

# DEPARTMENT OF BASIC EDUCATION

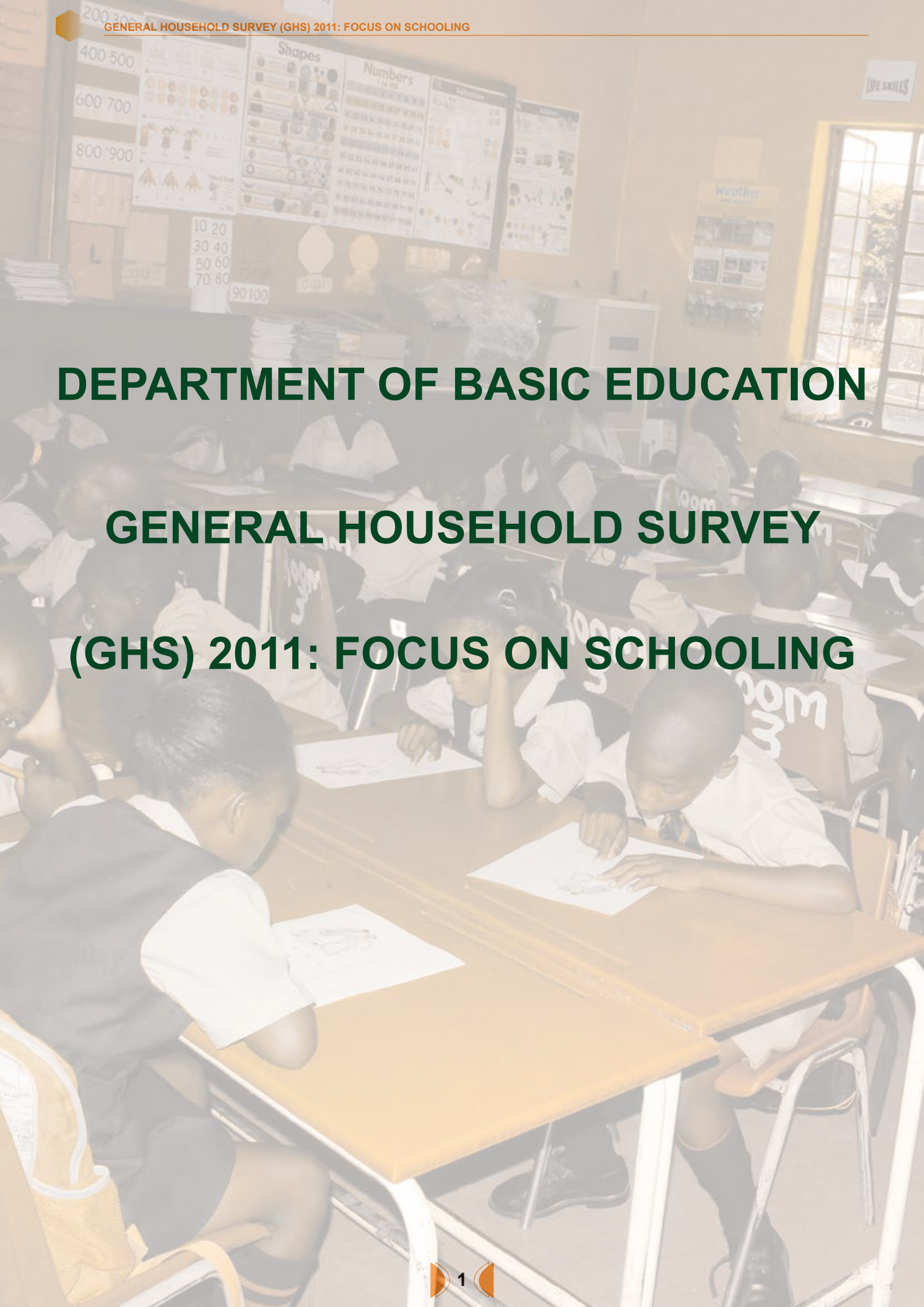
## GENERAL HOUSEHOLD SURVEY (GHS) 2011: FOCUS ON SCHOOLING



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





# **DEPARTMENT OF BASIC EDUCATION**

## **GENERAL HOUSEHOLD SURVEY**

### **(GHS) 2011: FOCUS ON SCHOOLING**



Published by the Department of Basic Education

**222 Struben Street**

**Private Bag X895, Pretoria, 0001**

**Telephone: 012 357 3000 Fax: 012 323 0601**

**ISBN:978-1-4315-1845-6**

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## 1. INTRODUCTION

The General Household Survey (GHS) is a sample survey conducted by Statistics South Africa (Stats SA) in approximately 30 000 Households. This survey is conducted annually in July.

The Department of Basic Education has a close working relationship with Stats SA. The DBE officials were involved in the reviewing of the GHS questionnaire in 2009 and are in constant consultation with Stats SA officials. The GHS provides a platform for DBE to assess progress made with regards to access, quality, efficiency, equity and expenditure goals in schooling. Furthermore, GHS is a very important survey that assists the Department to do data confrontation with regards to learner enrolment, school nutrition programme, percentage of repeaters, learner pregnancy, and access to Early Childhood Development (ECD) Centres and age grade enrolment amongst other data variables.

This report focuses particularly on schooling information. This includes attendance by children in ECD, Schools, educational Institutions, completion, repetition, literacy, tuition fees, access to social grants, orphanhood, problems at schools, learners pregnancy amongst other information analysed. Most of the information in this report is disaggregated by province. However, efforts were made to disaggregate the information by population group and gender where data allows. The GHS data cannot be disaggregated at district or municipality level.

The information in the report is useful for programme managers, decision makers, researchers and other government departments. Furthermore, the report will assist in tracking and monitoring some of the goals and indicators in the sector plan; *Action Plan to 2014*. Towards the realisation of schooling 2025.

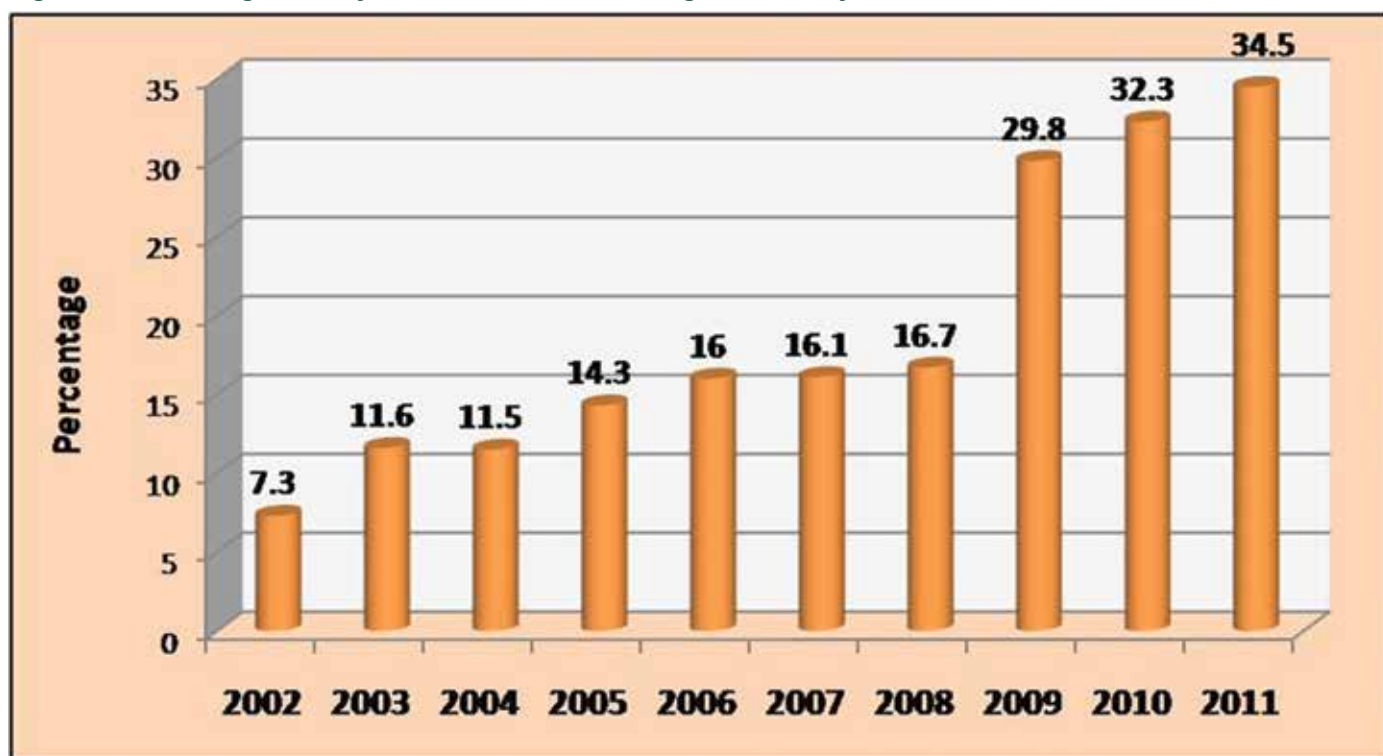
## 2. METHODOLOGY

The information was analysed using the web-based software called Nesstar from Stats SA. The information is reported as percentage as far as possible. The use of absolute numbers is cautioned. More information on the GHS can be obtained from Stats SA but the figures in this report are based on the analysis done by the DBE.

## 3. CHILDREN ATTENDING ECD FACILITY

In 2011, approximately 35% of children aged 0 to 4 year old were attending an ECD facility. This is an increase from 7% in 2002. There is an increase of 25% over the period of 8 years. However it has to be noted that the GHS questionnaire was reviewed in 2009. This has contributed to the section dedicated to the collection of ECD information. Furthermore, the greater emphasis of government on ensuring that children are accessing preschool education also played an important role in the increased percentage of this cohort attending ECD facilities between 2009 and 2010.



**Figure 1: Percentage of 0-4 year old children attending ECD facility, 2002– 2011**

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

In 2011, Gauteng province had the highest percentage of children aged 0 to 4 years old attending ECD facilities at 43%, followed by Limpopo at 42%. Kwazulu-Natal had the lowest percentage of children aged 0 to 4 years old attending ECD facilities at 25%. However, across all provinces, over 25% of children were attending some form of ECD facilities in 2011. The increase between 2002 and 2011 across provinces is evident and very positive.

**Table 1: Percentage of 0-4 year old children attending ECD facility by province, 2002 – 2011**

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	9.4	14	12.1	17.8	19.0	19.3	20.3	29.5	32.6	32.9
Free State	6.5	10.6	10.4	19.6	19.4	20.9	18	36.8	33.4	38.2
Gauteng	11.4	18	16.9	20.5	26.9	24.1	25.4	43.5	42.6	43.6
KwaZulu-Natal	4.3	7.4	6.8	7.0	7.2	9.8	11.7	23.7	25.1	24.9
Limpopo	5.5	9.9	11.5	13.3	17.8	14.5	14.5	27.9	29.6	42.1
Mpumalanga	4.8	7.4	12.5	10	12.1	12.7	16.2	28.1	28.5	31.0
North West	6.4	10.5	8.4	10.5	7.7	14	8	21.8	26.7	29.0
Northern Cape	3.0	5.2	5.3	8.8	7.6	12.5	10.6	19.3	21.1	26.9
Western Cape	10.4	14.9	15.1	19.6	16.6	14.2	14.4	27.6	39.4	36.2
National	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.8	32.3	34.5

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

With regard to attendance of the ECD facilities of this age group by gender, there is gender parity. Although there were more female children in 2002, this has changed from 2008 to 2011 where percentage of children attending ECD facilities for both gender is almost equal.

**Table 2: Percentage of 0-4 year old children attending ECD facility by gender, 2002 - 2011**

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	6.8	11.4	11.4	13.7	16.0	16.5	16.6	29.4	32.3	34.3
Female	7.7	11.8	11.5	14.9	16.1	15.7	16.7	29.4	32.4	34.7
Total	7.3	11.6	11.5	14.3	16.0	16.1	16.7	29.4	32.3	34.5
GPI	1.14	1.04	1.01	1.09	1.01	0.95	1.01	1.00	1.00	1.01

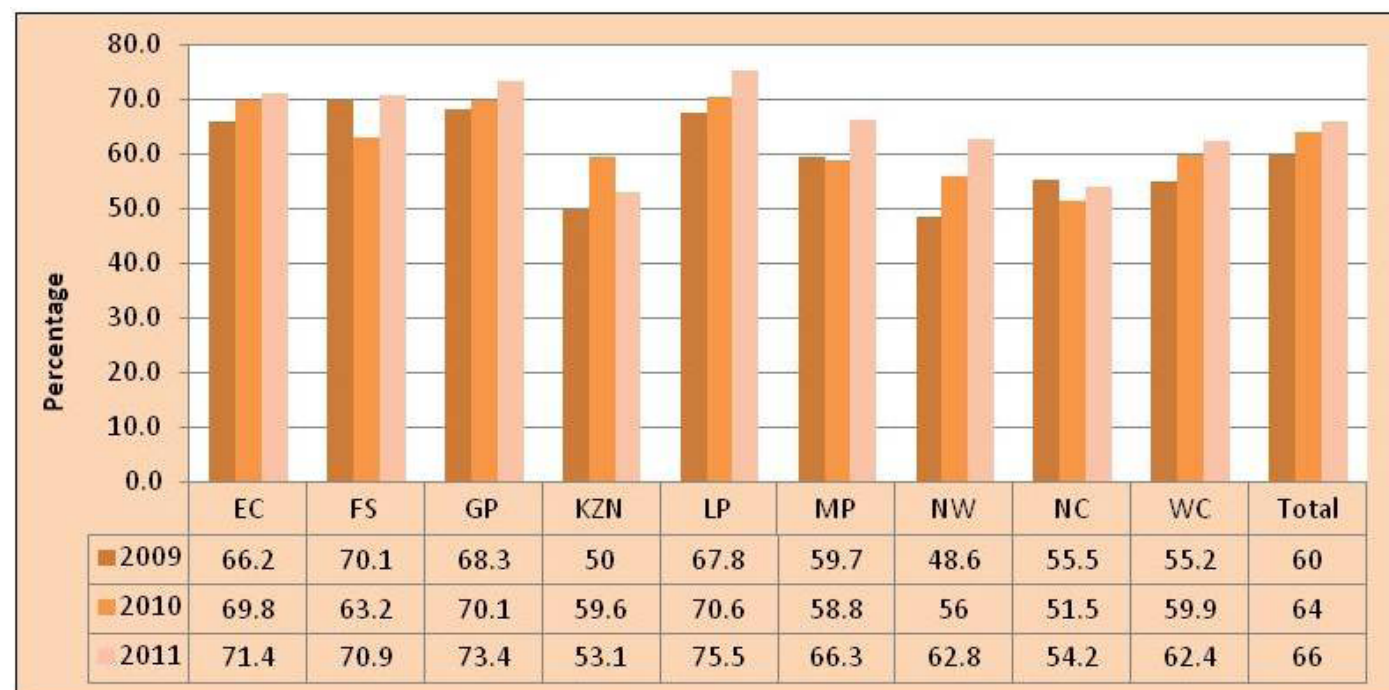
**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

The attendance of ECD facilities by 0 to 4 year old children has increased since 2002. In 2002 approximately 7% of this cohort attended an ECD facility but this has increased to 35% in 2011. Furthermore, the gender parity has been reached in this age cohort.

#### 1. Attendance of ECD facility by 3 to 5 year old children

The number of 3 to 5 year old children attending an ECD facility has increased from 60 percent in 2009 to 66 percent in 2011. This is an Action Plan to 2014 indicator that is the shared responsibility of the Department of Basic Education and Department of Social Development.

The variation between provinces is not significant. In 2011, Limpopo (76%), Gauteng (73%) and Eastern Cape (71%) had the highest percentage of children aged 3 to 5 years old that were attending an ECD facility. Northern Cape had the lowest percentage of this cohort attending an ECD facility at approximately 54% in 2011.

**Figure 2: Percentage of 3 to 5 year old children attending an ECD facility by province, 2009 to 2011**

**Source:** Statistics South Africa, General Household Survey, 2009-2010, DBE own calculations



## 4. PARTICIPATION IN EDUCATIONAL INSTITUTIONS BY SCHOOL GOING AGE GROUPS

### 4.1 Number and percentage of 5 year olds attending educational institutions

The initial medium-term goal by government, for 2010, was that approximately 85 per cent (some 810,000) of all 5 year olds would be accommodated within primary school-based Reception Year programmes (DOE, 2001). Furthermore, the government is committed to support community-based sites to become part of the public system and that these sites are provided with an adequate government subsidy up to the level of 135,000 children. During the State of the Nation Address by the President the initial target of reaching 85% of 5 year olds for school-based Grade R was shifted to 2014.

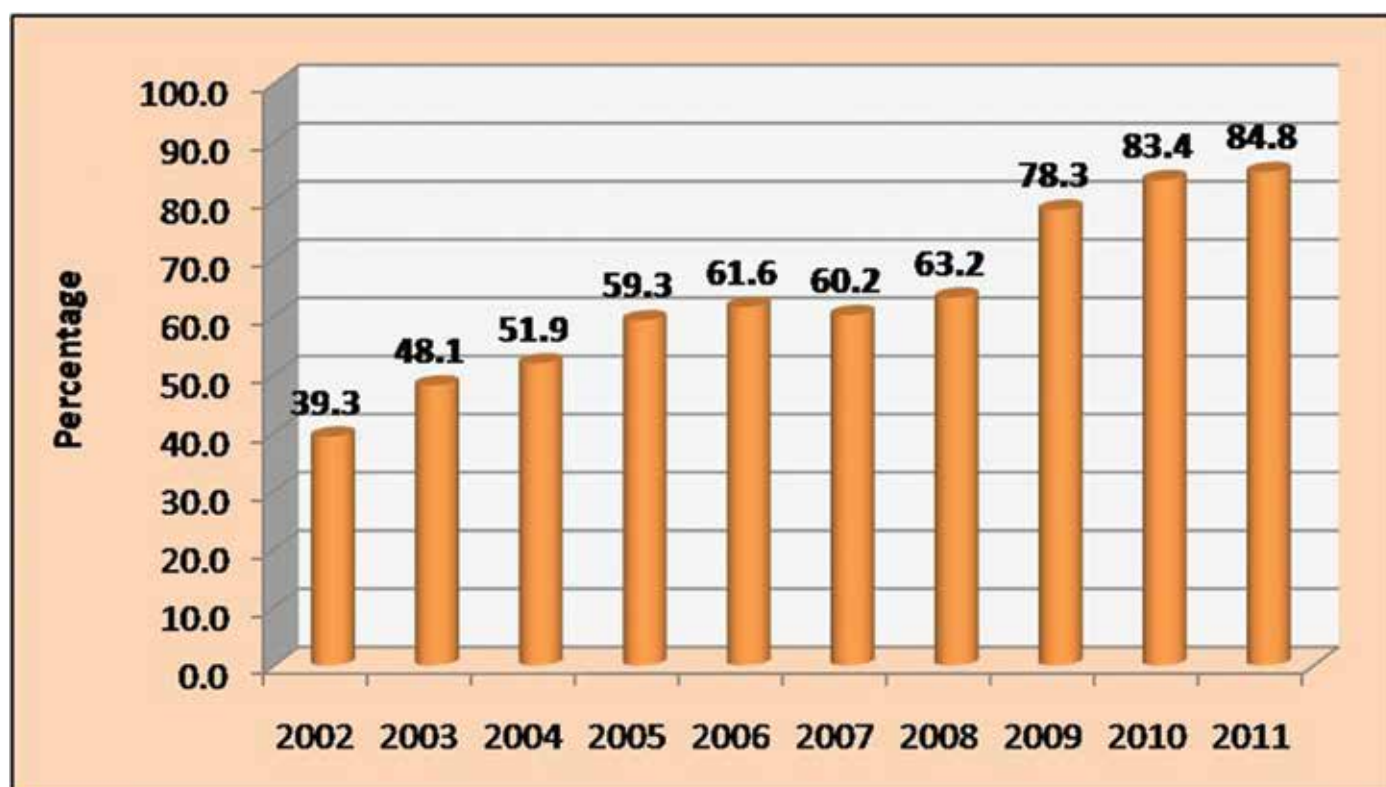
In 2011, 85% of 5 year old children were attending ECD educational institutions. This is an increase from 39% in 2002. Therefore, this indicates an increase of 46% of children 5 year old attending educational institutions between 2002 and 2011.

The high increase of learners aged 5 years old attending educational institution particularly between 2009 and 2011 can be attributed to the following factors:

- Provision of nutrition in public ordinary schools to Grade R learners.
- The increased subsidies to ECD practitioners.
- The cheaper fees paid by parents at public ordinary schools offering Grade R and the automatic acceptance of registered Grade R learners to Grade 1.
- The prioritisation of registration of ECD centres with the Department of Social Development.

Furthermore, the GHS questionnaire was reviewed in 2009; this has made the capturing of information on children aged 5 and older attending educational institutions more user friendly. This has led to children 0 to 4 year old to be separated from children aged 5 and above.

**Figure 3: Percentage of 5 year old children attending an educational institution, 2002 – 2011**



Source: Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

There is variation in access to educational institutions by 5 year old children across the provinces. In 2011, Limpopo had the highest percentage (approximately 95%) of children aged 5 who were attending educational institutions, followed by Eastern Cape at 91%. Western Cape had the lowest percentage of 5 year olds attending educational institutions at approximately 76% in 2011.

There is a significant increase in the proportion of 5 year old children accessing educational institutions between 2002 and 2011. Surprisingly the provinces that are considered as poor such as Limpopo and Eastern Cape have higher percentages of 5 year olds attending educational institutions compared to affluent provinces such as Gauteng and Western Cape.

**Table 3: Percentage of 5 year old children attending an educational institution by province, 2002 – 2011**

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	49.6	52.7	60.8	69.0	70.9	69.3	80.3	85.4	92.1	91.0
Free State	33.3	54.7	56.3	55.6	59.2	61.3	60.4	86.0	79.1	81.8
Gauteng	45.9	59.2	51.3	60.0	60.9	64.3	61.3	73.3	82.5	86.5
KwaZulu-Natal	33.4	35	38.7	50.1	54.3	51.5	57.5	70.1	84.8	78.0
Limpopo	43.1	55.7	68.4	73.2	76.6	71.8	74.3	92.7	95.9	95.0
Mpumalanga	28.9	37.9	60.1	55.5	57	63.6	65.1	83.2	73.1	86.3
North West	36.6	42.8	48.2	47.4	50.5	45.7	53.2	66.8	73.8	86.4
Northern Cape	21.5	34.2	25.9	55.2	46.7	59.1	50.0	80.1	78.3	78.1
Western Cape	41.2	53.7	49.6	63.3	65.7	52.2	53.5	79.1	69.5	75.9
National	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4	84.8

**Source:** Statistics South Africa, General Household Survey, 2002-2011 DBE own calculations

**Table 4** below shows that there is no gender difference in the percentage of 5 year old attending educational institutions. In 2002, there were less female children aged 5 year attending educational institutions, but this has changed between 2004 and 2005, where almost equal percentage of children in this age cohort were in educational institutions. Between 2006 and 2007, there was a drop in the percentage of 5 year old female children attending educational institutions.

In 2011, the gender parity has been achieved in the percentage of 5 year old children attending educational institutions.

