



LABOUR MARKET  
INTELLIGENCE PARTNERSHIP

# LMIP Dictionary on Skills Supply and Demand

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**DHET Team:** Hersheela Narsee, Mapaseka Letho, Jean Skene, Hilda Bartizal, Mmaphake Ramasodi



2017

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## ACKNOWLEDGEMENTS

This Dictionary on Skills Supply and Demand ('the Dictionary') is a product of the Labour Market Intelligence Partnership Programme (LMIP), which is funded by the Department of Higher Education and Training (DHET) and undertaken by a consortium of research organisations led by the Human Sciences Research Council (HSRC). The compilation of the Dictionary was an intensive and iterative process which demanded extensive research on multiple national and international policy, legislative and research reports.

Apart from the team members who did extensive research to find suitable definitions for terms or concepts, we would also like to acknowledge Yvonne Shapiro of the South African Qualifications Authority (SAQA) for reviewing the first draft of the Dictionary. We would furthermore like to acknowledge Unathi Beku of the HSRC for her assistance with research on finding suitable definitions.

# 1. INTRODUCTION

The objective of the Labour Market Intelligence Partnership (LMIP) is to inform and support evidence-based skills development policy in South Africa. Central to this agenda is the setting up of systems for reliable data indicating skills supply and demand in the labour market. This will make it possible to better plan for the human resource development needs of the country. Given the wide scope of the education and training landscape in South Africa, it is imperative that there is a common national understanding of terminology in order to ensure accurate usage of concepts and terms, and therefore provide a common basis for policy deliberations.

The Department of Higher Education and Training (DHET) requires a comprehensive document containing concepts and definitions relating to skills supply and demand. A dictionary is thus complementary to the design of labour market intelligence so as to ensure a common conceptualisation and uniform understanding of terms to enable analysis of cross-cutting issues.

The aim of the study was to compile and develop, in collaboration with the DHET, a dictionary to serve the following purposes:

- To enhance shared language use by labour market intelligence (LMI) users;
- To provide a trusted reference point for clarifying definitions and concepts;
- To set a trustworthy foundation of understanding of the issues, and provide a common basis for policy deliberations;
- To contribute to increased common acceptance and accurate usage of concepts and terms;
- To emphasise the importance of effective communication of labour market information and intelligence;
- To support high-quality standards in the use of terminology;
- To encourage the use of consistent definitions, classifications and methodologies which support valid comparisons; and
- To enable international comparison of similarities or differences between definitions.

Therefore, the main purpose is to enhance communication within the LMIP community of practice, specifically in order to promote coherence in the use of terms in policy, legislation and surveys as well as in data-collection instruments and reporting.

The conceptual framework of the study includes two anchor points, namely readership and definition. The readership mainly includes officials, skills planners and researchers within government departments, quality councils, sector education and training authorities (SETAs), enterprises, industry associations, professional bodies and trade unions.

## 2. BACKGROUND TO THE STUDY

### 2.1 Delineation and scope of the Dictionary on Skills Supply and Demand

The Dictionary is a reference book or electronic resource devoted particularly to the subject of skills supply and demand. It lists the words commonly utilised by the LMIP community and gives their meaning(s), in alphabetical order. The collation of the dictionary terms was guided by the 'framework for the analysis of skills supply, demand and mismatches' as proposed by Reddy et al. (2016).<sup>1</sup> This conceptual framework set the scope, delineated and provided the rationale for the collection, selection and organisation of terms included in the Dictionary (Figure 1).

Furthermore, criteria for the selection of terms included in the Dictionary accorded with the following guidelines:

- Terms were sourced from glossaries of LMIP publications; and
- The DHET identified and collated terms and definitions from all its branches related to skills supply and demand.

### 2.2 Structure of the defined terms

The terms in the Dictionary comprise the following elements:

- **term:** a label for the concept
- **definition:** a short definition of the concept or term
- **note:** comments on the usage of the term, where applicable
- **source:** the source for the definition
- **cross reference:** a link with other definitions, where applicable
- **reference code:** a unique code assigned to each term (These codes should be continuous and should not change over time.)

### 2.3 Empirical evidence from a previously conducted study

The following lessons were learnt by the compilers of the NQF Standard Glossary of Terms (Keevy, 2013),<sup>2</sup> a similar publication.

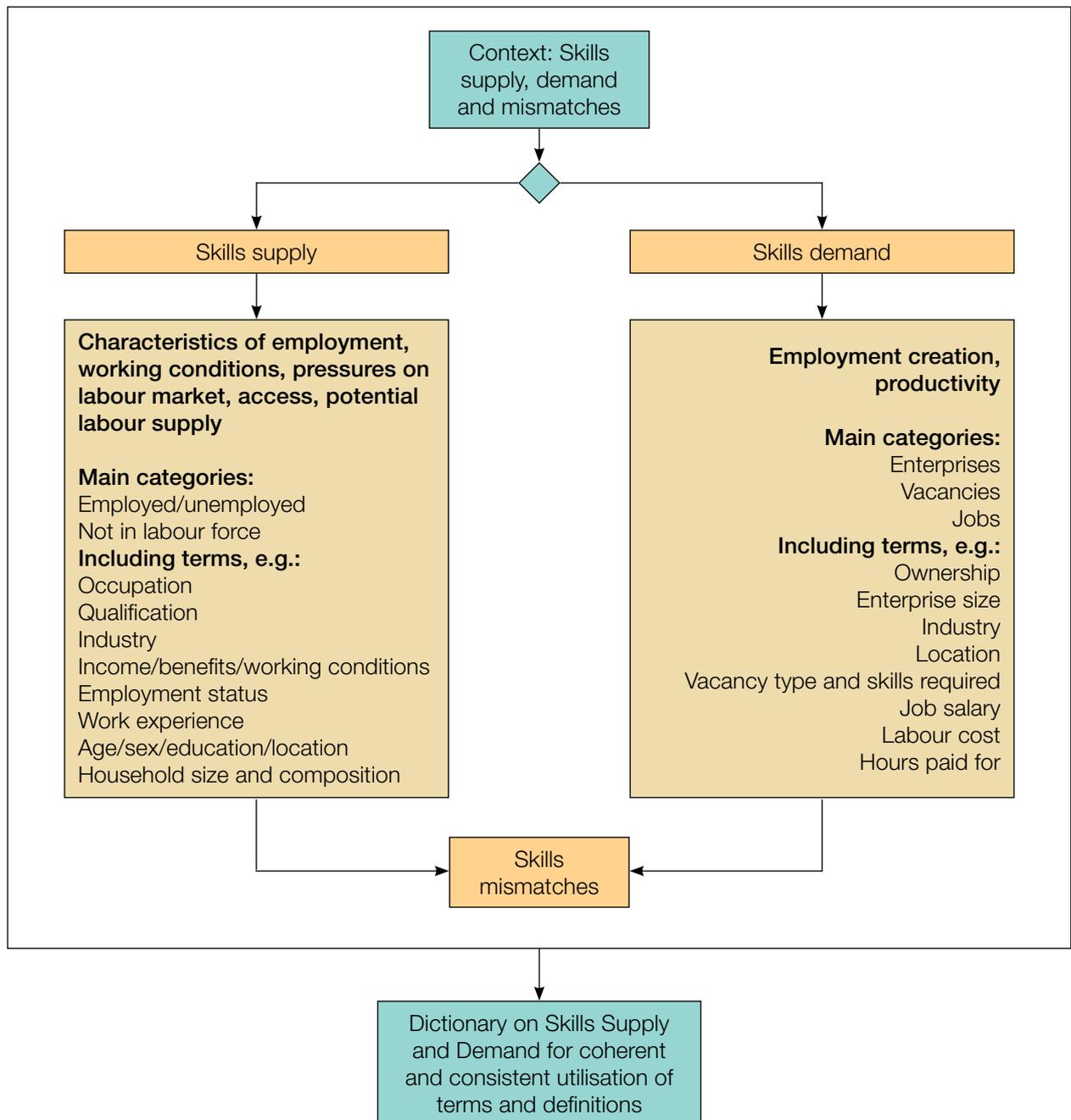
- Challenges arose as a result of different definitions of certain concepts. The NQF (National Qualifications Framework) team decided, where necessary, to use different definitions for each concept to accommodate different institutions.

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1 Reddy, V., Borhat, H., Powell, M., Visser, M., Arends, F. (2016). Skills Supply and Demand in South Africa. LMIP Publication, Human Sciences Research Council, Pretoria.

2 Presentation by Mr James Keevy (NQF Standard Glossary of Terms) – November 2013.

Figure 1: Framework for the selection of terms for the Dictionary on Skills Supply and Demand



- Large workshops did not work for the project, as consensus was difficult to obtain with a sizeable number of people. As a result, a seven-member working group was formed, with one member representing the voice of the institution linked to the project. The size of the advisory committee was crucial, because consensus was the major element in respect of the criteria used in deciding either to define or drop a particular concept or word.
- A definite purpose was essential in order to have criteria for selection in place. In the case of the NQF glossary, the purpose was to ‘bring consistency to the use of terminology in the broader education and training context, including legislation, policy and everyday usage by the public’.
- Based on the purpose of the NQF glossary, the team was able to use a flexible, consensus-based approach. However, Keevy emphasises that the flexible approach was possible because the NQF

was focused on bringing consistency to the terminological use of a relatively defined set of users and institutions.

- With a clearly defined purpose and approach, the team was able to filter words on the basis of whether or not they were conceptually related to the NQF.
- The duration of the project was about 18 months. The work proceeded on an iterative basis either through sharing successive versions via email or through face-to-face meetings. The process went through quite a large number of versions.
- A major lesson was that practicality in this kind of work is of the essence. This meant shifting away from academic terminology to a more consensus-based approach on the part of the working group.
- An iterative process was employed when sending different versions of the drafts to the various members of the working group.
- The glossary contains nearly 140 terms, whereas the Dictionary on Skills Supply and Demand would probably have a wider range of terms.

### 3. METHOD

The roles and responsibilities of project team members were communicated in initial meetings as follows:

- The DHET team would collate terms with definitions and meanings from its branches and provide the HSRC team with them.
- The HSRC team would utilise glossaries of all LMIP outputs as resources for terms and definitions.
- The HSRC team would produce a report in the template format suggested by DHET. The Dictionary on Skills Supply and Demand would follow the format of the DBE (Department of Basic Education) dictionary layout and design.
- The DHET and HSRC team members would review draft sets of terms and definitions for inclusion in the final LMIP Dictionary on Skills Supply and Demand.

A tool was designed on a MS Access platform for the capturing of terms, as well as definitions, sources and additional information on each term.

The current document contains the final set of captured terms and definitions. Many iterations resulting in refinements and revisions of the terms and definitions were performed before the final Dictionary was produced.

### 4. POTENTIAL USERS

- Educational officials, higher education and training institutions, SETAs;
- Researchers working with labour market data; and
- Researchers and stakeholders who utilise the Department of Higher Education and Training information and data.

## 5. ABBREVIATIONS AND ACRONYMS

<b>Abbreviation/Acronym</b>	<b>Meaning</b>
AATP	Accelerated Artisan Training Programme
ABET	Adult Basic Education and Training
ADRS	Applied Development Research Solutions
AE	Adult Education
AET	Adult Education and Training
ALMP	Active Labour Market Policy
AQP	Assessment Quality Partner
B-BBEE	Broad-Based Black Economic Empowerment
BEE	Black Economic Empowerment
CAS	Central Applications Service
CE	Community Education
CESM	Classification of Educational Subject Matter
CET	Continuing Education and Training
CHE	Council on Higher Education
CPI	Consumer Price Index
CPRC	Chronic Poverty Research Centre
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DoL	Department of Labour
DPRU	Development Policy Research Unit
DQP	Development Quality Partner
dti	Department of Trade and Industry
ECD	Early Childhood Development
EFA	Education for All
ERP	Enterprise Resource Planning
ES	Employment Services
ESSA	Employment Services of South Africa
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
ETQA	Education and Training Quality Assurance
EU	European Union
FASSET	Finance and Accounting Service Sector Education and Training Authority
FET	Further Education and Training
FPL	Food Poverty Line
FTE	Full-Time Equivalent
GDP	Gross Domestic Product
GENFETQA Act	General and Further Education and Training Quality Assurance Act
GETC	General Education and Training Certificate
GFET	General and Further Education and Training
GFETQ	General Further Education and Training Qualification
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
GNI	Gross National Income
GNP	Gross National Product
HE	Higher Education
HEI	Higher Education Institution
HEMIS	Higher Education Management Information System
HEQF	Higher Education Qualifications Framework

<b>Abbreviation/Acronym</b>	<b>Meaning</b>
HEQSF	Higher Education Qualifications Sub-Framework
HETIS	Higher Education and Training Information System
HRD	Human Resource Development
HRDC	Human Resource Development Council of South Africa
HSRC	Human Sciences Research Council
HTF	Hard-To-Fill
IAASB	International Auditing and Assurance Standards Board
IES	Income and Expenditure Survey
ILO	International Labour Organization
IMI	International Migration Institute
ISCED	International Standard Classification of Education
ISCO	International Standard Classification of Occupations
ISIC	International Standard Industrial Classification of All Economic Activities
JIPSA	Joint Initiative on Priority Skills Acquisition
JOI	Job Opportunity Index
JVS	Job Vacancy Statistics
KPI	Key Performance Indicators
KSA	Knowledge, Skills and Abilities
LBPL	Lower-Bound Poverty Line
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Intersex
LGWSETA	Local Government, Water and Related Services Sector Education and Training Authority
LMA	Labour Market Analysis
LM-EM	Linked Macro-Education Model
LM-EM-OCC	Occupation Demand Module of the Linked Macro-Education Model
LMI	Labour Market Intelligence
LMIP	Labour Market Intelligence Partnership
LMIS	Labour Market Intelligence System
LRA	Labour Relations Act
MBA	Master of Business Administration
MDG	Millennium Development Goal
MFA	Manpower Forecasting Analysis
MIC	Middle-Income Country
MS	Microsoft
NAMB	National Artisan Moderation Body
NASCA	National Senior Certificate for Adults
NAWI	National Average Wage Index
NC(V)	National Certificate Vocational
NCVER	National Centre for Vocational Education Research
NDP	National Development Plan
NEET	Young People Neither in Employment Nor in Education and Training
NGP	New Growth Path
NLRD	National Learners' Records Database
NPC	National Planning Commission
NQF	National Qualifications Framework
NSB	National Standards Body
NSC	National Senior Certificate
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
OECD	Organisation for Economic Co-operation and Development
OFO	Organising Framework of Occupations
OIHD	Occupation In High Demand
OQSF	Occupational Qualifications Sub-Framework
PALC	Public Adult Learning Centre
PAYE	Pay As You Earn

<b>Abbreviation/Acronym</b>	<b>Meaning</b>
PBL	Problem-Based Learning
PCS	Programme Classification Structure
PES	Public Employment Services
PFMA	Public Finance Management Act
PJBL	Project-Based Learning
PSET	Post-School Education and Training
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
QES	Quarterly Employment Statistics
QLFS	Quarterly Labour Force Survey
RPL	Recognition of Prior Learning
SAICA	South African Institute of Chartered Accountants
SAPSE	South African Post-Secondary Education
SAQA	South African Qualifications Authority
SARS	South African Revenue Service
SASCO	South African Standard Classification of Occupations
SASSA	South African Social Security Agency
SDL	Skills Development Levy
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
SIC	Standard Industrial Classification of All Economic Activities
SIPs	Strategic Integrated Projects
SITE	Standard Income Tax on Employees
SNA	System of National Accounts
SOCX	Social Expenditure Database
SSA	Social Security Agency
Stats SA	Statistics South Africa
TVET	Technical and Vocational Education and Training
UBPL	Upper-Bound Poverty Line
UIF	Unemployment Insurance Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-UNEVOC	United Nations Educational, Scientific and Cultural Organization – International Centre for Technical and Vocational Education and Training
UNISA	University of South Africa
VET	Vocational Education and Training
WBL	Work-Based Learning
WIL	Work-Integrated Learning
WPL	Workplace Learning
WSP	Workplace Skills Plan

## 6. TERMS CURRENTLY IN THE DATABASE

Since a dictionary is not a static but a growing resource, it is anticipated that this dictionary will be updated in future. The terms and definitions listed below are currently recorded in the LMIP Dictionary on Skills Supply and Demand database. When more than one definition for the same term or concept is provided in the Dictionary, these are distinguished by the addition of an abbreviation noted as (Def1) for the first definition, (Def2) for the second definition, etc.



# LMIP DICTIONARY ON SKILLS SUPPLY AND DEMAND

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## Absolute poverty

**Definition:** Not being able to satisfy one's minimum requirements for food, clothing or shelter. The dollar-a-day poverty line is accepted internationally as an absolute poverty line.

**Note:** International definition.

**Source:** Chronic Poverty Research Centre. (2008). The Chronic Poverty Report 2008-09: Escaping Poverty Traps. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR2\\_ReportFull.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR2_ReportFull.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 1

## Absolute poverty line

**Definition:** The level of the standard-of-living measure below which a household is unable to meet its basic needs.

**Note:** In 2012, South Africa published a set of three national poverty lines – the food poverty line (FPL), lower-bound poverty line (LBPL) and upper-bound poverty line (UBPL) – to be used for poverty measurement in the country. Stats SA is currently constructing new lines based on the IES 2010/2011 to update the absolute poverty lines (the base of the current lines is rooted in the IES 2000) (StatsSA, 2014).

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 2

## Absolute scarce skill

**Definition:** Occurs where a suitably qualified or skilled person is not available.

**Note:**

**Source:** Powell, M., Reddy, V. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. LMIP Policy Brief. May 2014.

**Cross reference:** Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1, Def2), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skill list, Scarce skills

**Reference code:** 3

## Absolute scarcity

**Definition:** Refers to suitably skilled people who are not available in the labour market.

**Note:** Specific contexts in which absolute scarcities may arise include: (1) A new or emerging occupation, i.e. there are few, if any, people in the country with the requisite skills. (2) Firms, sectors and even the national economy are unable to implement planned growth strategies because productivity, service delivery and quality problems are directly attributable to a lack of skilled people. (3) Replacement demand would reflect an absolute scarcity where there are no people enrolled or engaged in the process of acquiring skills that need to be replaced.

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<b>Source:</b>	Watkins, G. (2013). Definitions – skills. Workinfo.com. Available at <a href="https://www.workinfo.com/index.php/articles/item/285-definitions-skills">https://www.workinfo.com/index.php/articles/item/285-definitions-skills</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Absolute scarce skill, Critical cross-field outcomes, Critical skills (Def1, Def2), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skill list, Scarce skills
<b>Reference code:</b>	4

## Academic

<b>Definition:</b>	A student or teacher at a college, academy, school, or other educational institution, especially one for higher education.
<b>Note:</b>	The term is also connected with studying and thinking, not with practical skills. It also pertains to areas of study that are not primarily vocational or applied, such as the humanities or pure mathematics.
<b>Source:</b>	Dictionary.com. (2016). Academic. Available at <a href="http://www.dictionary.com/browse/academic">http://www.dictionary.com/browse/academic</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	5

## Academic exclusion

<b>Definition:</b>	The termination of a student's registration on academic grounds, resulting in exclusion from a university.
<b>Note:</b>	
<b>Source:</b>	University of KwaZulu-Natal. (2009). Academic Monitoring and Exclusions Policy and Procedures. Available at <a href="http://registrar.ukzn.ac.za/Libraries/policies/Academic_Monitoring_Exclusion_Policy_Procedure_-_CO06041209.sflb.ashx">http://registrar.ukzn.ac.za/Libraries/policies/Academic_Monitoring_Exclusion_Policy_Procedure_-_CO06041209.sflb.ashx</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	6

## Accelerated apprenticeship

<b>Definition:</b>	A modern apprenticeship programme aimed at a structured pacing of the development of high quality and holistic competence among apprentices over a period of two to three years, ending in the trade test.
<b>Note:</b>	
<b>Source:</b>	Akoojee, S., Brown, H. (2010). Accelerated Artisan Training at the Manufacturing Coalface. In: F. Rauner, E. Smith, U. Hauschildt & H. Zelloth (eds). Innovative Apprenticeships. Munster: LIT Verlag.
<b>Cross reference:</b>	Accelerated Artisan Training Programme (AATP)
<b>Reference code:</b>	7

## Accelerated Artisan Training Programme (AATP)

<b>Definition:</b>	A project designed to accelerate the training of artisans in the manufacturing sector to respond to what has been considered a crisis of skills development in South Africa.
<b>Note:</b>	
<b>Source:</b>	Akoojee, S., Brown, H. (2010). Accelerated Artisan Training at the Manufacturing Coalface. In: F. Rauner, E. Smith, U. Hauschildt & H. Zelloth (eds). Innovative Apprenticeships. Munster: LIT Verlag.
<b>Cross reference:</b>	Accelerated apprenticeship
<b>Reference code:</b>	8

## Access to education and training (Def1)

- Definition:** The opportunity to pursue education and training, including relevant qualifications and part qualifications, for all prospective learners.
- Note:** National definition.
- Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.
- Cross reference:** Access to education and training (Def2)
- Reference code:** 9

## Access to education and training (Def2)

- Definition:** The conditions, circumstances or requirements (e.g. qualification, education level, skills or work experience, etc.) governing admittance to, and participation in, education and training institutions or programmes.
- Note:** International definition.
- Source:** European Commission. (2008). Employment in Europe. ISSN 1016-5444. Office for Official Publications of the European Communities. Brussels.
- Cross reference:** Access to education and training (Def1)
- Reference code:** 10

## Accountability

- Definition:** The obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis à vis mandated roles and/or plans. This may require a careful, even legally defensible, demonstration that the work is consistent with the contract terms.
- Note:** Accountability in development may refer to the obligations of partners to act according to clearly defined responsibilities, roles and performance expectations, often with respect to the prudent use of resources. For evaluators, it connotes the responsibility to provide accurate, fair and credible monitoring reports and performance assessments. For public-sector managers and policymakers, accountability is to taxpayers/citizens.
- Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 11

## Accreditation

- Definition:** The procedure by which an authoritative body gives formal recognition that a person, institution, programme or service is competent in an area of capability by applying quality control and evaluation which are based on prescribed criteria and standards.
- Note:**
- Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
- Cross reference:**
- Reference code:** 12

## Accredited learning programme

<b>Definition:</b>	A learning programme leading to one of the qualification types of the Higher Education Qualifications Sub-Framework (HEQSF) that has gone through the process of approval by the Council on Higher Education (CHE).
<b>Note:</b>	The term is used in the context of higher education (HE).
<b>Source:</b>	DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <a href="http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf">http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Learning programme (Def1, Def2, Def3)
<b>Reference code:</b>	13

## Accredited provider

<b>Definition:</b>	A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a Quality Council (QC) or its appointed agent as having the capacity or provisional capacity to offer a qualification or part qualification registered on the National Qualifications Framework (NQF) at the required standard.
<b>Note:</b>	
<b>Source:</b>	SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <a href="http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf">http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	14

## Accuracy of data

<b>Definition:</b>	The degree to which the output correctly describes the phenomena it was designed to measure.
<b>Note:</b>	
<b>Source:</b>	South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
<b>Cross reference:</b>	Data integrity (Def1, Def2)
<b>Reference code:</b>	15

## Activation policies

<b>Definition:</b>	Policies designed to encourage the unemployed to step up their job search, after an initial spell of unemployment, by making receipt of benefits conditional on participation in programmes.
<b>Note:</b>	International definition.
<b>Source:</b>	Eurostat Statistics Explained. (2016). Glossary: Activation policies. Available at <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Activation_policies">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Activation_policies</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	16

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## Active labour market policy (ALMP) (Def1)

**Definition:** Policies designed to support unemployed people get back to work. Such policies include job-placement services, benefit administration, and labour market programmes such as training and job creation.

**Note:** International definition.

**Source:** Martin, J.P. (2014). Activation and Active Labour Market Policies in OECD Countries: Stylized Facts and Evidence on Their Effectiveness. Available at <http://ftp.iza.org/pp84.pdf>, accessed on 6 March 2017.

**Cross reference:**

**Reference code:** 17

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## Active labour market policy (ALMP) (Def2)

**Definition:** A policy which aims to improve the operation and results of the labour markets so as to maximise quality employment and minimise unemployment and underemployment, and, while so doing, improve efficiency, equity, growth and social justice.

**Note:** Such policies try to prevent or remedy labour market problems and could include a wide variety of measures, e.g. education and training, measures to increase the mobility of labour, the development of small enterprises, labour-intensive production, placement services and effective labour market information.

**Source:** Meager, N. (2008). The Role of Training and Skills Development in Active Labour Market Policies. Available at <http://www.allabouthumancapital.com/wp-content/uploads/2016/06/4.THE-ROLE-OF-SKILLS-.pdf>, accessed on 6 March 2017.

**Cross reference:**

**Reference code:** 18

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## Active labour market programmes

**Definition:** Includes all social expenditure (other than education) which is aimed at the improvement of beneficiaries' prospects of finding gainful employment or otherwise increase their earnings capacity.

**Note:** This category includes spending on public-employment services and administration, labour market training, special programmes for the youth when in transition from school to work, labour market programmes to provide or promote employment for the unemployed and other persons (excluding young and disabled persons), and special programmes for the disabled.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 19

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## Administrative data

**Definition:** The set of units and data derived from an administrative source.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Administrative source

**Reference code:** 20

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## Administrative source

**Definition:** A database containing information collected and maintained for the purpose of implementing one or more administrative regulations.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Administrative data

**Reference code:** 21

## Administrative staff

**Definition:** All technical and office staff, as well as all executive and professional staff who spend less than 50% of their official time on administrative functions.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 22

## Admissions procedures

**Definition:** The application of institution-specific selection criteria to select potential learners to pursue education and training opportunities in programmes offered by an education and training institution.

**Note:** The term refers to the education and training context.

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 23

## Adult education (AE)

**Definition:** The entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, and whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong improve their technical or professional qualifications, further develop their abilities, and enrich their knowledge with the purpose of: (1) completing a level of formal education; (2) acquiring knowledge and skills in a new field; and (3) refreshing or updating their knowledge in a particular field.

**Note:**

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:** Adult education and training (AET) (Def1, Def2), Adult education and training (AET) and community education (CE), GETC-ABET Level 4 qualification

**Reference code:** 24

## Adult education and training (AET) (Def1)

<b>Definition:</b>	Learning and training undertaken by adults, including formal, non-formal and informal learning, for improving knowledge and skills, for personal development, and for further learning and/or employment.
<b>Note:</b>	SAQA definition.
<b>Source:</b>	SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <a href="http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf">http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Adult education (AE), Adult education and training (AET) (Def2), Adult education and training (AET) and community education (CE), GETC-ABET Level 4 qualification
<b>Reference code:</b>	25

## Adult education and training (AET) (Def2)

<b>Definition:</b>	All learning and training programmes, for adults on Level 1, registered on the National Qualifications Framework (NQF) contemplated in the National Qualifications Framework Act, 2008 (Act No. 67 of 2008).
<b>Note:</b>	DHET definition.
<b>Source:</b>	DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <a href="http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf">http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Adult education (AE), Adult education and training (AET) (Def1), Adult education and training (AET) and community education (CE), GETC-ABET Level 4 qualification
<b>Reference code:</b>	26

## Adult education and training (AET) and community education (CE)

<b>Definition:</b>	The terms are conceptualised as subsectors of continuing education and training (CET) that provide education and training programmes which are sensitive and responsive to the needs of communities and that primarily target the youth and adults who, for various reasons, did not complete their schooling or who never attended school.
<b>Note:</b>	
<b>Source:</b>	DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.
<b>Cross reference:</b>	Adult education and training (AET) (Def1), Adult education and training (AET) (Def2)
<b>Reference code:</b>	27

## Adult education and training (AET) centre

<b>Definition:</b>	A centre, either public or private, providing adult education and training as contemplated in the Adult Education and Training Act, 2000 (Act No. 52 of 2000).
<b>Note:</b>	
<b>Source:</b>	DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No.37461, 28 March 2014.
<b>Cross reference:</b>	Adult education and training (AET) (Def1), Adult education and training (AET) (Def2), Adult education and training (AET) and community education (CE)

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## Adult education and training educators and community educators

**Definition:** Refers to persons who are appropriately qualified to teach, lecture, educate or train another person in subjects and fields in formal curricula from Levels 1 to 4 on the National Qualifications Framework (NQF) in post-school educational centres or colleges.

**Note:**

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.

**Cross reference:**

**Reference code:** 29

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## Advanced standing

**Definition:** The status granted to a learner for admission to studies at a higher level than the learner's prior formal studies would have allowed, including exemption where applicable.

**Note:**

**Source:** DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.

**Cross reference:**

**Reference code:** 30

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## Affirmative action

**Definition:** Legislation, policies and programmes aimed at redressing social, economic or educational imbalances or inequalities arising out of unfair discrimination, e.g. resulting from past discriminatory laws, policies and practices.

