

I Am
We Are



ANNUAL REPORT

2016 and 2017



A MESSAGE FROM OUR FOUNDER

Dearest IAWA Morafe¹,

As I reflect over the last two years, I am humbled by the support that I have received from friends and family to launch I Am, We Are. Moreover, I am grateful and appreciative of the support that we have received from individuals, leaders, and the community-at-large that comprise the Royal Bafokeng Nation. Together, we have accomplished so much, but I recognize we still have far to go.

Here is a story from our recent camp that illustrates what we have collectively achieved thus far.

One of our ambassadors suffers from stress induced asthma attacks. Recollecting a childhood trauma triggers her to lose her breath and sometimes consciousness. We have worked with her to manage her attacks, embrace her past experiences, and take charge of her future. Recently, she bravely attempted to inspire youth, at a Home for Orphans and Vulnerable Children, by sharing her story. She broke down in the middle though.

We had American teens, from a program called Jelani Girls, working with us. I was quite moved to see our ambassador's Jelani Girls partner quickly go to her side to comfort her. The ambassador later shared that she learned, through this experience, that Americans have the same challenges as South Africans. I believe not by coincidence, her Jelani Girls partner experienced the same childhood trauma as her. Our ambassador said that the words the Jelani Girl shared with her strengthened and encouraged her.

This is just one of many stories that demonstrates how the ambassadors have grown in terms of their leadership, emotional intelligence, teamwork, and communication skills. This is why I continue to move forward with a steadfast focus.

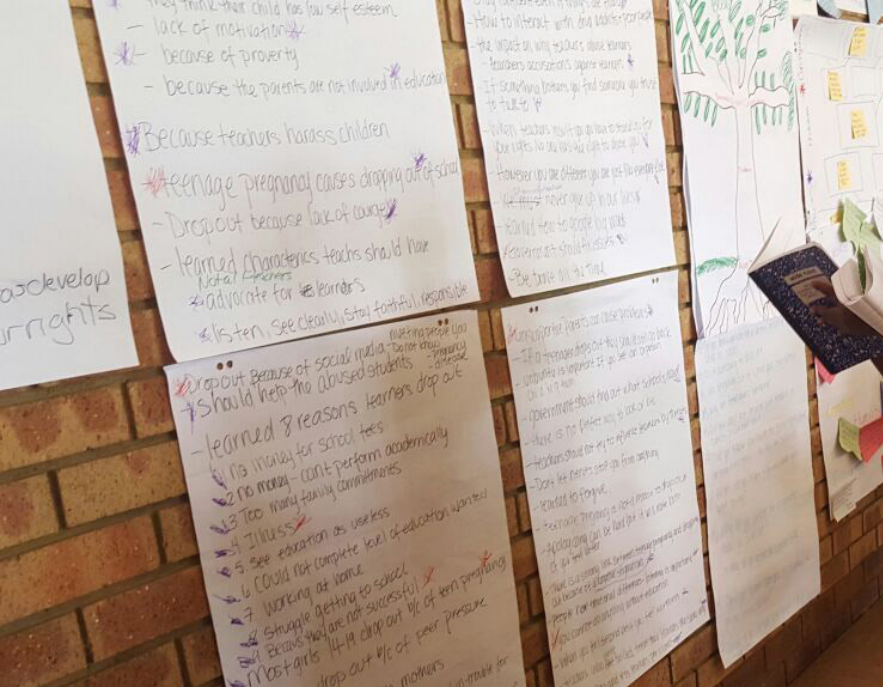
Our pilot finishes in 2018 and we will transition into launching full-scale programming. It is my hope that you will continue to join us on this journey. As the African proverb states, if you want to go fast, go alone. If you want to go far, go together.

Peace and Blessings,

Meisha

Meisha Robinson
Founder and Executive Director
I Am, We Are

¹*Setswana: community*



I Am, We Are (IAWA) is dedicated to creating a world where all youth are socially engaged, globally aware, and economically free.

We strive to give youth an understanding of self, stretch their belief in who they can be, and use entrepreneurship as a tool to equip them with the knowledge and skills to pursue their dreams.

IAWA'S CORE PRINCIPLES



PERSONAL CONSCIOUSNESS

Using self-reflection and discovery to foster an awareness of one's inner-self.

GLOBAL AWARENESS

Creating a classroom without borders to cultivate cross-cultural competency, promote intercultural awareness, and prepare youth for the global market.

ENTREPRENEURSHIP

Instilling an entrepreneurial spirit to empower youth to own their economic success through real-world application of business management and marketing principles.

SOCIAL RESPONSIBILITY

Building a sense of civic duty, while developing leadership skills and a spirit of volunteerism through community action projects.

BOKGONI EMPOWERMENT PROGRAMME

With youth unemployment averaging 51%, South Africa has the one of the highest youth unemployment rates in the world. South Africa's unemployed youth often have low levels of education, have dropped out of school and invariably do not have the literacy, numeracy and communication skills the labor market demands.

IAWA is in year two of a three-year pilot to create the Bokgoni² Empowerment Programme (Bokgoni). Bokgoni is a four-year program to encourage youth to matriculate from high school, empower them to excel, and prepare them to be self-sufficient adults. Youth enter the program in grade 8 and meet three times a year during the school holidays, until the end of their 11th grade year. These years are critical, as 50% of South African youth drop out between 9th and 10th grade. Bokgoni uses an interactive curriculum that includes guest speakers, field trips, mentors, and service learning projects to ensure youth are not only empowered to pursue their dreams and ambitions, but also have the aptitude, tools and network to do so.



