



EQUAL EDUCATION
ANNUAL REPORT 2009

Campaigning for
school libraries

Carrying out research
& making policy
recommendations

Developing
youth leadership

Striving for quality
& equality in our
education system



INTRO

EE IS A COMMUNITY AND MEMBERSHIP-BASED ORGANISATION. IT IS VIGOROUSLY CAMPAIGNING FOR QUALITY AND EQUALITY IN THE SOUTH AFRICAN EDUCATION SYSTEM AND ENGAGES IN EVIDENCE-BASED ACTIVISM FOR IMPROVING THE NATION'S SCHOOLS.

CONTENTS

- 4 CHAIRPERSON'S LETTER
- 5 HIGHLIGHTS: 2009
- 7 POLICY, RESEARCH AND COMMUNICATION
- 8 YOUTH
- 10 CAMPAIGNS
- 12 ADMINISTRATION
- 14 CASE STUDY: 1 SCHOOL, 1 LIBRARY, 1 LIBRARIAN
- 18 ASHLEY KRIEL MEMORIAL LECTURE
- 19 MEET THE MEMBERS
- 20 FINANCIALS
- 22 EQUAL EDUCATION BOARD
- 24 EQUAL EDUCATION STAFF
- 28 TRIBUTE TO A COMRADE
- 29 LEADERSHIP COMMITTEE
- 30 THANK YOU'S

VISION

Quality and equal education for every person in South Africa.

MISSION

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

BACKGROUND

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

WHAT IS EQUAL EDUCATION?

EE is a community and membership-based organisation. It is vigorously campaigning for quality and equality in the South African education system and engages in evidence-based activism for improving the nation's schools. It is a leader in youth leadership development. EE's campaigns, based on detailed research and policy analysis, are aimed at achieving quality education for all.

We promote the constitutional right to equality and education, with the firm belief that these will enable the poor and working classes to an equal opportunity in life.

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

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

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

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

CHAIRPERSON'S LETTER



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

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

The organisation conducts political education for its youth membership in daily after-school sessions. Young people are learning about history, human rights and how their schools do and could work. EE also educates parents. Its primary campaign at present focuses on school libraries, a basic right denied to 92% of schools in South Africa. Grade 1 children cannot learn to read without story books.

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

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

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

I ask everyone to give serious thought to making a once-off or monthly financial contribution to Equal Education. Your time is even more valuable: please volunteer to run youth groups, distribute material and to offer skills and professional support.

I want to thank my fellow board members: Prof Paula Ensor, Nathan Geffen, Dr Peliwe Lolwana, Moses Masitha, Ntombesizwe Mkonto, Prof Crain Soudien and Doron Isaacs for their work.

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

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

Zackie Achmat
Chairperson of the Board

2009

HIGHLIGHTS OF THE YEAR



YOUTH

- Over 1000 youth attended regular meetings during 2009.
- Year-round leadership training at weekly meetings and holiday camps.



PARENTS

- Teachers, community organisations and religious leaders were engaged. Parents formed an active structure supporting EE's campaigns.



MEDIA & COMMUNICATION

- EE featured prominently in newspapers, on radio and television; this included two New York Times articles! And we produced print, web, photo and film media.



QUALITY RESEARCH

- Original research was undertaken on school infrastructure, homework, the education budget, teacher training, post provisioning and libraries.



GROWING MOVEMENT

- EE went national in 2009, while at the same time settling into permanent offices in Khayelitsha.
- We campaigned nation-wide and held a national seminar with EE activists from 7 provinces.



ACTIVE CITIZENSHIP

- Parliament experienced EE's participation and received our submissions. Our key recommendations on school curriculum were later echoed by the Minister of Basic Education.



CAMPAIGNS

- **Fix Our Schools!** Getting government to fix 500 broken windows in a Khayelitsha school
- **No to Late Coming!** Reducing late coming at schools across Cape Town
- **1 School 1 Library 1 Librarian!** Campaigning for a National Policy on School Libraries

- Analyses and evaluates policy
- Conducts research and determines the direction of the organisation
- Liaises with media and government
- Creates EE's quarterly newsletter

- Responsible for the intellectual and political education of EE youth members and leaders
- Develops educational materials relevant to EE campaigns
- Organises weekly meetings for different grades to build social and political consciousness
- Holds youth camps
- Arranges career guidance expos to educate senior students about different tertiary institutions

POLICY COMMUNICATION & RESEARCH (PCR) YOUTH CAMPAIGNS & ORGANISING ADMINISTRATION

- Responsible for the implementation of campaigns:
 - Campaign for high school science teacher
 - No to late coming! campaign
 - Campaign for school libraries

- Manages the new office in Khayelitsha
- Implements systems of financial and human resource management
- Continually updates EE's website



POLICY, COMMUNICATION & RESEARCH (PCR)

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

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

The PCR Department produces a quarterly newsletter, The Equalizer. This publication is targeted at learners and includes information on campaigns, relevant community matters, learner writings and general information on education. The Facebook page is popular and has proven to be an effective tool in creating awareness and garnering support for campaigns. Mixit has been an equally useful

social networking tool. Bulk email and bulk SMS are other forms of communication that are regularly employed by the organisation to alert members to current developments and are an effective way of disseminating information. The EE website is updated regularly and features reports, press statements and videos or visual media. The expansion of the EE website will allow our organisation to reach more people both nationally and internationally.

PARLIAMENTARY LIAISON

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

RESEARCH

The PCR department embarked on some interesting and exciting research projects in 2009. PCR researched and published papers on the post-apartheid history of teacher training; barriers to successful homework completion; the state of school infrastructure in Khayelitsha; and the need for and costs of a desired National Policy on School Libraries.

ABOVE: Article that appeared in the New York Times covering EE's September 22 march from Salt River High School to Cape Town City Hall in which 3000 learners took part.

YOUTH

The youth department is one of the most vibrant and energetic arms of EE. At the end of 2009, due to the movement's rapid growth, the former Youth and Campaigns Department expanded and split into two new departments: The Youth Department and the Campaigns Department.



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

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

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

WEEKLY MEETINGS

Equal Education holds weekly meetings that build social and political consciousness and encourage debate among members. These meetings bring together a mix of learners from different high schools who are divided into groups according to school grades. The activities draw on current affairs, politics and examples from history covering a wide range of issues that affect young people such as gender, economic inequality and xenophobia. Youth group meetings are also a forum to develop the movement's young leaders. Youth group members are called 'Equalisers' and their facilitators are called 'Equal Educators'. There are now four groups that meet weekly in Khayelitsha, one group in Bonteheuwel-Athlone and one in Kraaifontein. EE sometimes also holds meetings in Mitchell's Plain and Macassar. Equal Education's Youth Group is a way of connecting members to parents, teachers, community leaders and others across the local community.

