

B.A.U.T.O

Bishops Association with U-Turn Organisation

A Clothing donation to help those in need

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Introduction:

Our names are Nic Mommsen, Ben Mitchell and Jared Chu, and we are all Bishops Boys who are a part of the Grade 9 Big Ideas course. We have been working on our Project (B.A.U.T.O.) for the past two terms (Grade 9 Term 3 and 4 2019).



Figure 1 From left to right: Nic Mommsen, Ben Mitchell, Jared Chu

Planning

After a lot of thinking, we decided that a decent part of people's budget goes to clothing. It represents a lot of dignity for people from all income brackets, so we thought that this was a crucial place where we wanted to help people, so here's how we got there, and what we managed to do. We knew what we wanted to but not how to carry it out, our idea and our path from A aiming towards B, but ending up at C, was the best way that we could really get to know what we wanted to do and what would really work.

Our first main idea was to set up a course for adults to help them with their financial and health needs. We tried to setup up a course with SAEP, who will supply the education and skills, but we ran in to a few problems. One of them was how we were going to get the funding and payment and later we decided to rather stick to a donation as we could not find the right people to help us with our project.

[Visit to the Sustainable Institute](#)

During the first week of term 4 we visited the Sustainable Institute. We were educated on how they were established and what they do. We were all inspired by how all the certain areas such as the SPARK school for kids and the recycled material houses were all interconnected. This then took us on to a new path. We were interested to create a public garden for strangers to tend to or a small one after school class where children who are living in poverty can attend and be taught by Bishops students. The idea for after school teaching was interesting to us as we could probably get boys who were looking to do community service to teach the children. This was a really good idea, but we were not ready to fully commit as we ran into more problems. For starters, we did not know where exactly we were going to setup the classes.



The classes cannot be too far for the Bishops students and not too far for the children. So, our idea for the after-school class at Bishops was not an option. We then were told to rather go to a public library. This was a brilliant way to help children, but we were stopped again as we had to get permission from a public library to use its grounds and to allow both Bishops students and the children. We then rejected this idea as there was too many problems, but we do suggest it for next year's Grade 9's. The Sustainable Institute really gave us a new point of view on how we can carry out a project, but we then stuck to the donation as U-Turn was also interested with our project. Within a few weeks we were planning to setup bins throughout the school which would be monitored by either teachers or a camera so that students do not throw litter into the them or steal.

We would like to give a, huge special thanks to Mrs. Peel and all of the coaches, for guiding and helping us on this path to not only complete our project but in addition to this, allowing us to help others throughout Big Ideas.

What We Chose

We chose SDG 1 as this was the goal that resonated the most with each of us, and in South Africa it is such a huge problem that needs to be solved. There is such a huge gap in the income of the richer, people in SA, and the poorer. This is mostly due to the Apartheid system which forced many people out of their well-paying jobs, to having very little education, which sets up the next generations very badly. People then get stuck in a vicious cycle of being very poor, and their children then getting bad education, so then they end up not making much money ant etc.

Research Phase

In the first couple of weeks after choosing our SDG we spent hours of researching and learning as much as we could about the various ways in which we could tackle this Goal. It seemed impossible at first and every now and then we would have disputes over certain things or decisions that needed to be done. We spent lots of time summarizing and going over articles, and we concluded that it's a much bigger problem in South Africa than it seems.

(United Nations, 2018)

This suggests that something really needs to be done, not just in South Africa, but all over the world.

The Idea

We then started brainstorming for our Big idea, looking at personal connections, and what we would be able to do with them. With SDG 1 we had many options as SDG 1 is related to almost all the goals, so it took some time to narrow down what we wanted to do. We wanted to come up with a possible idea for every goal related to SDG one meaning we had a wide range of choices and we didn't have to decide on an idea we wanted to do straight away. SDG 1 is related to: SDG 2 zero hunger and in order to solve poverty we need to achieve global food security. SDG 3 as in order to eliminate all poverty we need to ensure good health and well-being in all. SDG 4 as in order to solve poverty we need to educate the youth of the world. It is also important to goals 5, 6, 8, 9, 10, 11.

As you can see, we had a very broad topic to cover and because of this we spent quite some time in the cloud plotting our idea



While researching we came across one document (Martins, 2010) that really opened our eyes and gave us an idea to work towards. This document was about poverty-stricken families' spending. We then realized that all their money goes towards the essential such as food and shelter and very little goes towards items like clothes and toiletries. We took the most tackle-able one to do on a scale where we would make an actual difference as

we thought this was one of the most important points we had to cover when coming up with our idea and this was clothing. We decided to address the lack of clothes with regards to people under the poverty line

We thought about possibly giving presentations to the school about how to recycle clothes and how the clothing industry is incredibly damaging to the environment to school pupils but as students we realized that there is a good chance that this will go in one ear and out the other, so that left setting up clothes drive at Bishops. While it is probably not the most innovative and new idea, it is an idea that is assured to make a difference in many people's lives, while staying sustainable, and if we have learnt anything from Big Ideas, it is that a small action can result in a big effect and that if we all do our part in moving toward the 2030 targets for these goals it becomes more possible than before.

