S.A. education needs your attention people.
Equal Education (EE) is a community and membership-based organisation. It is vigorously campaigning for quality, integration and equality in the South African education system and engages in evidence-based activism for improving the country’s schools.

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 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

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 rights to equality and education. Education is an end in itself. Also, education helps one to understand and demand the full realisation of the rights enshrined in the Constitution.

EE believes that in the 21st century education is the key to advance the struggles of poor and working-class communities for equality and dignity.

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 township 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. There are also regular meetings and campaigns in Bhisho, Grahamstown, Johannesburg, Kraaifontein, Libode, Polokwane, Port Elizabeth, Potchefstroom, and Pretoria-Tshwane, Nquthu, Tembisa and Thoyandou.

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.
The lineage of EE is interesting and multi-faceted. The Treatment Action Campaign (TAC) with its militant yet constitutional approach to activism, and Habonim with its methodology of political education through structured activities and games, were important influences. As far back as 2004 Zackie Achmat and Doron Isaacs had drafted a proposal for a series of activist youth camps, and Joey Hasson had begun to organise the non-sectarian Keeping Peace Alive (KPA) youth movement. Having read Ursula Headley’s PhD thesis, Zackie began to bring people together to discuss education during 2006. In 2007 I joined these informal discussions, and at the end of that year the newly constituted Board hired Doron and law-school classmate Yoliswa Dwane to put the organisation on its feet.

The initial experience took me back to earlier campaigns in the National Education Crisis Committee (NECC), the People’s Education movement, the ANC, the UDF, and the first years of our democratic government, under President Mandela, when we felt the wind at our backs.

But it was hard to imagine how those electrifying days could be reclaimed by a new generation of activists, under a democratic Constitution.

What laid the early foundations of EE’s subsequent growth and success were a few sound principles. Ongoing self-education, based on text and observation, would be the daily bread of EE members and leaders. All activism was to be based on evidence. Campaigns would be rooted in information that had integrity. Equal participation in the organisation meant that every challenge facing our education system had to be worked through dozens of times with members until decisions could be made jointly. I remember attending a seminar in May 2009, part of the preparation for EE’s Campaign for School Libraries, at which I watched high school learners spend days working through draft government policy documentation on school libraries. These principles laid the foundation for the dynamic organisation that exists today.

Meeting the equalisers and the leadership of EE is a privilege and the best way to understand this movement. It provides the answer to how a new generation of youth has combined non-racism, non-sexism, dedication, passion, rigour and fun. They are the best proof and product of this quest for quality and equal education.

We are sometimes asked why we began to work in Khayelitsha. The answer is simple. Most of EE’s original leadership including Yoliswa Dwane, Lumikile Zani, Nokubonga Ywa and Luhlangano Mangona are residents of Khayelitsha. It remains our base and home, and the site of our offices. It is a place where we believe we can demonstrate what is possible.

Today though, EE is starting to spread its wings. Our youth members are active in Kraaifontein, Bonteheuwel, Mitchells Plain and Rondebosch. Equalisers from Gauteng, Limpopo, the Eastern Cape and KwaZulu-Natal attended our camps in December. We have a new office in Tembisa. The People’s Summit for Quality Education, which was coordinated by EE, and took place in June 2011, was another step towards a much-needed national movement. The national footprint is already evident in the role that EE is playing in the national media and public debates.

Part of the necessary growth of the movement is the inclusion of parents and teachers. A new EE project to work with parents has begun to equip parents to participate in their own children’s education, and in the collective democratic process that a community school must represent. This is a critical step and I find the work that is being done inspiring. And as EE has delivered results in fixing schools, stocking libraries, and reducing late-coming – amongst many other things – teachers and their unions have taken notice and have recognised the value of this thoroughly democratic approach. It is the children of the poor that have the most to gain from improving the quality of education and we have valued the encouragement that we continually receive from COSATU.

The challenges that lie ahead of us are monumental. Each year over 1 million children enter our schools. Just over a quarter graduate twelve years later. The dream of a satisfying and dignified life for every person will take decades of hard work. But there is no doubt that education is at the centre of that struggle, and that EE is a vehicle we need for that journey.

I SALUTE THE REMARKABLE WORK DONE BY A MOST REMARKABLE GROUP OF YOUNG PEOPLE. THEIR COMMITMENT IS AN INSPIRATION, AND THEY PROJECT IN ALL OF THEIR ACTIVITIES A MOMENTUM THAT CARRIES FORWARD THE BEST IDEALS OF OUR MOVEMENT. WE CAN BE PROUD OF THIS NEW GENERATION OF ACTIVISTS.

It is my pleasure to serve on the EE Board, and I ask everyone reading this 2010/2011 Annual Report to support the work being done in any way they can.

Sincerely,

Mary Metcalfe
EE Board Member
equaleducation.org.za/donate
ORGANISATIONAL STRUCTURE

KHAYELETHSHA

POLICY, COMMUNICATION & RESEARCH
• Analyses and evaluates policy, law and budgets
• Liaises with media and government
• Creates EE's own media and publications

YOUTH & COMMUNITY
• Responsible for the intellectual and political education of EE members and leaders
• Develops educational materials relevant to EE campaigns
• Organises weekly meetings and camps for different grades to build social and political consciousness
• Arranges career guidance expos to educate senior students about different tertiary institutions
• Holds parent workshops and builds parent branches
• Organises campaigns in schools, communities and nationally

ADMINISTRATION & LOGISTICS
• Manages EE's offices, assets and finances
• Provides logistical and organisational support for all EE events

COORDINATOR’S OFFICE
• Provides overarching support to the organisation
• Manages all external relationships with donors and partners

COMMUNITY LEADERSHIP YEAR
• Takes a select group of EE post-matric leaders through a year of intense academic development
• Provides a bridge for many into tertiary education
• Inducts young leaders into activism, politics and organising work

THE BOOKERY
• Grew out of EE's Campaign for School Libraries
• Provides under-resourced schools with fully-functioning libraries built from books donated by the public
• Currently opening a library a month
• Librarians are recruited, trained and placed in every library opened by EE

NATIONAL

EE BOARD / NATIONAL COUNCIL

Western Cape

Tembisa

• EE's newest office in Gauteng province
• Youth groups, camps and the beginnings of a powerful new centre for the movement in the heart of the country

A NATIONAL MOVEMENT
• EE has an organised presence, led by EE activists and volunteers in KZN, Limpopo, the Eastern Cape, Gauteng and the Western Cape
• We have mobilised around the country and visited schools and communities in eight provinces
• Camps have been held in Nquthu (KZN), Mthatha (EC), Thohoyandou (Limpopo), Tembisa (Gauteng) and the Western Cape

EE HEAD OFFICE

EE NATIONAL

POLICY, COMMUNICATION & RESEARCH
• Analyses and evaluates policy, law and budgets
• Liaises with media and government
• Creates EE’s own media and publications

YOUTH & COMMUNITY
• Responsible for the intellectual and political education of EE members and leaders
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COORDINATOR’S OFFICE
• Provides overarching support to the organisation
• Manages all external relationships with donors and partners
**EQUALISERS**

EE members, known as equalisers, are the heart of the organisation. They are high school students predominantly from poor and working class areas. They engage with the organisation through a variety of activities ranging from weekly youth groups, mass meetings, camps and EE events and marches.

**ACADEMICS**

A large number of academics supply EE with the latest research, present seminars to our staff, and engage with our written material in draft and final format.

**MEDIA**

EE has built relationships with the media on the basis that EE is a credible source of information. Getting the facts and our view out is crucial. Social media is also vital.

**PARENTS**

Parents of learners who attend township and rural schools. EE now has a strong parents’ division with a growing number of branches.

**CIVIL SOCIETY**

Members of society concerned with the education system and our progress in our campaigns. They follow us through our website, social media, the local media as well as supporting our events.

**PARTNER ORGS**

Organisations such as SECTION27, LRC, TAC, SJC, SLSJ, CMT, SELS and sometimes COSATU are a great source of strength and inspiration.

**EE LAW CENTRE**

A specialist education and human rights law firm which is independent of EE. It opened in January 2012.
The Policy, Communications and Research (PCR) department is responsible for policy analysis, EE’s research outputs, and liaising with the media and Government. It also maintains the organisation’s social media presence and produces materials – in collaboration with the Youth and Community Department.

COMMUNICATION

Communications and media advocacy are central components of activism in the 21st century. All modes of communication, old and new, are used to get our message out and raise public awareness of education issues while the media is used as a resource to push social change. Television, radio and newspapers remain hugely important, with EE fast becoming the most prominent civil society voice on education policy in South Africa.

In terms of our mobilisation efforts on the ground, the most important means of communication remains hand-to-hand distribution of pamphlets and petitions on the streets, in taxi ranks, outside school gates, and in people’s homes. Mass SMS-ing (texting) is crucial to get the word out about an urgent meeting while web communication includes e-mail, our website, Facebook, Twitter, MXCI and other social media platforms. Our YouTube and Vimeo channels are repositories of videos documenting our campaigns.

View our videos here: youtube.com/userEqualEducation vimeo.com/user12103031

THE EQUALIZER

The Equalizer magazine is published quarterly and has a current print run of 2 500. The magazine updates members on EE campaigns and events, addresses education issues and makes connections between members’ struggle for equality and social justice and past and similar struggles in South Africa and other parts of the world. A number of EE’s learner members serve alongside staff members on the magazine’s editorial committee, giving valuable inputs and feedback on issues relating to design and content.

Digital copies of The Equalizer can be accessed on EE’s website.

“I really enjoyed reading the December 2010 issue of The Equalizer. It gives us a chance to speak out as learners, and we appreciate it. I also like to learn about the history of South Africa, and about the Constitution. The issue that touched me the most was the article on mud schools. It is very painful to see that there are students like me who attend school in buildings made of mud. It must be really hard for them to sit in class in winter…”

– Sizuba Marala, Grade 11, Luhlaza High School.

The Equalizer now also has its own blog: equalizermagazine.wordpress.com

FACTSHEETS

The PCR department has developed numerous fact sheets on topics related to the education system in South Africa, such as inequality, school governance, late-coming and discipline. These fact sheets have been used to support the work of the Youth and Community department, and can be downloaded from our website: www.equaleducation.org.za/youth_group_fact_sheets

RESEARCH

EE engages in evidence-based activism, which means that all of EE’s campaigns and activism is based on meticulous research.

In 2010 and 2011, original research was undertaken on subjects such as teacher post provisioning, teacher training and development, the textbook procurement process and the provision of school libraries, resulting in the publication, in 2010, of a comprehensive report entitled “We can’t afford not to: Costing the provision of functional school libraries in South Africa.” A second, revised edition was published in 2011.

In 2011, the Youth Department also began research on Representative Councils of Learners (RCLs). EE members, meanwhile, take part in participatory action research by assisting in data collection. For instance, they document and take pictures of problems in their schools which then inform our campaigns.

LOYBING PARLIAMENT AND GOVERNMENT

THE PCR DEPARTMENT TRACKS CHANGES IN EDUCATION POLICY AND LAW AND THEIR IMPLEMENTATION. THIS ALSO ENTAILS LOBBYING PARLIAMENT AND GOVERNMENT.

EE attends Parliamentary Committee meetings and briefings, and provides input when the public is given the opportunity to make written and oral submissions. Budget-monitoring is also a key activity.

25% of schools in the country have e-mail addresses

3% of schools in the Limpopo have e-mail addresses

Source: Report on the 2009/2010 Annual Survey for Ordinary Schools, DBE
SUBMISSIONS

LATE 2009
GENERAL COMMENT ON BASIC EDUCATION

The Portfolio Committee on Basic Education made a general call to the public to make written submissions on how to improve access to basic education. The Committee received hundreds of submissions, from which it selected particular individuals and organisations to come and make oral presentations to the Committee. After making a written submission, which provided well researched recommendations on the links between quality education and access to school libraries, EE was invited to Parliament to make oral presentations. In February 2010, Yoliswa Dwane and Dmitri Holtzman addressed the Portfolio Committee, and were supported by over 100 equalisers who attended.

Read EE’s Submission here: equaleducation.org.za/sites/default/files/Submission_to_PC_on_Basic_Education.pdf

FEBRUARY 2010
BASIC LAWS AMENDMENT BILL

EE made written submissions on the Basic Education Laws Amendment Bill in response to a call for public comment. The purpose of the Bill was to bring statutes dealing with schools into line with the changes brought about by the Department of Education splitting into the Departments of Basic Education and Higher Education and Training. EE made 8 specific comments and recommendations on the Bill. Thereafter, an amended bill titled “Basic Education Laws Amendment Bill 2010”, incorporated 7 out of 8 of the recommendations made by EE in our submission.

Some of these amendments dealt with very important issues such as the prohibition of “display of material of a political nature within the premises of the school.” EE argued that this wording was too broad and draconian. Phrased as such, the provision could prohibit the use and display of historically relevant and pertinent material, which may even be required in the school curriculum. EE argued successfully that this section be amended so as to prohibit only the display of parry political material, unless relevant to the school curriculum.

Read EE’s comments on the Basic Education Laws Amendment Bill here: equaleducation.org.za/sites/default/files/Comments_on_Basic_Laws_Amendment_Bill.pdf

OCTOBER 2010
ACTION PLAN 2014

EE responded to a call from the National Department of Education for public comments on its Action Plan 2014 Towards the Realisation of Schooling 2015. This is an over-arching plan by the Department with the purpose of providing a long-term framework for the entire education system. EE submitted comments and recommendations which dealt with aspects of the plan relating to teacher development and training, the distribution and allocation of teaching posts, the need for further development of school infrastructure policy and regulations, and the need for reform of the textbook procurement policy. Again, EE’s comments and recommendations were well received, and we were invited to attend symposiums where different stakeholders were engaged around improving the Action Plan.

THE DEPARTMENT OF BASIC EDUCATION HAS BEGUN IMPLEMENTING A SIGNIFICANT RECOMMENDATION MADE BY EE AROUND THE TEXTBOOK PROCUREMENT POLICY. IT HAS COMMITTED ITSELF TO BEGIN CENTRALISING TEXT-BOOK PROCUREMENT, WHICH WILL GO SOME WAY TO BRINGING DOWN THE COST OF TEXTBOOK PROVISION TO SCHOOLS.