EQUAL EDUCATION HOLDS WEEKLY MEETINGS THAT BUILD SOCIAL AND POLITICAL CONSCIOUSNESS AND ENCOURAGE DEBATE AMONG MEMBERS... THE ACTIVITIES DRAW ON CURRENT AFFAIRS, POLITICS AND EXAMPLES FROM HISTORY COVERING A WIDE RANGE OF ISSUES THAT AFFECT YOUNG PEOPLE SUCH AS GENDER, ECONOMIC INEQUALITY AND XENOPHOBIA.



THIS PAGE TOP: Learners complain about overcrowded classrooms during a camp activity.

ABOVE: Members discuss ideas for a political poster during a workshop facilitated by Dali Weyers at the December camp.

RIGHT: Equalisers play football at camp in July 2009.

OPPOSITE PAGE: Youth group members participate in a discussion led by Siyasanga Qowoyi at EE camp in December 2009.



THE YOUTH DEPARTMENT IS RESPONSIBLE FOR THE OVERALL INTELLECTUAL AND POLITICAL EDUCATION OF EQUAL EDUCATION YOUTH MEMBERS AND LEADERS.

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

THE CAMPS AND WORKSHOPS

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

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

EE holds its large annual camp in December each year. The 2009 camp was titled 'The Movement is Growing Up!' – this was because during 2009 the movement grew in many ways: the number of members swelled, we took up larger campaigns with more support than ever before, and all the while the intellectual and political maturity of our members grew. Camp provided the perfect opportunity to reflect on the year as a whole and to review what it truly means to be a member of an activist movement like EE.

Some highlights from the camp included the movement's first democratic election of its Youth Group Leadership

Committee that now represents all schools where EE has members. Activities covered a wide range of pressing social and economic issues. As the camp was held during the United Nations Climate Change Conference in Copenhagen (COP15) an activity was run about the geopolitical significance of this conference and climate change in general.

YOUTH EXPO 2009

The Youth Expo was created because of the huge difficulty young people face once they finish school. Learners who attend schools in townships are often overlooked in their journey towards higher education. The main barrier to university studies is the poor quality of schooling, but other important obstacles include financial constraints, lengthy daily commutes, insufficient residential accommodation, inadequate academic support at university, and the difficulty of bridging the cultural and class divide.

To begin to address these challenges, EE put together a comprehensive careers' guidance exhibition on August 8th at the Solomon Mahlangu Hall in Khayelitsha. Twenty tertiary institutions participated in the event. Banks and the National Student Financial Aid Scheme (NSFAS) were also present to discuss student loans and financial aid schemes with learners. Mrs Daleen Christians of the Western Cape Education Department made the keynote address where she encouraged learners to make well-informed decisions regarding their future career paths.

The event proved to be a huge success and was attended by 800 learners from Kraaifontein and Khayelitsha.



CAMPAIGNS & ORGANISING

The Campaigns Department is responsible for community organising and the implementation of EE's campaigns.

CAMPAIGN FOR HIGH SCHOOL SCIENCE TEACHER

The shortage of qualified teachers in public schools across the nation has had serious negative consequences on the quality of education. A standard formula is used to calculate the number of teaching posts a school should get. This formula is impenetrably obscure and biased against poor schools. Along with the shortage of skilled teachers, it poses a barrier to quality and equal education.

Equal Education was first informed of the lack of a Grade 12 Physical Science teacher at a Khayelitsha high school on 30 January 2009 by an EE member in grade 12 attending the school. In 2008, it had been determined that this particular school was oversupplied by five teachers, and would therefore lose five teachers for the upcoming 2009 school year. In an attempt to regain these five teaching posts, the high school swelled their 2009 intake of learners. The initial effects of this tactic resulted in an undersupply of teachers for the increased number of learners.

EE responded to this conflict by engaging the deputy principal about the situation, and resolved that EE would assist the school by conducting physical science lessons on Saturday mornings for Grade 12 learners. Lessons began to take place from 9am until 1pm on Saturdays for the month of February.

An appointment had not yet been made by 24 February, which prompted EE members in Grade 12 at the school to take it upon themselves to write a letter to the Western

Cape Education Department (WCED) voicing their concern. After rumors of unrest as a result of the lack of Science, Design and Mathematics teachers, as well as the failure of the Department to supply textbooks began to surface, EE held a crisis meeting with students from Grades 10 to 12. The school and the media were given details of the meeting.

Following the publicity that emerged from the crisis meeting and the proactive initiative taken by the students, a meeting with a district-level official confirmed that 5 teaching posts had been granted to the school, that text books had been issued, and the appointment of a Science teacher had been made. EE was assured that an investigation into the teacher crisis at the high school would be conducted.

Throughout the year EE members raised similar issues in other schools, and the organisation helped and intervened where possible.

NO TO LATE COMING! CAMPAIGN

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

IN AN EFFORT TO ADDRESS THE PROBLEM OF LATE COMING EE EMBARKED ON A VERY DYNAMIC AND CREATIVE CAMPAIGN, DRIVEN BY LEARNERS, TO ASSIST SCHOOLS BY ENCOURAGING LEARNERS TO BE AT SCHOOL ON TIME... THE CAMPAIGN SUCCEEDED IN MAKING LATE COMING THE SUBJECT OF DISCUSSION AND DEBATE WITHIN SCHOOLS, AND IN DRASTICALLY REDUCING THE NUMBER OF LATE COMERS.



A LANDMARK EVENT TOOK PLACE ON 22 SEPTEMBER 2009 WHEN 3000 EE MEMBERS MARCHED FROM SALT RIVER TO CAPE TOWN. THE CITY HALL COULD ONLY HOLD HALF THE MARCHERS, WITH THE REST ASSEMBLING ON THE PARADE.

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

The campaign was special because it was led by learners themselves. Learners enforced the campaign by confronting teachers and their fellow learners who arrived late. The campaign succeeded in making late coming the subject of discussion and debate within schools, and in drastically reducing the number of late comers.

At a high school in Khayelitsha, for example, the number of late comers decreased from 121 at the beginning of the campaign in early May to just one person by the end of the month. This was by no means an isolated example.