²Setswana: we can do it, capacity, capability, potential



BOKGONI PILOT HIGHLIGHTS



21

Ambassadors



6

*Camps Conducted
to Date*



95%

*Retention of
Ambassadors*



Phokeng, Royal Bafokeng Nation

IAWA works with and receives support from the Royal Bafokeng Nation. All camps take place in the Bafokeng Capital City.



6

Youth Facilitators

Youth Facilitators are unemployed or underemployed youth from the community. All receive a stipend.



8

*American Volunteers
At Camps to Date*


Volunteers pay for their own travel and lodging to attend camps as facilitators/mentors.



4

Learning Excursions

Ambassadors collectively earn the opportunity to go on excursions as a reward for demonstrating Buthu (Ubuntu) at camp.

A photograph of three young people standing outdoors in a grassy area. On the left is a young man wearing a checkered flat cap, a patterned blazer over a collared shirt and tie, and brown trousers. In the center is a young woman wearing a bright pink sleeveless dress. On the right is another young woman wearing a white long-sleeved shirt with a black bow tie and dark trousers. They are all smiling and looking towards the camera. A semi-transparent blue circle is overlaid on the bottom right of the image, containing a quote.

“ I really like this camp. It changed my personality and my attitude. At first I didn't understand what was going on, but now I know who I am and also what kind of person I am and what kind of goals I want to achieve. ”

- IAWA Ambassador

OUR JOURNEY

2015

July/Aug

Conducted fundraisers in Washington, DC to launch IAWA and support inaugural camp.

September

Recruited 21 grade 8 learners from Charora Secondary School to participate in pilot of Bokgoni Empowerment Programme. Learners submitted an application that requested biographical information, an essay stating their interest, and school marks.

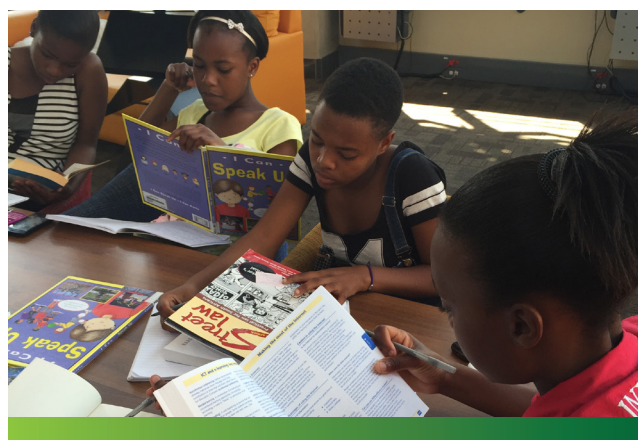
October

Hosted inaugural Bokgoni Camp. In the true spirit of bokgoni, the first camp focused on personal consciousness or providing the learners an understanding of self. At the end of the camp, there was a closing ceremony to certify the participants as ambassadors of IAWA.

November

Ambassadors are invited to Legato³ to meet with Kgosi Leruo Molotlegi⁴ and discuss letters they wrote to him outlining issues in their community. The letters were part of a project at the camp focused on teaching social advocacy, root cause analysis, and youth as changemakers.

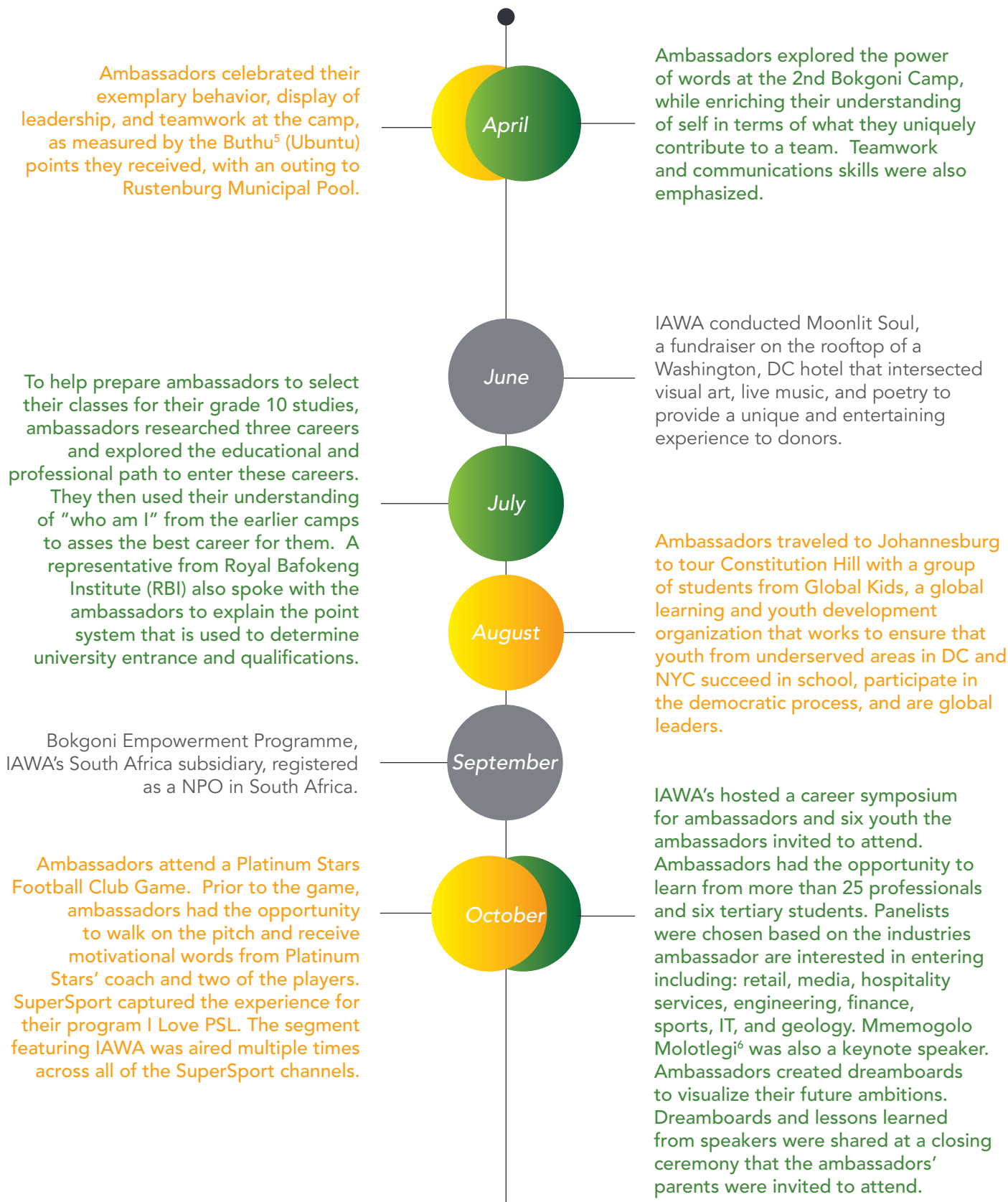
I Am, We Are officially becomes a tax-exempt entity in the US.



