



THE MAMELODI INITIATIVE

Learn. Grow. Dream. Achieve.

**ANNUAL REPORT
FOR THE FINANCIAL YEAR ENDING 2022**

THE MAMELODI INITIATIVE

(NPO: 126-143)

Author: YAEL JACOBSON

Yael.jacobson@mamelodi.org

Table of Contents

1. Executive Summary	4
2. Introduction.....	5
3. Mamelodi Initiative’s Purpose.	5
4. Mamelodi Initiative’s Programmes.....	7
4.1 Winter and Summer Jam	7
4.1.1 Train the Trainer.....	8
4.3 Saturday School.....	8
4.4 Youth Leaders Workshops	9
4.5 e-Kasi LearnIN.....	9
4.6 Olico Learning	10
5. Mamelodi Initiative’s Ad-hoc Programmes.....	11
5.1 Eye Testing	11
5.2 Social Employment Funds	12
5.3 Hygiene Drive	12
6. Mamelodi Initiative’s Goals	13
6.1 Organisation Goals	13
6.2 Programme Goals.....	13
6.2.1 Academic Skills	13
6.2.2 Enrichment Activities.....	13
6.2.3 Individuals	13
7 Mamelodi Initiative’s Results	14
8. Mamelodi Initiative’s Finances	14
9. Sustainability.....	15
10. Conclusion.....	16
Annexure 1: Annual Statistics	17
Annexure 2: Financials	18
References.....	20

Table of Figures

Image 1 Winter Jam	7
Image 2 Saturday School	8
Image 3 e-Kasi LearnIN	9
Image 3.1 Olico Learning	10
Image 4 Eye Testing iii	11
Image 5 Eye Testing ii	11
Image 6 Eye Testing i	11
Image 7 Eye Testing iv	11
Image 8 Hygiene Drive i	12
Image 9 Hygiene Drive ii	12

1. Executive Summary

The Mamelodi Initiative (MI) is focused on empowering the lives of residents in Mamelodi, South Africa, through education, skills development, community empowerment, and spiritual growth. MI's five core values are, integrity, passion, diversity, dynamic, and zestful. They support the vision, shape, outline the culture, and improve how the organization functions. MI's goal is to equip the beneficiaries with the necessary skills, knowledge, and capacity to build a better future for all. MI's mission is to be purposeful in everything it does, making the right decisions that benefit learners and volunteers. Programmes were launched in 2020 but deferred due to COVID-19.

MI's flagship holiday programmes are Winter Jam, Summer Jam and The Youth Leaders Council Workshops. Winter Jam was a huge success, with over 200 students and 80 volunteer tutors participating. 19 students from the United States joined a mission trip with Harvard Chaplain and MI Board member, Tammy McLeod, to participate in the Winter Jam programme. The workshops focused on corporate ideals, team development, classroom management, cultural diversity, and curriculum training. The Young Leaders Council (YLC) is an important programme for the organization as it helps to cultivate future community leaders.

To address the COVID-19 pandemic, the eKasi LearnIN programme was introduced in 2020. Olico Mathematics is an online computer-based programme that assists the students to keep up with the maths syllabus. After each section has been completed, it is immediately marked, virtually, allowing the tutors to assist the students with the problems that they cannot solve. MI also partnered with various organizations in 2022; EyeWorx provided the much needed "GIFT OF SIGHT" to 250 students at Lethlabile Secondary School, and the Social Employment Fund (SEF) provided training for 30 dedicated volunteers to become employees. The training upskilled learners on organizational culture and how to work as a team.

MI is focused on two types of sustainability, namely: programme longevity and sustainability of achievement. The programmes are based on strategic partnerships and have been successful in establishing relationships with businesses, institutions, and organizations. Annually, it recruits a sizeable number of volunteers and has received more than 600 applications for its programmes this year.

To ensure its sustainability and financial viability, board members contribute both time and financially to the board. They support the staff, policy development, general administration, governance, fundraising, programmes, curriculum development, and financial management. This year, the strategy was adapted to empower and teach the Mamelodi youth, but without the help of the community, commitment of students, and the dedication and support of staff and board, none of its achievements would have been possible. In 2023, the plans are to expand its programmes to serve more students all year round.

