

Inkululeko

2022-2023 Annual Report





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Staff Leadership

Jason Torreano - Chief Executive Officer and Founder

Bernadette King - HR and Admin Consultant

Nomawethu Matiwana - Operations Director

Louis Corrente - Mentor/Assistant to Remote Learning

Zuko Gqadavama - Monitoring, Evaluation and Research Coordinator

Sharanllely Echevarria - CNY Works Year Round Employee

Julian Barker - General Manager

Zinzani Makapela- Common Ground Cafe Lead

Leandra Fobe - Social Enterprise Lead

Sandiswa Tana - Ntsika Classroom Assistant

Vuyokazi Twani -Teaching Lead

Akhona Mgqwanca - Nyaluza Classroom Assistant

Nosi Dosi - OLICO Math Program Coordinator

Vuyiswa Gedze - SEF Participant

Derel Maswanganyi - OLICO Maths Program Tutor

Board of Directors and Advisors

Adam King - Dida Copiso - Alan Segall - Nomalanga Mashinini (PhD) - Mfundo Ntshwaxa - Theresa Larre - Mandilakhe Valela - Keith Davis - Madeleine Schoeman - Craig Mc Iver - Ona Nomveliso Xolo - Kristin Toellner - Nicole Osborne

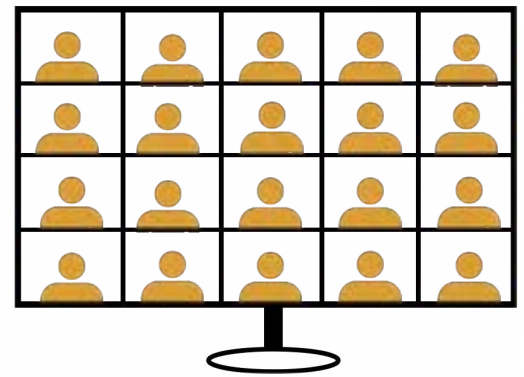
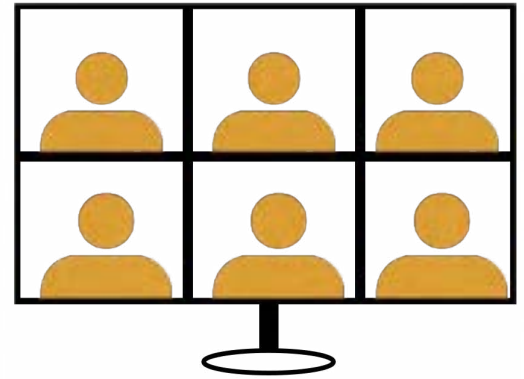
A Letter from Jason Torreano, Chief Executive Officer and Founder



Each Thursday, our team has an all-hands-on meeting. It lasts about an hour and each week a different person takes a turn drafting the agenda and leading the meeting.

When I began to write this, I thought: How can I best illustrate our growth? Turns out, I needed to look no further than my phone screen. When we began doing this several years ago, there were 3-4 people on the call -- each with their name in a box.

Today, that number averages a dozen folks, often more, and often from several different countries.



**We're growing. We're evolving.
We're working to meet the
moment.**



Jason Torreano with Aurelio Soto, Akhona, Vuyokazi, and Board Member, Mfundo Ntshwaxa

It is not easy to keep growing in a place that experiences daily power outages, water cuts and other serious infrastructure challenges. Nevertheless, we carry on.

Several members of our leadership team have each written a brief letter to you here. It is these folks, along with countless others, who move mountains every day to move Inkululeko forward.

They believe, as I do, in the transformative power of education. Together, with you, we are building an organization that is responsive to community needs, nimble enough to pivot with incessant challenges and creating pathways of opportunity for a new generation of South African leaders.

Let's keep building,

Jason Torreano

Nathaniel Nyaluza Highschool



NATHANIEL NYALUZA
PUBLIC SECONDARY SCHOOL



Letter from Nomawethu Matiwana

Operations Director



My years at Inkululeko have been nothing but best times of my life. I joined Inkululeko in 2020 during Covid-19 pandemic and that

was the worst year ever for us South Africans. Companies closed down, workers were laid off, and salaries were cut down because hours were reduced. The pandemic-induced turmoil led to starvation and high levels of crime. Lucky for us, at Inkululeko we continued working remotely. We had to introduce a new model of learning which was E-learning. At first it was a mountain to climb because of lack of resources such as mobile data and loadshedding in progress, but we found ways to tackle these challenges to continue to give academic support to our learners. With the help of our US tutors, our online tutoring was a big success. We bought mobile data on a monthly basis for our learners to be able to attend our online sessions, and we bought power supplies to be able to keep our work moving independantly.