**Note:** Affirmative action usually entails the government or employees taking positive steps to reduce the under-representation or underutilisation of disadvantaged groups with the objective of improving employment equity. It could include a wide range of steps, e.g. with regard to recruitment, hiring, promotion, counselling, education, training, experience and mentorship. It could range from a voluntary preferential system of selecting disadvantaged persons for training to a compulsory quota system.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:** Black economic empowerment (BEE)

**Reference code:** 31

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## Aggregate demand

**Definition:** The total amount of goods and services demanded in the economy at a given time and price level.

**Note:** It is the sum of consumption expenditure, investment expenditure, government expenditure and net exports.

**Source:** Eurostat Statistics Explained. (2016). Glossary: Aggregate demand. Available at [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Aggregate\\_demand](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Aggregate_demand), accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 32

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## Aggregated data

**Definition:** The result of transforming unit-level data into quantitative measures for a set of characteristics of a population.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 33

## Apprenticeship (Def1)

**Definition:** A learning programme for an officially listed trade, which includes a trade test for that trade.

**Note:** SAQA definition.

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Apprenticeship (Def2), Part qualification, Qualification

**Reference code:** 34

## Apprenticeship (Def2)

**Definition:** A learnership for an officially listed trade, which includes a trade test for that trade.

**Note:** DHET definition.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Apprenticeship (Def1), Part qualification, Qualification

**Reference code:** 35

## Articulation (Def1)

**Definition:** The process of forming a possible connection between qualifications and/or part qualifications to allow for the vertical, lateral and diagonal movement of learners through the formal education and training system and its linkages with the world of work.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Articulation (Def2, Def3, Def4)

**Reference code:** 36

## Articulation (Def2)

**Definition:** The relationships and linkages between components of the National Qualifications Authority (NQF) which signal the capacity of one qualification to give access or partial access to another cognate qualification, or to allow for learning achievements in one context to be recognised in a different context.

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:** Articulation (Def1, Def3, Def4)

**Reference code:** 37

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**Articulation (Def3)**

**Definition:** The process which formally creates recognisable (and recognised) connections between qualifications and part qualifications.

**Note:**

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Policy for the General and Further Education and Training Qualifications Sub-Framework: Umalisi. Government Gazette, No. 38029, 29 September 2014.

**Cross reference:** Articulation (Def1, Def2, Def4)

**Reference code:** 38

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**Articulation (Def4)**

**Definition:** The vertical, lateral and diagonal movement of learners through the formal education and training system. The main purpose of articulation is to enable access, progression and mobility for learners.

**Note:** Articulation within the NQF is concerned with the relationships and linkages among components of the framework.

**Source:** UNESCO. (2016). UNEVOC. TVETipedia Glossary. Available at <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&id=54>, accessed on 7 March 2017.

**Cross reference:** Articulation (Def1, Def2, Def3)

**Reference code:** 39

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**Artisan (Def1)**

**Definition:** A person certified as competent to undertake a listed trade in accordance with the relevant legislation.

**Note:** SAQA definition.

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Artisan (Def2), Intermediate-level knowledge and skills

**Reference code:** 40

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**Artisan (Def2)**

**Definition:** A person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act, 1998 (Act No. 97 of 1998).

**Note:** DHET definition.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Artisan (Def1), Intermediate-level knowledge and skills

**Reference code:** 41

## Assessment (Def1)

**Definition:** The process used to gather and interpret evidence showing achievement of learning outcomes. Learners are assessed against the required competencies in a qualification in order to make a judgement about a learner's achievement. Assessment is used for many purposes, including certification.

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:** Assessment (Def2), Assessment body (Def1, Def2), Assessment criteria, Assessor

**Reference code:** 42

## Assessment (Def2)

**Definition:** The process used to identify, gather and interpret information against the required competencies in a qualification or part qualification in order to make a judgement about a learner's achievement.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Assessment (Def1), Assessment body (Def1, Def2), Assessment criteria, Assessor

**Reference code:** 43

## Assessment body (Def1)

**Definition:** An entity accredited/delegated by a Quality Council (QC) to conduct external summative assessment and moderate site-based assessment for specified qualifications, part qualifications, or prior learning.

**Note:** SAQA definition.

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Assessment (Def1, Def2), Assessment body (Def2), Assessment criteria, Assessor

**Reference code:** 44

## Assessment body (Def2)

**Definition:** A department of education or any other body accredited by Umalusi, the Council for Quality Assurance in General and Further Education and Training, as a body responsible for conducting external assessment.

**Note:** DHET definition.

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:** Assessment (Def1, Def2), Assessment body (Def1), Assessment criteria, Assessor

**Reference code:** 45

## Assessment criteria

**Definition:** The standards used to guide learning and to assess learner achievement and/or to evaluate and certify competence.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Assessment (Def1, Def2), Assessment body (Def1, Def2), Assessor  
**Reference code:** 46

## Assessor

**Definition:** A person that is able to conduct internal and external assessment for specific qualifications and/or part qualifications.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Assessment (Def1, Def2), Assessment body (Def1, Def2), Assessment criteria  
**Reference code:** 47

## Attrition

**Definition:** The unpredictable and uncontrollable, but normal, reduction of the workforce due to resignations, retirement, sickness, or death.

**Note:** The term refers to the labour market context. Attrition occurs when job opportunities arise as a result of workers leaving the labour market (e.g. when workers resign or retire).

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**  
**Reference code:** 48

## Audit

**Definition:** An independent, objective assurance activity designed to add value and improve an organisation's operations. It helps an organisation accomplish its objectives by bringing a systematic, disciplined approach to assessing and improving the effectiveness of risk management, control and governance processes.

**Note:** A distinction is made between regularity (financial) auditing, which focuses on compliance with applicable statutes and regulations, and performance auditing, which is concerned with relevance, economy, efficiency and effectiveness. Internal auditing provides an assessment of internal controls undertaken by a unit reporting to management, while external auditing is conducted by an independent organisation.

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:**  
**Reference code:** 49

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## Auditor

**Definition:** Any person registered according to the International Standards on Auditing as issued by the International Auditing and Assurance Standards Board (IAASB) and according to the Public Audit Act 2004 (Act No. 25 of 2004) in terms of the Auditing Profession Act, 2005 (Act No. 26 of 2005).

**Note:** The term is used in the higher education and training context.

**Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997).

**Cross reference:**

**Reference code:** 50

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## Bargaining council

**Definition:** An organisation that facilitates the negotiation process between unified employees (typically trade unions) and employers on matters such as working conditions and wages. A bargaining council must be registered with the Department of Labour and must comprise one or more registered trade unions and one or more registered employer organisations.

**Note:** The aim is to provide a forum for collective bargaining by means of which settlement on matters of joint interest can be reached through negotiation. The agreed conditions are then applied to all companies and employees within the relevant sector.

**Source:** BusinessOwl. (2017). Business Terminology/HR Terms. Bargaining council. Available at <http://businessowl.co.za/resources/bargaining-council/>, accessed on 28 March 2017.

**Cross reference:**

**Reference code:** 51

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## Basic education

**Definition:** Education and training that takes place in primary and secondary schools, as well as in adult education and training centres.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 52

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## Bias

**Definition:** An effect which deprives a statistical result of representativeness by systematically distorting it, as distinct from a random error which may distort on any one occasion but balances out on average.

**Note:** It is: a distortion of the data in a set due to irregularities in the collection of the data; an unjustified tendency to favour a particular point of view, i.e. an inclination or preference that influences judgement from being balanced or even-handed.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 53

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## Bivariate data

**Definition:** Two dimensions (of each object under observation) that are recorded as a pair of variables (usually to investigate or describe an association or correlation or relationship between the variables).

**Note:**

**Source:** DHET. (2016). National Senior Certificate for Adults NQF Level 4 Draft Subject Statement Mathematical Literacy. Available at <http://www.dhet.gov.za/Gazette/NASCA%20Mathematical%20Literacy.pdf>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 54

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## Black economic empowerment (BEE)

**Definition:** The integrated and coherent socio-economic process that directly contributes to the economic transformation of South Africa and brings about significant increases in the number of black people who manage, own and control the country's economy, as well as significant decreases in income inequalities. It is an integrated and coherent socio-economic process located within the context of national transformation.

**Note:** It is aimed at redressing the imbalances of the past by seeking to substantially and equitably transfer ownership, management and control of South Africa's financial and economic resources to the majority of its citizens. It aims to ensure broader and meaningful participation in the economy by black people. BEE must therefore be viewed within the broad net of empowerment processes that include, among others: job creation, rural development, poverty alleviation, specific measures to empower black women, skills transfer and management development, education, meaningful ownership, and access to finance in order to conduct business.

**Source:** Department of Trade and Industry (Dti). (2016). Codes of Good Practice on Broad Based Black Economic Empowerment. Department of Trade and Industry. Government Gazette, No. 39971, 6 May 2016. Available at <http://www.dti.gov.za/gazettes/39971.pdf>, accessed on 28 March 2017.

**Cross reference:** Affirmative action, Black people

**Reference code:** 55

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## Block release

**Definition:** Authorised absence of an employee from work with or without pay to attend courses of related occupational instruction for a number of weeks or months at a stretch each year.

**Note:**

**Source:** Dictionary.com. (2016). Block release. Available at <http://www.dictionary.com/browse/block-release>, accessed on 28 March 2017.

**Cross reference:**

**Reference code:** 56

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## Broad-based black economic empowerment (B-BBEE)

**Definition:** The economic empowerment of all black people, including women, workers, the youth, people with disabilities, and people living in rural areas, through diverse but integrated socio-economic strategies that include, but are not limited to: (1) increasing the number of black people that manage, own and control enterprises and productive assets; (2) facilitating ownership and management of enterprises and productive assets by communities, workers, cooperatives and other collective enterprises; (3) human resource and skills development; (4) achieving equitable representation in all occupational categories and levels in the workforce; (5) preferential procurement; and (6) investment in enterprises that are owned or managed by black people.

**Note:**

**Source:** Dti. (2013). The National Broad-Based Black Economic Empowerment Summit. A Decade of Economic Empowerment (2003–2013). Department of Trade and Industry. Available at [https://www.thedti.gov.za/economic\\_empowerment/docs/National\\_Summit\\_Report.pdf](https://www.thedti.gov.za/economic_empowerment/docs/National_Summit_Report.pdf), accessed on 28 March 2017.

**Cross reference:** Affirmative action, Black economic empowerment, Black people

**Reference code:** 57

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## Bumping

**Definition:** A practice whereby an employee whose job has become redundant displaces some other employee, usually with less seniority, in the same plant.

**Note:** Bumping is designed to protect the job rights of employees with the greatest seniority. Also known as ‘backtracking’. ‘Horizontal bumping’ occurs when the transferred employee displaces an incumbent in a post at the same or a similar level. ‘Vertical bumping’ occurs when the transferred employee displaces an incumbent in a lower post than the one from which he or she is transferred.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 58

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## Bursary

**Definition:** That part of a loan granted to a person by the National Student Financial Aid Scheme (NSFAS) which the person is not required to pay back on compliance with the criteria and conditions set in the written agreement.

**Note:** The term is used in the context of HE.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 59

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## Capability

**Definition:** Based on the concept of human development, capabilities focus on what workers are able to do as workers and citizens in relation to the opportunity freedoms, process freedoms and justice.

**Note:** The power to achieve a desired operational effect in a nominated environment, within a specified time, and to sustain that effect for a designated period. Capability is generated by fundamental inputs to capability comprising

organisation, personnel, collective training, major systems, supplies, facilities, support, command and management.

**Source:** UNDP. (2010). Human Development Report 2010. The Real Wealth of Nations: Pathways to Human Development. United Nations Development Programme (UNDP). Available at [http://hdr.undp.org/sites/default/files/reports/270/hdr\\_2010\\_en\\_complete\\_reprint.pdf](http://hdr.undp.org/sites/default/files/reports/270/hdr_2010_en_complete_reprint.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 60

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## Capacity building

**Definition:** The means by which skills, experience, and technical and management capacity are developed within an organisational structure (contractors, consultants or contracting agencies).

**Note:** This can happen through the provision of technical assistance, short-term/long-term training, and specialist inputs (e.g. computer systems). The process may involve the development of human, material and financial resources.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 61

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## Capacity development

**Definition:** The process by which individuals, groups, organisations, institutions and countries develop, enhance and organise their systems, resources and knowledge, all of which is reflected in their abilities, individually and collectively, to perform functions, solve problems and achieve objectives.

**Note:**

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 62

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## Capacity utilisation

**Definition:** A company or economy's capacity represents the maximum amount of output it can produce. The rate of capacity utilisation represents the proportion of capacity that is actually used in production.

**Note:** When capacity utilisation is high (so that a facility is being used fully or near-fully), pressure grows for new investment to expand that capacity. Also, high capacity utilisation tends to reduce the unit cost of production (since capital assets are being used more fully and efficiently).

**Source:** Stanford J. (2015). Economics for Everyone: On-Line Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 63

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## Capital-intensive industry

- Definition:** Industry requiring large sums of investment in the purchase, maintenance and amortisation of capital equipment, such as the automotive, petroleum and steel industries.
- Note:** Capital-intensive industries need a high volume of production and a high margin of profit (as well as low interest rates) to be able to provide adequate returns on investment.
- Source:** BusinessDictionary. (2016). Capital intensive. Available at <http://www.businessdictionary.com/definition/capital-intensive.html>, accessed on 28 February 2017.
- Cross reference:** Industry, Labour-intensive industry, Primary industry, Secondary industry, Standard Industrial Classification of All Economic Activities (SIC), Tertiary industry
- Reference code:** 64
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## Career

- Definition:** The sequence and variety of occupations (paid and unpaid) which one undertakes throughout a lifetime. It is the sum total of occupations, jobs and experiences throughout a person's life.
- Note:** It refers to the totality of meaningful work done in a lifetime, including occupations, education, family, leisure, retirement, community roles, sports and hobbies.
- Source:** BusinessDictionary. (2017). Career. Available at <http://www.businessdictionary.com/definition/career.html>, accessed on 8 March 2017.
- Cross reference:** Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness
- Reference code:** 65
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## Career awareness

- Definition:** The degree to which individuals in the target population are aware of the target field as a possibility for long-term employment and growth, as well as knowledge of what they must do to enter and progress in the career field.
- Note:**
- Source:** Andersen, P., Vandehey, M. (2012). Career Counseling in a Global Economy (2nd ed). Boston, MA: Lahaska.
- Cross reference:** Career, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness
- Reference code:** 66
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## Career choice

- Definition:** The totality of work one does in a lifetime. 'Choice' refers to the action of choosing, preferring or preference. From a career guidance perspective, a career choice is implied when young, non-adult and inexperienced persons take a stand and orient themselves with regard to possible work in the future.
- Note:**
- Source:** Bholanath, S. (2003). Effects of Career Guidance on Grade 9 Learners' Readiness to Make Career Choices. Available at <http://uzspace.uzulu.ac.za/bitstream/handle/10530/137/Effects%20of%20Career%20Guidance%20on%20Grade%209%20Learners%20-%20S%20Bholanath.pdf>, accessed on 8 March 2017.

**Cross reference:** Career, Career awareness, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness

**Reference code:** 67

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## Career counselling

**Definition:** Counselling or mentoring or coaching on issues related to an individual's career. With more and more diverse career options and professional opportunities emerging, career counselling helps individuals make the right choice about their career paths, career development and career change. Career counsellors help individuals with the task of self-assessment and self-analysis. They then match the aptitude, skills and interests of the individuals with various job types. They also help identify the various job options available and provide clarity on different job roles. Overall, they help individuals make informed career choices and help them define their career paths to maximise success in their chosen careers.

**Note:**

**Source:** MBASKool.com (2016). Human Resource Terms. Available at <http://www.mbaskool.com/business-concepts/human-resources-hr-terms/1784-career-counselling.html>, accessed on 6 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness

**Reference code:** 68

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## Career development

**Definition:** The series of activities in, or the ongoing/lifelong process of, developing one's career. It usually refers to managing one's career in an intra-organisational or inter-organisational scenario. It involves training in new skills, moving to greater job responsibilities, making a career change within the same organisation, moving to a different organisation or starting one's own business.

**Note:** Career development is directly linked to the goals and objectives set by an individual. It starts with self-actualisation and self-assessment of one's interests and capabilities. The interests are then matched with the available options. Individuals need to train themselves to acquire the skills needed for the option or career path chosen by them. Finally, after acquiring the desired competency, they have to perform to achieve the goals and targets set by themselves. Career development can also be seen as the process of developing goals and strategies for one's career, based on the information discovered through self-assessment (e.g. one's skills, personality, learning style, values, interests) and research.

**Source:** MBASKool.com (2016). Human Resource Terms. Available at <http://www.mbaskool.com/business-concepts/human-resources-hr-terms/1779-career-development.html>, accessed on 6 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness

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## Career development services

**Definition:** All the services and activities intended to assist all individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

**Note:**

**Source:** SAQA. (2012). Framework for Cooperation in the Provision of Career Development Services in South Africa. South African Qualifications Authority. Available at [http://www.saqa.org.za/docs/pol/2012/Framework\\_for\\_Career\\_Development\\_Services\\_2012.pdf](http://www.saqa.org.za/docs/pol/2012/Framework_for_Career_Development_Services_2012.pdf), accessed on 8 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness

**Reference code:** 70

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## Career education

**Definition:** All the planned activities within a school or academic programme that help people develop the knowledge, skills and attitudes needed to make their career meaningful, productive and satisfying.

**Note:**

**Source:** SAQA. (2012). Framework for Cooperation in the Provision of Career Development Services in South Africa. South African Qualifications Authority. Available at [http://www.saqa.org.za/docs/pol/2012/Framework\\_for\\_Career\\_Development\\_Services\\_2012.pdf](http://www.saqa.org.za/docs/pol/2012/Framework_for_Career_Development_Services_2012.pdf), accessed on 8 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness

**Reference code:** 71

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## Career guidance (Def1)

**Definition:** The services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

**Note:**

**Source:** SAQA. (2012). Framework for Cooperation in the Provision of Career Development Services in South Africa. South African Qualifications Authority. Available at [http://www.saqa.org.za/docs/pol/2012/Framework\\_for\\_Career\\_Development\\_Services\\_2012.pdf](http://www.saqa.org.za/docs/pol/2012/Framework_for_Career_Development_Services_2012.pdf), accessed on 8 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def2), Career path (Def1, Def2), Career planning, Career progression, Career readiness

**Reference code:** 72

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## Career guidance (Def2)

**Definition:** The guidance given to learners that is aimed at study method, occupational choice and planning, and developing the learners' future career. It includes self-knowledge, educational knowledge and occupational knowledge with a view to making meaningful occupational choices.

**Note:**

**Source:** Bholanath, S. (2003). Effects of Career Guidance on Grade 9 Learners' Readiness to Make Career Choices. Available at <http://uzspace.uzulu.ac.za/bitstream/handle/10530/137/Effects%20of%20Career%20Guidance%20on%20>

Grade%209%20Learners%20-%20S%20Bholanath.pdf, accessed on 8 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1), Career path (Def1, Def2), Career planning, Career progression, Career readiness

**Reference code:** 73

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### Career path (Def1)

**Definition:** The sequence and variety of occupations which a person undertakes throughout a lifetime or the progression up an orderly hierarchy within an organisation or profession.

**Note:** The term is used in the context of an individual's lifetime.

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def2), Career planning, Career progression, Career readiness

**Reference code:** 74

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### Career path (Def2)

**Definition:** The growth of the employee in an organisation. It refers to the various positions an employee moves to as he or she grows in an organisation. The employee may move vertically most of the time, but also move laterally or cross-functionally in order to move to a different type of job role.

**Note:** The term is used in the context of a person's career in a specific organisation.

**Source:** MBASKool.com (2016). Human Resource Terms. Available at <http://www.mbaskool.com/business-concepts/human-resources-hr-terms/1782-career-path.html>, accessed on 7 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1), Career planning, Career progression, Career readiness

**Reference code:** 75

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### Career planning

**Definition:** The planning done by an individual in terms of making a career choice, advancing/growing in the career chosen or making a career shift.

**Note:** Career planning involves the very important step of self-assessment.

**Source:** MBASKool.com (2016). Human Resource Terms. Available at <http://www.mbaskool.com/business-concepts/human-resources-hr-terms/4033-career-planning-.html>, accessed on 7 March 2017.

**Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career progression, Career readiness

**Reference code:** 76

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## Career progression

- Definition:** The process of making progress to better jobs.
- Note:**
- Source:** Cambridge Dictionary. (2016). Career progression. Available at <http://dictionary.cambridge.org/dictionary/english/career-progression>, accessed on 28 February 2017.
- Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career readiness
- Reference code:** 77
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## Career readiness

- Definition:** A level of maturity to acquire specific information on career options; to identify interests, values, and aptitudes; to use this information in career planning and course selection; and to change plans when pertinent information is presented. Career readiness or maturity is thought to be the interaction between an individual's resources (what he or she brings to his/her encounter with reality) and reality demands.
- Note:** The literature maintains that reasonable career maturity for high school adolescents should involve an understanding of basic work values and attitudes, including: some initial experiences with several job clusters; an awareness of personal interests and abilities; higher levels of achievement in basic academic skills; a tentative selection of preferred job clusters; and a sense of civic responsibility.
- Source:** Bholanath, S. (2003). Effects of Career Guidance on Grade 9 Learners' Readiness to Make Career Choices. Available at <http://uzspace.uzulu.ac.za/bitstream/handle/10530/137/Effects%20of%20Career%20Guidance%20on%20Grade%209%20Learners%20-%20S%20Bholanath.pdf>, accessed on 8 March 2017.
- Cross reference:** Career, Career awareness, Career choice, Career counselling, Career development, Career development services, Career education, Career guidance (Def1, Def2), Career path (Def1, Def2), Career planning, Career progression
- Reference code:** 78
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## Casual employees

- Definition:** Employees who fall neither within the 'permanent employee' category nor within that of a 'temporary employee'. Such employees typically work daily or hourly. Casual employees are not entitled to (1) benefits such as paid leave and (2) medical aid contributions paid by employers. Casual employees can be part-time or full-time.
- Note:** Employers can dispense with their services on very short notice, usually not exceeding a period of one week.
- Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.
- Cross reference:** Casualisation, Full-time employees, Part-time employees, Permanent employees, Precarious work, Temporary employees
- Reference code:** 79
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## Casualisation

- Definition:** The tendency for companies to use temporary workers instead of permanent ones.
- Note:**

**Source:** Longman. (2017). Casualization. Available at <http://www.idoceanline.com/dictionary/casualization>, accessed on 8 March 2017.

**Cross reference:** Casual employees, Full-time employees, Part-time employees, Permanent employees, Precarious work, Temporary employees

**Reference code:** 80

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## Certificate (Education and Training)

**Definition:** A certificate awarded as proof of having passed an examination in education and/or training below university level, or as proof of completion of an examination-free course or programme.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town, Juta.

**Cross reference:**

**Reference code:** 81

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## Certification

**Definition:** The formal recognition of a qualification or part qualification awarded to a successful learner. The formal recognition by means of the issuing of a certificate that a candidate has successfully met the minimum promotion requirements for a qualification, for instance, the issuing of the National Senior Certificate for Adults by Umalusi.

**Note:**

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:**

**Reference code:** 82

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## Child labour

**Definition:** Employees under a certain age limit. In terms of the Basic Conditions of Employment Amendment Act, 2013 (Act No. 20 of 2013), an employer may not employ a person under the age of 15 years old. This also relates to the prohibition of the employment of children.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 83

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## Chronic poverty

**Definition:** Poverty experienced by individuals and households for extended periods of time or throughout their entire lives. Also called 'persistent poverty'.

**Note:** Chronic poverty must be distinguished from transitory poverty or being non-poor.

**Source:** Chronic Poverty Research Centre. (2008). The Chronic Poverty Report 2008-09: Escaping Poverty Traps. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR2\\_ReportFull.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR2_ReportFull.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 84

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## Classification of Educational Subject Matter (CESM)

**Definition:** Defines the basis used in the Higher Education Management Information System (HEMIS), and each institution's instruction and research activities must be related to it. CESM categories provide a single, coherent system for classifying subject matter regardless of the level of instruction, type of institution, or source of support.

**Note:** The Programme Classification Structure (PCS) is a framework that allows for the classification of a higher education institution's resources and programmes/activities in accordance with their relationship to the achievement of institutional aims and objectives. It has been developed to allow planners and managers in higher education institutions to relate information to the programmes and activities institutions carry out to achieve their objectives. Closely related to the classification of an educational institution's activities are the courses offered by the institution. Since each higher education institution has its own organisational structure with regard to academic departments and the courses offered, it is essential for purposes of comparison to provide a common frame of reference in respect of subject matter/course content. The CESM defines the basis used in HEMIS, each institution's instruction and research activities must be related to it. The CESM categories and codes are described in a separate manual: Classification of Educational Subject Matter (2008 Manual).

**Source:** DHET. (2015). Programme Classification Structure Manual – HEMIS 002. Department of Higher Education and Training. Available at [http://www.saair-web.co.za/wp-content/uploads/2015/08/17b-HESA-2015-02-25-MANUAL-HEMIS-30-01-15\\_1-4-TG-edits.pdf](http://www.saair-web.co.za/wp-content/uploads/2015/08/17b-HESA-2015-02-25-MANUAL-HEMIS-30-01-15_1-4-TG-edits.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 85

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## Clerical and administrative workers

**Definition:** Clerical and administrative workers are workers who provide support to managers, professionals and organisations by organising, storing, manipulating and retrieving information.

**Note:**

**Source:** FASSET. (2013). Mandatory Grant 2012/13. Application for Employers [Employing] Fewer Than 50 Employees. Finance and Accounting Services Sector Education and Training Authority. Available at [http://www.fasset.org.za/downloads/2012\\_2013\\_Mandatory\\_Grant\\_for\\_Employers\\_Employing\\_50\\_or\\_Less\\_Employees\\_11\\_Apr\\_2012.pdf](http://www.fasset.org.za/downloads/2012_2013_Mandatory_Grant_for_Employers_Employing_50_or_Less_Employees_11_Apr_2012.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 86

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## Code book

**Definition:** A document used for implementing codes. It reports dictionary information such as variable names, variable labels, value labels, and missing values.

**Note:**

**Source:** Oxford English Living Dictionary. (2017). Code book. Available at [https://en.oxforddictionaries.com/definition/code\\_book](https://en.oxforddictionaries.com/definition/code_book), accessed on 7 March 2017.

**Cross reference:**

**Reference code:** 87

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## Coding

**Definition:** The process of converting verbal or textual information into codes representing classes within a classification scheme in order to facilitate data processing, storage or dissemination.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 88

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## Coherence (Def1)

**Definition:** The adequacy with which statistics can be combined in different ways and for various uses.

**Note:** Stats SA definition.

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 89

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## Coherence (Def2)

**Definition:** The degree to which something can be successfully brought together with other statistical information within a broad analytical framework and over a specific period of time. The use of standard concepts, classifications and target populations promotes coherence, as does the use of common methodology across all surveys.

**Note:** DHET definition.

**Source:** DHET. (2012). DHET002: Data Quality Standard for Surveys. Government Gazette, No. 35560, Notice 610, 2 August 2012.

**Cross reference:**

**Reference code:** 90

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## College

**Definition:** A public or private technical and vocational education and training institution that is established, declared or registered under the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), but does not include: (1) a school offering further education and training programmes under the South African Schools Act, 1996 (Act No. 84 of 1996); or (2) a college under the authority of a government department other than the Department of Education.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 91

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## Community and personal service workers

**Definition:** Workers who assist health professionals in the provision of patient care, provide information and support on a range of social-welfare matters, and provide other services in the areas of aged and child care, education support, hospitality, defence, policing and emergency services, security, travel and tourism, fitness, and sports and personal services.

**Note:**

**Source:** FASSET. (2013). Mandatory Grant 2012/13. Application for Employers [Employing] Fewer Than 50 Employees. Finance and Accounting Services Sector Education and Training Authority. Available at [http://www.fasset.org.za/downloads/2012\\_2013\\_Mandatory\\_Grant\\_for\\_Employers\\_Employing\\_50\\_or\\_Less\\_Employees\\_11\\_Apr\\_2012.pdf](http://www.fasset.org.za/downloads/2012_2013_Mandatory_Grant_for_Employers_Employing_50_or_Less_Employees_11_Apr_2012.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 92

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## Community colleges

**Definition:** A new type of institution that caters mainly for youths and adults who did not complete their schooling or who never attended school and thus do not qualify to study at technical and vocational education and training (TVET) colleges and universities. They are multicampus institutions which group together a number of existing public adult learning centres (PALCs).

**Note:** They are provided with adequate infrastructure and a critical mass of full-time staff, and will be expanded by adding new campuses where this is necessitated by increasing enrolments and programmes. Although they are public colleges, they are able to enter into partnerships with community-owned or private institutions such as church-run or other education and training centres. Community colleges build on the current offerings of the PALCs in order to expand vocational and skills development programmes and non-formal programmes. Formal programmes include the General Education and Training Certificate (GETC) and Senior Certificate programmes currently offered, as well as the proposed new National Senior Certificate for Adults (NASCA) and occupational programmes funded by sector education and training authorities (SETAs) or the National Skills Fund (NSF). The community colleges should draw on the strengths of the non-formal sector – particularly its community responsiveness and its focus on citizen and social education – in order to strengthen and expand popular citizen and community education.

**Source:** DHET. (2013). White Paper for Post-School Education and Training. Building an Expanded, Effective and Integrated Post-School System. Available at <http://www.dhet.gov.za/SiteAssets/Latest%20News/White%20paper%20for%20post-school%20education%20and%20training.pdf>, accessed on 7 March 2017.

**Cross reference:**

**Reference code:** 93

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## Compensation

**Definition:** Is used to encompass the entire range of wages and benefits that employees receive in return for their work. These benefits could be both current (e.g. health benefits) and deferred (e.g. pensions).

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 94

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## Competence

**Definition:** The ability of a person to consistently perform a task or job to the prescribed standard.

**Note:** The term is used in the labour market context.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:** Competencies, Competency, Competency assessment

**Reference code:** 95

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## Competencies

**Definition:** Applied competence has three constituent elements: (1) foundational competence embraces the intellectual/academic skills of knowledge together with analysis, synthesis and evaluation, which includes information processing and problem-solving; (2) practical competence includes the concept of operational context; and (3) reflexive competence incorporates learner autonomy.

