Edu-Index

- Invest and Interact -

EDU-INDEX

Connecting NGOs with Volunteers

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Contents

INTRODUCTION

Education – a weapon so powerful, and a key for many doors – a necessity, needed in good quality by so many, yet accessed by so few.

Education has always been one of the most fundamental concepts in society – preparing us for life, teaching us vital skills and knowledge and aiding us in our future endeavors.

Nevertheless, Education is perhaps one of the most troubled sections of our country, with OECD ranking us as having one of the worst systems in the world, fueled by corruption, as well as our socio-economic divide. The problems resulting of this, subjects us to a lack of sufficient funding, teachers, as well as resources, forcing many children to endure learning in horrific, overcrowded conditions, of which are often highly unsafe, leaving them vulnerable and endangered – in areas they should feel the safest – all resulting in a continued cycle of poverty, crime and drugs – all separate problems of our country, which can all relate back to one. With this in mind, as part of the Big Ideas Course – where we are able to focus and create a project to alleviate pressure on certain problems – SDG 4, a Sustainable Development Goal, is naturally the UN (United Nations) Goal of which we feel most passionate about, because of its potential benefits, as well it's necessity in society, additionally due to its potential to assist in solving the various other SDGs – as we have been working towards throughout the 2nd semester of this year.

Figure 1: A picture after getting involved in a physical education lesson

As a group of Grade 9's, John Smith, Gus Farara, Charlie Bicker Caarten and Max van Veen from Bishops, Diocesan College, a school with a very privileged environment, we are fortunate to have the benefit that a good education can offer, although simultaneously very aware of the divide our country is facing – an exceedingly large, and growing, gap between the privileged and the marginalised which became more noticeable throughout the Big Ideas course. A gap increasing due to high fertility rates among the latter group, with low-caliber and poor-quality services provided to such citizens, of whom require it the most.

There is a massive contrast between the underprivileged and privileged schools, where privileged students are often unaware of the inequality, and unaware that there are schools not far from theirs where

Figure 2: Lack of learning Resources

learners go to school hungry, learn in a crowded environment without being afforded the privileges we are.

This is why we want to make a difference in our education system, as well as the development it allows for - however small it may be. Which is exactly what we did - dedicating time and effort into working on a project to aid this issue.

To briefly introduce our project's idea and it's intention, the specific Problem we mainly focused on was the lack of educational related tools and resources, predominantly in marginalised areas. This problem extends and expands to a much greater problem, and essentially causes and contributes to every single other problem society

Figure 3: A look into Woodlands High School

Figure 4: Learning about Woodlands Highschool and its current State

is faced with – such as violence, sexual discrimination etc. – as well as continues the cycle of unemployment and poverty.

Our world is overwhelmed with issues such as these, which are all vital to be solved – and basic human kindness and sympathy brings us one step closer, granting each individual opportunity.

Children are the future, yet grow up in a society in which many of them live in conditions of which no child should be subject to – which a good education helps combat, giving them to tools to improve, and the ability to overcome their circumstances.

Our specific problem we decided to focus on is the lack of resources, and the need of additional help and support in a South-African educational context, which is far from acceptable and functionable.

Throughout the rest of the document, we will be analysing this issue – as well as briefly exploring the general issues of our educational system – and focusing on background research related with the development of our idea – followed by the creation of our project. Then we will be looking at recommendations towards our project as wells as its long-term sustainability.

Therefore, we have committed ourselves towards making a step towards bridging the gap, and braking down the barrier that separates many of our privileged school students to the harsh realities that the majority of school children in South-Africa face, which is why, after considerable research and many meetings and excursions, we are proud present our project... Edu-Index, and online interactive portal, linking people to causes/NGOs.

BACKROUND RESEARCH

At the end of term 3, where we had the choice to orientate to the SDG (Sustainable Development Goal) that evoked the most personal interest and passion, which lead to the four members of the group being put together, all encouraged and motivated to work towards SDG 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." (SDG Compass, n.d.)

With the task of formulating an idea or project around our SDG of interest, we first needed to get a general overview of education in general, thereafter being able to break it down into specific areas that we would be able to create a sustainable project around.

> ### *Reflection Box – Charlie Bicker Caarten*
>
> When we chose Education as our main SDG to work towards, we needed to break down this broader concept. We identified the main problems that education faces in a local context, and then began developing it. Since our idea involved the creation of a website, we needed to do a tremendous amount of background research looking at what has already been created. Background research does not sound appealing, but it is important that our group continues with it first, so that we can ultimately create a better final project.