CAMPAIGN FOR SCHOOL LIBRARIES

Over 20,000 schools do not have functional libraries. These schools are attended by children who do not have books in their homes. One of the main reasons our young people do not learn to read properly is that we are not getting books into their hands. The lack of books and libraries, and the consequent poor levels of literacy are problems mainly faced by poor and working class learners. EE conducted

THIS PAGE ABOVE: September 22 march.
OPPOSITE PAGE LEFT: Grade 10 - 12 youth group members meet back at Keizersgracht in Cape Town after distributing leaflets in the city and at the train station in August 2009.

OPPOSITE PAGE RIGHT: Students wait for transport to take them to the September 22 march.

extensive research into this question and published a report titled: We Can't Afford Not To (See page 14).

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

Seminars, workshops, meetings, reading groups, media, petitioning, pamphleteering and door-to-door campaigns were undertaken tirelessly over the latter part of 2009. A landmark event took place on 22 September 2009 when 3000 EE members marched from Salt River to Cape Town. The City Hall could only hold half the marchers, with the rest assembling on the parade. The crowds were addressed by author Sindwe Magona, activist and EE board member Zackie Achmat, libraries expert Prof Genevieve Hart and EE leaders including Pheliswa Sefali, Lwandiso Stofle, Nokubonga Ralayo, Josh Budlender and Phathiswa Shushwana. The march was covered in most major media including the New York Times.

The march retraced the route of another famous demonstration, held on 2 September 1976, in which students from Salt River High School and other schools marched into Central Cape Town to demand a better standard of education in solidarity with students in Soweto. Thus far, over 50,000 people have signed a petition in support of the campaign.



ADMINISTRATION

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

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

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

The emphasis on long-term planning for the development and growth of EE has paved the way for significant progress towards the mission and vision of our organisation.

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

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

TRAINING: EE TRIP TO TANZANIA

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

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

THIS PAGE ABOVE: EE's new office in Khayelitsha.
OPPOSITE PAGE: Michelle Adler and Lukhile Zane in the administration department.



THE MAIN GOAL OF THE STRATEGIC PLANNING WORKSHOPS THROUGHOUT THE YEAR IS TO ESTABLISH EE AS A SUSTAINABLE AND EFFECTIVE ORGANISATION FOR THE FUTURE, AND TO PROMOTE DIALOGUE AND COMMUNICATION BETWEEN THE VARIOUS AREAS OF ACTIVISM AND WORK.

CASE STUDY:

1 SCHOOL, 1 LIBRARY, 1 LIBRARIAN

In the Campaign for School Libraries, led by Equal Education, thousands of high school students, and their teachers and parents have made a commitment to ensuring that the government provides every school in the country with a fully functioning library. In recent months, EE has been flooded with hundreds of thousands of letters and petitions in support of these objectives from Makhado in Limpopo to Manenburg in the Western Cape, from Soweto in Gauteng to Grahamstown in the Eastern Cape. In fact, from all corners of South Africa.



1 school 1 library 1 librarian
campaign for
school libraries

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

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

WHY LIBRARIES?

For over two decades international research has proven that school libraries are beneficial to the progress and academic development of learners. In a major international study researchers concluded that all other things being equal, student performance increases by between 10% and 25% when a library space is adequately stocked, and properly staffed within a school.

Beyond direct academic benefits, libraries offer social advantages too. In EE's own research, over 50% of learners identified school libraries as places where they would do homework and study for exams. A grade 8 learner at a high school in Khayelitsha, noted some of the difficulties he faces when resorting to public libraries. "We wait in queues and are given a few minutes to do our research. We have to walk long distances to get there and along the way there are often gangs who take our money." In communities where homes lack books and quiet spaces, school libraries offer stable sites for learning. The provision

of a well stocked and appropriately staffed library will not only aid in the development of basic reading skills but instil a love of reading in our youth.

WHAT ARE THE ELEMENTS OF A FUNCTIONAL LIBRARY?

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

Taking into account financial constraints and the 80m² requirement in the government's draft minimum norms and standards, EE's PCR department produced a blueprint design of a suitable school library. This structure recognises the essential functions of a school library, beyond that of mere book storage. It maintains an environment that is both welcoming and quiet, where learners can study as well as read for pleasure.

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

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

There are currently only two universities in South Africa where teacher-librarian training programmes are available. These are the University of KwaZulu-Natal and the University



ABOVE LEFT: Imaam Dr Rashid Omar delivers a speech to the marchers gathered on the Grand Parade.
ABOVE RIGHT: School learners gather at Salt River High School in preparation for the march.

ONLY 8% OF PUBLIC SCHOOLS IN SOUTH AFRICA HAVE FUNCTIONAL LIBRARIES. THESE ARE ALMOST ENTIRELY SITUATED IN FORMER MODEL C SCHOOLS WHICH CONTINUALLY HAVE THE RESOURCES TO STOCK AND STAFF THESE FACILITIES. APPROXIMATELY 20,000 SCHOOLS ARE WITHOUT LIBRARIES, THEREBY DENYING THEIR LEARNERS ACCESS TO REGULAR READING OPPORTUNITIES.

of the Western Cape. Both offer Advanced Certificates in Education with library specialisations. The limited availability of training is a consequence of the absence of school librarian posts. Greater employment opportunities will stimulate greater demand for training.

Our research considers two viable options for employing librarians, the first being a library administrators who have completed the equivalent of one year of university training, and the second being a fully qualified librarian who has completed the equivalent of a 3 year university degree in library and information science.

HOW MUCH WILL IT COST?

The provision of school libraries in all South African schools is not only necessary, it is also possible.

Equal Education has calculated the total costs of a national roll-out of functional libraries in all ordinary public schools. These costs can be divided into four categories and, based on the most recent government statistics, are as follows: infrastructure, which consists of the furnished library structure (R7.92bn); books and materials (R1.98bn); librarian training (R0.35bn); and librarian salaries, a continuous annual cost which varies according to the level of qualification (between R1.19bn and R2.67bn).

To put these figure into perspective, it is interesting to contrast them to what has recently been spent on stadiums for the FIFA World Cup. R13.61bn was spent on the 10 World Cup Stadiums. For this price the government could build, stock and staff 20,000 school libraries.

Our research indicated that it is possible for the government to phase in functional school libraries countrywide. If the early provisions of infrastructure, materials and training were put into operation over ten years, their costs will

be less than 1% of the education budget for that period. Thereafter, only salary costs would remain, which on its own would amount to between 1% and 2% of the education budget.

