THE MAMELODI INITIATIVE

Learn. Grow. Dream. Achieve.

2026

Summer Jam Report

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Executive Summary

Summer Jam 2026



Program Overview

Summer Jam 2026 was held from 3 to 10 January 2026 at the University of Pretoria – Vista Campus and served 354 registered learners from Grades 6 to 11, with a separate program for Grade 12. The program was supported by 63 volunteers, including 14 international volunteers from CRU (USA). The curriculum focused on Mathematics, English, and key life skills, providing learners with structured academic and personal development during the school holidays.

Participation and Reach

The program attracted learners from a wide range of primary and secondary schools, leading to increased demand and the introduction of a formal waiting list of 108 learners. This growth reflects rising community trust and awareness of MI's programs. High volunteer retention and strong parental engagement further strengthened program delivery and learner support.

Program Quality and Impact

Volunteer and parental feedback indicate high levels of satisfaction with program organization, learner engagement, and staff support. More than 88% of volunteers rated their experience positively, and 94% indicated willingness to return. Learners benefited from consistent academic support, structured routines, and skills-based workshops that promoted confidence, discipline, and teamwork.

Key Challenges and Way Forward

Key challenges included food logistics, time management, classroom discipline, and resource coordination. These issues have been clearly identified and will inform future planning. Moving forward, MI will strengthen operational systems, enhance training and communication, and deepen partnerships to ensure continued program improvement and sustainable impact.

1. Introduction

This report presents a comprehensive overview of Summer Jam 2026 (SJ26), reflecting on the planning, implementation, and impact of the program on learners, volunteers, and the wider Mamelodi community. Held from 3 to 10 January 2026 at the University of Pretoria Vista Campus, the program brought together 354 learners and 63 volunteers in a structured environment focused on academic support, life skills development, and personal growth. Through core subjects, skills-based learning, workshops, and strong volunteer engagement, SJ26 aimed to provide learners with a meaningful and supportive start to the academic year. This report documents key outcomes, stakeholder feedback, operational lessons, and areas for improvement, serving both as a record of accountability and a foundation for strengthening future programs.



Photo 2: Group photo of our SJ26 Volunteers and Staff

2. Planning and Program Preparation

Effective planning was central to the successful implementation of SJ26. The planning phase focused on ensuring that all academic, administrative, and operational components were in place well before the start of the program. This included securing the venue, developing curriculum materials, recruiting and training volunteers, preparing learner databases, coordinating food and logistics, and strengthening child protection systems. Through structured timelines, clear role allocation, and continuous coordination among staff and partners, the planning process aimed to minimize disruptions, support smooth daily operations, and create a safe, well-organized learning environment for both learners and volunteers.

2.1 Planning timelines

Planning for SJ26 commenced in September 2025 and followed a structured task-management framework to ensure all operational, academic, and administrative requirements were completed before the program began.

The program database was developed and finalized by 30 November 2025, to ensure that we are prepared and ready to provide a centralized platform for learner registration, attendance tracking, and record management. Venue arrangements at the University of Pretoria – Vista Campus were secured by 30 November 2025, which allowed us sufficient time for classroom allocation and facility planning.

Stationery and office packs were prepared and ready by 31 December 2025, while inventory management was completed on 8 December 2025 (inventory stock count). These preparations ensured that classrooms and administrative functions were adequately resourced before program commencement on the 3rd of January. Learner recruitment and school marketing activities were implemented between 18 and 21 November 2025, contributing to the strong registration numbers and broad school representation we witnessed during the SJ26 period.

Volunteer recruitment was completed in December 2025. Applications were processed between 1 and 15 December 2025, followed by a selection and feedback process between 17 and 21 December 2025. Training materials were developed between 24 November and 10 December 2025, and volunteer training packs were finalized by 31 December 2025. Formal volunteer training was conducted on 2 January 2026.

Academic and enrichment planning was finalized before program launch. Mathematics and English curriculum materials for Grades 6 and 7 were completed by 30 November 2025, while workshop and activity programs were developed between 20 November and 20 December 2025. Daily program schedules and training timetables were finalized on 10 December 2025.

2.2 Volunteer Training Session

Volunteer training for SJ26 was conducted on 2 January 2026, one day before the program commenced. The training was designed to ensure that all volunteers were aligned with the program's values, safeguarding requirements, curriculum structure, and classroom expectations. Given the size of the program and the diverse learner group, this training was a critical component of overall program readiness.



Photo 3: Learner Registration Day

A total of 63 volunteers were trained for SJ26. This group included 14 CRU volunteers, among them Pat, Tammy, and Jena, who played key roles in supporting morning devotions, classroom engagement, and overall volunteer coordination. Two CRU volunteers joined the program later than planned. One experienced visa-related delays while travelling from Eswatini (Swaziland), and the other, a South African national studying at Harvard University, was based in Pretoria and joined once available.

The training day followed a structured schedule to cover both compliance requirements and program delivery expectations. Volunteers arrived between 08:00 and 08:50 for registration and breakfast

coordinated by Dimpho Tsotetsi. The day formally opened with welcome remarks and introductions from Thato Mafokoane, setting expectations for conduct, collaboration, and learner engagement.

A core focus of the training was classroom management and professional conduct. Sessions on code of conduct and classroom behavior, facilitated by Dimpho and Thato, clarified boundaries, responsibilities, and appropriate interactions with learners. This was followed by a dedicated consent and child protection session led by Hayley, a long-standing safeguarding partner of MI. This session reinforced legal, ethical, and organizational requirements related to child protection and learner safety.

Further sessions addressed human rights and social cohesion, facilitated by Thato, ensuring that volunteers were equipped to work respectfully within a diverse learner population. Reflection periods were intentionally built into the training schedule to allow volunteers to process information, ask questions, and engage meaningfully with the content.