Read EE’s Submission here: equaleducation.org.za/sites/default/files/Comment_on_Action_Plan_2014.pdf

OCTOBER 2011
ANNUAL REVIEW

EE submitted a briefing note to the Portfolio Committee on Basic Education in regard to its review of the Department of Basic Education’s 2010-2011 financial year. EE’s briefing note focused on key programmes of the DBE and evaluated the Department’s performance in the following areas: the provision of school libraries, school infrastructure, the provision of workbooks and textbooks, and the Annual National Assessments of Literacy and Numeracy.

Read EE’s briefing note here: equaleducation.org.za/sites/default/files/Briefing_Note.pdf

FEB 2012
NEEDU SUBMISSION

The EELC prepared a submission for EE on the National Evaluation and Development Unit Bill (NEEDU). The NEEDU Bill proposes to create an external agency that will conduct independent evaluations of all levels of the education system and report to the Minister of Basic Education on the performance of national and provincial education departments, and the state of school leadership, management, teaching and learning. While the submission welcomed the establishment of NEEDU, it voiced concerns that the Unit as currently conceived lacks the safeguards necessary to ensure that it can provide an independent assessment of all levels of government.

Read EE’s submission here: equaleducation.org.za/sites/default/files/Equal%20Education%20Comment%20on%20NEEDU%20Bill.pdf

MAY 2012
EDUCATION DISTRICT POLICY SUBMISSION

The EELC submitted a commentary on behalf of EE on the DBE’s Draft Policy on the Organisation, Roles and Responsibilities of Education Districts. The enactment of clear policy in this regard is vital given that no national policy governing education districts currently exists. EE’s commentary drew from its own experiences with education districts, highlighting capacity challenges relating to the failure of education districts to adequately respond to and resolve complaints that EE had lodged on behalf of learners and their parents.

In its commentary EE argued that the roles and responsibilities of education districts must be clear such that districts can be held accountable for fulfilling their mandates. The commentary further addressed concerns relating to assuring that education districts are adequately resourced.

Read EE’s submission here: equaleducation.org.za/sites/default/files/2012%2005%2018%20EELC%20Comment%20on%20Draft%20District%20Policy.PDF

MAY 2012
NATIONAL DEVELOPMENT PLAN SUBMISSION

Following a preliminary submission in March 2011, the EELC submitted comments on the National Planning Commission’s ‘National Development Plan’ on behalf of Equal Education. The comments addressed EE’s concerns as they relate to the development of school infrastructure; improvement of rural education; the need to revise the current method of teacher-post allocation to ensure a more pro-poor method of teacher funding; teacher appraisal and performance-based remuneration, and the need to resolve capacity constraints which hinder the functionality and performance of education districts.


The Youth and Community Department is arguably the most vibrant arm of the organisation, and responsible for building membership and activism at the community level. It facilitates the connection between EE’s membership base – predominantly learners and, increasingly, parents from poor and working class communities – and other structures in the organisation, and is responsible for the political conscientisation of members.

01 YOUTH LEADERSHIP

Learners constitute the majority of EE’s membership base, and are known as ‘equalisers.’

The political education of members, specifically the development of a leadership core that is informed, is one of EE’s principal tasks. Equalisers attend youth group meetings where they link their experiences in schools to the broader national education system, and the historical background of education in South Africa. At Youth Group, equalisers learn about current affairs and social issues affecting youth in South Africa. During the second half of 2011, there was a specific focus on the causes and effects of educational inequality in South Africa. Increasingly Youth Group is a place for youth to self-organise for campaigns that take place directly in their schools.

Through Youth Group, learners also develop their leadership potential from a young age. From Grade 8 through to Matric, equalisers take part in youth group activities on a weekly basis, which include meetings, camps and outings. As they move through the ranks they gain more responsibility until they are equipped to be Youth Group leaders themselves.

“There were a lot of problems in my school, and I thought that if I was part of EE, I could solve those problems and make a difference in my school. But when I learnt about the state of schools in Khayelitsha and all over the Western Cape, I realised that I could make a difference in other schools and in South Africa as a whole.”

– Lukhanyiso Duda, Grade 12 (2011), Hector Pieterson High School, Kraaifontein

“After I was curious about the work EE was doing and about education. I wanted to learn more so I joined EE and have been involved ever since that first meeting. What we need is equality, I want us all to be at the same level across the system. After apartheid ended, all South Africans were supposed to get a better education because we now had equality, but it has still not happened. There is still inequality in the system that is almost as bad as it was before the end of apartheid.”

– Qhayisani Dlakana, Grade 12 (2011), Harold Cressy High School, Cape Town

02 YOUTH GROUP FACILITATORS

Youth Group facilitators are typically young people from Khayelitsha, Kraaifontein, Tembisa, Bonteheuwel and other areas where EE has active membership. They are often Youth Group graduates who have received EE leadership training. Some facilitators are volunteer university students from UCT, UWC and elsewhere. These students offer their time to engage with equalisers most affected by a failing education system. The Heads of the Youth Groups, who have concrete experience in leadership, provide support to the Youth Group facilitators. The Heads, in turn, are supported by Educational Advisors who, together with the Heads, are responsible for developing educationally strong and well-structured activities for Youth Groups.

As confident, intelligent young leaders who are developing their own experience and careers as educators, the facilitators are seen as role models for the Youth Group members. In 2011, for the first time in the organisation’s history, all Youth Group heads were home-grown EE talent. EE’s network of Youth Groups is fast expanding. In 2011, new youth groups were established for Grade 8 learners, Mitchell’s Plain and Strand. An EE branch has also been established at the University of Cape Town.

03 MASS MEETINGS

Mass meetings of equalisers take place every month. Here equalisers are informed of developments taking place in the movement’s work.

THE MEETINGS ARE USED TO PREPARE MOVEMENT MEMBERS FOR CAMPAIGNS AND ORGANISING WORK THAT WILL TAKE PLACE IN THE COMMUNITY. THIS INCLUDES THE DISTRIBUTION OF CAMPAIGN LEAFLETS, PUTTING UP POSTERS, VISITING COMMUNITY CENTRES OR PLANNING EVENTS.

04 YOUTH CAMPS

Having run youth camps in the Western Cape since 2008, EE, in 2011, ran youth camps outside the Western Cape for the first time. The first of three regional camps took place at Babanango Valley in KwaZulu-Natal in June 2011 where 45 learners, from schools in Nguthu and Umlazi, joined the movement. This was followed, in July, by EE’s first Eastern Cape camp. About 40 equalisers from schools in the Libode, King Williams Town and Mthatha areas attended the camp, which culminated in a picket outside the Bhisho Provincial Legislature on July 4th. The picket was covered on the front page of the Daily Dispatch newspaper.

The third regional camp took place in Gauteng on 8-10 July and also included learners and facilitators from Limpopo. Many of the equalisers and leaders from other provinces attended EE’s annual national camp, which took place in December 2011 in the Western Cape.
2010 LEADERSHIP COMMITTEE

CHAIRPERSON
Ntombesizwe Mkhonto

DEPUTY CHAIRPERSON
Mtonelile ‘My Lord’ Ngubu

SECRETARY
Nontsikelelo ‘Ntsiki’ Dlulani

DEPUTY SECRETARY
Shanley Philemon

ORGANISER
Yolanda Benya

2011 LEADERSHIP COMMITTEE: KHAYELITSHA LEADERSHIP COMMITTEE

BULUMKO
Mandalakhe Mt, Banele Poni & Kwanwe Mbulane

CHRIS MANI
Zizipho Mphasirova & Musakosi Mzadmana

COAST
Bayanda Mzuwi

ESANGENI
Banele Pateni, Zimkhitha Sikoalakhe & Zimakithi Sikoalakhe

HARRY GWALA
Ayanda Matshoni & Mmamela-Vumaxonke

KWAMFUNDU
Simade Dala & Andile Ludatha

JOE SLOVO
Ayanda Xocile, Unathi Mmani & Athulile Tyelelontombi

LUHLAZA
Phathiswa Shubhawan & Thobela Duma

MANYANO
Aphilele Ndima & Sisonke Mqamelo

MASHILE
Simazo Nkosibeni

OSCAR MPETHA (NYANGA)
Siremuthi Nyali & Bongeka Malandri

SAKUMLANGELA
Zhikona Ndabuzande & Andiswa Notshe

SIPHAMANDLA
Busiswa Sigura & Luxolo Nogebela

SIVILE
Siyanda Dosi & Tshakane Nkonye

SIDWISELE
Yolanda Korbel, Andiswa Dana & Kwanwele Sihla

THENDBHUKILE
Nthakwana Mokoalile & Zola Somrabo

USAASO
Siyanda Dlekedla

2011 LEADERSHIP COMMITTEE

KRAAIFONTEIN LEADERSHIP COMMITTEE

CHAIRPERSON
Ntombesizwe Mkhonto

DEPUTY CHAIRPERSON
Mtonelile ‘My Lord’ Ngubu

SECRETARY
Nontsikelelo ‘Ntsiki’ Dlulani

DEPUTY SECRETARY
Shanley Philemon

ORGANISER
Yolanda Benya

2011 LEADERSHIP COMMITTEE

IN 2010

165 matrics in 19 Khayelitsha high schools

attained

404 A's (excluding Life Orientation)

attained

3228 matrics

attained

44 A's

Source: Equal Education Analysis of 2010 Matric Results

PARENT ACTIVISTS

Until recently, parents’ main engagement with EE was through their children’s involvement in the movement. However, in 2011 EE established a new project specifically dedicated to organising parents to advocate for quality and equal education, allowing us to harness our existing support from parents and to build it systematically as a force for change.

Parents have a vitally important role to play in the struggle for better education, and EE will support parents to fulfil this role. Most parents were schooled under the deliberately inferior system of apartheid Bantu Education and were themselves denied a quality education or any education at all. Without any direct experience of quality education, parents are less able to know what to expect from schools and government, and how to support their children’s learning. Many parents also feel intimidated by schools.

EE seeks to address these challenges by building parents’ understanding of schools and the education system, and by involving them in activist efforts to transform poor-performing schools and the unequal education system. This is being achieved by running educational workshops with parents, and involving them in school-based projects, such as supervised after-school homework classes, and EE’s advocacy work.

In June 2011, EE hosted the first in a series of workshops attended, for the most part, by parents from Khayelitsha’s BM Section. Initially, workshops aimed at developing parents’ general understanding of educational inequality. Subsequent workshops deepened this understanding, unpacking ways in which inequality in the education system is maintained and reproduced. The BM Section parents also attended the People’s Summit in June.

“The education we as parents received was a poor education. It is the reason why so many of us cannot find work today. It is the reason why the only work we can find are low paying jobs with long hours. We don’t want this for our children.”

– Andiswa Kolanisi, Parents taking Action, People’s Summit for Quality Education, 26 June 2011

In November 2011, EE ran its first parents’ camp. 35 parents who attended the camp looked back at EE’s past campaigns, planned for the coming year and brainstormed about ways parents could drive change in their children’s schools and communities. There are now 3 vibrant parent branches and a growing membership.

NATIONAL SENIOR CERTIFICATE REWRITES

A matric certificate is still the most basic passport to opportunity in South Africa. It doesn’t open all doors, but without it most are simply shut. An efficient system for writing and rewriting matric, for those in and out of school, is therefore a priority for EE. EE has begun to successfully challenge some of the exclusionary rules around writing matric.

The immediate interest in challenging these rules is linked to participants in EE’s Community Leadership (CL) Programme, a post-matric gap-year programme that helps a group of equalizers to improve their matric results.

The Western Cape Education Department (WCED) had a policy in place that prevented students who had obtained their matric – known as the National Senior Certificate (NSC) – from attempting to improve their marks in more than two subjects. An email from the WCED to EE, in October 2010, confirmed their position.

Under this policy there was a clear distinction between candidates that had passed the NSC and those who had failed it. Those who had passed but wished to improve their marks could register to rewrite a maximum of two subjects. But a candidate that had failed the whole NSC was not limited in the amount of subjects that he/she could repeat.

This distinction appeared to have no rational basis. If anything, it may have served as an incentive for struggling students to fail their NSC examinations so that they could rewrite all of their subjects. This was clearly not the WCED’s aim.

EE was unable to find any national regulation or policy document that supported or authorised the position of the WCED. In Regulation 8 of Government Gazette No. 32678 EE could find no limitations on the number of subjects that a learner could re-write. The only restriction was that learners could take only two new subjects; subjects they’d never done before.

EE worked with the Legal Resources Centre (LRC) to raise this with the WCED.

In written correspondence with EE’s attorney at the LRC, the Head of Department at the WCED, Ms Penny Vinsjevold, has now agreed that pass or fail learners should not be prevented from rewriting as many of their existing subjects as they would like.

The progress described above is just the beginning of EE’s work to ensure an efficient and fair system for writing and rewriting matric, for those in and out of school.

An even more serious problem that EE also recognises is that there is currently no provision for an adult to write matric. This means that a candidate that did not reach grade 12, but now wants to write matric as an adult, is unable to do so. Matric is a gateway to many things, and EE believes that this gateway should be equally available to all.

2.4 million young people in South Africa between the ages of 18 & 25 are not working.
COMMUNITY LEADERSHIP (CL) PROGRAMME

The Community Leadership (formerly ‘Gap Year’) Programme was set up in early 2010 to provide academic support to a group of EE members seeking to improve their matric results. The programme was born out of the recognition that no matter how committed and dedicated EE members are, they tend to come from schools in Khayelitsha, Kraaifontein and elsewhere that are extremely disadvantaged. The program therefore combines activist training and internship with an intensive academic year to qualify and equip EE members for tertiary study.

The year-long programme entails a rigorous academic programme coupled with political work. Participants are chosen for their leadership potential and commitment to the movement for quality and equal education in South Africa.

Each CL member undergoes an individual analysis of which subjects they should restudy and are then enrolled as an independent matric candidate, repeating several matric subjects in the hope of improving their result. The political work sees the CL members becoming part of EE Youth Group teams and being active in their weekly sessions to teach EE’s human rights and activist curriculum to younger equalisers. The CL members are selected to run programmes for these Youth Groups, which they were once part of themselves. They are also involved in all of EE’s campaigns and events throughout the year. As such, the project is a pipeline of talent in EE. All CLs must commit to remaining involved with EE, as leaders, for a minimum of two years after the conclusion of the programme.