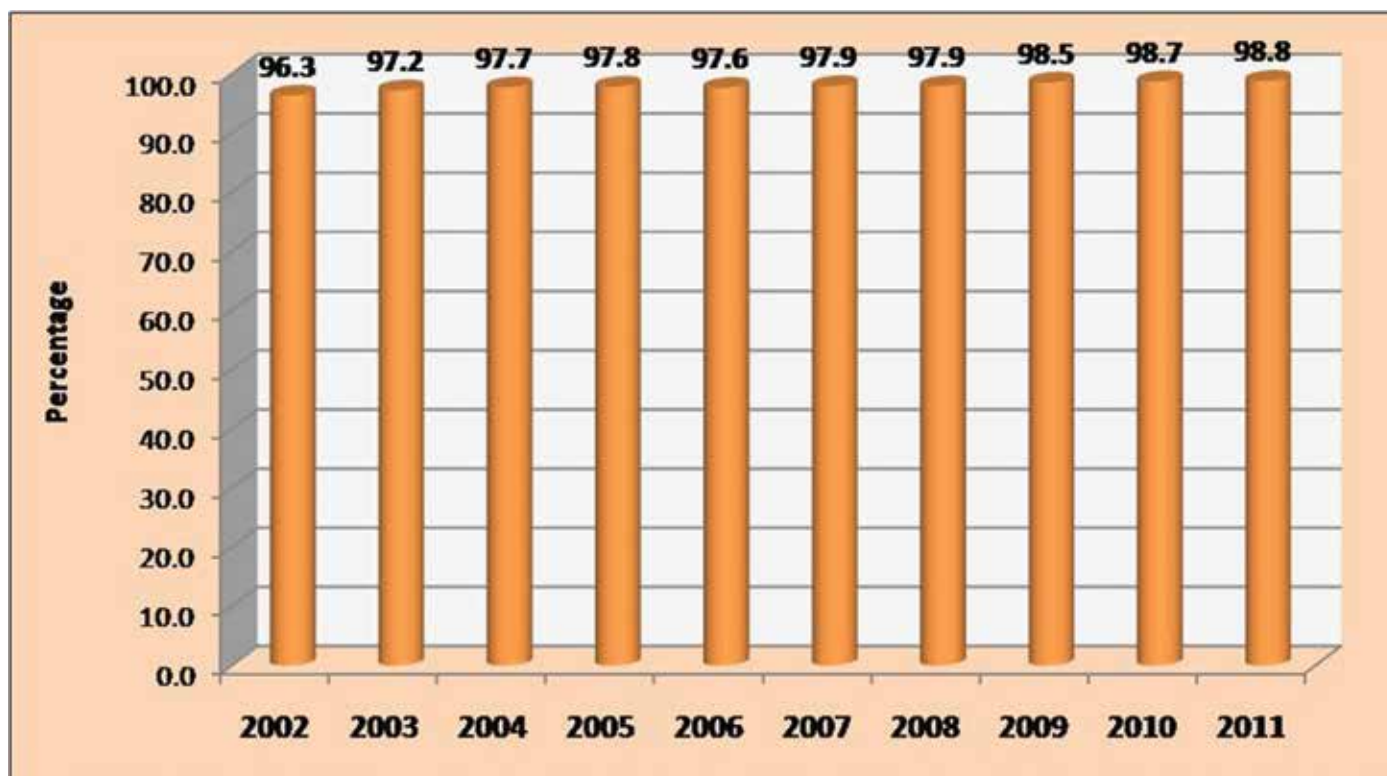
**Table 4: Percentage of 5 year old children attending an educational institution by gender, 2002 – 2011**

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	39.8	48.5	49.8	58.9	62.6	62.2	60.6	76.5	82.8	84.8
Female	38.8	47.7	54.0	59.6	60.5	58.3	65.7	80.2	84.1	84.8
Total	39.3	48.1	51.9	59.3	61.6	60.2	63.2	78.3	83.4	84.8
GPI	0.97	0.98	1.08	1.01	0.97	0.94	1.08	1.05	1.01	1.00

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

#### 4.2 Number and percentage of 7 to 15 year olds attending educational institutions

The South African Schools Act of 1996 stipulates that children aged 7 to 15 years should attend compulsory education, that is, Grade 1 to Grade 9. Since 2002, the participation of 7 to 15 year old children in educational institutions has increased from 96% to approximately 99% in 2011. The attendance by this age cohort has consistently remained above 96% since 2002 and this shows stability in terms of accessing schooling by children of compulsory school going age.

**Figure 4: Percentage of 7 to 15 year old children attending an educational institution, 2002-2011**

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

There is a slight variation in the percentage of 7 to 15 year old children accessing educational institutions across provinces. All provinces have high percentage; over 98% in all provinces, of this age cohort are attending educational institutions in 2011. All provinces recorded high participation rates for 7 to 15 year olds since 2002.

**Table 5: Percentage of 7 to 15 year old children attending an educational institution by province, 2002-2011**

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	95.5	95.9	97.0	97.4	97.3	97.7	97.6	97.8	98.5	98.5
Free State	97.5	96.8	97.0	97.5	98.7	98.7	98.2	98.7	98.9	98.9
Gauteng	98.1	98.9	98.9	98.5	97.7	97.5	98.3	98.5	98.8	99.3
KwaZulu-Natal	94.8	96.4	97	97.7	97.2	97.5	97.9	98.0	98.2	98.7
Limpopo	97.4	98.0	98.8	99.0	98.9	98.5	98.2	98.8	99.1	99.1
Mpumalanga	97.2	98.1	98.6	97.9	98.1	97.9	98.2	98.3	99.1	99.0
North West	95.4	96.7	97.7	96.3	95.9	96.9	97.3	97.6	97.8	98.6
Northern Cape	93.6	95.7	96.6	97.5	97.6	97.5	97.5	98.5	98.2	98.6
Western Cape	97.3	97.1	98.1	98.2	97.6	98.2	97.0	98.1	99.1	97.9
National	96.3	97.1	97.8	97.9	97.7	97.8	97.9	98.5	98.7	98.8

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

**Table 6** shows the participation of 7 to 15 year olds in educational institutions by gender. In 2002 to 2004, there were more females who were attending an educational institution. However, between 2008 and 2011 no differences were found between males and females in this age group who were attending an educational institution.



**Table 6: Percentage of 7 to 15 year old children attending an educational institution by gender, 2002-2011**

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	96.0	96.7	97.4	97.6	97.4	97.6	97.8	98.3	98.6	98.7
Female	96.6	97.6	98.1	97.9	97.8	98.2	98.1	98.6	98.7	98.8
Total	96.3	97.2	97.7	97.8	97.6	97.9	97.9	98.5	98.7	98.8
GPI	1.01	1.01	1.01	1.00	1.00	1.01	1.00	1.00	1.00	1.00

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

With regards to participation of 7 to 15 year olds by population group, **Table 7** shows the almost equal percentages of all four population groups are attending educational institutions in 2011. In 2002, at least 96% of African/Black and Coloured children in this age group were attending educational institutions; this has increased to 99% in 2011. Meanwhile the participation of Indian/Asian and White children remains over 99% since 2002.

**Table 7: Percentage of 7 to 15 year old children attending an educational institution by population group, 2002-2011**

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
African/Black	96.0	96.9	97.5	97.7	97.5	97.9	97.9	98.4	98.6	98.8
Coloured	95.9	97.4	98	97.5	97.6	97.5	97.4	98.2	98.5	97.8
Indian/Asian	99.5	98.9	99.2	99.5	94.7	98.1	100	99.9	99.8	99.6
White	99.6	99.4	99.7	99.5	99.9	99.6	98.3	99.0	99.6	99.2

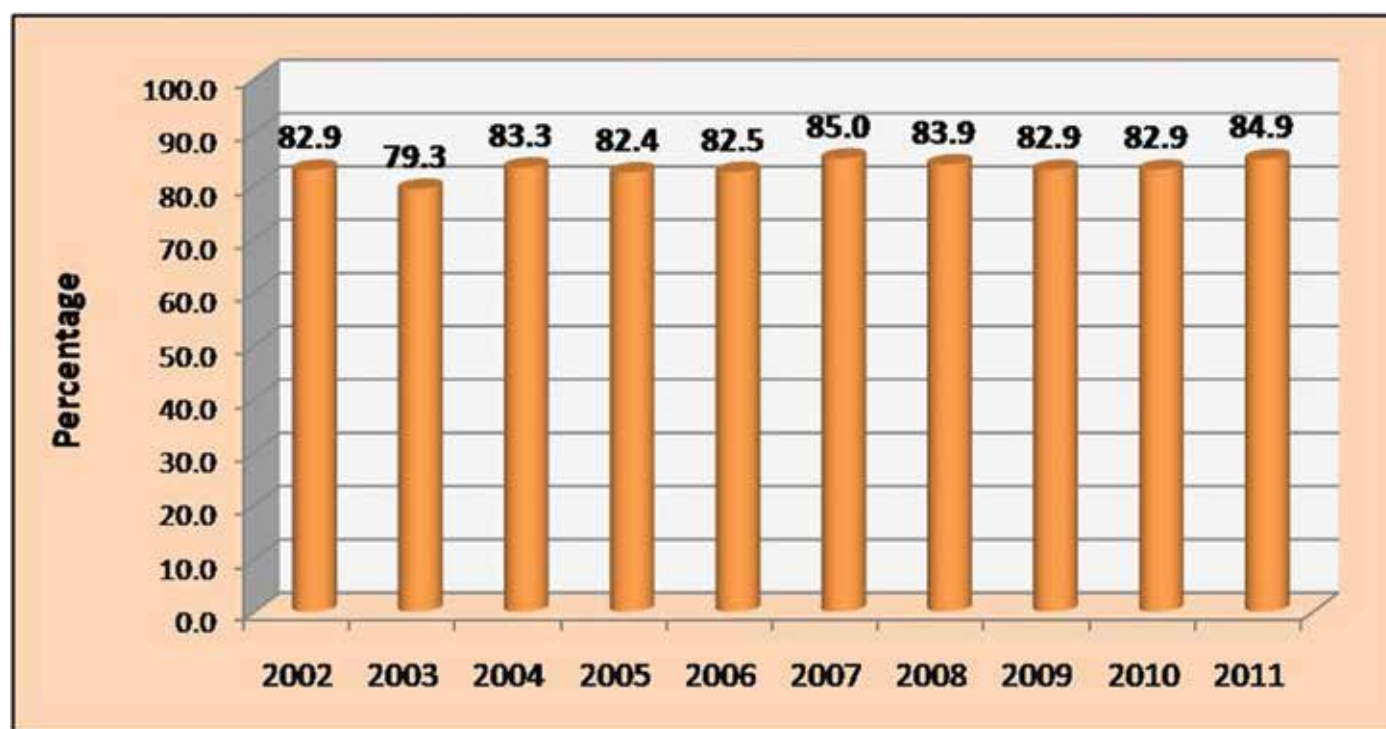
**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

#### 4.3 Number and percentage of 16 to 18 year olds attending educational institutions

According to the age admission policy; 16 to 18 year olds are children who are of appropriate age for enrolment in the FET band of schooling, which corresponds to Grades 10, 11 and 12. However, children in this age group are also encouraged to enrol in other educational institutions, such as FET colleges, after completing Grade 9, and indeed many do. Hence this section reports not only on school attendance but on the attendance of 16-to-18-year olds in educational institutions in general.

**Figure 5** indicates the percentage of children, aged 16 to 18 years attending educational institutions in South Africa. Since 2002, trends in enrolment figures reveal that attendance of educational institutions amongst the 16 to 18 year old age group has not changed significantly over this period.

In 2011, approximately 85% of 16 to 18 year olds were attending educational institutions compared to 83% in 2002. There has been a mere 2% increase between 2002 and 2011.

**Figure 5: 16 to 18 year olds attending educational institutions, 2002-2011**

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

In terms of provincial breakdown, Limpopo has the highest percentage of children in this age group participating in educational institutions at 93% in 2011. Meanwhile, Western Cape has the lowest percentage of 16 to 18 year olds attending educational institutions at 76% in 2011. There has been a minimal increase in the participation of this age group in educational institutions across the provinces.

**Table 8: 16 to 18 year olds attending educational institutions by province, 2002-2011**

Province	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Eastern Cape	83.0	78.5	78.5	80.9	83.9	85.4	83.0	80.9	81.8	83.3
Free State	85.4	86.0	86.6	88.7	83.3	90.7	85.8	83.8	83.9	86.3
Gauteng	87.7	86.5	85.6	84.2	80.6	82.2	85.6	87.2	85.1	81.7
KwaZulu Natal	79.3	81.9	82	81.4	83.3	83.7	84.6	80.7	80.5	85.7
Limpopo	88.2	89.3	91.5	87.4	89.3	92.1	90	91.5	92.0	93.1
Mpumalanga	86.2	57.7	88.1	86.7	85.5	93.2	87.1	84.5	85.2	86.7
North West	81.2	80.8	84.3	83.9	84.1	81.6	79.1	81.4	79.2	84.9
Northern Cape	71.0	67.7	68.8	75.4	71.9	77.8	76.0	73.4	79.6	79.2
Western Cape	72.6	73.2	72.6	69.7	66.0	73.7	71.6	73.7	73.6	76.4
National	82.9	79.3	83.3	82.4	82.5	85.0	83.9	82.9	82.9	84.9

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

There are some disparities in the attendance of 16 to 18 year olds in terms of population group as indicated in **Table 9**, in 2011 high proportion of African/Black and White children aged 16 to 18 were attending some form of educational institutions at approximately 86%, followed by Indian/Asian at 81%. Only 69% of the Coloured children aged 16 to 18 were attending educational institutions in 2011.

There has been no significant increase since 2002 among all population groups. However, there has been a decrease of the White children in this age group attending educational institutions from close to 92% in 2002 to 86% in 2011.

**Table 9: Percentage of 16 to 18 year old attending educational institutions by population group, 2002-2011**

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
African/Black	83.1	84.0	83.7	82.6	84.1	86.3	85.2	84.6	83.9	86.4
Coloured	67.5	64.9	66.2	66.5	63.3	70.7	69.4	68.0	69.3	69.2
Indian/Asian	80.3	79.3	80.5	88.0	69.1	82.1	80.7	79.7	77.4	81.1
White	91.9	90.5	89.1	92.1	88.4	89.7	83.8	86.6	89.3	85.7

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

## 5. OUT OF SCHOOL CHILDREN

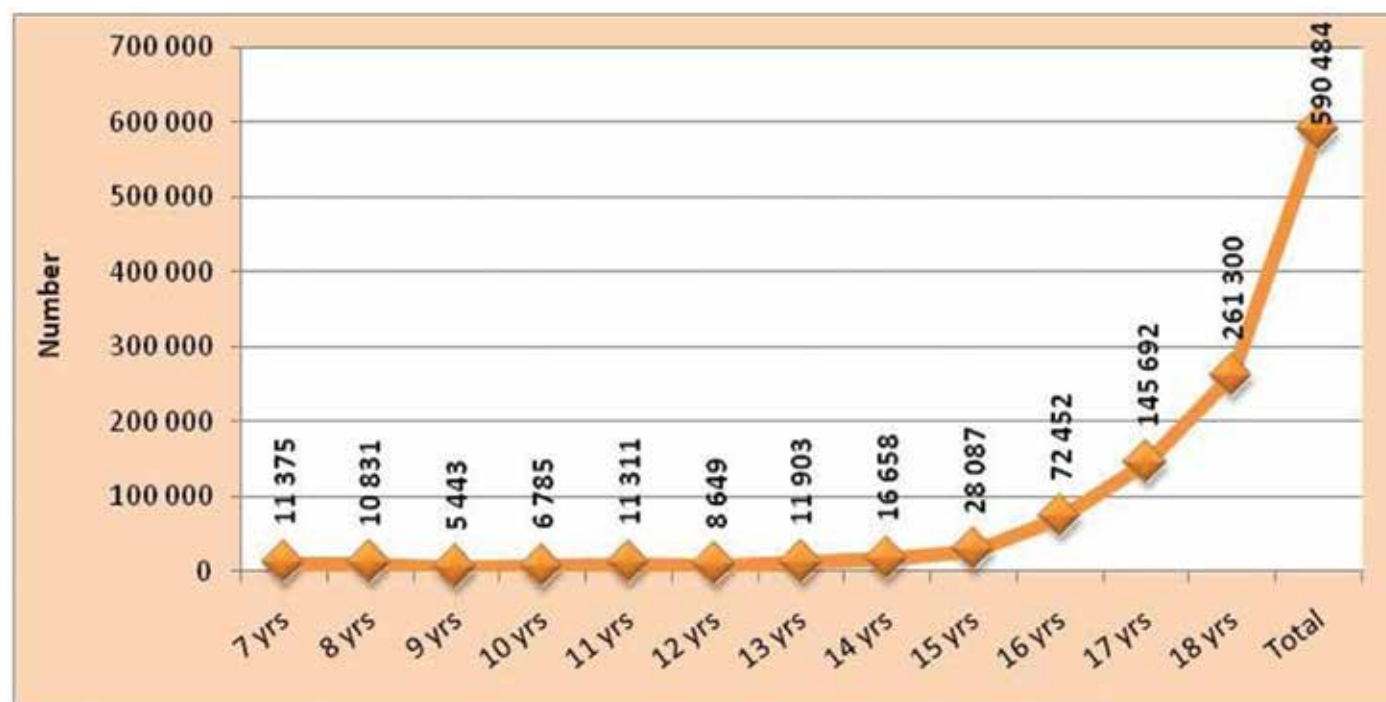
Concern for dropouts is not new. The out of school or children of school going age who drop out of school are a concern to any country because it costs the nation money. Out of school children or dropouts are less likely to find and hold jobs that pay enough money to keep them off public assistance. Higher rates of unemployment and lower earnings cost the nation both lost productivity and reduced tax income.

Dropouts cost the nation money in other ways as well. In the study undertaken by Rumberger, it was demonstrated that dropouts are also more likely to have health problems, engage in criminal activities, and become dependent on welfare and other government programs than high school graduates. These problems generate large social costs. Recent concern for dropouts or out of school is also fuelled by a number of economic, demographic, and educational trends that could exacerbate this problem in the future(Rumberger, 2001).

### 5.1 Percentage of 7 to 18 year olds out of school

The 2011 General Household Survey found that over half a million children aged 7 to 18 years were out of school. That means they were not attending any form of educational institutions. The highest proportion of 7 to 18 year olds out of school is between 16 and 18 year olds, which is approximately 480 000 children. This means that over 80% of out of school children are from the 16 to 18 age group.

**Figure 6: Number of 7 to 18 year old children that are out of school or not attending any form of educational institution, 2011**



**Source:** Statistics South Africa, General Household Survey, 2011, DBE own Calculations



## 5.2 Percentage of 7 to 15 years olds out of school

In 2011 the GHS found that at least 1% of 7 to 15 year olds were out of school or not attending any form of educational institution. This figure decreased by almost 3% between 2002 and 2011. In 2002 almost 4% of this age group were out of school or any form of educational institutions. This shows the commitment of parents in ensuring that their children attend schools.

Furthermore, high enrolment rate shows that initiatives introduced by government are bearing fruits. Initiatives such as the “no fee school policy” and “national school nutrition programme” are some of the initiatives introduced by government to ensure that learners attends school without paying school fees and are well fed.

In 2011, almost an equal proportion of female and male children aged 7 to 15 years were out of school. In 2002, more male compared to female children were out of school and the gap was almost closed between 2010 and 2011.

**Table 10: Percentage of 7 to 15 year old children out of school by gender, 2002-2011**

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	4.0	3.3	2.6	2.4	2.6	2.4	2.2	1.7	1.4	1.3
Female	3.4	2.4	1.9	2.1	2.2	1.8	1.9	1.4	1.3	1.2
Total	3.7	2.8	2.3	2.2	2.4	2.1	2.1	1.5	1.3	1.2

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

**Table 11** shows the percentage of out of school 7 to 15 year old children by population group. In 2011, 2% of Coloured children aged 7 to 15 were not attending educational institutions; this is followed by African/Black at 1%. The White and Indian/Asian population group shows less than a percentage of 7 to 15 were not attending educational institutions.

**Table 11: Percentage of 7 to 15 year old children out of school by population group, 2002-2011**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
African/Black	4.0	3.1	2.5	2.3	2.5	2.1	2.1	1.6	1.4	1.2
Coloured	4.1	2.6	2.0	2.5	2.4	2.6	2.6	1.8	1.5	2.2
Indian/Asian	0.5	1.1	0.8	0.5	5.3	0.0	0.0	0.1	0.2	0.4
White	0.4	0.6	0.3	0.5	0.1	1.7	1.7	1.0	0.4	0.8

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

## 5.3 Percentage of 16 to 18 year olds out of school

The trend for the 16 to 18 years age group that was not attending any form of educational institution shows a completely different setting compared to the 7 to 15 years age group. As shown in Table 12, there is a high proportion of 16 to 18 year olds (15%) who are not attending any form of education institution.

In 2011, 15% of 16 to 18 year olds were out of school or not attending any form of education institution. Although this has decreased from almost 18% in 2002, this high percentage is still a cause of concern to both the Department of Basic Education and Higher Education and Training.

Furthermore, **Table 12** shows that more females are likely to be out of school than males in this age group. In 2011, 16% of females aged 16 to 18 years were not attending an educational institution compared to 14% of males of the same age group. Whilst the percentage of females that were not attending educational institutions has decreased from approximately 21% in 2002, the percentage of males remained stable at 14% throughout the reporting period.

**Table 12: Percentage of 16 to 18 year old youth not attending education institutions by gender, 2002-2011**

Gender	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	14.3	14.6	14.1	14.8	15.7	13.4	15.5	15.9	15.2	14.3
Female	20.9	19.8	20.5	20.9	19.5	16.3	16.9	17.5	19.0	16.0
Total	17.6	17.2	17.3	17.8	17.5	14.8	16.2	16.7	17.1	15.1

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations



Further disaggregations of data by population show that more Coloured children aged 16 to 18 years were not attending any form of educational institution from 2002 to 2011.

In 2011, almost 31% of the Coloured population group aged 16 to 18 years did not attend an educational institution. The India/Asian population group had the second highest percentage of this age group not attending educational institutions at almost 19% in 2011. Meanwhile African/Black and White population groups almost had similar proportion of 16 to 18 year olds that were not attending an educational institution at approximately 14% in 2011.

Throughout the reporting period, 2002 to 2011, Coloured children aged 16 to 18 years that were not attending any form of educational institution remained well above 30%. This is a major concern and needs further investigation as to what is the cause for such a high proportion in this population group not to attend education institutions.

