



STUDENTS DEVELOPING GRADUATES

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Introduction:

Here's a brief roadmap of our narrative. We start with our personal introductions we did this because we want the reader to know more about ourselves first and why we chose our goals because our group is a little different to the others because we didn't all choose the same SDG. We each chose different ones and Mr. Noel put us into one group.

After that we have a brief group introduction that follows onto our body which will include our background research and the different ideas we had along the way.

Then it finishes off with our conclusion which will tell you how well our project did.

Personal Introduction:

Onwa Roji's introduction:

My name is Onwa Roji I do the Big Ideas curriculum. I chose to do SDG 4: Quality Education. I feel that with education people can become future leaders, scientists, doctors, engineers etc. and can help to better our planet and fix the mistakes of past generations. The education in South Africa is bad. It's unequal, there's school like Bishops that has all the resources it needs to give their student's quality education and then you get school that have too many students and too few students. There are schools that do not have enough textbooks or have high dropout rates. I would like to solve these problems so that everybody has an equal opportunity to become what they want to be. I think that education is an important part of someone's life and without education, a person can't go that far in life. I was put into a group with Michael Sun and Hugh van Hasselt. Michael had chosen SDG 1 poverty and Hugh chose SDG 6 clean water and sanitation. We were each the only ones who were put into these SDGs, so we were put together.

Michael Sun's introduction:

My name is Michael Sun and I am in the Big Ideas program. I joined the Big Ideas program because it was very appealing to me. I heard from a lot of the grade 10's who did the program the year before. That it was enjoyable and that they learned a lot of valuable skills from the course. I decided that I wanted to learn the skills that they learnt and have the experience they had but it wasn't that straightforward though because I didn't want to drop History but the teachers in the Big Ideas reassured me that I wouldn't miss out on anything and that I would only learn new things. The course for me started off a bit rocky

with me not opening myself fully to the course. Eventually I did and I learnt a lot. I started to sway to SDG 1, no poverty because of the videos and articles we read and watched in the classes which had an impact on me. When we had to choose which SDG, we were going to do I still wasn't too sure what I was wanting to do, so I thought of some of the videos we saw and what I wanted to change. So, I chose SDG 1 I was there by myself. Mr. Noel put me with Hugh who chose SDG 6 and Onwa who chose SDG 4.

Hugh Van Hasselt's introduction:

My name is Hugh van Hasselt and I am part of Big Ideas. I Joined Big Ideas because I was losing interest in a lot of the subjects that Big Ideas replaces and as a result, I was not doing my best. I thought that Big Ideas would help me become interested in those subjects again or maybe teach them in a more productive way. From the start I really enjoyed Big Ideas and as we were educated about each SDG, I began to become more interested in SDG 6(Clean Water and Sanitation). I think I chose SDG 6 because I have always grown up going to holiday destinations where there is a lot of fresh water streams running off the mountains or where preserved freshwater rivers run into estuaries that link up to the sea providing a safe breeding ground for fish. I was also drawn the sanitation part of SDG because when I lived in Johannesburg, we had a domestic worker who used to tell me how her family who lived in Puthaditjhaba had terrible sanitation. When the time came for us to be put into our groups I ended up on my own and so I was put with Onwa who had chosen the SDG Quality Education and Michael who had Chosen the SDG No Poverty.

Group Introduction:

We had one thing in common and that thing was that we wanted to make a change through this course. We all had the same driving force to reach our goals. We thought that there wasn't enough being done by people in higher power, so we had to do something to help kids who are less fortunate than us. We started off trying to tackle all three of our SDG's but after some time we decided to focus on SDG 4(Quality Education). Quality Education has been broken up into many targets but over time we began to realize that it could be broken down into very basic problems like Schools not having paper, students who don't have stationary because they can't afford it and nor can the school and even student who can't function properly because they have no food in their

stomachs. After a long time in the cloud and deciding what our project would be and where it would take place, we eventually got to helping less fortunate children at poor schools and it took place at Salt River Highschool. We speak more about this in our main body.



