

ANNUAL REPORT

2021



EELC

EQUAL EDUCATION
LAW CENTRE

MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES



2021 marked the 25th anniversary of South Africa's 1996 Constitution. Despite the transformative aspirations of our Constitution, and its entrenchment of the right to basic education as 'immediately realisable', deep educational inequality persists in our country. This inequality is evident both in the shocking levels of inequality between schools in terms of their resources and in the sharply unequal educational outcomes that are produced by different schools. Of deep concern is the fact that educational inequality continues to entrench patterns of racial and class inequality in our society, patterns that the Constitution explicitly seeks to eradicate.

This challenging environment makes the work of the Equal Education Law Centre of fundamental importance. Over the last nine years, EELC has made substantial contributions both through its litigation programme and through its research and policy work to seeking to ensure the fulfilment of the right to basic education.

During 2021, the COVID-19 pandemic continued to disrupt education in South Africa severely. Unfortunately, the pandemic appears to have reinforced and deepened existing patterns of inequality through school closures, lost learning time and budget reallocations. These impacts have been a major focus of the work of the EELC in 2021 and the dedicated efforts of the EELC team have resulted both in landmark judgments and in facilitating access to educational justice for hundreds of individual families. The Board is proud of the work that the EELC team has undertaken this year. Although we also know that there is much more to be done.

The Board of EELC is pleased to note that the EELC is in a good position organisationally. It is fortunate to have dedicated and principled leaders in Tshego and Robyn and an excellent team of

committed lawyers. On behalf of the Board of Trustees, I should like to thank Tshego and Robyn for their wisdom and leadership in 2021 and also to thank the team for their work and for the resilient manner in which they have addressed the challenges of the last year.

In line with the Board's commitment to member rotation, three of our longstanding Trustees stepped down at the end of December 2021. I would like to express our sincere gratitude to Janice Bleazard, Ursula Hoadley and Ntshadi Mofokeng for their wisdom, leadership and invaluable support over many years. Whilst it is always hard to say farewell to board members with whom we have worked so closely, we recognise that change is an important part of healthy governance. Accordingly, we are delighted to welcome Sisesakhe Ntlabezo to the board. Sakhe brings both deep experience in the education sector and a passion for the work of the EELC.

Finally, I should like to record the Board's thanks to all EELC's partners and its generous and supportive funders. We know they share EELC's commitment to the constitutional vision of building a society based on democratic values, social justice and fundamental human rights.

Kate O'Regan

MESSAGE FROM THE EXECUTIVE DIRECTOR

The end of 2021 marked the second year of the COVID-19 pandemic. A pandemic which found an education system which was characterised by great inequality, and haunted by the legacy of apartheid. The end of 2021 also marked 21 months of schools, mostly in under resourced and working-class communities continuing to use rotational timetabling resulting in significant learning losses. Our response and work during this time has been crucial in ensuring that the gains made towards realising the promise of an unqualified and enforceable right to basic education contained in Section 29 of our Constitution were not lost.

Despite the many challenges which the pandemic brought with it, our team of activist lawyers continued in their unwavering passion and commitment to bring about equal and quality basic education in South Africa.

We continue to deeply believe in community lawyering as a means of realising access to education justice for grassroots communities. As a result of this dedicated commitment, our daily education law clinic assisted 545 clients- its highest number since the EELC's inception and a 60% increase from the number of clients who we assisted in 2020!

In addition to the significant impact above, we litigated 11 active strategic cases which contributed towards the development of strong jurisprudence aimed at developing the content of the right to basic education.

In 2021, the EELC through its research expertise developed significant research pieces including a comprehensive report which provides an assessment of the implementation of an inclusive education in South Africa over the past 20 years.

I would like to thank our Board of Directors which continues to provide us with strong guidance and leadership. Their commitment to the work of the EELC is invaluable. My leadership of the EELC is significantly supported by my Deputy Director, Robyn Beere who I would also like to thank for her consistent support and leadership of the organisation.



