.

Did you apply for NSFAS?
Yes I did but I also got a scholarship from UCT

Well done! We wish you all the best.
Thank you.

Chumisa Yaphi is currently studying at UCT and was awarded an entrance bursary to study towards a BSc degree.
Q&A WITH PHUTANG MAKHUPANE

How did you become a tutor?
When I started at university, I met a friend, Phillip Mcelu, at my residence who was from the same township as me and was already a tutor at IkamvaYouth. When we started talking more, he told me about IkamvaYouth after noticing my academic strengths and desire to help my community. I immediately took an interest in joining as this was exactly what I wanted to do in the community. Long story short, the first session I attended showed me the need for tutors was real and I realised my value as a volunteer.

What does it mean to be a tutor?
It doesn’t mean teaching!
It means guiding.
It means respecting the learners, for the respect easily reflects back to you from them.
It means being able to adapt to different speeds of understanding.
It means trust. The brain of a human being is designed to be receptive through practice, so your focus is on offering guidance through exercises, trusting that the mind of the learner will create firm connections in it, and it does.
It means being open and approachable.
It means being patient.
It means communicating clearly.
It can also mean being a role model.

What do you enjoy the most about being a tutor?
What I really enjoy the most is being able to help a learner, and then see them help other learners around him/her with confidence and enthusiasm.

Why do you do it?
Every child has a dream, and in a world where education is often the foundation for success, learners need tutors and people to guide them and be their role models. They may need people like us now, but in the future we will need them to be the professionals to take over the world from us.

When he’s not tutoring, Phuthang is a Java Developer for Truworths.

I joined IkamvaYouth in 2011, upon realising that it would take more than my individual sweat and dedication for my dreams to manifest. I needed help with my academics and a mass of people to draw inspiration from; and it is without any doubt that both these objectives were met. In my matric year, I managed to obtain 4 distinctions and a place of study at the University of Cape Town in International Relations, Public Policy and Administration and Gender Studies. IkamvaYouth, through the mentor assigned to me; enabled me realise my passion for Diplomacy, International Law and the emancipation of women- hence my field of study. I am currently completing my final year at UCT, and I have used some of the skills afforded to me by Ikamva to represent South Africa in International conferences in Norway and China respectively.”

Ntebaleng Morake has since graduated from the University of Cape Town and is currently pursuing her honours degree.
I joined IkamvaYouth in 2013 in need of extra classes, and I was welcomed with open arms. For me it has been a great journey with all the experiences I have had until now. I am now a tutor giving back to IkamvaYouth; like the first video I was shown when I first joined - Get help, help the others help others (a continuous cycle of helping hands).

Emeleo Njabulo is now pursuing a BCOM in accounting through Regent Business School.

Unathi Sidali is a Junior Analyst at the Competition Commission South Africa.

I joined IkamvaYouth when I was in grade 11 in 2004; at that time one of my older sisters was in matric. The following year there was no money for her to go to school and I was in my matric year. I attended tutoring classes at IkamvaYouth, and my parents were both struggling to make ends meet. I had no idea where I was going to get money for registration fees for tertiary, but all I knew was that I wanted to study further and make something out of my life. With the help of IkamvaYouth tutoring sessions I passed my matric with an exemption. IkamvaYouth helped me apply to various tertiary institutions and I got accepted into UWC. In January 2006 Joy personally went to the university’s offices with us, stood in the long queues and negotiated our registration fees which IkamvaYouth then later paid for us and also assisted us with financial aid applications. IkamvaYouth played a huge role in my life, when I look back to those days I don’t know what I would have done had it not been for Joy and Susie’s help (not forgetting all the tutors who sacrificed their Saturday mornings to help us).
BULELWA XOBISO

I joined ikamva Youth at the age of 16 in 2010; I was in grade 10 at that time and was struggling with accounting. I remember the first assignment where I received assistance from a tutor was an Accounting assignment in June 2010, the results came back I had received the highest mark in the grade at School which was 46/50 (92%) and after that I barely missed any sessions. In Grade 11 (2011), at the end of the year I received a certificate from IY for best results in life sciences together with a R200 Voucher to buy textbooks for the next grade. In Grade 12 (2012) exams were hectic and I was the only matric student who was doing Afrikaans. IkamvaYouth provided me with a tutor who was of great assistance to me, I ended up getting the highest marks for Afrikaans at my school in Matric. In 2013 IkamvaYouth got me a learnership programme with an IT Company which I now officially work for. All in all, IkamvaYouth had a huge impact on my academic performance and tertiary education as well.