Our other success was opening a new branch at Nathaniel Nyaluza Senior Secondary School, where we had 150 learners join our program. We also introduced two new programs this year: the OLICO Math program and

the River Rejuvenating Program. OLICO is a math program that is designed to build a strong understanding of numbers, relate and connect numbers. Our target was learners from 8th and 9th grade. The implementation of this program was a success with learners attending in numbers from different schools.


The River Rejuvenating Program has allowed our learners to gain awareness of environmental issues while making a positive impact cleaning up Makhanda's rivers. This type of practical interaction has been a great method to trigger student's interest in these issues. Our learners showed up in numbers showing interest in the program.

This year my colleague Leandra Fobe and I also had a chance to be part of the Norec exchange. The exchange took place in Kenya (Nairobi). This was the best experience of my life as it was my second time traveling abroad, and I was able to build skills, gain resources to meet development goals through teamwork, and share knowledge.

"...at Nathaniel Nyaluza Senior Secondary School we had more than 150 learners joining our program..."

Participants of the OLICO Math Program





I have benefited so much from the exchange we had with Day-Africa, our partner organization, and the exchange made me realize the importance of respecting other cultures and of teamwork and communication skills.

We also had an opportunity to hire 4 interns to be part of our organization with the help of Social Employment Fund from the government since our organization is growing and we needed more hands to run our programs successfully. Hiring these interns has been a blessing to us at Inkululeko.

My hope for the future for Inkululeko is to keep momentum by expanding to other lower grades because learners of all ages from township schools need academic support and skills development. Moreover, we hope to soon introduce a computer-skills course for our learners, so that they won't struggle using technology once they attend university.

Sincerely,

**Nomawethu
Matiwana**



A Letter From Bernadette King

HR and Admin Consultant

Just over a decade ago, I joined the Board of Directors of a newly established NGO in Makhanda. We were a small group of individuals from varying backgrounds and professions that shared one vision and one goal: to make an impact on education in South Africa. Never in my wildest dreams could I have imagined how much Inkululeko would grow, from our humble beginnings of 3 staff members, a very small, but super effective Board of Directors, one classroom, and a handful of eager learners to the organization Inkululeko has become!

Moving from a strategic position as a Board Director at Inkululeko to a more operational space consulting in an HR and Administrative role this year has allowed me to be more involved with the daily running of Inkululeko. This year we have undertaken to refine our Human Resource processes as well as our administrative processes to further adapt to the dynamic environment in which we find ourselves. This year we have committed ourselves to being an organisation that is communicative, an organisation that is able to compare our actual achievements to our set goals, and an organization that is able to measure the efficiency of our functions and processes, both inside and outside the classroom. We would not be able to do this without each and every one of you.

Without those running our operational processes and those providing strategic and financial support, Inkululeko will not have come as far as it has and for this, I am grateful for the part you play in making Inkululeko a positive force of change. You are part of a dream that has become a reality and it is my hope that you continue on this journey with us as we continue to be impactful!

Yours in education,

Bernadette King



Inkululeko Students



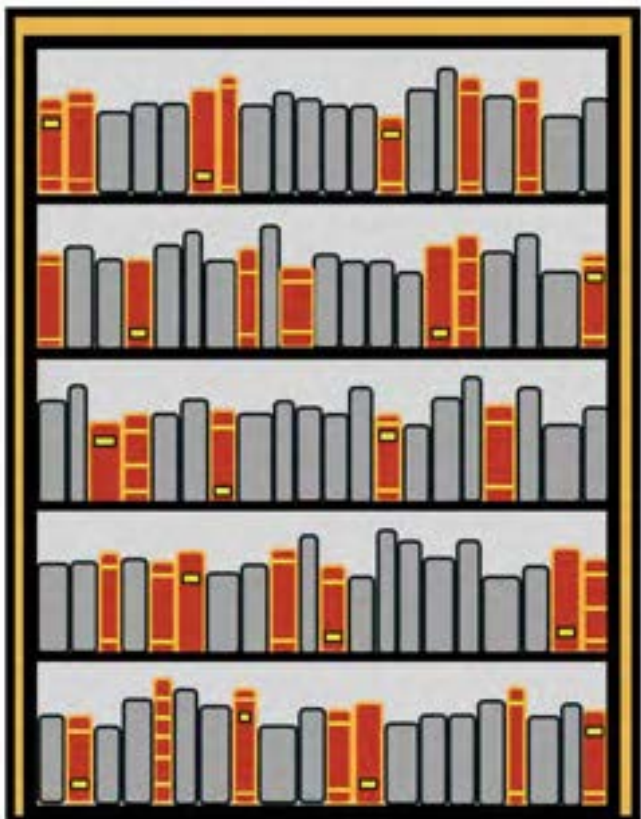
A Letter from Zuko Gqadavama

Monitoring, Evaluation, and Research Coordinator



Over the years we have seen the organization grow from strength to strength and this year was no exception. From the programs, human capital, beneficiaries, and organizational culture, Inkululeko has grown. This is applaudable when you consider that its post-Covid-19 and recovery strategies are always met with resistance. The organization works hard to reclaim its position in the after-school space. This is done by acknowledging its weaknesses and capitalizing on its strengths. The organization's weaknesses were embedded in its strength of having more people join the program implementation team.

