



# THE MAMELODI INITIATIVE

Learn. Grow. Dream. Achieve.



## WINTER PROGRAM 2014 FINAL REPORT



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## I. Introduction: The Challenge



Photo 1.1. A panoramic view of Mamelodi

Nelson Mandela once said, "Education is the most powerful weapon you can use to change the world." Unfortunately, dropout rates in Gauteng are extremely high, with only 40% of individuals age 20 and above in the province having passed Matric. Research shows that coloured and black learners are the most likely to drop out, while whites were the least likely,<sup>1</sup> making the issue of dropouts even more urgent in the township communities. Increased dropout rates inherently means less job opportunities for our youth and leads to more reliance on governmental subsidies and higher crime rates in the community.

What research has found is that the drop-out rate dramatically increases from grades 10 to 12. Part of the reason for dropouts is an accumulation of a knowledge gap. The Annie E. Casey Foundation and the Center for Summer Learning at Johns Hopkins University have both consistently pointed to summer learning loss as one of the major contributing factors to lack of success in school.<sup>2</sup> John Hopkins University has said that the summer learning loss for low-income or disadvantaged youth is at least double the summer learning loss of non-low income counterparts who traditionally have greater access to summer and holiday programming.<sup>3</sup>

Beyond competing against summer learning loss, many youth don't have the soft skills to succeed in secondary school. The report by the Department of Basic Education said that a "proportion of children starting Grade 9 [are] not in a position to finish secondary school,"<sup>4</sup> leading to a "high failure rate, repetition, and dropping out in grades 10 to 12."<sup>5</sup>

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<sup>1</sup> <http://www.citypress.co.za/SouthAfrica/News/School-drop-out-mystery-20100117>

<sup>2</sup> Doesn't Every Child Deserve a Memorable Summer?, Center for Summer Learning at Johns Hopkins University, 26 February 2008, 5 March 2008

<<http://www.summerlearning.org/media/researchandpublications/Memorable.Summer.Fact.Sheet.Final.2.26.08.pdf>> ; Doesn't Every Child Deserve a Memorable Summer?, Center for Summer Learning at Johns Hopkins University, 26 February 2008, 5 March 2008

<<http://www.summerlearning.org/media/researchandpublications/Memorable.Summer.Fact.Sheet.Final.2.26.08.pdf>>.

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<sup>4</sup> <http://www.citypress.co.za/SouthAfrica/News/School-drop-out-mystery-20100117>

<sup>5</sup> <http://www.citypress.co.za/SouthAfrica/News/School-drop-out-mystery-20100117>



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## II. The Purpose

The primary purpose of the Mamelodi Initiative Winter Program is to support the Mamelodi school system and Mamelodi community in giving our learners the skills necessary to succeed in school, careers, and life. Our vision is to see every child in Mamelodi achieve success in secondary school. The program aims to stifle holiday learning loss and provide essential skills to students so that they can achieve what is expected of them at the secondary level and be prepared to continue to University. The Winter Program provides a safe space for students to “learn, grow, dream, and achieve.” Through the winter, students are exposed to strong role models, enriching workshops, stimulating activities, and essential academic skills. The program prioritizes building meaningful relationships with youth and endowing them with the understanding that they don’t have to be another statistic.

