Campaigning for school libraries
Carrying out research & making policy recommendations
Developing youth leadership
Striving for quality & equality in our education system
EE is a community and membership-based organisation. It is vigorously campaigning for quality and equality in the South African education system and engages in evidence-based activism for improving the nation’s schools. It is a leader in youth leadership development. EE’s campaigns, based on detailed research and policy analysis, are aimed at achieving quality education for all.

We promote the constitutional right to equality and education, with the firm belief that these will enable the poor and working classes to an equal opportunity in life. Education is an end in itself. Also, education helps one to understand and demand the full realisation of the rights enshrined in the Constitution. Led by young activists, EE seeks to improve the poor quality of education in South Africa by working together with communities, schools, teachers, principals, learners, parents, academics, researchers and the government. We build an understanding of the education system, whilst drawing attention to problems faced by schools and their communities. Equipped with this knowledge, EE offers a new way for people to participate in the democratic system and bring change to education and society.

The organisation began in February 2008 by conducting research in schools in Khayelitsha (a working-class community in Cape Town, with a population of approximately 700,000 people, and 54 schools). Schools in Khayelitsha, like those in other poor communities, are under-resourced, under-staffed and overcrowded – factors which have a significantly negative impact on academic performance. EE began with the aim of supporting the many hardworking teachers and determined learners within such communities who are battling in difficult conditions.

Today EE is known nationally, and has members active in most provinces. The Head Office remains in Khayelitsha, where it intends to stay. EE has active branches in Bonteheuwel, Khayelitsha and Kraaifontein. There are also regular campaigns in Grahamstown, Johannesburg, Port Elizabeth, Potchefstroom, Polokwane and Pretoria-Tshwane.

Equal Education’s most active members are called ‘Equalisers’. They are high school students in grades 8 to 12. Equalisers have a leading role in the activities of the organisation. They, along with their parents, teachers, activists and community members, work with EE to improve schools in their communities, and set an example to their peers through their dedication to their own education.

**VISION**

Quality and equal education for every person in South Africa.

**MISSION**

Equal Education is a movement of learners, parents, teachers and community members working for quality and equality in South African education, through analysis, policy development and activism.

**BACKGROUND**

20 years after Nelson Mandela’s release from prison, it is disheartening that the education received by young people in South Africa remains vastly unequal. Despite attempts to overhaul the system, class and race-linked inequalities remain entrenched. Education was the foundation upon which inequality was fashioned during the years of apartheid, but unequal educational opportunities still remain amongst the greatest obstacles to equality, dignity and freedom in today’s South Africa.

**WHAT IS EQUAL EDUCATION?**

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I AM CONVINCED THAT EQUAL EDUCATION (EE) IS ONE OF THE MOST IMPORTANT NEW CIVIL SOCIETY FORMATIONS IN SOUTH AFRICA. IT IS ADDRESSING INEQUALITY AND POOR QUALITY IN EDUCATION – TWO OF THE CRITICAL FAULT LINES IN OUR SOCIETY – AND IT IS ALSO BUILDING A NEW GENERATION OF YOUTH LEADERSHIP BASED ON NON-RACIALISM, NON-SEXISM, FREEDOM, EQUALITY AND INTEGRITY.

At this present time, when some of our country’s youth leaders exhibit an anti-democratic way of thinking – a preference for power rather than the humble process of lifelong education – against a backdrop of massive social inequality, the strengthening of Equal Education has enormous importance.

The organisation conducts political education for its youth membership in daily after-school sessions. Young people are learning about history, human rights and how their schools do and could work. EE also educates parents. Its primary campaign at present focuses on school libraries, a basic right denied to 10% of schools in South Africa. Grade 1 children cannot learn to read without story books.

The campaign has been conducted with skill. A public debate about literacy and equality is being shaped, but it is only the beginning. EE will need to intensify its work in the coming months and years. It will also need to expand geographically and numerically, without compromising on quality.

Today I realise that in order for EE to continue to become the movement that our learners, teachers and parents need it to be, it requires the active assistance of citizens who want to work towards an equal and secure future for South Africa.

Our major donors play a key role, and their time and passion are appreciated. But a lesson we must draw from the Treatment Action Campaign (TAC) is that it is a mistake to rely too heavily on big institutional sources of funds. EE also needs to be funded by ongoing contributions from thousands of concerned citizens. Ultimately this is a more secure base for diverse political and activist work. It is also our duty to support these young people and to support this movement.

I ask everyone to give serious thought to making a once-off or monthly financial contribution to Equal Education.

Your time is even more valuable: please volunteer to run youth groups, distribute material and to offer skills and professional support.

I want to thank my fellow board members: Prof Paula4801, Nelson Gafu, Dr Pelusa Lokwe, Moses Mabhida, Ntokozo Mabaso, Prof Dian disclosure and Dorton Isaacs for their work.

It is fitting here to pay tribute to Mary Metcalfe, the founding Chairperson of the EE Board. Mary provided EE with a panoramic view of education in South Africa. More importantly, she gave of her time to a young organisation and helped to build it up. Once she was appointed Director General: Higher Education it was appropriate that she step down. We wish her all the best in her new role.

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The membership, leadership, board and staff of Equal Education have my complete confidence. It is a privilege to work with them and I look forward to the coming year with excitement.