WHERE IS THE CAMPAIGN POISED?

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

On 21 March 2010, EE organised a concert and march to commemorate Human Rights Day. 10,000 people marched to Parliament in a historic and peaceful event to hand over a memorandum addressed to the Minister of Basic Education, Angie Motshekga. Marches were also held in Port Elizabeth, Pretoria-Tshwane and Polokwane. The memoranda reiterated the central issues of the campaign, notably the need for a national policy and implementation plan that will see the roll-out of school libraries to all public ordinary schools in the country and the creation of full time librarian and library-administrator posts.

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

THE LIBRARY CAMPAIGN

AN INTEGRATED APPROACH

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

NATIONAL

RESEARCH

In-depth research was carried out by the Policy, Communication and Research Department on the effect of libraries on learning outcomes. This research was compiled into a paper entitled "We can't afford not to - Costing the provision of functional school libraries in South African public schools." 1500 of these papers were circulated to politicians. The paper argued that the presence of libraries considerably improved learners' grades and literacy levels. It then costed the nationwide roll-

out of libraries staffed by a trained librarian. Major international studies have shown that the provision of a functional library in a school will add between 10% and 25% to average learner outcomes.

COMMUNICATION WITH GOV

Throughout the campaign EE has held meetings with various government representatives including the chairperson of the portfolio committee on education.

MOBILISING THE MEDIA

EE has continuously briefed the media about the campaign's development. Members of EE have been in the press, on the radio and featured on TV. Such exposure works to educate civil society about the lack of libraries in government schools, and stresses the urgent need for government policy in this area.

NATION-WIDE ACTION

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

NATIONAL MEETING

Held on 13-15 November 2009, with the aim of building relationships with new partners in other provinces. The future steps of the campaign were also discussed.

LOCAL

MARCH TO CITY HALL

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

PUBLIC MEETING WITH MEC

Held on 2 November 2009 in Kraaifontein to engage on the issue of libraries.

COMMUNITY PARTICIPATION

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

Local volunteers were enlisted to give out campaign leaflets and put up posters. EE held events in local churches, shopping malls, taxi ranks and train stations to generate awareness, get community members to sign petitions and disseminate information about the campaign.

ENGAGEMENT WITH ACADEMICS AND OFFICIALS

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

INDIVIDUAL

SOCIAL NETWORKING

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

YOUTH EDUCATION

The importance of school libraries has been a topic of many youth meetings. Sustained discussion around the subject helps to create open dialogue and exchange about libraries and their importance. Learners are kept up to date with EE's policy work through presentations and discussions. Educational activities were run for EE Equalisers (high school students who are part of the movement) to build their understanding of the importance

of school libraries. Educational sessions also engaged with history and the struggle for social justice both in South Africa and abroad.

ACTIVIST SEMINAR

EE staff and youth leaders went to Franshoek for a weekend to learn about library and information services (LIS) in SA. Academics, board members and other friends of EE attended. This seminar informed the plan for the campaign. Two other camps were held during the year at which the campaign was discussed.

OVER 20,000 SCHOOLS DO NOT HAVE FUNCTIONAL LIBRARIES. THESE SCHOOLS ARE ATTENDED BY CHILDREN WHO DO NOT HAVE BOOKS IN THEIR HOMES.



Thembelihle Library 2009

ASHLEY KRIEL MEMORIAL LECTURE

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

Good Evening Vice Chancellor O'Connell, friends and comrades.

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

I was never interested in politics or history. Being exposed to the rich history of this country and realising that there were other young people back then who fought for the rights and freedoms we have now, made me realise that the constitution is there, its up to us as young people of today to utilise it. I have realised that being poor, doesn't mean my education also has to be poor.

Ashley Kriel was a symbol of freedom for his time, and we, the Equalisers of Equal Education are a symbol for ours. In the face of apartheid violence, Ashley had to resort to the use of violence to bring about change. Today we are able to speak out about what affects our education, without breaking any law of this country. We are free to organise peacefully across class and racial lines, express our political views and join movements like Equal Education. Ashley's struggle is still alive and we as the Equalisers, intend to keep it that way. We are empowering the youth of today and letting them know that our freedom was fought for by people that were young like us. All that's left is to tell Government what our demands are for an Equal and better Education, and to work together to build it. Ashley and his comrades set the stage for us, now it's time for us to perform on that stage.

Equal Education is giving a chance for everyone to be involved in education, a privilege the youth of the Apartheid era never had. In the same spirit of the youth of Ashley's era, its up to us to ensure that the rights that we have don't

just remain on paper, but are realised. Being part of Equal Education has given me that platform to be involved in my education and to speak out about the issue of inequality in our schools today. At Equal Education I have found more than knowledge – but family through political bonds with those who share the same vision as I do.

Although our organisation was just formed last year, it has already tackled important issues like broken windows, learners late for school and recently, our biggest campaign so far, the struggle for a National Policy for school libraries. For example it is a fact that 93% of our public schools do not have a functioning library. This is a definitely a crisis. A library is a vital part of any system of learning.

I believe that education is the fundamental tool to reverse the inequalities created by the apartheid. Education in South Africa receives the largest slice of the budget, but the matric results of 2008 show that the poorer a school was, the worse its academic performance. This means the poorest schools nationally achieved an average pass rate of 50%, while the richest had an average pass rate of 85%. In my view, this country should have the best performance based on how much Government spends on education. The numeracy performance for Grade 6 learners, in 2005 as assessed by the Western Cape Education Department, shows 64.5% of learners in schools previously called 'white' achieve the required standard for Grade 6, while on the same test, 5.3% of learners in schools previously called 'coloured' achieve it. In schools that used to be called 'black,' where most black youth go to school today, only 0.2% of learners achieve the standard. This shows that state is failing young people in this country. The whole idea behind education is to equip people with knowledge so that they can be responsible citizens. Being well educated in South Africa is not a privilege, it is a right.

