

thrive⁵

thrive by five | INDEX



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



INNOVATION EDGE



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ECDmeasure

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**Measuring what matters most.
Are South Africa's young children
set up for success?**





There are 1.3 million children aged 4-5 years in South Africa

± 930,000 (72%) of these children attend an Early Learning Programme.

The final weighted sample allows us to reliably report on the **% children** aged 4 to 5 years enrolled in ELPs in SA who are at the **age-appropriate level** in key areas of development.

Information can be viewed **nationally** and **disaggregated** by sex, province and income levels



Early Learning:

1. Gross Motor Development
2. Fine Motor Coordination & Visual Motor Integration
3. Numeracy & Mathematics
4. Literacy & Language
5. Cognition & Executive Functioning

Physical Growth:

6. Height for age - Stunting

Social-Emotional Functioning:

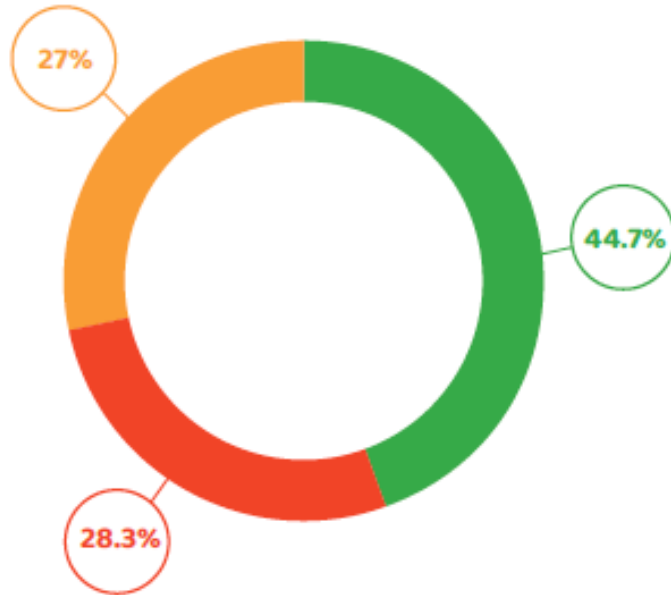
7. Social Relations with Peers & Adults
8. Emotional Readiness for School