In the afternoon, the focus shifted to program delivery. Curriculum training and classroom allocation were led by Dimpho and Uyanda, ensuring that volunteers understood lesson objectives, grade groupings, and instructional expectations. This was followed by workshop allocation, facilitated by Uyanda and Dimpho, to ensure that volunteers were placed in roles aligned with their strengths and experience.

Lunch was used as a working session, during which classrooms were prepared for the first day of the program, final logistics were confirmed, and learner groupings were reviewed. The training concluded with a structured volunteer report-back and reflection session, led by Thato and Dimpho, allowing volunteers to share concerns, clarify responsibilities, and reflect on their readiness for program delivery.

Overall, the volunteer training provided a clear framework for safeguarding, curriculum delivery, and professional conduct. It ensured that volunteers began SJ26 with a shared understanding of expectations, strong alignment to program values, and the practical preparation required to support learners effectively.

2.3 Volunteer Training Feedback and Evaluation

A total of 26 volunteers submitted feedback following the SJ26 training day. Overall, the responses were overwhelmingly positive and indicate that the training achieved its core objective of preparing volunteers for effective and responsible engagement with learners.

2.3.1 Overall Rating

- 18 volunteers (69%) rated the training as “Excellent.”
- 7 volunteers (27%) rated it as “Good.”
- 1 volunteer (4%) rated it as “Fair.”
- 0 volunteers (0%) rated it as “Poor.”

This means that 96% of respondents rated the training positively (Good or Excellent), reflecting strong satisfaction with both the content and facilitation of the program.

2.3.2 Most Valuable Aspects of the Training

The most frequently mentioned and valued component was the Code of Conduct and Classroom Conduct sessions. More than half of the respondents directly referenced this as the most impactful part of the day. Volunteers appreciated the clarity provided around professional behavior, boundaries with learners, and classroom management expectations.



Photo 4: Some of our learners during registration day

Other areas highlighted included:

- Learning how to interact appropriately with learners and manage different personalities.
- Gaining clarity on specific volunteer roles and responsibilities.
- The opportunity to build relationships with fellow volunteers through icebreakers and group discussions.

- Sessions on human rights, cultural awareness, and social cohesion, which volunteers felt were necessary, given the diverse backgrounds of learners and volunteers.
- Curriculum and teaching guidance, particularly around communication styles and leadership skills.

Several volunteers noted that the training helped them realize that working with learners requires intentional skills, patience, and professionalism.

2.3.3 Suggestions for Improvement

The majority of respondents (over 80%) indicated that they had no suggested improvements, responding with “None,” “No,” or similar remarks. This suggests overall satisfaction with the structure and delivery of the training.

However, a few constructive recommendations were noted:

- Improved time management and timekeeping.
- Distribution of volunteer T-shirts during the training day rather than later.
- Minor logistical adjustments to ensure smoother transitions between sessions.

2.3.4 Overall Assessment

The feedback demonstrates that the SJ26 volunteer training was effective, well-received, and aligned with program needs. With nearly 7 in 10 volunteers rating it "Excellent," and almost all respondents rating it positively, the training successfully prepared volunteers for classroom delivery, learner engagement, and professional conduct.

3. The Summer Jam 2026 (SJ26)

This section examines how SJ26 reached learners across different schools, how the program was structured and coordinated on a daily basis, and how learner development was supported through recognition systems and enrichment activities. By analyzing school participation patterns, daily routines, coordination systems, and workshop offerings, this section highlights the operational foundations that enabled effective program delivery. It also places SJ26 within the broader context of previous programs, showing how learner demand, institutional partnerships, and program design have evolved to support both academic reinforcement and holistic development.



Photo 5: Summer Jam Day 1

3.1 Learner Distribution by School: Comparison with Previous Programs

The school distribution for SJ26 reflects both continuity and growth when compared with Summer Jam 2025 and Winter Jam 2025. In Winter Jam 2025, we recorded 374 registered learners from 63 schools, with the top 12 schools accounting for approximately 71% of total enrollment. This showed that while the program had a wide reach, participation remained concentrated within a smaller group of core partner schools.

SJ26 follows a similar pattern but with notable expansion. Learners came from 62 secondary schools and 19 primary schools, with 306 learners represented at the secondary level and 37 at the primary level. As in previous years, a handful of schools contributed a large share of learners. Ribane Laka, Lehlabile, Solomon Mahlangu Freedom School, and Gatang Secondary School together accounted for nearly half of all secondary learners. These schools have consistently featured across programs.

