Dear Friends,

In the five years since it was initiated this organisation has grown and made an impact across the country. Last year we said “build, teach and learn”. Building a society that actively participates in educational politics and reform has been the key to EE’s work.

Having spent a few years conducting political education for youth, we have now established groups of parents that are grappling with the issues facing their children at school as well as taking an active role in changing the current situation.

There are many challenges ahead. These relate to government’s inability to listen to and engage with ordinary people, capacity at both government and school levels, corruption, unaccountability, and lack of political will. The overriding challenge is the deeply unequal nature of our society, in which rich and poor live in different worlds. How do we grapple with these issues?

Another challenge relates to the political context in which we conduct our work. It has becoming increasingly hostile to activists and NGOs that want to change the conditions in which our people live. Civil society organisations are attacked by the government. We have seen the introduction of the Protection of State Information Bill, the Traditional Courts Bill and the possibility of an NGO Bill, that are repressive measures designed to silence citizens, especially vulnerable groups such as women, children and young people.

Despite these ominous signs we still live in a remarkably open society in which we are free to organise to advance our rights. These gains of freedom, rights and dignity made in 1994 are worth celebrating, but also necessary to defend.

There’s hope. Ordinary people and youth in particular are beginning to think about ways in which they can shape the future.

Last year we elected our new leadership, the National Council, with its majority being youth. It is exciting yet daunting to have the youth run their organisation. Our older generation activists and experts will learn from the youth leadership, and vice versa.

I would like to thank the outgoing board members Prof Mary Metcalfe, Prof Crain Soudien, Graeme Bloch, Moses Masitha and Nathan Geffen for their commitment and contribution to the struggle for education in our times.

I look forward to the building we will all do together in the years ahead.

Yours in the struggle,

Yoliswa Dwane
Chairperson

Yoliswa Dwane delivering a speech.
INTRODUCING EQUAL EDUCATION

Education is an end in itself. Education is also the door to the full realisation of the rights enshrined in the Constitution and the Freedom Charter.

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
Almost 20 years into democracy 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 advocates 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 careful research and policy analysis, are aimed at achieving quality education for all. Education is an end in itself. Also, education is the door to the full realisation of the rights enshrined in the Constitution and the Freedom Charter. 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 educational system, whilst drawing attention to problems faced by schools and 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.

HIGHLIGHTS OF 2012

- Minister Motshekga agrees to Norms & Standards for School Infrastructure. Case settled.
- EE wins the Mail & Guardian Award for education organization of the year.
- National Expansion: EE opens office in Gauteng and has vibrant branches in Limpopo, Eastern Cape & KwaZulu-Natal.
- EE keeps seven schools open in the Western Cape.
- First National Congress 8-11 July 2012. EE becomes a democratic mass movement.
- EE’s sister organisation, the EE Law Centre, opens its doors.
- EE opens 20th school library through the Bookery and grows a movement of youth librarians.
- Parents become a force in EE.
- EE marks five years of campaigning for quality and equal education.
There are currently over 400 schools in the Eastern Cape that are classified as “mud-schools”, many of them consisting of mud and shacks.

Education in South Africa is highly unequal. Decades of Apartheid policy meant that previously white schools received more funding than schools in black, coloured and Indian communities. Many of the inequalities created during Apartheid remain today – nineteen years into our new democracy.

A Brief History

It was against the reality described above that in 2007 Parliament amended the South African Schools Act. This saw the introduction of section 5A into the Act. Section 5A provides for the Minister to make regulations prescribing minimum uniform norms and standards for school infrastructure. The Amendment Act simultaneously inserted section 58C which imposes mechanisms to ensure that the provinces comply with the norms required under Section 5A by requiring MECs to annually report to the Minister on provincial progress.

In addition, section 58C provides that Heads of Department (HODs) must comply with norms and standards by identifying resources to comply, identifying risk areas for compliance, developing a compliance plan for the province, developing protocols with the schools on how to comply with norms and standards and manage risk areas, and by reporting to the MEC on the state of compliance.

These amendments to the Act clearly indicate the conscious and deliberate intention of Parliament to ensure that all learners in South Africa attend schools where the infrastructure conditions meet the minimum standards required to enable effective teaching and learning, and that progress towards these should be reported to ensure accountability. The purpose and meaning of the sections of the Act that deal with norms and standards is also evident from the Preamble to the Act, which states that "it is necessary..."
Section 5A of the South African Schools Act reads in relevant part:

1. The Minister may, after consultation with the Council of Education Ministers, by regulation prescribe minimum uniform norms and standards for –
   (a) school infrastructure;
   (b) capacity of a school in respect of the number of learners a school can admit; and
   (c) the provision of learning and teaching support material.

2. The norms and standards contemplated in subsection (1) must provide for, but not be limited to, the following:
   (a) in respect of school infrastructure, the availability of –
       (i) classrooms;
       (ii) electricity;
       (iii) water;
       (iv) sanitation;
       (v) a library;
       (vi) laboratories for science, technology, mathematics and life sciences;
       (vii) sport and recreational facilities;
       (viii) electronic connectivity at a school; and
       (ix) perimeter security.

EE’s Campaign

Equal Education’s concern over the unacceptable state of school infrastructure in many of the country’s schools prompted it to initiate a sustained campaign to compel the Minister to promulgate legally binding regulations for norms and standards for school infrastructure in line with her responsibilities under the Act.

EE members have marched and picketed, petitioned, written countless letters to the Minister, gone door-to-door in communities to garner support for the campaign and have even gone so far as to spend nights fasting and sleeping outside of Parliament. EE lobbied Parliament and politicians, and on Human Rights Day in March 2011, it led 20 000 learners and supporters in a march to Parliament to demand that the Minister and the DBE keep their promise and adopt minimum norms and standards that will lay down the blueprint for ensuring that all learners in South Africa, regardless of race or wealth, are able to learn in schools with adequate infrastructure.

The memorandum handed over to government at the 2011 March read:

“Once norms and standards are in place, every school and community will be able to use them to hold circuits, districts and provinces accountable to deliver. Minister Motshekga has said that communities must be the ‘eyes and ears’ of education delivery; these norms and standards will be a powerful tool for that activism.”

Unfortunately the reporting imperatives incumbent upon MECs and HODs in terms of section 58C are meaningless without comprehensive, clear and binding norms and standards. At the time of writing these still do not exist.

In November 2008 the then-Minister Naledi Pandor published detailed draft Norms and Standards, but these were then neglected and never became law.

In 2009 Minister Angelina Motshekga assumed the reins. In June 2010 the Minister published the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment (“the NPEP”). The NPEP proclaimed that “[e]quity in the provision of an enabling physical teaching and learning environment is therefore a constitutional right and not just a desirable state.” It identified the development of norms and standards for school infrastructure as a “first priority” issue for purposes of strategic planning and monitoring by the national government. The NPEP stated that norms and standards for school infrastructure “[would] be developed and be fully adopted by the end of the 2010/11 financial year.” This date passed without the promulgation of these regulations.

This date passed without the promulgation of these regulations.
The Decision to go to Court

EE’s approach is to win gains politically rather than through the courts. However, in 2012 it became increasingly apparent that resorting to the courts to compel the Minister to promulgate the norms was necessary. Section 29(1)(a) of the Constitution provides that “everyone has the right to a basic education” and, unlike other socio-economic rights, this right is unqualified and immediately applicable. So on 2 March 2012 the Legal Resources Centre (LRC) on behalf of EE and the infrastructure committees of two applicant schools in the Eastern Cape, filed an application in the Bhisho High Court against the Minister, all nine MECs for Education and the Minister of Finance, to secure national minimum uniform norms and standards for school infrastructure. (All the court papers are on the EE website.)

At the press conference called to announce the litigation then-Coordinator of EE Doron Isaacs stated the following: “The papers seek an order compelling Minister Motshekga to prescribe minimum norms and standards for school infrastructure. This is the most far-reaching court case about the right to a basic education to have been launched in democratic South Africa.”

The application addressed and described the widespread results of the government’s failure to provide adequate infrastructure standards for public schools in terms of section 5A of the Act, a problem that most harshly affects the poorest schools in the country by perpetuating systemic school infrastructural problems and gross educational inequalities. The application showed in vivid and concrete detail how many learners and teachers have been left in unsafe environments that are not conducive to learning, and which have undermined the ability of the learners to achieve in the classroom and fully realise their rights to an adequate education, equality and dignity.

