

Child Development in South Africa

Getting from where we are to where we need to be

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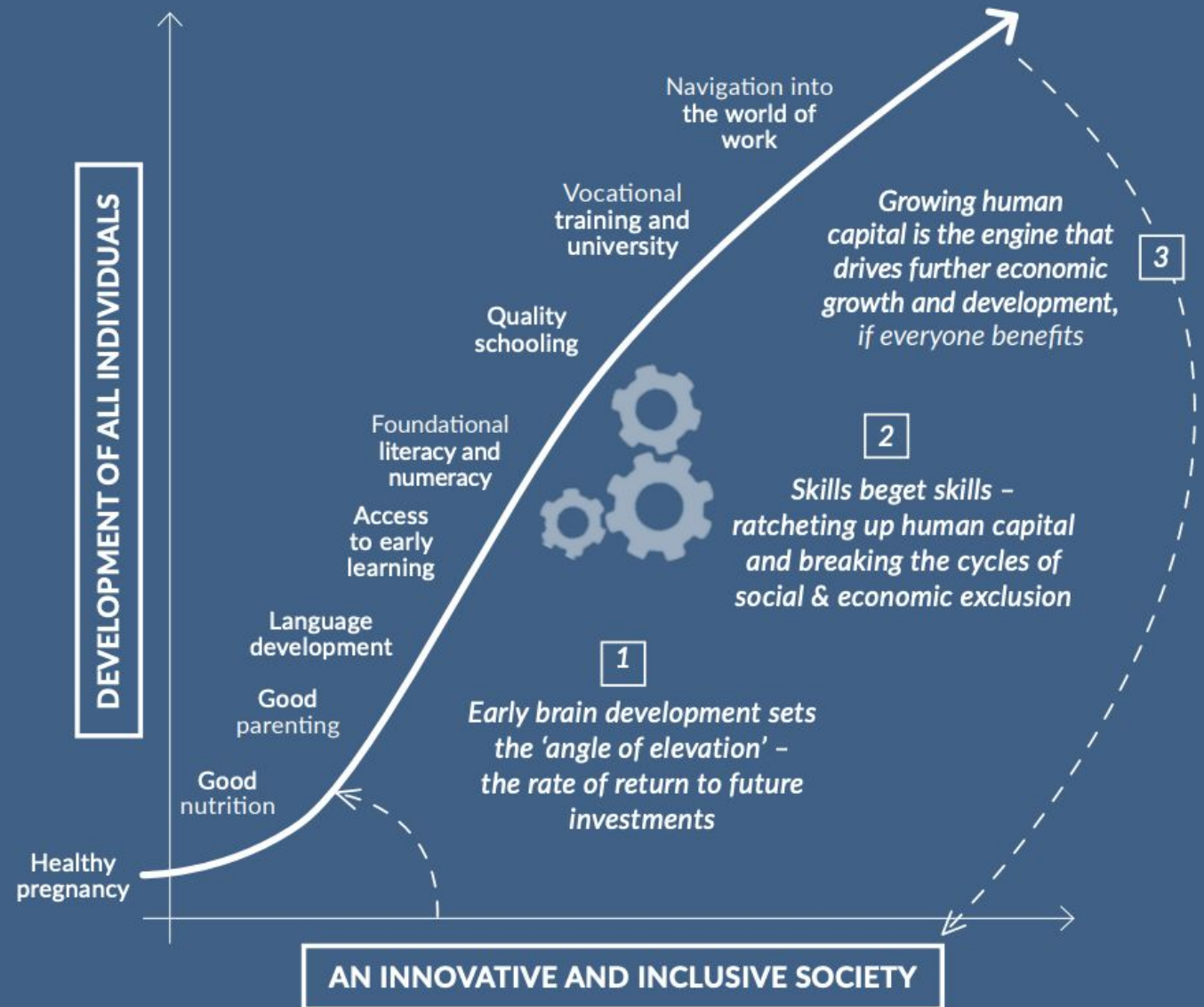
Parliament-UNICEF Webinar - 15 November 2021



Asandiswa Mbali, with her daughter and infant twins, at the Philani Clinic in Khayelitsha, Western Cape.
Photo: Bart Love, 2018.

Child Development

From pregnancy to the world of work





Primary level maternal and child health

- Population:**
- Number of infants
 - Children < 6 access to clinics
 - HIV prevalence in pregnant women

- Service delivery/access:**
- Prenatal early booking and HAART
 - Postnatal visit in 6 days
 - Immunisation coverage
 - Delivery rate in facility

- Outcome:**
- Paediatric HIV prevalence
 - Early neonatal mortality rate
 - Infant mortality rate
 - Under-5 mortality rate



Nutritional support

- Population:**
- Vitamin A deficiency in women
 - Anaemia in women
 - Low birth weight
 - Child hunger

- Service delivery/access:**
- Exclusive breastfeeding <6 months
 - Vitamin A coverage in children 12-59 months

- Outcome:**
- Vitamin A deficiency in children <5 years
 - Iron deficiency anaemia in children <5 years
 - Anaemia in children 6-59 months
 - Stunting
 - Underweight
 - Overweight



Stimulation for early learning

- Population:**
- Children aged 0-2
 - Children aged 3-5

- Service delivery/access:**
- Children aged 0-2 reported to attend an early learning programme
 - Children aged 3-5 reported to attend an early learning programme
 - Fee payment rate for children <6 years in an early learning programme

- Outcome:**
- Foundation phase throughput
 - Maths competency in Grade 5 learners
 - Reading competency in Grade 4 learners



Support for primary caregivers

- Population:**
- Maternal care
 - Children <6 years living with at least one adult with a Matric

- Service delivery/access:**
- Breastfeeding education
 - Postnatal follow-up 6 days after birth
 - At least 4 antenatal follow up visits



Social services and income support

- Service delivery/access:**
- Birth registration
 - Child Support Grant uptake in children <6 years
 - Child Support Grant uptake in infants



OPPORTUNITIES FOR INTEGRATED ECD SERVICE DELIVERY

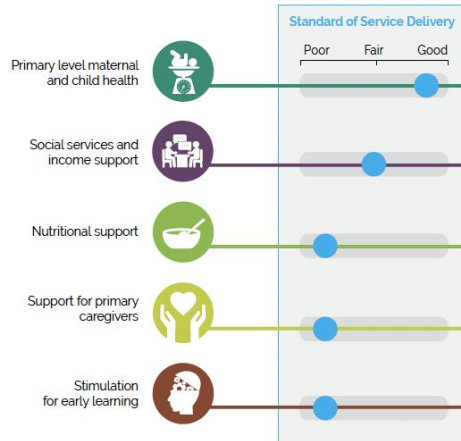
This diagram shows the essential package of ECD services at different points in the early childhood lifecycle, as well as the service touchpoints afforded by the South African health system. These health system touchpoints are an opportunity to deliver all essential ECD services in an integrated and coordinated way.

1 HEALTH SYSTEM TOUCHPOINTS

Health system touchpoints are physical points of contact between the Department of Health, caregivers and children. Health system touchpoints are also opportunities for caregivers and children to access essential services from other government departments and agencies.

2 THE ESSENTIAL PACKAGE

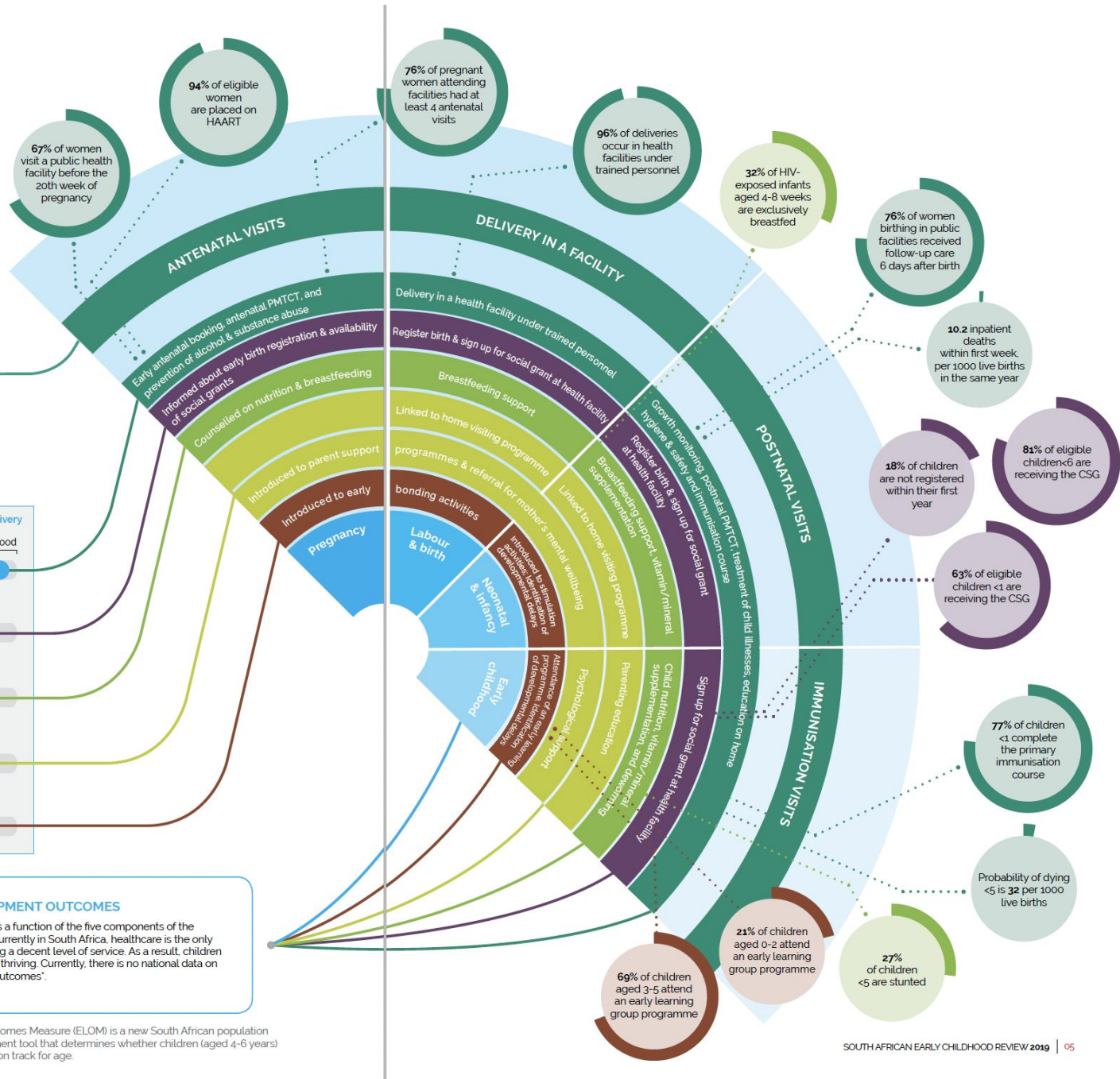
The essential package of ECD services has five domains. The standard of service delivery is indicated as: good, fair, or poor. All five components of the essential package impact on child development.