According to the United Nations, education is a basic human right that everyone must have access to, and therefore proves to be a massive stepping stone to human development, providing knowledge, skills and opportunities to all who require it. Education is also strongly linked with many other SDGs, and global issues, such as peace, lack of sufficient economic growth, poverty and healthcare, and therefore it is imperative that education is not overlooked by government officials, or global leaders. (United Nations, n.d.)

One of the challenges that was difficult to overcome as a group, was related to the fact that education is very broad in the sense that is related and connected to many areas around sustainability and current issues facing the world today. With this in mind, the way we overcame this hurdle, was narrowing down education into a local context, specifically in the Western Cape, South Africa.

Some of the major problems that this entails, includes various teacher related issues. In South Africa, in 2013, 60% of mathematics teachers, teaching from grades 1 to 6, would fail tests at their level of teaching. Teacher Absenteeism is also very high in South Africa, and therefore decreases the amount of learning in schools, on top of the relatively poor classroom conditions, and lack of educational equipment and tools. (Mbiza, 2018)

As a group, we have taken part in many discussions regarding the issues that the education system in South Africa faces, which we have identified, with the possibility of basing our idea around improving these ideas. One of the main problems we identified was the conditions in thousands of schools across the country, which makes learning difficult for all of its learners, which we experienced first-hand on the outings the class went on during the "loading minds" section of the course.

Along with this, concentration levels are significantly decreased due to food insecurity, as many children travel long distances to school and arrive every day on an empty stomach. (Vakil, 2017). The lack of learning materials is also a massive problem in the schools around the country, such as text books, stationary, uniform, desks and chairs (Gqirana, 2016) . This is all despite the large percentage of the government's budget goes to education, as we still don't see a constant and visible improvement in our education system, due its underutilisation. (Cohen, 2017)

One of the main sources of our group's background research did not involve the internet, but rather our eyes. During the "loading minds" phase of the Big Ideas, the class embarked on a couple of outings that gave us contrast of the South African education system. Over two days the Big Ideas course went to the Bishops Prep School, where we interacted with a Grade 3 class. During the next few days, we went to three underprivileged schools based in the *Heideveld* area, and another school based in Retreat. The economic divide witnessed and observed was evident, and we were shocked to see the disparity among our community – this exceedingly large gap between the privileged and the marginalised, coming from environments so different from ours, yet living just a few kilometers away.

This inequality is predominantly due to the aftermath of apartheid (Villette, 2016) . With it coming to an end on 27 April 1994, the state of many South African schools was left

behind. Although the government has tried to gradually improve this inequality, we are still left with a big problem which is affecting thousands of children around the country, leaving a lot of responsibility, not only on the government, but the people of South Africa. apartheid (Villette, 2016) .

And this is precisely why we are so intent on bridging the gap of inequality in our South African schools, by focusing on marginalised children from underprivileged environments. We have, therefore, built our idea around this issue, by increasing the interaction and donation in an educational context, making it more accessible and effective for an individual looking to take part, or give back to through community service.

Figure 5: Brainstorming Notes - What do we want to do?

After this initial background research had concluded, the group felt much more comfortable with the topic "education", because we had looked at it in a local context, and identified the main problems – which opened many pathways in terms of coming up with a "big idea" to carry out during the duration of the course. This then allowed us to get together as a group, and take part in a variety of brainstorming sessions, where we discussed potential project ideas moving forward. However, it was here where we experienced the complexity of group work and idea formation. On some days, many ideas were brought up in our discussions, which some members liked, and other members did not. Contrarily, on other days, we couldn't really come up with anything that had any use to us at all, which resulted in procrastination and time wasting.

However, to our surprise, these brainstorming meetings were not that pointless after all, as it was a result of them, that we came up with the main focus of our idea: Creating a website that would encourage school children and adults to get involved in the community around them, by interacting or donating, through direct relationships we would intend to make with various schools.
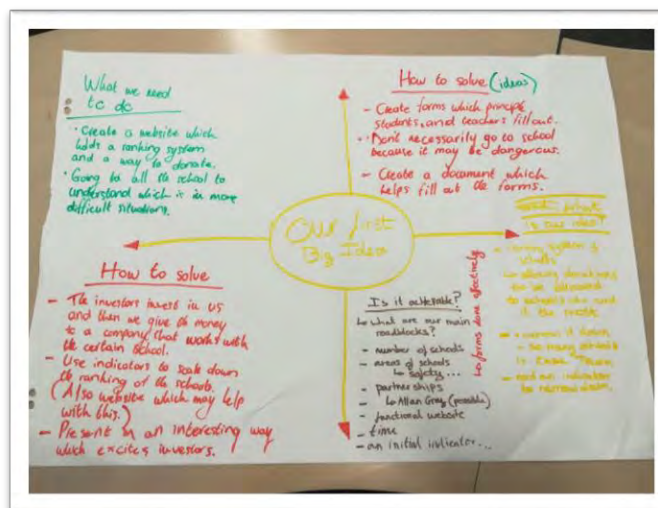
Figure 6: Our initial idea.

