

A young girl is seen from behind, running across a dry, grassy field. She is wearing a black Batman cape and a headpiece with bat ears. Her cape is billowing out behind her as she runs. In the background, there are several small, simple houses with brown roofs, and a larger residential area is visible in the distance under a blue sky with scattered white clouds. A red circular graphic is overlaid on the right side of the image, containing white text.

**CELEBRATING
10 YEARS OF
iKAMVAYOUTH
/ 2012**



IkamvaYouth branches: 2013



www.ikamvayouth.org

10 YEARS OF ACCOLADES

2004

Winner of City of Rome's Global Junior Challenge

2005

Winner of World Summit on the Information Society Youth and ICT award
Participated in Global Social Benefit Incubator at Santa Clara in Silicon Valley

2006

Finalist in Global Development Gateway award

2007

Winner of City of Rome's Global Junior Challenge

2008

International Youth Foundation: YouthActionNet Award winners
IYKZN wins the JET Award

2010

Winner: Southern Africa Drivers of Change Award by *Mail & Guardian* and Southern Africa Trust

2011

Leigh, Joy & Julia in *Mail & Guardian's* Top 200
Joy in Nedbank Book of Women & Finalist for Shoprite Woman of the Year, Andrew wins Best ALP at GIBS

2012

First organisation in Africa to make the WorldBlu list of World's Most Democratic Workplaces
Zamo featured in Nedbank Book of Women
Thobela & Andrew in *Mail & Guardian's* Top 200

2013

Awards: Finalist for Stars in Education Impact Awards (pending), Joy awarded Ashoka fellowship and a winner in the Civil Society Category for Africa's Most Influential Women in Business & Government awards
IYKZN wins KZN Young Achievers Award for Best Youth Organisation



DARE TO DREAM

2010 is when it all began, I was one of those "weird" boys from the township with dreams as big as the Taj Mahal, that go on forever like the Eiffel Tower. Obviously this was considered quite unorthodox in a typical township, where each day is survival and a battle to refuse a "blunt" or any other drug offered kindly.

I went to Chesterville Ext. Secondary a school situated in a place known as one of the crime hotspots. IkamvaYouth came in just when I needed the drive to push and keep going. I had started a new subject package. Science and Mathematics were proving not to be child's play and then I joined IkamvaYouth just as I was beginning to think Physics was for dummies who had no social life. To my surprise I found myself actually enjoying studying with other learners and working with a tutor was much more relaxing than staring at an old teacher with a stern look. South Africans were celebrating the FIFA World Cup being hosted in their country but I was celebrating more than that, I was also meeting new people both learners and tutors who would tell of their stories as varsity students.

From Grade 10 to Grade 12 I was always the highest achiever in hospitality class and this was only possible because of the resources provided by IkamvaYouth like unlimited internet access which would allow me to do my research every time I had an assignment or a project. I also excelled remarkably in almost all my subjects.

Now I'm in varsity studying Language Practice and I'm a tutor for IkamvaYouth, I also hold the title of Portfolio head for Media Image and Expression. From the days I was a learner to today God knows it has not been a walk in the park neither has it been marshmallows and honey muffins. Being an Ikamvanite means you should be a goal orientated and determined learner, the kind of person who always dares to dream without forgetting you're an individual and you were made to stand out! The future is in our hands.

Phelele Gwala
Ikamvanite & Tutor



HAPPY BIRTHDAY iKAMVAYOUTH

We can only achieve that which we can imagine. Everyone needs someone who believes that they can do it.

iKAMVANITES

you have shown that the impossible is possible and every day that you spend tutoring at your local IY branch, you are inspiring and leading our nation. We **thank you** and **salute you!**

iKAMVAYOUTH IS 10!

This year, Ikamvanites are celebrating a decade of enabling disadvantaged youth to pull themselves and each other out of poverty through education.

What began as a small group of young volunteers and learners at a school in Khayelitsha in 2003 has become a national organisation operating in five provinces in nine communities, and fast-expanding to more. Yet while the reach and impact have grown dramatically, the core objectives and values that brought that first group of people together have remained the same.

All programme delivery is still done by volunteers; many of whom were previously learners in the programme. This year, Ikamvanites will be providing over R8 million worth of tutoring and mentoring. These amazing volunteers enable not only a cost-effective and thus replicable support service to learners, but produce remarkable results.

Over the last 10 years, the Ikamvanites have:

- Had over 3 000 learners achieving more than 75% attendance at all afternoon, Saturday morning and winter school sessions
- Achieved an 88% matric pass rate
- Ensured that 70% of matriculants have accessed tertiary institutions
- Ensured that overall, 80% of Ikamvanites have accessed tertiary institutions, learnerships or jobs within 3.5 months of matriculating

As IkamvaYouth turns 10, the Ikamvanites have taken the opportunity to look forward to the coming decades. We've thought about what it is that we want to achieve in our lifetimes, and what future success looks like.

IkamvaYouth's achievements to date are a collective effort. The many municipalities, schools and Government departments; businesses; Higher Education Institutions; partner NGOs and individuals that provide venues, funds and expertise enable us to do what we do. And we know that together we can do so much more. And so, the Ikamvanites have set the following goals to reach, together with our current and future collaborators, by 2030:

- Every child that enrolls in Grade 1 will make it through to matric (currently only around half of the 1 000 000 learners who enrol in school make it all the way to Grade 12)
- Every learner will pass matric or the equivalent
- Every learner will access a post-school opportunity that will set them on the path to earning a dignified living within four years of matriculating.

ikamvaYouth calls on EVERYBODY to join the education revolution, and help the learners around you to be their best selves and achieve their dreams.



A DECADE OF LOW-COST, HIGH-IMPACT, YOUTH-DRIVEN TRANSFORMATION

Ten years ago IkamvaYouth 2013 was a dream: a very distant, seemingly impossible one. Its very humble beginnings stirred as Joy Olivier and Makhosi Gogwana shared their education stories while working as junior researchers at the Human Science Research Council (HSRC) in 2003. Discussing the distinct and unequal paths they had travelled sparked an earnest pursuit of education equality for all. Operating with no money, and relying on an exceptional base of committed volunteers, the IkamvaYouth kindling was lit. Although it all started with tutoring in one of the local high schools in Khayelitsha, in the second year we moved to the nearby Nazeema Isaacs library. The wonderful working relationship with the library was the first of many strong collaborative relationships that are key to the continued success and growth of the organisation.

From one branch in one province in 2003 to nine branches in five provinces in 2013, a lot has changed. From offering only supplementary tutoring we have expanded to include career guidance mentoring; computer literacy (with our own in-house developed curriculum); health, leadership and life skills development; a media, image and expression programme; and Winter Schools. The academic enrichment ikamvanites access has grown to rival that available in private schools! We have hosted community-wide careers indabas, talent shows, video screenings and photography exhibitions. And our model has been adopted by other organisations.

Getting here has been a rollercoaster ride. Accomplishing success requires overcoming challenges and an unbending commitment to our mission and vision. Our office was petrol bombed, we've lost some inspiring ex-learners and volunteers, faced funding challenges, temporarily operated as a relief agency during the xenophobic attacks, and became a full-day learning centre during teacher strikes. In spite of these, we have maintained exceptional matric results – in this decade we have achieved an average pass rate of 88% and 80% placement into post-school opportunities. Learners return as volunteers, have been recruited as branch assistants and branch coordinators, and we even have an alumni as a board member! The diversity of learners' post-school trajectories highlights our success in broadening and enabling access to opportunities. Ikamvanites are filtering into the public and private sectors, academia, are active entrepreneurs and aspiring political leaders. With so much success in the last decade we are fuelled and ready for achieving Vision 2030.

Susan Godlonton, volunteer since 2004 and current board member

10 YEARS OF IKAMVAYOUTH:PLAY THE GAME



| | | | | | | | | | | | | | | | | | | | | | | | |
|----|---|---|---|---|--|--|---|--|--|---|---|---|---|---|--|---|---|--|---|---|---------------------------------------|--|----|
| 85 | 2012 Alumni programme launched MOVE ON 1 | 86 | 2012 Vision 2030 articulated at National Strategic Planning Week | 87 | 88 | 2012 First ex-learner to become a full-time staff member: Go Zuks! | 89 | 2012 Nyanga branch to Zolani Centre; Chesterville to Cator Manor ABM's Centre | 90 | 91 | 2012 Five winter schools! MOVE ON 1 | 92 | 2012 94% pass matric; 73% access tertiary; 96% post-school placements | 93 | 94 | 2012 Total Revenue: R4 439k | 95 | 2013 Two new Branches! Joza (Grahamstown) & Ikageng (Potchefstroom) | 96 | 2013 10-year party! | 97 | 98 | |
| 84 | 2011 Total revenue: R2 207k | 83 | 2011 85% pass matric; 60% access tertiary; 70% post-school placements | 82 | 2011 Two new branches: Ivory Park and Umlazi MOVE ON 2 | 81 | 2011 Education economists at Stellenbosch Univ. give us a 5 star evaluation | 80 | 79 | 2011 Open-sourced the model via www. ikamvanitezone.org MOVE ON 2 | 78 | 2011 IY mentioned in Budget Speech MOVE ON 3 | 77 | 76 | 2011 Minister of Basic Education comes to visit (twice!) | 75 | 2011 Three big losses for IY: Mphumzi Klaas, Nomzamo Kali & Dave Eadie | 74 | 73 | 2011 Fire in Masi razes homes to the ground MOVE BACK 1 | 72 | 2011 Makhaza office petrol bombed on Freedom Day MOVE BACK 2 | 71 |
| 57 | 2009 Masi branch born at Masiphumelele Library | 58 | 2009 83% pass matric; 56% access tertiary; 67% post-school placements | 59 | 2009 Total revenue: R1 011k | 60 | 61 | 2010 WIN! Southern Africa Drivers of Change Award, M&G, Southern Africa Trust | 62 | 2010 Teacher Strikes MOVE BACK 1 | 63 | 64 | 2010 Ikamvanites go to Canada for Quest Conference | 65 | 66 | 2010 Answer Series donates study guides for every Ikamvanite! | 67 | 68 | 2010 87% pass matric; 63% access tertiary; 91% post-school placements | 69 | 2010 Total revenue: R1 160k | 70 | |
| 56 | 2009 IY Gauteng is born at Siyakhula | 55 | 2009 New logo! MOVE ON 1 | 54 | 53 | 2009 First paid staff member at IYKZN | 52 | 2008 Total revenue: R610k MOVE ON 2 | 51 | 50 | 2008 83% pass matric; 60% access tertiary; 80% post-school placements | 49 | 48 | 2008 IY publishes 'Through our Eyes' book: photos and poems | 47 | 46 | 2008 Rome Global Junior challenge award money doesn't come (and STILL hasn't) | 45 | 44 | 2008 Xenophobic attacks: 600 refugees at Makhaza branch MOVE BACK 2 | 43 | | |
| 29 | 2007 Winner of City of Rome's Global Junior Challenge MOVE ON 2 | 30 | 2007 IY KZN born at Mayville Secondary in Cato Manor | 31 | 32 | 2007 First employee hired! MOVE ON 1 | 33 | 2007 Telkom toyi-toyi brings adsl to Khayelitsha | 34 | 35 | 36 | 2007 Teacher strike MOVE BACK 3 | 37 | 38 | 2007 100% pass matric; 49% access tertiary; 58% post-school placements | 39 | 40 | 2007 Total revenue: R223k | 41 | 2008 First office with Internet! MOVE ON 1 | 42 | | |
| 28 | 27 | 2006 Total revenue: R143k MOVE ON 1 | 26 | 2006 93% pass matric; 52% access tertiary; 79% post-school placements | 25 | 2006 Ikamvanites go to Singapore! MOVE ON 1 | 24 | 23 | 2006 Nyanga branch is born at Nyanga library MOVE ON 1 | 22 | 21 | 2006 Two new courses: Media, Image and Expression & HIV VCT | 20 | 19 | 2006 1st computer lab set up at Makhaza MOVE ON 2 | 18 | 17 | 2006 Operation Fikelela curriculum written | 16 | 2005 Total revenue: R22k | 15 | | |
| 1 | 2003 Makhosi, Joy & pals start tutoring MOVE ON 2 | 2 | 3 | 2003 Total revenue: R0.00 MOVE BACK 1 | 4 | 5 | 2004 Winners: city of Rome's Global Junior Challenge | 6 | 2004 Total revenue: R0.00 MOVE BACK 1 | 7 | 8 | 2005 Ikamvanites illegally use VOIP: with Smithsonian Institute for a science project | 9 | 10 | 2005 First winter school! MOVE ON 3 | 11 | 12 | 2005 1st matrics: 98% pass; 48% tertiary enrol; 79% post-school placements | 13 | 14 | | | |



EVEN HEROES HAVE THE RIGHT TO DREAM

“So what super power do you bring to South Africa’s education crisis?” I had just arrived at IkamvaYouth’s annual strategy planning session for 2012, and the energy in the room was palpable. In response to the facilitator’s question, each IY staff member shared, with confidence and a glint in their eye, the unique abilities that they possessed. Then, with great pride and excitement, they shared the “2030 Vision” that they had been working on.

As you will read in this report, IY’s 2030 Vision is what is known as a BIHAG – a Big Hairy Audacious Goal. Yet, with so many superheroes in the room that day – it truly seemed possible. And even now, months later, it seems even more so. This is because IY is a living example of what and who SA’s youth can be at their very best. It truly is a for-youth organisation that is led by youth and their can-do attitude and determination is infectious.

In the past year alone, these young leaders have managed to almost double our number of branches, expand into two new provinces and maintain the extraordinarily high quality of our results. They are also leading in innovative ways as the award for being the first organisation in Africa listed on WorldBlu’s “World’s Most Democratic Workplaces” attests. Superheroes indeed.

And IY’s staff are not the only heroes, of course. The occasion of our 10th birthday is an opportunity to pause and celebrate the people who inspire us most – the 3270 learners who’ve been involved in our programmes to date. These young “born frees” have realised that liberation now comes through education and they have made this their first priority. In this they are leaders and role models in their communities and we continue to follow the progress of our alumni with awe and a great sense of hope. We also celebrate the people who believed in us before we even began producing results and all the volunteers and sponsors who have helped us to get this far this fast.

When I think of all of us, valiantly doing our bit and often so much more, the lyrics of Five for Fighting’s song “Superman” come to mind. It “may not be easy” but “we’re all just out to find the better part of me”. IY’s partner organisations, schools, staff, learners, volunteers, sponsors, supporters and friends are the seemingly ordinary people who come together, bringing extraordinary super powers to the pressing challenges that our country faces. We help each other to be the best versions of ourselves; to discover and practice our unique abilities. The Ikamvanites are dreaming big, flying high and most probably will save the day.

Leigh Meinert, chairperson of the board



EVERYONE A SUPERHERO

IKAMVANITES PULLING EACH OTHER OUT OF POVERTY THROUGH EDUCATION



IkamvaYouth is often asked about our open, random enrolment process. “Why not focus on learners already demonstrating academic potential?”

Many wonder why, with a mission to enable access to post-school opportunities and a focus on placements in tertiary education, an organisation would not focus its energy and resources on the learners seemingly best-placed to achieve these things.

These questions are unfortunately endemic to most peoples’ understanding of South Africa’s education system, which is in such crisis that it’s become almost generally accepted that not all learners from township and rural schools can reach the necessary achievement levels at secondary school to access post-school opportunities. These questions are underpinned by the perspective that it’s okay (albeit perhaps a necessary evil) to promote inequality and further disadvantage learners who are struggling due to a dysfunctional education system by providing opportunities for improvement exclusively to their better-performing peers.

But these confusing and – let’s face it – downright offensive views are never applied to learners outside rural and township environments. It is assumed that suburban schools will prepare their learners for tertiary education. Those who are struggling academically get intensive (often expensive) additional support, and it’s a widely-held assumption that every middle-class learner deserves access to the kind of education that leads to earning a dignified living.

IkamvaYouth has shown over the last decade 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. And that it’s by simply supporting one another that learners can pull themselves and each other out of poverty through education.

Underpinning IkamvaYouth’s mission and model are values of equality and justice and a vision for a transformed South Africa. Anyone can join. And we’ve proven consistently over the past decade that everyone can achieve if they can just show up and meet the minimum 75% attendance requirement.

A low-cost, working solution in the face of the country’s biggest problem brings with it responsibility to scale. This responsibility, together with IkamvaYouth’s values of inclusivity, are the tracks that led the Ikamvanites to Vision 2030. Vision 2030 sees a million learners passing matric and accessing post-school opportunities every year. Currently, about one million learners across South Africa enrol in Grade 1 each year, half of whom reach matric 12 years later. Of these matrics 70% “pass”.