CHILD DEVELOPMENT OUTCOMES

Child development is a function of the five components of the essential package. Currently in South Africa, healthcare is the only component delivering a decent level of service. As a result, children are surviving but not thriving. Currently, there is no national data on child development outcomes*.

* Early Learning Outcomes Measure (ELOM) is a new South African population based child assessment tool that determines whether children (aged 4-6 years) are developmentally on track for age.





Nurturing Care Framework

Hunger

How many children go hungry in South Africa?

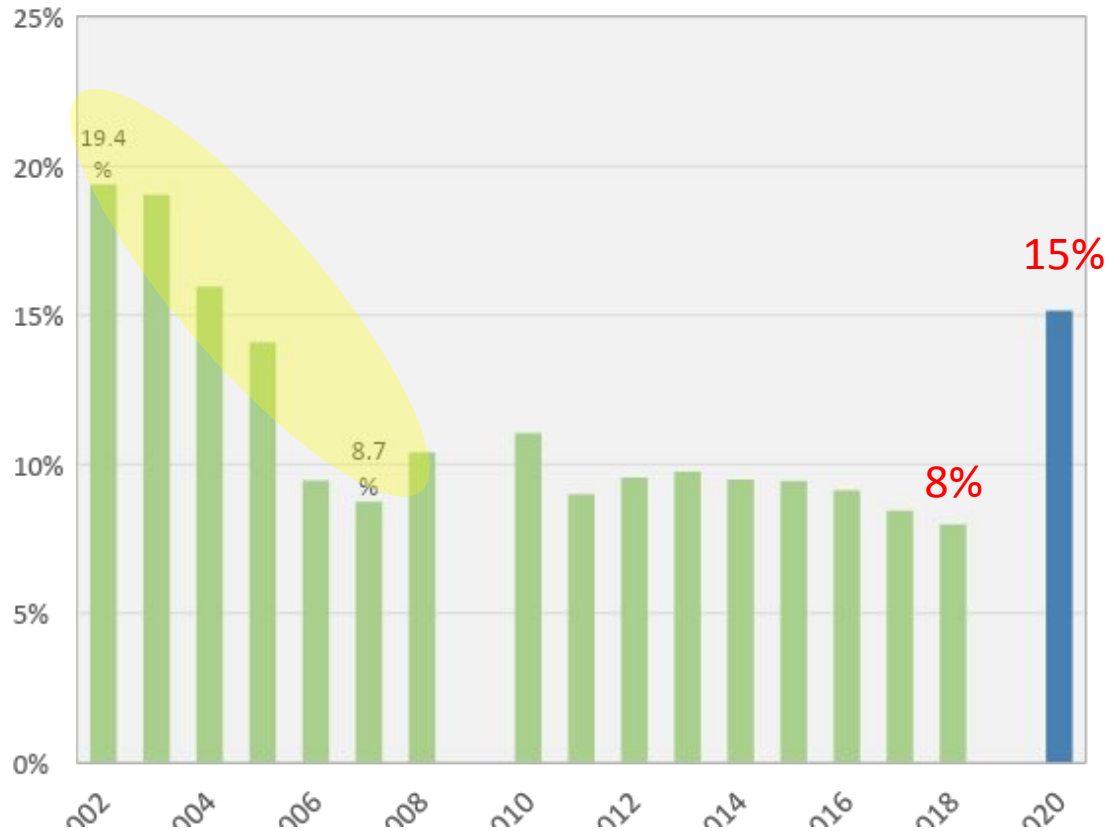


ADEQUATE
NUTRITION

How many children go hungry in SA?

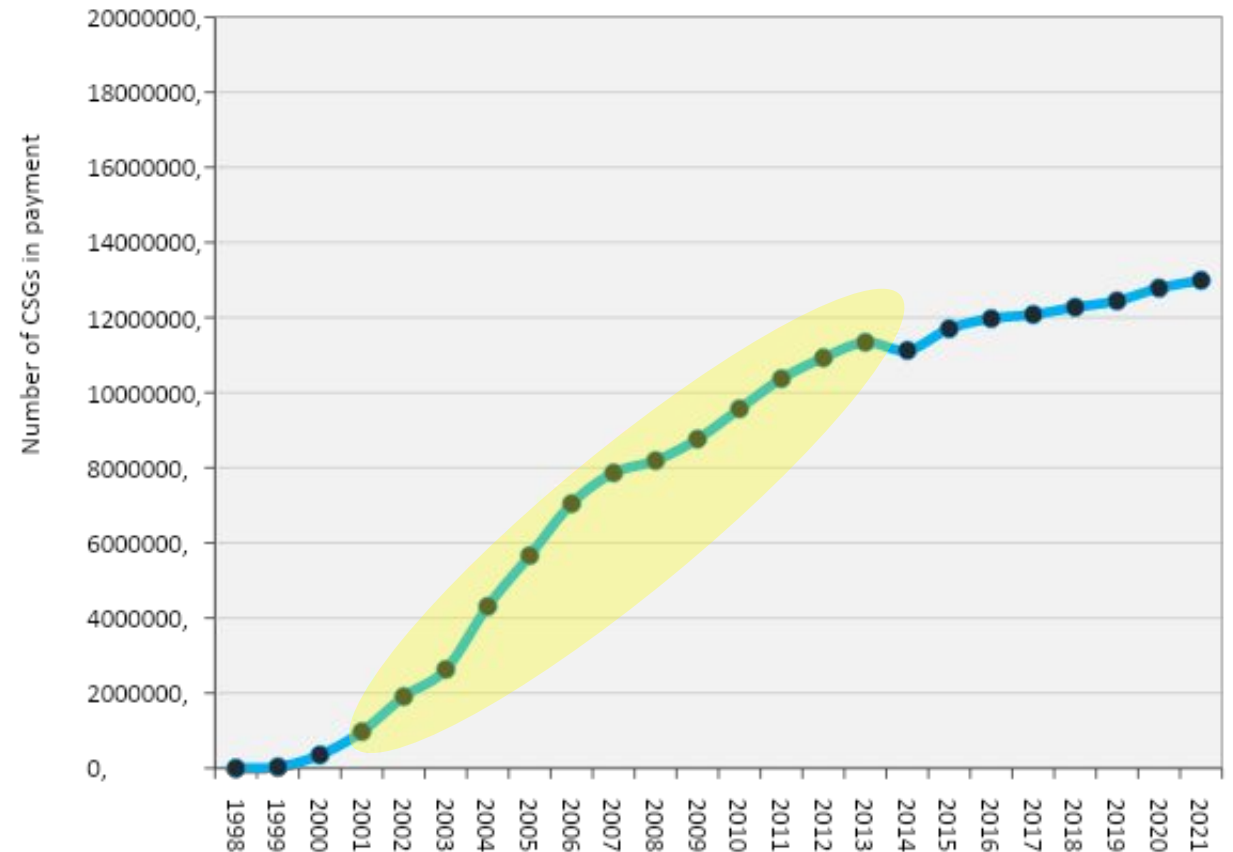
Child Hunger in the Previous 7 Days

Approximation of child hunger on a scale measuring hunger in the past seven days – high estimates for GHS against actual level in NIDS-CRAM



Children receiving the Child Support Grant (1998-2021)

Source: Children's Institute (2021)



How many children went hungry in 2020/21?

Child hunger remains extremely high at 14% in the past week in April/May 2021

Hunger seems to have stabilised at a new (higher) rate both for adults and children.

Approximately **10-million people** and **3-million children** were in households affected by weekly hunger in April/May 2021.

(Wittenberg & Branson, 2021)