³Setswana: the King's office

⁴King of the Royal Bafokeng Nation

2016



⁵Setswana: humanity, human kindness, humanity to others, I am what I am because of who we all are

⁶Queen Mother of the Royal Bafokeng Nation

2017

Camps are extended to two weeks (excluding October camp) and with assistance from RBI mathematics tutoring is integrated into programming. The fifth Bokgoni camp is focused on introducing entrepreneurship. Ambassadors' capstone project will be a travel excursion. Ambassadors researched locations, created the budget, and brainstormed three fundraisers to earn a ¼ of the cost of the trip. Cape Town was selected as the destination.

February

IAWA hosted a cocktail reception at Reed Smith LLP's Penthouse, in Washington, DC to raise funds for 2017 programming. Dr. Kebalepile Mokgethi, CEO, Royal Bafokeng Nation's Department of Health and Social Development Services, was the keynote speaker.

April

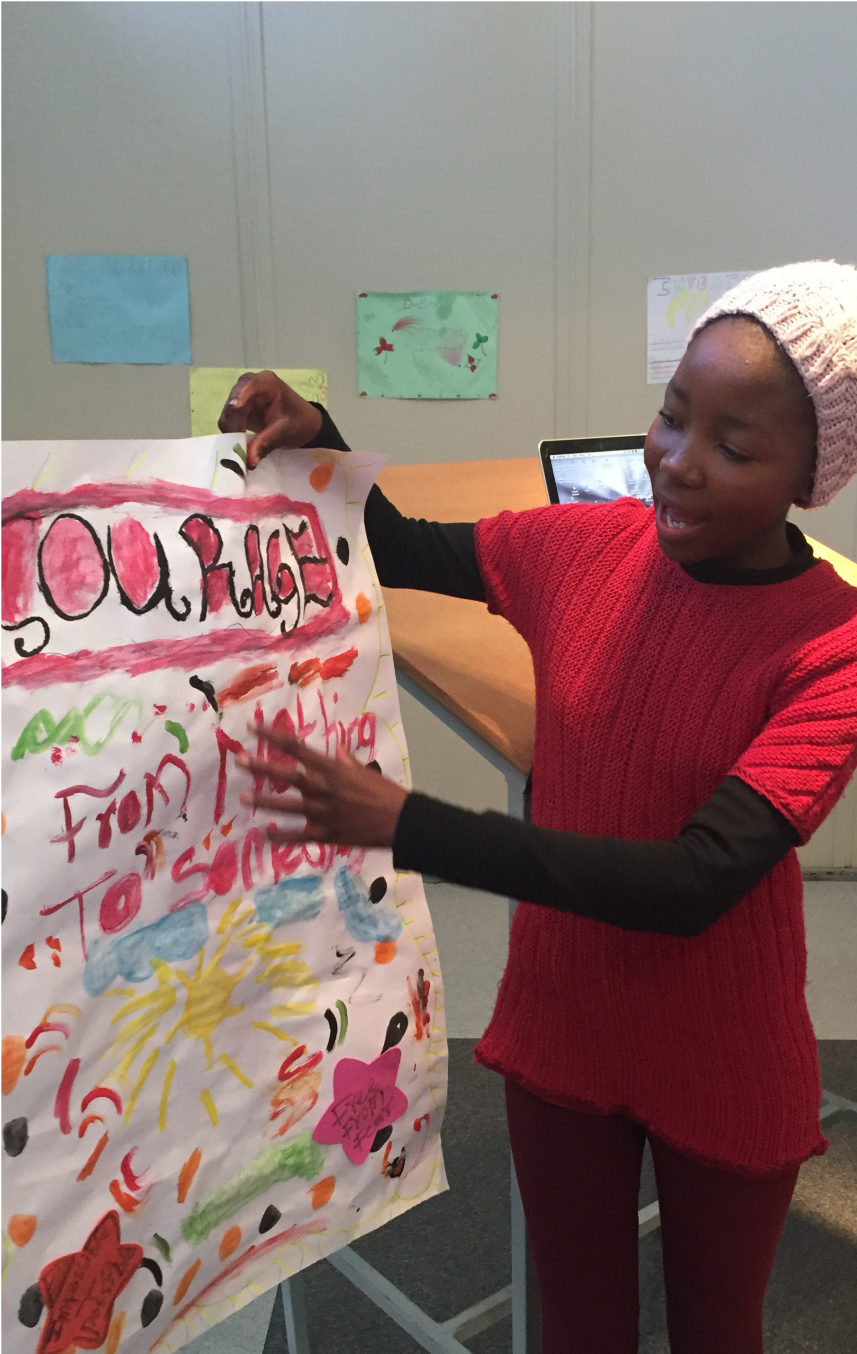
At this camp, ambassadors continued to learn the principles of entrepreneurship including marketing, financial management, and business management. Ambassadors applied learnings by forming executive committees to strategize and plan for their fundraisers. Executive Committees pitched their ideas in "Shark Tank" style presentations. Seven teenaged girls from Jelani Girls, an American nonprofit helping young woman re-imagine what it means to be GREAT, attended a portion of the camp. Jelani Girls and Ambassadors went on a game drive in Pilanesburg Park, volunteered at a home for Orphans and Vulnerable Children for Mandela Day, toured Soweto, and visited the Apartheid Museum.

