



**THE MAMELODI INITIATIVE**  
Learn. Grow. Dream. Achieve.

**2024**

# Winter Jam Report


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19 July 2024

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# Executive Summary

## Winter Jam 2024



### Winter Jam 2024 Overview

Winter Jam 2024 presented a myriad of experiences, characterised by significant successes and notable challenges. Hosted at Tsako Thabo for the first time, the event benefited greatly from the school's exceptional support and the active participation of the surrounding community. This collaboration fostered a supportive and secure environment crucial for the event's success.

### Academic and Attendance Insights

The academic progress of the learners varied, highlighting both achievements and areas needing growth. The pre-test and post-test results indicated substantial engagement, though there were inconsistencies in attendance and subject comprehension. Attendance fluctuated, with notable increases towards the Winter Jam's end, particularly among RTF matric students.

### Food and Catering

This year's Winter Jam was catered by Spar and Pick & Pay, with Fruit Stop Silverton delivering fruits weekly. The menu, which included burgers, chips, hot dogs, sandwiches, assorted rolls, and fruits, received positive feedback for its variety. However, significant challenges were encountered with Spar's timing, often resulting in late deliveries that disrupted the program. Despite communication efforts to rectify this, delays persisted. In contrast, Pick & Pay consistently delivered on time and catered to learners with allergies, earning them a preferred status for future events.

### **Volunteer Feedback and Experience**

Volunteer feedback highlighted the importance of timely meal services and the variety of food provided. However, many volunteers expressed concerns over the delays in food delivery from Spar. The gender distribution among volunteers showed a balanced representation, with 47% identifying as female, 43% as male, and 10% choosing not to disclose their gender.

### **Successes and Challenges**

Key successes included the Anonymous Box initiative fostering open communication among volunteers, increased attendance in the final week, exemplary support from the host school, and timely lunch services from Pick & Pay. The preservation of MI culture through various activities and effective budget management were also notable achievements. Challenges faced included attitude issues among IY learners and volunteers, behavioural concerns with returning volunteers, logistical difficulties with lost items, and inconsistent service from Spar. Administrative challenges and inconsistent volunteer compliance in signing registers and completing feedback forms were also identified areas for improvement.

### **Conclusion**

Winter Jam 2024 was a valuable learning experience, highlighting the importance of community support, effective partnerships, and continuous improvement. While challenges were encountered, the dedication of volunteers and effective resource management ensured a successful Winter Jam. Feedback and insights gained will be instrumental in refining future Jams, with a focus on inclusivity, reliability, and enhancing the overall experience for all participants.

### **Financial Management**

Winter Jam's financial management was commendable, with total spending amounting to R152,072.26, significantly below the budgeted R221,197. Catering costs were effectively managed, coming in under budget. Volunteer reimbursements for transport and cost-saving measures on socials and sweater printing, covered by partner IY, contributed to staying within budget. Detailed financial activities are documented in the Statement of Comprehensive Income (Annexure K).

### **Future Planning for Summer Jam 2025**

Planning for the upcoming Summer Jam, scheduled for January 2 to January 13, 2025, is already underway. Key milestones include securing the host venue, volunteer application and selection processes, and volunteer training. Emphasis will be placed on enhancing partnerships with schools and the University of Pretoria Mamelodi Campus to recruit outstanding volunteers.



# 1. Introduction

The Winter Jam (WJ) was held for three weeks at Tsako Thabo Secondary School in the Western part of Mamelodi which was the first time in seven years we held the Winter Jam in that part of Mamelodi. Close to 40 schools were represented by 262 learners and 65 volunteers during the Winter Jam period of 3 weeks (18 June 2024 to 05 July 2024).

Though we encountered some challenges during our planning and mid-program periods, our team managed to overcome them. This report will take you through all the processes we implemented to ensure that the WJ was a success.



*Photo 1: Some of the members of our admin team during the volunteers' social*



## 2. The Planning

This year's Winter Jam faced an unexpected challenge, leading us to change our venue. Traditionally held at the University of Pretoria Mamelodi Campus, the event had to be relocated due to a severe water crisis in Mamelodi. With limited time to find a suitable alternative, Thato, our program lead, tirelessly searched for a new location. Despite many obstacles, we were fortunate to secure Tsako Thabo Secondary School, Thato's former school, situated in the western part of Mamelodi. This new venue not only provided the necessary facilities but also received unwavering support from the school principal. To ensure the success of this year's event, we also collaborated with Ikamva Youth, a local organisation familiar with the area, and meticulously handled administrative tasks and logistics to prepare for the Winter Jam. Our efforts included recruiting volunteers and learners, managing finances and catering, and ensuring that every detail was attended to for a successful event. Below is a detailed overview of our planning process.

### 2.1 Why the new Venue?

As you all know, it has become our tradition to host the Winter Jam at the University of Pretoria Mamelodi Campus. However, this year, we faced an unexpected challenge due to the water crisis in Mamelodi. Unfortunately, we could not hold our event at the usual location. We reached out to Vista Campus, but they informed us that they would only be opening for events in August, as they too were impacted by the water crisis and needed time to find a solution. This left us with two choices: cancel the Winter Jam for 2024 or find an alternative venue.

The program committee had just three weeks to find a solution. Thato, our program lead, visited various schools and venues in and around Mamelodi, hoping to secure a suitable location. However, this proved to be a significant challenge. The venues they visited either lacked the necessary facilities and capacity or were already booked for winter schools like Vukani, Lehlabile, and others.

Fortunately, we eventually found a venue—Thato's former school, Tsako Thabo Secondary School. This school is located in the West of Mamelodi, a side where we usually do not host the Winter Jam despite working with a school there during the RTF. The principal of Tsako Thabo Secondary School was very supportive of our plans and offered to help in any way possible. This included providing printing services, support staff, and assistance with any other needs that might arise within his capacity.

## **2.2 Collaboration with Ikamva Youth Mamelodi**

Because the West is not a side we are familiar with as MI, we thought it would be a great opportunity to collaborate with Ikamva Youth (IY) as they are based in the Western side of Mamelodi and very much closer to Tsako Thabo Secondary School. However there was initial concern from the board as they wanted more information about the collaboration; such as the budgets of both parties, the number of volunteers, and learners, and the distribution of work between partners, we managed to reach a consensus. In the end, the details of the collaboration were agreed upon, and the Memorandum of Understanding was signed by IY.