The increase in staff was characterized by differences in diverse backgrounds. It can be argued that this led to the organization's storming stage and over time we have seen the team move from storming to norming. The storming stage allowed the organization to develop systems that allow programs to run smoothly and ultimately grow the organization. It is worth noting that the Inkululeko team showed resilience during COVID-19, even though it was difficult to implement programs to the highest level of the



In 2019, 77% of schools reported having no library.

team's ability. This showed that the team is strong and can stand the test of time, hence it was easy to transition from the pandemic to post-pandemic. Our recovery strategy included program alignment and development.

Throughout the years, the organization has continued to refine its main programs, Academic Support and Social Enterprise. This is a testament to its strength because most organizations were forced to rethink their programs after Covid-19. However, Inkululeko did not change anything but continued to strengthen its programs to best fit its vision. I can confidently say that Inkululeko has successfully recovered from the Covid-19 pandemic as far as the programs are concerned. The organization exists within a community embedded in vast socio-economic issues widened by unemployment, water scarcity, load-shedding, municipal dysfunctionality, etc.

This inevitably affects the organization negatively and makes it

difficult to grow to its full potential ability. The organization heavily relies on its beneficiaries to run its activities, therefore anything that affects the beneficiaries indirectly affects the organization. It is, however, to be noted that Inkululeko remains at the center of transformation. This is characterized by education as a transformative tool that can challenge township youth's bigotries.

90% of national wealth belongs to the richest 10% of South Africans.



With intergenerational social mobility consistently low, inequities persist across generations and has resulted in roughly 55.5% of people living in **poverty** (Amnesty International, 2020).

Yours in Community
Engagement For
Community Development,

Zuko Gqadavama

Painting the Common Ground Cafe





A Letter From Julian Barker General Manager

Inkululeko had a challenging and exciting year. Makhanda is experiencing serious difficulties with daily electricity outages (for a minimum of two hours at a time) and frequent water outages (often for days), which makes continuing our projects difficult and, at times, frustrating. Despite the challenges, Inkululeko continues to grow. The quality of our programmes is improving, our internal staff capacity is improving (as we continue to hold each other accountable), and our resources are improving. A particular highlight is that two of our South African colleagues were able to participate in a learning exchange with Day Africa in Kenya for three months, and we now have an opportunity to reciprocate by hosting two Kenyans for the same period.

I am also excited that after two years of limited international travel, we are once again able to welcome visitors from the United States and other countries.

Each year we receive more tablets, laptops, and other equipment and we are improving our workspace at our two schools. We are putting curtains in our classrooms

(so that we can regularly use projectors), fixing windows in one of our classrooms and significantly renovating our Common Ground Cafe.

Sincerely,
Julian Barker



A Letter from Adam King

Board Chair



Dear Friends,

As another year passes us by, let us not forget how trials and tribulations have shaped our current existence. It may be easy to believe that the hardest times are behind us in a post-COVID world. The reality, however, remains that the most vulnerable struggle before, during, and long after major crises.

While our learners continue to face challenges, both in the form of access to educational resources and reliable electricity, they continue to pursue freedom through education. It is in transitional times such as this that we must remember our core values and principles, which is to enrich the lives of our young learners as they step into an ever-changing world. Our Board of Directors continues to work collaboratively all across the globe to galvanize support and resources.

Though what remains true, now more than ever, is the passion and dedication of those who do not simply look injustice in the eyes, but wrestle with it day in and day out. While the work may seem never-ending, the product of our collective efforts continues to pave the way forward. We continue to value your support in earnest, and hope that we can continue combating systemic inequality through any possible means together.

**Adam King
Board Chair, Inkululeko**

Remote Tutoring Engages Students Around The World

Aurelio Soto is a senior at Bloomfield College and an intern at Inkululeko, where he works as the US Coordinator of Remote Learning. The job entails coordinating online tutoring programs as well as managing and working alongside US tutors in order to provide remote tutoring lessons to Inkululeko students. During his time in Makhanda, South Africa, he interviewed various colleagues and learners, and also presented a lesson about the history of animation.

The tutoring sessions are held through Google Meet, where students can be present in lessons simultaneously. However, because of load-shedding, routine power cuts have become a prominent issue in South Africa, and make it difficult to successfully run the online tutoring. As a result, lessons are recorded instead. Soto has been working with students for three years and has developed



multiple projects.

“The main one that I feel most proud of is that I built a library of recorded video lessons,” said Soto. “This was made for the learners to view the lessons at any time and anywhere if there’s wifi available so they don’t have to wait for a tutor to make it or to meet one online if it’s already up on our channel.”