Zackie Achmat
Chairperson of the Board
The Policy, Communication and Research Department (PCR) is the brain of EE. The department prides itself on using good science to analyse and evaluate policy. By conducting extensive research and analysis, the PCR department determines the direction the organisation takes. The department also acts as the liaison for EE to all forms of media and government bodies and other stakeholders.

Equal Education had great exposure in the media in 2009. The march for school libraries in September was well covered by both local and international print media. Members and staff of EE have given interviews on radio and participated in radio talk shows on Radio 786, Bush Radio, Cape Talk, Radio 2000 and on SAFM’s women’s show and children’s shows. EE was featured on Cape Town TV, where investigative journalists exposed the conditions of schools in Khayelitsha followed by a debate between EE members, teachers and senior government officials. EE staff and members also appeared on the Big Debate on eTV; and EE was featured in the evening news. In August, EE held a press conference to launch the campaign for school libraries. EE received wide coverage in print media: articles detailing EE campaigns appeared in the Cape Times, Cape Argus, the Times, Sunday Times, Die Burger, Business Day, The Weekender, Financial Mail, Big Issue, Sunday Independent, Mail & Guardian, City Vision and the New York Times. The media has been used effectively in helping EE publicise education problems and solution-oriented campaigns to a wider audience, and to pressure government officials to act.

The PCR Department produces a quarterly newsletter, The Equalizer. This publication is targeted at learners and includes information on campaigns, relevant community matters, learner writings and general information on education. The Facebook page is popular and has proven to be an effective tool in creating awareness and garnering support for campaigns. Mixit has been an equally useful social networking tool. Bulk email and bulk SMS are other forms of communication that are regularly employed by the organisation to alert members to current developments and are an effective way of disseminating information. The EE website is updated regularly and features reports, press statements and videos or visual media. The expansion of the EE website will allow our organisation to reach more people both nationally and internationally.

PARLIAMENTARY LIAISON

The parliamentary liaison office is a new role in the PCR department. The function of the parliamentary liaison officer is to keep Parliament well-informed about the challenges facing education in South Africa, and to engage with Members of Parliament in addressing these problems. This involves producing publications, organizing seminars and arranging site visits for MPs to witness the challenges faced and engage with people, and ensuring that opportunities are provided for EE members to bring their stories and demands to Parliament.

RESEARCH

The PCR department embarked on some interesting and exciting research projects in 2009. PCR researched and published papers on the post-apartheid history of teacher training; barriers to successful homework completion; the state of school infrastructure in Khayelitsha; and the need for and costs of a desired National Policy on School Libraries. The Equalizer publication is targeted at learners and includes information on campaigns, relevant community matters, learner writings and general information on education. The Facebook page is popular and has proven to be an effective tool in creating awareness and garnering support for campaigns. Mixit has been an equally useful social networking tool. Bulk email and bulk SMS are other forms of communication that are regularly employed by the organisation to alert members to current developments and are an effective way of disseminating information. The EE website is updated regularly and features reports, press statements and videos or visual media. The expansion of the EE website will allow our organisation to reach more people both nationally and internationally.
The youth department is one of the most vibrant and energetic arms of EE. At the end of 2009, due to the movement’s rapid growth, the former Youth and Campaigns Department expanded and split into two new departments: The Youth Department and the Campaigns Department.

The Youth Department is responsible for the overall intellectual and political education of Equal Education youth members and leaders. The department develops educational activities and materials that are relevant to Equal Education campaigns.

The Youth Department recently published the first edition of its Political Education Curriculum, which gives context and direction to the weekly activities, camps and seminars.

Members need to succeed in their studies even whilst they develop their political understanding and carry out successful campaigns to improve education in their schools as well as at the national level. There is therefore planning underway for the development of an on-site library where all staff and members will have access to research and reading materials. This will tie in with an academic support programme for members.

**WEEKLY MEETINGS**

Equal Education holds weekly meetings that build social and political consciousness and encourage debate among members. These meetings bring together a mix of learners from different high schools who are divided into groups according to school grades. The activities draw on current affairs, politics and examples from history covering a wide range of issues that affect young people such as gender, economic inequality and xenophobia. Youth group meetings are also a forum to develop the movement’s rapid growth, the former Youth and Campaigns Department expanded and split into two new departments: The Youth Department and the Campaigns Department.

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Due to the rapid growth in EE’s youth membership, and the movement’s limited human and financial resources, not everyone gets to attend the weekly youth group meetings. Rather, a core group in every age group and in every area attend and the outcome is then communicated to their fellow learners.

**THE CAMPS AND WORKSHOPS**

Two major camps took place in 2009. In July, the grade 8-9 Equalisers and the grade 10-12 Equalisers had 3-day camps at the Habonim Campsite in Hermanus. The camp is a place for intensive bonding, education, and engagement of members. As always, the camp engaged with serious issues through fun activities, interactive reading sessions and spontaneous debates.

The June camp focused on preparing for the movement’s Campaign for School Libraries. Part of this preparation was participating in the Treatment Action Campaign’s march for implementation of National Strategic Plan and management of HIV/AIDS and TB.

EE held its large annual camp in December each year. The 2009 camp was titled ‘The Movement is Growing Up!’ EE holds its large annual camp in December each year. The 2009 camp was titled ‘The Movement is Growing Up!’