**Note:** SAQA definition.

**Source:** SAQA. (2012). The South African Qualifications Authority: Level Descriptors for the South African National Qualifications Framework. Available at [http://www.saqa.org.za/docs/misc/2012/level\\_descriptors.pdf](http://www.saqa.org.za/docs/misc/2012/level_descriptors.pdf), accessed on 28 February 2017.

**Cross reference:** Competence, Competency, Competency assessment

**Reference code:** 96

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## Competency

**Definition:** A competency suggests that a person is sufficiently qualified to perform a particular job or task. There are several definitions defining competency, but, for the purposes of the South African competency framework, the following definition applies: A competency is a cluster of related knowledge, skills and attitudes that enables a person to be effective in delivering career development services.

**Note:** DHET definition in the context of career development.

**Source:** DHET. (2015). Competency Framework for Career Development Practitioners in South Africa. Available at [http://www.dhet.gov.za/SiteAssets/Latest%20News/Competency\\_Framework\\_-\\_Evaluation\\_Version\\_-\\_Public\\_Comment\\_-\\_v\\_3.pdf](http://www.dhet.gov.za/SiteAssets/Latest%20News/Competency_Framework_-_Evaluation_Version_-_Public_Comment_-_v_3.pdf), accessed on 8 March 2017.

**Cross reference:** Competence, Competencies, Competency assessment

**Reference code:** 97

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## Competency assessment

**Definition:** The evaluation of potential through appraising skills and abilities.

**Note:** Used in selection for appointment or promotion.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:** Competence, Competencies, Competency

**Reference code:** 98

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## Comprehensive university

**Definition:** A type of public higher education institution established through the merger of a former technikon with a traditional university. A comprehensive university is defined as an institution which offers both university- and technikon-type programmes.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 99

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## Conditional grant

**Definition:** Allocations of money from one sphere of government to another, conditional on certain services being delivered or on compliance with specified requirements.

**Note:**

**Source:** National Treasury. (2016). Glossary. Available at <http://www.treasury.gov.za/documents/national%20budget/2016/review/Glossary.pdf>, accessed on 8 March 2017.

**Cross reference:** Discretionary grant

**Reference code:** 100

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## Consumption

**Definition:** An activity in which institutional units use up goods and services.

**Note:** It can be either intermediate or final.

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 101

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## Contact student

**Definition:** A student in a higher education institution who is registered mainly for courses offered in contact mode. A contact-mode course involves personal interaction with lecturers or supervisors through lectures, tutorials, seminars, practicals, supervision or other forms of required work which are presented on the institution's premises or at a site of

*the institution.*

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 102

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## Continuing education

**Definition:** (1) An instructional programme that brings participants up to date in a particular area of knowledge or skills. (2) Instructional courses designed especially for part-time adult students.

**Note:**

**Source:** The American Heritage Dictionary. (2017). Continuing education. Available at <https://ahdictionary.com/word/search.html?q=continuing+education>, accessed on 8 March 2017.

**Cross reference:** Continuing education and training (CET)

**Reference code:** 103

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## Continuing education and training (CET)

**Definition:** All learning and training programmes leading to qualifications and part qualifications at Levels 1 to 4 of the National Qualifications Framework (NQF) provided for at a college in terms of the Further Education and Training Colleges Amendment Act, 2013 (Act No. 1 of 2013), section 1(b).

**Note:**

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Available at <http://www.dhet.gov.za/Gazette/Draft%20Policy%20on%20AET%20professional%20qualifications.pdf>, accessed on 8 March 2017.

**Cross reference:** Continuing education

**Reference code:** 104

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## Continuous variable

**Definition:** A variable which ranges through all the real numbers on the interval applicable to it.

**Note:**

**Source:** DHET. (2016). National Senior Certificate for Adults NQF Level 4 Draft Subject Statement Mathematical Literacy. Available at <http://www.dhet.gov.za/Gazette/NASCA%20Mathematical%20Literacy.pdf>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 105

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## Continuous vocational training

**Definition:** Encompasses continuous training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate.

**Note:**

**Source:** Eurostat Statistics Explained. (2016). Glossary: Continuous vocational training. Available at [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Continuous\\_vocational\\_training](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Continuous_vocational_training), accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 106

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## Contract out

- Definition:** In labour relations, contracting out refers to an agreement between an employer and an employee that imposes less favourable conditions of employment on an employee than he or she is entitled to under a bargaining council agreement or legislation.
- Note:** It could also refer to a situation where work in an organisation is performed by other persons other than the organisation's employees.
- Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
- Cross reference:**
- Reference code:** 107
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## Council

- Definition:** Means the governing body of a public higher education institution as prescribed by the Higher Education Act, 1997 (Act No. 101 of 1997).
- Note:** The term is used in the education and training context.
- Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997).
- Cross reference:**
- Reference code:** 108
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## Credit

- Definition:** The number of credits that the programme carries within the National Qualifications Framework (NQF). A measure of the volume of learning required for a qualification or part qualification, quantified as the number of notional study hours required for achieving the learning outcomes specified for the qualification or part qualification. One credit is equated to ten notional hours of learning.
- Note:** The term is used in the context of the NQF.
- Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.
- Cross reference:** Credit accumulation, Credit accumulation and transfer system, Credit transfer
- Reference code:** 109
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## Credit accumulation

- Definition:** The totalling of credits required to complete a qualification or a part qualification.
- Note:** The term is used in the context of the NQF.
- Source:** DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.
- Cross reference:** Credit, Credit accumulation and transfer system, Credit transfer
- Reference code:** 110
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## Credit accumulation and transfer system

- Definition:** An arrangement through which the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace.
- Note:** The term is used in the context of the NQF.
- Source:** DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.
- Cross reference:** Credit, Credit accumulation, Credit transfer
- Reference code:** 111
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## Credit transfer

<b>Definition:</b>	The vertical, horizontal or diagonal relocation of credits towards a qualification or part qualification on the same or different level of the National Qualifications Framework (NQF), usually between different programmes, departments or institutions.
<b>Note:</b>	The term is used in the context of the NQF.
<b>Source:</b>	DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No 38612, 27 March 2015.
<b>Cross reference:</b>	Credit, Credit accumulation, Credit accumulation and transfer system
<b>Reference code:</b>	112

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## Critical cross-field outcomes

<b>Definition:</b>	Those generic outcomes that inform all teaching and learning, e.g. working effectively with others as a member of a team; and/or collecting, analysing, organising and critically evaluating information.
<b>Note:</b>	Providers of learning should take particular note of the critical cross-field outcomes and incorporate these into their programmes. Critical cross-field outcomes include areas such as: Problem-solving; Teamwork; Self-organisation; Self-management; Information evaluation; Communication; Use of science and technology; and Interrelatedness of systems.
<b>Source:</b>	W&RSETA. (2010). Scarce and Critical Skills in the Wholesale and Retail (W&R) Sector. Available at <a href="http://www.wrseta.org.za/downloads/Scarce_and_Critical_Skills_in_the_W&amp;R_Sector.pdf">http://www.wrseta.org.za/downloads/Scarce_and_Critical_Skills_in_the_W&amp;R_Sector.pdf</a> , accessed on 12 April 2017.
<b>Cross reference:</b>	Absolute scarce skill, Absolute scarcity, Critical skills (Def1, Def2), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skill list, Scarce skills
<b>Reference code:</b>	113

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## Critical skills (Def1)

<b>Definition:</b>	The skills within an occupation that are required to perform a function within that occupation.
<b>Note:</b>	There are two groups of critical skills: (1) 'Key' or 'generic' skills (the critical cross-field outcomes listed by SAQA, e.g. problem-solving, working in teams, language and literacy skills); and (2) Occupation-specific 'top-up' skills required for performance within that occupation to fill a skills gap that arose due to changing technology or new forms of work organisation.
<b>Source:</b>	ETDP SETA. (2015). Scarce and Critical Skills Guide 2015. Education, Training and Development Practices Sector Education and Training Authority. Available at <a href="http://www.etdpseta.org.za/live/files/publications/Scarce-and-Critical-Skills-Guide-Web-Version.pdf">http://www.etdpseta.org.za/live/files/publications/Scarce-and-Critical-Skills-Guide-Web-Version.pdf</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def2), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skill list, Scarce skills
<b>Reference code:</b>	114

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## Critical skills (Def2)

**Definition:** Demand for this type of skill occurs within the internal labour market of firms and is primarily concerned with the skill or competencies that a worker needs to perform his/her job in the light of recent changes in his/her job description/ requirements/tasks introduced by new technologies, innovative management practices or legislative reforms.

**Note:**

**Source:** Powell, M., Reddy, V. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. LMIP Policy Brief. May 2014.

**Cross reference:** Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skill list, Scarce skills

**Reference code:** 115

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## Cross training

**Definition:** A means of developing multiskilled employees who can easily adapt to changes in job requirements and advancing technology.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 116

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## Curriculum

**Definition:** Is the underpinning policy provided for a qualification to facilitate a more general understanding of its implementation in an educational system. It is the content of an organised programme of study in an educational or training institution indicating the subjects taught, the time allocated to each, and their sequence.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 117

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## Data (Def1)

**Definition:** Are items of information that have been observed and recorded; can be categorical (e.g. gender), numerical (e.g. age), univariate, bivariate or multivariate, and are often arranged in a list or table.

**Note:**

**Source:** DHET. (2016). National Senior Certificate for Adults NQF Level 4 Draft Subject Statement Mathematical Literacy. Available at <http://www.dhet.gov.za/Gazette/NASCA%20Mathematical%20Literacy.pdf>, accessed on 8 March 2017.

**Cross reference:** Data (Def2), Database, Data set

**Reference code:** 118

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## Data (Def2)

**Definition:** A representation of facts, concepts or instructions in a formal manner that is suitable for communication, interpretation or processing by humans or by automatic means.

**Note:**

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.  
**Cross reference:** Data (Def1), Database, Data set  
**Reference code:** 119

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## Database

**Definition:** A logical collection of information that is interrelated and that is managed and stored as a unit, e.g.in the same computer file.

**Note:**

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:** Data set

**Reference code:** 120

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## Data consolidation

**Definition:** The act of combining homogenous data residing in different sources and providing the user with a unified view of these data.

**Note:**

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:**

**Reference code:** 121

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## Data credibility

**Definition:** The quality, capability or power of the data to elicit belief.

**Note:**

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:**

**Reference code:** 122

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## Data dictionary

**Definition:** An integral part of a database, holding information on the database itself and the data (or variables) that it stores. A well-designed database includes a data dictionary in order to provide database administrators and users with the necessary information.

**Note:** It provides easy access to the type of data stored in every table, row and column of the database without actually accessing the database.

**Source:** UNESCO. (2017). Systematic Monitoring of Education for All (EFA). Available at <http://www5.unescobkk.org/education/efatraining/glossary/>, accessed on 2 March 2017.

**Cross reference:** Data (Def1, Def2), Database, Data set

**Reference code:** 123

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## Data integration

**Definition:** A process of combining heterogeneous data residing in different sources and providing the user with a unified view of these data.

**Note:**

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:**

**Reference code:** 124

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## Data integrity (Def1)

<b>Definition:</b>	The correctness and consistency of data.
<b>Note:</b>	
<b>Source:</b>	South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
<b>Cross reference:</b>	Accuracy of data, Data integrity (Def2), Indicator (Def1, Def2, Def3)
<b>Reference code:</b>	125

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## Data integrity (Def2)

<b>Definition:</b>	Values and related practices that maintain users' confidence in the agency producing statistics and, ultimately, in the statistical product.
<b>Note:</b>	The term is used in the context of data quality.
<b>Source:</b>	DHET. (2012). DHET002: Data Quality Standard for Surveys. Government Gazette, No. 35560, Notice 601, 2 August 2012.
<b>Cross reference:</b>	Accuracy of data, Data integrity (Def1), Indicator (Def1, Def2, Def3)
<b>Reference code:</b>	126

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## Data quality

<b>Definition:</b>	The degree of relevance, reliability and accuracy exhibited by the data in relation to the portrayal of the actual phenomena.
<b>Note:</b>	
<b>Source:</b>	UNESCO. (2017). Systematic Monitoring of Education for All (EFA). Available at <a href="http://www5.unescobkk.org/education/efatraining/glossary/">http://www5.unescobkk.org/education/efatraining/glossary/</a> , accessed on 2 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	127

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## Data set

<b>Definition:</b>	A collection of data. Most commonly, a data set corresponds to the contents of a single database table, or a single statistical data matrix, where every column of the table represents a particular variable, and each row corresponds to a given member of the data set in question.
<b>Note:</b>	
<b>Source:</b>	South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
<b>Cross reference:</b>	Database
<b>Reference code:</b>	128

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## Decent work

<b>Definition:</b>	The availability of employment in conditions of freedom, equity, security and human dignity.
<b>Note:</b>	According to the International Labour Organization ILO, decent work involves: opportunities for work that is productive and delivers a fair income; security in the workplace and social protection for families; better prospects for personal development and social integration; freedom for people to express their concerns, organise and participate in the decisions that affect their lives; and equality of opportunity and treatment for all women and men.
<b>Source:</b>	ILO. (2017). Decent work. International Labour Organization (ILO). Available at <a href="http://www.ilo.org/global/topics/decent-work/lang--en/index.htm">http://www.ilo.org/global/topics/decent-work/lang--en/index.htm</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	129

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## Demand

- Definition:** An economic principle that describes a consumer's desire and willingness to pay a price for a specific good or service. Holding all other factors constant, an increase in the price of a good or service will decrease demand, and vice versa.
- Note:** For example, market demand is the total of what everybody in the market wants.
- Source:** Investopedia. (2017). Demand. Available at <http://www.investopedia.com/terms/d/demand.asp#ixzz4TJJ1MyIG>, accessed on 7 March 2017.
- Cross reference:**
- Reference code:** 130

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## Demand-constrained

- Definition:** An economy is demand-constrained when the level of output and employment is limited by the amount of overall demand (or spending) for its products. The capitalist economy is usually demand-constrained. Only rarely is the economy supply-constrained, that is, limited by the availability of workers and other productive resources.
- Note:**
- Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 131

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## Demand-driven approach

- Definition:** According to this approach to skills planning, strategies for skills development (both professional and intermediate) are aligned to policies for industrial development and skills biased growth trends.
- Note:** The term refers to the context of skills planning.
- Source:** Goovearts, P., Gasser, M., Inbal, A.B. (2006). Demand-Driven Approaches to Livelihood Support in Post-War Contexts. A Joint ILO–World Bank Study. Available at [http://www.ilo.org/wcmsp5/groups/public/--ed\\_emp/documents/publication/wcms\\_115927.pdf](http://www.ilo.org/wcmsp5/groups/public/--ed_emp/documents/publication/wcms_115927.pdf), accessed on 9 March 2017.
- Cross reference:**
- Reference code:** 132

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## Demand for labour

- Definition:** The amount of demand for labour that an economy or firm is willing to employ at a given point. This demand may not necessarily be in long-run equilibrium and is determined by the real wage firms are willing to pay for this labour and the amount of labour workers are willing to supply at that wage.
- Note:**
- Source:** Investopedia. (2017). Demand for labour. Available at [http://www.investopedia.com/terms/d/demand\\_for\\_labor.asp#ixzz4DXByHZaP](http://www.investopedia.com/terms/d/demand_for_labor.asp#ixzz4DXByHZaP), accessed on 7 March 2017.
- Cross reference:** Labour demand
- Reference code:** 133

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## Demographics

**Definition:** The characteristics of the population, such as population size, age distribution, births and deaths, geographic location and mobility (i.e. migration).

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarenville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report#2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarenville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarenville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 134

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## Dependent variable

**Definition:** A variable (often denoted by 'y' ) whose value depends on that of another. A dependent variable is what you measure in an experiment and what is affected during the experiment. It responds to the independent variable(s).

**Note:**

**Source:** NC State University. (2016). NS State Research: Outfitting the Future. Available at <https://www.ncsu.edu/labwrite/po/dependentvar.htm>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 135

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## Deskill

**Definition:** To eliminate the need for skilled labour in, for example, an industry, especially by the introduction of high technology; to downgrade (a job or occupation) from a skilled to a semi-skilled or unskilled position.

**Note:**

**Source:** Farlex. (2017). Deskill. The Free Dictionary by Farlex. Available at <http://www.thefreedictionary.com/deskill>, accessed on 9 March 2017.

**Cross reference:**

**Reference code:** 136

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## Developmental state model of skills development

**Definition:** This model of skills development involves an attempt to correct market failures and link outcomes of the skills systems with those required by the country's industrial policy.

**Note:**

**Source:** Powell, M., Reddy, V. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. LMIP Policy Brief. May 2014.

**Cross reference:**

**Reference code:** 137

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## Development Quality Partner (DQP)

**Definition:** A body delegated by the Quality Council for Trades and Occupations (QCTO) to manage the process of developing specific occupational qualifications, curricula and assessment specifications. The QCTO uses DQPs to manage and fund the development of occupational qualifications where the QCTO is an active participant in the process of monitoring, overseeing and ensuring that there are appropriate reports.

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 9 March 2017.

**Cross reference:**

**Reference code:** 138

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## DHET entities

**Definition:** Refers to those public entities listed in Part A (National Public Entities) of Schedule 3 for the Public Finance Management Act (PFMA), 1999 (Act No. 1 of 1999) that report to the Minister of Higher Education and Training. These are Sector Education and Training Authorities (SETAs), Quality Councils (QCs), the South African Qualifications Authority (SAQA) and the National Student Financial Aid Scheme (NSFAS).

**Note:**

**Source:** DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No. 37461, 28 March 2014.

**Cross reference:**

**Reference code:** 139

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## Disability

**Definition:** Any restriction or lack of ability (resulting from a physical or mental condition) to perform an activity in a manner or within the range considered normal for a human being.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 140

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## Disability grant

**Definition:** A type of social grant in terms of which money is paid regularly by the government to people who are disabled.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:** Grant, Grant-in-aid, Old-age grant

**Reference code:** 141

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## Disaggregation

**Definition:** A process of breaking up a total (aggregate), an integrated whole or a conglomerate into smaller elements, parts or units, usually for easier handling or management or better understanding.

**Note:** In data analysis, it is a process of breaking down an indicator by subcategories or factors which could better explain or explain in more detail the underlying nature or value of the indicator. It should be noted that over-disaggregation will hamper the degree of accuracy of the results, and thus the level of disaggregation depends on the initial survey design, including the sample size.

**Source:** UNESCO. (2017). Systematic Monitoring of Education for All (EFA). Available at <http://www5.unescobkk.org/education/efatraining/glossary/>, accessed on 2 March 2017.

**Cross reference:**

**Reference code:** 142

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## Disciplinary learning

**Definition:** Refers to disciplinary or subject-matter knowledge and can find expression in two components within a teaching curriculum: (1) the study of education and its foundations, including, but not limited to, the philosophy, psychology, politics, economics, sociology and history of education, which are often learnt and taught in an integrated way; and (2) the study of specific specialised subject matter relevant to academic, vocational or occupational fields underpinning adult and community education and training subject offerings or specialisations.

**Note:** Professional ethics and issues related to knowledge of, and relationships between, self and others in the life of an adult education and training educator or community education and training lecturer are cross-cutting themes which are theoretically located within the study of education and its foundations.

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.

**Cross reference:**

**Reference code:** 143

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## Discouraged work seeker

**Definition:** A person who was not employed during the reference period, wanted to work, and was available to work/start a business but did not take active steps to find work during the last four weeks, provided that the main reason given for not seeking work was any of the following: no jobs available in the area; unable to find work requiring his/her skills; lost hope of finding any kind of work.

**Note:**

**Source:** Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 144

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## Discretionary grant

- Definition:** Grants paid out in terms of Regulation 6(3)(a) and (b) of the Skills Development Levies Act, 1999 (Act No. 9 of 1999). Discretionary grants are developed and paid out at the discretion of the management and board of the sector education and training authority (SETA).
- Note:** A SETA is required to allocate 80% of its available discretionary grants within a financial year to PIVOTAL programmes that address scarce and critical skills in its sectors.
- Source:** DHET. (2012). Skills Development Act, 1998 (Act No. 97 of 1998). The sector education and training authorities (SETAs) grant regulations regarding monies received by a SETA and related matters. Government Notice No. 35940. Pretoria, South Africa.
- Cross reference:** Conditional grant
- Reference code:** 145
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## Discrimination

- Definition:** The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age or sex.
- Note:**
- Source:** Farlex. (2017). Discrimination. The Free Dictionary by Farlex. Available at <http://www.thefreedictionary.com/discrimination>, accessed on 9 March 2017.
- Cross reference:**
- Reference code:** 146
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## Dispute

- Definition:** A situation where one party, e.g. a trade union, has set a demand and the other party, e.g. the employer, has either rejected the demand or has allowed an unreasonable time to elapse without dealing with it properly. An 'interest dispute' arises when there is disagreement as to new terms and conditions of work, or the renewal of those which have expired. The term can also be regarded as referring to disputes concerning the creation of new rights, especially through collective bargaining. These are also referred to as economic disputes. Such disputes are not based on existing rights and are normally non-judicial. They are usually resolved through the use of social or economic power (e.g. strikes and lockouts). A 'rights dispute' relates to the interpretation, implementation or violation of existing rights, whether such rights flow from statutory law, collective agreements or individual employment contracts. Such disputes are normally subject to adjudication or arbitration and are also referred to as judicial disputes.
- Note:** The term is used in the context of labour.
- Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
- Cross reference:**
- Reference code:** 147
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## Distance education

**Definition:** A set of methods or processes for teaching a diverse range of students located at different places and physically separated from the learning.

**Note:** Open distance learning is a multidimensional concept aimed at bridging the time, geographical, economic, social, educational and communication distance between student and institution, student and academic, student and courseware, and student and peers. Open distance learning focuses on removing barriers to accessing learning, on flexibility of the learning provision, on student-centredness, and on supporting students and constructing learning programmes with the expectation that students can succeed.

**Source:** UNISA. (2008). Open Distance Learning Policy. University of South Africa. Available at [http://www.unisa.ac.za/static/corporate\\_web/Content/Colleges/CGS/schools,%20institutes%20&%20research%20chairs/institutes/documents/odl-policy\\_version5\\_16Sept08.pdf](http://www.unisa.ac.za/static/corporate_web/Content/Colleges/CGS/schools,%20institutes%20&%20research%20chairs/institutes/documents/odl-policy_version5_16Sept08.pdf), accessed on 10 March 2017.

**Cross reference:**

**Reference code:** 148

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## Distance student

**Definition:** A student in a higher education institution who is registered mainly for courses offered in distance mode. A distance-mode course involves interaction with lecturers, or institution supervisors, through distance education techniques, e.g. through the use of correspondence, telematics or the Internet.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 149

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## Division of labour

**Definition:** A production process that involves individual workers specialising in various aspects of a complex or larger task. A task requiring a certain level of skills is broken down into a series of mechanised operations and this often results in workers with lesser skills being required.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 150

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## Domestic worker

**Definition:** An employee who performs domestic work in the home of his/her employer. It includes (1) a gardener; (2) a person employed by a household as the driver of a motor vehicle; and (3) a person who takes care of children, the aged, the sick, the frail or the disabled, but does not include a farm worker.

**Note:**

**Source:** Government of South Africa. (1997). Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997). Sabinet. Available at [http://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/legislations/acts/basic\\_conditions\\_employ\\_75\\_1997.pdf](http://www.hpcsa.co.za/Uploads/editor/UserFiles/downloads/legislations/acts/basic_conditions_employ_75_1997.pdf), accessed on 10 March 2017.

**Cross reference:**

**Reference code:** 151

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## Dropout rate

**Definition:** The percentage of students failing to complete a particular school or college or higher education course.

**Note:**

**Source:** Burrus, J., Roberts, R.D. (2012). Dropping out of High School: Prevalence, Risk Factors, and Remediation Strategies. ETS. R&D Connections. Available at [https://www.ets.org/Media/Research/pdf/RD\\_Connections18.pdf](https://www.ets.org/Media/Research/pdf/RD_Connections18.pdf), accessed on 10 March 2017.

**Cross reference:**

**Reference code:** 152

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## Dual labour market

**Definition:** A situation where the labour market is divided into two non-competing markets, i.e. 'primary' and 'secondary' labour markets, with the primary market characterised by choice jobs, high earnings and security of tenure. The primary market can also be divided up into a number of internal labour markets. The secondary market is characterised by low-wage, unstable, dead-end jobs; workers in this market have little hope of acquiring a job in the primary market.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 153

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## Earnings (Def1)

**Definition:** Earnings comprise the income that a worker receives in the form of wages, salaries and self-employment. Earnings exclude other forms of compensation such as retirement benefits, stock options or expense accounts.

**Note:** International definition.

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report#2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Earnings (Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)

**Reference code:** 154

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## Earnings (Def2)

**Definition:** Statistics of earnings (wages and salaries) should relate to the employee's gross remuneration, that is, the total before any deductions are made by the employer in respect of taxes, contributions to social-security and pension schemes, life insurance premiums, union dues, and other obligations of the employee.

**Note:** International definition.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:** Earnings (Def1), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)

**Reference code:** 155

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## Earnings indices/indexed earnings

<b>Definition:</b>	A worker's past wages that have been adjusted for changes in the overall wage level in the economy.
<b>Note:</b>	Indexed earnings are generally used in computing pension-type benefits. Since wage levels generally rise over time, a worker's earnings in the past must be adjusted so they can be measured against what the worker would have made at the present wage level.
<b>Source:</b>	Investopedia. (2017). Earnings. Available at <a href="http://www.investopedia.com/terms/i/indexed-earnings.asp#ixzz4TlvmHTgT">http://www.investopedia.com/terms/i/indexed-earnings.asp#ixzz4TlvmHTgT</a> , accessed on 7 March 2017.
<b>Cross reference:</b>	Wage indexing
<b>Reference code:</b>	156

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## Economic activities

<b>Definition:</b>	Are activities that contribute to the production of goods and services in the country. There are two types of economic activities, namely: (1) market production activities (work done for others and usually associated with pay or profit); and (2) non-market production activities (work done for the benefit of the household, e.g. subsistence farming).
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <a href="http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf">http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Market failure
<b>Reference code:</b>	157

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## Economically active population (Def1)

<b>Definition:</b>	Comprises all persons of either sex who furnish the supply of labour for the production of economic goods and services as defined by the United Nations System of National Accounts during a specified time reference period.
<b>Note:</b>	International definition.
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/search.asp">https://stats.oecd.org/glossary/search.asp</a> , accessed on 10 March 2017.
<b>Cross reference:</b>	Economically active population (Def2)
<b>Reference code:</b>	158

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## Economically active population (Def2)

<b>Definition:</b>	People from 15 to 64 years of age who are either employed or are unemployed and seeking employment. It includes people of working age who are available for work, and are either employed or are unemployed but have taken active steps to find work in the reference period. See 'Not economically active population' and 'Unemployed person'.
<b>Note:</b>	Stats SA definition.
<b>Source:</b>	Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf">http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf</a> , accessed on 13 March 2017.
<b>Cross reference:</b>	Economically active population (Def1)
<b>Reference code:</b>	159

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## Economically inactive person

<b>Definition:</b>	A person is economically inactive, according to the International Labour Organization (ILO) definition, if he or she is not part of the labour force. So, inactive people are neither employed nor unemployed.
<b>Note:</b>	The inactive population can include, for example, pre-school children, schoolchildren, students, pensioners and homemakers, provided that they are not working at all and are not available or looking for work either; some of these may be of working age.
<b>Source:</b>	Eurostat Statistics Explained. (2016). Glossary: Economically inactive. Available at <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Economically_inactive">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Economically_inactive</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Economically inactive population, Not economically active person, Not economically active population
<b>Reference code:</b>	160

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## Economically inactive population

<b>Definition:</b>	Comprises all persons who were neither 'employed' nor 'unemployed' during the short reference period used to measure 'current activity'.
<b>Note:</b>	This population is split into four groups: attending educational institutions; retired; engaged in family duties; and other economically inactive. In South Africa, the term refers to 15 to 64-year-olds who are unemployed, are not available for work and are not seeking work.
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/search.asp">https://stats.oecd.org/glossary/search.asp</a> , accessed on 10 March 2017.
<b>Cross reference:</b>	Economically inactive person, Not economically active person, Not economically active population
<b>Reference code:</b>	161

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## Economic development (Def1)

<b>Definition:</b>	The process of improving the standard of living and well-being of a population by raising per capita income, usually by way of structural changes in the economy, e.g. a shift in employment from agriculture to manufacturing, and the improvement of social indicators, e.g. infant mortality rates, educational levels and poverty.
<b>Note:</b>	
<b>Source:</b>	Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
<b>Cross reference:</b>	Economic development (Def2)
<b>Reference code:</b>	162

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## Economic development (Def2)

<b>Definition:</b>	The process through which a country's economy expands and improves in both quantitative and qualitative terms. Economic development requires the coming together of several different processes and conditions: the accumulation of real capital; the development of education, skills and human capacities; improvements in governance, democracy and stability; and changes in the sectoral make-up of the economy.
<b>Note:</b>	
<b>Source:</b>	Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at <a href="http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf">http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Economic development (Def1)
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## Economic growth (Def1)

<b>Definition:</b>	An increase in a nation's or an area's production of goods and services to meet final demand, usually measured by the annual rate of increase in gross domestic product (GDP) after adjustment for inflation (and sometimes population growth).
<b>Note:</b>	
<b>Source:</b>	Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
<b>Cross reference:</b>	Economic growth (Def2)
<b>Reference code:</b>	164

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## Economic growth (Def2)

<b>Definition:</b>	The expansion of total output produced in the economy. It is usually measured by the expansion of real gross domestic product (GDP).
<b>Note:</b>	
<b>Source:</b>	Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at <a href="http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf">http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Economic growth (Def1)
<b>Reference code:</b>	165

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## Education

<b>Definition:</b>	Encompasses activities which aim to provide knowledge, develop a sense of values and impart an understanding of principles applicable in all walks of life, rather than imparting knowledge and skills relating to a limited field of occupational activity; the harmonised, systematic development and cultivation of mental abilities, character, knowledge and skills.
<b>Note:</b>	
<b>Source:</b>	Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
<b>Cross reference:</b>	
<b>Reference code:</b>	166

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## Education and Training Quality Assurance Body

<b>Definition:</b>	Body accredited in terms of section 5 (1)(a)(ii) of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995), which is responsible for monitoring and auditing achievements in terms of national standards or qualifications, and to which specific functions relating to the monitoring and auditing of national standards or qualifications have been assigned in terms of section 5 (1)(b)(i) of the Act.
<b>Note:</b>	
<b>Source:</b>	SAQA. (2014). Glossary of Terms. Available at <a href="http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s">http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	167

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## Educational qualifications

**Definition:** The degrees, diplomas, certificates, professional titles, and so forth that an individual has acquired, whether by full-time study, part-time study or private study, whether conferred in the home country or abroad, and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification therefore implies the successful completion of a course of study or training programme.