Soto is also passionate about connecting learners and helping them grow academically. “It just feels great to help someone.” Soto continues, “I also like that they are open to any ideas I come up with that can be beneficial to Inkululeko, and yes, I’m still coming up with new ideas to make this program sustainable and keep it running. I learned a lot from it, including leadership, teamwork, and communication!”

Sharanllely Echevarria is a tutor for Inkululeko and talks of her takeaways from the program.



"I was super excited and motivated to start tutoring for Inkululeko. Creating lessons has helped me learn and expand my knowledge of the differences between the United States and South African curriculums. I am extremely proud of being a part of the Inkululeko tutoring program and experiencing the changes Inkululeko has on learners," Echevarria said.

Caroline Nicole Guzman Febres is another remote tutor for Inkululeko. She expresses how she was able to use her strengths in science, history, and geography to create impactful lessons.

"Inkululeko came to me as an opportunity to improve my skills, grow my knowledge, and it taught me so much more," Guzman Febres said. "The Remote Learning Program has given me the opportunity to impact South African learners, and it has allowed me to connect with amazing people. The mission of Inkululeko and its Remote Learning Program makes me feel like I am being part of something that's changing the world."

In addition to managing tutoring sessions and coordinating lessons alongside the US tutors, Aurelio is also shooting a 360-footage of the township of Makhanda, which he will use as part of a project that allows residents to view one another's communities from the comforts of their own homes. Aurelio was able to shoot a 360 video of Bloomfield College

in New Jersey and a 360 video of Makhanda. This footage will be used as a virtual tour for both campuses and for these tours will allow program participants to see each community through the eyes of the local community members.



Sharanllely Echevarria





University of Michigan



Benjamin (Benjie) Peters is the director of the Global Scholars Program (GSP) at the University of Michigan—a program focused on understanding and addressing critical global issues, including education equity. Benjie was asked about the South Africa trip where students from the University of Michigan learn about Inkululeko’s mission and daily operations, as well as its impact amongst its stakeholders.

This year, sixteen students from the Global Scholars Program (GSP) and Michigan Community Scholars Program will participate in Inkululeko’s three-week program in Makhanda. Douglas Li—a GSP student—shared why students were drawn to the opportunity to join the program, “During the South Africa trip this summer, students will go to Makhanda, formerly Grahamstown, to experience local culture and study local languages,” Douglas said. “Students will live in a local hotel and visit local communities. I think the desire for social change is definitely the main reason that inspired GSP to collaborate with Inkululeko for this trip. Both GSP and Inkululeko want to address similar social inequality issues.

The trip to South Africa, one of the most unequal countries in the world, can help us to have a better understanding of the reality of social inequality issues globally. Most of them were drawn to this opportunity because they want to experience different cultures and decrease the negative stereotypes towards other countries.”



Benjamin Peters

As a program to prepare Michigan students to be interculturally responsive global citizens, champions for meaningful change, and innovative leaders of tomorrow, Peters recognizes the importance of GSP's partnership with Inkululeko. "The Global Scholars Program has long valued our partnership with Inkululeko," mentions Peters. "And we are so grateful that our students will finally have the chance to participate in an Inkululeko-led experiential learning program in Makhanda."

Benjie noted that GSP and Inkululeko "formed a partnership in 2018, and since then, Inkululeko has supported academic year-long internships for teams of GSP students each year." "When Inkululeko offered GSP to send students to



South Africa, I knew it was an incredible opportunity." Benjie compliments Inkululeko for its cultural exchange opportunities with the students Inkululeko supports through its educational and youth entrepreneurship programs. "University of Michigan students will take lessons in Xhosa," he said, "one of the official languages of South Africa, and learn about the history and culture of the country, including the legacy of apartheid and the continuing challenges that South Africa faces as a young democracy."

Our Work with the Social Employment Fund

Sandiswa Tana is a classroom assistant based at Ntsika Secondary school through South Africa's Social Employment Fund (SEF), a program founded by the South African government in an attempt to reduce unemployment rates. This program provides South Africa's youth with job opportunities that allow individuals to support themselves and receive training.