We contacted and set up Interviews with people such as the Clothing Bank, [SAEP](#) (South African Education Project) and U-Turn. We then gathered information as well as advice on how we could make the project more sustainable and not make the same mistakes as others did in the past. We researched and figured out how to hold the clothes collections and how to motivate people to donate to us. We also looked at what to do with these clothes because what was the point in collecting these clothes if we had no idea what to do with them. Our idea was starting to take shape.

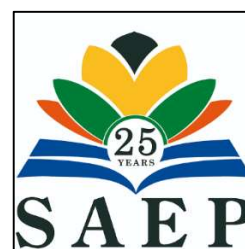


Figure 2 SAEP logo



Figure 3 U-turn's logo

In this Narrative we have also covered what the problem is, why we want to help these people, who these people are, and where it has taken place, with a bit more. We will still be covering all our research and other ideas we have had, what we planned to do, what we did, and finally the evidence of how it went and how well it worked. We will then conclude all we have done, and we will make recommendations regarding the project in the future and its long-term sustainability. After this we will have all of our references, and

a Bibliography. Throughout the narrative we will also have Reflection Boxes showing continuous reflecting throughout the project.

Here is our journey, as a team, of how we tried to go from A to B, but ended up at C.



Figure 4 Photo of Poverty-Stricken homes in South Africa



Figure 5 Close up of Poverty-Stricken Home



Figure 6 Young Children having to clean up litter

We were lucky that SAEP could help us. They sent us more photos, but we decided to use these photos as they had more of an impact on us than the others.

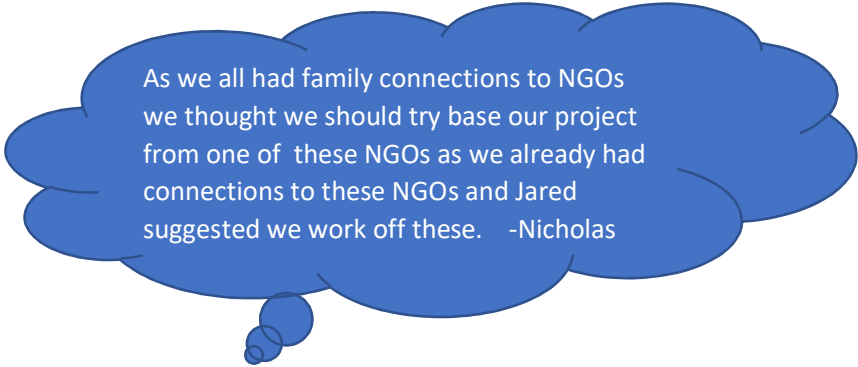
-Jared Chu

Body:

Our Research

Everywhere in the world poverty exists. Even in the richest of countries. In South Africa however poverty is much worse. “According to Stat SA, in 2015, about 49.2% of the adult population in South Africa were living below the UBPL (Upper Bound Poverty Line).” (Statistics South Africa, 2019) and this can be seen when driving through South Africa and even in Cape Town which is much more developed than most areas of South Africa.

Sometimes when we went to school, we would see homeless people under the bridge by the Liesbeek River and we would feel guilty and so this was one inspiration for us to try and help these people or those who lived in similar way to them. Another inspiration was when we drove to the Sustainable Institute. Along the side of the road were miles of shacks and homeless people. Most of our parents also work for an NGO's such as SAEP which also played a role in our research and our final project. All of our parents also work for an NGOs such as SAEP which also played a role in our research and our final project.



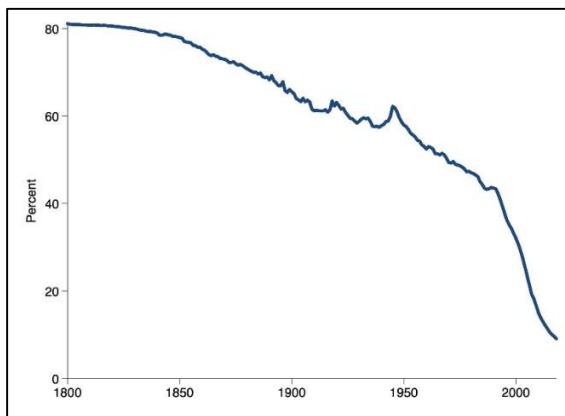
As we all had family connections to NGOs we thought we should try base our project from one of these NGOs as we already had connections to these NGOs and Jared suggested we work off these. -Nicholas

Ben and Nicholas's moms both work for an NGO based in Cape Town called the Life Matters Foundation which get parents to come teach at understaffed underprivileged schools and Jared's mom works at an NGO that provides education and food to the underprivileged. Our first idea was all based on these connections and we found important information about how NGOs work through this.

SDG 1 or No Poverty is one of the hardest goals humanity must face. In every country around the world there is poverty. Even though there does not seem to be any, the truth is there is. About 10% of the world live in poverty (Peer, 2018). That is a big difference compared to 1990 where a quarter of the world lived in extreme poverty. This is much better compared the 1990 but is this enough?