Extract from the Founding Affidavit prepared by EE’s Yoliswa Dwane

The problem of inadequate school infrastructure is widespread. In order to document this and its impact on school education, Equal Education and attorneys from the Legal Resources Centre collected 24 affidavits from schools situated throughout South Africa during November and December 2011. [All available on the EE website.]

These affidavits paint a bleak picture of schools that are rarely provided with any information regarding the Department’s plans, if any exist, to provide desperately needed infrastructural improvements.

Steven Matsimbi, the chairperson of the School Governing Body (SGB) at Malatate Secondary School in the village of Lefiso in Mpumalanga, describes the debilitating problem of overcrowding in classrooms with as many as 58 learners:

“The challenges the learners face in these poor quality classrooms that lack, don’t have electricity, and have crumbling floors are exacerbated by the fact that the classes are overcrowded and the school’s furniture is old and inadequate. Completing writing tasks is virtually impossible when there are up to four learners squashed into a desk made for two.”

SGB member Makheya Bophi of Sakhikhumvu Senior Secondary School in East London, Eastern Cape explains the effects of having only one classroom for 80 grade 8 learners and one classroom for 90 grade 9 learners.

“The overcrowding means that learners do not do their work properly. On average, three learners share one desk… It is difficult for teachers to give learners individual attention. Classes are crowded and there is poor ventilation so classes are hot and stuffy.”

Amos Hlungwane, principal at Bogosi Primary School in the village of Moretele, in the North West Province, explains the problem of old and unsafe buildings.

“Without a library, learners do not have access to reading and reference books, only textbooks. This affects their ability to do research and complete assignments, which is a crucial part of their education… When the learners need to do research, we have to take them to Town. This costs a lot of money. It costs R60 to transport a learner by taxi to Town and back home again. The school has to pay for this. We can’t afford to pay for everyone, so we usually select a few learners to go to Town to do the research for everyone.”

SGB member Makheya Bophi of Sakhikhumvu Senior Secondary School in East London, Eastern Cape explains the effects of having only one classroom for 80 grade 8 learners and one classroom for 90 grade 9 learners.

Exhibit 5

EE Deputy Chairperson Ntuthuzo Ndamo addresses equalisers at a march for norms and standards for school infrastructure on 21 March 2012.
The Campaign Intensifies

Even though EE had launched litigation this did not interrupt the public campaign; in fact it intensified it.

TEN DAYS OF ACTION:

From 12 to 21 March 2012 EE undertook Ten Days of Action (#10DOA) in schools across South Africa. Each day was filled with a different activity to draw attention to the campaign. These included cleaning the schools, organising a pickets, producing drama shows in order to inform learners about the case, holding door to door visit in communities, social media, and much else.

HUMAN RIGHTS DAY MARCH:

On 21 March 2012, at the culmination of the Ten Days of Action EE held its annual Human Rights Day march, this time in Khayelitsha.

MARCH THROUGH TEMBISA ON 12 JULY 2012:

The day after EE’s First National Congress the newly elected EE leadership led a march for minimum norms and standards in Tembisa, Gauteng.

NEWSPAPER ADVERTS:

EE took out two full-page adverts in the City Press and Daily Sun. These powerfully contrasted images of depressing present-day mud-schools with lofty promises made previously by political leaders. See opposite page.

WRITE-IN:

In September over 250 equaliser and EE supporters gathered outside Parliament in Cape Town to send 51 emails, 129 letters, 20 faxes, 57 tweets and 148 pictures to Minister Motshekga: telling her to set minimum norms and standards for school infrastructure.

MASS DISTRIBUTION OF POSTERS, FLIERS AND PAMPHLETS:

EE distributed thousands of posters, flyers and pamphlets to members across South Africa, so that they could mobilise their communities.

THE MASKED-MARCH:

On 17 October 2012 equalisers marched in Kraaifontein wearing masks of Minister Angie Motshekga’s face. This was done in an attempt to show who was responsible for not finalising the norms and standards for school infrastructure, something only the minister has the power to do. The march was held just one month prior to EE’s pending court case.
2004: “BY THE END OF THIS YEAR WE SHALL ENSURE THAT THERE IS NO LEARNER LEARNING UNDER A TREE, MUD-SCHOOL OR ANY DANGEROUS CONDITIONS…”

– President Mbeki

2012: Bomvini Junior Primary School, Eastern Cape

In the Eastern Cape more than 395 public schools are constructed out of mud.


FIX OUR SCHOOLS CAMP
On 25 November the case for school infrastructure will be heard in Mthatha. Camp with us outside Mthatha High Court 17 - 23 November 2012. Seminars, pitches, marches, readings, and more.
www.equaleducation.org/adidaschoolscamp

CONTACT
www.equaleducation.org.za
@equal_education @resourcesza
www.facebook.com/equal_education

DONATE
We need your support. Please donate. Contact us:
021 367 - 6022 or
equaleducation.org.za/donate.

This poster is part of a series distributed by Equal Education around South Africa.
All of this pressure was worth it. Because at the last minute, whilst EE was setting up the Fix Our Schools Camp, the Minister finally capitulated and agreed to settle the case.
None of the nine MECs for Basic Education, nor the Minister of Finance, disputed the need for binding minimum norms and standards for school infrastructure. Instead they all elected to abide by the Court’s decision.

In addition, numerous state bodies indicated their agreement with EE’s position. These included the Auditor General, the Fiscal and Finance Commission, the National Planning Commission and the South African Human Rights Commission. This encouraged EE that we were doing the right thing.

During this period the Minister and her legal team asked for three separate extensions to file their court papers. EE agreed to these, but began to pressure the Minister to respond. When the response finally came, a weak affidavit from a Deputy Director General, it was clear that it had misconstrued the very nature of the right to a basic education.

In May 2012 the Minister published Infrastructure Guidelines, which have no legal effect, as they are not binding and therefore cannot ensure that schools be equipped with an adequate minimum core level of infrastructural facilities necessary for learners to learn in a healthy environment.

In response to EE’s court application, the Minister stated that there was no need for regulations on school infrastructure, as distinct from guidelines. The Minister took the view that guidelines would therefore suffice. EE, however, regarded the Guidelines, which failed to carry the force of law, insufficient and continued to prepare for the court hearing which was set down for 20 November 2012 in the Bhisho High Court.

However, just days before the hearing, the Minister acceded to EE’s demands. On 19 November 2012 the Minister entered into a settlement agreement with EE in which she undertook to publish a draft of the regulations for public comment on or before 15 January 2013 and to promulgate regulations on school infrastructure by 15 May 2013.
But having forced the Minister to publish a new draft is still a major victory, because the struggle is not over whether norms and standards are necessary – it has been agreed that they are – but just over their content.
BECOMING A
DEMOCRATIC
MASS
MOVEMENT

Overview

From 8 – 11 July 2012 EE held its First National Congress. This was an historic event where hundreds of EE members from across the country came together at the University of Johannesburg to elect the movement’s political leadership, adopt a new Constitution and adopt resolutions and campaign priorities for the next few years.

From 2008 (when EE was established) up until Congress, the highest decision-making body within EE was its Board.

Members of the Board included experienced activists and academics like Zackie Achmat, Graeme Bloch, Mary Metcalfe, Peliwe Lolwana, Paula Ensor and Crain Soudien, as well as activists from within the movement such as Phathiswa Shushwana, Ntsiki Dlulani, Ntuthuko Ndizomo, Andiswa Kolanisi, Moses Masitha, Nathan Geffen and Donor Isaacs.

The Board played a very valuable role over its four and a half years, helping to set the political direction and strategy of the organisation, overseeing its finances and supporting EE’s young management team. Board members went beyond what was expected of them, and recognition of their invaluable contribution to building EE is essential.

The decision to replace the Board with an elected National Council and Secretariat was a natural progression for EE, as well as important in its transition from an NGO to a social movement. This means that it now has leaders who are elected, with a democratic mandate to lead as well as a duty to be accountable to membership.

