WE ARE THE FUTURE

2016 | ANNUAL REPORT

IKAMVAYOUTH
THE FUTURE IS IN OUR HANDS

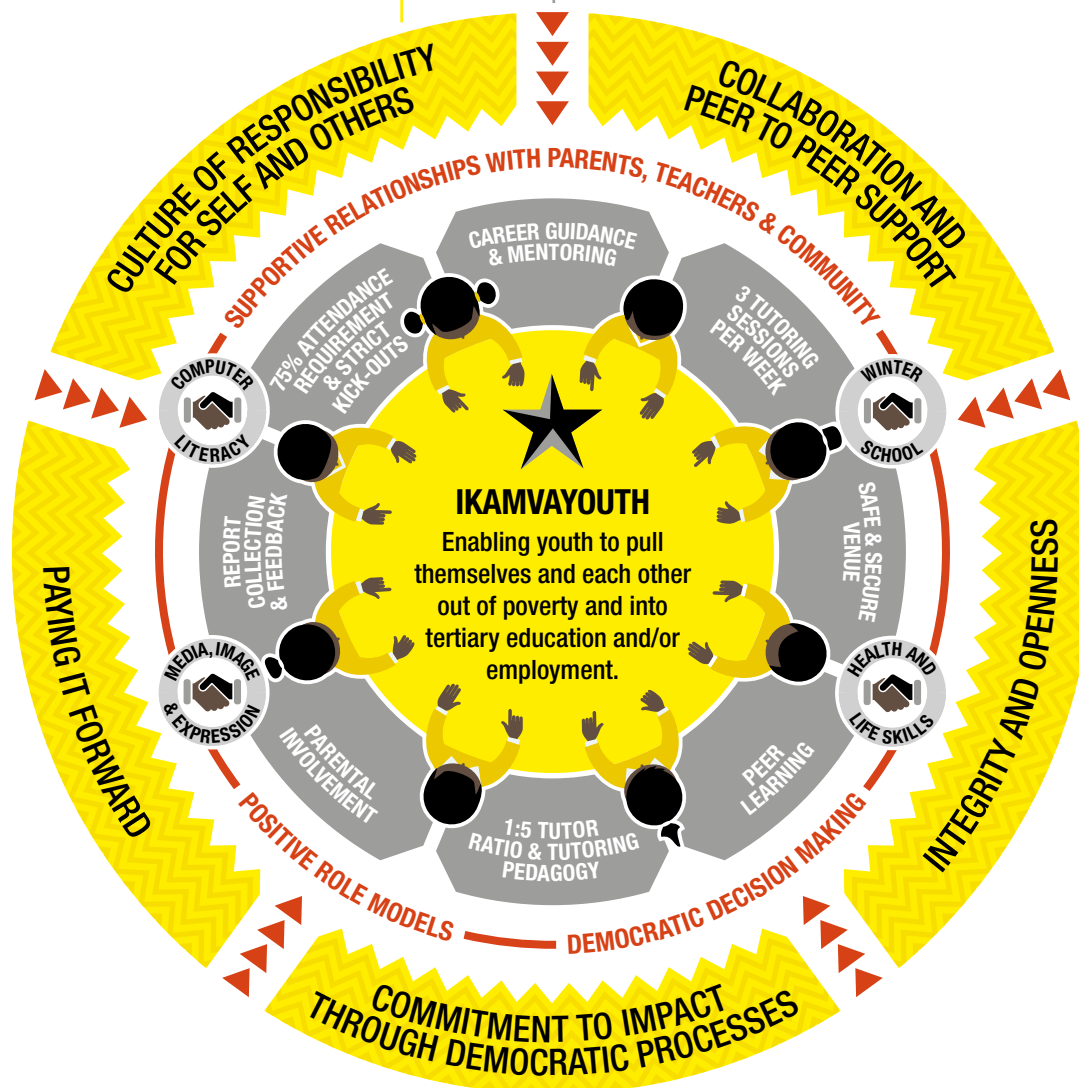# CONTENTS

1

THE IKAMVAYOUTH MODEL

—

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

As more matriculating learners become the volunteer tutors and mentors who implement IkamvaYouth programmes, the greater the potential for sustainable, replicable scale in more communities. It is this transformation of beneficiaries into benefactors that drives the financial and social sustainability of the IkamvaYouth model and presents hope for the transformation of South Africa as these young leaders progress in their careers.

IKAMVAYOUTH
THE FUTURE IS IN OUR HANDS

IKAMVAYOUTH IS GUIDED BY 5 CORE VALUES

THESE INFORM THE ORGANISATION'S OPERATIONS, SHOWN IN GREY

CULTURE OF RESPONSIBILITY FOR SELF AND OTHERS

COLLABORATION AND PEER TO PEER SUPPORT

SUPPORTIVE RELATIONSHIPS WITH PARENTS, TEACHERS & COMMUNITY

CAREER GUIDANCE & MENTORING

3 TUTORING SESSIONS PER WEEK

75% ATTENDANCE REQUIREMENT & STRICT KICK-OUTS

COMPUTER LITERACY

WINTER SCHOOL

IKAMVAYOUTH
Enabling youth to pull themselves and each other out of poverty and into tertiary education and/or employment.