To our team of activist lawyers, this annual report is a reflection of your hard work and dedication to the thousands of learners in South Africa who your work impacts. I continue to enjoy creating and dreaming with you. The work represented in this annual report would also not be possible without the ongoing support of our funders.

As we look back to 25 years of our constitution and 9 years of the EELC's existence, I am hopeful for the years ahead and that the work which we do will continue to give meaning to the right to basic education contained in our constitution and that in time it can truly be said to be one which is 'immediately realisable'.

Tshego Phala

ADVANCING EDUCATION JUSTICE

ABOUT THE EELC

Founded in 2012, the EELC is a public interest law clinic working to further the struggle for education justice in South Africa. The EELC aims to promote inclusive, equitable, adequately-resourced and high-quality education in South Africa through the provision of specialised legal services and advice, having particular regard to the needs of socially and economically disadvantaged persons.

HOW WE WORK

The EELC's formation was borne out of a recognition of the crucial link between legal advocacy and social mobilisation. In particular, the EELC uses a combination of community lawyering, movement lawyering, and research and advocacy to achieve its aims.



COMMUNITY LAWYERING

Central to the work of the EELC is advancing access to justice through the provision of advice and legal services to marginalised individuals and communities. The EELC runs a specialist education law clinic, providing legal empowerment and advice to clients nationally. The EELC also runs a series of community-based workshops on education law and constitutional rights across the country.



MOVEMENT LAWYERING

The EELC provides legal support to, Equal Education (EE), a democratic social movement of parents, teachers and high school learners (known as Equalisers). As movement lawyers, the EELC provides legal advice and support, including but not limited to strategic litigation, to further EE's campaigns for equal and quality education.



RESEARCH AND ADVOCACY

The EELC uses legal research and advocacy to advance the right of access to education. This is done through initiating and participating in advocacy activities around key issues in education, monitoring national and provincial legislatures, and making submissions on draft education legislation and policy. The EELC also publishes research reports to advance knowledge and support advocacy in the education sector.

THEMATIC FOCUS AREAS FOR 2021

Impact of COVID-19 on education

Early childhood development

Discriminatory practices in schools

Inclusive Education

Learner support

Admissions

Private actors in education

Sanitation and infrastructure

Transport

Regulating under performing schools

RESPONDING TO COVID-19 IN 2021

During 2021, the EELC has continued to respond to urgent and emerging issues relating to the impact of the COVID-19 pandemic on the education sector. This has been achieved through extensive collaboration with various education justice and children's rights advocacy organisations, government, learners and parents.

Some of the key areas of our work in this regard are:

» Regulatory framework for COVID-19 and education

The EELC, has engaged with the Department of Basic Education ("DBE") making recommendations on the many amendments made to Directions relating to issues such as rotational timetabling, exemption from attending school and resumption of activities. Following from these engagements with the DBE, including the submissions of proposed amendments, revised Directions were published periodically, reflecting substantial changes in line with our recommendations.

During 2021, we corresponded with the DBE around their purported risk adjusted strategy in an effort to properly understand its formulation and implementation, this ultimately resulted in the EELC hosting a meeting with the DBE in an effort to properly interrogate the implementation, and efficacy, of the DBE's risk adjusted strategy. This fruitful engagement fostered improved open engagement with the DBE and a better understanding of the strategy which we hope will lead to more coordinated responses to any resurgence of increased COVID-19 infection and curb lost learning time.

» Rotational timetabling and learning losses

In July 2021, the Ministerial Advisory Council held that *"the harms of learners attending school on a rotational basis – specifically the severe cognitive, nutritional, and psychosocial*

costs – exceed the benefits of reduced COVID-19 infections from smaller class sizes" and recommended that all primary school learners return to school fulltime even if they are unable to maintain social distancing measures.

Despite this, the DBE released directions which required schools to continue maintaining social distancing of 1m within schools thus resulting in the majority of schools being unable to return to fulltime attendance due to pre-existing overcrowding and insufficient infrastructure.

