## CONTENTS

- **LETTER FROM THE CHAIRPERSON** _____ 03
- **INTRODUCING EQUAL EDUCATION** _____ 04
  - EE Organogram _____ 06
  - An EE Member’s Journey _____ 07
  - Youth Organising Roles _____ 08
- **2015/2016 IN REVIEW** _____________ 10
  - National events _____ 10
    - Second National Congress _____ 10
    - Teaching And Learning Summit _____ 12
  - National camps _____ 14
    - Facilitator camp _____ 14
    - Equaliser camp _____ 14
  - National campaigns _____ 16
    - Norms and Standards _____ 16
  - Provincial campaigns _____ 22
    - Western Cape _____ 22
    - Eastern Cape _____ 26
    - Gauteng _____ 30
    - Limpopo _____ 32
    - KwaZulu-Natal _____ 34
  - Policy and training _____ 36
    - Submissions _____ 36
    - Research and Analysis _____ 37
    - Parliamentary Work _____ 38
    - Media _____ 39
    - IETU _____ 40
    - Amazwi Wethu _____ 42
- **SISTER ORGANISATIONS** __________ 44
- **EE’S STANCE ON NATIONAL ISSUES** — 46
- **LOOKING AHEAD** ________________ 51
- **FINANCE AND FUNDRAISING** ______ 52
- **AUDITED FINANCIALS** ___________ 53
- **NATIONAL COUNCIL** _____________ 56
- **STAFF** ________________________ 59
  - Secretariat’s Office _____ 59
  - Finance and Fundraising _____ 60
  - Operations and Administration _____ 61
  - Policy and Training _____ 62
  - National Organising _____ 65
  - Western Cape Office _____ 66
  - Gauteng Office _____ 68
  - Eastern Cape Office _____ 69
- **DONATIONS** ____________________ 71
EQUAL EDUCATION
Registered S18A(1) Public Benefit Organisation (PBO)
(Exemption Number 930 027 221)
Registered Non-Profit Organisation (NPO)
(Registration Number 068-288-NPO)

HEAD OFFICE (WESTERN CAPE)
Postal: PO Box 40114, Elonwabeni, 7791
Physical: Isivivana Centre, 2nd Floor
8 Mzala Street, Khayelitsha, 7784
Telephone: 021 361 0127
E-mail: info@equaleducation.org.za

GAUTENG OFFICE
Postal & Physical: Office 706, Royal Place, 85 Eloff Street (corner Kerk Street), Johannesburg, 2001
Telephone: 011 333 2523
E-mail: info.gauteng@equaleducation.org.za

EASTERN CAPE OFFICE
Postal & Physical: Lonsdale Chambers,
23 Taylor Street, 2nd Floor
King William’s Town, 5600
Telephone: 043 642 1616
E-mail: info.easterncape@equaleducation.org.za

DESIGN AND GRAPHICS:
GAELEN PINNOCK
WWW.SCARLETSTUDIO.NET

WWW.EQUALEDUCATION.ORG.ZA
EQUAL EDUCATION ANNUAL REPORT 2015/2016

LETTER FROM THE CHAIRPERSON

DEAR READERS,

Equal Education (EE) has been in existence for nine years. Next year, we will celebrate EE’s 10th anniversary. I am happy that we are a powerful movement of young people and parents organising for quality education and trying to affect systematic changes in our education system. At the core of this movement are young people (mainly school going children) who we call Equalisers, and parents who support us in our campaigns. We have managed to build a strong membership-based movement, tactically expanding the movement where there is room to grow, while ensuring that a balance is maintained so that the essence of what we are is not lost. Recently, many of our respected peer organisations have either shrunk in size, or have had to close down due to economic pressures and, in some cases, internal issues. We are privileged that our organisation is still a well-functioning machine that works with the support of its past and current volunteers, staff, and leadership. These individuals have kept EE alive.

Our country faces the triple challenge of inequality, unemployment and poverty which could lead to instability. It is important to note that we are not isolated in these problems, as these are global issues. We are beginning to see those countries that were traditionally considered leading democracies failing to uphold human rights in their attempt to shelter themselves from global pressures, such as a globalized economy and mass migration. They attempt to build walls to isolate themselves in the hopes that this will protect their country. Yet these attempts to mitigate the effects of global economic pressures cannot succeed without tackling inequality and capitalism.

Similarly in our country people show discontent with the status quo. They are angered by the government’s inability to meet its promises and close the inequality gap. Government’s response to this dissatisfaction is contempt and violence, whether it be in the form of further restricting the rights to protest and free speech, or the use of physical violence. As we continue to struggle for well-resourced schools and equality in education, we must be aware of this broader context.

This Report highlights a few milestones from 2015 and 2016. We invested energy into various campaigns, from the delivery of scholar transport to rural learners to improved school safety and sanitation. We staged a teaching and learning summit and, after reflection at the summit, we are developing an Education Charter. We continue to monitor the implementation of Norms and Standards for school infrastructure and to campaign for well-resourced schools for poor and working class children.

In our efforts to hold politicians and government accountable, we have faced resistance. We have been exposed to a blatant arrogance and lack of political will on the part of right-wing politicians, a stark lack of capacity to govern from our state machinery, and the total collapse of certain provincial governments.

A united cadre of young people must struggle to improve the quality of life for everyone, particularly the poor and the working class, and fight for quality education. I believe that, collectively, we can increase our efforts to challenge government to deliver on our demands, and in doing so change the status quo. Amandla!

Yoliswa Dwane
Chairperson
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.

VISION
Quality and equal education for every person in South Africa.

CONTEXT
After more than two decades of democracy in South Africa, the education received by young people remains highly unequal. Despite efforts to improve the system, class and race-linked inequalities persist. Education was a foundation upon which race and class inequality was built and entrenched during the years of Apartheid, and unequal educational opportunities remain among the greatest obstacles to equality, dignity and freedom in South Africa.

Problems that face the majority of black learners in township and rural communities include unacceptable and demeaning physical conditions in many schools, lack of basic equipment and books, poor quality teaching, insufficient teachers, gang violence, the absence of sanitation, and inadequate transport. These realities, which impact on learning outcomes and later life opportunities, are part of wider social injustices.

WHAT IS EE?
Since February 2008, EE has been striving for quality and equality in the South African education system through campaigns based on detailed research and policy analysis. EE is a community and membership-based movement. It is internally democratic, with elected leadership, mass participation and regular congresses. EE’s core members are ‘Equalisers’ – high school activists from grades 8 to 12. Along with teachers, activists and community members they build campaigns to effect change in their schools, and in their wider society. EE works by building an understanding of societal challenges through regular weekly meetings of thousands of youth and parents across the country. The work done by EE’s researchers begins from and returns to the daily experience of its members. Through a combination of peaceful civil action, litigation, campaign work and public advocacy, EE strives to undo systemic racial and social inequalities, and to replace these with an equal education system that advances human dignity.

WHERE DOES EE WORK?
EE currently works in five provinces: the Western Cape, Gauteng, the Eastern Cape, Limpopo and KwaZulu-Natal. It began its organising work in Khayelitsha, a large township in Cape Town, and grew from there. EE has had an office in Gauteng since 2012, and has established a strong presence in the region through successful campaigning. In 2014, EE set up an office in King William’s Town in the Eastern Cape.
THE NATIONAL ADMINISTRATIVE AND FINANCIAL FUNCTIONS OF THE MOVEMENT

FINANCE & FUNDRAISING
ADMINISTRATION & HUMAN RESOURCES
INTERNAL EDUCATIONAL TRAINING UNIT

NATIONAL ORGANISING BRANCHES OF EE THAT ARE TASKED WITH MOBILISING MEMBERS AROUND VARIOUS CAMPAIGNS

SECRETARIAT

THE TOP SIX MEMBERS OF THE NATIONAL COUNCIL WHO ARE MANDATED TO GIVE REGULAR POLITICAL DIRECTION TO THE MOVEMENT

PROVINCES

NATIONAL ORGANISING
LIMPOPO
KWAZULU-NATAL
GAUTENG
WESTERN CAPE
EASTERN CAPE

NATIONAL COUNCIL

THE HIGHEST DECISION MAKING BODY ELECTED EVERY THREE YEARS AT A CONGRESS

NATIONAL OFFICE

FINANCE & OPERATIONS

POLICY & TRAINING

INTERNAL EDUCATIONAL TRAINING UNIT
AMAZWI WETHU
RESEARCH

PROVIDES RESEARCH AND ANALYSIS SUPPORT TO THE CAMPAIGN WORK OF THE MOVEMENT AS WELL AS INTERNAL TRAINING TO THE MEMBERSHIP

THE HIGHEST DECISION MAKING BODY ELECTED EVERY THREE YEARS AT A CONGRESS
AN EE MEMBER’S JOURNEY

EQUAL EDUCATION OFFERS YOUNG ACTIVISTS WITH DIVERSE INTERESTS AND TALENTS INVALUABLE LIFE EXPERIENCE, AND A CHANCE TO BECOME INVOLVED IN BETTERING THEIR COMMUNITIES

EQUALISERS ARE HIGH SCHOOL LEARNERS WHO ATTEND EE YOUTH GROUPS

EQUALISERS CAN SIGN UP AS MEMBERS WHICH QUALIFIES THEM TO RUN FOR POSITIONS OF LEADERSHIP AND ATTEND OFFICIAL EE EVENTS LIKE CONGRESS

ON COMPLETION OF SCHOOL EQUALISERS HAVE A VARIETY OF OPTIONS FOR INVOLVEMENT OPEN TO THEM

MEMBERSHIP QUALIFIES ANY FORMAL MEMBER TO RUN FOR ELECTION ON TO THE EE NATIONAL COUNCIL AT ANY STAGE

EXTENDED INVOLVEMENT

MEMBERSHIP QUALIFIES ANY FORMAL MEMBER TO RUN FOR ELECTION ON TO THE EE NATIONAL COUNCIL AT ANY STAGE
EQUALISERS

The movement consists, primarily, of high school activists in under-resourced schools across the country who determine the issues that EE champions.

They meet once a week - or, in some provinces, once a month - in youth groups in their area for political education, solidarity building, and campaign strategizing. Assisted by a group facilitator, they analyze current affairs, political and economic history, and social movements both past and present. They also discuss complex facets of the South African education system, such as teacher post provisioning and structures of school governance. When necessary, Equalisers come together for larger regional mass meetings and, in some areas, Equalisers also meet in in-school meetings to discuss issues specific to their school.

Informed by their lived experiences, and by the political insight they have gained, they dedicate their afternoons and weekends to planning campaigns for better conditions in their schools, knowing full well that the changes come they might no longer be there. It is the Equalisers’ undying fight against educational inequality that inspires the tens of thousands of supporters that attend EE marches across the country. Their energy sustains the movement.

FACILITATORS

Facilitators are post-school youth who, excited by the work EE does, give of their time freely to facilitate youth groups. Because many were Equalisers in high school, and all are post-school youth, they can participate in the shared experience of having been a learner only recently. As tertiary education students, low-skilled workers, or unemployed youth, they are still intimately connected to the struggles faced by Equalisers.

Trained regularly in facilitation skills, they educate, organize and motivate Equalisers around the work that EE does in an exciting and participatory manner. Under their guidance, Equalisers learn what it means to engage a text, or a topic of debate, in a thoughtful and critical manner. Facilitators’ guide, but never dictate, the discussion and strategizing sessions. They know that campaigns are most effectively run, and won, when the issues tackled are championed by Equalisers.

COMMUNITY LEADERS

The Community Leader programme is an internship programme designed for post-school youth between the ages of 18 and 25 years old. This group is mostly made up of young people that have been part of the movement either as Equalisers or Facilitators. The programme gives space for comrades to harness their leadership skills and focus on their own professional development. Simultaneously, the facilitation skills they learn and the
Junior Organisers are post-school youth who have been involved in the movement in various ways, either as Equalisers, facilitators or Community Leaders. Operating at a level above the Community Leaders, this group supports and helps coordinate youth department activities.

Aside from daily youth department tasks, each Junior Organiser is tasked with managing the youth department’s engagement with one of the following: EE partner organisations, Leadership Committee, facilitators, or university branches. In these roles, Junior Organisers are given the opportunity to plan, run and implement programmes that they believe will strengthen the movement.

Given the responsibility with which they are tasked, Junior Organisers develop valuable organising skills, allowing them to contribute to other parts of the movement, or carry their sought-after skills to other work opportunities.

Community Leaders are tasked with coordinating groups of facilitators as they organise mass action toward specific campaign objectives and run youth groups. In addition, they create and strengthen relationships with different stakeholders such as principals, teachers, parents, education forum members, and community members.

Parent and Community Branches represent EE on behalf of the parents of school-going children and other concerned members of affected communities.

Guided by principles of collectivism and community engagement, their work involves building relationships with school communities, school leadership, and other civil society organisations. When parent members meet with these groups, they present EE’s work, and explain the need for the active involvement of parents in their children’s education. They are also encouraged to attend EE marches, pickets and other events where possible, so that their children (and society at large) can see the deep commitment on the part of parents to ensuring that their children receive an equal education.
NATIONAL EVENTS

SECOND NATIONAL CONGRESS

4 – 8 JULY 2015

National Congress provides a platform for EE members from across the country to meet and discuss EE’s policy positions, pass resolutions, and elect a National Council to lead the organisation for the following 3 years.

EE’s second National Congress was held from the 4th to the 8th of July, 2015 under the theme, “Building our democratic movement for Education, Justice and Equality.” EE’s nationwide membership was represented there by almost 400 learners, parents, teachers and staff members who were nominated and elected as delegates. In her opening address, EE parent member, Rieta Pilusha, addressed her remarks to Equalisers:

“To all the Equalisers, you inspire millions in the country, but you have also inspired us as parents to stand up and be counted. I hope this congress will renew our passion and commitment to the struggle for a better education for all”

For many in the room, Congress was their first experience being part of a mass-based, participatory decision-making process. The excitement in the room on the opening day was palpable.

The four days were intense - filled with a mix of EE-centred reflection and planning as well as discussion of local and international politics. The sessions set aside for strategizing demanded rigorous engagement from all. After being led through a reflection on the past 3 years by Brad Brockman, Yoliswa Dwane and Sean Feinberg, delegates spent time finalizing and adopting the EE constitution, as well as creating resolutions that would guide EE for the next 3 years.

These discussions were supplemented by broader political reflections. On a panel titled, “The Status of Education in South Africa,” academics, learners and teachers presented on their perspective on the issue. The following day, Vuyiseka Dubula, the former General Secretary of TAC, and Mazibuko Jara, the Interim National Secretary of the United Front, spoke to delegates about South African Politics. Later, delegates heard from youth activists from Chile, Zimbabwe and Palestine about the struggles they face in their respective countries, and the organizing strategies they use to challenge injustice there.

On the penultimate day of Congress, the running candidates for National Council addressed themselves to EE. Tshepo Motsese asked the delegates present to trust him to lead the movement as General Secretary:
“Throughout the country there is an expectation that Equal Education should continue to contribute to the debates around social inequality, poverty, unemployment – particularly amongst the youth... There is also an expectation that it must speak truth to power. Therefore I would like to become part and parcel of those people at this congress who will continue that task.”