The statistics and graphs clearly show that the Global Poverty has slowly decreased. However, according to the World Poverty Clock, countries (mainly in Africa) are losing the battle on poverty. (World Data Lab, N/A)

Figure 7 Percentage of People Living in Extreme Poverty Over the Years



(World Economic Forum, 2019)

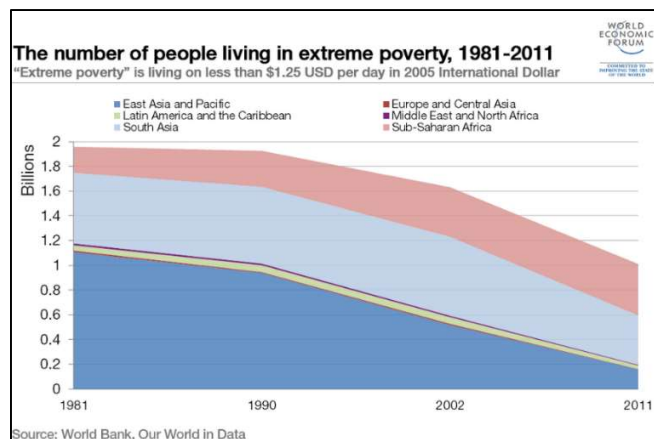


Figure 8 The Figures of How Many People are Living in Extreme Poverty

(rosnick, 2018)

We were set on another idea and came across the idea of a clothes drive by doing research into zero hunger. Thinking back now we should have seen where our other project would have gone if we had kept on working on it

-Nicholas

Everything starts somewhere. Poverty must start somewhere for it to exist and after hours of research we found interesting and sometimes disturbing facts about poverty. The roots of poverty are basically the lack of accessibility to basic needs such as shelter, water, food and education, as well as inequality. (Peer, 2018). This causes those who live in poverty to suffer to crime and violence as well as to have a poor healthcare. Children on average suffer the most. The lack of education, shelter and healthcare either causes them to die at a young age or set them up to live a life of crime. Poverty can be a trap, and one which is hard to escape. We also found out that in South Africa that in order to be in the

richest 10% you need to earn around R7,313 per month. And to be in the top 1% you need to earn around R 48753 (after tax). The median wage in South Africa is R3 300.

Expenses for People Living in Extreme Poverty

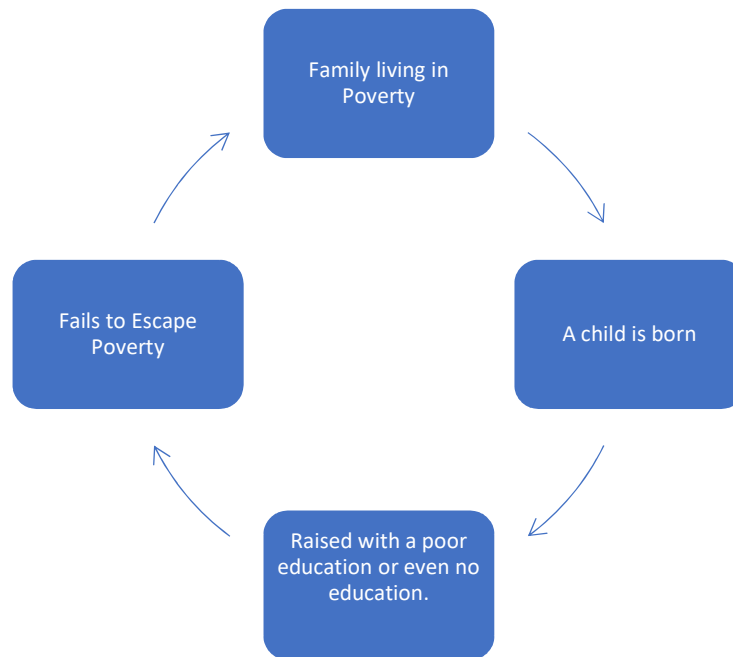


Figure 9 Flow Chart Resembling the Never-ending Cycle in Poverty Stricken Families

Reflection box:

It really scared me how this cycle can keep generation after generation in poverty, and it clearly outlines that quality education, SDG 4, is key to solving SDG 1. This is why we decided to work with clothes as this leaves more money for families to spend on education. Thinking back, this flow chart resembles our whole SDG, and therefore it is the first SDG, and the most important, as it is so easy for families can get trapped in this cycle for several generations.

Ben Mitchell

Food	Family	R2 520,21
Domestic and personal hygiene products	Family	R628,82
Airtime	Family	R300,00
'Savings' into stokvels/mholiswano, stamps etc.	Family	R200,00
Total for typical expenses		R7 624,13

Figure 10 Typical Expenses for People Living in Extreme Poverty

(BusinessTech, 2019)

According to the SALDRU (South African Labour and Development Research Unit), in order to feed a person nutritionally it would cost around R527 (for children) to R670 (for

active men). A child support grant is only R420 per month which is enough to feed a child but not nutritionally. Mind that this is only for food and does not include other things such as rent or clothing. It also does not include things such as basic education, life insurance electricity as well as data or airtime.