2. Introduction

COVID-19 has changed our lives, jeopardizing the viability of businesses and economies, leading to the deepening of poverty in underprivileged communities. South Africa, with a population of just over 61 million (Worldometers, 2023), was no exception. The impact of the pandemic resulted in significant challenges which include widespread poverty, high unemployment, and inadequate educational opportunities. The poor quality of our education and schools can be noted in the dismal matric (grade 12) final results; less than 55% of adults in Gauteng (South Africa's largest province) have matriculated (Businessstech, 2023). This is more evident in mostly Black townships where there is a higher dropout rate, leading to increased rates of unemployment, crime, and unsustainable development.

3. Mamelodi Initiative's Purpose

The Mamelodi Initiative's mission is focused on empowering the lives of its beneficiaries through education, skills development, community empowerment, and spiritual growth. Its mission is to improve the lives of residents in Mamelodi. Through providing resources that enable community engagement and education, the Mamelodi Initiative strives to empower the community to be the change agents within their own communities.

The MI beneficiaries are all those who benefit from the programmes; the learners, volunteers, parents, partners and the Mamelodi community at large. MI's fundamental mission is to equip all its beneficiaries with the necessary skills, knowledge, and capacity which will allow them to build a better future for all.

MI's core values remain the same: Believing that the opportunity to learn empowers the individual to make a change. MI believes that all children deserve safe places to grow physically, emotionally, intellectually, and spiritually and that all people should have equal opportunities to pursue their dreams and achieve their goals, given the right tools and access to resources.

MI's five values are there to ensure that the organization achieves its objectives and guides all engagements with stakeholders to work towards a common goal. The core values support the vision, moreover, shape and outline the culture of the organization. The core values are also designed to improve how the organization functions. The five core values are:

1. **Integrity:** We believe in being honest and having strong morals and principles, which involves staying true to yourself and your word.
2. **Passion:** We believe where there is passion there's effectiveness. We believe we will be able to produce the best possible results if we are passionate about our community and, more so, have the heart to serve others.
3. **Diversity:** We believe that our organization is unified in diversity, and that our diversity is grounded not only in inclusivity but also acceptance and respect.
4. **Dynamic:** We believe that we are dynamic beings, we carry a positive attitude and are full of energy. We strive to create new ideas and develop our problem-solving skills while trying to create a fun-filled learning environment. We believe that we take what we do seriously, without taking ourselves too seriously.
5. **Intentional:** We believe in being purposeful in everything we do, making the right decisions that benefit our learners and volunteers, moreover, taking action on the things we value. We believe in being proactive instead of reactive.

4. Mamelodi Initiative's Programmes

The Mamelodi Initiative runs several annual programmes, several of which were impacted by the COVID-19 pandemic. This was the first year since 2020 that the Winter Holiday programme was relaunched, reaching approximately 1000 pupils. MI collaborated with NPOs, businesses and several high schools in and around Mamelodi whilst working with more than 150 volunteers to accomplish the rollout.

4.1. Winter and Summer Jam

The Winter and Summer Jam programmes, implemented in 2011, are two week interactive fun-filled programmes with a goal to provide learners with both academic and soft skills that will enable them to succeed in life. 2022 was a major highlight because of the reintroduction of these programmes and the start of in-person learning. The Winter Jam programme was hosted by The University of Pretoria (Mamelodi Campus) from 27 June to 15 July 2022 attended by over 200 students, approximately 80 volunteer tutors and 19 students from the United States. Led by Christine Thomas, the visiting students were able to contribute a global perspective to the programme. This gives both the South African and foreign students an opportunity to learn from one another and share their cultural diversity.



4.2. Train the Trainer

On 25 June 2022, a Train the Trainer session held at Kilnerton Church (Silverton, Pretoria), was conducted for the Winter programme. The learning outcomes focused on corporate ideals, team development, classroom management, cultural diversity, and curriculum training. Throughout the programme, three individuals performed beyond expectations and showed a high capacity for leadership. The experience was exceptional, and both volunteers and learners enjoyed being part of an empowering and impactful initiative that produced significant results and progress.

4.3. Saturday School

Saturday School is a year-round programme that focuses on academic support for learners from Grades 8 to 12. The program aims to ensure that the learners have a good academic foundation of Maths and English and it also offers the learners academic support in subject areas they find challenging.