As Equal Education continues to grow and to bring new people into the struggle for equal and quality education, the challenge is to remain united, and to build democracy within the movement. Members must be increasingly involved in important decisions.

Congress was considered to be a key event in the process of EE’s transformation into a mass-based, internally democratic movement.

WHAT TOOK PLACE AT CONGRESS?

Delegates debated the challenges facing youth both locally and globally, and critically examined the South African education system as a key to overcoming these challenges. EE approached these issues from the point of view of the poor and working class youth, both of this country and world at large. Then there ensued discussions surrounding not only the achievements of EE thus far, but also the obstacles lying ahead, as well as the vision and plans for quality and equal education for all, and how EE intends to build the movement to achieve that vision. These discussions took place both in small groups, and in plenary sessions that involved the entire Congress. Key resolutions about campaigns and work priorities were also passed.

Congress was considered to be a key event in the process of EE’s transformation into a mass-based, internally democratic movement.

THE BUILD-UP TO CONGRESS:

Prior to Congress, teams from the Cape Town office travelled to the Eastern Cape, Gauteng, Limpopo and KwaZulu-Natal in order to prepare members across the country for the event.

EE ran workshops in an attempt to engage members on the kinds of issues that would be discussed at Congress.

Members were given the necessary reading materials. Discussions were held on the process of voting in a new leadership.
The Congress Resolution

The Congress passed resolutions affirming the principles and priorities of EE for the three-year period until its Second National Congress in 2015.

SOME KEY RESOLUTIONS INCLUDED THE FOLLOWING:

- To build independent, regular, active, and visible campaigns for quality and equal education that are conceived and developed by members in their schools.

- To provide informative material and training in politics, facilitation and organising to its members.

- To enhance research, budget-monitoring, parliamentary engagement and advocacy on critical questions facing South African education, in order to ensure that EE’s campaigns are research-driven, and that information is accessible to members.

- To grow EE through recruitment of new members and support of new and existing branches, in all parts of the country. In this regard it was resolved that the National Council should investigate how different forms of support (human resources, training, materials and finance) can best be provided to provinces without their own EE office.

- To focus on branches as the primary organising units of the movement, and to develop a branch structure that will incorporate all sectors of the movement.

- To mobilise and organise (not unionise) teachers as a sector within Equal Education with the aim that at the next EE Congress there will be teacher delegates.

- To recruit more parents into EE and to build their skills as education activists.

- To make the conditions in our schools visible to everyone in South Africa and to political leaders in particular.

- To strengthen ties with progressive civil society and trade unions, nationally and internationally.

- To undertake a national campaign for textbooks which will hold the state accountable for delivery, and assist the state through driving down the cost of textbooks.

- To build community campaigns involving relevant stakeholders in communities, which will address the many social problems in our schools and communities, including, but not limited to gangsterism, drugs, alcoholism and domestic and sexual violence.

- To build a campaign to improve the quality of teaching through training, support, recruitment, zero-tolerance for corporal punishment and sexual abuse, and greater accountability generally.

- To escalate the Campaign for Minimum Norms and Standards for School Infrastructure until every school has adequate classrooms, water, sanitation, electricity, computer laboratories, libraries and all other facilities necessary for quality education.

New Leadership

Importantly, voting delegates elected the new leadership of Equal Education. The EE Secretariat and National Council came into being, replacing the board. The newly elected Secretariat of Equal Education are as follows:

Chairperson: Yoliswa Dwane
Deputy Chairpersons: Ntuthuzo Ndizomo (post school youth) and Bayanda Mazwi (equaliser)
General Secretary: Brad Brockman
Deputy General Secretary: Doron Isaacs
Treasurer: Sean Feinberg

The Constitution allows for both the Secretariat and National Council to co-opt people with experience to ensure continuity, institutional memory and diversity of perspectives.

For the full National Council see page 26.

A New EE Constitution

After spirited debate a new constitution was adopted to transform EE from a typical NGO into a mass movement with an elected leadership. The constitution was adopted in an interim form, to become final by the next Congress. The Constitution is the most important document governing the organisation.

The Constitution lays out both the values and the aims of the movement. It also puts in place clear processes for decision-making between congresses.

An election official of the IEC marks the finger of an equaliser delegate who had just voted at EE’s First National Congress 8 - 11 July 2012.
COSATU General Secretary Zwelinzima Vavi speaks at the opening of EE’s first National Congress, 8-11 July 2012. Archbishop Thabo Makgoba listens intently.
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.

A good example of this is the partnership initiated by EE between two significantly diverse schools Jan van Riebeeck Primary in Tamboerskloof and Soyisile primary in Khayelitsha. ‘It’s a community to community partnership’, says Cosmas.

Deloitte and Touché, and Oprah Magazine. ‘We took the books to their offices to cover, in an attempt to create exposure and awareness,’ explains Cosmas. It worked, because soon afterwards they started to arrive at the Bookery to give of both their time and second-hand literature.

Books arrive in singles, but also by the hundreds. In 2012 Juta made a generous contribution to the Bookery. In addition, the Bookery established a relationship with the US Africa Children Fellowship in New York. The Fellowship plan to donate four shipping containers of books per year to the Bookery. The first 40ft container of children’s literature arrived in December 2012, and the next is eagerly anticipated.

To ensure a supply of books written in local languages, any finances that are donated the Bookery are used to purchase isiXhosa and Afrikaans literature.

During 2012 the Bookery opened nine new school libraries, with the total now sitting at 25. The libraries opened during 2012 were:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>OPENING DATE</th>
<th>DONOR OR PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellowood Pri.</td>
<td>14 Jan 2012</td>
<td>Tullow Oil</td>
</tr>
<tr>
<td>Optimal Kidz</td>
<td>17 Jan 2012</td>
<td>Kids Positive NGO</td>
</tr>
<tr>
<td>Sosebenza Pri</td>
<td>25 April 2012</td>
<td>Sosebenza Sonke</td>
</tr>
<tr>
<td>Manyano HS</td>
<td>4 May 2012</td>
<td></td>
</tr>
<tr>
<td>Litha Primary</td>
<td>2 Aug 2012</td>
<td>Leap School / HCI Foundation</td>
</tr>
<tr>
<td>Parkhurst Pr</td>
<td>17 Sept 2012</td>
<td>Open Book Festival</td>
</tr>
<tr>
<td>Huguenot Pr</td>
<td>22 October 2012</td>
<td></td>
</tr>
<tr>
<td>Soyisile Pr</td>
<td>1 Dec 2012</td>
<td>Jan van Riebeeck Primary School</td>
</tr>
<tr>
<td>Hector Petersen</td>
<td>Jan 2013</td>
<td></td>
</tr>
</tbody>
</table>
The consultation process undertaken by the Department needed to be more engaging of the communities.

Finally, EE was very unhappy with the timing of the school closure process, simply because the Department took such a long time to make its final decision. This put learners, parents, teachers and principals in a very uncertain position.

What did EE do?

EE, supported by its lawyers, the Equal Education Law Centre (EELC), did the following:

When the Department announced that it wanted to close schools, EE asked for more information. When the Department refused to give it, EE fought back using the Provision of Access to Information Act (PAIA) and in the end the Department gave the required information.

EE made contact with all 27 schools and met with principals, teachers and learners to find out what was happening at their schools, and to offer support.

EE met with the Department to discuss the specific problems it had with the school closures. EE then made it clear that if the Department did not deal with these issues EE would take them to Court.

EE marched to Parliament and picketed outside the Department's offices in town.

EE conducted TV and radio interviews, produced videos, and wrote an article in the Cape Times to raise awareness about what was happening.

Follow up

In December 2012 EE met with the Department once more to ensure that its promise to improve the education of learners at the 20 schools being closed
‘Our members join Equal Education because they want their schools to be better and the education system to be more equal. They want textbooks, toilets, libraries and laboratories. They want well trained teachers and schools that are safe and welcoming.’

was being kept to. EE promised to work together with Zonnebloem and Peak View to ensure that the situation at these schools was improved, and to monitor progress made.

URGENT INTERDICT

In November 18 of the schools facing closure (their governing bodies and the SA Democratic Teachers Union) applied for an urgent interdict to remain open. The application was successful – and the Cape High Court ordered MEC Donald Grant to reinstate leases and basic services to 17 of the 18 schools. These schools will therefore remain open until a final decision is made on the matter. EE continues to monitor the situation at these schools.