BULELWA XOBISO is now pursuing a diploma in Financial Accounting through Varsity College in Durban North

SHELTON CHADYA

I joined IkamvaYouth in 2010, during the nationwide teachers’ strike, when I was in grade 11. I completed my matric in 2011 and came back as a tutor through to 2015. IkamvaYouth has helped me to achieve the great things I have in my life.

Shelton Chadya is a Senior Phase Coordinator at Olico

I joined IkamvaYouth in 2010; I was in grade 10 at that time and was struggling with accounting. I remember the first assignment where I received assistance from a tutor was an Accounting assignment in June 2010, the results came back I had received the highest mark in the grade at School which was 46/50 (92%) and after that I barely missed any sessions. In Grade 11 (2011), at the end of the year I received a certificate from IY for best results in life sciences together with a R200 Voucher to buy textbooks for the next grade. In Grade 12 (2012) exams were hectic and I was the only matric student who was doing Afrikaans. IkamvaYouth provided me with a tutor who was of great assistance to me, I ended up getting the highest marks for Afrikaans at my school in Matric. In 2013 IkamvaYouth got me a learnership programme with an IT Company which I now officially work for. All in all, IkamvaYouth had a huge impact on my academic performance and tertiary education as well.
Most people know about IkamvaYouth because of its great academic track record, and so we’re often thought of as just an academic programme but behind the numbers and results, there is an integrated community of stakeholders supporting the Ikamvanites. Parents are engaged with their child’s future with the branch staff actively involving them in the happenings at the branch. The parents’ perceptions of what’s possible have shifted as they know what it will take for their child to access tertiary education and/or employment and how to support them to achieve success. IkamvaYouth therefore provides a platform for important relationships and interactions to take shape.

Some other stakeholders who form relationships with IkamvaYouth and branch staff are:

- Teachers
- Principals
- Tutors
- Mentors
- Community Leaders
- Organisational partners and donors
- Education Institutions
- Government departments
- IkamvaYouth Alumni

While the tutoring aspect is important and the most critical aspect of what we offer, the academic results and post-school opportunity placements would not be possible without the following additional programmes:

- **Computer literacy and e-learning**

Many learners leave school not knowing how to use a computer; this further disadvantages them when they enter the workplace or tertiary institutions. All learners at our branches are provided with computer literacy training and access to elearning platforms. It is essential that Ikamvanites leave school knowing how to use a computer.
Career guidance and mentoring

One of the obstacles youth face in accessing post school education is the lack of post-school guidance which is one of the many factors that contributes to students dropping out of tertiary institutions. Another obstacle is the financial constraints in paying not only tuition fees but application fees & fees for the National Benchmarking Tests (NBT). Grade 12 Ikamvanites are paired with a mentor who guides them through the post-school options as well as provides assistance in relation to applying to universities and colleges. We also run career indabas which expose the learners to their options after school and also pay for NBTs, application and registration fees.

Health, wellness and life skills

Through this programme learners know their HIV status and get professional support in dealing with it. Learners have the information and a safe space to get support on a range of issues, from sexuality to drug addiction and teenage pregnancy.

Media, Image and Expression

Learners are given the opportunity to creatively express themselves, build a positive view of themselves, and have their identity validated by a non-judgemental and supportive community.

Additional ad-hoc support

This ranges from ensuring all learners get ID books, to referrals to social workers and legal advice.

Before I attended IkamvaYouth I was a shy person who was not able to speak in public and not able to work with other people, but today I have grown because of IkamvaYouth. Today I am one of the leaders in the SRC at school. IkamvaYouth was far from home, I had to walk long distances, at times I arrived late but I never gave up.”

Lobabalo Somakahle
(From the Class of 2014)
COMMUNITY COLLABORATION

The Community Collaboration Programme (CCP) aims to replicate the results of improved academic achievement and access to post-school opportunities through collaborative partnerships with other organisations. We have partnered with The Learning Trust (TLT) to support other organisations to implement the IkamvaYouth model.

“CCP has created an opportunity to network and be exposed to a greater network of organisations that are doing similar work to what we are doing. Being able to share knowledge is another advantage of being part of the programme.”
VAUGHAN STANNARD

“In 2015, our CCP partners enrolled around 600 learners in 5 townships in the Western Cape. These organisations collectively achieved an impressive 93% Matric pass rate and of that, 46% were bachelor passes, 26% Diploma passes, 28% Higher Certificate and there was a total of 12 distinctions.