In attempting to address this and advocate for access to education for all learners, EE and the EELC released a joint media statement in July 2021 calling on the DBE to take active steps to mitigate against losses being experienced by learners as a result of rotational timetabling. In addition, various correspondence and PAIA applications were sent to the DBE seeking their plans which were required to be in place in order to facilitate a return to fulltime attendance.

Other aspects of COVID-19 that we have engaged on with the DBE, provincial education departments, and other education and children's rights organisations include:

- » Rising learner drop-outs;
- » Monitoring the implementation of the National School Nutrition Programme as per the 2020 North Gauteng High Court Order;
- » Advocating for the release of the learner pregnancy policy given the rise in learner pregnancies post COVID; and
- » Advocating around the government vaccine programme for teachers



COMMUNITY LAWYERING



School fee and fee exemption related matters were also among the highest number of matters received during 2021

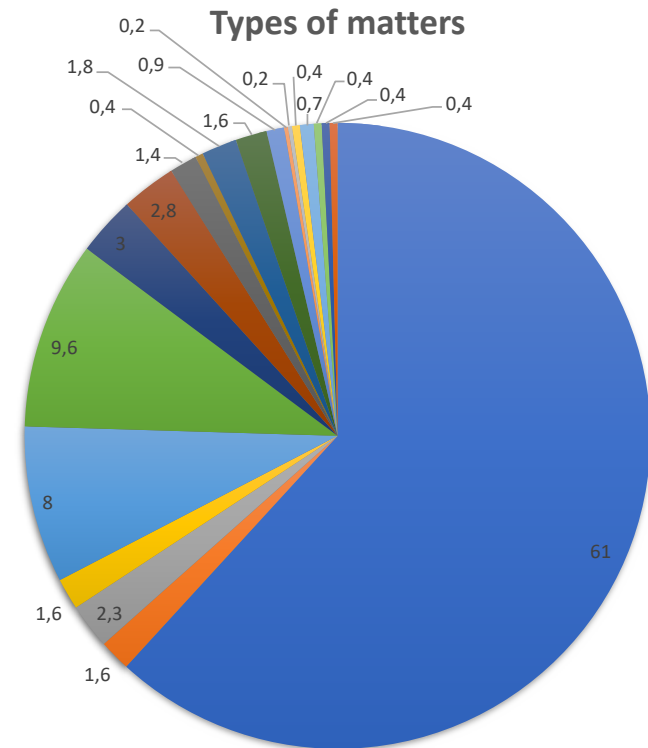
ADVICE CLINIC

The EELC education law clinic received the most queries in 2021 since our inception. 545 queries were received from learners, parents, school governing body members as well as educators via email, Facebook, Twitter and by telephone. This equated to a 60% increase of matters from 2020.

The majority of matters received over the course of 2021 involved admission to schools, with, in some cases, entire communities approaching the EELC for assistance in securing placement for their children. School fee and fee exemption related matters were also among the highest number of matters received during 2021, with many parents approaching us seeking assistance with cases where schools, both public and private, made use of irregular or unlawful practices when collecting outstanding school fees.

IRREGULARLY EXPELLED LEARNER REINSTATED

During May 2021, the EELC was approached by a client for assistance with a school fee exemption issue. This client had heard about us through her friend who we had successfully assisted previously. Client is a single parent, and sole financial provider, to three young boys - two of whom attend a public primary school. The school decided to award her only a partial fee exemption, which she was unable to afford. After assessing the client's financial information, the EELC was able to ascertain that the school had not calculated the fee exemption correctly and that the client in fact qualified for a full exemption. As a result, the EELC lodged an appeal with the HOD highlighting the discrepancies. The HOD investigated and found that the client did in fact qualify for a full exemption and recommended that the SGB reconsider their decision and grant the client a full exemption; which they duly did.



- Admission
- Promotion and progression
- Fee issues
- Governance
- Rationalisation
- Corporal Punishment
- Higher education
- Infrastructure
- NSNP
- Language policy
- Report / Transfer card
- LSEN
- Disciplinary
- Victimisation & Discrimination
- Private schools
- Educator related issues
- Transport
- Subject changes
- Rights
- Sexual abuse

Other matters included, learner victimization and discrimination; and unlawful and irregular disciplinary proceedings and corporal punishment.

