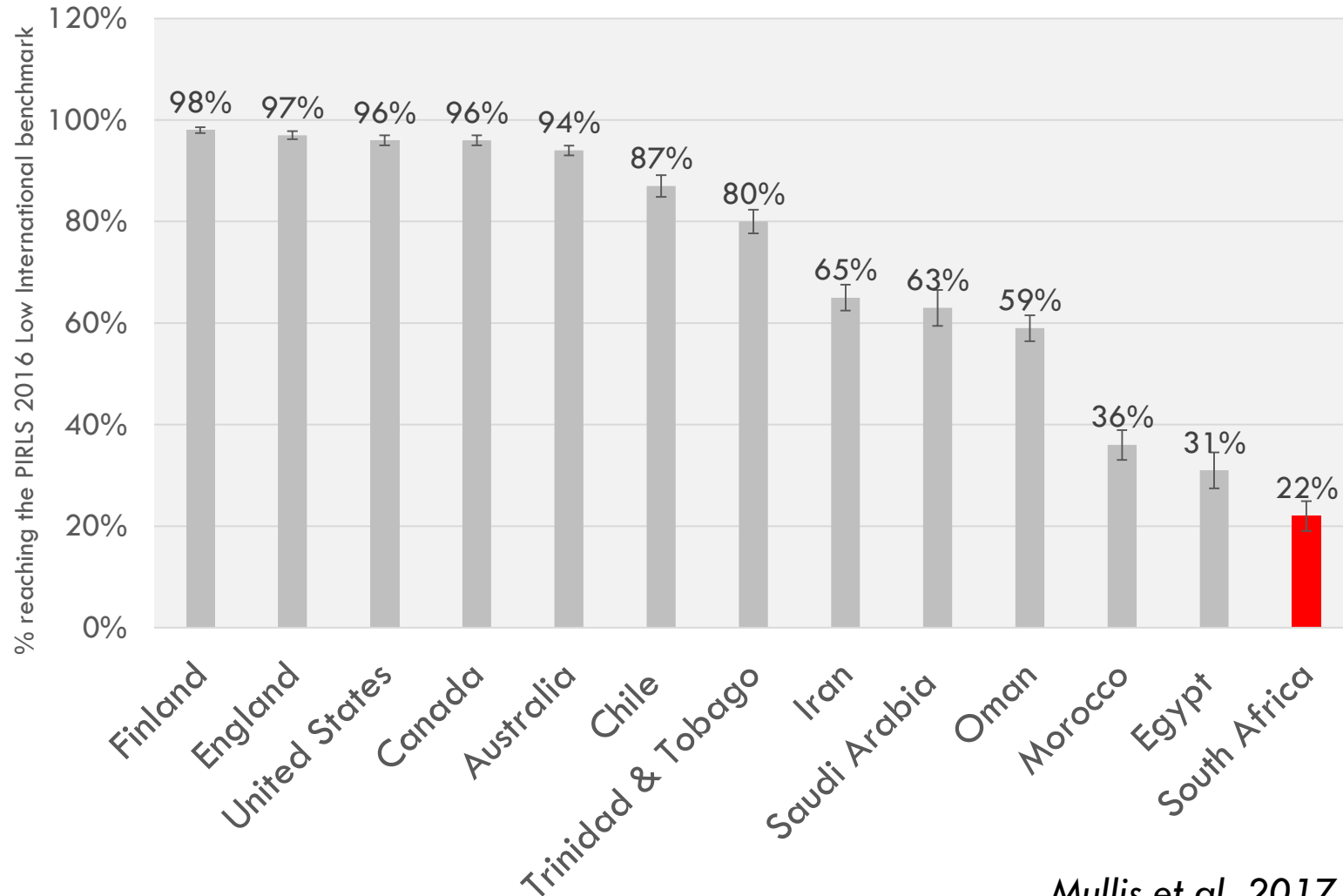


JUSTICE THROUGH EDUCATION

Gabrielle Wills

READING RESULTS IN CONTEXT

FIGURE: Percentage of Grade 4/5 children reaching the low international benchmark in PIRLS, 2016