This is really sad to hear as most of us take things such as food, airtime, data or power for granted.

As you can see from this balance sheet there is no area that remotely looks at spending money on clothing, we found that this was the case for most poverty-stricken families that we had a look at online. While we looked at what other projects would work,

we did not spend that long in the cloud contemplating what our idea would be, but we didn't just come up with it randomly on the first day we came to the library.

Looking back on it now, we probably should have done more planning and research about SDG1 and what projects we could have done. We could have possibly come up with a more original, innovative idea if we spent more of our time researching. We also could have written more in our narrative and we would be more informed when starting our clothes drive and we probably would have done it more efficiently.

Nicholas

As we said clothes were not our first idea. We brainstormed many ideas before we came to our current idea. We looked at food and other types of donations such as stationery and books do with education under poverty but because our idea is not too complicated, we didn't spend too long in the cloud but more of our time went to thinking about specifics and problems we would face for our project. We decided to start implementing our project sooner rather than later and we were one of, if not the first group to actually start implementing our project so soon.

This was when we decided we were not experienced enough in clothes distribution and Nic thought that we should try contact an NGO with more experience. This was a good idea and we started researching organizations we could contact in Cape Town. The one that stood out to us was U-turn. We decided that for research we should interview them. We here gained valuable information in the interview about incentivization and running a clothes drive.

We also gained information about our target market for the donation when we set up the trial clothes drive in Gray House. Sadly, we soon found out most boys will not donate clothes out of the goodness of their heart.

The Plan:

Can We Really Get Rid of Poverty?

After weeks of research and debates between ourselves we finally had an overall idea of how to do our project effectively and efficiently.

In order to escape poverty, you need to have the access to opportunities such as education, water, a safe environment and a safe healthcare. Normally people would have to pay for such things. This is sometimes a huge financial burden and at times people might have to resort to easy money.

We planned to do a clothing drive. The reason for this was to ease the financial burden of some families. As mentioned in our research of how much people earn per month, we realized that most of the income earned went to the essentials and none really went to things such as clothing.

We wanted to try get information about our clothes drive out to as many boys as possible, so we had hoped to announce it in assembly, we also had planned to send an email out to all the parents about our donation but the parents are already running their own donation for school clothes this meant that we would have to specify that we were doing civvies clothes only .We had also planned for our head of house to mention our main donation during prefects assembly but we had to get Mr. Westwood to sign an a form

about hosting a U-Turn clothes bin and we were only seeing Mr. Westwood on Thursday after the prefects assembly. We had planned to put the actual clothes bin in a lot earlier but because of documents and forms we had to get signed it took longer than expected.

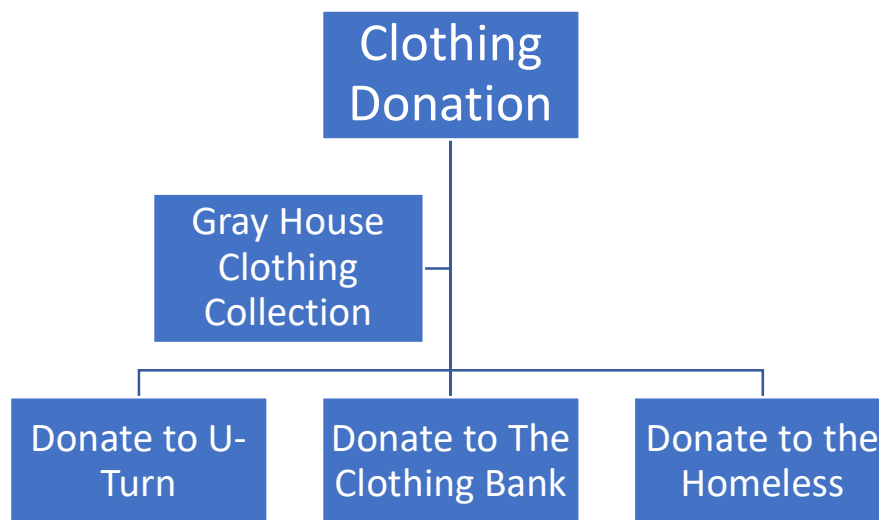


Figure 11 Flow Chart that resembles the basic outline of our planning

Reflection Box:

I thought that we had really good planning in some places. We learnt from all of the errors that previous clothing donation drives have made, and we changed our project to make it even better. Some examples are how we motivated the Grade 9 Gray Boys by buying donuts for them if they brought clothes, and like how we used a low flat and wide bin, so that nobody would mistake it for a rubbish bin.

We haven't really noticed any errors in our planning so far, but we think we should have gone to Mr Westwood earlier, and ask if we can email the parents, because we think that they would have more motivation to donate clothes. We should have worked just a bit more so that we could get the drive going earlier so we could get just an extra amount of clothes.

I think from our planning, the greatest thing that we established is our connection with U-Turn. Bishops will now have this connection for a very long time, and we are proud to have done this. They have helped us so much so far, and they will still help us with our project going forward!