Nevertheless, after the meetings with Adam Kane-Smith (trustee at an NGO, Great Commission United – GCU – based in Cape Town) it was necessary to change our idea/project, as explained in telling our story. Thus, instead of dealing and creating relationships with schools, we would index and categorise already-existing NGOs, to be linked on our website.

With this in mind, more background research needed to take place, focusing on two key areas: community service, and identifying any websites or organisations already in existence (that are already doing a similar thing).

"Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your own community reaps the benefits of your work." (Sarikas, 2018). There are also many benefits that come with community service, allowing students to take what they have learned in the classroom, outside a school environment, and use this knowledge to educated others, and develop new skills while working in the community (Barge, 2018). Community service also helps you develop many of the 21st century skills, learning how to see the world from many different angles and perspective, as well as becoming more "aware" and increasing one's empathy (Barge, 2018).

We feel that our idea can change and improve the way in which community service can be carried out – allowing students to stick to their interests and strengths when giving

back to the community, by making beneficiaries more accessible, easy to browse and contact.

Since we had decided to make a website, the next challenge was conducting background research, in an attempt to find any organisations already in existence that had a very similar idea or model to the one of our own, and then using this research to develop our own idea, make improvements and alterations, as well as making it as unique as possible.

As a group, we first came up with a list of important characteristics of our website, which we would then use to compare any website to the one of our own. The characteristics included: being based in Cape Town; focusing on education only; improving the access and the ability of people to interact and donate in an educational context; act as a third party (portal) linking NGOs already in existence (that are already contributing and improving education) and finally an organisation that further divides these NGOs into categories which allow for volunteers to interact within an environment of interest, as well as catering for the interests of school students under eighteen years of age.

After conducting this research, a website called *forgood* (forgood, n.d.) was one which kept on arising after researching websites which focus on key aspects similar to our own. This organisation, however, accounts for all provinces in South Africa, rather than focusing specifically in Cape Town. Furthermore, this organisation does not purely focus on education but a wide variety of categories, and the only educational related topics are: spending time with children, teaching and tutoring, and mentoring. From these categories, the majority of the volunteering opportunities are not through organisations, but usually directly involved with a school or an aftercare facility, and usually requires a more than one volunteer for extended periods of time. On top of this, these volunteering opportunities are mostly suited for adults, rather than school children.

Another website called *CommunityHours* (CommunityHours, n.d.) is another organisation which in some respects is similar to the one of our own, but in more ways similar to *forgood*. Not purely focusing on education, as well as containing very few educational interaction opportunities in Cape Town, many of which are unsuitable for school students.

One of the main positives of our website is we make it easy for volunteers to find somewhere to donate or interact towards, directly linking in organisations which the volunteer can get in contact with. The organisations *forgood* and *CommunityHours* require its users to create an account with an email and password, and furthermore, it is still challenging to find a reliable and suitable opportunity to give back to the community.

With this research done, we could move onto developing our idea, as we knew what ideas/projects already exist, and could build a unique project capitalising on potential improvements that could be made on these websites. We wanted to make the website appealing and easy to use, especially for students, ensuring they don't get caught up or lose interest while browsing potential volunteer opportunities.

In conclusion, the background research completed by the group has not only given us insight into the topic at hand but has also made the formulation of our website and idea easier to accomplish. Discussions, meetings, interviews and arguments that our group had undergone, has added more relevant information on top of the background research completed, and we are proud of what we have achieved within this complex process.

TELLING OUR STORY

Finally, after our comprehensive and thorough research, our group was finally ready and prepared to initiate working on Edu-Index and begin our project – and with a passionate and dedicated group, we were hopeful, and looking forward to working together to achieve our goal

Nevertheless, our desired goal was altered, and faced huge adjustments over the course of the upcoming weeks, as anticipated with Complexity Theory.