Exhausted from four days of discussion and concentration, but excited about EE’s journey ahead, Equaliser Yolisa Yapi reflected on the results:

“The outcomes were very good for me because I know that these leaders are going to take the movement and grow it as one. And I’m so glad that the positions are not only in one province; they are all over. So we can learn how to bring unity, together, and actually work together as a movement.”

THE 2015-2018 NATIONAL COUNCIL WAS ELECTED:

Chairperson: Yoliswa Dwane
Deputy Chairperson (Equaliser): Buhle Booi
Deputy Chairperson (Post-school Youth): Tracey Malawana
General Secretary: Tshepo Mosepe
Deputy General Secretary: Ntuthuzo Ndzomo
Treasurer: Doron Isaacs
Post School Youth Representative: Zintle Tomose
Post School Youth Representative: Niek Marutha
Parent Representative: Yoliswa Dwane
Parent Representative: Ntuthuzo Ndzomo
Parent Representative: Tracey Malawana
Parent Representative: Doron Isaacs
Parent Representative: Zintle Tomose
Parent Representative: Niek Marutha
Equaliser Representative: Dumile Runwana
Equaliser Representative: Thato Masebe
Equaliser Representative: Fanelesibonge Shezi
Equaliser Representative: Sinekaya Mbengo
Equaliser Representative: Sisepho Mandla
Equaliser Representative: Anda January
Eastern Cape Representative: Thabang Mabuza
Gauteng Representative: Samukelisiwe Kunene
KwaZulu-Natal Representative: Lesetja John Sema
Limpopo Representative: Thokozile Qalanto
Western Cape Representative:
In order to commemorate the anniversary of the Soweto Uprising, Equal Education hosted a National Summit on Teaching and Learning in Johannesburg under the theme, “40 Years Since ’76: The Struggle for Quality Education Continues.”

The summit provided an opportunity for Equal Education members, learners, parents, teachers, principals, education activists and academics to reflect on challenges and possibilities within the education space. The delegates deliberated on, and drafted, an Education Charter which describes the tenets of a quality and equal education system.

Over the course of the two day Summit, delegates engaged with a wide range of panel discussions. The programme was carefully constructed to link a historical perspective on education - past gains, challenges and gaps - to the current state of education, especially the persisting inequalities and incongruous policy efforts. Delegates consistently pushed panelists and each other to speak to the role of activism within the education space. There was lively debate that drew connections between the activism of high school learners and the Fallist movements at universities. It was recognized that despite the successes of both groups, intense advocacy and activism is needed to address challenges in early childhood development and in rural areas especially.

The Education Charter captures the importance of continued movement building, recognizes the basis of historical inequality and sets out principles for a quality and equal education system.

It deals with, among other things, the need for a relevant, transformed curriculum and the role of Early Childhood Development and Adult Education in building a just and equitable South Africa. It was informed by a process of submissions from the public and further shaped by the deliberations of delegates at the Summit. Equal Education’s National Council will ratify the final version of the Education Charter at the end of 2017. As we look ahead to another 40 years of activism, the Education Charter will serve as a guiding document representing our collective aspirations.
The 2016 Teaching and Learning Summit demanded rigorous engagement from all present.
**FACILITATOR CAMP**
**3 - 6 DECEMBER 2015:**

The facilitator camp is an opportunity for Equal Education to bring together the lifeblood of Equal Education, the hundreds of volunteers who facilitate youth groups around the country, for skills training, political education, and group bonding.

In December 2015, facilitators traveled from all five of the provinces in which EE organizes to convene at a camp on the banks of the Breede River. Through this four-day experience, both community and capacity were built.

The training sessions for the camp were designed by participants in the 2015 “Activist School” run by the Tshisimani Centre for Activist Education, who passed along the knowledge they had gained from that program to the rest of the movement. The program engaged facilitators on a wide range of historical topics, including Black Consciousness, land dispossession, traditional authorities, and industrialization. Furthermore, the camp was an invaluable occasion for facilitators to share knowledge about the campaigns that they are waging in their home provinces, and the lessons they had learnt about political strategizing.

The facilitator camp also acted as an opportunity for facilitators to provide feedback to the leadership of EE. This important exchange was democracy at work. Facilitators discussed their concerns as a community and dialogued with members of EE’s Secretariat and staff leadership. This experience has inevitably informed EE’s policies and practices going forward.

The information shared during this camp set the stage and built momentum for a vibrant year of fighting for equal education in South Africa.

**EQUALISER CAMP**
**7 - 10 DECEMBER 2016:**

EE’s national Equaliser camp brought Equalisers from across the country together for four days of intense political education and campaign strategizing.

In December 2016, EE held a camp near Magaliesberg in the North West Province. After driving all night from all over the country, the Equalisers arrived early in the morning. The camp commenced soon after with Equalisers from each province leading the group in singing. After a few icebreakers, and once the expectations for camp had been communally decided upon, the sessions began. The camp was led by facilitators who had spent the previous week in training. Equalisers learnt about topics related to education, South African politics, and global politics in a participatory way. Many activities required that Equalisers develop campaign ideas or organizing strategies that incorporated what they had learned.

As Equalisers learnt about, and debated, the issues that shape their world, they came to understand the immense responsibility that comes with being an active citizen in a country so desperate for informed political engagement amongst its youth. Furthermore, as they discussed EE’s past successes and planned EE’s future campaigns, the Equalisers’ identity within the movement grew beyond their school or their community, and they began to see the work they do daily with EE in the context of a nationwide movement for change.

In between sessions, Equalisers spent time swimming in the pools, participating in obstacle courses, and watching thought-provoking documentaries. After an exhausting but inspiring four days, the Equalisers headed home, ready to share what they had learnt with their community.
Facilitators and staff take part in skills-development training at various EE camps.
Despite criticising EE on the eve of the protests, the DBE later that month responded to its legal obligations in terms of PAIA, and asked EE for an extension until May for releasing the plans. EE agreed, however the DBE missed this deadline as well. On 29 May over 2,000 EE members and supporters marched to the Eastern Cape Department of Education (ECDoE) offices, again demanding the release of the implementation plans. Two weeks after this the plans were released, six months later than initially planned.

The release of the plans, however, was not a smooth process. In fact, Limpopo even released the wrong document. It took a further picket from EE members outside the Limpopo Department of Education in October 2015 to force the province to submit an actual implementation plan, which it did the following month.

When they were finally released, EE researchers scrutinised the provincial implementation plans. They were deeply problematic, varied greatly from province to province and provided very little in terms of concrete detail and commitments. This made them poor tools for communities to hold government accountable, and in fact poor plans of action for provinces. Worse still, many provinces planned to fail: they admitted that they would not meet the deadlines. In the Eastern Cape and Limpopo, two of the poorest provinces, government admitted that it did not even have accurate information about the state of public schools.

The efforts of learners, parents, teachers and community members over more than two years finally paid off on 29 November 2013, when binding Norms and Standards were won. This victory provided fresh direction to the campaign for school infrastructure: the focus turned to monitoring the implementation of the regulations, with particular attention on the Eastern Cape.

WHAT ARE THE NORMS AND STANDARDS FOR SCHOOL INFRASTRUCTURE?

The Norms and Standards for School Infrastructure are the first comprehensive guide for the physical resources every school must have. The force of law binds government to providing this infrastructure. What’s more, the regulations include clear timeframes for rolling out different kinds of infrastructure, beginning from when they were published on 29 November 2013.

SLEEP-INS AND THE NORMS IMPLEMENTATION PLANS

The Norms and Standards require that provincial education departments produce plans describing the state of infrastructure backlogs in their province, and their strategy to meet the various deadlines. These implementation plans were required exactly one year after the Norms themselves were published, that is November 2014. Between December 2014 and March 2015, EE wrote to the Minister about releasing these plans three times without response. In March, EE lodged an application in terms of the Provision of Access to Information Act (PAIA) to secure the release of the plans.

With the DBE promising to release the implementation plans “in a few weeks” without committing to a date, hundreds of EE members staged sleep-ins outside Parliament in Cape Town and the Eastern Cape Department of Education (ECDoE) offices in Zwelitsha, as well as protests outside the Department of Basic Education (DBE) offices in Pretoria.
THE NORMS AND STANDARDS

THE NORMS AND STANDARDS FOR SCHOOL INFRASTRUCTURE IS THE FIRST COMPREHENSIVE GUIDE FOR THE PHYSICAL RESOURCES EVERY SCHOOL MUST HAVE.

IN 3 YEARS

- All schools made of mud, asbestos, metal or wood must be replaced by new schools.
- Schools with no water, electricity or sanitation must be provided with these basics.

IN 7 YEARS

- All schools must be provided with an adequate supply of classrooms, electricity, water, and sanitation.
- Electronic connectivity and perimeter security must be provided to all schools.

IN 10 YEARS

- Libraries and laboratories must be provided to all schools.

IN 17 YEARS

- All other norms must be completely provided. This includes school halls, sports fields, walkways and parking lots.
Top and Bottom Left:
Equalisers picket ahead of the first Norms and Standards deadline.

Bottom Right:
Head of EE Gauteng, Zandile Ngubeni, addresses the Department of Education spokesperson, Elijah Mhlanga.

Right:
A collapsed classroom at Mjanyelwa Junior Secondary School in the Eastern Cape.
EASTERN CAPE AS A SITE OF STRUGGLE

The Eastern Cape has always been at the forefront of EE’s school infrastructure work, with several Eastern Cape schools serving as co-applicants in the original court case. In late 2014, EE opened an office in the Eastern Cape with the express purpose of monitoring Norms and Standards implementation. From that time, and continuing through 2015 and 2016, EE staff and members began to conduct regular visits to schools around the province documenting their conditions and spreading the word about what the Norms and Standards meant for their schools. Disappointingly, there was little or no evidence of government informing schools of the new law: almost no-one had heard of the regulations or their deadlines. EE also soon found schools whose needs were not recorded on any department list.

In order to pressure the ECDoE to take urgent action, EE sought to mobilise and build an informed movement in the Eastern Cape. It quickly built a base of Equaliser members in the schools around King William’s Town, Zwelitsha, Dimbaza and Ginsberg. Community meetings were held in Butterworth and King William’s Town in the first half of 2015, at which representatives of over 100 schools came together to discuss the state of school infrastructure and the upcoming deadline.

LEAD UP TO THE FIRST DEADLINE

2016 marked the final run-in to the first deadline. Through pickets across a number of provinces, vigils, research and public participation in parliament, and widespread media activism, EE drove home the pressing urgency of this issue. EE picketed during the Finance Minister’s budget speech in February, raising awareness about the impending deadline and the fact that no additional money beyond what was already planned had been devoted to education infrastructure since the publication of the Norms and Standards, despite the significant legal obligations it created. In March 2016, EE’s submission to the Standing Committee on Appropriations on the Division of Revenue Bill was well received, with the Committee adopting a number of EE’s recommendations, including recommendations around the data, spending and the implementation of education infrastructure budgets.

EE members in the Eastern Cape continued to try and engage the ECDoE and the MEC for Education on the infrastructure crisis in the province and the proliferation of vacant or temporarily filled technical and leadership positions in the provincial department of education. The MEC proved unresponsive to both letters and marches on his offices.

SCHOOL VISITS

By November it was clear that the first deadline would be missed. However, the DBE insisted that it had done its best, and that the remaining backlogs were small. In order to investigate the true extent of the failure, EE members, staff, and local community members visited schools across seven districts of the Eastern Cape. In all, conditions were recorded at 60 schools. The results were released at a press conference outside the DBE offices in Pretoria on 30 November 2016, one day after the deadline. The report found schools which violated the Norms and Standards, and further acted as evidence for systemic failure in the Eastern Cape – not only were some schools in need not captured on lists for upgrades, but many schools experienced partial upgrades, such as the electrification of just a single building, or only being provided with rainwater collection tanks. In other cases, upgrades had stalled and never been finished.
AN INCOMPLETE VICTORY

As of June 2016, 171 schools around the country still had no water supply, 569 schools had no electricity supply, and 68 schools had no toilets. While EE members rallied against the failure to meet the 29 November deadline, this was never without acknowledgement of some progress.

Under the DBE’s ASIDI programme, 170 new schools have been built, 615 provided with water, 418 with sanitation and 307 with electricity. Provincial departments have added to this number.

The first deadline is a time to reflect on the efforts of learners, parents, teachers and community members over six years. Undoubtedly these efforts helped to speed the delivery of these schools and services. While the Norms and Standards have not yet been totally realised, they must now be used as a powerful tool to hold government accountable on individual cases of non-compliance. A further step must be to close the loopholes in the regulations themselves.

#FIXTHENORMS

Since the Norms and Standards regulations were published in 2013, EE and its legal partner, the Equal Education Law Centre (EELC), raised concerns with the Minister of Basic Education around the vague wording of some parts of the regulations, and possible escape clauses. In particular, the regulations state that the Minister cannot be held accountable for missing the deadline if other government agencies don’t cooperate. In addition, the Norms leave those schools that are partially made of inappropriate materials out of the deadlines and only require the Minister to prioritise fixing the worst schools rather than binding her to actually fix all in need. They also contain no requirement to make public the provincial progress reports, which is something that EE has asked for unsuccessfully in the past.

When the Minister responded to EE’s concerns in March 2014, she stated that the regulations would first be tested in practice before they were reviewed. She did not engage further with EE on the matter. However, in press statements around the November deadline, she had begun to use the language of the escape clause – blaming other government departments for slow infrastructure delivery. Moreover, it would seem that many partially inappropriate schools have indeed been excluded from upgrade lists.

While the Norms and Standards remain a powerful tool for communities to demand that their schools are fixed, the loopholes must urgently be closed in order for this to happen more effectively.

EE lodged court papers in the Bhisho High Court in May 2016 and the case is expected to be heard in June 2017.
Opposite page:
These schools have been upgraded, or completely replaced, under the Accelerated Schools Infrastructure Initiative (ASIDI)

This page:
The infrastructural conditions at hundreds of schools across the country are in violation of the first Norms and Standards deadline.
PROVINCIAL CAMPAIGNS

WESTERN CAPE

SAFETY, SANITATION AND SOCIAL AUDITS

In 2014, EE’s Western Cape branch led a series of school-based campaigns that focused on localized issues and aimed at small-scale, tangible victories. In the first branch meeting of 2015, Equalisers met to consolidate the previous year’s campaigns and move toward a more tightly focused approach. These discussions resulted in a consensus around school safety and sanitation as the major issues for the movement to take forward in the Western Cape.

EE Western Cape used the social audit approach as one of the major inputs for the Western Cape safety and sanitation campaign. Through the joint efforts of EE, several partner organisations and hundreds of learners and community members across the Western Cape, 244 schools – serving over 200,000 learners – were audited. The audit involved working with partner organisations to interview administrators, record observations of the physical conditions of schools, and have learners complete questionnaires about their experience of education conditions, with particular attention paid to rural areas.

