



جائزة خليفة التربوية
Khalifa Award for Education



Thrive by Five Index

Using data to drive change for children
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thrive⁵

thrive by five | INDEX



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



INNOVATION EDGE



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ECD measure

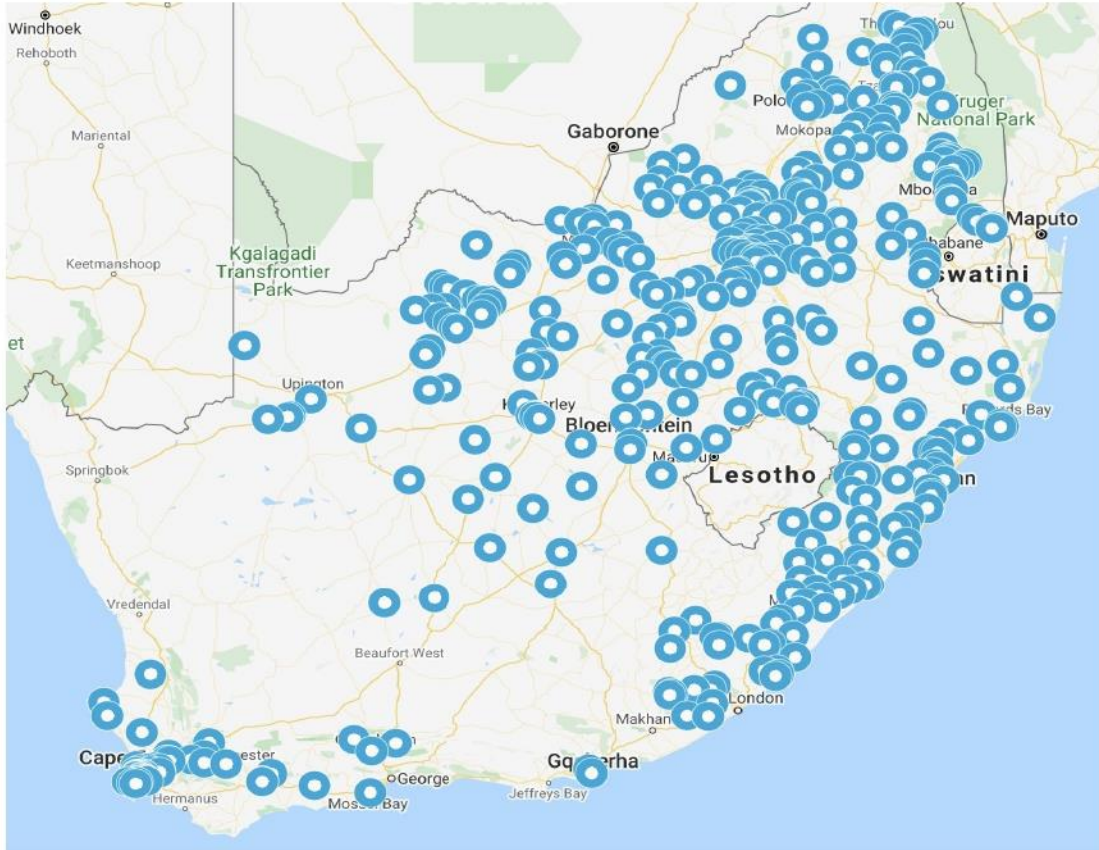
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There are about 1.2 million children aged 50-59 months in South Africa

±45%-55% of these children attended an Early Learning Programme in 2021.



Between September and November 2021, the index assessed over 5,100 children between the ages of 50 and 59 months, enrolled in 1,247 ELPs (blue circles on map) across all nine provinces.

Every child was individually assessed in their mother tongue using the locally developed, standardised ELOM assessment tools.

Classroom observations and interviews with principals and practitioners were also conducted in $\frac{1}{3}$ of the ELPs.