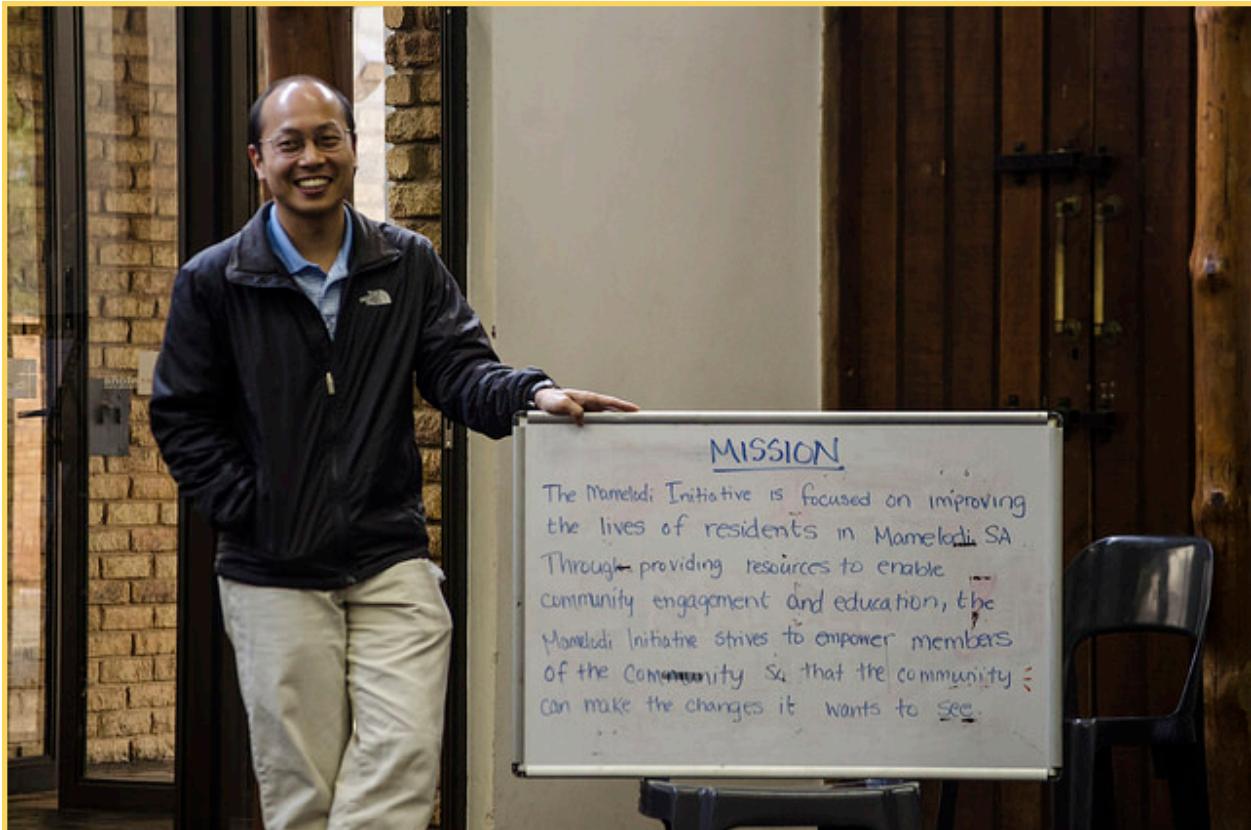


Photo 2.1. Andrew Chi (head of curriculum development) during volunteer training. This is Andrew's seventh time with the Mamelodi Initiative Winter Program.



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## III. The Program

The Mamelodi Initiative Winter Program 2014 was a three-week holiday program for students in grades 7 through 10. This program ran from **8:30AM – 2PM**, Monday through Friday from **30 June through 18 July** at the University of Pretoria – Mamelodi campus. An average of **216** youth came to the program to engage in morning classroom times, afternoon enrichment activities, and fun-filled opening and closing sessions.

### *Morning & Afternoon Sessions*

Each day of program started and ended with an all-group session during which every learner and volunteer gathered in a large auditorium. The morning sessions started with a Zumba dance exercise, followed by an inspirational speaker, singing, and announcements.

The afternoon session ended the day with final announcements and a daily competition between the small groups (morning classrooms).

### *Small Groups / Classroom Times*

The small groups were essential to the success of the program. During small group time, a class of 6-18 learners and two teachers focused on maths and English. The most important part of small group came not with the curriculum, but with the relationships formed. Teachers and learners had ample time to bond, giving learners several strong role models to which they are able to ask questions.

### *Enrichment Workshops*

The afternoons were set aside for enrichment workshops. Each learner participated in two workshops; the first workshop focused on individual accomplishments, while the second workshop focused on producing a collaborative performance. This year, we offered a total of 16 workshops. Each workshop was designed to provide an enriching experience to our students allowing them to explore new skills and gain new understandings of skills already possessed.

Individually-focused (1 <sup>st</sup> half of Winter Program)	Collaborative Performance (2 <sup>nd</sup> half of Winter Program)	Program-long Workshops
Arts & Crafts Basketball Chess Drawing Gymnastics Rugby Soccer Ultimate Frisbee	Dance Drama Poetry Singing Spoken Word Zumba	Bible Study Photography

Table 3.2. Enrichment Workshops offered during MIWP 2014.