**Note:**

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <http://stats.oecd.org/glossary/search.asp>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 168

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## Education attainment

**Definition:** The highest grade completed at the most advanced level attended in the educational system of the country where the education was received.

**Note:** Some countries may also find it useful to present data on educational attainment in terms of the highest grade attended.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <http://stats.oecd.org/glossary/search.asp>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 169

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## Education institution

**Definition:** An institution that provides education, whether early childhood education, primary, secondary, further or higher education, as well as an institution providing specialised, vocational, adult, distance or community education.

**Note:** Examples of education institutions are a school, a TVET college, a university, an ABET centre, and an ECD centre.

**Source:** DBE. (2010). Education Information Standards. Dictionary of Education Concepts and Terms 2010. Department of Basic Education. Available at <http://www.education.gov.za/Portals/0/Documents/Publications/Dictionary%20of%20Education%20final.pdf?ver=2015-01-29-112633-100>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 170

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## Education level

**Definition:** Level of education (International Standard Classification of Education (ISCED) one-digit code), which represents a broad section of the education 'ladder', that is, the progression from very elementary to more complicated learning experience, embracing all fields and programme groups that may occur at that particular stage of the progression. ISCED is a three-stage classification with a coding system for five digits, providing successive subdivisions from level to field to programme group.

**Note:** International definition.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <http://stats.oecd.org/glossary/search.asp>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 171

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## Education partnership

**Definition:** A partnership developed between an education organisation and a prospective business employer for the purposes of two-way learning about the practical and theoretical dimensions of school and the world of work in order to complement classroom-based learning with the intention of learners being better equipped to enter the world of work.

**Note:** Partners in education can include parents, businesses, education institutions and communities. Partners can be strategic partners, implementing partners, advocacy partners and resource partners. Source: Partners in Education. (2017). School Partnership. Available at <http://www.browardpartners.com/programs.htm>, accessed on 13 March 2017.

**Source:** HRDC. (2014). Forging TVET College Partnerships - Implications for the Post-School Education and Training System. Human Resource Development Council of South Africa (HRDC). Available at <http://www.lmip.org.za/sites/default/files/documentfiles/3C%20PARTNERSHIP%20PAPER%20Version%2011.pdf>, accessed on 14 March 2017.

**Cross reference:** Learning partnership, Partnership, Private–public sector partnership, Social partnership

**Reference code:** 172

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## Educator

**Definition:** Any person who teaches, educates or trains another person or provides professional educational services, including professional therapy and education psychological services, at any public centre and who is appointed in a post at any educator establishment contemplated in section 20 F of the Adult Education and Training Act, 2000 (Act No. 52 of 2000).

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 173

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## Elasticity

**Definition:** A measure of the degree to which one variable changes in response to changes in another variable. The wage elasticity of the demand for labour, for instance, is the degree of responsiveness of the demand for labour to changes in the wage rate.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 174

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## Emigration

**Definition:** The movement of persons out of one country with the purpose of residing and working in another country permanently.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:** Migrant, Migrant for employment, Migration, Skilled foreign migrant

**Reference code:** 175

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## Employability

**Definition:**

A person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hillage & Pollard, 1998). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For individuals, employability depends on the knowledge, skills and abilities (KSAs) they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labour market environment) within which they seek work. Employability is a two-sided equation and many individuals need various forms of support to overcome the physical and mental barriers to learning and personal development (i.e. updating their assets). Employability is not just about vocational and academic skills. Individuals need relevant and usable labour market information to help them make informed decisions about the labour market options available to them. They may also need support to realise when such information would be useful, and to interpret that information and turn it into intelligence. Finally, people also need the opportunities to do things differently, as well as to access relevant training and, most crucially, employment. Both the supply and demand of labour need to be taken into account when defining employability, which is often dependent on factors outside of an individual's control.

**Note:**

**Source:**

Farlex. (2017). Employability. The Free Dictionary by Farlex. Available at <http://www.thefreedictionary.com/employability>, accessed on 9 March 2017.

**Cross reference:**

**Reference code:**

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## Employed persons

**Definition:**

The 15 to 64-year-olds who, during the reference week, did any work for at least one hour, or had a job or business but were not at work (temporarily absent).

**Note:**

**Source:**

Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:**

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## Employee (Def1)

**Definition:**

(1) Any person, excluding an independent contractor, who works for another person or for the state and who receives, or is entitled to receive, any remuneration; and (2) any other person who in any manner assists in carrying on or conducting the business of an employer.

**Note:**

**Source:**

Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:**

Employee (Def2)

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## Employee (Def2)

**Definition:**

A person in paid employment in terms of a contract of employment. In the Labour Relations Act (LRA), 1995 (Act No. 66 of 1995), an employee is broadly defined as any person, excluding a person involved in independent contracting, who works for another person (including the state) and who receives, or is entitled to receive any remuneration, as well as any person who in any manner assists in carrying on or conducting the business of the employer (s 213).

**Note:**

In determining whether a person is an employee or an independent contractor, the court will look at all the factors and rely on the dominant-impression test. Among the factors that will be taken into consideration are the degree of control exercised over the employee, the object and terms of the contract (including whether contributions are made to pension, medical aid and unemployment insurance funds), whether the individual was employed to render personal services, whether the employee may take on other work (i.e. whether the person works for himself/herself), whether he/she may subcontract, and the manner in which he/she is paid (e.g. salary as opposed to commission only).

**Source:**

Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

Employee (Def1)

**Reference code:**

179

## Employee cost

**Definition:**

The total of the gross remuneration of employees plus other employment costs, which includes the movement in employee-related accruals (including, but not limited to, the movement in the value of outstanding leave accrual, the movement in the value of the post-retirement medical provision, etc.)

**Note:**

**Source:**

DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997). Government Gazette, No. 35923, Notice 1002, 29 November 2012.

**Cross reference:**

**Reference code:**

180

## Employer

**Definition:**

A person or organisation that has engaged one or more persons to work for him/her or it as employees or has allowed an employee to assist him/her or it in carrying on or conducting the business of the employer.

**Note:**

**Source:**

Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:**

181

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## Employment (Def1)

**Definition:** All persons 15 years and older who, during a specified brief period (e.g. seven days), worked for five or more hours for a wage or salary (paid employment) or for profit-of-family gain (self-employment), in cash or in kind. Persons who were temporarily absent from work but still have a formal job attachment or have an enterprise, are included.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:** Employed person, Employment (Def2)

**Reference code:** 182

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## Employment (Def2)

**Definition:** Persons in employment comprise all persons above a specified age who, during a specified brief period of either one week or one day were in the following categories of employment: paid employment; self-employment. Employment is a specific form of work in which the worker performs his/her labour for someone else in return for a wage or salary in money.

**Note:**

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:** Employed person, Employment (Def1)

**Reference code:** 183

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## Employment agency

**Definition:** Organisation established for the purpose of bringing together employers with employment opportunities (vacancies) and workers in need of employment (jobseekers). These agencies act as intermediaries and are not party to the employment contract.

**Note:**

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 184

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## Employment coefficient

**Definition:** The extent to which employment changes as a result of changes in production, i.e. the degree of responsiveness of employment to changes in economic growth.

**Note:** It is measured by the ratio of the percentage change in employment to the percentage change in real GDP.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 185

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## Employment elasticity

**Definition:** The growth of employment relative to the growth of the economy. It is a measure of the percentage change in employment associated with a one percentage point change in economic growth. Employment elasticity indicates the ability of an economy to generate employment opportunities for its population as a percentage of its growth (development) process.

**Note:** The measurement of employment elasticity is generally subject to two sets of criticisms, namely: (1) that the relationship between employment and output need not be unidirectional; and (2) that the notion of employment elasticity is valid for a given state of technology, wage rate and policies. Notwithstanding these criticisms, employment elasticity represents a convenient way of summarising the employment intensity of growth or the sensitivity of employment to output growth. These are also commonly used to track sectoral potential for generating employment and in forecasting future growth in employment.

**Source:** INSIGHTSIAS. (2015). What Do You Understand by Employment Elasticity? Available at <http://www.insightsonindia.com/2015/03/21/5-what-do-you-understand-by-employment-elasticity-critically-examine-how-and-why-it-has-varied-during-the-post-liberalisation-period-in-india/>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 186

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## Employment equity

**Definition:** Employment practices which are justified in terms of moral and ethical as well as legal values, e.g. with regard to recruitment, selection, hiring, personnel practices and promotion.

**Note:** It often refers to all actions aimed at redressing discrimination and uplifting the disadvantaged. Employment equity could thus be regarded as a collective term of which affirmative action, non-discrimination and equal employment opportunities form the constituent parts, although employment equity would normally be more enduring than affirmative action.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 187

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## Employment growth

**Definition:** The percentage change in the employed population calculated with regard to the previous year (annual average).

**Note:** The employed population consists of those persons who, during the reference week, did any work for pay or profit for at least one hour, or were not working but had jobs from which they were temporarily absent.

**Source:** DHET. (2016). Skills Supply and Demand in South Africa. Labour Market Intelligence Partnership. Department of Higher Education and Training. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 188

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## Employment rate (Def1)

**Definition:** Sometimes referred to as the employment to population ratio, it is a measure of the number of employed persons stated as a percentage of the population 15 years of age or older.

**Note:** International definition.

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Employment rate (Def2), Employment rate (Def3)

**Reference code:** 189

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## Employment rate (Def2)

**Definition:** The percentage of the economically active population that is employed.

**Note:** Stats SA definition.

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 3 April 2017.

**Cross reference:** Employment rate (Def1), Employment rate (Def3)

**Reference code:** 190

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## Employment rate (Def3)

**Definition:** The share of working-age adults who are actually employed in a paying position. The employment rate can be a better indicator of the strength of labour markets than the unemployment rate (since the unemployment rate depends on whether or not a non-working individual is actively seeking work and is thus considered to be 'in' the labour force).

**Note:**

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 3 April 2017.

**Cross reference:** Employment rate (Def1), Employment rate (Def2)

**Reference code:** 191

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## Employment services

**Definition:** Encompass (1) the provision of the service of advising or counselling workers on career choices either by the provision of information or by way of other approaches; (2) the assessment of work seekers for (i) entry or re-entry into the labour market or (ii) education and training; (3) the referral of work seekers (i) to employers in order to apply for vacancies or (ii) to training providers for education and training; (4) the assistance of employers by (i) providing recruitment and placement services, (ii) advising them on the availability of work seekers with skills that match their needs, and (iii) advising them on the retrenchment of employees and the development of social plans; or (5) any other prescribed employment service.

**Note:**

**Source:** The Presidency. (2014). Employment Services Act, 2014 (Act No. 4 of 2014). Government Gazette, No. 37539, 7 April 2014. Available at <http://www.labour.gov.za/DOL/downloads/legislation/acts/public-employment-services/employservact2014.pdf>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 192

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## Employment status

**Definition:** Status of an economically active individual with respect to his/her employment , i.e. whether the person is an employer, own-account worker, employee, unpaid family worker, member of a producers' cooperative, unemployed or not working (e.g. homemakers, pupils and students).

**Note:** International definition.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:**

**Reference code:** 193

## Employment-to-population ratio

**Definition:** The proportion of the working-age population that is employed.

**Note:**

**Source:** Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Jobs density, Labour absorption rate

**Reference code:** 194

## Enrolment

**Definition:** Admission of a learner by a principal to a grade in a school (verb); the number of learners enrolled in a class or at a school (noun).

**Note:** The term refers to the basic education context.

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:**

**Reference code:** 195

## Enrolment rate

**Definition:** Is expressed as net enrolment rate, which is calculated by dividing the number of students of a particular age group enrolled in all levels of education by the number of people in the population in that age group.

**Note:**

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 196

## Enterprise (Def1)

**Definition:** An independent economic organisation with the object of making the capital invested therein profitable by supplying goods or services on a continuous basis to the market in anticipation of a demand for such goods and services.

**Note:** International definition.

**Source:** Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.

**Cross reference:** Enterprise (Def2)

**Reference code:** 197

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## Enterprise (Def2)

<b>Definition:</b>	A legal unit, or a combination of legal units, that includes and directly controls all functions necessary to carry out its production activities.
<b>Note:</b>	Stats SA definition.
<b>Source:</b>	Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <a href="http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf">http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Enterprise (Def1)
<b>Reference code:</b>	198

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## Entrepreneur

<b>Definition:</b>	A person starting or who has built his/her own business; someone who exercises initiative by organising a venture to take advantage of an opportunity and, as the decision-maker, decides what, how, and how much of a good or service will be produced.
<b>Note:</b>	An entrepreneur supplies risk capital as a risk taker, and monitors and controls the business activities. The entrepreneur is usually a sole proprietor, a partner, or the one who owns the majority of shares in an incorporated venture.
<b>Source:</b>	BusinessDictionary. (2017). Entrepreneur. Available at <a href="http://www.businessdictionary.com/definition/entrepreneur.html">http://www.businessdictionary.com/definition/entrepreneur.html</a> , accessed on 10 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	199

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## Entry-level skills

<b>Definition:</b>	An important conceptual distinction shaping the content of the Human Resource Development (HRD) Review 2003 and 2008 was its definition of skills, in particular, its categorisation of skills into three distinct bands: high skills (higher education degrees and postgraduate qualifications – National Qualifications Framework (NQF) Level 6 to 10); intermediate skills (post-matriculation, pre-degree certificates and diplomas – NQF Level 4 and 5); and entry-level skills (pre-matriculation levels – NQF Level 1 to 3).
<b>Note:</b>	
<b>Source:</b>	Kraak, A., Press, K. (2008). Human Resource Development Review. HSRC. Available at <a href="http://www.hsrcpress.ac.za/">http://www.hsrcpress.ac.za/</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	High skills, Intermediate skills
<b>Reference code:</b>	200

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## Equal employment opportunity

<b>Definition:</b>	Policy and practice designed to guarantee individuals fair access to all available jobs and training programmes on equal terms and conditions without consideration of discriminatory criteria such as the applicant's race, sex, national origin, age or religion and only taking into account valid criteria based on the inherent requirements of the job.
<b>Note:</b>	
<b>Source:</b>	Barker, F.S., Holtzhausen, M.M.E. (1996). South African Labour Glossary. Cape Town: Juta.
<b>Cross reference:</b>	
<b>Reference code:</b>	201

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## Equity

- Definition:** A measure of the fairness with which education opportunities, resources or outcomes are distributed among the learning population.
- Note:** The term is used in the context of education and training.
- Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
- Cross reference:**
- Reference code:** 202
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## Established business

- Definition:** In general, where the term 'established' is used to describe something such as an organisation, it means that it is officially recognised or generally approved or has existed for a long time and is successful. Although factors contributing to the transition of a new business to a mature business may vary regionally, they remain largely homogenous for the majority of successful companies. Firstly, mature companies have full-fledged organisational structures with clearly defined roles. It often happens that, aside from vertical teams, cross-team functions become important too. Secondly, such businesses are able to accurately plan and predict their revenues over the next fiscal period. This is coupled with the ability to effectively make money and close the biggest deals. Advanced enterprise resource planning (ERP) systems, clear key performance indicators (KPIs) and project management were listed by entrepreneurs as the dominant forces behind maturity.
- Note:** Also defined as a business older than 3.5 years.
- Source:** Reverso Dictionary. (2017). Established firm. Available at <http://dictionary.reverso.net/english-cobuild/established%20firm>, accessed on 13 March 2017.
- Cross reference:** New business, Start-up business
- Reference code:** 203
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## Evaluation

- Definition:** The systematic determination of the merit, worth and significance of something or someone using criteria determined against a set of standards.
- Note:**
- Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
- Cross reference:**
- Reference code:** 204
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## Examination

- Definition:** The external examination for the National Senior Certificate for Adults, a qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) of the National Qualifications Framework (NQF) which is quality-assured by Umalusi, and conducted by the Department of Higher Education and Training (DHET) and/or any other Umalusi-accredited assessment body.
- Note:**
- Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.
- Cross reference:**
- Reference code:** 205
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## Examination centre

**Definition:** A centre which is registered by the Department of Higher Education and Training or by an Umalusi-accredited private assessment body to offer and conduct external examinations.

**Note:**

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:**

**Reference code:** 206

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## Exclusion

**Definition:** The economic, political and cultural processes that lead to the isolation of some groups in society, including ethnic minorities or the long-term unemployed.

**Note:** Different interpretations of this concept range from notions of discrimination to understanding the social consequences of poverty.

**Source:** Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR1\\_appendices.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf), accessed on 7 March 2017.

**Cross reference:**

**Reference code:** 207

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## Exit point

**Definition:** A point in General and Further Education and Training (GFET) at which a learner is required to demonstrate competence with a view to obtaining documentary proof of proficiency.

**Note:** The first exit point in the South African schooling system is the end of the Grade 9 year, which is the General Education and Training phase where learners are awarded the General Education and Training Certificate (GETC). The second exit point is the Grade 12 year, which denotes the final year of the Further Education and Training band. A National Senior Certificate (NSC) is then awarded, which is also referred to as a matric certificate.

**Source:** Government of South Africa. (2001). General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001). Government Gazette, No. 34620, 19 September 2011. Available at <http://www.education.gov.za/Portals/0/Documents/Legislation/Acts/GENERAL%20AND%20FURTHER%20EDUCATION%20AND%20TRAINING%20QUALITY%20ASSURANCE%20ACT,%20NO%2058%20OF%202001,%2028%2010%202011.pdf?ver=2015-01-30-102040-087>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 208

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## Expansion demand (Def1)

**Definition:** In terms of the law of demand, if all things remain the same and the price of a commodity rises, its demand decreases, and, if the price of the commodity falls, its demand increases. When the quantity demanded of a commodity increases as a result of a fall in the price, this is called extension (or expansion) in demand (a movement down the demand curve), and, when the quantity demanded decreases as a result of an increase in the price of the commodity, this is called contraction in demand (a movement up the demand curve). Thus, extension and contraction in demand imply a change in the quantity demanded due to a change in the price of the commodity, other things remaining the same.

**Note:**

**Source:** Ghosh, P. (2016). What Do You Mean by Expansion and Contraction in Demand? Available at <http://www.shareyouressays.com/115740/what-do-you-mean-by-expansion-and-contraction-in-demand>, accessed on 8 March 2017.

**Cross reference:** Expansion demand (Def2), Job openings module, Replacement demand (Def1, Def2, Def3, Def4)

**Reference code:** 209

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## Expansion demand (Def2)

**Definition:** Refers to job openings due to economic growth.

**Note:**

**Source:** Adelzadeh, A. (2016). Skills Supply and Demand in South Africa: A 10 Year Forecast (2016–2025). The Bridge, an ADRS Simulation Policy Brief, Skills Planning Series. Available at [http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply_1.pdf), accessed on 8 March 2017.

**Cross reference:** Expansion demand (Def1), Job openings module, Replacement demand (Def1, Def2, Def3, Def4)

**Reference code:** 210

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## External assessment

**Definition:** Assessment conducted by a person or body that is not directly involved in the development and/or delivery of the learning programme.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 211

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## Failure rate

**Definition:** Educational failure can be defined as the situation where the system of an education institution fails to provide services leading to successful student learning, or when a student is failing to advance to the next grade and eventually becomes a dropout, with both aspects being intrinsically linked.

**Note:** The most visible manifestation of school failure and dropout is students who exit the school system before finishing secondary school or who exit with lower-quality qualifications, resulting in high costs not only for them, but also for society and the country as a whole.

**Source:** OECD. (2010). Overcoming School Failure: Policies That Work. OECD Project Description. Available at <https://www.oecd.org/edu/school/45171670.pdf>, accessed on 27 February 2017.

**Cross reference:**  
**Reference code:** 212

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## Farm

**Definition:** An area of land, together with its buildings, used for the growing of crops or the raising of animals.

**Note:**

**Source:** Stats SA. (2014). Poverty Trends in South Africa: An Examination of Absolute Poverty between 2006 and 2011. Statistics South Africa. Available at <http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>, accessed on 27 February 2017.

**Cross reference:**  
**Reference code:** 213

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## First-time labour market entrant

**Definition:** A person who: enters the labour market for the first time; applies for an employment opportunity for the first time; or is willing to start and is searching for a job for the first time.

**Note:**

**Source:** Bhorat, H. (2003). The Post-Apartheid Challenge: Labour Demand Trends in the South African Labour Market, 1995–1999. Development Policy Research Unit. Available at [http://www.dpru.uct.ac.za/sites/default/files/image\\_tool/images/36/DPRU%20WP03-082.pdf](http://www.dpru.uct.ac.za/sites/default/files/image_tool/images/36/DPRU%20WP03-082.pdf), accessed on 13 March 2017.

**Cross reference:**  
**Reference code:** 214

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## Flow

**Definition:** The total stock of labour supplied at a particular point in time can vary over time as people retire, have children, become sick or enter the labour force after school or tertiary education. These additions to, or subtractions from, the total stock of labour are called flows.

**Note:**

**Source:** Kerr, A. (2013). Understanding Labour Demand in South Africa and the Importance of Data Sources. DataFirst. University of Cape Town, LMIP, DHET. Labour market dynamics (Def1, Def2), Labour market flows, Stock

**Cross reference:**  
**Reference code:** 215

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## Forecast

**Definition:** A labour market or economic prediction of what is likely to occur in the future. A forecast is specific and has a short time frame. It is based on an analysis of available information in order to predict current trends and extend these into the future.

**Note:** Forecasts are based on a particular set of underlying assumptions and are therefore only as reliable as these assumptions. Short-term economic forecasts are predictions of macroeconomic indicators for the next one to two years.

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**  
**Reference code:** 216

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## Formal economy

**Definition:** The sector of the economy which produces goods and services in return for monetary payment and is fully integrated into the formal structures (including tax systems) of the economy. In a formal economy, a worker has a formal contract with the employer; has predefined work conditions and job responsibilities; receives an assured and decent fixed salary with perks and incentives; has a fixed duration of work time; is part of an organised group of people working in the same environment; is legally and socially aware of his/her rights; and is covered by social security for health and life risks.

**Note:**

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 217

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## Formal learning

**Definition:** The learning that occurs in an organised and structured education and training environment and is explicitly designated as such. Formal learning leads to the award of a qualification or part qualification registered on the National Qualifications Framework (NQF).

**Note:**

**Source:** DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.

**Cross reference:**

**Reference code:** 218

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## Formal sector

**Definition:** Includes all businesses that are registered in any way.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 219

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## Foundational competence

**Definition:** Intellectual/academic skills or knowledge coupled with analysis, synthesis and evaluation, which includes information processing and problem-solving.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 220

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## Full-time employees

**Definition:** Permanent, temporary and casual employees who normally work the agreed number of hours in their particular occupation, or, if the agreed number of hours does not apply, who normally work 40 hours or more per week. This excludes the self-employed and working proprietors.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 221

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### Full-Time Equivalent (FTE) student (Def1)

**Definition:** A student in the post-school sector who is enrolled for an academic programme for a full academic year and who is registered for all the courses included in the curriculum for that programme.

**Note:** If a student is, for example, taking only half of the courses required for a full-year academic programme, then he/she would be counted as 0.5 FTE students. If a student is taking 20% more courses than the courses required for a standard full-year curriculum, then he/she would be counted as 1.2 FTE students.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Full-Time Equivalent (FTE) students (Def2)

**Reference code:** 222

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### Full-time Equivalent (FTE) student (Def2)

**Definition:** The number of full-time equivalent students in a programme entered in the formula-funding grid. Full-Time Equivalent (FTE) students constitute the number of individual students multiplied by the programme duration.

**Note:** The number of FTE students per programme is a key determinant of the funding that should flow to each programme that is offered by the institution.

**Source:** Government of South Africa. (2015). Government Gazette, No. 38796, 15 May 2015.

**Cross reference:** Full-Time Equivalent (FTE) student (Def1)

**Reference code:** 223

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### Functional labour markets

**Definition:** In the literature, definitions as to what constitutes a spatial or local labour market vary considerably. Two main approaches can be distinguished. In the one, the labour market is defined as a homogeneous area sharing common labour market characteristics. Cluster analysis is the technique most often used to identify such areas. In the other, the labour market is defined as a nodal area, the boundaries of which are traced with the goal of containing the interrelationships between its constituent entities. A typical application of this approach is the mapping of functional labour markets on the basis of the commuting patterns of workers. The most appropriate spatial framework depends on the purpose of the analysis that will be conducted.

**Note:**

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 224

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## Fundamental learning

**Definition:** Is concerned with functional literacy and, in the South African context, refers to learning to converse at a basic level in a second official African language, the ability to competently use information and communications technologies, and the acquisition of academic literacies (including language and numerical literacies) which lay the foundation for effective learning in higher education contexts.

**Note:**

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.

**Cross reference:**

**Reference code:** 225

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## Funding

**Definition:** Providing financial resources to finance a need, programme or project.

**Note:** In general, this term is used when a firm fulfils its need for cash from its own internal reserves, with the term 'financing' being used when the need is fulfilled using external or borrowed money. It also refers to a grant of authority to an agency, department or unit to incur monetary obligations and to pay for them, or to the transfer of the ownership of assets to a trust to avoid probate.

**Source:** BusinessDictionary. (2016). Funding. Available at <http://www.businessdictionary.com/definition/funding.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 226

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## Funding weight (by economic category)

**Definition:** A weight assigned to each economic category of each nationally approved programme to represent the cost of delivering the programme relative to the funding base rate.

**Note:** For example, in the TVET sector, the economic categories to be used are (1) personnel cost, (2) capital infrastructure cost and (3) non-personnel non-capital (or 'npnc' or non-personnel recurrent) cost. A specific programme may therefore have the funding weights 1.0, 1.1 and 1.3 for the personnel, capital and 'npnc' categories, respectively. The funding weight is always expressed to one decimal point. A funding weight of 1.0 means that the cost of delivering the programme with respect to the economic category in question is equal to the funding base rate value for that category. A personnel funding weight of 1.1, for example, would mean that the actual delivery cost with respect to personnel is 10% higher than what is indicated in the funding base rate for personnel. Funding weight values are specified on the register of nationally approved TVET college programmes. All programmes will have specified funding weights. When a funding weight is multiplied by the corresponding economic category of the funding base rate, the expected cost as determined by the DHET is obtained.

**Source:** Government of South Africa. (2015). Government Gazette, No. 38796, 15 May 2015.

**Cross reference:**

**Reference code:** 227

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## Further Education and Training (FET)

**Definition:** All learning and training programmes leading to qualifications at Levels 2 to 4 of the National Qualifications Framework (NQF) or such further education and training levels determined by the South African Qualifications Authority (SAQA)

and contemplated in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), which levels are above general education but below higher education.

**Note:**

**Source:**

DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:**

228

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## Further Education and Training (FET) college

**Definition:**

A public or private further education and training institution that is established or declared as: (1) a technical and vocational education and training college; or (2) a community education and training college; or (3) a private college (i.e. which is established, declared or registered under the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006)).

**Note:**

**Source:**

DHET. (2013). White Paper for Post-School Education and Training. Building an Expanded, Effective and Integrated Post-School System. Available at <http://www.dhet.gov.za/SiteAssets/Latest%20News/White%20paper%20for%20post-school%20education%20and%20training.pdf>, accessed on 7 March 2017.

**Cross reference:**

**Reference code:**

229

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## Gender

**Definition:**

The economic, social, political and cultural attributes and opportunities associated with being women or men. Gender is a sociocultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality and should include information on sexual orientation, including lesbian, gay, bisexual, transgender, queer, questioning and intersex people (LGBTQI).

**Note:**

**Source:**

DBE. (2015). National Education Policy Act, 1996 (Act No. 27 of 1996). Government Gazette, No. 38763, 5 May 2015.

**Cross reference:**

**Reference code:**

230

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## Gender equality

**Definition:**

Means that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices, and that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It signifies that there is no discrimination on the grounds of a person's gender in the allocation of resources or benefits and with regard to access to services, or in gender roles and the influence of power in male–female relations.

**Note:**

**Source:**

DBE. (2015). National Education Policy Act, 1996 (Act No. 27 of 1996). Government Gazette, No. 38763, 5 May 2015.

**Cross reference:**

**Reference code:**

231

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## General Education and Training Certificate (GETC)

**Definition:** All learning and training programmes leading to a qualification on Level 1 of the National Qualifications Framework (NQF). Each full qualification registered at Level 1 on the NQF will be called a General Education and Training Certificate (GETC).