Young people are involved in struggle all around the world. Black youth weren't the only ones affected by the Apartheid system in South Africa. It was normal for white youth to be forced to serve in the army in order to uphold Apartheid. A similar thing is happening in Israel where it is compulsory to



Olwethu 'Shakes' Matyesini

I JOINED EQUAL EDUCATION AT THE BEGINNING OF THIS YEAR, AND THROUGH ITS CAMPAIGNS, I'VE BEEN EQUIPPED WITH KNOWLEDGE ABOUT HOW THE EDUCATION SYSTEM WORKS, AND THE ACTIVISM SKILLS TO HELP TO IMPROVE IT.

join the army after finishing school to uphold Israel's power over the Palestinians. This should not be so. My comrades from Israel, the Shministim, are symbols of freedom. They have given me courage. They went up against the army and we are up against nothing! It is only for us to act! I am standing here in front of you this evening, discussing the fate and the future of this country's education, something I never dreamed I would do, looking at my financial background. On behalf of the Equalisers, I urge everyone here to join us in our long journey of fighting for better education in this country. With unity we strive for Equality.

Finally, I want to leave you with a quote from my fellow comrade, Siyasanga Qomoyi's poem. She says: "The power within me is the power within you - the force to conquer all can only be solidarity."

MEET THE MEMBERS

KATE CHIUCCHINI interviews three of EE's young leaders.

Ntuthuzo, Siyasanga and Nokubonga are all leaders in Equal Education (EE). They joined the youth group during their final years of high school, and have since graduated from being 'Equalisers' to being 'Equal Educators'. Talking to them gives one a great sense of the individual and collective potential of the Equal Education as a movement.



NOKUBONGA RALAYO (NR) has been a member since late April, 2008. She is currently participating in EE's gap-year program, meaning she is taking a year in between completing Grade 12 and applying for university to work at EE as a full-time member of the organisation, whilst receiving tutoring and assistance in applying for further studies.



SIYASANGA QOMOYI (SQ) joined EE in 2008 when she was in Grade 11 at Lublaza High School. She is currently in her first year of Social Work at the University of the Western Cape, and is still an active member at EE.



NTUTHUZO NDZOMO (NN) has been a member of EE since 2008. He first joined as a high-school student at Esangweni, and is currently a facilitator for EE's grade 10's. Having matriculated in 2008 he now studies Retail Business Management at Cape Peninsula University of Technology.

NN: "I became a member of Equal Education in 2008 after one of the organisers, Lwandiso Stofile, informed me of the organisation and its mission. He told me he would like people like me to join and to attend one of the youth meetings. I initially came to one meeting, and became interested in EE. At that time EE was going around Khayelitsha donating clothes and food for the xenophobia survivors, and I was surprised and shocked, in a good way, that an organisation would do something like this."

SQ: "I heard about EE from my best friend, who was starting to recruit people from our high school. There was a meeting on Thursdays for every grade, and I was invited into the Youth Group. After that, I began to go to regular meetings where we would read about activists from the past, what made them activists, and what they believed in."

NN: "I started to attend more meetings around the time when EE was beginning the Fix Our Schools Campaign to fix broken windows. I had been involved in so many organisations while I was in school, and I had never seen one able to do things for the community like EE. Many organisations only speak about things and do not try to implement the ideas that they have."

SQ: "Through interactive activities I got to know about how the education system is and how to improve it. Before EE, I wasn't really aware of situations around me or why education was so important. They helped me to become more enlightened about being an activist myself. I learned how to be a critical thinker, about working with people and dealing with issues in different ways. I was able to improve my public speaking."

NR: "At one of my first EE meetings I was introduced to the word 'activists.' When EE members were talking about activists I didn't really know exactly what that was, so I looked it up in the dictionary. It said, "People who fight to bring change with energy." The confidence that I had never noticed in myself before I became a member of EE was growing up at this time, and I wanted to share my views. I learned how to talk to people and to voice my opinion as I had never done before. I was made into a strong woman who can fight for herself and those who cannot fight for themselves. I learned to bring hope by taking action, by being informed, by being organised, and by singing."

NN: "EE opened my mind to the problems in Khayelitsha facing our schools. People were trying to ignore these issues, and they opened my eyes as a learner to what was going on in my own school. This got me thinking. I would see other organisations holding illegal marches, then EE held a legal march with no violence that I was able to be part of. I was shocked that this was possible, and it got me more interested in their methods. I decided to devote more of my time to the organisation. EE has educated me in so many ways because I am able to analyse and research. I now read newspapers regularly because of EE, and I know what is happening around South Africa. EE has motivated me to be proud of my country and to want good things for my country."



FINANCIALS

Balance sheet at 31 December 2009

	31 Dec 09 R	31 Jan 09 R
ASSETS		
Non-current assets	123,239	81,237
Property, plant and equipment	123,239	81,237
Current assets	406,168	1,680,434
Other receivables and prepayments	2,453	33,002
Bank and cash balances	403,715	1,647,432
Total assets	<u>529,407</u>	<u>1,761,671</u>
EQUITY AND LIABILITIES		
Equity	309,689	100
Accumulated surplus	309,689	100
Current liabilities	219,718	1,761,571
Trade and other payables	209,621	111,683
Grant received in advance	10,097	1,649,888
Total equity and liabilities	<u>529,407</u>	<u>1,761,671</u>

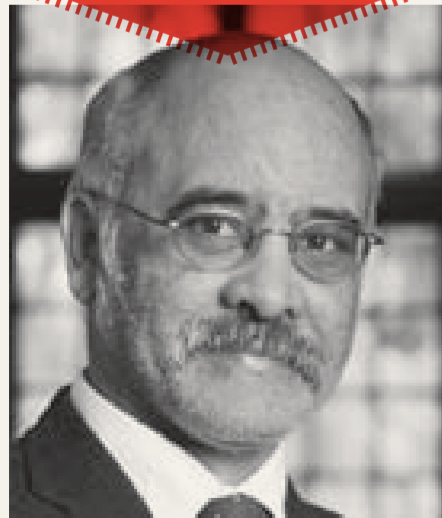
Income statement for the period 1 February 2009 to 31 December 2009

	31 Dec 09 R	31 Jan 09 R
Income	3,620,656	1,066,653
Other income	22,054	9,200
Total income	<u>3,642,710</u>	<u>1,075,853</u>
Operating expenses	3,333,121	1,075,753
Net surplus	<u>309,589</u>	<u>100</u>

EQUAL EDUCATION BOARD

CRAIN SOUDIEN

Professor Soudien is Acting Deputy Vice Chancellor at the University of Cape Town. Previously he was head of the School of Education at UCT. His interests include sociology of education, race, class and gender; policy shifts in education; museum and heritage education. To date, Soudien has published 58 journal articles and 55 book chapters. He is the founder of the Southern African Comparative and History of Education Society. He is a member of the American Educational Research Association, and was the president of the World Council of Comparative Education Societies in 2007. In 2008, Crain was a committee member for the Ministry of Education's Teacher Education Advisory Committee, and chair of the Ministerial Review Committee into transformation in higher education.