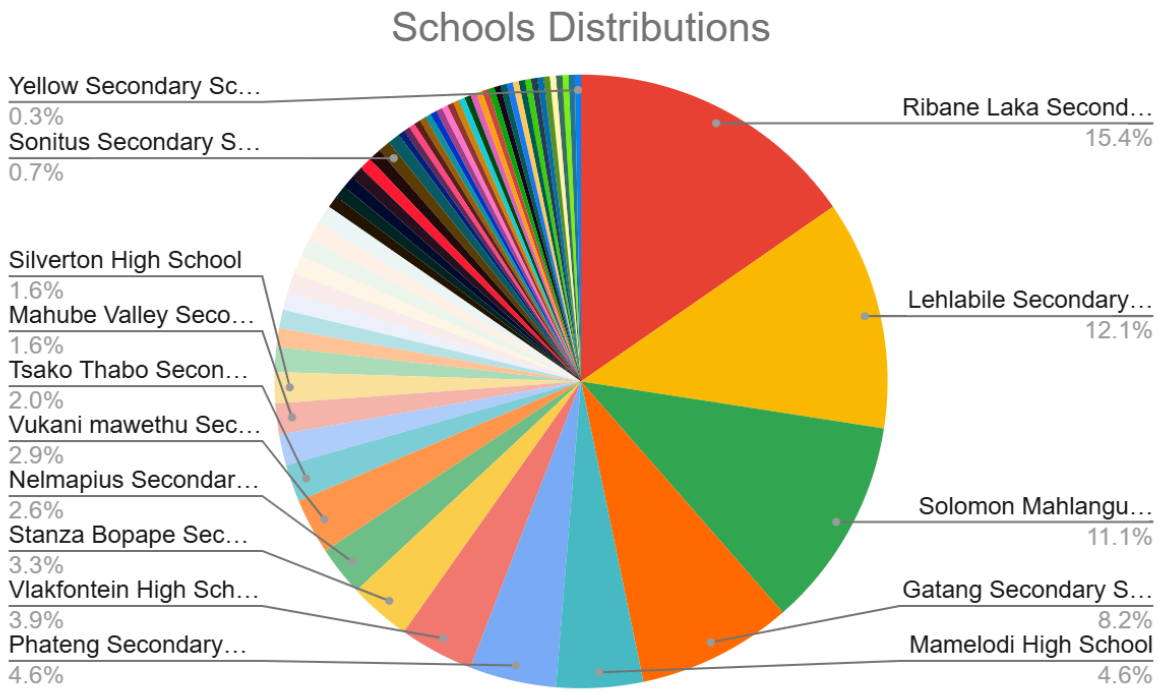


Figure 1: Schools Distribution

At the same time, SJ26 showed increased demand and broader awareness. Unlike previous years, we formally expanded our inclusion of primary school learners in Grades 5 to 7, making this the first Summer Jam where this age group was officially incorporated into the program structure. While primary participation remains smaller than secondary participation, this marks an intentional strategic shift toward earlier academic intervention.

Going forward, we will be making **a**ctive efforts to strengthen school marketing in primary schools, particularly those within Mamelodi and the surrounding areas. This will allow us to build a stronger long-term learner pipeline and support foundational academic skills before learners reach the critical senior phases of high school.

One of the clearest indicators of program growth this year was the introduction of a formal waiting list. Due to increased interest and limited capacity, we were unable to accommodate all learners who registered. By the close of registration, our waiting list stood at 108 learners, reflecting significant demand beyond our operational limits. In previous programs, we experienced high turnout, but this was the first time demand exceeded capacity at this scale.

Comparatively, Winter Jam 2025 also demonstrated strong enrollment with 374 learners, which remains our largest, but SJ26 saw sharper immediate demand pressure during registration (Summer Jam 2025)

averaged no more than 280 learners). This suggests that awareness of the program continues to grow, particularly through word of mouth and social media outreach.

3.1.1 Key Trends Across 2025 and 2026

When comparing across programs, several trends become clear:

- Firstly, core secondary schools remain the backbone of participation, and these partnerships continue to sustain program numbers year after year.
- The number of schools represented continues to widen, indicating growing recognition beyond our traditional base.
- Senior secondary learners still form the majority of participants.
- The formal inclusion of Grades 5 to 7 marks a strategic shift toward earlier engagement and long-term impact.

Lastly, the 108-learner waiting list signals that the program has reached a new level of demand, requiring careful planning around capacity, food budgets, classroom space, and volunteer numbers in future cycles.

3.1.2 Implications for Future Engagement

The data from 2025 to 2026 shows stability with a rising demand. While our core school partnerships remain strong, we are now at a point where structured expansion must be considered. Strengthening primary school marketing, deepening collaboration with feeder secondary schools, and planning for capacity management will be essential in the coming year.

Overall, the school distribution trends show a program that is not only stable but growing in reach and relevance. The introduction of primary grades and the implementation of a waiting list are clear markers that Summer Jam has entered a new phase of community demand and opportunity.

3.2 Program Coordination, Daily Structure, and Learner Recognition

A key contributor to the smooth implementation of SJ26 was the coordination role led by Dimpho Tsotetsi, who served as Intern Coordinator. Her responsibility was to ensure that the program ran according to plan each day and that both learners and volunteers were adequately supported.

Dimpho designed and managed the daily program schedule, monitored timekeeping across sessions, supported tutors in classrooms, and assisted with learner engagement and logistics. She also helped manage transitions between sessions, workshop coordination, and volunteer communication. While the role did not carry formal key performance indicators, its impact was visible in the consistency and

structure maintained throughout the program. Clear coordination reduced confusion, improved time management, and strengthened communication between teaching teams and leadership.

To create stability and discipline, SJ26 followed a clearly defined daily routine. This structure was important, particularly given the large learner turnout and the inclusion of both primary and secondary school learners.

The daily schedule was as follows:

- **08:30 (Morning Brief):** Planning session for volunteers and leadership to align on the day's objectives.
- **09:00 (Morning Devotion):** Reflection and grounding led by CRU volunteers.
- **10:00–11:00 (Class Session 1):** Academic instruction (Mathematics or English).
- **11:00–12:00 (Class Session 2):** Continued academic engagement.
- **12:00–12:45 (Lunch):** Meal distribution and rest period.
- **12:45–13:20 (Workshop):** Skills-based and enrichment activities.
- **13:30 (Afternoon Assembly):** Group engagement, announcements, and motivation.
- **14:30 (Debrief):** Reflection and feedback session.
- **Admin Debrief:** End-of-day review and preparation for the following day.

This structure allowed learners to move through the day with clarity and routine. Volunteers were able to plan effectively, and the leadership team could monitor participation and discipline consistently.

Unlike previous programs, SJ26 did not include formal pre-tests or post-tests. Due to the short duration of the program (3–10 January), it was determined that conducting formal assessments would reduce valuable instructional time. Instead, the focus shifted toward engagement, participation, reinforcement of foundational concepts, and skills development. The emphasis was placed on exposure, confidence-building, and active learning rather than measurable academic gains within a compressed timeframe.

Volunteers were encouraged to observe learner participation, confidence, comprehension during lessons, and behavioral growth as informal indicators of progress. This shift also influenced how learner achievements were recognized at the closing ceremony.