**Note:**

**Source:** SAQA. (2003). General Education and Training Certificate (GETC). National Qualifications Framework. Available at <http://www.saqa.org.za/docs/pol/2003/getc.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 232

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## General and Further Education and Training Qualification (GFETQ)

**Definition:** One of the three qualifications sub-frameworks which comprises the National Qualifications Framework (NQF). The General and Further Education and Training Qualifications Sub-Framework is developed and managed by Umalusi, the Council for Quality Assurance in General and Further Education and Training.

**Note:**

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:**

**Reference code:** 233

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## Geotype

**Definition:** Census 2011 definitions of 'urban' and 'rural' have been applied. According to Stats SA, an urban area is defined as a continuously built-up area with characteristics such as type of economic activity and land use. Cities, towns, townships, suburbs, etc. are typical urban areas. An urban area is one which was proclaimed or classified as such (i.e. as an urban municipality under the old demarcation), or classified as such during census demarcation by Stats SA based on its observation of aerial photographs or on other information. A rural area is defined as any area that is not classified as urban. Rural areas may comprise one or more of the following: tribal areas, commercial farms and rural formal areas.

**Note:** Also referred to as geographic type.

**Source:** Stats SA. (2016). Vulnerable Groups Series I: The Social Profile of the Youth, 2009–2014. Available at <http://www.statssa.gov.za/publications/Report-03-19-01/Report-03-19-012014.pdf>, accessed on 7 March 2017.

**Cross reference:**

**Reference code:** 234

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## GETC-ABET Level 4 qualification

**Definition:** A qualification at Level 1 on the National Qualifications Framework (NQF). The GETC is offered to adults as prescribed in the Adult Education and Training Act, 2000 (Act No. 52 of 2000) who have not had any formal schooling or who may not have completed formal basic schooling to the equivalent of NQF Level 1.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Adult education (AE), Adult education and training (AET) (Def1, Def2), Adult education and training (AET) and community education (CE)

**Reference code:** 235

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## Gini coefficient

**Definition:** The ratio of the area between the 45-degree line and the Lorenz curve and the area of the entire triangle. As the coefficient approaches zero, the distribution of income or consumption approaches absolute equality, and absolute inequality if it approaches one (1).

**Note:**

**Source:** Stats SA. (2014). Poverty Trends in South Africa: An Examination of Absolute Poverty between 2006 and 2011. Statistics South Africa. Available at <http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 236

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## Global skill needs

**Definition:** The demand for priority skills that are present at a global level.

**Note:**

**Source:** Powell, M., Reddy, V. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. LMIP Policy Brief. May 2014.

**Cross reference:**

**Reference code:** 237

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## Governance

**Definition:** The organisation of management (structures). It refers to the goals, principles and (institutional) charts that define who can make what decisions, as well as the policies and rules that define or constrain what managers can do. 'Governance' refers specifically to the set of rules, controls, policies and resolutions put in place to dictate corporate behaviour.

**Note:**

**Source:** Investopedia. (2017). What is 'Corporate Governance'? Available at <http://www.investopedia.com/terms/c/corporategovernance.asp>, accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 238

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## Graduate (Def1)

<b>Definition:</b>	A student who has satisfied all the requirements of the degree, diploma or certificate for which he/she was registered. Graduates are those who successfully complete an educational programme during the reference year in respect of data collection.
<b>Note:</b>	One condition of successful completion is that students should have enrolled in, and successfully completed, the final year of the corresponding educational programme, although not necessarily in the year of reference.
<b>Source:</b>	DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <a href="http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf">http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Graduate (Def2)
<b>Reference code:</b>	239

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## Graduate (Def2)

<b>Definition:</b>	A person who has obtained an undergraduate or postgraduate degree or has completed secondary school and, in addition, obtained a certificate or diploma of at least six months' full-time duration.
<b>Note:</b>	The term is also used by Stats SA to denote tertiary education.
<b>Source:</b>	Stats SA. (2015). National and Provincial Labour Market: Youth. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/publications/P02114.2/P02114.22015.pdf">http://www.statssa.gov.za/publications/P02114.2/P02114.22015.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Graduate (Def1)
<b>Reference code:</b>	240

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## Graduation

<b>Definition:</b>	In some countries, completion is defined in terms of passing an examination or a series of examinations. In other countries, completion occurs after a requisite number of course hours have been accumulated (although completion of some or all of the course hours may also involve examinations).
<b>Note:</b>	International definition. Also referred to as successful completion as defined by each country.
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/index.htm">https://stats.oecd.org/glossary/index.htm</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Successful completion, Past successful completions
<b>Reference code:</b>	241

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## Graduation rate (Def1)

<b>Definition:</b>	Net graduation rate is the percentage of persons within a virtual age cohort who obtain a tertiary qualification, thus being unaffected by changes in population size or typical graduation age.
<b>Note:</b>	The net graduation rate is calculated by dividing the number of graduates by the population for each single year of age. Gross graduation rates refer to the total number of graduates (the graduates themselves may be of any age) at the specified level of education divided by the population at the typical graduation age for the specified level.
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/index.htm">https://stats.oecd.org/glossary/index.htm</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Graduation rate (Def2)
<b>Reference code:</b>	242

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## Graduation rate (Def2)

<b>Definition:</b>	Is calculated by dividing the graduates of a given academic year by the headcount enrolments for that year. These graduation rates function as indicators of what the throughput rates of cohorts of students are likely to be.
<b>Note:</b>	A detailed account of these graduation rates, and of the benchmarks related to them, can be found in the National Plan for Higher Education (Department of Education: 2001).
<b>Source:</b>	Stats SA. (2013). Millennium Development Goals – Goal 2: Achieve Universal Primary Education. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/MDG/MDG_Goal2_report_2013.pdf">http://www.statssa.gov.za/MDG/MDG_Goal2_report_2013.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Graduation rate (Def1)
<b>Reference code:</b>	243

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## Grant

<b>Definition:</b>	Financial assistance provided by government, a public fund or private institution to a person or organisation for a specific purpose.
<b>Note:</b>	In South Africa, the following grants are available: old-age grant; disability grant; war veterans grant; care dependency grant; foster child grant; child support grant; grant-in-aid; and social relief of distress.
<b>Source:</b>	SASSA. (2016). South African Social Security Agency. Available at <a href="http://www.sassa.gov.za/index.php/social-grants">http://www.sassa.gov.za/index.php/social-grants</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Disability grant, Grant-in-aid, Old-age grant
<b>Reference code:</b>	244

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## Grant-in-aid

<b>Definition:</b>	An additional grant awarded to persons who are already in receipt of an old-age grant, disability grant or war veteran's grant and who need full-time care from someone else.
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf">http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Disability grant, Grant, Old-age grant
<b>Reference code:</b>	245

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## Gross domestic product (GDP) (Def1)

<b>Definition:</b>	A basic measure of a country's overall economy. As an aggregate measure of production, gross domestic product (GDP) is equal to the sum of the gross value added of all resident institutional units engaged in production, plus any taxes on products and less any subsidies on products. Gross value added is the difference between output and intermediate consumption. GDP is also equal to: (1) the sum of the final uses of goods and services (all uses except intermediate consumption) measured in purchasers' prices, less the value of imports of goods and services; (2) the sum of primary incomes distributed by resident producer units.
<b>Note:</b>	International definition.
<b>Source:</b>	Eurostat Statistics Explained. (2016). Glossary: Gross domestic product. Available at <a href="http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Gross_domestic_product_(GDP)">http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Gross_domestic_product_(GDP)</a> , accessed on 2 March 2017.
<b>Cross reference:</b>	Gross domestic product (GDP) (Def2)
<b>Reference code:</b>	246

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## Gross domestic product (GDP) (Def2)

- Definition:** A measure of total national output, income and expenditure in the economy. Gross domestic product (GDP) per head is the simplest overall measure of welfare, although it does not take account of the distribution of income or of goods and services that are produced outside the market economy, such as work within the household.
- Note:**
- Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.
- Cross reference:** Gross domestic product (GDP) (Def1)
- Reference code:** 247
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## Gross earnings

- Definition:** Payments for ordinary-time, standard or agreed hours made during the reference period to all permanent, temporary, casual, managerial and executive employees before taxation and other deductions for the reference period.
- Note:** Gross earnings include: salaries and wages; commission if a retainer, wage or salary was also paid; the employer's contribution to pension, provident, medical aid, sick pay and other funds; allowances; etc. However, such earnings exclude: the earnings of sole proprietors or partners of unincorporated businesses; commission where a retainer, wage or salary was not paid; payments to subcontractors and consultants who were not part of the enterprise; and severance, termination and redundancy payments. Gross earnings constitute the total sum of the earnings, including performance and others bonuses and overtime payments for the three months of the reference quarter (e.g. gross earnings for the quarter ended September will be the sum of the total earnings for July, August and September).
- Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.
- Cross reference:** Earnings (Def1, Def2), Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)
- Reference code:** 248
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## Gross income (Def1)

- Definition:** The total monetary and non-monetary income of a household over a specified period before the deduction of taxes on income or wealth or social-security contributions by employers and employees, but after including interhousehold transfers received.
- Note:** International definition.
- Source:** Eurostat Statistics Explained. (2016). Glossary: Gross income. Available at [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Gross\\_income](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Gross_income), accessed on 2 March 2017.
- Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)
- Reference code:** 249
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## Gross income (Def2)

**Definition:** The sum of money generated from business activities as well as non-business activities (e.g. interests from policies and gifts from other persons to the business) before any deductions.

**Note:** Stats SA definition.

**Source:** Stats SA. (2013). Statistical Release P0276. Survey of Employers and the Self-Employed (SESE). Available at <http://www.statssa.gov.za/publications/P0276/P02762013.pdf>, accessed on 3 April 2017.

**Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)

**Reference code:** 250

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## Gross remuneration

**Definition:** The full cost to the institution of all payments in cash and otherwise as defined in the Income Tax Act, 1962 (Act No. 58 of 1962).

**Note:**

**Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997). Government Gazette, No. 35923, Notice 1002, 29 November 2012.

**Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)

**Reference code:** 251

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## Growth path

**Definition:** In macroeconomics, the balanced growth path of a dynamic model is a trajectory such that all variables grow at a constant rate. In the standard exogenous growth model, balanced growth is a basic assumption, while other variables like capital stock, real gross domestic product (GDP), and output per worker are growing.

**Note:** The term is also related to concepts such as 'new growth path', 'balanced growth path' and 'steady growth path'. The South African government adopted the New Growth Path (NGP) as the framework for economic policy and the driver of the country's jobs strategy.

**Source:** Wikipedia. (2016). Balanced-Growth Equilibrium. Available at [https://en.wikipedia.org/wiki/Balanced-growth\\_equilibrium](https://en.wikipedia.org/wiki/Balanced-growth_equilibrium), accessed on 8 March 2017.

**Cross reference:** Gross domestic product (GDP) (Def1, Def2)

**Reference code:** 252

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## Hard skills

**Definition:** Specific, teachable abilities that can be defined and measured, such as typing, writing, mathematics, reading, and the ability to use software programs.

**Note:**

**Source:** Investopedia. (2017). Hard skills. Available at <http://www.investopedia.com/terms/h/hard-skills.asp>, accessed on 7 March 2017.

**Cross reference:** Soft skills

**Reference code:** 253

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## Hard-to-fill (HTF) vacancies (Def1)

**Definition:** These are vacancies that normally take more than a specified period (e.g. six months) to fill.

**Note:**

**Source:** Powell, M., Reddy, V. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. LMIP Policy Brief. May 2014.

**Cross reference:** Hard-to-fill vacancies (Def2), Job Opportunity Index (JOI), Job turnover, Job vacancy rate, Labour turnover, Sector vacancies, Vacancies, Vacant post

**Reference code:** 254

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## Hard-to-fill (HTF) vacancies (Def2)

**Definition:** Job vacancies that are particularly problematic for employers to fill or that have been unfilled for a longer amount of time than expected.

**Note:** A vacancy can be hard to fill because: there may not be enough applicants; applicants might not have the skills that employers seek; the job may offer unattractive wages, conditions and hours of work; or the employer may be in a remote rural area.

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Hard-to-fill vacancies (Def1), Job Opportunity Index (JOI), Job turnover, Job vacancy rate, Labour turnover, Sector vacancies, Vacancies, Vacant post

**Reference code:** 255

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## Headcount student

**Definition:** Total unduplicated number of students enrolled in a post-secondary education institution at a given census date, regardless of their course load.

**Note:** The term refers to the higher education and training sector.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 256

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## HETIS officer

**Definition:** An official charged with certain responsibilities regarding post-school education and training information in terms of the Higher Education and Training Information System (HETIS) standard.

**Note:**

**Source:** DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No. 37461, 28 March 2014.

**Cross reference:** Higher Education and Training Information System (HETIS)

**Reference code:** 257

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## Higher education (HE) (Def1)

<b>Definition:</b>	Refers to the education that normally takes place in universities and other higher education institutions, both public and private, which offer qualifications on the Higher Education Qualifications Sub-Framework (HEQSF) of the NQF.
<b>Note:</b>	The term is defined in a national context.
<b>Source:</b>	South Africa. (1997). Higher Education Act, No. 101 of 1997 (as amended). Pretoria. South Africa.
<b>Cross reference:</b>	Higher Education (HE) (Def2)
<b>Reference code:</b>	258

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## Higher education (HE) (Def2)

<b>Definition:</b>	Higher education, post-secondary education or third-level education is an optional final stage of formal learning that occurs after secondary education. Often delivered at universities, academies, colleges, seminaries and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools and other career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education.
<b>Note:</b>	The term is defined in an international context.
<b>Source:</b>	Wikipedia. (2016). Higher education. Available at <a href="https://en.wikipedia.org/wiki/Higher_education">https://en.wikipedia.org/wiki/Higher_education</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	Higher education (HE) (Def1)
<b>Reference code:</b>	259

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## Higher Education and Training Information System (HETIS)

<b>Definition:</b>	Includes all processes, rules, standards and responsibilities for information collection and management in the post-school sector.
<b>Note:</b>	
<b>Source:</b>	DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No. 37461, 28 March 2014.
<b>Cross reference:</b>	HETIS officer
<b>Reference code:</b>	260

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## Higher education institution (HEI)

<b>Definition:</b>	Any institution that provides higher education on a full-time, part-time or distance basis and which is: (1) merged, established or deemed to be established as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997); (2) declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997); or (3) registered or provisionally registered as a private higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997).
<b>Note:</b>	
<b>Source:</b>	South Africa. (1997). Higher Education Act, 1997 (Act No. 101 of 1997) (as amended). Pretoria. South Africa.
<b>Cross reference:</b>	
<b>Reference code:</b>	261

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## Highest level of education attained

- Definition:** The highest level of schooling that a person has reached. At the primary and secondary school level, educational attainment refers to the number of grades completed. At the post-secondary level, it refers to institutions attended and certificates, degrees or diplomas obtained.
- Note:** International definition.
- Source:** Statcan. (2015). Definitions, Data Sources and Methods. Statistics Canada. Available at <http://www.statcan.gc.ca/eng/concepts/definitions/education02>, accessed on 8 March 2017.
- Cross reference:** 262
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## High-skilled occupation

- Definition:** Is generally characterised by high education or expertise levels and high wages, involving complex tasks that require specific skill sets, education, training and experience, and may involve abstract thinking.
- Note:**
- Source:** Daniels, C.R. (2007). Skills Shortages in South Africa: A Literature Review. Development Policy Research Unit (DPRU) Working Paper 07/121. School of Economics, University of Cape Town.
- Cross reference:** Skilled occupation
- Reference code:** 263
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## High skills

- Definition:** An important conceptual distinction shaping the content of the Human Resource Development (HRD) Review 2003 and 2008 was its definition of skills, in particular its categorisation of skills into three distinct bands: high skills (higher education degrees and postgraduate qualifications – NQF Level 6 to 10), intermediate skills (post-matriculation, pre-degree certificates and diplomas – NQF Level 4 and 5) and entry-level skills (pre-matriculation levels – NQF Level 1 to 3).
- Note:**
- Source:** Kraak, A., Press, K. (2008). Human Resource Development Review. HSRC. Available at <http://www.hsrapress.ac.za/>, accessed on 8 March 2017.
- Cross reference:** Entry-level skills, Intermediate skills
- Reference code:** 264
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## Horizontal mismatch

- Definition:** Occurs when the type/field of education or skills is inappropriate for the job.
- Note:**
- Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).
- Cross reference:** Mismatch, Skills gap (Def1, Def2, Def3), Skills mismatch, Skills shortage (Def1, Def2, Def3), Vertical mismatch
- Reference code:** 265
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## Hours of employment

- Definition:** In terms of section 9 of the Basic Conditions of Employment Act, 1997 (Act No. 75 of 1997), as amended, the maximum normal working time for an employee below the threshold (the current threshold is R205 433.30 per year) is 45 hours per week. This means a maximum of nine hours in any day if the employee works for five days or fewer in a week, and eight hours in any day if the employee works on more than five days in a week.

**Note:**

**Source:** Labour Guide. (2016). The South African Labour Guide. Hours of Work and Overtime. Available at <http://www.labourguide.co.za/conditions-of-employment/389-hours-of-work-and-overtime>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 266

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## Human development

**Definition:** The expansion of people's freedoms to live long, healthy and creative lives; to advance other goals they have reason to value; and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and the drivers of human development, as individuals and in groups.

**Note:**

**Source:** 'Human development' is a concept that was made popular by Amartya Sen. UNDP. (2010). Human Development Report 2010. The Real Wealth of Nations: Pathways to Human Development. United Nations Development Programme (UNDP). Available at [http://hdr.undp.org/sites/default/files/reports/270/hdr\\_2010\\_en\\_complete\\_reprint.pdf](http://hdr.undp.org/sites/default/files/reports/270/hdr_2010_en_complete_reprint.pdf), accessed on 13 March 2017.

**Cross reference:** Human resource development

**Reference code:** 267

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## Human resource development

**Definition:** The process of increasing the knowledge, skills and capacities of all people in a society.

**Note:**

**Source:** UNDP. (2010). Human Development Report 2010. The Real Wealth of Nations: Pathways to Human Development. United Nations Development Programme (UNDP). Available at [http://hdr.undp.org/sites/default/files/reports/270/hdr\\_2010\\_en\\_complete\\_reprint.pdf](http://hdr.undp.org/sites/default/files/reports/270/hdr_2010_en_complete_reprint.pdf), accessed on 13 March 2017.

**Cross reference:** Human development

**Reference code:** 268

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## Illiteracy

**Definition:** The inability to read or write, or lack of knowledge or ignorance of a particular subject.

**Note:**

Illiteracy in education is manifested at three levels of illiteracy: functional illiteracy, cultural illiteracy and moral illiteracy. Typically, to say that a person is illiterate means that the person cannot read or write. But the word does have other meanings. It is sometimes used of someone who is ignorant of the fundamentals of a particular art or area of knowledge. It is this broader meaning that is in view when, for example, we say that a person is musically illiterate. The word can also be used to describe a person who falls short of some expected standard of competence regarding some skill or body of information. In this last sense, a person who falls short of our commonly expected standard of competence in, for instance, mathematics can be described as illiterate, even if he/she is quite competent in language skills.

**Source:** Nash, R. (1989). The Three Kinds of Illiteracy. Available at [http://www.reformed.org/webfiles/antithesis/index.html?mainframe=/webfiles/antithesis/v1n5/ant\\_v1n5\\_illiteracy.html](http://www.reformed.org/webfiles/antithesis/index.html?mainframe=/webfiles/antithesis/v1n5/ant_v1n5_illiteracy.html), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 269

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## Inactive person (labour market)

- Definition:** A person who is not classified as employed or unemployed.
- Note:**
- Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 270
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## Inclusive policies

- Definition:** Policies which acknowledge that socially excluded, poor or vulnerable people are not a homogeneous group and have a right to be included in poverty alleviation and development work.
- Note:** International definition.
- Source:** Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR1\\_appendices.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf), accessed on 7 March 2017.
- Cross reference:**
- Reference code:** 271
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## Income (personal)

- Definition:** All money received from a salary, wage or an own business; plus monetary benefits from an employer, such as contributions to medical aid and pension funds; plus all money from other sources, such as additional work activities, remittances from family members living elsewhere, state pensions or grants, other pensions or grants, income from investments, etc.
- Note:**
- Source:** Stats SA. (2014). Poverty Trends in South Africa: An Examination of Absolute Poverty between 2006 and 2011. Statistics South Africa. Available at <http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>, accessed on 27 February 2017.
- Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)
- Reference code:** 272
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## Income distribution

- Definition:** The allocation of national income between persons or households; an indicator of economic and social inequality where some people have more than others.
- Note:** The term is used in the context of national income.
- Source:** Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR1\\_appendices.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf), accessed on 7 March 2017.
- Cross reference:**
- Reference code:** 273
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## Income tax

**Definition:** The amount of money that is paid to the South African Revenue Service (SARS) based on income earned.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa. Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)

**Reference code:** 274

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## Independent variable

**Definition:** The term is regularly used in contradistinction to 'dependent variable' in regression analysis. When a variate  $y$  is expressed as a function of variables  $x_1, x_2, \dots$ , plus a stochastic term, the  $x$  terms are known as independent variables.

**Note:**

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 275

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## Indicator (Def1)

**Definition:** A quantitative or qualitative factor or variable that provides a simple and reliable means of measuring achievement, of reflecting the changes connected to an intervention, or of helping to assess the performance of a development actor.

**Note:**

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:** Indicator (Def2, Def3), Monitoring (Def1, Def2), Performance indicator, Performance measurement, Performance monitoring

**Reference code:** 276

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## Indicator (Def2)

**Definition:** A numerical measure of quality of life in a country. Indicators are used to illustrate the progress of a country in meeting a range of economic, social and environmental goals. Since indicators represent data that have been collected by a variety of agencies using different collection methods, there may be inconsistencies among them.

**Note:**

**Source:** Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR1\\_appendices.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf), accessed on 7 March 2017.

**Cross reference:** Indicator (Def1, Def3), Monitoring (Def1, Def2), Performance indicator, Performance measurement, Performance monitoring

**Reference code:** 277

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## Indicator (Def3)

**Definition:** A piece of data or information which indicates a state or changes.

**Note:** In the Education for All (EFA) modules, the term refers to data and information with statistical values that give an indication of the situation with regard to education. Indicators are signs of progress – they are used to determine whether the programme/intervention is on its way to achieving its objectives and goal.

**Source:** UNESCO. (2017). Systematic Monitoring of Education for All (EFA). Available at <http://www5.unescobkk.org/education/efatraining/glossary/>, accessed on 2 March 2017.

**Cross reference:** Indicator (Def1, Def2), Monitoring (Def1, Def2), Performance indicator, Performance measurement, Performance monitoring

**Reference code:** 278

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## Industrial policy

**Definition:** Government policy aimed at fostering the domestic development of particular desirable or productive industries in order to boost productivity, create higher-paid jobs, and enhance international trade performance.

**Note:** Tools of industrial policy can include measures to stimulate investment in targeted industries; trade policies (such as tariffs, export incentives, or limits on imports); and technology policies. These policies can also be called sector development strategies.

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 279

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## Industry

**Definition:** Industries consist of groups of enterprises engaged in the same or a similar kind of activity. The definition of industries is based on the System of National Accounts (SNA) and is in line with that in the Standard Industrial Classification of All Economic Activities (SIC) (5th ed), and Report No. 09-09-02 of January 1993. Primary industries comprise agriculture and mining. Secondary industries comprise manufacturing, utilities and construction. Tertiary industries comprise trade; transport, finance, community and social services, and private households.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES) March 2016. Statistical Release P0277. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Capital-intensive industry, Labour-intensive industry, Primary industry, Secondary industry, Standard Industrial Classification of All Economic Activities (SIC), Tertiary industry

**Reference code:** 280

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## Inflation

**Definition:** An increase in the overall price level of goods and services in an economy over a specific period of time.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:** Inflation rate

**Reference code:** 281

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## Inflation rate

**Definition:** A quantitative measure which indicates the rate at which the prices of consumer goods are increasing over time. The annual inflation rate is the change in the Consumer Price Index (CPI) for all items in the relevant month of the current year compared with the CPI for all items in the same month in the previous year, expressed as a percentage. The average annual inflation rate is the change in the average CPI for all items in one year compared with the average CPI for all items in the previous year, expressed as a percentage.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Inflation

**Reference code:** 282

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## Informal economy (Def1)

**Definition:** The informal sector, informal economy or grey economy is the part of an economy that is neither taxed nor monitored by any form of government. Unlike the formal economy, activities in the informal economy are not included in the gross national product (GNP) and gross domestic product (GDP) of a country.

**Note:** In an informal economy, a worker: has no formal contract with his/her employer; has no systematic work conditions; is irregularly and unevenly paid; has no forum to express his/her grievances; has no fixed hours of work and mostly earns hand to mouth; is not covered by any kind of social-security system; and has poor knowledge about the need to protect himself/herself socially and economically.

**Source:** Calbreath, D. (2015). Hidden Economy a Hidden Danger. U-T San Diego.

**Cross reference:** Informal economy (Def2, Def3), Informal employment, Informal sector (Def1, Def2)

**Reference code:** 283

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## Informal economy (Def2)

**Definition:** Comprises half to three-quarters of all non-agricultural employment in developing countries.

**Note:** Although it is hard to generalise concerning the quality of informal employment, such employment most often means poor employment conditions and is associated with increasing poverty. Some of the characteristic features of informal employment are a lack of protection in the event of non-payment of wages, compulsory overtime or extra shifts, layoffs without notice or compensation, unsafe working conditions, and the absence of social benefits such as a pension, sick pay and health insurance. Women, migrants and other vulnerable groups of workers who are excluded from other opportunities have little choice but to take informal, low-quality jobs.

**Source:** ILO. (2016). Informal Economy. International Labour Organization. Available at <http://ilo.org/global/topics/employment-promotion/informal-economy/lang--en/index.htm>, accessed on 8 March 2017.

**Cross reference:** Informal economy (Def1, Def3), Informal employment, Informal sector (Def1, Def2)

**Reference code:** 284

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## Informal economy (Def3)

**Definition:** The informal sector of the economy represents the production of goods and services for the own use of producers or for informal or underground trade in particular communities (as opposed to the formal economy). It is particularly important in developing countries.

**Note:**

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:** Informal economy (Def1, Def2), Informal employment, Informal sector (Def1, Def2)

**Reference code:** 285

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## Informal employment

**Definition:** This indicator identifies persons who are in precarious employment situations, irrespective of whether or not the entity for which they work is in the formal or informal sector. Persons in informal employment therefore comprise all persons in the informal sector, employees in the formal sector, and persons working in private households who are not entitled to basic benefits such as pension or medical aid contributions from their employer, and who do not have a written contract of employment.

**Note:**

**Source:** Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Informal economy (Def1, Def2, Def3), Informal sector (Def1, Def2)

**Reference code:** 286

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## Informal learning

**Definition:** Learning that results from daily activities related to paid or unpaid work, family or community life, or leisure, including incidental learning.

**Note:**

**Source:** DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.

**Cross reference:**

**Reference code:** 287

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## Informal recruitment

**Definition:** Involves the process of finding and employing the best-qualified work seeker (from within or outside an organisation) for a job opening, and in a timely and cost-effective manner.

**Note:**

**Source:** BusinessDictionary. (2016). Recruitment. Available at <http://www.businessdictionary.com/definition/recruitment.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 288

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## Informal sector (Def1)

<b>Definition:</b>	Consists of those organisations that are not registered in any way. They are generally small in nature and are seldom run from business premises. Instead, they are mostly run from homes or street pavements or by way of other informal arrangements.
<b>Note:</b>	Stats SA definition.
<b>Source:</b>	Stats SA. (2016). Quarterly Employment Statistics (QES) March 2016. Statistical Release P0277. Available at <a href="http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf">http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Informal economy (Def1, Def2, Def3), Informal employment, Informal sector (Def2)
<b>Reference code:</b>	289

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## Informal sector (Def2)

<b>Definition:</b>	Is broadly characterised as consisting of units engaged in the production of goods or services with the primary objective of generating employment and incomes for the persons concerned. These units typically operate at a low level of organisation, with little or no division between labour and capital as factors of production, and on a small scale. Labour relations – where they exist – are based mostly on casual employment, kinship or personal and social relations rather than contractual arrangements with formal guarantees.
<b>Note:</b>	International definition.
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/index.htm">https://stats.oecd.org/glossary/index.htm</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Informal economy (Def1, Def2, Def3), Informal employment, Informal sector (Def1)
<b>Reference code:</b>	290

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## Innovation

<b>Definition:</b>	Producers (including private companies) will endeavour to develop new products (new goods or services) and new processes (new ways of producing those goods or services) with the goal (in a capitalist context) of enhancing market share and thus profitability.
<b>Note:</b>	More generally, innovation simply refers to finding better ways to produce better goods and services.
<b>Source:</b>	Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at <a href="http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf">http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	291

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## Inputs

<b>Definition:</b>	The financial, human and material resources used for the development intervention.
<b>Note:</b>	The term is used in the context of the labour market.
<b>Source:</b>	OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	
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## Instruction and research staff

**Definition:** Academic staff who spend more than 50% of their official time on instruction and research activities.

**Note:** The term is used in the context of higher education (HE).

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 293

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## Intermediary

**Definition:** A firm or person (such as a broker or consultant) who acts as a mediator or a link between parties to a business deal, investment decision, negotiation, etc.