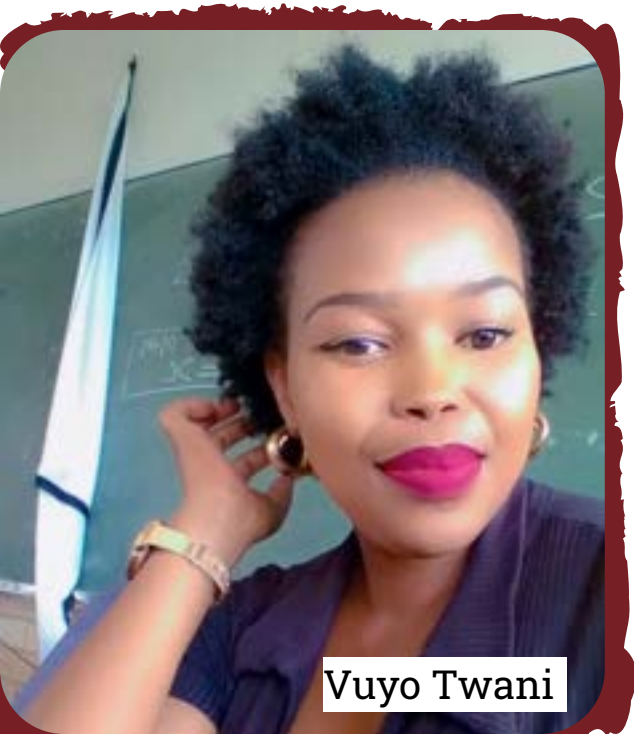
As a part of the Social Employment Fund, Tana has been a classroom assistant for 5 months and has found the work to be extremely rewarding. Tana explained that collaborating with others through her work has been a transformative experience. According to Tana, "the

students take their work very seriously, and that the program is more than just an after-school activity for those involved." Tana emphasized the importance of cooperation between students and teachers and stated that the students have come a long way during their time with Inkululeko. Tana believes that working for Inkululeko through the Social Employment fund has been extremely valuable and has allowed them to gain important knowledge and experience.

Vuyo Twani became a teaching lead for



Sandiswa Tana



Vuyo Twani



Inkululeko in 2020. She believes that her role has allowed her to participate in “meaningful, hands-on work” while following her passions. She credits her personal experiences in inspiring her to work with students from under-resourced schools.

Throughout her time with Inkululeko, Twani has had the opportunity to work alongside Inkululeko staff who are employed through the SEF. Twani mentioned that Inkululeko has 5 participants that assist with classroom maintenance, help maintain behavior, address issues students face, and help with other important tasks. According to Twani, the SEF initiative has been great for Inkululeko and the assistance provided by participants has been very helpful for everyone involved.

Leandra Fobe in Nairobi, Kenya

NOR  C





NOREC Exchange

In January 2023, Leandra Fobe and Nomawethu Matiwana were sent to Kenya to gain new skills within the entrepreneurial space with Day Africa, an NGO based in Nairobi, Kenya. Inkululeko and Day Africa have collaborated for the last four years on a project funded by Norec (Norwegian Agency for Exchange Cooperation). Norec forms partnerships with organizations, institutions, and companies across the world. They solve global problems based on local needs and conditions and provide grants, training, and access to knowledge and experiences to return home with and become active members in their own community.

“The Norec exchange gives us an opportunity to have colleagues travel to another part of the world, engage with their counterparts overseas, and bring those valuable skills back to our organization in South Africa,” said Jason Torreano, CEO of Inkululeko. “We are most grateful for this partnership.”

The idea of this project is to enhance their entrepreneurial abilities for when they return to South Africa. Within this exchange in Kenya, Noma

and Leandra have been obtaining knowledge and skills within business and diving deep into entrepreneurship.

Noma describes learning about the importance of development and how it can aid in expanding the future of Kenyan youth through skills that Day Africa offers towards both the youth and the unemployed. She emphasizes the benefits that the Entrepreneurial Skills course has for upcoming entrepreneurs and describes the importance of reaching those who already have their own established businesses. "One skill I have learned is cultural competence which is the ability of a person to effectively interact, work, and develop meaningful relationships with people of various backgrounds".

Noma describes the Kenyan environment as being business minded saying that, "There is no time for the laziest here as people are self motivated, go-getters, and when they see an opportunity they grab it with both of their hands." Noma plans to utilize these newly established skills when she is back in South Africa and become an entrepreneur that includes people of all cultures and backgrounds.

Leandra similarly describes



the value of learning entrepreneurial skills with the business skills course. She further emphasizes how the course delves into each topic in a comprehensive manner. “With the business skills course, we can go broader in a perspective that the learners will understand better than what is taught within the books.” She goes on to describe the importance of proper communication and honesty in the workplace as both qualities build trust and a sense of understanding, transparency, and liability.

“I have learned to build a close relationship with the team you are working with along with creating a solid relationship with sponsors and stakeholders as it helps not only myself, but also enables the work space to grow wiser and creates a reason to wake up each day to continue on.” Leandra plans on using these new skills when she returns to South Africa to create an open and friendly space built on communication and transparency within the entrepreneurial sphere. Noma and Leandra continue their work in Kenya in order to gain entrepreneurial skills to bring back with them to South Africa and lead monumental change within their communities.



Business Skills Course: “Seeds of the Future”



In February, South African colleagues of Inkululeko and Awarenet held a training workshop with Ludwig Chanyau for the business skills course.