Ben Mitchell

We Did This

Once we knew what we wanted to do we started putting preparations for our project in place. We asked Mr. Wrench if we could speak in Gray House meetings.

We were often conflicted on what to do with the clothes once we had collected them. We considered just distributing them, but we had no experience in the matter and if we were to do it ourselves, we would have no idea where and how to do it. We were also conflicted on whether to just give the clothes or to sell them very cheaply. When we discussed it with some of the big idea's teachers, they said that we should think about if it was better to give someone a hand up or give them a handout. We decided that we should talk to someone with more experience in this area of expertise and so we researched a few organizations and one caught our eye. U-turn is a large well-funded organization which do quite a few things which include educational and rehabilitation courses and clothes drives. They have quite a few secondhand clothes shops around Cape Town and they

sell clothes to poverty-stricken families for very low prices. They additionally hire these people to run their shops. So, we decided to try get in contact with these people.

We interviewed and talked to Rowen Ravera the Strategic Partnership Development Manager of U-Turn a few times and as we decided, we were going to give them all the clothes that would be generated at Bishops and in turn they offered to put a U-turn clothes donation bin at Bishops if our initial trial collection went well. This was great for us as we were worried that this project would only work once but this meant our project would last long after we have completed the Big Ideas course. This also increased the impact we made as this meant that much more clothes would be donated and it furthermore established a relationship between U turn and the school.

Once U-turn had agreed to put a bin in Bishops we were conflicted on where to put the bin. We needed to put it in an area where boys often traveled through but in an open enough area for parents to take notice because the parent body is more willing to donate than the student body. It also needed to be in a central area in the school

The clothes we donated would go to one of two places, either one of their secondhand shops around Cape Town to be sold at very low prices or towards providing clothes for people in one of their educational programs. We then went to one of U-turns secondhand shops to actually see where our clothes were going.

About setting up our project Nicholas spoke in Gray House, house meetings about our trial clothes donation we are running in Gray House at the moment. Nicholas spoke about U-turn and what they do and why it is a good cause. This was received very well, and we received great support from our housemaster, he even donated some clothes himself. One of Gray House's cleaning staff even put protective plastic over the bin without us even asking. We knew that the chances of lots of boys bringing clothes was low because they would forget so we decided if we could get as much of our grade to bring clothes as possible it would work well. So, we decided to give a little incentive for the boys in our grade. Boys in Grade 9 Gray House who brought five or more pieces of clothing would get a donut from us. We knew while this could diminish the message of goodwill it would greatly increase the amount of clothing brought.

One of our problems was that the epic donations had just gone on which was a donation for a charity that the Grade 10 boys visited while on their Epic journey. We had to specially time our clothes drive so it was long after the clothes donation for Epic and during the stationary Epic donation, and far away from exams so that people will not forget. We then decided to open our clothes donation. We then decided to start our full drive. We decided that the parent body would be more willing to donate to our cause than the majority of the student body but to make that happen we had to speak to Mr. Westwood because he is the only one apart from the headmaster that can send an email to the whole parent body. The only problem was that the parent body were already doing a school clothes donation



Figure 12 Our Clothes Donation Box, We Made Sure to Not Make It Look Like a Rubbish Bin

After one day we could see it was well received as we already had 2 small bags of clothes in our box. We saw a massive increase of donations when we incentivized the boys in our grade to bring. We had to buy more donuts because more people brought

clothes than expected. This was great as we were not expecting that much of a response, we had so many bags we could not fit it all in the box we had provided so we had to put some of the bags in our locker. We had to extend the length of the trial drive



because people wanted to bring more clothes on Monday and Tuesday. We were all just hoping that there were enough clothes to convince U-turn to put a bin in Bishops. We were also worried because if we put the U-turn bin in too late it would not get many donations as exams were fast coming up

Figure 13 The Clothes Collected by Week One

After another call with U-turn, we received forms about the placement of the bin and a document that we had to get signed on the behalf of the school. These documents were from U-turn, they were about the hosting of these clothes bins and the placement of these bins. We had to have a contact for U-turn in a position of leadership and we needed to put their details in. So, we had to go speak to Mr. Westwood and ask if he could sign it on the school's behalf, we also had to clear the whole project as U-turn had hoped to put it onto one of their Facebook pages. We decided to put the clothes bin in in the wind tunnel as it filled all of U-turns criteria for the clothes bin placement. We wanted to get our project to now get out to all the boys. We went to speak to Mr.

Westwood as he had to approve of the U-turn Bin being in Bishops and luckily, he was very supportive of our idea and even offered to get Mr. Pearson to talk about our project in Friday assembly. We wrote a small speech about U-turn and our project and sent it to Mr. Westwood who gave it to Mr. Pearson who convincingly drove or project.