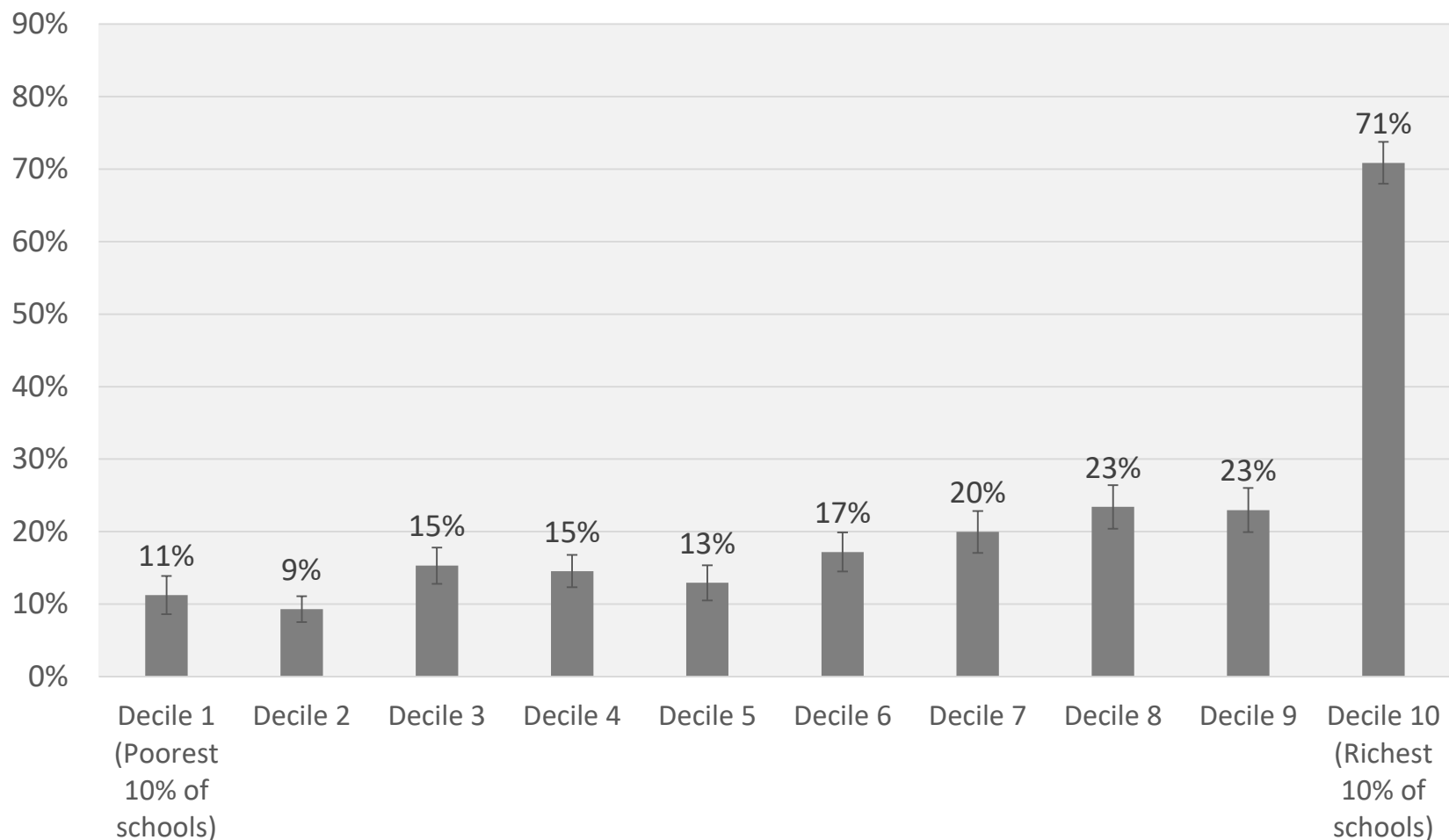
78%

OF GRADE 4 CHILDREN
IN SOUTH AFRICA
**CANNOT READ FOR
MEANING**
IN AT LEAST ONE
LANGUAGE

KZN — 82% | WC — 56%
GP — 68% | LP — 91%

LARGE INEQUALITIES IN
ACCESS TO LEARNING

FIGURE: The percentage of grade 4 children who can read at a basic level (PIRLS low international benchmark) in any language by deciles of average school wealth



Source: Spaul & Pretorius (2018) *Falling at the first hurdle*. Springer. Using PIRLS 2016 data.

Notes: Error bars are 95% confidence intervals.

The curriculum assumes that by grade 4 children can read for meaning, not just in their home language, but in English.