After the brainstorming process (BACKROUND RESEARCH) and we identified our first idea, we were committed towards achieving it. However, it is essential to note that we reached our first idea with ambitious mindset – seemingly 'diving' into it – with good intentions, however we later realised our objective were larger than what we were capable of achieving given our circumstances.

Our original idea in fact originated and was created on the very first day we were tasked with planning it – whereas we were allocated a considerably longer time to complete what we managed to achieve in a single lesson. However, at this stage, we had no doubt or reluctance to initiate working on our 'Big Idea', as we were all ardent towards it, with little to know analysis into our project and the circumstances surrounding it.

One of the main reasons for this however, was not because our group felt it wasn't necessary, yet because we had already experienced and witnessed a fair amount of the issue that we were focusing at this stage. The majority of our class outings and excursions that took place prior to this were all focused on education – where we visited various schools in *Cape Town* of which are not afforded the privileges we are, mostly situated in relatively disadvantaged areas, such as *Heideveld*, as well as *Retreat*.

At these schools, we were addressed by teachers/headmasters and informed about the learning environments, interacted with some of the pupils, and even sat in during one of their classes. As a result of this, we were familiarised with the issues they have the misfortune to be faced with, and having talked to some pupils, were further informed over their circumstances.

As a result of this, we were certainly more aware and informed over these issues and the problems faced in our educational system than previously – of which were far more complex than previously thought (as outlined in the previous chapter) – however, we were mistaken to think that this was sufficient to be able to create a project that approaches these issues, as we consequently established.

> ### _Reflection Box – Gus Farara_
>
> Our group came up with this idea relatively early in the "ideation" phase of the big idea, and although this has proved to be the foundation of our project, there were a few things that we knew weren't clicking together. Firstly, we hadn't really thought the idea through, and didn't consider the possible problems the group might face, and we didn't realise the magnitude of our initial idea. With a first meeting with the coach, we gave a brief overview of our idea, and we knew that it was going to be extremely tough to carry out. We knew it wasn't working, because after we formulated the idea, we didn't know where to start, and we kind of felt stuck in a way. Coming up with an idea is one thing but carrying out me be very tricky. The group liked the idea, and therefore would use it to branch onto something else. We didn't realise the importance of sitting in the cloud, and how "being stuck" can actually prove to be a positive thing and contribute to a more achievable and thought through idea.

Nevertheless, as a group we attempted at working towards our first idea: creating outreach opportunities for privileged individuals to interact with schools from disadvantaged environments – in which we would be forming direct relationships with these schools – indexing the schools, identifying their vulnerable areas and thereafter categorising the different outreach opportunities into sections to increase accessibility for its users (e.g. Culture and Academics)

However, during a meeting with an individual involved and holding great expertise in such fields, we realised our project would not be achievable as it then was

The Turning Point

Soon after we came up with our 'Big Idea', we decided to contact Adam Kane-Smith – a trustee at GCU, of whom we were wanting to share our idea with, and ask for any input/advice regarding it, as well as being able to be put in contact with schools of which our idea could be realised with. However, under just an hour later, when the meeting had concluded, we discovered our idea was unachievable as it currently stood, as it was too difficult to be able to function effectively. As the meeting started off, once input was being given on our plans, we were told of the various issues and problems we would face if we were to proceed with it, all of which would hinder the effectivity we would desire.

Who are GCU?

"G.C.U aims to deal with notorious gangsterism and high youth-unemployment problems in volatile neighbourhoods. We start from the root, which is the education-based poverty trap in impoverished communities. We partner with local primary and high schools to provide mentoring, sports and after-school programs to engage children within their schools. We then provide them with academic support through our educational program and make sure they have the necessary individual attention to do well in class. We nurture them as well as their dreams so that they can become functional members of society, breaking the cycles that stunt their growth." (GCU, n.d.)

We came to acknowledge that our idea was firstly, on too large a scale – forming direct relationships with such schools would be tremendously difficult, as they have a huge variety of things to deal and focus on already, and to attempt to allocate times for outreach opportunities on the scale we desired, especially being children ourselves, would be unlikely to be within our reach.

Furthermore, we were made aware that NGOs currently in existence have essentially already done so, of which offer a variety of programs within schools to aid their development – meaning our idea is in actual fact, in addition to not being original and

unique, has actually already been realised – and to a far greater extent than that of which we could manage to execute.

> **Interview Notes: What are your thoughts on our idea so far?**
>
> Marginalised schools already have a lot on their hands, so won't feel comfortable just letting volunteers into their grounds.
>
> Make sure your website is as interactive and attractive as possible.