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CAMPAIGN FOR HIGH SCHOOL SCIENCE TEACHER

The shortage of qualified teachers in public schools across the nation has had serious negative consequences on the quality of education. A standard formula is used to calculate the number of teaching posts a school should get. This formula is impenetrably obscure and biased against poor and working class learners. The lack of books and libraries, and the inability to read properly is that we are not getting books into their hands. The lack of books and libraries, and the consequent poor levels of literacy are problems mainly faced by poor and working class learners. EE conducted extensive research into this question and published a report titled: ‘We Can’t Afford Not To’.

The members of EE wanted a tangible campaign to champion the cause of literacy, and the need for a culture of reading. The Campaign for School Libraries was born with the slogan: ‘1 School 1 Library 1 Librarian!’

Seminars, workshops, meetings, reading groups, media, petitioning, pamphleteering and door-to-door campaigns were undertaken tirelessly over the latter part of 2009. A landmark event took place on 22 September 2009 when 3000 EE members marched from Salt River to Cape Town. The City Hall could only hold half the marchers, with the rest assembling on the parade.

The members of EE embarked on very dynamic and creative campaigns, driven by learners, to assist schools by encouraging learners to be at school on time. The campaign was launched on May 4, 2009 at 7:30am. For weeks on end EE members were outside their schools by 7:30am singing, displaying posters about punctuality, and handing out information about the damage done by late coming.

The campaign succeeded in making late coming the subject of discussion and debate within schools, and in drastically reducing the number of late comers.

In an effort to address the problem of late coming EE embarked on a very dynamic and creative campaign, driven by learners, to assist schools by encouraging learners to be at school on time. The campaign was launched on May 4, 2009 at 7:30am. For weeks on end EE members were outside their schools by 7:30am singing, displaying posters about punctuality, and handing out information about the damage done by late coming.

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NO TO LATE COMING CAMPAIGN

This issue of learners arriving late at school is a problem nationwide. Punctuality is important because learners who arrive late at school often disrupt lessons and the general management of the school. Research by Prof Martin Wittenberg at UCT showed that 20% of teaching time is lost on average each day owing to late coming and absenteeism.

An appointment had not yet been made by 24 February, thus far, over 50,000 people have signed a petition in support of the campaign.

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EE has experienced major growth as an established organisation in 2009. The administration department ensured that this growth was sound and organised.

These expansions include the development of the Equal Education website, the creation of the central office in Khayelitsha, a significant increase in the staff complement, the implementation of systems of financial and human resource management, the establishment of a significant base and presence outside the Western Cape, and a plethora of new projects and activities.

There has been an emphasis on strategic planning in the organisation as a whole to promote a more organized and goal-oriented method of action throughout the different departments. The main goal of the strategic planning workshops throughout the year is to establish EE as a sustainable and effective organisation for the future, and to promote dialogue and communication between the various areas of activist and work.

Improvements have been made to facilitate funding through online donations, and to allow for a mechanism to contact members through SMS in regard to EE campaigns and events.

Formallying a proper membership system for the staff and volunteers at EE has been another development in the organisation, which will soon be rolled out. Through a paid membership – on the basis that members should fund their own organisation – each individual member will receive an EE handbook and badge that will serve to promote solidarity.

**TRAINING: EE TRIP TO TANZANIA**

On 13 September 2009, Lukhanyo Mungane, Michelle Adler, Lwandiso Stofile and Joey Hasson travelled to Dar es Salaam, Tanzania to visit HakiElimu, an organisation with a similar vision and mission to EE’s. The team spent five days exploring the different departments of HakiElimu and learning about the way the organisation is run.

During the trip, the EE staff was able to visit the surrounding community and school to get a better sense of the system in the country. This experience allowed for the recognition of similarities between the problems in education in both countries. Visiting HakiElimu exposed EE members to sophisticated methods of activism using media, research and communications.

**ADMINISTRATION**

The main goal of the strategic planning workshops throughout the year is to establish EE as a sustainable and effective organisation for the future, and to promote dialogue and communication between the various areas of activism and work.
In the Campaign for School Libraries, led by Equal Education, thousands of high school students, and their teachers and parents have made a commitment to ensuring that the government provides every school in the country with a fully functioning library. In recent months, EE has flooded with hundreds of thousands of letters and petitions in support of these objectives from Mahikdo in Limpopo to Manenburg in the Western Cape, from Soweto in Gauteng to Grahamstown in the Eastern Cape. In fact, from all corners of South Africa.

For the latter part of 2009, the PCR department concentrated much of its effort researching the benefits of every public school in SA having a functional library that is both adequately stocked as well as staffed by a qualified librarian.

Since South Africa demonstrates transition, the right to education for all has been a key legislative priority. Apartheid created a deeply fragmented education system. Black schools, both in urban and rural areas, were left under-resourced. Only 8% of public schools in South Africa have functional libraries. These are almost entirely situated in former model C schools which continually have the resources to stock and staff these facilities. Approximately 20,000 schools are without libraries, thereby denying their learners access to regular reading opportunities.

WHY LIBRARIES?

For over two decades international research has proven that school libraries are beneficial to the progress and academic development of learners. In a major international study researchers concluded that all other things being equal, student performance increases by between 15% and 25% where a library-space is adequately stocked, and properly staffed in a school.