Brainstorming:

At first, we wanted to incorporate all three of our SDGs into our project. So, we started to research and read articles related to our SDGs to get a better understanding of our SDGs and so we could find links between them. With this background research done we started to do some brain storming. We came up with a few project concepts/ideas that we could work towards putting into action we used these concepts as early guidelines for our project.



Figure 1 Our group. Left Michael Sun Middle Hugh Van Hasselt Right Onwa Roji

Reflection Box

I was a bit weary of our group at beginning because I didn't really know Hugh and Onwa but I knew that we were going to gel. I thought that we had a good base of ideas to start our project. Especially the student teacher one.

Our brainstormed ideas:



(author, N/A)

After we had brainstormed some of our ideas, we started to do some research, reading articles and summarizing them. We wanted to see if any of our ideas were relevant to the SDGs we were tackling. We each did summaries of articles that linked to our own SDGs because we were still trying to incorporate all our SDGs together.

Over time we dropped a few of our brainstormed ideas because we found out that we couldn't implement them because we didn't have the resources to do so. We chose to stick with fundraiser idea because we could use it to get resources for other projects that we could do.

Body:

We started to do some research on our own SDGs, and we wanted to see what other people are doing to meet the goals. We found some remarkably interesting points like how sanitation in schools, especially poorer schools are in very bad condition and that it is a risk to their health as well as their privacy and safety. It also resulted in girls not coming to school when menstruating because the facilities didn't allow them to change their sanitary towels in private. (Lekalaka, 2018)

We also tried to find the cause of poverty which was starting for the other problems in the other SDGs. Some of the main problems are that people don't have access to clean water and nutritious food. There is a lack of job opportunities, there's conflict in amongst the communities, the lack of good education and the limited government capacity causes poverty. (Worldwide, 2019)

The SDG Baseline report:

Mr. Vincent, our coach, gave us the SDG baseline report from 2017 and we started to summarize a few of the pages of the baseline report. We each summarized the sections related to our own SDGs.

From our summaries of the baseline report we learnt that there were 3 different poverty lines FPL (food poverty line), LBPL (lower bound poverty line) and the UBPL (upper bound poverty line) and that the South African government had been handing out more social grants over the last 5 years and that poverty was on a decrease, but it would be too slow to meet the goals of the SDG. (SA, 2017)

From the Education section of the base line report we learned that kids learn more effectively if they are at school on time, are fed well and have the required stationery and textbooks. South Africa has set goals to eradicate poverty, inequality, grow the economy and cutting the unemployment rate. They can achieve these goals by focusing on

education, training and innovation. It also interesting that more girls graduate Grade 7, 9 and 12 than boys. (SA, 2017)

From the clean water and sanitation section of the baseline report we learnt that water is critical when it comes to social and economic growth. South Africa's legal system with regards to water helps the setting up of a National Recourse Strategy and it also takes basic human needs into account. South Africa is a water scares country and so the main attention should be on how we manage our water. Climate change is a big threat to South Africa's water problems. Water monitoring stations must be strengthened, and the data must be shared more freely among the riparian states. (SA, 2017)

From this information we started to only focus on the SDGs with regards to education and poverty. We chose to only focus on those 2 because we found the most links between Quality Education and No Poverty. We dropped the SDG Clean Water and Sanitation because it would have been too many goals to try and combat at once. (SA, 2017)

Focusing on education:

After more research we decided to only focus on SDG 4 because we were finding it difficult to tackle both and SDG 1 was too broad to tackle. With the information we gathered from our summaries, we also found out that poor education makes a substantial contribution to the poverty problem in developing countries and South Africa. So, by solving the education problem we also cause a positive ripple effect on the other SDGs.

We started to do more research on education, and we found some interesting points like:

- Teachers are being hired to teach subjects that they aren't qualified to teach.
- The matric pass rate in 2018 was 78,2 %. In 2007, just over 1 million kids entered grade one this means that the actual pass rate is 40%.
- The South African spends 15% of their budget on basic education yet South Africa's primary education was ranked 126th out of 136 in the World in the World Economic Forum 2016-17.
- South Africa's education system preforms worse than poorer nations such as Zimbabwe, Kenya and Eswatini.
- 60% of math's teachers teaching grade 1-6 failed to pass tests from those grades.