“CCP has made us realise that many other tutoring NGOs face very similar challenges to us. This has motivated us to keep inventing creative solutions to our shared problems. It has made us rethink our methods and processes as we have been exposed to other organisations’ models.”
LAURA EDMOND
The best thing about running a tutoring programme is knowing that the work that we do is positively affecting the learners’ lives, knowing that our intervention might change someone’s destiny and providing a safe space for learning, growth and a place to create and nurture dreams. The most amazing aspect of the programme was meeting other like minded leaders who are interested in seeing the same change I seek, and who have supported me to succeed.”

PEARL BIKO

It was an amazing journey, filled with lots of learning and interesting activities and opportunities. Most of what I learnt is the importance of giving back to your community. By sharing the knowledge that you have acquired with those that are in need.”

Nosihle Luzipho
(From the Class of 2005)

The best thing about running a tutoring programme is knowing that you are part of the solution; assisting young people to reach for their dreams and that you engineer experiences for them that they probably would not have likely to come across if they were not part of the programme. Within the South African context, where there are some people that are constantly complaining about the challenges of our country and the results that our education system produces, it feels really good to contribute in tackling the education challenge and experimenting to expand models (like the IkamvaYouth one) that have been proven to make a difference.”

CINDY MKAZA-SIBOTO
## BALANCE SHEET

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NON CURRENT ASSETS</strong></td>
<td></td>
<td></td>
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<tr>
<td>Property and Equipment</td>
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<tr>
<td><strong>CURRENT ASSETS</strong></td>
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<td>4 015 487,00</td>
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<tr>
<td>Cash and Cash Equivalents</td>
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<tr>
<td>Trade and Other Receivables</td>
<td>2 182 905,00</td>
<td>1 752 629,00</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>9 559 028,00</td>
<td>4 015 487,00</td>
</tr>
</tbody>
</table>

| **EQUITY AND LIABILITIES** |          |          |
| **EQUITY**                | 4 708 093,00 | 2 713 500,00 |
| Retained income           | 4 708 093,00 | 2 713 500,00 |

| **LIABILITIES** |          |          |
| **TOTAL CURRENT LIABILITIES** | 4 850 935,00 | 1 301 987,00 |
| Trade and other Payables | 6 590,00 | 27 860,00 |
| Deferred Income | 4 685 639,00 | 1 274 127,00 |
| Provision for Leave | 158 706,00 | - |
| **TOTAL LIABILITIES** | 4 850 935,00 | 1 301 987,00 |

**TOTAL EQUITY AND LIABILITIES** | 9 559 028,00 | 4 015 487,00

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## DETAILED INCOME STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>2015 Current</th>
<th>2014 Prior</th>
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<tbody>
<tr>
<td><strong>REVENUE</strong></td>
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<tr>
<td>Grant Revenue</td>
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<tr>
<td>Investment Income</td>
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<tr>
<td>Other Income</td>
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<td><strong>OPERATING EXPENSES</strong></td>
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<td>Advertising and Annual report</td>
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<td>Application and registration fees</td>
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<td>Auditors’ remuneration</td>
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<td>Bad debts</td>
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<td>Catering</td>
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<td>Computer expenses</td>
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<td>Consulting and professional fees</td>
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<td>Course material and consumables</td>
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<td>Employee costs</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>Postage</td>
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<td>Printing and stationary</td>
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<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>Special Project - Community Project</td>
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<td>Staff Accommodation</td>
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<td>Staff Training &amp; Strategic Planning</td>
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<td>Teaching aids</td>
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<td>Volunteer appreciation</td>
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<td>Winter school</td>
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**SURPLUS FOR THE YEAR** | 1 994 593,00 | 536 589,00

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FINANCIAL STATEMENTS
FOR PERIOD ENDING NOVEMBER 2015

LIFT AS WE RISE

24 LIFT AS WE RISE
IkamvaYouth inspired me and taught me to go after my dreams and not let anyone deter me. IkamvaYouth gave me courage to accept myself as a gay guy, everyone was accepting of me and IkamvaYouth always felt like my second home.”

Kamogelo Bakai
(From the Class of 2015)
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.
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 and creative expressions workshops are implemented by our collaborating partners.

Others engage our learners in e-learning or career guidance programmes, take our learners on excursions, provide scholarships, bring interns, conduct research and implement innovative projects aligning with our mission and vision. Still others 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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PBO Tax Exemption Number: 930030238

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www.ikamvayouth.org