Beyond direct academic benefits, librarians offer social advantages too. In EE’s own research, over 70% of learners identified school libraries as places where they would do homework and study for exams. A grade 11 learner at a high school in Khayelitsha, noted some of the difficulties he faces when reserving to public libraries. “We wait in queues and are given a few minutes to do our research. We have to walk long distances to get there and along the way there are often gangsters who take our money. In communities where homes lack books and quiet spaces, school libraries offer stable sites for learning. The provision of a well stocked and appropriately staffed library will not only aid in the development of basic reading skills but will also a love of reading in our youth.

WHAT ARE THE ELEMENTS OF A FUNCTIONAL LIBRARY?

We have focused on four key elements: infrastructure, materials, librarianship training, and remuneration of librarians.

Taking into account financial constraints and the 8m 2 requirement in the government’s draft minimum norms and standards, EE’s PCR department produced a blueprint design of a suitable school library. This structure recognizes the essential function of a school library, beyond that of mere book storage. It maintains an environment that is both welcoming and quiet, where learners can study as well as read for pleasure.

The IFLA/UNESCO School Library Manifesto (2006) stipulates that a school library should hold at least ten books per learner. Given the extreme shortage of library resources in South Africa, EE has instead called for three books per learner. Library materials isn’t limited to just books, and include visual and digital media and other learning aids. Once initial collections are acquired they can be maintained by ring-fencing 10% of each school’s LTSM allocation.

During the early 1990s, school librarianship was a viable choice as a profession; however today there isn’t a recognized salary for a school librarian or library administrator in the Occupation Specific Dispensation (OSD) for the teaching profession.

There are currently only two universities in South Africa where teacher-librarian training programmes are available. There are the University of KwaZulu-Natal and the University of the Western Cape. Both offer Advanced Certificates in Education with library specialisations. The limited availability of training in consequence of the absence of school librarian posts. Greater employment opportunities will stimulate greater demand for training.

Our research considers two viable options for employing librarians, the first being a library administration who have completed the equivalent of one year of university training, and the second being a fully qualified librarian who has completed the equivalent of a year university degree in library and information science.

HOW MUCH WILL IT COST?

The provision of school libraries in all South African schools is not only necessary but also possible. Equal Education has calculated the total costs of a national roll-out of functional libraries in all ordinary public schools. These costs can be divided into four categories and, based on the most recent government statistics, are as follows:

- Infrastructure, which consists of the functional library structure (87 Rm2), books and materials (R 1tb), librarian training (R 1tb), and librarian salaries, a continuous annual cost which varies according to the level of qualification (between R 1tb and R 2tb)

To put this figure into perspective, it is interesting to contrast them to what has recently been spent on sports for the FIFA World Cup. R 13.5bn was spent on the 10 World Cup Stadiums. For this price the government could build, stock and staff 20,000 school libraries.

Our research indicated that it is possible for the government to phase in functional school librarians countrywide. If the early provisions of infrastructure, materials and training were put into operation over ten years, their costs will be less than 1% of the education budget for that period. Thereafter, only salary costs would remain, which on its own would amount to between 1% and 2% of the education budget.

WHERE IS THE CAMPAIGN PLACED?

The Government has a constitutional responsibility to deliver quality education to all South African learners. Given the proven links between literacy, human rights and economic development, the question is no longer whether South Africa can afford to provide school libraries, but whether we can afford not to.

On 21 March 2010, EE organised a concert and march to commemorate Human Rights Day, 10,000 people marched to Parliament in a historic and peaceful event to hand over a memorandum addressed to the Minister of Basic Education, Angie Motshekga. Marches were also held in the Western Cape. Both offer Advanced Certificates in Education with library specialisations. The limited availability of training in consequence of the absence of school librarian posts. Greater employment opportunities will stimulate greater demand for training.

In her response to the Minister noted the importance of school libraries and that access to books enhances literacy levels. This along with the gazetting of the National Policy on Equitable Provision of an Enabling School Physical Environment, is encouraging. The Minister’s letter, however, does not address the provision of posts for librarians and library administrators. Furthermore, in her response the Minister states that all new schools will have a centralised library, but this same does not apply for already existing schools. At the time of writing EE is drafting a response to the Minister’s letter and planning to take the campaign forward by hosting a feast on 30 July 2010.
THE LIBRARY CAMPAIGN
AN INTEGRATED APPROACH

AIM: To ensure that government provides every school in SA with a fully functioning library

NATIONAL

RESEARCH

Research was conducted by the Policy, Communication and Research Department on the effect of libraries on learning outcomes. This research was compiled into a paper entitled “We can afford to... Counting the cost of functional school libraries in South African public schools.” 1000 of these papers were sent to political representatives. The paper argued that the provision of a functional library in a school will add between 15% and 25% to average learner outcomes.

COMMUNICATION WITH GOV

EE has held meetings with various government departments including the chairperson of the Portfolio Committee on Education.

NATION-WIDE ACTION

Our call for support of the campaign in the form of signed petitions was answered. 1000’s of petitions were received from all over the country.

LOCAL

MARCH TO CITY HALL

On 22 September 2009, 3000 EE members marched from Salt River to Cape Town to demand school libraries.

PUBLIC MEETING WITH MEC

Held on 2 November 2008 in Kraaifontein to engage on the issue of libraries.