SAFE & SECURE VENUE

REPORT COLLECTION & FEEDBACK

MEDIA, IMAGE & EXPRESSION

HEALTH AND LIFE SKILLS

PARENTAL INVOLVEMENT

PEER LEARNING

1:5 TUTOR RATIO & TUTORING PEDAGOGY

PAYING IT FORWARD

INTEGRITY AND OPENNESS

POSITIVE ROLE MODELS

DEMOCRATIC DECISION MAKING
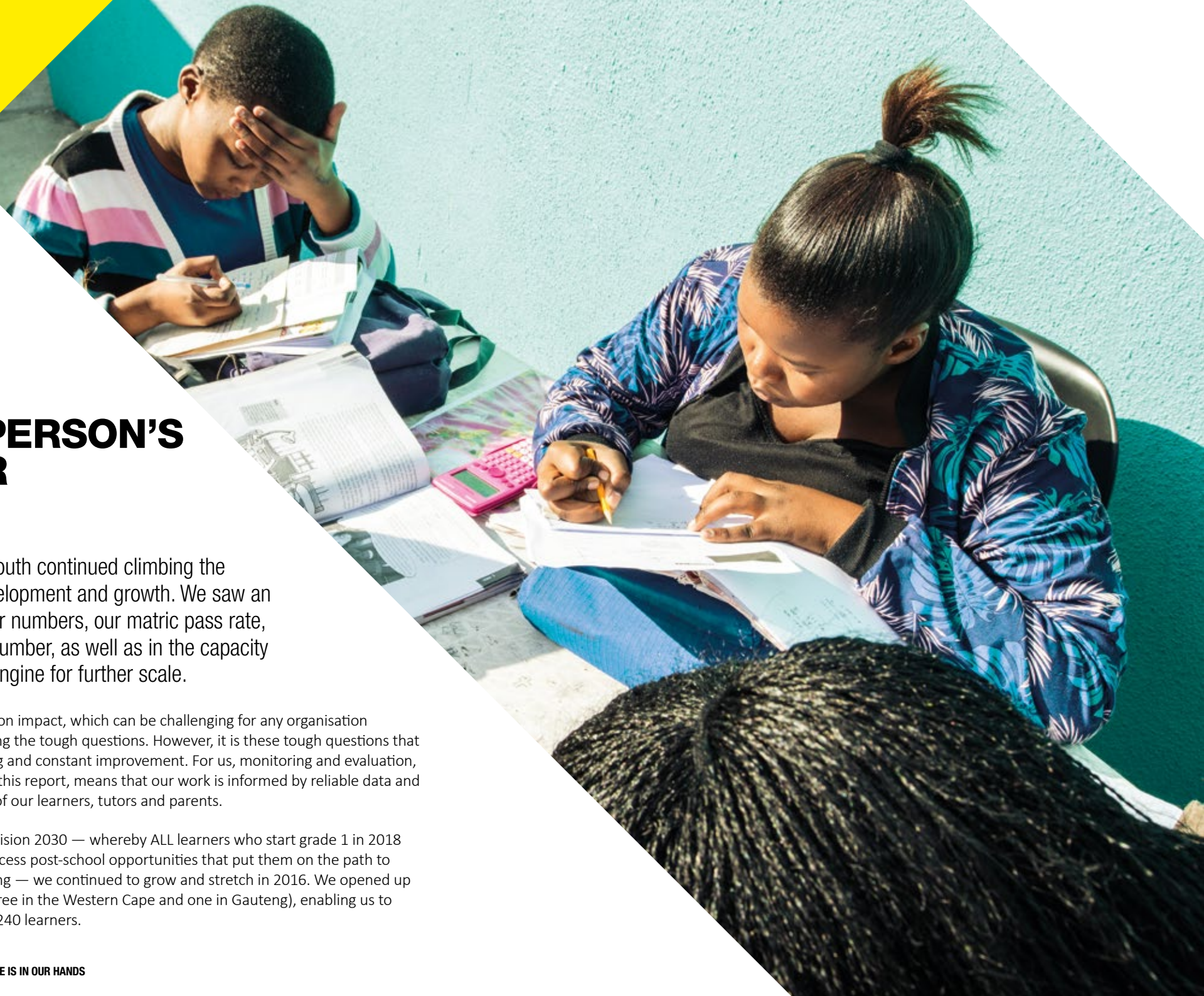
COMMITMENT TO IMPACT THROUGH DEMOCRATIC PROCESSES

2

CHAIRPERSON'S LETTER

—

In 2016, IkamvaYouth continued climbing the steep path of development and growth. We saw an increase in learner numbers, our matric pass rate, branch size and number, as well as in the capacity of our back-end engine for further scale.

We have also focused on impact, which can be challenging for any organisation because it means asking the tough questions. However, it is these tough questions that guide our own learning and constant improvement. For us, monitoring and evaluation, which is the theme of this report, means that our work is informed by reliable data and the lived experiences of our learners, tutors and parents.

As we reach towards Vision 2030 — whereby ALL learners who start grade 1 in 2018 will pass matric and access post-school opportunities that put them on the path to earning a dignified living — we continued to grow and stretch in 2016. We opened up four new branches (three in the Western Cape and one in Gauteng), enabling us to support an additional 240 learners.

Our growth over the last two years, as well as our goals for 2017

	MATRIC PASS RATE	MATRICS ELIGIBLE FOR TERTIARY STUDY	POST MATRIC PLACEMENTS	ACTIVE LEARNER REACH AT BRANCHES	NO OF BRANCHES	CCP LEARNER NUMBERS
2015 Results	80%	70%	90%	1,431	11	600
2016 Results	**85%**	**69%**	**87%**	**1,994**	**14**	**2,033**
2017 Goal	85%	70%	90%	2,000 +	17	2,500 +

The Community Collaboration Programme (CCP), which was created to achieve collective impact in partnership with other organisations in the after-school space, gained momentum. We worked with 26 partner organisations (8 implementing partners and 18 trained partners) in the Western Cape and Gauteng, who collectively reached 2,033 learners.

We continue to further solidify partnerships with the government and other well-established organisations who operate in the after-school sector. Following a successful partnership with the Western Cape Government through the Year Beyond (Yebo) programme, we were appointed to work in two additional schools in 2017. We are very encouraged to see the Western Cape Government identify after-school programmes (such as ours) as having game changing potential, and by the collaborative efforts of government departments, school principals, curriculum advisors and other NGOs to bring more quality after-school programmes to many more learners across the Province, through Year Beyond and other initiatives.

Our monitoring and evaluation capacity has also been much improved and we continue to track, collect and analyse data from all branches and collaborating partners to better understand how we can improve, and what needs to change.

In the coming year, we plan to expand our learner reach to over 4,500. We will also be working towards having at least 70% of our learners in 2017 eligible for tertiary study as well as 90% post-matric placements.

In 2016, we also took the exciting step of purchasing our head office, Ikamva House, as we are on a mission to be more sustainable so we can be around for decades to come! Owning Ikamva House means we save approximately R360,000 per annum in rent and are able to generate income from renting the space out to other NGOs and companies, which we can plough back into our operational costs. We were able to buy the building because one of our VERY generous partners, Mapula Trust, provided us with an interest free loan. For this investment into our future as an organisation, we cannot be more grateful.

As we continue to grow, we remain committed to building institutional knowledge and ensuring greater organisational sustainability, both financially and through further-reaching impact.

Yours in advancing education,
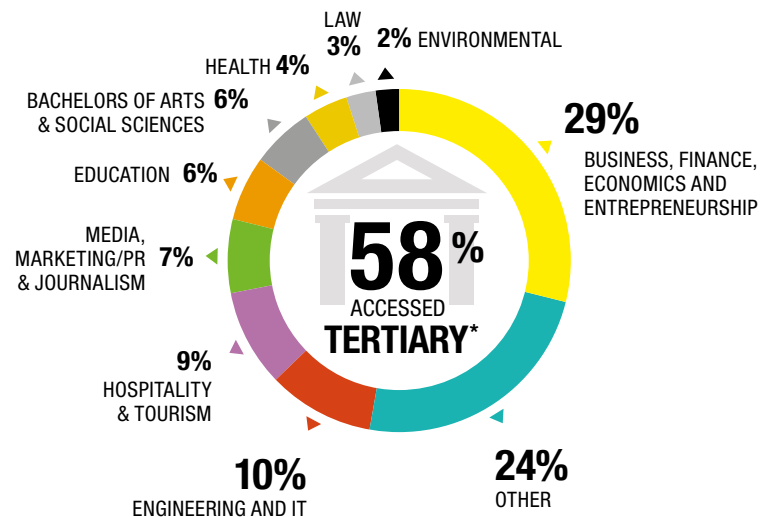
Leigh Meinert

Chairperson

Ikamva House — Our new head office in Salt River, Cape Town

3 RESULTS AND POST-SCHOOL PLACEMENTS FOR THE CLASS OF 2016

85%

PASSED MATRIC*

While previous reports have included the supplementary exam results, this year we report on the first matric exams only, to align timings with the placement results

58% ACCESSED **TERTIARY***

LAW **3%**
2% ENVIRONMENTAL
HEALTH **4%**
BACHELORS OF ARTS & SOCIAL SCIENCES **6%**
EDUCATION **6%**
MEDIA, MARKETING/PR & JOURNALISM **7%**
9% HOSPITALITY & TOURISM
10% ENGINEERING AND IT
24% OTHER
29% BUSINESS, FINANCE, ECONOMICS AND ENTREPRENEURSHIP

IKAMVANITES have chosen to study towards careers that will advance the country's development