5,139 children

Early Learning - total score for all 5 learning domains



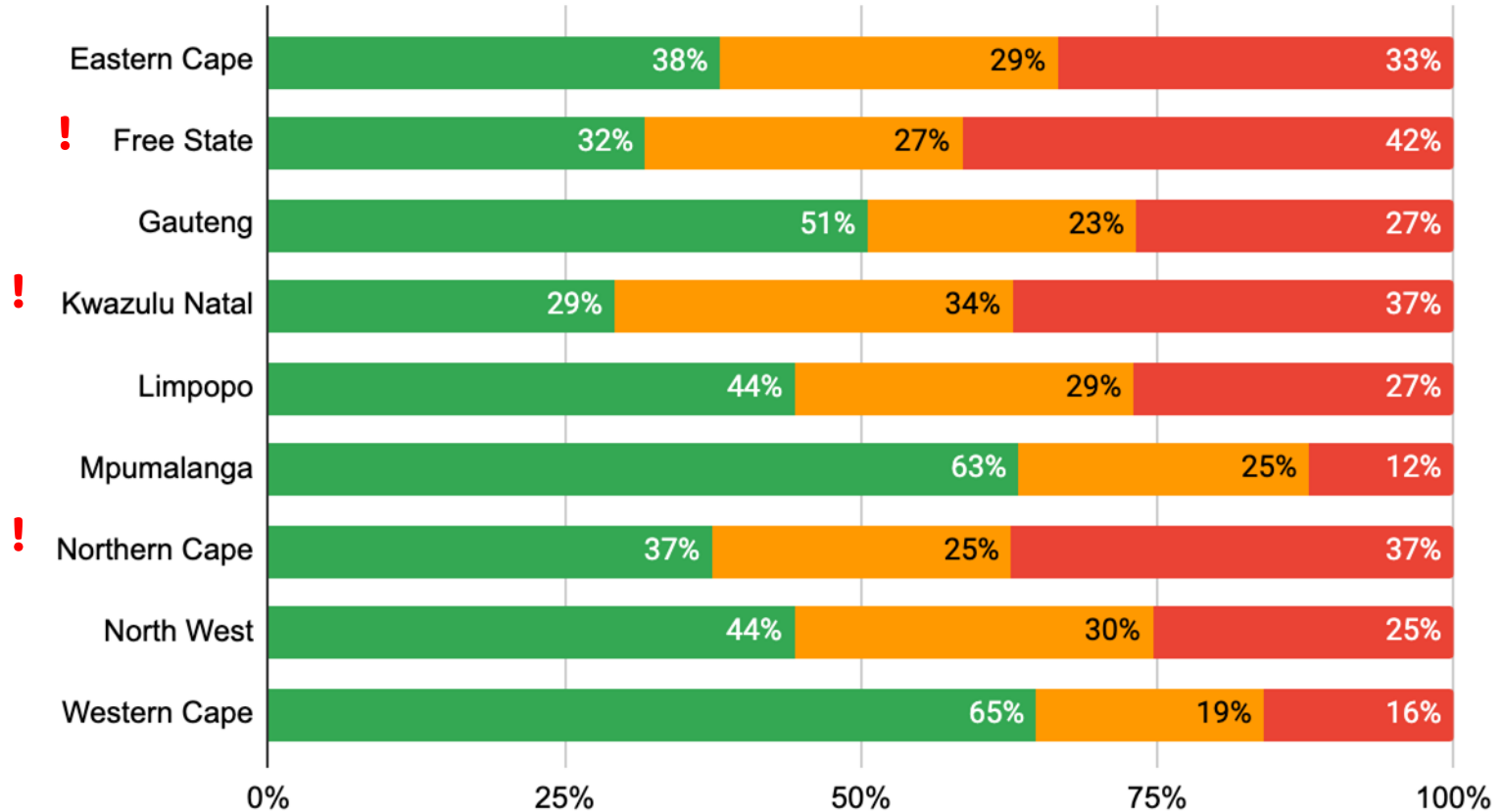
44.7% of children attending ELPs are **On Track** overall for learning and are able to do the tasks expected of children their age

27% are **Falling Behind** and will need support to help them catch up

28.3% are **Falling Far Behind** and will need intensive intervention

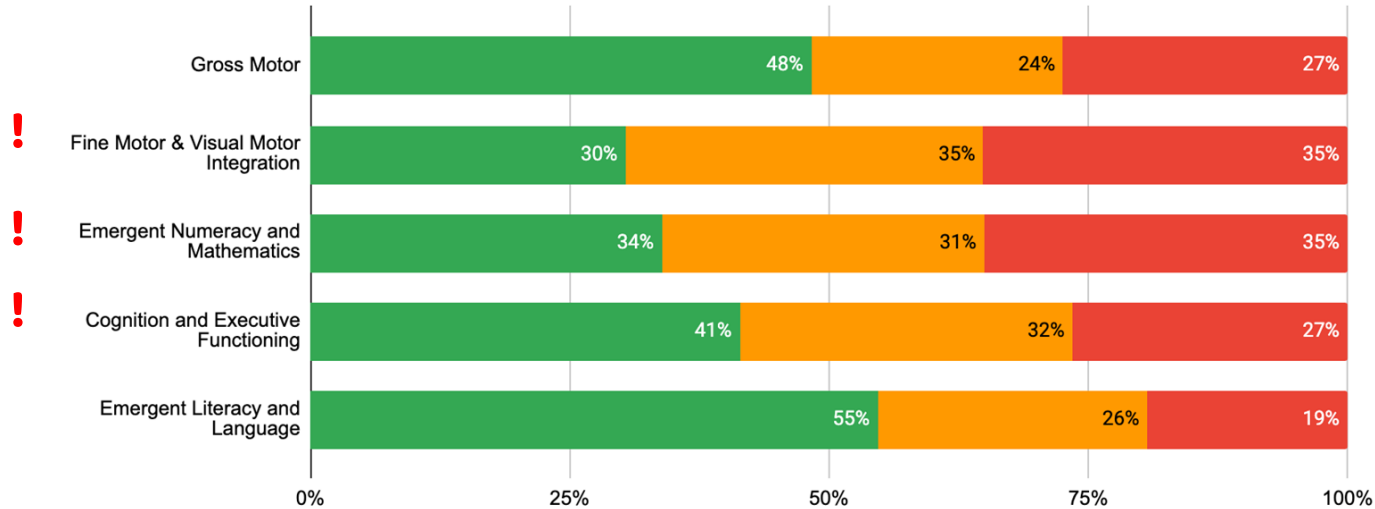
Early Learning - total score by province