From May 2010, a school was set up and run from 6 Spin Street, Cape Town, with a full staff of teachers and tutors. The 2010 CL cohort consisted of 11 EE youth leaders living in and around Khayelitsha. All the participants had written matric exams in 2009, with most of them achieving poor results and only 3 of the 11 passing. In November 2010, they rewrote matric and the results were impressive, with 10 of the 11 passing, constituting a 91% pass-rate compared to the 52% average for Khayelitsha. Some students improved their grades by as much as 40%.

Due to the drastic improvement in their matric results, 8 out of the 11 CLs of 2010 are now furthering their studies at the University of Cape Town. One student received a full scholarship to study sound engineering at City Varsity. Each was allocated a mentor to assist them with the rigours of pursuing a tertiary education. Whilst some have found the academic and social atmosphere of university study challenging, all of them have found the experience an extremely positive one thus far and are working hard to ensure they achieve good results going forward.

Based on the programme’s success in 2010, EE took on 15 new CL participants for the 2011 year. Based on the previous year’s experiences, new components were introduced to the programme. Among other things, it had become clear that participants struggle to create intensive study schedules in their home environments. As a result, an intensive week-long study camp took place in August 2011. Teachers and tutors were present to give lessons and supervise revision.

After successful 2011 results the programme was expanded to 19 participants in 2012.

In 2009 the Western Cape Education Department (WCED) tested every grade 6 learner in numeracy. Of those in FORMER WHITE schools could count & do maths at the correct level 60% Of learners in FORMER BLACK schools could do the same.

Source: WCED (2010)
The campaign that took EE into the public mind was the Campaign for School Libraries, with its resonant slogan: ‘One School, One Library, One Librarian!’ It has developed into a campaign to secure adequate school infrastructure – including a library – for every school in South Africa. The story of these campaigns is central to the story of EE’s growth and development, and its future.

**01 WHY A CAMPAIGN FOR SCHOOL LIBRARIES?**

Only 7% of public schools in South Africa have functional libraries. These are almost entirely situated in former model-C schools which are able to stock and staff these facilities through their own resources. A history of inequality, rooted in apartheid and Bantu education, underlies these unacceptable conditions that the government has to a large extent inherited. However, after eighteen years of democracy, the obvious benefits of functional libraries are still being ignored. One of the shocking facts we discovered in preparing our campaign was that since 1997, six consecutive drafts for a national policy on school libraries had fallen short of adoption and implementation.

Of 24 493 public schools **93%** do not have stocked & functioning libraries

Source: MEMO 2011, DBE
Research on the question of libraries is quite strong. Here we will provide just one example:

In 1993, a seminal study was conducted in 221 Colorado public schools. The aim of the paper was threefold: to investigate the relationship between expenditure on school libraries and the test performances of learners; to examine the characteristics of school library programmes and the extent to which they are effective; and to assess the contribution of library specialists to learner performance. The authors found that, all else being equal, learners from schools with libraries serviced by qualified librarians generally achieved higher reading scores. Fourth Grade learners improved their results by on average 18%.

Beyond the research it was felt by EE that a campaign for libraries would also offer a challenge to EE members about their own dedication to reading.

The campaign began with a seminar in 2009 during which EE members studied research and government policy late into the night. The march on 22 September 2009 from Salt River High School to the Cape Town City Hall – retracing the steps of Cape Town students in 1976 – kicked off the campaign.

Since then, learners, teachers, parents and community members from across South Africa have rallied behind the campaign’s aim for every school to have a functioning library, with a trained librarian. The campaign has employed many different forms of peaceful protest.

Research deepened as the campaign progressed. Download a digital copy of EE’s comprehensive report on school libraries in South Africa: equaleducation.org.za/sites/default/files/We_Can’t_Afford_Not_To_.2nd_edition_0.pdf.

Other initiatives have included sending letters to and petitioning government officials, lobbying politicians and government officials, staging ‘read-ins’ and fasting for 24 hours. The campaign also won international support, as seen in the open letter to President Jacob Zuma, penned by eminent human rights lawyer George Bizos and signed by 100 eminent figures and international library leaders.

In his open letter Bizos wrote: “...In his book, Long Walk to Freedom, Nelson Mandela wrote, ‘Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mine worker can become the head of that mine, that a child of farm workers can become the president of a great nation. Nobel Prize Laureate Nadine Gordimer has repeatedly said that she became a writer because there was a library in the small town she was born in, which she used during her early age. I am adding my name to the call by Equal Education for quality and equality in education by supporting the ONE SCHOOL, ONE LIBRARY, ONE LIBRARIAN CAMPAIGN.”

In June 2011 EE hosted two international panel discussions on the topic of school libraries in South Africa, bringing together esteemed libraries experts from Europe, Australia, South America and South Africa. The first of the discussions took place at the University of Witwatersrand, followed by a second round at the University of Cape Town. Panelists shared unique perspectives on challenges around advocating for the provision of school libraries and drew renewed attention to our Campaign for School Libraries. The discussions also addressed some of the challenges and opportunities that information technologies such as e-books raise in the campaign for school libraries in South Africa.


Our efforts have led to various provincial departments of education beginning to work on developing a roll-out of school libraries. EE has engaged directly with the KwaZulu-Natal, Free State, Western Cape, Limpopo and Gauteng departments of education in this regard.

Of 24 493 public schools 3544 have no electricity supply
Dear President Zuma,

In 1990, the attention of the world was on South Africa as we witnessed the release of Nelson Mandela. His release from prison inspired hope in a South Africa free from the tyranny of oppression and a society based on equality, freedom and the dignity of all human beings.

Much has been achieved by the democratically elected government. For South Africans to fully realise the dream of an equal and prosperous nation, its children need to receive the best quality education possible. Education remains the best weapon against poverty, one that can bring about real change in the lives of the poorest members of society.

In the early 1990s both learners and their parents rejected the Bantu Education system intended by the apostle of apartheid Hendrik Verwoerd to limit them to become no more than hewers of wood and drawers of water. The youth of 1976 realised the value of education in improving their circumstances and thus took to the streets to demand a quality education.

The youth of today share the same passion and place the same value on receiving an excellent education. The eyes of the world are once again on South Africa as it celebrates the fantastic achievement of hosting the first FIFA World Cup in Africa.

Sincerely,

George Bizos

Archbishop Desmond Tutu, Former Member, Special Rapporteur on the Right to Education, Human Rights Council, United Nations; Jay Naidoo, Chairman, Development Bank of South Africa; Eben R. Fossa, President, International Federation of Library Associations and Institutions; Rachel More, President, Library and Information Association of South Africa; Atinuke Bal-Carter, Executive Secretary, Association for the Development of Education in Africa (Senegal); Bosil Wenda, Regional Project Coordinator, Africa Network Campaign on Education for All (Kenya); Laurence A. Olo, Chair and Coordinator, Empowering School Libraries and Information Library, Rufus Rajum, Head, Twenee (Tunisia); Abbas Rashid, Cenema, Campaign for Quality Education (Pakistan); Adam Hochschild, Author and Journalist, University of California; Mads Saad, Naional Education, professor Albert Boukhorst, University of Brabant, Netherlands; Geoffrey Wallen, Emeritus Professor of Education Policy, University of Oxford (UK); Dr. Gerry Salke, Chair, Executive, Community Foundation, South Africa; Flora Ouma-Dawu, Teachers College, Columbia University (USA); Giorgi Machabans, Executive Director, International Institute for Education Policy Planning and Management (Georgia); Jigar Saw, Regional Project Coordinator, Africa Network Campaign on Education for All (South Africa); Helen Bunting, Policy Officer, Young Lives; Willy Musavvur, Director, PEN/Threat (Zimbabwe); Hugh McIlcan, Director of the Education Support Programme, Open Society Institute (USA); Ian Whitby, International Education Specialist (Pakistan); Ines Sara de Nacimento, Deputy General Coordinator, Brazilian Campaign on the Right to Education; Giora Simons, CEO, Save the Children International; Juan Karakos, International Education Specialist (Peru); Kamala Shamas, challon (Pakistan); Katy Vlady, Head of Education, Save the Children International; Dr. Saul Hening, Specialist on education in conflict affected states (USA); Kimports, Director, Education Support Programme, IBE-UNESCO (Switzerland); Renato Opertti, Education, Brookings Institute (USA); Dr. Rebecca Winthrop, Senior Advisor, Education, Ford Foundation (USA); Tanvir Mohammad Muntasim, Education, University Utrecht; Susan L. Robertson, Professor of Education, University of Bristol (UK); Tamer Mohamed Mostaire, Campaigns Coordinator, Asia South Pacific Association for Basic and Adult Education (Bangladesh); Tania Mercier, Executive, The Integrated Education Fund (Northern Ireland); Tamir Alexander, Chairman of the Education Sub-Board, Open Society Institute (USA); Professor Tony Jott, New York University; Tracy Adams, Director, School Library Association (USA); Ulhuy Miholland, Executive Director, Center for Innovation in Education (Kazan); Valerie Sathern, Deputy Head, Centre for International Cooperation in Education (Ireland); Dr. Viktor Bokinska, Vice-President, Russian Academy of Education; Vladimir Botinsk, Network Director, Streetfootballworld (Germany); Dr. Willem Hoppe, Former Education Advisor, Royal Netherlands Embassy; Wolfgang Lauwe, Coordinator, Institute for International Cooperation of the German Adult Education Association (Belgium); Yassf Sayed, Senior Researcher, Human Sciences Research Council (South Africa).

A further 100 national and international activists, authors and leaders in education, from 40 different countries, have added their signature to Bizos' call:


President of the National Assembly, Dr. Aaron Motsepe.

Nelson Mandela.

Mr. Iqbal Masih, Member of Parliament.

President of the National Assembly, Dr. Aaron Motsepe.

Mr. Iqbal Masih, Member of Parliament.

Author (UK), Esther Freud, Member of Parliament.

Chairperson of the National Library of Catalonia, Esther Freud, Member of Parliament.

Chairman, National Library of Catalonia, David Miller, Member of Parliament.

Chairman, National Library of Catalonia, David Miller, Member of Parliament.

Author (UK), Jenny Bannerman, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (South Africa), Professor Themba Madonsela, Member of Parliament.

Author (South Africa), Professor Themba Madonsela, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (UK), Eliza Badiyi, Member of Parliament.

Author (UK), Eliza Badiyi, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (South Africa), Professor Themba Madonsela, Member of Parliament.

Author (South Africa), Professor Themba Madonsela, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (South Africa), Professor Themba Madonsela, Member of Parliament.

Author (South Africa), Professor Themba Madonsela, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (USA), Dr. Rebecca Winthrop, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.

Author (France), Jean-Claude Poulet, Member of Parliament.
However the central aim of these actions has been to ensure that the national Department of Basic Education (DBE) develops a national policy and an implementation plan to address the shortage of school libraries. In March 2012, as a direct result of EE’s campaigning work, the DBE published National Guidelines for School Library and Information Services. The National Guidelines provide schools, districts and provinces with information and ideas on how to develop their library and information services – but it will not provide financial or other support to be given to schools and districts. These guidelines are a step forward, but they are also cruel for poor schools that do not have the money to use the information and implement the ideas in the National Guidelines.

Another major element in the Campaign for School Libraries is the need for a trained librarian – the Minister has promised EE, in writing, that new post-provisioning for educators will include school librarian posts. A library will not be functional without a trained and dedicated librarian. The Campaign for School Libraries will continue until the DBE implements a proper plan to ensure that all schools have a functioning library managed by a trained librarian. This plan must have a budget and specific deadlines to achieve its goals.

The CAMPAIGN BROADENS: MINIMUM NORMS & STANDARDS FOR SCHOOL INFRASTRUCTURE NOW!

A few events convinced EE that school libraries had to be campaigned for as part of a comprehensive package of decent school infrastructure.

• Firstly, an important step was the successful litigation – settled out of court – by the Legal Resources Centre, that secured R8bn to replace mud schools in the Eastern Cape. EE was involved in mobilising around the case and was preparing to join the case as an amicus when it settled. EE recruited learners from a range of mud schools to attend its camps and seminars, and this brought the question of basic infrastructure to the heart of EE.

• Secondly, when EE realised of the potential of a recent amendment to the SA Schools Act, an amendment which introduced section 5A, we knew that a powerful tool was potentially at hand. This section empowers the Minister of Basic Education, after consultation with the Council of Education Ministers, to prescribe regulations providing for Norms and Standards for school infrastructure, school capacity and the provision of learning and teaching support materials. Such regulations would give the national government a real tool of monitoring and accountability over weak provinces, and give communities a clear sense of their rights.

• Thirdly, the publication in June 2010, as a result of EE’s campaigning on school libraries, of the National Policy for the Equitable Provision of an Enabling School Physical Teaching and Learning Environment (NPEP) by the Department of Basic Education (DBE), was significant. The policy states that all learners have the right to an enabling physical teaching and learning environment. It also promised binding “Minimum Norms and Standards” for an enabling environment by the end of the 2010/2011 financial year. Crucially, these would provide schools and communities with the tools they need to hold Government to account. As EE said in its memorandum to Minister Motshekga, handed over by 20,000 marchers on 21 March 2011:

“This is the new South Africa. Things must change for the youth. They are young, hungry for education, thirsty for knowledge. Let them fly up to the sky. We used to say the sky is the limit, so let them touch that limit. Our schools still today do not have libraries, laboratories and computer labs and it looks like this education is the same we were getting before 1994. EE knows that in the cubhala, in the rich schools, they have all these things. We as parents will be demanding these same things for our children in the townships and rural areas, because it is their right.”

THEY MOVED TO JANUARY 2011

The Campaign for Minimum Norms and Standards has been EE’s most ambitious campaign to date, employing almost every tool in the activist’s arsenal. EE members marched and picketed, wrote letters and went door-to-door in communities to garner support for the campaign. We lobbied Parliament and politicians, and on Human Rights Day in March 2011, EE led 20 000 learners and allies in a march to Parliament to demand that the Minister and Department keep their promise and deliver the promised Minimum Norms and Standards regulations by April 1st – the deadline that had been put forward by the Department in the NPEP. The protest was a milestone in EE’s struggle for the realisation of the right to equal and quality education and one of the biggest marches in democratic South Africa and a powerful example of youth engaged in struggle for a better future.