03

Creating life opportunities

THE ANNUAL CAREERS EXPO AND THE POST-MATRIC PROGRAM

Last year, Equal Education and IkamvaYouth hosted the annual Careers Indaba on 14 September at Zolani Centre in Nyanga.

The purpose of the day is to expose township youth to a range of post-school opportunities from universities, to other tertiary institutions, to learmerships and job opportunities.

In addition to many institutions and organisations that exhibit, Career Planet hosted workshops on CV and application letter writing, as well as interview training. Capitec also held two workshops on financial planning.

At least 400 learners being able to attend the Careers Indaba, 167 of whom signed up for the various workshops.

POST-MATRIC: THE COMMUNITY LEADERSHIP PROGRAM

Also, in 2012 EE ran its post-matric program, known as the Community Leadership Program, for the third time. Over the past few years this program has enrolled over 40 EE members for a year of intensive academic study and activist training, at the end of which most have been able to improve their matric results and gain entrance to tertiary education.

04

Building Young Leaders

The media tends to cover the high profile campaigns and events held by EE. This is great, but what is missed is the daily work of the organisation which lays the foundation for successful campaigns. The most important building block of this foundation is Youth Group. Youth Group is where EE’s high school members – the equalisers – meet each week. There are currently at least 18 weekly youth groups meeting in the Cape Town area alone. These meetings are facilitated by former equalisers who have graduated to being facilitators, and have received extensive training in facilitation, organising, politics and activism. The content of a weekly meetings can include reading a historical text, discussing current affairs, learning about how the education system works, or planning a specific action to address an educational problem in a particular school.

Brad Brockman, EE’s General Secretary, explains further:

‘Our members join Equal Education because they want their schools to be better and the education system to be more equal. They want textbooks, toilets, libraries and laboratories. They want well trained teachers and schools that are safe and welcoming.’

EE Parliamentary Officer Hopolang Sekebalo.

Speaking to young learners about Equal Education.

An Equal Education parents meeting.
Looking back on the first five years, and looking ahead to the next five

By Doron Isaacs

Doron Isaacs was one of the founders of EE. Here he reflects on the five years since he began full-time work for EE in February 2008.

Equal Education is the product of the work of literally thousands of people. Each week across the country almost 1000 equalisers meet in youth groups to discuss the priorities and challenges facing their schools, and how the movement for quality and equal education should address those. Even in leadership there are hundreds of people that have played a role over the years across the movement. The real strength of EE is that it has attracted a quality of young person that is truly remarkable. This applies from staff to volunteer organisers and even new young equalisers. This is what gives EE such enormous potential.

But quantity can often be a mirage, and it is less important than quality. What is meaningful is the journey that individual members have taken, and the tangible results we have achieved. Looking around today, and seeing leaders who in 2008 came nervously, and curiously, to their first youth group meetings, is extremely gratifying.

We have managed to win material victories in regard to textbooks in Khayelitsha, broken windows, late-coming, and the conditions in rural schools like Moshesh in Matatiele. We have succeeded in keeping schools open that the Western Cape government wanted to close, and in securing places for learners who were facing discrimination on the grounds of language, race or religion. We have compelled the Minister to issue norms and standards for school infrastructure, a campaign still ongoing, but one which may yield very far-reaching changes to the quality of educational facilities. The impact of EE is reflected in the fact that education is today the most talked-about problem in South Africa. This was certainly not the case in 2008.

Looking ahead I am struck by the number of interlocking challenges that must be addressed to made headway towards quality and equal education. Below are ten, some of which EE is fully engaged with, and some we are only just beginning to reckon with or confront:

How can we quantify the past five years

- Over a million EE pamphlets have been distributed.
- Over 20,000 taxis have been organised to take members to and from meetings.
- Over 2000 youth group meetings have been held.
- Over 100,000 have marched with EE to Parliament, the Union Buildings, the Cape Town International Convention Centre, and education departments in various provinces.
- EE’s Bookery has collected over 100,000 books and opened 23 new school libraries, more than the Western Cape government during the same period.
- Over 500 activists have been trained as organisers, facilitators, community leaders or librarians.

The organisation continues to grow.

Doron Isaacs delivering a speech at EE National Congress July 2012.
Here are ten things I think we need to do:

01 Reform of the way teacher posts are allocated to schools. At present there is no mechanism to draw sufficient and highly talented teachers into poor schools.

02 The reintroduction of sports and culture into poor schools. In too many schools there is essentially neither sport nor extra-mural cultural activity.

03 A national drive to build and stock school libraries, and employ school librarians; the object of EE’s first major national campaign. The campaign achieved national school library guidelines for the first time, and various provincial initiatives, but more must be done.

04 The critical need for norms and standards for school infrastructure, something EE is on the verge of securing.

05 The school fees exemption system must be fixed to ensure that a significant portion of the places in every middle-class public and private school is taken up by poor and working-class learners.

06 The mechanism for the appointment of school principals must be improved. At the moment the laudable aim of ‘local control’ has led to a lack of professionalism and accountability.

07 Access to the teaching profession must be significantly widened to attract non-teaching graduates wishing to do community service, and qualified non-South Africans who are resident in the country.

08 A huge campaign to educate parents to support their children in their studies, to develop their own literacy skills, and to serve effectively on school governing bodies.

09 A rationalisation of the textbook production and procurement process to bring down costs for the government. EE is currently conducting in-depth research in this area.

10 A great expansion of the FET college sector to provide post-secondary educational opportunities to a far greater number of youth.

Those are by no means the only challenges, nor have they all been officially adopted by EE, but they are some of the concerns the organisation is grappling with, and give a sense of the scale of the challenge.

There is no silver bullet in education.

In order to be successful EE will need to retain some of the values that have underpinned its work thus far. These have been a spirit of selflessness and volunteering which has meant people have worked long hours for little or no pay, and an attention to quality to make sure every youth group meeting, every march and every pamphlet is of a high standard.

There will have to be a real space for debate within the organisation as the number of voices and opinions grows, and crucially, a change to the funding of EE which involves donations from many hundreds, or even thousands, of individuals, rather than a few big charities.

EE has been remarkable in the extent to which it has brought together youth from across prevalent divides in South Africa: race, language, religion, gender, sexual orientation, and class. In this respect EE has offered an almost unique site of solidarity and possibility, which has generated unbelievable creativity. I believe the organisation has managed to look at the world through the eyes of the majority of its members, youth who have grown up in poor communities, who attend under-resourced schools, and whose parents are unemployed or exploited for low wages. It is they who are the strength and the heart of EE.

It has been a rare privilege to participate in such an organisation, and I am excited about the future.
01
Financial Management

EQUAL EDUCATION IS AUDITED ANNUALLY BY BRAUDE GORDON AND CO.

With the constant increases in budget due to new projects, larger membership and general expansion into new centres it has been essential to continuously improve our financial controls and systems. During 2012 we have introduced increased financial controls. These include dual sign-off for all payments made, and separating the loading and releasing of all payments. Additionally, an external payroll provider loads our payroll each month which is then checked and released by the operator at EE.

During 2012 we continued to use the services of Cathy Masters Development Services. They trained our financial administrator as a bookkeeper and assisted with monthly capturing and reconciliations.

Improved monitoring systems were introduced to ensure accurate tracking of monthly expenditure and cash-flow against budget.