ZACKIE ACHMAT

CHAIRPERSON

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



PELIWE LOLWANA

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



MOSES MASITHA

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



NATHAN GEFFEN

Nathan Geffen holds a Masters Degree in Computer Science from UCT. He joined the Treatment Action Campaign (TAC) in 2000 and has since served as its National Manager and Director of Policy, Communications & Research. He is presently Treasurer of TAC. In his position as Director of Policy, Communications & Research, Nathan oversaw all TAC publications, the development of its advocacy around medicines, and the development of materials for mass public education on HIV. His activist interests have included Zimbabwe, Palestine/Israel and the rights of foreigners.



NTOMBESIZEWE MKONTO

Ntombesizewe Mkonto is the current chairperson of the EE Youth Group Leadership Committee. She is in Grade 12 at Wynberg High School.



MARY METCALFE

OUTGOING CHAIRPERSON

Professor Metcalfe has left the EE Board due to her position as Director General: Higher Education in the new Department of Higher Education and Training. We include her here because she served as a board member for a large part of 2009. She was Dean of the Faculty of Education at Wits University. She was previously MEC for Education in Gauteng, and Deputy Speaker of the Gauteng Provincial Legislature. During this time, she was a member of the ANC PEC in Gauteng. Prior to democracy she worked on education policy for the ANC. She has a history of activism with the Black Sash, Detainees' Parents Support Committee and the National Education Crisis Committee, amongst other organisations. Mary is a qualified teacher and has worked in teacher training.



PAULA ENSOR

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



DORON ISAACS

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



EE STAFF

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

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

COORDINATION



**DORON ISAACS,
COORDINATOR**

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



**KATE CHIUCCHINI
PERSONAL ASSISTANT**

Kate grew up in New York and went on to receive her BA in Sociology from Vassar College in 2008. She is responsible for office organization, assisting with fundraising, and general administration.



**ILAN STRAUSS
PERSONAL ASSISTANT**

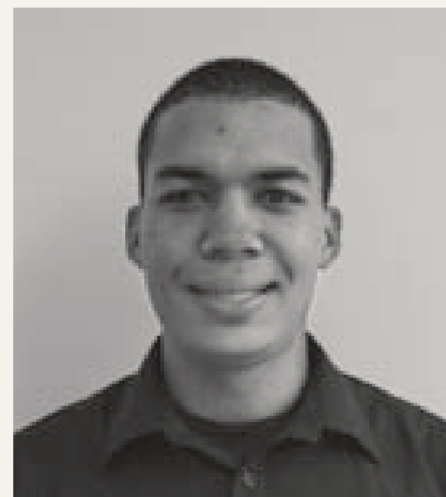
Ilan grew up in Cape Town and graduated from UCT with an Honours degree in Sociology. He assists with correspondence and overall coordination.

POLICY COMMUNICATION & RESEARCH (PCR)



**YOLISWA DWANE,
HEAD OF DEPARTMENT**

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



**DMITRI HOLTZMAN,
PARLIAMENTARY LIAISON
OFFICER**

Dmitri grew up in Pretoria and attained a BA degree in Law and English Literature at UCT, followed by an LLB at UWC. He organized the relaunch of the Street Law Project, and has chaired SLSJ. As EE's Parliamentary Liaison Officer he makes written and oral presentations to Parliamentary committees and engages with MPs on the work of EE.



**SHEHNAZ CASSIM-MOOSA,
SENIOR RESEARCHER**

Shehnaz grew up in Stanger in KwaZulu Natal and went on to complete a Film, Media and Visual Studies degree at UCT, as well as a diploma in African Studies and Honors in Justice and Transformation. She then received a Master's degree in Development at the University of London, School of Oriental Studies. She is presently researching the question of financing and resources for education.



**WANDE OLUIDE,
OFFICE MANAGER**

Wande grew up in Winnipeg, Manitoba, Canada, and went on to receive a BA in Political Science and European Studies at the University of New Mexico. She is currently acting as the assistant to the head of the PCR department, as well as the Office Manager where she is responsible for overall organization in the office.



**BRAD BROCKMAN,
RESEARCHER & EDITOR**

Brad grew up in Cape Town, and matriculated at Westerford High School. He has a BA in History and Politics, and Honours in History, during which time he focused on the history of anti-apartheid struggle, including armed struggle, in Bonteheuwel. Brad's previous work was at the Institute for Justice and Reconciliation.

ADMINISTRATION



**MICHELLE ADLER,
HEAD OF DEPARTMENT**

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



**LUMKILE ZANI,
SENIOR ADMINISTRATOR**

Lumkile grew up in Alice, Dimbaza, Zwelitsha and East London. He completed school at KwaMfundo High School in Khayelitsha. He studied photo-journalism, and later became a chef. He handles administrative matters relating to campaigns and office work, particularly record keeping of membership, finances, supplies and contact lists.



**CILIA NGUBO,
JUNIOR ADMINISTRATOR**

Cilia was born in Mount Fletch, in the Eastern Cape. She grew up in Cape Town and attended Sinako Secondary School. As the Junior Administrator she provides administrative support. She is also responsible for the weekly staff lunch.

CAMPAIGNS & ORGANISING



LUKHANYO MANGONA

Likhanyo grew up in Mxaxo in the Eastern Cape, and completed High School at Bulumko High School in Khayelitsha. He has a background in the mining industry where he worked as a Mineral Processing Technician, and has always provided academic support to high school learners.



**ZINGISANI NKANJANI,
SENIOR ORGANISER**

Zingi grew up in the Eastern Cape and finished school at Esangweni High School in Khayelitsha. He has previously worked with the Planned Parenthood Association of South Africa and the Treatment Action Campaign.



RICHARD CONYNGHAM

Rich grew up in KwaZulu-Natal before heading down to Cape Town where he graduated with a degree in Politics, Philosophy and Economics at UCT. He went on to complete an Honours and Masters in English Literature at UCT and Cambridge. In late 2009, Rich joined EE's PCR department to co-write the School Libraries Costing Paper. Currently, he is coordinating The Bookery.