Thus, after these two vital factors were acknowledged, we decided to ask for advice on a potential way forward – in light of our current idea's lack of effectivity, we were told that it would be better to rather have and form a relationship with NGOs instead of schools, where our users would be able to act and assist schools through NGOs.

> **Interview Notes: Do you have any advice for us moving forward?**
>
> Might want to narrow down your idea into something more specific, making it more achievable.
>
> May want to use NGOs already in existence, which will help you in increasing your variety of interaction and donation opportunities for the website.
>
> Contact Mario, who is involved with GCU, as he has incredible experience in South African education and will be able to give you valuable advice.

Consequently, once the meeting had concluded (of which was exceedingly helpful in nature) to explain in terms of which are in line with complexity theory, en-route to our desired goal, we have been directed back in 'The Cloud', where we regrouped and discussed a new plan to take an idea forward in light of the information received.

After discussing our project as it now stood, and moved back into the cloud, it took us a relatively short amount of time to establish a new idea for our project – which still used the same concept as our previous one. Where now, our desired goal – although still different – was closely related to our original one, yet far more efficient and improved upon. Instead of creating relationships with schools, in light of the relative input from Adam Kane-Smith, having gathered NGOs have essentially already indexed these schools

themselves, and created initiatives, we in turn decided to index the NGOs themselves, categorising them into the various sectors they focus on regarding educational 'pillars' (Academics, Sport and Cultural) as well as additionally indexing them by age. As a result of this, we are still achieving and delivering on our original intentions – connecting people to the causes and initiatives, however we are doing so by simplifying the ability to access them, and increasing the accessibility of them, and the public's ability to easily identify and find NGOs that they are able to become involved with based off specific areas in which they are skilled and knowledgeable in – furthermore, it assists children in being able to find volunteering and outreach opportunities as well (especially considering the mandatory community service in many Capetonian model-C schools)

Thus, we began working towards achieving our new and re-invented idea – of which, in reflection, has actually appeared to be far more useful than its predecessor.

> ### *Reflection Box – John Smith*
>
> We've now – as it is too difficult to communicate and organise directly with the schools – determined that it's best to have partnerships/link through NGOs already established throughout Cape Town that work in the relevant areas. To expand – We, as a group, have researched various NGOs that work in the relevant sectors we're focusing on (Academics, Sport, Culture) This being said, on a general level, I am overall far more confident, and hopeful towards our desired result – which is fairly different from where be originally began (to use the cloud analogy, our 'B' shifted, and we are now near the border of the cloud near a 'C'), and feel that our adjusted idea is far more achievable, useful, and effective.

Throughout the lessons, after we established what our ultimate goal to work towards is, we sub-divided the tasks within our group to a relative member, with each member been given the responsibility to complete and be fully committed towards it, which, in certain regards increased the efficiency within our group at being able to get certain tasks completed, however simultaneously proved somewhat problematic due to lack of communication among certain members, as well as a clear lack of commitment on certain members' behalves.

> **_Reflection Box – Max van Veen_**
>
> There has been some conflict in the group, which I would say is quite minor, the reason for this conflict is because of me not being all too willing to work. I was unfocused. From my point of view, I thought that I was lacking instructions. I feel that some people in the group don't understand my sense of humor. It makes it harder to try make work fun. I feel that the person who doesn't get my sense of humor thinks that I am immature.

Before I discuss that, I must note the different tasks assigned among our group – leading to the completion and construction of our project. In pursuit of achieving it, we had three main tasks – The Website, The Blog, and Communications/Research. Our blog was mostly completed quite early on in the term, thus our Website, Communications and Research became the center of our attention. We allocated one person to establish and set up the website, sorting out the technicalities – with another individual to maintain the upkeep of it, and edit the themes to make it more user-friendly. Additionally, we allocated all communications to be handled by another, as well as additional work our project requires. Nevertheless, when certain tasks were found overwhelming, we did not hesitate to step in and assist – such as our research into indexing and identifying all the NGOs we would wish to make use of.

Our Website, Edu-Index, was fairly simply to create – with a custom domain being bought collectively by our team to assist us in its manufacturing. Our website outlines our intentions, and covers all basic knowledge of who we are and how we came to be, however most importantly, has the Interaction page clearly enlisted on it, of which clearly categorises the different NGOs – of where each separate one is displayed with its own logo on an embed image, where you are immediately transported to its website when clicked upon.