**Table 13: Percentage of out of school 16 to 18 year olds by population group, 2002-2011**

Population Group	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
African/Black	16.9	16.0	16.3	17.4	15.9	13.7	14.8	15.4	16.1	13.6
Coloured	32.5	35.1	33.8	33.1	36.7	29.3	30.6	32.0	30.7	30.8
Indian/Asian	19.7	20.7	19.5	12.0	30.9	17.9	19.3	20.3	22.6	18.9
White	8.1	9.5	10.9	7.9	11.6	10.3	16.2	13.4	10.7	14.3

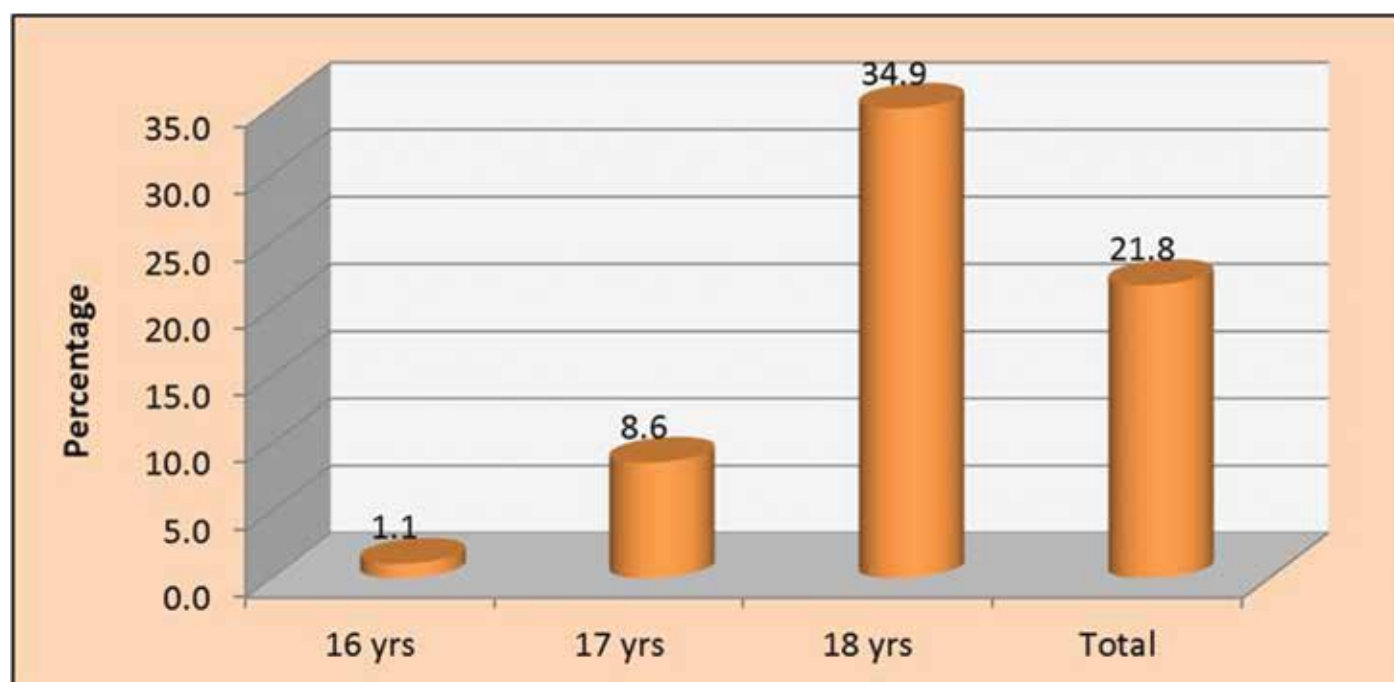
**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

#### 5.4 Percentage of 16 to 18 year olds not attending educational institutions but has completed Grade 12

Although data shows that 15% (approximately 480 000) of 16 to 18 year olds who are not attending educational institutions, around 104 000 (22%), of these children aged 16 to 18, out of school, have already completed Grade 12.

**Figure 7** shows that of all children 16 to 18 year old who are not attending any form of educational institutions in 2011, almost 22% of them have completed Grade 12. Of this age group, the high proportion (35%) of 18 year old has completed Grade 12 in 2011. This means that if we subtract 104 000 children who have completed Grade 12 from 480 000, we have 376 000 children of this age group who are out of school and do not have matric.

**Figure 7: Percentage of 16 to 18 year olds with Grade 12 and not attending educational institutions, 2011**



**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations



#### 5.4.1 Completion of matric by 16 to 18 year old who are out of school

Of the 104 569 children 16 to 18 who are not attending any form of educational institution, 40 356 (39%) males have completed matric and 64 215 (61%) females have completed matric.

## 6. REASON FOR NON ATTENDANCE OF EDUCATIONAL INSTITUTIONS

The analysis of this section focused on the reasons for not attending educational institution for 7 to 18 year old children as it is an appropriate age for children to attend school.

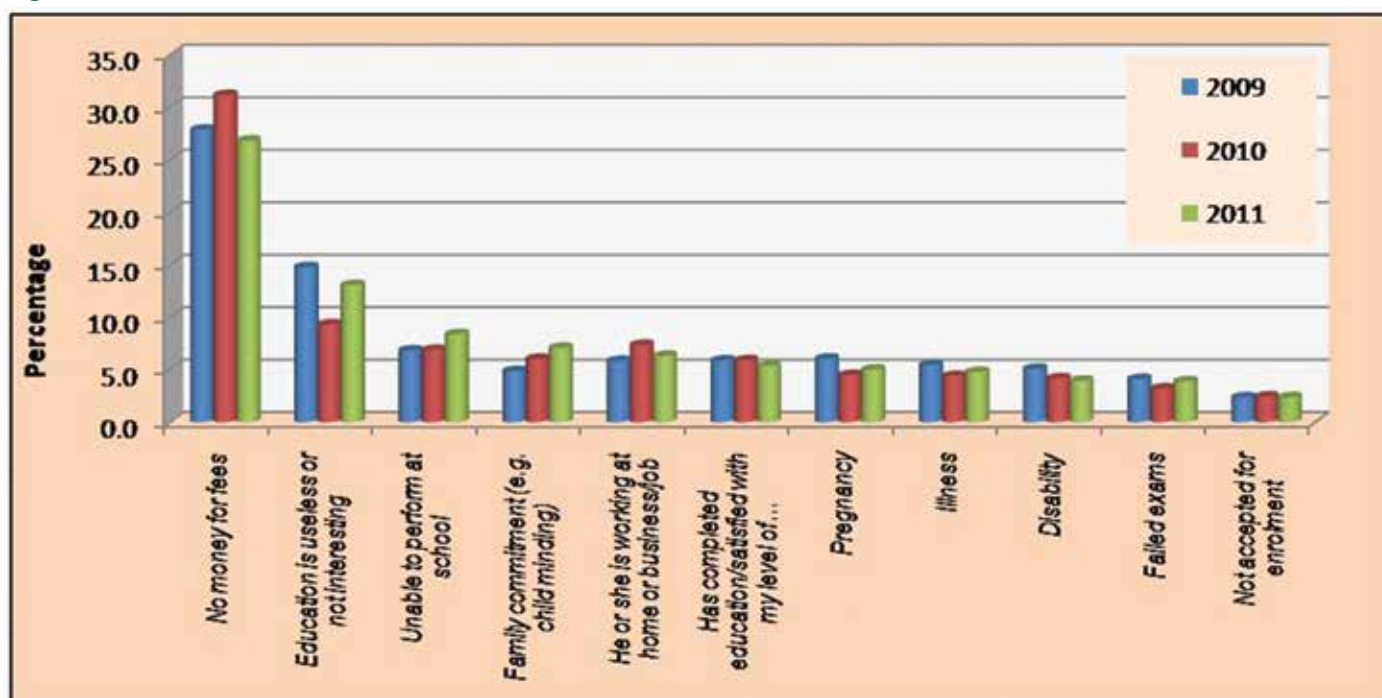
In 2011, “no money for fees”(27%) was the main reason for children aged 7 to 18 not attending educational institutions as it was the main reason in 2010. This is so, despite most poor children having access to no-fee schools. One explanation for children still having a problem of access to educational institutions owing to “no money for fees”, is that many of these children could have already completed Grade 12 (see **Figure 7** above), and do not have money to pay for fees at further or higher education institutions.

**Figure 8** shows additional reasons for not attending an educational institution. These include: “education is useless or not interesting” (13%), working at home or business (6%), unable to perform at school (8%), family commitment (7%) and completed education (5%).

Other reasons for not attending an educational institution include “pregnancy, illness, failed exam, too old/young, not accepted for enrolment, too busy, school is far, disability, school violence, and lack of transport”.

The relatively high proportion of 7 to 18 year old children indicating that they are not attending an educational institution because they find education “useless or not interesting” suggests the need to explore more deeply what needs to be done to make education more relevant and more inspiring. This needs further investigation to explore ways and means to address this thinking amongst these children. This could include finding ways to create alternative streams of education.

**Figure 8: Selected reasons for non-attendance, of educational institution 2009 - 2011**



**Source:** Statistics South Africa, General Household Survey, 2009-2011, DBE own calculations



Table 14: Reasons for non-attendance, of educational institution 2009 -2011

Reason for non-attendance	2009	2010	2011
No money for fees	27.9	31.2	26.8
Education is useless or not interesting	14.8	9.3	13.1
Unable to perform at school	6.8	6.9	8.4
Family commitment (e.g. child minding)	4.9	6.1	7.1
He or she is working at home or business/job	5.8	7.4	6.3
Has completed education/satisfied with my level of education/do not want to study	5.9	5.9	5.3
Pregnancy	6.1	4.5	5.0
Illness	5.4	4.4	4.8
Disability	5.1	4.2	3.9
Failed exams	4.1	3.2	3.9
Not accepted for enrolment	2.4	2.4	2.4
Too old/young	1.6	1.5	1.4
Do not have time/too busy	0.9	1.7	1.2
Got married	0.9	0.2	0.8
Education at home/home schooled	n/a	n/a	0.7
Difficulties to get to school (transport)	0.2	0.1	0.5
School/education institution is too far	0.2	0.3	0.4
Violence at school	0.2	0.3	0.3
Other	5.6	8.1	7.7

Source: Statistics South Africa, General Household Survey, 2009 -2011, DBE own calculations

Table 15 compares the main reasons for not attending educational institutions over the reporting period, from 2002 to 2011. It is evident that no money for fees has been a major problem but it has decreased significantly since 2002 from approximately 39% in 2002 to at least 27% in 2011.

Table 15: Selected reasons for 7 to 18 year old children not attending educational institution, 2002-2011

Year	No money for fees	Education is useless or uninteresting	Illness	Pregnancy	Family commitment (child minding, etc.)	He/ she is working (at home or job)	School/ education institution is too far away	Failed exams
2002	38.8	12.8	8.2	5.2	5.2	5.0	3.4	2.2
2003	39.5	9.4	8.3	5.1	4.9	4.4	4.0	4.1
2004	35.1	11.8	12.1	8.3	4.8	4.6	2.0	5.9
2005	34.4	12.8	9.2	6.2	7.7	6.2	1.8	6.8
2006	35.2	14.2	9.3	6.6	5.7	6.6	1.7	5.8
2007	32.2	15.1	10.0	5.9	7.1	7.5	1.8	4.4
2008	26.0	12.2	12.3	6.4	4.8	8.0	2.0	7.2
2009	27.9	14.8	5.4	6.1	4.9	5.8	0.2	4.1
2010	31.2	9.3	4.4	4.5	6.1	7.4	0.3	3.2
2011	26.8	13.1	4.8	5.0	7.1	6.3	0.4	3.9

Source: Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations



## 7. DISTRIBUTION OF LEARNERS BY EDUCATIONAL INSTITUTION TYPE (SECTOR) : PUBLIC AND INDEPENDENT

The GHS asks the respondents who are attending educational institution whether the institution is private or public institution.

In 2011, 94% of all children attending school were in public or government institutions and 6% were in private independent schools. The status quo has relatively remained the same since 2009, although there are variations between provinces.

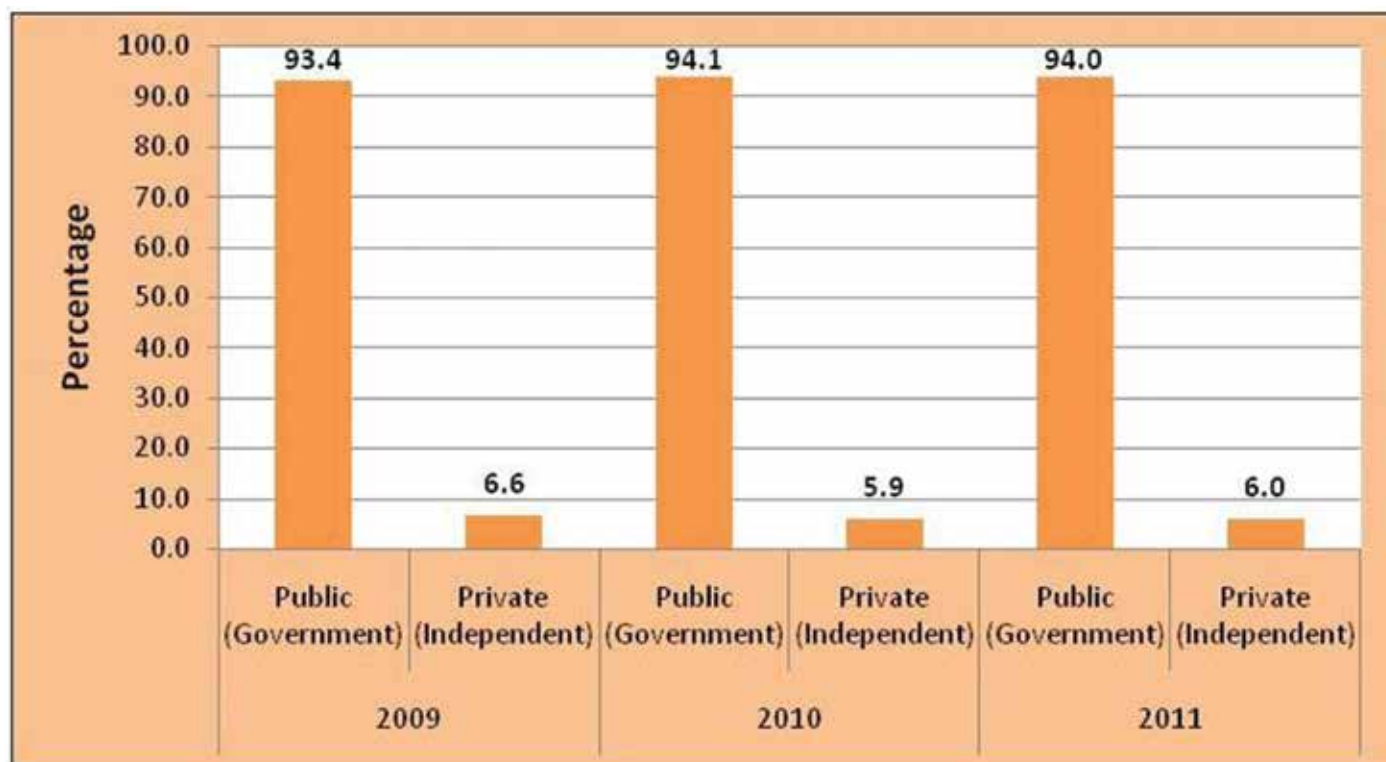
In 2011, Gauteng province had the highest percentage of learners in independent schools at approximately 15%, followed by Western Cape at 8%. Meanwhile, Northern Cape, Limpopo and Kwazulu-Natal had the lowest proportions of learners attending independent schools at an average of 3% respectively.

**Table 16: Percentage of learners attending either public or independent schools by province, 2009 -2011**

Province	Educational institution type					
	2009		2010		2011	
	Public	Independent	Public	Independent	Public	Independent
<i>Eastern Cape</i>	95.6	4.4	95.1	4.9	96.3	3.7
<i>Free State</i>	95.3	4.7	97.0	3.0	94.7	5.3
<i>Gauteng</i>	79.6	20.4	98.2	1.8	85.5	14.5
<i>KwaZulu-Natal</i>	97.1	2.9	94.9	5.1	96.6	3.4
<i>Limpopo</i>	96.7	3.3	96.5	3.5	96.8	3.2
<i>Mpumalanga</i>	93.3	6.7	95.1	4.9	93.8	6.2
<i>North-West</i>	94.8	5.2	83.7	16.3	95.8	4.2
<i>Northern Cape</i>	97.7	2.3	93.9	6.1	97.4	2.6
<i>Western Cape</i>	94.8	5.2	97.2	2.8	91.9	8.1
<i>National</i>	93.4	6.6	94.1	5.9	94.0	6.0

**Source:** Statistics South Africa, General Household Survey, 2009-2011, DBE own calculations

**Figure 9** shows the national distribution of learners in public and private independent schools from 2009 to 2011. It is clear that the figure remained the same. Approximately 96% of learners were attending public or government schools with the remaining 6% of learners attending private independent schools.

**Figure 9: Percentage of learners attending either public or independent schools, 2009 -2011**

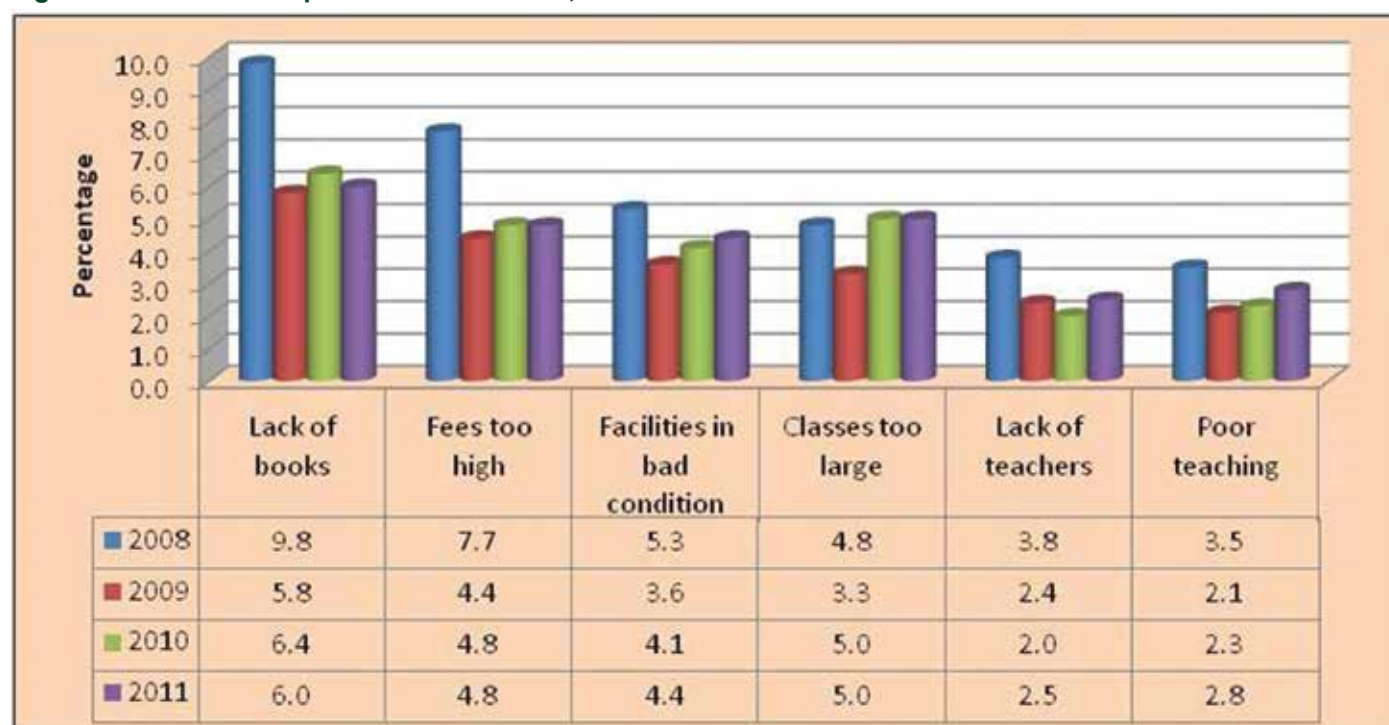
**Source:** Statistics South Africa, General Household Survey, 2009-2011, DBE own calculations

## 8. PROBLEMS EXPERIENCED AT SCHOOLS

The General Household Survey asks respondents ***“During the past 6 months, what problems, if any, did ..... experience at the educational institution he/she attended?”*** The respondents were given options to choose from.

In 2011, “lack of books” at 6% was reported as being the biggest problem experienced at schools. This response is not surprising, as it has been the main reason since 2008 except for 2010 when *“Teacher strike”* was stated as the main problem experienced at school.

Other problems cited include, *classes too large/too many learners* (5%), *fees too high* (5%), *facilities in bad condition* (4%), *lack of teachers* (3%), and *poor quality teaching* (3%).

**Figure 10: Problems experienced at schools, 2008 -2011**

**Source:** Statistics South Africa, General Household Survey, 2008 - 2011, DBE own calculations



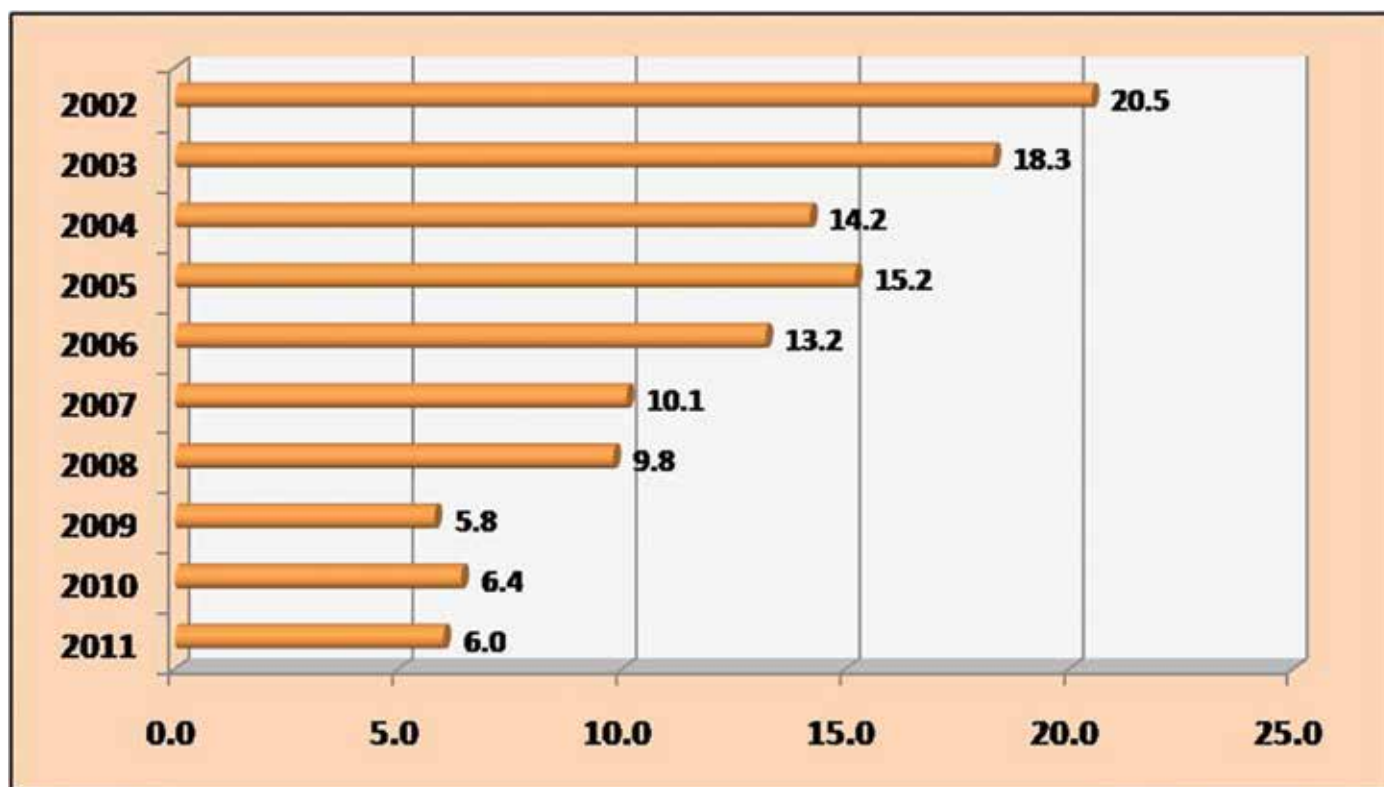
## 8.1 Lack of books as problems experienced at schools

For number of years South African learners were performing poorly in international and national reading and numeracy tests. A number of studies confirm that given access to comprehensible and interesting reading material, children can increase their reading and numeracy skills. More access to reading results in more reading; this result applies to books in the home, classroom libraries, school libraries and public libraries.