FEE EXEMPTION SECURED FOR CLIENT

During September 2021, the EELC was approached by a parent seeking assistance in a matter where their child was expelled from school without the school holding a disciplinary hearing or discussing any disciplinary issues with the parents. We discussed disciplinary processes with the client, advised them of their rights, as well as the rights of the learner, in these processes, and advised the client of what steps to follow in approaching the school to address this situation. The client, empowered by the knowledge provided to her by the EELC, approached the school principal who acknowledged the error made by the school and immediately reinstated the learner into her class.

WORKSHOPS AND TRAINING

During 2021, the EELC has conducted 14 workshops with Equalisers, parents, EE staff, school governing bodies, law students and paralegals. We facilitated an online workshop for ECD practitioners on Bill Literacy ahead of the parliamentary presentations on the Children's Amendment Bill with 372 people attending from across the country.

CIVIL SOCIETY / STAKEHOLDER ENGAGEMENTS

As a result of engagements with the Community Advice Offices of South Africa (CAOSA) an MOU has been signed between the EELC and CAOSA

to provide regular and ongoing training and support to their Community Advice Offices across the country. Building our relationship with CAOSA will play a crucial role in being able to extend access to education justice for local communities in South Africa where the EELC does not have offices.



Building our relationship with CAOSA will play a crucial role in being able to extend access to education justice for local communities in South Africa.



MOVEMENT LAWYERING – LITIGATION

Movement lawyering remains at the heart of the EELC's work. Together with Equal Education, we have undertaken significant work during 2021 aimed at mitigating the impact of COVID-19 on the right to basic education.

#9 Million Meals

Following our successful court order in July 2020 aimed at ensuring that the National School Nutrition Programme (NSNP) continues during the National State of Disaster, EELC, Equal Education (EE) and Section 27 have closely monitored the provision of the NSNP through analysing the reports received from the Department and provinces in terms of the supervisory order. Despite the judgment handed down in 2020 that demanded that the State fulfil its responsibilities, the NSNP was failing to reach every qualifying learner. In July 2021 we went back to Court and the High Court ordered the DBE and provinces to develop new plans for the NSNP roll out, which are alive to the challenges rotational timetabling and lack of access to transportation to schools has on the provision of the NSNP to all qualifying learners. This court order is a reaffirmation of learners' rights to basic nutrition, basic education, equality and dignity.

In addition to our work on COVID-19 we also continued to support EE in a number of ongoing campaigns and cases:

#Justice4Michael- School Infrastructure implementation (Limpopo)

In 2020 and 2021, EELC continued to represent EE in the Limpopo High Court regarding an earlier structural interdict ordered by the Court. The order required the Limpopo Department of Education (LDoE) to develop a plan to ensure adequate and safe toilets are provided and pit latrines are eradicated in their province. The LDoE filed a report stating they would only get rid of pit toilets by 2031.

On 6 August 2021, EELC returned to court on behalf of EE making submissions regarding the need for the LDoE's plan to be reasonable and meet the requirements of the structural order. The court supported these arguments and handed down a positive judgement on 19 September 2021. The court ruled that the State's plan to take 14 years to get rid of pit toilets in Limpopo schools, is unconstitutional and fails to meet the requirements of the structural order. In addition, the court stated that, while financial constraints are a reality for South Africa, the department still has a duty to ensure that there is enough money for building school toilets. The court ordered the LDoE and Minister to file a revised plan within 90 days from the date of the order and to file progress reports within 6 months.

#LongWalkToSchool – KZN Scholar Transport

After consistent follow up for almost one year, coupled with years of campaigning by EE, supported by EELC and two court cases, the KZNDOE released a final KZN Learner Transport Policy on 9 June 2021, which policy came into effect on 1 July 2021. This final version has taken many of our comments and inputs into consideration and has resulted in the development of a policy that addresses the need for safe, reliable, government-subsidised learner transport across KZN. Despite still having some reservations as to how the implementation of this policy will play out on the ground, a solid and comprehensive provincial policy is an essential step for ensuring adequate planning.