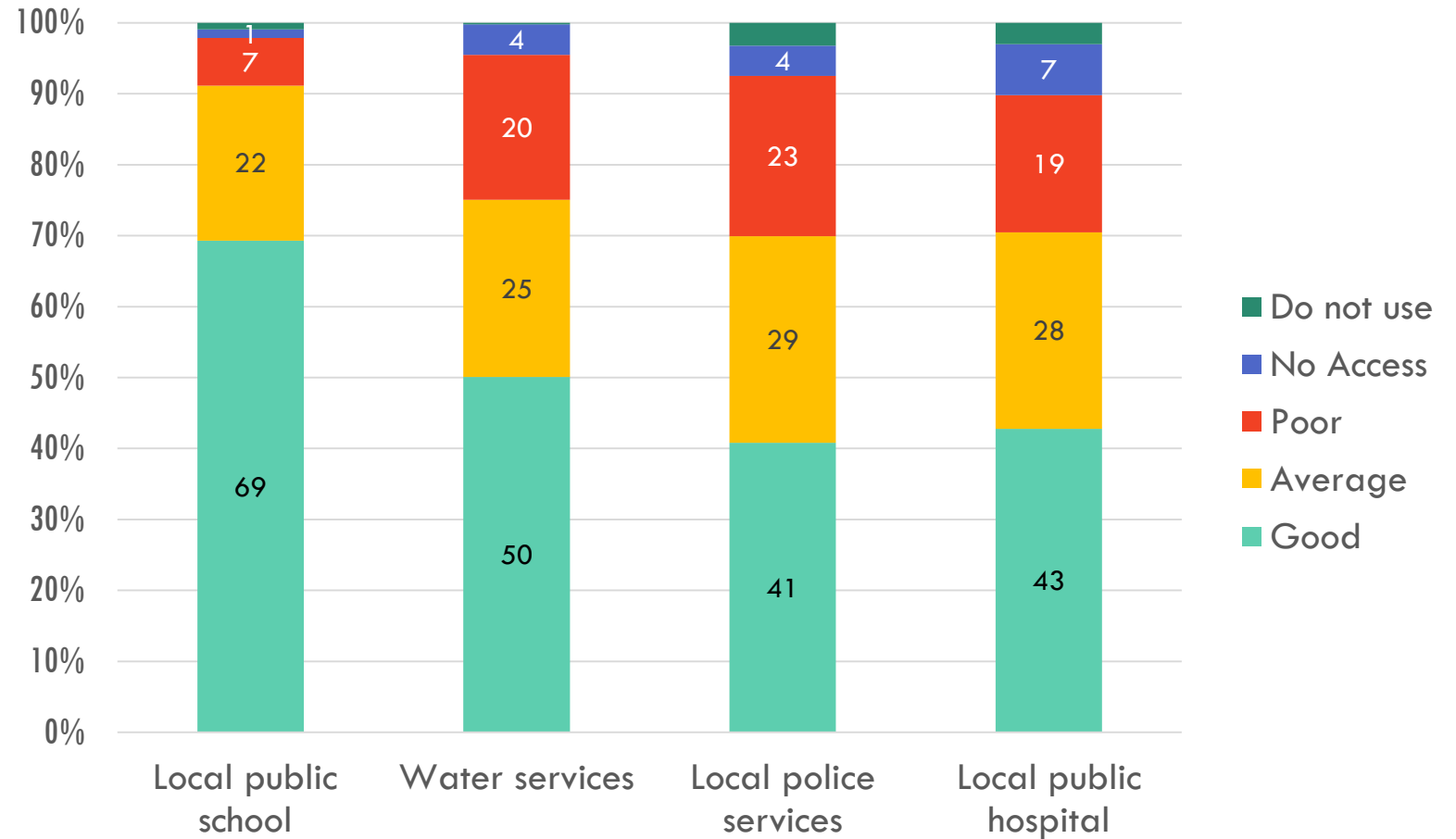
IF YOU HAVEN'T LEARNT TO READ, YOU CANNOT READ TO LEARN.

The inability to read becomes a major hurdle to progressing further – in itself a binding constraint to progress

MOST SOUTH AFRICANS DON'T KNOW THAT CHILDREN ARE RECEIVING A LOW QUALITY EDUCATION

“How would you rate the overall quality of the ___ that this household has access to or utilises?”

