

#FeesMustFall 1 – multiple axes of inequality

In this vignette we consider two axes of inequality at issue in the #FeesMustFall protests. First, calls for ‘decolonisation’ give voice to a deeply felt sense of disadvantage by many students relative to their historically more privileged peers. Is this perception of inequality – of structural violence by the academy itself – valid? Second, to call for free higher education is to demand dramatic re-prioritisation of limited public resources. Is it legitimate to stake this claim given the current social position and future opportunities of those benefiting from higher-education, as well as the many unmet development needs of the poorest?

Related GCRO research theme:
Changing Social Fabric

Credits

Graeme Götz

Contact

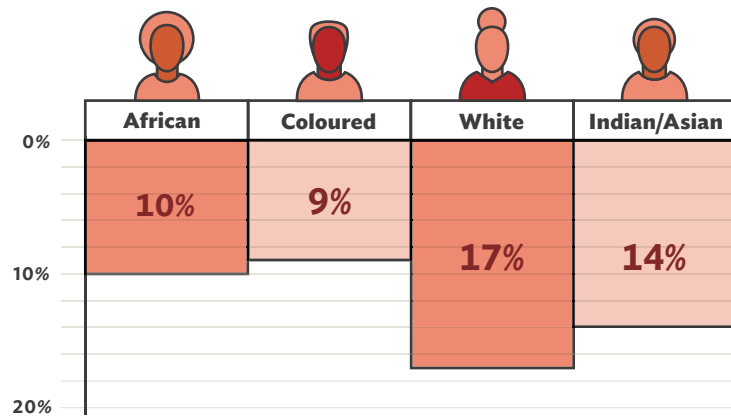
graeme.gotz@gcro.ac.za

Source

GCRO's 2015 Quality of Life Survey

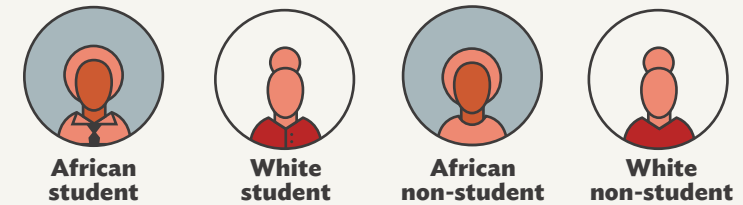
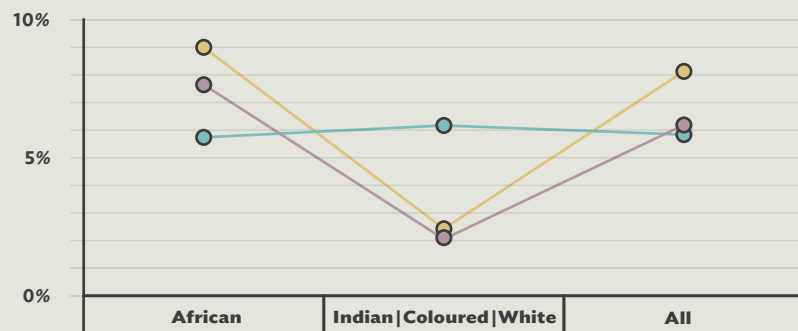
Access to higher education by race

% of 18-34 year olds in each population group who are students



Do student youth protest more than non student youth?

Have you taken part in a service delivery protest in the last 12 months? (yes)



	African student	White student	African non-student	White non-student
Average monthly household income	R 8 389	R 27 350	R 6 968	R 27 882
From households earning more than R600 000 a year	1%	9%	1%	8%
From households where children never go hungry	87%	99%	81%	99%
From households that own a car	31%	93%	24%	88%
From households with a computer, laptop or tablet	57%	92%	26%	76%
Say that 'no-one cares about people like me'	25%	19%	30%	26%
Believe they 'can't influence developments in their community'	27%	23%	32%	32%
Agree that 'blacks and whites will never trust each other'	59%	33%	63%	46%
Are satisfied with local educational institutions	75%	87%	67%	83%
Are satisfied with their life as a whole	73%	94%	62%	81%
Are marginalised or at risk of being marginalised (on an index of 29 variables)	7%	0%	16%	2%
Score on Quality of Life index comprising 58 variables (high is good)	6.3/10	7.1/10	5.9/10	7.0/10