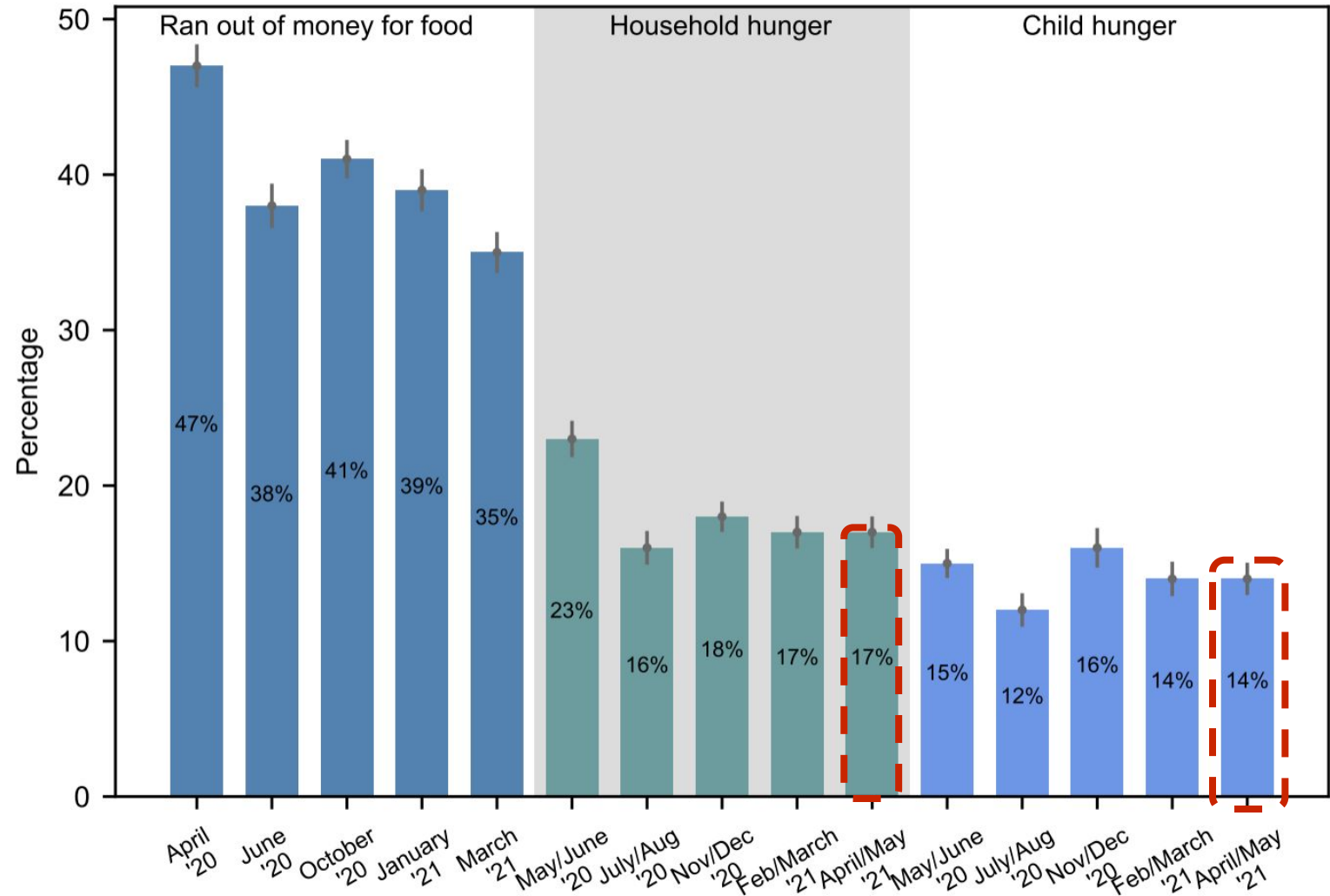
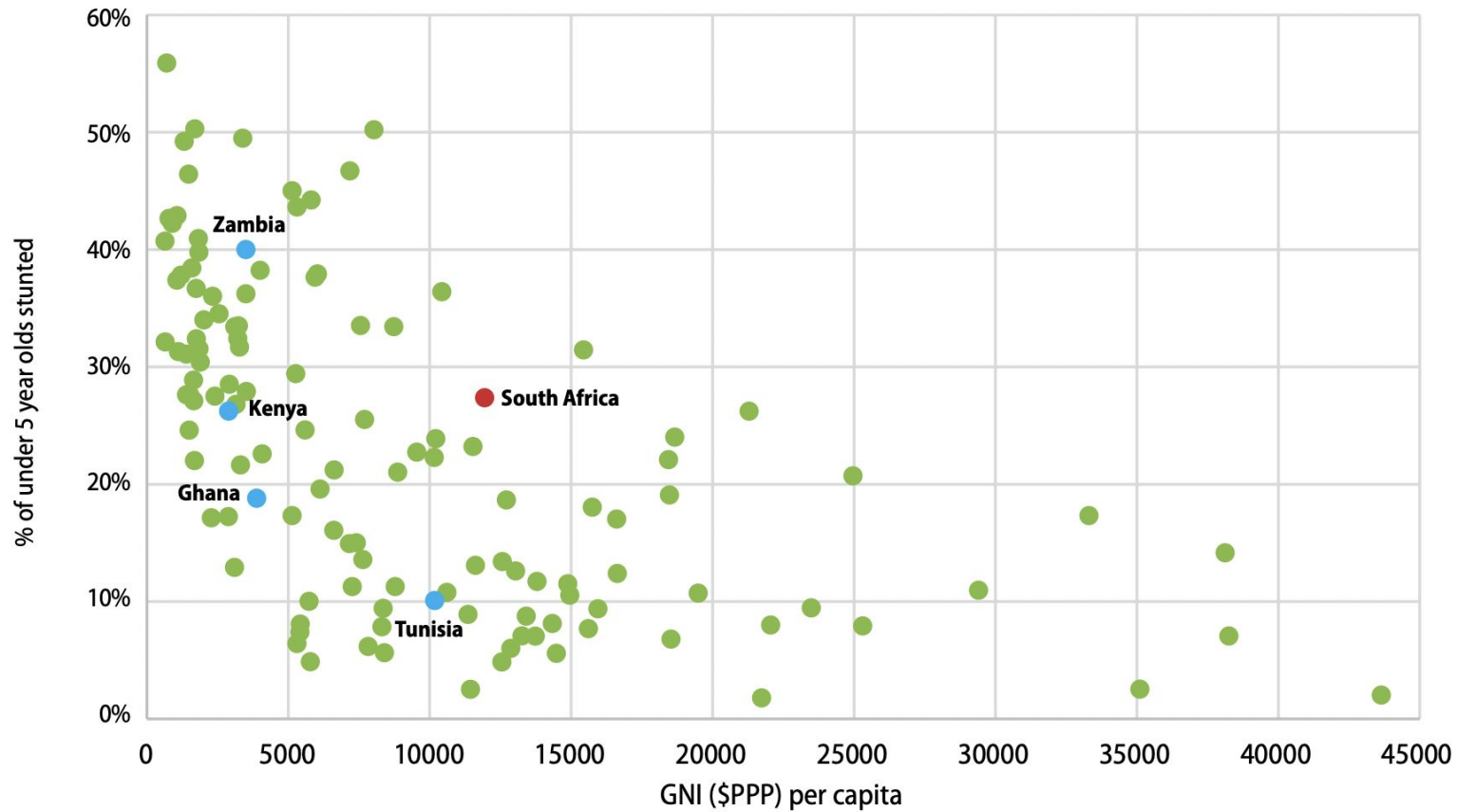
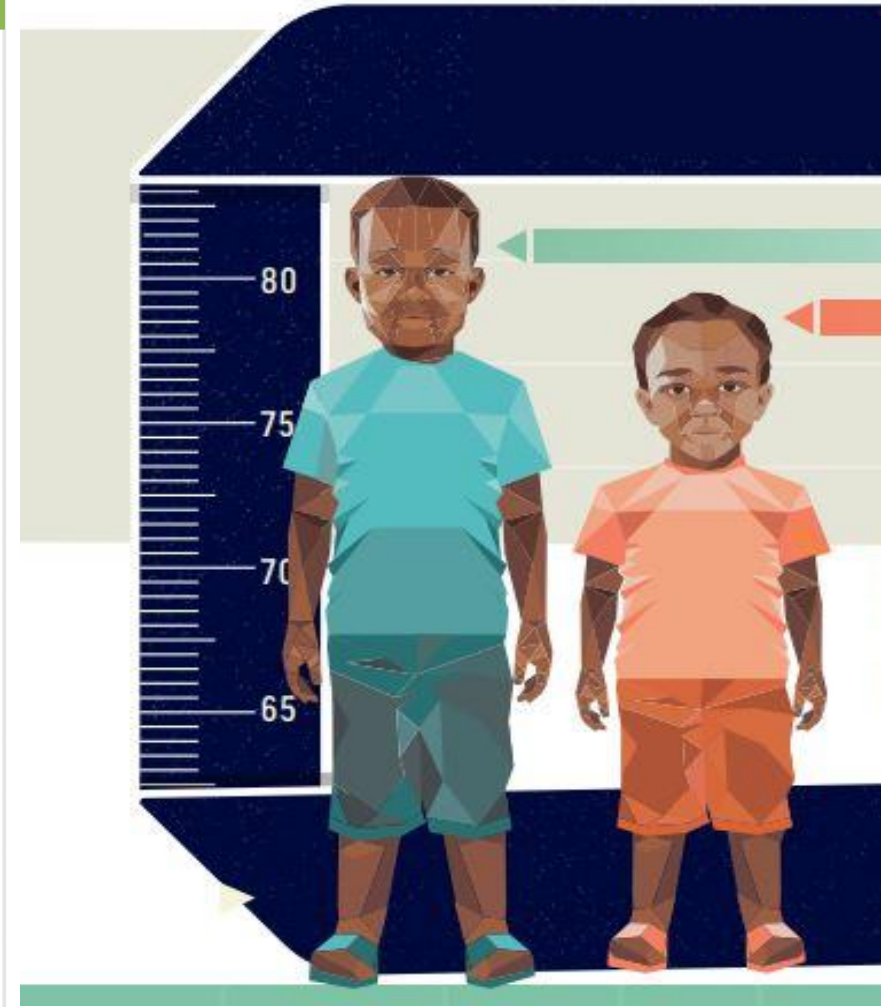


FIGURE 10: STUNTING RATES AND GROSS NATIONAL INCOME (GNI) PER CAPITA



Source: Adapted from Jonah C, Sambu W & May J (2018)¹⁰ Data from Human Development Report 2018.



1-in-4

children under five in South Africa are stunted (27%)

Stunting is when a child has low height for their age, usually due to malnutrition, repeated infections and poor social stimulation

Education

How many children pass matric and/or get a degree?