Calculated on the basis of those who passed

87%

Accessed post-school opportunities

which will see them on the path to a **DIGNIFIED LIVING**

Grade 12 Results

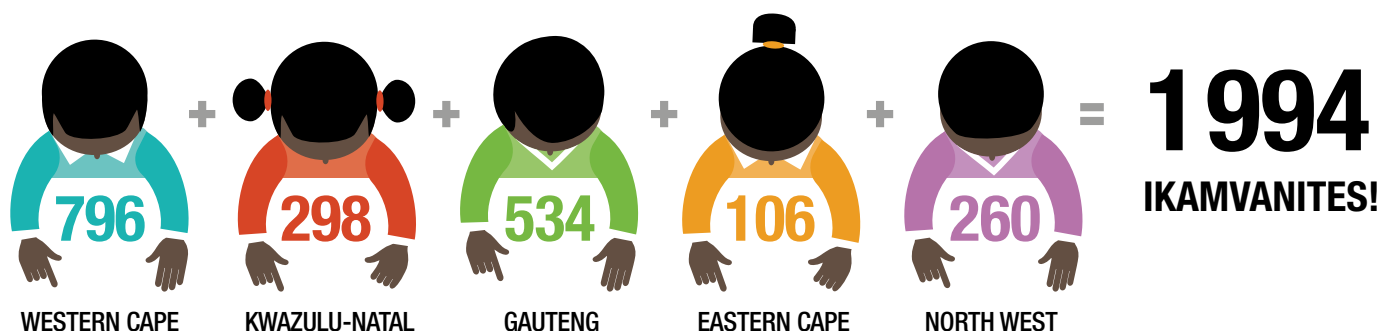|	WESTERN CAPE						KZN		GAUTENG			EC	NORTH WEST		NATIONAL RESULTS
	MAKHAZA	NYANGA	MASI	ATLANTIS	GUGULETHU	KUYASA	CHESTERVILLE	UMLAZI	EBONY PARK	IVORY PARK	MAMELODI	JOZA	IKAGENG	MAHIKENG	
Total GRADE 8 - 11 learners	187	100	87	89	165	66	132	102	160	151	136	94	145	95	1709
QUALITY OF PASSES															
Total GRADE 12 learners	41	31	30	x	x	x	34	30	30	23	34	12	20	x	285
Matric passes	66%	90%	80%	x	x	x	88%	77%	90%	100%	94%	92%	80%	x	85%
Diploma passes percentage	25%	29%	30%	x	x	x	38%	43%	50%	39%	35%	0%	60%	x	36%
Bachelor pass percentage	29%	52%	33%	x	x	x	38%	10%	30%	31%	41%	67%	10%	x	33%
Total ELIGIBLE for tertiary	54%	81%	63%	x	x	x	76%	53%	80%	70%	76%	67%	70%	x	69%
Number of distinctions	3	4	4	x	x	x	26	15	8	6	7	5	0	x	78
PLACEMENTS															
Placed in tertiary against TOTAL number of Grade 12s	44%	58%	50%	x	x	x	53%	33%	40%	39%	56%	67%	60%	x	49%
Access to learnerships or employment	17%	3%	20%	x	x	x	21%	3%	27%	9%	9%	0%	0%	x	12%
Upgrading matric /or taking supplemental exams and NCVs	22%	23%	27%	x	x	x	21%	40%	30%	30%	15%	25%	30%	x	26%
Total access to post-school opportunities	83%	84%	97%	x	x	x	95%	76%	97%	78%	80%	92%	90%	x	87%

x = New branches that will have their first Grade 12 cohorts in 2017

IkamvaYouth learner numbers by province

796 WESTERN CAPE + 298 KWAZULU-NATAL + 534 GAUTENG + 106 EASTERN CAPE + 260 NORTH WEST = 1994 IKAMVANITES!

The Community Collaboration Programme (CCP)
Learner numbers and impact

Developed and implemented in partnership with The Learning Trust (TLT), the Community Collaboration Programme (CCP) aims to achieve collective impact through a collaborative network of tutoring organisations.

Through the provision of training, organisational development support, ongoing programmatic support, and funding, CCP aims to contribute towards the ever-increasing effectiveness, growth and impact of the after-school programming sector in South Africa.

Implementing Partner

Implementing partners enter into a formal agreement with IkamvaYouth and TLT. In addition to free access to all training and seminars offered, these partners receive hands-on support from the CCP team, to assist with growing and developing their organisations, and providing high quality programmes to their learners. Several of these partners also receive a grant from TLT. Learner numbers for these organisations are provided as at term 3 of 2016 (see table on the next page).

Trained Partner

IkamvaYouth also provides training to organisations implementing after-school programmes, with which there is no formal programme implementation agreement. Learner numbers reflected here are for partners who participated in training programmes in 2015 and 2016.

The impact of CCP in 2016

In 2016, seven Partners (highlighted in red on the following table) supported 97 Grade 12 learners who collectively achieved a

92% pass rate!

84 learners achieved either bachelor or diploma passes; ensuring their eligibility for tertiary studies.

IMPLEMENTING PARTNERS

	LOCATION	PROVINCE	2015	2016
SALT Projects	Du Noon	WC	70	180
Sozo Foundation	Vrygrond	WC	60	78
Beautiful Gate	Phillipi	WC	32	95
Just Grace	Langa	WC	80	80
Emaqqabini Education Academy	Site C, Khayelitsha	WC	39	58
Boys & Girls Clubs of South Africa	Pimville, Soweto	GP	x	47
Viva Foundation	Mamelodi West	GP	x	6
My Career Corner	Mabopane	GP	x	57
Total of implementing partners			**281**	**601**

TRAINED PARTNERS

	LOCATION	PROVINCE	2015	2016
Tarenteraaland Centre of Development *	Culinan	GP	x	140
Kliptown Youth Program *	Kliptown, Soweto	GP	x	129
Philani Development *	Zuukerboom	GP	x	28
Action Volunteers Africa (through the Year Beyond Programme)	Wynberg (but implementing in various schools in the Western Cape)	WC	288	900
Soweto Children's Zone *	Soweto	GP	x	35
Refilwe Community Development**	Lanseria	GP	x	0
Dunctonwood Progressive School	Selby, Johannesburg	GP	x	140
Sisaya Phambili *	Kuyasa, Khayelitsha	WC	25	60
Great Commission United (GCU)	Gugulethu	WC	42	x
Ikamva Labantwana (ILB)	Phillipi	WC	41	x
Star Project	Ottery	WC	40	x
Yabonga	Nyanga	WC	30	x
Bathesda	Mooreesburg	WC	20	x
World Vision	Atlantis	WC	8	x
Dream Factory	Salt River	WC	12	x
Videfi Fizi	Belville	WC	60	x
Kuyasa Rural Development	Kuyasa, Stellenbosch	WC	73	x
Etafeni Day Care Centre Trust	Nyanga	WC	30	x
Total of trained partners			**669**	**1,432**

TOTAL OF ALL LEARNERS REACHED THROUGH CCP

			2015	2016
			950	**2,033**

* Previously an implementing partner

** Refilwe will be enrolling learners in 2017

x = For trained partners, we have only included learner numbers for the year/s these organisations were trained
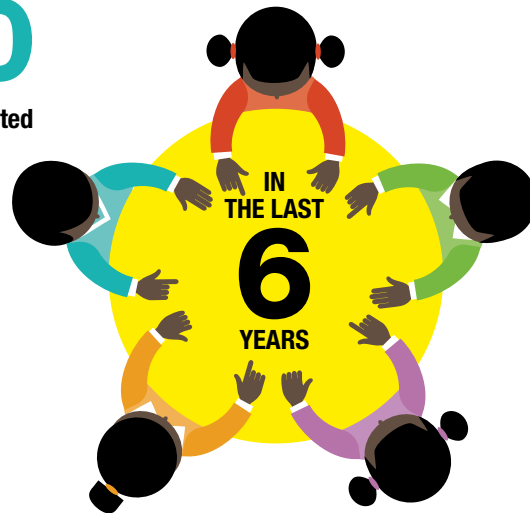
4 IMPACT AT A GLANCE (2011-2016)