## **2.3 Administrative Work**

As soon as the MoU was signed by both parties, work began immediately. This required a series of meetings to discuss all aspects of the collaboration. We successfully assigned duties between the two organisations and determined the number of volunteer admins needed to ensure the success of the Winter Jam. Unfortunately, 95% of the work ended up being done by MI, as the staff from IY had other commitments and obligations at their branch.

We managed to distribute tasks among the team, including roles such as Head of Curriculum, overall administrative heads, volunteer wellness, catering, finance, social media, and daily challenges leads. The MI team also visited Kilnerton to compile a list of inventory needed for the Winter Jam and prepared a list for the finance team to purchase any things that we did not have in the inventory list in Kilnerton. Additionally, we recovered 4 iPads from our storage facility at Lehlabile Secondary School, which would be used by the admin team during the Winter Jam.

The admin team along with our program lead was able to sort out a lot of things ahead of the Winter Jam such as ensuring that the venue was safe and clean ahead of time, doing the major printing of all curriculum-related documents after successfully meeting with Andrew Chi, one of our board of directors who is also part of the program committee. Marketing for the Winter Jam was conducted across all our social media platforms, and posters were printed and distributed to various schools we work with to maximise reach.




*Photo 2: A photo of our Class Admin team*

## **2.4 Volunteer and learners sourcing**

The original plan was to have 80 volunteers for 300 learners. However, after consulting with the board, we were able to reduce the number to 60 volunteers. This change meant that 25 volunteers would come from MI, 15 would be new recruits, and the remaining 20 would be from IY. We received a total of 87 applications for the Winter Jam and made our selections from this pool. Learner recruitment also proved successful, with nearly 171 applications. Additionally, IY committed to providing learners from their programmes, and Tsako Thabo promised close to 100 learners. In total, we projected 350 learners, 60 volunteers, and 10 staff members from both organisations. This means our anticipated turnout for the Winter Jam was 420 people.

## **2.5 Finances and Catering**

The budget for the Winter Jam was R221,197 (\$12,422.67), with catering being our biggest expense, budgeted at R146,056 (\$7,991.01). This included a budget of R30,000 (\$1,641.36) for fruits. We received catering quotes from both Spar and Pick n Pay, our local retailers. Spar's meal options were amazing, and we wanted to include Pick n Pay for their affordable sandwiches and the free transport they kindly offered us. However, with Spar, we had to hire a driver for delivery at R250 (\$13.68) per day, totalling R750 per week. Spar was to supply food three times a week, while Pick n Pay covered the other two days.



We arranged to purchase fruits from Fruitstop Silverton for the duration of the Winter Jam. It was agreed with Fincom that volunteer reimbursements would be capped at R30 (\$1.64) per day, as local transport usually costs R15 per trip and R30 for a return trip, amounting to R150 (\$8.21) per week. Volunteers would only receive the reimbursement if they signed the register daily and were officially recognised as MI volunteers.

Miscellaneous items such as printing paper, snacks, ink, and workshop materials were purchased by Thato and Uyanda a few days before the Winter Jam began. IY promised that R25 000 (\$1367,80) was to be allocated to cover their part of the Winter Jam and the agreement was that we are going to use that money towards the volunteer social, sweaters and miscellaneous expenses that may arise during the Winter Jam.

## 3. The Winter Jam

This report provides a comprehensive overview of the event, including insights into the venue, partnership dynamics, volunteer feedback, and financial details, highlighting both achievements and areas for improvement.




*Photo 3: Learners during one of our daily challenges*

### 3.1 Tsako Thabo as the venue

Hosting our event at Tsako Thabo for the first time was a truly valuable experience for both our team and the dedicated volunteers who joined us during the Summer Jam. The School Management Team (SMT) graciously made all the classes and facilities available to us, ensuring we had everything we needed for a successful event. We took on the responsibility of maintaining the environment, diligently cleaning the classrooms and ensuring the overall upkeep of the facilities provided. The support we received from the school was outstanding. They provided us with two dedicated teachers who assisted us every morning, along with several caretakers who were always present on the school premises, ready to help whenever needed.

The surrounding community also played a crucial role in our success. They arranged for the Tshwane metro police to visit us regularly, ensuring the safety and well-being of both our team and the learners at the school. Their frequent check-ins were a great comfort and added to the





overall sense of security. This collaborative effort created a warm and supportive atmosphere, making our time at Tsako Thabo both productive and memorable. The experience left a lasting impression on all of us, reinforcing the power of community and cooperation.

### 3.2 Collaboration with IY

Our partnership with Ikamva Youth was instrumental in the success of Winter Jam, marking our first post-COVID programme in over seven years on the west side of Mamelodi. It was a significant milestone for us, but the journey was not without its challenges. As we embarked on this collaboration, several concerns emerged, particularly regarding team selection, readiness, and dedication from Ikamva Youth. The first week was dedicated to addressing these challenges within the leadership team.

We observed that the Ikamva staff were unprepared to manage the attitudes of their learners and volunteers effectively. Additionally, the commitment of their volunteers seemed limited to their SEF hours, raising concerns about their engagement beyond these obligations. Despite these hurdles, the presence of more MI volunteers along with a few new ones proved to be a tremendous asset to the programme.


IY was expected to contribute in three main ways:

**a. To help bump up the learner numbers:**

IY was entrusted with the responsibility of ensuring sufficient enrolment by utilising its influence in the western region of Mamelodi. They were expected to bring a certain number of learners from their area. Sadly, this goal was not achieved until we took to the local radio station to make a heartfelt appeal to the community in the West, urging them to send their children to school for additional academic support. This happened during the Mid-Winter Jam, in the second week. Despite our best efforts, it wasn't until we broadcasted our plea on the radio that we saw a significant change.

**b. Collaboration Portfolio:**

As we mentioned earlier, our primary motivation for collaborating with IY was to strengthen our portfolio in Mamelodi West. This partnership aimed not only to solidify our presence but also to enrich our conversations with the Social Employment Fund (SEF), potentially unlocking future funding opportunities. While we did achieve these goals, we have come to realise that our results could have been even more remarkable. Reflecting on our experience, it is clear that collaborating with an organisation fully committed to open communication and addressing challenges as they arise would have yielded even greater success.



This journey has taught us valuable lessons about the importance of alignment and shared vision in partnerships. As we move forward, we are committed to seeking out collaborations with organisations that share our dedication to transparency, mutual support, and a proactive approach to overcoming obstacles. We believe that such partnerships will not only enhance our impact in Mamelodi West but also pave the way for more fruitful engagements with funding bodies like The Learning Trust (TLT).