Unfortunately, low pass requirements obfuscate what’s actually happening behind these reported high-level statistics. For example, of the 45% of South Africa’s matrics in 2012 who took Maths, 54% “passed”, yet just 10% managed to achieve more than 50%. IkamvaYouth aims to change this.

Given the challenges and IkamvaYouth’s audacious 2030 goals, we spent much of 2012 reviewing internal systems to align branches, staff capacity and funding applications towards our vision. We have also begun

thinking about how to generate our own income through social enterprise. Our guarantee remains the same: whether the branch has a hundred or a thousand learners, each will have received the individual attention, love and discipline that are the basis of effective education.

In February the new Ivory Park branch opened its doors, and in May we launched the second KZN branch in the province’s largest township, Umlazi. We also laid the groundwork for our first branches in two new provinces: Joza in Grahamstown, in the Eastern Cape, and Ikageng in the North West Province. IY also took on the administration of IY Gauteng, previously handled by our partner organisation Siyakhula. Whereas branches grew organically in the past, the IY of the future requires a longer-term view when deciding on the suitability of the venue, distance from the surrounding high schools and the ability to grow numbers to eventually meet the million mark.

We’re proud that alongside our organisational growth, development and strategies to ensure sustainability the Ikamvanites themselves also delivered excellent results. An initial 89% pass rate was reached and, once the supplementary results were out, an overall 94% pass! We’re especially pleased to report that 90% of the class of 2012 achieved the passes needed to access tertiary education, 73% went on to enrol at tertiary institutions and overall 96% are currently in education, learnerships or employed. Big up to the KZN and Gauteng branches which achieved 100% pass rates!

We also formulated two new programmes to enable successful scale: The alumni programme aims to connect and engage Ikamvanites who are studying at tertiary institutions or working so that they can support each other and be connected with the opportunities and social capital that engender career-enhancing networks. The community development programme aims to connect with the many organisations and individuals that share our mission and vision. Just as Ikamvanites produce better results through peer support, so it follows that organisations working collaboratively can achieve more. Vision 2030 cannot be achieved by any organisation, institution or government department working alone.

It’s not just the learners who raked in the accolades, but 2012 was an accomplished year for many IY staff too: Zamo was featured in the Nedbank Book of Women and Thobela and Andrew ensured the continued tradition of Ikamvanites featuring in the M&G’s Top 200 Young South Africans. We were invited to share our model at various conferences including African Education Week and the Basic Education Conference, and ex-learner Funeka Kalawe shared her story in our rather fabulous animated film, which was prepared for the Carnegie conference and has since been aired on national TV! We’re especially proud that in 2012 we became the first organisation in Africa to make it onto the WorldBlu List of the World’s Most Democratic Workplaces .

IkamvaYouth’s track record of success has led to more multi-year funding commitments as our donors, sponsors and associates, partner to take us to new heights. The support now extends to free use of venues, corporate employees spending time with learners as mentors, universities supporting with career guidance and financial literacy training, and even

staff development through short courses and bursaries for Ikamvanites.

As anyone who has been to an Ikamva branch in full swing knows; it’s a load of fun. IY provides a warm, safe environment in which young people can escape the difficulties of township life to learn, socialise and feel happy and free. The democratic way in which IY tutoring sessions are structured, and the activities which occur outside subject learning, mean that ikamvanites experience a particular autonomy through which an unbridled belief in their abilities and possibilities is engendered. It is through this combination of fun and learning that the superheroes of the future are born. One day, every learner, regardless of perceived academic potential, circumstance or background will receive the support they deserve to lift off and fly.

Thank you for helping us to lift as we rise!

IKAMVA LISEZANDLENI ZETHU THE FUTURE IS IN OUR HANDS!

**Joy Olivier, co-founder and director and
Zamo Shongwe, National Coordinator**



IMPACT TO DATE

Since 2005, IkamvaYouth's matric results have consistently far exceeded national averages each year (figure 1). The ikamvanites' academic achievement is particularly significant given that learners attend generally poor-performing township schools and make more difficult subject choices.

Learners are far more likely to select Maths and Physics than the national averages, and even more so than the other learners at their schools (see figure 2) and yet 50% achieved Bachelor passes in 2012. Data from the National Assembly (2006) and Snyman (2011) shows that between 2005 and 2008, an average of 11.95% of black matriculants achieved exemption or bachelor passes. In 2012, IkamvaYouth's Maths and Physics results far surpassed the dismal national averages (See figure 3).

Academic achievement is the key objective of the tutoring programme. However, career guidance and mentoring are essential for ensuring access to tertiary education and/or employment.

Cloete and Butler-Adam (2012) report that 45% of South Africans aged 18 to 25 are Not in Education or Employment (NEETS). IkamvaYouth supports learners as they learn about, apply to, secure financial aid for, and enrol in universities, universities of technology, learnerships, internships and jobs. Between 2005 and 2012, 70% of IkamvaYouth's matriculants have enrolled in tertiary institutions. Overall, 80% of all the IY learners who wrote matric have enrolled in education, a learnership or a job within 3.5 months of the matric results announcements.

IkamvaYouth is particularly proud that while scaling to new communities and expanding its cohort of Grade 12s nationally, we have achieved our highest post-school opportunity access results to date. As the model is implemented in new places, we learn and share valuable lessons along the way and build our network of supporters. The impact of

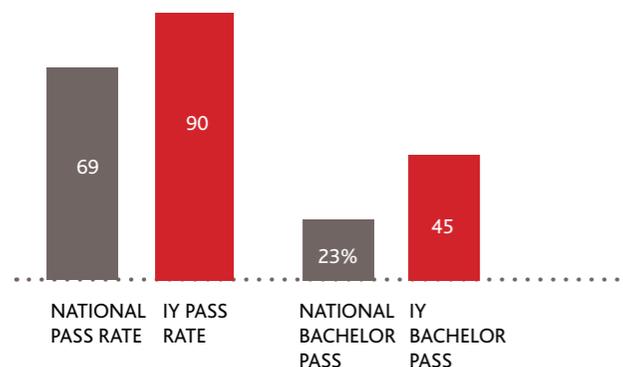


FIGURE 1: Average Matric results: Pass % (DoE & IY 2005 – 2012); Bachelor passes (DoE & IY 2008 – 2012).

the ever-increasing IY family is an astounding antidote to the generally super-depressing reports on South African education.

We are excited about what this means for our learners' futures (and those of their families, communities, and ultimately, the country at large). Research has shown (Branson et al, 2009) that with a matric pass, 25-year-old South African youth are less likely to be unemployed. The higher their post-matric qualification, the better their average monthly income. Those with incomplete schooling who are employed earn an average of R1 000. With a matric they earn R1 600, but with a tertiary certificate or diploma this jumps up to R3 200. Armed with a degree, young South Africans earn an average of R5 500 per month; over three times the average township household monthly income in Khayelitsha (URDR, date unknown).

In late 2012, IkamvaYouth launched its alumni programme, which is currently tracking down all the ex-learners, to find out about their post-school lives. We look forward to reporting these findings in next year's report.

IkamvaYouth's programmes enable its learners to achieve opportunities that will significantly increase their earning potential. This is achieved at a very low cost by leveraging strategic partnerships and volunteerism. With public libraries, tertiary institutions and community centres providing free access to venues and infrastructure, and volunteers responsible for all programme delivery, the overall expenditure per IkamvaYouth learner per year between 2004 and 2012 has been R4 422. The programme's sustainability is ensured by the matrics who become volunteers (72% of the class of 2012), transforming from beneficiaries into benefactors. In 2013, volunteers will provide over R8 million worth of tutoring, career guidance mentoring, computer literacy training and workshop facilitation to over 1 000 learners.

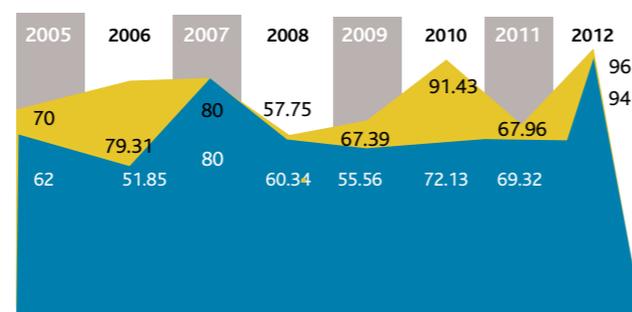


FIGURE 5: % IY matrics (passed), who accessed tertiary education; % IY matrics (all) who accessed tertiary education, learnerships or employment

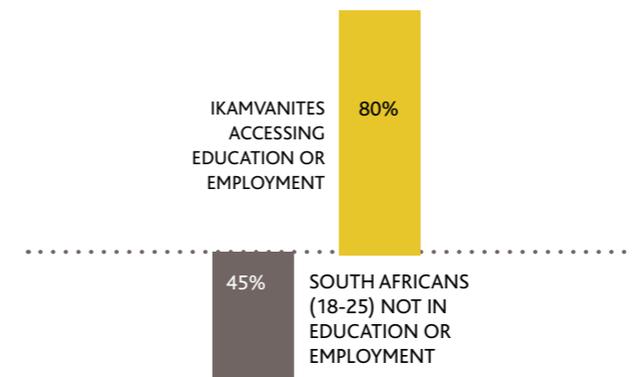


FIGURE 4: 45% South Africans (18-25 year olds) Not in Education or Employment. 80% Ikamvanites accessing Education or Employment (Cloete & Butler-Adam, 2012).

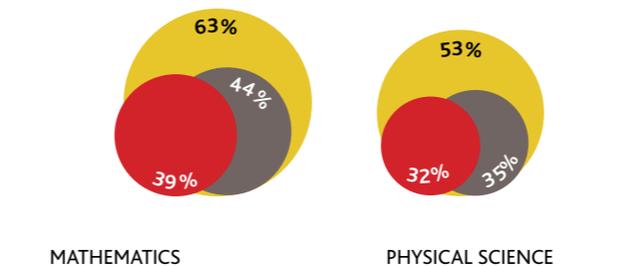


FIGURE 2: Subject selection for the class of 2012 (Van der Berg, 2012)

■ Ikamva Youth Feeder schools
■ National
■ Ikamva Youth

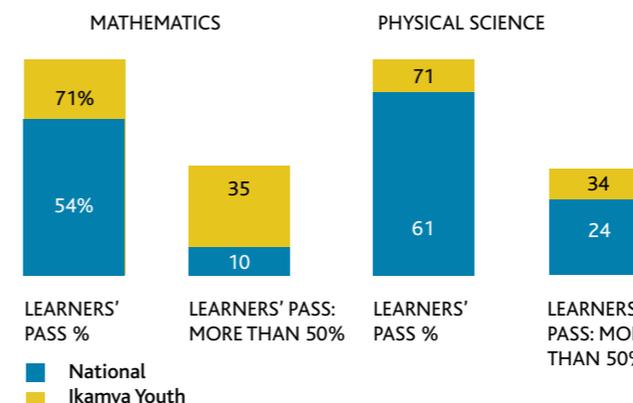


FIGURE 3: Maths and Physics results for the class of 2012

2012 FINAL RESULTS AND PLACEMENTS

As we reported in January, before supplementary results were announced, IkamvaYouth learners were outperforming their school peers, with a national pass rate 12% higher than that of our feeder schools (and as much as 25% higher in some provinces).

Now, with the release of supplementary results, the numbers are in and it's official: an amazing 94% of IkamvaYouth's class of 2012 has achieved a National Senior Certificate (matric pass). Not only that, but an incredible 90% of those passes were either Bachelor or Diploma quality!

And Ikamvanites aren't passing by choosing easy subjects. Our Mathematics and Physical Sciences results are just as remarkable, showing that IkamvaYouth matriculants are almost twice as likely to achieve a pass including pure Maths (45%) and Science (37%) as their school peers (24% of whom pass Maths and 22% Science).

Our matric results are great, but our placement results are even better, with 96% of last year's Ikamvanites accessing some form of post-school opportunity (employment or education).

Matric is just the beginning of lifelong learning, and over 73% of all IkamvaYouth's 2012 matrics have accessed tertiary education this year and are now studying further at Certificate, Diploma or Degree level. More than half of these young men and women, 43% of our whole matric cohort, have successfully enrolled at Universities or Universities of Technology, taking a huge leap towards their bright futures.

More than 20% of the 2012 IkamvaYouth matric class – most of those who did not access tertiary education – are now in learnerships or employment. And 2% are returning to school this year, to upgrade their matric results.

That brings our total placement figure for the class of 2012 to 96% – an astonishing result considering that nationally, almost 42% of South Africans aged 18-24 are not in employment, education or training.



CAPITEC BANK: PATHS TO SUCCESS

You are part of the next generation who will shape our country's future

Our goal is to help learners study further and meet the needs of the workplace, creating a better future for themselves and their families.

We are very aware of the crucial role that the youth play and that the path to success starts with effective education and skills, which is why we support initiatives that will advance quality education and job creation, such as IkamvaYouth.

There are at least three reasons why we are involved with youth programmes. First, we want to grow young people so that they can share in our country's economy; second, South Africa needs to address its skills shortage so that our future workforce has the skills needed for our country to thrive; and third, education will result in a larger pool of financially savvy people who can make decisions for themselves and our country, which they cannot do if they lack numeracy skills and are not financially literate.

We have confidence in South Africa's youth and their enormous potential – we need to encourage all learners to become top performers. From the youth, this only takes one thing – commitment.

We partnered with IkamvaYouth because we see the synergy between IkamvaYouth's programme and our vision to improve numeracy skills, to raise the throughput of learners with matric who eventually become employed and contribute to the economy.

We will fund IkamvaYouth over the next five years with money and other resources to expand the model to more areas. Since the start of our partnership with IkamvaYouth in 2012, they have expanded their branches from three to five provinces and now work in nine townships with about 1 000 learners from Grade 8-12 participating in the programme. It is our hope that after-school tutoring will become accessible to all learners through IkamvaYouth's branches nationwide.

In just 10 years IkamvaYouth has had many achievements, most notable of which is their continuous exceptional pass rate. Last year they became the first organisation in Africa to make the WorldBlu List of the World's Most Democratic Workplaces and in 2010 were announced as the winner in the civil society category of the prestigious Mail & Guardian and Southern African Trust's "Drivers of Change".

We are excited to be part of IkamvaYouth's journey to empower the youth through education. We wish them continued success as they celebrate this important milestone, their 10th anniversary. Through their leadership and dedication they were able to build a community of educators and we are all proud of them.

The future is in your hands, IkamvaYouth!

**Sbusiso Kumalo, Head: Corporate Affairs at Capitec Bank and
IkamvaYouth Board member**



HOW WE DO IT AND WHAT WE'VE LEARNT ALONG THE WAY

The positive impact of extending learning hours has already been identified by the Department of Education. Most schools are now implementing winter schools, and some have extended the school day (by adding afternoon classes) and others have extended the school week (by requiring learners to be at school on Saturdays). Unfortunately, during these periods most schools are simply doing more of what is clearly not working, or using the time to cover curriculum, which should be happening during school hours. Most are also providing this additional support only to Grade 12 learners. IkamvaYouth has found that beginning in Grade 12 is unfortunately in most cases just too late as most learners need to make big jumps in their academic achievement. Often learners are missing the building blocks for learning and by correcting fundamental knowledge earlier on it makes it easier for the learners to build on this knowledge.

The gaps in our learners' comprehension are so vast and so deep that the only way for learners to improve their results is through individual attention. IkamvaYouth aims to achieve a tutor to learner ratio of not more than 1:5. There is a big emphasis on tutoring rather than teaching, in that the tutor does not set or drive the learning agenda nor provide the answers. Instead, learners are required to take responsibility for their own learning by bringing the questions and aspects of their work with which they are struggling most. The tutors then facilitate and encourage peer-to-peer learning whereby the group works together towards understanding. They don't move on to the next question until everyone understands. Often tutoring groups need to go right back to earlier grade-level fundamentals in order to achieve this, and it is only through small-group tutoring that these gaps can be filled.

We believe (and have shown!) that learners who work hard can achieve well, irrespective of their starting point. Results consistently demonstrate that learners who work hardest, achieve highest. And so, rather than selecting learners who're already demonstrating academic potential (an approach adopted by many education interventions which just exacerbates existing disadvantage); our focus is on attendance. In order to keep their place in the programme, learners must maintain a minimum 75% attendance requirement – for all sessions. We have "kick-outs" three times a year to ensure only committed learners remain and work consistently throughout the period.

Finally, learners need a reason to commit their time and energy to their studies. During our Holiday Programmes we conduct career guidance workshops and expose learners to diverse post-school opportunities. IkamvaYouth helps learners to make the connection between academic achievement and realising their dreams for a better future.

In many cases we're still figuring out what "the most successful approach" is, but we've begun to document our knowledge as we go, and are always adding to our "how-to-guides", which feed into our online, open-source resource portal, The ikamvanite zone (www.ikamvanitezone.org) whereby the information, resources, lessons learned and networks that enable effective programme delivery are availed to all.