For every child, we measured:

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





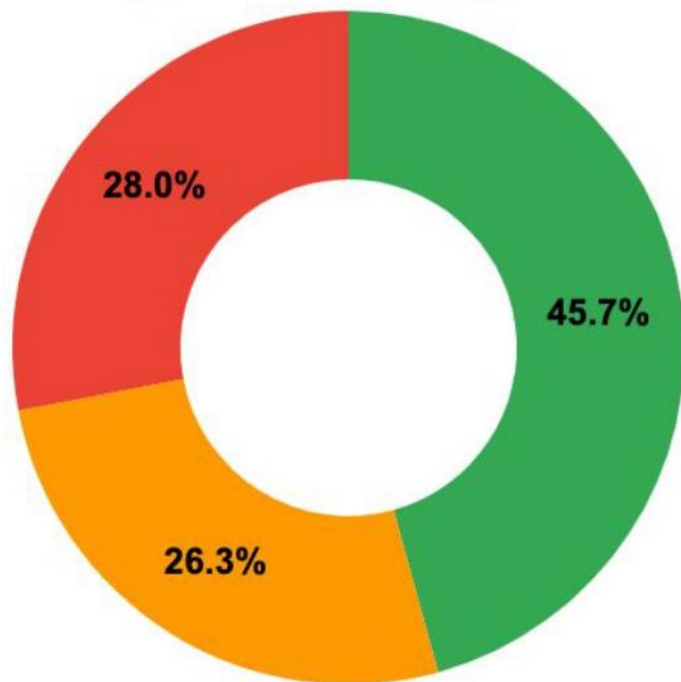
The Thrive by Five Index is the largest survey of preschool child outcomes ever undertaken in South Africa.

The final weighted sample of **5,139** children 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

Less than half of children (46%) who attend an ELP in SA start school with **the right learning foundations in place**