The data gathered by audit teams was bolstered by an extensive literature review and other original research. The full report and findings, including the survey instruments and methodology, were reviewed by six education and research experts: Rajendra Chetty (CPUT), Shaun Franklin (WISER, Wits University), Zukiswa Kota (PSAM, Rhodes University), Ursula Hoadley (UCT), Sara Muller (UCT), and Debra Shepherd (AMERU, Wits University).

KEY FINDINGS

SOME OF THE KEY FINDINGS OF THE AUDIT ARE LISTED BELOW:

1. Learners are unsafe at school and on the way to school
   - 2/5 learners have experienced violence directly (assault, verbal abuse, etc).
   - 3/5 have witnessed violence happening to others.

2. Sexual harassment and rape is happening in schools
   - At 16% of schools we audited, at least one learner reported being sexually harassed, or seeing someone else being sexually harassed.
   - 4% of schools reported a rape at the school in the last year.
3. Corporal punishment is rife in the Western Cape
   - Learners are beaten at 83% of schools that were audited.
   - At more than 90% of schools with corporal punishment, teachers use some type of weapon.

4. Broken fences and no security guards mean that anyone can come in and out of schools – we lose millions each year to burglaries
   - Only half of schools have proper fences that can keep people out
   - More than half don’t have any security guards

5. The WCED doesn’t allocate enough money or staff to deal with the school safety crisis in the Western Cape
   - The Safe Schools Programme (SSP) employs just 46 staff to serve over 1,600 schools – only 25 of these work at school-level
   - The SSP has only five trained psychologists to serve more than 1,600 schools

6. Only one out of four schools has toilets for learners with disabilities
   - At 74% of schools that we audited, there was no toilet for learners with disabilities
   - This was even worse for rural schools, where 86% had no toilet for disabled learners

7. If you go to a township school, you are less likely to have access to sanitary pads
   - 65% of learners do have some access to sanitary pads at school, but in 15% of schools learners have to buy them from the school
   - Schools in richer areas (quintiles 4 and 5) have more access to sanitary pads and sanitary bins than schools in poor areas (quintiles 1, 2 and 3).
HANDOVER AT WCED METRO DISTRICT OFFICES AND SMALL-SCALE, RADICAL ACTIONS

Following several weeks of engagement with the safety and security findings of the audit, Equalisers marched to the WCED Metro district offices in Kuils River on the 26 April 2016 where all the District Directors were meeting. The decision to march to the district offices was based on the understanding that districts have an important role to play in supporting individual schools, and on the need to engage with government at multiple levels, not just with the MEC. We aimed to hand over the data we had gathered to each District Director (DD) and to demand that they analyse it and provide EE with a response, which they failed to deliver.

The lack of response led to a number of small-scale but effective radical actions to pressurise the WCED into a substantive response. Equalisers then decided to stage a sit-in outside the MEC’s home in Bergvliet. The occupation went smoothly, despite the MEC’s refusal to come out and accept the memorandum, listen to learners and receive our safety findings directly. However a strong statement was made and attracted a lot of attention to the lack of safety for learners.

DEMANDS HANDED OVER

A press conference for the release of the report was held on 20 September 2016, and was attended by around 100 people including Leadership Committee members, EE volunteers, EE staff and journalists. The Education MEC, Community Safety MEC, Social Development MEC and the Deputy Police Commissioner of the Western Cape attended the press conference and a list of 20 demands were handed over for the Education MEC and other officials to respond to within two weeks.

EQUALISERS PROTEST OUTSIDE HELEN ZILLE BOOK LAUNCH

After the MEC’s failure to respond to the demands the Equalisers decided to protest outside Helen Zille’s book launch to demand that she, as the Premier and in her capacity as the head of government in the province, hold her MECs accountable for their lack of response.

When no response was received from the Premier, a mass meeting of 1 000 EE members was held and they elected to hold school protests on 21 October 2016 in 30 schools.

A DISAPPOINTING RESPONSE AND THE LAUNCH OF PUBLIC HEARINGS

The MEC’s response to the full social audit report eventually arrived on 24 October 2016. Unfortunately, it contained no commitment to engage on the WCED’s approaches to school safety, sanitation provision, or any of the other issues laid out in the social audit report. In her response, the MEC mostly limited herself to questioning and attempting to discredit the methodology of the social audit.

The main task of this campaign therefore remains the same for now – to secure a commitment from the MEC to engage in good faith on the issues raised in the audit. EE will continue to work towards ensuring that the views and experiences of learners, teachers, parents and community members have an impact in pressurising the WCED to serve schools in poor and working-class communities with the same care that they serve schools in wealthy communities.

To this end four public hearings were planned to present the findings of the report to community members and mobilise around this issue.

Opposite Page:
Top left: EE Equalisers and members participate in a sit-in outside the home of the Western Cape Education MEC.
Top right: EE parent members lead a group of protesters in song.
Middle Right: An EE parent member engages with the findings of the social audit, as WC Deputy Head, Noncedo Madubedube, and WC Junior Organiser, Sibusiso Nkosi, listen on.
Bottom: A Leadership Committee member from iQhayiya Secondary School addresses fellow learners during a school-based campaign action in Western Cape.
The Eastern Cape office in King William’s Town is the site of Equal Education’s continued struggle to monitor and improve the quality of education in the province with the worst infrastructure backlogs and lowest matric pass rate. The King William’s Town office was established in October 2014 as a hub from which Equal Education and its members could investigate the implementation of the Norms and Standards for School Infrastructure and the opaque decision-making and planning of the Eastern Cape Department of Education (ECDoE).

Since 2014, the office has grown Equal Education membership in the province, conducted extensive research in rural school districts, engaged government officials from the ECDoE, and staged mass actions with the support of our media outreach efforts.

RESEARCH

One of the focuses of the Eastern Cape office has been gathering accurate, up-to-date information on the state of teaching and learning in the rural parts of the province. This is mostly achieved through school visits, which are often followed by community meetings. In these meetings parents, teachers, School Governing Body members, principals, and learners are invited to discuss their schools and connect to the Norms and Standards campaign.

In the lead-up to the first Norms and Standards deadline EE visited 60 Eastern Cape schools in seven school districts, Butterworth, King William’s Town, East London, Libode, Mbizana, Mount Frere and Mthatha.

School staff were interviewed and a survey was conducted on school infrastructure, collecting data on aspects including: learner-to-classroom ratios; water and electricity supply; the amount, condition and functionality of toilets; and the materials out of which the schools are constructed (such as mud, zinc, asbestos, wood or brick).

Of the 60 schools surveyed, 17 schools constituted a violation of the three-year deadline. These schools are entirely or substantially inappropriate or have no access to water, electricity or sanitation.

EE held two press conferences releasing the preliminary findings of the report outside of the Department of Basic Education in Pretoria and for ECDoE representatives in King William’s Town. The final version of the report will continue to be used as a tool to engage key stakeholders and the public on the problems of education service delivery in the province.

GOVERNMENT ENGAGEMENT

The Eastern Cape office managed to meet with the Education MEC in May 2016. The meeting was attended by EE staff and Equalisers from various schools who demanded progress reports detailing which schools have had their infrastructure addressed by the province under the Norms and Standards.

In addition to school infrastructure, the topic of school rationalisation and realignment was discussed in the meeting with the MEC. Rationalisation is the ECDoE’s plan to close and merge around 1902 schools in the next three years. EE’s Eastern Cape office has carefully monitored the rationalisation process and will continue to equip communities with critical information in terms of their legal rights.

MASS ACTION

Parallel to engagement with government officials in meetings, EE has effectively placed pressure on the ECDoE through the mobilisation of members to mass actions outside of government and legislature offices.
On 5 April 2016, Equal Education mobilised a march of more than 2000 members and supporters to MEC Mandla Makupula’s office in Zwelitsha. EE handed over a memorandum that demanded the immediate release of the Norms implementation plans. The march paved the way for EE to secure the eventual meeting with the MEC.

On 22 April 2016, 800 Equalisers and supporters marched from the Bisho Massacre Stadium to the Provincial Legislature in Bisho. After this march, EE was invited by the Portfolio Committee on Education to attend the budget vote on the provincial education department.

**EQUAL EDUCATION RADIO AND PHOTO EXHIBITION**

The Eastern Cape Office’s media and communications strategy has been a crucial link between our mass actions, sustained campaigns, analysis of government policies, and movement building.

EE Eastern Cape created a podcast, Equal Education Radio, which shares information and stories that pertain to the South African education system and held three photo exhibitions that showcase Equalisers’ original writing and photographs of the crisis of infrastructure in their schools.

The name of the exhibit, Nyamezela (Perseverance), speaks to the ultimate message of the photos and to the spirit behind Equal Education’s work in the province. It speaks to the resilience of inspiring young activists whose strength and creativity breathe new hope into the battle for quality education in the country.
**DIMBAZA CENTRAL CLASSROOMS**
By January Silindokuhle

I am ashamed to call that place my school. Students are tired of studying in dusty and wet classrooms. But, what can I say? I don’t have a choice. It is my school. My school does not have textbooks, so teachers have to make photocopies every day. Sometimes, in this environment we are studying in, the loose papers get lost. This looks like a place for cows, but we are humans studying under these conditions.

**NYAMEZELA (PERSERVERANCE)**
By Ziphozothando Mgweje

A fire burned down my science classroom two years ago and the Department of Education has not fixed it. I like that this chalkboard is the only thing that survived. Through it all, that piece of chalkboard withstood the fire. It represents how one should hold on, no matter what. The fire that the Department of Education is letting rage on our forgotten schools has two sides to it. Learners have a fire in them, and obtain bright futures in such circumstances. I, for example, get good results, and will progress to the next level.
➤ MONEY FROM US
By January Silindokuhle

Students pass this bridge when they are going to school. There are strangers waiting for us who want money from us. Sometimes you don’t have the money to give them, so you should give them your cellphone. Then, they give you the space to pass the bridge to the school.

You should not pass the bridge late at night or early in the morning because you can get raped by those strangers standing there - they’re just waiting for a person passing alone. They can kill you if they want to. Learners from high school and primary school use this bridge every day. There are kids who do not go to school if they don’t have money or other things to give to the strangers. The Department of Education must provide scholar transport.

▼ UKULWA (FIGHTING)
By Ziyanda Gaxa

This is a Life Sciences Grade 11 class that is held outside, where the Grade 9 classroom was before it burned down. Learners sit in the sun, on broken chairs and with broken desks. The fact that the resources that we have are in conditions like this doesn’t stop them. They know that their futures are in their hands. They keep coming to school, hoping that one day everything will be very much better and just like the former Model C Schools.
**SANITATION CAMPAIGN**

In 2014, in response to EE’s Sanitation Campaign in Gauteng, the Gauteng Department of Education (GDE) allocated a budget of 150 million rands for the improvement of 580 schools. In order to build on this success, and ensure that improvements were made, EE established the Gauteng Education Crisis Coalition. The Coalition worked with stakeholders and community organisations to conduct detailed audits investigating sanitation and infrastructure in schools throughout the province.

In May 2015 the Coalition hosted the School Social Audit Summit, where it released the results of its audit of over 200 schools, serving more than 200 000 learners throughout the province. In response to the Social Audit the department made sweeping promises to deal urgently with all the demands made.

After celebrating the commitment made by the GDE, EE got to work monitoring their progress. The GDE developed an immediate intervention programme to deal with the refurbishment of 471 schools in Gauteng by the deadline of the 30th of September 2015. EE sent a number of requests for preliminary reports from the Gauteng DBE but their requests were met with broken promises or silence.

The Gauteng office therefore resorted to conducting random audits at 17 of the schools that were promised upgrades. All of the schools on the list had been visited by contractors, whose services included everything from the building of toilet blocks and new classrooms to the major refurbishment of existing infrastructure.

At the start of our campaign, more than half the high schools in Tembisa had a ratio of one working toilet to every 100 + students. The follow-up audit put the figure at around one-third of schools. Though far from ideal, it is proof that activism can win results. It also shows that government has the capacity to remedy the problem if it is committed to doing so.

EE welcomed the findings, but noted a few concerns such as the prioritization of Matric learners’ needs at the expense of those learners in other grades, as well as the continued failure to take seriously the particular needs of girl learners.

“I was scared; I thought there was something wrong with me. I forgot I was in class and I could not concentrate. It took me a very long time to get to understand periods; menstruation gave me a different feeling about myself.”– Learner from Tshelapelene Secondary School, Tembisa.

**KEY SURVEY FINDINGS:**

- 88% of the girl learners surveyed had no regular access to menstruation products at school, and the majority had no access at home either.
- 8/10 girl learners didn’t know what menstruation was when they experienced their first period.
- On average, the girl learners surveyed experienced their first period at age eleven but first learned about menstruation at age thirteen.
A FOCUS ON SANITARY PRODUCTS

Whilst conducting random audits of Gauteng schools in early 2016 the Gauteng office noticed a worrying trend in student responses: Despite the GDE’s 16 May 2015 promise to provide 21,000 dignity packs to girl learners in Gauteng, so as to prevent menstruating girl learners from missing school, very few learners reported an increase in access to sanitary pads. Equal Education thus decided to focus further attention on this issue.

We surveyed 36 of the 209 schools listed in the GDE or the National Department of Social Development (DSD) dignity packs roll out programme. We asked girl learners, teachers, and principals from across the province about their experience with the dignity packs programme, and whether they felt as though it was working.

In October 2016 the Gauteng Department of Social Development (GDSD) committed to allocating over R315 million to the distribution of feminine hygiene products.

According to the GDSD’s own data, the current distribution of dignity packs by the GDSD only covers 18% of the no-fee schools, and only 8% of all girl learners between ages 12 and 18 are benefiting.

The goal is to provide one million dignity packs to girl learners within the next three years. While Equal Education recognises the effort made by the GDSD, our members questioned the sustainability of this project in addressing the fundamental issue.

PARENTS BRANCH PRIORITISING LIBRARIES

During 2015 and 2016, EE’s parents branch in Gauteng embarked on a library project, with the aim of identifying schools with libraries that are non-functional and restoring them to functionality. Ten school libraries have been revamped and restored under the project thus far, three in Tembisa and seven in Kwa Thema.

The library project serves as a platform highlighting the importance of the restoration of libraries that are non-functional within schools and, furthermore, works as an accountability mechanism ensuring the prioritization of this issue by the GDE.

EE EXPANDS INTO SOWETO AND THE UNIVERSITY OF PRETORIA

EE Gauteng has, since the beginning of 2016, embarked on an expansion project into Soweto Township. In an effort to establish our presence, EE conducted a series of meetings with principals and teachers where we discussed and assessed the biggest challenges facing schools there. There were then school meetings with learners and, on the 18 August 2016, the first youth group meeting was held in Soweto. By the end of 2016, EE was organising youth groups in nine schools spread across Pimville and Orlando West.

In addition to youth group expansion, EE has a new society at the University of Pretoria which currently has 206 members who regularly participate in EE’s Gauteng’s actions.

EE GOES TO THE CONSTITUTIONAL COURT ABOUT SCHOOL ADMISSIONS POLICY

With the assistance of Equal Education Law Centre (EELC), EE intervened as amicus curiae (friend of the court) in a Constitutional Court case that would, among other things, determine the lawfulness of the current feeder zone system for Gauteng schools which is based solely on the proximity of the learners’ home to the school. EE’s submission aimed to show how a feeder zone policy based on this only amplifies spatial apartheid in South Africa, allowing schools in well-resourced areas to admit mostly learners from those same areas.