This is the Evidence of How it Went

The Result

This whole project had a massive impact. We were able to contact Mr. Westwood about Mr. Pearson to promote our project in assembly so that more people will donate. This was successful and on the 8th of November Mr. Pearson announced our project in assembly. We also achieved other things. We created a lasting connection between Bishops and U-turn, and we were also left with a huge pile of clothes that I am sure impacted a lot of people greatly. There was a direct impact for all the people who got clothes that were generated at Bishops. There was also an indirect impact of we helped the people running the secondhand store for U-turn a we helped them continue their job. We also impacted U-turn and helped that great organization and all the good they do and all the people that work for them. But there was another result, possibly not as big of an impact as all of that but this project made an impact on each one of us and I hope Mrs. Peel as well. All the research and time spent in this terrible trap that is poverty has really opened our eyes and made us each feel a bit stronger about this SDG in particular and a bit more willing to put in time and effort into moving towards SDG 1s target in 2030.

Jared Chu:

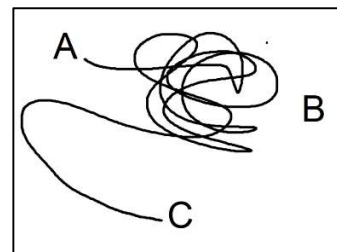
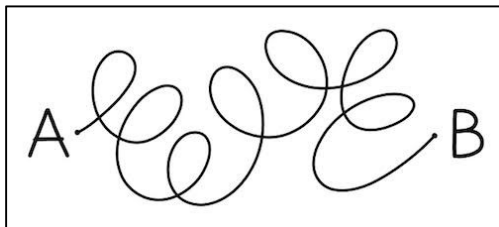
In all honesty I am satisfied of what we have accomplished but I wished we did not do a handout. Donations or handouts are not really sustainable. I personally wanted to start a program to help educate people living in poverty on how to find a job or how to save your money but that did seem a bit too much later on in our project.

For the Grade 9's doing the Big Ideas course next year, I advise that they focus more on their planning more than their research because if you have a definite goal in mind, you can break it down and research on the certain parts of your goal.

Conclusion:

A to C?

In truth it is never A to B in any type of plan no matter how small or big. This was taught and explained several times by people such as the School of Courage and Confidence. The most important part of A to C was “thinking in the cloud”. By doing this you can get closer to A to B or maybe find a different idea. We knew our goal was a tough one and gave it our all to try to get as close as possible to A to B, but then you end up at C.



What We Could Have Changed

We realized a bit too late that donating clothes, food or stationery is not really sustainable. Because what if Bishops either decides to help other people or decides to even stop donating to these communities. One of the more sustainable way to help people living in poverty is to teach people to survive, plan, live or get out of poverty. This does seem a bit of a controversial topic as what if the person who we gave this information to decides to do something else or even nothing with the information. That is not our problem and the only real way to counter this is to either encourage and motivate them.

A Hand Up Rather Than a Hand Down

We also encourage next year's group to avoid donations and rather to teach or set up classes for people living in poverty as we only realized too late that hand outs are not really sustainable.

We would rather give people a hand up and let them try and turn their life around, and break the never ending circle of poverty, where the lack of good education is hugely creating more poverty, than give them a hand down, which only helps so much.

We hope that teachers will give advice on handouts and tell students to rather avoid them because of how it is not as sustainable as a lesson.

As the saying goes "Give a man a fish, and you feed him for a day or teach a man to fish and you feed him for a lifetime."

Reflection Box:

At this point we were faced with a choice. We were running out of big ideas lessons and we had to split our time between managing our actual project and working on our narrative. We decided that we should do the right thing and making the world a better place would always be more important than any mark ever. So we spent quite a bit of our time driving our clothes drive and managing details with U-turn.

Nicholas

What We Did

Throughout the term, we ran our clothing drive and we came to decide to do this after several weeks of intense planning. We spent nights researching and collecting pages or information. We have learnt various skills from summarizing to formatting our narrative. We had a few ideas, but from the start clothing sat with all of us really well, so we decided it was the one to be. We partnered up with U-Turn and they have helped us so much and we could not express our gratitude enough. As we said, we are overall proud with what we have achieved, and we think that U-Turn clothing Bins in Bishops could really make a difference. We made a difference, and whether we get good or bad marks for big ideas we have changed the world for the better. There will be people who will live a better life because of us and the moment when you realize you have changed the world is magical. Overall, we were satisfied and at the same time wishing we could do a better job, as There is always room for improvement!

Appendix

This was probably one of our biggest sources of information and guidance apart from U-turn.

SAEP Interview

How did the Organisation start?

The Organisation was launched by an American Environmental advocate when he arrived in South African in 1994. He thought of helping the youth from under-resourced and under privileged areas by promoting sustainable environmental development by teaching then the value of appreciating and caring for the environmental resources to various high schools in different provinces. The initiative was first run by its founder, Mr. Norton Tennille with the help of American volunteers, students and donors from the US. He called the initiative - Southern African Environmental Project.

However, when the initiative became popular among the students from Sinethemba High School in the township of Philippi in Cape Town, the high school student requested lessons not only about environmental education, but help in academic tutoring for subjects such as science, Maths, English, Arts and debating. After a few years, the Organisation became more formalised with specific programmes to help high school students from several high schools in Philippi townships. In 2003, the Organisation was registered in Cape Town as the South African Education and Environment Project or SAEP for short.