Access to textbooks in South Africa has come under the spot-light due to issues around delivery of textbooks in Limpopo province for the 2012 academic year. In order to assess the extent of lack of access to textbooks by learners in schools, it is important to disaggregate problems experienced at schools by looking at lack of books as problem experienced by learners at school.

**Figure 11** shows the percentage of learners in schools who indicated that they had experienced problem of lack of books at schools between 2002 and 2011. In 2011 at least 6% of learners nationally indicated they had experienced shortage of books compared to approximately 21% in 2002. There has been a significant decrease in the percentage of learners who lack books at schools by almost 15%. This implies that the Department has made giant strides in ensuring that a high percentage of learners has access to textbooks and workbooks at schools. This shows that the development and distribution of DBE approved workbooks in 2011 and delivery of textbooks for Grade 10 to 12 has made significant contribution in reducing lack of books at school.

**Figure 11: Lack of books as problems experienced at schools, 2002 – 2011**

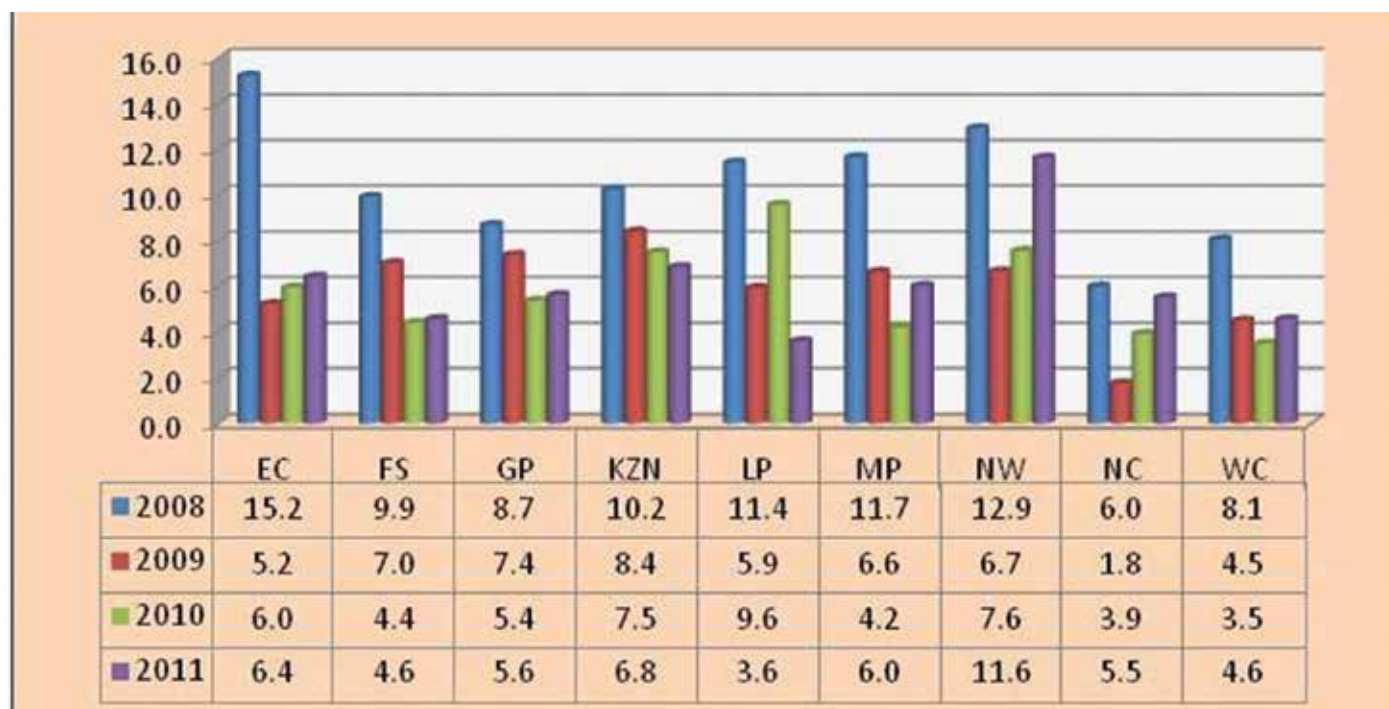


**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

The disaggregation of lack of books by province shows that in 2008, Eastern Cape had the high percentage of learners who have experienced lack of books at schools at 15% in 2002 but has since decreased to 6% in 2011. North West had the second high percentage of learners who have experienced lack of books at school in 2002 at 13% and has decreased by a mere 1% in 2011 to approximately 12%; this is still a cause of concern. Northern Cape has the least percentage of learners who indicated lack of books at schools at 6% in 2008 and has since decreased to almost 5% in 2011.

Although Limpopo has been portrayed as a problematic province in 2012 academic year with regards to lack of books, data shows that in 2011 Limpopo had the lowest percentage of learners who do have books at school at almost 4%.



**Figure 12: Lack of books as problems experienced at schools, 2008 – 2011**

**Source:** Statistics South Africa, General Household Survey, 2008-2011, DBE own calculations

**Table 17** provides a comparison of selected problems experienced at school from 2002 to 2011. Although lack of books is the main problem experienced at school, it has decreased significantly from approximately 21% in 2002 to 6% in 2011.

There has been a significant decrease in the percentage of problems experienced in schools except for classes too large. In 2002, approximately 7% of learners in school indicated that they experienced large classes and this has decreased by at least 2% in 2011 to 5%.

**Table 17: Selected problems experienced at schools, 2002-2011**

Year	Lack of books	Fees too high	Facilities in bad condition	Classes too large	Lack of teachers	Poor teaching
2002	20.5	17.8	10.5	6.6	5.1	4.4
2003	18.3	16.7	9.9	6.6	4.2	3.7
2004	14.2	14.4	8.3	7.0	4.0	2.8
2005	15.2	13.6	7.5	6.5	4.5	3.7
2006	13.2	11.8	8.0	7.4	4.0	3.4
2007	11.4	7.0	5.4	4.9	8.5	6.0
2008	9.8	7.7	5.3	4.8	3.8	3.5
2009	6.6	4.4	3.6	3.3	2.4	2.1
2010	6.4	4.8	4.1	5.0	2.0	2.3
2011	6.0	4.8	4.4	5.0	2.5	2.8

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

## 9. LEARNER PREGNANCY

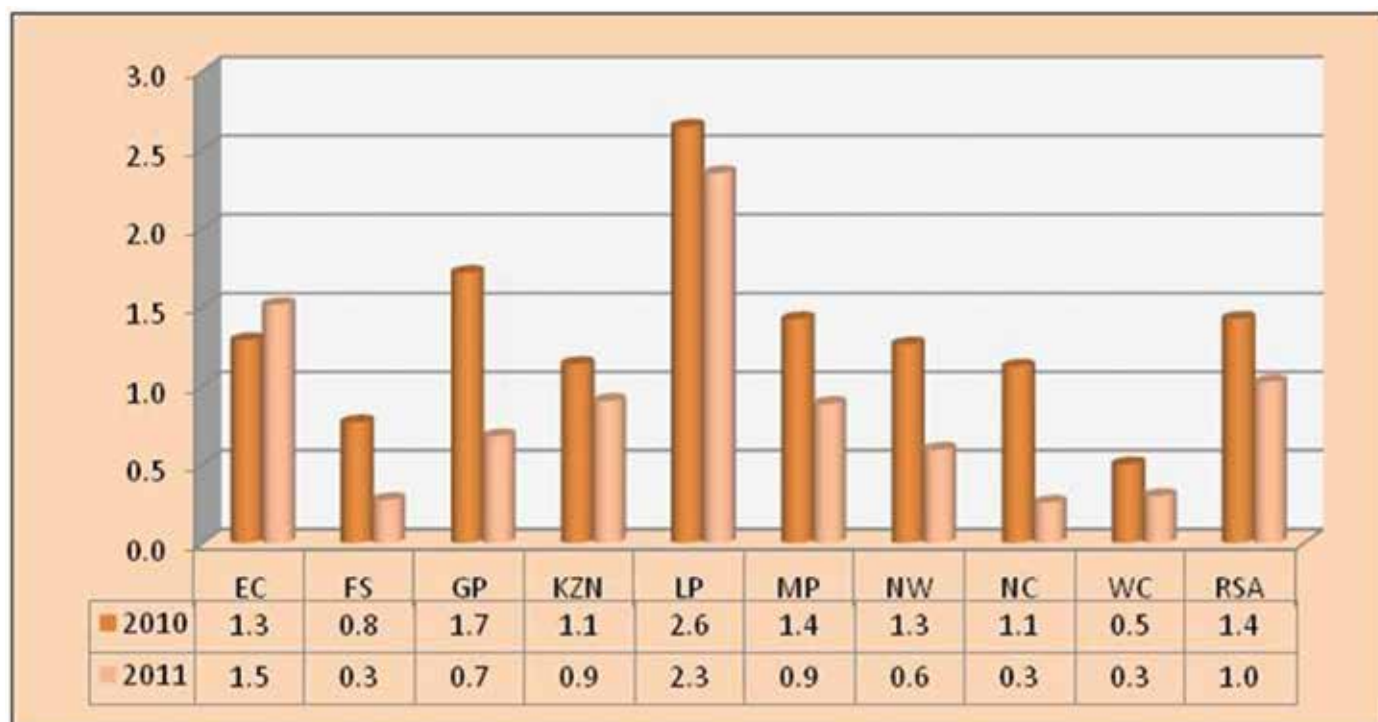
Socio-economic factors such as poverty, unemployment and peer pressure can contribute to school going girls falling pregnant. The problem of teenage pregnancy among schoolgirls is a major concern in many countries and a constraint in the elimination of gender disparities in education. The repercussions of girls dropping out of school due to pregnancy cannot be underestimated.



**Figure 13** shows that in 2011, the percentage of female learners attending schools who fell pregnant had decreased compared to 2010. In 2010, nationally 1.4% of female learners were pregnant in schools compared to 1% in 2011. Limpopo has the highest percentage of female learners that fell pregnant in 2010 and 2011 at 2.6% and 2.3% respectively.

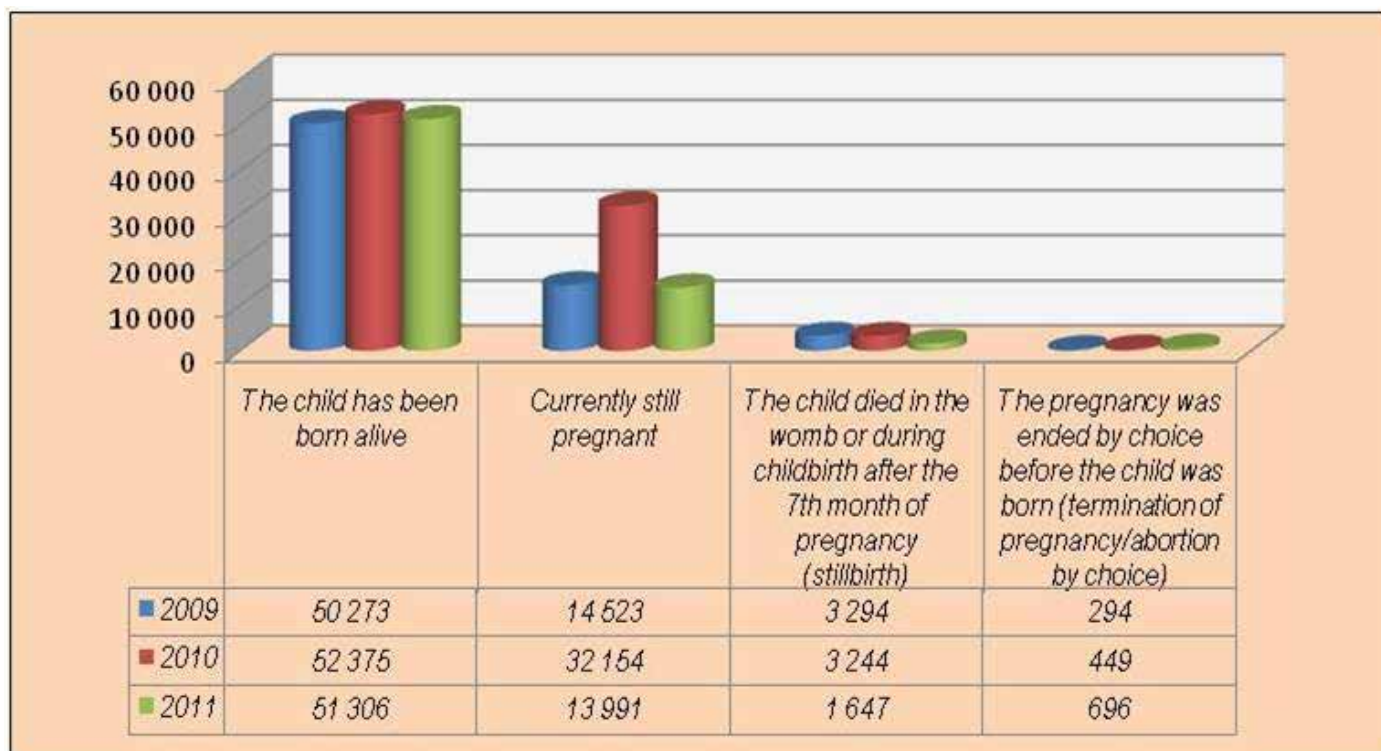
Furthermore, **Figure 14** shows that in 2011 over 51 000 learners attending schools had given birth to a child. This is slightly lower than the 2010 but higher than 2009 figures where over 52 000 learners gave birth to a child. Of the female learners attending school approximately 13 000 were still pregnant. This is significant drop compared to 2010 where over 30 000 female learners attending school were pregnant. However, when compared to 2009 the 2011 figure seems suspicious as in 2009 at least 14 000 learners were pregnant in schools.

**Figure 13: % of female learners that fall pregnant, 2010-2011**



**Source:** Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations

**Figure 14: Status of learner pregnancy, 2009 - 2011**



**Source:** Statistics South Africa, General Household Survey, 2009-2011 DBE own calculations



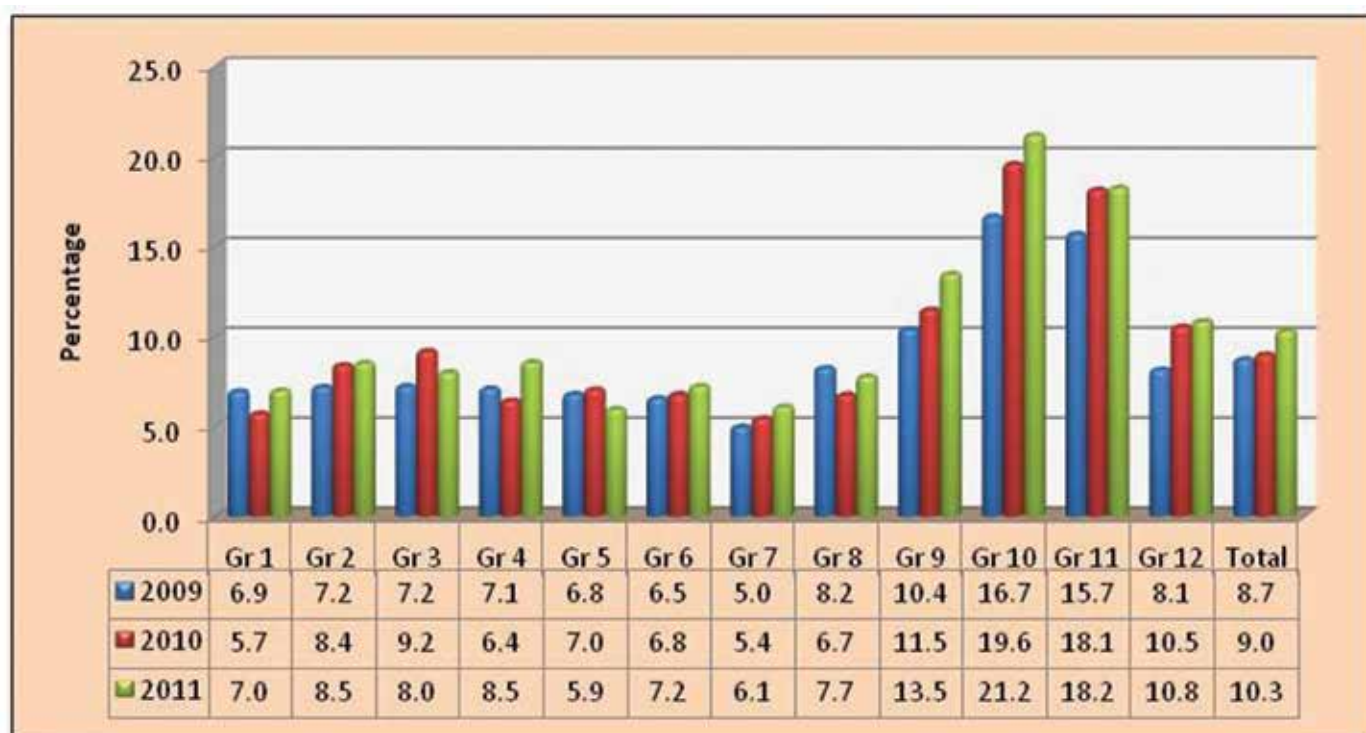
## 10. PERCENTAGE OF REPEATERS

Percentage of repeaters is defined as the total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade. This indicator is used to measure the extent and patterns of repetition by grade, as part of the internal efficiency of education system.

**Figure 15** shows the percentage of learners who are repeating classes from 2009 to 2011. High proportion of learners repeats Grades 10 and 11.

In 2011, 21% of learners were repeating Grade 10 and 18% repeating Grade 11. Furthermore 7% of learners were repeating Grade 1 in 2011. On average 10% of learners attending schools were repeating a grade in 2011. This has increased from approximately 9% in 2009.

**Figure 15: Percentage of repeaters: 2009-2011**



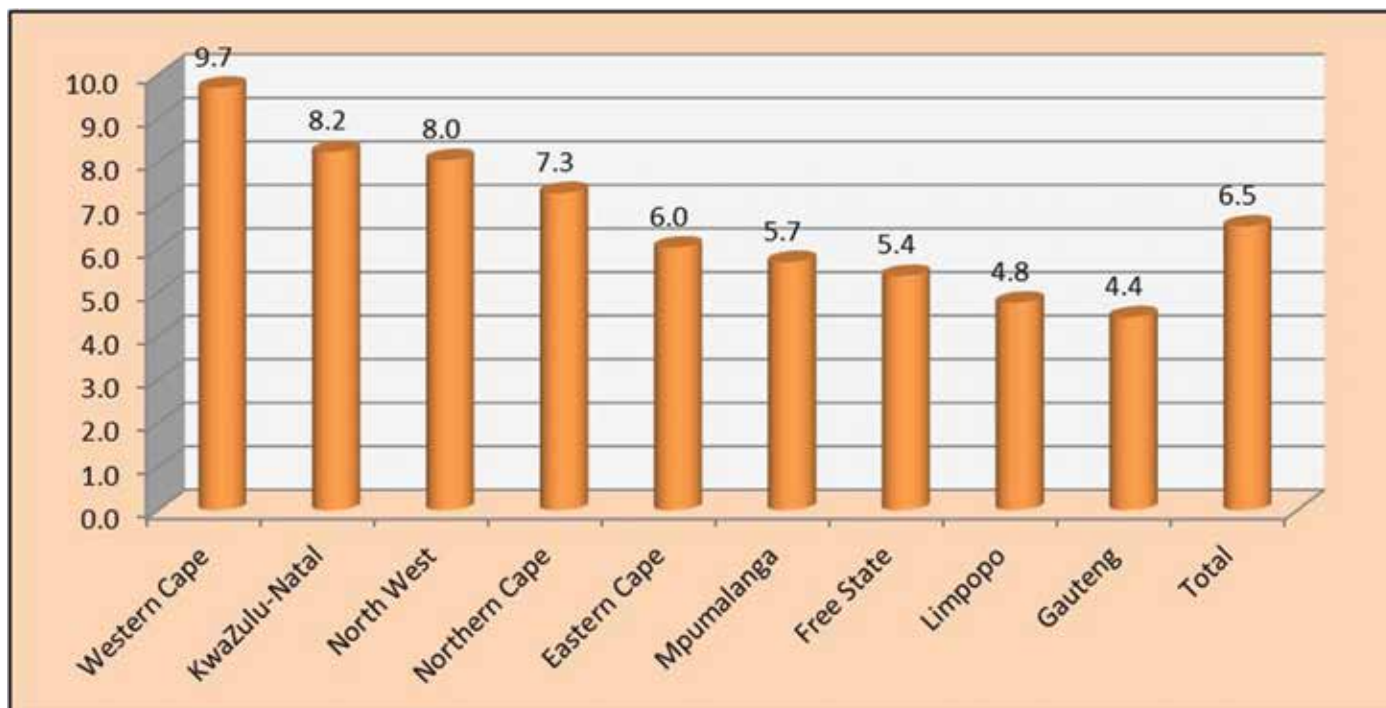
**Source:** Statistics South Africa, General Household Survey, 2009 -2011, DBE own calculations

## 11. ABSENTEEISM

The GHS ask the respondents whether the *learner (Has ..... been absent from school during the past school calendar week (Monday to Friday)?*

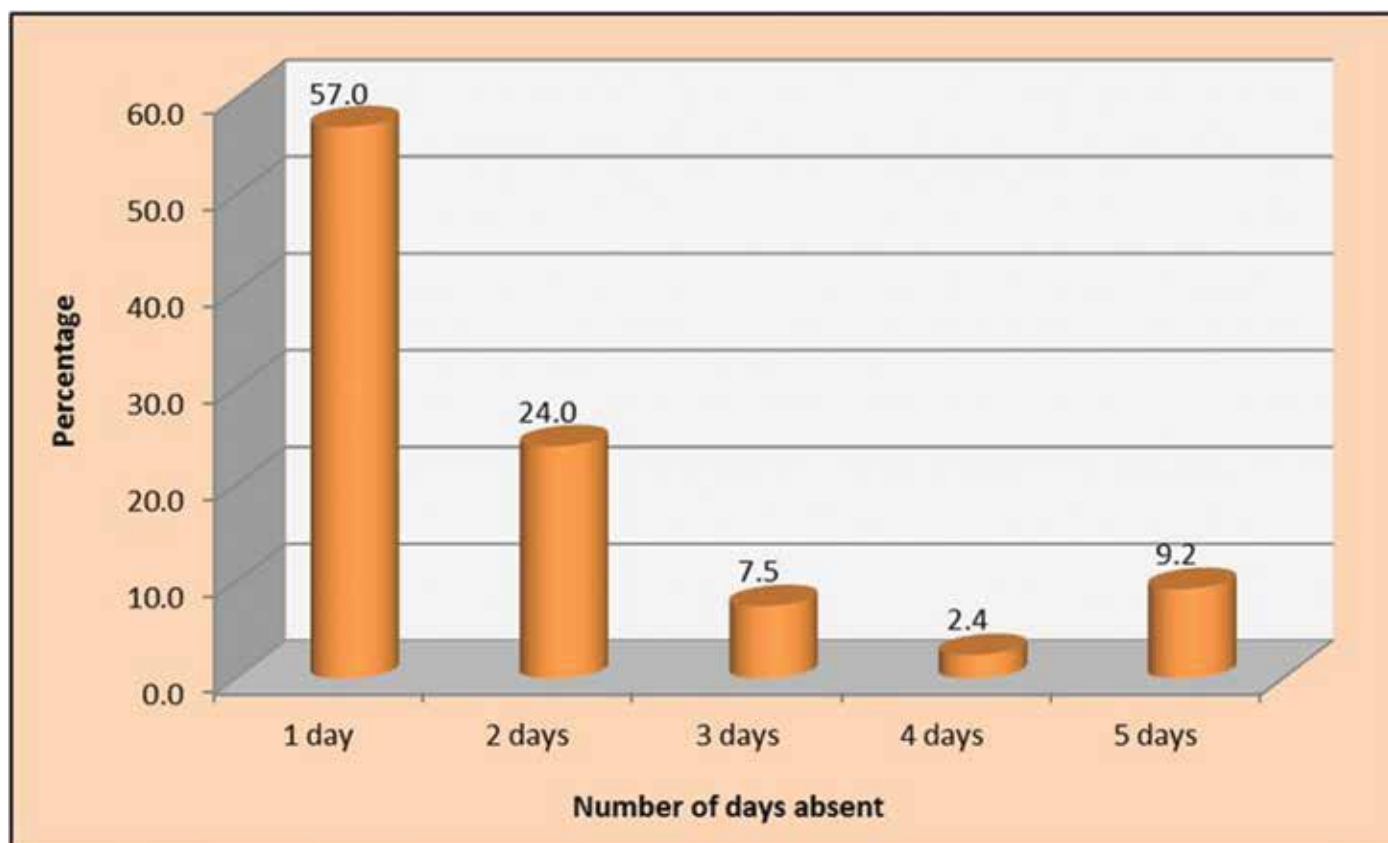
Although there is a legislative context in terms of the South African Schools Act for learner absenteeism, the Act does not define the term “learner absenteeism”. In fact, the local and international material located for this literature review highlight the fact that there are a plethora of definitions (and terminology) relating to learner absenteeism. The concept learner absenteeism is often used as a collective concept that includes various “types” of absenteeism. Much of the literature and reports on studies conducted on absenteeism, tend to focus on a particular “type” of absenteeism. Generally, a learner is considered absent when the learner is not at school for an entire day (DoE, 2007).