The Mamelodi Initiative Saturday School is facilitated in collaboration with two secondary schools, Vukani and Lethlabile Secondary Schools, and the classes are held every Saturday from 09:00 to 15:00. The programme hosts 200 students in total, with 100 students at each school and 20 tutor volunteers. Lunch is provided for both the volunteers and pupils every Saturday. For some, this is the only meal for the day.



4.4. Youth Leaders Council Workshops

The Young Leaders Council (YLC) workshops were held in collaboration with Nedbank to facilitate a Financial Literacy Programme covering basic financial literacy, management, financial statements, investing advice, and money saving strategies.

In addition to the Financial Literacy Programme, the YLC rolls out an annual leadership programme which aids in the development of not only future community leaders but also key volunteers who have spearheaded many of the organization's initiatives, programs, and campaigns. The aim of the YLC has always been to unearth and nurture the leadership potential of learners in the community of Mamelodi. This programme runs the entire year.

4.5. e-Kasi LearnIN

e-Kasi LearnIN is a hybrid learning and teaching programme that incorporates online learning with in-person teaching. It was introduced in 2020 to address the challenges and impact of the pandemic. It was piloted at Vukani High School and subsequently rolled out to Lethlabile Secondary School. These pop-up e-learning sessions take place every Thursday afternoon at Lethlabile Secondary School. The communal virtual classroom permits learners to benefit from access to a stable internet, a digital medium (the iPad) to access online learning tools, and in-person volunteer tutors who can provide additional support to ensure optimal learning. The programme, supported by 45 volunteer tutors, has positively enhanced the learning outcomes of 131 students.



4.6. Olico Learning

The Mamelodi Initiative partnered with Olico Maths, an organization that provides high quality maths academic resources tailored to the South African curriculum. MI used the academic support technology and tutors to bring resources to the MI learners to bridge gaps in their knowledge. The #MakingMathsMakeSense programme is a tool with 25000 interactive questions and 341 tutorial videos. As a learner completes a section, the tool captures and marks it to assist the tutors in assessing each learner's level.



5. Mamelodi Initiative's Ad-hoc Programmes

5.1. Eye Testing

The Mamelodi Initiative, in collaboration with Eyeworx, a branch of Workforce Holdings Group, gave MI students the much-needed "GIFT OF SIGHT" Optometrists conducted eye tests at Lethlabile Secondary School for 200 students. The students were able to choose from an assortment of new frames, and prescription glasses were made by the optometrists and handed out to the learners. The Eyeworx R500 000 budget allocated to the initiative was insufficient to meet the needs of all the learners. To this end, MI intends to raise more funds to ensure that the remaining learners are assisted. EyeWorx is one of MI's most important partnerships and the "GIFT OF SIGHT" is one of our most important initiatives as good eye sight is an integral and fundamental part of learning.



5.2. Social Employment Funds

This year, MI partnered with the Social Employment Fund where 30 dedicated volunteers were selected for training at the Social Employment Fund, giving them the opportunity to train to become employees rather than volunteers. This training programme provided the volunteers with critical employment skills including teambuilding and resource planning. These volunteers have to work a minimum of 16hrs per week and a maximum of 30hrs per month to earn a stipend.

5.3. Hygiene Drive

Many children have no access to basic Hygiene Products. With the help of the Gift of the Givers, the Mamelodi Initiative was able to disseminate over **250 hygiene packs** to all pupils at Vukani Mawethu Secondary School in Mamelodi. The packs included hair shampoo and conditioner, a bar of soap, body lotion, Vaseline, deodorant, toothpaste, a toothbrush and a face cloth.



6. Mamelodi Initiative's Goals

MI's 2022 objectives were to achieve the goals it set out in line with the organizational programme. The team has successfully completed the following:

6.1. Organisation Goals

- Provide support (educational, hygiene packs, and glasses) for community run campaigns during the year.
- Provide volunteers and interns training throughout the year.
- Monitor the success of programmes at the two schools on a quarterly basis.
- Collaborate and form partnerships with additional Non-profit Organisations (NPOs).
- Ensuring the quality of learning programmes and on-boarded an additional 30% of students to the programmes.
- Implement two fundraising efforts during the year. (As listed above)

6.2. Programme Goals

The team's 2022 planning focused on back to "normal" face to face sessions. Objectives met in 2022:

6.2.1. Academic Skills

- Interpersonal courses that can hold 150 to 200 students.
- Academic coaching in line with the grades 11 and 12 curriculum.
- Soft skills to ensure school readiness.
- Provided Grade 10 students with abilities for successful community engagement.