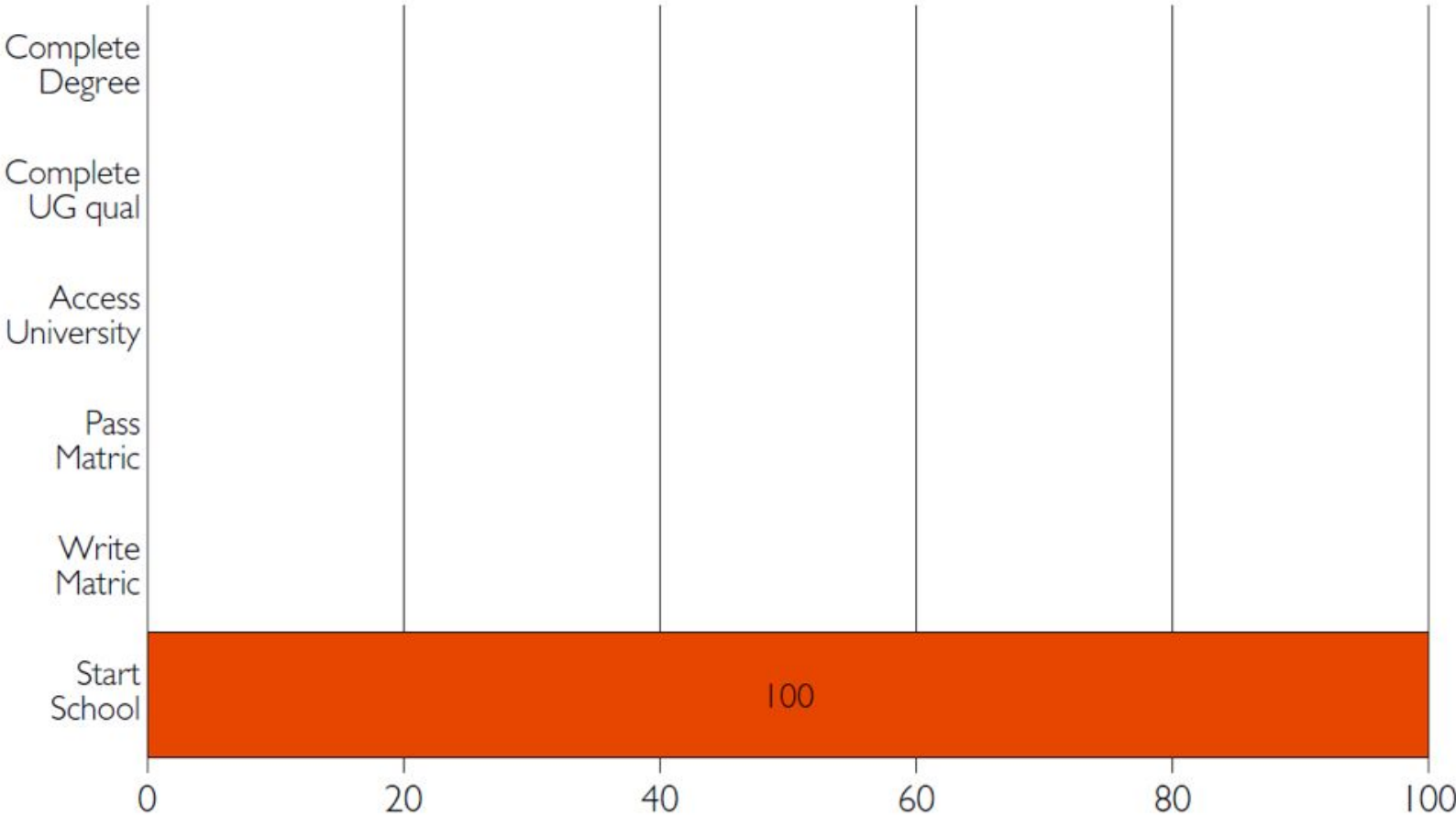


From Creche to College

Where do the wheels come off?



How many students actually make it to university?

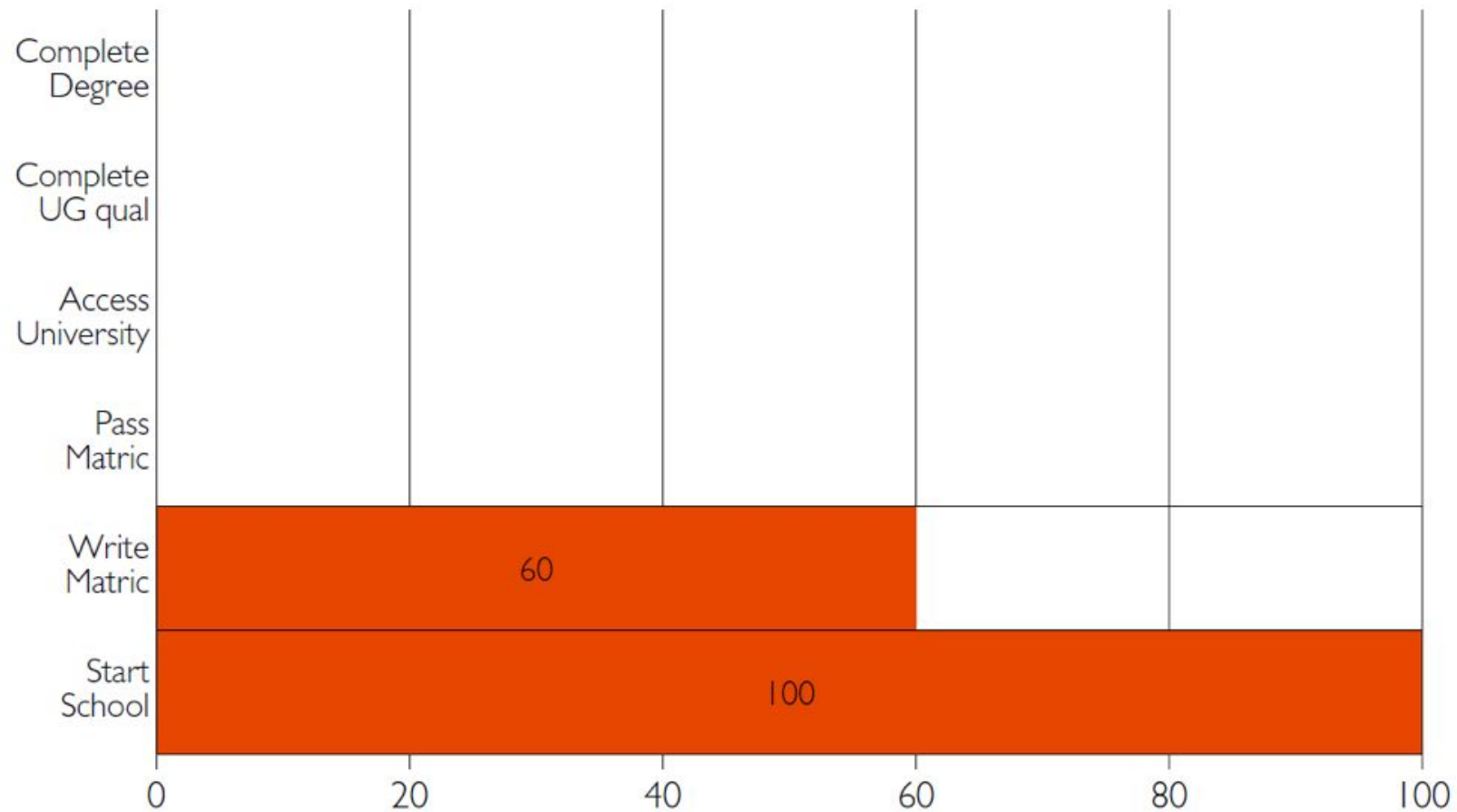


How many of those who start school reach matric? Graduate with matric? Graduate with a degree?

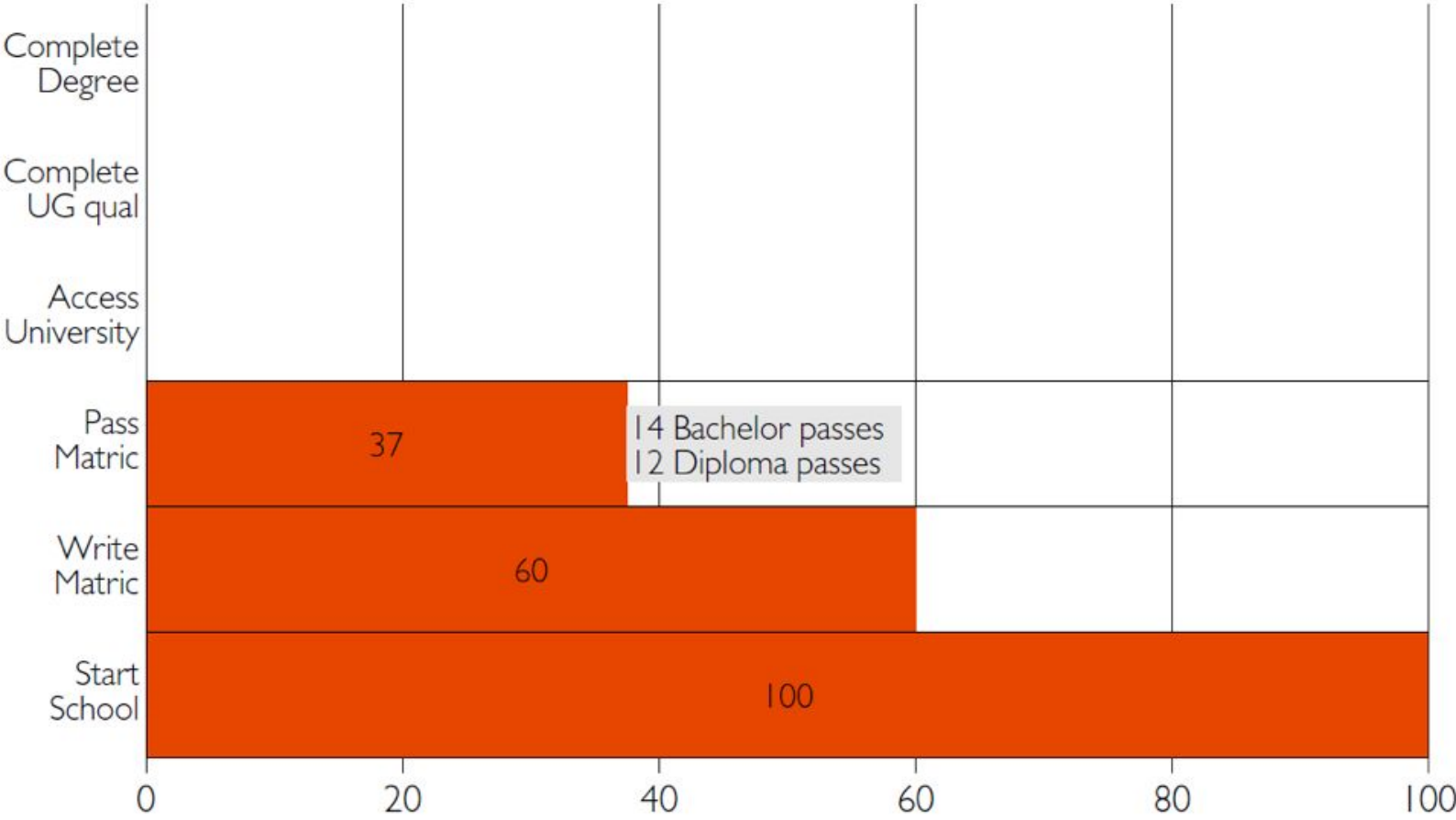
RESEP study followed the entire matric cohort of 2008 into university and tracked them 2009-2014