June

WHO ARE THE INAUGURAL AMBASSADORS?

- Originally all attended Charora High School
- 18 females and 3 males
- Setswana is everyone's home language, but English is also spoken in two homes, and Sotho in one home
- 57% reported an unemployed parent/guardian or provided no employer
- 10% live with a guardian that is not a parent
- Academically diverse: In grade 8, 8 did not achieve at the end of Term 1 and Term 2 primarily due to Mathematics, while 2 received Meritorious Achievement with a 70-79.99 average in term one and term two, and 8 received Substantial Achievement with a 60- 69.99 average in term one and two





WHAT DROVE AMBASSADORS' INTEREST IN IAWA?



"Spending time with friends is a waste of time without focusing in [on] something that can help me in the future or become a better person tomorrow."

IAWA AMBASSADORS DESIRED...

- To be better people
- Cross-cultural opportunities
- Understanding of self
- To volunteer
- Access to opportunities
- Support
- To gain skills
- To learn to think independently
- Improve teamwork and collaboration skills
- To understand world affairs
- Mentoring
- To increase self-esteem and confidence
- Augmentation of classroom education
- To improve Mathematics and English
- A constructive activity over school holidays

"I may not be the best, but the best is what I aim to be and with this opportunity of joining I Am, We Are I surely can make it to a higher height."



"I Am, We Are inspires young people to do great things with their lives. My participation will be a great pleasure to show my peers that trying makes perfect, but not only my peers, but the whole world. From I Am, We Are I wish to gain success and make the world proud. In my life, my only wishes for me [is] to travel the world, [get a] better education, a successful life, and help those in need."

"We are people from rural areas we are not recognized. We have talent. Most of the things happen in Gauteng. With time, I can see myself going far...Most teenagers with their talent didn't go anywhere, because of lack of recognition. This programme will help us to take our talent to the next level..."

Quotes are taken from application statement of interest.

“ I really enjoy being here....
Being here really brings joy... I
learn many things here like to
believe in myself, patience and
to work as a team. ”

- IAWA Ambassador



OUR SUPPORTERS

We would like to thank the following organizations and individuals for donating their time, resources, and expertise. Your support has been instrumental to our success.

STRATEGIC PARTNERS

Common Truce
Fund for African Relief and Education
Generate Abundance
Hero Heads
Inspira Marketing Group
Jelani Girls
Just Act Strategy
Kurian Consulting

Royal Bafokeng Institute
Royal Bafokeng Administration, Department of Health and Social Development Services
The Respect Alliance
Twilight Ebb Productions
Uphold: A non-profit action cooperative
Victoria House Foundation
World of Money

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Royal Bafokeng Nation

Angel Investors (\$1,001 - \$10,000)

A. Scott Bolden and Reed Smith LLP

Sponsors (\$101 - \$1,000)

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Toney Rogers
Tony Harvin
Traci L. Caldwell
Ulysses Glen
Victor Acquaaah-Harrison
Yoa Tyus
Young African MBAs