Addressing the march Andiswa Kolanisi, a leader of an EE parent branch, said:

“Your involvement in our campaigns is what changed education in South Africa. When we marched, we changed the perceptions of education. We must demand the same thing in every school. But we are not the ones who can get these things. We are parents and we must demand these things for our children in the townships and rural areas.”

50% of all learners who spend some time in secondary school DO NOT FIND WORK

Source: NEIMS 2011, DBE

Equal Education Annual Report 2010 & 2011 PAGE 15
Follower her, Unathi Mnani, an equaliser from Joe Slovo High School spoke:

"Today we demand Minimum Norms and Standards for School Infrastructure. These Norms and Standards will say that every school must have electricity, water, safe buildings, enough toilets, a library, a laboratory, a staffroom and other facilities. The Minister must finalise these Norms and Standards in the next 10 days. That is our demand. After that, communities can campaign to get schools fixed to those standards."

The memorandum handed over to a representative of Minister Motshekga was widely endorsed. Some of the organisations endorsing the memorandum containing our demands included the Congress of South African Trade unions (COSATU), the Treatment Action Campaign (TAC), the South African Democratic Teachers union (SADTU), the Desmond Tutu Peace Centre and Amnesty International South Africa. International organisations endorsing our memorandum included the International Association of School Librarianship (Australia), the School Library Association (England) and the African Network Campaign for Education for All (ANCEFA). The march was followed by a picket of about 800 people at the union Buildings in Pretoria-Tshwane on March 31st.

The April 1st 2011 deadline came and went, and Minimum Norms and Standards were not adopted.

Later that month, EE representatives met with Department of Basic Education’s Accelerated School Infrastructure Delivery Initiative (ASIDI) unit, which presented its plans for tackling mud schools and infrastructure backlogs.

Immediately thereafter, nine EE mothers penned a letter to Basic Education Minister Angie Motshekga in her capacity as the President of the ANC Women’s League, expressing outrage about the poor quality of education their children were receiving. They appealed to the Minister, as a woman and mother herself, to adopt regulations providing for Minimum Norms and Standards for School Infrastructure.

The mothers succeeded in collecting more than 1 300 supporting signatures from other parents in Khayelitsha and Macassar.

The letter, along with the supporting signatures, was sent to Minister Motshekga and the rest of the senior leadership of the ANC Women’s League. It was also published as an open letter in local and national newspapers.

March for Minimum Norms and Standards, 2011. Learners march to Parliament to hand over their memorandum.


R15 BILLION COMES IN ANNUALLY FROM SCHOOL FEES. AS THIS MONEY GOES DIRECTLY TO THE SCHOOL COLLECTING IT, THAT’S ALMOST 10% OF THE EDUCATION BUDGET OUTSIDE OF DEMOCRATIC CENTRAL. OF THE EDUCATION BUDGET OUTSIDE OF DEMOCRATIC CENTRAL.

Source: Report on the 2009/2010 Annual Survey for Ordinary Schools, DBE
On the afternoon of 12 July 2011 members erected tents outside Parliament as equalisers sang and handed out leaflets to members of the public, explaining the reasons for the protest. That evening we were joined by members of the public in a candlelight vigil.

Our permit only allowed us to sleep outside Parliament for one night. However, it was decided in advance, jointly with all the participating equalisers, that our protest action would continue a second night. Once it reached 4pm on Wednesday 13 July the police, accompanied by two parliamentary officials, asked us to disperse. A pre-arranged negotiating team calmly informed the police that we refused to disperse, explaining why we believed it necessary to remain. We agreed to take down the tents, insisting that we would sleep out in the cold. Negotiations dragged on and escalated, and in the end we were able to stay.

Zizipho Mphoziswa a Grade 9 equaliser from Chris Hani Secondary School accurately captured the aims of the Sleep In:

"...We want Angie Motshekga to know how serious we are and how desperately we want this policy. We want her to realise how much education means to us. We want her to see how painful it is to be taught in a class where there are 40 of you or to be in a school where there are no playgrounds."

The sleep-in was widely covered in the media and the disciplined, principled and peaceful protest action by EE’s young activists won significant respect and support from the general public.

On the heels of the sleep-in, EE staged a picket outside the Education International (EI) 6th World Congress which took place at the Cape Town International Convention Centre in July 2011, calling on congress delegates to support our demand for school infrastructure standards. EI’s Vice President, Haldis Holst, and Deputy General Secretary, Jan Eastman, addressed the EE demonstrators and pledged to support our campaign for good teaching and learning environments for all.

06
TIME FOR COURT

In August 2011 the Legal Resources Centre (LCR), on behalf of EE and the infrastructure crisis committees of two schools in the Eastern Cape, sent Minister Motshekga a letter of demand requesting that Norms and Standards be adopted without further delay, failing which EE would seek a court order compelling such promulgation.

ON 7 MARCH 2012 EE ANNOUNCED THAT IT WAS PROCEEDING WITH

LITIGATION. PAPERS WERE SERVED ON THE MINISTER OF BASIC EDUCATION, THE MINISTER OF FINANCE, THE GOVERNMENT OF THE EASTERN CAPE, THE GOVERNMENT OF SOUTH AFRICA, AND ALL NINE PROVINCIAL MECS FOR EDUCATION. THE CASE SEeks TO COMPEL THE MINISTER TO EXERCISE HER POWERS UNDER SECTION 5A TO CREATE BINDING NORMS AND STANDARDS.

In a bid to avoid the litigation the Minister, in May 2012, published non-binding ‘guidelines’ on norms and standards. Nevertheless, the case is proceeding. At the time of writing, a majority of provinces, and the Minister of Finance, had indicated that they would not oppose the case. In fact, only Minister Motshekga has indicated that she will oppose Minimum Norms and Standards for School Infrastructure.

35% of Grade 10’s are 18 years or older

Source: Report on the 2009/2010 Annual Survey for Ordinary Schools, DBE

Letter from learners at Mngeni School, Matatiele. Faxed to EE 13 June 2012.
OPEN LETTER TO ANGIE MOTSHEKGA  
PRESIDENT OF THE ANC WOMEN’S LEAGUE

Dear mama Angie Motshekga,

WE ARE A GROUP OF MOTHERS FROM Khayelitsha. OUR CHILDREN GO TO SCHOOL IN THE TOWNSHIP AND IN THE EASTERN CAPE. LIKE ALL MOTHERS, WE ONLY WANT THE BEST FOR OUR CHILDREN.

WE WRITE TO YOU MAMA BECAUSE WE ARE CONCERNED ABOUT OUR CHILDREN’S EDUCATION

Our children need classrooms, toilets that work, water and electricity, fencing, libraries, laboratories and computer centres. These things should not only be for learners at schools in the suburbs. Every child deserves a quality education. Our lives are difficult. We live in shacks, in areas where there is no clean water, electricity and toilets. Most of us are unemployed. Others work for little pay in Town and on farms, or selling food in the township. Many of us depend on social grants to buy food, clothes, paraffin and to pay for transport.

We know that the reason we cannot get proper jobs is because we are not educated. Like you mama Angie, we went to school during Apartheid and suffered under Bantu Education. With no shoes or uniform, we went to school under trees, in churches, windbreaks and sheds. We did not even have books, desks or chairs. At that time, children did not have rights. Because of the sacrifices made in the Struggle, today our children can join Equal Education and fight for better schools.

WHEN WE SEND OUR CHILDREN TO SCHOOL, WE HOPE THAT ONE DAY THEY WILL PASS MATRIC, GO TO UNIVERSITY AND GET A GOOD JOB, SO THAT THEY CAN LOOK AFTER US. BUT WE ARE NOT SEEING THIS HAPPEN. INSTEAD, OUR CHILDREN ARE DROPPING OUT OF SCHOOL OR FAILING MATRIC.

Our children’s teachers received the same education we did. Many of them were not properly trained and cannot explain the work to our children. These teachers need to be trained and supported. Quality education starts in the classroom. Our children’s schools should also be provided with fencing, so that they can be safe. They need libraries, laboratories and computer rooms to help them learn and prepare them for university. We need Minimum Norms and Standards to ensure this. Where schools have facilities, they should be open and available for children to use. They should not be locked all day, as many of them are. Many of our young children live in our families in the Eastern Cape. There they go to multi-schools, with no proper classrooms, desks, chairs or textbooks. These are the same things we experienced during Apartheid. How can this be?

A BETTER EDUCATION FOR OUR CHILDREN MEANS A BETTER FUTURE FOR OUR FAMILIES. IT ALSO MEANS A BETTER FUTURE FOR SOUTH AFRICA.

This is why we are asking you MAMA ANGIE, TO ADOPT MINIMUM NORMS AND STANDARDS FOR SCHOOL INFRASTRUCTURE IMMEDIATELY. YOU HAVE THE POWER TO DO THIS. WE ARE DEPENDING ON YOU.

Andiswa Kholisi  
Nobantu Vuma  
Bongani Malinga  
Thembisa Mntungwa

This letter was signed by a further 1 500 parents.

Equal Education
www.equaleducation.org.za  
info@equaleducation.org.za  
Tel: 021 872 0227

Full page Open Letter to Angie Motshekga. Published in The Daily Sun, April 2011.
THE BOOKERY

The Bookery, EE’s book depot, addresses the lack of school libraries in the short term while powerfully illustrating the benefits of a functional school library. Since its founding in March 2010, the Bookery has established 19 school libraries.

While EE’s Campaign for School Libraries presses Government’s bureaucratic machine to finalise and implement a national policy on school libraries, the Bookery, EE’s book depot, addresses the lack of school libraries in the short term while powerfully illustrating the benefits of a functional school library. Since its founding in March 2010, the Bookery has established, or facilitated the establishment, of 19 school libraries.

The Bookery collects book donations which staff and a dedicated team of volunteers sort, label, cover and index. Almost daily, boxes of donations are delivered to The Bookery. Many more books have gone to other like-minded organisations that are helping either in setting up libraries and reading rooms, or running literacy programmes in schools around the Cape Peninsula and beyond.

The Bookery not only closes the resource gap by providing poor schools with libraries, but also brings together diverse sections of society in the process, serving as a bridge between EE’s core constituency in the townships and those in a position to assist in suburban schools, homes and offices.

Increasingly, corporates and private businesses are also coming on board. In 2010, for instance, the Tourism Community Development (TCD) Trust constructed a brand new library structure at Blomvlei Primary in Hanover Park which the Bookery then stocked with books in 2011. FNB’s International Banking Division partnered with the Bookery in 2011 to set up a library at St Agnes Primary School in Woodstock. The establishment of the St Agnes library had, in turn, been initiated by the Shine Centre, a Cape Town-based literacy NGO. In September 2011, the Bookery partnered with the inaugural Open Book Literary Festival to establish a fully functional library at Matthew Goniwe Memorial High School in Khayelitsha with books donated by Open Book festival goers, the Book Lounge and publishers. The list goes on.

Collaboration is vital in tackling the massive backlog of school libraries in South Africa and we will continue to encourage and drive this kind of collaborative work.

From 2006 - 2010 534 students graduated with an LLB from the University of Cape Town’s law school. Of these 35 were black African South Africans.
LATE-COMING IS A SERIOUS PROBLEM IN SOUTH AFRICAN SCHOOLS. EVERY MORNING, THOUSANDS OF LEARNERS ARRIVE LATE FOR SCHOOL. RESEARCH SHOWS THAT 20% OF TEACHING TIME IS LOST ON AVERAGE EVERY DAY IN SOUTH AFRICA DUE TO LATE-COMING AND ABSENTEEISM.  

Many learners spend hours locked outside the school gates, missing out on valuable class time. Learners who regularly arrive late for school often fall behind in class and get poor results. By coming to school on time, learners take responsibility for their education and make sure that they do not lose valuable teaching time.

EE’s campaign against late-coming (first launched in May 2009) is dynamic, creative and, crucially, driven by learners themselves who take a leading role in educating their peers, teachers and communities about the role of punctuality in enhancing school performance.

A recent round of the late-coming campaign was from February 22 to March 10, 2011. The first week of the campaign was spent mobilising support from learners, parents and partner organisations in the community. The Social Justice Coalition (SJC) and Treatment Action Campaign (TAC) provided on-the-ground support. From March 1-10, staff and equalisers were outside the gates of 10 Khayelitsha schools by 7.30am, singing, displaying posters about punctuality and distributing information about the damage done by late-coming. Equalisers engaged teachers and fellow learners who arrived late to school.

COSATU General Secretary Zwelinzima Vavi endorsed the campaign and visited Chris Hani High School in Khayelitsha on 2 March 2011, handing out leaflets and addressing a special assembly of learners and teachers at the school.

“Spend at least seven and a half hours inside classes with no disruptions or noise. And the teachers must come to school well prepared so they can have an impact on the future of the pupils!”

- Zwelinzima Vavi speaking at the Chris Hani assembly, quoted in the Daily Sun, 3 March 2011 (‘Vavi Confronts the Late-comers!’)

The campaign succeeded in making late-coming the subject of discussion and debate within schools, and in drastically reducing the number of late-comers. The campaign is ongoing and we will stage another round of the campaign in 2012. (In fact equalisers in Tombisa have already done so!)
**LATE-COMING IN THE NEWS**

Cosatu: ‘Get to school on time!’
By Ryan Hoffmann
Mail&Guardian, 2 March 2011

Trade union federation Cosatu has thrown its weight behind an education NGO’s campaign to encourage learners to get to school on time.

Cosatu secretary general Zwelinzima Vavi was the keynote speaker when Equal Education launched its “Late-Coming Campaign” at Chris Hani High School in Khayelitsha, Cape Town, at 7:30am on Wednesday. “We have been running our Late-Coming Campaign since 2009, after noticing the large number of learners still roaming the streets around our offices here in Khayelitsha,” campaign coordinator Yoliswa Dwane told the Mail & Guardian. “Further research showed us that across the country 20% of schoolkids arrive late for school every day. Pacing and timing, along with quality, are issues affecting education in South Africa and these latecomers are deprived of valuable learning time.”