(Van Broekhuizen & Van der Berg, 2016)

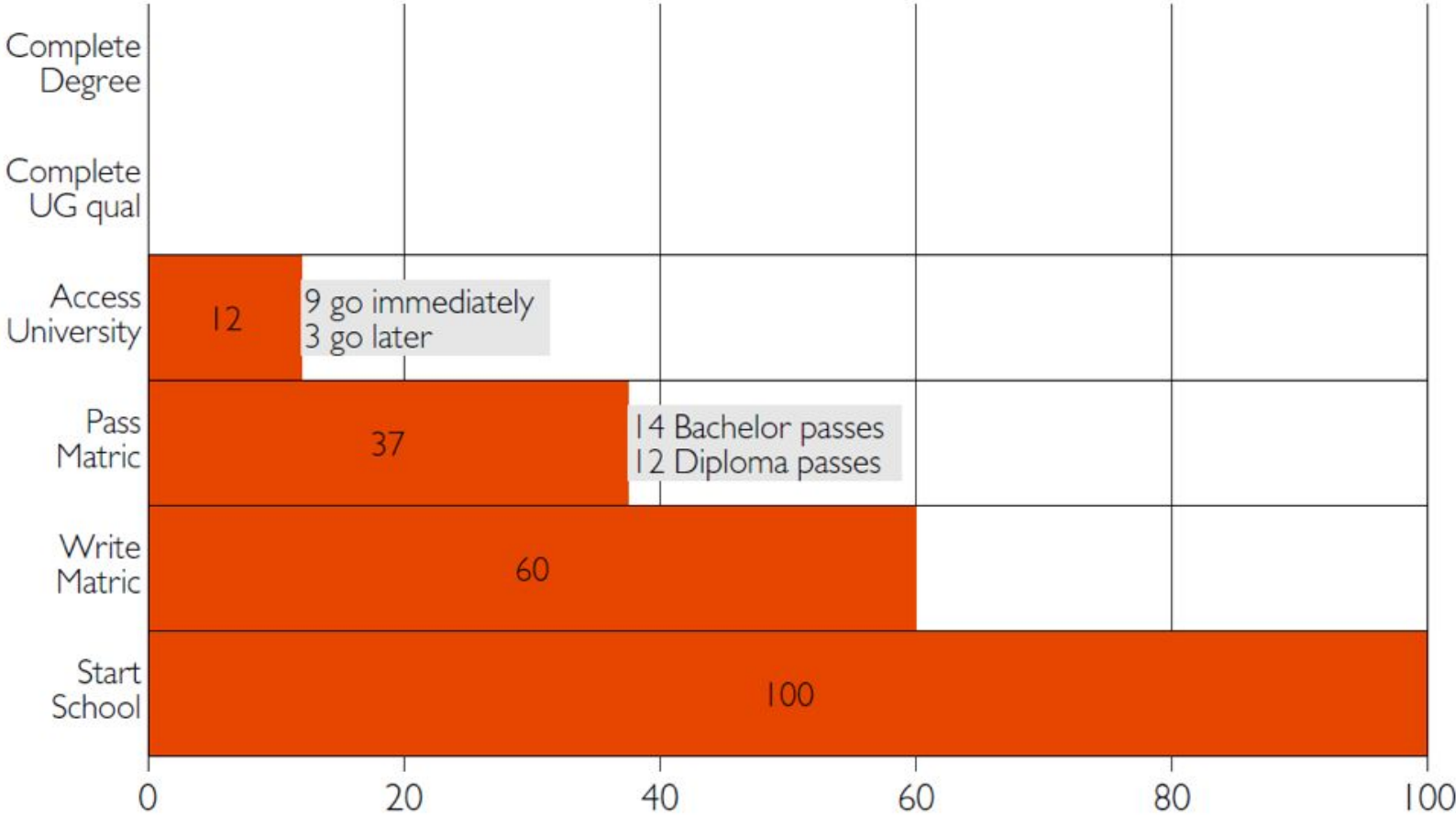
How many students actually make it to university?



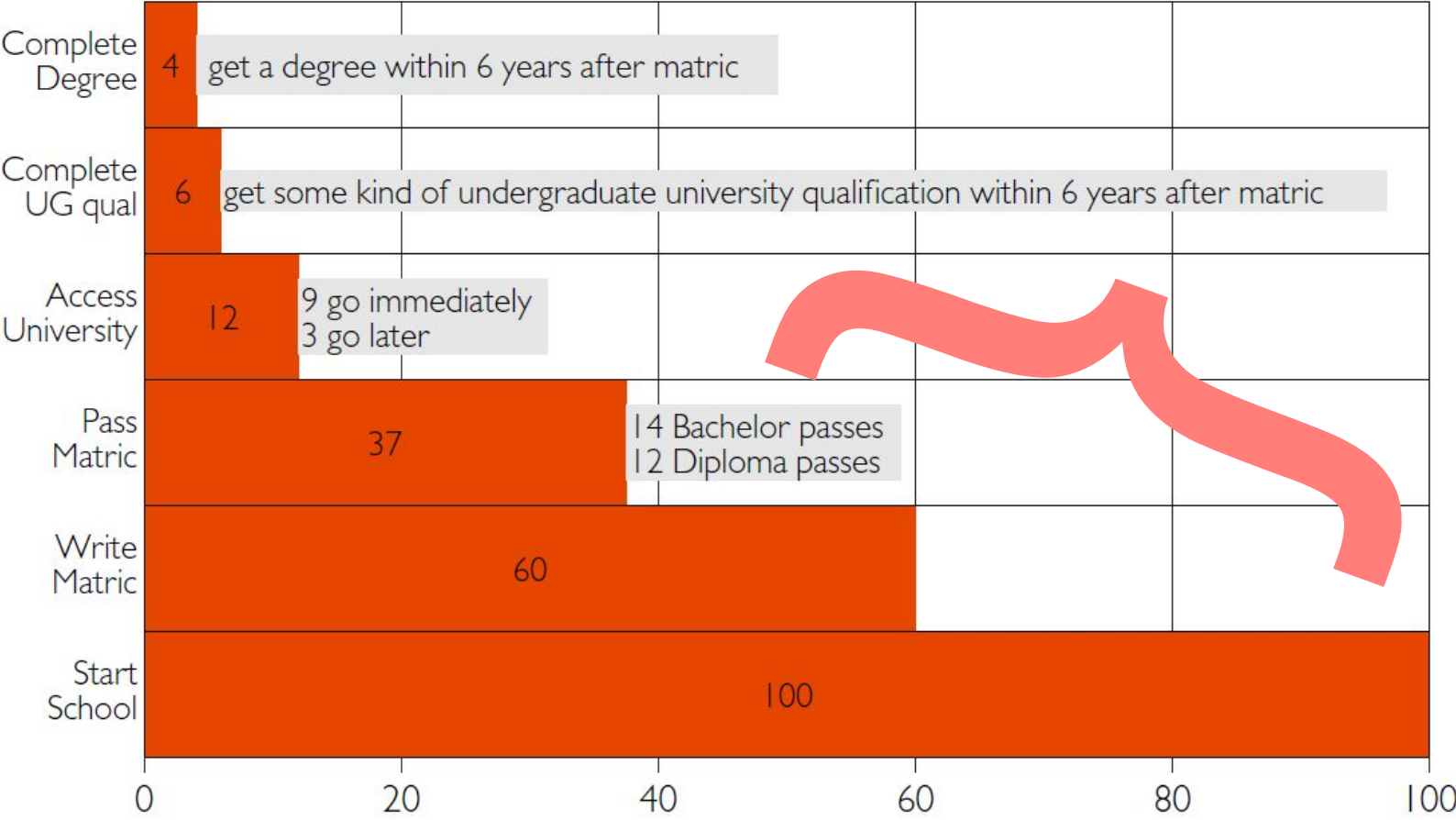
How many students actually make it to university?



How many students actually make it to university?



How many students actually make it to university?