02
Funding

PRINCIPAL FUNDERS

- THE ATLANTIC PHILANTHROPIES
- OPEN SOCIETY FOUNDATION
- FORD FOUNDATION
- THE RAITH FOUNDATION
- THE SIGRID RAUSING TRUST
- EUROPEAN UNION
- THE DG MURRAY TRUST
- THE BERTHA FOUNDATION

MAJOR FUNDERS

- THE HEINRICH BÖLL STIFTUNG
- THE EGG FOUNDATION
- E M POWER

SIGNIFICANT SUPPORTERS

- THE CLAUBE LEON FOUNDATION
- WALLACE GLOBAL FUND
- THE FOUNDATION FOR HUMAN RIGHTS
- SOUTH AFRICA DEVELOPMENT FUND

- TULLOW OIL PLC
- HCI FOUNDATION
- THE FRANKFURT BOOK FAIR LITERACY CAMPAIGN
- INVESTEC

Congress voted in new leadership.
# FINANCIALS

## EQUAL EDUCATION

(Registration Number 068 288 NPO)

Annual Financial Statements for the year ended 31 December 2012
Prepared by Braude Gordon and Co Chartered Accountants

<table>
<thead>
<tr>
<th>Figures in R</th>
<th>2012</th>
<th>2011</th>
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<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
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<td>Property, plant and equipment</td>
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<td>141 478</td>
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<tr>
<td><strong>CURRENT ASSETS</strong></td>
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<td>Loans receivable</td>
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<td>5 750</td>
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<td>Trade and other receivables</td>
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<td>Cash and cash equivalents</td>
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<td><strong>Total Assets</strong></td>
<td>4 485 829</td>
<td>3 450 203</td>
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<tr>
<td><strong>Equity and Liabilities</strong></td>
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<tr>
<td><strong>EQUITY</strong></td>
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<tr>
<td>Retained income/(accumulated loss)</td>
<td>426 491</td>
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<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
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<tr>
<td>Trade and other payables</td>
<td>328 794</td>
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<td>Borrowings</td>
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<td>Income received in advance</td>
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<td>1 800 000</td>
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<tr>
<td><strong>Total Equity and Liabilities</strong></td>
<td>4 485 829</td>
<td>3 450 203</td>
</tr>
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</table>
## Detailed Income Statement

**Figures in R**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td><strong>GROSS REVENUE</strong></td>
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<td>Donations</td>
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<td>Investment income</td>
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<td>Other income and recoveries</td>
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<td><strong>Total income</strong></td>
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<td><strong>PROJECT EXPENSES</strong></td>
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<td>Membership services</td>
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<td>132,783</td>
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<td>Summit 2011 / National Congress 2012</td>
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<td>897,823</td>
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<td>Community Leadership Year</td>
<td>1,095,718</td>
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<td>Youth Department Costs</td>
<td>634,477</td>
<td>824,050</td>
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<td>Youth Group Meetings (Western Cape)</td>
<td>380,878</td>
<td>225,158</td>
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<td>Youth Leadership Committee</td>
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<td>47,688</td>
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<td>Youth Group Meetings (Gauteng)</td>
<td>270,636</td>
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<td>Organising in Limpopo, Eastern Cape, KwaZulu-Natal</td>
<td>233,982</td>
<td>361,846</td>
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<td>Camps, Seminars &amp; Leadership Training School</td>
<td>522,411</td>
<td>754,596</td>
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<td>Annual Careers &amp; Study Expo</td>
<td>25,728</td>
<td>15,920</td>
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<td>National Campaigns &amp; Community Mobilisation</td>
<td>1,111,462</td>
<td>646,816</td>
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<td>Librarian Project</td>
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<td>EE Bookery (School Library Factory)</td>
<td>475,326</td>
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<td>Parents Organising and Activism</td>
<td>538,336</td>
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<td>Research and Policy Work</td>
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<td>Communications</td>
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<td>Parliamentary Work</td>
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<td><strong>Expenditure - Other</strong></td>
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<td>Accounting fees</td>
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<td>Auditors’ remuneration</td>
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<td>Bank charges</td>
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<td>Equipmental rental</td>
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<td>Insurance</td>
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<td>Meals, catering and refreshments</td>
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<td>Printing and stationery</td>
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<td>Recruitment fees</td>
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<td>Rent</td>
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<td>Repairs and maintenance</td>
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<td>Salaries</td>
<td>1,557,927</td>
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<td>Security &amp; Cleaning</td>
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<td>Telephone and fax</td>
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<td>Training</td>
<td>60,387</td>
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<td>Travel - local</td>
<td>175,161</td>
<td>96,658</td>
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<td>Utility, Sundries, Postage, Disposal, Fines, Compens. Commissioner</td>
<td>77,839</td>
<td>98,260</td>
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<td><strong>Surplus/ (Deficit) for the year</strong></td>
<td><strong>3,330,071</strong></td>
<td><strong>2,001,593</strong></td>
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<tr>
<td></td>
<td>452,612</td>
<td>(1,020,072)</td>
</tr>
</tbody>
</table>
THE NATIONAL COUNCIL

Yoliswa Dwane
CHAIRPERSON
Yoliswa grew up in Dimbaza Township in the Eastern Cape, and matriculated in King William’s Town. She completed a degree in Media, Film and Visual Studies, and thereafter an LLB at UCT. In addition to being Chairperson, Yoliswa leads EE’s research, media engagement, law reform work and publications.

Ntuthazo Ndzomo
DEPUTY CHAIRPERSON
Ntuthazo joined EE in 2008 and has played a role in every campaign the movement has run. After working as a facilitator with the Grade 10 youth group in 2010, he started a new youth group in Mitchell’s Plain in 2011. Ntuthazo is currently studying towards a BA degree, majoring in History and Politics at the University of Cape Town. From 2011 until 2012 he served on the EE Board.

Bayanda Mazwi
DEPUTY CHAIRPERSON
Bayanda grew up in East London, in Mntatsume township. He moved to Cape Town in 2002, and is currently in Grade 11 at the Centre of Science and Technology (COSAT). Bayanda joined EE in 2009. Bayanda also sits on EE’s Disciplinary Committee.

Brad Brockman
GENERAL SECRETARY
Brad grew up in Cape Town, and matriculated at Watertree High School. He has a BA in History and Politics, as well as an Honours degree in History. Brad previously worked at the Institute for Justice and Reconciliation. As Gil he is the day-to-day leader of EE.

Doron Isaacs
DEPUTY SECRETARY GENERAL
Doron grew up in Durban and attained degrees in Finance and Law at UCT. He has previously led Habonim and Students for Law and Social Justice (SLSJ). He was the founding Coordinator of EE from 2008 until 2012.

Sean Feinberg
TREASURER
Sean grew up in Durban and graduated from UCT with a Business Science Degree in 2002. He was actively involved in Habonim Dror South Africa for many years. After spending five years working for Nedbank, he is now a manager for a financial service company based in Cape Town.

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Thulani Ntombela  
**POST-SCHOOL YOUTH REPRESENTATIVE**

Thulani was born in 1993 in Tembisa, Johannesburg. For most of his high school career, Thulani volunteered in community empowerment forums. He then went on to study Economics at the University of the Western Cape. Thulani is responsible for organising youth groups and various high school activities in EE’s Tembisa branch.

Phathushedzo Manwudu  
**LIMPOPO REPRESENTATIVE**

Phathu grew up in Thohoyandou, Limpopo. He is currently completing a degree in youth development through the University of Venda. Phathu has been one of the drivers of EE in Limpopo.

Zintle Makoba  
**WESTERN CAPE REPRESENTATIVE**

Zintle was born in the Eastern Cape and grew up in Johannesburg. She then relocated to Cape Town to study environmental and geographical science, as well as social anthropology at UCT. She is currently in her third year. Zintle joined EE in June 2009, and was a member of the first leadership committee. She then led the Kraaifontein youth group for two years.

Paula Ensor  
**CO-OPTED**

Professor 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 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.

Thando Dyamara  
**POST-SCHOOL YOUTH REPRESENTATIVE**

Thando was born in Cape Town and matriculated at Kensington High School. Last year, Thando was an EE Community Leader and this year, he is working as a community librarian at Thembelihle High. Thando is also an EE facilitator in the Town Two region, Khayelitsha.

Mpho Motloung  
**GAUTENG REPRESENTATIVE**

Mpho grew up in Nquthu in rural KwaZulu-Natal. After attaining a BA degree from WITS University, she returned to Nquthu to run youth development in the community. She is currently based in Gauteng.

Thando Dyamara  
**CO-OPTED**

Peliwe Lolwana is head of the Centre for Researching Education & Labour at the Wits School of Education. This was previously the Wits Education Policy Unit. Prior to that Prof. Lolwana was head of Umalusi, the examinations authority of South Africa.