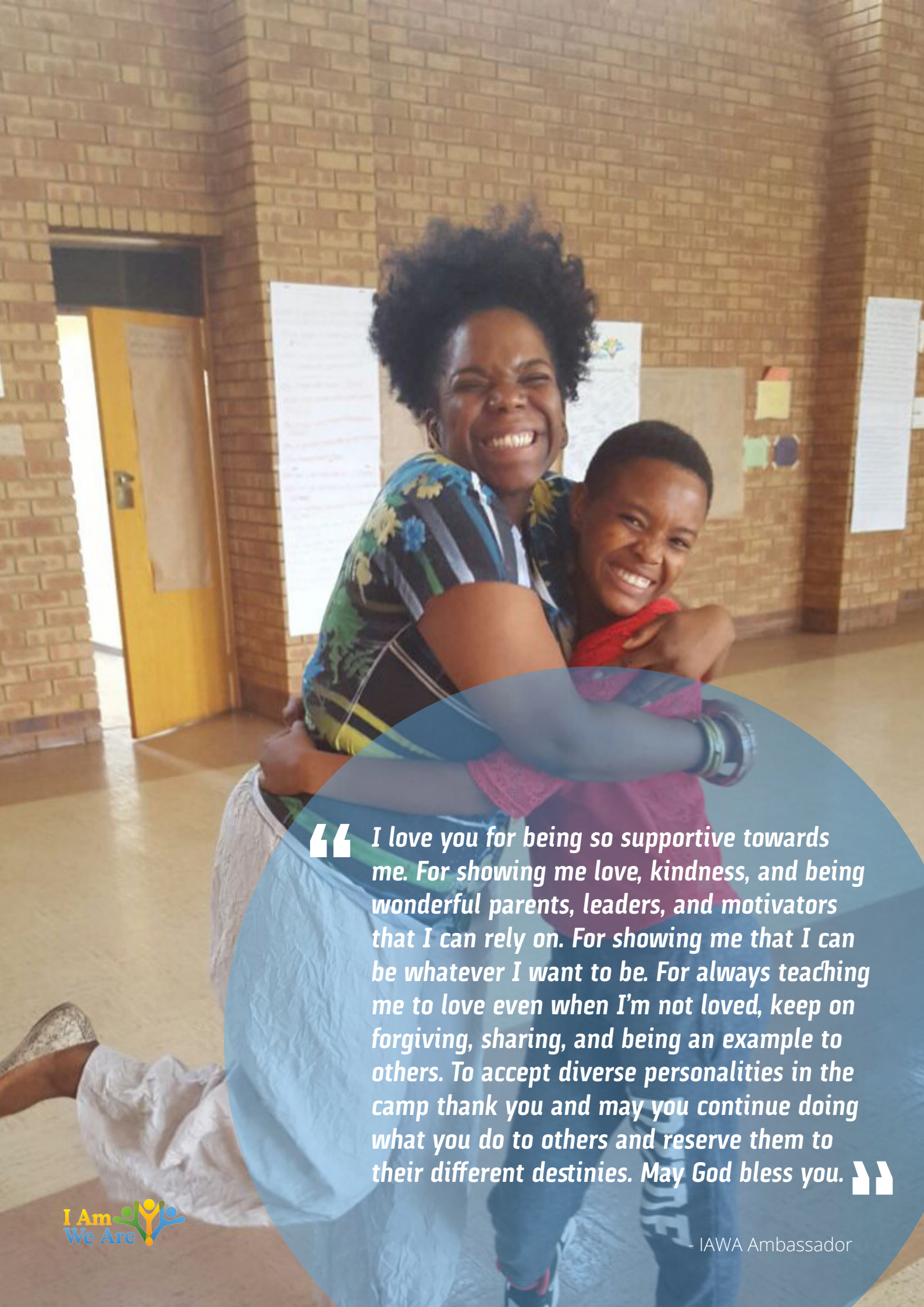
FINANCIAL SUMMARY

	USD		ZAR	
INCOME STATEMENT	FY2016	FY2017	FY2016	FY2017
Revenue	\$5,527	\$44,627	80,068 ZAR	607,054 ZAR
Program Costs	\$4,372	\$16,347	63,335 ZAR	222,368 ZAR
Net Surplus for the Year	\$1,155	\$28,280	16,732 ZAR	384,686 ZAR
BALANCE SHEET	FY2016	FY2017	FY2016	FY2017
Assets	\$683	\$342	10,156 ZAR	4,451 ZAR
Cash in Bank	\$472	\$30,269	7,012 ZAR	394,325 ZAR
Total Assets	\$1,155	\$30,611	17,168 ZAR	398,776 ZAR
Retained Earnings	\$1,155	\$29,435	16,732 ZAR	401,419 ZAR
Currency Translation Reserve	-	\$1,175	435 ZAR	(2,643) ZAR
Total Equity	\$1,155	\$30,611	17,168 ZAR	398,776 ZAR

Notes:

Financials are compiled and unaudited.

Revenue includes support from Bafokeng, individual contributions, and in-kind support.



“ I love you for being so supportive towards me. For showing me love, kindness, and being wonderful parents, leaders, and motivators that I can rely on. For showing me that I can be whatever I want to be. For always teaching me to love even when I’m not loved, keep on forgiving, sharing, and being an example to others. To accept diverse personalities in the camp thank you and may you continue doing what you do to others and reserve them to their different destinies. May God bless you. ”