### *Volunteers*

Finally, it is essential to discuss the unique caliber of the volunteers, comprised of local secondary school students, college students from around the world, and a host of individuals from inside and outside South Africa bringing expertise in education, business, ministry, and other areas. The program relies completely on volunteers. Co-teachers were predominantly current college students from either South Africa or the United States. The program was designed so that each classroom would have one co-



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teacher from the United States and one from South Africa. Our volunteers come from a variety of top universities, such as Harvard University and Brown University in the United States, and the University of Pretoria in South Africa.



Photo 3.1. Volunteers and students shortly after dancing the “wobble” at the end of the day

### Partnerships

Our holiday programs have strong partnerships with the University of Pretoria, specifically with the School of Education, Engineering Department and Chi Alpha Fellowship. For this program, there were more than 40 South African university and secondary school volunteers. Much of the South African volunteer base was from Mamelodi, providing mentors that come from the youth's own community. This set-up encouraged cultural exchange and learning both inside and outside of the classrooms. In total, there were 60 volunteer co-teachers, seven local secondary school volunteers, and 12 administrative adult volunteers.



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## IV. The Goals

The goals for the Mamelodi Initiative Winter Program focused on four areas: providing a safe and fun program, providing academic skills, providing enrichment activities, and providing individual and personal growth.

### *Programmatic*

- To create a safe and comfortable space for students to grow, learn, dream, and achieve
- To help youth have fun while learning
- To foster an environment where cultural exchange occurs

### *Academic Skills*

- To equip grade 7 - 10 learners with basic tools necessary to succeed in school
- To review curricular expectations in maths and English with learners to fill gaps from the previous semester

### *Enrichment Activities*

- To expose youth to new activities and experiences
- To engage youth in a culminating project to demonstrate new skills learned

### *Individuals*

- To provide positive role models for our youth
- To grant space for personal, emotional, and spiritual growth



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## V. The Results



**Photo 5.1. An excited student during the photography workshop**

Throughout the program, we used several metrics to evaluate the success of the project. Our primary data collection methods were daily attendance, teaching hours, post-camp learner surveys, and pre- and post-assessments in both maths and English. These metrics were meant to allow the Mamelodi Initiative to measure its progress towards reaching our goals (outlined in Section IV).

### *Daily Attendance*

Attendance is one indicator of overall satisfaction with the program. There were approximately **257** youth enrolled in the program, with an average of **216** youth per day (some learners missed a week due to family visits or other excused leaves of absence).

### *Teaching Hours*

Each learner received **26.25** hours of academic time and **22.5** hours of enrichment activities, for an effective total of **5,066.25** curriculum hours and **4,324.5** enrichment activity hours delivered to Mamelodi youth this winter.

### *Pre- and Post-Assessments*

The pre- and post-assessments in maths add further support to the curriculum hour input. In maths, learners improved by an average of **37%** on their post-assessments as compared to pre-assessments



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(both tests are standardized to be the same level of difficulty). As mentioned before, data shows that learners are expected to lose knowledge through holidays. However, we have not just stopped that loss, but shown increases in knowledge through our assessments.

## Post-program Learner Surveys

Learner surveys provided exceptionally powerful data in our evaluation process. We received 114 learner responses (of the average 216 campers per day). Of the responses, we found that:

- 96.5% were excited to come to program
- 100% had a good time
- 100% felt safe
- 97.4% learned something new
- 100% felt that their teachers were good role models
- 96.5% made new friends at the program
- 95.6% of learners would recommend the program to friends.

Statements made by learners in the open-ended questions were also overwhelmingly positive and further indicated satisfaction with the program (see “Thoughts from Learners” – page 13).



Photo 5.2 & 5.3. Our students doing what they do best: learning and having fun!



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### VI. Actuals, May – June 2014

#### Income:

Chi Alpha	R4 090,50
Cornerstone Church	R4 302,50
Cru	R43 250,00
Daniel	R1 000,00
Patrick Ebewu	R1 500,00
Seikanelo Sedibane	R200,00
Richard Kelley	R1 722,20
US Embassy	R2 400,00

**TOTAL Income** **R58 366,20**

#### Expenses:

##### Supplies:

Bibles	R9 000,00
Classroom Supplies	<u>R8 358,90</u>
<b>TOTAL Supplies</b>	R17 358,90

##### Food:

Volunteer Training Day	R1 922,20
Program Lunch (250 learners; 80 volunteers)	<u>R38 862,50</u>
<b>TOTAL Food</b>	R40 784,70

##### Transportation:

Taxi Expenses, Volunteers	R240,00
Petrol Reimbursements, Volunteers	<u>R2 550,00</u>
<b>TOTAL Transportation</b>	R2 790,00

**TOTAL Expenses** **R60 933,60**

#### In-Kinded Resources:

Classroom Space	In-Kind (University of Pretoria, Mamelodi Campus)
Printing and Copying	In-Kind (Cru, Chi Alpha, US Embassy)
Sports Equipment	In-Kind (Bless Magagane & Nash Mautsa)

NB: the US Dollar to RSA Rand conversion is 1:10. All values above are denoted in Rand.