Judgment was handed down by the court on 20 May 2016. The Court ordered the Gauteng Department of Education to formulate new rules for feeder zones within one year of the date of judgment. The GDE has set up a task team for this purpose and EE currently holds observer status on this task team. EE’s policy and training team is currently producing its own models to present to the task team.
LIMPOPO

In a province with some of the poorest states of school infrastructure in the country, the Limpopo Department of Education (LDoE) has been unwilling to commit to the project of providing learners with the minimum standards for safe and adequate basic school infrastructure. According to the latest available statistics from the Department of Basic Education, 818 schools in Limpopo do not have a reliable supply of electricity, and 335 do not have a reliable supply of water. Learners at over 2500 schools still use pit latrines.

DEMANDING A PLAN

The Regulations for Minimum Norms and Standards for Public School Infrastructure were adopted in 2013 following years of mobilisation, campaigning and legal action by members of EE as well as other civil society groups and individuals. By 29 November 2014 each of the provincial education MECs were required to provide Basic Education Minister Angie Motshekga with a document that detailed the backlogs in school infrastructure in their province, and provide a plan for how they would fix schools in accordance with the Norms and Standards.
By June 2015 the LDoE had not made their plan available. Instead they had released another document called the User-Asset Management Plan (UAMP). Without the Norms and Standards implementation plans, it remained incredibly difficult for leaders and community members to hold their provincial leaders accountable.

EE wrote to the LDoE numerous times asking them to publish their plans as required by the regulations. The National Department of Basic Education was also aware that Limpopo had not published their plans, but they did not take any action against them.

In October 2015 EE members picketed at the LDoE, demanding the release of the plans and implementation of the law. It became worryingly clear, from a subsequent meeting held between EE’s leadership and the Limpopo Education MEC, that the department was unaware of the requirements and timeframes for fixing schools under the infrastructure law.

Sustained activism yielded progress when, in November 2015, the LDoE released its implementation plan. Sadly the plan was unreliable and incomplete.

In May 2016, EE took to the streets once again and held a picket outside the LDoE in Polokwane to highlight the impending Norms and Standards deadline, and to remind the LDoE, once again, of their legal obligation to provide proper infrastructure to schools across Limpopo province.

**AN IMPORTANT COURT CASE**

In 2014, Michael Komape, a 5-year old learner, died after falling through a dilapidated pit latrine at his school in Cheben village, Limpopo. Michael was in his first weeks of school. This tragedy happened in the context of a state which had long failed to take adequate measures to address the crisis in unsafe school infrastructure.

In a case before the Limpopo High Court in Polokwane, Michael Komape’s family is seeking damages from the state. The family, represented by Section 27, say that the state was negligent in failing to ensure that there was a safe place for their child to relieve himself, and unlawfully violated his rights to dignity, education and, ultimately, life.

EE was admitted as an amicus curiae (friend of the court), to make submissions about the history of its campaign for binding school infrastructure regulations, the state’s knowledge of the state of school infrastructure, and the Minister’s repeated delays in finalising law and taking systemic action to address the type of inadequate and harrowing infrastructure that led to Michael’s death.

The trial is expected to proceed in the first half of 2017.

EE’s submissions will seek to demonstrate that public policy demands that the state be accountable in circumstances such as Michael Komape’s death, where the state knows that learners are in danger but delays unacceptably in taking reasonable steps to intervene.
KWAZULU-NATAL

THE LONG WALK TO SCHOOL

KwaZulu-Natal is the province with the highest proportion of learners who walk to school, yet it has one of the lowest expenditures on scholar transport of any province.

EE’s struggle for access to scholar transport in KwaZulu-Natal (KZN) began in 2014, when Equalisers in Nquthu raised it as a serious barrier to their education. A delegation from EE and Equal Education Law Centre (EELC) visited schools in Nquthu and spoke to teachers, principals and learners there. The delegation learnt that most KZN learners live in rural areas and walk to school, forcing them to contend with dangerous terrain, bad weather and violent attacks on the road. In some cases, learners walk more than 20km per day.

Learners arrive at school exhausted from their long walk, making it difficult for them to concentrate. This contributes to high incidences of late-coming, or even dropping out of school. Some principals described how school attendance was as low as 5% to 10% on days of heavy rains or lightning storms. The distance also makes it difficult to provide extra lessons after school when learners still have to make the long journey home. This issue is a serious threat to their rights to access to education, health, safety and dignity.

EQUAL EDUCATION MARCHES

In April 2015, driven by a poor level of engagement on the part of the KZN Department of Education (KZNDoE), 500 EE members from Nquthu marched to the KZNDoE offices in Pietermaritzburg to demand scholar transport.

EE demanded that scholar transport be provided to the learners of Nquthu, that the provision of scholar transport in KZN be prioritised, and that a national scholar transport policy be adopted, and that a conditional grant from Treasury be allocated.

NATIONAL SCHOLAR TRANSPORT POLICY PUBLISHED

After sustained correspondence with the Minister of Basic Education - and under the threat of litigation by EE the National Scholar Transport Policy was finally published in October 2015.

In January 2016 EE and the EELC submitted a comprehensive analysis of the national policy to the national departments of Transport and Basic Education, highlighting key areas of concern, such as the lack of clarity with regards to planning, multi-stakeholder coordination and budgeting; the absence of timeframes and deadlines for implementation; and insufficient monitoring mechanisms to ensure implementation of the policy.

A MODEST VICTORY

After months of advocacy, campaigning, and legal interventions, learners at three Nquthu high schools were provided with buses to ensure they are able to access schools. Although this was great progress, it is still unsatisfactory as EE had identified eleven schools in the Nquthu area that did not have access to scholar transport, despite repeated appeals.

In November 2015 EE demanded a detailed plan for the eleven identified Nquthu schools that had not yet received transport, and the implementation of that plan. The department was also asked to meet with parents
and teachers in the area of Nquthu and explain to them the long term plan for the provision of these buses and how the intervention would be funded.

EQUAL EDUCATION TAKES ON A LONG WALK

In March 2016, due to the inaction on the part of the KZNDoE and the KZN Department of Transport (KZNDoT) 300 EE members and facilitators walked from New Hanover to Pietermaritzburg to highlight the continued predicament endured by learners traveling long and irregular distances to access their schools. The walk was attended by learners, parents and teachers and took place over two days. The walk was intended to be symbolic of the long walk to school thousands of learners in KZN and many other provinces are subjected to.

NO OPTION BUT TO GO TO COURT

The continued lack of response from the KZNDoE and KZNDoT and the lack of cooperation between the departments on the implementation of scholar transport lead to the decision to pursue a litigation strategy.

The departments had indicated that there would be no further funding allocated to provide transport to the other schools in need in 2017, and that the schools that currently had scholar transport are at risk of losing it.

EE plans to launch court proceedings challenging the KZN DoE’s decision to not provide scholar transport to schools in Nquthu and demanding that the KZNDoE and KZNDoT finalise the scholar transport policy for the province and cooperate in its implementation.

Photos on this spread: Equalisers take on a symbolic “Long Walk to Education” to highlight the unjust distances they must walk to school each day.
EE’s stance is that:

- The right to education and the right to protest are not at odds; and
- The State must respect, protect, promote and fulfill both rights, primarily by compliance with its Constitutional mandate to reverse the systemic inequality in our society, and by ensuring an end to the unlawful stifling of peaceful organising.

SUBMISSION TO THE COMMISSION OF INQUIRY INTO HIGHER EDUCATION AND TRAINING (THE FEES COMMISSION): In June 2016, EE made a written submission to the Fees Commission on the feasibility of fee-free higher education and training in South Africa.

Our recommendations to the Fees Commission were:

- Poor students need to be prioritised in the realisation of free higher education in South Africa.
- Government must increase funding by at least an aggregate amount equal to the ratio achieved in OECD countries to address the issue of the chronic underfunding of the higher education system.
- No school leaver who meets the requirements for admission to a university course should be excluded for financial reasons. Students should be funded for the ‘full cost of study’ including registration and other fees, accommodation, costs of meals, accommodation, travel and books.
- The State should examine the structure of personal taxation which could be levied for the top 10% of income earners in the country.

SA HUMAN RIGHTS COMMISSION: at the request of the SA Human Rights Commission (SAHRC), Equal Education (EE) made written and verbal submissions to the SAHRC’s national investigative hearing on the right to basic education and the right to protest. Our submission noted recent instances in which unlawful protests impacted on the right to education, which we condemned. We emphasised the need to consider the best interests of children when exercising the right to protest. However, our submission also highlighted the value of the right to protest as a means of raising awareness on, and furthering, demands for education justice. In this context, EE’s submission noted with concern the tendency toward the stifling of peaceful protest through various administrative practices, and cites some examples from our history of organising.

Right: Author and contributor, Zakes Mda, addresses the audience at the October 2016 launch of Amagama Enkululeko!
RESEARCH AND ANALYSIS

WESTERN CAPE SCHOOLS SAFETY AND SANITATION AUDIT: P&T supported the collection of 912 learner questionnaires, 220 administrator interviews and 229 physical school inspections in hand (collected by rigorously trained audit teams that included Equalisers and facilitators). The data analysis was complemented by an extensive literature review, an analysis of national and provincial education and infrastructure budgets, and in depth interviews with representatives of the WCED’s School Safety Programme and the Centre for Justice and Crime Prevention.

PLANNING TO FAIL REPORT: In November 2016, EE visited 60 schools across seven districts in the Eastern Cape, investigating government’s compliance with its legally binding plan to fix all schools.

What we found in the Eastern Cape were crisis conditions. On 30 November 2016 – the day after it became a violation of the law for any school in South Africa not to have access to water, electricity or toilets, or for any school to be built of wood, mud, asbestos, or zinc – we made public a 45-page summary of findings. The full report was released in April 2017.

DRAFT WESTERN CAPE PROVINCIAL SCHOOL EDUCATION AMENDMENT BILL, 2016: The Western Cape Education Department (WCED) released for public comment a draft bill to amend the Western Cape Provincial School Education Act 12 of 1997. The proposed amendments included the introduction of the Western Cape Schools Evaluation Authority (WCSEA); the introduction of collaboration and donor-funded schools, amending the composition of School Governing Bodies (SGB) in these schools; the introduction of intervention facilities; and finally the allowance of alcohol at schools.

Our submission to the WCED argues that the proposed amendments are variously unlawful, contrary to the spirit of democracy and redress in education, redundant, unlikely to improve educational outcomes and potentially directly harmful!
THE BASIC EDUCATION DEPARTMENT’S THREE STREAM SYSTEM: On 10 January 2016, the Department of Basic Education (DBE) announced a plan to substantially revamp the country’s education system by streaming learners into technical, vocational or “academic” pathways. In response, EE researchers produced a report that included an outline of the state of existing technical education institutions, lessons from international experience, a critical analysis of the economic rationale of the plan and its implications for social equity, and a reflection on the new scheme’s relationship to the failures of basic education in South Africa.

In sum, EE’s stance is that government needs to strengthen education at foundation level: prioritising early childhood development, and providing schools with infrastructure and well-trained teachers. Quality, equal education will meet the country’s needs far better than introducing further bifurcations.

PARLIAMENTARY WORK

DIVISION OF REVENUE BILL: In the first quarter of 2016, EE and the EE Law Centre made written and oral representations to Parliament’s Standing Committee on Appropriations. The concerns that we raised were specific to the funding of school infrastructure, and of scholar transport. A report of the Committee, to national Treasury, went on to summarise the submissions made by civil society and key stakeholders at the presentation of the Bill before the Committee and made certain recommendations in response to the submissions made before it.

Presentations made by EE and EELC found resonance with the Committee, and it upheld a number of our recommendations around the evaluation of the performance and spending of the schools infrastructure and scholar transport programmes.

HIGH LEVEL PANEL ON THE ASSESSMENT OF KEY LEGISLATION: Responding to a call made by Parliament, EE and EELC made seven submissions to the High Level Panel on the Assessment of Key Legislation regarding the quality and equality in education. The work of the High Level Panel is to review legislation, assess implementation, identify gaps and propose action.

EE and EELC made submissions to the High Level Panel on:

- The equitable share and school funding;
- The quintile system of school funding;
- The regulations for the creation of educator posts in a provincial department of education and the distribution of such posts to the educational institutions of such a department;
- The regulations relating to minimum uniform norms and standards for school infrastructure;
- The powers of school governing bodies and the State in the public education system;
- Section 58b of SASA: underperforming schools; and
- Legislation regarding sexual violence in schools.

SECTION 100 INTERVENTION: In a submission to the Joint Constitutional Review Committee, EE and EELC recommended amendments to Section 100 of the Constitution. Section 100 of the Constitution may be used by national government, as an extreme measure, to take over the functions of provincial government when service delivery has broken down, and to restore the province to a basic level of functioning.

EE and EELC contend that the level of accountability and effectiveness of an intervention of this nature can be improved, and learners’ rights better protected, if Section 100 is amended to require more stringent parliamentary oversight and the enactment of legislation that will clearly and carefully regulate the intervention process.

EE and the EELC have written to National Council of Provinces chairwoman requesting a meeting to discuss the NCOP’s oversight of the Section 100(1)(B) intervention in the Eastern Cape.
WEB SiTE: EE launched a dynamic new website in 2016. Users are able to access media statements, reports and submissions, information related to specific campaigns, a photo library and our political education curriculum database.

NORMS AND ST ANDA RDs MEDIA CamPAIGN: Every week, from September to November 2016, Independent Newspapers (publisher of The Star, the Cape Argus and The Mercury among other titles) published an op-ed piece on the Norms and Standards. The authors varied from Equalisers to General Secretary Tshepo Motspe. We used the platform to remind readers of the history of the campaign, to give a voice to learners and teachers in rural schools and expose dangerous infrastructure in wealthier provinces, and to call to the South African public to stand with us in the continued fight to stamp out the stubborn legacy of Bantu education.
IETU

EE’s Internal Education and Training Unit (IETU) was established in October 2014, reflecting the need for a central hub of educational content which would support EE’s youth work across the country. IETU’s mandate is to create and consolidate education and training material. This includes producing educational content for youth groups, camps and other EE events; updating and digitising existing activities; providing assistance and training to facilitators via facilitator workshops; producing user guides and manuals; and creating and distributing reading material which addresses key themes and concerns of the movement and its members.

DATABASE

EE has been running youth groups since 2009, and there is thus a substantial collection of existing youth group content. IETU consolidated and edited this, and in 2016 developed a searchable online database to store these educational materials, accessible at activities.ee.org.za. This allows organisers across the country to easily access high-quality content for youth groups. At present the database contains 102 activities and 307 resources. The aim is for this to be continuously updated with newly developed material, thus maintaining its relevance.