The kingpins in the IkamvaYouth model are the young social entrepreneurs who coordinate the branches. IkamvaYouth's branch coordinators are each responsible for between 60 and 180 learners and 20 to 50 volunteers. It is up to them to inspire all these young people to keep choosing hanging out at the library over the streets and shebeens. As the roles require extensive resourcefulness, initiative, flexibility, and an innovative approach, as well as the shouldering of an often overwhelming amount of responsibility, it does not work to fill these positions with people who have an "employee" mindset. Running an IkamvaYouth branch is so much more than a job, and a key unknown in the replication of the IkamvaYouth model is how many potential branch coordinators are out there.

We are thrilled that just 10 years into this work, our first ex-learner has been hired as a branch coordinator. Zukile Keswa is now running the Makhaza branch, where he was a learner in 2005. Zuks is setting the standard of just what's possible at IY. Along with the other superheroes running IY branches across the country, he is inspiring more young people to choose to step up to the ultimate responsibility and privilege of transforming our country.

This content was originally developed for DGMT as part of their Learning Brief series



SECURING THE POST-SCHOOL PLACEMENTS THAT SET LEARNERS ON THE PATH OUT OF POVERTY

Since 2005, the township matrics IkamvaYouth works with have never failed to exceed an 83% pass rate, despite all the odds stacked against them. Last year, 94% of the class of 2012 passed their National Senior Certificate, and by May 2013 (i.e. six months after writing their final exams) 96% of those young men and women had accessed tertiary education, learnerships or jobs. That's an incredible achievement given that 42% of 18-24 year-olds nationally are not in education, employment or training.

Talent Chinogureyi, a Zimbabwean learner from IkamvaYouth's Chesterville Branch in KwaZulu-Natal, writes, "Looking back at my family's financial instability, I thought I wasn't going to reach university... then a week later, I received an email notifying me that I had been given a bursary towards my tuition to study this course, with the accommodation paid for. I was really overwhelmed, I couldn't believe it."

Talent is part of the 43% of IkamvaYouth's class of 2012 who accessed universities or universities of technology. She is now studying towards a Bachelor of Commerce in Politics, Philosophy and Economics at private university St Augustine College, in Johannesburg – and coming top of her Maths class.

Talent's story is inspiring. And IkamvaYouth's 2012 numbers sound close to miraculous – the pass rate rivals that at many far more privileged private or "Model C" schools. But neither the numbers nor the uplifting anecdotes tell the full story. There are many challenges, frustrations, obstacles and disappointments inherent in trying to secure post-school placements for township youth, illustrated by the fact that 56% of the IkamvaYouth class of 2012 did not access their first choice of placement. Even with IkamvaYouth's intervention, these learners suffer from lingering underachievement and mismatching between expectations and reality.

IkamvaYouth's mission is to enable disadvantaged youth to pull themselves and each other out of poverty and into tertiary education and/or employment.

To that end, IkamvaYouth focuses on the Ikamvanite's academic achievement at school, and in particular their matric pass rate – taking the view that success at this level is both an essential first step towards, and a good predictor for, future life success.

But the data is clear: a matric pass alone is no guarantee that a young person will escape poverty. That's why we strive to place 100% of each year's matric cohort into post-school opportunities – education, employment, or training – which do set them on that path.

The Challenges: Under-achievement, informational asymmetry and the savvy gap

The key risks for township learners arise from three crucial issues:

- the bar is set too low, both at school and at home/in the wider community, leading to under-achievement even by learners with the academic potential to do much better;
- lack of access to information about the possibilities and requirements of post-school placements leads learners to unwittingly narrow their choices throughout their school careers;
- the systems for accessing tertiary education in particular are essentially designed with middle-class applicants in mind, and thus seem Byzantine and even hostile to township learners who lack the savvy to navigate them.

Challenge 1: A culture of under-achievement creates low aspirations and false expectations

In many underperforming schools, a key performance indicator for school management teams is what proportion of their Grade 12 learners pass the National Senior Certificate (matric). This pass/fail binary sets a very low standard for learners to aspire to, often reinforced by low expectations from teachers, who reward barely passing code 3s (40-49%) or mediocre code 4s (50-59%) on mid-year Grade 12 reports with comments like "keep up the good work".

This low threshold for academic "success" is reinforced by the Department of Basic Education (DBE)'s officially propagated minimum standards for accessing post-school education. The DBE ranks matric passes into four categories: Pass, Higher Certificate Pass, Diploma Pass and Bachelor Degree Pass. In theory, these pass types should help learners understand their post-school prospects, but the reality is that even the highest, a Bachelor Degree Pass, is completely inadequate to guarantee access to any form of tertiary education. It can be achieved by a learner with a 43% matric average, including results of 30% for Mathematical Literacy and 30% for English First Additional Language – someone who would struggle to access (let alone succeed in) even Higher Certificate studies at many Further Education and Training (FET) colleges.

The effect of setting the bar so low is twofold. Firstly, it creates a culture of under-achievement that invites learners to accept mediocrity rather than striving for excellence. Indeed this effect is so profound that the top-performing learner in an entire school might have an average only in the 60s, but have no incentives and little support to push her marks any

higher – she is her teachers' star pupil and as far as official standards are concerned she is already far "exceeding" the requirements to access degree studies. Socio-economic and historical factors often mean that there is also nobody at home supporting or pushing learners to strive for higher marks.

Second, the misleadingly low standards create false expectations in learners about what options they have after school, with the result that they will often only apply for post-school opportunities that are, in reality, out of their reach. Learners also fail to understand how much competition they face for placements, and are therefore very reluctant to accept, or even apply for, anything that is not their first choice.

The result of all this is learners sitting in February of their post-matric year without a placement or any fall-back options, or, in extreme cases, leaving an offer from a perfectly good institution to expire simply because it is not their first choice – and then not getting a second offer.

Challenge 2: Informational asymmetry and a lack of role models lead to a narrow set of choices

There is a severe informational asymmetry between township learners and their middle-class counterparts. Learners attending well-resourced suburban schools will likely have well-informed parents, teachers, and other connections to advise them. They might have school visits from tertiary institutions, and can probably access the resources and help needed to conduct further research privately. They are exposed to many role models from a wide range of careers, and so see their own career options as broad.

All of this information and support gives privileged learners the necessary skills and framework to objectively weigh their choices throughout their school career. They can thus keep as many options as possible open for as long as possible, then ultimately make informed decisions about which post-school path to take.

By contrast, in many cases the Ikamvanites are the first member of their family to pass or even write matric. There are also very few role models and education champions in their wider communities. Township schools and individual teachers may do their best to distribute information, university prospectuses, etc., but their own resources are severely limited and so this attention tends to be concentrated on the few highest-performing learners at a given school – and unlike in more privileged environments it tends to be introduced very late in learners' school careers, in Grade 11 or 12, after subject choices are already set in



stone. Township learners' private access to information is also minimal: they are very unlikely to have computers or internet at home, and they have little or no guidance as to how to find information even when they do have the needed infrastructure.

The impact of this asymmetry is felt at every crucial decision point of a learner's school career, beginning with Grade 9 subject selection. Township learners' subject choices are often ill-informed and driven by factors unrelated to their career preferences. In particular, the drive for higher pass rates with little regard for the quality or post-school value of those passes, as detailed under challenge 1, means that learners are pushed by their schools to choose easier subjects (eg Mathematical Literacy instead of Mathematics, Business Studies instead of Physical Sciences, etc.). The lack of resources in struggling schools also means learners' subject choices may be constrained by arbitrary factors such as whether there are adequate textbooks or a teacher available for a given subject. Because Grade 9 township learners have access to so little information about post-school opportunities, they are unlikely to push back against these pressures and insist on subject choices which keep their career options open.

The challenges of lack of information continue into learners' later careers, and by the time they reach Grade 11 or 12 they are often aware of only a few fields of study or work – the traditional "professions" such as Accounting, Engineering, Teaching, Medicine – and see these as the only fields worth entering, regardless of whether they align to the learners' subject choices, interests, competencies or academic results. This can lead to situations where learners without even the requisite subject choices to be considered for entrance apply only to these familiar courses – eg a

Mathematical Literacy learner aspiring to a career in engineering.

The same narrow awareness also applies to employers and tertiary institutions – township learners are likely to know of only a few such institutions, and consider them the only ones worth applying to – even when they would have a much better chance of being accepted elsewhere.

The effect of this lack of information is that township learners often fall into one of three traps – they apply to no, or not enough, post-school opportunities because they are not aware of any suitable ones; they apply to post-school opportunities that they have no chance of being accepted for because of the false expectations created by their schooling; or they apply to opportunities that they may be accepted for, but will have little chance of succeeding in because of their limited understanding of their career options.

Challenge 3: Complex (and expensive) application and registration processes become a barrier to entry for the underprivileged

When middle-class learners actually apply to university, much like when they research which universities to consider, they are surrounded by institutional and familial support. Their parents and teachers have previous experience of the complex forms, of translating school marks into points, of which subjects need to be prioritised and which extracurricular activities should be emphasised. They know that Grade 11 marks are crucial and that the earlier you apply the better. They have many connections who can write accomplished references, and they have support, guidance and editing for their motivational essays and their covering letters.

Township learners, on the other hand, may well be the most experienced form-completers in their households. They have likely never written a motivational essay or letter before, and quite often neither has anyone else in their immediate family or social circle. Even if they have a number of extracurricular activities under their belts, they may not see this as important to their application – indeed Ikamvanites who have attended 95% of IkamvaYouth sessions for three years might not mention that fact on an application without IkamvaYouth’s guidance. Something as simple as an absent supporting document can sabotage a township learner’s entire application, and by extension their entire future; their school principal is unavailable to sign a reference, the school doesn’t have a stamp, they’re struggling to get an ID book out of Home Affairs, or their informally employed guardian is unable to produce proof of income.

Even if township learners are able to navigate the application process according to the explicit instructions, their lack of inside knowledge of the system can be a crippling disadvantage. For example, they are inclined to treat final deadlines as submission dates – so they are often at the back of a long first-come-first-served queue for limited tertiary places, and any unforeseen delay disqualifies their application.

Many learners also do not realise that applications can and should be done on the basis of Grade 11 results, before June matric marks come in. Instead they wait for their June results, which are often a dip from Grade 11 marks because of harder external papers. When they see this

dip, learners sometimes resolve to wait still longer, for Preliminary or even Final results – not realising that by that time they will have missed many crucial deadlines, especially for financial aid or bursaries.

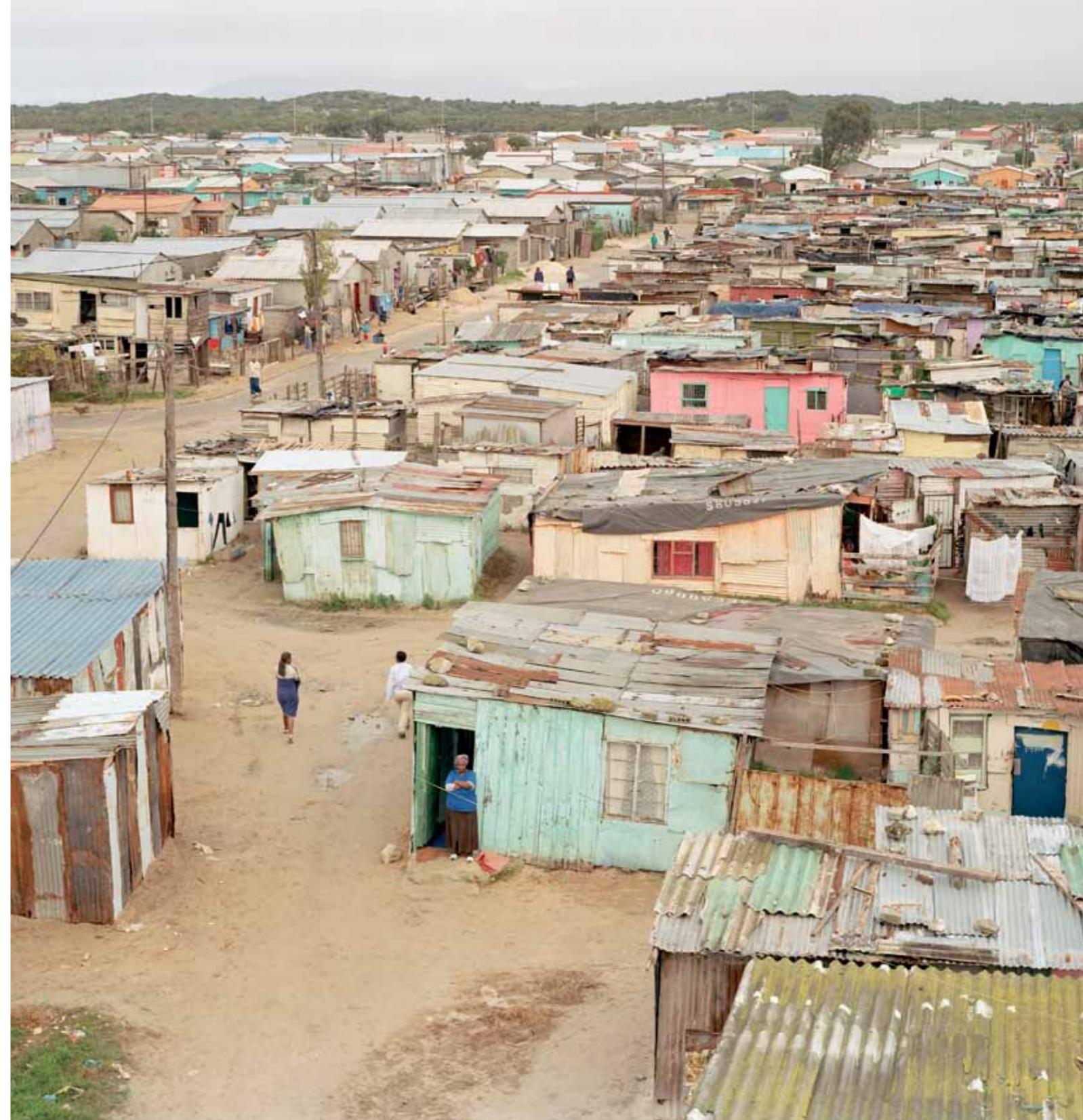
Soft barriers to entry like these are problematic but can potentially be overcome by a supportive environment like IkamvaYouth’s. There is, however, also a hard barrier: fees. The application fees for prestigious institutions like the University of Cape Town (UCT) or the University of the Witwatersrand (Wits) can be extremely high, especially for families whose household income may be no more than R1 000 -1 500 a month, divided many ways. This compounds the already existing problem covered in challenges 1 and 2 of narrowing township learners’ options – there is even less incentive to apply to your second, third or fourth choice of institution if the cost of doing so would require a major financial sacrifice.

The most significant fees, though, are levied not at the application stage, but later, once all the application fees and time and effort required to gain acceptance at the institution are already sunk costs. They are something many learners and their families are not aware of at all at the time they apply, and they can be an insurmountable obstacle: registration fees. These are payable upfront when new students arrive at university for the beginning of their first semester, and by the standards of township learners, they can be astronomical. At Wits, for example, they are in excess of R8 000 – more than six months’ household income for many ikamvanites. These fees are typically not covered by NSFAS or other readily available forms of financial aid, and can trip a township learner at the final hurdle.

To privileged individuals, most of these obstacles might sound far from insurmountable. After all, universities are bureaucracies that excel at making exceptions for the right person. When the registrar, finance office or head of applications says “no”, it is sometimes enough not to take no for an answer.

But that is substantially harder for township learners. In his book *Outliers*, the Story of Success, Malcolm Gladwell describes an insidious gap between the children of middle-class families and their less privileged counterparts. It is not IQ or academic performance that has the biggest impact on who succeeds and who does not, he argues. It is “social savvy” – the ability to get what you want out of life by using communication skills and a particular form of assertiveness and entitlement.

Gladwell cites sociologist Annette Lareau, who found in a study of this phenomenon that middle-class children, “acted as though they had a right to pursue their own individual preferences and to actively manage interactions in institutional settings. They appeared comfortable in those settings; they were open to sharing information and asking for attention,” while “poor children... didn’t know how to get their way, or how to ‘customise’ whatever environment they were in, for their best purposes.” In the university environment, this translates for township learners into a tendency to take no for an answer a little too readily, and accept rejection more easily than more privileged learners – with the ironic and unfortunate result that those who most need exceptions to be made are those least likely to get them.



The Solutions: motivating and informing the Ikamvanites to take ownership of their own futures

IkamvaYouth's full name is **Ikamva lisezandleni zethu** – isiXhosa for **The future is in our hands**. A key part of the organisation's success is that the Ikamvanites take responsibility for, and ownership of, their own education. The organisation provides the support, learning resources and information that may be missing from the Ikamvanites' external lives, on the principle that with this support, the Ikamvanites themselves should generate their own culture of achievement and be able to close much of the gap between them and their more privileged counterparts.