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### VII. Sustainability

The Mamelodi Initiative has built a sustainable volunteer-reliant model. Running its eighth successful holiday program, the Mamelodi Initiative has only continued to grow. We have seen learner numbers grow, our waitlist grow (nearly 150 learners were on our waitlist this winter), our volunteer numbers grow (approximately 80 this year, compared to 60 last year), and our partnerships grow. We have several returning volunteers, including volunteers who have been a part of all eight programs to date.

Cru continues to send US volunteers every January and June/July to act as co-teachers in the holiday programming. The University of Pretoria has committed their support to the program through the use of university space on the Mamelodi campus free of charge and through their commitment of providing student volunteers. We have official partnerships with Chi Alpha, a student group on campus, and the Gauteng Department of Education. The Mae Jemison Reading Room, a partnership between the University of Pretoria and the US Embassy, has been a pivotal partner in recruitment of kids and as a year-round resource for our learners to use for research, homework needs, and recreational activities. Formal local school partnerships are the cornerstone of our success, as teachers and administrators are essential for effective recruitment of learners. Formal partnerships exist on both the primary and secondary level. All of these community partners are represented on the Mamelodi Initiative working group. We continue to partner with more outside groups and see potential partnerships growing with outside corporations and community organizations.



Photo 7.1. Semi-annual all-volunteer photo



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Our steering committee consists of fifteen people; it is charged with all the planning and maintenance aspects of year-round and holiday programs. We have added our first two paid staff members, **Executive Director Mische Kang and Program Coordinator Kat Ndebele**, who co-directed this Winter Program and will be co-directing all programs during their appointment.

The Mamelodi Initiative is now currently recognized as a 501(c)3 NGO in the United States as well as a Registered NPO in South Africa. The Mamelodi Initiative is committed to being part of the Mamelodi community as long as the community desires the program to exist.



Photo 7.2. Co-directors, past & present. (L to R) Richard Kelley, director emeritus; Mische Kang, current director; Kat Ndebele, current director; Seikanelo Sedibane, director emeritus



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### VIII. Next Steps



**Photo 8.1. Student representatives from each class competing during an afternoon challenge**

The Mamelodi Initiative has been able to expand its non-holiday programming this year due to the hiring of two staff members on August 1<sup>st</sup> 2014. This means that there will be two consistent co-directors who are able to direct each holiday program during their appointment. Furthermore, their availability enables us to start multiple year-round programs that have been running since this winter program, such as computer literacy classes, afterschool tutoring at Gatang Secondary School, and youth leadership council. Several new programs will be added in 2015, including a young women's group, young men's group, and photography club.

Another goal for 2015 is to partner up with a team from Cru (an organization that sends volunteers from the US for each program) to open an additional holiday program site in Mamelodi West. This will enable us to serve more students for program, as well as cater to the students who walk long distances to reach our current Mamelodi East site. We plan to launch this site by June/July of 2015 and run two simultaneous Winter Programs in Mamelodi.

For our Summer Program (January 2015), we will be running the second iteration of our new Community Engagement curriculum for grade 10 learners. Last year, the grade 10 learners organized a successful "drug awareness" march from UP Mamelodi campus to Nelson Mandela Park, campaigning against nyaope drug abuse and engaging fellow students, community members, and media outlets in the process. We will also be launching a grade 11 entrepreneurship curriculum, as well as an ongoing entrepreneurship education program known as CREED (CREating Entrepreneurial EnDeavors). One of our goals for the Summer Program is to find partners throughout the community who are able to work with our students in the areas of community engagement and entrepreneurship by providing opportunities and/or mentorship in the areas service, learning, and business.



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## Thoughts from Learners

“

I learned how to do maths and how to be positive to myself, that I am important”

“The program is good because it keeps children away from drugs and such things”

“I learned how to get rid of my fear of public speaking”

“That I am special and I must appreciate all that I have and more...”