YOUTH



**JOEY HASSON,
HEAD OF DEPARTMENT**

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



**NOKUBONGA YAWA,
HEAD OF GRADE 8 YOUTH
GROUP, KHAYELITSHA**

Nokubonga grew up in Nyanga, Cape Town. She is a presenter on "Siyanqoba Beat It" on SABC, and a well-known youth leader on HIV/AIDS and gender struggles. As head of the Grade 8 youth group she plans and runs weekly activities for the members.



**LUZUKO SIDIMBA,
GAP-YEAR COORDINATOR**

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

YOUTH GROUP LEADERS



**DANIEL MACKINTOSH,
HEAD OF GRADE 9 YOUTH
GROUP, KHAYELITSHA**

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



**GABI ELTE,
HEAD OF GRADE 10 YOUTH
GROUP, KHAYELITSHA**

Gabi grew up in Sea Point, Cape Town. She has an architecture degree from UCT, and is now studying Maths and Economics.



**ADAM SACK, HEAD OF
GRADE 11 AND 12 YOUTH
GROUP, KHAYELITSHA**

Adam grew up in Constantia, Cape Town. He has a Bachelors of Social Sciences in Economics and Politics from UCT, and is presently studying Law. He was General Secretary of Habonim in 2008.



**EMILE ENGEL,
HEAD OF YOUTH GROUP,
BONTEHEUWEL & ATHLONE**

Emile grew up in Athlone, Cape Town. He has a history of youth leadership experience in organizations such as Face-to-Face and React.



**DANIEL LINDE,
HEAD OF YOUTH GROUP,
KRAAIFONTEIN**

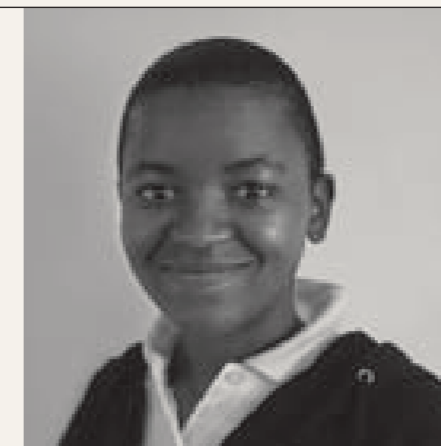
Daniel grew up in Cape Town and attended Herzlia High School. His undergraduate degree was a PPE at UCT, and he is presently studying Law. He was the General Secretary of Habonim in 2009. He is also a volunteer coordinator of the Coalition to End Discrimination (CoED).