**Figure 16** shows that, nationally approximately 7% of learners were absent from school in 2011. Approximately 10% of learners in Western Cape were absent from school, followed by KZN and North West at 8%. Gauteng has the lowest proportion of learners who were absent from schools at 4% in 2011.

**Figure 16: Percentage of learners absent from schools by number of days, 2011**

**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations

Of the learners who indicated that they had been absent from school, 57% of them were absent for one day and 24% were absent for two days. Meanwhile 9% of them indicated that they were absent for 5 days.

**Figure 17: Percentage of learners absent from schools by number of days, 2011**

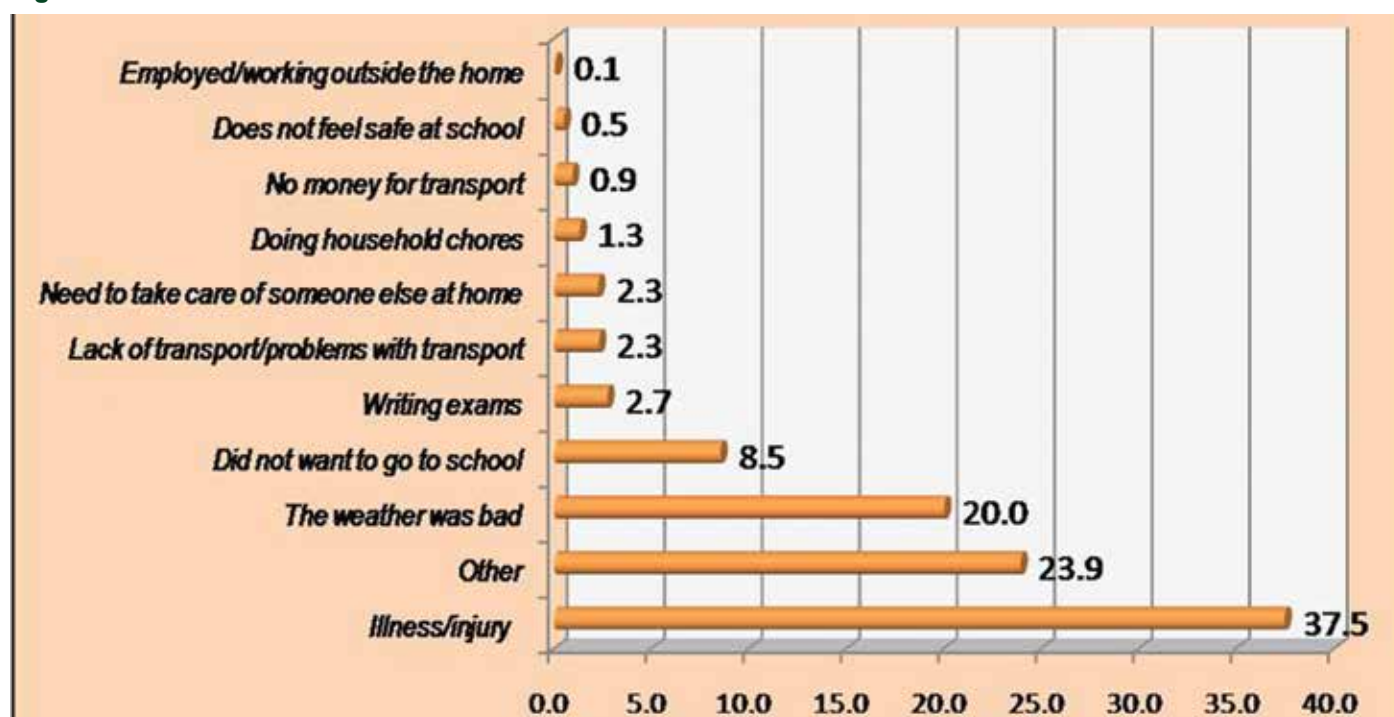
**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations

The main reasons provided for being absent from schools include; illness (38%), bad weather (20%), and did not want to go to school (9%). Other reasons mentioned include lack of transport (2%), Taking care of a relative at home (2%), doing household chores, no money for transport, safety at school (1%) and working.





Figure 18: Main reason for learners absent from school: 2011



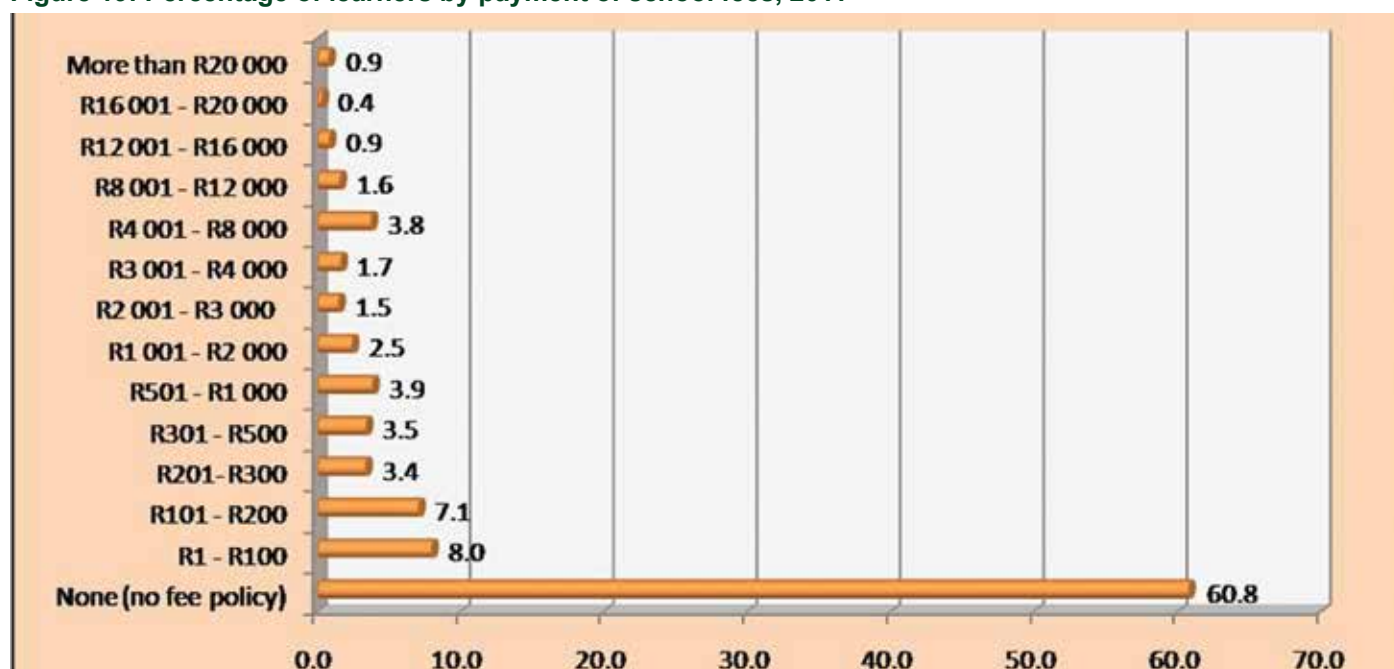
Source: Statistics South Africa, General Household Survey, 2011, DBE own calculations

## 12. TUITION FEES

In 2011, approximately **61%** of children attending school did not pay tuition fees and 10% indicated that they were paying tuition fees between R1 and R100. This is an increase from 59% in 2010. The figure from GHS is comparable to operational information from DBE particularly if one combined the percentage of the respondents who indicated that they did not pay tuition fees and those who paid between R1 and R100, this figure increase to 69% in 2011.

Furthermore, it is encouraging to see a small proportion of learners paying school fees above 3 000 per year. This indicates that initiatives introduced by the Department to make education accessible are beginning to have impact. These include the introduction of “no fee school policy” and “school fees exemption policy”. Schooling is becoming more accessible to almost all children of school going age. This is also confirmed by the percentage of 7 to 15 year of children who are attending educational institutions, approximately 99% in 2011. In addition the reason for not attending educational institutions as a result of lack of money for fees has significantly decreased from almost 39% in 2002 to 27% in 2011 (see Table 15).

Figure 19: Percentage of learners by payment of school fees, 2011



Source: Statistics South Africa, General Household Survey, 2011 DBE own calculations





**Figure 20** shows reasons for not paying school fees. In 2011, **96%** of learners who did not pay schools fees indicated that schools did not ask for fees or the school was a “no fee paying school”. There was an increase in the percentage of children who are not paying school fees from 94% in 2009 to 96% in 2011. The increase in the percentage of learners not paying school augurs well with the Department of Basic Education of making schooling more accessible through the introduction of no fee schools. Furthermore, it confirms that the Department’s policies are being implemented successfully in the provinces.

**Figure 20: Reasons for non-payment of school fees, 2009 –2011**



**Source:** Statistics South Africa, General Household Survey, 2009 -2011, DBE own calculations

**Table 20** provides the trends on the annual fees paid by children attending schools from 2002 to 2011. The percentage of learners paying between R1 and R100 has decreased significantly from 58% in 2002 to 8% in 2011. This is due to the introduction of no fee school policy.

**Table 20: Annual tuition fees paid by children attending schools: 2002-2011**

	Paid R1 to R100	Paid between R101 to R500	Paid between R501 to R1000	Paid R1001 to R2000	Paid R2001 to R3000	Paid R3001 to R4000	Paid R4001 to R8000	Paid R8001 to R 12000	Paid more than R 12000
2002	58.1	22.2	3.5	3.9	2.7	2.2	3	1.5	1.3
2003	56.1	24.2	3.3	3.6	2.8	2.2	3.2	1.2	1.2
2004	54.6	25.6	3.9	3.2	2.6	2.2	3.2	1.5	1.7
2005	50.7	26.6	4.6	3.3	2.9	2.3	3.8	1.8	2.0
2006	48.8	27.1	4.9	3.5	2.5	2.3	3.4	1.8	2.1
2007	33.8	24.3	4.7	3.6	2.5	2.3	3.5	1.9	2.5
2008	23.3	21.5	5	3.6	2.8	2.3	4.1	2.4	3.5
2009	15.9	19.0	4.1	2.7	1.7	2	3.7	1.4	1.9
2010	10.2	14.3	3.9	2.7	1.4	1.8	3.3	1.4	2.3
2011	8.0	14.0	3.9	2.5	1.5	1.7	3.8	1.6	2.1

**Source:** Statistics South Africa, General Household Survey, 2002 -2011, DBE own calculations



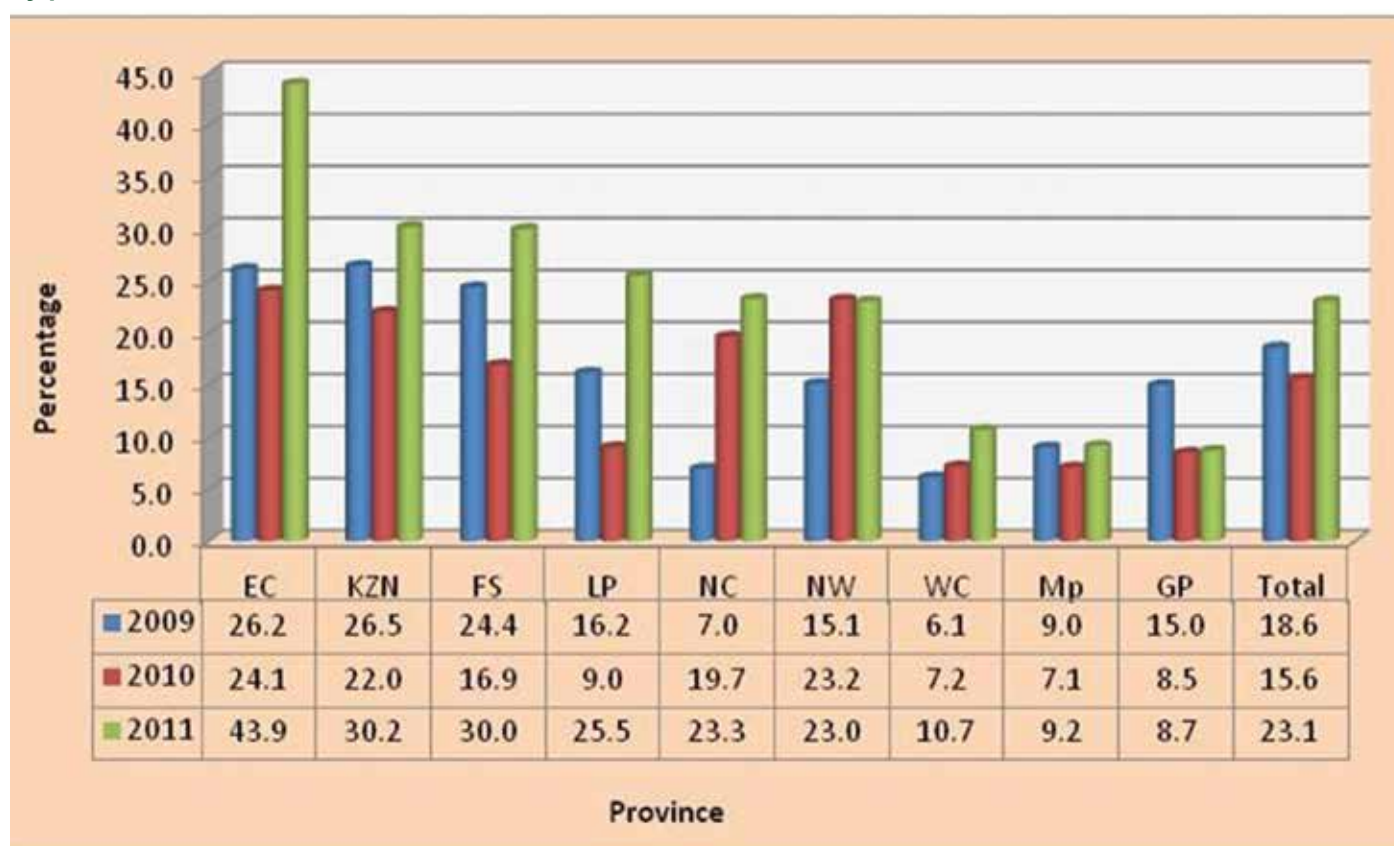
### 13. SCHOOL VIOLENCE

The GHS asks the respondents whether a child attending school (*Has .... experienced any form of violence, corporal punishment or verbal abuse at school between January and June 2010?*) in the past six months.

**Figure 21** shows the percentage of children attending school who indicated that they experienced violence. In 2011, over **2.6 million (23%)** of the 14 million learners who were attending schools indicated that they experienced violence; corporal punishment or verbal abuse at school.

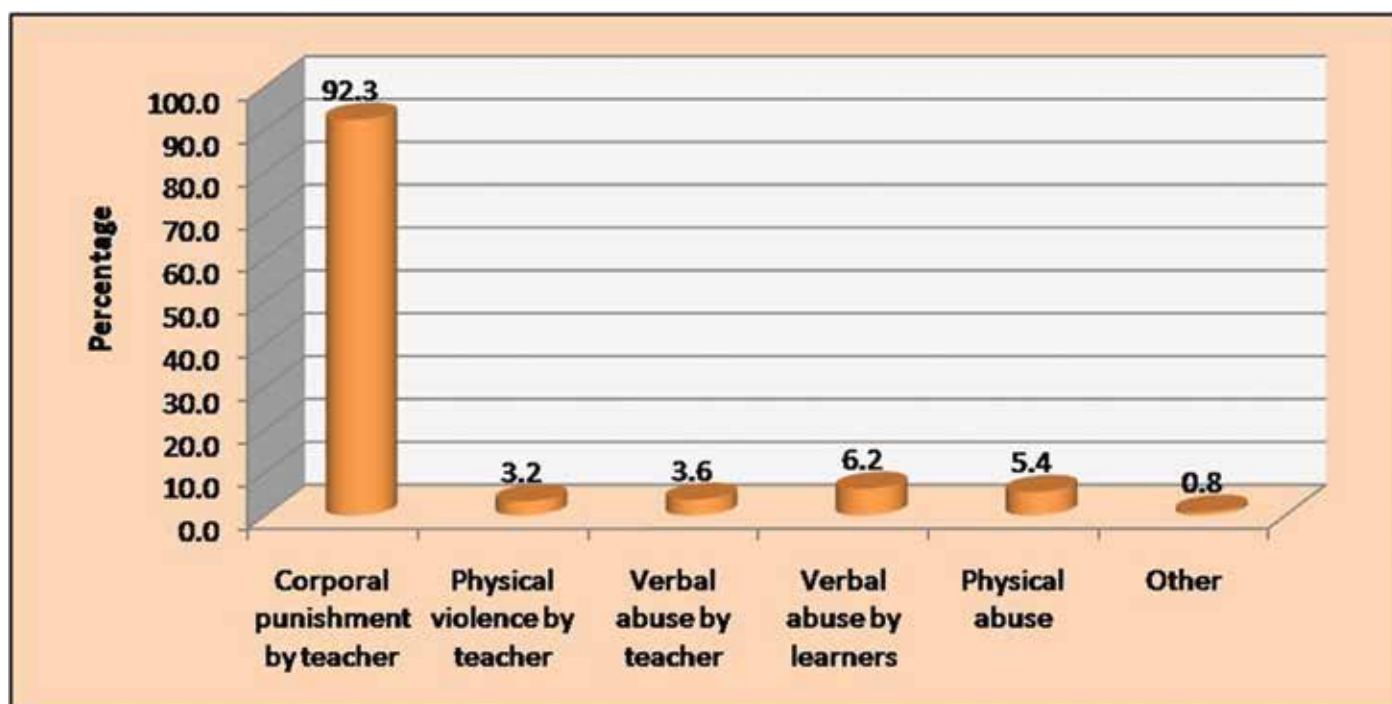
The information has been disaggregated by province. In 2011, Eastern Cape has the highest percentage of learners who have experienced violence at school at approximately 44%. Meanwhile KwaZulu-Natal and Free State has the second highest percentage of learners who have experienced violence at school at 30% respectively. Gauteng province has recorded the lowest percentage of learners that have experienced violence at school at approximately 9%.

**Figure 21: Percentage of learners who experienced Violence; corporal punishment or verbal abuse at school by province, 2009 -2011**



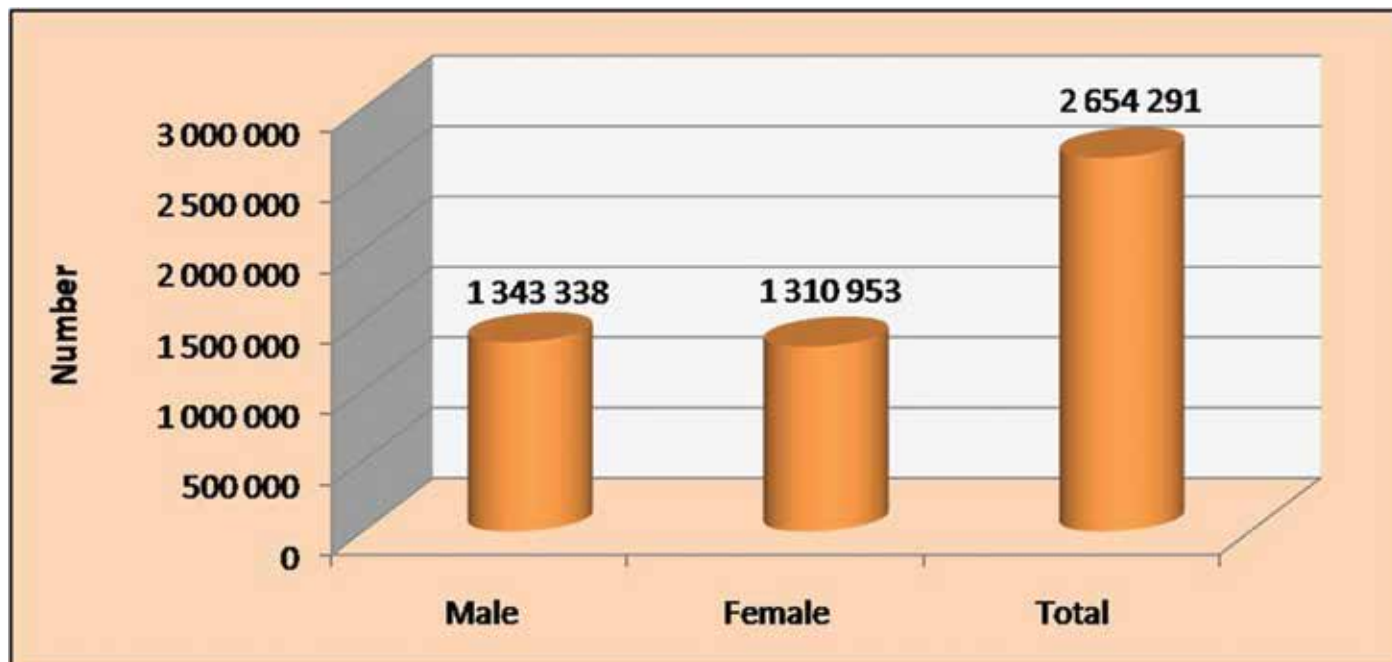
**Source:** Statistics South Africa, General Household Survey, 2009 - 2011, DBE own calculations

Some learners indicated that they had experienced more than one type of violence at school. The majority (92%) of learners (2.6 million) who experienced violence at school indicated that they experienced corporal punishment by teacher. Meanwhile, 6% experienced verbal abuse by other learners, 5% experienced physical abuse at school, 4% experienced verbal abuse by teacher, and 3% experienced physical violence by teacher.