**c. Mutual Understanding:**

The success of Winter Jam was largely due to the hard work and dedication of the MI staff and our committed admin team of volunteers. We faced significant challenges, particularly with communication and the adherence to pre-set rules and agreements by the IY team. Reflecting on these experiences, we would not recommend collaborating with IY for future jams. However, we believe there is value in maintaining a relationship with them for after-school programs and other events, where their contributions could still be beneficial.

### **3.3 Volunteers: The backbone of our work**

Volunteers are integral to the success of our initiatives, and their impact is evident throughout the Winter Jam program. This section highlights the crucial role of volunteer training and the feedback gathered from their experiences. The feedback received from volunteers indicates that while the training was generally well-received, with high ratings for organisation and hospitality, there are areas needing improvement. Addressing these concerns will be essential to enhancing the volunteer experience and maintaining the high standards of our program.

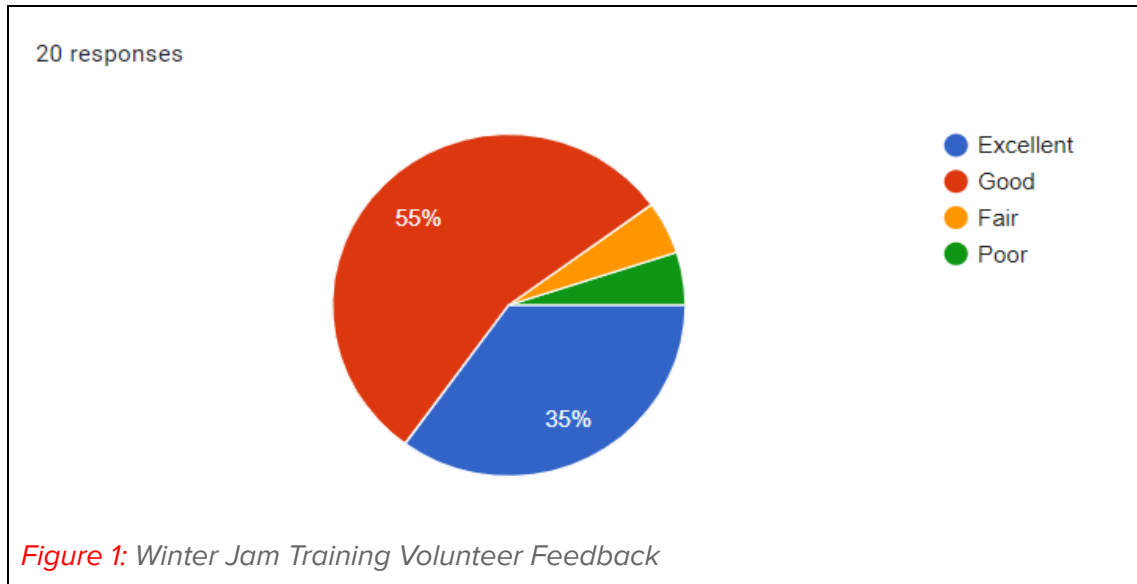
#### **3.3.1 Volunteer training**

Close to 54 volunteers RSVP for the Winter Jam training that was held at IY on the 15th of July 2024 (Saturday) and showed up for the day of activities. The Winter Jam training was packed with different sections and topics that were covered by some of our past star volunteers (see Annexure A). The different topics that were covered included topics such as cultural awareness, code of conduct, classroom conduct, community asset mapping, curriculum training, subject splitting, and personality navigation. The volunteer feedback we collected from the volunteers gives us an indication that the training day was well received and it was a success.

**a. Volunteer Training Day feedback**

Based on the feedback from volunteers regarding the training day held at Ikamva, the responses provide an overview of their experiences in various areas:





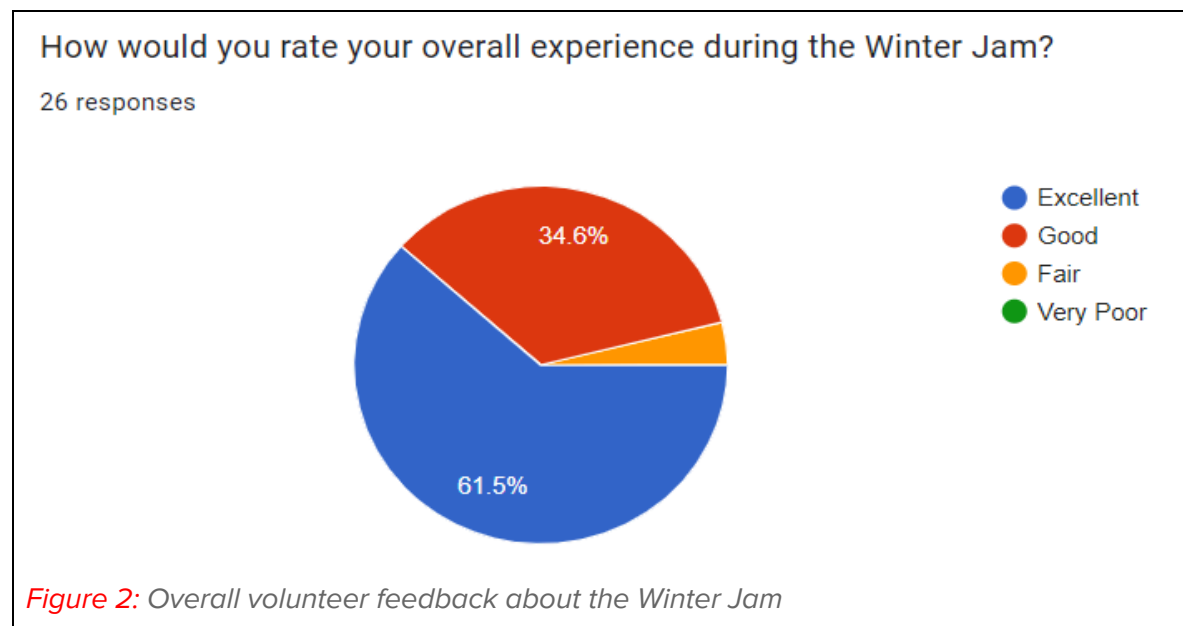
- **Organisation:** The feedback indicates that the majority of volunteers found the organisation of the training day to be satisfactory. Most respondents rated it as either "Good" (50%) or "Excellent" (30%). However, 20% of volunteers rated it as "Fair," suggesting that there were some issues or areas for improvement in the organisational aspects of the training.
- **Hospitality:** In terms of hospitality, the majority of volunteers had a positive experience. 55% rated the hospitality as "Excellent," while 35% rated it as "Good." This indicates that most volunteers felt well-received and cared for during the training. Nonetheless, 10% of volunteers rated the hospitality as "Fair," pointing to a need for improvement in this area.