Cosatu spokesperson Patrick Craven told the M&G the federation is fully behind the campaign. “The message is not just for the learners, but for parents, teachers and the wider community. They all have a contribution to make to quality education,” he said. “This is not the first time we are working with Equal Education. We were part of their campaign for school libraries last year and will continue to support them as we would like to see a library and computers in every school…”

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**TEXTBOOKS**

Quality learning and teaching cannot take place without adequate access to textbooks. Learners require textbooks to access information, to do their homework and to study for tests and exams. Learners require their own textbooks for every subject, which they are able to take home. Teachers also need textbooks. For many teachers, textbooks are their main source of subject content. They help teachers to plan lessons, cover the syllabus and set homework, tests and exams. In other words, textbooks help teachers with both what to teach and how to teach.

**A 2009 STUDY BY SOCIAL SURVEYS AND THE CENTRE FOR APPLIED LEGAL STUDIES REVEALED THAT HALF OF ALL LEARNERS BETWEEN THE AGES OF 16-18 DO NOT HAVE TEXTBOOKS, OR ARE SHARING TEXTBOOKS.**

Early in 2010, equalisers raised the issue of a lack of textbooks in their schools. In response, EE conducted two surveys of its Khayelitsha and Kraaifontein members in March and May of 2010. These surveys revealed that schools in both areas had widespread textbook shortages, with learners in grades 8 and 9 being the worst affected. The surveys also revealed that Grade 12s at two Khayelitsha high schools, Chris Hani and KwaMfundo, were without many of their textbooks. With matric exams around the corner, this was an emergency. EE decided that our first priority at that point, was to secure these learners their textbooks.

EE first informed the Western Cape Education Department (WCED) about the problem on 11 May 2010 and was assured that the matter would be looked into immediately. However, by the end of the school term in June, the Grade 12s at Chris Hani and KwaMfundo were still without their textbooks. Therefore EE prepared an urgent court application.

Legal action was averted when, on 8 July, EE, represented by SECTION27, met with the Head of the WCED, Ms. Penny Vinjevold. At this meeting, Ms. Vinjevold agreed to supply textbooks to both Chris Hani and KwaMfundo. This was a victory for the learners at these schools and for EE.

At Chris Hani, the Grade 12s received textbooks for isiXhosa, English, Physics, Life Sciences and Music. Unfortunately however, at KwaMfundo the Grade 12s received no textbooks at all. This was due to obstruction on the part of the school.

EE is committed to improving learners’ access to textbooks. We realise that there are many issues involved in this, including the high price of textbooks, poor procurement policies, and the unsatisfactory retention of textbooks at schools. Research in these areas is ongoing.

**TEXTBOOK RETENTION VIDEO**

At the end of 2010, EE developed a short video-film, encouraging learners to return their old textbooks to school, so that other learners may use them. The video, which features EE members, uses comedy to convey a serious message: take care of your books and return them to your school at the end of the year.

The video, which has been endorsed by the WCED, is being distributed to schools and district offices.

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**In 2011**

1067 Khayelitsha matric students wrote Mathematics. Of these 1067 / 79 achieved a score of 50% or above.

*Excludes COSATI*

Source: Equal Education Analysis of 2011 Matric Results
PEOPLE’S SUMMIT FOR QUALITY EDUCATION

From 25 to 27 June 2011, about 400 learners, teachers and parents, education NGOs and education experts from across the country came together in Khayelitsha and at the University of Cape Town for the first People’s Summit for Quality Education. The Summit was a landmark event for EE and an important step towards building a national movement for equal and quality education.

THE SUMMIT AIMED TO DEVELOP DELEGATES AS EDUCATION ACTIVISTS, ARM THEM WITH KNOWLEDGE ABOUT SOME OF THE KEY CHALLENGES FACING THE EDUCATION SYSTEM AND PROVIDE A PLATFORM FOR THE SHARING OF EXPERIENCES AND IDEAS WITH A VIEW TOWARDS DEVELOPING PRACTICAL PLANS TO TACKLE THESE CHALLENGES.

An important aspect of the Summit was participation of parents including EE’s BM Section workshop parents. Their contributions spoke powerfully to the immense challenges faced by poor and working class communities trying to access quality education, feelings of marginalisation and the continued legacy of Bantu education.

It was equally crucial that learners’ voices were heard at the Summit. A delegation representing Upstart, a learner-run newspaper in Grahamstown, impressed during their presentation of their work and wrote interesting and critical reflections of the Summit for their newspaper, some of which were also reproduced in EE’s The Equalizer magazine. Three members of EE’s Leadership Committee - Mzukisi Mzendana, Jess Hitchens and Ntsikilelo Dulani – gave a presentation on learners leading change while Zweli Mxhego was the learner representative on a panel which discussed how to make the classroom a place of quality learning. EE Leadership Committee chairperson Phatiwa Shudwana meanwhile delivered a powerful opening address at the official Summit opening at the OR Tambo Hall in Khayelitsha. Basic Education Minister Angie Motshekga was in attendance. Addressing the Minister, Shudwana said:

“…Minister Motshekga, on behalf of all equalisers, we will not give up fighting for our rights. “Every generation has its struggle” and fighting for our right to quality and equal education is ours.”

CHARTER CAMPAIGN

During the Summit, EE put forward a proposal for a campaign towards a people’s charter for education. The Summit presented an opportunity to start discussions around the desirability and content of such a charter. Delegates were generally in favour of the proposal. EE considers the Charter Campaign a way to articulate a joint vision of a just educational future and a national movement to realise this vision. It will also provide a strategic direction for the efforts and campaigns of a wide coalition of organisations.

“The process of its formulation will determine the extent to which the Charter can claim legitimacy as coming from and representing the aspirations of our people. The drawing up of the Charter must therefore be an inclusive process, which penetrates all levels of our society: learners, parents, teachers and workers from across the country must be drawn into this process. They must discuss and debate and put forward their demands for an equal education system, both as individuals and as organisations.”

- Brad Brockman, then Deputy Head of EE’s Youth and Community Department, addressing a plenary session at the People’s Summit.

In 2012, it is vital that we build on the important work began at the Summit, and join hands to take the Charter Campaign forward.

SUMMIT STEERING COMMITTEE:

- MARY METCALFE Chairperson
- JON HODGSON Chief Summit organiser
- DR PELIWE LOLWANA Director of the Wits Education Policy Unit
- VERONICA HOFMEESTER Vice-president of the South African Democratic Teachers’ Union
- MOSES MASITHA Who recently served as the president of the University of the Free State’s Student Representative Council
- JONATHAN CLARKE Head of UCT’s Schools Development Unit
- BRIAN ISAACS Principal of South Peninsula High School
- GORDON INGOS Former leader in the Students Health and Welfare Centre Organisation (SHAWCO), the student-run NGO based at UCT
- NYAMEKO GENGQANQI A teaching student
- THOBILE NELANI, YOLANDA BENYA AND OLVETHU MATYESINI Leaders of Equal Education

In 2010 there were 670 000 children between the ages of 7-18 not attending an educational institution. Their most common reason given, at 31%, is a lack of money for school fees.
1 DISCRIMINATION AT SCHOOLS - STUDENT ENROLMENT IN MACASSAR TOWNSHIP

JANUARY 2011

In January 2011 a group of mothers approached EE. Their children had been excluded from all the high schools in the Macassar community where they lived. The mothers and students were “Black African”, and the community predominantly “Coloured”.

The schools, which had previously offered English-medium instruction, in addition to the Afrikaans-medium used by most students, had decided to change to Afrikaans-medium only. On this basis they informed the black African parents and students, on the first day of the school year, that there were no places for them.

EE attempted to resolve the matter with the Western Cape Education Department (WCED), and with the schools concerned. After receiving little cooperation, letters of demand were sent, and legal proceedings set in motion. At that point the province reacted and found places for the students.

Out of this process EE recruited new members, and one of the mothers, Andiswa Kolanisi, became a leader of EE’s parent-members, and later an EE board member.

2 FREEDOM OF RELIGION IN SCHOOLS

FEBRUARY 2011

In February 2011 a student at Joe Slovo High School in Khayelitsha was suspended for refusing to cut off his dreadlocks. In the process he was subjected to fairly harsh treatment by the school. The student was a confirmed Rastafarian, from a Rastafarian family. His mother approached Equal Education for support.

EE undertook the case on the basis that although a school has a right to a school uniform policy, this must allow for variation in the case of a genuine religious or cultural practice. We were mindful of the Constitutional Court coming to the same view in the famous Panyi case where a student was given the right to wear a nose ring.

EE pursued the matter on two grounds. The first was that the suspension (and threat of expulsion) was procedurally unfair, because in terms of the SA Schools Act, these depended upon the provincial HOD. The second was that the student had a right to equality.

After initiating legal proceedings EE received undertakings from the province and the school, and the student was readmitted. Undertakings were also made to assist him in catching up his work.

3 SCHOOL CLOSURES AND EVICTIONS

The Governing Body of Grootekraal Primary School and Another v The MEC for Education, Western Cape and Others (July 2011)

During 2011 the WCED informed Grootekraal Primary School that it would be closed. EE was invited by the community to visit the school, and they found so many things wrong there that they decided to act on behalf of the students. We were made aware of the situation by the mothers and decided that legal action was a necessary step in the campaign.

EE crossed the length and breadth of South Africa visiting schools that had called for assistance, and collecting dozens of affidavits describing conditions utterly unsuited to education. The papers filed with the Bhisho High Court number almost 600 pages. It is the most comprehensive description of school conditions ever to be placed before a court in South Africa. The case is not a sure thing, but it has the potential to define education jurisprudence for the coming decade. EE’s attorneys on the case are the Legal Resources Centre (LRC).

4 SCHOOL CAPACITY

School Governing Body of Rivonia Primary v MEC of Department of Education, Gauteng (September 2011)

In 2011 Rivonia Primary School, a fairly well-resourced public school in Johannesburg, refused entry to a Grade 1 learner, saying that school policy did not permit more than 30 learners per class. This child then applied to the MEC for Education in Gauteng for intervention. The MEC did intervene and instructed the school to accept the child, arguing that many other schools faced far worse overcrowding.

The matter reached the courts, with the central question being who had the final say over a public school’s admission policy and capacity, the provincial government or the individual school’s governing body?

EE (with LRC assistance) joined the case as amicus curiae to argue that although capacity was a feature of the admissions policy each school was permitted to determine, public policy considerations, and a proper textual reading of the Act, gave the MEC the final power to make such a determination. The public policy considerations include the need for equity and fair access to schools. EE’s arguments formed the heart of the judgment in the South Gauteng High Court. The matter has now been appealed by the school to the Supreme Court of Appeal, where EE, together with the Centre for Child Law, will once again present arguments.

5 SCHOOL INFRASTRUCTURE

Equal Education and Others v MEC for Education, Eastern Cape and Others (September 2011)

As discussed on pages 12 to 17 EE has spent years campaigning for binding school infrastructure standards, as called for by Section 5A of the SA Schools Act. We have also negotiated patiently with the Minister in this regard. Eventually, and reluctantly, the conclusion was reached that legal action was a necessary step in the campaign.

EE extended the length and breadth of South Africa visiting schools that had called for assistance, and collecting dozens of affidavits describing conditions utterly unsuited to education. The papers filed with the Bhisho High Court number almost 600 pages. It is the most comprehensive description of school conditions ever to be placed before a court in South Africa. The case is not a sure thing, but it has the potential to define education jurisprudence for the coming decade. EE’s attorneys on the case are the Legal Resources Centre (LRC).

6 TEXTBOOKS

Schools in Khayelitsha (March – July 2010)

In mid 2010 it emerged that many high school students in Khayelitsha were without textbooks. The strength of EE on the ground was put into action, with members conducting two extensive, and high quality, surveys within their schools to establish the extent of the problem.

It was decided to only bring legal proceedings in the most extreme cases, two schools were the matric students were without most of their books. This was only done, as in EE’s usual approach, after attempts to raise and negotiate the matter with the provincial government failed.

The urgent court application, prepared by SECTION27, pressured the province to act, and books were made available to the schools concerned.

75% of the unemployed in South Africa are under the age of 35

**01**

**NATIONAL GROWTH**

In 2010 EE starting taking root outside the Western Cape. In late February 2010 an EE team travelled to the Eastern Cape, visiting more than a dozen schools and communities. In March 2010 our Campaign for School Libraries held demonstrations in Pretoria-Tshwane and Polokwane. In June 2010 the 24-hour Fast for School Libraries took place around the country, with organised ‘breaking-of-the-fast’ events outside the Cape Town International Convention Centre, in Thohoyandou in Limpopo, and at Constitution Hill in Johannesburg. Later in 2010 EE revisited the Eastern Cape to run workshops for communities involved in the ‘mud schools’ case. In December 2010 facilitators and campers from Limpopo, various parts of Gauteng, the Eastern Cape, Durban, and Ngqushwa in rural KwaZulu-Natal attended EE’s various summer camps.

The movement continued to extend its reach in 2011. The Concert and March for Quality Education in Cape Town was followed by a picket outside the union Buildings in Pretoria-Tshwane where our call that the Minister of Basic Education adopt Minimum Norms and Standards for School Infrastructure was reiterated.

**02**

**EE LAW CENTRE**

“...I’m surprised that we haven’t had one case on right of access to education in this court in 13 years. If one were to come before this court I am sure the court would apply its mind and come up with a judgment that is consistent with the Constitution… nobody has come to me and said, ‘My son is studying under a tree, there’s no chalk, there’s no blackboard, the teachers don’t come to school every day.’ Nobody’s come here to say that.”


While the South African Constitution guarantees the right to a basic education, there have been few opportunities for the courts to give content to this right. Increasingly, learners and parents have also been approaching us for legal advice and support relating to issues such as unlawful expulsion and questions of access. It was clear that there was an urgent need for a public interest law centre.

The Equal Education Law Centre (EELC) is a new organisation, structurally and legally independent of Equal Education, established to provide specialised expertise in education law and policy in South Africa. The Centre is dedicated to advancing the right to education through strategic litigation, engagement with government, and the provision of legal assistance and representation in matters concerning education and related human rights. It opened its doors in Cape Town in January 2012.

The Centre maintains a close working relationship with EE.