This final policy now addresses important aspects such as:

- » The provision of transport to learners with disabilities;
- » The roles and responsibilities of the KZNDOE as well as of the KZN Department of Transport, with clear guidance as to which department is responsible for which areas of transport provisioning to learners;
- » The inclusion of certain timelines and deadlines for applications for learner transport, which is essential for ensuring adequate monitoring and accountability.

The EELC together with EE will be closely monitoring the implementation of the policy.



RESEARCH & ADVOCACY

PARLIAMENTARY MONITORING

Over the reporting period the EELC has attended over 35 portfolio committee meetings and engagements, covering a range of issues relating to the work of the EELC.

The EELC has successfully engaged MPs on issues relating to admissions in Gauteng and the Western Cape, the migration of ECD responsibilities from DSD to DBE, the resourcing of inclusive education, and the Second Children's Amendment Bill ("SCAB") legislative process, which was perhaps the best example of the impact of parliamentary engagement. Briefing documents sent to parliamentary researchers, committee members and committee chairs by the EELC have also proven to be effective advocacy tools and tools of engagement as the SCAB process illustrated.

This year, more deliberate steps have been taken to build relationships with MPs in the Gauteng legislature. In 2022, these initiatives will be expanded to other provinces.

THE EELC EDUCATION MONITORING BRIEF

We have continued to produce our monthly EELC Education Monitoring Brief. [The EELC Education Monitoring Brief](#) is a monthly digital resource that is sent to over 400 local and international recipients, providing information on the most recent developments in the basic education and ECD sectors.

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CONTRIBUTIONS TO ACADEMIA

Various members of the EELC have authored and co-authored a number of academic articles and presented these at conferences during the year:

- » Comparative and International Education Society (CIES) Conference – Advocacy and legal mobilisation during COVID-19
- » Conference on Education and Social Justice: A project of the Law Trust Chair in Social Justice, Faculty of Law, Stellenbosch University and Public Interest Law Gathering (PILG)
- » South African Journal of Childhood Education – Litigation and social mobilisation for ECD during Covid-19 and beyond
- » South African Crime Quarterly – Red flags: Disciplinary practices and 'school-to-prison' pathways in South Africa"

COALITION WORK

The EELC has continued to take an active part in a number of coalitions made up of both national and international civil society organisations with a direct or indirect interest in education in 2021. Each coalition has a specific area of focus including budget justice, ECD and children rights. We have contributed to these coalitions in a variety of ways as, founder members, steering committee members and ordinary members. The coalitions we work in include: The RealReform for ECD Campaign, The Budget Justice Coalition, Parlywatch, Imali yethu and the South African National Child Rights Coalition.

SUBMISSIONS

In 2021 the EELC made eight submissions in response to law and policy reforms, these include:

- » The Amended National Admissions Policy
- » South African Law Reform Commission's Issue Paper relating to the Submission on the Domestication of the UN Convention on the Rights of Persons with Disabilities
- » South African Revenue Service Physical Impairment or Disability Expenditure prescribed list under section 6b (1) of the Income Tax Act 58 Of 1962
- » The Copyright Amendment Bill
- » Draft Guidelines on Sexual Orientation, Gender Identity, Expression and Sex Characteristics (SOGIESC) in Schools
- » Prevention and Combating of Hate Crimes and Hate Speech Bill
- » Second Children's Amendment Bill
- » Submission on Non-profit Organisations (NPO) Draft Amendment Bill



THEMATIC WORK



1. EARLY LEARNING OPPORTUNITIES

In 2021, significant inroads were made through our work in the early childhood development (ECD) thematic. We were able to secure concrete legislative wins through the Second Children's Amendment Bill (SCAB) process, which presented a new opportunity to consider ECD-related amendments to the Children's Act holistically and with proper consultation. As part of the technical task team, consisting of members from the DBE, the Department of Social Development (DSD); the South African Local Government Association and civil society, the EELC, also a secretariat member of the technical task team, made clear, line-by-line recommendations on the draft SCAB. Many of these recommendations have now been included in a revised draft, resulting in an essentially transformed Bill, addressing many of the challenges originally identified in respect of the first Children's Amendment Bill.