Overall, the feedback is largely positive, with a significant proportion of volunteers rating both organisation and hospitality as either "Good" or "Excellent." However, the 30% of volunteers who rated these aspects as "Fair" highlight areas that could benefit from further attention. Addressing these concerns will be crucial in enhancing the overall experience for future training events.

### 3.3.2 Volunteers and the Winter Jam

Although the initial projection for Winter Jam volunteer numbers was reduced from 70 to 50, the actual number of volunteers fluctuated throughout the event. Attendance varied, with the highest attendance reaching 64 volunteers and the lowest dropping to 36 (Annexure B). A significant factor affecting volunteer numbers was the end of the SEF volunteers' contracts on June 20th, just two days after Winter Jam commenced. This contract termination led to a notable decrease in the number of active volunteers. Despite the declining numbers, we decided not to call in replacements from the waiting list.

Interestingly, even though we had decided not to request additional volunteers from our list of volunteers on the waiting list, we experienced an unexpected influx of volunteers who had not applied or attended the training sessions. These new volunteers arrived eager to participate, and given our need for adequate staffing, we chose to welcome them instead of turning them away. This decision allowed us to maintain sufficient volunteer support throughout the Winter Jam, ensuring the program's continuity and success.



#### a. Overall Experience

The feedback from the volunteers was predominantly positive, with 61.5% rating their overall experience as "Excellent" and 34.6% as "Good." This high level of satisfaction indicates that the majority of the volunteers found the program well-organized and rewarding. Only a small fraction (3.8%) rated their experience as "Fair," and no volunteers rated their experience as "Very Poor." These ratings reflect a successful event that met or exceeded the expectations of most participants.

#### b. Challenges Highlighted

Despite the overall positive feedback, volunteers identified several challenges that impacted their experience. One significant issue was the occasional delay in food delivery. Late meals disrupted the schedule and created dissatisfaction among volunteers who relied on timely nourishment to maintain their energy levels throughout the day. This logistical challenge also led

to a lack of communication from the administration regarding program changes. Volunteers expressed frustration over not being informed about adjustments in the schedule, which affected their ability to plan and adapt to the day's activities effectively.

Another notable challenge was the division between the volunteers from MI and IY. Volunteers reported a sense of separation between the two groups, which hindered collaboration and created an environment of exclusivity. Addressing this issue is critical for fostering a more cohesive and inclusive atmosphere where all volunteers feel united in their common goal of supporting the learners.

### 3.4 The Curriculum

The curriculum that was used for the Winter Jam was the MI curriculum. We had to appoint a head of curriculum from the team of admin volunteers and that was Lwazi Mabona and Dimpho Tsotetsi. They were also in charge of choosing the class admins and well as facilitating the printing and distribution of class materials needed by class admins. The head of curriculum along with the IY team attended a master class about the MI curriculum that was hosted by Andrew Chi. The curriculum team did an amazing job in ensuring that the core focus was indeed English and Math/Math Literacy for some while also providing assistance to the learners with some of their other school subjects such as Physical Sciences, Geography, Life Sciences, Business and Accounting to name a few. Learners were expected to write pre-tests and post-tests every week to check their level of understanding pre and post-exposure to the curriculum.



*Photo 4: One of our learners in one of the classes*

### 3.4.1 Grade 8 (Annexure D)

The Winter Jam 2024 provided a critical opportunity for Grade 8 learners in Mamelodi to enhance their skills in English and Math. Given the varying performance levels among the students, we focused on improving their grasp of these core subjects and, after the first week, included additional subjects such as Natural Sciences. However, the analysis of the pre-test and post-test results could have been more challenging due to inconsistent attendance among the learners.

#### a. English Results Analysis

- The pre-test results for Grade 8 English showed a wide range of scores, with the highest score being 20 out of 24 (83%) and the lowest at 4 out of 24 (17%). The majority of the learners scored above 10 out of 24, indicating a basic understanding of English, with several learners demonstrating strong proficiency.
- In the post-test, however, the highest score recorded was 19 out of 24 (79%), showing a slight decline from the pre-test. Scores varied from 19 down to 7 out of 24 (29%), with noticeable gaps in consistency and attendance. The highest frequency of scores fell around 12 out of 24 (50%), reflecting a middle ground in performance but indicating room for significant improvement.

#### b. Math Results Analysis

- The pre-test results for Math were particularly concerning, with only two learners scoring above 50%. The highest score was 16 out of 24 (67%), while the majority fell below the 50% benchmark. This underscored a critical need for targeted interventions in Math.
- The post-test results for Math were even more challenging, with no learners achieving above 50%. The highest score was 15 out of 40 (38%), and the scores reflected a general struggle with the subject. This decline can be attributed to several factors, including inconsistent attendance and the complexity of the subject matter.

#### c. Challenges and Insights

- One of the significant challenges faced during the Winter Jam was the inconsistent attendance of the learners. Many of those who took the pre-test were absent for the post-test, making it difficult to draw accurate comparisons and measure progress effectively. This inconsistency hindered our ability to provide continuous and cohesive support to the learners.

#### d. Sentimental Reflection

- The results, although less promising than hoped, highlight the areas that need more focused intervention and consistent support. The learners' struggle with Math, in particular, calls for a more tailored approach to teaching this subject, ensuring that

foundational concepts are thoroughly understood before moving on to more complex topics.

The pre-test and post-test results highlight the need for sustained and focused support in both English and Math. This means that strategies that ensure consistent attendance and targeted teaching methods will be essential in improving the academic outcomes of the learners. The dedication of the volunteers remains a cornerstone of the program's success, and their efforts have laid a foundation for future progress.

### **3.4.2 Grade 9 (Annexure E)**

The following analysis compares the results from these tests, highlighting the academic progress made by the learners.

#### **a. English Results Analysis:**

- The pre-test results for English showed a wide range of performance levels among the learners. The highest score recorded was 20 out of 24 (83%), while the lowest was 3 out of 24 (13%). The frequency of scores varied, with the most common score being 13 out of 24 (54%), achieved by three learners.
- In the post-test, there was a noticeable improvement in English scores. The highest score increased to 22 out of 24 (92%), and the lowest score rose to 7 out of 24 (29%). The most common score in the post-test was 19 out of 24 (79%), indicating a significant overall improvement. The increased frequency of higher scores reflects the positive impact of the Winter Jam program on the learners' English proficiency.