The Centre’s Board of Trustees has been selected to ensure collective expertise in constitutional and public-interest law, education policy, finance and organisational management. We are confident that the Board of Trustees will be well led by Chief Justice Emeritus Arthur Chaskalson, who brings years of constitutional and strategic litigation experience, as well as practical expertise in establishing a public interest legal practice, owing to his role in the founding of the Legal Resources Centre in 1978.

The trustees, in addition to Chief Justice Emeritus Arthur Chaskalson, are: Adv Vusi Pikoli, Adv Zanele Msweli, Prof Mary Metcalfe, Dr Ursula Hoadley, Kerry Williams, Ithumeleng Mahabane, Yoliswa Dwane and Doron Isaacs.

The staff of the law centre, under Executive Director Dmitri Holtzman, are attorneys Lisa Draga, Precillar Moyo and Shaun Franklin, candidate attorneys Popo Mfubu and Lisa Andrews, and administrator Melanie Boltman.

The Centre is accredited with the Cape Law Society. eelawcentre.org.za

@eelawcentre

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**IN JUNE 2011 EE’S FIRST PEOPLE’S SUMMIT FOR QUALITY EDUCATION BROUGHT TOGETHER NEARLY 400 EDUCATION STAKEHOLDERS FROM ACROSS THE COUNTRY.**

The Summit cemented partnerships, built new ones and galvanised a national movement for Quality Education in Cape Town. In June and July 2011 we ran our first camps outside the Western Cape, welcoming new equalisers from the Eastern Cape, Gauteng, Limpopo and KwaZulu-Natal. The camp in the Eastern Cape culminated in a picket outside the Provincial Legislature in Bhisho. The latter part of 2011 also saw return visits by EE teams to the Eastern Cape.

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11 000 Learners died in 2009, about half of these were in KZ and the EC

about 500 Learners are committing suicide annually
FUNDRAISING

EE continues to work hard to secure funds to make our work possible. Donors are highly valued, and can expect responsive communication from EE, whether for general updates or in response to specific queries. EE encourages donors to visit, share their ideas and attend our events. At the same time EE maintains a diligent independence from its donors, as it is accountable first and foremost to its members and its own constitution.

At the time of writing, EE’s major donors were:

- ATLANTIC PHILANTHROPIES
- BERTHA FOUNDATION
- BRAD FOUNDATION
- CLAude leON FOUNDATION
- Dg MURRAY TRUST
- EGG FOUNDATION
- FORD FOUNDATION
- Open SOciety instItute (osI)
- HCI FOUNDATION
- HEINRICH BÖLL stIFTUNG
- LITCAM
- SIGRiD RAUSING TRUST
- SOuTH aFRICA DEVELOPMENT FUND
- WALLACE GLOBAl FUND
- RAITH FOUNDATION
- EUROPEAN UNIoN

FINANCIAL MANAGEMENT

EE is audited annually by Braude Gordon & Co. EE’s total budget more than doubled from 2009 to 2010, and increased further to just under R10 million for 2011. This meant that there was an increasing demand to monitor our finances more efficiently. Based on recommendations from Braude Gordon & Co. the administration team implemented stricter financial controls, including adequate sign-off for release of payments, both electronic and cash. We also hired financial consultants Cathy Masters Development Service (CMDS) to assist us with this work.

TRAINING AND HUMAN RESOURCE MANAGEMENT

As a result of an increased workload, often requiring specialised skills, EE’s staff component has grown significantly over the past two years. With the increase in the number of staff members, emphasis has gradually needed to shift to human resource management and capacity building. This has taken place in the form of training to strengthen and expand the skills of staff and to ensure that staff members are retained. The same applies to our strong volunteer base, which, like our staff, is drawn from communities in which we work.

Based on an initial assessment, a number of staff members have enrolled in further education opportunities, taking courses in fields such as bookkeeping, computer skills, human resource management, and business management. In 2011, staff members were also given the opportunity to take courses in isiXhosa, English and First Aid.

A full performance appraisal system for all staff members was implemented in 2011.

POLITICAL AND THEORETICAL DEVELOPMENT OF STAFF

Every second Friday afternoon is dedicated to a seminar on a topic pertinent to EE’s work.

Past seminars have dealt with topics as diverse as rural education, sanitation in schools, the traditional courts’ Bill, the legal content of the ‘right to basic education’, education reform in the United States and inclusive education.

A large number of EE staff, volunteers and youth group leaders attend the Social Equality Leadership School (SELS), an organisation that arranges discussion groups on political and economic history and theory as well as periodic discussions on current political events.

STUDY TRIP TO THE USA

In May 2011, seven staff members, accompanied by Board member Mary Metcalfe, went on a study trip to the United States made possible by the Open Society Foundations. The trip was structured around the theme “Civil Society Strategies to Address Education Inequality.” EE’s delegates learnt about policy developments and education activism in the US, met with representatives of US civil society and academia and presented EE’s work to US education stakeholders.

There are nearly 7000 schools in South Africa with multi-grade classes.

48% of schools in the Free State have multi-grade classes.

36% of schools in the Eastern Cape have multi-grade classes.

Source: Report on the 2009/2010 Annual Survey for Ordinary Schools, DBE
## Financial Report


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<thead>
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<th></th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
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<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-current assets</td>
<td>141,478</td>
<td>143,072</td>
<td>123,240</td>
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<tr>
<td>Property, plant and equipment</td>
<td>141,478</td>
<td>143,072</td>
<td>123,240</td>
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<tr>
<td>Current assets</td>
<td>3,308,725</td>
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<td>Other receivables and prepayments</td>
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<td>Bank, cash and cash equivalents</td>
<td>3,301,875</td>
<td>2,061,658</td>
<td>403,715</td>
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<tr>
<td><strong>Total assets</strong></td>
<td>3,450,203</td>
<td>2,219,722</td>
<td>529,408</td>
</tr>
</tbody>
</table>

### Equity and Liabilities

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<th>2011</th>
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<th>2009</th>
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<td>Equity</td>
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<td>993,951</td>
<td>309,690</td>
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<tr>
<td>Accumulated funds</td>
<td>1,040,025</td>
<td>993,951</td>
<td>309,690</td>
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<tr>
<td><strong>Current liabilities</strong></td>
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<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>336,229</td>
<td>259,427</td>
<td>209,621</td>
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<td>Grant received in advance</td>
<td>733,859</td>
<td>966,344</td>
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<tr>
<td>Short-term borrowings</td>
<td>1,340,089</td>
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<td>-</td>
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<tr>
<td><strong>Total equity and liabilities</strong></td>
<td>3,450,203</td>
<td>2,219,722</td>
<td>529,408</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
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<tbody>
<tr>
<td><strong>Total Income</strong></td>
<td>9,279,589</td>
<td>6,613,598</td>
<td>3,642,709</td>
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<tr>
<td>Donations</td>
<td>9,191,261</td>
<td>6,571,599</td>
<td>3,620,656</td>
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<tr>
<td>Other income</td>
<td>88,328</td>
<td>42,000</td>
<td>22,054</td>
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<td><strong>Total Expenses</strong></td>
<td>(9,233,515)</td>
<td>(5,929,338)</td>
<td>(3,333,121)</td>
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<tr>
<td>Core operating costs</td>
<td>(2,001,943)</td>
<td>(1,638,632)</td>
<td>(1,334,784)</td>
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<tr>
<td>Project and Campaign expenditure</td>
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<td>(4,290,706)</td>
<td>(1,998,337)</td>
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<td><strong>Net surplus for the year</strong></td>
<td>46,074</td>
<td>684,261</td>
<td>309,589</td>
</tr>
</tbody>
</table>

Notes:
- EE is audited annually by Braude Gordon & Co Chartered Accountants (SA) Registered Auditors.
- Full Financial statements are available on request from Equal Education.

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**South Africa is rated globally out of with regards to the quality of the educational system**

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*Source: Report on the 2009/2010 Annual Survey for Ordinary Schools, DBE*
In 2011, EE’s board welcomed four new members: two learner representatives, one post-school EE member and one parent. Sadly, we had to say goodbye to Moses Masitha, who moved to the usa in 2012, and to Nathan Geffen who has begun an independent media project. We are immensely grateful for their contribution to the movement, and wish them well in their future endeavours.

Zackie Achmat

Zackie Achmat became an activist in 1976, and thereafter became a leading figure in the youth activism that developed in the Cape. As an anti-apartheid activist and ANC member he was repeatedly imprisoned and spent time underground and in exile. He later formed the National Coalition for Gay and Lesbian Equality, which successfully campaigned for non-discrimination on the grounds of sexual orientation. He spent time working at the AIDS Law Project, and in 1998 formed the Treatment Action Campaign (TAC), which campaigned for prevention and treatment of HIV/AIDS and for the rights of HIV-positive people. This won Zackie numerous awards, including a nomination for the Nobel Peace Prize. He is the founder of the Social Justice Coalition (SJC), which works against social inequality and violence, and co-founder of Ndifuna Ukwazi, which works to build a coherent strategy of movements, leaders and providers legal and research support for social justice organisations.

Mary Metcalfe

Professor Metcalfe recently concluded her work as Director General of Higher Education in the new Department of Higher Education and Training. She is currently working with the South African Democratic Teachers Union and the Development Bank of South Africa. Mary was the Dean of the Faculty of Education at Wits University. She was previously MEC for Education in Gauteng, and Deputy Speaker of the Gauteng Provincial Legislature. During this time, she was a member of the ANC PIC in Gauteng. Prior to democracy, she worked on education policy for the ANC. Mary has a history of activism with the Black Sash, Democratic student movements and the National Education Crisis Committee amongst others. Mary is a qualified teacher and has worked in teacher training.

Pelie Lolwana

Plibe Lolobana is the Director of the Education Policy Unit at the University of Witswatersrand. Previously, she was the Chief Executive Officer of Umualusi – The Council for Quality Assurance in General and Further Education and Training for 8 years. She has worked at all levels of education in South Africa and the United States of America. She has served in many committees tasked with the transformation of education in the country. She serves in a number of Associations, Boards and Councils in education and training in South Africa, in Africa, and the Commonwealth. She consults for international education and training entities. She has published and presented papers on a number of issues in education and training. She obtained her Ph.D from the University of Massachusetts, Amherst (USA).

Crain Soudien

Professor Soudien is 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, class and gender; policy shifts in education; and museum and heritage education. To date, Soudien has published 59 journal articles and 95 book chapters. He is the founder of the Southern 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 2008, Crain was a committee member for the Ministry of Education’s Teacher Education Advisory Committee, and chair of the Ministerial Review Committee into transformation in higher education.

Paula Ensor

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

Graeme Bloch

Graeme Bloch is DBSA education policy analyst. He taught in the education faculty at the University of Western Cape, and was project manager for youth development at the Joint Education Trust. He has worked as Head of Social Development in the Department of Welfare, and as Director of Social Development in the Joburg Metro. Before 1994, he was executive member of the National Education Crisis Committee (NECC) as well as the United Democratic Front (UDF). He has written and published widely, in particular on education, in both academic and more popular publications.

Phatiswa Shushwana

Phatiswa is the Chairperson of the EE youth leadership committee, and therefore sits on the EE Board. She joined EE in 2008 when a grade 8 learner at Luhlaza High School in Khayelitsha. She was instrumental in EE’s first campaign to fix 500 broken windows. She is currently completing grade 12.

Sean Feinberg

Sean grew up in Durban and graduated from UCT with a Business Science degree in 2002. He was actively involved in Habonim Dwe South Africa for many years, culminating in him running the technical side of their three week annual camps of 1000 people for three consecutive years. After spending five years working for Nudibath he is now the Risk and EI manager for a Financial services company based in Cape Town.

Andiswa Kolanisi

Andiswa Kolanisi was born in the Transkei in Colofane. She moved to Cape Town in 1979. She is a mother of four, and has been an active member of EE since January 2011. Towards the end of 2011, she was appointed as the Parents Group Facilitator.

Nontsikelelo Dlulani

Nontsikelelo aroundi Woeridge High School and has served on EE’s Leadership Committee for the past two years.

Doron Isaacs

Doron grew up in Durban and attained degrees in Finance & Law at UCT. He has previously led Habonim Southern Africa and Students for Law and Social Justice (SLSJ). He is responsible for the overall management and operations at EE.

Mary Metcalfe

Professor Metcalfe recently concluded her work as Director General of Higher Education in the new Department of Higher Education and Training. She is currently working with the South African Democratic Teachers Union and the Development Bank of South Africa. Mary was the Dean of the Faculty of Education at Wits University. She was previously MEC for Education in Gauteng, and Deputy Speaker of the Gauteng Provincial Legislature. During this time, she was a member of the ANC PIC in Gauteng. Prior to democracy, she worked on education policy for the ANC. Mary has a history of activism with the Black Sash, Democratic student movements and the National Education Crisis Committee amongst others. Mary is a qualified teacher and has worked in teacher training.

Pelie Lolwana

Plibe Lolobana is the Director of the Education Policy Unit at the University of Witswatersrand. Previously, she was the Chief Executive Officer of Umualusi – The Council for Quality Assurance in General and Further Education and Training for 8 years. She has worked at all levels of education in South Africa and the United States of America. She has served in many committees tasked with the transformation of education in the country. She serves in a number of Associations, Boards and Councils in education and training in South Africa, in Africa, and the Commonwealth. She consults for international education and training entities. She has published and presented papers on a number of issues in education and training. She obtained her Ph.D from the University of Massachusetts, Amherst (USA).

Crain Soudien

Professor Soudien is 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, class and gender; policy shifts in education; and museum and heritage education. To date, Soudien has published 59 journal articles and 95 book chapters. He is the founder of the Southern 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 2008, Crain was a committee member for the Ministry of Education’s Teacher Education Advisory Committee, and chair of the Ministerial Review Committee into transformation in higher education.

Paula Ensor

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

Graeme Bloch

Graeme Bloch is DBSA education policy analyst. He taught in the education faculty at the University of Western Cape, and was project manager for youth development at the Joint Education Trust. He has worked as Head of Social Development in the Department of Welfare, and as Director of Social Development in the Joburg Metro. Before 1994, he was executive member of the National Education Crisis Committee (NECC) as well as the United Democratic Front (UDF). He has written and published widely, in particular on education, in both academic and more popular publications.