The ECD thematic also monitored the roll out of the ECD Employment Stimulus Relief Fund (ECD-ESRF), emergency relief funding aimed at providing income support to ECD workers in response to the COVID-19 pandemic. Onerous requirements and inept systems employed by the DSD in the processing of applications, resulted in the majority of eligible applicants still not being paid monies owed to them, almost a year after the close of applications. Representing the Centre for Early Childhood Development (CECD), the EELC engaged national DSD, provincial DSDs and DSD's subcontractors and service providers, putting them to terms and demanding urgent resolution of application challenges and payment of the monies. At the same time, we assisted CECD in direct engagements with subcontractors in order to practically address application challenges.

We continued to monitor and engage around plans for the migration of ECD responsibilities from DSD to DBE, attending various dialogues hosted by the National Education Collaboration Trust and engaging ECD experts to discuss the

possible implications of the migration. We have expanded our own research, drawing on existing cases of countries that have undergone a similar transition, and extracting learnings for South Africa, which learnings are to be presented in a forthcoming report, which will also serve as a useful advocacy tool in the lead-up to the migration in April 2022.

2. LEARNER SUPPORT

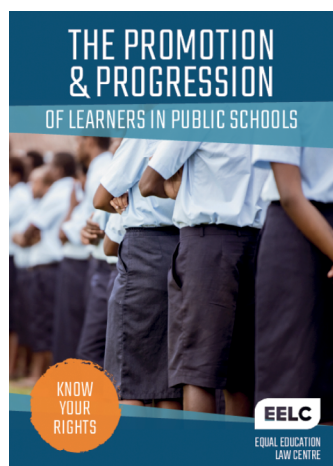
Much of the focus of 2021 has been the research and drafting of a report on the status of inclusive education in South Africa. As the 20-year implementation plan outlined in Education White Paper 6: Special Needs Education – Building an inclusive education system (White Paper 6) came to an end this year, EELC took the initiative to review the regulatory framework for inclusive education and publish a report of its findings. The report, entitled ***“Let In or Left Out: a 20-year review of the regulatory framework for inclusive education and its implementation in South Africa”***, provides analysis on the extent to which implementation of the regulatory framework took place over the 20-year period.

Ensure that
the right to an
inclusive, equitable,
quality education
for all is protected,
enforced and
promoted



It proposes recommendations for regulatory reform in order to ensure that the right to an inclusive, equitable, quality education for all is protected, enforced and promoted. The Executive Summary to the report was released at the launch of the report on 3 December 2021.

EELC, together with Matimba, an organisation that advocates for children who are transgender or gender variant, made submissions on the Prevention and Combatting of Hate Crimes and Hate Speech Bill. Some of the concerns raised included the penalties in the Bill not being aligned with those in the Child Justice Act, the use of binary pronouns within the Bill itself, and a lack of clarity on the role-players involved in the prevention of hate crimes and hate speech, and the specific nature of their involvement. The submission was submitted to the Portfolio Committee on Justice and Correctional Services on 1 October 2021. The EELC further sat on a panel at the GenderDynamix National Conference on education for Transgender and Gender non-conforming persons where we presented on the “Best-interests of the child”.



EELC drafted a **Know-Your-Rights** pamphlet on the **Promotion and Progression Policy**, which details how and when a learner moves from one grade to another and the support that is required when being progressed.

Lastly, EELC has been involved directly in cases to assist learners with disabilities access school (on a direct basis as well as structurally) and has also assisted learners obtain support in school. In one case, EELC's intervention led to DBE training a special school on the ethics and legality of photographing children, as well as the return of school fees to parents who were forced to remove their child from that special school. Through our advice clinic we also assisted several parents of learners with disabilities who faced difficulties in accessing education for their children.

institutions when it comes to supporting and monitoring of underperforming schools. Once supplemented, the report was reviewed extensively and underwent an editing process by our researchers who guided the team on certain areas that required further research and work.