#### **b. Math Results Analysis**

- Math pre-test results also revealed a broad spectrum of abilities among the students. The highest score was 23 out of 24 (96%), with the lowest at 3 out of 24 (13%). The most frequently occurring score was 13 out of 24 (54%), which was achieved by three learners.
- The post-test results demonstrated considerable progress in Math as well. The highest score was 36 out of 40 (90%), and the lowest score improved to 5 out of 40 (13%). The most common post-test score was 28 out of 40 (70%), showing that many students significantly enhanced their mathematical skills throughout the program.

The Winter Jam 2024 has proven to be a transformative experience for many Grade 9 learners, as evidenced by the marked improvement in both English and Math test scores. This progress is a testament to the dedication of our volunteers and the effectiveness of the curriculum.

### 3.4.2 Grade 10 (Annexure F)

The pre-test results for Grade 10 in both English and Maths provide valuable insight into the current academic standing of our learners, revealing areas of strength and opportunities for improvement. The results for the post-tests are unfortunately not shown in this report due to a few administrative reasons (misplaced spreadsheet).

#### a. English Results Analysis:

In English, the marks out of 30 show a diverse range of scores. While we have commendable performances, such as a learner scoring 24 marks (80%) and another achieving 20 marks (83%), the distribution also highlights significant challenges. A notable number of learners are clustered around the lower marks, with scores of 12 marks (50%) and 9 marks (38%) being more frequent. This indicates that while some learners are excelling, there is a substantial group that requires additional support and intervention to reach their full potential. The dedication of our volunteers is evident in the frequency of marks, and their efforts have laid a solid foundation for further growth.

#### b. Math Results Analysis

Maths, with marks out of 48, tells a similar story. The highest score recorded is 19 marks (50%), with a steady decline in frequency as we move towards the lower end of the spectrum. Scores like 10 marks (26%) and 9 marks (24%) appear multiple times, indicating a common struggle among the learners. Interestingly, there is a larger spread in the marks, reflecting a broader range of abilities and understanding within the group. The frequency of lower marks, such as 7 marks (18%) and 6 marks (16%), underscores the need for targeted interventions in mathematics. Our volunteers' unwavering commitment is highlighted by their consistent presence and support, which has been crucial in helping learners navigate these challenges.

#### c. Frequency Distribution

The frequency distribution in both subjects reveals that while we have high achievers, there is a significant number of learners who are struggling. This calls for a balanced approach in our teaching strategies, focusing on uplifting those who are lagging while continuing to challenge and inspire those who are performing well. The efforts of our volunteers are the cornerstone of this endeavour. Their compassion, patience, and dedication create a nurturing environment where every learner feels valued and supported.

In conclusion, the pre-test results provide a roadmap for future efforts. The mixed performance in English and Maths highlights the need for continuous support and tailored teaching methods.

### 3.4.3 Grade 11 (Annexure G)

The pre-test and post-test results for Grade 11 provide a clear picture of the academic progress made during the Winter Jam and highlight areas that need continued focus and support.

#### a. English Results Analysis:

In English, the pre-test scores out of 30 indicate a wide range of abilities among students. The highest score was 21 marks (70%), while the lowest was 5 marks (17%). Most students scored between 13 marks (43%) and 20 marks (67%), with a noticeable cluster at the lower end, such as 10 marks (33%) and 5 marks (17%). This distribution suggests that while some students have a solid understanding of the material, a significant number require additional support to improve their performance.

#### b. Math Results Analysis:

For Maths, the pre-test scores out of 48 show similar variability. The highest score was 17 marks (35%), but many students scored between 6 marks (13%) and 12 marks (25%). The frequency of lower scores, particularly those around 10 marks (21%) and below, indicates challenges in comprehending the mathematical concepts tested. These results highlight the need for targeted teaching strategies to address these gaps.

The post-test results in Maths, with scores out of 35, show some improvement. The highest score increased to 18 marks (51%), and fewer students scored in the lowest brackets. Scores like 15 marks (43%) and 13 marks (37%) suggest that many students benefited from the support provided during the Winter Jam. However, some students still scored below 10 marks (29%), indicating that ongoing support is needed.

In conclusion, although it is clear that continued focus on those struggling is necessary, the progress seen in the post-test results is encouraging, but there is still work to be done to ensure all students achieve their potential. The pre-test and post-test results for Grade 11 demonstrate both progress and ongoing challenges. The straightforward and honest assessment of these results will help shape future programmes and ensure we meet the needs of our learners effectively.

### 3.5 Learner numbers and their schools

The Winter Jam has seen a remarkable turnout of learners, drawing 262 learners from over 40 schools across Mamelodi and Pretoria. Among the participating schools, Mamelodi High School has the highest representation with 38 learners, closely followed by Tsako Thabo Secondary School, which had 26 learners.



The distribution of learners by grade was as follows: 34 in Grade 8, 56 in Grade 9, 57 in Grade 10, 106 in Grade 11, and 9 in Grade 12. In terms of gender, there were 121 female learners, 110 male learners and 31 undisclosed. This demographic breakdown reflects the wide reach and appeal of the event across different schools and communities.

### **3.6 Food and Catering**

This year's Winter Jam was catered by Spar and Pick & Pay, with Fruit Stop Silverton delivering fruits weekly. The menu included burgers and chips, hot dogs, sandwiches, assorted rolls, and some fruits. While Spar provided a favourable and varied menu, a significant challenge was that the food was often delivered late. The agreement was for the food to be ready by 10:30 am to allow ample time for collection and preparation for lunch by noon. However, there were instances when the food was only ready by 1:30 pm, disrupting the program.

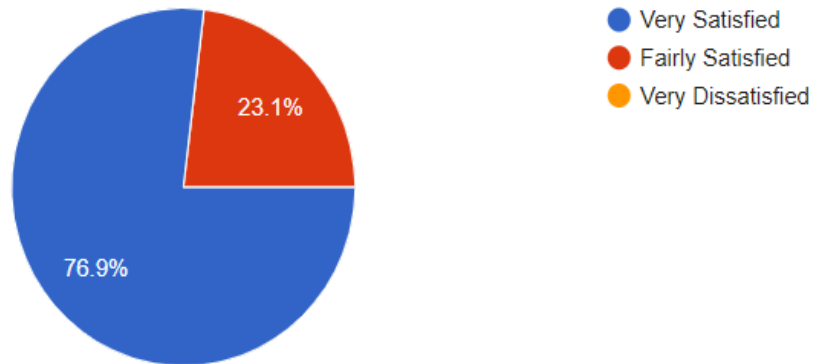
We communicated our expectations with Spar after the first week, and they managed to improve the timing for a few days. Unfortunately, the delays recurred. On some days, food preparations only started after 9:00 am, and the staff allocated for our needs was insufficient, leading to these delays. Although we appreciate the variety Spar offers, we are hesitant to work with them again unless they can commit to meeting our timing requirements.