CAMPAIGNS

A key part of IETU’s role has been working closely with provinces on campaigns and other work of EE. For instance, when the decision was made to take the KwaZulu-Natal Department of Education and national DBE to court over scholar transport, IETU members drafted an activity explaining EE’s unsuccessful engagements with the Department to date, what EE would be asking the court to decide, and giving

Below: Equalisers on their way to a film-making training
Equalisers the platform to debate this step. We then trained KZN facilitators to run the activity, and helped to run it for Equalisers in KZN. Similar work occurs regularly, on issues like the Education Charter and Norms and Standards.

**CAMPS**

IETU has played a leading role in developing material for EE’s camps. Camp allows for more intensive learning, with an emphasis on more innovative methods of learning than is possible during youth group. Based on topics workshopped by Equalisers, facilitators and staff, IETU developed content and training for the 2015 Facilitator Camp and 2016 National Equaliser Camp, as well as a number of provincial camps, and 2015 National Congress.

**FACILITATOR TRAINING**

In addition to training on specific content, such as for one or other camp, IETU ran facilitator training workshops in all of EE’s provinces between March and April 2015. These focused on skills such as how to lead a discussion, plan a youth group, and how to research and write an activity. Further training was run in KZN and Limpopo in February 2016.

**BOOKS**

IETU produced a reader for National Equaliser Camp in 2014. Every morning, for an hour, Equalisers would sit in small groups, reading and debating South African literature and history. From this seed, *Amagama Enkululeko! Words for Freedom* was born. The reader was expanded into a book-length document, made up of sections of contextual history, followed by literature which speaks explicitly to the social and political conditions of life under Apartheid and discussion questions designed for the same small groups. *Amagama Enkululeko!* was launched in August 2016. A limited number are available in commercial bookstores while the majority have been reserved for Equalisers or donated to reading clubs and libraries.

IETU has begun work on a second publication, tentatively entitled *The Big Ideas Book*. The book is conceived as a young activist’s introduction to important social theory. Leading activists, artists and academics are interviewed, followed by a text which they have identified as playing an important role in shaping their thinking. Interviews and research for this book were completed in 2016; at present, the book is being edited and compiled. In addition to these book publications, IETU produces occasional editions of *The Equaliser Magazine*, to mark special occasions. In 2016 two events merited an edition of *The Equaliser*, the first being EE marking 40 years since the Soweto Uprising with a Teaching and Learning Summit, and the second being the passing of the first three year deadline for the Norms and Standards for School Infrastructure, on November 29.

© Sydelle Willow Smith
Amazwi Wethu (AW), Equal Education’s youth media advocacy and arts programme, is based in Khayelitsha in the Western Cape. The project works towards equipping Equalisers with media advocacy and filmmaking skills to support their struggle for access to, and meaningful participation in, quality education.

**FILM-MAKING**

In 2015 EE departed from documentary filmmaking to experiment with making a fictional film. This change came about as AW Equalisers were interested to explore issues of gender-based violence, domestic abuse and alcoholism. While these themes are not dealt with directly in any of the current EE campaigns, the Equalisers considered the pervasiveness of these issues in the lives of many children a significant barrier to young people’s safety, emotional well-being and ability to perform well at school. The film was an opportunity for them to explore issues in a creative way, whereby they wrote, acted out (together with Equal Education staff) and directed the story. The film’s name draws on an isiXhosa idiom: *Induku Ayiwakhi Umzi* (‘beating does not build a home’). This film premiered on 21 August 2015.

In 2015 AW reverted back to documentary film-making. The key intentions underlying this next session of the project were to support AW Equalisers with greater technical skills to allow them to drive the whole creation process from research and writing to filming and editing. A second intention was to facilitate greater involvement of other EE members during the filmmaking process.

Several community based feedback sessions allowed EE members to guide, advise and contribute to the films as they were made. Three films emerged out of this process. The themes have their roots in the findings of EE’s 2015 social audit on safety and sanitation in schools in the Western Cape, and also in the challenge given to AW Equalisers to think about obstacles they and their peers experienced to achieving a dignified, equal and quality learning experience at high schools.

In one of the films viewers follow a Matric Equaliser as she explores the sanitation and safety issues in differently resourced schools in the Western Cape. The film challenges the viewer to consider why there are such severe differences in school conditions within one province. The second film explores obstacles to learning experienced by three youth in Khayelitsha and how they overcome adversity in spite of the many challenges they face. The third film probes the issue of student late-coming, its causes and its impact on students and their families. These three films will premier in 2017.
FILM SCREENINGS

Since 2014 AW have developed an increasing focus on facilitated film-screenings with a view to get Equalisers’ experiences and voices into the public domain. Issues explored in the films provide a platform for discussion, helping to build an understanding of youth struggles, but also to create a reflective space for communities to consider their role in these struggles and possible avenues for action. Films are screened and thereafter explored deeper through a facilitated discussion.

In 2015, as part of contributing to the Norms and Standards campaign, AW continued to screen Siwe’s Journey: Sanitation in Khayelitsha, a film produced in 2013. After Induku premiered in August 2015 three screenings of the film were held in that year including one at the Khayelitsha Film Festival and another at Maboneng Township Festival. This continued in 2016 in partnership with several organisations that at times co-facilitated, participated as panelists, provided post-screening support for community members, connected us with community members and even identified films to compliment certain screening events. Mosaic, The Nolwazi Family Counseling Centre, the Treatment Action Campaign, Sonke Gender Justice and the Department of Social Development provided significant support to the 2016 screenings.

The film has been a powerful tool to open up difficult discussions about oppression in the private space of the home whilst also connecting this to public issues of unemployment, apartheid history and the gender and class divisions that persist in post-apartheid South Africa.

KHAYELITSHA DOCUMENTARY FILM FESTIVAL

Aside from screening Equaliser films, another of AW’s projects is the coordination of and participation in the Khayelitsha Documentary festival. The festival is an opportunity for social justice organisations to engage a wider audience on pressing issues related to inequality, the uses and misuses of power, and people’s everyday struggles for their human rights. Over the last two years we partnered with a total of eight organizations including: the Bertha Foundation, the Social Justice Coalition, STEPS for Change, Mosaic, the Tri Continents Film Festival, Right2Know Campaign, the Isivivana Centre and Free Gender. Participating organisations each screened a film and facilitated a post-screening discussion. In 2015 we screened: Pumla, The Threshold, Lunchbox Bullies, Beatrice Mpetwa and the Rule of Law, An Intersection and Induku Ayiwakhi Umzi. In 2016: Action Kommandant, The Shore Break, The Stories of Our Lives, Crumbs: Toppling the Bread Cartel, National Diploma and Coming of Age.

CONTRIBUTION TO A BOOK ON POPULAR EDUCATION

AW was fortunate this year to be invited to contribute to a book entitled “FORGING SOLIDARITY: Popular Education at Work”. In this chapter we reflected on our film-making and screening work with an overarching question as to whether our work contributes to forging solidarity amongst those in struggle.

Please contact the movement should you wish to read a copy.
to dissent has been under attack by political actors and certain institutions. EE maintains that the right to protest remains a pivotal part of the democratic process.

EE has also joined as an amicus curiae in a criminal appeal matter where members of the SJC were criminalised for taking part in a protest outside the Cape Town civic centre without submitting notice. EE will be making submissions to the court from the perspective of school learners who can be found criminally liable for partaking in their constitutional right to protest.

KHAZEITSHA POLICING ENQUIRY

EE, under the leadership of the SJC, has continued to concern itself with issues of safety and policing in Khayelitsha, where gang violence, alcohol-abuse, and a high murder rate remain the daily reality of residents. Along with our partners we have used various strategies, including a march, to shed light on the Apartheid-like under-resourcing of the Khayelitsha police service.

EE and the SJC are currently co-applicants with the Nyanga Community Policing Forum in an Equality Court application challenging the Minister of Police and National Police Commissioner on the unequal distribution of policing resources which unfairly discriminates against learners living in townships.

THE RIGHT TO PROTEST

In partnership with the EELC, EE presented a submission to the Human Rights Commission on 13 June 2016 reaffirming the right to protest. EE has noted with great concern the many ways in which the democratic right

THE SOCIAL JUSTICE COALITION (SJC)

Founded on June 16 2008, the SJC is a membership-based social movement made up of 17 branches across Cape Town’s lower-income residential areas. With over 2500 members mainly living in informal settlements, the SJC bases its campaigns on research, education, and advocacy. These campaigns are divided into two groups: The Local Government Programme, which organises for the rights to dignity, equality, and justice for informal settlement residents, and The Safety and Justice Programme, which seeks to ensure that all people have access to a democratic and effective police and criminal justice system.

THE TSHISIMANI CENTRE FOR ACTIVIST EDUCATION

The Tshisimani Centre for Activist Education was founded in early 2016 and provides structured and reflective learning programmes for social justice activists. These programmes are designed to aid in the addressing and solving of the injustices faced by the poor, marginalised and disenfranchised. Tshisimani provides a unique and inclusive space for combining the specialist expertise of leading intellectuals with the knowledge and skills gained by the everyday struggles of activists.

EE and the centre have formed a strong relationship centred on the political education and training of our young activists who have attended a number of Tshisimani events including a four day course on “Education and Inequality” and a course on “The Evolution of Property.”

WORK WITH SISTER ORGANISATIONS

THE SOCIAL JUSTICE COALITION (SJC)

THE TSHISIMANI CENTRE FOR ACTIVIST EDUCATION
*NDIFUNA UKWAZI (NU)*

Ndifuna Ukwazi is an activist organisation and law centre that promotes the realisation of Constitutional Rights and Social Justice through legal aid, research and organising support to working class people, communities and social movements.

**RECLAIM THE CITY**

EE is proud to support and partner with NU as they have been continually working to advance urban land justice in Cape Town. In their *Reclaim the City* campaign, NU has sought to protect and promote access to affordable, well-located housing in the city; building inclusive and sustainable mixed-use and mixed-income communities. The campaign also supports tenant rights and security of tenure in both private and public housing.

*THE EQUAL EDUCATION LAW CENTRE (EELC)*

The EELC is an independent, registered law clinic that grew from the work of EE and has been operating since January 2012. EELC works in specialised areas of public interest litigation and advocacy to advance the constitutional right to education and to provide legal assistance to EE and others who approach the organisation with education-related matters.

It is managed, governed and funded separately from EE, and has its own premises, also in the Isivivana Centre in Khayelitsha. Often working closely with EE, its lawyers have assisted learners, parents and communities in cases relating to exclusion of learners, school-fee exemptions, Norms and Standards for school infrastructure, lock-outs, attempted evictions of schools from private property, school closures, discrimination, mismanagement, academic under-performance, and school and community safety – all with the view to ensuring that every learner receives an equitable, safe and adequate basic education, as enshrined in the Constitution.

In 2014 the EELC and EE worked together during school visits KwaZulu-Natal which laid the ground work for the campaign for scholar transport, and similar support was given for school visits in the Eastern Cape as part of the campaign on Norms and Standards for school infrastructure. The detailed field visits were crucial in gathering data and assessing the situation on the ground to understand how to move forward, and the EELC launched litigation in 2016 to review the regulatory framework for school infrastructure.

*THE BOOKERY*

More than 90% of public schools in South Africa do not have functional libraries, an acute shortage, with implications for all-round education and development. The Bookery sets up and supports school libraries across the country, ensuring a minimum of three books per learner per school.

Established by Equal Education in 2010, The Bookery became an independent entity in 2013, and shifted to its present address at Plein Street, Cape Town, in January 2014. Since its inception, the Bookery has opened 52 libraries in schools across the country, including eleven new ones in 2015 and 2016. In 2014 the Bookery branched out for the first time outside of the Western Cape, setting up one library in Gauteng and one in the Eastern Cape.

The Bookery also hosts an internship programme under the PAY (Premier’s Advancement of Youth) programme. This marks a new dawn in terms of the education department getting involved with the initiative. The interns are fresh matriculants and are trained in aspects of library management with a view to creating a cadre of well-equipped library staff for schools.
Increasingly EE is being called upon to comment on various current affairs in South Africa, whether it be state capture, xenophobic violence, or one of the many eruptions of racism that continue to alarm our country and world. This shift shows EE’s growing prominence in the South African political landscape, but it also reflects a more significant trend. Increasingly, our society is seeing the links between basic education and other socio-political issues, and recognizing that the long-term solutions to many of these social ills must begin early on, and from the ground up.

STATE CAPTURE

In an article published on PoliticsWeb in March 2016, EE made a strong statement on the lethal threat that state capture poses to our democracy. Reminding readers that it is “the working class and the unemployed, the poor and the historically looted – the black majority – who are attacked and further looted when our democratic state is put into the top pocket of a few rich people,” EE affirmed its defense of Treasury:

“Defending the Treasury does not mean defending ANC economic policy, and it does not mean defending racialised inequality. Our record is one of fearlessly contesting ANC economic policy and fighting against white economic supremacy...We defend Treasury today so that we can fight over its spending priorities tomorrow.”

Then in August that year, shortly before EE staff joined the Social Justice Coalition and Ndifuna Ukwazi in a march to demand the release of the “state capture” report, EE released another statement in which we affirmed our position:

“The partnership between capitalism and the politics of impunity can capture the State, but it hasn’t captured our minds or voices. We can resist! We can defy! We can organise!”
#RHODES MUST FALL AND #FEES MUST FALL

From the beginning of the recent student movements in South Africa, EE expressed solidarity with those protesting and support for their cause. In March 2015 we released a statement calling on UCT Council and the heritage authorities to recognise and publicly affirm the urgent importance of removing the Rhodes statue, without delay. We stated that, “campuses dominated by white academics and neo-liberal curricula are expressions of SA’s education crisis.”

When the Rhodes Statue was removed, EE echoed the students’ calls for fees to fall, for outsourcing to end, and for the decolonisation of our universities. EE condemned, in the strongest terms, the use of violence by individuals and the state security forces against progressive students and workers exercising their democratic right to protest and restated our support for the notion that any peaceful protester who is physically attacked has every right to defend him/herself from such attack.

EE was invited to make a submission to The Commission of Inquiry into Higher Education and Training (The Fees Commission) which can be seen under the Policy and Training section. Our submission began by highlighting the stark discrepancies between university participation rates for the different races. These inequalities in participation and access are sustained by financial barriers, but also, crucially, by the failure of the basic education system to provide an adequate foundation for poor, predominantly black, students. As long as the ECD sector is not prioritised, the secondary education sector and subsequently the higher education sector will need more financing in order for students to play ‘catch up’.

Ultimately, EE recommended that poor students should be funded for the full cost of study, including registration and other fees, accommodation, costs of meals, accommodation, travel and books. However, universities, especially formerly ‘non-white’ institutions, cannot and must not be expected to carry the burden of providing free tertiary education.

PREJUDICIAL SCHOOL CODES OF CONDUCT

Equal Education has frequently intervened to assist Rastafarian, foreign, and pregnant learners, all of whom were unlawfully barred from enrolling in school, or staying in school, due to discriminatory practices. We have learnt that, in a context of inadequate oversight from provincial departments of education, SGBs are able to make arbitrary rules with impunity. Furthermore, given the institutionalized sexism, racism, and other prejudices that pervade South African educational institutions, it is to be expected schools’ codes of conduct, admissions and fee exemption policies, management practices, and institutional cultures will reflect these systems of oppression.