The team also engaged the Limpopo Department of Basic Education on 7 schools that achieved a 0% pass rate for the 2020 NSC results. The aim of the engagement was to enquire whether these schools have been identified as underperforming schools and if they would be receiving the necessary support and remedial intervention to ensure that learners attending the school achieve quality learning outcomes. This was an opportunity for the team to ascertain whether section 58B - 'Identification of underperforming schools' were being implemented in the province. However, despite several follow ups the LDoE remained unresponsive. The team lodged a PAIA request to obtain the requested information and await the LDoE's response. Moreover, given the role of rationalisation and school closures when it comes to underperforming / 'non-viable' schools, the team also conducted research on rationalisation with the aim to engage the LDoE and DBE on this should any of the 7 schools be closed.

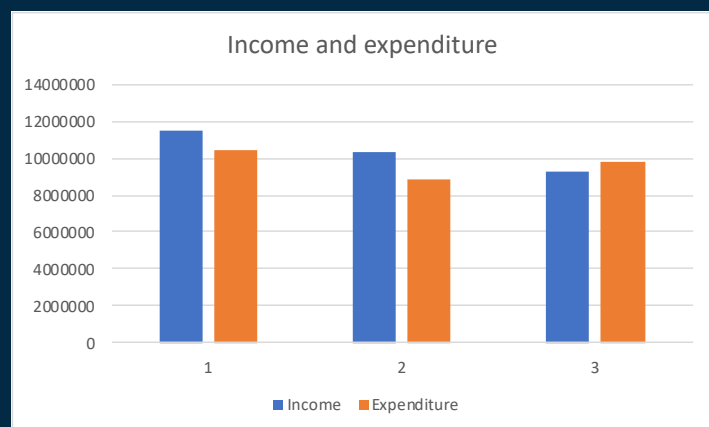
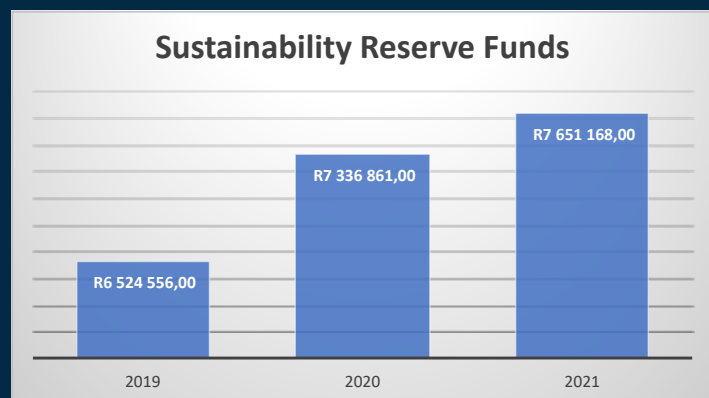


3. THE REGULATORY FRAMEWORK FOR QUALITY LEARNING OUTCOMES

The key focus for the team remained the drafting of a report on the 'Improvement in quality learning outcomes and equity in public education in South Africa'. The preliminary report was supplemented with additional research conducted in Western Cape; comparative research in foreign countries, including Brazil and India to underperforming schools and research conducted on the purpose and functionality of national institutions such as NEEDU, PDOU and NECT and the role of these

FINANCIAL REPORTS

Extracted from the audited annual financial statement for the year ending 31 December 2021