● On track ● Falling behind ● Falling far behind

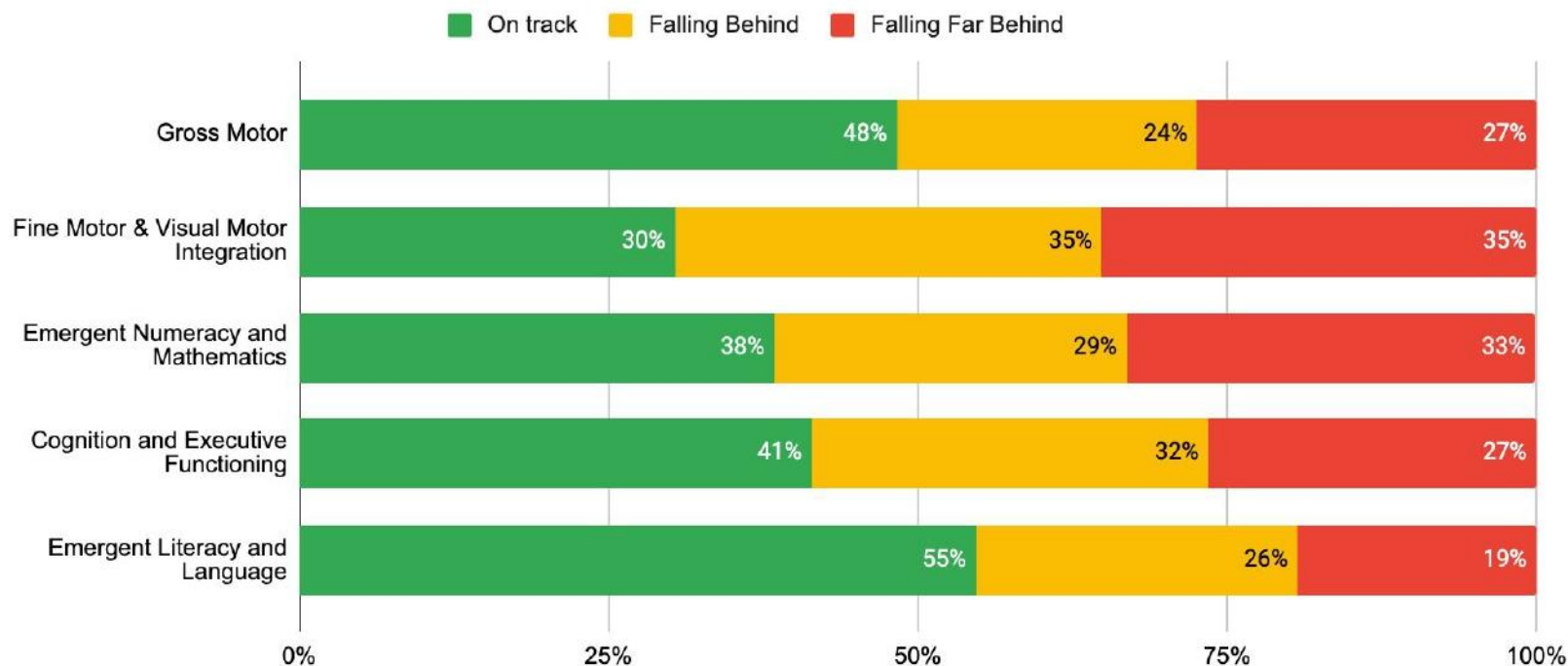


46% of children attending ELPs are **On Track** overall for learning and are able to do the tasks expected of children their age

26% are **Falling Behind** and will need support to help them catch up

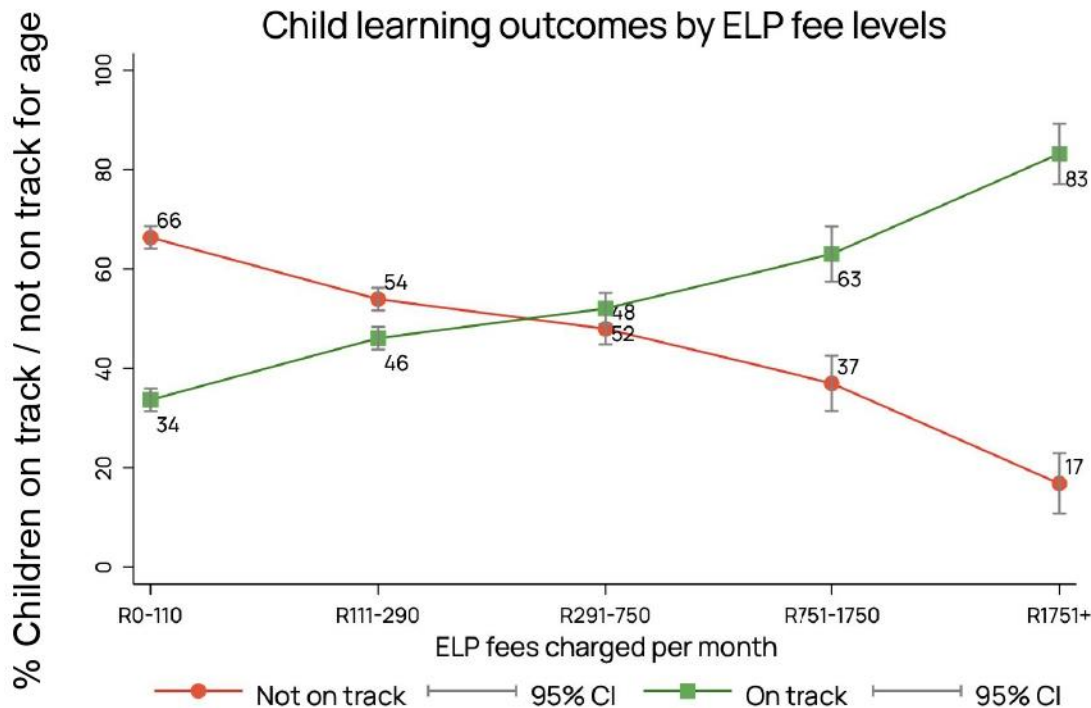
28% are **Falling Far Behind** and will need intensive intervention