In line with the holistic approach of SJ26, learner recognition was intentionally designed to focus on effort, character, and growth rather than academic marks. The awards aligned with the broader curriculum, which prioritized soft skills, leadership development, and responsible citizenship alongside core academic subjects.

The learner award categories included

- **Most Improved Learner**, recognizing noticeable growth in confidence, behavior, and participation.
- **Most Dedicated Learner**, acknowledging consistency, attendance, and sustained effort.
- **Leadership Award**, recognizing responsibility, initiative, and positive peer influence.
- **Overall Learner Award**, recognizing consistent excellence in attitude, engagement, and effort.

These categories ensured that recognition was inclusive and not limited to academically strong learners. Teachers voted within their respective classes, maintaining transparency and fairness in the selection process.

The learner recognition system contributed positively to the overall culture of the program. It encouraged accountability, rewarded positive behavior, and reinforced values such as discipline, leadership, and commitment. Combined with structured coordination and a clear daily routine, this approach created a balanced environment that supported both academic reinforcement and personal development.

3.3 Workshops and Enrichment Activities

Workshops formed an important part of the SJ26 program and played a key role in supporting learners' social, emotional, and personal development. While the morning sessions focused mainly on academic learning, the afternoon workshops created space for learners to explore their interests, build confidence, and develop important life skills outside the classroom.

The workshop program included a wide range of activities, namely basketball, soccer, volleyball, chess, art and craft, drama, dance, choir, Bible study, debate, and yoga. These activities were selected to ensure that learners with different strengths, personalities, and interests could find meaningful ways to participate and grow.

Sports-based workshops such as basketball, soccer, and volleyball promoted physical fitness, teamwork, discipline, and healthy competition. Learners were encouraged to work together, support one another, and develop leadership skills through organized team activities. These sessions also provided a positive outlet for energy and helped reinforce values such as respect and perseverance.

Creative and performing arts workshops, including art and craft, drama, dance, and choir, gave learners opportunities to express themselves creatively. Many learners used these spaces to build confidence, overcome shyness, and develop communication skills. These workshops were particularly valuable for learners who may not always thrive in traditional classroom settings, offering alternative ways to engage and succeed.

The chess and debate workshops focused on critical thinking, problem-solving, and strategic reasoning. Through structured games and guided discussions, learners were encouraged to think carefully, communicate clearly, and engage respectfully with different viewpoints. These sessions supported the development of analytical skills that are valuable both academically and personally.

Bible study and yoga workshops contributed to learners' emotional and spiritual well-being. Bible study sessions provided opportunities for reflection, values-based discussions, and personal encouragement, while yoga sessions promoted mindfulness, relaxation, and stress management. Together, these workshops helped learners develop self-awareness and emotional balance.

Workshops were facilitated by some of our volunteers and supported by program staff, ensuring that activities were safe, inclusive, and well-structured. Learners were encouraged to attend consistently and to take responsibility for their participation.

3.4 Catering and Food Provision

Catering for SJ26 was managed in partnership with SPAR Mams Mall and represented a significant improvement compared to previous programs, particularly Winter Jam 2025. Following feedback received in 2025 regarding late food deliveries and unmet dietary requirements, MI adopted a more structured stakeholder engagement approach for SJ26. A member of the Board, Nkateko Mdebele, was assigned to lead formal discussions with SPAR to strengthen accountability, clarify expectations, and rebuild trust in the catering partnership.

These engagements focused mainly on two critical areas: the consistent accommodation of dietary requirements and the punctual delivery of meals. During previous programs, challenges had been experienced in meeting vegetarian, religious, and medical dietary needs, as well as in ensuring timely food collection. Clear agreements were therefore established with SPAR ahead of SJ26, and the store committed to improving service delivery in line with these expectations.

The initial catering budget and quotations were based on projected attendance of between 270 and 350 learners and volunteers combined, using historical participation data from earlier programs. All early quotations and invoices were prepared within this range. However, during registration and the first days of the program, learner turnout exceeded expectations, reaching an average daily headcount of approximately 410 participants. This significant increase in attendance necessitated immediate adjustments to food orders and contributed to the introduction of a formal waiting list.

Despite these unplanned increases, SPAR demonstrated strong flexibility and responsiveness. The store accommodated revized orders at short notice and consistently met the increased demand. On two occasions, SPAR also assisted with the transportation of food back to campus, reducing logistical pressure

on MI staff and volunteers. In addition, the SPAR team visited the program as part of their community engagement and marketing efforts, capturing photos and videos with learners and staff and strengthening the partnership.

A key success of the SJ26 catering program was the consistent meeting of dietary requirements. All special meal requests were honored, including those for vegan learners, volunteers with gluten intolerance, and participants with specific religious or health-related restrictions. This represented a marked improvement from previous programs and reflected the effectiveness of early planning and ongoing communication.

Food collections were conducted according to agreed schedules, and meals were consistently available on time. This reliability supported smoother daily operations and reduced disruptions to academic and workshop sessions. Volunteers and learners were therefore able to maintain focus throughout the day without the delays experienced in earlier programs.



Photo 6: Photo with SPAR Mams Management

The program operated on a structured daily menu, developed in collaboration with SPAR, to ensure variety, nutritional balance, and predictability. The proposed menu included:

- Pap and chicken or wors meals
- Burgers and chips
- Hotdogs and footlong rolls
- Mams Snack Packs
- Fruit juices (250 ml and 500 ml)
- Dedicated vegan and special meals
- Adjustments for allergies and preferences

Special meal planning included options such as vegetable-based pap meals, egg-and-chip alternatives, sauce-free meals, and customized hotdog and burger orders. These provisions ensured that learners with different needs were catered for respectfully and consistently.

Overall, the catering component of SJ26 was one of the program's strongest operational areas. The decision to involve board-level leadership in supplier engagement, establish clear service standards, and maintain open communication resulted in reliable service delivery and improved learner welfare. The flexibility demonstrated by SPAR in responding to increased numbers further strengthened the partnership and contributed significantly to the overall success of the program.