Solution 1: A culture of competition, aspiration, collaboration and optimism leads to self-motivated achievement

At IkamvaYouth, a pass is never enough.

Learners from a number of different schools attend each branch, and due to strict attendance requirements every Ikamvanite who reaches matric is steeped in the organisation's principles of hard work and commitment. This helps to generate a competitive culture among the Ikamvanites. It is one thing to be top of your school – indeed at any given branch a number of Ikamvanites may hold that position – but it requires a lot of work to be top of your Ikamva branch, where everyone is keenly trying to achieve their best possible results.

This culture of competition is balanced by one of collaboration. IkamvaYouth's learning model is peer-driven. Although there are formal tutors available to the learners (at a ratio of 1:5), the system works best when every learner becomes a tutor, leveraging uneven knowledge, confidence and ability levels between individuals, and different levels of curriculum coverage at different schools, to make every learner an expert on some part of the curriculum for some subject.

Ikamvanites are also exposed to aspirational figures, beyond just their higher-achieving peers. The organisation's model of using locally-based volunteer tutors from nearby universities means that Ikamvanites interact on a weekly basis with aspirational figures, close to them in age and often from similar backgrounds; the role models so often lacking from Ikamvanites' external lives. As branches mature and grow, a significant proportion of IkamvaYouth's volunteer tutors are also drawn from the alumni population – ensuring that the tutors are strongly relate-able role models for the Ikamvanites.

Ikamva volunteers and staff also work hard to ensure that IkamvaYouth is an optimistic environment and to instil a "yes we can" attitude in the Ikamvanites. As Paul Tough reports in his brilliant book on bridging the achievement gap in the US, *How Children Succeed*, by now the evidence is clear – optimism and a belief in the malleability of your own intelligence and academic achievement are vital keys to success. That evidence is replicated at IkamvaYouth, where the growth of a learner's belief in himself can again and again be correlated to an improvement in his marks.

Kuhle, a Grade 12 Ikamvanite at a Western Cape branch, encapsulates this culture. He is already one of the top learners both at his school and the IkamvaYouth branch, and he probably has the marks he needs to access university and pursue his chosen career as a teacher, but he remains determined to increase his results in several subjects by a code – i.e. 10% or more – before his final exams, simply because he is sure he can.

This drive for superior results ensures that Ikamvanites do not settle for their schools' expectations of a pass, or the DBE's minimum requirements, but achieve the marks they really need to access quality post-school opportunities.

Solutions 2&3:

Balancing out the information asymmetries leads to a balance between realism, ambition and passion. Supplementing social and institutional structures by enabling peers, mentors, and parents to develop empowered, informed Ikamvanites

From an Ikamvanite's first weeks with the organisation, in grade 8, 9, 10 or 11, emphasis is placed not just on schoolwork alone, but on access to information. This happens both automatically, through their exposure to their tutors, and deliberately. Branch-based staff distribute information about post-school opportunities throughout the year, and match opportunities to Ikamvanites based on their knowledge of academic performance and interests – in some ways playing the role that teachers and parents might for a more privileged learner.

Ikamvanites also all attend compulsory computer literacy courses, ensuring that they can access online information about opportunities. This also allows them to access IkamvaYouth's central repository of information, the Ikamvanite Zone (www.ikamvanitezone.org), where information about bursaries, scholarships, employment opportunities, etc. is shared online.

In their Grade 12 year, all Ikamvanites are paired 1-on-1 with a mentor, who guides them through the final process of choosing the post-school opportunities most suitable for them, and helps them with the details of the application process – again substituting for a role that might be played by the parents and teachers of more privileged learners. The mentor helps the Ikamvanite to objectively weigh and compare their options, and make informed decisions about what to apply for, then ensures that they get their application done correctly, effectively and on time.

This pairing with a knowledgeable mentor, together with the know-how and experience of IkamvaYouth branch staff, ensures that Ikamvanites do not fall into the trap of narrowing their options, or applying to inappropriately elite opportunities that they are unlikely to qualify for. Through our donors, supporters and partners, IkamvaYouth has developed a network of opportunity providers. These partners, such as ABI, AME, Capitec Bank, Harambee, Live Magazine, St Augustine College, TSiBA and the Tzu Chi foundation, to name a few, help make sure that every Ikamvanite can be matched with an opportunity both relevant to their interests and appropriate to their academic achievement, whether that be a learnership, an internship, employment, or tertiary-level studies.

While IkamvaYouth's staff and mentors go a long way towards closing the gap between township learners and their more privileged counterparts, the learners' parents and their wider community have a vital part to play. To that end, IkamvaYouth works to upskill and inform parents, volunteers and teachers so that they too can perform more like their more privileged counterparts. Every IkamvaYouth branch is run by a Branch Committee (branchcom), comprised of learners, volunteers, parents and other community stakeholders. The wider community is also invited to attend regular parents' and other stakeholders' meetings. By being involved in day-to-day decision-making about the academic careers of the Ikamvanites, guided by the branch staff, the branchcom and other stakeholders become more informed and engaged with the education process. In this way, an IkamvaYouth branch can touch whole families and communities, as they gain the skills and knowledge they need to take ownership of their own and their children's educations.

The support and confidence-building work done at IkamvaYouth also helps ensure that when Ikamvanites do arrive in the tertiary environment, they are better equipped to not take no for an answer. 2005 matric and current Makhaza Branch Coordinator Zukile Keswa recounts his experience of registering for his first degree at UWC: "Joy finally had enough when we got into the financial aid office. She told the lady that was in charge that we were not leaving the office until we got help. We showed them our acceptance letter and our good matric results. Then we all sat on the floor since there were no chairs. After a while, a lady left and came back with three forms to fill out. We were told that our registration had been cleared and we could go and register. To sidestep the problem whereby we had no funds for registration, she awarded us full scholarships for our fees and residence."

Closing the gap

Much of the work IkamvaYouth does with the Ikamvanites is simply about filling in for resources, access and support that more privileged young people could take for granted. IkamvaYouth provides the framework, and the Ikamvanites and their communities have repeatedly shown themselves to be more than resourceful enough to do the rest. Unfortunately though, while this goes a long way towards closing the achievement gap, it is not always adequate, and each year there are a few Ikamvanites who remain unplaced, as well as a number who face disappointment when they are unable to access their first choice of placement.

In part, this is about the well-publicised problems of the school system itself. Ikamvanites come to us late in their school careers, and despite all the work they and IkamvaYouth do, the gap is sometimes too wide to close in just two or three years. To this end, IkamvaYouth has begun reaching further back, to Grades 8 & 9. In the Western Cape we have run a highly successful pilot of Mathematics fundamentals programmes: *Maths Yes We Can* (workbooks written by Rahaal Jalan) and Khan Academy for these grades over the past 2 years, and we've seen a massive improvement in the results of the Ikamvanites. Not only that, but after this intervention Ikamvanites are much more likely to choose

Mathematics rather than Mathematical Literacy when they make grade 10 subject choices.

But there are also many things that could change at a policy level, external to the school system itself, to ease placement.

The DBE's pass ranking system is clearly inadequate, and could be viewed as a tool for artificially inflating our national results. Tertiary institutions are also imperfect in this regard, often not doing enough to demystify their own selection criteria, or requiring learners to undergo stressful additional testing such as the National Benchmarking Test (NBT) or individual entrance tests at an already challenging time in their school careers. A more ideal situation would be one where the department of education and universities themselves worked together to provide a single coherent standard for the results required to access tertiary. Tertiary applications and admission processes are also often challenging and opaque to learners who have absolutely no family experience of navigating the system. The whole process could easily be simplified by instituting a single, centralised, national application management system such as UCAS in the UK. There is already a fairly effective system in place in KwaZulu-Natal, the Central Admissions Office (CAO), and the university application process is much easier for Ikamvanites there. FET colleges' application processes also seem almost designed for uncertainty and chaos, with many having a "turn up on the day and hope" policy. It is hard to see why, in principle, FET applications couldn't function more like universities.

Funding for further study is also an area of particular challenge. Most of the Ikamvanites who access tertiary education do so on government-backed NSFAS loans, which are not always provided efficiently and timeously, adding an additional stress to the already difficult period of first-year adjustment. Those could be streamlined and better managed. And while IkamvaYouth currently makes a significant contribution towards our learners' application and registration fees, this is becoming increasingly challenging as we scale. Although there are ways to get registration fees waived or discounted, success is usually contingent upon solid relationships with relevant decision makers at most institutions.

However, there is a large sector of funding that remains frustratingly inaccessible for the majority of Ikamvanites – bursaries and scholarships. Although there are notable exceptions (e.g. ASSET, REAP, MSDf, Studietrust and the HCI Foundation), many schemes remain resolutely focused on academic merit, measured in absolute terms, as their key selection criterion. Thus, many bursaries end up being awarded to exceptionally high performing learners from very well-resourced schools, as long as they tick the box of being "previously" underprivileged – regardless of their current status. Many of these bursary schemes have retention and throughput rates that are uncomfortably low. Rather than simply raising the academic bar still further and excluding wider sections of society from, perhaps bursary providers should look to the mounting evidence that "non-cognitive" factors can be effective predictors of post-school success, and look for candidates who are achieving relative success, excelling within extremely challenging contexts or making very significant improvements to their results despite facing obstacles – candidates like the Ikamvanites.

BUILDING LEADERSHIP FOR REAL DEMOCRACY

“One of the most powerful ways of children and young adults acquiring values is to see individuals they admire and respect exemplify those values in their own being and conduct... The question of leadership generally, and in the educational sphere particularly, is therefore of vital importance.” Nelson Mandela, Saamtrek conference, 2001

“The essential ingredients of struggles for justice are human beings who, if only for a moment, if only while beset with fears, step out of line and do something, however small. And even the smallest, most unheroic of acts adds to the store of kindling that may be ignited by some surprising circumstance into tumultuous change” Zinn, 1994.

The Electoral Institute for the Sustainability of Democracy in Africa highlights “low levels of civil involvement and political apathy” as a dominant feature among young people. Robert Mattes (2011), in his paper entitled “The born frees: The prospects for generational change in post-apartheid South Africa”, writes that “while popular support for norms such as dignity, equality, freedom, non-racialism and majority rule may have led to the demise of apartheid, it is by no means certain that these norms are sufficient to support a liberal democracy. He cites extensive social scientific evidence to substantiate his claim that “South Africans – of all races – pay minimal lip service to the idea of democracy, and that significant minorities would be willing to countenance one-party rule or strong man dictatorship”.

The National Youth Policy (NYP) 200-2014 comprehensively outlines what should be done to improve the generally accepted rather dire situation in which the majority of youth find themselves. Two items on this long list that are particularly relevant to the topic at hand include:

- The empowerment of young people as assets for national development. Interventions should raise the confidence of youth so that they can contribute meaningfully to their own development and to the broader society.
- Young people as instruments and agents of their own development. IkamvaYouth’s key focus is enabling disadvantaged youth to improve their academic results and access post-school opportunities. The phenomenal results and track record, have been achieved by young transformational leaders in their roles as volunteer tutors, mentors, branch committee (branchcom) members, assistants and coordinators. The organisational approach to leadership and decision-making builds

the capacities and experience the country needs for a functioning democracy. While the NYP effectively highlights the challenges that need to be addressed, it’s rather thin on its recommendations as to how these ideals can practically be attained. However, it does note that young people should be “meaningfully engaged at community level, thus ensuring democratic involvement, acquisition of first-hand knowledge and experience of civic action”.

The involvement of youth in civil society and volunteerism is a generally accepted means to bolster participation in democratic processes. Mattes’ (2011) research found that “bornfrees who attend community meetings and join local action groups are significantly more democratic”. However, while Macedo (2005) acknowledges the potentially significant role civil society organisations can play in boosting civil engagement, he notes that their capacity to do so “depends on the rules under which they operate” and calls for the creation of a framework within which voluntary activities “promote the country’s most inclusive political ideals”. The future wellbeing of South Africa’s democracy and economy lies in the hands of our youth. This generation’s level of education, engagement with democratic processes, and cultural values and principles will determine the quality of leadership in the institutions, companies, organisations and Government of the not-too-distant future.

IkamvaYouth’s decision-making processes are underpinned by the organisation’s values:

A culture of responsibility for self and others

Responsibility is at the core of this approach to decision-making. When we have voiced our opinions and voted in accordance with what we think is right, we have a responsibility for this decision. As ikamvanites we have the responsibility to voice and own our thoughts, opinions and ideas and to offer them into the decision-making process in order to best fulfil our roles and responsibilities to the wider organisation and, ultimately, the learners.

Collaboration and peer-to-peer support

By participating in key decisions, we build our individual and collective experiences and capacities. By learning from the ways in which our peers think, we develop our own knowledge and leadership experience. When ikamvanites support peer learning between not only the learners and tutors, but also between branchcom members and colleagues, our organisation becomes better equipped to deliver on our mission.



Connected to the value of collaboration is that of diversity

The more angles and perspectives from which an issue is considered, the better thought-out the responsive action. When diverse people collaborate in collective problem solving, the resultant solution is likely to be better than when one or two people (who can necessarily bring only their individual perspectives) decide. Palmer (2011) reminds us that “the benefits of diversity can be ours only if we hold our differences with respect, patience, openness, and hope, which means we must attend to the invisible dynamics of the heart that are part of democracy’s infrastructure”.

Commitment to impact through democratic processes

Better decision-making will ultimately lead to better impact. However, democratic processes are not easy, hence the need for ikamvanites to be committed to seeing them through even when addressing particularly challenging or thorny issues.

Integrity and openness

It’s by having things open and transparent that we ensure individual and collective integrity. Through transparency and openness, we’re held accountable to the community at large (learners, parents, volunteers, donors, colleagues, the board, etc).

Paying-it-forward

IkamvaYouth’s model is underpinned by the ethos of contributing what we have gained (through our experiences and education) to build a better ikamva.

Mattes (2011) cites Inglehart’s (1990) socialisation hypothesis that experiences in late adolescence powerfully influence the development of individual attitudes and he makes a case for the “conscious teaching of pro-democratic values and preferences to the young through civil society and mass media”. IkamvaYouth takes this a step further with an experiential, peer-to-peer learning approach. The pedagogy goes beyond tutoring, career guidance and computer literacy to the development of leadership skills and work experience by placing the responsibility of programme delivery in the hands of the young people that run each branch. IkamvaYouth’s registered Non-Profit name is Ikamva Lisezandleni Zethu (The Future is in Our Hands), and this ethos drives all we do.

Since inception in 2003, IkamvaYouth has adopted a democratic decision-making approach to organisational governance. Branches are run by branch committees, comprising branch coordinator, assistant and the most committed volunteers and learners. Each branchcom is voted annually during the Strategic Planning Weekend (SPW), and everyone (including parents, partner organisations, and community leaders) is welcome to participate in our branchcom meetings, which happen every two weeks. Everyone gets one vote; official branchcom members get two.

Everything is discussed openly and transparently and everyone gets a say in how things are done at the branch level.

The approach has yielded the following advantages:

- Ownership and high commitment from volunteers and learners. 50% of matriculants become volunteer tutors and mentors. There are many volunteers (most ex-learners), who’ve volunteered consistently on a weekly basis for many years. Ownership inculcates loyalty, and a transparent and inclusive means of operating has enabled the beneficiaries of the project to become its leaders.
- Innovative ideas. For example, it was committed learners who developed the minimum 75% attendance requirement policy and the first group of ex-learners-turned-volunteers who developed the no new Grade 12s policy to ensure that our efforts reap the best possible outcomes.
- Young people gaining work experience, through participating in meetings, making important decisions, learning about project management, budgets, minutes, teamwork, delivering and reporting on programmes and professional etiquette (eg punctuality; professional communication via email)
- Young people developing their leadership capacity and skills through leading teams of volunteers, learning to voice their opinions in large meetings, and being held accountable for programme delivery
- Social cohesion: when all South African youth – black and white, from diverse socio-economic backgrounds and every level of educational privilege – work closely together and achieve incredible results, strong bonds are formed and the impact on social cohesion and integration is tangible.
- Decision-making has the flexibility and insight needed to meet different challenges in varying contexts. Decision-making that includes the voices of those closest to the problem is most likely to meet the problem.
- The model develops a culture of responsibility, commitment and peer-support, and the experience whereby each ikamvanite’s opinion influences decisions becomes an integral part of who we are and how we operate.

The national management committee (natcom) was established when there were more branches in other provinces. To date, natcom has comprised every staff member. Natcom is the body from which branchcoms can elicit support, and that approves big decisions (the ones that impact the whole organisation).