On Track
Falling Behind
Falling Far Behind



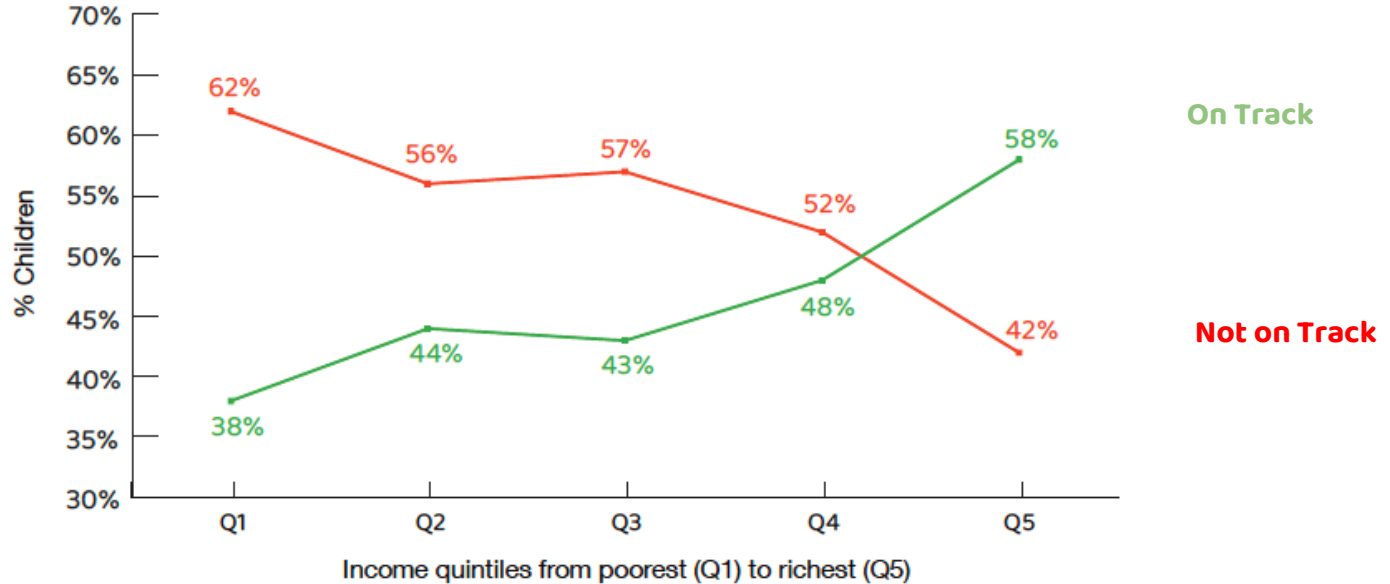
Learning Domains

On Track
Falling Behind
Falling Far Behind



Performance in these learning domains at the point of entry into school is correlated with educational outcomes in the Foundation Phase and beyond. High proportion of poor children falling far behind is of great concern.