IMPACT MONITORING AND EVALUATION

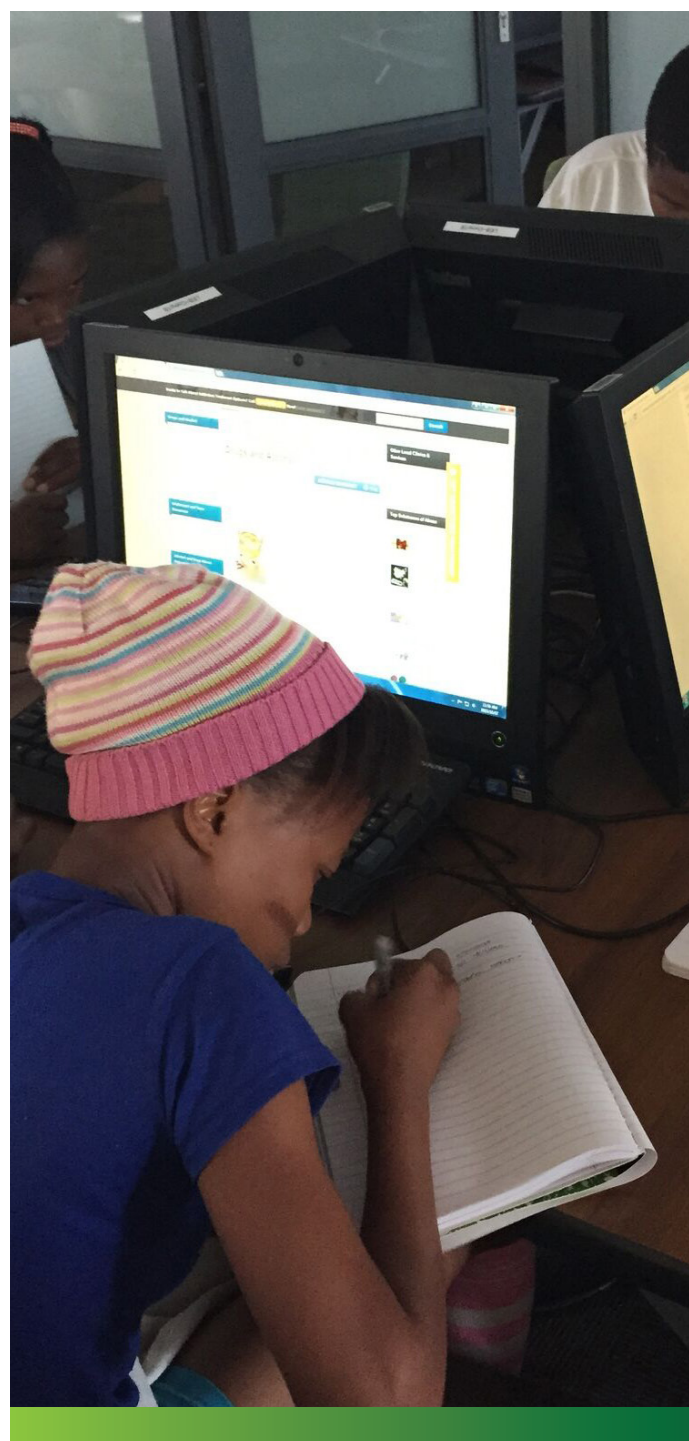
IAWA is assessing how the ambassadors' mindsets shift in six areas that we have determined are indicators of future success:

- *goals & aspirations*
- *problem solving*
- *self-efficacy*
- *empathy*
- *cooperation & communication*
- *self-awareness*

These areas are evaluated employing a quantitative and qualitative assessment tool that includes a survey and six long response questions. The survey questions were taken from the 2007/2008 California Healthy Kids Survey (CHKS 2007/2008).

The survey is comprised of eighteen multiple choice questions, three per target area, that were designed for self-evaluation, using a four response Likert scale of: Not at All True, A Little True, Pretty Much True, Very Much True. The long response questions were developed to gain deeper insight into the quantitative responses.

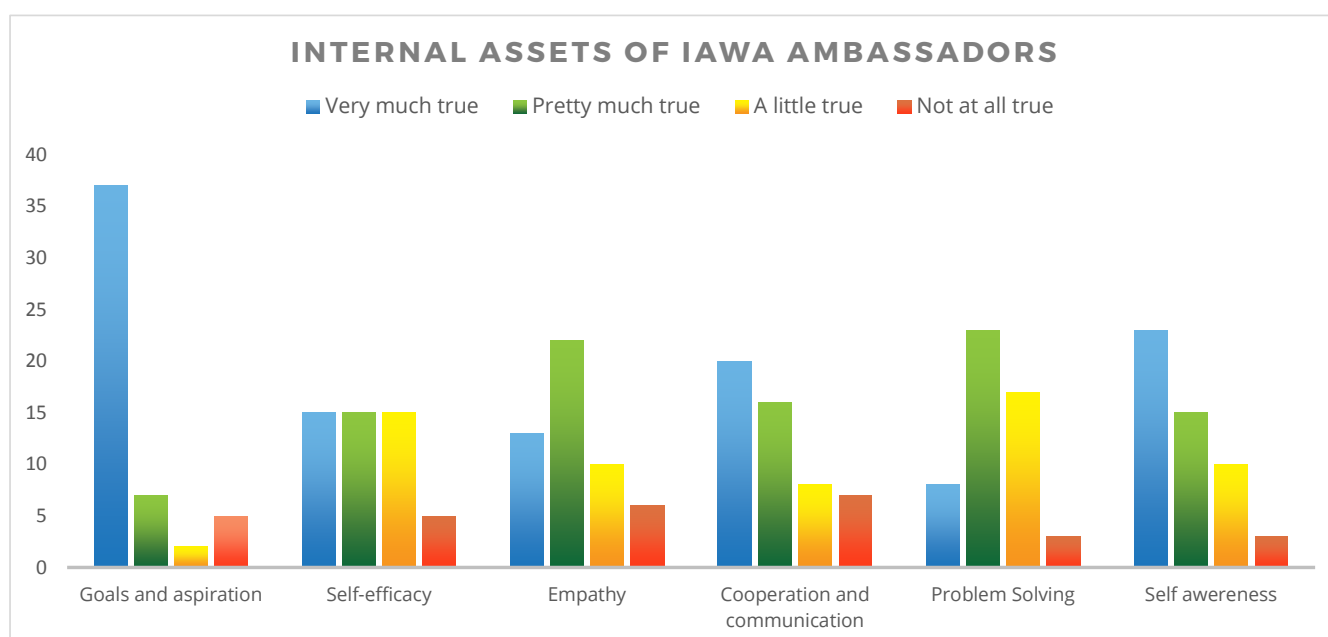
Ambassadors took the assessment at the beginning of the program and at the start of the 2017 programming. Ambassadors will retake the assessment at the start of 2018 and at the end of the program.