The aim of this body is to ensure collaboration and prevent duplication of effort. Strategy, policies and budgets are developed by natcom (building on the proposals from branchcoms), with ultimate approval required from the board of directors, which ensures that the organisation stays focused on mission and aligns at all times with the values; manages risk and takes ultimate legal and fiduciary responsibility.

Democratic decision-making at a natcom level yields the following positive outcomes:

- Collective decision making from diverse groups of people with multidisciplinary educational backgrounds and expertise, combined with close understandings of ground-level realities leads to context-

relevant, well-considered decisions that draw on organisational expertise.

- As we work collectively to address our challenges, everyone involved in the decision-making develops their capacity for dealing with problems and builds leadership skills and experience. It is through considering our mistakes collectively that we can all learn from them and ensure that we’re continually improving. The greater each individual team member’s capacity, the greater the organizational capacity to expand reach to more learners and deliver more impact.

At each stage of organisational growth, we have had to ask ourselves, “How do we ensure grassroots ownership while exponentially increasing the size and geographical reach of our organisation?”

During each transitional growth phase we’ve had to develop various processes and policies and restructure organisational decision-making bodies in order to maximise the advantages of democratic decision-making while mitigating the challenges that inevitably arise. With nine branches currently operating, and many more in the pipeline over the next few years, the current branchcoms-> natcom -> board structure involves the following shortcomings:

- It’s inefficient use of time and resources for everyone to decide everything. According to Palmer (2011), “Just as a virgin prairie is less efficient than agribusiness land, democracy is less efficient than a dictatorship... And yet this loss of efficiency is more than offset by the way human diversity, freely expressed, can strengthen the body politic – offering resilience in the face of threat, adaptability to change, creativity and productivity”. However, the reality at IkamvaYouth branches, with two paid staff coordinating up to 180 learners and volunteers, means that each person has a significant workload. With increasing decisions to be made by natcom as we establish more branches, hire more people and establish more partnerships, it’s become unrealistic for everyone to be a part of every decision.
- Those with less insight have the same weight in the decision-making, which can lead to less-insightful decisions receiving the majority vote. (For example with more branches in one province, the perspective from that part of the country can weigh in more heavily on decisions about something that is experienced by and more closely affects branches in another province).
- It relies on people voicing and owning their opinions, which can be difficult in some situations (eg new or junior colleagues are less likely to voice opinions that contradict with those who’re in higher leadership positions)
- It’s not always productive or fair to air organisational and/or individuals’ dirty laundry for all to see.
- There are legal limitations in some instances. For example, for disciplinary hearings, staff members need to be held accountable by their leaders and not the people they lead.

In overcoming these, IkamvaYouth has had to once again respond by tweaking the model and finding ways to work around these challenges.

As a young organisation run by young people doing big things and setting ourselves goals that border on the miraculous, it’s inevitable that we will all make mistakes. The standards we’ve set ourselves are very high and we will not always meet them. Inevitably, in learning and building as we go, we will at some points fall short. It’s important that we can learn from our mistakes in a supportive environment that enables professional development, transparent structures and communication, rather than hiding challenges or problems for fear of being named and shamed in the open. It’s also important for accountability and integrity of the organisation that we’re answerable to our learners, communities, supporters, colleagues and the board.

Keeping issues under wraps is a slippery slope and we need to safeguard our organisation from corruption by continuing to hold each other accountable for all we do.

While significant steps have been made, IkamvaYouth still has a way to go along the path towards the perfect model for large-scale, grassroots, democratic decision-making. It’s probable that it’s a path without destination, and requires regular pit stops where we evaluate our progress, our direction and recalibrate to address challenges that inevitably arise with increasing reach, budgets, legal implications and requisite levels of professionalism. By adopting an open, democratic decision-making approach to figure out our way, we will ensure that new directions remain true to the values and democratic processes.

A top-down, hierarchical decision-making structure is certainly simpler and probably more efficient. However, the more young people climbing steep leadership learning curves and making important contributions, the greater the possibility of widespread, values-based leadership in South Africa.

DGMT: CONNECTING LEADERS FOR THE PUBLIC GOOD

There's a great book written by Pulitzer prize winner Tina Rosenberg, called "Join the Club: How peer pressure can transform the world". Rosenberg describes how the solidarity of peer groups can cause young people to rebel against cigarettes and alcohol abuse, overthrow a dictator non-violently and improve the Maths scores of college students.

IkamvaYouth taps into the same basic human desires – of identity, purpose and belonging – to get young people to do better at school. It shows that the answer to the challenge of education does not only rest with the teachers, but with the students themselves. Properly motivated and feeling connected, young people will strive to perform well.

The DG Murray Trust supports IkamvaYouth because we believe it works. Arguably, sparky students will self-select to participate in the programme, but we need to support motivated students to reach their full potential. If enough of these students emerge as the new leadership in schools – as inevitably they do – they will start to strengthen the learning culture of their classmates. Better school marks will open doors for further study, and Ikamvanites will be more prepared for the transition to tough university environments that still lead to most rural and township students dropping out.

The benefits of IkamvaYouth will be long-lasting. Ask most employers what they look for in considering young people for employment, and they'll tell you that they want to see commitment, self-discipline and eagerness. The job skills can follow. The ability to think, analyse, plan and articulate a clear position are all vital work skills, and these are all stimulated by the robust, interactive environment of peer groups.

Of course, it would be naïve to suggest that Ikamvanites will sail effortlessly into jobs when they leave school. The barriers to employment are high. It's difficult to find work when you don't have taxi fare to look for work in the city. But IkamvaYouth enables young people to navigate difficult life terrain and find barely visible footholds for upward mobility. It builds resilience, so that they get up again when they've been knocked down. Perhaps most importantly, it teaches young people that you don't have to stand on the face of your colleagues to make your way up in life.

There is a groundswell of dedicated and educated young people who are engaged in changing South Africa. IkamvaYouth's leaders are such examples. Like many of their comrades, they are still struggling to be seen and heard. But in time, they will emerge as a new leadership, committed to using their new connections for the public good.



David Harrison, CEO, DGMT



Makhaza

THE NAZEEMA ISAACS LIBRARY

2012 started off very well. Moving on from a year in which we had a lot of struggles and difficulties, 2012 was a year for learning from our mistakes, exploring new avenues, taking on new challenges. 160 learners achieved 75% or more attendance, three times a week during the school terms throughout the year, and 200 learners and volunteers participated in an intense two-week Winter School. The matrics valiantly attended an extra week at the branch; spending their entire holidays working harder than they do in the term!

We had our annual [strategic planning weekend](#) at the Zolani centre in Nyanga which was exciting, interesting and great fun. We elected our Branch Committee, which has been responsible for decision-making at our branch in 2012, and with their support we also drew up our first branch constitution.

The 'Yes We Can' Mathematics project kicked off in early January with our Grade 8s. The programme covers the fundamentals of Mathematical Literacy, and through peer-to-peer learning and a supportive environment, helps students to excel in many of their other subjects too. Learners also develop self-confidence in approaching problems, as well as the skills to solve them.

Thirty five learners completed the Operation Fikelela curriculum, and Grade 9 learners completed The [Khan Academy](#), which has been a great success; most of the learners that took part excelled at school. At the end of the year all our Grade 9s chose to do pure Mathematics rather than Mathematical Literacy, which is a huge achievement.

Our annual [Winter School](#) took place at [UCT](#) for the first time. Learners and volunteers were taken to the UCT middle campus where they participated in two weeks of intensive tutoring, attended informative workshops and went on excursions all over Cape Town. Grade 11 and 12 learners attended chemistry workshops, facilitated by Thobela Bixa. Tutoring took place for all the grades, with the higher grades working through past exam papers and the Answer Series books. PSH (Peers in Sexual Health) ran self-awareness workshops, while [Sunstep](#) got involved in helping our Physics students make alarms and facilitating other experiments. Rose, a volunteer from Stanford, ran a photography workshop, while other volunteers facilitated some deep debates. Andreas and his team from [ERM](#), and Matthew from [Cape Leopard Trust](#) made sure the students got to grips with our environment. They learnt about how to make their immediate environment more sustainable, and went for walks in Tokai forest – finding a few wild animals along the way. [Capitec](#) ran some financial literacy training workshops, [LiveSA magazine](#) did a photo-shoot and created content for their YouTube channel, and the [South African Astronomical Observatory](#) ran workshops about what is happening in our solar system.

In September, [Reel Lives](#), a film-making company started a project with four [Makhazanites](#). Reel Lives uses media to support education,

empowerment and social change. Their approach consists of an integrated set of programmes that achieves both depth and breadth of service.

Each student learns the skills associated with documentary filmmaking, from cinematography and narrative development, through to non-linear editing with Final Cut Pro. Each young filmmaker engages with his or her life through film. The documentary films were screened at the Labia theatre. Makhazanites shot, edited and created documentaries with Reel lives. Makhazanites also made a music video for Adobe Youth Voices; participated in FunDza Literacy Trust's Write4Life writing workshop; and strutted their stuff for a LIVE Magazine fashion shoot. Makhaza learners took first place in debate at the annual Western Cape Talent Show in August, and showed off their debating acumen at a Heritage Day Debating Workshop, and at UCT's Festival of Desire.

All learners attended the annual, hugely successful Careers Indaba at the Zolani Centre in Nyanga. The Ikamvanites were also out and about; hiking in the Langebaan Fossil Park and up Table Mountain with ACCESS. Twenty Ikamvanites managed their health by participating in voluntary HIV counselling and testing, and everybody developed their financial literacy by participating in Capitec Bank's workshops.

The [Grade 12s](#) did really well at the end of the year: there was a big improvement in results.

The Ikamvanites' commitment and academic successes were celebrated at our annual prize-giving. We would like to thank all our sponsors, funders, supporters, parents, friends and especially the learners for their assistance in making 2012 a success.



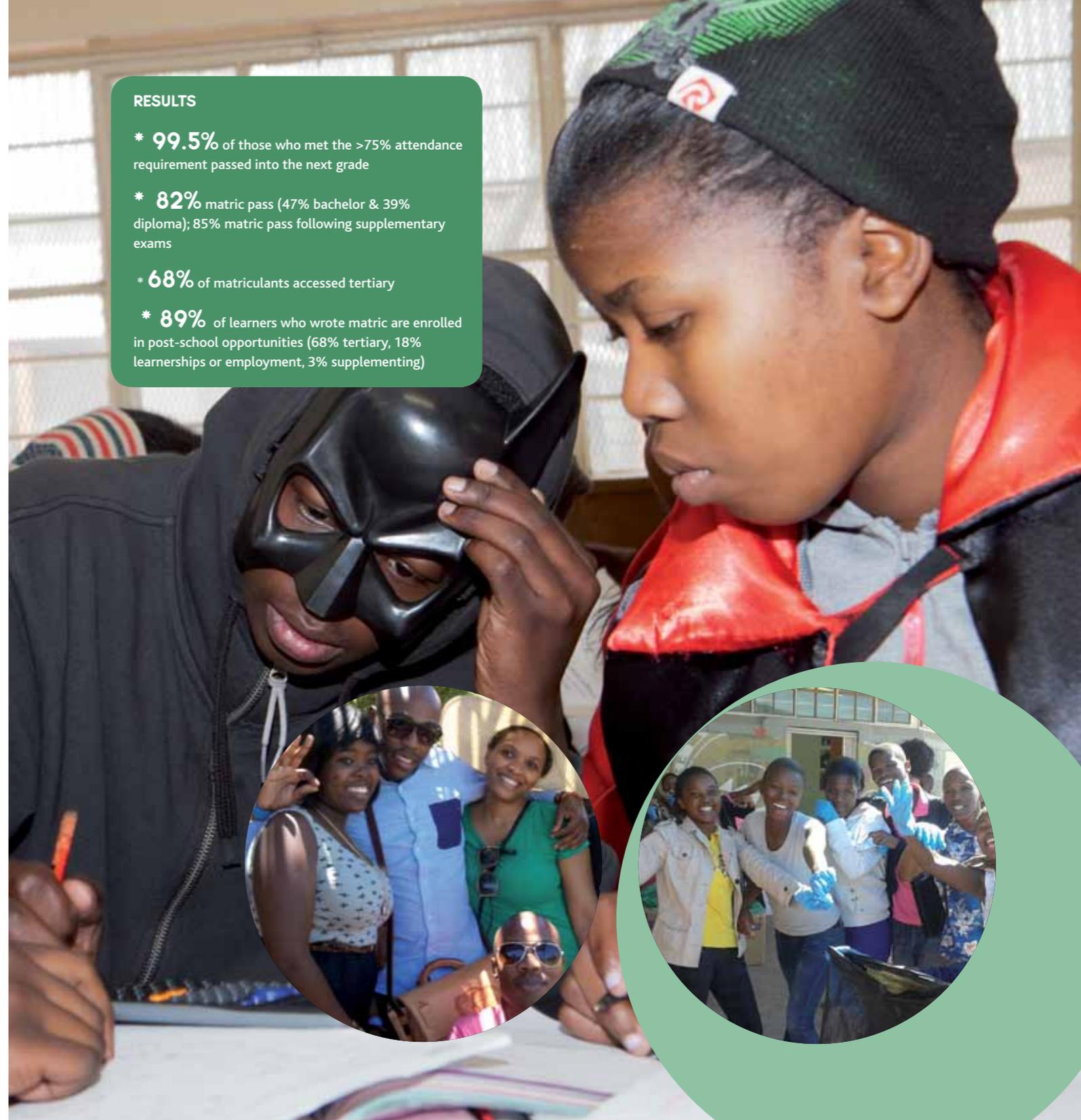
RESULTS

* **99.5%** of those who met the >75% attendance requirement passed into the next grade

* **82%** matric pass (47% bachelor & 39% diploma); 85% matric pass following supplementary exams

* **68%** of matriculants accessed tertiary

* **89%** of learners who wrote matric are enrolled in post-school opportunities (68% tertiary, 18% learnerships or employment, 3% supplementing)



MODEL OF COLLABORATION

The Raimondo Family's involvement with IkamvaYouth began in early 2005 when Joseph Raimondo, a UCT student at the time, joined IkamvaYouth as a volunteer tutor. During Saturday mornings spent at the Nazeema Isaacs library in Makhaza he experienced firsthand the energy and commitment that defines IkamvaYouth. Huddled in small groups, learners and tutors were tackling South Africa's education crisis one Maths problem at a time. In order to assist IkamvaYouth in their need to expand and serve more learners, the Giuseppe and Rita Raimondo Charitable Trust (GRRCT) initiated financial support in 2007.

From a funder's perspective, several key attributes have made IkamvaYouth an exciting and attractive partner. Firstly, they started with, and continue to hold, a clearly definable and quantifiable vision. IkamvaYouth has remained focused on this vision through consistent monitoring of their own performance, including regular reviews and the implementation of changes where necessary. IkamvaYouth's long-term strategic planning is both thorough and innovative, which underlies the organisation's resolve to solve South Africa's biggest challenges in education.