**Figure 22: Types of violence experienced by learners at school, 2011**

*Source: Statistics South Africa, General Household Survey, 2011, DBE own calculations*

**Figure 23** shows the number of learners who have experienced violence at school by gender. Fewer numbers of female learners have experienced violence at school compared to male learners. However, there is no big gender difference.

**Figure 23: School violence by gender, 2011**

*Source: Statistics South Africa, General Household Survey, 2011, DBE own calculations*

There is no significant difference in the percentage of learners that have experienced violence in schools by gender. Approximately **1.3 million** learners from each gender indicated that they had experienced some form of violence at school in 2011.

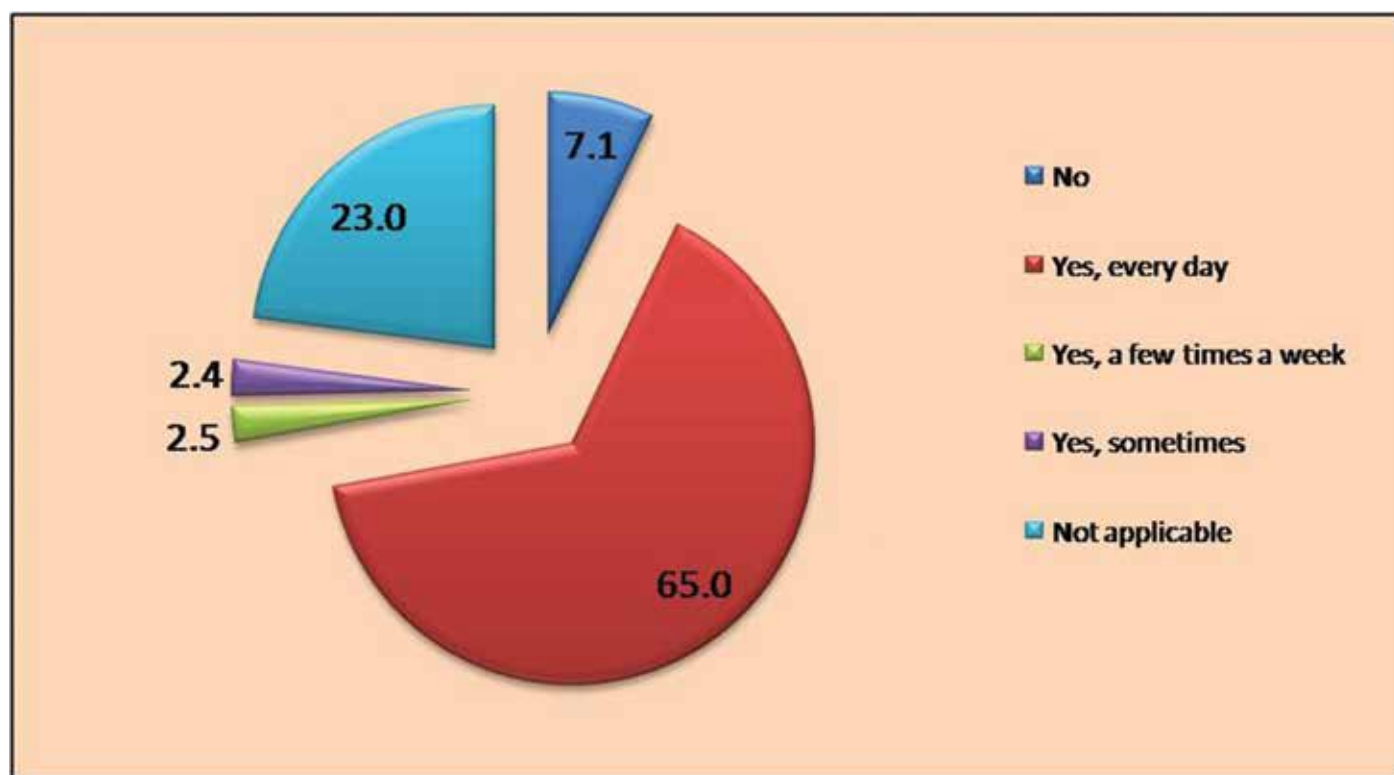
## 14. SCHOOL FEEDING SCHEME

As part of other government initiatives to curb the scourge of poverty in the country, the National School Nutrition programme was introduced in 2007. The GHS ask the learners who are attending schools whether they are receiving food at school, through government nutrition programme.



In 2011, 65% of learners indicated they were receiving food at school every day. Overall approximately 10 million learners were receiving food at school in 2011. It is evident that the national school nutrition programme is reaching more learners each year.

**Figure 24: Percentage learners who were provided food as part of the school feeding scheme/Government nutrition program, 2011**



**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations

**Table 21** compares the number of learners who were provided food as part of the school feeding scheme/Government nutrition program, 2010-2011. There has been an increase in the number of learners benefiting from school nutrition programme every day from almost 8 million in 2010 to over 9 million in 2011. Meanwhile the number of learners receiving food at school a few times a week and sometimes decreased in 2011. This implies that more learners who are eligible to receive food are getting food at school every day at school.

**Table 21: Number of learners who were provided food as part of the school feeding scheme/Government nutrition program, 2010-2011**

Provision of food at school	2010	2011
No	992 794	998 520
Yes; every day	7 953 164	9 101 823
Yes; a few times a week	380 152	348 173
Yes; sometimes	441 193	336 050
Total	9 767 302	10 784 567

**Source:** Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations



## 15. ORPHANHOOD IN THE SCHOOLING SYSTEM

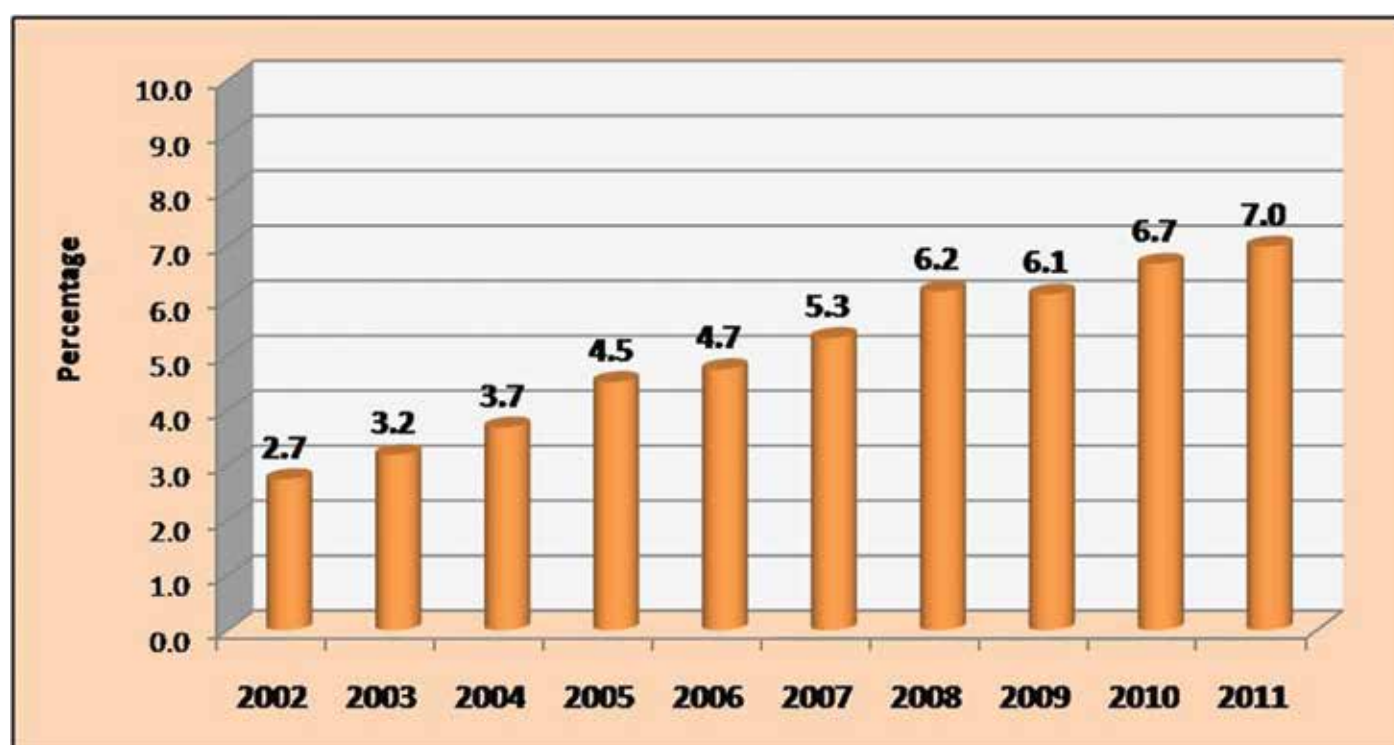
An orphan is defined differently from literature to literature and the various countries with the main variables being: age – children up to 15 or 18 year and parental loss – mother, father, or both parents dead.

In Skinner et al.,(2006) an orphan is defined as a person under 18 year of age, who has lost one or both parents to death, desertion or other means, and/or a child who has no access to basic needs or rights is regarded as an OVC (Skinner, 2006).

According to Smart (2003) an orphan in Botswana is defined as “a child under the age of 18 who has lost one (single parents) or two (married couples) biological or adoptive parents”(Smart, 2003).

For the purpose of this report an orphan is defined as learner who has lost both parents. In 2011, 7% of learners attending school were. This is an increase from approximately 3% in 2002. The increase in the percentage of orphans in the schooling system may be attributed to deaths associated with HIV/Aids. However, it is encouraging to find children who are orphans attending schools.

**Figure 25: Percentage of children attending schools who are orphans, 2002-2011**



**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

## 16. LEARNERS WITH DISABILITY

*Education White Paper 6 (DOE, 2001) on Special Needs Education* commits government to provide access to education to all learners who have a disability.

White Paper 6 outlines that government will:

- base the provision of education for learners with disabilities on the intensity of support needed to overcome the debilitating impact of those disabilities;
- place an emphasis on supporting learners through full-service schools that will have a bias towards particular disabilities depending on need and support;
- indicate how learners with disability will be identified, assessed and incorporated into special, full-service and ordinary schools in an incremental manner;
- introduce strategies and interventions that will assist educators to cope with a diversity of learning and teaching





needs to ensure that transitory learning difficulties are ameliorated; and

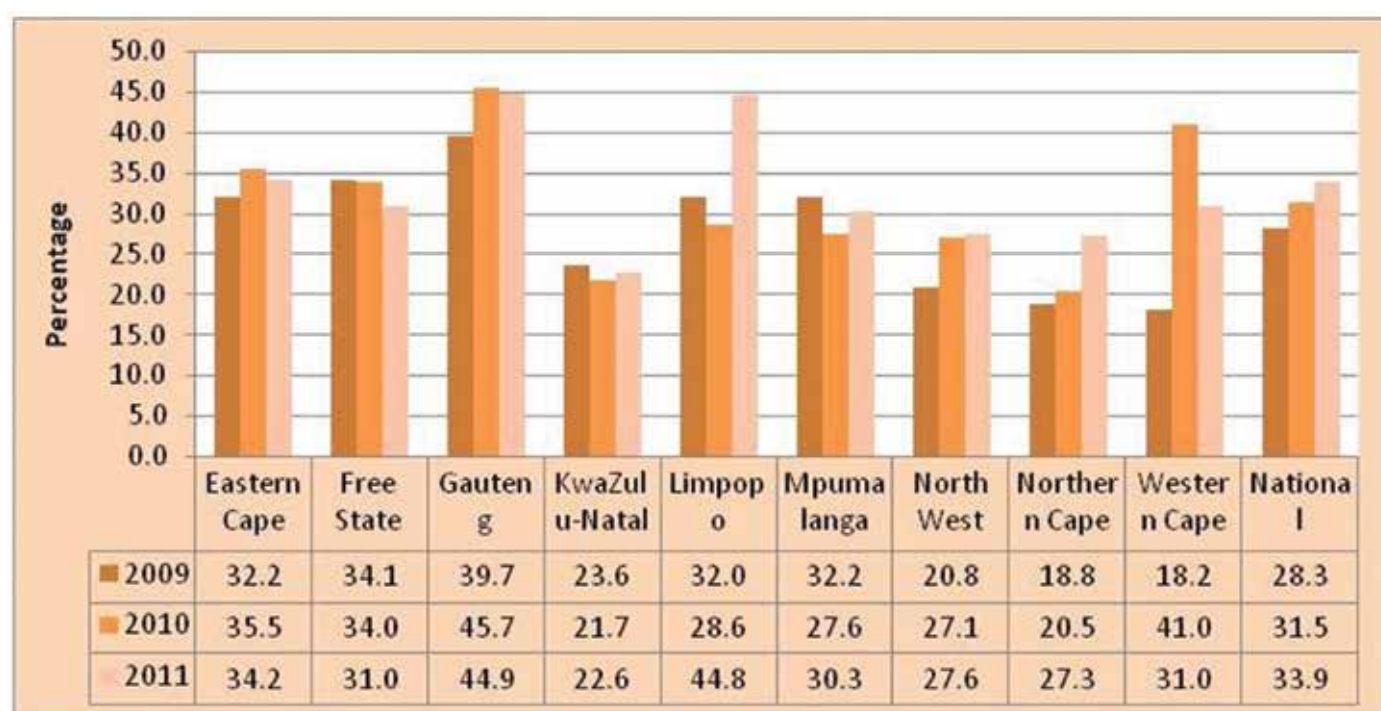
- provide clear signals about how current special schools will serve identified disabled learners on site and also serve as a resource to educators and schools in the area.

### 18.1 0-4 year old children with disability attending (ECD) Facility

In 2011, approximately 34% of 0 to 4 year old children with disabilities were attending early childhood development (ECD) facilities. This indicates an increase from 28% of this age group attending early childhood development facilities in 2009.

There is a provincial variation in the provision of early childhood development to children with disabilities. In 2011, Gauteng and Limpopo had the highest proportion of children aged 0 to 4 with disabilities accessing ECD facilities. Meanwhile, KwaZulu-Natal has the lowest percentage of this age group attending ECD facilities at approximately 23% in 2011.

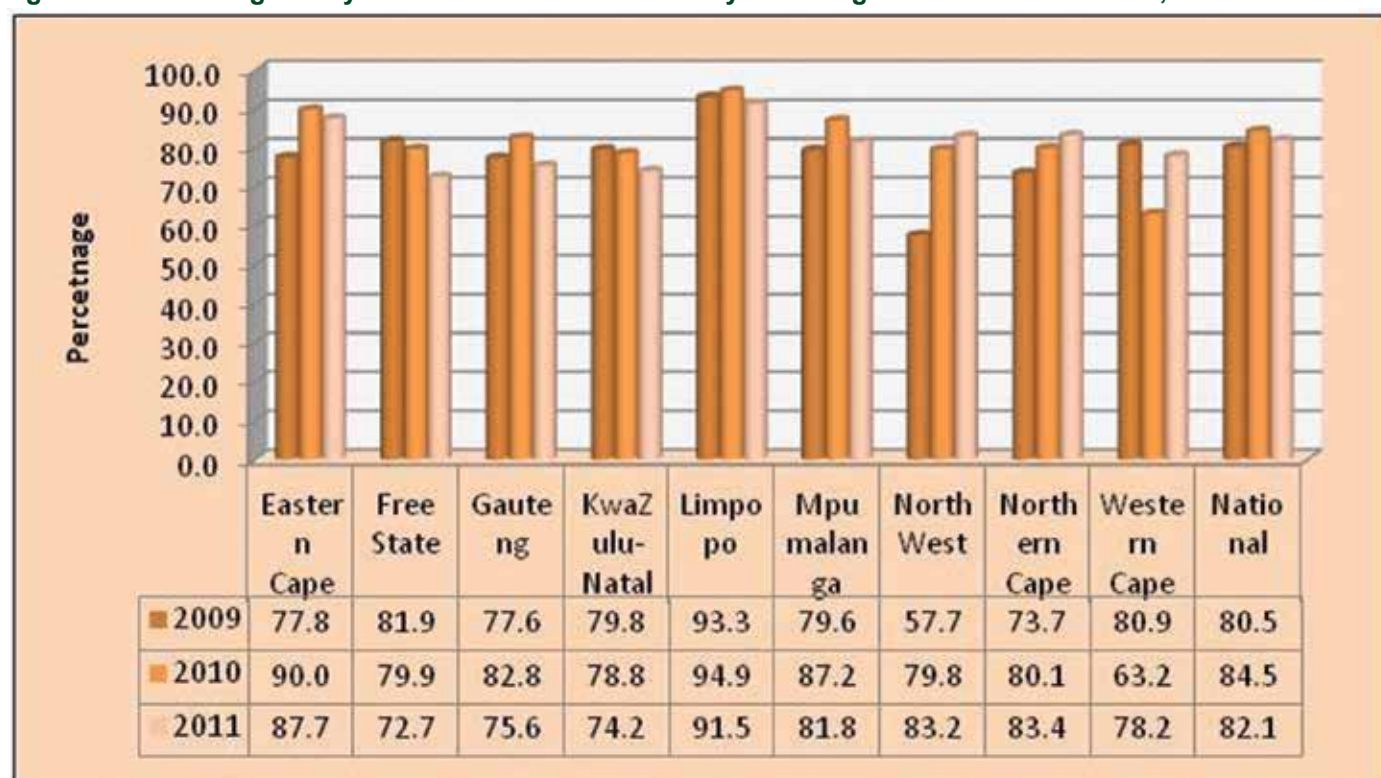
**Figure 26: Percentage of 0-4 year old children with disability attending ECD Facility, 2009-2011**



**Source:** Statistics South Africa, General Household Survey, 2009-2011, DBE own calculations

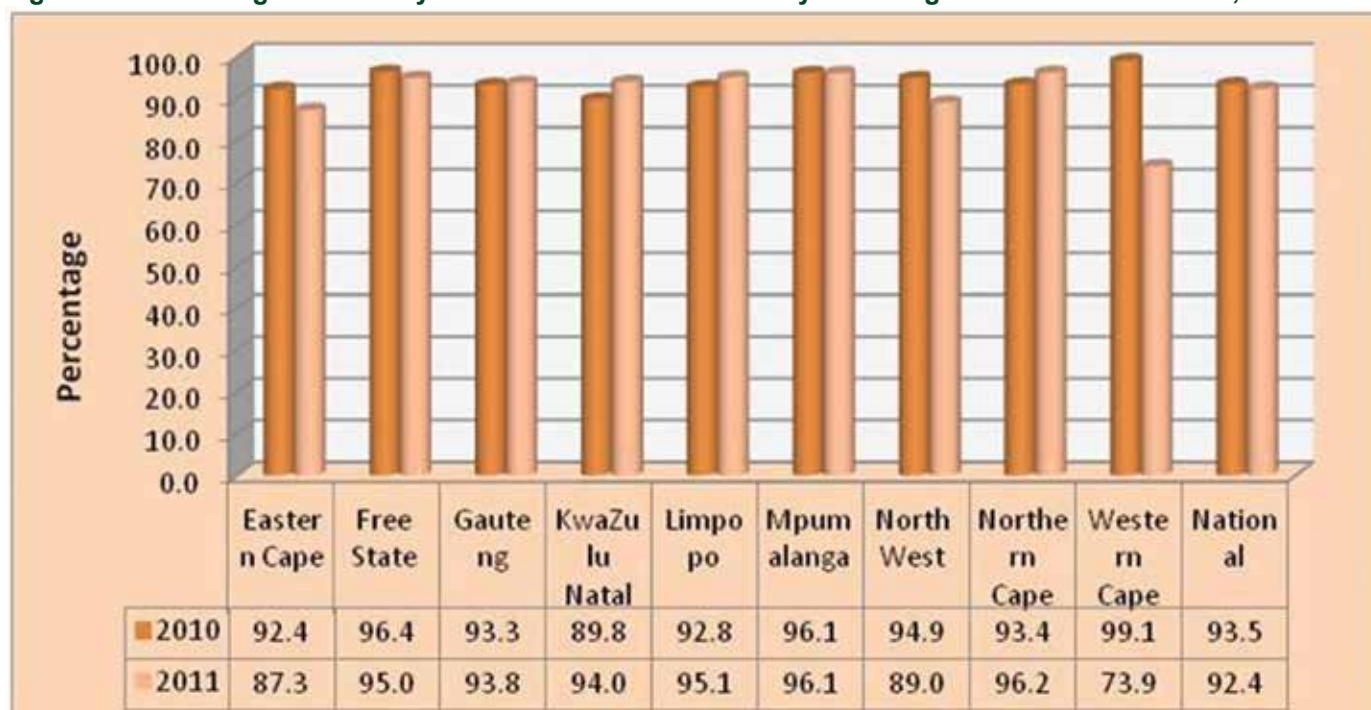
**Figure 27** shows the percentage of 5 year old children attending educational institutions by province between 2009 and 2011. In 2011, 82% of 5 year old children with disabilities were attending educational institutions.

In 2011, Limpopo has the highest percentage of children in this age group attending educational institutions at approximately 92% followed by Eastern Cape at almost 88%. Free State province had the lowest percentage of children in this age group attending educational institutions at approximately 73% in 2011. Overall there has been a slight increase in the percentage of 5 year old children with disabilities attending educational institutions between 2009 and 2011. This augurs well with the determination of government to ensure that all children regardless of their circumstances have access to educational institutions.

**Figure 27: Percentage of 5 year old children with disability attending educational institution, 2009 -2011**

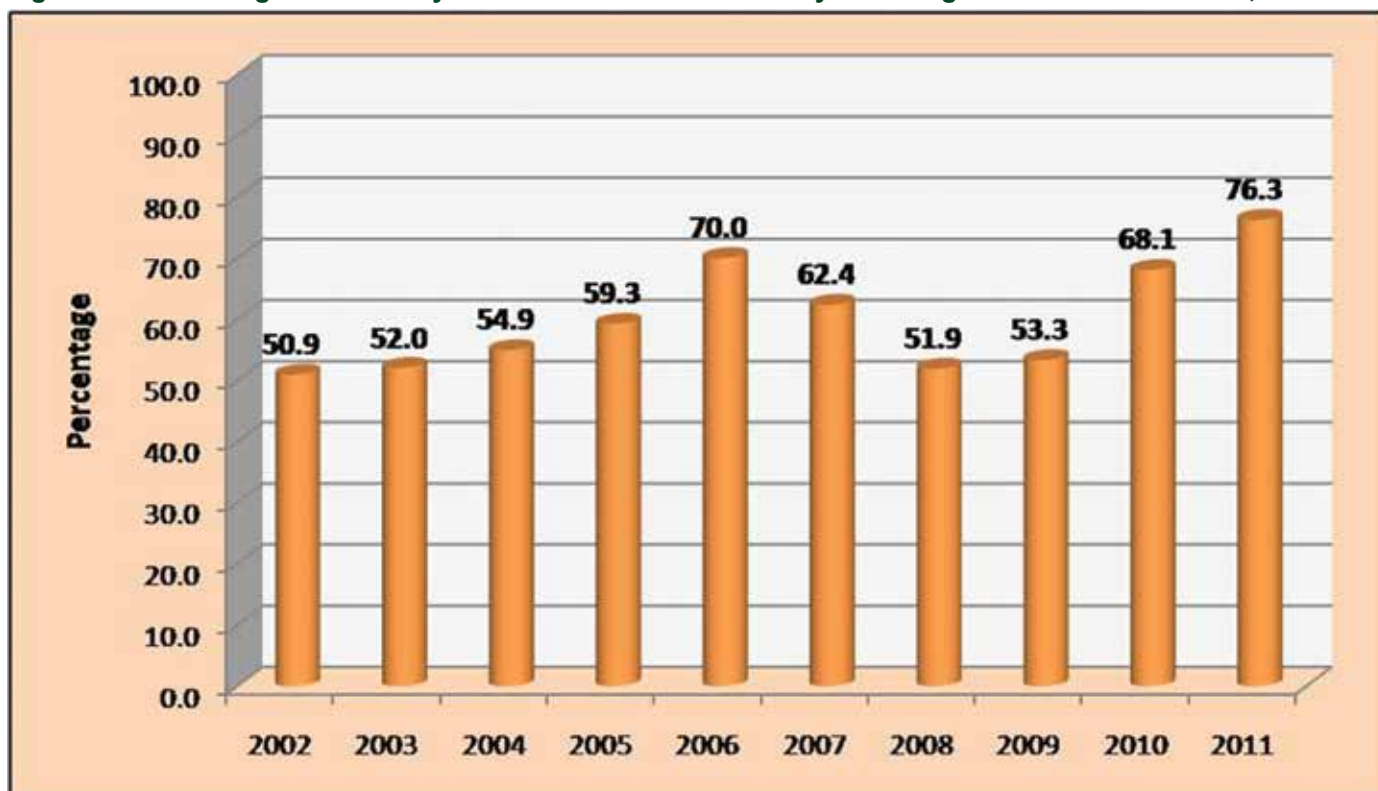
**Source:** Statistics South Africa, General Household Survey, 2009-2011, DBE own calculations

The participation of children with disabilities in educational institutions for the compulsory education as shown in **Figure 28** has remained above 90% between 2010 and 2011. The average participation for this age group in education institutions is well over 90% between provinces in 2011 as well as in 2010.