COMMUNITY PARTICIPATION

The involvement of parents, teachers, learners, local community leaders and organisations has been integral to the campaign. Talks and rallies have taken place in Khayelitsha and Kraaifontein to promote awareness about the lack of basic school infrastructure in these communities, with specific attention drawn to libraries.

ENGAGEMENT WITH ACADEMICS AND OFFICIALS

An advisory committee for the campaign for school libraries was established. This body included academics from UCT, UWC as well as officials from the Western Cape Education Department concerned with school libraries.

INDIVIDUAL

SOCIAL NETWORKING

Facebook was used to spread information about the campaign and surrounding activities. It is a powerful platform that allows us to keep in contact with our support base, while allowing them to invite their friends to support us too.

YOUTH EDUCATION

The importance of school libraries has been a topic of many youth meetings. Sustained discussion around the subject helps to create open dialogues and exchange about libraries and their importance. Learners are kept up-to-date with EE’s policy work through presentations and discussions. Educational activities were run for EE Equalisers (high school students who are part of the movement) to build their understanding of the importance of school libraries. Educational seminars also engaged with history and the struggle for social justice built in South Africa and abroad.

ACTIVIST SEMINAR

EE staff and youth leaders went to Franshoek for a weekend to learn about library and information services. UCT, Academic, board members and other friends of EE attended. The seminar informed the plan for the campaign. Two other camps were held during the year at which the campaign was discussed.

OVER 20,000 SCHOOLS DO NOT HAVE FUNCTIONAL LIBRARIES. THESE SCHOOLS ARE ATTENDED BY CHILDREN WHO DO NOT HAVE BOOKS IN THEIR HOMES.
I JOINED EQUAL EDUCATION AT THE BEGINNING OF THIS YEAR, AND THROUGH ITS CAMPAIGNS, I’VE BEEN EQUIPPED WITH KNOWLEDGE ABOUT HOW THE EDUCATION SYSTEM WORKS, AND THE ACTIVISM SKILLS TO HELP TO IMPROVE IT.

The Ashley Kriel Memorial Lecture is an annual lecture focusing on issues of youth leadership. The lecture commemorates the life of Ashley Kriel, a young anti-apartheid activist killed by the police in 1987, and is a joint project between the Institute for Justice and Reconciliation (IJRC) and the University of the Western Cape (UWC). Past speakers include Zadie Zita, Theunis Botha, Trevor Manuel and Allan Boesak. Speech by Olwethu ‘Shakes’ Matyesini, Grade 11, EE member.

Good Evening Vice Chancellor O’Connell, friends and comrades,

My name is Olwethu Matyesini. I attend school at Chris Hani Secondary School for Art in a working class community, Khayelitsha. I am an Equaliser, an member of Equal Education are called, in a movement of learners, parents, teachers and community members fighting for quality and equality in our education system. I joined Equal Education after being inspired by you and through its campaigns. I’ve been equipped with knowledge about how the education system works, and the activism skills to help to improve it.

I have more interest in politics or history. Being equipped to the rich history of the country and realising that there were other young people back then who fought for the rights and freedoms that we have now, made me realise that the rights and freedoms we have now, made me realise that the education I was taught was completely wrong. I realised that I was being lied to. I am so proud that I was able to improve my education also has to be proud.

Ashley Kriel was a symbol for freedom for his time, and we, the Equalisers of Equal Education are a symbol for ours.

Khayelitsha is a microcosm of the country I am part of. Being equipped with knowledge about the education system, and the activism skills to help to improve it.

I believe that education is the fundamental tool to reverse the inequalities created by the apartheid. Education in South Africa received the largest slice of the budget, but the results were poor. This shows that the poverty was the worst, and academic performance. This means the richest schools nationally achieved an average pass rate of 92%, while the richest had an average pass rate of 85%.

In my view, this country should have the best performance education, as assessed by the Western Cape Education Department, shows 64.5% of learners in schools previously called ‘white’ achieve the required standard for Grade 6, while on the same test, 3.8% of learners in schools previously called ‘coloured’ achieve it. In schools that used to be called ‘black’, where most black youth go to school today, only 0.2% of learners achieve the standard. This shows that schools are failing young people in this country. The white idea behind education is to equip people with knowledge so that they can be the responsible citizens. Being well educated in South Africa is not a privilege, it is a right.

Young people are involved in struggling all around the world. Black youth weren’t the only ones affected by the Apartheid education system. It is normal for who are forced to survive in the army in order to uphold Apartheid. A similar thing is happening in Israel where I saw a conflict of how the education system is and how to improve it. Before EE, I wasn’t really aware of situations around me or why education was so important. They helped me to become more enlightened about being an activist myself. I learned how to be a critical thinker about working with people and dealing with issues in different ways, I was able to improve my public speaking.