Today, SAEP has five programmes that offer learning support for various ages and grades covering - early childhood development, primary school, high school, and post-matric students up to tertiary.

Were you sponsored, or were you self-funded?

When it was first launched by the founder, financial support to run the program were given by donors from the US who were either friends, family, work and school network of the founder. When personal funding ran out, the Organisation decided it was time to register

the organisation in South Africa (with the Department of Social Development who are the administrators of non-profit organisations) in order for them to find local funders and donors here.

Donations come from both locally and internationally. Donors are either government or private institutions, corporations through their Corporate Social Responsibility Investments (CSRI or CSI), or from private individuals, too.

What thought process did you have to go through to decide who you would be educating?

SAEP learning programmes provide interventions at critical stages of a children and youth development - at early childhood level, in grades 3 and 4, in grades 8 and 9, and in post-matric through their bridging year and tertiary support programmes. The learners and students selected are screened through baseline and end line assessments to monitor their progress through out the academic year while they are enrolled in an SAEP programme.

These programme interventions are

- Early Childhood development - developing principals of needy ECD centers so children from ages 0-5 will be nourished, be well cared for and develop individually to prepare them to Grade R (6 years old)
- Siyakhathala Primary Programme - helps Grade 3 learners learn to read confidently in their mother-tongue isiXhosa, to equip and prepare them to read for meaning when they switch to learning in English from Grade 4
- Hope Scholars Programme - helps Grade 8 and 9 students by providing them experiential learning through camps, hikes and excursions and various workshops in order for the students to extend their understanding of the lessons they learn in the classrooms. The programme also provides life skills lessons to students, including guidance on career and subject choices. Many of these students have not been (or can not afford) to hike up the beautiful

mountains in Cape Town or go to the Aquarium or on top of Table Mountain, or to Robben Island.

- The Bridging Year Programme of SAEP are offered to high school students from underprivileged background (mostly from Philippi townships and similar communities), who have passed the matric exams however their grades were not high enough to qualify to get admitted to universities and colleges for the tertiary courses they choose. These post-matric students are chosen based on their promising marks and their attitude and perceived resilience to be able to cope life in university.
- The Tertiary Support programme - takes some of the most promising graduates of the bridging year programme, and provides them paired-advisory (mentorships) with the goal of ensuring that these set of students will be able to successfully complete their tertiary course, earn a degree, and successfully find a job and be gainfully employed in order to finally be able to help support themselves financially including their families.

As briefly mentioned above the initial vision of the organisation was to teach learners the value of environmental education, awareness and appreciation.

Then after a few years, the learners requested that they be thought after-school academic tutoring for the STEM subjects (Science, Technology, English and Maths), aside from Arts, debating and environmental educational. These were for Grades 10 and 11 students from several high schools in Philippi townships.

However, after evaluating the reasons why the students of those grades were not doing well in the academics despite the after-school tutoring, the tutors realised the learning problems were more systemic, meaning the reasons why the students were failing in those subjects were because they were gaps in their learning experience during the earlier grades.

Therefore, the early childhood development programme was introduced in 2003 to help develop young children from 0 to 5 years of age and look after their physical, mental and emotional development of the very young children. Think about how we learned about ourselves and confidence when we were at play school.

Then, it was again realised that the organisation needs to help close the learning gaps between pre-school and foundation phase of learning. SAEP and researchers have realised that children in grades 3 and 4 not only cannot read properly, but their comprehension skills are severely lagging. This is because children from Philippi public schools are taught in their mother language, isiXhosa from preschool up to Grade 3. However, from Grade 4 children switch their learning to English, and this is the stage where learners struggle to cope from understanding lessons from isiXhosa to English. Therefore, SAEP launched a programme called the Siyakhatahala primary programme to help students in Grade 3 learn to read, and eventually read to learn in Grade 4 which will hopefully help them carry through the rest of their grade school years.

What problems did you run into?

There are many challenges when working with students and schools from under-resourced communities, aside from having enough financial funding to ensure that the programmes are run successfully and the employees properly paid their salaries.

Having said that, working with students and in the community present so many issues, for example -

- A lot if not most of the ECD centres in Philippi are run in dilapidated structures sometimes with no proper electricity connection, or that the space or rooms the children are cared for are very small and not well ventilated. The principals and teachers are also not well educated and trained in Early Childhood Development. A lot of the children are under-nourished, too.

- Some of the children in these school suffer from all forms of abuse such are rape, crimes, neglect, abandonment. A lot of them are cared for by their aunts or grandparents or guardians because their parents have to work far and for long hours, or their parents cannot afford to keep them.
- A lot of the students in high schools from these areas drop out of school and do not complete high school for many reasons such as - crime, addiction, undiagnosed learning disability, poor attendance because the parents do not have money for transport, no role-modelling from their household or families, they need to work odd jobs to help earn for their family, etc.
- Some students in university drop out because they could not cope with the challenges of university life, they do not have the right skills, the coping mechanism, the academic background, no parental support or role=modelling, and most compelling they could not afford the school and miscellaneous fees, or not even food and transport costs.