Awarenet is an NGO that supports learners with information and communication technology skills. Learners are provided with a personal networking space, tools for blogging, online discussions, and project work through their e-learning platform.

The primary objective of the workshop was to provide the facilitators from both organizations with an extensive understanding of the green economy and business skills course curriculum. This comprehensive training was aimed at equipping the facilitators with the necessary knowledge and skills to efficiently and effectively deliver the course to learners.

The program of the day was designed to go beyond imparting knowledge and skills and also included planning for the course. The facilitators were guided through the process of selecting anticipated guest speakers and outings that would help in enhancing the learners' experience.

Another key aspect of training was selecting resources that would later be used during the business skills course.



Ludwig Chanyau



Participants in the Business Skills Course engaged with one another and students from the USA to learn more about starting, and sustaining businesses.

The facilitators were able to choose resources that would enable them to deliver the course in a thorough and engaging manner.

In essence, the training aimed to provide the facilitators with a solid foundation to deliver the green economy and business skills course to learners effectively. The comprehensive nature of the training, which included course planning, resource selection, and identification of guest speakers and outings, ensured that the facilitators are adequately prepared to provide learners with a well-rounded and impactful learning experience.

We'd also like to acknowledge and thank the U.S. Consulate for their contribution to the course.



Common Ground Cafe

In 2015, Inkululeko opened Common Ground Cafe in Makhanda, South Africa.

Like many other organizations, COVID-19 forced the Common Ground Cafe to shut down because of a lack of revenue and funding. It was at this point that we became aware of the unsustainability of the initial model utilized by the Common Ground Cafe and recognized the necessity for modifications.



Recently, Common Ground Cafe went through some renovations. These renovations include work done to the roof and water tank, painting of the interior and exterior, and planting of a small vegetable garden that the students can take care of. With these renovations, the cafe's entrepreneurs will be able to work more comfortably, and customers will be able to sit and eat more comfortably.





Zinzani Makapela, an assistant at Common Ground Cafe, spoke about the entrepreneurs who work at the cafe. Makapela explained that there are three entrepreneurs: Mziyanda Bulani, Christina Chinoera, and Dambisa Zenani. "Bulani is the

owner of "Kwaphoyi Kitchen fast food" and he works at the Common Grounds Cafe with one

assistant that

gets paid a monthly salary. The food they sell is fries, a sub which we call "iKota" and a soft drink. ... Chinoera is the owner of "CnB fast food" where she and her husband work at the Common Grounds Cafe and sell a sub, iKota, popcorn, and ice cream.

... Zenani is the owner of "Sis D fast food", who has two assistants who are her family members, and she sells, a sub, iKota, fat cakes, soft drinks, and fries at the Common Grounds Café" said Makapela.





PROUDLY
SOUTH
AFRICAN

Inkululeko is constantly finding ways for the Common Ground Cafe model to keep improving the support it provides to students since its opening in 2015. The primary goal of Common Ground Cafe is to support local individuals to become entrepreneurs and grow the South African economy.



A MEAL
ON A
MISSION

Asanele Yapi: Inkululeko Alum. Rhodes University Graduate

Asanele Yapi, an Inkululeko alumni, graduated from Rhodes University with a BSc in biochemistry and microbiology on Friday, March 31, 2023. While reflecting on his time with and experiences at Inkululeko, Asanele described the things that were the most beneficial to him over the years and the things that helped him on his journey to earning his degree.

Asanele explained that, “in high school, I entered a lot of projects, like the Eskom Expo, and I got a lot of help from the staff at Inkululeko on how to write up reports and make posters”. Asanele credits much of his academic success to a study space in a classroom at Nstika that Inkululeko set up while he was in high school.



Asanele Yapi

When asked if there was a specific aspect of Inkululeko that he particularly liked or thought was the most impactful and helpful to him and his academia, he replied that he considered the people who oversaw their afternoons, their mentors, the most





impactful part of Inkululeko. During these afternoons with Inkululeko mentors, Asanele was able to receive assistance with his academic studies, guidance, and a designated space for him to come and do his schoolwork. Beyond these core academic resources, Asanele was able to receive something unexpected: the chance to meet people who later became instrumental to his life. Through Inkululeko he met two people that he said have been immensely positive figures in his life, a mentor from Inkululeko named Carmen and the CEO and founder of Inkululeko: Jason Torreano. When describing Asanele, Jason used the words “studious, incredibly hardworking, and awesome student.”

Asanele looks back on his years at Inkululeko and the influence it had on his life and his schoolwork fondly. He describes Inkululeko as a company where “they really invest in us and go beyond what is expected. I think that separates Inkululeko from similar organizations”.

Students gather together to clean rivers





River Rejuvenation

River Rejuvenation is a project funded by the United Thank Offering, a grant making entity of the Episcopal Church, and is in partnership with Awarenet, another NGO in Makhanda. It is aimed at purifying rivers in and around Makhanda, South Africa. Makhanda being one of the many socio-economically deprived communities in South Africa, is one of the foremost reasons this project is necessary.