**Note:** In money markets, for example, banks act as intermediaries (also called middlemen) between depositors seeking interest income and borrowers seeking debt capital. Intermediaries usually specialise in specific areas and serve as a conduit for market and other types of information. Labour market intermediaries facilitate information-sharing between employers with vacancies and people seeking gainful employment. They support matching through the widening of choices and by optimising the decisions of employers and employees.

**Source:** BusinessDictionary. (2016). Intermediary. Available at <http://www.businessdictionary.com/definition/intermediary.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 294

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## Intermediate-level knowledge and skills

**Definition:** Are best described as occupations in the craft and artisanal trades where knowledge is a combination of theory and practice, and the emphasis is on the practical rather than the conceptual.

**Note:**

**Source:** Daniels, C.R. (2007). Skills Shortages in South Africa: A Literature Review. Development Policy Research Unit DPRU Working Paper 07/121. School of Economics, University of Cape Town.

**Cross reference:** Artisan (Def1, Def2), Low-level knowledge and skills

**Reference code:** 295

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## Intermediate skills

**Definition:** An important conceptual distinction shaping the content of the Human Resource Development (HRD) Review 2003 and 2008 was its definition of skills, in particular its categorisation of skills into three distinct bands: high skills (higher education degrees and postgraduate qualifications – NQF Level 6 to 10), intermediate skills (post-matriculation, pre-degree certificates and diplomas – NQF Level 4 and 5) and entry-level skills (pre-matriculation levels – NQF Level 1 to 3).

**Note:**

**Source:** Kraak, A., Press, K. (2008). Human Resource Development Review. HSRC. Available at <http://www.hsrcpress.ac.za/>, accessed on 8 March 2017.

**Cross reference:** Entry-level skills, High skills

**Reference code:** 296

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## Internship

**Definition:** The structured work experience component of a qualification registered on the National Qualifications Framework (NQF).

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 297

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## Interpretability

**Definition:** The ease with which users can understand statistical information via the provision of metadata. This information normally includes the underlying concepts, the definitions and classifications used, the methodology of data collection and processing, and indicators or measures of the accuracy of the statistical information.

**Note:**

**Source:** DHET. (2012). DHET002: Data Quality Standard for Surveys. Government Gazette, No. 35560, Notice 601, 2 August 2012.

**Cross reference:** Accuracy of data, Data integrity (Def1, Def2), Indicator (Def1, Def2, Def3)

**Reference code:** 298

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## Job deficit

**Definition:** The situation where there are job losses, where the total number of jobs added to the economy is inadequate, and where experienced workers search for but cannot find jobs.

**Note:**

**Source:** Dollars&Sense Real World Economics. (2011). Unemployment: A Jobs Deficit or a Skills Deficit. Available at <http://www.dollarsandsense.org/archives/2011/0111millerwickslim.html>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 299

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## Job openings module (LM-EM for forecasting)

**Definition:** Provides an aggregate view of total job openings in the economy, which is the combination of job openings due to economic growth (i.e. expansion demand) and job openings due to vacancies that result from retirement, migration, mobility and mortality (i.e. the replacement demand). The module thus produces annual projections of total job openings by occupation and qualification. The module's outputs also facilitate identification of occupations and qualifications in respect of which there will be high and/or low demand in the future.

**Note:** The term is used in the context of the linked macro-education model (LM-EM) for forecasting.

**Source:** Adelzadeh, A. (2016). Skills Supply and Demand in South Africa: A 10 Year Forecast (2016–2025). The Bridge, an ADRS Simulation Policy Brief, Skills Planning Series. Available at [http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply_1.pdf), accessed on 8 March 2017.

**Cross reference:** Expansion demand (Def1, Def2), Replacement demand (Def1, Def2, Def3, Def4)

**Reference code:** 300

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## Job Opportunity Index (JOI)

- Definition:** An index compiled from vacancies advertised in targeted media.
- Note:** Vacancies/job offers are captured on a regular and consistent basis over time from selected sources (e.g. newspapers, trade magazines and Internet sites) and are coded according to a standardised classification of occupations and industrial sectors. The database is analysed with the aim of exposing emerging occupational shortages or, more widely, in order to reveal the state of demand and supply across the labour market as a whole.
- Source:** DoL. (2013). Job Opportunities and Unemployment in the South African Labour Market, 2012–2013. Department of Labour. Available at <http://www.labour.gov.za/DOL/downloads/documents/annual-reports/job-opportunities-and-unemployment-in-the-south-african-labour-market/2013/joboppreport2013a.pdf>, accessed on 17 March 2017.
- Cross reference:** Hard-to-fill vacancies (Def1, Def2), Job turnover, Job vacancy rate, Labour turnover, Sector vacancies, Vacancies, Vacant post
- Reference code:** 301
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## Jobs density

- Definition:** The number of filled jobs in an area divided by the number of people aged 16 to 64 resident in that area.
- Note:** International definition.
- Source:** Office of National Statistics. (2011). Glossary, 8 June 2011. United Kingdom. Available at <http://www.ons.gov.uk/ons/rel/regional-trends/regional-trends/no-43-2011-edition/glossary.pdf>, accessed on 8 March 2017.
- Cross reference:** Employment-to-population ratio, Labour absorption rate
- Reference code:** 302
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## Job turnover

- Definition:** At the level of an individual establishment or firm, is simply the net change in employment between two points in time – the total number of jobs created less the number of jobs which have disappeared. It does not include job vacancies which remain unfilled and jobs that begin and end over the interval of observation, which is most often one year.
- Note:**
- Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.
- Cross reference:** Hard-to-fill vacancies (Def1, Def2), Job Opportunity Index (JOI), Job vacancy rate, Labour turnover, Sector vacancies, Vacancies, Vacant post
- Reference code:** 303
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## Job vacancy rate

- Definition:** Reflects, in part, the unmet demand for labour, as well as potential mismatches between the skills and availability of those who are unemployed and those sought by employers.
- Note:**
- Source:** Eurostat Statistics Explained. (2016). Glossary: Job vacancy rate. Available at [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Job\\_vacancy\\_rate](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Job_vacancy_rate), accessed on 28 February 2017.
- Cross reference:** Hard-to-fill vacancies (Def1, Def2), Job Opportunity Index (JOI), Job turnover, Labour turnover, Sector vacancies, Vacancies, Vacant post
- Reference code:** 304

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## Knowledge mix

<b>Definition:</b>	Weightings assigned to different kinds of learning in integrated qualifications and learning programmes designed for a specific purpose. Different types of learning will need to be integrated into specific programmes in varying ratios in order to suit the purpose of the qualification and programme.
<b>Note:</b>	This is aligned to the notion of purposeful qualifications, a principle embedded within the HEQSF.
<b>Source:</b>	DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.
<b>Cross reference:</b>	
<b>Reference code:</b>	305

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## Labour absorption rate

<b>Definition:</b>	The percentage of the population of working age who were employed.
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf">http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Employment-to-population ratio, Jobs density
<b>Reference code:</b>	306

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## Labour centres

<b>Definition:</b>	Labour centres operated by the Department of Labour offer three core services: labour relations advice, consultation and inspections; administration of unemployment benefits; and intermediation services rendered to work seekers and employers.
<b>Note:</b>	Labour centres have concentrated on assisting large numbers of people who sign up to claim their unemployment benefits from the Unemployment Insurance Fund (UIF). Sometimes referred to as career centres, they aim to assist local work seekers with regard to employment and training opportunities.
<b>Source:</b>	Arends, F., Chabane, S., Paterson, A. (2015). Investigating Employer Interaction with the Employment Services of South Africa (ESSA). Department of Higher Education and Training. Labour Market Intelligence Partnership (LMIP). Available at <a href="http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf">http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf</a> , accessed on 13 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	307

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## Labour cost

<b>Definition:</b>	All the expenses incurred by the employer in order for a particular task to be completed (ILO).
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf">http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	308

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## Labour demand

**Definition:** The quantity and quality of labour that employers require at given rates of compensation as part of the production of their goods and services.

**Note:** In economics, labour demand refers to the number of hours of hiring that an employer is willing to accept based on the various exogenous (externally determined) variables it is faced with, such as the wage rate, the unit cost of capital, the market-determined selling price of its output, etc.

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Demand for labour, Labour market outcomes, Labour supply (Def1, Def2)

**Reference code:** 309

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## Labour dispute

**Definition:** A state of disagreement over a particular issue or group of issues over which there is conflict between workers and employers, or about which grievance is expressed by workers or employers, or about which workers or employers support other workers or employers in their demands or grievances.

**Note:**

**Source:** ILO. (1993). Resolution Concerning Statistics of Strikes, Lockouts and Other Action Due to Labour Disputes (January 1993). International Labour Organization, Geneva.

**Cross reference:**

**Reference code:** 310

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## Labour exchange office

**Definition:** A government office in a town displaying information, giving advice about available jobs and involved in the administration of benefits to unemployed people.

**Note:**

**Source:** Arends, F., Chabane, S., Paterson, A. (2015). Investigating Employer Interaction with the Employment Services of South Africa (ESSA). Department of Higher Education and Training. Labour Market Intelligence Partnership (LMIP). Available at [http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 311

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## Labour force (Def1)

**Definition:** The number of people aged 15 years and older in the population who are either employed or unemployed. The term does not include those who are unwilling or unable to work (e.g. persons in institutions, retirees and students).

**Note:** International definition.

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Labour force (Def2), Labour force participation rate, Labour participation rate

**Reference code:** 312

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## Labour force (Def2)

<b>Definition:</b>	Comprises people who are employed plus those who are unemployed. A person who reaches working age may not necessarily enter the labour force. He/she may remain outside the labour force and will then be regarded as inactive (not economically active). This inactivity can be voluntary – if the person prefers to stay at home or to begin or continue education – or involuntary, where the person would prefer to work but is discouraged and has given up hope of finding work.
<b>Note:</b>	Stats SA definition.
<b>Source:</b>	Stats SA. (2014). National and Provincial Labour Market: Long-Term Unemployment, Q3: 2008-Q3: 2014. Statistical Release P0211.4.4. Available at <a href="http://www.statssa.gov.za/publications/P02114.4/P02114.42014.pdf">http://www.statssa.gov.za/publications/P02114.4/P02114.42014.pdf</a> , accessed on 7 March 2017.
<b>Cross reference:</b>	Labour force (Def1), Labour force participation rate, Labour participation rate
<b>Reference code:</b>	313

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## Labour force participation rate

<b>Definition:</b>	The percentage of the working-age population that is economically active (employed and unemployed), i.e. the labour force/labour market. A synonym for such term is labour participation rate.
<b>Note:</b>	
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/index.htm">https://stats.oecd.org/glossary/index.htm</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Labour force (Def1, Def2), Labour participation rate
<b>Reference code:</b>	314

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## Labour intensity (Def1)

<b>Definition:</b>	The ratio of labour effort expended to total on-the-job compensated labour time. A higher ratio of labour intensity reflects a more successful employer labour extraction strategy.
<b>Note:</b>	
<b>Source:</b>	Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at <a href="http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf">http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Labour intensity (Def2)
<b>Reference code:</b>	315

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## Labour intensity (Def2)

<b>Definition:</b>	The relative amount of labour used to produce a unit of output.
<b>Note:</b>	
<b>Source:</b>	National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <a href="http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx">http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	Labour intensity (Def1)
<b>Reference code:</b>	316

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## Labour-intensive industry

- Definition:** An industry that produces goods or services requiring a large amount of labour. Traditionally, labour-intensive industries were determined by the amount of capital needed to produce the goods and services. Examples of labour-intensive industries include agriculture, mining, and hospitality and food services.
- Note:** The term 'labour-intensive' refers to an industry or process where a larger portion of total costs is due to labour as compared with the portion in respect of costs incurred in the purchase, maintenance and depreciation of capital equipment. Agriculture, construction, and coal-mining industries are examples of labour-intensive industries.
- Source:** BusinessDictionary. (2016). Labour-intensive industry. Available at <http://www.businessdictionary.com/definition/labor-intensive-industry.html>, accessed on 4 April 2017.
- Cross reference:** Capital-intensive industry, Industry, Primary industry, Secondary industry, Standard Industrial Classification of All Economic Activities (SIC), Tertiary industry
- Reference code:** 317
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## Labour market (Def1)

- Definition:** All persons aged 15 to 64 years who are employed, unemployed and not economically active (inactive).
- Note:**
- Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.
- Cross reference:** Labour market (Def2)
- Reference code:** 318
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## Labour market (Def2)

- Definition:** A generic term for the process through which workers are hired (and fired) by employers. In reality, there is no unified labour market, but many different ones (for specific skills, occupations and segments of labour).
- Note:** The term refers to a theoretical context.
- Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd edition). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.
- Cross reference:** Labour market (Def1)
- Reference code:** 319
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## Labour market analysis (LMA)

- Definition:** Labour market analysis (LMA) places emphasis on understanding the current state of the labour market, rather than predicting its future trajectory. Instead of a focus purely on headcounts of different kinds of workers, the role of the cost or price of labour is recognised as a crucial determinant of labour market outcomes, and thus studying who earns what and in which occupations and industries is an important part of the focus of labour market analysis.
- Note:** Labour market analysis (LMA) has been used to evaluate specific public policies or the effects of external changes.
- Source:** Kerr, A. (2013). Understanding Labour Demand in South Africa and the Importance of Data Sources. DataFirst. University of Cape Town, LMIP, DHET.
- Cross reference:** Manpower forecasting analysis (MFA)
- Reference code:** 320

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## Labour market dynamics (Def1)

<b>Definition:</b>	Movement into, out of and within the labour market over a specified time period.
<b>Note:</b>	Stats SA definition.
<b>Source:</b>	Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf">http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Flow, Labour market dynamics (Def2), Labour market flows, Stock
<b>Reference code:</b>	321

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## Labour market dynamics (Def2)

<b>Definition:</b>	Refers to changes in jobs that take place as well as entries into and departures from economic activity affected by hirings, separations and the establishment and closure of self-employment activities.
<b>Note:</b>	International definition.
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/index.htm">https://stats.oecd.org/glossary/index.htm</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Flow, Labour market dynamics (Def1), Labour market flows, Stock
<b>Reference code:</b>	322

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## Labour market flows

<b>Definition:</b>	Statistics on labour market flows describe the labour market experience of individuals over the reference period, that is, how many persons have moved into and out of jobs and into and out of being unemployed or outside the labour market, rather than just changes in the number of persons in these situations and in the labour force characteristics of groups.
<b>Note:</b>	
<b>Source:</b>	OECD. (2017). Glossary of Statistical Terms. Available at <a href="https://stats.oecd.org/glossary/index.htm">https://stats.oecd.org/glossary/index.htm</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Flow, Labour market dynamics (Def1, Def2), Stock
<b>Reference code:</b>	323

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## Labour Market Intelligence Partnership (LMIP)

<b>Definition:</b>	A partnership between the Department of Higher Education and Training (DHET) and a national research consortium led by the Human Sciences Research Council (HSRC) to support the creation of a credible institutional mechanism for skills planning.
<b>Note:</b>	
<b>Source:</b>	Reddy, V., Borat, H., Powell, M., Visser, M., Arends, F. (2016). Skills Supply and Demand in South Africa. LMIP Publication, Human Sciences Research Council, Pretoria.
<b>Cross reference:</b>	
<b>Reference code:</b>	324

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## Labour Market Intelligence System (LMIS)

**Definition:** The technical processes associated with the collection, collation, analysis and dissemination of information and intelligence.

**Note:**

**Source:** Alphonsus, N. (2015). The DHET's Approach to Establishing a Credible Mechanism for Skills Planning in South Africa. Research Report. University of the Witwatersrand. Available at [http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20\\_Final%20Research%20Report%20Version%2016.pdf](http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20_Final%20Research%20Report%20Version%2016.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 325

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## Labour market outcomes

**Definition:** Labour market outcomes result from a combination of the demand for labour by firms and the labour that workers supply. Firms are the focus of trying to understand labour demand, whilst workers are the focus of trying to understand labour supply.

**Note:** Who is working where and at what wage depends on which firms are hiring workers, the wage they are paying these workers and the number of jobs that need to be filled, as well as which workers are making themselves available for work.

**Source:** Kerr, A. (2013). Understanding Labour Demand in South Africa and the Importance of Data Sources. DataFirst. University of Cape Town, LMIP, DHET.

**Cross reference:** Flow, Labour demand, Labour market dynamics (Def1, Def2), Labour market flows, Labour supply (Def1, Def2), Stock

**Reference code:** 326

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## Labour market segmentation

**Definition:** The division of the labour market into separate submarkets or segments, distinguished by different characteristics and behavioural rules.

**Note:** Segmentation may arise from particularities of labour market institutions, such as governing contractual arrangements (segmentation along the permanent/temporary nature of employment contracts), lack of enforcement (segmentation along the formal/informal line), as well as the types of workers concerned (such as migrant and non-migrant workers).

**Source:** ILO. (2016). Labour Market Segmentation. International Labour Organization. Available at <http://www.ilo.org/global/topics/employment-security/labour-market-segmentation/lang--en/index.htm>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 327

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## Labour market status

**Definition:** Classification as employed, unemployed or not economically active.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Inactive persons (labour market), Labour force (Def1, Def2), Labour force participation rate, Labour participation rate

**Reference code:** 328

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## Labour participation rate

**Definition:** The percentage of the working-age population that is economically active (employed and unemployed), i.e. the labour force/labour market.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Labour force (Def1, Def2), Labour force participation rate

**Reference code:** 329

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## Labour productivity

**Definition:** The output per unit of labour input. Unit labour costs, on the other hand, refer to labour cost per unit of output.

**Note:** Economic growth in an economy or a sector can be ascribed either to increased employment or to more effective work by those who are employed. The latter can be described through statistics on labour productivity. The driving forces behind improvements in labour productivity are the accumulation of machinery and equipment, improvements in organisation, as well as physical and institutional infrastructures, improved health and skills of workers (human capital), and the generation of new technology. Labour productivity estimates: can serve to develop and monitor the effects of labour market policies (e.g. high labour productivity is often associated with high levels or particular types of human capital, indicating priorities for specific education and training policies); can be used to understand the effects of wage settlements on rates of inflation or to ensure that such settlements will compensate workers for realised productivity improvements; and can contribute to an understanding of how labour market performance affects living standards.

**Source:** ILO. (2012). Key Indicators of the Labour Market (7th ed). International Labour Organisation (ILO). International Labour Office, Geneva. Available at [http://staging.ilo.org/public/libdoc/ilo/2012/112B09\\_152\\_engl.pdf](http://staging.ilo.org/public/libdoc/ilo/2012/112B09_152_engl.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 330

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## Labour supply (Def1)

**Definition:** Is a measure of those who are working or are available and willing to work, and the amount of work that workers are willing to provide at the wage level offered by employers.

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Labour demand, Labour market outcomes

**Reference code:** 331

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## Labour supply (Def2)

**Definition:** The total number of workers available and willing to work in a paid position – usually measured by way of the labour force (although the labour force usually excludes many workers who do not officially qualify as ‘actively’ seeking work, but who can nevertheless be mobilised into employment if necessary).

**Note:**

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:** Labour demand, Labour market outcomes

**Reference code:** 332

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## Labour turnover

**Definition:** Is concerned with movements of individuals into jobs (hirings) and out of jobs (separations) over a particular period. Labour turnover is the sum of job turnover, which relates to the expansion and contraction of establishments or firms, and the movement of workers into and out of ongoing jobs in establishments or firms.

**Note:** Workers leave firms and firms hire other workers to replace them, regardless of whether the firm itself is growing or declining. Context: The difference between job and labour turnover can be illustrated as follows: Suppose a given establishment has 100 people employed at time t and 110 at t+1. During this period, ten people have been hired to fill newly created posts. The job turnover rate, i.e. the net change in employment, is 10%. But, suppose that, during the same period, ten individuals left the establishment and ten were hired to replace them. Labour turnover, which concerns the movement of workers into and out of jobs, is 30% [the sum of all hirings (20) and separations (10) divided by initial employment (100)].

**Source:** OECD. (1996). Employment Outlook, July 1996. Chapter 5, Employment Adjustment, Workers and Unemployment, page 165.

**Cross reference:** Hard-to-fill vacancies (Def1, Def2), Job Opportunity Index (JOI), Job turnover, Job vacancy rate, Sector vacancies, Vacancies, Vacant post

**Reference code:** 333

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## Latent/hidden skill shortage

**Definition:** Occurs when there are scarce skills or critical skills in a firm that the employer is not necessarily aware of.

**Note:** For example, employers would be more aware of the skills required in their own workforce if they embarked on a productivity drive or expanded output into a new market.

**Source:** LMIP. (2014). LMIP Briefing 3. Contours of the Skills Planning Mechanism: The Issue of Scarce Skills. Department of Higher Education and Training. Available at <http://www.lmip.org.za/content/lmip-briefing-3>, accessed on 28 February 2017.

**Cross reference:** Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1, Def2), Pivotal skills, Relative scarce skill, Scarce skill list, Scarce skills

**Reference code:** 334

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## Learner (Def1)

<b>Definition:</b>	Any person receiving education and training in terms of the Adult Education and Training Act, 2000 (Act No. 52 of 2000).
<b>Note:</b>	The term is used in the context of adult education and training.
<b>Source:</b>	DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <a href="http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf">http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Learner (Def2)
<b>Reference code:</b>	335

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## Learner (Def2)

<b>Definition:</b>	Any adult person, including part-time learners, receiving education at a public or independent learning institution linked to an accredited assessment body or an adult person engaged in self-study directed towards achievement of the qualification.
<b>Note:</b>	The term is used in the context of adult education and training.
<b>Source:</b>	DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.
<b>Cross reference:</b>	Learner (Def1)
<b>Reference code:</b>	336

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## Learnership (Def1)

<b>Definition:</b>	A learning programme that leads to an occupational qualification or part qualification and which includes an apprenticeship and cadetship.
<b>Note:</b>	
<b>Source:</b>	DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <a href="http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf">http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Learnership (Def2)
<b>Reference code:</b>	337

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## Learnership (Def2)

<b>Definition:</b>	A learning programme registered with the Department of Higher Education and Training (DHET) which consists of a structured learning component and a practical work experience component of a specified nature and duration. A learnership leads to a qualification registered on the National Qualifications Framework (NQF) and relates to an occupation.
<b>Note:</b>	
<b>Source:</b>	QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at <a href="http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf">http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf</a> , accessed on 9 March 2017.
<b>Cross reference:</b>	Learnership (Def1)
<b>Reference code:</b>	338

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## Learning partnership

**Definition:** Where the parties to the partnership commit to a learning agenda within the partnership for their own professional development, for furthering understanding about the focus of the project, and for deeper understanding of the practice of partnerships.

**Note:**

**Source:** HRDC. (2014). Forging TVET College Partnerships – Implications for the Post-School Education and Training System. Human Resource Development Council for South Africa (HRDC). Available at <http://www.lmip.org.za/sites/default/files/documentfiles/3C%20PARTNERSHIP%20PAPER%20Version%2011.pdf>, accessed on 14 March 2017.

**Cross reference:** Education partnership, Partnership, Private–public sector partnership, Social partnership

**Reference code:** 339

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## Learning programme (Def1)

**Definition:** Includes a learnership, an apprenticeship, a skills programme and any other prescribed learning programme which includes a structured work experience component.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Accredited learning programme, Learning programme (Def2, Def3)

**Reference code:** 340

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## Learning programme (Def2)

**Definition:** A structured and purposeful set of learning experiences that leads to a qualification.

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:** Accredited learning programme, Learning programme (Def1, Def3)

**Reference code:** 341

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## Learning programme (Def3)

**Definition:** A structured set of teaching, learning and assessment activities that are designed to enable learners to achieve specific outcomes, standards or a qualification.

**Note:**

**Source:** W&RSETA. (2010). Scarce and Critical Skills in the Wholesale and Retail (W&R) Sector. Available at [http://www.wrseta.org.za/downloads/Scarce\\_and\\_Critical\\_Skills\\_in\\_the\\_W&R\\_Sector.pdf](http://www.wrseta.org.za/downloads/Scarce_and_Critical_Skills_in_the_W&R_Sector.pdf), accessed on 12 April 2017.

**Cross reference:** Accredited learning programme, Learning programme (Def1, Def2)

**Reference code:** 342

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## Lecturer

**Definition:**

Any person who teaches, educates or trains other persons, or who provides professional educational services at any college, and who is appointed in a post on any lecturer establishment under the Further Education and Training Act, 2006 (Act No. 16 of 2006).

**Note:****Source:**

DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:****Reference code:**

College, Higher education institution (HEI)  
343

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## Level

**Definition:**

One of the series of levels of learning achievement arranged in ascending order from one to ten according to which the National Qualifications Framework (NQF) is organised, and to which qualification types are pegged.

**Note:****Source:**

The term is used in the education and training context.  
South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:****Reference code:**

344

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## Level descriptor

**Definition:**

That statement describing a particular level of the ten levels of the National Qualifications Framework (NQF).

**Note:****Source:**

The term is used in the education and training context.  
SAQA. (2014). Glossary of Terms. Available at <http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:****Reference code:**

345

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## Lifelong learning

**Definition:**

Learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective.

**Note:****Source:**

It includes learning behaviours and obtaining knowledge; understanding; attitudes; as well as values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.  
South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:****Reference code:**

346

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## Lockout

- Definition:** A work stoppage in which an employer prevents some or all employees from working, even to the extent of closing the business.
- Note:** This usually happens when there is a dispute between the employer and employees.
- Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.
- Cross reference:**
- Reference code:** 347
- 

## Long-term unemployed

- Definition:** The proportion of the unemployed that has been unemployed for one year or longer.
- Note:**
- Source:** Stats SA. (2014). National and Provincial Labour Market: Long-Term Unemployment, Q3: 2008-Q3: 2014. Statistical Release P0211.4.4. Available at <http://www.statssa.gov.za/publications/P02114.4/P02114.42014.pdf>, accessed on 7 March 2017.
- Cross reference:** Long-term unemployment (Def1, Def2)
- Reference code:** 348
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## Long-term unemployment (Def1)

- Definition:** Persons in long-term unemployment are those individuals among the unemployed who have been without work and have been trying to find a job or start a business for one year or more.
- Note:** Stats SA definition.
- Source:** Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.
- Cross reference:** Long-term unemployed, Long-term unemployment (Def2)
- Reference code:** 349
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## Long-term unemployment (Def2)

- Definition:** A situation in which people have not had a job for a long time, usually a year or more. The unemployed must be offered retraining instead of experiencing long-term unemployment and deskilling.
- Note:** International definition.
- Source:** Cambridge Dictionary. (2016). Long-term unemployment. Available at <http://dictionary.cambridge.org/dictionary/english/long-term-unemployment>, accessed on 28 February 2017.
- Cross reference:** Long-term unemployed, Long-term unemployment (Def1)
- Reference code:** 350
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## Low-level knowledge and skills

- Definition:** Low-level knowledge and skills relate to occupations where workers can become highly proficient in performing particular routines and procedures without understanding the entire process. Such skills are typically present in mass-production enterprises.
- Note:**
- Source:** Daniels, C.R. (2007). Skills Shortages in South Africa: A Literature Review. Development Policy Research Unit (DPRU) Working Paper 07/121. Development Policy Research Unit. School of Economics, University of Cape Town.

**Cross reference:** Intermediate-level knowledge and skills  
**Reference code:** 351

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## Macroeconomics

**Definition:** The branch of economics that deals with the whole economy – including issues such as growth, inflation, unemployment and the balance of payments.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:** Inflation, Inflation rate, Unemployment

**Reference code:** 352

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## Major field of study

**Definition:** The subject area(s) in which a student may specialise in the final year of study for a degree/diploma/certificate instructional programme.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Learner (Def1, Def2), Undergraduate degree

**Reference code:** 353

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## Managerial

**Definition:** Relates to a manager or to the functions, responsibilities or position of management. Managerial skills refer to the ability to make business decisions and lead subordinates within a company. The three most common skills include: (1) human skills – the ability to interact and motivate; (2) technical skills – knowledge and proficiency in respect of the trade; and (3) conceptual skills – the ability to understand concepts, develop ideas and implement strategies. Competencies include communication ability, response behaviour and negotiation tactics.

**Note:**

**Source:** BusinessDictionary. (2016). Managerial skill. Available at <http://www.businessdictionary.com/definition/managerial-skill.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 354

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## Manpower forecasting analysis (MFA)

**Definition:** Manpower forecasting analysis (MFA) had as its main aim the prediction of demand for certain types of labour, usually by different occupational categories. This aim was formulated to help countries with the task of estimating the need for different types of education and thus assist in planning how state education should be expanded. MFA was extremely popular in the 1950s and 1960s, but was found to be unworkable and has been abandoned in many countries.

**Note:**

**Source:** Kerr, A. (2013). Understanding Labour Demand in South Africa and the importance of data sources. DataFirst. University of Cape Town. LMIP. DHET.