“I learned to learn more; grow; dream; achieve.

...to be myself and not to allow my background issues to disrupt my future”

## “I learned to love and care”

“I learned so many things that you must dream big and follow your dreams”

“Never to give up on your dreams”

“When we are at the program we are able to express our minds to their people and it keeps us out of trouble.”

”

“The way the teachers treat us, like we are family”





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## More Photos...



**Lifestyle**

## Spurring city pupils to great heights

Volunteers initiative helps improve marks in Mams

**TSHOKOLOFO TSALAMANDI**

**S**TUDENTS in the city have created a summer and winter programme for the improvement of the University of Pretoria's Mamelodi campus.

"Do it. Find what you love and go for it. Do something you've passion and interest in," says Psychology Honours degree student and founder of the Mamelodi Initiative. Tatjana Matlatjie gave the advice to students during the programme, as she urged others to seek out their own volunteer opportunities for a good cause.

Mamelodi and other students from Pretoria, Mamelodi and the US form part of the steering committee of the Mamelodi Initiative, a summer and winter programme that takes place during public school holidays and focus on helping high school pupils improve their understanding of mathematics and English.

It also facilitates leadership skills by exposing them to sport and cultural enrichment activities.

The programme has expanded its offerings by creating a matric programme aimed at helping Grade 12 pupils prepare for their preliminary and final high school examinations.

The enterprise made a shift in focus to education in recent years as result of an increase in high school dropout rates across the country.

Michelle King, a 22-year-old Duxley College graduate and co-founder of the Mamelodi Initiative's summer programme, said that

**Student volunteer Bongani Zim assists Mamelodi pupils with their maths and English studies at the University of Pretoria's Mamelodi campus.**

Most of them had worked with several local schools previously, so they were keen to expand their focus to meet of their young adulthood and teenage years.

"The opportunity to volunteer and help out are there," says Matlatjie.

"It depends on how much one is willing to help."

Having started in 2009, the organisation's plan to expand to other parts of Mamelodi and other township communities will spur interest in volunteering as well as increase parental knowledge about the opportunities open to them.

"I was initially attracted by the service aspect of the Mamelodi Initiative," said University of Maastricht, Boston graduate Xavier Miranda.

"We get to understand that we have a number of opportunities in

opportunities to the people who didn't have them."

Members said the benefits and lessons gained from community and volunteer work are plentiful.

The Mamelodi Initiative values off anyone based on preconceived notions or what they believe to be in the pupils' best interests.

"It is important to allow the children who join this programme enough time to find what works for

"I also want to do this kind of work. It's great to help others realise that they can come and learn instead of being idle or inactive during the holidays," said Grade 10 pupil Kamogelo Tleane.

winter programme third time.

The organisation average number of pupils in maths and 18 percent increase in

Shawn Lyons from the US takes pupils through maths and English studies during the winter programme at the University of Pretoria's Mamelodi campus. Pic: L.P.



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## THANK YOU!!!

We would like to extend a special thank you to all of the partners that made this winter program possible, most notably:

- The University of Pretoria, Mamelodi Campus
- Edwin Smith, Director of University of Pretoria Mamelodi Campus
- Gernia van Niekerk, University of Pretoria Community Engagement Director
- Martina Jordaan, Professor for Community Engagement in Engineering, UP
- Cru (formerly Campus Crusade for Christ)
- Chi Alpha at the University of Pretoria
- Cornerstone Church
- Our Partner Secondary Schools:  
Gatang, Lehlabile, Solomon Mahlangu Freedom School, and Tsako-Thabo
- The Mae Jemison Reading Room and Staff
- The Embassy of the United States of America in South Africa
- Anonymous Donors
- Dana Mahan, Partnership Development Coordinator at the Centre for Contextual Ministry, Faculty of Theology, University of Pretoria
- Richard Kelley, Founder of the Mamelodi Initiative, Program Director Emeritus
- Seikanelo Sedibane, Program Director Emeritus
- All of our AMAZING volunteers!

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Photograph Credits:

Cover photo, 1.1, 2.1, 5.1, 5.2, 5.3, 7.2, 8.1 – Akeem Allen  
3.1, “Thoughts from Learners” page – Eric Heistand  
7.1 – Dylan Rollins  
“More Photos...” top two, bottom photos – Gracelyn Kuzman  
“More Photos...” middle two – Mary Ying

For more information, please visit [mamelodi.org](http://mamelodi.org).