BASELINE ASSESSMENT



The baseline survey was completed by 19 ambassadors. Results from the quantitative and qualitative findings are presented together and organized by IAWA's six target areas. Target areas are defined based upon the definitions provided by the CHKS 2007/2008.



GOALS AND ASPIRATIONS⁷

Having goals and aspirations refers to using one's dreams, visions, and plans to focus in the future; in other words, to have high expectations and hope for one's self. Goals and aspirations are an expression of the intrinsic motivation that guides human development. They reflect the search for meaning at the heart of every human life. Ultimately, young people who have goals and aspirations develop a sense of deep

connectedness. Resilience research, as well as the National Longitudinal Study of Adolescent Health (1999), has identified a sense of deep connectedness as the most powerful individual asset protecting against negative developmental outcomes. These negative outcomes include teen pregnancy and school failure, emotional distress and suicide, violence, and involvement with alcohol and other drugs.

Findings

44 of 51 responses (86%) to the multiple-choice questions were indicative of having moderate to high levels of Goals and Aspirations. The majority of these responses (84%) were indicative of a high level of Goals and Aspirations.

The long form questions sought to shed light on the participants professional aspirations for the future and to inform who/what characteristics make a participant's role model. 8 of 19 respondents (42%) chose being a doctor as their future profession. The participants who chose the field noted a lack of access to doctors and medicine in their communities as well as wanting to limit the suffering of their loved ones.

"I want to be a doctor when I grow up because I don't want to suffer, I want to do everything for myself and family."

"When I grow up I want to be a doctor to help people who are sick and in the village there are less doctors."

12 of 19 respondents (63%) chose family members as role models. Three participants answers raised questions about their family circumstances. (Note: question will be rephrased as 5 of 19 respondents misinterpreted "look up to" as taking care of)

"I look up to my mother because she is the one who mostly comforts me when I am a little bit down. She make sure that I am happy and she also make sure that I get a better education as she always inspires me to get every opportunity I come across with. My Mother is someone who made me who I am."

Insights

The participants have high levels of goals and aspirations, however for a significant portion of respondents these seem to be driven from a deep concern over the well being of family and lack of access to medical care. These responses may be indicative of a need for partnerships with medical organizations and psychosocial assistance. Additionally, extra care should be given to determine potential unsafe family circumstances for the noted participants.

⁷**Survey Questions:** I have goals and plans for the future; I plan to graduate from high school; I plan to go to college or some other school after high school.

Long Form Questions: What do you want to be when you grow up? Why?; Tell us about someone you know who you look you to? Why?

SELF-EFFICACY⁸

Self-efficacy refers to the belief in one's own competence and feeling one has the power to make a difference. It is related to task mastery, the sense of doing something well, and to self-agency, having the ability to act and exert one's will. Self-efficacy is a critical component of

developing one's identity and sense of self—the major developmental task of the adolescent years. If a large percentage of students do not score High in the asset of self-efficacy, this may indicate the prevalence of low expectations in their school.

Findings

30 of 50 responses (60%) to the multiple-choice questions were indicative of having moderate to high levels of Self-Efficacy. These were evenly split between High and Moderate levels of Self-Efficacy. The long form question sought to measure whether the ambassadors had the confidence to raise their hands in the classroom. The majority of participants, 12 of 18 (67%) would raise their hand in a classroom setting, while 6 of 18 (33%) would not.

“Yes. Because we have to copart (cooperate) all of us. No answer is right or wrong. But it helps me a lot to speak out.”

“No. Because some other think I am afraid to raise my hand, my classmates will laugh at me.”

“Nope. I didn't speak up or raise my hand because I didn't want people to think that I know better than them and I didn't wanna cause any disagreements. All I wanted was peace.”

Insights

Both the survey and long response answers are indicative of a significant need to focus on activities that can improve self-esteem. Due to responses indicative of fear of conflict, consideration of psychosocial support may be advisable.

⁸**Survey Questions:** *I can work out my problems; I can do most things if I try; There are many things that I do well.*

Long Form Questions: *Think about a time that you have had an opinion that was different from your classmates. Did you raise your hand in class to speak? Why?*



EMPATHY⁹

Empathy, the understanding and caring about another's experiences and feelings, is considered essential to healthy development and the root of morality and mutual respect. It is a commonly identified individual attribute in resilience and emotional intelligence research. According to Daniel Goleman (1995), "Empathy is the single human quality that leads individuals to

override self-interest and act with compassion and altruism." Infancy researchers have identified that children as early as the age of two can realize that someone else's feelings differ from their own. Lack of empathy is associated with many of the behaviors plaguing schools—bullying, harassment, teasing, and other forms of violence.

Findings

35 of 51 responses (69%) to the multiple-choice questions were indicative of having moderate to high levels of Empathy. The majority of these responses (63%) were indicative of a moderate level of Empathy. 19 of 19 long form responses (100%) showed high levels of empathy with someone in this situation. Respondents discussed donating to friends and feeling distressed at wanting to help but not having the resources to do so.