Phatiswa Shushwana

Phatiswa is the Chairperson of the EE youth leadership committee, and therefore sits on the EE Board. She joined EE in 2008 when a grade 8 learner at Luhlaza High School in Khayelitsha. She was instrumental in EE’s first campaign to fix 500 broken windows. She is currently completing grade 12.

Sean Feinberg

Sean grew up in Durban and graduated from UCT with a Business Science degree in 2002. He was actively involved in Habonim Dwe South Africa for many years, culminating in him running the technical side of their three week annual camps of 1000 people for three consecutive years. After spending five years working for Nudibath he is now the Risk and EI manager for a Financial services company based in Cape Town.

Andiswa Kolanisi

Andiswa Kolanisi was born in the Transkei in Colofane. She moved to Cape Town in 1979. She is a mother of four, and has been an active member of EE since January 2011. Towards the end of 2011, she was appointed as the Parents Group Facilitator.

Nontsikelelo Dlulani

Nontsikelelo aroundi Woeridge High School and has served on EE’s Leadership Committee for the past two years.

Doron Isaacs

Doron grew up in Durban and attained degrees in Finance & Law at UCT. He has previously led Habonim Southern Africa and Students for Law and Social Justice (SLSJ). He is responsible for the overall management and operations at EE.
STAFF & FULL TIME VOLUNTEERS

Below are the EE staff at time of publication in mid-2012.

COORDINATOR’S OFFICE

DORON ISAACS
Coordinator

Doron grew up in Durban and attained degrees in Finance & Law at UCT. He has previously led Habonim Southern Africa and Students for Law and Social Justice (SLSJ). He is responsible for the overall management and operations at EE.

LYNDAL POTTER
Personal Assistant to the Coordinator

Lyndal works to support Doron Isaacs in all aspects of his work. She grew up in Landsdowne, Cape Town. She has experience in the NGO sector and a Masters in Adult Education from UCT.

YONI BASS
Fundraising & Development Officer

Yoni was born and grew up in Durban. He graduated with a law degree in 2009. He has been a senior leader in Habonim and spent 2010 working for the Social Justice Coalition (SJC). Yoni joined EE at the beginning of 2011 to work on fundraising and development.

TRACEY APPOLIS
Data Manager

Tracey is responsible for EE’s growing communication’s network spanning e-mail, cellphone, postage and other forms of communication. She has a Masters in Diversity Studies (Sociology) from UCT.

POLICY, COMMUNICATION & RESEARCH DEPARTMENT (PCR)

YOLISWA DWAN
Head of Department

Yoliswa grew up in Dimbaza Township in the Eastern Cape, finishing school in King William’s Town. She completed a degree in Media, Film & Visual studies, and thereafter an LLB at UCT. Yoliswa leads EE’s research, media engagement, law reform work and publications.

JOEY HASSON
Deputy Head of Department

Joey grew up in Zimbabwe, after which he came to South Africa to pursue his studies in the social sciences. He has previously worked for Treatment Action Campaign, the trade union sector, and a research-consulting group. Joey is responsible for the overall operation of the youth group, seminars, camps and EE’s programme of informal education.

KARABO KLAAS MONATISI
Communication and Media Liaison

Karabo grew up in Khayelitsha. He has worked for Treatment Action Campaign (TAC) as a data capturer and aided in the production of their newsletter. He has also volunteered at Cape Town Television as a camera operator and production assistant manager for a show called Stand Your Ground/Youth. At EE he works on external media.

PHILANI MADLEYANA
Research Intern

Philani conducts research on various aspects of South Africa’s education and political system. He has completed an Honours in Media Studies at WITS University, and will soon graduate with a Masters in Politics. He grew up in the Eastern Cape and Mpumalanga.
KATHY SCHNEIDER
Media Officer & Assistant to Head of Department

Kathryn grew up in East London and Cape Town. She graduated in 2008 with a degree in Politics, Philosophy and Economics from Stellenbosch University. She has previously worked at The Anna Freud Centre in London as an administration and research assistant. Kathryn joined EE in February 2011, and works on media projects, communications, and edits EE’s magazine, The Equalizer.

DEZLIN DANIELS
Administrator & Assistant to Head of Department

Dezlin works closely with Yoliswa Dwane in all areas of her work. Dezlin grew up in Delft and attended Excelsior Secondary School in Bellair. She attained an LLB at UWC and in 2011 clerked for Deputy Chief Justice Dikgang Moseneke.

KATHLEEN WILKINSON
Media Officer

Kate is responsible for EE public profile through press statements, social media and building relationships with journalists. She has a BA in English and Political Science from UKZN and an Honours in International relations from UCT. She grew up in KwaZulu-Natal.

MICHIEL ADLER
Operations Manager

Michelle grew up in Johannesburg and holds a B.Com from Wits University where she completed Honours in Business Economics. Michelle moved to Cape Town after working in London and Johannesburg. She is responsible for overseeing administration, finances, human resources and internal organisational development.

CILIA NGUBO
Bookkeeper

Cilia was born in Mount Fletch in the Eastern Cape. She grew up in Cape Town and attended Sinako Secondary School. She is very active in her community, including its local ANC branch. Having begun at EE preparing the Friday staff lunch, Cilia is now EE’s bookkeeper.

NOBESUTHU FAKU
Cashier

Nobesuthu pays and records all EE’s daily cash transactions with organisers, taxi drivers and other local merchants. She grew up in Dimbaza, Eastern Cape, and attended Archie Velile High School there.

PHUMZA MLUNGWINI
Reception & Office Administration

Phumza grew up in Paarl and attended school in Khayelitsha. She has completed a Home Based Care course and was a volunteer at EE in 2010. Phumza runs EE’s reception, phones and office supplies.

NOMA-AFRICA SOMBO
Office Housekeeping

Noma-AfricaSombo was born in Thokoza, Johannesburg and moved to Cape Town in 2007. She has been working for EE since 2008. She ensures that the EE office is a welcoming and productive working environment.

CATHY SCHNEIDER
Media Officer & Assistant to Head of Department

Catheryn spent the first six months of 2012 organising the first EE National Congress, under the direction of a Steering Committee. She will move onto research responsibilities in future. Cath did a BA in English and Law at Rhodes University, with Honours in English. She also completed an MST in English and American Studies at Oxford University.

MABUHLE BONALABA
Quantitative Researcher

Mabuhle is responsible for analysing the large volume of education-related data available in South Africa, and monitoring government budgeting and spending. She grew up in East London and has a BSc in Mathematical Statistics from the University of the Free State.
COMMUNITY AND PARENTS

BRAD BROCKMAN
Head of Youth & Community Department
Brad grew up in Cape Town, and matriculated at Westerford High School. He has a BA in History and Politics and Honours in History. Brad previously worked at the Institute for Justice and Reconciliation. His work at EE focuses on community organising, including parents.

LUKILE ZANI
Community Organiser
Lumile grew up in Alice, Dimbas, Zwenidza and East London. He completed school at KweMlungo High School in Khayelitsha. He studied photojournalism for a year, and later became a chef. He handles many administrative matters relating to campaigns and office work, particularly record keeping of membership, and is active in EE’s parent organising work.

ANDISWA KOLANISI
Community Organiser
Andiswa supports the development of branches of EE parent-members. She lives in Makassar, to the East of Khayelitsha. MacAndrew joined EE in 2011 when EEl assisted her son to find a place in a local school.

SAMUEL SHAPIRO
Community Organiser
Sam supports the development of branches of EE parent-members. Sam has a BA Hons in Philosophy and Politics from Rhodes University. He grew up in Johannesburg.

YOUTH DEPARTMENT

ADAM SACK
Deputy Head of Youth & Community Department
Adam matriculated at Heretza. Adam holds B.Bus. Sci and LLB degrees from UCT. He was the General Secretary of Habonim in 2008. He is the overall head of all weekly youth groups, camps and takes a leading role in campaign work.

GILBERT PINDANO
Youth Organiser
Gilbert supports all Heads of youth groups and their facilitators working across the Western Cape. After growing up in Kadoma, Zimbabwe, he attained a BA in History and Development Studies from Midlands State University. In 2011 he completed a Masters in Human Rights Law at UCT.

NOKUBONGA YAWA
Community Journalist
Nokubonga grew up in Nyanga, Cape Town. She is a presenter on “Siyenzobayo Be It” on SABC, and a well-known youth leader on HIV/AIDS and gender struggles. She is a full-time journalist at GroundUp a new township-based media agency writing articles about issues that affect poor communities.

LUZUKO SIDIMBA
Head of Town 2 Youth Group
Luzuko was one of EE’s early members, joining in 2008 at his school KwaMlungo High School. He has participated in all of EE’s major campaigns. During 2010 he participated in EE’s post-matric CL programme and is now a second year social work student at UCT.

NOKUBONGA YAWA
Community Journalist
Nokubonga grew up in Nyanga, Cape Town. She is a presenter on “Siyenzobayo Be It” on SABC, and a well-known youth leader on HIV/AIDS and gender struggles. She is a full-time journalist at GroundUp a new township-based media agency writing articles about issues that affect poor communities.

PHARIE SEPILI
Head of Grade 12 Khayelitsha Youth Group
Pharie joined EE in 2009 and represented her school, Simon Estes Music School, on EE’s first Leadership Committee. She quickly ascended the ranks of the movement’s leadership and after working as a leader for the Grade 11 and 12 youth group in 2010, was chosen to lead EE’s Grade 12 youth group. Pharie is one of EE’s most dedicated young leaders. She is currently studying social work at the University of the Western Cape.

ZINTLE MAKQABA
Head of Kaalfontein Youth Group
Zintle joined EE in 2009 and served as EE’s first Leadership Committee, representing her school, Harold Cressy High. She has represented the movement on many occasions and in 2011 headed Kraailfons’ youth group, having taken over this role from Daniel Lade who did a great job in 2010. Zintle is currently studying toward a degree in the Humanities at the University of Cape Town.

NTUTHUZO NDZOMO
Head of Site B Youth Group
Nd vatanda joined EE in 2008 and has played a key role in every campaign the movement has run. After working as a facilitator of the Grade 10 Youth Group in 2010, he started a new youth group in Mitchells Plain in 2011. He is currently studying toward a BA degree, majoring in History and Film and Media, at the University of Cape Town. In 2011, he joined the EE Board.
**LIBRARY PROJECT AND THE BOOKERY**

**LWANDO MZANDISI**  
Head of City Bowl Youth Group

Lwando heads up EE’s youth group operating across the Cape Town city centre. He attended KoraMfundo High School in Khayelitsha where he joined Equal Education in 2008. He is currently studying teaching at CPUT.

**YOLANDA WELLEM**  
Head of Harare Youth Group

Yolanda matriculated at YIK High School. She is one of the newest Heads, and is known for being dynamic. As Head of the Harare Youth Group she is responsible for EE’s work in one of the organisation’s original strongholds.

**NOKUBONGA RALAYO**  
Head of Makhaza Youth Group

Nokubonga matriculated from Chris Hani High School in 2009. By that time she was already an established leader in EE, having led the successful campaign for the WCED to appoint a science teacher for her matric class. During 2010 she participated in EE’s post-matric CL programme and she is now a second year social science student at UCT.

**CL PROGRAMME**

**GINA FOURIE**  
Community Leadership (CL) Project Head

Gina grew up in Durban. She holds a degree in International Relations from the University of Pretoria and a Masters degree in Justice and Transformation from the University of Cape Town.

**LUKHANYO MANGONA**  
Tembisa Branch Head

Lukhanyo grew up in Malmes in the Eastern Cape and completed high school at Bushmelo High School in Khayelitsha. He has a background in the mining industry where he worked as a mineral processing technician. lukhanyo also worked in academic support programmes that cater to high school learners. He is responsible for EE’s relationships with a wide range of organisations.

**MPHO MOTLOUNG**  
Youth Organiser Tembisa

Mpho runs EE’s newest youth group in Tembisa, Gauteng. She grew up in Nquthu in KZN, and attained a bachelors degree at WITS university.

**MAINTENANCE**

**THOBILE NELANI**  
Head of Litha Part Youth Group

Thobs is responsible for a team of facilitators that run a weekly youth group in Khayelitsha’s Litha Park. He matriculated from Chris Hani High School and was a member of EE’s Community Leadership Programme in 2011.

**VUYANI JULIUS MQUQU**  
Caretaker

Me Mququ was born near Mthatha, and went to school in Ladysmith. In 1973 he started working as a caretaker for Catholic Welfare and Development. He is married to Koleka Caroline Mququ. Mrs Mququ prepares lunch for the EE staff and volunteers on Fridays.
### 2010

#### MATHS & MATHS LITERACY
- Tim Hutchinson: Maths teacher
- Danie Strijdom: Maths Literacy teacher
- Melvin Varughese: Maths Literacy teacher
- Elizabeth Malhoba: Maths tutor
- Carla Godfrey: Maths tutor
- Jennifer Cohen: Maths tutor
- Jonathan Ayache: Maths tutor

#### ENGLISH
- Emma O’Shaughnessy: English teacher
- Sam Sadian: English teacher
- Ben Stillerman: English teacher
- Georgia Grundlingh: English tutor
- Tessa Childes: English tutor
- Ariella Diamond: English tutor
- Daniella Cum: English tutor

#### PHYSICAL SCIENCE
- Sue Townsend: Science teacher
- Lou Knutson: Science tutor

#### LIFE SCIENCE
- Candice Reid: Life Sciences teacher

#### HISTORY
- Charlotte Fischer: History teacher

#### DRAMA
- Tessa Steyn: Drama teacher
- Lauren Hershel: Drama teacher

#### ECONOMICS AND BUSINESS STUDIES
- Tamlyn Grey: Economics teacher
- Anthony Gued: Business Studies teacher
- Frances Elberhard: General tutor and scribe

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### 2011

#### MATHS
- Timothy Hutchinson: Maths and Maths literacy

#### ENGLISH
- Emma O’Shaughnessy: English teacher

#### PHYSICAL SCIENCE
- Sue Townsend: Science teacher
- Lou Knutson: Science tutor

#### LIFE SCIENCE
- Candice Reid: Life Sciences teacher

#### HISTORY
- Charlotte Fischer: History teacher

#### DRAMA
- Tessa Steyn: Drama teacher
- Lauren Hershel: Drama teacher

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The lower number of teachers and tutors in 2011 is because EE has rationalised the subjects offered for financial and organisational reasons. Also, in 2010 the academic programme only began in May whereas in 2011 it began in January.