Moving forward, the SJ26 catering experience provides a strong model for future programs. Early engagement, realistic contingency planning for higher attendance, and formalized service agreements will remain central to sustaining high-quality food provision across MI's initiatives.

3.5 SJ26 Financial Overview

SJ26 was implemented under significantly constrained funding conditions. During the reporting period, MI recorded a total income of R1,800 (±$95), which was from local individual donors.

In comparison, the same period in 2025 reflected total income of R529,734 (±$27,880). However, this figure was largely driven by a once-off internal transfer from our USA account and a staff loan repayment, rather than new donor funding. No similar transfer was received in 2026. As a result, SJ26 was largely financed through the balance that was in our South African bank account.

3.5.1 Program Expenditure

Total operational expenditure for the period amounted to R152,090.08 (±$8,005), compared to R191,092.00 (±$10,058) in 2025. This represents a reduction in overall program costs, which reflects our improved cost control and efficient resource management.

The largest cost driver remained learner and volunteer refreshments, which amounted to R90,953.44 (±$4,787). This reflects the high daily attendance and our continued commitment to providing reliable meals throughout the program.

Other key operational expenses included printing of learning materials, police clearance and safeguarding compliance, transport, and basic program logistics.

3.5.2 Operating Result

For the reporting period, we recorded a net operational deficit of R150,290.08 (±$7,910).

This deficit reflects the decision to maintain full program delivery despite limited income. As staff, we chose to prioritise learner access, volunteer support, and safeguarding compliance over program scaling or reduction.

3.5.3 Cash Position

As at 31 January 2026, MI's available cash balance stood at R4,700 (±$247), compared to R338,642 (±$17,823) at the end of January 2025.
This decline is directly linked to:

- The absence of international funding transfers at the end of 2026, and
- The use of reserves to fund program delivery.

3.5.4 Key Financial Observations

Several important financial trends emerged during the SJ26 cycle:

- SJ26 was delivered with significantly lower external income than in previous years.
- The program was implemented at reduced cost compared to 2025.
- organizational reserves were used to sustain program access.
- Cash reserves at the end of the period were limited.

These factors highlight both MI's commitment to program continuity and the growing importance of strengthening long-term funding strategies.

3.5.5 Financial Conclusion

Despite severe funding constraints, SJ26 was delivered successfully through careful cost management and responsible use of reserves. While this approach ensured uninterrupted learner support, it is not sustainable in the long term without increased donor support and more predictable funding streams.

4. Volunteer Experience and Program Evaluation

This section presents an analysis of volunteer feedback collected at the end of SJ26. The feedback was gathered through an online survey completed by 36 volunteers across different roles, including classroom tutors, administrators, and support staff. The purpose of this evaluation was to assess volunteer satisfaction, the effectiveness of training and support systems, operational strengths, and areas requiring improvement. The findings provide important guidance for strengthening future programs.

4.1 Overall Volunteer Experience

The overall experience of volunteers during SJ26 was strongly positive. A combined 88% of respondents rated their experience as either "very good" (4/5) or "excellent" (5/5). This high satisfaction rate indicates that most volunteers found the program meaningful, well organized, and rewarding.

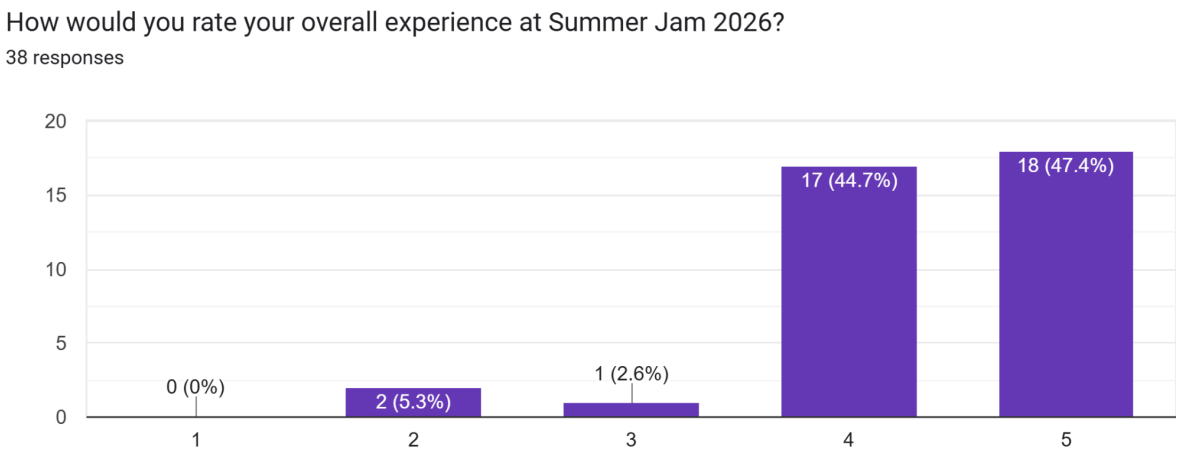


Figure 2: Overall SJ26 Volunteer Experience

The small proportion of volunteers who rated their experience as average or below (12%) mainly cited challenges related to time pressure, classroom discipline, and logistical issues. These findings reflect a stable and supportive working environment that allows volunteers to remain motivated despite the intensity of a short-term program.

4.2 Volunteer Retention and Engagement

The survey results show that 61% of respondents were returning volunteers, while 39% were first-time volunteers. This balance demonstrates both strong volunteer retention and MI's ability to attract new participants.