"It makes me feel sad but all I do is to make my friend feel better by telling her that everything is gonna be good, and I share some of my clothes or shoes with her or I invite her to come to eat with me."

"I feel very hurtful. I know that pain of someone coming to school without eating/ having shoes is very very painful because maybe at home they have no money to buy shoes/ food. So they need to go to school without those things."

Insights

There is a significant discrepancy between the survey and long response answers. A few potential thoughts: a. Measuring empathy is often more effective with the use of specific examples as a prompt and we should give significant weight to the long response answers or b. The long response question targeted specific material deprivations, objects that participants can relate to not having. The survey questions focus more on an emotional empathy that may not be as developed.

⁹**Survey Questions:** *I feel bad when someone gets their feelings hurt; I try to understand what other people go through; I try to understand how other people feel and think.*

Long Form Questions: *How does it make you feel when you see friends who have less than you? (uniforms, shoes, food)*



COOPERATION & COMMUNICATION¹⁰

This social competence asset refers to having flexibility in relationships, the ability to work effectively with others, to effectively exchange information and ideas, and to express feelings and needs to others. Clearly, the power of this

attribute is that it facilitates the development of that powerful protective factor—caring relationships. Conversely, lack of this social skill is associated with adult criminality, mental illness, and drug abuse.

Findings

36 of 51 responses (71%) to the multiple-choice questions were indicative of having moderate to high levels of Cooperation and Collaboration. The majority of these responses (56%) were indicative of a high level of Cooperation and Collaboration.

The long form responses here showed the majority of participants, 12 of 17 (71%) were able to complete their team based project with varying levels of cooperation. 5 of 17 (29%) either could not complete the project or failed to do so in a team based capacity (i.e. they did the project on their own).

“There was a time when we have to do a gear. And we as a team didn’t agree on how we will complete it. So we have to argue first and work on it. It was hard to finish it because some of our teammates didn’t want to help. So we took our telephone tower to make a gear. And at the end everyone was happy for the gear.”

“We were at library with my friends doing a project of a bridge, so we came with our ideas about what we want to do. After we choose the main point, they didn’t agree with that so I do it on my own to get marks.”

Insights

The survey and long response answers align in their assessments of ambassadors’ capacity for team-based activities. Both were indicative of relatively high scores, through the long response answers shed light on some of the difficulties faced of the successful teams. The development of additional team based activities that partner high performers with those less adept at collaboration could facilitate growth for both ambassadors, challenging high performers with working with those who are not, while developing the collaboration skills of low performers through the influence of those with more developed collaboration skills.

¹⁰**Survey Questions:** *I can work with someone who has different opinions than mine; I enjoy working together with other students my age; I stand up for myself without putting others down.*

Long Form Questions: *Think about a time that you worked with a friend or family member on a project but did not agree on how to complete it. Please explain if you finished the project and how?*



PROBLEM SOLVING¹¹

Problem solving includes the ability to plan, to be resourceful, to think critically and reflectively, and to creatively examine multiple perspectives before making a decision or taking action. Resilience research and other research on

successful adults have consistently identified the presence of these skills. Students should be given the opportunity to directly problem-solve in an ongoing and authentic capacity.

Findings

31 of 50 responses (62%) to the multiple-choice questions were indicative of having moderate to high levels of Problem Solving ability. The majority of these responses (74%) were indicative of a moderate level of Problem Solving ability.

There is a significant difference in the findings between the survey and long response answers. The long form responses showed the majority of participants, 15 of 18 (83%) have or would ask for help from classmates and teachers. The remaining respondents showed low self-esteem.

“I tried to get help from other students who are doing better than me. They were patient with me and kind. They helped me up until I understood well.”

“That was the time when I was in grade 2 I didn’t know nothing at all. Didn’t like to write or read. I failed grade 2 but I met a teacher who always took me after school and she taught me that when I saw that I am good and never let myself down. I got awards and I never failed any class until now.”

Insights

While the long response answers are indicative of a high success rate in problem solving, the significant differential between them and the survey questions is indicative of a need to continue focusing on problem solving methods. The success indicated by the long response answers were school related. It may be advisable to work on the development of problem solving skills outside their comfort zone.

¹¹**Survey Questions:** When I need help, I find someone to talk with; I know where to go for help with a problem; I try to work out problems by talking or writing about them.

Long Form Questions: Think about time at school when you didn’t know how to do something. How did you figure it out?



SELF-AWARENESS¹²

Self-awareness is knowing and understanding one's self. It is a hallmark of successful and healthy human development. It includes developing an understanding of how one's thinking influences one's behavior, feelings, and moods as well as an understanding of one's

strengths and challenges. Self-awareness often manifests as the stepping back from experience, being with what is happening instead of being lost in it. It is the fundamental internal asset upon which other assets (like insight and self-control) are built.

Findings

38 of 51 responses (75%) to the multiple-choice questions were indicative of having moderate to high levels of Self-Awareness. The majority of these responses (61%) were indicative of a high level of Self-Awareness.

Insights

A long-response question was not associated with this target area.

¹²**Survey Questions:** *There is a purpose to my life; I understand my moods and feelings; I understand why I do what I do.*

Long Form Questions: N/A





IAMWEAREYOUTH.ORG



@iamweareyouth

*Creating a world
where all youth are
socially engaged,
globally aware, and
economically free*