Learning Domains



Performance in these five learning domains at the point of entry into school is correlated with educational outcomes in the Foundation Phase and beyond

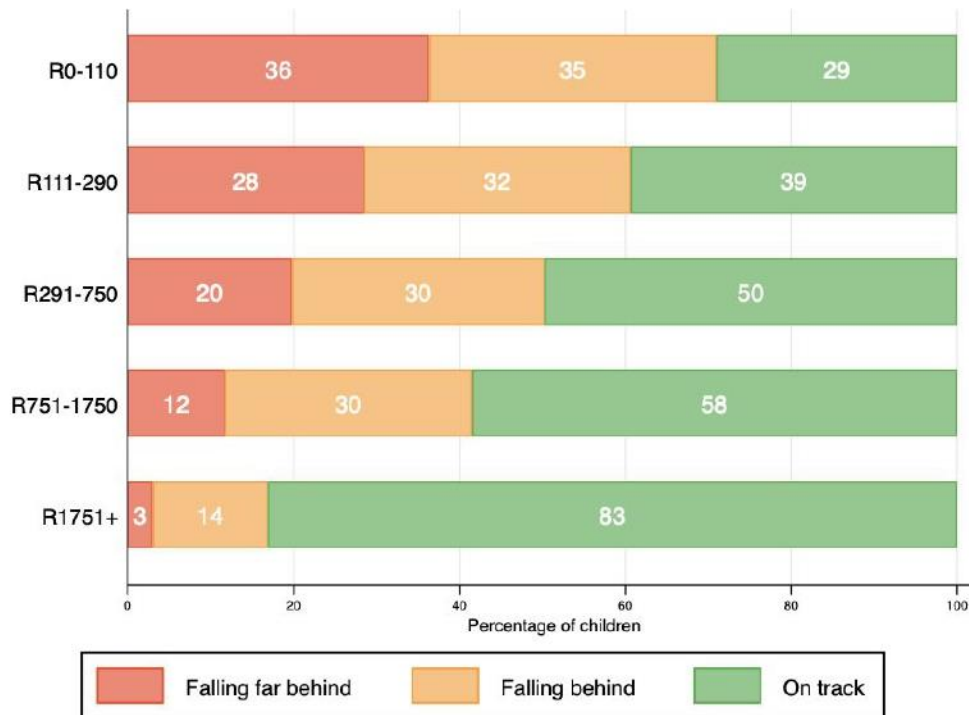
There is a strong relationship between poverty and poor learning outcomes in young children (using ELP fee levels as a proxy)



We are setting our poorer children up for failure.

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

Certain key domains require urgent attention, esp amongst poorer children: Cognition & Executive Functioning (CEF)



A child's capacity to learn relies heavily on their CEF skills - these skills help children to stay focused, follow instructions, think critically and problem solve. They are important skills for learning, and for life.