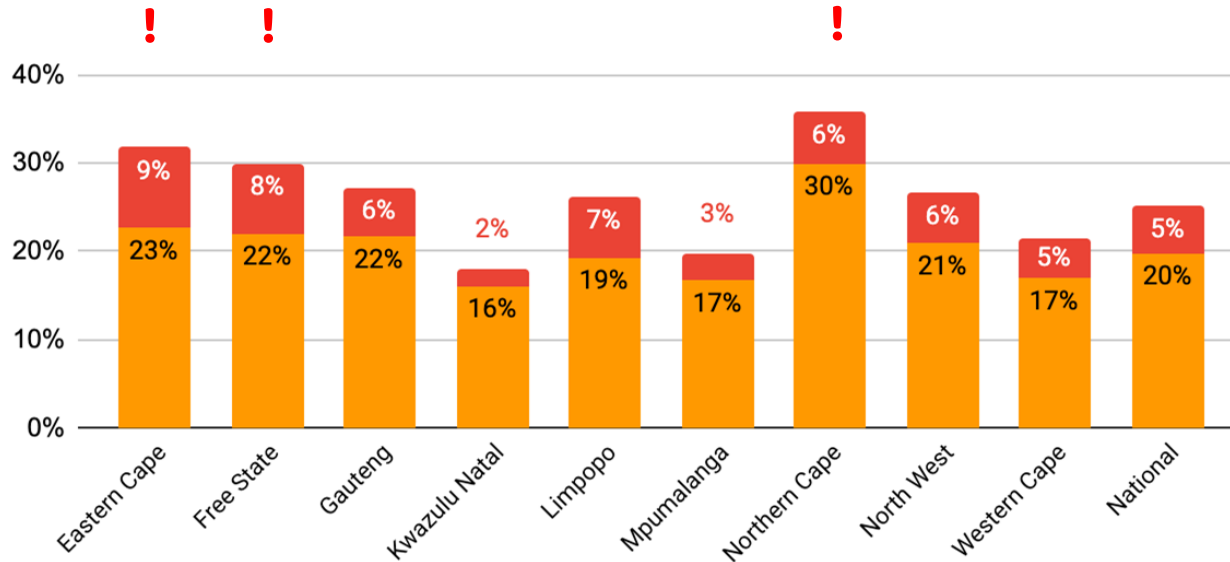
Early Learning by income



To reduce inequality in SA, we need to pay serious attention to the performance gap between children of different income groups at the point of entry into school.

Physical Growth

Stunted
Severely Stunted



Nationally, one in four children show signs of long-term malnutrition, with 5.3% of children severely stunted

Children who were stunted performed worse on the early learning assessments than their non-stunted counterparts

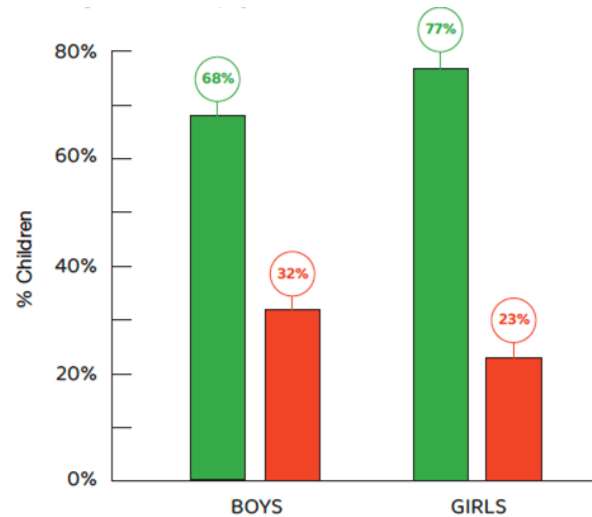
Social-Emotional Functioning

Meet the Standard

Don't Meet the Standard

These children might struggle to cooperate with peers, to resolve problems without aggression, and to seek support from familiar adults