**Cross reference:** Labour Market Analysis (LMA)

**Reference code:** 355

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## Market failure

<b>Definition:</b>	A situation in which markets do not function properly. A common cause of market failure is imperfect information. For instance, the difficulty of determining which potential borrowers are creditworthy is given as a reason for badly functioning rural credit markets and a rationale for the high interest rates charged by moneylenders.
<b>Note:</b>	
<b>Source:</b>	Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at <a href="http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf">http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf</a> , accessed on 7 March 2017.
<b>Cross reference:</b>	Economic activities
<b>Reference code:</b>	356

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## Market production activities

<b>Definition:</b>	The production of goods and services for sale, with such activities being associated with payment.
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.
<b>Cross reference:</b>	Economic activities
<b>Reference code:</b>	357

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## Median

<b>Definition:</b>	A value that splits the sample data of a numerical variable into two parts of equal size, with one part consisting of all values less than the median and the other consisting of all values greater than the median. It is most easily established if the data values are arranged in increasing or decreasing order.
<b>Note:</b>	
<b>Source:</b>	DHET. (2016). National Senior Certificate for Adults NQF Level 4 Draft Subject Statement Mathematical Literacy. Available at <a href="http://www.dhet.gov.za/Gazette/NASCA%20Mathematical%20Literacy.pdf">http://www.dhet.gov.za/Gazette/NASCA%20Mathematical%20Literacy.pdf</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	358

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## Medical aid scheme

<b>Definition:</b>	A scheme to which people subscribe (usually by way of a monthly amount) to cover some or all of their medical expenses in the event that they become ill.
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.
<b>Cross reference:</b>	Employee cost, Gross earnings, Informal employment
<b>Reference code:</b>	359

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## Metadata

<b>Definition:</b>	Information on the underlying concepts, definitions and classifications used, on the methodology of data collection and processing, and on indicators or measures of accuracy of the statistical information.
<b>Note:</b>	
<b>Source:</b>	South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
<b>Cross reference:</b>	Accuracy of data
<b>Reference code:</b>	360

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## Methodological soundness

- Definition:** The application of international, national or peer-agreed standards, guidelines and practices aimed at producing statistical outputs.
- Note:** The application of such standards fosters national and international comparability.
- Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
- Cross reference:**
- Reference code:** 361
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## Microeconomics

- Definition:** The branch of economics that deals with the behaviour of individual firms, consumers and sectors.
- Note:**
- Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.
- Cross reference:**
- Reference code:** 362
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## Middle-income country (MIC)

- Definition:** A country with a per capita gross national income (GNI) in 2012 between USD1 036 and USD12 615. Middle-income countries (MICs) constitute one of the income categories that the World Bank uses to classify economies for operational and analytical purposes. The World Bank classifies every economy as low-, middle- or high-income.
- Note:** The World Bank uses gross national income (GNI) per capita as the basis for this classification, because it views GNI as a broad measure that is considered to be the single-best indicator of economic capacity and progress. Low-income and middle-income economies are collectively referred to as developing economies.
- Source:** Investopedia. (2016). Middle-Income Countries (MICs). Available at <http://www.investopedia.com/terms/m/middle-income-countries.asp#ixzz4DXTiUKPZ>, accessed on 8 March 2017.
- Cross reference:**
- Reference code:** 363
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## Migrant

- Definition:** A person who has moved from elsewhere across the borders of South Africa with the intention of changing his/her country of residence.
- Note:** These persons can be identified in different ways, depending on how they are conceptualised. These different ways and the kind of information used for identifying them will invariably yield a variety of migrants. There are a number of data sources that can be used to identify immigrants. Among these are: censuses, surveys, border statistics, and administrative registers dealing with registrations or applications of such persons. Each of these sources has its strengths and limitations. A comprehensive discussion on each of these sources is given in the discussion document on documented immigrants in South, 2011 (D0351-D), published on 10 December 2012 by Statistics South Africa (Stats SA).
- Source:** Stats SA. (2012). Documented Immigrants in South Africa, 2012. Statistical Release P0351.4. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P03514/P035142012.pdf>, accessed on 12 April 2017.
- Cross reference:** Emigration, Migrant for employment, Migration, Skilled foreign migrant
- Reference code:** 364
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## Migrant for employment

- Definition:** Under article 11(1) of the Migration for Employment Convention (Revised), 1949 (No. 97), the term ‘migrant for employment’ means a person who migrates from one country to another with a view to being employed otherwise than on his/her own account. The scope of the convention excludes frontier workers, as well as the short-term entry of members of the liberal professions and artistes, and seafarers (Article 11(2)).
- Note:** International definition.
- Source:** ILO. (2000). Promoting Jobs, Protecting People. International Labour Organization (ILO). Available at <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/r3-1b2.htm>, accessed on 8 March 2017.
- Cross reference:** Emigration, Migrant, Migration, Skilled foreign migrant
- Reference code:** 365
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## Migration

- Definition:** The movement of human beings from one country or region to another. Sometimes, migration is motivated by economic factors (such as the search for employment), and sometimes by other forces (such as war, natural disaster or famine).
- Note:** International definition.
- Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts. Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.
- Cross reference:** Emigration, Migrant, Migrant for employment, Skilled foreign migrant
- Reference code:** 366
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## Minimum acceptable standard of living

- Definition:** The ability of an individual or household to meet their basic needs in respect of minimum accommodation, water, food, health care, education and sanitation.
- Note:**
- Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.
- Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)
- Reference code:** 367
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## Mismatch

- Definition:** The interaction between supply and demand signals skills shortages and mismatches. Skills mismatches in the labour market are analysed to inform skills policy and to support the country in achieving the goals of inclusive development and improved economic growth.
- Note:** Three types of mismatches are identified: (1) demand mismatch, (2) education–supply mismatch, and (3) qualification–job mismatch. The mismatches within these three categories are analysed using the following approaches: In the case of demand mismatch, the trajectory of the economy and the available skills set of the labour force are examined. For education–supply mismatch, skills shortages as against the supply of skills are examined. The subject knowledge of the qualification and the sectors and occupations are studied and the knowledge is then used to establish the qualification–job mismatch.

**Source:** DHET. (2016). Skills Supply and Demand in South Africa. Labour Market Intelligence Partnership. Department of Higher Education and Training. Pretoria, South Africa.

**Cross reference:** Horizontal mismatch, Skills gap (Def1, Def2, Def3), Skills mismatch, Skills shortage (Def1, Def2, Def3), Vertical mismatch

**Reference code:** 368

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## Mode

**Definition:** The most frequently occurring observation in a set of data.

**Note:**

**Source:** DHET. (2016). National Senior Certificate for Adults NQF Level 4 Draft Subject Statement Mathematical Literacy. Available at <http://www.dhet.gov.za/Gazette/NASCA%20Mathematical%20Literacy.pdf>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 369

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## Monitoring (Def1)

**Definition:** The systematic collection and recording of information in order to track progress towards the achievement of the objectives of an intervention and identify the need for corrective action.

**Note:** National definition.

**Source:** South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.

**Cross reference:** Indicator (Def1, Def2, Def3), Monitoring (Def2), Performance indicator, Performance measurement, Performance monitoring

**Reference code:** 370

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## Monitoring (Def2)

**Definition:** A continuing function that uses the systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress, of the achievement of objectives and of progress in the use of allocated funds.

**Note:** International definition.

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:** Indicator (Def1, Def2, Def3), Monitoring (Def1), Performance indicator, Performance measurement, Performance monitoring

**Reference code:** 371

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## National Artisan Moderation Body (NAMB) (Def1)

**Definition:** The body responsible for the external summative assessment of all listed trades.

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 8 March 2017.

**Cross reference:** National Artisan Moderation Body (NAMB) (Def2)

**Reference code:** 372

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## a National Artisan Moderation Body (NAMB) (Def2)

**Definition:** The body appointed by the Quality Council for Trades and Occupations (QCTO) as an Assessment Quality Partner (AQP) for all listed trades.

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:** National Artisan Moderation Body (NAMB) (Def1)

**Reference code:** 373

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## f National data and statistics

**Definition:** Data and statistics used in the public domain that are sustainable but have not been designated as official by the Statistician-General as contemplated by the Statistics Act, 1999 (Act No. 6 of 1999).

**Note:**

**Source:** DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No. 37461, 28 March 2014.

**Cross reference:**

**Reference code:** 374

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## i National Development Plan (NDP)

**Definition:** A planning framework prepared by the National Planning Commission that aims to eliminate poverty and reduce inequality by 2030.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 375

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## o National Learners' Records Database (NLRD) (Def1)

**Definition:** The electronic management information system of the National Qualifications Framework (NQF) which contains records of qualifications, learner achievements, recognised professional bodies, professional designations, and all related information such as registrations and accreditations.

**Note:** National definition.

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:** National Learners' Records Database (NLRD) (Def2)

**Reference code:** 376

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## w National Learners' Records Database (NLRD) (Def2)

**Definition:** An electronic information system that assists the South African Qualifications Authority (SAQA) to manage the National Qualifications Framework (NQF).

**Note:** SAQA definition.

**Source:** SAQA. (2014). Glossary of Terms. Available at <http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:** National Learners' Records Database (NLRD) (Def1)

**Reference code:** 377

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## National Qualifications Framework (NQF)

**Definition:** The comprehensive system approved by the Minister of Higher Education and Training for the classification, coordination, registration and publication of articulated and quality-assured national qualifications. The South African National Qualifications Framework (NQF) is a singled integrated system comprising three coordinated qualifications sub-frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations.

**Note:**

**Source:** SAQA. (2017). Career Advice Services. NQF. South African Qualifications Authority. Available at <http://www.sqa.org.za/list.php?e=NQF>, accessed on 14 March 2017.

**Cross reference:**

**Reference code:** 378

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## National Qualifications Framework (NQF) organising field

**Definition:** The organising field of a programme, e.g. 06: Manufacturing, Engineering and Technology.

**Note:**

**Source:** Government of South Africa. (2015). Government Gazette, No. 38796, 15 May 2015.

**Cross reference:**

**Reference code:** 379

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## National Senior Certificate for Adults

**Definition:** A qualification at Level 4 on the General and Further Education and Training Qualifications Sub-Framework of the National Qualifications Framework (NQF) – to be offered on a date as determined by the Minister of Higher Education and Training by means of Government Notice in the Government Gazette, and subsequently quality-assured and certified by Umalusi.

**Note:**

**Source:** DHET. (2014). National Qualifications Framework Act, 2008, (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:**

**Reference code:** 380

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## National Skills Fund (NSF)

**Definition:** A fund the mission of which is to provide funding for national skills development towards a capable workforce for an inclusive growth path.

**Note:** Over the next five-year strategic period, the majority of the NSF's investment will be focused on the education and training of learners. The remaining part of the investment will be allocated towards developing and expanding the capacity of the Post-School Education and Training (PSET) system with regard to skills infrastructure development and skills development research, innovation and communication.

**Source:** The National Government Handbook. (2016). National Skills Fund (NSF). Available at <http://www.nationalgovernment.co.za/units/view/259/Social-Services/National-Skills-Fund-NSF>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 381

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## National Standards Body (NSB)

**Definition:** A body registered in terms of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995) which is responsible for establishing education and training standards and qualifications, and to which specific functions relating to the registration of national standards and qualifications have been assigned.

**Note:**

**Source:** SAQA. (2014). Glossary of Terms. Available at <http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 382

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## New business

**Definition:** A business that is younger than 3.5 years old.

**Note:**

**Source:** Malicki, P. (2015). When Exactly Does a Startup Become a Mature Tech Company? TNW Conference. Available at [https://thenextweb.com/insider/2015/01/31/exactly-startup-become-mature-tech-company/#.tnw\\_Zp847Qz4](https://thenextweb.com/insider/2015/01/31/exactly-startup-become-mature-tech-company/#.tnw_Zp847Qz4), accessed on 14 March 2017.

**Cross reference:** Established business, Start-up business

**Reference code:** 383

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## New entrants into unemployment

**Definition:** Persons who were unemployed during the reference period, who had never worked before and who were currently looking for work.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 384

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## Nominal wage

**Definition:** The return, or wage, to employees at the current price level.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 385

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## Non-financial public enterprise

**Definition:** Government-owned or controlled organisation that delivers goods and non-financial services and trades as a business enterprises, such as Eskom or Transnet.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 386

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## Non-formal learning

**Definition:** Planned educational interventions that are not intended to lead to the award of qualifications or part qualifications.

**Note:**

**Source:** DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.

**Cross reference:**

**Reference code:** 387

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## Not economically active person

**Definition:** Persons aged 15 to 64 years who are neither employed nor unemployed in the reference week.

**Note:**

**Source:** Stats SA. (2016). Quarterly Labour Force Survey. Statistics South Africa. Pretoria, South Africa. Available at <http://www.statssa.gov.za/publications/P0211/P02111stQuarter2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Economically inactive person, Economically inactive population, Not economically active population

**Reference code:** 388

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## Not economically active population

**Definition:** Persons who are not available for work, such as full-time scholars and students, full-time homemakers, those who are retired, and those who are unable or unwilling to work.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Economically inactive person, Economically inactive population, Not economically active person

**Reference code:** 389

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## Notional hours

**Definition:** The agreed estimate of the learning time that it will take an average learner to achieve the outcomes defined. This includes the consideration of contact time, research, the completion of assignments, time spent on structured learning in the workplace, individual learning, and assessment. Ten (10) notional hours equate to one (1) credit.

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 390

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## N qualification and part qualifications

**Definition:** Programmes of study originally developed to fulfil the curriculum requirements of the Department of Education's Report 191 (also known as NATED 191 or 'N courses').

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 14 March 2017.

**Cross reference:**

**Reference code:** 391

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## Number of employees

**Definition:** The number of people employed by the organisation who received payment (in salaries; wages; commission, in addition to a retainer, salary or wage; piece rates; or payments in kind) for any part of the reference period. This excludes independent contractors and consultants; working proprietors; sole and joint owners; and employees paid on a commission basis where a retainer, salary or wage was not paid.

**Note:** The term refers to a field in a Stats SA survey.

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 392

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## Occasional student

**Definition:** A student who is taking courses that are part of formally approved programmes, but who is not registered for a formal degree or diploma. An occasional student is a student wishing to take graduate courses with no intention of proceeding towards an advanced degree.

**Note:**

**Source:** Adapted from the Department of Education. (1982, 1995). Manual: South African Post-Secondary Education (SAPSE). Pretoria, South Africa.

**Cross reference:** Undergraduate degree

**Reference code:** 393

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## Occupation (Def1)

**Definition:** A collection of jobs or types of work which share similar skills and responsibilities. Employees who perform essentially the same tasks are in the same occupation, whether or not they work in the same industry.

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarenville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarenville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarenville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Occupation (Def2), Occupational category/occupational classification

**Reference code:** 394

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## Occupation (Def2)

<b>Definition:</b>	A set of jobs whose main tasks and duties are characterised by a high degree of similarity.
<b>Note:</b>	The occupations identified in the Organising Framework of Occupations (OFO) therefore represent a category that could encompass a number of jobs or specialisations. For example, the occupation 'General Accountant' would also cover specialisations such as 'Financial Analyst' and 'Insolvency Practitioner'.
<b>Source:</b>	DHET. (2014). Department of Higher Education and Training: List of Occupations in High Demand: 2014. Government Gazette, No. 38174, 4 November 2014.
<b>Cross reference:</b>	Occupation (Def1), Occupational category/occupational classification
<b>Reference code:</b>	395

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## Occupational category/occupational classification

<b>Definition:</b>	The smallest unit of an occupational category is the concept of a job, which is defined as a set of tasks to be performed by an individual and which is commonly identified by a job title. 'Occupation' is often synonymous with 'job' but may refer to a group of similar jobs identified with a common occupational title. Jobs and occupations can be described not only in terms of tasks, but also in terms of associated characteristics such as skill, responsibility, earnings, entry qualifications, and prestige or status. Occupational categories are essentially ways of grouping and ranking jobs and occupations. Systems of classification vary according to which criteria are given priority during the exercise, and these may differ depending on the purpose of the intended analysis and the theoretical framework deployed.
<b>Note:</b>	Most classifications are developed by national census offices (e.g. Stats SA in South Africa) for the production of national employment data, with the most common classification being the International Standard Classification of Occupations (ISCO) developed by the International Labour Organization. The Organising Framework of Occupations (OFO) is a skill-based classification system which encompasses all occupations in the South African context. The classification of occupations is based on a combination of skills levels and skills specialisation which makes it easy to locate a specific occupation within the framework.
<b>Source:</b>	Encyclopedia.com. (2016). Occupational classification. Available at <a href="http://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/occupational-classification">http://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/occupational-classification</a> , accessed on 7 March 2017.
<b>Cross reference:</b>	Occupation (Def1, Def2)
<b>Reference code:</b>	396

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## Occupational imbalance (Def1)

<b>Definition:</b>	Occupational imbalance occurs when a particular population is unable to reap the benefits of economic production. The underemployed and overemployed are left out of occupations that enrich one's lives. Social and economic segregation occurs, leading to an imbalance in privileges and benefits that are associated with certain occupations of a higher socio-economic status.
<b>Note:</b>	Types of occupational injustice are, for instance: occupational apartheid; occupational deprivation; occupational alienation; occupational marginalisation; and occupational imbalance. Occupational imbalance can occur when an individual is underemployed or unemployed and has too little to do. Conversely, the individual may be involved in too many occupations, such as in the case of a single parent with multiple family and work demands.
<b>Source:</b>	Simó-Algado, S., Mehta, N., Kronenberg, F., Cockburn, L., Kirsh, B. (2002). Occupational Therapy Intervention with Children Survivors of War. Canadian Journal of Occupational Therapy, 69(4), 205–217.
<b>Cross reference:</b>	Occupational imbalance (Def2)
<b>Reference code:</b>	397

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## Occupational imbalance (Def2)

<b>Definition:</b>	A comparison of the rates of job openings and job seekers across scenarios in the linked macro-education model (LM-EM) for forecasting provides a broad overview of the future outlook for imbalances in the South African labour market.
<b>Note:</b>	The purpose of calculating the labour market imbalance is to estimate the extent of labour market imbalances, the skills gap, and unemployment rates over time. LM-EM projections make use of the following data to estimate imbalances: job openings, job seekers, and labour force by occupation and qualification. At the aggregate level, the module produces an annual estimate of labour market imbalances as the difference between the model's estimates of job seekers and job openings, i.e. unemployment or excess supply of labour. Skills gaps, i.e. imbalances by qualification, are estimated for all educational qualification categories by calculating the difference between the model's projection of job seekers and job openings for all the main educational qualification categories. Finally, the model estimates the imbalances by occupation by calculating the difference between the number of job seekers with different occupational preference and the number of job openings by occupation.
<b>Source:</b>	Adelzadeh, A. (2016). Skills Supply and Demand in South Africa: A 10 Year Forecast (2016–2025). The Bridge, an ADRS Simulation Policy Brief, Skills Planning Series. Available at <a href="http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply_1.pdf">http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply_1.pdf</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	Occupational imbalance (Def1)
<b>Reference code:</b>	398

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## Occupational qualification

<b>Definition:</b>	A qualification associated with a trade, occupation or profession resulting from work-based learning and consisting of knowledge unit standards, practical unit standards, and work experience unit standards. It refers to a qualification that consists of a minimum of 25 credits associated with a trade, occupation or profession. It results from work-based learning, consists of three components (knowledge, practical skills and work experience) and has an external summative assessment.
<b>Note:</b>	
<b>Source:</b>	SAQA. (2015). National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part-Qualifications and Professional Designations in South Africa. The South African Qualifications Authority. Available at <a href="http://www.saqa.org.za/docs/pol/2015/National%20Policy%20for%20Assessment.pdf">http://www.saqa.org.za/docs/pol/2015/National%20Policy%20for%20Assessment.pdf</a> , accessed on 14 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	399

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## Occupational specialisation

<b>Definition:</b>	A skills set related to an occupation and which may be more or less complex than that of the occupation to which it is linked.
<b>Note:</b>	
<b>Source:</b>	QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at <a href="http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf">http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf</a> , accessed on 14 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	400

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## Occupational structure

**Definition:** Is the aggregate distribution of occupations in society, classified according to skill level, economic function or social status. The occupational structure is shaped by various factors: the structure of the economy (the relative weight of different industries); technology and bureaucracy (the distribution of technological skills and administrative responsibility); the labour market (which determines the pay and conditions attached to occupations); and status and prestige (influenced by occupational closure, lifestyle and social values). It is difficult to attach causal primacy to any one of these factors. Moreover, their role in shaping the occupational structure changes over time as society changes. For example, during the early phase of European industrialisation, the dominance of manufacturing made for a preponderance of manual occupations, while, in recent times, the shrinking of this sector, together with the growth in services, has made for an expansion of white-collar occupations. The distinction between manual and non-manual occupations has also become blurred. The occupational structure is described and analysed by means of various classificatory schemes which group similar occupations together according to specific criteria such as skill, employment status or function. Such classifications are also used as a basis for the empirical analysis of economic and social class.

**Note:**

**Source:** Encyclopedia.com. (2016). Occupational structure. Available at <http://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/occupational-structure>, accessed on 7 March 2017.

**Cross reference:** Industry sector, Occupational category/occupational classification  
**Reference code:** 401

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## Occupational title

**Definition:** Occupational titles are used in classification systems such as the South African Standard Classification of Occupations (SASCO) or the Organising Framework for Occupations (OFO) so that the same or similar terms can be used in different countries to refer to occupations classified in different occupation groups. The greatest challenge in mapping an organisation's job titles to the SASCO or OFO is finding appropriate occupational titles.

**Note:**

**Source:** Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 402

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## Occupational wage

**Definition:** The compensation a worker receives in exchange for labour/services, which is generally paid on an hourly basis.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 403

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## Occupation in high demand (OIHD)

**Definition:** An occupation which meets the following criteria: (1) it is listed as an occupation in the 2013 version of the OFO; (2) it is identified as being vitally needed and/or as a 'scarce skill' for socio-economic growth and development of the country in the following documents: the Scarce and Pivotal Skills Lists published by the Sector Education and Training Authorities (SETAs) in 2013; The Report of the Joint Initiative on Priority Skills Acquisition (The Presidency, 2010); the National Development Plan (National Planning Commission, 2012); the Industrial Policy Action Plan 2012–15 (Department of Trade and Industry, 2012); the Job Opportunities and Unemployment Report 2011–2012 (Department of Labour, 2013); the Report on the Production of Professionals (HRDC, 2013); and the Strategic Integrated Projects (DHET, 2013c); (3) it qualifies for inclusion in terms of the scoring system used to compile the list, as described in section 10 of this document; and (4) it is confirmed as being in high demand, based on information provided by interested parties through a public-comment process.

**Note:**

**Source:** DHET. (2014). Department of Higher Education and Training: List of Occupations in High Demand: 2014. Government Gazette, No. 38174, 4 November 2014.

**Cross reference:**

**Reference code:** 404

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## Occupations: Low-skilled

**Definition:** The following occupations are classified as low-skilled occupations: domestic and elementary workers.

**Note:**

**Source:** Stats SA. (2014). Employment, Unemployment, Skills and Economic Growth. Presentation on 16 September. Statistics South Africa. Available at [http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment\\_16%20September.pdf](http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment_16%20September.pdf), accessed on 27 February 2017.

**Cross reference:** Occupations: Semi-skilled, Occupations: Skilled

**Reference code:** 405

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## Occupations: Semi-skilled

**Definition:** The following occupations are classified as semi-skilled occupations: clerks, sales and services, skilled agriculture, craft, and machine operators.

**Note:**

**Source:** Stats SA. (2014). Employment, Unemployment, Skills and Economic Growth. Presentation on 16 September. Statistics South Africa. Available at [http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment\\_16%20September.pdf](http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment_16%20September.pdf), accessed on 27 February 2017.

**Cross reference:** Occupations: Low-skilled, Occupations: Skilled

**Reference code:** 406

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## Occupations: Skilled

**Definition:** The following occupations are classified as skilled occupations: managers, professionals, and technicians.

**Note:**

**Source:** Stats SA. (2014). Employment, unemployment, skills and economic growth. Presentation on 16 September. Statistics South Africa. Available at [http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment\\_16%20September.pdf](http://www.statssa.gov.za/presentation/Stats%20SA%20presentation%20on%20skills%20and%20unemployment_16%20September.pdf), accessed on 27 February 2017.

**Cross reference:** Occupations: Low-skilled, Occupations: Semi-skilled

**Reference code:** 407

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## Occupation-specific salary dispensation

**Definition:** Revised salary structures unique to identified occupations in the public service, including doctors, nurses and teachers.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 408

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## Off-campus privately owned housing

**Definition:** Privately owned housing units, which can vary from large blocks of rooms similar to residence halls, to multiple-bedroom houses that house only students, to individual rooms in houses occupied by the homeowner. This means a university leased, landlord or agent.

**Note:**

**Source:** DHET. (2013). Higher Education Act, 1997 (Act No. 101 of 1997): Call for Comments on the Draft Policy on Student Housing at Public Universities and the Minimum Norms and Standards Applicable. Government Gazette, No. 36361, 11 April 2013.

**Cross reference:**

**Reference code:** 409

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## Old-age grant

**Definition:** Financial assistance provided by the government to elderly people who comply with the means test.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Disability grant, Grant, Grant-in-aid

**Reference code:** 410

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## On-campus accommodation

**Definition:** Encompasses units for accommodation on the premises of the university, which can vary from large blocks of rooms similar to residence halls to multiple-bedroom houses that house students

**Note:**

**Source:** DHET. (2013). Higher Education Act, 1997 (Act No. 101 of 1997): Call for Comments on the Draft Policy on Student Housing at Public Universities and the Minimum Norms and Standards Applicable. Government Gazette, No. 36361, 11 April 2013.

**Cross reference:**

**Reference code:** 411

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## Online portal

<b>Definition:</b>	Also called a web portal, an online portal is most often a specially designed website that brings information together from diverse sources in a uniform way. Usually, each information source gets its dedicated area on the page for displaying information (a portlet). Often, the user can configure which ones to display.
<b>Note:</b>	Online portals have been developed in a number of countries with a view to extending the services of physical career centres to a wider set of users locally and abroad.
<b>Source:</b>	Arends, F., Chabane, S., Paterson, A. (2015). Investigating Employer Interaction with the Employment Services of South Africa (ESSA). Department of Higher Education and Training. Labour Market Intelligence Partnership (LMIP). Available at <a href="http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf">http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf</a> , accessed on 14 March 2017.
<b>Cross reference:</b>	Portal
<b>Reference code:</b>	412

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## Organising Framework for Occupations (OFO) (Def1)

<b>Definition:</b>	A coded classification system designed to encompass all occupations in South Africa. It is used as the Department of Higher Education and Training's (DHET) key tool for identifying, reporting and monitoring skills demand and supply in the South African labour market.
<b>Note:</b>	
<b>Source:</b>	DHET. (2013). The Organising Framework for Occupations (OFO) 2013. Department of Higher Education and Training. Pretoria, South Africa.
<b>Cross reference:</b>	Organising Framework for Occupations (OFO) (Def2)
<b>Reference code:</b>	413

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## Organising Framework for Occupations (OFO) (Def2)

<b>Definition:</b>	A skills-based, coded classification system which aims to provide a title and code for every occupation that exists in South Africa.
<b>Note:</b>	The 2013 version of the OFO identifies and classifies 1 448 occupations in South Africa. These occupations have been assigned six-digit codes. The OFO also lists alternative titles for occupations and records specialisations associated with relevant occupations. Occupations that have been clustered are assigned smaller-digit codes. For example, 'Education Manager' represents a cluster of occupations and has been assigned a four-digit code. The occupation 'School Principal' would fall under this category, but have a six-digit code.
<b>Source:</b>	DHET. (2014). Department of Higher Education and Training: List of Occupations in High Demand: 2014. Government Gazette, No. 38174, 4 November 2014.
<b>Cross reference:</b>	Organising Framework for Occupations (OFO) (Def1)
<b>Reference code:</b>	414

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## Outcome (Def1)

<b>Definition:</b>	The intended (or unintended) results of a policy or programme intervention.
<b>Note:</b>	National definition.
<b>Source:</b>	South African Government. (2011). Dictionary of Education Concepts and Terms. Government Gazette, No. 34346, 6 June 2011. Department of Basic Education.
<b>Cross reference:</b>	Outcome (Def2)
<b>Reference code:</b>	415

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## Outcome (Def2)

<b>Definition:</b>	The likely or achieved short-term and medium-term effects of an intervention's outputs. Related terms are: result, outputs, impacts, effect.
<b>Note:</b>	International definition.
<b>Source:</b>	OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Outcome (Def1)
<b>Reference code:</b>	416

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## Outcome 5.1

<b>Definition:</b>	In 2009, the South African government identified 12 priority outcomes for the country. Outcome 5, which refers to creating 'a skilled and capable workforce to support an inclusive growth path', consists of three parts, with Output 5.1 committing the Department of Higher Education and Training (DHET) and partner departments to the establishment of 'a credible mechanism for skills planning'. The DHET commissioned the Human Sciences Research Council (HSRC) to support it in establishing a 'credible institutional mechanism for skills planning'.
<b>Note:</b>	
<b>Source:</b>	DHET. (2014). Delivery Agreement 1, For Output 5.1 – Establish a Credible Institutional Mechanism for Skills Planning. Available at <a href="http://www.gov.za/sites/www.gov.za/files/DeliveryAgreement-Outcome5.pdf">http://www.gov.za/sites/www.gov.za/files/DeliveryAgreement-Outcome5.pdf</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	Labour Market Intelligence Partnership (LMIP)
<b>Reference code:</b>	417

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## Outputs

<b>Definition:</b>	The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
<b>Note:</b>	
<b>Source:</b>	OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	418

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## Overeducation

<b>Definition:</b>	Means that workers have more years of education than the job requires.
<b>Note:</b>	
<b>Source:</b>	ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).
<b>Cross reference:</b>	Undereducation
<b>Reference code:</b>	419

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## Overqualification

<b>Definition:</b>	Means that workers hold a higher qualification than the job requires.
<b>Note:</b>	
<b>Source:</b>	ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).
<b>Cross reference:</b>	Underqualification
<b>Reference code:</b>	420

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## Overtime hours paid for

**Definition:** Those hours worked in excess of ordinary-time, standard or agreed hours of work that were paid for in the reference period.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Overtime payment

**Reference code:** 421

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## Overtime payment

**Definition:** Payment for hours worked and paid for in excess of ordinary-time, standard or agreed hours worked during the reference period. Penalty payments that relate to overtime are also included.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Overtime hours paid for

**Reference code:** 422

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## Panel study

**Definition:** A particular design of a longitudinal study in which the unit of analysis is followed at specified intervals over a long period, often many years.