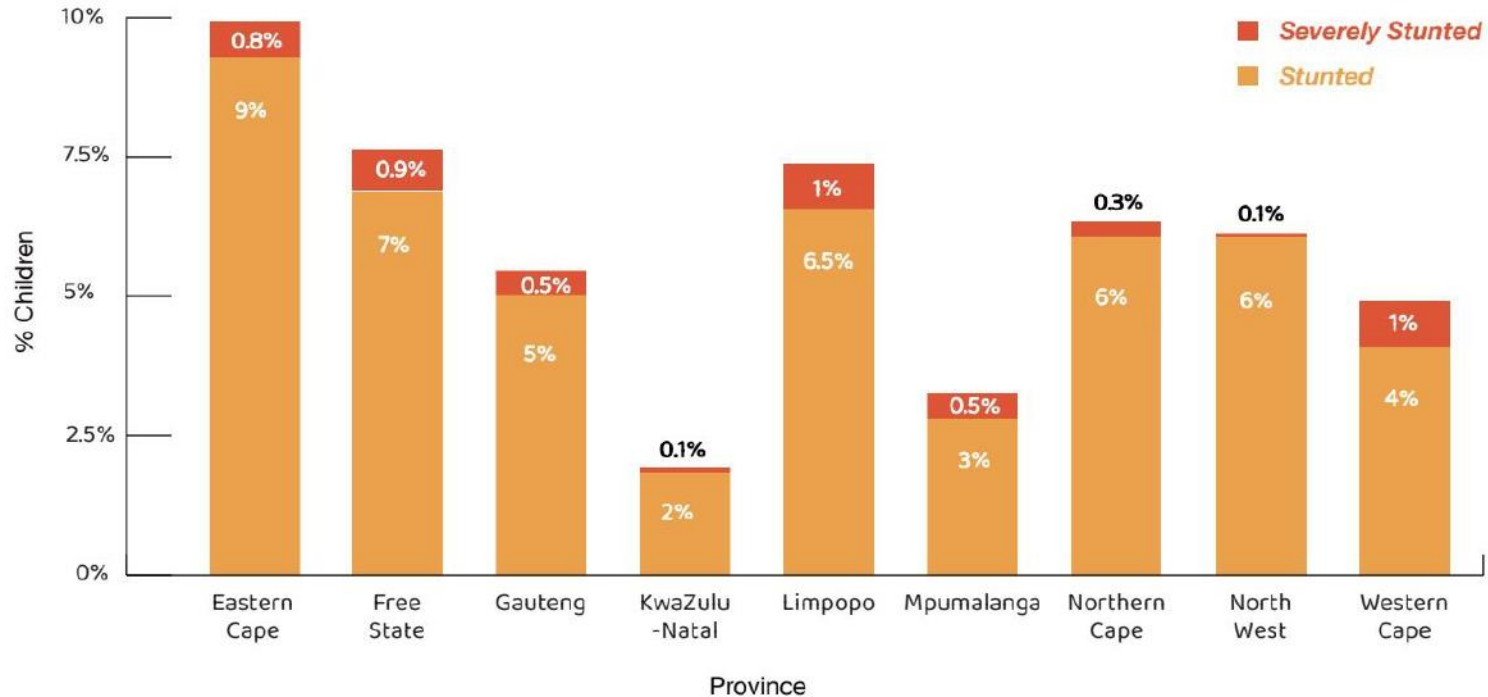
7 out of 10 children in ELP fee level 1 (ELPs charging less than R110 per month) are unable to do the basic CEF tasks required of children their age.

The implications of this are significant.

85% of children who are enrolled in an ELP, are in the lower three fee categories

ELP fees per month (Rands)	ECD Census 39 320 ELPs, 1 659 770 children			
	% ELPs in each fee band		% Children in each fee band	
0-110	19.01	>85%	18.03	>80%
111-290	30.70		32.11	
291-750	34.85		30.57	
751-1750	8.85		9.8	
>1751	6.59		9.46	

Stunting rates by Province



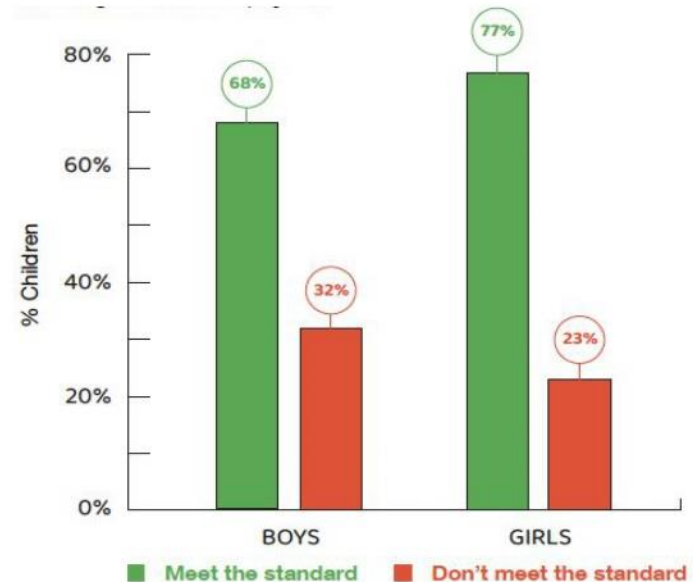
A child who is stunted is on average 5-6 months behind their peers, when it comes to early learning.