Although the final product seems fairly simple it required a fair amount of thorough, hard work, there were still many difficulties faced whilst putting it together, especially with certain tasks not being delivered on time, such as a certain members NGO Research (which we split up for the entire group to do a section of due to its importance as well as

magnitude) not being completed in time, which resulted in a fair amount of conflict with in the group, as some members took out frustrations at the relative member. However, the issue was resolved, and apologies were made, although the work had to still be undertaken by another member. Nevertheless, even once we had already endured such a conflict, oftentimes work was still not completed by the same individuals, leading the remaining members to take on more workload – which was frustrating, yet was in the best interest of the group.

However, and partly because of this, as it was vital to expand our list of NGOs focusing on children, we began to contact a well-known individual with great expertise in the field, of whom is extremely involved with an NGO based in Cape Town, known as GCU. Contact was made to ask for assistance in our cause with identifying and finding NGOs that enable child volunteers to interact through, however, although correspondence was made at first, it seems we unfortunately were no longer prioritised and/or were forgotten about, as after a certain point, no further communication was received. However, our group did compromise and decided to take on the work ourselves of researching NGOs with children – and although it did prove sufficient, I still feel it would have been preferred for expertise directly from an involved individual, yet we acknowledge it isn't a huge issue to face.

Thus, over the course of the upcoming months, during the 'Big Ideas' Lessons, we worked committedly on our project, resulting in us completing our website, and managing to gather a full, comprehensive list of NGOs we wished to include on our website. Once this had been completed, our website, once it's theme and layout/look was finalised, it was nearly ready to be published – after months of hard work, with ups and downs, personal reward and conflict. Although still a fairly small scale project, we are grateful for the opportunity and privilege it has been to create it, and truly do hope it has the potential to make a difference in our city – allowing people to give back and volunteer through a cause that suits their abilities best.

CONCLUSION

Our group has thoroughly enjoyed the Big Ideas course, exposing us to new concepts, increasing our awareness and empathy around current issues the world faces toady, and developing our 21st century skills – which has been practiced during our collaborative work done with the group. Whilst reflecting upon our project and achievements as a whole, I am generally pleased and exceedingly satisfied with what we produced. We feel that it delivers on and assists towards helping aid the educational issue we face – by increasing accessibility to the organisations, as well as enabling it to be easier to find one that suits you – with the overall focus on education and its development.

It is also essential to note the complexity involved within our project to reach this stage, with a plan continuously adjusted and altered – being non-linear from the initial stages of our project towards the result seen in the actualisation of the project. To re-iterate, education is underutilised (insufficient teaching capability, unsafe learning environments etc.) as shown through our SDG 4. As mentioned earlier, our group passionately believes in the necessity for volunteering towards such causes (as seen our website), as given the current political, economic, and social climate in our country, it's resulted in being one the most productive ways and manners to improve the crisis we face – as long as we all are willing to make a difference and give back, we can achieve tremendous results.

At final reflection, as a group, we generally feel that our project has potential to be utilised, within this noticed gap, and thus are overall pleased with the outcome as it currently stands, and look forward to the future prospects of it being used effectively. Furthermore, we also feel that our project is relevant and helpful towards our desired goal– SDG 4 – focusing on quality education, and the necessity of it. Our projects objective and intention as always been focused and committed towards this goal, and as we established one of the most effective ways to aid the crisis we face is through giving back/volunteering - allowing us to assist and aid an already established concept in helping solve the relative issue, which, due to the complexity involved in it, our project will continuously be adjusted in the future.

Recommendations and Long-term Sustainability

Although we are content with the status of our website at present, we still feel that there is room for improvement, and thus have various recommendations going forward. Firstly, we would like to improve the user friendliness of our website, while also making the categorisation on our website more thorough and effective for users.

Since our group created a website for our "big idea", it can be constantly updated, edited and changed by any of our group members at any time, allowing for constant improvement and development. We can increase the number of NGOs on our website allowing for more choice, while additionally able to receive comments be able to receive, and criticism from website visitors - therefore maximising our long-term sustainability of our project. Even though the Big Ideas course comes to an end after the second semester, the 2018 class will be involved in the course for many years to come, and therefore our group will be given a platform to constantly review our project and adjust where seen necessary, giving advice and sharing our experiences.

Final Words

Nevertheless, regarding the Big Ideas course, although we still feel there's room for improvement to be made, we feel it has, overall, been a remarkable experience, and exceptionally successful in its pilot year, and we are sure it will continue into the future of Bishops – and truly grateful for the privilege it has been to be a part of it.

In the words of Malcolm X - "Education is the passport to the future, for tomorrow belongs to those who prepare for it today"

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