78%
of Gr4 children cannot read for meaning in any language

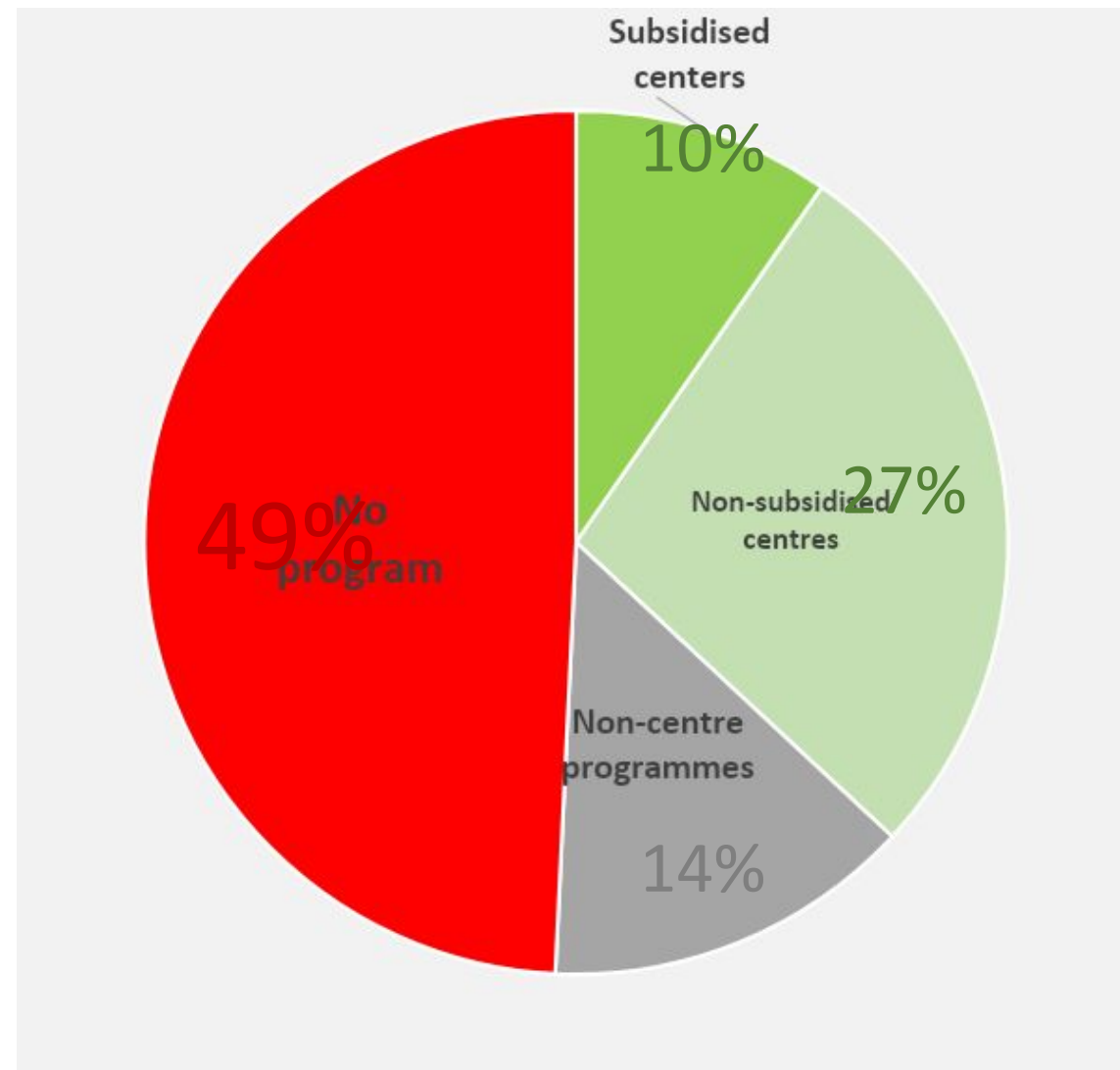
Source: Van Broekhuizen & Van der Berg, 2016 (Higher Education Access and Outcomes for the 2008 National Matric Cohort)

What about before school?

How many kids access ECD centers or programs and how many of those receive government subsidy?

- **Low access:** Half (49%) of children aged 0-5 do not access any ECD program (center/other)
- **Low subsidies:** Of the 6,5mil children aged 0-5 only 630,000 (10%) receive a partial subsidy (for Primary School it is 96%+)

Of the 6,5mil children aged 0-5 years, how many access ECD programs?



Ages 3-5



PERCENTAGE CHILDREN ACHIEVING THE ELOM STANDARD FOR EACH DEVELOPMENTAL DOMAIN (N=506)⁸⁰

| | |
|---|------------|
| Gross Motor Development | 37% |
| Fine Motor Control and Visual Motor Integration | 21% |
| Emergent Numeracy and Mathematics | 36% |
| Cognitive and Executive Functioning | 27% |
| Emergent Literacy and Language | 38% |
| ELOM Total | 29% |

Assessments of children aged 3-5 (ELOM) show that **71% of children** did not reach the developmental thresholds for their age.

Spending

How much do we spend on schooling vs ECD?

For every **R100** we spend on Basic Education we only spend **R1** on ECD.



Basic Education



ECD

How much does government spend on
Basic Education vs ECD?



2021 SA Basic Education
Expenditure (Treasury, 2021)

What are the implications?

- **No training:** 70% of ECD practitioners have no training or qualifications whatsoever (Kotze, 2015: p.4 using ECD Audit 2013 data)

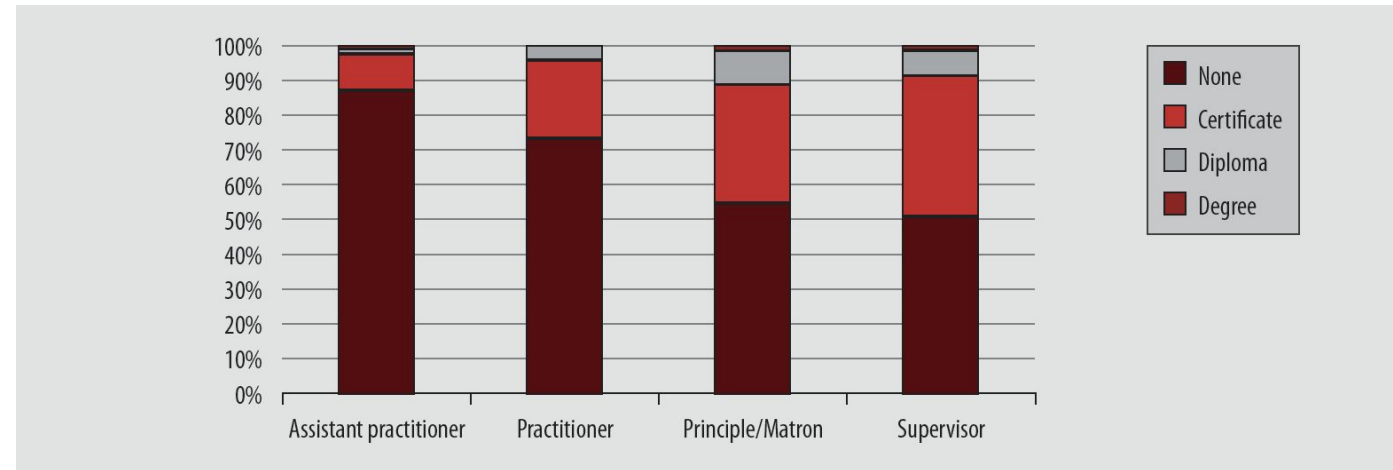


FIGURE 2: Training received in early childhood development (ECD)

- **Low wages:** The average ECD-practitioner earns less than minimum wage (<R3000/mo). 1/10th what a Grade I teacher is paid (Kotze, 2015: p.4 using ECD Audit 2013 data)

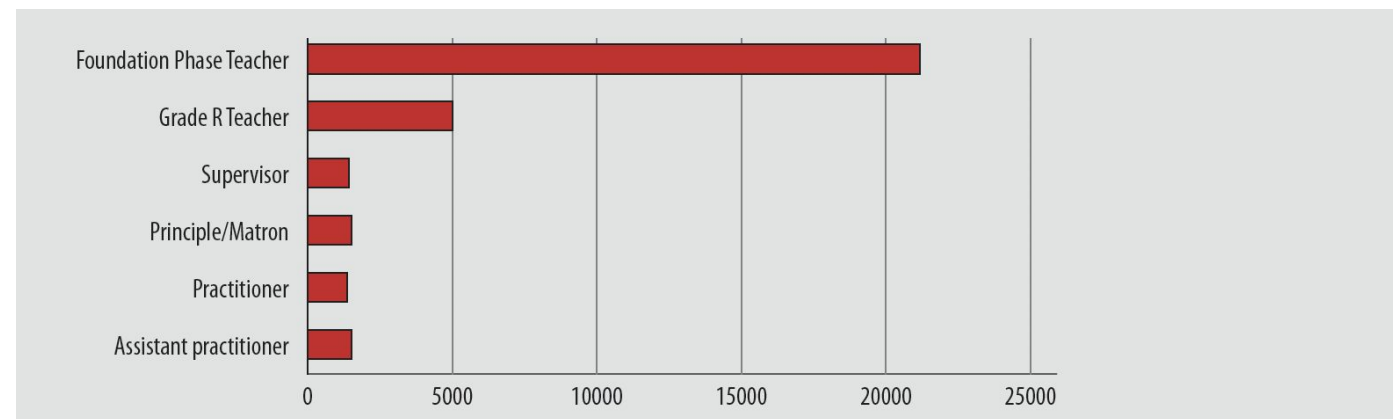


FIGURE 3: Comparison of salaries

A plan to achieve
universal coverage of
**EARLY
CHILDHOOD
DEVELOPMENT**
services by
2030

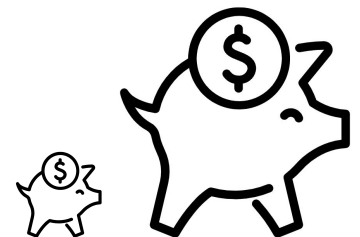
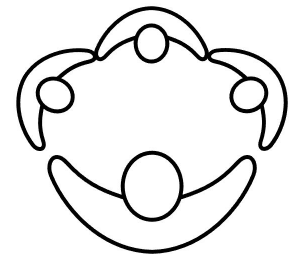
*This document is presented for
discussion by Ilifa Labantwana,
Kago Ya Bana, and their funders, as
a contribution to a social compact for
early childhood development (ECD).*



**SOUTH AFRICAN
EARLY CHILDHOOD
REVIEW 2019**

Take home points...

1. **Stunting:** **1-in-4** young children (<5yrs) are stunted (27%) compromising their futures.
2. **Access:** Only **10%** of young children (0-5yrs) are in a government-subsidized ECD program (R17 per child per day).
3. **Funding:** For every R100 spent on Basic Education, only R1.37 is spent on ECD (**1,3%**)





**The lack of funding for
ECD is the
binding constraint
to progress.**



PARLIAMENT
OF THE REPUBLIC OF SOUTH AFRICA

Possible avenues for Strengthening Parliament

Nic Spaul & Poppie Ntaka

I. Ensuring Effective Oversight

I.1. Tracking the Progress or Implementation of Recommendations and Resolutions

- **Issue:** Parliament does not have a standardised approach or system for tracking, monitoring and evaluating the implementation of its recommendations and resolutions. For instance, once the Committee report is adopted and published in the Announcement, Tablings and Committee Report (ATC) and it becomes a resolution in the House(s), little is done to ensure that the executive adequately responds/addresses these resolutions as no follow-ups are made by the House(s) and Committees.
- **Possibility:** A formal tracking system needs to be established- Within 3 months of tabling the Committee report, the executive needs to respond to each recommendation stating what action will be taken or has been taken, which division or individual will be responsible for carrying out the action and the timeframe of the implementation plan. At the end of each quarter, the Committee needs to also report on the implementation status of the recommendations it made. Similarly, legacy reports, oversight visit reports and the budgetary review and recommendations report (BRRR) should also include a discussion on the implementation status of any recommendations made in the previous year(s), where the annual report is also updated to include this tracking of recommendations and resolutions as a performance target. The Parliamentary Monitoring Group (PMG) online page should update its tabs to include “status of recommendations” for each Committee.