Lovey Mthethwa  
**KZN REPRESENTATIVE**

Lovey Themba Mthethwa is 32. He was born in a rural area called KwaCetsa in the Midlunds of KwaZulu-Natal. He matriculated at Iyengi High School. He lives in Nquthu, and is based at the municipality where he works for the Social Justice Coalition as the Site Manager. He is very passionate about community and youth development.
What, in your mind, is EE’s most important achievement?

PAULA ENSOR:

Equal Education has risen to national prominence in a matter of only five years. It has built a solid base in Khayelitsha and used this to extend the organisation nationally. It has successfully brought learners, teachers, parents and other members of the community together in a common struggle to improve educational opportunities for all South Africa’s children. It has achieved its well-earned national reputation through a series of campaigns to support learners and teachers in schools, and through informed, research-based advocacy and commentary on key educational issues.

BRAD BROCKMAN:

In my opinion, the settlement we reached with Minister Motshekga in November 2012, in which she agreed to adopt Norms and Standards for School Infrastructure was our most important achievement of that year. This was a major breakthrough in our Norms and Standards campaign and affirmed the value of our activism on this issue over the past two years. It also gave us the lift that we needed to push our efforts forward and take the campaign to a successful conclusion.

NTUTHUZO NDZOMO:

I think EE’s biggest achievement is its membership body, which is comprised primarily of high school learners. I don’t think any of the campaigns would have been a success without EE’s high school membership: and I consider it to be one of EE’s ‘pillars of strength’.

What are the challenges facing EE?

BRAD BROCKMAN:

Our major challenge for 2013 is to ensure that Minister Motshekga honours her commitment to adopt adequate Norms and Standards, and once this is done, to ensure that provincial education departments implements the Norms and Standards. The draft Norms and Standards released by the Minister in January 2013 are very weak and if adopted in their current form, will do little to improve school infrastructure. We need to put enough pressure on the Minister to do the right thing – to adopt adequate Norms and Standards – and if this is not successful, we have to go to Court. All of this requires hard work, preparation and the focus of every member of the movement.

NTUTHUZO NDZOMO:

We have been getting some ‘flack’ from other stakeholders in education, particular teacher union leaders, some of whom have put forward incorrect information regarding the work that we do. In connection to this, I think that our relationships (or lack there of) with these important educational stakeholders are a challenge which we need to overcome, and one which we are currently seeking to improve. Another crucial challenge is that we are not yet a ‘house-hold brand’ in South Africa and in my opinion, the only way this is going to happen is if those who know about us, those who live in townships, make this happen.

PAULA ENSOR:

Our role is to bring awareness to the fact that ‘challenges’ can be a thing of the past, but only if ‘regular people’ are willing to work together to fight against the inequality in South African society. In my opinion there is a lack of leadership in society and EE should therefore drive and encourage ordinary citizens in holding these particular leaders to account, by making them aware of the dire poverty that so many people live in today.

When you look at the challenges facing South Africa today, what role do you think EE can play?

PAULA ENSOR:

Equal Education offers a platform for young people to make a difference in solving the crisis we face in education in South Africa today, to become involved in schools and working with teachers and parents to achieve this. We face a great many challenges in South Africa today and for me, youth unemployment is by far the greatest. Poor school education and inadequate post-school education and training are thwarting the life chances of a whole generation of our youth. Turning this around is a matter of national priority, and we should all be putting our shoulders to the wheel to turn this situation around.

NTUTHUZO NDZOMO:

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BRAD BROCKMAN:

Our schooling system is not making our society more equal. Poor and working class children are not being afforded a quality education and a fair chance to make something of their lives. Millions of young people are unemployed and are not at school or in tertiary institutions, and stand little chance of ever being employed. This is a moral injustice and a serious threat to political stability. Equal Education is committed to challenging this injustice, by organising young people denied a quality education and their parents, and those who stand in solidarity with them, into a powerful movement for educational equality and social justice.
Yoliswa Dwane
head of department
Yoliswa grew up in Dimbaza Township in the Eastern Cape, and matriculated in King William’s town. She completed a degree in Media, Film and Visual Studies, and thereafter an LLB at UCT. Yoliswa is a founding member of Equal Education and the current Chairperson. She also leads EE’s research, media engagement, law reform work and oversees public bodies.

Jeanette Strydom
media officer
Jeanette is from the Eastern Cape. She has a B.Soc. Sci degree from Rhodes University and a Bachelor of Arts Honours and a Masters in Law from Nelson Mandela Metropolitan University. She completed a six-month internship at the Mail & Guardian. She was awarded the Eugene Rulama Fellowship for social justice reporting in the Mail & Guardian for 2012.

Hopolang Selebalo
parliamentary officer
Hopolang matriculated from St Mary’s School Waverly in 2002 and then studied politics and drama at Rhodes University, graduating in 2006. Hopolang then worked as a monitor for the PMG (parliamentary monitoring group) and then as an intern at the Centre for Conflict Resolution under the Conflict Intervention and Peace Building Support cluster. From there, Hopolang joined the Institute for Security Studies as a researcher before joining EE towards the end of 2012.

Catherine Boulle
researcher
Since organising EE’s first National Congress last year, Catherine has since moved on to research responsibilities, and currently works in EE’s PCR Department. Catherine, who grew up in Cape Town, studied a BA in English (Hons) and Law at Rhodes University, and then went on to study an MSt in English and American Studies at Oxford University.
Nokubonga Yawa  
CAMPAIGN ORGANISER & SPOKESPERSON  
Nokubonga has worked as a TV show host on the Siyanqoba Beat It show about HIV/AIDS. She has also worked as a journalist at the GroundUp news website. She has been involved with EE since its founding in 2008.

Cilia Ngubo  
FINANCIAL ADMINISTRATOR  
Cilia was born in Mount Fletcher, in the Eastern Cape. She grew up in Cape Town and attended Sinako Secondary School. She is very active in her community, and having begun at EE preparing the Friday staff lunch a few years ago she has moved on to being in the administration team and then into finance; Cilia currently works as a bookkeeper.

Julian Kessler  
CAMPAIGN ORGANISER  
Julian grew up in Cape Town. He was Deputy Head of Habonim Dror Southern Africa in 2011, and is currently studying towards an honours degree in Political Communication at UCT. Julian is involved in organising EE’s campaign related material and events.

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

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Equal Education Annual Report 2012
Busi Putela
**GARDENER**
Busi is originally from the Eastern Cape and moved to Cape Town in 1992. Busi began working for EE earlier this year, and lives in Delft with her family. She is a mother of two boys.

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

Msanku Patrick Ralehoko
**PARENT MEMBERS TRAINER**
Msanku lives in Site B, Khayelitsha. He matriculated from Joso Slovo High School in 1997, and then went on to study a few short courses at Cape College. Msanku joined EE in 2012, and his current role in the organisation is to organise and train EE's parent-members.

Andiswa Kolanisi
**PARENT ORGANISER**
Andiswa supports the development of branches of EE parent-members. She lives in Macassar, to the East of Khayelitsha. MAnIndawu joined EE in 2011, when EE assisted her son to find a position in a local school.

Wiseman Mzwendoda Dingani
**PARENT ORGANISER**
Wiseman was born in the Eastern Cape in 1961, and joined EE as a parent organiser in 2012. In addition to his work at EE, Wiseman is also an active community stakeholder and leader in IANCO.

Phumza Mhlungwini
**RECEPTIONIST AND OFFICE ADMINISTRATOR**
Phumza grew up in Paarl and attended school in Khayelitsha. She completed a Home Based Care course, and then began as a volunteer at EE in 2001. Phumza runs EE’s reception, phones and office supplies. She also manages security, the cleaners and works with Mpumi on the logistics.

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

Lumkile Zani
**HEAD OF DEPARTMENT**
Lumkile grew up in Alice, Dimbaza, Zwelitsha and East London. He matriculated from KwaMfundo High School in Khayelitsha and then went on to study photo journalism for a year. Lumkile then became a chef, after which he joined EE in the very early days! Lumkile currently serves as the Head of the Community Department.

Samuel Shapiro
**NATIONAL ORGANISER**
Sam grew up in Johannesburg, and attained an honours degree in politics and philosophy from Rhodes University. Sam joined EE at the beginning of 2012 as a researcher. Since then, he has worked as a community organiser and is currently travelling around the country in his capacity as the national organiser.