Joining Equal Education was the best decision I’ve ever made. It has motivated me to be proud of my country and to want good things for my country.
## Balance sheet at 31 December 2009

<table>
<thead>
<tr>
<th></th>
<th>31 Dec 09</th>
<th>31 Jan 09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>123,239</td>
<td>81,237</td>
</tr>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other receivables and prepayments</td>
<td>406,168</td>
<td>1,680,434</td>
</tr>
<tr>
<td>Bank and cash balances</td>
<td>2,433</td>
<td>33,002</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>529,407</td>
<td>1,761,671</td>
</tr>
<tr>
<td><strong>EQUITY AND LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity</td>
<td>309,689</td>
<td>100</td>
</tr>
<tr>
<td>Accumulated surplus</td>
<td>309,689</td>
<td>100</td>
</tr>
<tr>
<td>Current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>219,718</td>
<td>1,761,571</td>
</tr>
<tr>
<td>Grant received in advance</td>
<td>10,097</td>
<td>111,683</td>
</tr>
<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>529,407</td>
<td>1,761,671</td>
</tr>
</tbody>
</table>

## Income statement for the period 1 February 2009 to 31 December 2009

<table>
<thead>
<tr>
<th></th>
<th>31 Dec 09</th>
<th>31 Jan 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>3,620,656</td>
<td>1,066,653</td>
</tr>
<tr>
<td>Other income</td>
<td>22,054</td>
<td>9,200</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>3,642,710</td>
<td>1,075,853</td>
</tr>
<tr>
<td>Operating expenses</td>
<td>3,333,121</td>
<td>1,075,753</td>
</tr>
<tr>
<td><strong>Net surplus</strong></td>
<td>309,589</td>
<td>100</td>
</tr>
</tbody>
</table>
Professor Soudien is Acting Deputy Vice Chancellor at the University of Cape Town. Previously, he was head of the School of Education at UCT. His interests include sociology of education, race, and gender, and issues in teacher, museum, and heritage education. To date, Soudien has published 70 journal articles and 35 book chapters. He is a member of the South African Comparative and History of Education Society. He is a member of the American Educational Research Association, and was the president of the World Council of Comparative Education Societies in 2007. In 2009, Soudien was a committee member for the Ministry of Education’s Teacher Education Society. He is a member of the African Comparative and History of Education Society. He is the founder of the Southern African Society for the Heritage Education of Children (SASHC), an international conference. Soudien has published 58 journal articles, and has had an extensive teaching career and has participated in many projects in relation to the development of materials for mass public education. His other interests have included Zimbabwian, Palestinian, and the rights of foreigners.

Zackie Achmat
Professor Achmat was an activist in 1991, and thereafter became a leading figure in the youth sector that developed in the Cape. As an anti-apartheid activist and ANC member, he was repeatedly imprisoned and spent time underground in exile. He later formed the National Coalition of the Gay and Lesbian Federation which successfully campaigned for the decriminalisation of homosexuality in South Africa. He is a member of the AIDS Law Project, and in 1998 formed the Treatment Action Campaign (TAC) which campaigned for the right to life and for the right to education. He has served as the National Director of TAC in South Africa, in the United States of America, and in the Commonwealth. He consults for many organisations, including the United Nations and the Commonwealth. He consults for many organisations, including the United Nations and the Commonwealth. He consults for many organisations, including the United Nations and the Commonwealth.

Peliwe Lowlwana
Peliwe Lowlwana is the Director of the Education Policy Unit at the University of Witwatersrand. Previously, she was the Chief Executive Officer of Umalusi – the Council for Quality Assurance in General and Further Education and Training for the ANC. She has served at all levels of education in South Africa and has been involved in the transformation of education in the country. She has published a number of papers, and has been a consultant for the United Nations and the Commonwealth. She works on education policy and has had many achievements in this field. She obtained her Ph.D. from the University of Massachusetts, Amherst (USA).

Moses Masitha
Moses Masitha is the president of the Student Representative Council at the University of the Free State. After a successful election campaign, he became the first ever Black president of the SRC. He is currently reading for his Honours in philosophy.

Professor Paula Ensor is currently Dean of Education at UCT. Prior to her promotion to Dean, she taught in the Department of Education. She has had an extensive teaching career and has participated in many projects relating to education. Professor Ensor holds a Ph.D. in mathematics education from the University of London.

Nathan Geffen
Nathan Geffen holds a Master’s Degree in Computer Science from UCT. He joined the Treatment Action Campaign (TAC) in 2002 and has since served as its National Manager and Director of Public Communications & Research. He is presently a member of the TAC board. He is responsible for the overall management and operations at Equal Education.

Mary Metcalfe
Professor Metcalfe has left the EE Board due to her position as Director General Higher Education in the new Department of Higher Education and Training. We include her here because she served as a board member for a large part of 2009. She was Dean of the Faculty of Education at Wits University. She was previously NAC for Education at Gaza and Deputy Speaker of the Gaza Provincial Parliament. During this time, she was a member of the ANC PEC in Gaza. Prior to demystification she worked on education policy for the ANC. She has a history of activism with the Black Sash, Democratic Women’s Movement, and the National Education Crisis Committee.

Mary is a qualified teacher and has worked in teacher training.
The EE staff is a dynamic and young group of people, with an unusual amount of experience in organising, campaign work, law, research and communications. Remuneration is modest and below normal NGO rates for all members of staff. The ratio between highest and lowest paid full-time staff is 6:1.

The staff below reflects the position at time of writing. Thank you to everyone who contributed to 2009.
YOUTH GROUP LEADERS

DANIEL MACKINTOSH, HEAD OF GRADE 9 YOUTH GROUP, KHAYELITSHA
Daniel Mackintosh grew up in Rondebosch, Cape Town and completed a PPE (Honours) degree at UCT. He is presently studying Law. He was the General Secretary of Habonim in 2007. He is active in Open Shuhada Street, an organisation campaigning against the Israeli occupation of Palestine.