All points above sourced from (Mbiza, 2018)

Getting contacts

After we decided to only focus on SDG 4 education. We needed to find schools that would be a good fit for our SDG, and we needed to find a way to contact those schools. Mrs. Viotti gave us the contact details of Mario who had contacts of less fortunate schools in the Western Cape which we thought those schools would be a good fit for us. We didn't get much use out of the contacts given by Mario so we decided that we would find our own contacts.

Hugh's mother works with the Learning Trust Foundation which is a foundation which supports organizations that deal with the problems of education in poor communities. He's mother gave us the contact details with the head of The Learning Trust. We contacted them because we thought that their foundation would be able to aid us in finding a school that we could help. We spoke to the CEO Zoe who said that she could put us in contact with organizations that could help us. She sent us a list of eight organizations and people that could help us. Out of those eight organizations we got in contact with the two that we thought could help us find a school we could help and that we could ask questions about education to gain a better understanding of the problems that education in South Africa is facing. The first organization we got in contact with was Help2Read and we spoke to Lynn Campbell.

Meeting with Learn2Read:

We organized a video call with her at the end of term 3. She gave us some good information that we implemented into our ideas. We got a lot out of this meeting with Lynn. Her being involved with the education system meant that she knew quite a lot about what the problems were and how to improve it.

Reflection Box

I found the meeting with Lynn to be helpful with regards to finding out more about some of the current problems that the education system is struggling with. Looking back on it now, in my mind I think that it helped very little when it came to thinking of what we could do to make a difference and what path we wanted to follow with regards to which aspect we wanted to tackle.

Hugh van Hasselt

She said that to improve the education system the government should focus more on primary education and to try and improve the literacy and numeracy rates at primary level,

also the government should focus more on trying to help student's situation at their homes in terms of food and safety. It's also hard for some schools to expand because those schools don't have school fees and they only get small donations from parents so it's difficult to obtain new textbooks, new classrooms and things like that. One of the big challenges that non-profit organizations like Learn2Read face is that they can't get enough funds for a long period of time. The way Learn2Read raises their funds is by asking people who have MySchool cards which is a card when used to buy food or other items transfers a small percentage of the money you spent to an organization or school of your choice and Learn2Read asks people to change to Learn2Read and other non-profit organization. They also receive private funding from companies. She said that the collaboration between non-profit organizations was poor because they would always fight for scarce resources from people who wanted to fund them.

Lynn helped us understand the main problems with the education system with her insider knowledge, but we weren't any clearer on what we wanted to do and what the idea that would drive our project would be. We wanted a broader understanding of the education problem in South Africa so over the holidays we contacted another organization called The Dream Factory Foundation. They provide various poor schools after school services, funding as well as IT classes for free. (Foundation, 2011) This was one of the organizations that was suggested to us by The Learning Trust. Lynn said that they didn't work with schools directly instead they just provide extra literacy classes with only a few students from the schools. The Dream Factory Foundation works directly with schools in the Western Cape.

Onwa came across an article which linked the massive drop-rate in South Africa with the education problem in South Africa and we came up with an idea to focus on the drop-out rate. (Pretorius, 2019) We started to focus on the dropout rate because we thought if we could keep children in schools, they would be able to get jobs when they graduate and fix other problems in South Africa and we would be helping the new generation of young South Africans. We then set up a meeting with The Dream Factory Foundation where we got more information from them that the drop-out rate was only a big problem in high school from grades 8 to 9, but they don't deal with schools that have a drop out problem,

so we decided to focus on other aspects of the education problem. Also, they said that the main problem with the drop-out rate was the home environment and situation with regards to money and helping their family which would be very difficult to combat. The reason the drop-out rate rises at grades 8 and 9 is because parents are scared that they will get in trouble with the government. Your child must attend school till grade 9 or the parents will be fined or even arrested. (Africa, 2015)