I.2. Co-ordination between Committees

- **Issue:** Committees tend to work in silos even in cases where there are cross-cutting issues. This is evident in the Committee meetings, oversight visits and report-back sessions. An example of this is the issue of scholar transport, where there is little co-ordination between the PC on Transport and PC of Basic Education.
- **Proposal:** To avoid duplication of responsibilities and to foster collaboration between Committees, there should be joint programme and oversight visit planning as well as compiling BRRRs. If an issue is relevant to more than one Committee, a joint oversight visit report-back session/briefing should be scheduled prior to the finalisation and adoption of the report. Establish a portal for reporting all oversight visits disaggregated by sector, province/municipality, current and outstanding issues, year and status of recommendation. The portal should be accessible to the public.

2. Enhancing Public Participation

- Issue: In its oversight activities, Committees mostly rely on the information provided by the Government Departments/Entities it is trying to hold accountable. There is limited input from independent stakeholders.
- Proposal: In preparation for the BRRR, Committees need to consider input from other independent stakeholders in the field. This could be done through public hearings or sending invitations to relevant stakeholders/independent researchers to brief the Committee on, for example, current matters affecting the Basic Education sector. The invitations should be sent out before the start of the 4th term so as to give stakeholders enough time to prepare in-depth reports. Input from independent stakeholders could also be considered when the Department presents its quarterly performance reports to the Committee.

3. Capacity- Building

- Issue: Training aimed at improving researching tools and skills is limited.
- Proposal: Partner up with local universities and research institutions- For example, data analysis workshops using relevant education datasets can be held, joint research projects, seminars etc.

4. Other Observations

- Issue: No legislation was referred to the PC on Basic Education for processing during the 5th term. The Committee indicated that the reason there was a delay in processing the draft Basic Education Amendment Laws Bill (BELA) was because it had received a high volume of public submissions.
- Proposal: A formal guideline outlining how to deal with high volumes of public submissions needs to be established. For example, extended research and committee section support can be requested from other Committees. Committee needs to outline in its legacy report how many submissions it was able to go through and how many were outstanding.

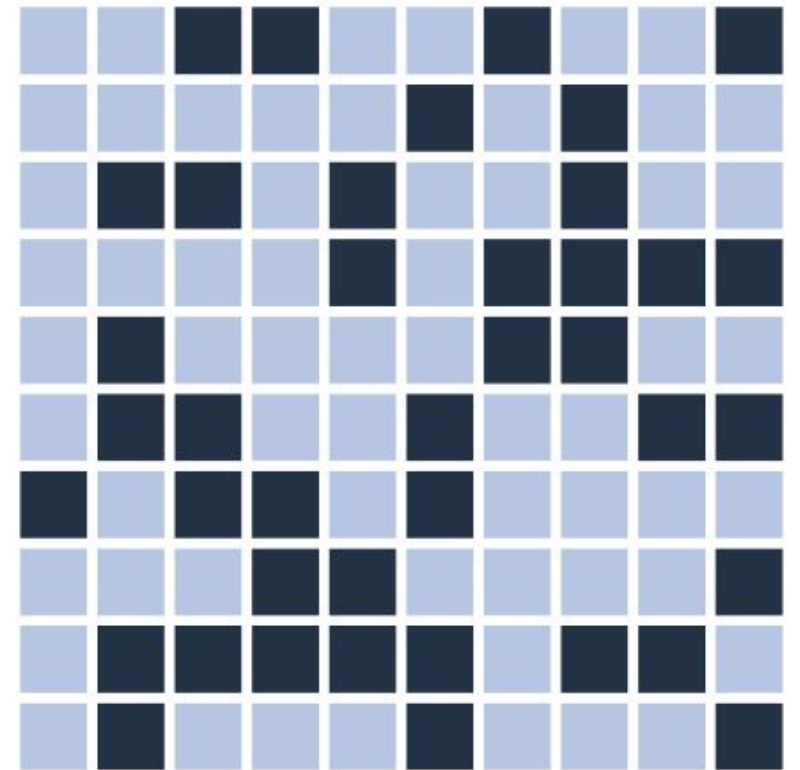
Thank you.



Additional slides for Q&A...

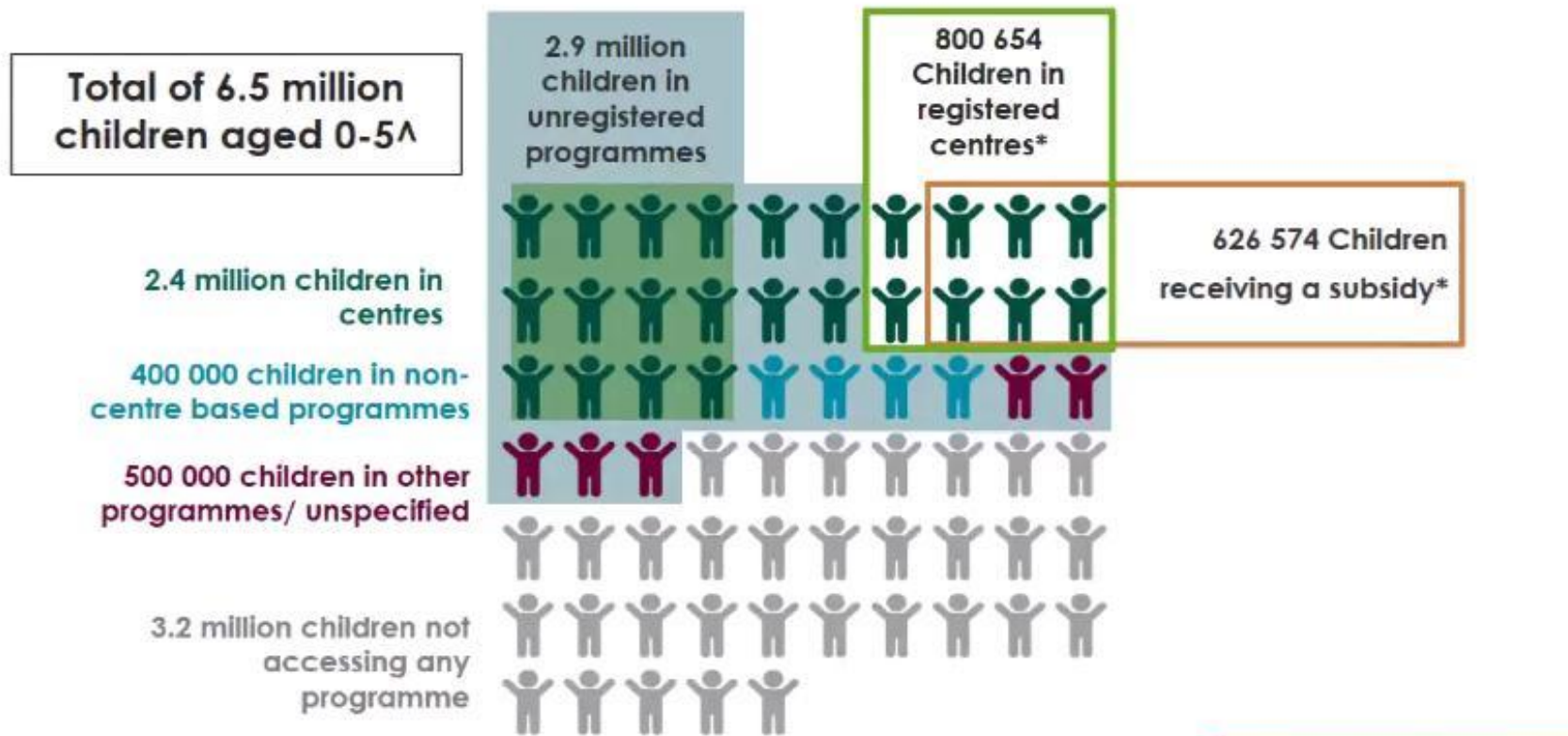
Matrix

4 in 10 (40%)