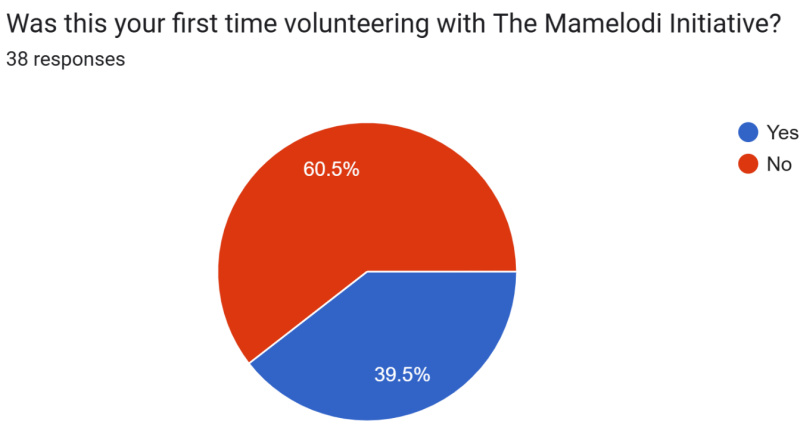


Figure 3: Volunteer Retention Rate

The high number of returning volunteers suggests sustained confidence in MI's leadership and program model. Many returning volunteers referred to personal growth, strong relationships, and previous positive experiences as reasons for continued involvement. At the same time, the integration of new volunteers reflects effective recruitment and onboarding processes.

Maintaining this balance is important for program sustainability, as experienced volunteers provide continuity while new volunteers introduce fresh perspectives.

4.3 Staff Support and Role Clarity

Most volunteers reported feeling supported throughout the program. Nearly two-thirds indicated that they felt supported "always," while about one-third felt supported "sometimes." Only a small minority felt unsupported.

This suggests that coordinators were generally accessible and responsive. However, the number of volunteers who felt only partially supported points to moments of pressure during peak periods, when administrative capacity may have been stretched.

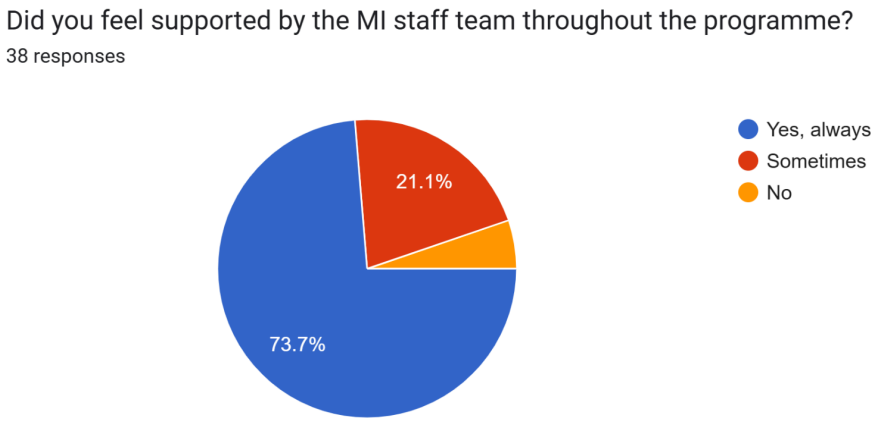


Figure 4: Role Clarity and Support Feedback

In relation to role clarity, 78% of volunteers stated that their responsibilities were clearly explained, while 17% felt only partly clear. Volunteers who expressed uncertainty often referred to last-minute changes, delayed class allocations, or limited preparation time. This highlights the need for clearer role documentation and earlier communication of responsibilities, especially in large-scale programs.

4.4 Training and Preparation

Volunteer training was widely viewed as effective. Approximately 70% of respondents rated the training as good or excellent, particularly valuing sessions on professional conduct, child protection, classroom management, and teamwork.

Volunteers appreciated the practical nature of the training and the emphasis on ethical boundaries and learner safety. Many felt that the training helped them feel confident in dealing with difficult classroom situations.

However, several respondents identified areas for improvement. These included:

- More detailed guidance on subject content and curriculum expectations
- Clearer explanation of daily routines
- Additional preparation for handling disruptive behavior
- More structured lesson planning time

These responses suggest that while the training successfully addressed values and conduct, a greater focus on academic and classroom practice would further strengthen volunteer readiness.

4.5 Access to Resources and Operational Support

Most volunteers reported adequate access to teaching materials and support resources. Over 80% indicated that they had what they needed to perform their duties effectively.

Where challenges were reported, they mainly involved shortages of stationery, limited classroom materials, or delays in receiving supplies. Although these issues affected a minority of volunteers, they had a direct impact on classroom effectiveness. Improving inventory tracking and distribution systems will therefore be important in future programs.



Photo 7: Basketball Training with Pat

Daily operational support from administrators and coordinators was rated positively by most respondents. However, some volunteers reported feeling isolated at times, particularly when dealing with disciplinary issues or learner conflicts. This suggests a need for more visible support structures during high-pressure periods.

4.6 Teamwork and Volunteer Relationships

Team dynamics emerged as one of the strongest aspects of SJ26. More than 80% of respondents described volunteer relationships as positive, characterized by mutual respect, cooperation, and open communication.

Volunteers frequently mentioned shared responsibility, willingness to assist one another, and strong emotional support. These relationships helped sustain morale and reduce burnout during intensive teaching days.

Similarly, 83% of respondents felt respected and valued in their roles. Where concerns were raised, they related mainly to perceived favoritism or uneven recognition. Addressing these concerns through transparent leadership practices and consistent feedback mechanisms will help maintain fairness and trust.

4.7 Daily Schedule and Workload Management

Most volunteers found the daily schedule manageable, with 75% indicating that they could cope with the workload. However, nearly one in five felt that the program was sometimes overwhelming.

Challenges were mainly linked to:

- Long days with limited breaks
- Administrative delays
- Limited lesson planning time
- Late food deliveries

While these pressures are common in short-term programs, they highlight the importance of efficient scheduling and realistic workload planning.