We asked Christelle (who works at The Dream Factory Foundation) during our meeting what are the biggest problems with the South African education, and she said that there shouldn't be such a big and separation between lower and higher income school. We don't fully understand how we would be able to close the gap between the lower and higher income schools, besides the government giving out large amounts of social grants to the lower income schools but the government doesn't give grants to those schools. She said that the schools that they work with get very little or no government funds, so they have to find creative ways to raise money for their schools, one of the ways they get money is to hold a massive fundraiser which they can get anywhere from R150 000 to R200 000 and that they can run the school with that money for a year and a bit till they run out of money again. We found it shocking that one Bishops boy's school fees could be a school like Salt River High running for a year. We asked her what we could do to help the schools in townships like Khayelitsha, she said to us that the schools in those areas aren't bad in terms of their education quality, just that those areas are so unsafe that the parents are too scared to send their children there, so they send their children to other schools like Salt River and Rondebosch, not because of the quality of education but because it's safer for their kids. The teachers at schools in Khayelitsha are good teachers and they have the credentials it's just that they are overwhelmed by the class sizes and the external problems in those areas. You would have 1 teacher teaching multiple subjects as well as multiple grades with classes with 50 plus students.

Reflection Box

The meeting with the dream Factory really opened my eyes on the issue's education NGO's are facing. There is a lot that's needed to be done to make education in South Africa is equal and fair for everyone. I hope what we're doing inspires others to do so to.

Onwa Roji

We made some comparisons between the meeting with Lynn Campbell (Learn2Read) and the meeting with Christelle (The Dream Factory Foundation). We asked them both the same questions, we found some similar points from both meetings and one is that non-profit organizations find it difficult to find enough and sustainable funding and that they sometimes must compete for funding. They also agreed that the first problem starts at home and that the environment at home causes a lot of other problems at school like when parents need help running the household and so their children can't go to school or their might not be enough money for school fees or the father might not believe in woman getting an education and so he won't send his daughter to school.

We also found it very interesting how Christelle from the Dream Factory Foundation disagreed when we asked if it was the governments fault for why some schools don't have Quality Education. Lynn Campbell Said it was the teacher's unions fault that the education system is how it is and that they are holding it back from becoming better, While the Dream Factory Foundation said that the government is not putting enough money into these schools.

Working with Salt River High:

We decided to stay in contact with The Dream Factory Foundation and we asked them if they could find us schools that would fit our criteria.

School contact details given by Dream Factory:

- Salt River High
- Phoenix High
- Hiedeveld High
- Maitland High

We chose to go and try to work with Salt River High, so The Dream Factory Foundation gave us the contact details of Nadine who was a matric at Salt River High. After contacting Nadine, we set up a meeting with the Deputy Headmaster of Salt River High Nicholas. We chose Salt River High because The Dream Factory Foundation worked closely with them, one the former students of Salt River High worked for The Dream Factory Foundation, so it was easier for them to set up meetings as well for us and it was going

to be easier for us to form a relationship with the school. It was also close to the area where we wanted work and we thought that the school was in desperate need for help.

We were mistaken because as we went in through the gates, we realized that we were wrong in our assumptions and the school was struggling more than we thought. On arrival we went inside to the reception which was pretty nice, it had proper furniture as well as well painted walls, but as we exited the reception we entered their courtyard which was their pride of the school and not to be disrespectful but we thought that it was a little rundown with barbed wire wrapped around trees as well as around the fountain which was placed in the middle.

We met the deputy head Nicholas and we introduced ourselves, he proceeded to take us into his grade 8 classroom to see what the classrooms were like and what the students were like. He went on to show us around the school, he first took us to a classroom which was stripped of electrical wiring and a projector by gangs, which they sold for money. Nicholas had been working at Salt River for 32 years and he wasn't scared to tell us that the school had been struggling. A lot of the doors had metal burglar bars which only the headmaster and a few people from the Dream Factory foundation had the keys too. Those bars were put there to prevent break ins from gangsters. The school has very little resources to work with, they have two old computers to run their school with and all the teachers have to use those two computers to print worksheets (that's if they have paper), work from and access the children's reports. They do have more computers in their IT room, but no one except the Dream Factory Foundation members have access to it because of safety reasons.