84% PASSED MATRIC

1120
Learners have completed GRADE 12

IN THE LAST **6** YEARS

53% Have ACCESSED TERTIARY
(university or college)

89% Accessed a POST-SCHOOL OPPORTUNITY
(tertiary, job, learnership or have upgraded their matric) putting them on the path to earning a dignified living

41% Obtained a BACHELOR PASS
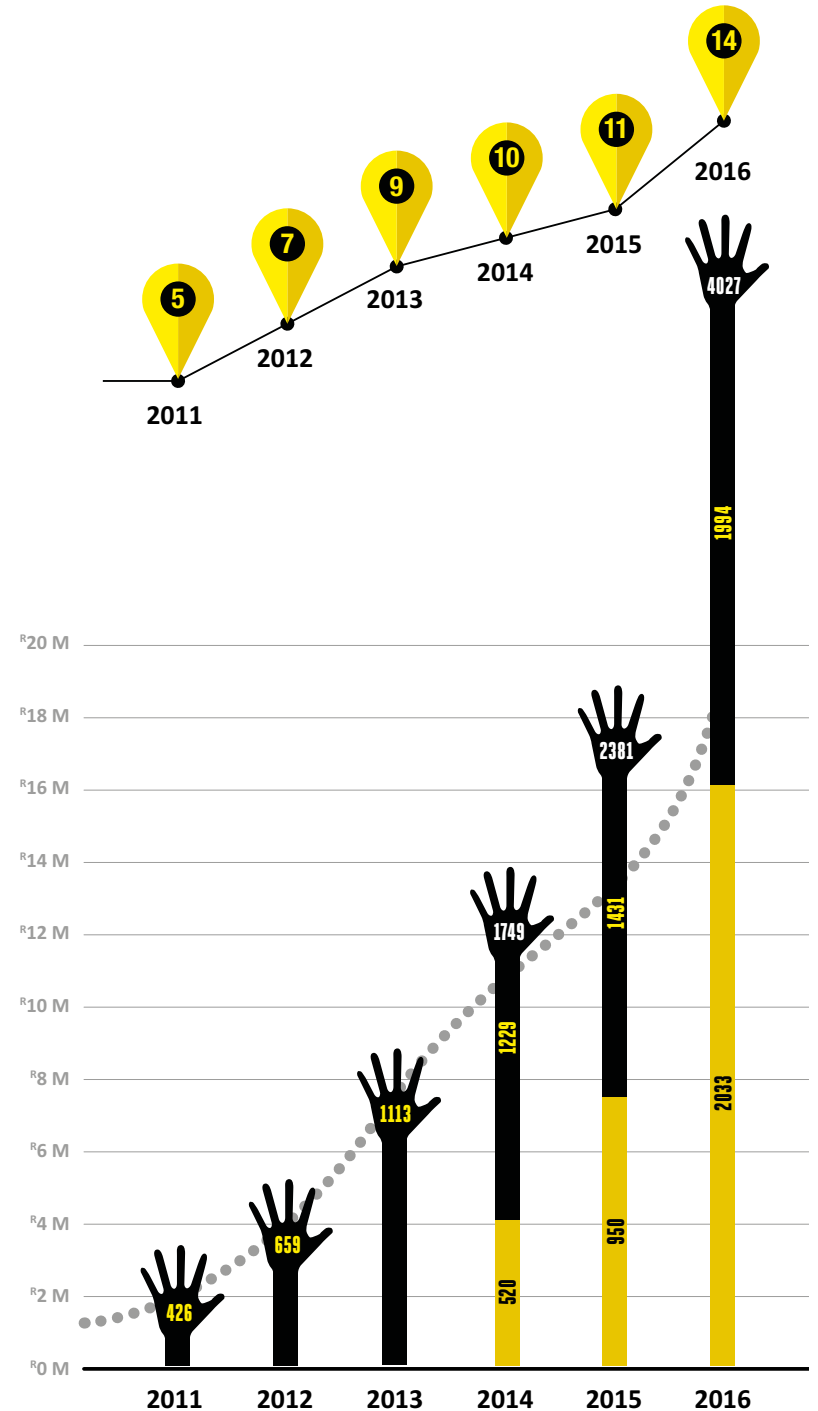enabling access to university

OUR HISTORY OF SCALING

Branch markers (No of branches):
- 2011: 5
- 2012: 7
- 2013: 9
- 2014: 10
- 2015: 11
- 2016: 14

Legend:
- NO OF BRANCHES
- TOTAL REVENUE (IN MILLION ZAR)
- IY LEARNER NUMBERS
- GOVERNMENTAL PARTNERSHIPS & CCP LEARNER NUMBERS

Bar chart values (IY Learner Numbers / Governmental Partnerships & CCP Learner Numbers):
- 2011: 426
- 2012: 659
- 2013: 1113
- 2014: 1749 / 520
- 2015: 2381 / 1431 / 950
- 2016: 1994 / 4027 / 2033

Y-axis: R0 M, R2 M, R4 M, R6 M, R8 M, R10 M, R12 M, R14 M, R16 M, R18 M, R20 M

X-axis: 2011 2012 2013 2014 2015 2016

5

ALUMNI SURVEY SUMMARY

Ikamvanites are three times less likely to be Not in Education, Employment, or Training

Not only does IkamvaYouth ensure that learners reach and pass matric, and access tertiary education; we also want to ensure that they access jobs that lead to earning a dignified living.

That means ensuring success in their post-school careers, and access to job opportunities that will ensure they earn more than the R3,000 median monthly income earned by black South Africans[1]. One of the first steps we took towards assessing our progress towards achieving this vision was to reach out to all our alumni from as far back as 2005 (through the first Alumni survey[2], conducted in 2013), and find out where they were and what they were doing with their lives. This first survey yielded impressive results, but the most encouraging finding was that Ikamvanites are three times less likely to be "not in education, employment, or training" (NEETs), than their counterparts nationally (only 10.4% in 2013, compared to the national 33.5%).

Since 2013, the number of alumni has grown significantly, to nearly 1200! Towards the end of 2016, we launched a similar survey, with continued efforts to reach alumni that we had not been able to track down. Close to 50% of our alumni completed the very lengthy survey, for which we are very appreciative.
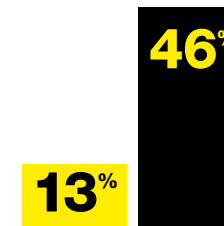
1 *National Minimum Wage Research Initiative, 2016*
2 *OVERCOMING THE ODDS — Tracking the successes of IkamvaYouth's Alumni 2005-2012 and facing up to the challenges encountered*
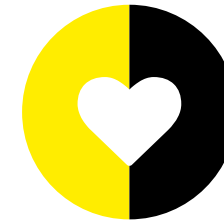
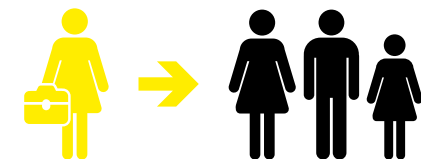## 50%
OF OUR ALUMNI ARE **VOLUNTEERING**

32% 18%
THE NATIONAL **DROPOUT AVERAGE** FOR BLACK UNIVERSITY ENTRANTS IS **32%** COMPARED TO ONLY **18%** FOR IKAMVANITES

46%
13%
ONLY **13%** OF RESPONDENTS WERE **NEET**, COMPARED TO **46%** NATIONALLY

THE **196** SURVEY RESPONDENTS CURRENTLY EMPLOYED ARE **FINANCIALLY SUPPORTING OVER 550** EXTENDED FAMILY MEMBERS

Some of the key findings are:

- Only 13% of respondents were NEETs, compared to between 31% and 46% nationally depending on which range is referenced.[3]

- Of those Ikamvanites who are studying, the large majority are considered to be "on track" to complete their respective qualifications within the required time.