6.2.2. Enrichment Activities

- Introduce youth to novel pursuits and encounters.
- Include youth in a capstone project to showcase newly acquired abilities.
- Introduce our volunteers to civic involvement.
- Provided training to volunteers to develop problem and critical thinking skills.

6.2.3. Individuals

- To give the youth positive role models.
- To provide a space for their own spiritual, emotional, and personal development.
- The above Initiatives aim to help establish sincere, compassionate bonds between volunteers and students, which extend beyond academic learning, with the objective of creating a rounded learning experience. We aimed to minimize Learner/Teacher

ratio and accomplish our goals by engaging as many volunteers as we could. We believed that creating and maintaining these collaborations would be for the overall benefit of the students.

7. Mamelodi Initiative's Results

MI volunteers spent a total of 60 hours of tutoring per learner in our Thursday e-Kasi LearnIN programme, and an additional 50 hours for our Saturday School tutoring. A total of 110 hours is dedicated to each learner to bridge the education gap. e-Kasi LearnIN has closely partnered with Lethlabile Secondary School to track the progress of our learners. The stats below compare the average attendance for each programme.

Annexure 1: track the average attendance for each programme. Throughout the year, we used several metrics to evaluate the success of our programmes and initiatives. Our primary data collection methods were daily attendance, teaching hours, and student and volunteer surveys. In 2022, MI had the privilege to access the learners' school results which provided an important metric that allowed us to compare the learners' performance in school vs. in our programs.

The average attendance for the e-Kasi LearnIN programme was about 80% (approximately 131 learners and 45 Volunteers). The average attendance for our Saturday School programme was a 78% attendance rate.

8. Mamelodi Initiative's Finances

The board tracks the monthly finances of the organization through the finance committee in collaboration with the program director. This aids MI's board with planning and allows the active reduction of some expenses by predicting the budget shortfall.

Annexure 2: MI's actual spend with the projected financials for the year 2022 which is monitored monthly.

9. Sustainability

MI is focused on two types of sustainability measures: programme longevity and sustainability of achievement which is the sustainability of learning outcomes among the students and participants in the programmes. The year-round programmes start in February 2023 with the Saturday School programme aimed at closing the achievement gap.

The Mamelodi Initiative has a strong relationship with Lethlabile and Vukani Mawethu Secondary Schools which allows us to facilitate programmes both in the east and west of Mamelodi. MI's programmes are based on strategic partnerships to ensure the initiative's sustainability. MI has been successful in cultivating relationships with a variety of businesses, institutions, and organizations over the last couple of years. This has led to the expansion and improvement of the calibre of MI's programmes.

The Mamelodi Initiative grounds programming in strategic partnerships. Over the last few years we have managed to partner with a number of organizations, schools, and corporates which gave us the opportunity to grow and expand the quality of our programs. One such partnership is with iSchool Africa, a partnership that has enabled the Mamelodi Initiative to be the first afterschool programme in Mamelodi to offer hybrid teaching and learning, incorporating our standard model of tutoring via iPads, giving our learners access to a wide variety of learning resources.

In addition, a large number of volunteers are recruited each year. More than 600 applications were received for the programmes this year. MI's greatest asset is the extensive volunteer database and, over the past two years, the volunteers from the Mamelodi community are either repeat volunteers or students who have participated in the programmes and are returning to the initiative.

With the assistance of the Committees and the Board, the full time staff ensures that the ground work leading up to the programs is well prepared. The board members are invested in the initiatives and the long-term growth of the organization. The Board ensures an integration of US volunteers which helps the students see beyond the confines of their township. Each board member contributes a particular skill set to the organization while also helping with staffing, policy, general administration, governance development, fundraising, programmes and curriculum development, and financial management.

10. Conclusion

The organization had to adapt to the changing operating environment and has undergone significant changes which resulted in the amended strategy for empowering and teaching the Mamelodi youth in 2022. It was the first year that operations and the school year reverted to "NORMAL" and all the regular programmes could proceed as scheduled. Although this has been an extremely difficult and stressful period, MI is focused on its mission to improve the lives of the learners and that of the community. Without the help of the community, the commitment of the students, and the hard work of the staff and board, none of this would have been possible. MI wants to thank all the partners who helped make this year possible, notably:

- Lethlabile Secondary School, especially Vice Principal Mr Mashifane
- Vukani Mawethu Secondary school
- The Learning Trust Foundation
- Olico
- e-Kasi LearnIn
- EyeWorx
- Nedbank
- Gift Of the Givers
- Crawford School
- All the AMAZING VOLUNTEERS!