Figure 2 Graffitied desk in one of the classrooms

When we were walking around the schools, we noticed that they had a lot of old desks lying around in a few of their corridors. We asked Nicholas why they were lying around he said that they were to tatty

to use for classes and they were waiting for donations from Camps Bay High who donates them old desks that they don't need any more to Salt River. He says that the desks that they have right now have too much graffiti on them to right on and that the students work is messy because of it.

He also showed us the kitchen and introduced us to some of their teachers and he told us that on a Saturday he invites the students who are orphans or extremely poor to Salt River, which is most of the school and some students from other schools, and they give them a sandwich each so at least they can have 1 proper meal a week. Nicholas buys all the ingredients to make the sandwiches and some of the teachers help him prepare the sandwiches.

After he showed us around the school, we went to their teachers' lounge where we had a meeting. We asked him a few questions. We asked things like what problems at the school are, what he thought the most important things we could help with and who are the most disadvantaged people in their school.

He told us that there was a lack of stationery and paper as well as worksheets to do, they also have little to no money to buy things with because all their money goes to paying the electricity bill, rent as well as the water bill. They can't get grants from the government because Salt River is situated in a Quintal 5 area which is considered a rich area, so the government won't give them any money. The school has female pupils in every grade who are mothers some of them were pregnant when they applied to go the school when they were in grade 8. The young mothers often faint in class because of a lack of food and water because their families can't look after the baby as well as the young mothers. Nicholas tries to help the young mothers the most because he knows that their families can't support them. The mothers are usually not pregnant by choice and some had been molested and rapped. He said the safety of the students after school was a big problem because a lot of the students don't live in the Observatory area, they live in places like Khayelitsha and other townships around Cape Town, and it's not safe for those students to walk all the way back home because there are gangs around those areas, but Nicholas understands that we can't do anything about that. From here we figured that the things we needed to help them most with is providing them with stationary, worksheets and a

little bit of money so they can spend it on improving the classrooms and on trying to make their school safer, but the school is extremely poor, they have no money left over to spend on anything and even when they get a little bit of money, it's spent on the students.

Some of the teachers when they receive their paychecks spend some of their paycheck on buying small packet of chips and they sell those chips to make a little bit of profit and with the profit they make they use it to buy the students bread to make sandwiches and sometimes if they are lucky they have enough to buy juice, which for some of the students the is the only bit

Reflection Box

I felt that our outing to Salt River was very insightful. I felt that the school was so rundown with a lot of issues. The way Nicholas was talking about the school really made me feel for him and the other teachers of the school because they were all trying to help an almost hopeless situation in terms of the education there. I personally felt unsafe there and I was worrying for my mom who was parked outside the school, because I didn't know if the gang members who were there to pick some of the students up were going to do thankfully nothing happened.

Michael Sun

of vitamins they get for the whole month. Nicholas tries to help the young mothers the most by giving them the sandwiches they make first which they make in a kitchen about the size of the small think tanks we have. We mentioned the dropout rate to Nicholas, and he told us that 180 students arrive in grade 8 and by the end of matric there's only about 40 students remain and only a few of them pass their matric first time. He tries to solve the dropout rate by hosting a matric dinner at the end of the year at the Westin, he does this because pretty much all the students have never had a formal dinner before or even one in a classy restaurant. Therefore, he wants to give them that experience at the end of the year and that's the incentive for the students to stay and write their matric finals. He raises money for this dinner by asking his friends to pay for one or two of the students, asking for students to bring R5 a week if they can to pay for themselves and he uses some of the profit he gets from selling chips to pay for the dinner. The Westin hotel gives Nicholas a discount for the student.

Bookshop:

We talked to our coach about our meeting with Nicholas and we mentioned a few of our ideas to him. We thought that they had a lack of stationary, books, funding as well as food for the students. So, we came up with the idea to start some sort of stationary, book or food drive for the school. Mr. Vincent our coach said that he liked the idea about the food

drive as well as the book drive, so he recommended to us to talk to the bookshop to talk about where the old textbooks and set books were stored.