FIGURE: Ratings of the quality of service delivery factors among the poorest 80% of households, with at least 1 young person (aged 5-24) attending a primary or secondary school

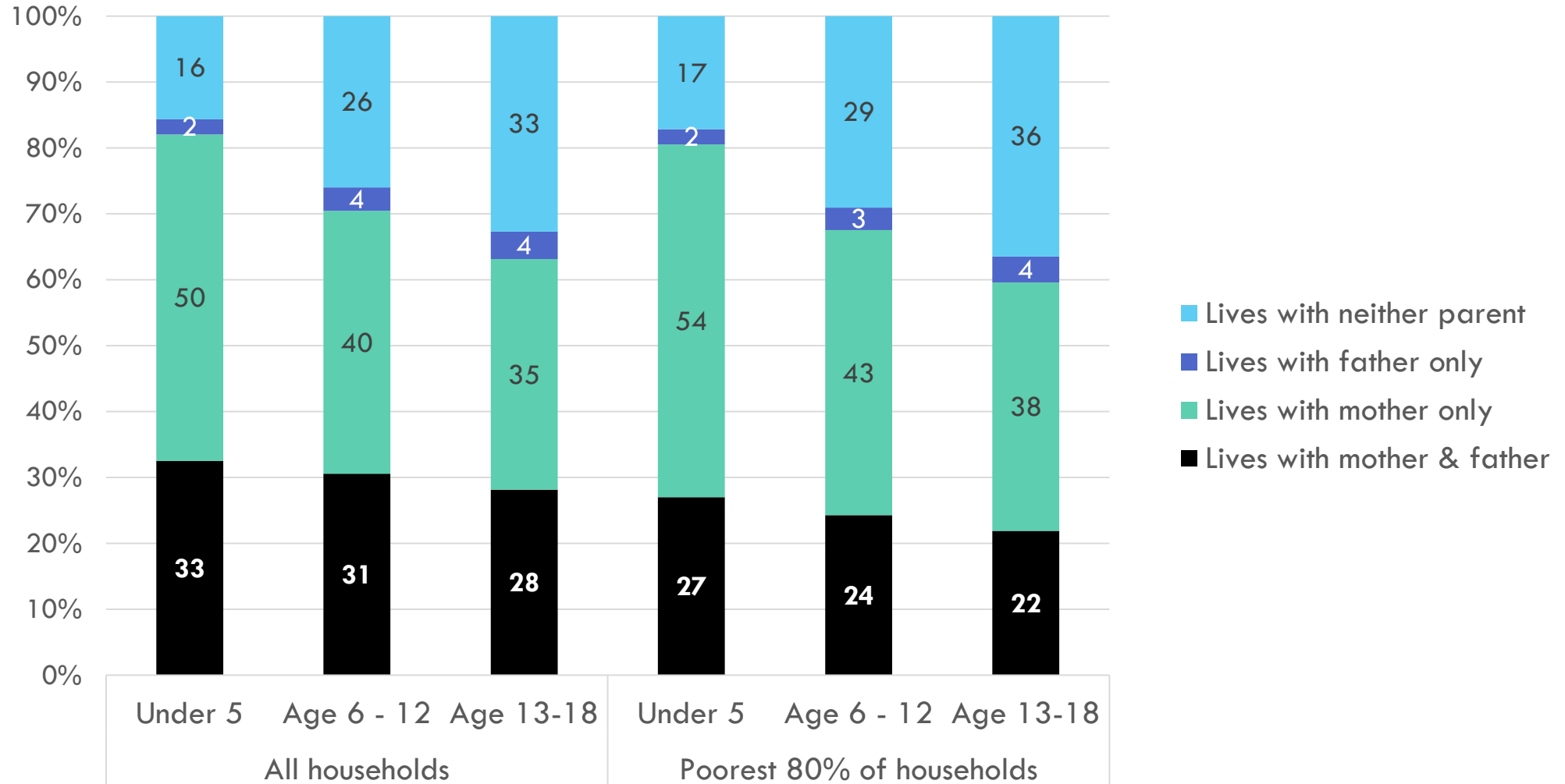


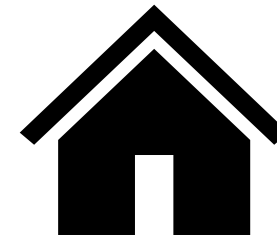
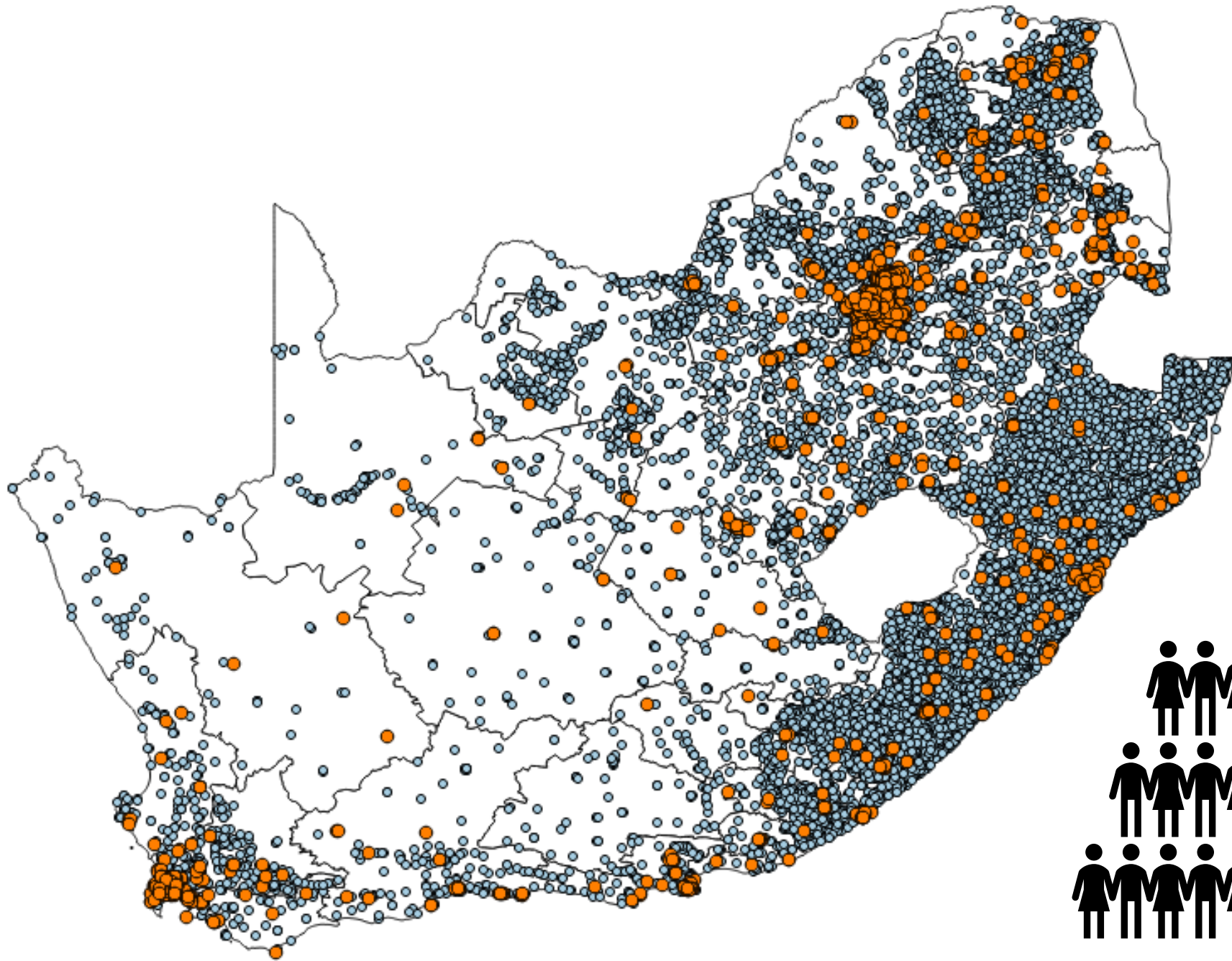
Source: Community Survey, 2016. Statistics South Africa. Own calculations.
Notes: N = 375 596. Calculated using household weights.

LIVING ARRANGEMENTS OF SOUTH AFRICAN CHILDREN

FIGURE:
Living
arrangement
with parents.

Community
Survey 2016,
own
calculations,
weighted.

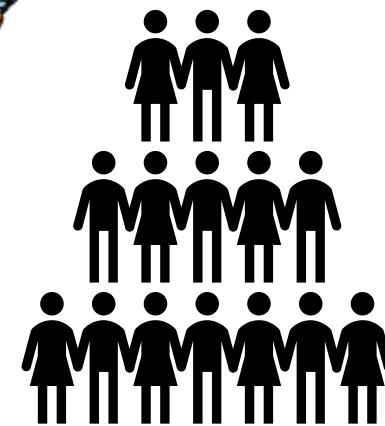




25 154
schools



437 449
teachers



12 819 542
learners