- Ikamvanites' dropout rates are lower than the national average for black university entrants. Only 18% of Ikamvanites indicated that they had ever enrolled in a tertiary qualification and not completed it, most of these dropping out in their first year of studies. According to _Van Broekhuizen, et al (2016)_, dropout rates for black entrants, is 32%.

- 36% of Ikamvanites are currently employed in various positions (64% full-/time, 19% part-time, 13% internships, 4% self-employed). Of the 106 Ikamvanites that are employed full time, 57% earn more than R5000 per month.

- The 196 survey respondents currently employed are financially supporting over 550 extended family members.

It was really encouraging to find that 50% of the survey participants have chosen to live out IkamvaYouth's value of Paying it Forward by volunteering. 82% of those volunteering are volunteering at IkamvaYouth, while others are volunteering elsewhere.

Left: Joy Olivier with Philip Mcelu when he was still a learner at IkamvaYouth. **Right:** Philip Mcelu in his current role as Technology Coordinator at IkamvaYouth

It is indeed encouraging that we have reached a point where it is possible to tap into our alumni body, to fill the organisation's growing need for young professionals to join our team of staff in various capacities. For example, Philip Mcelu, who joined the organisation as a learner in 2005, and tutored while studying at UCT, has gained great experience at SAEP, and returned to IkamvaYouth as the Technology Coordinator in 2016, where, in addition to coordinating the tech needs for the two head offices and staff of 60, he oversees all of IkamvaYouth's IT labs across the country.

Given the big jump in learner numbers, and the career progression of our early cohorts, we are very much looking forward to the alumni survey of 2019!

3   According to the _Department of Higher Education_ and Training, the NEET rate was 31.2% and 46% for young people aged between 15-24 years and 25-34 years respectively in 2016.

"
I joined IkamvaYouth in 2004, when I was doing grade 11 and because I was struggling with Maths and Accounting. The tutoring and mentoring really assisted me as I am now persuing a career in Accounting with Sanlam, so if it wasn't for IkamvaYouth I wouldn't have become an Accountant."

Iviwe Mngini, Matric 2005

6

LEAN DATA SUMMARY: LEARNER ACQUISITION, IMPACT AND LEARNER RETENTION

In 2016, the Acumen Lean Data team helped us to better understand why learners join IkamvaYouth, what causes them to drop out, what parents think about us, and how learners rate their experience of a tutoring session. The findings were extremely interesting...

Big shout out to **Acumen** and the **Omidyar Network** who made these insights possible

WORD OF MOUTH from friends is the most important driver for learners joining our programme; responsible for nearly half of those enrolled. **TEACHERS** are also important advocates of the programme, encouraging about a third of the learners surveyed to join.

The main motivation for learners joining us is to **IMPROVE THEIR GRADES.**

Both current learners and learners who were no longer part of our programme rated their participation highly in terms of the **IMPACT ON THEIR LIVES.**

For parents, a key observation is that their children became more **COMMITTED** to their education.

Learners, including those who had dropped out / failed to meet the attendance requirement, reported that their **MARKS IMPROVED.**

80% of the learners who dropped out said they would recommend us to friends and family.

"I took the initiative of coming to this programme. My confidence and my self-esteem were very low but IkamvaYouth helped me a lot. Within 3 months of joining the programme, I was ready to face the world. My results also improved."
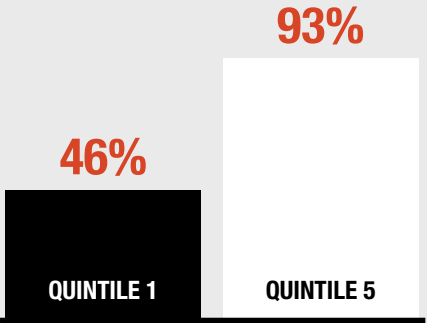
Nobathembu Nxawe, Matric 2015

7

INEQUALITY IN THE EDUCATION SYSTEM

The researchers found that race and class are still major factors when it comes to academic achievement
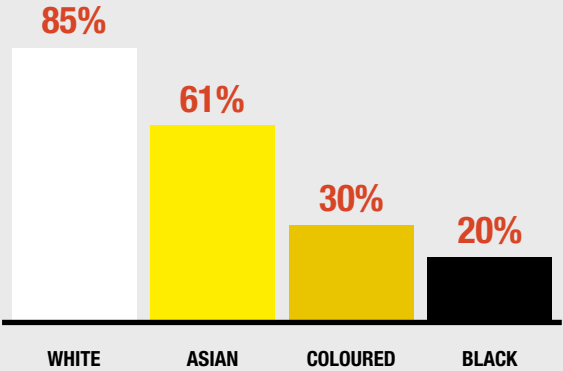
In 2016, Van der Berg, Van Broekhuizen and Hofmeyr published a study on Higher Education Access and Outcomes for the matric class of 2008.

The findings are depressing and infuriating: Despite over 20 years since the end of apartheid, we still have two very different education systems operating in parallel: one that functions well for the wealthy, and a dysfunctional system that perpetuates disadvantage for the majority of South Africa's children.

85% WHITE
61% ASIAN
30% COLOURED
20% BLACK

85% of white learners score a matric average above 50%, roughly 61% of Asian learners, 30% of coloured learners, and fewer than 20% of black learners.

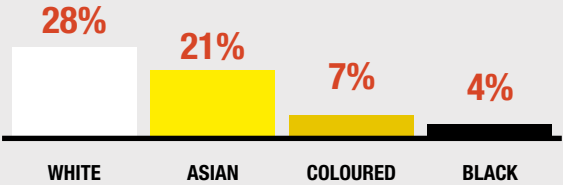**46%** QUINTILE 1
93% QUINTILE 5

The proportion of learners from quintile 5 schools who passed matric is more than double (93%) than that of learners from quintile 1 schools (46%).

Definition of quintile 1-5 schools: All government schools fall within one of five categories, with quintile 1 schools being the poorest. Whilst they receive the most funding from Government, quintile 1-4 are often no fee schools so they cannot supplement with income from parents whereas quintile 5, and sometimes 4, can raise extra funds and so are often better resourced schools.

28% WHITE
21% ASIAN
7% COLOURED
4% BLACK

White learners had the highest extent of degree completion, at 28%, followed by Asian learners at 21%. The corresponding proportions for coloured and black learners were once again much lower, at 7% and 4% respectively.

Other key findings were:

At the end of 2014, white learners had the highest access rate in undergraduate degrees, at 43%. The corresponding proportion for Asian learners was 36%, 14% for coloured learners and 9% for black learners.

About 75% of white university participants entered university in the year immediately following matriculation, compared to 60% of black learners.

40% of black learners who accessed university at some point during 2009-2014 did so two or more years after matriculation, as against 30% for coloureds, 14% for Asians and 25% for whites.

By the end of 2014, 49% of university participants from quintile 5 schools had completed undergraduate degrees. By contrast, the comparable figure for university participants from quintile 1 – 3 schools was only 24%.