Daily support was rated positively by most volunteers, but some expressed the need for faster responses during emergencies or high-demand situations.

4.8 Food and Welfare Support

Feedback on food and breakfast provision revealed mixed experiences. Many volunteers praised the quality and nutritional balance of lunches and appreciated efforts to accommodate dietary needs. However, several respondents raised concerns about:

- Inconsistent breakfast provision
- Occasional food shortages

Approximately one-third of respondents rated food provision as average or below. Given the long working hours, reliable access to meals is essential for volunteers' well-being. Strengthening coordination with suppliers and monitoring daily distribution will be a priority going forward.

4.9 Meaningful Experiences and Personal Impact

Volunteers consistently described their interactions with learners as the most meaningful part of their experience. Many referred to seeing learners gain confidence, improve academically, or express appreciation through letters and conversations.

Other meaningful aspects included strong friendships among volunteers, morning devotions, and reflective debrief sessions. These elements contributed to a sense of purpose and belonging, reinforcing volunteer commitment to MI's mission.

4.10 Challenges and Areas for Improvement

Several recurring challenges were identified through the survey:

- Classroom discipline and learner behavior
- Time constraints and schedule pressure
- Communication delays
- Food logistics
- Limited planning time
- Transport and commuting difficulties

While most volunteers managed these challenges effectively, they affected classroom delivery and volunteer well-being. Addressing these issues through better planning, clearer systems, and stronger on-site support will improve program efficiency.

4.11 Commitment and Future Participation

A strong indicator of program success is volunteer willingness to return. 94% of respondents stated that they would volunteer again, and 81% believed they had made a positive impact.

This high level of commitment reflects deep trust in MI's work and strong alignment with its values. It also suggests that the program provides personal and professional growth opportunities for volunteers.

4.12 Overall Assessment

The volunteer evaluation data confirms that SJ26 was successfully implemented from a volunteer perspective. High satisfaction levels, strong teamwork, and exceptional retention demonstrate organizational stability and effective leadership.

Key strengths included:

- Supportive and committed leadership
- Strong volunteer relationships

- Effective conduct and safety training
- Meaningful learner engagement

Key areas for improvement include:

- Food provision consistency
- Schedule management
- Role clarity
- Classroom discipline support
- Resource distribution

These findings will inform future planning and contribute to continuous improvement in MI's volunteer management and program delivery.

5. Parental Feedback and Engagement

Parental feedback collected during SJ26 provides valuable insight into families' experiences, expectations, and concerns regarding their children's participation in the program. Overall, responses reflected strong appreciation for the initiative, high levels of trust in MI, and a shared commitment to supporting learners' academic and personal development.

A significant portion of parents and guardians indicated that they had no additional concerns or comments, with many responding "None," "N/A," or similar. This suggests general satisfaction with program operations and confidence in MI's ability to manage learner welfare. Alongside these neutral responses, many parents expressed gratitude and encouragement, frequently using phrases such as "keep up the good work," "thank you for the program," and "this initiative means a lot." These responses reflect positive perceptions of MI's role within the community.

Several parents highlighted the importance of the program in keeping their children engaged in safe and constructive activities during the holidays. Many noted that Summer Jam helped keep learners "off the streets," provided structure, and supported both academic learning and personal growth. Parents consistently recognized the value of the program in improving learners' knowledge, skills, and discipline. Statements such as "my child is enjoying it and learning a lot" and "it is helpful in their school work" were common across responses.

Health, safety, and special needs were key themes in the feedback. Some parents shared important medical and emotional considerations, including panic-related shortness of breath, eczema, hemiplegia,

and sensitivity to prolonged sun exposure. Others highlighted behavioral or emotional traits, such as children being quiet by nature, and requested that staff not misinterpret these characteristics. These responses demonstrate parents' trust in MI to care for their children responsibly and emphasize the importance of individualized learner support.

Dietary and cultural considerations were also raised. Some parents requested specific dietary restrictions, such as no pork, no butter, or limitations related to religious practices and controlled social interactions. These comments underline the need for continued attention to inclusive catering and respect for cultural and personal values. The feedback reinforces the importance of maintaining clear systems for recording and implementing dietary and religious requirements.

Several parents provided alternative emergency contact details and additional personal information, reflecting active engagement with the program's safety procedures. This indicates strong parental cooperation and willingness to partner with MI in safeguarding learners.

Academic concerns were also present in the feedback. Some parents noted specific subject weaknesses, such as difficulties in physical sciences, while others highlighted their children's interests in science, technology, and creative activities such as craft. These insights are valuable for informing future curriculum planning and learner support strategies, particularly within Road to Finals and other year-round programs.

Communication was identified as an area for further development. One parent requested the creation of a WhatsApp group for parents to receive updates on daily activities and learner progress. This suggestion reflects a desire for stronger, more consistent communication between families and program staff. Strengthening parent communication channels will help enhance transparency and parental involvement.

In addition to brief comments, one detailed message expressed deep appreciation for MI's role in learners' lives, highlighting MI's impact on academic growth, character development, and community contribution. Such messages reflect the long-term influence of MI's work and reinforce the importance of sustaining high-quality programing.

Overall, parental feedback indicates strong confidence in MI's and broad support for SJ26. Parents value the program's role in providing safe spaces, promoting learning, and nurturing positive behavior. At the same time, the feedback highlights the importance of continued focus on learner health, dietary needs, communication systems, and individual academic support. These insights will guide future improvements and strengthen partnerships between MI, learners, and families.

6. Conclusion

While the program achieved many of its objectives, this report has also highlighted important areas for improvement, including food provision, scheduling, classroom support, communication, and resource management. These challenges were met with resilience and teamwork, and they have provided valuable lessons that will inform future planning and delivery. The openness of volunteers and parents in sharing their experiences reflects a strong culture of accountability and shared ownership.