Were there any problems with them being hungry?

Yes and it happens across all the age/grade levels and across families. Often children go to school without eating breakfast. If a meal or snack is provided at school, that will probably be the only food provision they will have for the day, there simply is no food or not enough food at home.

How did the organisation grow in size?

When SAEP was launched it reached only very few students, less than 10 dedicated beneficiaries. However, as the different learning programmes were launched, a more formal recruitment and screen process were put in place, and so therefore the enrollment per programme increased. Increasing the number of students enrolled per programme is important in attracting potential funders or donors; it means the programme and the organisation is growing. If an organisation is growing in size and its impact and reach is better, the donors will trust the organisation and will want to treat them as partners.

1. **From our planning phase, one of the biggest problems we have run into is getting the word out, and making sure the boys and parents are motivated to help us. Did run into these problems, and if so how did you tackle them.**

Strategic planning is very critical in not only starting an organisation, but also in running an organisation. The Board Members and Management teams need to think carefully of their programme design, strategy and including budget and staffing. They need to think of which areas or schools to work with, and who to partner with. When an organisation has a sound operating strategy and the right combination of skills amongst its staff, the organization will run its programmes more successfully.

However, in order to secure financial resources through funding, and organisation needs to find donors, and that too will require strategic planning and thinking, making sure that its fundraising department is able to find and tap into the right donor market. And that is never easy. The fundraising team need to be able to market the organisation - just like in a sales and marketing department of a corporation - and to do that, the team needs to find or build its network of supporters.

Marketing can be done through public campaigns - using various media channels like radio, social media, sometimes through newspapers, newsletters, distribute flyers and brochures, and having fundraising events that will allow people or companies to donate money or their resources, e.g. computers, stationery, time, skills, land, office space, etc.

The fundraising team need also to write proposals to "sell" the organisation to would be funders. The proposals need to be well written, with the right and accurate information that truthfully reflect what the organisation does.

How do you try to keep everything in your project sustainable?
In a nonprofit it is never easy to be sustainable because of the many challenges that are

present when one's beneficiaries are from under-resourced communities. This is especially with small to medium non profits such as SAEP, whose reach is considered localized and small, i.e. concentrated in a smaller area base like a section of Philippi, as opposed to bigger nonprofit whose reach are national, if not international. Bigger nonprofits tend to be funded by international organisations such as UNICEF, World Health Organisation, or by the South African government or provincial government. The proportion of funding distribution from these big institutions tend to be in proportion to the size of the organisation (non profit) or the size of its beneficiary base. Therefore, smaller beneficiary base, smaller proportion of funding, which makes it difficult for small non profits to be financially sustainable.

In order for small non profits to be financially sustainable, it requires careful and clever strategic planning and wise financial management decisions.

Funding comes from various forms of donors or donations from various ways - corporate donations, foundations, grant making bodies, government, international organisations, donors from overseas, individual donations, bequests (when a deceased person leaves money behind for an organisation), fundraising events, products and services, etc.

Some non profits find a way to create their own income revenue streams. For instance, SAEP has established its own Impact Centre Consulting, whereby it sets up Monitoring and Evaluation systems (through a cloud-based application) and charges its clients a set up and maintenance fees. Other non profits resort to selling produce or products.

Who are you aiming your project at, who do you want to educate, and who are you trying to get donations/sponsors from?

These questions are answered above. Let me know if I am not clear. Or would you like to ask a different question.

Why did you want to help these people, and why did you think education was the best way to do it?

Due to the Apartheid years, large masses of people in South Africa and been disadvantaged in many ways, but more importantly their access to good quality education had been limited if not nothing at all. This left a great number of people, generations of them, unable to obtain educational attainment and so they were relegated to menial jobs, meaning blue collar jobs that do not earn as much as those with university education. Examples of blue collar jobs are cleaners, helpers, gardeners, plumbers, or those who do not earn big salaries and rather merely earn wages, i.e hourly or weekly.

Because of this, there remains a great social unhappiness in the country, and the gap of the rich and the poor continues to widen each year. Statistics have shown that those who has earned at least a degree has 75% chance of getting hired in a company and have a sustainable income than those who did not. With the high failing rate in matric exams, and the high drop out rate in tertiary (university), this means that our social problems in South Africa will continue for a long time, and so the social unrest that we are witnessing every now and then, will become for frequent, if not more violent. It is because there will be a growing number of poor, homeless, and jobless people.

Therefore, to help improve the social economy, we need to educate people. We need to develop skills and use them to develop business that will employ more people. It is after all a chain reaction.

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Turn It in Final Result:

Assignment Inbox: Big Ideas 2019					
Assignment Title	Info	Dates		Similarity	Actions
Big Ideas Narrative		Start	21-Oct-2019 9:52AM	1% 	Resubmit View 
		Due	29-Nov-2019 11:59PM		
		Post	29-Oct-2019 12:00AM		

Figure 14Final Result for our Narrative Turn-It-In - 1%