In contrast, Pick & Pay consistently delivered our food on time and assisted in catering to all learners' needs, including those with allergies. This reliable service makes Pick & Pay a preferred partner for future events.

Annexure J highlights feedback from volunteers regarding the food provided during the Winter Jam. While the menu received positive feedback, many volunteers raised concerns about the timing of the food delivery. Below is a pie chart illustrating the volunteers' satisfaction levels with the lunch during the Jam.

### How satisfied were you with the Lunch provided?

26 responses



*Figure 3: Volunteer satisfaction with the lunch provided during the Winter Jam*

### 3.7 Winter Jam Finances

Spending during this year's Winter Jam amounted to R152 072,26 (\$8329,99), which was significantly lower than the budgeted amount of R221 197 (&12 116,40). This means our spending was R69,124.74 (\$3786,41) below the budgeted amount. To achieve this, we had to make some tough decisions, focusing only on essential expenditures and seeking cost-effective alternatives wherever possible.


Catering, while still our largest expense, was managed effectively and came in under budget. The total catering costs were R107,525.93 (\$5889,89), compared to the budgeted amount of R146,056.72 (\$8000,48).

Volunteer reimbursements also represented a significant expenditure. We needed to reimburse some of our administrative volunteers for their transport costs incurred the previous week while they were at the school handling print work.

Additionally, we managed to save money on volunteer socials and the printing of sweaters, as these costs were covered by our partner, IY. The Statement of Comprehensive Income, which provides a detailed account of all financial activities, is available in Annexure K.

### 3.8 Conclusion

The Winter Jam 2024 presented both opportunities and challenges, with notable successes and areas for improvement. Hosting at Tsako Thabo for the first time proved to be a valuable



experience, thanks to the school's exceptional support and the cooperation of the surrounding community. This collaboration created a supportive and secure environment that was pivotal to the event's success. Our partnership with IY, while promising, revealed some challenges in terms of readiness and commitment, emphasizing the need for alignment and effective communication in future collaborations. Despite the hurdles, the involvement of dedicated volunteers and the effective management of resources played a crucial role in delivering a productive Winter Jam.

The academic progress of the learners, though varied, highlights both achievements and areas for growth. The curriculum, focused on core subjects, provided a solid foundation, but inconsistencies in attendance and subject comprehension highlighted the need for more targeted support. The financial management during the Winter Jam was commendable, with spending coming in below budget and effective cost-saving measures in place. While catering issues and logistical challenges impacted the overall experience, the feedback gathered will be instrumental in refining future Jams. Overall, the Winter Jam demonstrated the importance of community support, effective partnerships, and continuous improvement in delivering impactful educational programs.

## 4. Overall Successes and Challenges

As we reflect on the Winter Jam 2024, it is essential to evaluate both the successes and challenges that shaped the event. This review highlights the key achievements that contributed to the program's success, as well as the obstacles encountered that provided valuable lessons for future improvements. The successes section details the positive outcomes, including the introduction of the anonymous box initiative, increased attendance, exemplary support, timely lunch services, the preservation of MI culture, and budget efficiency. Each of these elements played a crucial role in enhancing the overall experience and effectiveness of the event.

The challenges faced during Winter Jam offer important insights into areas needing attention and refinement. Issues such as attitude problems, behavioural concerns, logistical difficulties with lost items, budget constraints, and inconsistent service from food suppliers highlighted areas for improvement. By addressing these challenges, we aim to strengthen future events and build on the successes achieved.

### 4.1 Successes:


With a successful Winter Jam we just hosted, we can not help but highlight some of the things that contributed to its success. Here is a list below.

- a. **Anonymous Box Initiative:** The introduction of the anonymous box initiative proved to be a significant success in fostering a positive and supportive environment among the volunteers. By allowing individuals to submit feedback and concerns anonymously, we created a space where volunteers felt comfortable sharing their thoughts and addressing issues. This initiative contributed to a healthy atmosphere and encouraged open communication, which positively impacted volunteer morale and cooperation.
- b. **Increased Attendance:** We observed a notable increase in attendance during the final week of the Winter Jam, particularly among RTF matric students. This surge in participation highlighted the growing interest and value of the program, as well as the effectiveness of our outreach efforts and the program's ability to attract and retain learners towards the end of the event.
- c. **Support from Host School:** The support provided by Tsako Thabo's management and Student Affairs was exemplary. The school principal's visits demonstrated a strong commitment to our cause, addressing issues promptly and offering valuable support. This level of engagement suggests that future collaborations with the school may include additional benefits, such as a feeding scheme for volunteers and learners, enhancing the overall experience for all involved.
- d. **Timely Lunch Service from Pick & Pay:** Pick & Pay consistently delivered lunch on time, which was crucial in maintaining the event's schedule and ensuring that all participants received their meals without disruption. This reliability in catering helped maintain the flow of daily activities and contributed to the overall smooth operation of the event.
- e. **Preservation of MI Culture:** Throughout the Winter Jam, we successfully upheld the MI culture through various activities, themes, assemblies, and afternoon challenges. The use of the MI curriculum, along with the administration of pre-and post-assessments, ensured that our educational goals were met while maintaining the program's core values and traditions.
- f. **Budget Efficiency:** We effectively managed to spend less than the budgeted amount for the Winter Jam. This financial prudence was achieved through careful planning and cost-saving measures, which allowed us to allocate resources efficiently and maximize the event's impact without exceeding our budget.

## 4.2 Challenges:

Though the Winter Jam was a success, there are a few challenges we encountered and they have been highlighted below.

- a. **Attitude Issues with Ikamva Learners and Volunteers:** A recurring challenge was the negative attitudes observed among IY learners and volunteers. These issues affected the



overall dynamic of the event and required continuous management to address behaviour concerns effectively. Despite efforts to resolve these problems, the attitude issues persisted, impacting the collaborative environment.