In 2023, MI looks forward to expanding the programmes and serving more students. The Mamelodi Initiative, therefore, needs to increase their capacity for fundraising, engage in additional partnerships and collaborations, and work with and empower more volunteers.

Annexure 1
Yearly Statistics 2022

Total Saturday School Registrations Per School Per Grade			OLICO Average Attendance	
Grade	School	Number Of Students	54	
8	Lehlabile	89		
	Vukani Mawethu	26	e-Kasi LearnIN Average Attendance	
Grade 8 Total		115	36	
9	Lehlabile	10		
	Vukani Mawethu	7	Saturday Classes Average Attendance (Lehlabile)	
Grade 9 Total		17	98	
10	Lehlabile	32		
	Vukani Mawethu	22	Saturday Classes Average Attendance (Vukani)	
Grade 10 Total		54	67	
11	Lehlabile	65		
	Vukani Mawethu	10	Winter Jam Student Attendance	
Grade 11 Total		75	Total Registered	Average Attendance
			265	170
Special Projects				
Eye-Worx Initiative			Toiletries Initiative with Gift of The Givers	
Number of students who were tested and received spectacles			Number of students who Received Toiletries	
250			250	

**Annexure 2
Financials**

Budget Vs EXPENSES			
Saturday School			
Catering	153000	Catering	58548,35
Equipment	2400	Communication	800
Other	12800	Meetings	500
Stationary	12000	Stationary	994,97
Transport	25500	Transport	8324
Grand Total	205700	Grand Total	69167,32

Budget		Actual To Date	
Category	Amount	Category	Amount
Catering	2000	Catering	1231,7
Equipment	12000	Communication	200
Other	5000	Meetings	800
Transport	99600	Transport	9227
Grand Total	120600	Grand Total	12061,5

YLC			
Budget		Actual To Date	
Category	Amount	Category	Amount
Transport	3600	Transport	600,02
Videography	14400	Videography	3900
Grand Total	18000	Grand Total	4500,02

Staffing			
Budget		Actual To Date	
Category	Amount	Category	Amount
Salaries	R408 000	Salaries	224297,06
Grand Total	R408 000	Stipend	6000
		Grand Total	230297,06

All Programmes and Admin			
Budget		Actual To Date	
Programme	(All)	Category	Amount
		Banking Fees	1813,8

Category	SUM of Sub-total	Catering	2469,41
Banking Fees	3240	Communication	1730
Capacity Building	6000	Equipment	1080,89
Communication	18308	Other	13944,38
Other	29000	Stationary	1762
Wi-Fi	24000	Tax	5725,02
Grand Total	80548	Transport	17547,1
		Wi-Fi	18000
		Grand Total	64072,6

Winter Jam			
Budget		Actual To Date	
Category	SUM of Sub-total	Category	SUM of Amount
Catering	R170 300	Catering	110132,5
Communication	R500	Communication	3553,43
Equipment	R2 400	Equipment	2690
Other	R20 000	Meetings	1516
Stationary	R8 900	Merch-Print	30000
Transport	R14 850	Other	482,98
Grand Total	R216 950	Stationary	6672,15
		Supplies	5751,9
		Transport	20007,5
		Grand Total	180806,46

Total Budget
R998 250,00
\$60 055,19

Total Expenditure
R560 904,96
\$32 087,36

Total Income
R402 845,00
\$37 575,87

Current Bank Balance
R60 000,00
\$3 432,39

11. References

businesstech. (2023, January 20). *South Africa's "real" matric pass rate is under 55%*. Retrieved from businesstech.co.za: <https://businesstech.co.za/news/lifestyle/657849/south-africas-real-matric-passrateisunder55/#:~:text=However%2C%20the%20department's%20official%20pass,class%20of%202022%20was%2031.8%25>

worldometers. (2023). *worldometers*. Retrieved from <https://www.worldometers.info/world-population/southafricapopulation/#:~:text=The%20current%20population%20of%20South,the%20latest%20United%20Nations%20data>