STATEMENT OF FINANCIAL POSITION

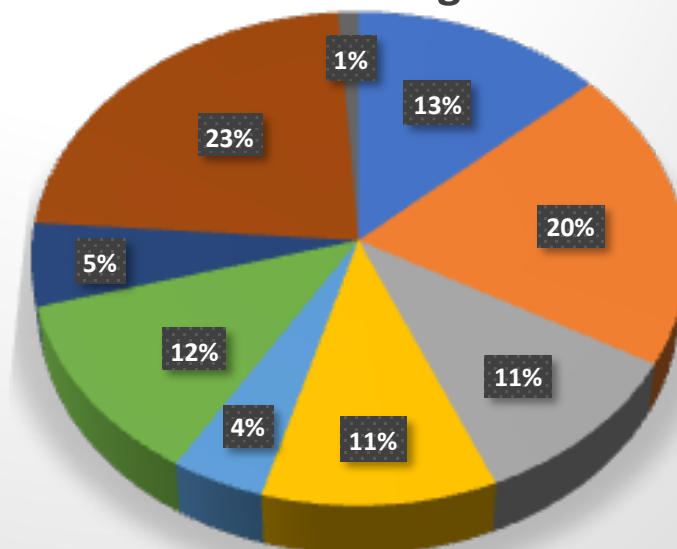
FIGURES IN R	2021	2020
Assets		
Non-current assets		
Property, plant and equipment	139,838	210,355
Total non-current assets	139,838	210,355
Current assets		
Trade and other receivables	49,242	464,941
Cash and cash equivalents	17,088,600	16,659,812
Total current assets	17,137,842	17,124,753
Total assets	17,277,680	17,335,108
Trust funds and liabilities		
Trust funds		
Trust capital	500	500
Accumulated surplus	3,223,803	3,503,434
Sustainability Reserve Fund	7, 651,168	7,336,861
Total trust funds	10,875,471	10,840,795
Liabilities		
Current liabilities		
Provisions	79,166	115,979
Trade and other payables	76,633	33,427
Financial liabilities	28,843	
Deferred income	6,217,557	6,344,907
Total current liabilities	6,402,209	6,494,313
Total liabilities	6,402,209	6,494,313
Total trust funds and liabilities	17,277,680	17,335,108

NOTE ON THE FINANCIAL POSITION OF THE EELC DURING 2021

Ongoing restrictions on movement and gatherings in response to the COVID-19 pandemic resulted in an underspend on the budget but did not impact any of our grants and we were able to utilize funds as expected. We did end up utilizing less of our surplus funds carried over from 2020 than anticipated. We were able to maintain our sustainability reserves at our goal of 12 months cover for core operating expenses.

Grants and donations utilized during 2021

- Bertha Foundation
- Cameron Schrier Foundation
- Claude Leon Foundation
- Ford Foundation
- Heinrich-Böll-Stiftung Southern Africa
- Open Society Foundation for South Africa
- The Allen & Overy Foundation
- The Sigrid Rausing Trust
- Canon Collins Trust



**Annual Financial Statements for
the year ended 31 December 2019**

Registration details:

Trust: IT 2966/ 2011

NPO: 099 - 658 - NPO

PBO: 930038683

BANKING DETAILS:

FNB:

Adderley Street

ACCOUNT NAME:

Equal Education Law Centre Trust

ACCOUNT NUMBER:

62338566584

Cheque account

THANK YOU

TO OUR TEAM, SUPPORTERS AND PARTNERS

The work of the EELC has been made possible by the exceptional effort and determination of our dedicated team. They have shown amazing resilience and commitment over a very difficult period in an ongoing pandemic. We are appreciative of the clear guidance and support to the organisation that we have received from our esteemed Board of Trustees. We would also like to thank the advocates who have provided support to the EELC's matters over the year. Finally, we thank our donors for their contribution to the struggle for equal and quality education for all, including:

Allen & Overy Foundation

Bertha Foundation

Sigrid Rausing Trust

Claude Leon Foundation

Open Society Foundation SA

Cameron Schrier Foundation

Ford Foundation

Heinrich Böll Stiftung

Canon Collins Trust / Joel Joffe Charitable Trust



THE EELC TURNS 10 IN 2022

LOOKING AHEAD!

In 2022 the EELC will be celebrating 10 years of legal education activism. Our inaugural Arthur Chaskalson Lecture will mark this occasion and we look forward to inviting our supporters, partners and colleagues to join us in commemorating a remarkable legacy and 10 years of dedicated work towards achieving equal and quality education in South Africa!





EQUAL EDUCATION LAW CENTRE

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