- b. **Poor Behavior Among Returning Volunteers:** Some returning volunteers exhibited poor behaviour, which led to their dismissal from the program. Despite multiple attempts to address these behavioural issues, the situation did not improve, resulting in necessary action to maintain the program's standards and integrity.
- c. **Lost Phone Incident:** One volunteer reported losing her phone in the office, which led to unresolved tensions among the team. This incident created discomfort and highlighted the need for better management of personal belongings and the resolution of disputes in a professional manner.
- d. **Impact of IY's Budget Cuts:** IY's budget cuts affected their program contributions, creating challenges in meeting all planned objectives. Despite these constraints, we managed to operate without incurring additional expenses for MI, demonstrating our ability to adapt to unforeseen financial limitations.
- e. **Late Lunch Deliveries from Spar:** Although Spar provided a varied and high-quality menu, their food delivery was often delayed. Despite our efforts to communicate our timing needs, delays in food preparation disrupted the daily schedule and caused inconvenience. This experience has led us to reconsider future partnerships with Spar unless they can guarantee timely service.
- f. **Administrative Challenges:** Towards the end of the Winter Jam, we faced administrative difficulties, including inconsistencies in attendance registers and test marks spreadsheets. These issues hindered accurate tracking and reporting, emphasising the need for improved administrative processes and attention to detail.
- g. **Inconsistent Volunteer Compliance:** We encountered challenges with volunteers not signing registers or completing requested feedback forms. This lack of compliance affected our ability to gather accurate data and assess volunteer participation effectively, highlighting the need for stricter adherence to administrative requirements.

## 5. Summer Jam 2025 Planning

The upcoming Summer Jam is scheduled to take place from January 2 to January 13, 2024. In preparation for the event, several key milestones and deadlines have been established to ensure a smooth and successful execution.

### **5.1 Summer Jam Host Venue**

Firstly, the host venue application process is planned to occur between August and September 2024. This timeframe is intended to allow ample opportunity to secure a suitable host venue, such as the Mamelodi Campus or Tsako Thabo. Should the University of Pretoria (UP) Campus not be available, this period will also enable us to arrange alternative transportation solutions. Specifically, we will explore options for using Tshwane Metropolitan buses or UP campus buses to transport learners from the east to Tsako Thabo and back. This logistical planning is crucial to maintaining the participant numbers typical of our Summer Jam events.

### **5.2 Volunteer Application**

Volunteer applications for the Summer Jam will open on September 30, 2024, and close on October 15, 2024. Following the application period, the selection and feedback process will take place from October 16 to October 31, 2024. This will ensure that all volunteer positions are filled with suitable candidates well in advance of the event.

Volunteers chosen for the program are expected to be positive role models for learners, shaping their thoughts and behaviours while providing relatable examples of individuals who connect with their experiences. In the upcoming months, our focus will be on enhancing partnerships with schools and the University of Pretoria Mamelodi Campus. Our goal is to develop a collaboration with the university that goes beyond simply using it as a host venue. We plan to leverage its community service programs to recruit outstanding volunteers who can make a positive impact on both our learners and other volunteers.


### **5.3 Volunteer Training**

Additionally, volunteer training is scheduled for December 31, 2024. This training session is contingent upon the arrival of American volunteers, whose participation is crucial for the success of the training program. This timeline allows us to adequately prepare our volunteers and ensure they are well-equipped to support the event's objectives.

Overall, this structured timeline and detailed planning will contribute to the effective organization and successful execution of the Summer Jam 2024.

## **6. Conclusion**

Winter Jam 2024 was a valuable learning experience that highlighted the importance of community support, effective partnerships, and continuous improvement. While we faced



challenges with food delivery delays and behavioural issues among some volunteers, the dedication and commitment of the Tsako Thabo host school, our volunteers, and reliable partners like Pick & Pay contributed significantly to the event's success. The academic progress and increased attendance towards the end of the program highlight the impact the Winter Jam has had this year. As we look forward to Summer Jam 2025, we are committed to building on these experiences, addressing the identified challenges, and continuing to deliver impactful and inclusive educational programs.



# Annexures

## 1. Annexure A

**THE MAMELODI INITIATIVE**  
Learn. Grow. Dream. Achieve.

**IKAMVA YOUTH**  
THE YOUTH DEVELOPMENT INITIATIVE

**WINTER JAM 2024**

**15 JUNE 2024**  
**VOLUNTEER TRAINING**  
**08:30 AM - 14:00 PM**

08:30 - 09:30 AM	Arrival, Registration and Breakfast
09:30 - 10:00 AM	Welcome, Introductions and Icebreaker
10:10 - 11:00 AM	Cultural Awareness
11:00 - 11:30 AM	Code of Conduct, Classroom Conduct and Community Asset Mapping
11:30 - 12:00 PM	Lunch
12:00 - 12:50 PM	Curriculum Training, Subject Splitting and Personality Navigation
12:50 - 13:00 PM	Volunteer Feedback and Closing
13:10 PM	Volunteers Disperse (Class Admin debrief/first-day planning)

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## 2. Annexure B

Date	Learners			Volunteers			Totals		
	Present	Absent	Unaccounted	Present	Absent	Unaccounted	Total Present + Unaccounted	Total Absent	Grand Total
2024/06/18	160	76	17	64	6	0	241	82	323
2024/06/19	174	52	31	61	9	0	266	61	327
2024/06/20	170	58	25	50	20	0	245	78	323
2024/06/21	160	62	31	45	23	0	236	85	321
2024/06/22	155	67	31	36	32	2	224	99	323
2024/06/24	151	66	36	47	23	8	242	89	331
2024/06/25	168	50	35	48	22	0	251	72	323
2024/06/26	166	38	49	48	22	0	263	60	323
2024/06/27	181	43	29	41	26	0	251	69	320
2024/06/28	184	55	14	44	22	0	242	77	319
2024/07/01	178	58	17	44	21	7	246	79	325
2024/07/02	128	126	0	45	22	5	178	148	326
2024/07/03	127	127	0	42	25	0	169	152	321
2024/07/04	201	50	3	45	20	0	249	70	319
2024/07/05	213	30	10	50	15	56	329	45	374

## 3. Annexure C

Pre-Test Grade 8						Post Test Grade 8					
English			Math			English			Math		
Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 40	Percentage	Frequency of Marks
20	83	1	16	67	2	19	79	1	15	38	1
19	79	1	13	54	1	16	67	2	14	35	1
18	75	2	10	42	1	16	67	2	13	33	2
15	63	1	7	29	2	14	58	1	13	33	2
14	58	1	6	25	1	12	50	1	10	25	1
13	54	1	5	21	2	9	38	1	8	20	1
12	50	3	4	17	2	7	29	1	7	18	1
11	46	4	3	13	2	7	29	1	6	15	1
9	38	2	2	8	1	6	25	1	5	13	1
8	33	1	1	4	4	4	17	1	4	10	1
7	29	1	0	0	5		0			0	
5	21	1	0	0	5		0			0	
4	17	1	0	0	5		0			0	
		20			18			11			11