**Figure 28: Percentage of 7 to 15 year old children with disability attending educational institution, 2010 -2011**

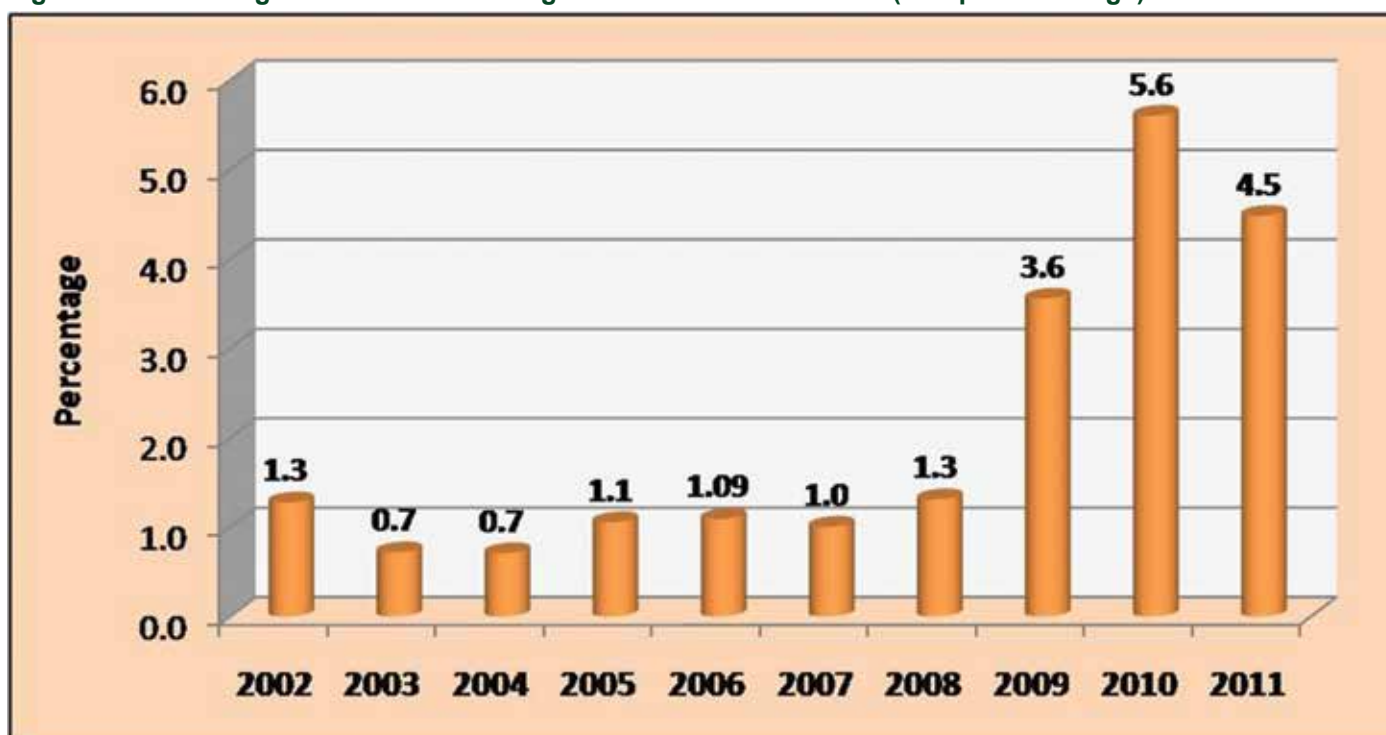
**Source:** Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations

The participation of 16 to 18 year old children with disabilities in educational institutions is not worrying as the participation by other children without disabilities of this age group. In 2011, 76% of 16 to 18 year old children were attending educational institutions. This indicates an increase from approximately 51% of this age group in 2002. There has been a significant increase of almost 25.5% between 2002 and 2011. This implies that policy on inclusive education is beginning to bear fruits and that parents are becoming more committed to ensure that their children are given opportunities to realise their right to education.

**Figure 29: Percentage of 16 to 18 year old children with disability attending educational institution, 2002 -2011**

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

**Figure 30** depicts the percentage of children with disabilities attending schools as a percentage of the total percentage of learners attending schools between 2002 and 2011. In 2011, approximately 5% of learners attending school were children with disabilities. This is an encouraging figure as there were at least 1% of the learners with disabilities attending schools in 2002.

**Figure 30: Percentage of children attending schools that are disabled (irrespective of age): 2002-2011**

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

## 17. LITERACY

For the purpose of this report an adult who has completed Grade 7 and above is regarded as literate. The completion of primary education is used as a proxy for measuring literacy; that it is assumed that the person is capable of reading, writing and doing some basic numeracy.

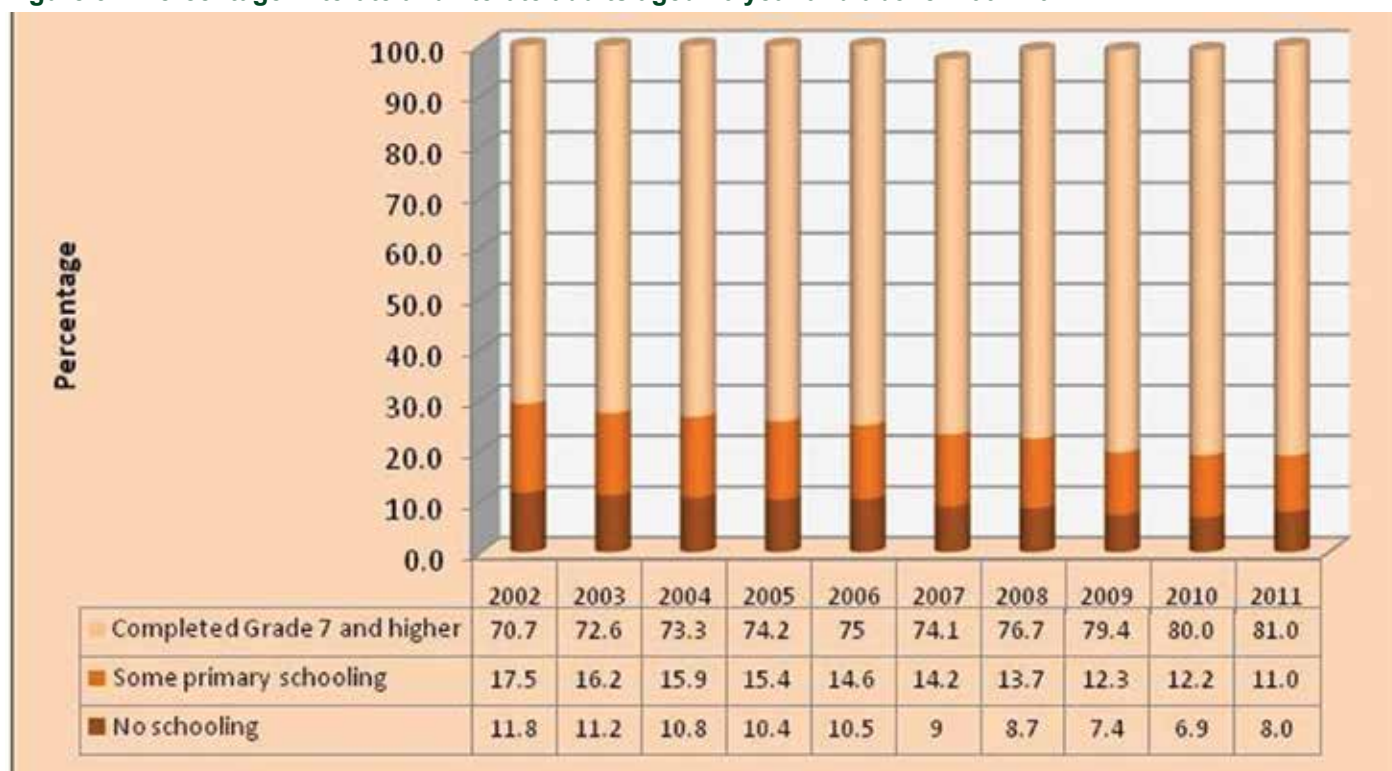




### 17.1 ADULT LITERACY

This report shows that, currently there were about 8% of adults aged 20 and above who are total illiterates (who have never been to school) and another 11% who were to varying degrees functionally illiterate (they dropped out of school before grade 7). Thus a total of 19% of adults were found to be illiterate.

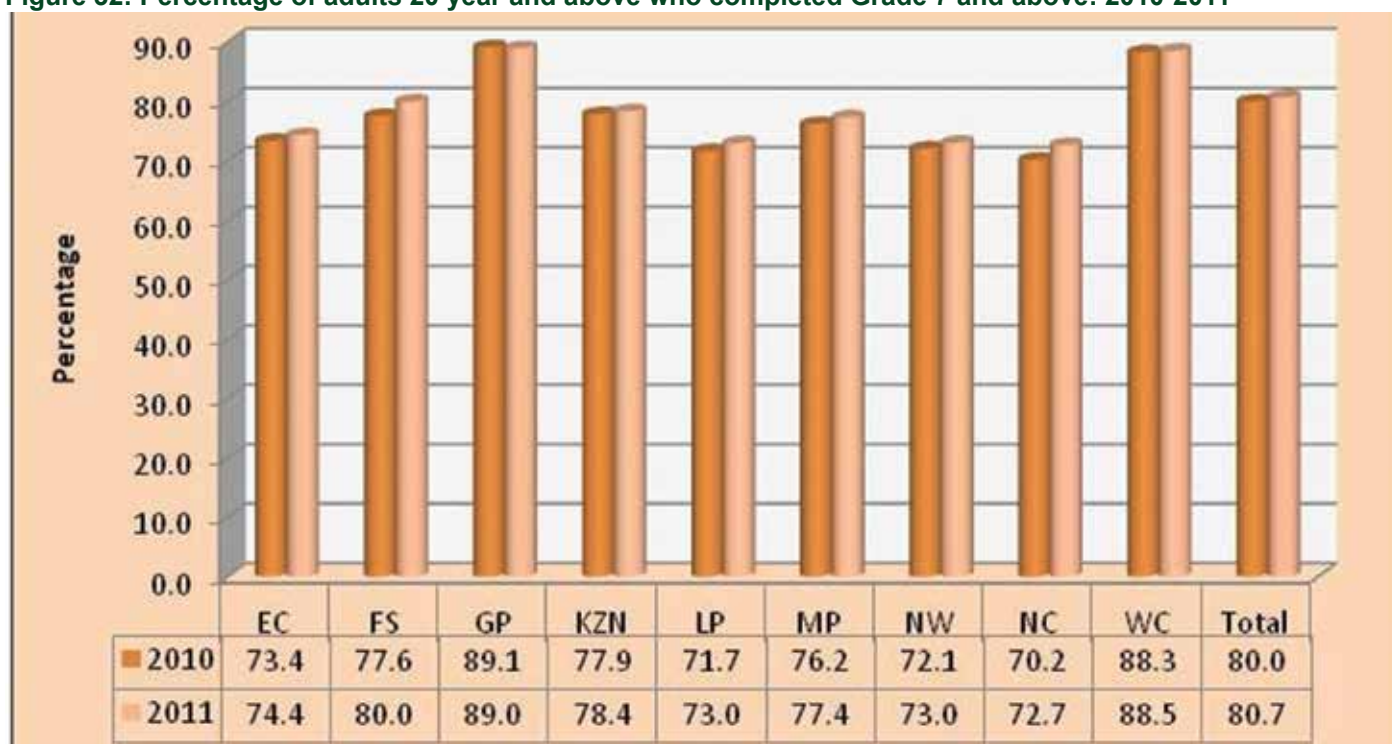
**Figure 31: Percentage illiterate and literate adults aged 20 year and above: 2002-2011**



**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

The provinces that were most affected by illiteracy are Northern Cape, North West and Limpopo, and to a lesser extent, Eastern Cape. For example, Northern Cape and North West had 27% illiterate and functionally illiterate adults compared to at least 11% in Gauteng and Western Cape.

**Figure 32: Percentage of adults 20 year and above who completed Grade 7 and above: 2010-2011**



**Source:** Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations

There were also variations between population groups with regards to literacy rates. In 2011, the White population group had the highest percentage of literate adults at 98%; this is followed by Indian/Asian group at approximately 93%. Coloured population group recorded the lowest percentage of adults who are literate at 72% in 2011.

Overall the percentage of adults who are literate across all population groups has increased from 79% in 2009 to approximately 81% in 2011. This may be attributed to introduction of Adult Basic and Training programme, Kha Ri Gude literacy campaign and other initiatives introduced to improve the literacy rates of adults by government.

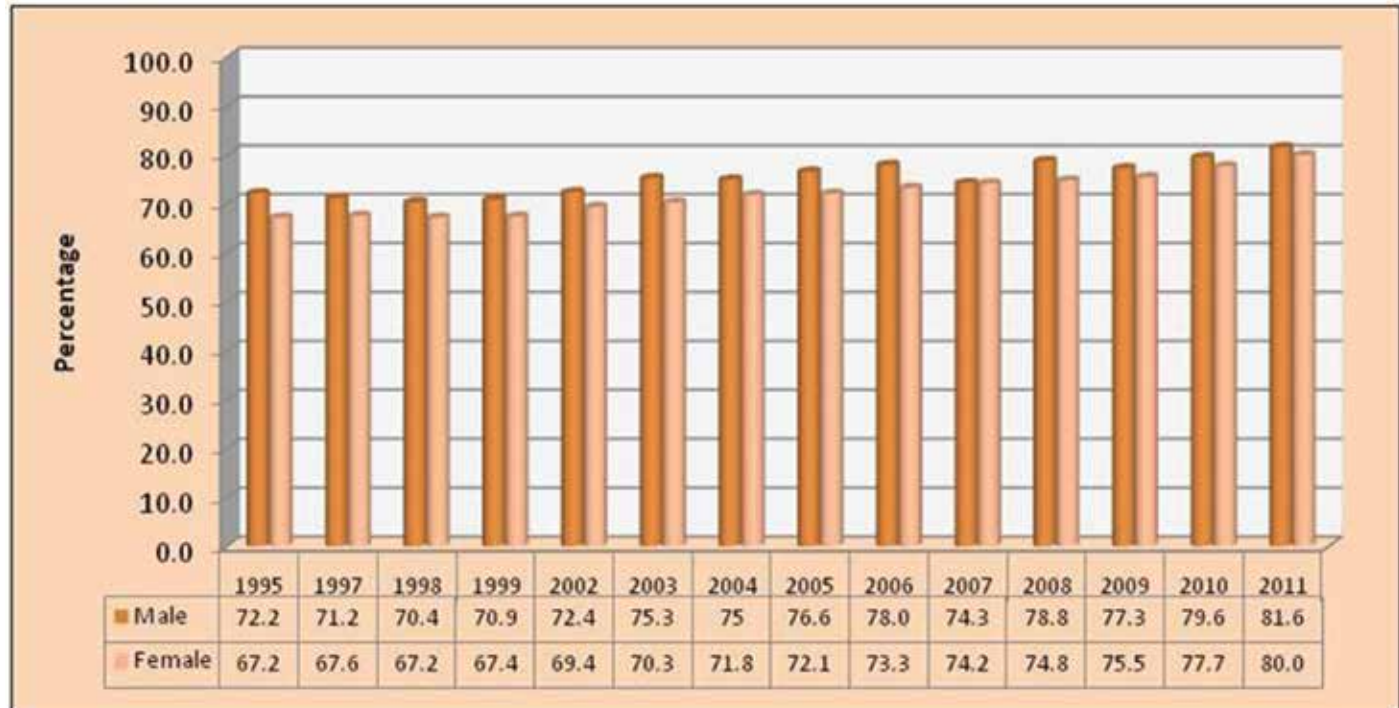
**Table 19: Percentage of adults 20 and above who have completed Grade 7 and higher, 2009 – 2011**

Population group	2009	2010	2011
African/Black	75.0	76.0	78.9
Coloured	83.9	85.5	72.3
Indian/Asian	95.5	92.1	92.6
White	99.8	98.8	98.0
National	79.4	80.0	80.7

**Source:** Statistics South Africa, General Household Survey, 2009 to 2011, DBE own calculations

Sex differentiation is not as skewed as it was in 2009 where women represented 33% of the illiterate and functional illiterate. Population to some extent, **Figure 33** indicates that a higher percentage of adult men, aged 20 and older, are literate compared to women, when assuming the attainment of a Grade 7 education as a proxy for functional literacy. In adult literacy, South Africa therefore has not yet achieved gender parity in terms of literacy amongst adults, although the 2011 GHS figures suggest that the gap may be closing. However, gender parity in adult literacy is likely to be achieved by 2015.

**Figure 33: Percentage of the population aged 20 and above who completed Grade 7 and above by gender, 1995-2011**

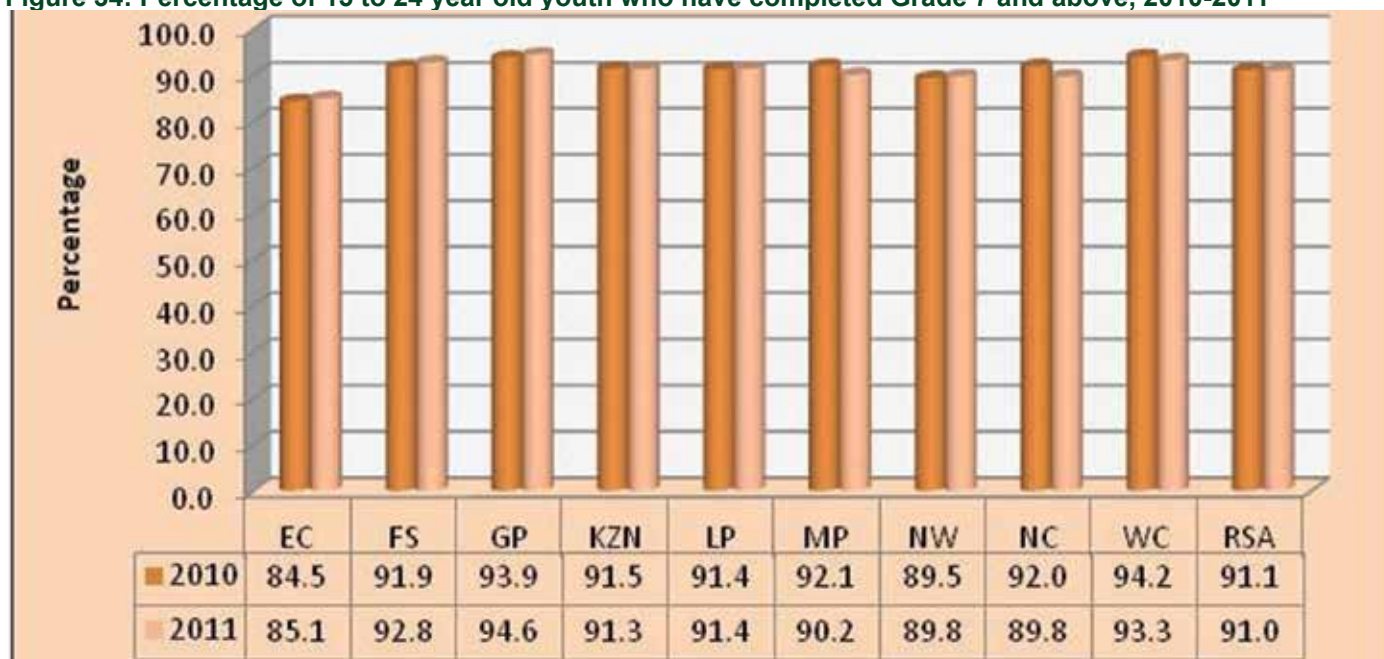


**Sources:** Statistics South Africa, literacy reports 1995 to 1999, General Household Survey, 2002-2011, DBE Own calculations

### 17.2 YOUTH LITERACY

The same measurement for adult literacy is used for youth 15 to 24 year old. In 2011, 91% of youth 15 to 24 year old were considered literate. This figure has increased from 85% in 2002.



**Figure 34: Percentage of 15 to 24 year old youth who have completed Grade 7 and above, 2010-2011**

**Source:** Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations

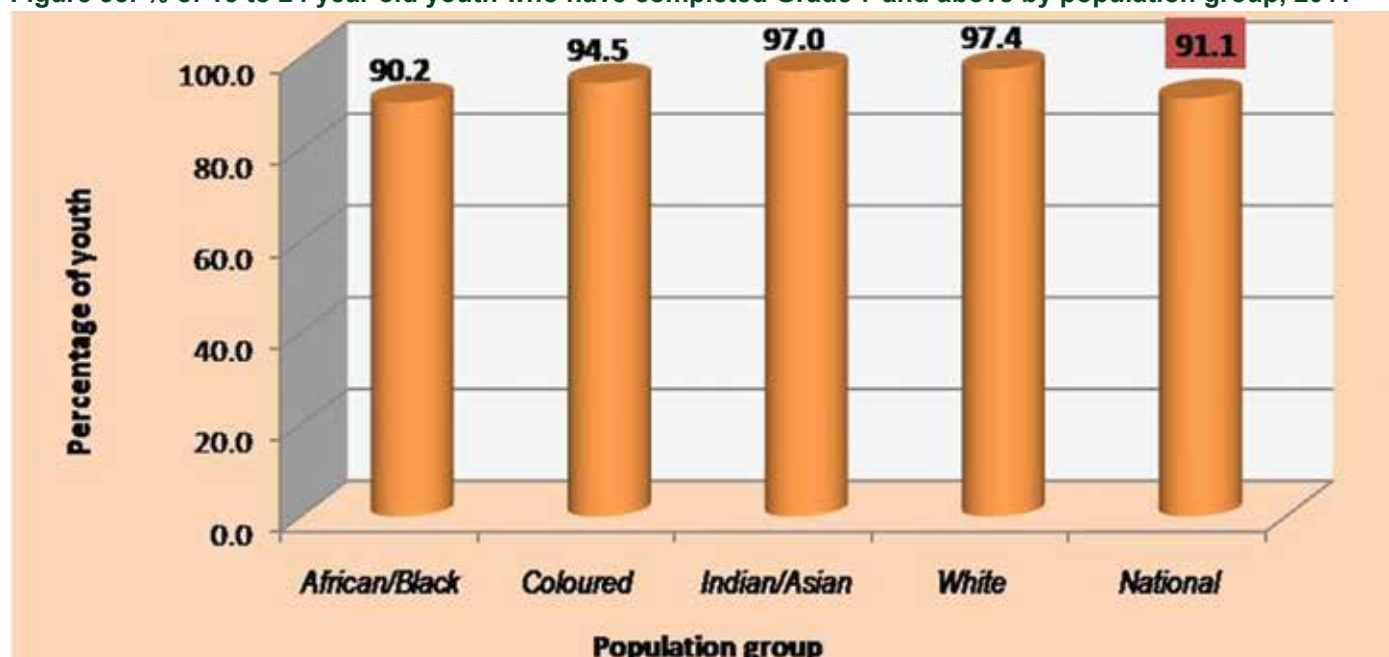
In contrast with adult literacy where high percentage of male are literate, the youth literacy rate shows that more females aged 15 to 24 year old are literate than their male counterparts. In 2011, 93% of females aged 15 to 24 had completed Grade 7 compared to 89% of male. This has been the trend since 2002.