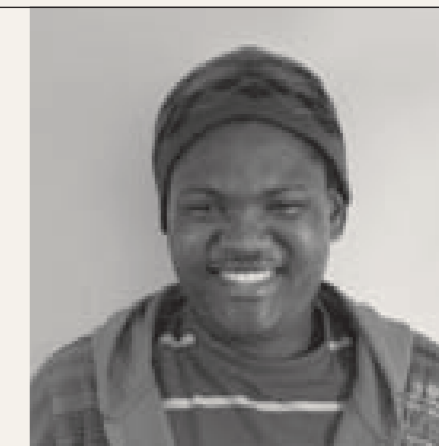
**TANDO SISILANA,
EQUAL EDUCATOR**

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

YOUTH GROUP FACILITATORS



PHARIE SEFALI



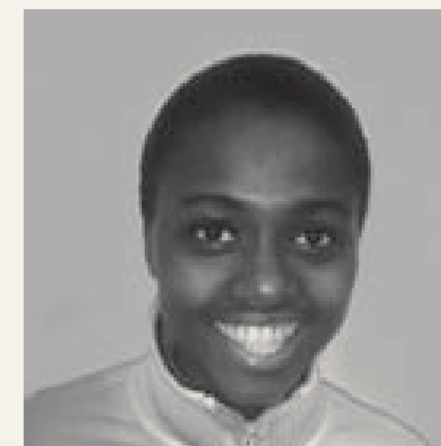
NTUTHUZO NDZOMO



PORTIA NYOKANA

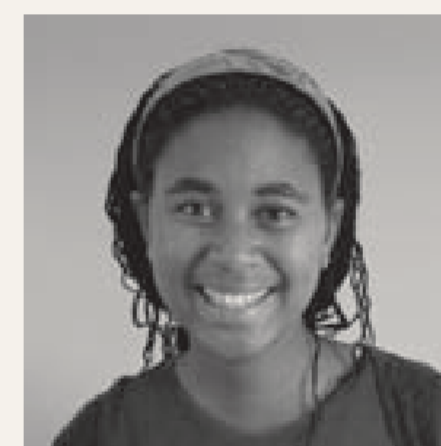


LWANDO MZANDISI



ZUKISWA VUKA

GAP YEAR INTERNS



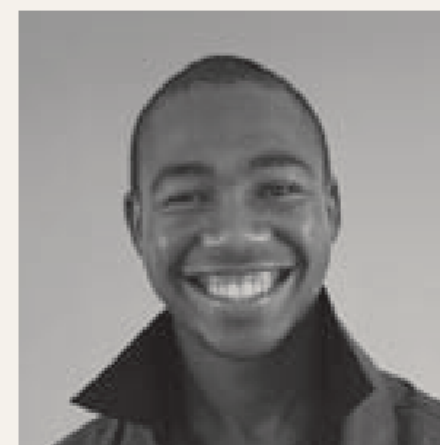
LINDA MBALI



NOKUBONGA RALAYO



ZANETHEMBA ELENI



ASANDA MANKAYI



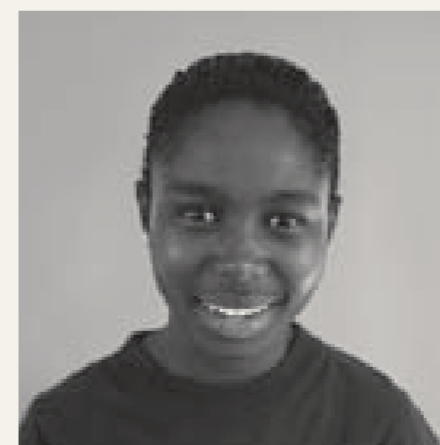
NOMZEKELO MARALA



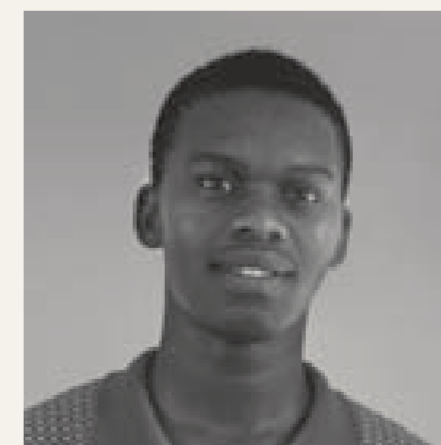
THOBILE NELANI



ZUKO XHALISA



NGAWETHU BOKUVA



NKOSINATHI DAYIMANI



ZINTLE MAKOBA

TRIBUTE TO A COMRADE

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

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

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



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

LEADERSHIP COMMITTEE

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

<i>BERNADINO-HEIGHTS</i>	Dolly Tebele Thembakazi Nkupane
<i>BULUMKO HIGH</i>	Awiwe Sothi Kwanele Mbelane
<i>CHRIS HANI HIGH</i>	Mnoneleli Ngubo Zizipho Tyuku
<i>ESANGWENI HIGH</i>	Anita Mjamba Sibusiso Ndidika
<i>HAROLD CRESSY HIGH</i>	Akhona Sojola Qhayisani Dlakana
<i>HARRY GWALA HIGH</i>	Sibusiso Nkosi Ayapha Msuthwana
<i>HECTOR PETERSON</i>	Aphiwe Dinwa Mzoxolo Falatsha
<i>KWAMFUNDO HIGH</i>	Sanele Mboyeka Yolanda Mbenya
<i>LUHLAZA HIGH</i>	Sizeka Marala Vuyiseka Maswazi
<i>MANYANO HIGH</i>	Onelisa Steans Luncedo Mtotywa
<i>OAKLANDS HIGH</i>	Nontsikelelo Dlulani Shanley Philemon
<i>SINAKO HIGH</i>	Sabelo
<i>SPHAMANDLA HIGH</i>	Masivuye Nohashe Vuyolwethu tsheke
<i>WYNBERG HIGH</i>	Ntombesizwe Mkhonto
<i>ZOLA HIGH</i>	Mkhanyisi Mrawusi

EE WOULD LIKE TO THANK THE FOLLOWING PEOPLE:

GENERAL THANKS:

Caroline Madzhie, Mona Niemand, Samuel Mfenyane, Rosie Campbell, Lucilla Blankenberg, Vuvu Mangela, Oriana Tshabalala, Jack Lewis, Shelagh Gastrow, Rev. Marala, Christine Downton, Yousuf Gabru, Rob Peterson, Prof. Genevieve Hart, Prof. Bram Fleisch, Lou Knutson, Peter Broster, Andreas Spath, Taxi owners and taxi drivers of Khayelitsha and Kraaifontein, Alide Dasnois, Lesley Byram, Habonim Dror Southern Africa, Treatment Action Campaign (TAC), Mandla Majola, Social Justice Coalition (SJC), Angy Peter, Kira Schlesinger, SOSAC, Farouk Abrahams, Nomalanga Mkhize, Gerald Kraak, Hugh McLean, Svetlana Batrak, The Western Cape Education Department, Melvyn Caroline, Verna Struurman, Pauline Oliver, UCT Law School, FAMSA, COSATU, SADTU, NAPTOSA, Arthur & Lorraine Chaskalson, AIDS Law Project, Legal Resource Centre, Mark Keane, Gillian Benjamin, Cookie Isaacs, Taffy Adler, Geoff Budlender, Mary Metcalfe, Monde Nuglwana, Imam Rashied Omar, The New York Times, Mrs. Mbuyi Hlomela (Thembelihle High School), Mr. Bell (Salt River High School), Design for Development, Vuyiseka Mangele, Jack Lewis, Ilse Fredricks, Radio Zibonele, CMT, Sitsha Family, HakiElimu, Lumkile Sizila, Dalli Weyers, Helen George, Rose Damon, Khosi Mabandla, Mary Nassimbeni, Sindiwe Magona, Gcina Mhlophe, Nadine Gordimer, Peter Henshall, Nkosinathi Mahala, Vuyiseka Dubula, Elinor Sisulu, Prof Njabulo S Ndebele, JM Coetzee.

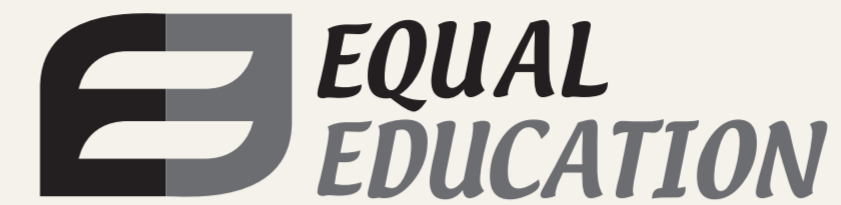
VOLUNTEERS:

Thanduxolo Sisilana, Andile Mhanbi, Sean "Leechy" Feinberg, Desiree Tucker, Patrick Bourke, Doerte Doering, Jeronimo Maradiaga, Bonginkosi Sisulu, Pamela Hiti, Phumza Hiti, Dineo Malusi, Amanda Hiti, Dineo Sefali, Nolubabalo Mkwambi, Thembinkosi Sicinya, Aidyn Breiter, Sakina Grimwood, Yana Van Leeve, Suzanna Pramanik, Karabo Klaas Monatasi, Phumza Mhlungwini, Zuko Phantsi, Vusumzi Matola, Zukiswa Ndingose, Siviwe Mhlonyane, Myolisie Gama, Louis Fourie, Robbie Milan, Dalli Weyers, Katie Lamond.

MAJOR FUNDERS:

Atlantic Philanthropies
Open Society Institute
Heinrich Boll Foundation

The Claude Leon Foundation
HCI Foundation
The Brad Foundation



...A BIG THANK YOU TO ALL THE PRINCIPALS, TEACHERS, PARENTS & LEARNERS OF KHAYELITSHA, KRAAIFONTEIN AND OTHER SOUTH AFRICAN SCHOOLS.

CAMPAIGN FOR SCHOOL LIBRARIES PARTNERS:

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

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

EQUAL EDUCATION ANNUAL REPORT

2009



CONTACT DETAILS

OFFICE Washington Square, Capital Drive, Thembokwezi, Khayelitsha
POSTAL PO Box 40114, Elonwabeni, 7791
TEL 021 387 0023
FAX 0865 169 396
EMAIL info@equaleducation.org.za
WEBSITE www.equaleducation.org.za

EQUAL EDUCATION

Registered S18A(1) Public Benefit Organization (PBO) (Exemption Number 930 027 221)
Registered Non-Profit Organization (NPO) (Registration Number 068-288-NPO)