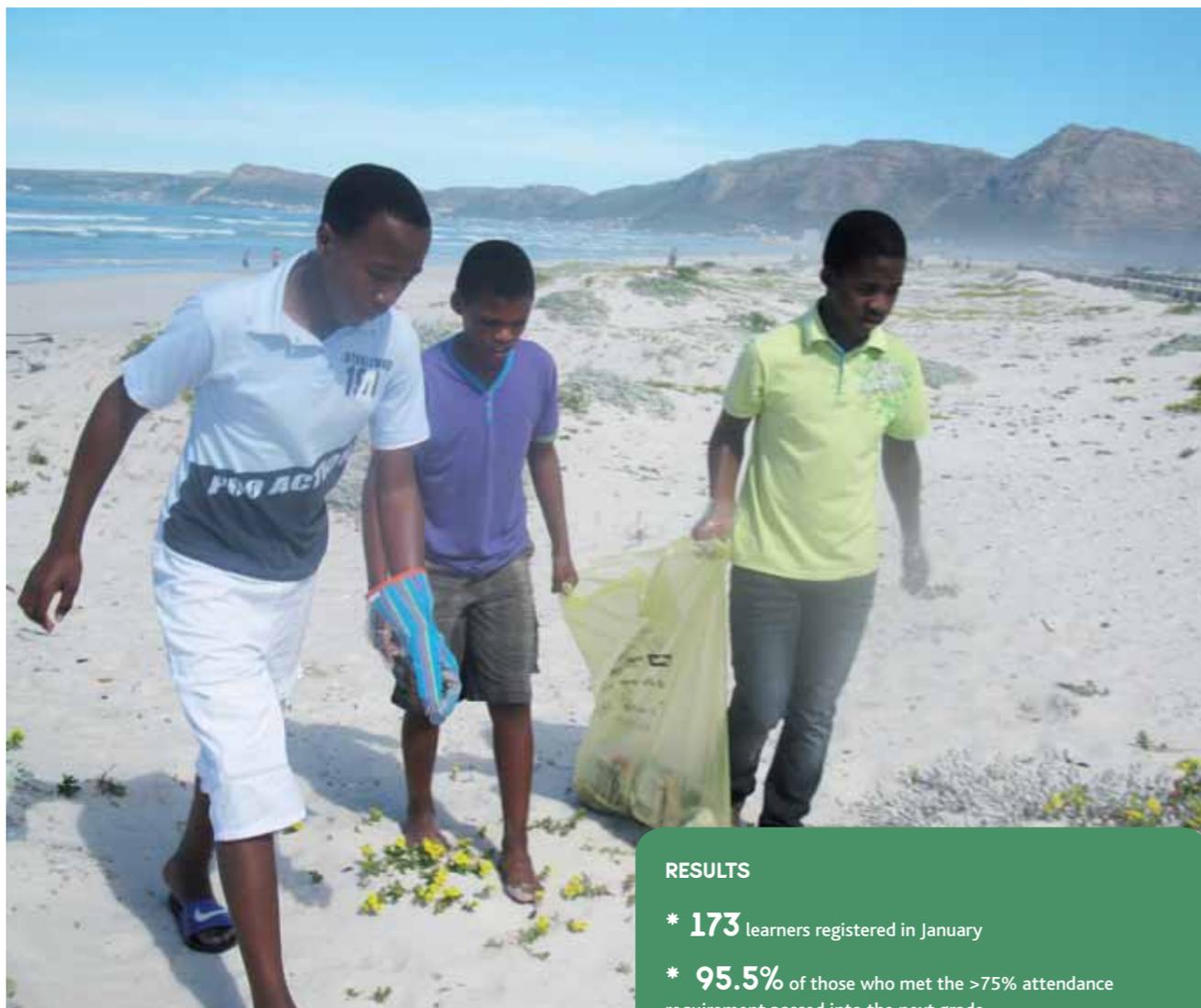
Secondly, the GRRCT has been impressed by IkamvaYouth's democratic governance structures. There is no cult around "the founder", with leadership spread throughout the organisation. IkamvaYouth is also a remarkably inclusive organisation with space for all South Africans regardless of race or background, an inspirational model of South Africans working together for a better future.

Thirdly, IkamvaYouth provides broad-based support for learners giving them a real sense of belonging. This is evidenced by the fact that past graduates often return as new volunteers. Indeed, previous learners now hold important leadership positions at the highest levels within the organisation.

Lastly, IkamvaYouth is a well-managed organisation, which provides excellent communication and feedback to its funders. The GRRCT is proud to have supported IkamvaYouth for the past seven years. We congratulate IkamvaYouth on their 10th anniversary and affirm our continued support. We look forward to witnessing what IkamvaYouth will further achieve in the future.

Joseph and John Raimondo, on behalf of the Giuseppe and Rita Raimondo Charitable Trust





“ikamvaYouth is doing so much to help our children because of its work, our children can pursue their dreams with help from people who know more than they do.”

Mr Mputa, parent

RESULTS

- * **173** learners registered in January
- * **95.5%** of those who met the >75% attendance requirement passed into the next grade
- * **90%** matric pass (30% bachelor & 60% diploma); remaining 10% represents 1 learner at Stonefontain College redoing matric
- * **70%** of matriculants accessed tertiary
- * **100%** of learners who wrote matric are enrolled in post-school opportunities (70% tertiary, 20% learnerships or employment, 10% supplementing)

Nyanga

THE ZOLANI CENTRE

2012 was a pace-setting year for the Nyanga branch, which we started off with our much awaited move from the [Nyanga library to Zolani Centre](#). Tutors, staff and volunteers appreciated this move to a more spacious and safer venue. We held our [Open Day in February](#), which was well attended by learners, parents and volunteers, and the year started off in earnest.

Shuvai, the new [branch coordinator](#) joined the Nyanga family in April and shortly afterwards, we had our [strategic planning weekend](#) where a Branch Committee was elected, which was to lead the branch throughout the year.

Overall, 63 learners achieved 75% or more attendance at tutoring sessions, three times a week during the school terms throughout the year. In June, the branch took on its first Grade 8 cohort consisting of 20 learners.

One of the year's highlights was our second independent [Winter School](#), held at the University of the Western Cape, with 96 learners, volunteers and staff in attendance. The learners participated in several workshops including financial literacy, HIV awareness and testing, science and innovation, and media and journalism which were all eye-opening and exciting experiences for them. We also opened [our computer lab](#) in August, with 20 new computers, in partnership with [Numeric](#). PanSolutions generously [donated a printer](#) for use in the computer lab. Our first Grade 8 cohort joined us at the beginning of the year, and started doing Khan Academy to help with their Mathematics.

Seventy learners attended the Careers Indaba hosted at the branch in September and participated in career guidance, Interview skills and CV writing workshops. Seventeen learners participated in the International Coastal Cleanup Day, and 70 Ikamvanites participated in HIV/AIDS testing and awareness initiatives.

2012 also saw the launch of the [Nyanga green team](#), in partnership with the [Environmental Resource Management \(ERM\)](#) team. The Nyanga debate team was also launched, with support from the [UWC debating society](#). Nyanganites also participated in the [Enke: Make your mark](#), and three of them went on a leadership camp, returning with bright ideas on how to effect change in their communities. At our [prize-giving ceremony](#), three of our learners received computers donated by Capitec Bank, and this was cause for much excitement and happiness.

Our Grade 12 class topped off the year brilliantly with their [results](#). For 2013, the branch is set to continue growing, enabling more young people to work together to lift themselves out of poverty.



“At ikamvaYouth i get a chance to study because there is a lot of noise at home and the tutors are friendly and always help.”

Siyasanga Hlahleni, 2012 Gr 12

“i like coming to ikamvaYouth it keeps me from doing bad things that will get me into trouble.”

Aphiwe Sobutyu, 2012 Gr 12

Masiphumelele

THE MASIPHUMELELE LIBRARY

The Masiphumelele branch was very active during 2012, with great opportunities presented to learners.

Learners grabbed hold of the myriad opportunities made available through IkamvaYouth's [diverse programme](#) and holistic approach to education. Tutors were mobilised by means of recruitment drives at colleges, universities and in the surrounding communities.

We started the year with an Open Day to welcome Ikamvanites, and a parents meeting in order to gain the support of parents. Clear vision and direction was plotted for the year ahead by means of the annual [Strategic Planning Weekend](#) in March. A new Branch Committee was elected, and Masiphumelele branch was fired up for the first term!

Overall, 100 committed learners achieved 75% or more attendance throughout the year.

An exciting camping trip to the [Cederberg Mountains](#) was hosted by the Cape Leopard Trust during April, as an incentive to those learners who had attained high attendance. Over the course of four days, learners stayed in tents, dug for fossils, participated in team-building activities and did star gazing. The highlight of the trip was hiking across the Cederberg.

April was jam-packed with activities and the start of [many groups](#), such as the Philosophy Club; Ladies' Club and the Men's Club. The much anticipated [Winter School](#) was held in June. With the assistance of local and foreign volunteers, this annual event was a resounding success. Morning sessions consisted of tutoring, while the afternoon sessions featured workshops in vocational and character-building subjects. These ranged from chemistry experiments to an HIV/AIDS Peer Education programme and leadership skills. Twenty-one Ikamvanites participated in the HIV/AIDS testing and awareness initiative, and on World AIDS Day in December, 40 learners engaged in a Skype dialogue with Boston University journalism students and others about issues of HIV/AIDS awareness. Winter school culminated in a display of talents from all the IkamvaYouth's branches in the Western Cape. Shortly after this, it was time to get down to business, with Grade 12 learners applying for tertiary institutions and bursaries.

Spring finally arrived, and the learners who had maintained good attendance were treated to a trip to Cape Point. The annual [Career Indaba](#) in Nyanga was also held, and saw scores of learners eagerly listening to exhibitors about career choices and other post-matric options. The busy and enterprising year was concluded with prize-giving. Learners who had excelled beyond their peers received computers as a prize. Proud parents, IkamvaYouth staff and learners packed the library's hall.

Branch coordinator, Nicolas Commeignes, who started the Masiphumelele branch, resigned at the end of the year. Johnlyn Tromp has now been employed in his place. Sue Alexander continues to be a pillar of support to the Masiphumelele branch, in her role as chief librarian.

“i am very happy because i was stressing a lot, in order to get a good pass mark. i obtained a bachelor pass. i think i have a bright future ahead of me.”

Zintle Mtakati, learner, accepted at both UWC and UFS



RESULTS

- * **100%** of those who met the >75% attendance requirement passed into the next grade
- * **82%** matric pass (50% bachelor & 38% diploma); 95% following supplementary exams
- * **77%** of matriculants accessed tertiary
- * **100%** of learners who wrote matric are enrolled in post-school opportunities (77% tertiary, 23% learnerships or employment)

EMPOWER: CREATING PATHWAYS TOWARDS BETTER OPPORTUNITIES

Since we began our funding partnership in 2009, IkamvaYouth's growth across numerous dimensions has been remarkable to observe: from volunteer-led to professionally-staffed, from one site to many, from a handful of donors to a broad roster. Yet there has been constancy of mission and philosophy: keeping deeply rooted in the communities, expecting excellence from participants and staff, engaging volunteers and former participants to pay it forward.

We appreciate that a number of EMpower's board and donors also have had the chance to visit or hear from IkamvaYouth. They, as have we, inevitably come away with a strong sense of the challenges in townships and especially the practical, tested approaches IkamvaYouth is implementing successfully to address needs and to create pathways for youth towards better opportunities.

We have been so impressed by IkamvaYouth's resilience in the face of tough situations, its embrace of learning and adaptation, its ambitious but thoughtful vision of growth to fundamentally change the prospects of next generations, and especially its results.

It has been a pleasure to partner with IkamvaYouth over these past five years and we look forward to the next steps along the journey. From the EMpower team, heartfelt congratulations on your 10th anniversary and exemplary achievements!

Cynthia Steele
Executive Vice President, EMpower



Chesterville

THE VUYANI NKOSI YOUTH CENTRE

2012 was a year filled with numerous challenges for the Chesterville branch, some of which emanated from previous years. One of these challenges was staff turnover, which saw the branch managed by a new branch coordinator, branch assistant, as well as district coordinator. The Branch Coordinator position remained vacant for three months towards the end of the year, after Thobile Mthembu vacated her post at the end of September 2012.

Another challenge during the year was that of maintaining learner numbers, due to (transport related) financial difficulties experienced by learners resulting from the move to the Chesterville Youth Centre in November 2011. The branch also lost a significant number of matrics from one of our feeder schools located far from the Centre at the beginning of the year, due to transport related difficulties.

Despite these challenges, the branch has enjoyed a number of successes during 2012. Overall, 77 committed learners (> 75% attendance) completed the year.

The branch committee was voted in at the [SPW](#), which was held jointly with the new Umlazi branch. The Chesterville branch has been instrumental in assisting with setting up the branch in Umlazi. Some tutors from the Chesterville branch moved over to the Umlazi branch to help create a culture of learning and a successful sister branch.

The branch held its [Winter School](#) at the DUT Steve Biko campus, in collaboration with the Umlazi branch. Despite the challenges encountered, the IYKZN team with the help of the tutors and facilitators managed to execute the Winter School programme effectively and impact learners academically and socially. Learners had the opportunity to participate in



activities such as life skills workshops, career guidance, HIV awareness and testing, [environmental awareness](#), sports day, as well as excursions to the Natal Sharks Board and PheZulu Safari Park.

During the year, learners also had opportunities to participate in a variety of programmes under our five portfolios, such as the Fundza Reading Programme, aimed at developing the learners' literacy skills. Learners also had an opportunity to give back to their community on [Mandela Day](#) (18th July), when they got involved at a local mission, cleaning and painting two classrooms. ABI, another of IkamvaYouth's major funders invited learners to their plant in Phoenix, for a tour as well as career talks by some of the company's top executives. Learners also attended career guidance workshops and careers day; watched films at the Durban International Film Festival; showcased their performances at the branch's talent show; and published their own creative writing through the FunDza Reading Programme.

We also had an opportunity to attend and present at the International Partnership Conference ([IPN 2012](#)) hosted by MIET Africa. This was both a valuable learning experience and an opportunity to share some of our knowledge with other organisations. The conference also provided opportunities for engagement and partnerships with other organisations doing similar/complementary work. One such organisation was MIET Africa, who donated some valuable materials for use in our Life Skills and HIV/AIDS awareness programmes. There were subsequently 52 participants in voluntary HIV counselling and testing at our branch.

Despite the challenges experienced during the year, the Chesterville matric class of 2012 managed to achieve their goal. Two learners each achieved three distinctions. One has been accepted to study Applied Chemistry at UKZN, while the other will be studying Applied Language Studies at DUT. [Another learner](#), who is a foreign student, achieved a distinction in Accounting, and has been awarded a 90% bursary to study at St Augustine's College in Johannesburg.

Through all the highs and lows that 2012 brought, the branch has remained motivated and geared towards making a much greater impact. The saying "it takes a village to raise a child" is really evident in an organisation like IkamvaYouth, which has shown us that teamwork at its best can produce something that is greater than all team members involved could ever imagine.

“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

“Bulelwa would have passed but without IkamvaYouth it would not have been as good as it is. Her results were great and she has made the family proud”.

Parent rep, parent of Bulelwa Xobiso Grade 12



RESULTS

- * **96%** of those who met the >75% attendance requirement passed into the next grade
- * **100%** matric pass (42% bachelor & 33% diploma)
- * **58%** of matriculants accessed tertiary
- * **92%** of learners who wrote matric are enrolled in post-school opportunities (58% tertiary, 34% learnerships or employment)



Umlazi

AA LIBRARY

“What I like most about it is that we get help from people who are almost the same age as we are, that makes learning easier than at school where the teachers are much older”

Mzwandile Sibiya, matric learner

“A civil society is in its educated youth” – unknown. As an organisation, IkamvaYouth, ensures that the youth is empowered through education, contributes to a civil society and a better/brighter future is created for the youth and the country. The small sacrifice made by volunteers and staff of IkamvaYouth goes a long way”

Zandile Dlamini, volunteer tutor

2012 was the beginning of an interesting and challenging journey: starting a new branch in the Umlazi AA section. The branch opened its doors on the 14th of April 2012, with an **Open Day** which was very well attended by the community. We were graced by the presence of **ABI** (the branch’s funder) as well as head of **Libraries** from the **eThekwin Municipality**, who have donated tutoring and office space.

As a new branch, we’ve experienced a number of challenges, one of which has been maintaining learner numbers. The branch was able to quickly surpass the target of 50 learners by **Winter School**, but struggled to increase this number during the rest of the year. One of the reasons for this was the lack of a proven track record in the eyes of the community, including potential learners. Also, because learners did not yet fully understand the implications of the attendance requirements, we lost learners along the way. In the end, 50 committed learners completed the year.

In August 2012, N’thabiseng Zwane joined the Umlazi team as the new branch assistant. She came to the rescue after the previous branch assistant left the branch without notice on the first day of Winter School.

Winter School this year was held at **DUT**, in conjunction with the Chesterville branch. It also served as a good time and space for our learners to interact with the Chesterville learners and broaden their perspective of IkamvaYouth. There were excursions to **Phezulu Safari Park** and **The Natal Sharks Board**, activities and even a sports day. Other Winter School highlights include the Reading Corner initiative and Chemistry lab practical experiments. All of this was made possible through the two branches working closely together.

For Mandela Day, learners helped out to get the AA Umlazi library in order. Fifty-three Ikamvanites participated in the HIV/AIDS testing and awareness initiative, and 37 learners joined Ikamvanites from Chesterville for a set of presentations and career talks by top executives at Amalgamated Beverage Industries (ABI) and toured the ABI Plant.

The support and cooperation we have received from the schools has really helped in the growth of the branch. The **library** has also been very generous to us and they have supported our initiative at every step. We look forward to building a bigger and stronger branch in 2013.



RESULTS

* **96%** of those who met the >75% attendance requirement passed into the next grade

* The branch looks forward to supporting its first class of matriculating Ikamvanites in 2013



MY FUTURE

My future is like a creature and I'm the creator
God forbid bad friends coz I am the maker
For the walls of doubt I am the dillapidator
And all my obstructions the assassinator

Because the future is in my hands
Rain pours down my face
Getting tired of the race
Why does life lead a fast pace
When you're not ready for the game

I smell my future is near
I sense my hands do not fear
Because my future is in my hands

Dreamt of being a doctor
Overcome by dope factors
Some will settle for being cleaners
But for me, the grass is greener

I have potential of being a leader

So you see... I attend this institution
With a Xhosa restitution
They give me free-of-charge tuition
Enthusiastic with precision

And glad to be of assistance

... the name is Ikamva

Nokukhanya M Ngcobo

ABI: INVESTING IN SUSTAINABLE DEVELOPMENT

At ABI, community development is an integral part of our sustainable development framework. We firmly believe that the health and prosperity of the communities in which we operate are essential to our profitability and growth, so for us investing in our communities is not something we do when we have some funds left over, but it is something we plan annually and allocate dedicated funds to.