Above all, SJ26 reaffirmed the importance of community-driven education initiatives. The collective efforts of staff, volunteers, partners, parents, and learners made the program possible and impactful. As MI moves forward, the insights gained from this program will strengthen future interventions and ensure that learners continue to receive consistent, relevant, and holistic support on their academic and personal journeys.

Annexures

1. Annexure A: List of Representative Schools

Secondary Schools					Primary Schools			
No	**School name**	**Total**	**%**		**No**	**School Name**	**Total**	**%**
1	Ribane Laka Secondary School	47	15.4%		1	Mogale Primary School	10	27.0%
2	Lehlabile Secondary School	37	12.1%		2	Bajabulile Primary School	4	10.8%
3	Solomon Mahlangu Freedom School	34	11.1%		3	Noridge park Primary school	3	8.1%
4	Gatang Secondary School	25	8.2%		4	Nellmapius Primary School	2	5.4%
5	Mamelodi High School	14	4.6%		5	Boikgantsho Primary School	2	5.4%
6	Phateng Secondary School	14	4.6%		6	Laerskool Derderpoort Primary	2	5.4%
7	Vlakfontein High School	12	3.9%		7	P.S Fourie	2	5.4%
8	Stanza Bopape Secondary School	10	3.3%		8	Balebogeng Primary School	1	2.7%
9	Nelmapius Secondary School	8	2.6%		9	Cosmo City Primary	1	2.7%
10	Vukani mawethu Secondary School	9	2.9%		10	Deerdepoort Primary School	1	2.7%
11	Tsako Thabo Secondary School	6	2.0%		11	Haakooren Primary School	1	2.7%
12	Jafta Mahlangu Secondary School	5	1.6%		12	Impedulo Primary School	1	2.7%
13	Mahube Valley Secondary School	5	1.6%		13	Koosmatli Primary School	1	2.7%
14	Silverton High School	5	1.6%		14	Legora Primary School	1	2.7%
15	Lompec Secondary School	4	1.3%		15	Molalana Primary School	1	2.7%
16	Clapham High School	3	1.0%		16	Mvelenzo Primary School	1	2.7%
17	Cornerstone College	3	1.0%		17	Pure Hope Primary	1	2.7%
18	Curro Academy	3	1.0%		18	Sedilaka Primary School	1	2.7%
19	Eesterust Secondary School	3	1.0%		19	Zakhele Primary School	1	2.7%
20	J Kekana Secondary School	3	1.0%				37	
21	Lesedi Secondary school	3	1.0%					
22	Prospertius Secondary School	3	1.0%					
23	Straatspresident CR Swart Secondary School	3	1.0%					
24	Bona Lesedi Secondary School	2	0.7%					
25	Mavis Secondary School	2	0.7%					
26	Mehlwane Secondary School	2	0.7%					
27	Modiri Technical High School	2	0.7%					
28	Pretoria Girls High	2	0.7%					
29	Shingwedzi Secondary School	2	0.7%					
30	Sonitus Secondary School	2	0.7%					
31	The Glen Secondary School	2	0.7%					
32	Akasia Hoerskool	1	0.3%					

33	Alex Benjamin Secondary School	1	0.3%					
34	Amangwane High School	1	0.3%					
35	Arrow Academy	1	0.3%					
36	Blueroof Secondary School	1	0.3%					
37	Christian Progressive College	1	0.3%					
38	CLC College	1	0.3%					
39	Doornpoort High School	1	0.3%					
40	Elmar College	1	0.3%					
41	Forte Secondary School	1	0.3%					
42	Gezna secured	1	0.3%					
43	Glenmark Secondary School	1	0.3%					
44	Hoërskool Silverton	1	0.3%					
45	Lakewood college	1	0.3%					
46	Mamelodi East Prevocational School	1	0.3%					
47	Norkem Park High School	1	0.3%					
48	Pelotona Secondary School	1	0.3%					
49	PMT College	1	0.3%					
50	Pretoria Muslim Trust College	1	0.3%					
51	Queenswoods	1	0.3%					
52	Rietondale HS	1	0.3%					
53	Rosina Sedibane SOS	1	0.3%					
54	Shoshanyuve short east	1	0.3%					
55	Sikhanyile Secondary School	1	0.3%					
56	Sinkanyisele Secondary School	1	0.3%					
57	Soshanguve Technical School	1	0.3%					
58	Sothembani Senior	1	0.3%					
59	Spark Collage	1	0.3%					
60	Thutobohlale Secondary School	1	0.3%					
61	Vuku Zenzele Secondary School	1	0.3%					
62	Yellow Secondary School	1	0.3%					

2. Annexure G: Summer Jam 2026 Income Statement

Excl Salaries and Audit fees: Nov 25 - Jan 2026		
	2026	**2025**
	Other Income	**Other Income**
Donation - Local	R1,800.00	R0.00
Staff loan repayment	R0.00	R3,000.00
USA Account Transfer - International	R0.00	R526,734.00
Total for Other Income	**R1,800.00**	**R529,734.00**
	Expenses	**Expenses**
Total for Expenses	**R152,090.08**	**R191,092.00**
Bank Charges	R1,665.07	R1,411.00
Fuel Costs	R5,951.99	R4,201.00
Police Clearance	R11,550.00	R14,150.00
Printing	R15,187.20	R14,953.00
Staff Training and Development	R0.00	R1,760.00
Stationery & Supplies	R7,065.36	R19,958.00
Subscription	R1,276.43	R4,406.00
Sundry Epenses	R3,991.59	R431.00
Transport	R10,650.00	R15,200.00
Venue & Conference Hall Hiring	R3,799.00	R1,500.00
Volunteer & delegate refreshments	R90,953.44	R113,122.00
Net Profit Or Loss Before Tax	**-R150,290.08**	**R338,642.00**
Income Tax	0	R0.00
Bank BALANCE AS AT 31 JANUARY	**R4,700.00**	**R338,642.00**