Pass matric Dropout or fail matric

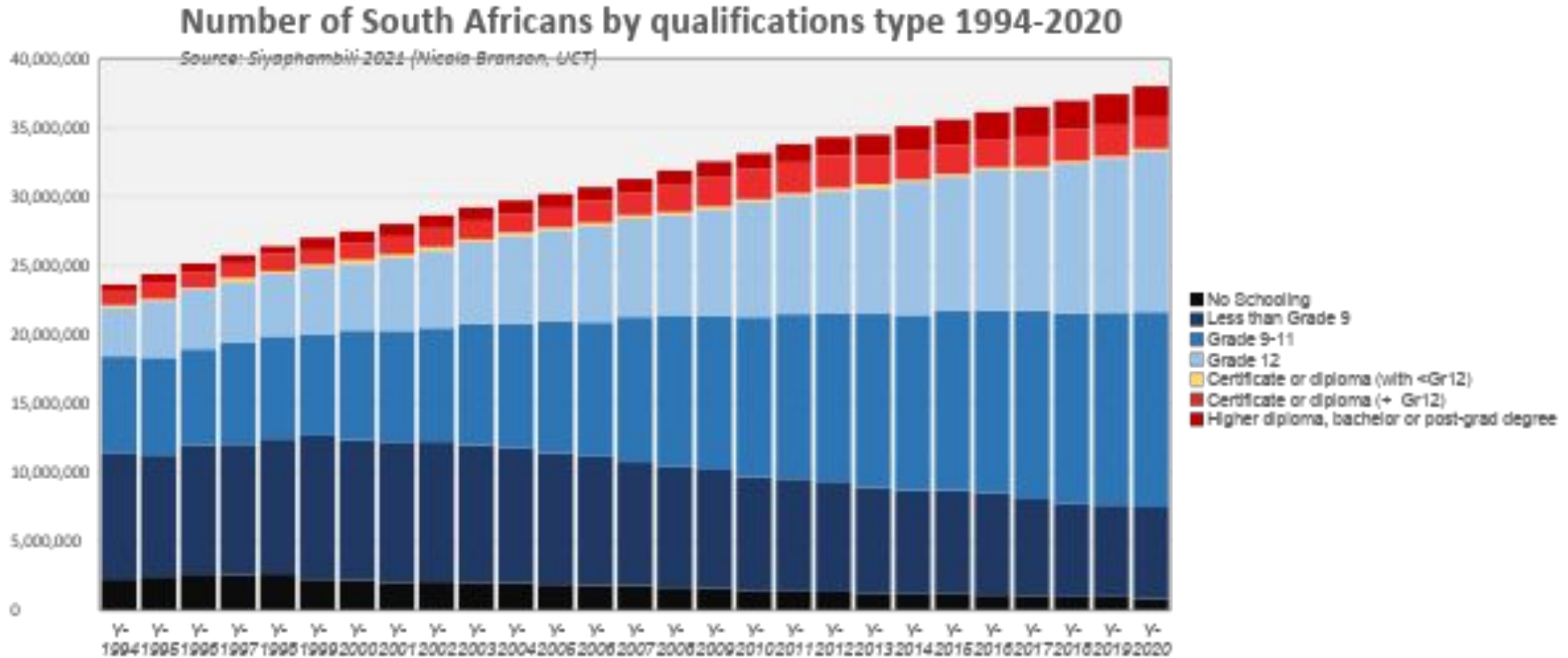
ECD access snapshot



Data sources: All figures based on analysis of GHS 2018.
 *Those marked with an * are latest figures provided by NDSD
[^]Excluding 5 year olds in Grade R

Just under a million children may not have a service to return back to due COVID

Education in SA I (1994-2020)

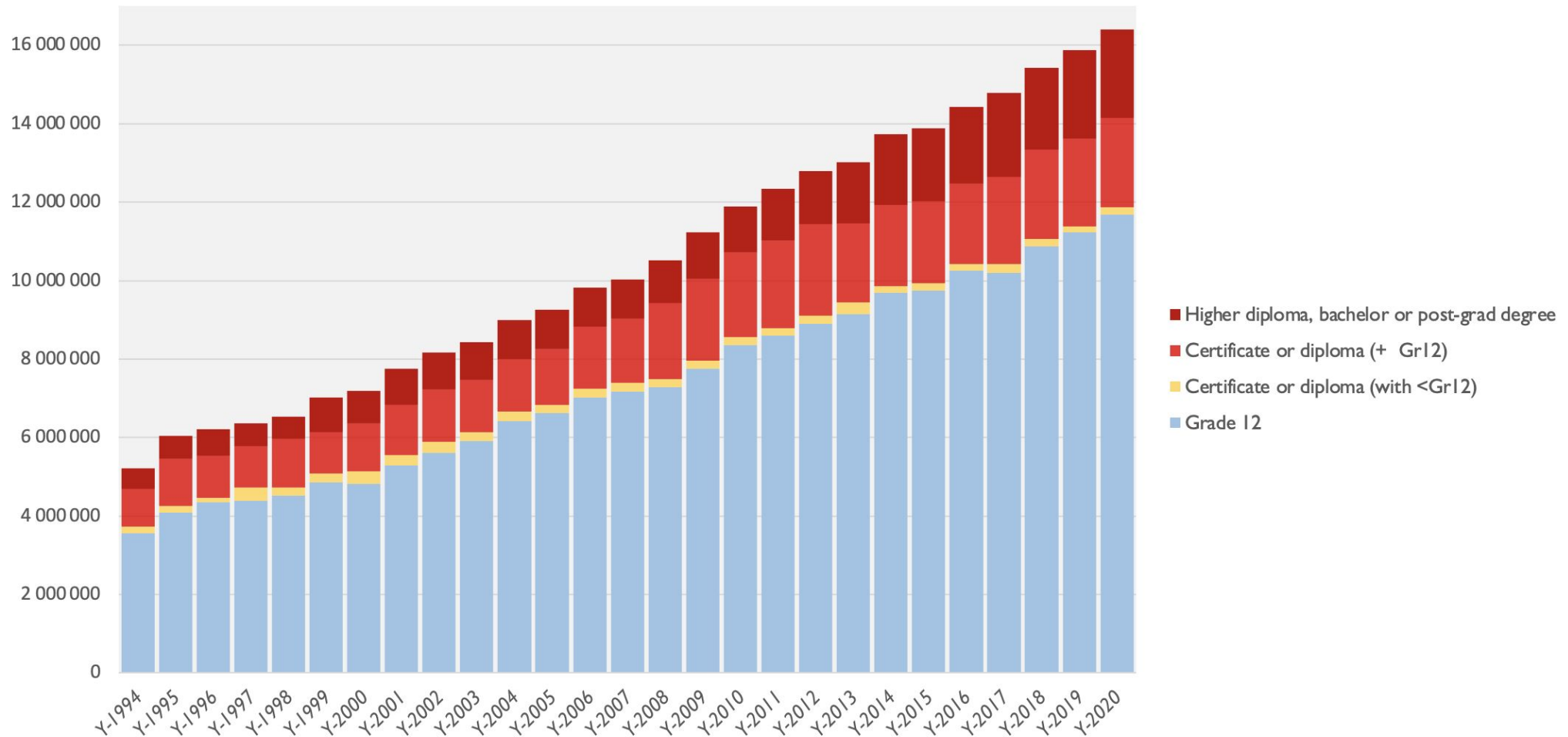


Source: Siyaphambili, 2021

Matric +

Number of South Africans by qualifications type 1994-2020

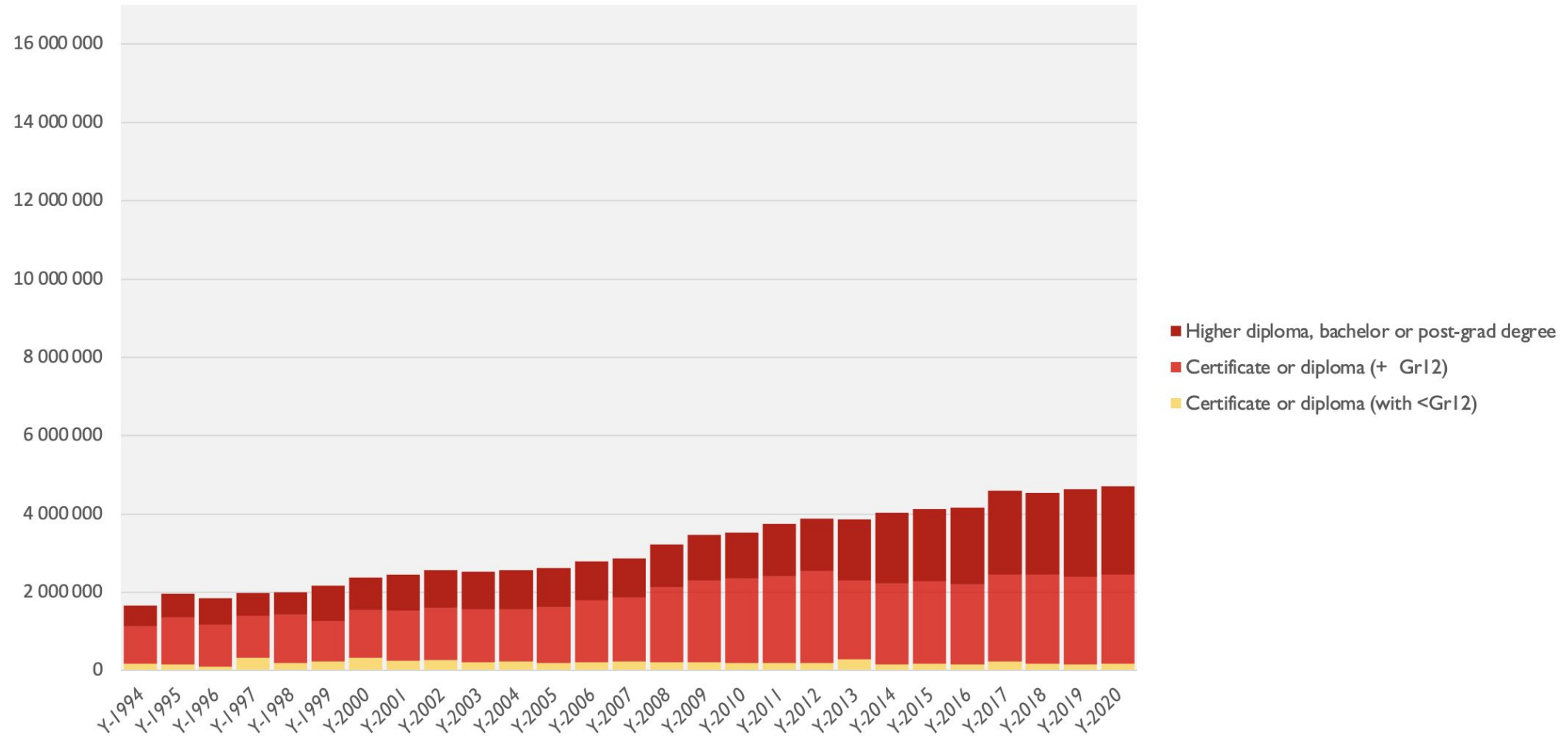
Source: *Siyaphambili 2021 (Nicola Branson, UCT)*



Further education

Number of South Africans by qualifications type 1994-2020

Source: *Siyaphambili 2021 (Nicola Branson, UCT)*



Higher Diploma, Degree, Postgrad

Number of South Africans by qualifications type 1994-2020

Source: Siyaphambili 2021 (Nicola Branson, UCT)