Andiswa Kolanisi
**PARENT ORGANISER**
Andiswa supports the development of branches of EE parent-members. She lives in Macassar, to the East of Khayelitsha. MAnIndawu joined EE in 2011, when EE assisted her son to find a position in a local school.

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Mlawuli Malima
**SECURITY GUARD**
Mlawuli comes from Alice in the Eastern Cape, and attended school at Gcoto S.S.S. Mlawuli currently lives in Kuyasa, Khayelitsha.

Emma-Louise Neville
**ASSISTANT**
Emma-Louise Neville has a Bachelor of Social Science from UCT with majors in Law and Psychology, as well as a certificate in Project Administration and is currently completing a certificate in Public Relations. She has worked overseas and more recently at a PR and marketing agency.

Msanku Patrick Ralehoko
**PARENT MEMBERS TRAINER**
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Gilbert Pitjadi
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, Gilbert completed a Masters in Human Rights Law at UCT.

Sithembile Dantile
YOUTH AND MEMBERSHIP ORGANISER

Sithembile joined EE in 2011 and matriculated in the same year from Chris Hani High School in Khayelitsha. He is currently studying travel and tourism through UNISA. Decius has been an active member of EE since the beginning of this year. Nolubabalo is responsible for planning youth group meetings and organizing EE’s membership system.

Ntuthuzo Ndzomo
LEADERSHIP TRAINER

Ntuthuzo joined EE in 2008 and has played a role in every campaign the movement has run. After working as a facilitator on the Grade 10 Youth Group in 2010, he started a new youth group in Mitchells Plain in 2011. He is currently responsible for leadership training of the community leadership group. Ntuthuzo is studying towards a BA degree, majoring in history and politics at the University of Cape Town. He is also Deputy Chairperson of EE.

Masiviwe “Small” Nohashe
COMMUNITY LEADERSHIP YEAR MEMBER

Small joined EE in 2008 and played a key role in building EE at his school, Sophamandla, in Khayelitsha. He is currently working with EE equalisers and facilitators at the following high schools: Sophamandla, Kremlinfundo and Esangweni. His duties include running and organizing school meetings.

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, Gilbert completed a Masters in Human Rights Law at UCT.

Kirsten Colquhoun
TERTIARY ACADEMIC SUPPORT

Kirsten is from Cape Town. She holds a Master's degree in English and Applied Linguistics from the University of Cambridge, and has been an English teacher for almost ten years. Now she provides academic support to Equal Education members at tertiary institutions around the Western Cape.

Lwando Mzandisi
LEADERSHIP TRAINER

Lwando is working with the Equal Education Leadership Committee which is made up of representatives from all schools who are members at EE. He attended KwaMfundo High School in Khayelitsha, and joined EE in 2008. Lwando is currently studyingHonestly at UCT.

Raphael Chaskalson
POLITICAL EDUCATION TRAINER

Raphael grew up in Johannesburg and moved to Cape Town to study a BA in History and French Literature. Raphael is currently studying a BA (Hons) in Economic History at UCT. Raphael is co-facilitating a Political Education module as part of EE’s CL program.

Nolubabalo Mgogoshe
YOUTH AND MEMBERSHIP ORGANISER

Nolubabalo was born and raised in Cape Town. She studied Social Anthropology and Political Science at UCT, and has been an active member of EE since the beginning of this year. Nolubabalo is responsible for planning youth group meetings and organizing EE’s membership system.

Decius Pitjadi
YOUTH ORGANISER: TEMBISA

Decius was born in Tembisa, Gauteng. He is currently studying travel and tourism through UNISA. Decius has been an active member of EE since February 2012 and is currently an organiser in EE’s Tembisa Branch.

Samu Mbatha
YOUTH ORGANISER: TEMBISA

Samukhoele was born in Tembisa, Gauteng and matriculated in 2010. He has been an active member of EE since March 2012 and is currently an organiser in EE’s Tembisa Branch.

Lwando Mzandisi
LEADERSHIP TRAINER

Lwando is working with the Equal Education Leadership Committee which is made up of representatives from all schools who are members at EE. He attended KwaMfundo High School in Khayelitsha, and joined EE in 2008. Lwando is currently studying Honestly at UCT.

Raphael Chaskalson
POLITICAL EDUCATION TRAINER

Raphael grew up in Johannesburg and moved to Cape Town to study a BA in History and French Literature. Raphael is currently studying a BA (Hons) in Economic History at UCT. Raphael is co-facilitating a Political Education module as part of EE’s CL program.

Nishal Robb
POLITICAL EDUCATION TRAINER

Nishal grew up in Jo’burg and moved to Cape Town in 2010 to study a B.SocSci (PPE). Nishal is currently studying a BA (Hons) in Economic History at UCT. Nishal was previously involved in running various youth groups in Mitchell’s Plain and Site B and is now co-facilitating a Political Education module as part of EE’s CL program.

Ntuthuzo Ndzomo
LEADERSHIP TRAINER

Ntuthuzo joined EE in 2008 and has played a role in every campaign the movement has run. After working as a facilitator on the Grade 10 Youth Group in 2010, he started a new youth group in Mitchells Plain in 2011. He is currently responsible for leadership training of the community leadership group. Ntuthuzo is studying towards a BA degree, majoring in history and politics at the University of Cape Town. He is also Deputy Chairperson of EE.

Masiviwe “Small” Nohashe
COMMUNITY LEADERSHIP YEAR MEMBER

Small joined EE in 2008 and played a key role in building EE at his school, Sophamandla, in Khayelitsha. He is currently working with EE equalisers and facilitators at the following high schools: Sophamandla, Kremlinfundo and Esangweni. His duties include running and organizing school meetings.

Sithembile Dantile
COMMUNITY LEADERSHIP YEAR MEMBER

Sithembile joined EE in 2011 and matriculated in the same year from Chris Hani High School in Khayelitsha. He is now in charge of leading EE activities in the following high schools: Chris Hani, Harry Gwala and Sinako.
Luyolo Mazwembe
COMMUNITY LEADERSHIP YEAR MEMBER
Luyolo matriculated from Chris Hani in 2010, and is now in charge of Luhlaza High and Joe Slovo High School.

Sthimbela Tonga
COMMUNITY LEADERSHIP YEAR MEMBER
Sthimbela matriculated from Simanyene High School in 2012, and is now in charge of both this school, and Khanyisethu High.

Sanele Mbayeka
COMMUNITY LEADERSHIP YEAR MEMBER
Sanele matriculated from Kwamfundo in 2011, and currently facilitates youth group for Bulumko High School, Thembolihle High School and Lwandle Combined School.

Sthimbela also matriculated form Chris Hani in 2010, and is now in charge of Luhlaza High and Joe Slovo High School.

Nontsikelelo “Ntsiki” Dlulani
COMMUNITY LEADERSHIP YEAR MEMBER
Ntsiki joined EE in 2009, and matriculated from Woordrimp High School in 2012. She is currently in charge of facilitating youth group activities at Umilo and Susimvule High Schools. Ntsiki was previously an executive member of EE’s learner Leadership Committee and was elected by the equalisers to serve on the EE Board until Congress in July 2012.

Nixole Mongameli
COMMUNITY LEADERSHIP YEAR MEMBER
Matriculated from Kwamfundo High School in Khayelitsha in 2010. Nixole is now in charge of facilitating youth group activities at Sakumulandela Combined, as well as Umasau High School and Matthew Goniwe High School.

Sanele matriculated from Kwamfundo in 2011, and currently facilitates youth group for Bulumko High School, Thembolihle High School and Lwandle Combined School.

Cosmas Mabeya
BOOKERY COORDINATOR
Cosmas grow up in Kenya and studied Politics at University. He has a background in banking with a keen interest in the Derivation Market. He also ran a property agency in Cape Town. Cosmas however is a book lover to the core, and has a passion for sharing his love of reading with children.

Zintle Tomose
COMMUNITY LEADERSHIP YEAR MEMBER
Zintle matriculated from COSAT (the Centre for Science and Technology) in Khayelitsha, in 2012. She now facilitates youth group at both Manjuno High School and COSAT.

Zintle Tomose
COMMUNITY LEADERSHIP YEAR MEMBER
Zintle Tomose matriculated from COSAT (the Centre for Science and Technology) in Khayelitsha, in 2012. She now facilitates youth group at both Manjuno High School and COSAT.