Social-Emotional Functioning

1 in 3 boys and 1 in 4 girls did not meet the standard for social relations.

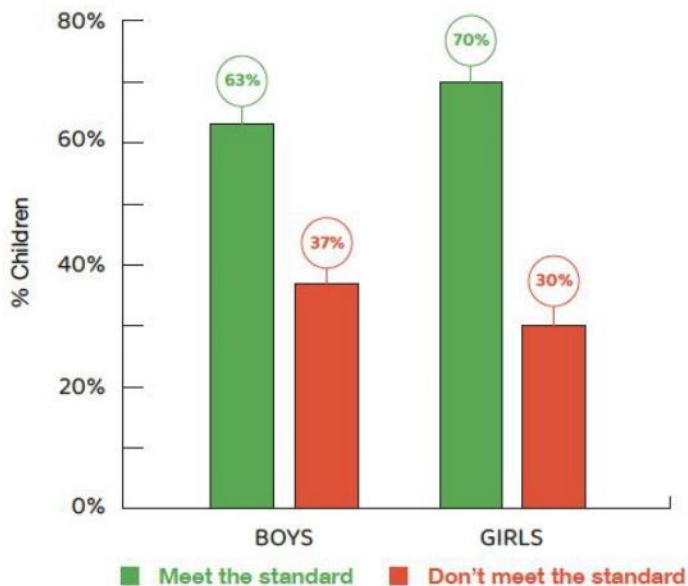
These children might struggle to cooperate with peers, to resolve problems without aggression, and to seek support from familiar adults

Social Relations with Peers and Adults



Social-Emotional Functioning

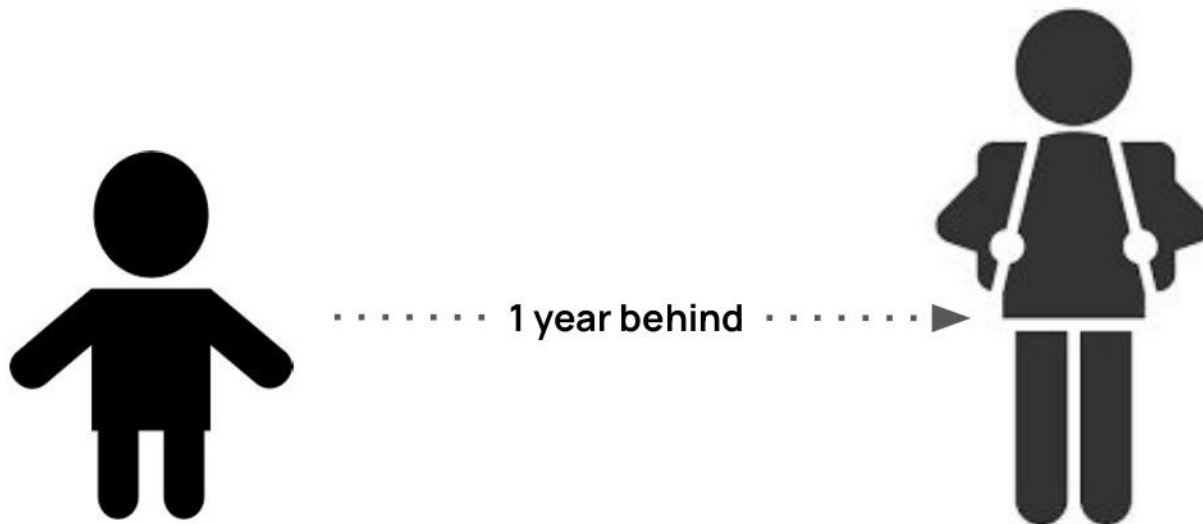
Emotional Readiness for School



1/3rd of children assessed did not meet the standard for 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