For this reason EE was outraged, but not surprised, at the media reports of discriminatory school codes of conduct at several schools, including Lawson Brown High in Port Elizabeth, and Pretoria High School for Girls (PHSG) in Gauteng, where black learners were prohibited from wearing their hair in afros, because doing so was considered untidy and unkempt.

EE released a press statement expressing full support for the black learners who protest against injustice at PHSG, at Lawson High, and at all other South African schools and demanding that the schools in question withdraw their discriminatory rules about black hair without sanction for the protesting learners. EE also called on parents to be vigilant in SGB meetings, and provincial education departments to regularly review schools’ codes of conduct and to remove exclusionary provisions. Finally, the need for principals and SGBs to be educated on the principles of diversity and human rights, and for strong disciplinary action to be taken against those school leaders who repeatedly violate these principles, was stressed.
XENOPHOBIC VIOLENCE

In a joint statement with the Social Justice Coalition and Ndifuna Ukwazi, EE condemned the Xenophobic violence that took hold of South Africa in 2015, exposing it as a local manifestation of “a worldwide tendency to blame foreigners and people who are different, instead of confronting the real sources of injustice and impoverishment.”

EE condemned the Afrophobic nature of the attacks as rooted in the legacy of colonialism, which divided Africa and established borders and systems of exploitation suited to European interests, as well as in the continued capitalist exploitation of our people and resources. EE called on political, religious and traditional leaders in all provinces to respond in a manner that reflects the urgency of the current situation.

EE and its partners then undertook work in communities to build solidarity with foreign nationals and to put pressure on government. The work culminated in two marches in Johannesburg and Cape Town in April 2015.
CELEBRATING VICTORIES, 10 YEARS OF STRUGGLE FOR EQUAL EDUCATION IN 2018

Throughout 2017 EE will be reflecting on the successes of the past 10 years as EE members prepare to celebrate 10 years of fighting for quality, equal education. This process will include an analysis of EE’s work and the tabling of a renewed vision for its future, and will culminate in a large celebration in February 2018, before EE hosts its 3rd Congress in July 2018. Looking back with pride, marching forward with determination, an equal and just society is possible.

EE’s Education Charter will be launched at the anniversary event and will present a clear vision of what an equal education system should look like in South Africa!

A FOCUS ON RURAL EDUCATION

2017 will be the year of putting Rural Education under the spotlight.

EE has long been invested in the upliftment of rural education in South Africa and has been organising in the rural areas of Nquthu in KwaZulu-Natal, and Mashashane and Thohoyandou in the Limpopo province, for a number of years now.

Rural schools continue to be the poorest resourced and most neglected schools in the country, where gross inequalities continue to mirror that of the ‘homeland’ system perpetrated by the Apartheid government. This system translates into poor results for black African learners in these areas who have little to no employment or further education opportunities after school if they are one of the few to complete their matric.

In 2017 EE will shift its focus to address the systemic challenges facing rural schools in South Africa and organise rural communities against an unjust education system that continues to undermine the rights of rural people to access to quality and equal education, and the equal opportunities that are enshrined in the Bill of Rights.
INDIVIDUAL DONORS

Individual donors are the backbone that finances the work of the movement. Thank you to the now over 2000 individuals who make small monthly contributions to EE in support of the struggle for quality and equal education.

With a base of one million rand in small donations committed to EE in 2017 by members of the public, the next goal is to expand and diversify the location of donors who support EE. Although a majority of donors are based in the Western Cape, around 100 of our donors come from KZN and an additional 300 from the Eastern Cape; all sums raised by our hardworking team fundraising in shopping centres around the country. Supporting EE is a national undertaking!

EE is driven forward by the support of ordinary South African’s investing in advancing public education. To join them by making a monthly contribution please email donate@equaleducation.org.za or visit equaleducation.org.za and click on the donate tab.

EE also makes it easy for members of the public to donate in other ways. We are registered on both SnapScan and Zapper allowing members of the public to make direct donations to EE straight from their phone. We are also a beneficiary of the MySchool Card program. Go to myschool.org.za to add EE as a beneficiary.

INSTITUTIONAL DONORS

EE is supported by a network of diverse donors making annual grants to EE. Thank you to these grant making institutions and their staff involved in facilitating these contributions.

THANK YOU TO EE’S INSTITUTIONAL DONORS

PRINCIPAL DONORS
- Open Society Foundations (Education Support Programme)
- Open Society Foundations South Africa
- The Ford Foundation
- Comic Relief
- The Constitutionalism Fund
- The Sigrid Rausing Trust
- The Raith Foundation
- The Bertha Foundation

MAJOR DONORS
- The Claude Leon Foundation
- Porticus
- Canon Collins Educational and Legal Assistance Trust
- The International Budget Partnership
- The Cameron Schrier Foundation
- Wallace Global Fund
- Trident Trust
- The European Union
- Oxfam
- Stella and Paul Loewenstein Charitable and Educational Trust (managed by Investec)
## Statement of Financial Position

<table>
<thead>
<tr>
<th>Figures in R</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>424 875</td>
<td>745 967</td>
</tr>
<tr>
<td>Investments</td>
<td>6 930 314</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7 355 189</td>
<td>745 967</td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>1 337 314</td>
<td>20 089</td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>5 432 155</td>
<td>14 137 285</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6 769 469</td>
<td>14 157 374</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>14 124 658</td>
<td>14 903 341</td>
</tr>
</tbody>
</table>

| **Equity and Liabilities** |          |          |
| **Equity**                |          |          |
| Contingency fund reserve  | 6 930 314 | 6 858 638 |
| Retained income           | 776 272  | 431 781  |
| **Total**                 | 7 706 586 | 7 290 419 |
| **Current Liabilities**   |          |          |
| Trade and other payables  | 546 645  | 246 007  |
| Income received in advance| 5 871 427 | 7 366 915 |
| **Total**                 | 6 418 072 | 7 612 922 |
| **Total Equity and Liabilities** | 14 124 658 | 14 903 341 |
### Detailed Income Statement

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total income</strong></td>
<td>25 168 874</td>
<td>24 855 319</td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant income</td>
<td>22 990 601</td>
<td>23 368 076</td>
</tr>
<tr>
<td>Donations</td>
<td>994 272</td>
<td>1 161 090</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>23 984 873</td>
<td>24 529 166</td>
</tr>
<tr>
<td><strong>Other Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair value gain</td>
<td>126 164</td>
<td>-</td>
</tr>
<tr>
<td>Investment income</td>
<td>728 356</td>
<td>278 826</td>
</tr>
<tr>
<td>Other income and recoveries</td>
<td>13 835</td>
<td>12 390</td>
</tr>
<tr>
<td>Insurance refund</td>
<td>315 646</td>
<td>34 937</td>
</tr>
<tr>
<td><strong>Total Other income</strong></td>
<td>1 184 001</td>
<td>326 153</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>25 168 874</td>
<td>24 855 319</td>
</tr>
</tbody>
</table>

### Expenditure

- **National Office and Administrative Expenses**
  - National Operations - Employee, Admin and Running costs: 2 052 872 / 2 103 829
  - Governance - Secretariat: 1 912 957 / 1 123 023
  - Governance - National Council: 197 380 / 121 720
  - Institutional and Face to Face Fundraising: 1 750 059 / 1 580 015
  - Organisation - Staff Development and Training: 239 425 / 256 079
  - Depreciation: 381 124 / 238 303

- **National Projects and Campaigns**
  - National Campaigns - Minimum Norms and Standards for School Infrastructure: 700 219 / 156 332
  - National Campaigns - Teaching and Learning Summit: 702 585 / 59 822
  - National Congress: - / 1 962 689
  - National Camp: 1 529 647 / 41 914
  - National Facilitator Camp: 7 616 / 432 653

CONTINUED...
### Figures in R

<table>
<thead>
<tr>
<th>Region</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eastern Cape</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Cape - Core Office Costs</td>
<td>1 282 119</td>
<td>1 112 438</td>
</tr>
<tr>
<td>Eastern Cape - Youth Organising</td>
<td>732 315</td>
<td>165 940</td>
</tr>
<tr>
<td>Eastern Cape - Michael Komape School Infrastructure Campaign</td>
<td>607 686</td>
<td>362 723</td>
</tr>
<tr>
<td>Eastern Cape - Camps and Seminars</td>
<td>27 404</td>
<td>63 003</td>
</tr>
<tr>
<td><strong>Gauteng</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gauteng - Core Office Costs</td>
<td>1 425 511</td>
<td>1 578 156</td>
</tr>
<tr>
<td>Gauteng - Youth Organising Costs</td>
<td>834 463</td>
<td>923 324</td>
</tr>
<tr>
<td>Gauteng - Community Leader and Facilitator programme</td>
<td>267 731</td>
<td>175 034</td>
</tr>
<tr>
<td>Gauteng - Parents Organising</td>
<td>86 783</td>
<td>37 038</td>
</tr>
<tr>
<td>Gauteng - Sanitation Campaign</td>
<td>54 564</td>
<td>421 792</td>
</tr>
<tr>
<td><strong>KZN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KwaZulu-Natal - Youth Organising and Scholar Transport Campaign</td>
<td>490 499</td>
<td>506 589</td>
</tr>
<tr>
<td><strong>Western Cape</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Cape - Core Office Costs</td>
<td>2 005 911</td>
<td>1 177 257</td>
</tr>
<tr>
<td>Western Cape - Youth Organising</td>
<td>1 839 508</td>
<td>1 111 692</td>
</tr>
<tr>
<td>Western Cape - Leadership Committee</td>
<td>205 548</td>
<td>235 383</td>
</tr>
<tr>
<td>Western Cape - Community Leader and Facilitator Programme</td>
<td>498 880</td>
<td>501 551</td>
</tr>
<tr>
<td>Western Cape - Parents Organising Costs</td>
<td>647 837</td>
<td>685 682</td>
</tr>
<tr>
<td>Western Cape - Parents Camps</td>
<td>-</td>
<td>55 648</td>
</tr>
<tr>
<td>Western Cape - Safety and Sanitation Campaign</td>
<td>255 527</td>
<td>273 491</td>
</tr>
<tr>
<td><strong>National Youth Organising</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Organising - Youth Organising Costs</td>
<td>860 376</td>
<td>588 550</td>
</tr>
<tr>
<td>National Organising - Camp</td>
<td>38 293</td>
<td>41 914</td>
</tr>
<tr>
<td><strong>Policy, Communications and Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy, Communications and Research - Parliament, Policy &amp; Training</td>
<td>1 999 643</td>
<td>1 826 952</td>
</tr>
<tr>
<td>Policy, Communications and Research - Communications</td>
<td>535 896</td>
<td>192 906</td>
</tr>
<tr>
<td>Policy, Communications and Research - Amazwi Wethu</td>
<td>498 363</td>
<td>459 996</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>24 752 707</td>
<td>20 561 159</td>
</tr>
</tbody>
</table>
The National Council includes equalisers, parents, provincial representatives and experienced members and meets three or four times a year. It is democratically elected by the National Congress.

YOLISWA DWANE
Chairperson

Born in the Eastern Cape, Yoliswa did her primary and secondary schooling there before moving to the Western Cape to study degrees in Film, Media and Visual Studies and Law from UCT. In 2008, she co-founded EE and since has worked to build this movement. She headed the Policy, Research and Communication unit of EE and became EE’s first spokesperson and first democratically elected Chairperson. After working as a fellow at the Tshisimani Centre for activism she now works as the Governance Policy Officer at EE.

THATO MASILELELA
Deputy Chair (Equaliser Representative)

Thato is an Equaliser from Rivoni Secondary School in Daveyton. In 2014 he was part of the mobilising team at Rivoni. He was the first Equaliser at his school, and was thus responsible for introducing EE to the Rivoni community. He has been with EE for more than three years and was elected as an Equaliser Representative at Congress 2015. In 2016 he was co-opted to be the Deputy Chair representing Equalisers.

TRACEY MALAWANA
Deputy Chair (Post-school Youth)

Tracey was born and raised in Gauteng. She was appointed to serve as the chairperson of peer supporters in Gauteng when she was in Grade 11, and became LRC President when she was in Grade 12. At EE she has been an Equaliser, facilitator, Community Leader and a Junior Organiser. Tracey is also a Public Relations student at UNISA.

TSHEPO MOTSEPE
General Secretary

Before his election as General Secretary, Tshepo Motsepe served as co-head of EE in Gauteng. He holds a Bachelor’s degree in Education with honours. Currently completing his Master’s degree, Tshepo is a former Wits SRC member, Wits SASCO branch treasurer, and the former Regional Secretary of SASCO in Johannesburg.

NTUTHUZO NDZOMO
Deputy General Secretary

Ntuthuzo Ndzomo joined EE in 2008 as an Equaliser. He has since served the movement in various capacities, including as a member of the first Leadership Committee, a facilitator, a Post-School Youth representative, a member of UCT’s EE Society Executive Committee, and the NC liaison officer. In 2012 he was elected as Deputy Chairperson for Post-School Youth and served as the Head of the Youth Department in the Western Cape. Ntuthuzo has a BA in History, Politics, and Public Policy & Administration from UCT and was elected as Deputy General Secretary in 2015.

DORON ISAACS
Treasurer

Doron co-founded EE in 2008. He then served as Coordinator for four and a half years until July 2012. He served for three years as Deputy General Secretary. He has strong relationships with almost all of EE donors, and as treasurer works to ensure continued good funding.
ZINTLE TOMOSE
Post-School Youth Representative

Zintle has been involved with Equal Education for more than 6 years. She is doing her third year at CPUT in mathematical technology. She began as an Equaliser and then as a CL where she worked as Head of the Litha Park area. As a facilitator, she worked to pass these skills on to the Equalisers she engages with. In 2015, she worked for Health-e News as a citizen journalist expressing youth views and youth dynamics and is presently interning as a part-time social media officer at EE. Zintle serves as the Post School Youth Representative on the National Council.

DAPHNE EROSI
Parent Representative

Daphne grew up in Aliwal North and completed her education at Chris Hani Secondary in Makhaza, Khayelitsha. She now lives in Site B, Khayelitsha. In addition to being a full-time community liaison officer at EE, she is currently serving her second term as a member of National Council. Daphne is also a team leader for a Prevention in Action support group.

DUMILE RUNWANA
Parent Representative

Dumile was born in Qumbu, Eastern Cape, but grew up in Cape Town. He lives in New Crossroads in Nyanga and is married with one child. Dumile is an organiser with SANCO, New Cross branch, and is also the treasurer of Gugulethu CPF. He joined EE in June 2014 and has been a loyal member since.

LERATO YVONNE MOTHIBA
Equaliser Representative

Lerato is 17 years old and is doing Grade 12 at Hlakane Secondary School in Limpopo. She has been an Equaliser for 3 years and served as the deputy chairperson at her school. She was co-opted as an Equaliser Representative on the National Council.

NIK MARUTHA
Post-School Youth Representative

Nieck has been with the movement since 2013, when he joined as an Equaliser. He has been a facilitator for more than two years and was elected as a Post-School Youth Representative at Congress in 2015.