EMILE ENGEL, HEAD OF YOUTH GROUP, BONTEHEUWEL & ATHLONE
Emile grew up in Athlone, Cape Town. He has a history of youth leadership experience in organisations such as Face-to-Face and React.

GABI ELTE, HEAD OF GRADE 10 YOUTH GROUP, KHAYELITSHA
Gabi grew up in Sea Point, Cape Town. She has an architecture degree from UCT, and is now studying Maths and Economics.

TANDO SISILANA, EQUAL EDUCATOR
Tando grew up in the Eastern Cape and finished school in Johannesburg at Esibonelwesihle High School. He started working at EE in 2008. Tando works with Daniel Linde in developing the Youth Group in Kraaifontein.

JOSEY HASSON, HEAD OF DEPARTMENT
Josy grew up in Zimbabwe, after which he came to South Africa to pursue his studies in social science. He has previously worked for the Treatment Action Campaign, the trade union sector, and a research consulting group. Josy is responsible for the overall operation of the youth groups, seminars, camps and ED program of informal education.

NOCKUBONGA NYAYA, HEAD OF GRADE 8 YOUTH GROUP, KHAYELITSHA
Nokubonga grew up in Nyanga, Cape Town. She is a presenter on “Siyanqoba Beat It” on SABC, and is well known youth leader on HIV/AIDS and gender struggles. As head of the Grade 8 youth group she plans and runs weekly activities for the members.

LUZUKO SIDIMBA, GAP-YEAR COORDINATOR
Luzuko grew up in Cape Town and finished school at KwaMfundo High School in Khayelitsha. He started his work at Equal Education as a youth group member, participating in meetings and attending the camps. He coordinates the Gap-Year Project. He plans to study in 2011.

ADAM SACK, HEAD OF GRADE 11 AND 12 YOUTH GROUP, KHAYELITSHA
Adam grew up in Constantia, Cape Town. He has a Bachelors of Social Sciences in Economics and Politics from UCT, and is presently studying Law. He was General Secretary of Habonim in 2008.

JOSEY HASSON, HEAD OF DEPARTMENT
Josy grew up in Zimbabwe, after which he came to South Africa to pursue his studies in social science. He has previously worked for the Treatment Action Campaign, the trade union sector, and a research consulting group. Josy is responsible for the overall operation of the youth groups, seminars, camps and ED program of informal education.

YOUTH GROUP FACILITATORS

PHARIE SEFALI
NTUTHUZO NDZOMO
PORTIA NYOKANA

ZUKISWA VUKA
LWANDO MZANDISI
NOKUBONGA RALAYO ZANETHEMBA ELENI

CAP YEAR INTERNS

LINDA MBALI
NOMZEKELO MARALA
THOBILE NELANI
ZUKO XHALISA

NGAWETHU BOKUVA
NKOSINATHI DAYIMANI
ZINTLE MAKOBIA

TANDO SISILANA, EQUAL EDUCATOR
Tando grew up in the Eastern Cape and finished school in Johannesburg at Esibonelwesihle High School. He started working at EE in 2008. Tando works with Daniel Linde in developing the Youth Group in Kraaifontein.
On October 30th 2009, Equal Education lost one of its most loved comrades. Simthembile Sitsha, known as Simthera by his friends, was crossing the street near Chris Hani High School in Makhaza when he was tragically hit by a car. It was a hit-and-run incident - the car did not stop and Simthera passed away before an ambulance could reach him.

Everyone in Equal Education will miss Simthera. He was loved for his warmth and his hard work. He was an athlete and a person who was alive with energy. He was a talented soccer player, and a team player in everything he did. In many ways he symbolised what it means to be an Equaliser. He was involved in the affairs of his school and his community and gave of himself to make them better.

In November 2009, EE staff members travelled to Simthera’s home village of Ngcobo in the Eastern Cape to attend his funeral. It was decided that Equal Education’s first library would bear his name. The Simthembile Sitsha Library will be a place where young people can access books and other materials to help them develop and grow.

**TRIBUTE TO A COMRADE**

On October 30th 2009, Equal Education lost one of its most loved comrades, Simthembile Sitsha, as he was known by his friends, while crossing the street near Chris Hani High School in Makhaza when he was tragically hit by a car. It was a hit-and-run incident - the car did not stop and Simthera passed away before an ambulance could reach him.

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**HE WAS LOVED FOR HIS WARMTH AND HIS HARD WORK... HE WAS INVOLVED IN THE AFFAIRS OF HIS SCHOOL AND HIS COMMUNITY AND GAVE OF HIMSELF TO MAKE THEM BETTER.**

**LEADERSHIP COMMITTEE**

The Leadership committee is an elected structure representing the Equalisers within all schools where EE is active. The members at each school elect two leaders who represent them on the committee. The leadership committee is consulted when difficult movement decisions must be made. They are relied upon to represent and communicate the views of Equalisers. Khayelitsha currently has the largest and strongest leadership committee, but committees will be formed in Kraaifontein, Bonteheuwel and other areas where EE becomes active. Featured here is the leadership committee that was elected in December 2009:

**BERNADINO-HEIGHTS**
- Dolly Tebele
  - Thembakazi Nkupane

**BULUMKO HIGH**
- Aviwe Sothi
  - Kwanele Mbelane

**CHRIS HANI HIGH**
- Mnoneleli Ngubo
  - Zizipho Tyuku

**ESANGWENI HIGH**
- Anita Mjamba
  - Sibusiso Ndikida

**HARRY GWALA HIGH**
- Akhona Sojola
  - Qhayisani Dlakana

**HAROLD CRESSY HIGH**
- Sibusiso Nkosi
  - Ayapha Msuthwana

**HECTOR PETERSON**
- Aphiwe Drnwa
  - Mzoxolo Falatsha

**KWAMFUNDO HIGH**
- Sanele Mboyeka
  - Yolanda Mbenya

**LUHLAZA HIGH**
- Sizeka Marala
  - Vuyiseka Maswazi

**MANYANO HIGH**
- Onelisa Steans
  - Luncedo Mtotya

**OAKLANDS HIGH**
- Nontsikelelo Dlulani
  - Shanye Philemon

**SINAKO HIGH**
- Sabelo

**SPHAMANDLA HIGH**
- Masiwuye Nohashe
  - Vuyolwethu tsheke

**WYNBERG HIGH**
- Ntombesizwe Mkhonto

**ZOLA HIGH**
- Mkanyisi Mrawusi
A BIG THANK YOU TO ALL THE PRINCIPALS, TEACHERS, PARENTS & LEARNERS OF KHAYELITSHA, KRAAIFONTEIN AND OTHER SOUTH AFRICAN SCHOOLS.

MAJOR FUNDERS:

Atlantic Philanthropies
Open Society Institute
Heinrich Boll Foundation

The Claude Leon Foundation
HCI Foundation
The Brad Foundation

GENERAL THANKS:


VOLUNTEERS:


Campagne for School Libraries Partners:

Archbishop Thabo Makgoba, Dr Mamphela Ramphele, Lebo Mashile, Dean Rowan Smith, HHP, Neo Muyanga, Afrika Abazwe, Zwelizama Vusi, Busi Manemela, Simphiwe Dana, Worker’s World Media Productions, ILRIG, Sergeant Castle at Cape Town Metro Police, Captain Engelbrecht at SAPS, Sam Futset at City of Cape Town Sport and Recreation, The Book Lounge, Metrorail, Primedia, Sam Festus at City of Cape Town Sport and Recreation, The Book Lounge, Metrorail, Primedia, Mark Heywood, Graeme Bloch, Cheryl Carolus, Jodi Wishnia, Prof. Njabulo Ndebele, Tony Ehrenreich, Mike Louis, Kasmir Mathews, Lunga Guza, Judith Kennedy, Jabu Tugwane, Saarah Jappie, Leila Bloch, Amilcar Patel, Keletso Makofane, Yoni Bass, Richard Conyngham, Cosmos Mabena, Brian Isaacs, Daliton Ndongeni, Joe Mkhize, Helena Syrny, Molly Grobler, Anitha Quntana, Nosizwe Mbeki, Captain Jafta, Nelson Mandela Metropolitan University Student Representative Council (NMMU SRC), Police and Prisoners Civil Rights Union (POPCRU), South African Municipal Workers Union (SAMWU), Amnesty International South Africa, Congress of South African Students (COSAS), Habonim Dör Southern Africa (HDSA), Library and Information Association of South Africa (LIASA), Environmental Monitoring Group (EMG), Community Media Trust (CMT), Social Movements Indaba (SMI), Children’s Resource Centre (CRC), Society for Law and Social Justice (SLSJ), Public Participation in Education Network (PPEN), Independent Community Action Network (ICAN), Women in Action, Africa Network Campaign on Education for All (ANCEFA), International Institute for Humanities in Africa (UIA), SHAWCO, Constitutional Governance Department of Public Law (UCT), Liberal Democratic Governance and Rights Unit (UCT), History and Current Affairs Society (UCT), Vice-Chancellor Office (UCT), Extra-Mural Education Project (EMEP), Herschel Girls Senior and Junior School, South African Holocaust Foundation, AIDS Response Trust, ProBono.Org, Open Shuhada Street (OSS), Mamelani Projects, Friends of Treatment Action Campaign (FoTAC), Centre for Education Rights and Transformation (University of Johannesburg), Delivery Magazine, Leadership South, Science Education Resources Initiative (SERI), The Socio-Economic Rights Institute of South Africa, Disability Solutions Ltd, Bnei Akiva, The Christian Assemblies Welfare Organization (CAWO), Black Lawyers Association Student Chapter (BLASC), Alliance for Children’s Enitlement to Social Security (ACCESS), Social Equality Leadership School (SELS), Rhodes Scholars Southern Africa Forum (Oxford), Sakhuluntu Cultural Group (Grahamstown), and all other organisations that endorsed the petition and memorandum.

And a big Thank You to all the Principals, Teachers, Parents & Learners of Khayelitsha, Kraaifontein and other South African schools.

EE WOULD LIKE TO THANK THE FOLLOWING PEOPLE:

MAJOR FUNDRERS:

Atlantic Philanthropies
Open Society Institute
Heinrich Boll Foundation

The Claude Leon Foundation
HCI Foundation
The Brad Foundation
EQUAL EDUCATION
ANNUAL REPORT
2009

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WEBSITE www.equaleducation.org.za

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Registered Non-Profit Organization (NPO) (Registration Number 068-288-NPO)