Dropout rates among 2009 first-time entrants also differed markedly by race: 18% of white 2009 first-time entrants had dropped out of university by the end of 2013 without completing any qualification, whereas this proportion was higher for Asian, coloured and black 2009 first-time entrants, at roughly 23%, 34% and 32% respectively.

Source: 2016 BERG VAN DER, S, BROEKHUIZEN VAN, H, HOFMEYR, H, 2016 Higher Education Access and Outcomes for the 2008 National Matric Cohort

"I joined IkamvaYouth because I wanted to increase my marks because I was not getting high marks. When I joined IkamvaYouth I saw a difference in my marks. IkamvaYouth has been so helpful because they even paid for our application fees and made sure that everyone applied to university."

Zesipho Dyonase, Matric 2015

8

THE IMPACT OF THE AFTER-SCHOOL SECTOR

By Hetile Mabunda, Communications Coordinator at IkamvaYouth — currently participating in the Vera fellowship programme
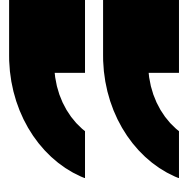
Around the world, after-school tutoring programmes, like ours, are increasingly showing up as a valuable add-on to, or extension of, the school day.

While most programmes enable learners to improve their academic results (many focus on key subjects like Maths and Science), some provide important ingredients that most schools can't. With the growing focus on teaching children to be more resilient, after-school programmes create spaces to nurture character strengths, including how to overcome adversity. Studies have shown that stress has a direct impact on how children develop, and ultimately on their academic performance. The after-school programmes that provide small group tuition; leverage the power of peer-to-peer and near-peer learning; provide mentorship and career guidance; and build a sense of belonging have been shown to have a major impact on learners' academic performance and increase the likelihood of post-school success at tertiary institutions and in the workplace.

With the growth of the after-school sector there has been a need to evaluate the effectiveness of these programmes around the world. A research paper published by the University of California as far back as 2007, outlines the study of 2914 students from low-income households. Their aim was to examine the relationship between high-quality afterschool programmes and desired academic and behavioural outcomes. Some of the findings were that students who attended regularly (across 2 years) saw gains of 20% in maths test-scores. They also saw improvements in their work habits and social skills. Another report published by the After-school alliance in 2014 says "A large body of evidence exists which confirms that quality afterschool programmes help children become more engaged in school, reduce their likelihood of taking part in at-risk behaviors or acting out in school, and help raise their academic performance."

Exhibit 1:

Theoretical linkages between afterschool experiences and student outcomes

Dosage

Personal and family background

Child prior functioning

Sets of experiences at:
- Promising afterschool programmes
- Sports, lessons, school-based activities
- Home supervision
- Unsupervised activities

Intermediate and longer term outcomes, measured as:
- Improved social skills and interpersonal behaviour
- Improved grades and work habits
- Improved test scores
- Reduced misconduct and risky behaviour

"A large body of evidence exists which confirms that quality afterschool programmes help children become more engaged in school, reduce their likelihood of taking part in at-risk behaviors or acting out in school, and help raise their academic performance."

In 2008 Harvard University published a research paper titled *"After School Programmes in the 21st Century: Their Potential and What It Takes to Achieve It"* where they identified the following three factors as critical to achieving positive youth outcomes:

- Access to and sustained participation in the programme;
- Quality programming and staffing;
- Strong partnerships among the programme and other places where students are learning, such as their schools, their homes, and other community institutions.

We definitely see these factors at play in South African after-school programmes, although there is still very little academic literature on the topic, here as pointed out by Debbie Stot in her research paper on *programme designs for after-school maths clubs*. Debbie goes on to point out that "when a neighbourhood or home contexts are less than desireable, after-school programmes can bridge the gap between these and school. This is particularly pertinent to the South African context where many children live in poverty and where many home contexts can be seen as problematic."

If we want to continue successfully on our path of empowering youth and enabling them to empower each other, we need to develop a strong after-school sector and with that have more research on the different programmes operating in a South African context. We are encouraged by the efforts of our partners, academics and government departments in this regard, and look forward to thousands more learners benefitting from the sector's increased professionalism, collaboration and growth.

9

HOW WE THINK ABOUT IMPACT

By Joy Olivier, Director

Are we adding value here, or just wasting our time and donors' funding? This is the big question that drives monitoring & evaluation (M&E) efforts, and it's a big question that's really tough to answer.

Since 2005, when IkamvaYouth had its first matric cohort, we have been tracking the number and percentage of matric passes; the quality of those passes (back in the day we were shooting for matric exemptions, these days it's all about bachelor passes); and the number and percentage of matriculants going on to access post-school opportunities (enrollment in tertiary education, learnerships or jobs within four months of matriculating).

Then, concerned by the 43% of young South Africans who are Not in Education or Employment (NEETs), we conducted surveys of our alumni, in 2013 and again in 2016, to find out about their retention and throughput at tertiary institutions, the extent to which they're employed and how much they're earning, and whether they have ultimately "pulled themselves and each other out of poverty through education" as per our mission.

Our track record in this regard is pretty good; especially when compared with the trajectories of most learners attending under-resourced schools in low-income areas. (This report provides detail on IkamvaYouth's impact, and some of the key findings from our latest alumni survey.) It is because of this track record that IkamvaYouth has garnered support from generous donors (both local and international corporates and foundations), to enable many more learners to achieve these same life-changing gains, which are so essential to redressing inequality and building the country's economy.

In 2012, Servaas van der Berg (South Africa's leading education economist) and his colleagues at RESEP conducted a largely qualitative study of IkamvaYouth, which provided a range of very useful insights, for example, into learners' socio-economic situations, their performance in Maths and Science compared with the feeder schools, and the challenges they face at tertiary institutions. Very encouragingly, the researchers found that "What Ikamva ... successfully manages to do is to encourage learners from across the ability spectrum to raise the bar, by entering for subjects which the typical student from weak schools would usually avoid, and then to achieve success which is at least comparable to that achieved by candidates that often are more selected in terms of ability and from higher socio-economic groups."

However, the big question still lurking above and behind this track record and the 2013 assessment is whether it's actually participation in IkamvaYouth that has made the difference for these learners, or whether they're just motivated, smart young people who would have achieved these things without being ikamvanites.

This is a really important question to answer before large amounts of time, effort and funding are spent on scaling an intervention. With plans for scale informed by Vision 2030, we are compelled to grapple with this tough question if we are to grow something that works.

Randomised Control Trials (RCTs) are the gold standard of evaluations; with their very scientific employment of control groups, an RCT can determine the exact, statistical extent to which an intervention makes a difference (or not!). Back in 2013, IkamvaYouth took a few short but enthusiastic skips down the RCT road, and stumbled into the following ethical and operational obstacles: In order to randomly select learners, we needed to enroll a lot more than we actually had places for. Then, when learners were randomly selected, our colleagues at the branches had to try and appease angry parents and tearful grandparents, whose children had been

…participation in IkamvaYouth is associated with dramatic improvements ranging from 6% for Physical Science up to 10% for Life Sciences. Given that 6% is considered equivalent to one year of learning (Spaull, 2015), ikamvanites have gained between between 1 and 1.5 years' worth of additional learning."

on the waiting list for ages and weren't enrolled, whereas the kid down the road who signed up a few days before was. With branch staff already so stretched, and our operational back-end still very much a work in progress (building the plane while flying was an analogy that made us all laugh nervously), combined with the complex challenges of fast growth (between 2012 & 2014 our budget increased by 273% and the staff contingent grew by 154%), we realised that it was just not the right time to go for evaluation gold.