**Table 21: 15 to 24 year old youth who have completed Grade 7 and above by gender, 2002-2011**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	83.4	84.7	84.9	86.6	87.3	87.7	88.6	89.0	89.0	89.0
Female	88.4	89.7	90.5	91	91.4	91.4	92	93.1	93.3	93.1
GPI	1.06	1.06	1.07	1.05	1.05	1.04	1.04	1.05	1.05	1.05

**Source:** Statistics South Africa, General Household Survey, 2002 - 2011, DBE own calculations

**Figure 35** shows the percentage of 15 to 24 youth who completed Grade 7 and above by population group in 2011. There were more literate White and Indian/Asian youth at 97% compared to African/Black and Coloured at 90% and almost 95% respectively.

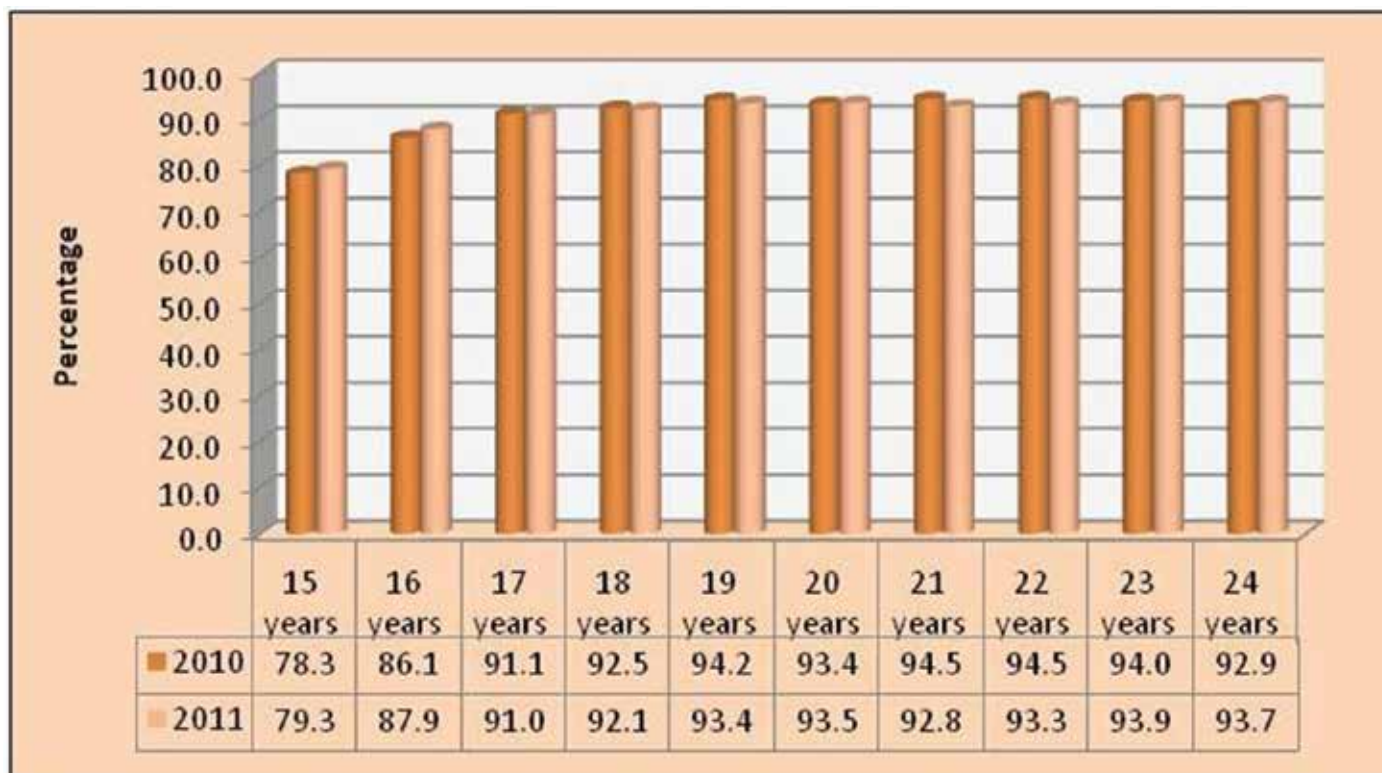
**Figure 35: % of 15 to 24 year old youth who have completed Grade 7 and above by population group, 2011**

**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations



Youth literacy rates by single ages shows that a high percentage of youth aged 19 to 24 has completed Grade 7 and above at approximately 94% between 2010 and 2011. However, this is expected as some of the 15 and 16 year old youth could be repeating lower Grades or might have started schooling late. It is encouraging to see that the completion of Grade 7 amongst youth is well above 90% for the youth aged 17 to 18 for all population groups.

**Figure 36: % of 15 to 24 year old youth who have completed Grade 7 and single age, 2010 -2011**



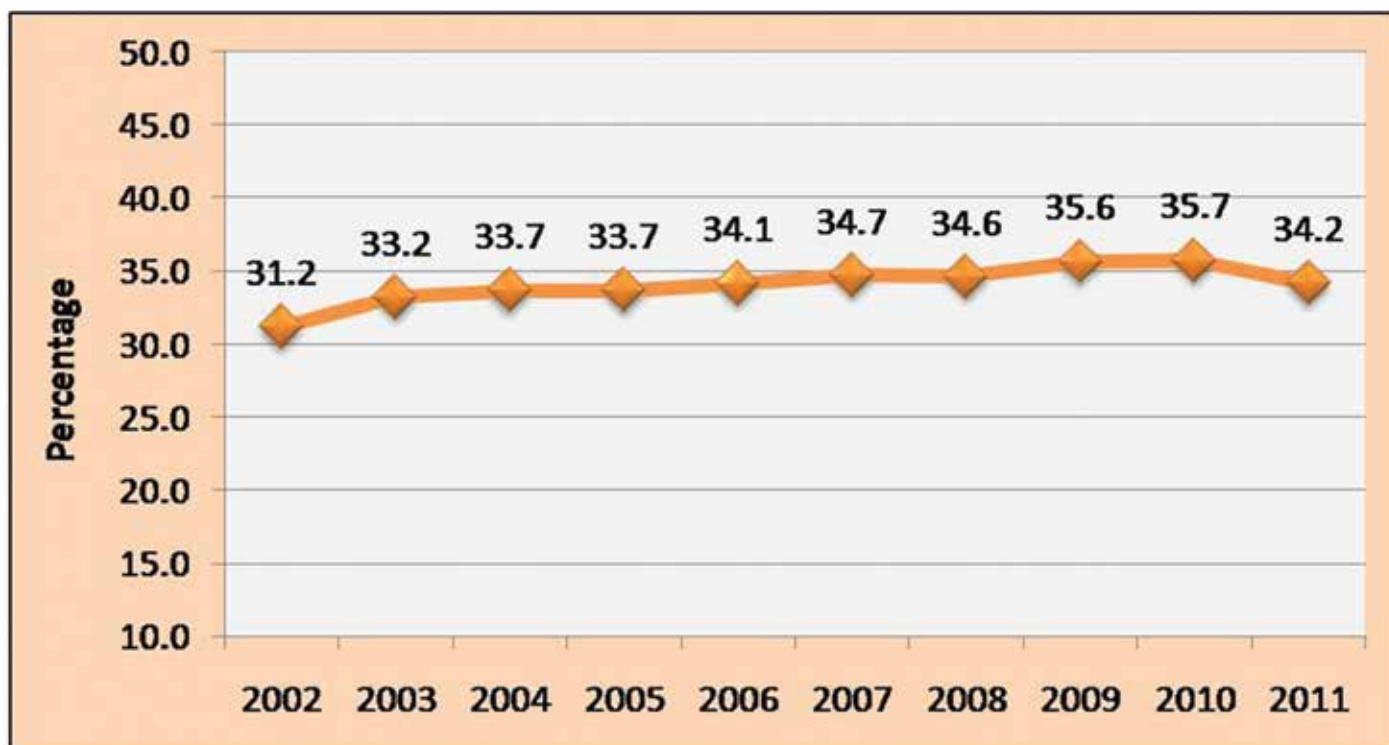
**Source:** Statistics South Africa, General Household Survey, 2010-2011, DBE own calculations

## 18. LEVEL OF EDUCATION ATTAINMENT

International Standard Classification of Education (ISCED) of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) defines educational attainment as the highest ISCED level of education an individual has successfully completed. This is usually measured with respect to the highest educational programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself (ISCED, 2011).

This section focuses on the completion of Grade 12 by adults aged 20 and above and youth aged 15 to 24.

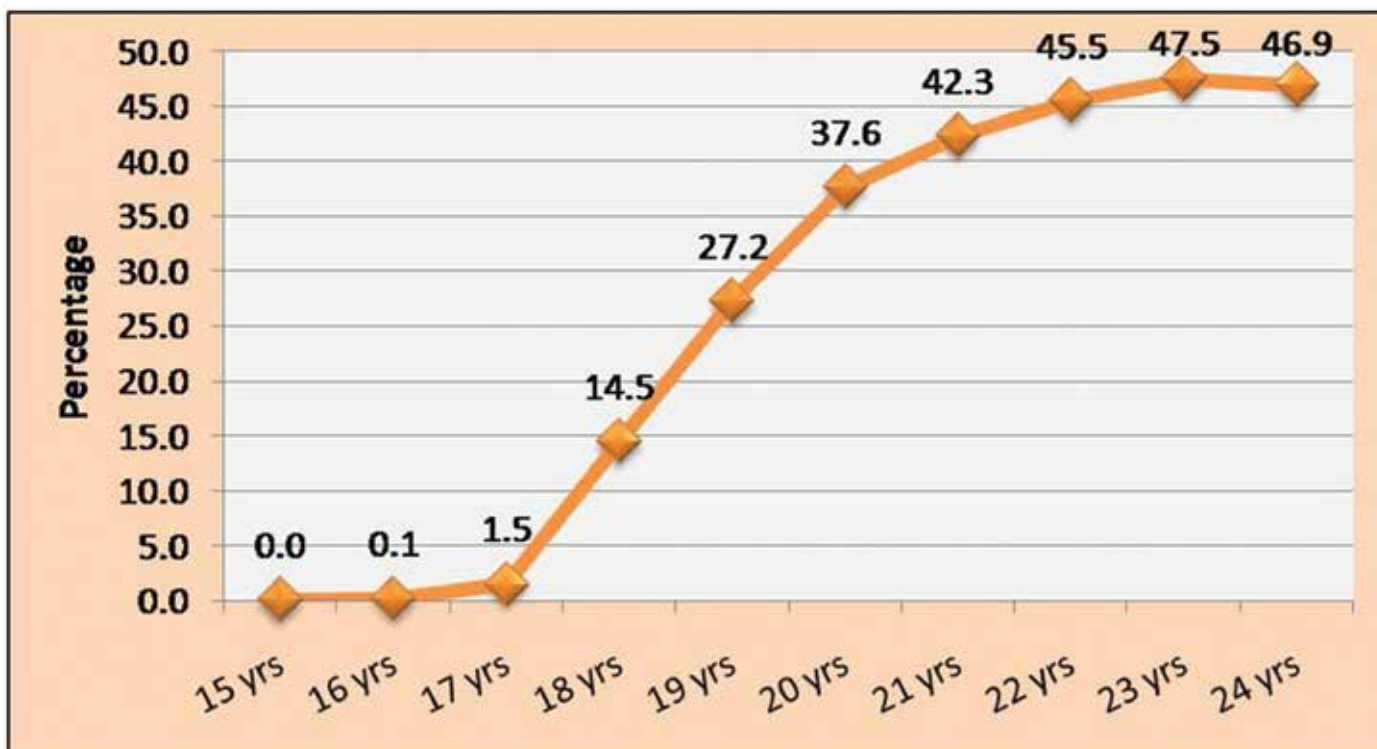
**Figure 37** shows the educational attainment Grade 12 by adults aged 20 and above between 2002 and 2011. In 2011, 34% of adults had completed Grade 12 compared to the same age group in 2002. The completion of Grade 12 by adults had been on an upward trend until 2010 where it reached approximately 36% and declines a bit in 2011 to 34%. The increase in the percentage of adults with Matric has been very slow between 2002 and 2011.

**Figure 37: Percentage of adults 20 year and above who completed Grade 12<sup>1</sup> and above: 2002-2011**

**Source:** Statistics South Africa, General Household Survey, 2002-2011, DBE own calculations

The disaggregation of educational attainment for completion of Grade 12 or matric for youth by single ages provides an interesting trend. In 2011, approximately 47% of 24 year olds have completed matric. There is a positive upward transition from percentage of youth aged 17 to 24 who have completed matric.

It is not surprising to see that there is no youth aged 15 and 16 with matric as in terms of the age admission policy they are still expected to be in Grade 10 and 11 respectively.

**Figure 38: Percentage of the 15 to 24 year olds that have completed Grade 12 and higher, 2011**

**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations

<sup>1</sup> The percentage of adults that completed Grade 12 exclude all people who indicated that they have completed NTC 1 to 3 as we are not sure whether this is equivalent to Grade 12.



Completion of matric by youth aged 15 to 24 years by gender shows that more female youth are completing matric compared to their male counterparts. Approximately 51% of females aged 24 have matric compared to 42% of males of this age-group.

**Figure 39: Percentage of the 15 to 24 year olds that have completed Grade 12 and higher, by gender, 2011**

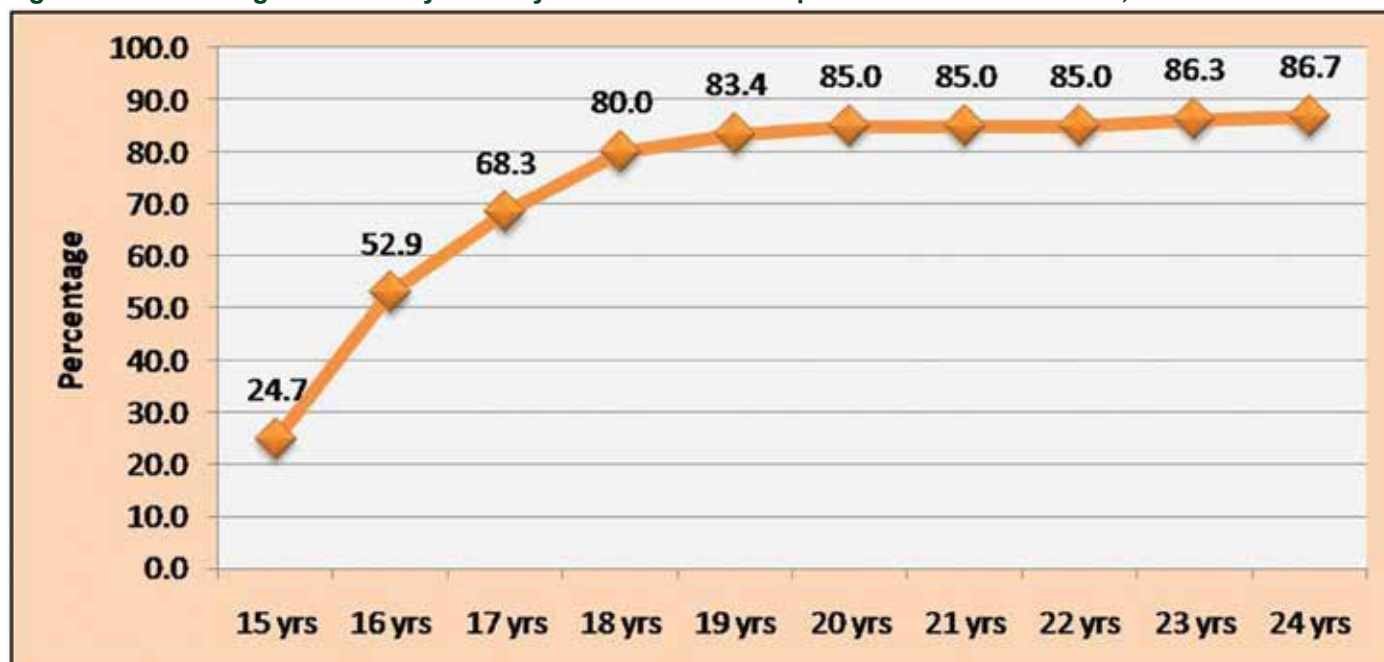


**Source:** Statistics South Africa, General Household Survey, 2011, DBE own calculations

In terms of the South African Schools Act (RSA, 1996), education for learners is compulsory for children turning seven until the age of 15 or Grade 9. Although education is not compulsory for learners beyond Grade 9, no learner who wishes to continue to Grade 12 is denied access to schooling. Parents are required by law to ensure that their children attend school from the first school day of the year when they turn seven until the last school day of the year they turn 15, or the end of the ninth grade, whichever occurs first. After the completion of Grade 9, learners have options to continue schooling in the mainstream or they can enrol in the Further Education and Training (FET) Colleges. Therefore it is essential to track the educational attainment of Grade 9.

According to the General Household Survey, in 2011 approximately 87% of 24 year old youth have completed Grade 9. There are also high proportions of youth aged 18 to 23 that have completed the basic education. This has remained well above 80%.

**Figure 40: Percentage of 15 to 24 year old youth who have completed Grade 9 and above, 2011**



**Source:** Statistics South Africa, General Household Survey, 2011, DBE own analysis calculations





## 19. KEY FINDINGS AND CONCLUSIONS

### a) Access to Early Childhood Development (ECD) programmes

- In 2011, approximately 35% of children aged 0 to 4 year old attended an ECD facility. This figure reflects a massive increase of 28% since 2002, when attendance was a mere 7%.
- There is gender parity with regards to 0 to 4 year old children attending ECD institutions. In broad terms, this trend has generally been fairly consistent since 2002, though favouring female children in the earlier years.

### b) Attendance of 5 year olds in educational institution

- In 2011, 85% of 5 year old children attended an education institution.
- In 2011, there was no difference by gender in the percentage of 5 year olds attending educational institutions.

### c) Participation in educational institutions (excluding ECD facilities)

- In 2011, approximately 99% of 7 to 15 year old children were attending educational institutions.
- In 2011, all provinces had over 97% of 7 to 15 year olds attending educational institutions.
- Gender parity in education enrolment for the 7 to 15 year old age group has been achieved.

### d) Participation of 16 to 18 year olds in educational institutions

- In 2011, 85% of children in the 16 to 18 year old age group were attending an educational institution.
- 15% of 16 to 18 year olds children were not attending an education institution in 2011.
- In 2010, 17% (over half a million) of children in the 16 to 18 year old age group in South Africa were not attending an educational institution.
- In 2011, almost 16% of female children aged 16 to 18 years were not attending an educational institution as compared to 14% of males. There are more females than males who tend to complete matric.

### e) Out-Of-School Children

- In 2011, over half a million children between 7 to 18 years old were not attending any form of educational institution.
- In 2011, nationally, at least 1% of 7 to 15 year old children were out of school. According to GHS weightings, this figure corresponds to a national total of 111 000 children.
- The majority of out of school children were 16 to 18 year old children. This age group constitute over 480 000 out of school children. Furthermore, more Coloured 16 to 18 year old children were out of school.
- Of the 480 000 16 to 18 year old children not attending educational institutions, 22% (almost 104 000) have already completed Grade 12.

### f) Reasons for non-attendance at educational institutions

- In 2011, “no money for fees” (27%) was the main reason for children not attending an educational institution. Additional reasons for not attending an educational institution amongst others include; “education is useless or not interesting” (13%), working at home or business (6%), unable to perform at school (8%), family commitment (7%) and completed education (5%).



*g) Problems experienced at schools*

- In 2011, “lack of books” (6%) was reported as being the biggest problem experienced at school. Other problems cited include, classes too large/too many learners (5%), fees too high (5%), facilities in bad condition (4%), lack of teachers (3%), and poor quality teaching (3%).

*h) Learner pregnancy*

- Over 51 000 of learners attending schools have ever given birth and close 14 000 were still pregnant in 2010/11.

*i) Percentage of repeaters*

- In 2011, 10% of learners attending a school indicated that they were repeating the grade in which they were currently attending.
- Grade repetition is highest in Grades 9 (14%), 10,21%) and 11 (18%).

*j) Absenteeism*

- In 2011, 7% % of learners were reportedly absent from school in the week before the survey was conducted.

*k) School fees*

- In 2011, approximately over **61%** of children attending school did not pay tuition fees.

*l) School violence*

- In 2011, approximately 23% of learners indicated that they had experienced some form of violence in schools.
- Of 2.6 million learners who indicated that they experienced violence at school, 92% indicated that they had experienced corporal punishment by a teacher.

*m) School feeding scheme*

- Over 65% of learners indicated that they received meals at school through the school nutrition programme in 2011.

*n) Orphanhood in the schooling system*

- In 2011, 7% of learners attending schools were orphans (they had lost both parents).

*o) Learners with disability*

- In 2011, approximately 34% of 0 to 4 year olds children with disabilities were attending ECD facilities.
- In 2011, approximately 82% of 5 year olds children with disabilities attended an educational institution.
- In 2011, approximately 92% of 7 to 15 year old of children with disabilities attended an educational institution.
- In 2011, 76% of 16 to 18 year old children with disabilities attended an educational institution, compared to the overall figure of 85% for all children this age group.
- In 2011, approximately 5% of learners in the schooling system had a disability.

*p) Level of education attainment: Completion of Grade 12*

- In 2011, approximately 34% of adults aged 20 and above had completed Grade 12.
- In 2011, approximately 47% of 24 year olds youth had completed Grade 12 and higher.

*q) Literacy*

- In 2011, 81% of 20 year olds and above adults were literate.
- In 2011, 91% of 15 to 24 year olds were literate.



## 20. CONCLUSION

This report provides useful information about access, completion, equity and inclusivity with respect to schooling. It also provides valuable contextual information about learners (such as their orphan status), which can assist in policy and planning.

It is expected that the findings of the GHS will be interrogated and interpreted further to assist the Department of Basic Education in tracking and monitoring the implementation of policies and programmes. Furthermore, the information from GHS assists the Department in planning and measuring the reach of interventions to improve the quality provision of education.



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## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The paper itself is a clean, off-white color. There are no margins, text, or other markings present on the page.