When ABI was presented with an opportunity by IkamvaYouth in 2011, we saw this as a sustainable opportunity to make a meaningful contribution to one of the greatest challenges facing South Africa today. The challenge of declining standards of education, thereby leading to poor high school grades, especially in Maths and Science. At ABI we believe in getting involved in social development programmes that will have a lasting effect on the beneficiaries and the community at large. The IkamvaYouth programme does exactly that. The fact that over 50% of IkamvaYouth volunteers is made up of past learners and that their matric pass rate has on a consistent level been better than the national average, is a testimony to the sustainability of the programme.

When we first started it was in the middle of our 2011/2012 financial year and we had already allocated our funds, but we couldn't miss out on this great opportunity to make a sustainable impact in our communities. We started with only R150 000 in 2011. In 2012, we increased our funding to just over R1 200 000, and extended IkamvaYouth services to Umlazi. We did not stop here but in 2013 we have extended our commitment to IkamvaYouth to include a three-year relationship that will see ABI invest an additional R2 000 000 to provide IkamvaYouth services to two more communities in Ikageng, Klersdorp and Mamelodi, Pretoria.

Words cannot express our pride in the work that is done by IkamvaYouth and our satisfaction in seeing many more disadvantaged learners getting an opportunity to better their lives through education. The challenge to afford more and more learners access to quality education continues for each and every South African, parents, learners, private sector, public sector and especially educators. Each and every one of us has a role to play, the question remains, what role are you playing as a caring South African? Partnering with IkamvaYouth as a funder or a volunteer is a great way to contribute, no doubt.

Tshidi Ramogase
Corporate Affairs Director
ABI



“What I enjoy about being at ikamvaYouth is making new friends and learning about new things like how to manage stress during exam times or how to set goals. The career workshops really helped me to be a better student. I love being part of this organisation because it cares for us.”

Benny Matlou, Grade 11 learner at Ivory Park

Ebony Park

THE SIYAKHULA CENTRE

2012 was another busy year for the Ebony Park Branch, with young lives being positively transformed and many learners moving from complacency into action.

Many activities took place at the branch throughout the year but the one I am most excited to mention is Winter School. Winter School was themed "From my past to my future" and was dedicated to the late Professor Phillip Tobias; one of South Africa's most honoured and decorated scientists. It is because of the value of the three weeks of activities in ensuring that IkamvaYouth learners improve their academic and non-academic circumstances; that our sponsors (ABI and African Bank), our [local and international volunteers](#), as well as the [learners](#) continue unreservedly to commit resources and time to this end. Learners and tutors converged at the Ebony Park branch every day of Winter School with evident energy throughout the three weeks of learning and fun. Activities included intense tutoring, English & Maths fundamentals, the career fair, the excursion, voluntary counselling and testing (HIV/AIDS), various workshops, as well as streams, where learners and tutors exposed their skills and talent. Matriculants attended Open Days at Wits, UJ and [TUT](#), and their mentors were trained in a [workshop](#), hosted by The Coaching Centre. Learners attended a diverse range of Career Guidance workshops.

Forty volunteers and staff attended a Strategic Planning Weekend to plot the Branch's [goals](#), and everyone celebrated IY's accomplishment of being the first African organisation to make the WorldBlu List of the [World's Most Democratic Workplaces](#). One hundred and thirty Ikamvanites participated in voluntary HIV counselling and testing, and 50 learners completed Operation Fikelela Computer Literacy classes, Grade 10 learners competed in the HIP2B2 & [3M Innovation Challenge](#). Several Ikamvanites joined St Benedict's Private School, Pretoria Boys' High and Wits students to take part in the [BBC Africa Debate](#) at Wits, and others even made their own [movie](#)!

The branch faced many changes this year. Nyasha Mutasa was named the new branch coordinator in January, and [Andrew Barrett](#), who started the branch, bade us farewell on the 6th of July. In the midst of all these changes, the branch opened its own [library](#) with the help of many committed volunteers and generous donors, and managed to shine with its matric results. Our highest achiever, [Ntebaleng Morake](#), achieved four distinctions and is now studying at UCT.

Being a branch coordinator at the Ebony Park Branch has been a life changing experience for me. Getting to know the learners and encouraging the learners to continually commit to uplifting themselves out of poverty through education has given me hope. I believe that with hope and action IkamvaYouth will attain its Vision 2030 goal and I am a part of this movement.

Upholding the IkamvaYouth model has been the key to attaining all this success. Through hard work, we can all surely reach for the stars!



RESULTS

- * **97%** of those who met the >75% attendance requirement passed into the next grade
- * **100%** matric pass (64% bachelor & 36% diploma)
- * **86%** of matriculants accessed tertiary
- * **100%** of learners who wrote matric are enrolled in post-school opportunities (86% tertiary, 14% learnerships or employment)

I perceive education as a pre-requisite for sustainable development and that is why I decided to join IkamvaYouth

Ntebaleng Morake, learner



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

Khisha Suleman, tutor



MY NAME IS RHONDASHEIN NTEBALENG MORAKE

AND THIS IS MY STORY

I grew up in the dusty township streets of Kaalfontein Midrand. My mother, being part of a generational cycle of domestic workers in my family, sacrificed a lot of things to enable me to escape this cycle and have better opportunities. She infused me with pride and dignity and allowed me to dream bigger than our two-room rented shack. Having a strong work ethic and being intrigued by History, Law and Politics, I took the first step of rejuvenating myself by joining IkamvaYouth Gauteng. I perceive education as a pre-requisite for sustainable development and that is why I decided to join IkamvaYouth. Education is the foundation of every society and an essential element to build a secure livelihood. It is the only thing that can catapult me, a daughter of a domestic worker and transform me to make gigantic impacts in our country and continent, by stimulating entrepreneurship, nourishing education and tackling crime through my desired career path (Law and Politics).

IkamvaYouth helped me academically and made me a strong academic student. Through its help, I was able to be in the academic top five in my school and be awarded the Academic Excellence Award for Grade 12, 2012 by Tsosoloso Ya Afrika High School. I was recently selected to part of be part of the Urban Transformers 2012-2013 by Rethink Leadership as I am inspired by ethical leadership and I speak up in favour of the voiceless. I have also managed to get four distinctions for matric, and this is a dream come true for me. The fact that I got such good results means that my future has taken a completely different route and my mother will not have to work as a domestic worker for much longer.

Although my mother is financially disadvantaged, I am now studying at the University of Cape Town. When I wrote this article about myself, I realised that I aspire to represent the best of Africa's produce for she is not destitute nor cursed or relegated to occupying the position of orphan continent. I have a clear vision of where I am going, for I have invested in educating myself in preparation to make myself, my community, country and continent a success.

My dream is to one day be the President of the Republic of South Africa and the Secretary General of the United Nations. I want to thank IkamvaYouth for helping me to work towards my dreams.

Ivory Park

THE LORD KHANYILE CENTRE

2012 was a year of challenges and learning, a year of faith and patience, with venue and other challenges. We really had to unleash all our inner super powers to manage it all. The involvement of the branch committee was very helpful, whilst the parents also took responsibility to take part in shaping their children's future. The first term also saw a few parents attending our Saturday sessions. Overall, 92 committed learners (> 75% attendance) [completed the year](#) (over 700 applications were received) .

Our move to the Lord Khanyile Youth Centre made a huge difference to the learners, tutors and staff, and we are grateful to the MYC for their partnership. Ivory Park managed to build a solid relationship with the University of Johannesburg (UJ) academic centre, which has seen learners being exposed to free academic study skills sessions conducted by Dr Karen Haire and Dr Welcome Kubeka. The Tzu Chi Foundation has also been a great source of encouragement and inspiration, and continues to support us with fruit and snacks. Our learners are now community ambassadors and understand the meaning of humanitarian work and caring for society.

Our Winter School was implemented in conjunction with the Ebony Park branch. The winter school started on a positive note with an excursion to the Sandton Convention Centre for the Career Indaba, and the Wits Origin Centre where there was a presentation on the Stone Age and fossils. This presentation fitted well with our theme "From Our Past To Our Future", celebrating South African paleoanthropologist Prof Phillip Tobias. Another exciting event was the Hip2B2 and 3M competition, aimed at exposing learners to the [world of science](#), where our learners advanced to the Top 10 Stage!

We were also excited to have visited a home movie factory, where our learners were shown behind the scenes of television production and movie making. Learners also participated in Career Guidance Workshops run by [African Bank](#). Eighty-two ikamvanites managed their health by participating in voluntary HIV counselling and testing, and everyone participated in life skills workshops run by the [Tzu Chi foundation](#) .

Despite all the challenges associated with our move, Ivory Park has had a fabulous year. A big thank you goes to tutors who have shown continued support, the committed and determined learners who always manage to put a smile on my face, and the support from IkamvaYouth South Africa from the district to the national level at large.

I am particularly thankful to have been given the opportunity to journey with young people to help improve their future prospects, and I have been humbled by the many invitations from parents to join in the celebrations of their children's achievements.



"I am particularly thankful to have been given the opportunity to journey with young people to help improve their future prospects, and I have been humbled by the many invitations from parents to join in the celebrations of their children's achievements."

Modjadji Selowe, Branch Assistant

RESULTS

* **92%** of those who met the >75% attendance requirement passed into the next grade

*The branch looks forward to supporting its first class of matriculating Ikamvanites in 2013

THE LEARNING TRUST: A CULTURE OF GIVING AND LEARNING:

We are honoured to contribute to the 10th anniversary Annual Report of this inspirational organisation. It has been a great trajectory to watch and to have had the privilege of participating in. We are particularly impressed with the values, culture and processes which we believe lie behind IY's extraordinary success. These include:

- **Sharing:** sharing, openness and an interest in learning from other people are in the DNA of IkamvaYouth and a culture of openness permeates the ethic of the entire organisation. At each of the Annual Strategic Planning weeks we've attended we have been inspired by this culture of giving, which in turn supports the organisation's culture of learning.
- **Innovation:** IkamvaYouth's staff and volunteers are encouraged and empowered to solve problems all the time. This generates an ethic of curiosity and fearlessness that encourages on-going innovation. We are encouraged by IkamvaYouth's desire to conduct new pilots, test new approaches and partner with organisations that can offer new insight and new efficiencies in improving impact.
- **Planning:** IkamvaYouth has meticulously planned their development. Theirs has not been an opportunistic, spontaneous expansion, but rather an on-going careful evaluation of organisational strengths and weaknesses to unveil real opportunities. For example, the expansion of IkamvaYouth into the Eastern Cape was planned a good two years in advance and as a result is exceeding expectations.
- **Inclusiveness:** IkamvaYouth demonstrates the commitment to involving as great a number of key stakeholders as possible in relevant decisions. This has generated a network of powerful, lasting, partnerships. Also, the organisation's open-door approach rewards individual effort and allows it to offer true hope to any learner – this supports the development of a true meritocracy in South Africa.
- **Building an effective Board:** as well as leveraging the inspirational leadership of the existing Chairperson of IkamvaYouth, the organisation has thoughtfully included a range of stakeholders on its Board, which is an example to other growing organisations.
- **Giving back:** IkamvaYouth is not only focused on its own development and success, rather it takes active steps to demonstrate its genuine desire to support other smaller organisations' efforts to develop. The recent appointment of the IkamvaYouth Development Officer, who will provide various levels of support to a number of emerging organisations, is an example of this.
- **Democratic decision-making:** IkamvaYouth demonstrates the values of democratic decision making on a daily basis in all its branch structures, showing South Africa how to build civil society.

- **Self-reliance:** IkamvaYouth has shown maturity in encouraging on-going discussions in considering ways in which it can achieve greater sustainability and self-reliance while never compromising its values and ethics.
- **Building strong relations with partners:** IkamvaYouth invite donors to be true partners – we continue to be encouraged to participate in strategic thinking, give feedback and make observations, while respecting that it is IkamvaYouth's management who make the decisions.

Looking back over the years of the relationship it is remarkable to think how far it has come and how much it has developed. It is particularly gratifying that IkamvaYouth now has access to much larger donors than TLT. We consider it to be a wonderfully successful graduate from our organisation.

The Chair of the Learning Trust first got to know Joy and IkamvaYouth in 2008 with an early personal grant. Since then TLT has supported the organisation's expansion and replication plans, including its website development, expansion into the Eastern Cape as well as introducing IkamvaYouth to other significant funders. The Learning Trust seeks to extend and improve learning opportunities for young South Africans growing up in conditions of poverty and exclusion, by funding and building the capacity of outstanding grassroots education initiatives. We differentiate ourselves by working alongside local partners to strengthen governance and improve quality and impact, taking young, community-based organisations that demonstrate significant potential towards the point of self-reliance. We are building a community of donors interested in collaborating to support and grow the most exciting education interventions in South Africa.

Charles Ainslie
Director
The Learning Trust



“Being part of IkamvaYouth has made a huge difference in my academic achievements. IkamvaYouth has been like a home to every learner who is willing to realise their full potential. I am forever grateful to IkamvaYouth for their support.”

Education Maluleke, Grade 12 learner,
Ebony Park

Joza

NOMBULELO SENIOR SECONDARY SCHOOL

In October 2012 we got off to a very promising beginning at the Grahamstown Branch. Among other things, there has been a very high level of stakeholder engagement, which has made it possible for the IkamvaYouth programme to set up a perfectly balanced foundation. As one would expect, there have been some teething problems and challenges here and there. These, however, we have been able to overcome and we have proceeded to ensure that we have the desired number of learners. Remarkable progress has been made since we began.

Without doubt, building sustainable relationships has been key to setting up the programme; not only for Grahamstown but with the idea of establishing IkamvaYouth in other areas in the Eastern Cape Province in the future. In recognition of the fact that we work with learners who are under the care of the Department of Education; we approached the Department for a formal introduction. The programme was well received by officials who recognise that the education system in the Eastern Cape is in a state of crisis. Accordingly, they welcomed IkamvaYouth's intervention with open arms.

Rhodes University Community Engagement has played a significant role in giving us the necessary support to set up our programme. Tutor recruitment was done with a great deal of help from a recruitment weekend for all interested non-profit organisations to give presentations to potential volunteers. It is through this process that we managed to secure a good number of our volunteers. Rhodes University Community Engagement even went as far as offering to transport our volunteers from campus to the tutoring centre on all designated days. Through the

relationship built with this department we were included in the list of non-profit organisations to get office space at the Joza Youth Hub. The idea behind this hub is for like-minded organisations to operate from one space; for them to be able to maximise the use of their resources and widen the scope of their impact. This should work well for IkamvaYouth as it gives us direct access to the community and promotes sustainability of the programme. Our learners have received a number of offers of support from various university departments. These Departments will offer workshops during our winter school.

The programme ended the year on a high note; confidently looking forward to the rest of 2013 as we rally for an organised attack on poverty; using education as our weapon of choice.

The foundations of what promises to be a functioning programme were set as follows:

Learner recruitment: More than 100 learners applied to be part of the programme in November: Grade 10s and 11s.

Tutor recruitment: 37 tutors are signed up. The tutors are Rhodes University students; University personnel and GADRA Education bursars.

Partner schools: Our learners came from four township high schools which signed MOUs with IkamvaYouth. One of the four schools is 6km from the centre and the principal organised transportation for the learners so that they don't miss tutoring.

Premises: The IkamvaYouth centre has been set up at Nombulelo School Hall. The school has signed an agreement to allow us the use of the hall, as a tutoring space; from Monday to Thursday (3pm-5pm) every week. On Saturdays we are permitted to use the hall from 09h00 to noon.

Office space: The branch assistant has been allocated office space at the school library so that he remains accessible to the learners at all times and also remains in close proximity to the centre. The District Coordinator's offices are at a nearby building just across the road from the centre. This building houses all the non-profit organisations that work with high school learners in Grahamstown.

Computer Lab: Nombulelo Senior Secondary School has given us a classroom to utilise as a computer lab. The size of the room allows for the set-up of 20 computer work-stations. It is also fitted with a security system and is just across from the tutoring hall.

“IkamvaYouth has helped me by believing in me...more than I used to believe in myself before I joined. Now I know that my dreams will be more than just dreams; I will achieve.”

Siyamthanda Dyantyi, Grade 11 learner



Ikageng

THEMBALIDANISI MIDDLE SCHOOL

IkamvaYouth's track record of impressive results and the replicability of the model has made it possible for new branches to be set up in new provinces with little difficulty. At the end of 2011, IkamvaYouth had received 28 requests from communities in all provinces to establish more branches. Visionary donors and supporters such as ABI have made it possible for new communities to benefit from IkamvaYouth's programmes.