We went to the book shop to talk to Mrs. Hyslop and she said that she had all the old science textbooks as well as a few of the old English and Afrikaans set books. She said that she was more than willing to let us have those books and deliver them to Salt River High. From here we wanted to talk to Nicholas about what books they needed for the school.

We emailed Nadine what books Salt River High used and what they needed, and she gave us a table on what books they used for matric. From here we went to the Bishops Bookshop to do an inventory check on the second-hand books they had. We did this to make sure we had enough books for Salt River. Mrs. Hyslop was very helpful with regards to showing us all the books that she was clearing out and that we could take. We went back to the book shop the following day to count the books and take stock of what subjects the books were for.

[Bishops secondhand book inventory 11/05/2019:](#)

Type of books	Number of Books
Geo Grade 12	14
Chemistry	54
Physics	35
AP Math's Grade 10	16
Ap Math's Grade 11	15
AP Math's Grade 12	5
History Grade 12	15
Merchant of Venice	50
Mid Summers Night Dream	15
Macbeth	32

Gr. 12 : Textbooks needed for 2020

English Home Language	Life of Pi Crucible	30 copies 40 copies
Afrikaans FAL	Lien se Lankstaanskoene	28
Life Orientation	Focus : life Orientation	30
Life Sciences	Focus : life Science	20
History	Oxford in search of History	6
Math Literacy	Platinum : math Lit	30
Business Studies	Focus on Business Studies	40

Figure 3 Salt River High textbooks

We also want to ask Mr. Westwood about doing a stationary drive after or during exams. We want to put boxes in the exam venues during each grade's final exams for students to put whatever stationary they no longer want or need any more into those boxes. We want to give the stationary to Salt River High, but we still need to set that up. The only

problem is that we wouldn't be able to do that in the time we have. We can't put any of our ideas into action with the time we got. Our coach gave us the idea of going to the

Reflection Box

Initially I thought that we where not going to get that many books from the book shop nor the Teachers. I was amazed we got so many books from the book shop and some of the teachers. Personally, I was quite horrified with how many books go to waste.

Hugh van Hasselt

head of Afrikaans and English, Mrs. Hoefnagels and Mr. Emms and asking them if we could gather any old textbooks or set books that are lying around in their class. We were able to get plenty of Afrikaans books that the teachers had in the back of their classes that they weren't using anymore. We were even able to get two big boxes filled with English work books and books for library use.



Figure 4 Book Collection

We won't be able to deliver the books to Salt River High till probably a few weeks after we hand in our narrative, so we won't be able to write about the actual effect of our project on the quality of education at Salt River.

Conclusion:

In conclusion we have successfully put forward a plan that is in motion with regards to tackling SDG 4 Quality Education. At the same time, we addressed SDG 1 Poverty even though we drifted away from it. We addressed this by making sure we helped a school that was impoverished. The problem we addressed in the school Salt River High was the lack of learning materials such as stationery and textbooks. In turn this made giving students quality education a lot more difficult. Our plan is in action and so far, we have collected textbooks that the school will be able to use. There is still more to do, and our outcome will be shown in our presentation.

The main problem that we experienced while carrying out our project was that we struggled to find a school that needed out help and that we could help. Once we had found a school, we also struggled to think of a way to gather a large sum of text books.

If we were to make any recommendations going forward, we would recommend that whoever were to take over our project or to have a similar project to ours, to think of an idea earlier. They must make sure that it is an idea they will be able to carry out and if you were to have a stationery or book like us, we recommend you start it earlier and make teachers aware of it. Because they would be able to collect more books as well as asked for the stationary that the grade 12s don't need anymore.

With regards to the long-term sustainability of the project we think that it would be sustainable. We think that every time there was a set book or textbook change the old books would be donated to Salt River High School or any other school that is need of them.

Ending Group Reflection:

We all thought that this program was fun and enjoyable, and it really showed us how to work as a group for a long period of time. We were all confused at the beginning on what we wanted to do, and we were stuck in the cloud but eventually we found our golden thread and followed. We realized that we wanted to help less fortunate students in less fortunate schools. It was a very enjoyable experience and we think that our idea will be sustainable, and it will help the quality of education at Salt River Highschool.

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