Every Saturday morning, students from either side of the partnership meet. The objective is to train and empower the high school students to become environmental leaders in their region by monitoring, adopting, and identifying environmental hotspots along rivers that are susceptible to pollution and droughts.

Additionally, the River Rejuvenation Program seeks to promote environmental awareness through hands-on, practical interaction as well as the greater Makhanda community.



UTO

The project has three goals. The first goal is to decrease the pollution levels of the nearby rivers, which are based on evaluations taken before and after the project conducted by professionals from the local university. The second goal is to raise awareness of environmental issues among both the youth involved in the project and the surrounding community. The third goal is to generate media content regarding the environmental challenges linked to the rivers. Due to the implementation of intergenerational transmission, the River Rejuvenation Project is able to leverage indigenous knowledge and create media content that amplifies the project's mission of protecting the communities' scarce water resources and being environmentally conscious. The project's most significant achievement is witnessing the learners' growing interest and concern for environmental issues.



OLICO Math Program





In 2022, Inkululeko became an implementing partner for the OLICO Math Program; this two-year mathematics program has proven to be a valuable asset for our learners. OLICO develops content and creates programs to help South African learners overcome mathematics challenges and enhance their mathematics learning. They do so through a confidence-building and sense-making approach tailored to the South African math curriculum.

Inkululeko's OLICO Maths Program Coordinator Nosi Dosi says that the program has attracted both learners who struggle in mathematics and those who excel in them; the program has proved mutually beneficial to both, as the learners have seen substantial increases in their testing scores. In addition, the program is all online, so learners use tablets and laptops to engage with the program in their after-school sessions. This use

of technology is something that students have appreciated greatly since it makes the learning experience more streamlined and engaging. Some of the schools initially partnered with the OLICO program had to be excused this year in order to operate the program at its best capacity with available funding. Therefore, we looked for the schools that needed the program the most and ended up condensing it to the Ntsika and Nyaluza schools. The program did very well at both schools, with grade 9 students enjoying the program and performing especially well.

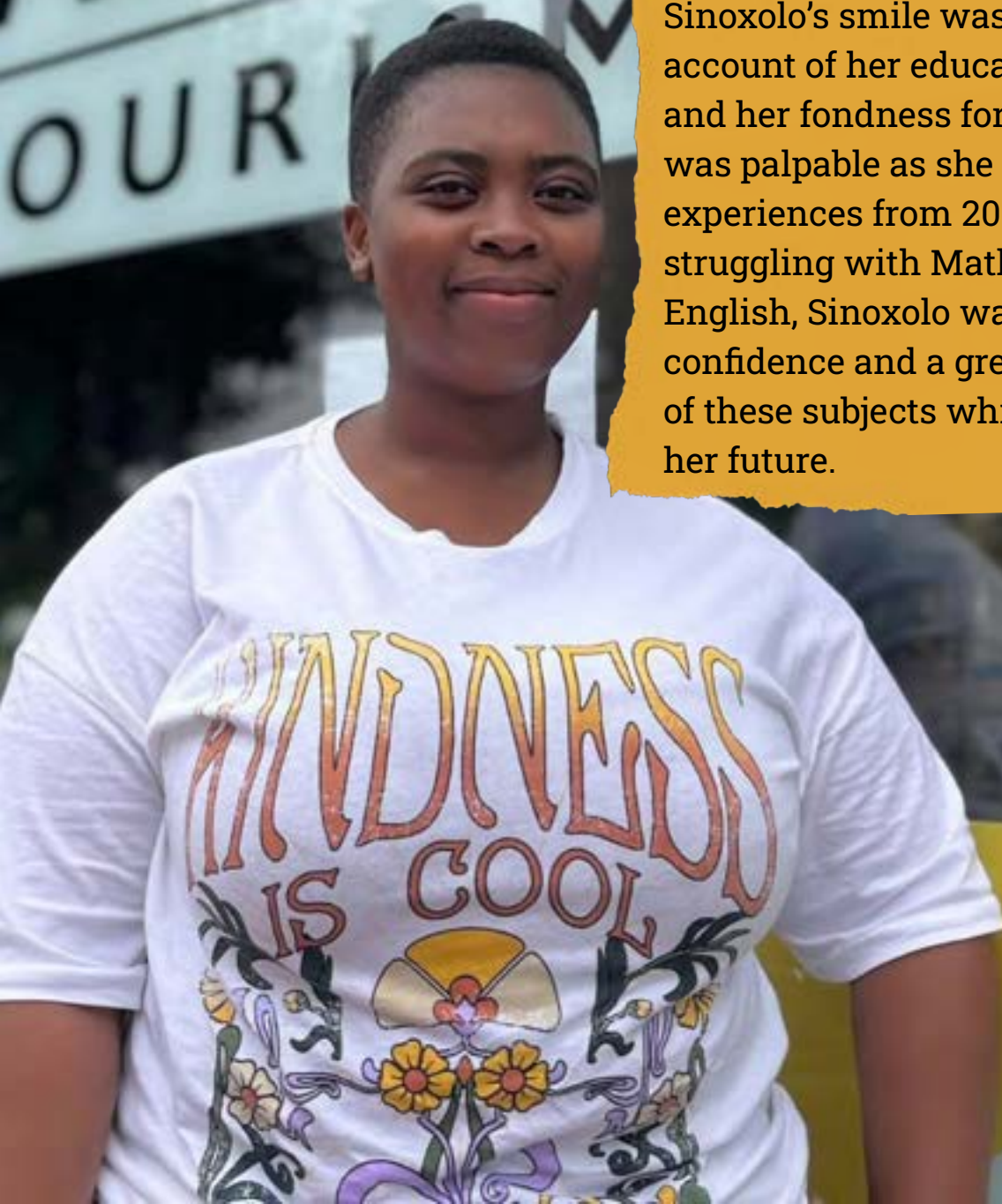
Challenges with funding persisted, and in order to be able to provide learners with everything they needed to take part in the OLICO program (snacks, transportation, etc.), we had to cut back the length and frequency of sessions. Despite the difficulties faced this year, the OLICO program continues to adapt to and overcome the challenges it is presented with so that learners can continue to reap its benefits. Nosi Dosi states that she and the team are “going back to the drawing board” to create solutions to this year’s challenges and strategize how to best move forward.