Nkulseko Pote
COMMUNITY LEADERSHIP YEAR MEMBER
Nkulseko matriculated from Kwamfundo High School in Khayelitsha in 2011, and now facilitates youth group meeting with the students of Qhayiya High School, Masiyile High School and Hopolang Combined School.

Nkulseko Pote
COMMUNITY LEADERSHIP YEAR MEMBER
Nkululeko matriculated from Kwamfundo High School in Khayelitsha in 2011, and now facilitates youth group meeting with the students of Qhayiya High School, Masiyile High School and Hopolang Combined School.

Siphoseethu Nini
COMMUNITY LEADERSHIP YEAR MEMBER
Siphoseethu matriculated from COSAT in 2012, and joined EE the previous year. She is now in charge of facilitating youth group activities in the Nyanga area at Long Combined School, as well as Ferekile, Sophumelela, Kulani and Oscar Mpetha High Schools.

Zintle matriculated from COSAT (the Centre for Science and Technology) in Khayelitsha, in 2012. She now facilitates youth group at both Manjuno High School and COSAT.

Phathiswa Shushwana
COMMUNITY LEADERSHIP YEAR MEMBER
Phathiswa matriculated from Luhlaza High School in 2012, and now works with the youth groups of schools in the City Bowl area. Phathiswa was previously the chairperson of EE’s learner Leadership Committee and was elected by the equalisers to serve on the EE Board until Congress in July 2012.

Phathiswa Shushwana
COMMUNITY LEADERSHIP YEAR MEMBER
Phathiswa Shushwana matriculated from Luhlaza High School in 2012, and now works with the youth groups of schools in the City Bowl area. Phathiswa was previously the chairperson of EE’s learner Leadership Committee and was elected by the equalisers to serve on the EE Board until Congress in July 2012.

Sanele matriculated from Kwamfundo in 2011, and currently facilitates youth group for Bulumko High School, Thembolihle High School and Lwandle Combined School.

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Asanda Payi
COMMUNITY LEADERSHIP YEAR MEMBER
Asanda matriculated from Sinako High School in 2008, and joined EE in 2010. Together with Lukhanyiso, Asanda is currently in charge of facilitating youth group activities Mushambane, Hector Peterson, Wallacedene, Bloekombos, Scottsdale and Bernadino Heights High Schools. These schools are all in the Kraaifontein area.

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Thando Dyamara

School Librarian

Thando was born in Cape Town and matriculated at Kennington High School. Thando spent 2012 as a member of EE’s post-matric Community Leadership Program. He is now the librarian at Thembilele High School in Khayelitsha, as well as a facilitator in the Town Two Youth Group in Khayelitsha.

Portia Nyokana

School Librarian

Portia joined EE in 2012 as an equaliser, and later became a facilitator. She matriculated in 2009 from Kuuswes High School in Khayelitsha. Portia is now in her third year of a degree in library science at the University of the Western Cape and plans to graduate at the end of next year. Portia currently works at Sosabenza Primary School in Site B, Khayelitsha. Portia lives in Khayelitsha with her family.

Malibongwe Jara

School Librarian

Malibongwe joined EE as an equaliser in 2009. He then became a facilitator in 2011, following that spent 2011 as part of the EE’s post-matric Community Leadership Program. This year Malibongwe became a librarian at Hector Peterson Secondary School in Kraaifontein. Malibongwe lives in Kraaifontein with his family, and is studying a short course in library information science.

Hayley-Ann Powell

School Librarian

Hayley-Ann joined EE in 2012. Before then, she worked with the Western Cape Education Department for a year. Hayley-Ann is currently studying to be a librarian at Parkhurst Primary School in Westridge.

Anele Nxawe

School Librarian

Anele matriculated from Cape Town High School in 2008, and then went on to study Tourism Management for a year at Rosebank College. Anele joined EE as a volunteer in 2011. He trained at the Bookery, and was then placed at various primary and high school libraries. Anele is now librarian at Masiyile Senior Secondary School in Khayelitsha. Anele lives in Gugulethu with his family.

Ovayo Wotshela

Bookery Assistant

Ovayo was born in East London and then moved to Cape Town in September 1993. Ovayo joined EE in August 2009 and later matriculated from Harold Cressy High School in 2011. Ovayo currently works as an EE facilitator and Bookery assistant.

Noloyiso Manzi

School Librarian

Noloyiso matriculated in 2004 from Windermere High School in Kennington. He joined EE in February this year, after having studied a post-graduate degree in Education (through UWC). Noloyiso works at Oscar Mpetha High School in Nyanga, and lives in Enkanakhe, Khayelitsha.

Zodwa Sinkempele

School Librarian


Sive Njoli

School Librarian

Sive joined EE in 2010. He matriculated from Oscar Mpetha High School in Nyanga, where he now works as a librarian. Sive lives in Crossroads with his family, and plans to study Secondary Education.

Portia Spara

School Librarian

Portia joined EE in 2011 and currently works as a librarian at Matthew Goniwe Memorial High School in Khayelitsha. Portia matriculated from Minuma High School, and plans to study librarianship and information science. Portia has two children, and lives in Khayelitsha.

Zodwa Sinkempele

School Librarian


Gina Fourie

Libraries Coordinator

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.

Hayley-Ann Powell

School Librarian

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Zodwa Sinkempele

School Librarian


Gina Fourie

Libraries Coordinator

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.
Ngawethu Bokuva
SCHOOL LIBRARIAN
Ngawethu matriculated from Ewanege Senior Secondary School in Khayelitsha in 2009. From there she joined Equal Education’s post-matric Community Leadership Program in 2010. In 2011 Ngawethu became a youth group facilitator and then a librarian in July last year. Ngawethu is currently the librarian at Thembelihle High School, Khayelitsha. She lives in Khayelitsha.

Sibusiso Nkosi
SCHOOL LIBRARIAN
Sibusiso matriculated at Harry Gwala High School in Khayelitsha in 2010, and then joined Equal Education’s post-matric Community Leadership Program in 2011. In 2012 Sibusiso went to City Varsity for a year to study professional acting for camera. This year, he began working at Sentale Primary School as the librarian. Sibusiso lives in Makhaza with his family.

Lwando Mboniso
SCHOOL LIBRARIAN
Lwando matriculated from Chris Hani High School in Khayelitsha in 2010. He then went to the Sustainability Institute. In 2012 he undertook a course in leadership and management. Lwando currently works as the librarian at Lwandle Primary School, and lives in Khayelitsha.

Sibusiso Nkosi
SCHOOL LIBRARIAN
Sibusiso matriculated at Harry Gwala High School in Khayelitsha in 2010, and then joined Equal Education’s post-matric Community Leadership Program in 2011. In 2012 Sibusiso went to City Varsity for a year to study professional acting for camera. This year, he began working at Sentale Primary School as the librarian. Sibusiso lives in Makhaza with his family.

Lwando Mboniso
SCHOOL LIBRARIAN
Lwando matriculated form Chris Hani High School in Khayelitsha in 2010. He then went to the Sustainability Institute. In 2012 he undertook a course in leadership and management. Lwando currently works as the librarian at Lwandle Primary School, and lives in Khayelitsha.

Chumani Ndabambi
SCHOOL LIBRARIAN
Chumani attended Sizimisele High School in Khayelitsha. He joined EE as an equaliser in 2008 and in 2011 he became a facilitator. In 2013 Chumani started working as the librarian at Lelwa Park Primary School, Khayelitsha.

Yoni Bass
HEAD OF DEPARTMENT
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 Appollis
DATA MASTER
Tracey is responsible for EE’s growing communications network spanning e-mail, cell phone, postage and other forms of communication. She has an honours degree in Diversity Studies (Sociology) from UCT. She grew up in Cape Town.

Adam Bradlow
CO-HEAD EE GAUTENG
Adam completed his undergraduate studies at Princeton University. Before joining EE he worked for Dalberg and volunteered at the Legal Resources Centre.

Nombulelo Nyathela
OFFICE MANAGER
Nombulelo is completing an LLB at WITS University. She has served in the leadership of SASSCO and the YCL at Wits. She grew up in Kwa Thetha.