We were thus very encouraged when Servaas and his team agreed to once again conduct an assessment, with a clever work-around for determining IkamvaYouth's value add. In *Succeeding Against the Odds*, the researchers controlled for learners' prior performance (and thus for factors such as pre-programme motivation and ability) by matching them with a comparison group of learners who were not part of IkamvaYouth, but achieved the same results in the grade 9 systemic assessments. They could then compare Ikamvanites' matric exam performance with this group of learners, as well as with the results of the feeder schools (in quintiles 1-3), and with quintile 5 schools.

The researchers found that IkamvaYouth has a statistically significant impact on learning outcomes, even after controlling for incoming academic scores. The evaluation showed that participation in IkamvaYouth is associated with dramatic improvements ranging from 6% for Physical Science up to 10% for Life Sciences. Given that 6% is considered equivalent to one year of learning (Spaull, 2015), ikamvanites have gained between between 1 and 1.5 years' worth of additional learning.

IkamvaYouth has its sights set on exponential scale, with a 2018 target of 5,500 learners and 1,000 matrics to be enrolled in after-school tutoring programmes at IkamvaYouth branches and with partners, supported and trained through the Community Collaboration Programme.

Guided by Vision 2030, we have some big nuts to crack: What impact are we having on learners who drop out before matric / can't attend three times per week, over years, in order to meet the minimum 75% attendance requirement? Does participation in IkamvaYouth impact high school drop-outs at all? What impact does attendance in lower grades have? What value does winter school add? What is the secret sauce behind the impact? Is it the tutoring sessions? Or the motivation from the tutors, who are the ultimate role models of what's possible? What impact on tertiary retention and throughput does volunteer tutoring have? What makes ex-learners more likely to pay-it-forward as volunteers? Is it the academic support, or the ways in which programmes improve learners' confidence, resilience and grit, that make ikamvanites successful? How can we best expend our resources to achieve maximum impact?

There is still so much we don't know, and so much for us to learn. We are looking forward to this ongoing journey of learning and development, with our peers in the sector, and guided by findings from in-depth research, and learners, tutors and practitioners on the ground, as we continually strive to best deliver on our mission.

10

HOW WE GET THE NUMBERS

By Marion Petersen, Database Coordinator

The processes we use to collect data, monitor our progress and inform decision making

Collecting and capturing data to ensure we're on track to meet our goals is of vital importance at IkamvaYouth. There are 14 branches around the country, and as such we have a decentralised system for capturing our data.

So how do we do it? All staff have access to a browser-based management system (Ed-Admin) onto which almost all our programmatic data is entered. All applicants, parents and learners enrolled in the programme are recorded onto our database, as well as all mentors, tutors and staff. There are dedicated menus for the tracking of attendance, academic management, and assessments, and we're able to communicate with participants via sms on this system too.

We then analyse this data, in order to monitor our progress at all levels. There are the termly and annual reports that are compiled at national level. There are also the day-to-day reports done at branch and regional levels, whereby we hone in on the learners who need support with specific subjects.

We certainly don't claim to have all the answers on tracking, monitoring and evaluation, as we are constantly learning and developing our systems and processes. We are very much still on the journey of creating effective feedback mechanisms, so that timeous information is in the hands of practitioners and decision-makers at every level of the organisation, enabling iterative, continuous improvement.

The process of monitoring the programme, and asking critical questions, forces us to interrogate our work, identify stumbling blocks and make decisions that will ensure we stay on track to meet our objectives and ultimately achieve our mission. But tracking all this data ensures that we continue to ask ourselves the tough questions: How can we improve what we do? How can we ensure that our programme is really making a difference in our beneficiaries' lives? Because, after all, that's why we all continue to work so hard.

> "When I started at IkamvaYouth, I was repeating grade 9 and it was not very easy because in life I thought I was a failure, but IkamvaYouth gave me a second chance, helping me with my school work and giving me courage."

June Khanyile, Matric 2015

11

HOW WE USE THE DATA

By Patrick Mashanda, Programmes Manager

Learning and implementing

While there are aspects to the IkamvaYouth model that are tough to measure (it is, after all, all about the quality of relationships between tutors, learners and staff), it is also underpinned by quantitative factors that help us track the quality of our programme delivery and the progress towards delivering the desired outcomes. These include the minimum learner attendance requirement, and learner: tutor ratios. For us to keep track of our work and impact, in a bid to constantly give the best to the learners, we rely on the data we collect in the process. In recent years, the amount of data we collect in relation to our learners has multiplied at least ten fold. But this collection of data leads to improvements in the work we do in the following ways:

1. Improve tutor : learner ratios by supporting the branches that are struggling to recruit enough tutors;

2. Tracking the reasons for which learners are unable to meet attendance requirements, in a bid to improve learner retention;

3. Improve learner retention by tracking the reasons learners are not able to keep up their attendance;

4. Support learners who need specific help in specific subjects, by monitoring their school reports;

5. Enlighten parents during meetings on the performance of their children, and the possibility of improvement through their support;

6. Guide matric learners in their applications for tertiary placements, so as to ensure they apply for the relevant courses for which they are eligible, in line with their subject choice and achievement levels;

7. Collect matric results data so as to analyse our pass rate, which is essential for checking on our impact and for reporting to our stakeholders;

8. Collect data on placements of our matric learners, so as to offer support through our Alumni department, and constantly avail other opportunities to those unplaced, or temporarily placed;

9. Independent evaluations of our work have used data to measure our impact in the context of national themes, such as matric results and post-school placements in comparison to national averages, which also give us a sense of the impact of the work we do, and informs our efforts to improve the lives of many more learners at a much larger scale.

IkamvaYouth brought life to my academic future because of how tutors encouraged me to keep up with my school work.''

Masibulele Stoto, Matric 2009

12

COMMUNITY COLLABORATION PROGRAMME MONITORING AND EVALUATION

By Zoe Mann, Community Coordinator

Monitoring and evaluation (M&E) is often perceived as an insurmountable task in data collection that requires expertise and complex systems to support it, but it can play a huge role in enabling an organisation to implement their programme effectively, reflect on what they are doing and have done, and adapt the programme to improve the offering to meet the needs of the learners. It's also key for attracting and retaining programme supporters (including donors, parents, volunteers and staff).

Community Collaboration Programmes (CCP) has worked with several organisations in Gauteng and Western Cape over the last year to build their M&E capacity and debunk some of the myths about what M&E is and isn't. The big learnings have been:
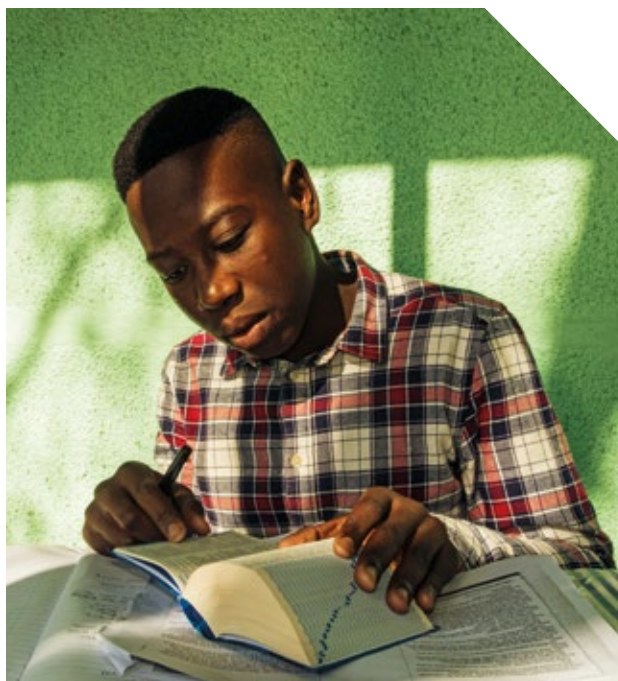
M&E is nothing new. It isn't new information that partners are collecting but the implementation of a systematic process. We have helped to formalise organisation's M&E processes to ensure that data can be efficiently and easily used for decision-making and programme improvement.