In the last quarter of 2012, meetings were held with ABI to set up a branch in North West, the first IkamvaYouth branch in the province. The ABI Klerksdorp region was of great help in helping the IkamvaYouth team find a suitable venue for the setting up of the branch. The Ikageng Township is about 5km from the Potchefstroom town, and the new branch was established at Thembalidanisi Middle School.

The school has availed a tutoring hall, a library, an office, and our learners have access to the school's computer lab. Major renovations were done at the school, costing over R100 000, as the school was vandalised in October, and electrical wires in the block were stolen. ABI offered to renovate the hall, the ceiling in the whole block, the taps and toilets, as well as setting up a library in the school. The area education officials have hailed the IkamvaYouth partnership with the school, and committed to supporting this initiative for the benefit of the township learners.

Learners were recruited from four feeder schools, all of which are within 3km of the Thembalidanisi School (one shares a fence with the middle school. The programme was received with much enthusiasm, and the learners are ready to have their marks shoot up as they are helped by the great tutors from North West University, Potchefstroom campus, Potchefstroom College of Agriculture and Vuselela, a local FET. Zanele Mdletye, the Branch Coordinator, has proved to be a real social entrepreneur by establishing great working relations with the community, the schools, and all stakeholders. Indeed this is a great beginning for the North West province, and the Ikageng branch looks forward to giving birth to other branches as more learners take responsibility for their education.

We have been inspired to dream big, to rise above our situations and inspire others. Thank you ikamvaYouth for your dedication and selflessness towards education."

Katlego Octavious Nkomo, learner



"I feel so honoured to be part of this dedicated organisation, motivating development through education. I am very privileged to have a chance to share my knowledge and skills with under-privileged learners in my neighbourhood. I truly find tutoring at IkamvaYouth ikageng amazing, adventurous and skill-developing as I also learn new things from learners and ikamvaYouth..."

Cabral Modisutsi, tutor



DONORS & SUPPORTERS

10 years of committed support

Just as the commitment of the learners, tutors and staff yields results; it's our committed partners who enable us to keep at it. IY celebrates and appreciates the following donors and in-kind sponsors who've joined along the way and are still supporting the Ikamvanites today:

2003

City of Cape Town

2006

Sudborough Foundation, UWC

2007

Raimondo Trust

2008

EMpower, TSiBA, Pick 'n Pay,

2009

DUT, Rotary, AME Africa, Learning Trust, Zonke-Monitoring Systems, Siyakhula, Wits, Access, Equal Education

2010

Potter Foundation; AACF; AME Africa, Masi Corp, MySchool, Answer Series, World Teach

2011

ABI, African Bank, DGMT, Bertha Foundation, EwB, Tzu Chi, Ikineo, St Augustine's, Bowman Gilfillan, Ikapadata, Childrens' Radio Foundation, LoveLife, Numeric, Peer Power

2012

Capitec Bank, Reel Lives, Enke, Nali'bali, Fundza

2013 (SO FAR...)

Claude Leon Foundation, Rhodes University

Donors & Supporters

IkamvaYouth's work is made possible through our partnerships with funders, in-kind sponsors, and collaborating partners. The ikamvanites send a huge shout-out of massive thanks to the following special groups of people who made it all possible in 2012:

2012 FUNDERS

ABI
Capitec Bank
The Bertha Foundation
EMpower
African Bank
Raimondo Family Trust
Anglo American Chairman's Trust
The Learning Trust
Rotary
David & Carol Myers Foundation
US Embassy
Education Without Borders
Consumer Insight Agency
Brandseye

IN-KIND SPONSORS

We've calculated that if IkamvaYouth were to pay for all the in-kind sponsorship it receives from key strategic partners, the total annual budget would double. IkamvaYouth is greatly appreciative for the ongoing support of our key in-kind partners of 2013, without whom we would be unable to implement a high-impact, low-cost model:

SILVER SUPPORTERS

(contributions between R100k and R500k)

ABI
Answer Series
AA Umlazi Library
AME Africa
Bowman Gilfillan
Capitec Bank
The City of Cape Town's Department of Libraries and Information Services
Ethekwini Municipality - Cator Manor ABM
Masiphumelele Library
Nazeema Isaacs Library
Numeric
Rhodes University Centre of Community Engagement
St Augustine's
Vuyani Nkosi Memorial Youth Centre
Zolani Thusong Service Centre

GREEN SUPPORTERS

(contributions between R10k and R100k)

Calvary Methodist Church
Durban University of Technology
Lord Khanyile Centre
Pick 'n Pay Fish Hoek branch
Tertiary School in Business Administration (TSiBA)
University of Cape Town
University of the Western Cape

INDIVIDUALS

The donors contributing most substantially in their personal capacity to IkamvaYouth are our tutors. In 2012, these volunteers' time has been calculated as being worth over R8 million for the year. However, not everyone is able to contribute significant time, and the ikamvanites greatly appreciate the donations from individuals' personal funds, which greatly boosted our capacity to meet our learners' needs. We send out thanks to all the countless individuals who gave once-off donations towards core programmatic costs, including: Mr. Vincenz, Sayers Butterworth and Peter Montalto. Thanks also to everyone who contributes via MySchool, very generous anonymous donations, and to our regular monthly debit donors: Stefan Magdalenski and Susan Godlonton.

COLLABORATING PARTNERS

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. Others engage our learners on 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. We thank the following collaborative partners who ensure high-quality programme delivery and access to opportunities and support for our learners:

ACCESS / AIESEC

Bing Overseas Study Programme
Bridge / Cape Leopard Trust
Cape Town Science Centre
Career Planet / Charles Tanton
Childrens Radio Foundation
Department of Basic Education
Desmond Tutu Peace Centre
DSW / Education without Borders
Equal Education / ERM / Fundza
H2B2 / Helen Suzman Foundation
Ideainaforest / Ikapadata
Ithembalabantu - AIDS Healthcare Foundation
The Jewish Museum / Khan Academy
Living Maths / Live Magazine
Love Life / Lucca Leadership
Masiphumelele Library
Miranda and Werner Myburgh
Nadia Kimmie / Numeric / Oceans Aquarium
Peers in Sexual Health (PSH)
Reel Lives / SAAO / SAEP's ADT Teach
Siyakhula Education Foundation
Thoughtworks / Treatment Action Campaign
University of Cape Town's Centre for Film & Media Studies
University of Johannesburg
University of Kwa-Zulu Natal
University of the Western Cape Debating Society
University of the Witwatersrand (Wits)
Vuselela / World Changers Academy
WorldTeach / Youth Development Network

FINANCIAL STATEMENTS

for the year ended 30 NOVEMBER 2012

IKAMVA LISEZANDLENI ZETHU FINANCIAL STATEMENTS

| BALANCE SHEET | 2012 R | 2011 R |
|-------------------------------------|-----------|-----------|
| ASSETS | | |
| Current assets | 1 041 468 | 793 401 |
| Trade and other receivables | 13 193 | 2 038 |
| Bank balances and cash on hand | 1 028 275 | 791 363 |
| Total Assets | 1 041 468 | 793 401 |
| EQUITY AND LIABILITIES | | |
| Reserves | | |
| Accumulated surplus/(deficit) | 990 377 | 772 544 |
| Current Liabilities | 51 091 | 20 857 |
| Trade and other payables | 50 635 | 20 857 |
| Bank overdrafts | 456 | – |
| Total equity and liabilities | 1 041 468 | 793 401 |

IKAMVA LISEZANDLENI ZETHU FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 NOVEMBER 2012

| DETAILED INCOME STATEMENT | 2012 R | 2011 R |
|--|-----------|-----------|
| Income | 4 439 119 | 2 207 525 |
| Donations received and sundry revenue | 4 439 119 | 2 207 525 |
| Expenses | 4 254 064 | 1 937 721 |
| Accommodation | 3 623 | 43 050 |
| Annual report | 10 980 | |
| Application and registration fees | 40 933 | 4 582 |
| Audit fees | 8 550 | 6 840 |
| Bank charges | 32 667 | 22 047 |
| Bookkeeping charges | | 46 899 |
| Catering | 19 600 | 132 791 |
| Computer expenses | 1 587 | 22 451 |
| Consultants' fees | 113 767 | 23 755 |
| Course material and consumables | 14 623 | 9 004 |
| Donations | | 59 016 |
| Feasibility study Social Enterprise | 69 040 | |
| Entertainment | 10 329 | 1 788 |
| General expenses | 1 716 | 3 970 |
| Gifts | 4 142 | 16 967 |
| Insurance | 18 060 | 6 888 |
| Learner club costs | 1 558 | |
| Learners' excursions | 28 024 | |
| Marketing expenses | 71 220 | |
| Office supplies | 8 526 | |
| Postage and courier | 2 368 | 1 904 |
| Printing and stationery | 57 627 | 34 069 |
| Prize-giving | 14 573 | |
| Repairs and maintenance | 19 047 | 26 692 |
| Rental equipment | 1 853 | 3 771 |
| Rental office | 53 230 | 3 692 |
| Security | 840 | |
| Staff costs | 2 181 419 | 933 101 |
| Strategic planning sessions | 173 387 | |
| Staff training and development | 15 840 | 22 010 |
| Teaching aids, furniture, fittings and equipment | 202 545 | 163 814 |
| Telephone, cell phone and internet | 173 776 | 76 528 |
| Transport and travel expenses | 440 211 | 233 335 |
| Volunteer appreciation | 22 645 | |
| Website development and maintenance | 42 678 | 38 667 |
| Winter school | 393 080 | |
| Operating surplus/(deficit) for the year | 185 055 | 269 804 |
| Interest received | 32 778 | 5 209 |
| Net surplus/(deficit) for the year | 217 833 | 275 013 |

MAKHOSI GOGWANA CELEBRATES THE IKAMVANITES

As we celebrate a decade of IkamvaYouth's existence, it is indeed pleasing to note the organisation's exponential growth. When Joy and I began tutoring with our friends in Khayelithsa back in 2003, we had no inkling that we were establishing an organisation, never mind one that would 10 years later operate in nine townships across five provinces.

I take pride in being re-united once again with the Ikamvanites after some years of less involvement and participation due to other commitments and engagements in the Eastern Cape. Now, with the establishment of IkamvaYouth Joza at Nombulelo High School in Grahamstown, I am encouraged that we will be tackling some of the province's most serious challenges. I hope we shall see many more branches established in the Eastern Cape and other poor-performing regions in the near future.

Special thanks should go to Ms Monica Canca (the Eastern Cape Coordinator) and her team who have made IkamvaYouth Eastern Cape a reality. The dedication and commitment displayed by the team does not go unnoticed. I would also like to take this opportunity and express my sincere gratitude and appreciation for the kind support from various stakeholders in the province (ie Rhodes University, the Department of Education, private and public sector organisations, the parents, learners, and the volunteers), and those that I have not mentioned. Their support cannot be under-estimated.

The Eastern Cape poses some serious challenges in the implementation of IkamvaYouth's programmes, as a result of embedded structural challenges such as dispersed rural settlements, rural-urban migration of the youthful and professional human resource base, a high rate of unemployment and poverty. Responding to these challenges will require a strong resource mobilization plan that will attract and retain the services of young unemployed and employed professionals, university and college graduates into the work of IkamvaYouth. I firmly believe that with the support, commitment and dedication from various stakeholders, the challenges of our education system are not insurmountable. Ensuring that South Africa's future is no longer compromised by its colonial and apartheid past, characterised by an unequal education system, is the foundation and the spirit for which IkamvaYouth was founded in 2003.



I would therefore like to take this opportunity and urge all the stakeholders in the Eastern Cape province in particular, to be mindful of the challenges confronting our education system and to begin to double their efforts in overcoming these challenges. We need to work together (as NGOs, Government, higher education institutions and private sector organisations) in a coordinated (rather than disjointed) manner to change the lives of the disadvantaged children and their families. I am positive that meaningful economic freedom and emancipation comes through education. Education is a cornerstone for a healthy and prosperous country.

In conclusion, I wish to thank Ms Joy Oliver, who is the co-founder and the Executive Director of IkamvaYouth and her team (across the provinces) who have made invaluable contributions to the growth and development of the organisation over the years. It is because of these dedicated and energetic young men and women that today IkamvaYouth celebrates its 10th anniversary. Their selfless struggle to improve the lives of young people of South Africa through education is evident in different sectors of our economy as many Ikamvanites are already taking their rightful place in various corporations and organisations; contributing positively to growth of the country's economy. Mahatma Gandhi once conveyed a very powerful statement that resonates in many of us even today: "Let us be the change that we want to see in the world". Well done, ikamvanites, for being the change that we all want to see.



THE TEAM



Michael Thema
Ebony Park Branch Assistant



Zukile Keswa
Makhaza Branch Coordinator



Patrick Mashanda
Gauteng District Coordinator



Nthabiseng Zwane
Umlazi Branch Assistant



Zanele Mdletye
Potchefstroom Branch Coordinator



Sipelele Madubela
Nyanga Branch Assistant



Liesel Bakker
WC District Coordinator



Marion Petersen
National Administrator



Zamo Shongwe
National Coordinator



Joy Olivier
Director



S'bonelo Cele
Umlazi Branch Coordinator



Nelisa Luhabe
Chesterville Branch Coordinator



Thabisile Seme
KZN District Coordinator



Dennis Clark
Accountant



Modjadji Selowe
Ivory Park Branch Assistant



Asanda Nanise
Financial Assistant



Tshegofatso Thulare
Ivory Park Branch Coordinator



Lewis Mash
Alumni Coordinator



Shuvai Finos
Nyanga Branch Coordinator



Cheryl Nzama
Chesterville Branch Assistant



Monica Canca
EC District Coordinator



Johnlyn Tromp
Masi Branch Coordinator



Nyasha Mutasa
Ebony Park Branch Coordinator



Clemence Msindo
Potchefstroom Branch Assistant

"...The biggest responsibility one can ever have is having someone else's heart in your possession. There are many ways to say I love you, and proving it is one of them. Like ikamvaYouth loved us; I want to say to all ikamvanites that I love you guys."

Lebogang Mosebi, learner, Ikageng

BOARD OF DIRECTORS

Leigh Meinert
Denham Trollip
Sbusiso Kumalo
Susan Godlonton
Thobela Bixa
Colin Beck

CONTACT US!

Ikamva Lisezandleni Zethu | The future is in our Hands
registered non-profit, NPO 032-082; PBO 930030238

Come and visit or give us a call...
follow us on facebook and twitter
www.facebook.com/IkamvaYouth
twitter.com/IkamvaYouthSA

NATIONAL

Joy Olivier
Mobile: +27 83 951 3336
joy@ikamvayouth.org
Director

Zamo Shongwe
Tel: +27 84 885 0004
zamo@ikamvayouth.org
National Coordinator

Marion Petersen
Mobile: +27 79 885 4388
marion@ikamvayouth.org
National Administrator

Lewis Mash
Mobile: +27 74 692 1022
lewis@ikamvayouth.org
Alumni Coordinator

Zoe Mann
Mobile: +27 74 476 7965
zoe@ikamvayouth.org
Community Coordinator

Cape Town Head Office
Tel: 021 422 4306
46 Plein Street, 8001
Fax: 0865147197
021 462 5590

Banking Details

First National Bank (FNB)
Branch Code: 250655 (Gardens)
Acc No: 62358572686
Acc name: Ikamva Lisezandleni Zethu
Swift code: FIRNZAJJ

WESTERN CAPE

Liesel Bakker
Mobile: +27 79 885 4372
Liesel@ikamvayouth.org
District Coordinator

EASTERN CAPE

Monica Canca
Mobile: +27 74 686 5140
monica@ikamvayouth.org
District Coordinator

GAUTENG & NORTH WEST

Patrick Mashanda
Mobile: +27 74 673 1215
patrick@ikamvayouth.org
District Coordinator

KWAZULU-NATAL

Thabisile Seme
Mobile: +27 82 419 6839
thabisile@ikamvayouth.org
District Coordinator

ANNUAL REPORT 2012

A big-up thanks to **Lynne Stuart** from Ideainaforest for design and layout, **Julia de Kadt** and **Lorelle Bell** for proofreading, and to **David Southwood** for volunteering his time and photographic talents to help the Ikamvanites.



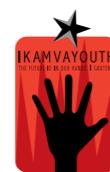
WC



KZN



EC



GP

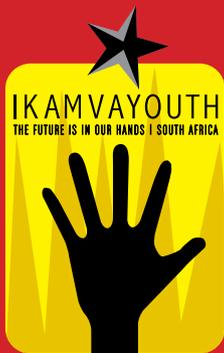


NW



SA





www.ikamvayouth.org