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### NATIONAL VOLUNTEERS

EE would like to expand its work. At this stage work outside the Western Cape relies largely on volunteers.

- Phathu Manwada (Thohoyandou, Limpopo)
- Caroline Madzhie (Thohoyandou, Limpopo)
- Bianca Ledwaba (Polokwane, Limpopo)
- Lovey Mthethwa (Nquthu, KZN)
- Sandile Motha (Umlazi, KZN)
- Sibahle Hulani (Blusho, EC)
- Yonela Manyu (Zwelitsha, EC)
- Bongeka Jaza (Dutwe, EC)
- Samuel Mfenyane (Johannesburg, Gauteng)
- Mona Niemand (Pretoria-Tshwane, Gauteng)

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### COMMUNITY LEADERSHIP YEAR TEACHERS & TUTORS

#### 2010

**MATHS & MATHS LITERACY**
- Tim Hutchinson: Maths teacher
- Danie Strijdom: Maths Literacy teacher
- Melvin Varughese: Maths Literacy teacher
- Elizabeth Malhoba: Maths tutor
- Carla Godfrey: Maths tutor
- Jennifer Cohen: Maths tutor
- Jonathan Ayache: Maths tutor

**ENGLISH**
- Emma O’Shaughnessy: English teacher
- Sam Sadian: English teacher
- Ben Stillerman: English teacher
- Georgia Grundlingh: English tutor
- Tessa Childes: English tutor
- Ariella Diamond: English tutor
- Daniella Cum: English tutor

**PHYSICAL SCIENCE**
- Sue Townsend: Science teacher
- Lou Knutson: Science tutor

**LIFE SCIENCE**
- Candice Reid: Life Sciences teacher

**HISTORY**
- Charlotte Fischer: History teacher

**DRAMA**
- Tessa Steyn: Drama teacher
- Lauren Hershel: Drama teacher

**ECONOMICS AND BUSINESS STUDIES**
- Tamlyn Grey: Economics teacher
- Anthony Gued: Business Studies teacher
- Frances Elberhard: General tutor and scribe

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Two out of every three young African women are jobless. Source: South Africa Survey, South African Institute for Race Relations.

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Equal Education Annual Report 2010 & 2011
My name is Phathiswa Shushwana. I am 16 years of age, and I am in Grade 10 at Luhlaza in Khayelitsha. I am a member of Equal Education, the movement which brings us together today.

My school is one of the three schools in Khayelitsha that has a library. I wish my comrades could say the same. I am one of the lucky few. But even my school’s library is not good enough. I don’t have enough books or equipment to accommodate all the learners at Luhlaza.

IN SOUTH AFRICA THERE ARE 23,178 SCHOOLS WITHOUT LIBRARIES. AREN’T WE SUPPOSED TO BE EQUAL? WHERE IS THIS EQUALITY WHEN THERE ARE THOSE WHOSE SCHOOLS HAVE LIBRARIES, AND THERE ARE THOSE WHOSE SCHOOLS DON’T?

60% of schools in South Africa are “no fee” schools. These are the schools that most desperately need libraries because these are the schools that cannot afford to put libraries in themselves, and these are the homes that cannot afford books, and cannot afford transport to public libraries. When you are paying for transport to public libraries, you are paying for education.

The reason why we need these libraries is to improve literacy. How can we be motivated to go to school when we are not able to read or to love what we read?

The fact that the government has drafted six policies on school libraries means that they really are aware of the need for school libraries. But where is the final policy?

When I was in Grade 7 my school did not have a functioning library. So, I once visited a public library, with my maths assignment. When I tried to talk to the librarian to ask for her help, she was aggressive and moody, and didn’t want to help me with my work. So I went back home without the information I needed. That meant a risk of failing maths. My parents were not able to help me. There were no maths textbooks in my home. I did not have a computer or Internet access in my home.

I was forced to copy someone else’s assignment in order to finish mine, because that’s how desperate I was. I felt like I was going to be caught and arrested. I felt like I couldn’t overcome a challenge on my own.

If such an experience happened to me, imagine how many learners experience such problems.

This is the way we receive our education. My question to you is: do we have to accept what’s happening tranquilly, do we have to pretend it’s not happening, OR can we stand up against it, and campaign for a policy for school libraries to bring about change?

This week, hundreds of learners in Joburg protested at Jub Jub’s court case. Having a march that is disorganised like that can endanger people. We are not going to be violent today. We are not going to steal, or rob, or throw stones. Because we are serious about our education. We really want those libraries, and if we are violent, the Education Department will think we are not serious. The youth of the apartheid era have laid the foundation for us. Let’s remember that they were fighting for freedom. But they didn’t receive that freedom. Instead they received tools to build that freedom: the Constitution, particularly the Bill of Rights, which gives us a way to fight for those rights.

The youth of the past fought for better education. And now we must continue the fight. Isn’t education supposed to be a right? It really is. And we will not stop until we get that sweet fruit, until we get a national policy on school libraries.

On the 17th of May 2009, in an interview in the Sunday Times, Minister Motshekga said:

“The best allies in education are the parents and learners... [They must] take a stand when their rights are being violated.” And that is exactly what we are doing right now. So, Minister Motshekga, here are your allies now. Where are you? Your presence would make a huge difference, if we got to express our anger, our frustration and to tell you in person how much we’re being disadvantaged.

Having a poor education and knowing that there’s somebody else somewhere receiving a better education than I am, makes me feel like a bystander in this country. Minister Motshekga, can you please lend a helping hand, because we don’t just want, we need libraries. They are our dream! They are our vision! They are our right, not a privilege! They are our demand! They are our success! They are our future!

Can you Minister and Director-General make our dream come true? Can you please lend a helping hand, which gives a policy on school libraries, with our demands? Please lend a helping hand.

Phathiswa Shushwana

Phathiswa is currently in grade 12 at LuNara High School in Khayelitsha. This is the site of EE first campaign and victory, where the organisation campaigned to fix 500 broken windows and ended up getting the Western Cape Education Department (WCED) to pledge R700,000 towards a full upgrade for the schools. Recently Shushwana said that since she has joined EE in 2008 the movement has grown immensely. Based on the support she witnessed during the march she says that she is “confident” and that “it is just a matter of time before change happens, but it will happen.”

In 2009

1283 Matric students in Khayelitsha took both Mathematics and Physical Science

1283 / 26 attained at least 50% in both subjects

Source: UCT SDU 2010
LEARNING FROM OUR PARTNERS

EE is privileged to work with a range of phenomenal organisations. Here we touch briefly on aspects of our collaboration with just some of them.

01 ERADICATING MUD SCHOOLS:
The LEGAL RESOURCES CENTRE (LRC)

Poor infrastructure endangers the lives of learners and teachers. In 2009, a learner from Mpumuzi Primary School in KwaZulu-Natal died when a structural beam collapsed on him. But although poor infrastructure is very much a national problem, it is nowhere more urgent than in the Eastern Cape. The province’s mud schools powerfully demonstrate the need for regulations providing for National Minimum Norms and Standards for School Infrastructure.

There are still over 400 mud schools in South Africa. As government forcefully states: “education is the single most powerful determinant of other life opportunities...” However, mud schools infringe the dignity, equality, and right to a basic education for many.

In 2010, seven of these ‘mud schools’ in the Eastern Cape took the government to court for failing to provide them with the most basic infrastructure and services. These schools, all of which are primary schools, were classified as ‘mud schools’ because their classrooms were built from mud or cinder blocks, with mud floors.

THE PHYSICAL CONDITIONS AT THESE SCHOOLS WERE APPALLING:
CLASSROOMS SEVERELY OVERCROWDED; A SERIOUS LACK OF DESKS AND CHAIRS (IN ONE SCHOOL ONLY 43 DESKS FOR 323 LEARNERS); CRUMBLING WALLS; AND MASSIVE HOLES IN THE ROOFS. THE SCHOOLS LACKED ACCESS TO RUNNING WATER – LEARNERS COLLECTED IT FROM STREAMS UP TO 2KM AWAY – OR ELECTRICITY.

Parents formed ‘infrastructure crisis committees’. Numerous letters were written to the Eastern Cape Department of Education requesting emergency assistance. In most cases these requests were simply ignored.

Sarah Sephton and Cameron McConnachie, attorneys at the Legal Resources Centre (LRC) in Grahamstown, began to work with the infrastructure crisis committees. McConnachie, who studied law at Rhodes University, had in fact written his thesis on the link between the constitutional ‘right to a basic education’ and school infrastructure.

The seven schools, represented by the LRC, filed a court application against the provincial and national governments. On 4 February 2011 the government settled the case with the seven schools, agreeing to fully rebuild them. The full settlement of R8.2bn included a commitment to eradicate mud-schools generally. This was a magnificent achievement by McConnachie, Sephton, the LRC, and the seven communities. To some extent it is a commitment which has been honoured, but in general it will still require much work to ensure it is implemented.

EE has engaged in much activism and work that has focused on the Eastern Cape, often drawing on the expertise of the LRC office in Grahamstown. In the mud-schools case EE prepared to join as amicus curiae – a friend of the court. EE has visited the schools concerned, run workshops for the communities, brought learners to our annual youth camps, educated our members about mud-schools, and staged numerous pickets in Bhisho and Cape Town focusing on Eastern Cape schooling conditions. In response to one such protest action the Minister announced that she would be utilising section 100(1)(b) of the Constitution to place the Eastern Cape Department of Education under national control. The LRC remains a lynchpin of our work in the Eastern Cape.

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ONLY 54% OF SCHOOLS IN THE COUNTRY HAVE A PHONE | 40% OF SOUTH AFRICAN ORDINARY SCHOOLS RELIED ON A PRINCIPAL’S CELL PHONE FOR COMMUNICATION

Source: Report on the 2009/10 Annual Survey for Ordinary Schools, DBE
**SECTION 27**

TEXTBOOKS AND ACCOUNTABILITY:

One of the greatest barriers to education in South Africa is lack of access to books. The lack of reading books and libraries is part of this, and another major question is that of access to textbooks in key subject areas. SECTION 27 has taken up the fight to ensure access to textbooks for the learners of Limpopo. There are approximately 1.7 million learners at over 5 000 schools in Limpopo.

On 17 May 2012 Judge Kollapen handed down judgment in the application launched by the Centre for Applied Legal Studies, acting on behalf of SECTION 27, Hanyani Thomo Secondary School and Tondani Lydia Masiphephetha, for the delivery of textbooks to schools in Limpopo and a catch-up plan for Grade 10 learners.

Judge Kollapen held that the failure by the Department of Basic Education and the Limpopo Department of Education to provide textbooks to learners throughout Limpopo for almost half of the academic year was a violation of the right to a basic education.

He ordered the delivery of textbooks to all schools by no later than 15 June 2012. He further ordered that a catch-up plan must be formulated. The deadline was missed by the Department, and a second deadline, renegotiated with SECTION 27, was also not entirely met. A significant portion of the books seem to have been delivered.

SECTION 27 had previously represented EE in a textbooks case in the Western Cape. We look forward to supporting their work going forward.

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**SELS**

UNDERSTAND THE WORLD TO CHANGE IT

SOCIAL EQUALITY LEADERSHIP SCHOOL (SELS)

Equal Education views education as a human right, and views the struggle for access to equal and quality education as a question of politics. We therefore need to locate our work within an understanding of history, economy, politics and law. The Social Equality Leadership School (SELS) is an organisation that prepares seminars on a wide range of topics. This organisation has been critical in building the understanding of many EE members in regard to the larger social and political questions that affect our work.

Through SELS many EE members have studied the history of human society from pre-agricultural life, through the rise of civilization, the industrial revolution, and the modern era. The curriculum has included the English Revolution, the Peasant War in Germany, the French revolution, the American revolution, the struggle against Apartheid and much else. There has been a particular focus on political-economy.

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**TAC**

OTHER REMARKABLE ORGANISATIONS FROM WHICH WE LEARN A GREAT DEAL

The Treatment Action Campaign (TAC), created in 1998, set the example of what a progressive post-Apartheid struggle is about, and how to use the Constitution to achieve human rights for poor people.

The Social Justice Coalition (SJC) has achieved remarkable success in its campaigns for sanitation for the residents of Cape Town’s informal settlements, and continues to pressure government to address critical shortcomings in the criminal justice system.

The Community Media Trust (CMT) has produced content on HIV/AIDS, particularly the Siyanqoba / Beat It show. CMT is an innovator in community journalism. CMT continues to document EE’s work.

Ndifuna Ukwazi (NU) is a rough translation of the Enlightenment idea “Dare to Know”. It is a training and learning institution for civil society activist leadership. EE’s Zukiswa Vuka is currently a Fellow at NU.

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**45 000**

45 000 girl learners are falling pregnant annually

**2 500**

2 500 of these are in primary school

Source: Report on the 2009/2010 Annual Survey for Ordinary Schools, DBE
Building People’s Power for Quality Education

Policy & Budget Analysis

Video & web-based content
Posters
Fact sheets
Reports

Research

Press releases & newspaper op-eds
Submissions to Chapter 9 Institutions
Regular submissions to Parliament
Regular submissions to Prov. & Nat. depts

Youth Group
Parent Workshops
Seminars
Camps

Parents clean-up schools
"5+5" Model education district
"No to late-coming" campaign
"Bookery" to create libraries

Making Truth Powerful

Information that is accessible to EE members and others

Campaigns that drive key issues of educational quality and equality in a manner that builds public understanding, locates education as a political and human rights question, and progressively grows EE as a movement

Building models of excellence on the ground that involve people and strengthen advocacy

Parents clean-up schools
"5+5" Model education district
"No to late-coming" campaign
"Bookery" to create libraries

Community mobilisation & education

Pickets & demonstrations
Public Meetings
Door to door visits

Creative pressure on the relevant power, whether govt, private interests, or a part of the community itself

Letters & Meetings
Petitions & Submissions
Creative non-violent protest
Litigation

A Moral Consensus is Built on a Key Education Issue

Change in national policy, or practice at school level, for example:

School libraries
Reduction in late-coming
Standards for school infrastructure
Teacher accountability

Improvement in Educational Quality & Equity