More is not necessarily better. Many organisations were trapped in the thinking that the more data you collect the more robust your M&E will be. This is not necessarily the case. It is how one uses the data that strengthens your M&E. In fact, it's important not to spend too many resources collecting data that isn't then used!

M&E is not just data collection. It is not just measurement but the evaluation and interpretation that leads to a meaningful M&E system. The feedback loops, and what you do with the information, is what's important.

M&E doesn't require state of the art technology. While paper-based data collection alone is not advised, it is not necessary to use a monstrous database to start keeping good data records that can be used for analysis. A simple Excel sheet with some well positioned formulae can work wonders.

Partner organisations are making good headway with the use of an M&E Excel template and several are getting into the habit of recording and analysing data at regular intervals. We are also using Salesforce with some of our partners and whilst this has the potential to be an amazing resource, there is a steep learning curve to get up to speed on the platform. Here's what our partners have to say about M&E:

'The M&E template has been of great help. We are now able to track a lot of things in one document; number of learners, academic performance and attendance. At first, it was a challenge to use the new tool but with IkamvaYouth's support, we managed to get through it.'
Boipelo Modibane, My Careers Corner

'Using the M&E tool has made my job a lot easier and from the learners side has helped them to see where they are at and where they are lacking.'
Nomaza Mariba, Refilwe Community Development

'The introduction of the Theory of Change framework at The Learning Trust seminar and the M&E tool at IkamvaYouth's training has helped us to understand our short, medium and long-term goals and how we can track our progress against these.'
Ryan Moore, Refilwe Community Development

'My understanding of M&E has increased. To begin with, it wasn't really clear what our indicators and targets were, or why we were doing it – we now always ask 'Why are we doing this?' and then use data to find out if we are doing what we say we are doing. It is not just about collecting data and numbers but it gives me a way to hold myself accountable to the progress of my programme. It keeps me on my toes.'
Ayanda Farrar, Beautiful Gate

'When Salesforce was first introduced it was really difficult, it is not a user-friendly interface and there was a lot of frustration as the training wasn't sufficient at the time. Through on-going training and support the team's confidence has improved and we are now able to use the system to follow up and support learners in a more targeted way.'
Ayanda Farrar, Beautiful Gate

'Initially I was doing it because I was told to do so, but when sitting down to plan for the year ahead, it was really helpful to have a realistic view of what has been happening in the programme and if there has been any progress, otherwise you can think something is happening when it isn't.'
Lebo Tlhabanyane, Boy's & Girl's Clubs of South Africa

There is still a long way to go. Many of the programme coordinators are volunteers, and the challenges of computer access, Excel licenses and limited connectivity are significant as well as the unfamiliarity with Excel and Salesforce platforms. For many, the shift from paper based registers to the use of an online tool, one that some view as 'not very practical, cumbersome and frustrating' is one that will take time and must be accompanied by targeted and bespoke capacity training and support. It is also important that we regularly incorporate feedback into the design and development of simplified M&E tools that prioritise user experience.

13 FINANCIAL STATEMENTS
For year ending November 2016

Balance Sheet

	2016 CURRENT	2015 PRIOR
NON CURRENT ASSETS	**6 443 501,00**	**343 359,00**
Property and Equipment	6 443 501,00	343 359,00
CURRENT ASSETS	**10 138 657,00**	**9 215 669,00**
Cash and Cash Equivalents	8 996 132,00	7 032 764,00
Trade and Other Receivables	1 142 525,00	2 182 905,00
TOTAL ASSETS	**16 582 158,00**	**9 559 028,00**
EQUITY AND LIABILITIES		
EQUITY	**7 164 106,00**	**4 708 093,00**
Retained income	7 164 106,00	4 708 093,00
LIABILITIES		
Non-Current Liabilities	**2 000 000,00**	**-**
Other financial liabilities	2 000 000,00	-
TOTAL CURRENT LIABILITIES	**7 418 052,00**	**4 850 935,00**
Trade and other Payables	360 138,00	6 590,00
Defered Income	6 769 554,00	4 685 639,00
Provision for Leave	288 360,00	158 706,00
TOTAL LIABILITIES	**9 418 052,00**	**4 850 935,00**
TOTAL EQUITY AND LIABILITIES	**16 582 158,00**	**9 559 028,00**

Detailed Income Statement

	2016 Current	2015 Prior
REVENUE	**18 649 086,00**	**14 318 168,00**
Grant Revenue	17 245 153,00	14 082 613,00
Investment Income	367 306,00	190 103,00
Other Income	1 036 627,00	45 452,00
OPERATING EXPENSES	**16 193 078,00**	**12 323 576,00**
Administration and management fees	12 262,00	84 971,00
Advertising and annual reports	371 893,00	137 802,00
Application and registration fees	182 520,00	78 898,00
Auditors' remuneration	70 030,00	56 539,00
Bad debts	-	12 871,00
Bank charges	60 835,00	52 764,00
Catering	68 774,00	48 997,00
Computer expenses	175 854,00	259 228,00
Consulting and professional fees	158 608,00	33 637,00
Course material	78 572,00	111 977,00
Depreciation, amortisation and impairments	216 223,00	-
Employee costs	8 474 735,00	6 447 537,00
Fundraising cost	155 013,00	394 720,00
General expenses	109 474,00	58 668,00
Furniture & fittings	339 992,00	168 679,00
Insurance	161 656,00	73 437,00
Learner excursions	95 073,00	52 421,00
Lease rentals on operating lease	436 772,00	404 730,00
Monitoring and evaluation	200 079,00	-
Postage	11 749,00	11 336,00
Printing and stationery	243 065,00	147 267,00
Prize giving	38 455,00	29 698,00
Repairs and maintenance	59 754,00	195 143,00
Security	235 746,00	214 110,00
Special project - community project	305 206,00	361 957,00
Staff welfare	157 326,00	121 873,00
Staff training and strategic planning	663 523,00	449 092,00
Teaching aids	27 289,00	38 245,00
Telephone	465 695,00	361 726,00
Travel expenses	1 418 777,00	965 480,00
Volunteer appreciation	45 544,00	32 352,00
Winter school	1 152 584,00	917 421,00
SURPLUS FOR THE YEAR	**2 456 008,00**	**1 994 592,00**

14

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Thank you for all you do for our learners. We are continually inspired by the dedication and generosity of our donors. We hope that you will continue to partner with us – as donors, or as volunteers. Thank you for sharing your commitment to a better, brighter future for South Africa's learners.

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There is no way to fully express our gratitude for the support of our board members who volunteer their valuable time and expertise to be on our board and sub committees:

Leigh Meinert (Chairperson), Denham Trollip, Vineet Bewtra, Sbusiso Kumalo, Sinethemba Kameni, Leela Moodley

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Account number: 62358572686

IKAMVAYOUTH
THE FUTURE IS IN OUR HANDS

Map of South Africa showing locations:
MAHIKENG, EBONY PARK, MAMELODI, IVORY PARK, IKAGENG, CHESTERVILLE, UMLAZI, JOZA, NYANGA, ATLANTIS, MAKHAZA & KUYASA, MASIPHUMELELE, GUGULETHU

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