LEOndoKUHLE MNGUnI
Equaliser Representative

Londokuhle attends Zimisele Secondary School in the Gauteng. She is in grade 12 and has been an Equaliser since 2014 after taking part in the march in Pretoria in 2013. She believes that all social injustices in our country can be brought to an end by having equal education for all.

THABANG MABUZA
Gauteng Representative

Thabang began as an Equaliser and then as a facilitator. He was elected as the Gauteng Representative at Congress in 2015.

BAFANA MrANUGO
Eastern Cape Representative

Bafana was born and raised in a small village called Quzini in King Williams Town, Eastern Cape. He is an an education activist, radio personality and music artist. Bafana joined the organisation in early 2013 while he was an Equaliser at Mbulelo Benekane Secondary School in Eastern Cape. He became a facilitator in June 2016 and was co-opted as the Eastern Cape Provincial representative at the end of that year.
SAMUKELISIWE KUNENE  
KZN Representative
Samu joined EE as a facilitator and is now as a CL. She believes education is an essential part of life which is why she has chosen to dedicate herself to Equal Education. Samu serves as the KZN representative on the National Council.

EUGENE DIKGANG RAMASHALA  
Limpopo Representative
Eugene was born and raised in Limpopo, in the rural area of Mashashane. He joined the movement in 2014 and is currently serving as the Limpopo Representative on the NC. Eugene is currently studying toward a BA Community Development at Unisa.

THOKOZILE QALANTO  
Western Cape Representative
Thoko joined EE in 2009 as an Equaliser and was elected to be part of the Leadership Committee in 2010. In 2011, she volunteered as a facilitator and mentor to the Leadership Committee. She became a volunteer intern supporting EE’s camp and working in EE’s Campaigns Department. In 2013 she finished a course in Office Administration and joined the campaigns team as a full-time intern and worked as the Western Cape Office Administrator.

YANA VAN LEEVE  
Co-opted
Yana grew up in Cape Town where she studied a B.Soc.Sci in Sociology, Politics and Gender Studies at UCT and an LLB at UWC. She joined EE in 2008 as a facilitator and has since performed various roles in the organisation. She currently lives and works in Johannesburg.

MICHELLE ADLER  
Co-opted
Michelle grew up in Johannesburg and holds a B.Com from Wits University where she completed her Honours in Business Economics. She then worked in London and the USA before returning to Johannesburg to work in a small Development Management Consulting firm. In 2009 she took up the position of what was then the Head of Administration at Equal Education. From 2009 – 2014 Michelle worked in the Khayelitsha office as EE’s Operations Manager. In 2015 Michelle moved on to use the knowledge she had gained within EE to work with other organisations and to help them build their operations. She has since moved back to Johannesburg and continues with this work, assisting non-profits and small businesses to improve their professionalism and efficiency.

BRAD BROCKMAN  
Co-Opted
Brad Brockman is the former General Secretary (2012-2015) of Equal Education. Before being elected General Secretary in 2012, he headed the organization’s Youth and Community Department. Brad grew up in Cape Town and graduated from UCT with a BA in History and Politics, and an Honours degree in History. In 2015 he was co-opted onto the National Council. Brad is currently an Activist Fellow of the Bertha Foundation and Social Change Initiative. Based in New York, he is researching and writing a comparative study of youth activist movements in different parts of the world.
STAFF

SECRETARIAT’S OFFICE

TSHEPO MOTSEPE
General Secretary

Before his election as General Secretary, Tshepo Motsepe served as co-head of EE in Gauteng. He holds a Bachelor’s degree in Education with Honours. Currently completing his Master’s degree, Tshepo is a former Wits SRC member, Wits SASCO branch treasurer, and the former Regional Secretary of SASCO in Johannesburg.

NIXOLE MONGAMELI
Membership Officer and Data Master

Nixole attended KwaMfundo High school in Khayelitsha. She joined EE in 2009 as an Equaliser and in 2011 became a facilitator. In 2013 and 2014 she worked as a CL and is now the Membership Officer and Data Master within the Secretariat’s office.

NTUTHUZO NDZOMO
Deputy General Secretary

Ntuthu Ndzomo joined EE in 2008 as an Equaliser. He has since served the movement in various capacities, including as a member of the first Leadership Committee, a facilitator, a Post-School Youth representative, a member of UCT’s EE Society Executive Committee, and the NC liaison officer. In 2012 he was elected as Deputy Chairperson for Post-School Youth and served as the Head of the Youth Department in the Western Cape. Ntuthuzo has a BA in History, Politics, and Public Policy & Administration from UCT and was elected as Deputy General Secretary in 2015.

YOLISWA DWANE
Governance Policy Officer

Born in the Eastern Cape, Yoliswa did her primary and secondary schooling there before moving to the Western Cape to study degrees in Film, Media and Visual Studies and Law from UCT. In 2008, she co-founded EE and since has worked to build this movement. She has headed the Policy, Research and Communication unit of EE and became EE’s first spokesperson and first democratically elected Chairperson. After working as a fellow at the Tshisimani Centre for activism she now works as the Governance Policy Officer at EE.

KYLE BAILEY
Chief of Staff

Kyle grew up in Durban. He graduated with a BScSocSci (Political Science) and an LLB from the University of KwaZulu-Natal in 2009. Kyle interned at the Legal Resources Centre and NPO Asiese iTafeleni before completing his LLM in Global Environment and Climate Change Law at the University of Edinburgh and a Diploma in Business Management from Varsity College. He is admitted as an Attorney. Kyle joined EE in 2014 as organisational development officer and later became Chief of Staff in 2015.

SISESAKHE NTLABEZO
Governance Support Officer

Born and raised in Queenstown, Eastern Cape, Sakhe obtained a Bachelor of Arts in Drama and Industrial & Economic Sociology in 2014 from Rhodes University. In 2015, he was awarded the Andrew Mellon Foundation Scholarship and obtained a Bachelor of Arts (Honours) in Industrial & Economic Sociology. Sakhe possesses a deep passion for education, and aspires to play an active role in the growth and development of sustainable and equal education.
FINANCE AND FUNDRAISING

YONI BASS
Chief Financial Officer
Yoni was born and raised in Durban. He graduated with a law degree in 2009, and spent 2010 working for the Social Justice Coalition (SJC). At the beginning of 2011, Yoni joined EE to work on fundraising and development. Currently he is responsible for overseeing both EE’s fundraising and finance.

APHIWE MANGXOLA
Finance Administrator
Aphiwe attended school in the Eastern Cape. In 2009 she obtained a certificate in end-user computing from Walter Sisulu University, before completing a B.Com in General Economics at Nelson Mandela Metropolitan University. Since November 2013, Aphiwe has been a Financial Administrator for EE. In this position she oversees the financial operations of all EE’s offices.

LINDOKUHLE GQAWUZA
Finance Intern
Lindokuhle is originally from the East London, Eastern Cape. She relocated to Cape Town in 2009 and joined Equal Education in 2010 at Harold Cressy High School, where she matriculated in 2012. She was part of the EE Leadership Committee for 2 years during her high school years. She pursued a Bcom Accounting degree (2013-2016) and was co-founder and Secretary of the EE UWC Society. She was also a facilitator throughout her student years. Lindokuhle joined EE as a Finance Intern in February 2017.

JAMES MATLI
Institutional Fundraiser
James comes from Polokwane, Limpopo. He holds a BA in International Politics from the University of Limpopo. He joined EE in 2014 to work as a fundraiser.

PHILELE NTONBELA-MASSON
Institutional Fundraiser & Researcher
Philile Ntombela-Masson studied English Literature at the University of KwaZulu-Natal, before moving to Cape Town to do her honours in Political Communication at UCT. She joined EE in 2016 as a fundraiser and researcher.

A-ISHA JACOBS
Head of F2F Fundraising
A-isha grew up in Cape Town and received a B.Sc in Sports and Recreation Science. She then worked as a fundraiser for Doctors Without Borders, and joined EE in July 2014 as the head of Face-to-Face Fundraising.

NAEEMA VAN DER SCHYFF
F2F fundraiser
Naemna grew up in Cape Town and matriculated from Kensington High School. She joined EE in September 2014 as a face-to-face fundraiser.
SANDRA COTTLE
F2F fundraiser
Sandra grew up in Bellville and matriculated in 1998. She studied Education and worked at Virgin Active until July 2016, when she joined EE.

SANELE XABA
F2F fundraiser
Sanele stays in Cape Town. He has a diploma in Long Term Insurance and is currently studying Media Management and communications through UNISA. He works in the Face to Face Fundraising department.

VIVIAN WANDERA
F2F fundraiser
Vivian Wandera grew up in Cape Town and lives in Bellville. She matriculated in 2008 and went on to study Medical Bioscience at UWC. She worked within Face to Face Fundraising at Doctors without Borders and Save the Children before she joined EE in 2016.

OPERATIONS AND ADMINISTRATION

NTSHADI MOFOKENG
Chief Operations Officer
Ntshadi joined EE, first as an intern in 2011 and then after completing her studies she became a Youth Organiser in 2012. Following two years in the Western Cape Youth Department she moved into the National Office as Chief Operations Officer.

HONJISWA RABA
Human Resources Officer
Honjiswa was born in Cape Town. She completed a BScocSci in Political Science, Sociology and Public Policy and Administration at UCT. Before joining EE in March 2013, she interned at the Department of Rural Development and Land Reform.

ATHENKOSI SIFO
Junior Human Resources Administrator
Athenkosi Sifo was born in East London and grew up in Johannesburg. He joined EE as a facilitator in 2013 whilst studying a National Diploma in HR management. He started as an HR intern in June 2015 and worked as a CL for the Strand area from August till December 2016. He is now a Junior HR Administrator.

NOSIVUYILE SILWANYANA
Petty Cash Officer
Nosivuyile was born in Cofimvaba in the Eastern Cape. In 1984 she and her mother moved to the Western Cape. Nosivuyile worked as a domestic worker and later as a cleaner in a Department of Health forensics unit until 2013 before she joined EE as a receptionist. She has four children.
POLICY AND TRAINING

LEANNE JANSEN-THOMAS
Head of Policy and Training

Leanne studied media at UCT, and worked as an education writer for Independent Newspapers for nearly five years before joining EE in 2016.

DANIEL SHER
Deputy Head of Policy and Training

Daniel grew up in Johannesburg and completed a BA in History, Philosophy and Politics and Honours in History at Wits. He joined EE in September 2014 as a member of IETU. He is now the Deputy Head of Policy & Training.

MINHAJ JEENAH
IETU Coordinator

Minhaj grew up in Mayfair, Johannesburg and moved to Cape Town in 2015. He has degrees in Economics and Sociology in Community Development. He was the Deputy Chairperson of UJ’s SRC and has been active in a number of student and youth movements, including the South African Student Congress and the Muslim Youth Movement. He joined EE in 2016 as the Internal Education & Training Unit Coordinator.

PHARIE SEFALI
Material Developer

Pharie Sefali was born in Cape Town. She started in the movement in 2008 as an Equaliser and after school became a facilitator and head of the Grade 12 youth group. She is now a materials developer at Equal Education. She is also a freelance journalist and an activist for human rights with a focus on education and LGBTIQA rights. Pharie is also an executive committee member for an LGBTI traditional healers forum.

BAYANDA NDUMISO
Junior Material Developer

Bayanda joined EE in grade 8. He served as the Deputy Chairperson (Equaliser) of National Council (2012-2015) and a disciplinary committee member in 2012-2014. Since 2016, Bayanda has worked as a Materials Developer in the IETU and has sat on the Health and Safety committee for staff. He is currently studying Public Relations at INTEC College.

BABALWA DLANJWA
Material Developer

Babalwa Dlanjwa is a materials developer based in the Johannesburg office. She was born in Mthatha in the Eastern Cape. After matric she did a BA in International Relations and Politics at the University of the Witwatersrand and then a BA Honours in International Politics from UNISA. After university she worked as a market researcher at Plus 94, and then as a facilitator in financial education for Liberty.


**NICOLA SOEKOE**  
**Research Fellow**  
Nicola grew up in the Western Cape. She completed her Bachelor’s degree in Ethics, Politics and Economics at Yale University and joined EE’s Policy and Training Department in 2016 as a research fellow.

**ANGELA BUKENYA**  
**Researcher**  
Angela Bukenya grew up in Mafikeng, moving to Pretoria to complete a B.Admin in International Relations, honours in Public Administration and Masters in Human Rights Law. Before joining EE, she spent four years working at the University of Pretoria’s Centre for Human Rights.

**RONÉ MCFARLANE**  
**Campaign Researcher**  
Roné grew up in the Eastern Cape and joined EE in 2016. She holds a Master’s in Education from Oxford University. Before joining EE Roné worked as a research advisor to Cambridge University and interned at the BBC in London.

**STACEY JACOBS**  
**Research Fellow**  
Stacey was born and raised in Cape Town. She graduated with a BSocSci in International Relations and Public Policy from UCT after which she was appointed as a Graduate Research Intern in the Provincial Government of the Western Cape. In 2017, Stacey joined Equal Education as a Postgraduate Fellow in the Policy and Training Department.

**DUDUETSANG MMETI**  
**Research Fellow**  
Duduetsang was born in Rustenburg. She completed her BA degree in Political Sciences and International Relation at Wits University. She is currently studying towards her LLB with Unisa. She previously worked for the Royal Bafokeng Administration as a Research Graduate trainee, and was thereafter appointed in the Traditional Corporate Governance department as a Portfolio Committee Secretary. Currently Duduetsang works as a Post Graduate Fellow in the Policy and Training department.

**SIBABALWE GCILITSHANA**  
**Parliamentary Officer**  
Sibabalwe, who is originally from the Eastern Cape, graduated from UCT with a Bachelor’s degree in International Relations and Economics. She then completed her Honours degree in Transitional Justice at the same institution. She is currently the EE Parliamentary Officer. Prior to her appointment at EE, she worked as a volunteer at the Johannesburg Holocaust and Genocide Centre and an intern with Weights and Measures, a traveling art project about international criminal justice by artist Bradley McCallum.

**SIZWE ZUBENATHI MAPAPU**  
**Policy and Training Intern**  
Sizwe studied a B.Admin in Politics at the University of the Western Cape until 2013. In 2014 he joined EE as a community leader, and worked as an editor of The Equaliser magazine. He is currently studying at CPUT and working as a research intern at EE.
ZINTLE TOMOSE
Social Media Intern
Zintle has been involved with Equal Education for more than 6 years. She is doing her third year at CPUT in mathematical technology. She began as an Equaliser and then as a CL where she worked as Head of the Litha Park area. As a facilitator, she worked to pass these skills on to the Equalisers she engages with. In 2015, she worked for Health-e News as a citizen journalist expressing youth views and youth dynamics and is presently interning as a part time social media officer at EE. Zintle serves as the Post School Youth Representative on the National Council.

LYNDAL POTTIER
Head of Amazwi Wethu
Lyndal is currently the project head of EE’s Youth Media Advocacy Programme, Amazwi Wethu. Lyndal completed an Undergraduate degree in Zoology and Environmental and Geographical Science and a Masters degree in Adult Education at UCT. Before coming to EE she worked at the Disaster Mitigation for Sustainable Livelihoods Programme based at UCT.