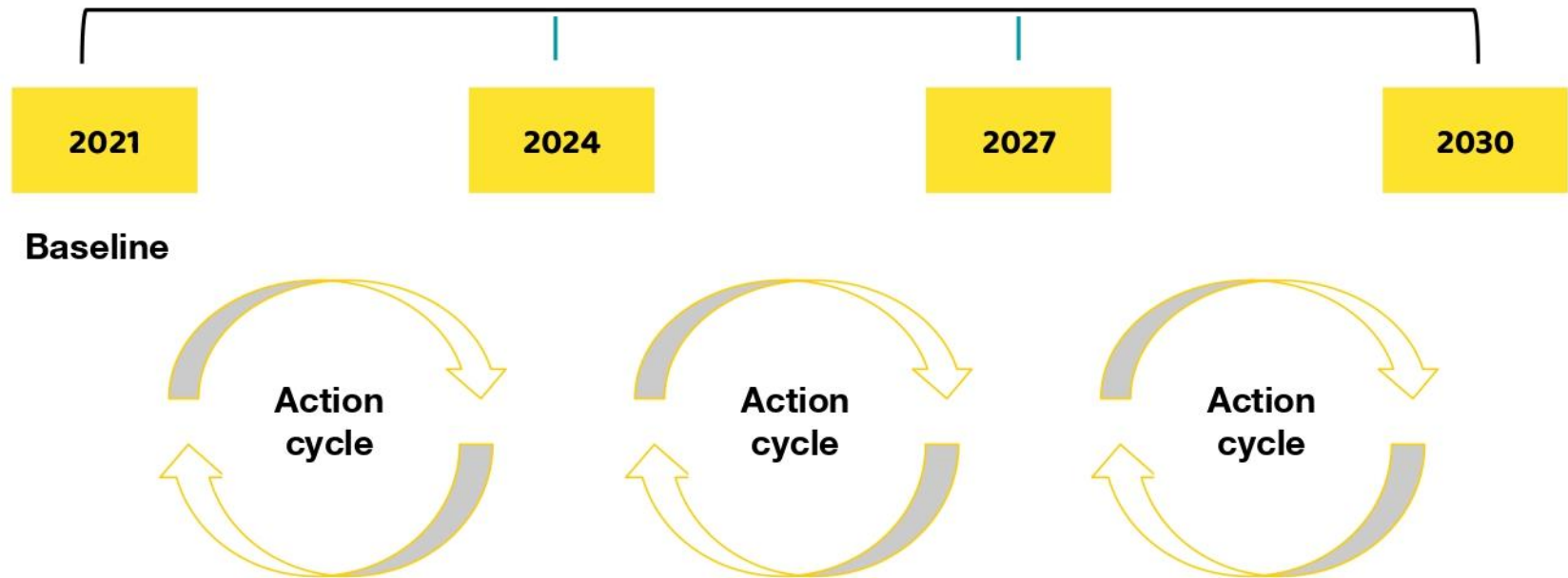
Social-Emotional functioning has a large effect on learning outcomes.

Compounded risk



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

The 2021 Index is the first (baseline) in a series of surveys that will monitor trends over time in the proportion of young children in South Africa who are on track for their age in key areas of development. The intention is to repeat data collection every three years, with four data points by 2030. The Index is a multi-sector partnership, led by the national Department of Basic Education and coordinated by DataDrive2030.



THANK YOU

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DATA
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