

INEQUALITY

EQUAL EDUCATION IS A MOVEMENT OF
**LEARNERS, PARENTS, TEACHERS
& COMMUNITY MEMBERS**



WHAT WE DO

- EE collectively identifies **systemic and localised** problems affecting the quality of education being provided to learners throughout South African schools and then undertakes strategic actions to remedy these identified problems.
- **Issues** of inequality in education are addressed through public action and advocacy using mass mobilisation and traditional and new media to build public pressure on the relevant stakeholders to address problems.

POLICY AND GOVERNMENT ENGAGEMENT

- Policy engagement and research is also a significant aspect of our work.
- Issues are analysed deeply in order to be able to make effective recommendations for improvements, and submissions on various government processes and documents are made to both the legislative and the executive branches of government regularly.
- When appropriate EE uses legal interventions through its strategic partner the Equal Education Law Centre to secure learners rights.

POWER LIES IN MASS MOBILISATION



INEQUALITIES FOUND IN THE EDUCATION SECTOR

- EE has identified some of the following inequalities in the South African education system
 - Resource Allocation (quintile system)
 - School Infrastructure
 - Sanitation
 - Safety and Security
 - Curriculum (decolonisation of the schooling curriculum)
 - Early Child Development

SOCIO-ECONOMIC INEQUALITY

- Education performance in South Africa remains strongly aligned with socio-economic status. The education system continues to reward those who have had a solid pre-school and foundation phase teaching, and fails those who due to poverty had an inadequate primary schooling.
- Young women are more vulnerable to unemployment than young men, and youth in rural provinces with fewer economic opportunities are also more likely to be unemployed. Unsurprisingly, race is still an important factor for employment: based on 2015 figures, just over 40% of black youth were unemployed, compared to only 11% of white youth.

QUINTILE SYSTEM

- Q1 schools : None Fee paying : Rural/Township
- Q2 schools : None Fee paying
- Q3 schools : None Fee paying
- Q4 schools : Fee paying : Former Model C
- Q5 schools : Fee paying