Student Profile:

Sinoxolo Duda

Sinoxolo Duda is an Inkululeko alumnus, and shared her experiences with Inkululeko colleagues on their February visit to South Africa. Sinoxolo's smile was wide as she gave account of her educational experiences, and her fondness for the organization was palpable as she recalled her experiences from 2013 to 2017. Initially struggling with Mathematics in English, Sinoxolo was able to gain both confidence and a greater understanding of these subjects which have benefited her future.



In addition to reminiscing on the academic guidance provided by Inkululeko, Sinoxolo described the beautiful memories given to her by Inkululeko programs. The end of year functions which serve as a celebration of a year of learning and growth were a highlight for Sinoxolo, as she was able to celebrate achievements with her classmates and share a meal while visiting the Makhanda dam. These memories helped shape Sinoxolo's positive view of the Inkululeko experience, and demonstrates the multifaceted approach that allows Inkululeko students to succeed.

Sinoxolo's education, which has been supported and supplanted by Inkululeko, has served as a stepping stone for her future career path. Despite her initial academic struggles, Sinoxolo is currently succeeding in a tourism management program that she hopes will lead to a future in the industry. When asked about the importance of Inkululeko programs in her own journey Sinoxolo responded "I am where I am today because of Inkululeko."





Student Profile:

Ziyanda Helesi

Her face breaking into a smile upon her interview with a University of

Michigan student, Inkululeko learner Ziyanda Helesi demonstrates the fortitude of South African learners and the value of Inkululeko programs. Ziyanda's trajectory as an Inkululeko student further highlights the many approaches to learning that can help a student achieve their educational goals. Ziyanda initially pursued a business studies program with the intention of improving her business skills to provide economic support to her family in the wake of an impoverished upbringing.

Describing her goals for her future, Ziyanda says "I want to help my family in creating my own business." These altruistic aspirations were thwarted by the structure of the business program which Ziyanda found confusing and intangible in comparison with her real personal experiences. While Ziyanda has the drive to succeed in business, she was more interested in generating ideas for her future business, turning to Inkululeko for an open-minded approach to learning that has helped her expand own businesses and education. With the perspectives provided by Inkululeko, Ziyanda hopes to learn more about business on an international scale, building upon her foundation in South African economic systems.

Despite her initial setbacks with education, she remains motivated, believing "it doesn't help to be ashamed" emphasizing her open minded perspective with respect to her education. Despite the academic, social, and economic challenges she faces, Ziyanda deeply values her experiences with Inkululeko programs, stating "Inkululeko 100% helps kick you off, to know what you want to do."

Inkululeko is working to mitigate the effects of load shedding on student success through a multifaceted approach that allows students to both study more frequently and on their own schedule that may vary due to power issues. The online tutoring program provides recorded lessons for students to access when they can use the internet, and allows students to contact tutors for further questions if desired. In conjunction with this program, Inkululeko has raised funds for alternate power supplies



which allow for running devices even when the power is out, solar lamps that allow students to continue their studies beyond the confines of limited daylight hours, and worked to support the Matric system that provides students with resources like textbooks. Despite the devastating impacts of load shedding, Inkululeko is working hard to promote equal access to learning and the success of students throughout South Africa.

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