Social Relations with Peers and Adults

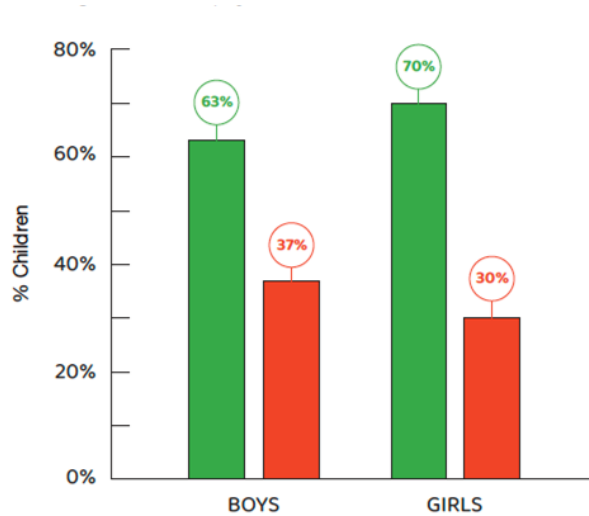


Social-Emotional Functioning

Meet the Standard

Don't Meet the Standard

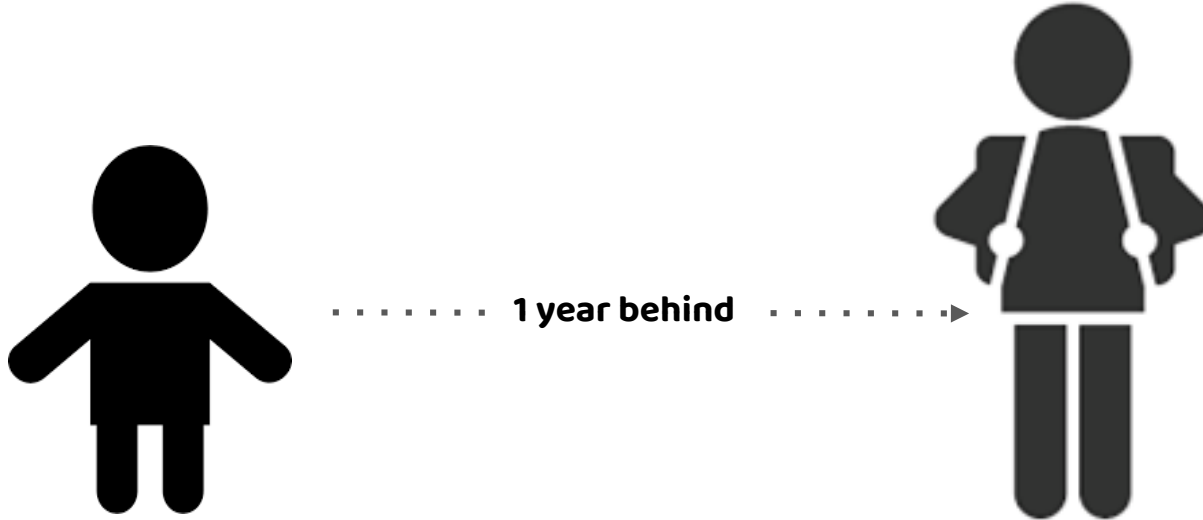
Emotional Readiness for School



These children may struggle with age-appropriate levels of independence, to express their needs and feelings, to adjust to change and to initiate activities

Social-Emotional functioning has a large effect on learning outcomes.

Compounded risk



By the age of 4 years, a child in the lowest income group who is severely stunted is developmentally roughly *one whole year* behind a child of normal growth in the wealthiest income group, when it comes to early learning.



Good quality early learning programmes DO make a significant difference.