EUGENE PARAMOER
Film Facilitator
An activist during the 80’s anti-apartheid rebellion on Cape Town’s cape flats, Eugene found rebirth and awakening inside the creative frame of the moving sound-picture. He joined EE in 2015 as film facilitator for Amazwi Wethu. Working in EE has allowed him the space to deepen this search for a cinema that can be used in the fight for an equal, quality and dignified education system. Eugene also works as a cultural activist in the Kinokadre Community Cinema Circle, the Imbawula Trust and the Frontline Street-Culture Coalition.

MILA KAKAZA
Spokesperson
Mila is from East London. She has a BA in Journalism (radio) and English, and a Post Graduate Diploma in Media Management. She is interested in fashion, reading and social justice. She recently joined EE as the Spokesperson.
LUYOLO MAZWEMBE
Head of National Organising
Luyolo joined EE in 2008 while in grade 11. In 2010 he began facilitating youth groups in Kraaifontein, before becoming one of EE’s first librarians in 2012. In 2013 he became a CL and later a Junior Organiser. Since November 2014 Luyolo has been the National Organiser. He is also pursuing a degree in education at the University of South Africa (UNISA).

SAMUKELISIWE KUNENE
KZN Community Leader
Samu joined EE as a facilitator, and is now a CL. She believes education is an essential part of life which is why she has chosen to dedicate herself to Equal Education. Samu serves as the KZN representative on the National Council.

SFISO MOLLO
Junior National Organiser
Sfiso joined EE in 2013 as a facilitator and became a CL in 2014. He currently works as a Junior Organiser and also works with the parents’ committee in Tembisa. He led the sanitation social audit and the school infrastructure audit in Gauteng. He is also currently studying financial management.

LESETJA JOHN SEMA
Limpopo Community Leader
Lesetja is a Community Leader in Limpopo who cares deeply about what Equalisers need. Lesetja believes it is important to inspire positivity in the minds of youth, so that they can achieve what they want. Lesetja previously served as a member of the National Council as the Limpopo Representative.

CHARITY SEBOPELA
Junior National Organiser
Charity is from Tembisa in Gauteng where she attended Ingqayizivele High. She joined EE in 2011 as an Equaliser, before becoming a facilitator in 2013 and a Junior Organiser in early 2014. Charity now works as a National Organiser with Luyolo. Her dream is to study Social Work.
WESTERN CAPE OFFICE

NISHAL ROBB  
Head of Western Cape  
Nishal grew up in Johannesburg and moved to Cape Town in 2010 to study a B.Soc.Sci (PPE) and a BA (Hons) in Economic History at UCT. He became a member of EE in 2011, facilitated youth groups in Mitchells Plain and Khayelitsha and was a Political Education teacher in the 2013 CL programme. He headed EE’s Campaigns Department in 2014 and now heads EE in the Western Cape.

KEALEBOGA MASE RAMARU  
Deputy Head of Western Cape  
Kealeboga is a 23-year-old black queer South African woman based in Cape Town. She joined EE in 2016 and is currently the Deputy Head of the Western Cape office. She recently completed her Honours degree in Gender and Transformation at the UCT. Her activism is located within the South African Young Feminist Activists organisation and in black feminist spaces that promote intersectionality and work towards dismantling White Supremacist Capitalist Patriarchy.

NONCEDO MADUBEDUBE  
Deputy Head of Western Cape  
Noncedo is from Port Elizabeth. She completed a Bachelor’s Degree in Education (Mathematics and Language) from UWC in 2016. She first began working at EE as a tutor in 2012 and is currently the Deputy Head of Western Cape office.

BULELWA MKANGELI  
Office Manager  
Bulelwa recently joined EE as an Office Manager. She holds a National Diploma in Public Management and is working on finishing her Diploma in Technical Financial Accounting. She has broad experience in Office administration, Finance and events management and has worked in the NGO sector for approximately 8 years. Bulelwa is young, vibrant and dreaming!

VUYISA MBAYI  
Training & Organising Coordinator  
Originally from King William’s Town, Vuyisa attended Nelson Mandela Metropolitan University. He joined EE as a junior campaigns organiser in March 2014, and became a Junior Organiser for the Youth department in 2015. Vuyisa is now the Western Cape Training and Organising Coordinator.

LUNGELO JONAS  
Junior Organiser  
Lungelo joined EE in 2012 as an Equaliser and served as an LC member. In 2015 she was a facilitator and the following year became a Community Leader, where she organised in the Litha Park/Harare area. Lungelo currently works as a Junior Organiser.

DAPHNE EROSI  
Community Liaison Officer  
Daphne grew up in Aliwal North and completed her education at Chris Hani Secondary in Makhaza, Khayelitsha. She now lives in Site B, Khayelitsha. In addition to being a full-time community liaison officer at EE, she is currently serving her second term as a member of National Council. Daphne is also a team leader for a Prevention in Action support group.

SIBUSISO NKOSI  
Junior Organiser  
Sibusiso joined EE in 2009 as an Equaliser. After matriculating from Harry Gwala High School in 2010 he became a CL. In 2012 he began studying professional acting at City Varsity and then joined EE as a school librarian at Soyisile Primary School in 2013. He worked there for three years before becoming a Junior Organiser. Sibusiso plans to study BA Law through Unisa.
**WENDY SOMLAVI**  
Community Leader

Wendy Somlavi was born in Vredendal and matriculated from Vista High School in 2013. In 2017 she joined EE’s Community Leader programme. She is an inspired social entrepreneur, passionate about changing people’s lives and improving everyone’s living conditions.

**ATHINI MATSHIKWE**  
Community Leader

Athini was born in East London and raised in the Western Cape. She joined Equal Education in 2013. In 2016 she became a facilitator and is a Community Leader for 2017.

**SINHISA MONAKALI**  
Junior Organiser

Sindisa grew up in Khayelitsha, and matriculated in 2013. He has been a member of the SJC for four years, and in 2013 served as the Green Point branch chairperson. In 2014 he was a fellow at Ndifuna Ukwazi and later joined EE as a CL. He is responsible for mobilising and running youth groups in Kraaifontein, Nyanga and Site C. Sindisa is now a Junior Organiser.

**SIPHENATHI SAKHELE**  
Community Leader

Siphenathi was born in Eastern Cape. He grew up in Khayelitsha township in Cape Town and matriculated at Bulumko Senior Secondary School. He has attended short courses on leadership and facilitation skills at Ndifuna Ukwazi and is an active member of the Social Justice Coalition. He has followed EE’s work since 2014, and is now a Community Leader.

**ESETHU PLAATJIE**  
Community Leader

Esethu was born in Queenstown, Eastern Cape. He joined EE as an Equaliser at Siphamandla Secondary School. After matriculating in 2012 he became a facilitator. He worked as a teacher assistant in Ludwe Ngamlana Primary for 3 years and now works as a Community Leader at EE.

**SINEKHAYA MBENGLO**  
Community Leader

Sinekhaya was born in Gugulethu and lives in Khayelitsha. He joined EE in 2012 as an Equaliser, and served as a member of National Council from 2014 – 2015. He began working as a CL in 2016 and is responsible for organising in the City Bowl area.

**NONTSIKELELO DLULANE**  
Junior Organiser

Nonstikelelo joined Equal Education in 2009 as an Equaliser. She served in the Leadership Committee for 3 years and represented Equalisers on the Equal Education Board. In 2013 she became a Community Leader and she currently works as a Junior Organiser and serves on the disciplinary committee.

**BUSISWA PUTELA**  
Office Cleaner

Busi is originally from the Eastern Cape and moved to Cape Town in 1992. A mother of two boys, she lives with her family in Delft. Busi began working for EE in early 2013.

**NOsAKeLE MPELA**  
Office Cleaner

Nosakhele Mpele started working at EE in 2016. She stays in Mfuleni Extension Six. She is married with four girls and one boy.
GAUTENG OFFICE

ZANDILE NGUBENI
Co-Head of Gauteng

Zandile Ngubeni grew up in Soweto, and completed a BA in Politics and International Relations at WITS and Honours in International Relations through UNISA. Before joining EE, Zandi worked as a researcher at the ANC Gauteng provincial office.

NAADIRA MUNSHI
Co-Head of Gauteng

Naadira Munshi is completing her MA in Sociology at Wits University. Prior to joining EE, she worked as a research fellow at the Socio-Economic Rights Institute (SERI). Naadira was part of the SERI team at the Marikana Commission, and focused her research on protest and political space. Naadira joined EE in October 2016 as a Campaign Researcher before becoming co-head of Gauteng office.

THOLAAKELE KHUMALO
Office Manager

Tholakele Khumalo is the Gauteng office manager at EE. Her expertise covers community development, project management, programme monitoring and evaluation and budget management. She has worked for a number of organisations, such as the Ford Foundation, Wits Graduate School of Governance and the AfricaAmerica Institute.

KHOLWANI SIMELANE
Training & Organising Coordinator

Before becoming the Training and Organising Coordinator for Gauteng, Kholiwani was a Junior Organiser for KwaThema and Tsakane. He matriculated from South View High School and is now pursuing a degree in teaching at UNISA.

KUHLE MTANA
Community Leader

Kuhle is currently a Community Leader in Tembisa. He has been part of EE since 2013, when he started as an Equaliser in Phomolong Secondary School. He matriculated in 2015 and was a facilitator in 2016. He is currently doing a short course in Project Management at INTEC College.

SIBUSISO JOEL MAZIBUKO
Community Leader

Sibusiso was born and raised in Duduza, East Rand. He matriculated in 2012 from Asser Maloka Secondary School and then went to Ekurhuleni East College to study Electrical Engineering in 2013. He joined Love Life Organisation in 2015 as a facilitator, and then, in 2016, he began facilitating at EE. He is a Community Leader.

JOY NONHLANHLA MTSHALI
Community Leader

Joy was born and brought up in Soweto and joined EE as a Community Leader in 2017. She matriculated from Kensington Secondary School in 2013.

NTOMBIZANDILE PISTO
Community Leader

Zandile Pitso grew up in Daveyton and matriculated from HB Nyathi Secondary. She then did a short course on being a Cabin Crew member at Denel (EPT Aviation Training). She was previously an Equaliser and facilitator. She now works as a Community Leader.

RITA PILUSHA
Office Cleaner

Rita grew up in Tswenyane, where she completed primary school before moving to the village of Leboeng. She is now a mother of two, and is a cleaner in the Gauteng office. She hopes to someday go back to studying and become a nurse.
EASTERN CAPE OFFICE

L uzuko Sidimba
Head of Eastern Cape

Luya was one of the EE’s early members, joining in 2008 through KwaMfundу High School. In 2014 he organised the EE national camp for Equalisers in five provinces. Luya was the head of the Western Cape community and parents department and completed his BA Social Work Degree at UCT before becoming the Head of the Eastern Cape office.

M asixole Booi
Deputy Head of Eastern Cape

Masixole Booi was born in Uitenhage, Kwa-Nobuhle. Masixole holds an MA in international and Political Studies (Rhodes University). He has been involved in student and community activism and served in different student leadership positions.

Am anda Rinquest
Deputy Head of Eastern Cape

Amanda was born and raised in Cape Town where she attended the University of Cape Town. There she completed a Bachelor’s in Social Science and then an LLB. Before joining EE she ran an English program for farm workers in Mpumalanga. She completed her articles of clerkship at the Equal Education Law Centre, where she also practiced as an attorney. Amanda works as the Deputy Head of the EE Eastern Cape office.

Yandiswa Makeni
Office Manager

Yandiswa Makekeni joined the organization as a facilitator. She is now the current office manager at the Eastern Cape Office. She grew up in King William’s Town and matriculated in Thubalethu High School. She holds a degree in Bachelor of Social Science from the University of Fort Hare.

N ika Soon-Shiong
Princeton in Africa Fellow

Nika grew up in California and graduated from Stanford with a B.A. in International Relations and an M.A. in African Studies. In 2016, she joined EE as a Princeton in Africa Fellow in the Eastern Cape office. As a part of the Policy and Training team, she researches school infrastructure in the Eastern Cape, manages EE Radio, and is responsible for the Nyamezela (Perseverance) Photography exhibition.

Nambita Sinuka
EC Admin Intern

Nambita Sinuka was born in a village called Masingatha and currently resides in Bisho. Where she attended Bisho high school. She later attended the University of Fort Hare where she studied Applied Communication Management. Nambita then worked for G4S in East London before joining Equal Education as a facilitator in 2016.

S inothando Jibilili
Community Leader

Sinothando Jibilili went to Breidbach Senior Secondary School in King William’s Town. She joined Equal Education in grade 10 as an Equaliser, and after matriculating in 2015, she volunteered as a facilitator in 2016. She is now a community leader.

S ivuyile Kaba
Community Leader

Sivuyile was born and raised in of Zwelitsha, King William’s Town. He works as a Community Leader at Equal Education and as a songwriter, rapper and political activist. He joined EE as an Equaliser in 2014 and completed matric in 2016 at Bisho High School. He aims to grow and gain more knowledge through Equal Education.
ANELISA KWANA
Community Leader

Anelisa went to Nosizwe High School in Phakamisa and matriculated in 2011. She then went to Lovedale TVET College to study Business Management and, in 2016, joined Equal Education as a volunteer facilitator. She now works as a Community Leader.

CEBISA MAYILA
Office Cleaner

Cebisa is from King William’s Town in the Eastern Cape. She recently joined Equal Education as an office cleaner in the Eastern Cape Office.
EVERY DONATION COUNTS

Equal Education relies on your donations to help fund the work that we do and to make the movement sustainable. Every donation goes a long way towards assisting the struggle for quality equal education in South Africa.

Donate via bank transfer:
Bank: Standard Bank
Bank Account Holder: Equal Education
Account Number: 270027882
Branch Code: 051001
Swift Code: SBZA ZA JJ

Donate on our website:
www.equaleducation.org.za

Use Snapscan or Zapper:
FIGHTING FOR QUALITY AND EQUALITY IN THE SOUTH AFRICAN EDUCATION SYSTEM
EQUAL EDUCATION
Registered S18A(1) Public Benefit Organisation (PBO)
(Exemption Number 930 027 221)
Registered Non-Profit Organisation (NPO)
(Registration Number 068-288-NPO)

HEAD OFFICE (WESTERN CAPE)
Postal: PO Box 40114, Elonwabeni, 7791
Physical: Isivivana Centre, 2nd Floor
8 Mzala Street, Khayelitsha, 7784
Telephone: 021 361 0127
E-mail: info@equaleducation.org.za

GAUTENG OFFICE
Postal & Physical: Office 706, Royal Place, 85 Eloff
Street (corner Kerk Street), Johannesburg, 2001
Telephone: 011 333 2523
E-mail: info.gauteng@equaleducation.org.za

EASTERN CAPE OFFICE
Postal & Physical: Lonsdale Chambers,
23 Taylor Street, 2nd Floor
King William’s Town, 5600
Telephone: 043 642 1616
E-mail: info.easterncape@equaleducation.org.za

WWW.EQUALEDUCATION.ORG.ZA