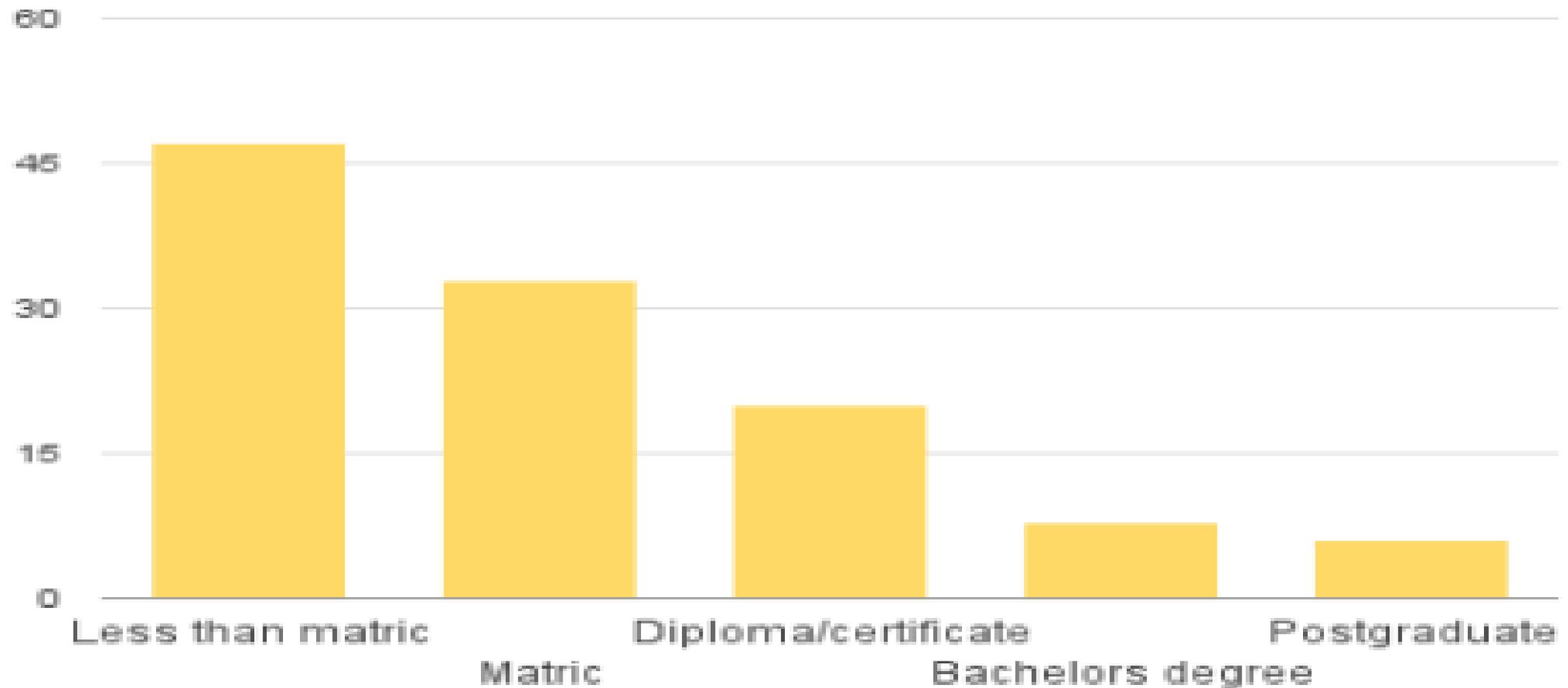
QUINTILES AND SOCIO-ECONOMIC INEQUALITY

- Matric 2016 :
 - Of the **134 409** learners from **quintile 1** schools who wrote the final matric exams, **83 954** achieved Bachelor passes.
 - In contrast, **96 600 quintile 5** learners wrote, but produced **88 967** Bachelor passes.
 - The same trend can be observed in the 2015 results, where **139 127 quintile 1** learners wrote the matric exams, and produced **85 663** Bachelor passes. In contrast, **100 582** quintile 5 learners resulted in **91 290** Bachelor passes.
- In both 2016 and 2015, the Bachelor pass contributions of the quintile 1 and quintile 5 schools were inversely proportional to the number of learners writing the exams.

LINKS TO UNEMPLOYMENT

- Many of these young people move into unemployment when they leave the basic education system.
- Using a broad definition of unemployment, youth unemployment (here defined as between ages 15 and 34) in the third quarter of 2016 was 48,6%. This is spread unevenly across different ages: the unemployment rate for people of ages 15-24 (not counting those in education) was a shockingly high 65,5%. |

Broad unemployment rate for youth aged 25 to 35 by highest level of educational attainment (%)



OBSTACLES TO PROGRESS

- There is **persistent overinvestment in Grade 12** when the largest investment is needed in the early school grades.
- The consequence of poor quality early childhood development, and poor quality foundation phase education, is that the opportunity to reduce learning gaps and develop the potential of children, irrespective of their home background, is lost.
- Children acquire learning deficits in the early grades. This is the root of underperformance in the later grades.
 - These are largely seen in your schools falling under the no fee paying schools.

SCHOOL INFRASTRUCTURE



Collapsed roof at Mjanyelwa JSS : Bizana

PLANNING TO FAIL : SCHOOLS IN THE EC

- In November 2016, Equal Education (EE) visited schools across seven districts in the Eastern Cape, investigating government's compliance with the Regulations relating to Minimum Uniform Norms and Standards for School Infrastructure, its legally binding commitment to fix all schools.
- The first deadline fell on 29 November 2016. The DBE confirmed it would fail to meet the first three year deadline stipulated by law, but maintained both that its best efforts had been made, and that there had been significant progress: remaining backlogs were apparently small. While EE celebrates every new school as a victory in the campaign to fix our schools, what we found in the Eastern Cape were crisis conditions.
- We visited schools with appalling infrastructure. Some were completely made of inappropriate materials or had no access to water or electricity.

MINIMUM NORMS AN STANDARDS

- In three years :
 - All schools entirely made of inappropriate materials such as mud, asbestos, metal or wood must be replaced by new schools.
 - Schools with no access to 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.

FINDINGS

- In total, **17 of the 60** schools we visited constitute an outright violation of the three year deadline.
- In other instances, government has done the bare minimum to comply with the law, and has shown contempt for the spirit of the law. Where development has occurred, it frequently takes place in narrow ways which avoid breaking the law, but also avoid meaningfully providing basic services as is actually required. Some schools have been electrified only in the administration block; plain pit latrines are often provided as the only access to sanitation, with unacceptably high learner to toilet ratios.
- These 60 schools do not just represent individual cases of failure. Rather, they illuminate the depth of systemic failure in Eastern Cape education

AMATOLAVILLE PRIMARY SCHOOL

Area	Stutterheim
Norms and Standards violation	Technically none: while there are several classrooms made of zinc and wood, which are inappropriate materials, there are also classrooms made of brick.
Number of pupils	866
Number of teachers	24
Teacher: learner ratio	1:36
Number of learner toilets	11
Number of working learner toilets	7
Toilet: learner ratio	1:79
Working toilet: learner ratio	1:124
Toilet type	Flush
Water supply	Municipal and rainwater harvesting, reliable.
Electricity supply	Grid connection, reliable.

THE WAY FORWARD...

- In the quest to build a capable State, we urge the DBE to focus on prioritising the urgent need to improve teaching and learning conditions.
- To ensure that schools across the country are on equal footing....we urge the department to meet the deadlines stipulated in the Minimum Norms and Standards .
- EE's current work includes examining whether Minister Motshekga's crucial acknowledgement on early learning is backed by a coherent and strong policy framework, the necessary capacity within the DBE, and appropriate remedial action.
- Equal Education strongly believes that neglecting Africa and African knowledge, perpetuates the culture of colonialism and oppression. The curriculum review process as a step in restoring the dignity of the African people and we hope that the DBE will undertake this process with zeal and careful planning.
- Public participation