Stunting is preventable

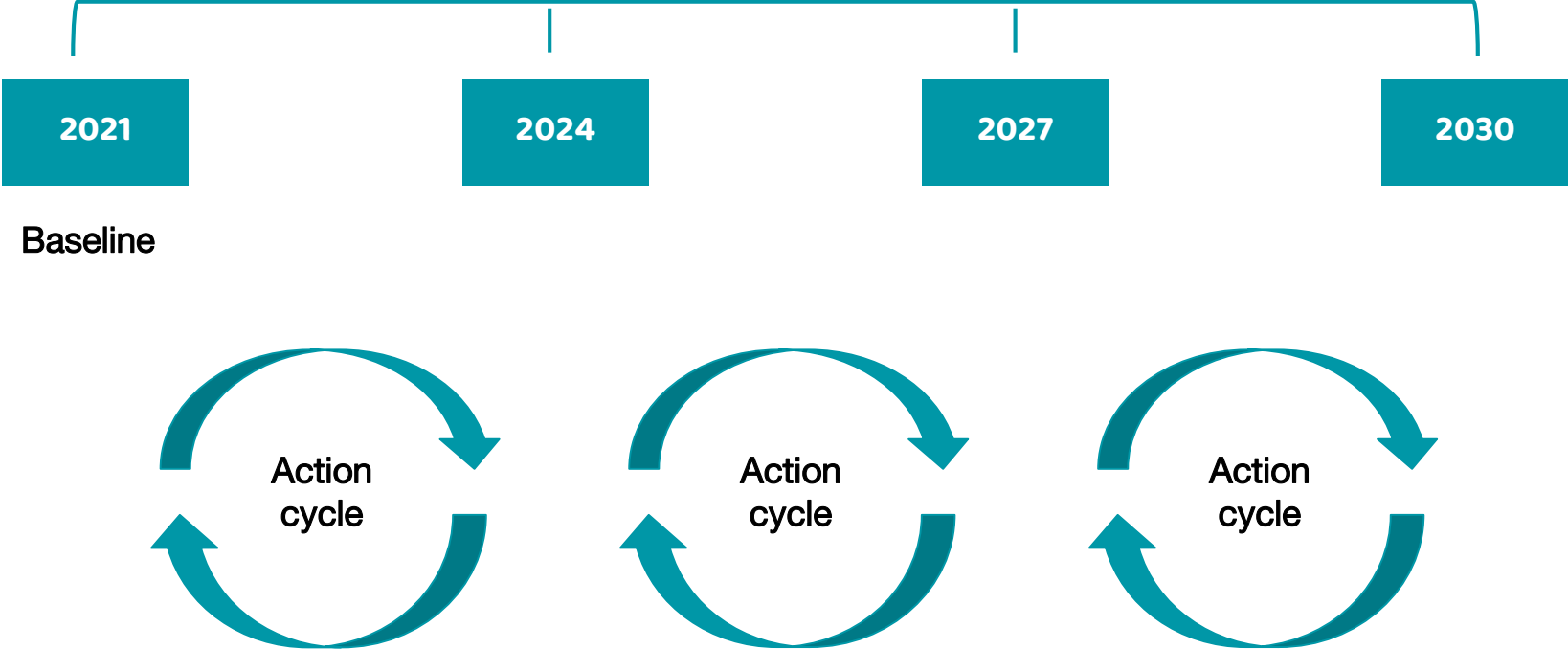
Poor outcomes for poor children are by no means inevitable. Data outliers offer valuable insights into potential solutions that could be scaled.

Accelerate access to high quality early learning for every child -

- **Funding:** Increase funding for early learning - currently receives <2% of government's annual education budget, reaching just 13% of the 5 million poor children who need subsidised programmes.
- **Regulatory and compliance systems:** Better align our systems to the conditions for improved child outcomes.
- **Grade R bridging:** Use Grade R more effectively as a bridging year and ensure appropriate age band
- **ECD practitioner development:** Prioritise practitioner development and support to address domain-specific concerns, and retain and strengthen this entrepreneurial workforce
- **Curriculum and materials:** Enhance 0-4 curriculum and ensure access to learning resources associated with improved outcomes for key domains.
- **Parenting interventions / campaigns:** Engage caregivers as key partners in their child's early development
- **Nutritional safety net:** For pregnant women and young children



Repeat Thrive by Five data collection every 3 years to track progress and ensure accountability



Thank You

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