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Pre-Test						Post Test					
Grade 9						Grade 9					
English			Math			English			Math		
Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 40	Percentage	Frequency of Marks
20	83	1	23	96	1	22	92	2	36	90	1
18	75	1	15	63	1	21	88	3	34	85	1
17	71	1	14	58	1	19	79	3	31	78	1
15	63	3	13	54	1	18	75	2	30	75	1
13	54	3	11	46	2	17	71	3	29	73	1
12	50	1	10	42	1	16	67	2	28	70	1
11	46	2	9	38	2	15	63	1	26	65	1
10	42	2	8	33	2	14	58	4	24	60	2
8	33	2	7	29	3	13	54	3	22	55	1
7	29	1	6	25	3	12	50	1	21	53	2
6	25	1	5	21	4	11	46	3	20	50	4
4	17	1	4	17	7	10	42	4	19	48	2
3	13	1	3	13	4	9	38	1	18	45	4
			2	8	2	8	33	1	16	40	1
			1	4	3	7	29	2	15	38	1
			0	0	4				14	35	1
		20			41				13	33	3
									12	30	3
									5	13	1
									0	0	1
								35			35

## 5. Annexure E

Pre-Test					
Grade 10					
English			Math		
Marks Out of 24	Percentage	Frequency of Marks	Marks Out of 24	Percentage	Frequency of Marks
24	100	1	19	79	1
20	83	1	17	71	1
19	79	1	16	67	1
18	75	1	13	54	1
17	71	4	12	50	1
16	67	1	11	46	6
15	63	3	10	42	3
13	54	1	9	38	1
12	50	1	8	33	1
9	38	2	7	29	2
			6	25	8
			5	21	3
			4	17	1
			2	8	1
			0	0	1
		16			32

## 6. Annexure F

Pre-Test					
Grade 10					
English			Math		
Marks Out of 30	Percentage	Frequency of Marks	Marks Out of 48	Percentage	Frequency of Marks
24	80	1	19	50	1
20	83	1	17	45	1
19	79	1	16	42	1
18	75	1	13	34	1
17	71	4	12	32	1
16	67	1	11	29	6
15	63	3	10	26	3
13	54	1	9	24	1
12	50	1	8	21	1
9	38	2	7	18	2
			6	16	8
			5	13	3
			4	11	1
			2	5	1
			0	0	1
			0	0	1
		16			32

## 7. Annexure G

Pre-Test						Post Test		
Grade 11						Grade 11		
English			Math			Math		
Marks Out of 30	Percentage	Frequency of Marks	Marks Out of 48	Percentage	Frequency of Marks	Marks Out of 35	Percentage	Frequency of Marks
21	70	3	17	35	2	18	51	1
20	67	7	13	27	1	15	43	1
19	63	6	12	25	2	13	37	2
18	60	5	11	23	2	12	34	3
17	57	4	10	21	12	11	31	2
16	53	7	9	19	6	8	23	1
15	50	6	8	17	6	7	20	1
14	47	1	7	15	4	6	17	1
13	43	8	6	13	5	5	14	4
12	40	2	5	10	6	4	11	1
11	37	8	4	8	2	1	3	2
10	33	1	3	6	2	0	0	4
8	27	2						
5	17	1						
		61			50			23

## 8. Annexure H: Schools

No.	School	Count of School
1	Mamelodi High	38
2	Tsako Thabo	26
3	Vlakfontein	23
4	Ribane Laka	22
5	Undisclosed	21
6	Phateng	14
7	Lehlabile	12
8	Somafco	12
9	Gatang	9
10	Vukani Mawethu	8
11	Stanza bopape	7
12	Prosperitus	7
13	Jafta Mahlangu	7
14	Nellmapius	6
15	Mahube valley	4
16	Clapham Academy	4
17	Thuto Bohlale High	4
18	J Kekana	3
19	Silverton	3
20	Curro	2
21	Cornerstone	2
22	Pretoria	2
23	CR Swart	2
24	The Glen	2
25	Bona Lesedi	2
26	Modiri	2
27	Eesterust	1
28	Doxa Deo Edendale School	1
29	FH secondary	1
30	Charity Community independent school	1
31	Christian progressive	1
32	Lompec	1
33	Rephagogile	1
34	Hoerskool Silverton	1

35	Matladi High	1
36	Edleen	1
37	Rietondale	1
38	Lwandani	1
39	Musa High	1
	<b>Grand Total</b>	<b>257</b>

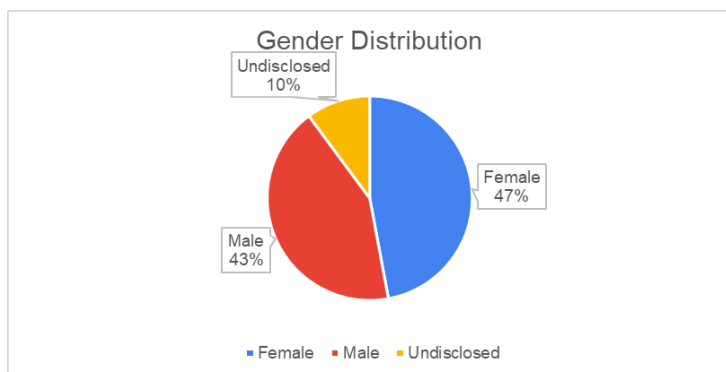
## 9. Annexure I: Grades and Gender Distribution Stats

Grade	Count of Grade
8	34
9	56
10	57
11	106
12	9
<b>Grand Total</b>	<b>262</b>

### Gender Distribution of learners

Gender	Count
Female	121
Male	110
Undisclosed	31
<b>Grand Total</b>	<b>262</b>

### Gender Pie Chart



## 10. Annexure J: Lunch Feedback

No	Any comments or suggestions regarding the Lunch?
1.	Can they make the lunch to not be too dry?
2.	More burgers please 🍔
3.	The sugar was a lot but the drinks were good.
4.	Time management. Overall I enjoyed it.
5.	The lunch was very tasty and I was very happy with the food and so were my students.
6.	Everything was good 😊
7.	None, it was fine as is
8.	The lunch was great!
9.	Good
10.	Try being on time
11.	Nothing
12.	Needs to arrive on time more often.
13.	None
14.	The lunch must always be on time so it does not interrupt the learner's schedule
15.	Fresher food
16.	Be early
17.	The amount of sugar in some other juices was too much.
18.	Time management
19.	Lunch must always be on time
20.	it was amazing
21.	No lunch was good and satisfying
22.	Keep up the good work