**Note:** The key feature of panel studies is that they collect repeated measures from the same sample at different points in time. Most panel studies are designed for quantitative analysis and use structured survey data. However, panel studies can also use qualitative methods for data collection and analysis. Furthermore, they may be constructed from register data, an approach that is common in some countries. This provides longitudinal data on a group of people, households, employers or other social unit, termed 'the panel', about whom information is collected over a period of months, years or decades.

**Source:** Laurie, H. (2013). Panel Studies. Available at <http://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0108.xml>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 423

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## Participation rate (Def1)

**Definition:** The number of people working or looking for work as a percentage of the civilian non-institutional adult population (usually 15 years of age and over).

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarenville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarenville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarenville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Participation rate (Def2)

**Reference code:** 424

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## Participation rate (Def2)

<b>Definition:</b>	Total headcount enrolment in relation to the population aged 20 to 24 years. The term often used by the Department of Higher Education and Training (DHET) is 'participation rate'. The National Plan for Higher Education (Department of Education: 2001) states that the participation rate is calculated, using the UNESCO standard, as the percentage of 20- to 24-year-olds enrolled in higher education.
<b>Note:</b>	Also referred to as gross enrolment rate. The term is used in the context of higher education.
<b>Source:</b>	DHET. (2001). National Plan for Higher Education. Ministry of Education. February 2001. Available at <a href="http://www.justice.gov.za/commissions/FeesHET/docs/2001-NationalPlanForHigherEducation.pdf">http://www.justice.gov.za/commissions/FeesHET/docs/2001-NationalPlanForHigherEducation.pdf</a> , accessed on 14 March 2017.
<b>Cross reference:</b>	Participation rate (Def1)
<b>Reference code:</b>	425

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## Partners

<b>Definition:</b>	The individuals and/or organisations that collaborate to achieve mutually agreed upon objectives.
<b>Note:</b>	The concept of partnership connotes shared goals, common responsibility for outcomes, distinct accountabilities and reciprocal obligations. Partners may include governments, civil society, non-governmental organisations, universities, professional and business associations, multilateral organisations, private companies, etc.
<b>Source:</b>	OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Partnership
<b>Reference code:</b>	426

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## Partnership

<b>Definition:</b>	An arrangement in which two or more individuals share the profits and liabilities of a business venture.
<b>Note:</b>	Various arrangements are possible: all partners might share liabilities and profits equally or some partners may have limited liability. Not every partner is necessarily involved in the management and day-to-day operations of the venture. In some jurisdictions, partnerships enjoy favourable tax treatment relative to corporations.
<b>Source:</b>	Investopedia. (2017). Partnership. Available at <a href="http://www.investopedia.com/terms/p/partnership.asp#ixzz4TO1m4cdy">http://www.investopedia.com/terms/p/partnership.asp#ixzz4TO1m4cdy</a> , accessed on 7 March 2017.
<b>Cross reference:</b>	Education partnership, Learning partnership, Partners, Private–public sector partnership, Social partnership
<b>Reference code:</b>	427

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## Part qualification

<b>Definition:</b>	An assessed unit of learning or subject that is registered as part of a qualification; recognition accorded to the achievement of part of a qualification registered on a sub-framework.
<b>Note:</b>	
<b>Source:</b>	Umalusi. (2014). Policy for the General and Further Education and Training Qualifications Sub-Framework. Council for Quality Assurance in General and Further Education and Training. Available at <a href="http://www.umalusi.org.za/docs/subframeworks/2014/GFETQSF_Policy.pdf">http://www.umalusi.org.za/docs/subframeworks/2014/GFETQSF_Policy.pdf</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	428

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## Part-time employees

**Definition:** Those permanent, temporary or casual employees who are not full-time employees or who normally work less than 35 hours per week. This excludes the self-employed at work or those with an enterprise but who are temporarily not at work.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 429

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## Part-time employment

**Definition:** There is no universally accepted definition of part-time work/employment. A definition proposed by the International Labour Organization (ILO) defines part-time work as 'regular employment in which working time is substantially less than normal'.

**Note:** This is the definition used for administrative purposes in some countries. However, such a definition is inconvenient for use in household surveys. It tends to ask employees if they consider themselves to be part-time or bases the distinction between full- and part-time work on an hours cut-off considered most suitable for the country concerned.

**Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 430

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## Past enrolments

**Definition:** The number of students who could have completed the programme in question; in other words, the number of enrolled students during the past one or more years. The years considered and the rules for counting students would be the same as for past successful completions.

**Note:**

**Source:** Government of South Africa. (2015). Government Gazette, No. 38796, 15 May 2015.

**Cross reference:** Past successful completions

**Reference code:** 431

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## Past successful completions

**Definition:** The number of students who successfully completed the programme in question during one or more past years. The precise number of past years to be considered is determined during the annual joint DHET-college planning process.

**Note:** Past successful completions, together with past enrolments, are used to gauge the efficiency of service delivery during previous years, and therefore the eligibility of the college for output-bonus funding in the bottom-line determinations.

**Source:** Government of South Africa. (2015). Government Gazette, No. 38796, 15 May 2015.

**Cross reference:** Graduation, Past enrolments, Successful completion

**Reference code:** 432

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## Pedagogical learning

**Definition:** A study of the principles, practices and methods of teaching and lecturing, including teaching in an adult and community education and training context. Pedagogical learning incorporates general pedagogical knowledge (which includes knowledge of learners in adult and community education and training learning contexts, learning, and curriculum and general instructional and assessment strategies) and specialised pedagogical content knowledge (which includes knowing how to represent the concepts, methods and rules of a teaching subject or field in order to create appropriate learning opportunities for learners, as well as knowing how to evaluate their progress).

**Note:** Inclusive education and an understanding of barriers to learning form important aspects of both general pedagogical knowledge and specialised pedagogical content knowledge. Adult education and training educators and community education and training lecturers must have specialised knowledge of pedagogical approaches that are relevant to, and suitable for, teaching and working with learners in adult and community education and training contexts.

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.

**Cross reference:**

**Reference code:** 433

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## Peer education

**Definition:** The use of members of the same societal group (e.g. learners of similar age, grade or status) to effect change at the individual level by attempting to modify another person's knowledge, attitudes, beliefs or behaviours.

**Note:**

**Source:** DBE. (2015). National Education Policy Act, 1996 (Act No. 27 of 1996). Government Gazette, No. 38763, 5 May 2015.

**Cross reference:**

**Reference code:** 434

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## Performance

**Definition:** The degree to which a development intervention or a development partner operates according to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans.

**Note:** International definition.

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 435

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## Performance and other bonuses

**Definition:** Performance and other bonuses include profit-sharing bonuses, merit bonuses, incentive bonuses, and the total amount of payments that were made during the reference period but which relate to other pay periods, e.g. annual leave and thirteenth cheques. Performance and other bonuses exclude reimbursements for expenses incurred whilst conducting the employer's business, as well as severance, termination and redundancy payments.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 436

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## Performance indicator

**Definition:** A variable that allows the verification of changes in the development intervention or which shows results relative to what was planned.

**Note:**

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:** Indicator (Def1, Def2, Def3), Monitoring (Def1, Def2), Performance measurement, Performance monitoring

**Reference code:** 437

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## Performance measurement

**Definition:** A system for assessing performance of development interventions against stated goals.

**Note:**

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:** Indicator (Def1, Def2, Def3), Monitoring (Def1, Def2), Performance indicator, Performance monitoring

**Reference code:** 438

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## Performance monitoring

**Definition:** A continuous process of collecting and analysing data in order to compare how well a project, programme or policy is being implemented against expected results.

**Note:**

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:** Indicator (Def1, Def2, Def3), Monitoring (Def1, Def2), Performance indicator, Performance measurement

**Reference code:** 439

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## Permanent employees

**Definition:** Employees appointed in terms of an open-ended contract with no stipulated termination date and who are entitled to benefits such as paid leave and medical aid contributions paid by employers. This excludes the self-employed at work.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Temporary employees

**Reference code:** 440

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## Permanent staff

**Definition:** Employees who contribute to an institutional pension or retirement fund.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 441

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## Pivotal skills

**Definition:** Skills that include both scarce and critical skills.

**Note:**

Scarce skills relate to those occupations in which there is a scarcity of qualified and experienced people, currently or anticipated in the future, either because (1) such skilled people are not available or (2) they are available but do not meet employment criteria. Critical skills refer to particular capabilities needed within an occupation, e.g. general management skills, customer-handling skills, teamwork skills, problem-solving skills (cognitive skills), communication skills (e.g. language and literacy skills), and technology skills. One of the criteria considered in the identification of occupations in high demand (OIHD) is 'scarce skill'. Pivotal skills are identified in the following documents as being vitally needed and/or as a 'scarce skill' for socio-economic growth and development of the country: the Scarce and Pivotal Skills Lists published by the Sector Education and Training Authorities (SETAs) in 2013; The Report of the Joint Initiative on Priority Skills Acquisition (The Presidency, 2010); the National Development Plan (National Planning Commission, 2012); the Industrial Policy Action Plan 2012–15 (Department of Trade and Industry, 2012); the Job Opportunities and Unemployment Report 2011–2012 (Department of Labour, 2013); the Report on the Production of Professionals (HRDC, 2013); and the Strategic Integrated Projects (DHET, 2013c).

**Source:** ETDPA SETA. (2015). Scarce and Critical Skills Guide 2015. Education, Training and Development Practices Sector Education and Training Authority. Available at <http://www.etdpseta.org.za/live/files/publications/Scarce-and-Critical-Skills-Guide-Web-Version.pdf>, accessed on 8 March 2017; DHET. (2014). Department of Higher Education and Training: List of Occupations in High Demand. Government Gazette, No. 38174, 4 November 2014.

**Cross reference:** Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1, Def2), Latent/hidden skill shortage, Relative scarce skill, Scarce skill list, Scarce skills

**Reference code:** 442

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## Placement

- Definition:** The act of organising people or things into a certain order, the act of putting items in a certain location, or the act of finding a job for someone.
- Note:** As explained in the White Paper for Post-School Education and Training, the new Central Applications Service (CAS) is a crucial move towards supporting informed access to universities and other post-school opportunities for students, as well as making the choices and placement of students across the system more effective. With regard to TVET colleges and universities, with a particular emphasis on universities of technology, the SETAs are beginning to help establish partnerships between these educational institutions and employers, especially with a view to facilitating various forms of work-integrated learning. They are also beginning to assist with work placement of college graduates and, to a lesser extent, university graduates. As community colleges develop, it is essential that they establish learner-support services focusing on areas such as career and programme advice, counselling and guidance, orientation, extra-curricular activities, financial aid, labour market information, community information, and links with placement agencies.
- Source:** DHET. (2013). White Paper for Post-School Education and Training. Building an Expanded, Effective and Integrated Post-School System. Available at <http://www.dhet.gov.za/SiteAssets/Latest%20News/White%20paper%20for%20post-school%20education%20and%20training.pdf>, accessed on 7 March 2017.
- Cross reference:**
- Reference code:** 443

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## Planning

- Definition:** A basic management function involving the formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources.
- Note:** The planning process (1) identifies the goals or objectives to be achieved, (2) formulates strategies to achieve them, (3) arranges or creates the means required, and (4) implements, directs and monitors all steps in their proper sequence.
- Source:** BusinessDictionary. (2016). Planning. Available at <http://www.businessdictionary.com/definition/planning.html>, accessed on 28 February 2017.
- Cross reference:**
- Reference code:** 444

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## Population group

- Definition:** The accepted term (in contrast to 'race') for a group with common characteristics (in terms of descent and history).
- Note:**
- Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 445

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## Portal

- Definition:** An Internet site providing access or links to other sites.
- Note:**
- Source:** Oxford English Living Dictionary. (2017). Portal. Available at <https://en.oxforddictionaries.com/definition/portal>, accessed on 7 March 2017.

**Cross reference:** Online portal  
**Reference code:** 446

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### Postgraduate (below master's level)

**Definition:** Includes postgraduate and post-diploma diplomas, postgraduate bachelor's degrees and honours degrees.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 447

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### Post-matric

**Definition:** Refers to programmes offered to learners who have completed matric (Grade 12).

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 448

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### Post-school (Def1)

**Definition:** Refers to all education for people who have left school, as well as for those adults who have never been to school but require education opportunities.

**Note:**

**Source:** DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No. 37461, 28 March 2014.

**Cross reference:** Post-school (Def2), Post-school sector, Post-secondary education

**Reference code:** 449

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### Post-school (Def2)

**Definition:** Refers to all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school.

**Note:**

**Source:** DHET. (2013). White Paper for Post-School Education and Training. Building an Expanded, Effective and Integrated Post-School System. Available at <http://www.dhet.gov.za/SiteAssets/Latest%20News/White%20paper%20for%20post-school%20education%20and%20training.pdf>, accessed on 14 March 2017.

**Cross reference:** Post-school (Def1), Post-school sector, Post-secondary education

**Reference code:** 450

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## Post-school sector

- Definition:** Refers to all education for people who have left school, as well as for those adults who have never been to school but require education opportunities.
- Note:**
- Source:** DHET. (2014). DHET 009: Standard for the Publication of Post-School Education and Training Statistics Reports in South Africa. Government Gazette, No. 37461, 28 March 2014.
- Cross reference:** Post-school (Def1, Def2), Post-secondary education
- Reference code:** 451
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## Post-secondary education

- Definition:** Education beyond the secondary or high school level. It can be obtained at universities, public colleges and private training institutions.
- Note:**
- Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.
- Cross reference:** Post-school (Def1, Def2), Post-school sector
- Reference code:** 452
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## Poverty

- Definition:** A state of having inadequate income or other resources to support a household or group of households at a basic standard of living. Poverty can be measured in absolute or relative terms.
- Note:**
- Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts. Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.
- Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)
- Reference code:** 453
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## Poverty gap (Def1)

- Definition:** The difference between the poverty line and mean income of the poor, expressed as a ratio of the poverty line.
- Note:**
- Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.
- Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)
- Reference code:** 454
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## Poverty gap (Def2)

**Definition:** Provides the mean distance of the population from the poverty line (this is also referred to as 'P').

**Note:**

**Source:** Stats SA. (2014). Poverty Trends in South Africa: An Examination of Absolute Poverty between 2006 and 2011. Statistics South Africa. Available at <http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>, accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 455

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## Poverty Gap Index (P1)

**Definition:** The proportion by which an individual or a household is below the poverty line. The poverty gap multiplied by the headcount index gives the Poverty Gap Index. Also: The mean distance below the poverty line as a proportion of the poverty line where the mean is taken over the whole population, counting the non-poor as having a zero poverty gap, i.e. the mean shortfall from the poverty line (counting the non-poor as having a zero shortfall), expressed as a percentage of the poverty line.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 456

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## Poverty headcount

**Definition:** The share of the population whose income or consumption is below the poverty line, i.e. the share of the population that cannot meet its basic needs.

**Note:**

**Source:** Stats SA. (2014). Poverty Trends in South Africa: An Examination of Absolute Poverty between 2006 and 2011. Statistics South Africa. Available at <http://beta2.statssa.gov.za/publications/Report-03-10-06/Report-03-10-06March2014.pdf>, accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty line, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 457

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## Poverty line

**Definition:** The line drawn at a particular level of income or consumption. Households/ individuals whose incomes fall below a given level of the poverty line or whose consumption level is valued at less than the value of the poverty line, are classified as poor. Also: An income level that is considered minimally sufficient to sustain a family in terms of food, housing, clothing, medical needs, and so on.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty rate, Relative poverty (Def1, Def2)

**Reference code:** 458

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## Poverty rate

**Definition:** The proportion of individuals or households in a jurisdiction which is defined as poor according to either absolute or relative definitions of poverty.

**Note:**

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Relative poverty (Def1, Def2)

**Reference code:** 459

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## Practical

**Definition:** Refers to a concept, idea, project or scheme that can be effective or put to a particular use.

**Note:**

**Source:** BusinessDictionary. (2016). Practical. Available at <http://www.businessdictionary.com/definition/practical.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 460

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## Practical learning or work-integrated learning (WIL)

**Definition:** Involves learning in-and-from practice. With regard to learning to teach, learning from practice includes the study of practice using discursive resources to analyse different practices across a variety of contexts, drawing from case studies, video records, lesson observations, and so on, in order to theorise practice and form a basis for learning in practice. Learning in practice involves teaching in authentic and simulated lecturing environments. Practical learning is an important condition for the development of tacit knowledge, which is an essential component of learning to teach. Practical learning provides the context in which all other learning can be developed and reinforced.

**Note:**

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.

**Cross reference:** Work-based learning (WBL), Work experience, Work-integrated learning (WIL) (Def1, Def2), Workplace-based experience, Workplace experience

**Reference code:** 461

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## Precarious work

**Definition:** Jobs that generally do not offer regular, permanent hours of work and regular incomes and supplementary benefits.

**Note:** Examples of precarious work include part-time work, irregular jobs, contract or agency employment, home work, and marginal forms of self-employment (such as dependent contractors). Precarious jobs have always been a feature of work under capitalism, but they have become more common in most developed economies under neo-liberalism.

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:** Casual employees, Casualisation

**Reference code:** 462

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## Primary industry

**Definition:** Industries that include agriculture and mining.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES) March 2016. Statistical Release P0277. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Capital-intensive industry, Industry, Labour-intensive industry, Secondary industry, Standard Industrial Classification of All Economic Activities (SIC), Tertiary industry

**Reference code:** 463

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## Primary sector

**Definition:** The sector of the economy that principally produces raw materials for use by other sectors. The primary sector of the economy is the sector of an economy making direct use of natural resources.

**Note:** This includes agriculture, forestry, fishing and mining. In contrast, the secondary sector produces manufactured goods, and the tertiary sector produces services. The primary sector is usually most important in less-developed countries and typically less important in industrial countries.

**Source:** Wikipedia. (2016). Primary Sector of the Economy. Available at [https://en.wikipedia.org/wiki/Primary\\_sector\\_of\\_the\\_economy](https://en.wikipedia.org/wiki/Primary_sector_of_the_economy), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 464

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## Priority skills

**Definition:**

The Joint Initiative on Priority Skills Acquisition (JIPSA) was established in 2006 as an initiative of the Accelerated and Shared Growth Initiative for South Africa to deal with the supply of priority skills to the economy. It identified the following five priority skills areas for immediate attention: high-level, world-class engineering and planning skills for the ‘network industries’, namely transport, communications, water and energy; city, urban and regional planning and engineering skills; artisanal and technical skills, with priority attention being given to infrastructure development, housing and energy, and to other areas identified as experiencing strong demand in the labour market; management and planning skills in education and health; and mathematics, science and language competence in public schooling. In addition, JIPSA made proposals to prioritise skills initiatives in the fields of tourism, information and communications technology, business process outsourcing, and biofuels.

**Note:**

**Source:**

DHET. (2014). Call for Comments on the National Scarce Skills List. Government Gazette, No. 37678, 23 May 2014.

**Cross reference:**

**Reference code:**

465

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## Private college

**Definition:**

Any college that provides further education and training on a full-time, part-time or distance basis and which is registered, or provisionally registered, as a private college under the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006).

**Note:**

**Source:**

DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:**

College, Private higher education institution  
466

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## Private higher education institution

**Definition:**

Any institution registered, or conditionally registered, as a private higher education institution in terms of chapter 7 of the Higher Education Act, 1997 (Act No. 101 of 1997).

**Note:**

**Source:**

DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:**

467

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## Private–public sector partnership

**Definition:**

A partnership where parties undertake a joint business project, of mutual benefit, constructed around a business plan with various partners contracting to provide services.

**Note:**

**Source:** HRDC. (2014). Forging TVET College Partnerships – Implications for the Post-School Education and Training System. Human Resource Development Council for South Africa (HRDC). Available at <http://www.lmip.org.za/sites/default/files/documentfiles/3C%20PARTNERSHIP%20PAPER%20Version%2011.pdf>, accessed on 14 March 2017.

**Cross reference:** Education partnership, Learning partnership, Partnership, Social partnership,  
**Reference code:** 468

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## Private sector

**Definition:** That part of the national economy made up of private enterprises. It includes the personal sector (households) and corporate sector (companies), and is responsible for allocating most of the resources within an economy.

**Note:**

**Source:** BusinessDictionary. (2016). Private sector. Available at <http://www.businessdictionary.com/definition/private-sector.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 469

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## Productivity

**Definition:** A measure of the amount of output generated from every unit of input. Is typically used to measure changes in labour efficiency.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 470

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## Professional

**Definition:** A person formally certified by a professional body or belonging to a specific profession by virtue of having completed a required course of studies and/or practice, and whose competence can usually be measured against an established set of standards. The term also refers to a person who has achieved an acclaimed level of proficiency in a calling or trade.

**Note:**

**Source:** BusinessDictionary. (2016). Professional. Available at <http://www.businessdictionary.com/definition/professional.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 471

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## Programme

**Definition:** A purposeful and structured set of learning experiences that leads to a qualification. Programmes may be discipline-based, professional, career-focused, transdisciplinary, interdisciplinary or multidisciplinary in nature.

**Note:**

**Source:** CHE. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Higher Education Qualifications Sub-Framework (HEQSF). Council on Higher Education. Available at [http://www.gov.za/sites/www.gov.za/files/38116\\_gon819.pdf](http://www.gov.za/sites/www.gov.za/files/38116_gon819.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 472

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## Province

**Definition:** An area of South Africa governed by a provincial government, which government forms the second layer of government between the national government and municipalities.

**Note:** The provincial governments are established in terms of, and their structure defined by, chapter 6 of the Constitution of the Republic of South Africa, 1996. The nine provinces are: the Eastern Cape, the Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, the Northern Cape, North West and the Western Cape. The provincial governments are structured according to a parliamentary system in which the executive is dependent on, and accountable to, the legislature. In each province, the provincial legislature is directly elected by proportional representation, and the legislature, in turn, elects one of its members as premier to head the executive. The premier appoints an executive council (a cabinet), consisting of members of the legislature, to administer the various departments of the provincial administration.

**Source:** Wikipedia. (2016). Provincial Governments of South Africa. Available at [https://en.wikipedia.org/wiki/Provincial\\_governments\\_of\\_South\\_Africa](https://en.wikipedia.org/wiki/Provincial_governments_of_South_Africa), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 473

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## Proxy indicator

**Definition:** An indirect measure or sign that approximates or represents a phenomenon in the absence of a direct measure or sign. The number of female members of a chamber of commerce, for example, is a proxy indicator of the percentage of female business owners or executives.

**Note:**

**Source:** BusinessDictionary. (2016). Proxy indicator. Available at <http://www.businessdictionary.com/definition/proxy-indicator.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 474

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## Public college

**Definition:** Any college that provides further education and training on a full-time, part-time or distance basis and which is (1) established, or regarded as having been established, as a public college under the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), as amended; or (2) declared a public college under the Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006), as amended.

**Note:**

**Source:** DHET. (2006). Further Education and Training Colleges Act, 2006 (No. 16 of 2006). Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.saqa.org.za/docs/legislation/2010/act16.pdf>, accessed on 14 March 2017.

**Cross reference:**

**Reference code:** 475

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## Public Employment Services (PES)

**Definition:** One of the key, active, labour market policy instruments used by governments internationally to facilitate employment. The core function of public and private employment services (ES) is to match jobseekers with employers offering employment opportunities.

**Note:**

**Source:** Arends, F., Chabane, S., Paterson, A. (2015). Investigating Employer Interaction with the Employment Services of South Africa (ESSA). Department of Higher Education and Training. Labour Market Intelligence Partnership (LMIP). Available at [http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 476

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## Public Employment Services (PES) database

**Definition:** A PES/ESSA database containing records on unemployed work seekers, on employers with vacancies, and on work seekers matched with employers.

**Note:** It gives an estimate of the occupational levels and range of labour market clearing. It has potential to yield valuable information about the shape and performance of the labour market for skills planning.

**Source:** Arends, F., Chabane, S., Paterson, A. (2015). Investigating Employer Interaction with the Employment Services of South Africa (ESSA). Department of Higher Education and Training. Labour Market Intelligence Partnership (LMIP). Available at [http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/HSRC%20LMIP%20ESSA%20Report%20Proof%208_0.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 477

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## Public entities

**Definition:** Companies, agencies, funds and accounts that are fully or partly owned by government or public authorities and are regulated by law.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 478

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## Public higher education institution (HEI)

**Definition:** Any higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997).

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 479

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## Public sector

**Definition:** Consists of the national government, provincial government, local government, extra-budgetary governmental institutions, social-security funds and non-financial public enterprises.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 480

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## Public university

**Definition:** Any public higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act, 1997 (Act No. 101 of 1997).

**Note:**

**Source:** DHET. (2013). Higher Education Act, 1997 (Act No. 101 of 1997): Call for Comments on the Draft Policy on Student Housing at Public Universities and the Minimum Norms and Standards Applicable. Government Gazette, No. 36361, 11 April 2013.

**Cross reference:**

**Reference code:** 481

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## Qualification (Def1)

**Definition:** A planned combination of exit-level learning outcomes which has a defined purpose and that is intended to provide learners with applied competence and a basis for further learning. This learning culminates in the formal recognition of successful learning achievement through the award of a formal certificate. Also: The formal recognition of the achievement of the required number and range of credits and other requirements at specific levels of the National Qualifications Framework (NQF) as determined by the relevant bodies registered by the South African Qualifications Authority (SAQA).

**Note:** DHET definition.

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:** Qualification (Def2, Def3, Def4)

**Reference code:** 482

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## Qualification (Def2)

**Definition:** A registered national qualification. A qualification is the formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Qualifications Framework (NQF) as may be determined by the relevant bodies registered for such purpose. Also: A degree, diploma or certificate which an institution awards to a student on the successful completion of a programme of studies. Qualifications are placed into categories, such as those approved by the Minister of Education for government subsidy purposes.

**Note:** National definition.

**Source:** South Africa. (2008). National Qualifications Framework Act, 2008 (Act No. 65 of 2008). Pretoria; Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available

at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 8 March 2017.

**Cross reference:** Qualification (Def1, Def3, Def4)  
**Reference code:** 483

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### Qualification (Def3)

**Definition:** A planned combination of learning outcomes which has a defined purpose, or purposes, is intended to provide qualifying learners with applied competence and a basis for further learning, has been assessed in terms of exit-level outcomes, is registered on the National Qualifications Framework (NQF), and is certified and awarded by a recognised body.

**Note:** National definition.

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:** Qualification (Def1, Def2, Def4)  
**Reference code:** 484

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### Qualification (Def4)

**Definition:** The formal recognition and certification of learning achievement awarded by an accredited institution.

**Note:** Council on Higher Education definition.

**Source:** CHE. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Higher Education Qualifications Sub-Framework (HEQSF). Council on Higher Education. Available at [http://www.gov.za/sites/www.gov.za/files/38116\\_gon819.pdf](http://www.gov.za/sites/www.gov.za/files/38116_gon819.pdf), accessed on 8 March 2017.

**Cross reference:** Qualification (Def1, Def2, Def3)  
**Reference code:** 485

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### Qualification descriptor

**Definition:** A unique descriptor stating the purpose of the qualification and how it relates to other qualification types. It enables comparisons with other qualifications and provides a basis for designing, evaluating, approving and reviewing qualifications and their associated curricula.

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:**  
**Reference code:** 486

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### Qualification type

**Definition:** The classification of a qualification within a sub-framework of the National Qualifications Framework (NQF).

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:**  
**Reference code:** 487

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## Quality assurance

**Definition:** All actions taken to ensure that standards and procedures are adhered to and that delivered products or services meet performance requirements.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 488

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## Quality Council (QC)

**Definition:** Council established to develop and manage each of the sub-frameworks of the National Qualifications Framework (NQF), namely: the Council on Higher Education (CHE) for the Higher Education Qualifications Sub-Framework (HEQSF); Umalusi for the General and Further Education and Training Qualifications Sub-Framework (GFETQSF); and the Quality Council for Trades and Occupations (QCTO) for the Occupational Qualifications Sub-Framework (OQSF).

**Note:**

**Source:** South African Government. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008). Occupational Qualifications Sub-Framework (OQSF). Available at [http://www.gov.za/sites/www.gov.za/files/37879\\_gen597.pdf](http://www.gov.za/sites/www.gov.za/files/37879_gen597.pdf), accessed on 2 March 2017.

**Cross reference:**

**Reference code:** 489

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## Quality Council for Trades and Occupations (QCTO)

**Definition:** Established in terms of the National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008), the QCTO is tasked with achieving the objectives of the NQF and with developing and managing the Occupational Qualifications Sub-Framework (OQSF).

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 490

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## Rate

**Definition:** The measure, quantity or frequency of something considered in relation to another measure, quantity or frequency, multiplied by a constant, usually 100 or 1 000 or 100 000, e.g. the birth rate.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 491

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## Rate of change

<b>Definition:</b>	The estimate that indicates the percentage change in the variables of interest over two different periods of time. It shows the growth or decline in such variables.
<b>Note:</b>	Examples are: gross domestic product (GDP) growth rates, the rate of inflation, population growth rates, etc.
<b>Source:</b>	Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at <a href="http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf">http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	492

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## Ratio of unemployment to vacancies by province

<b>Definition:</b>	The Job Vacancy Statistics (JVS) Programme provides a monthly portrait of the level of unoccupied positions, job vacancy rates and unemployment-to-job vacancies ratios. The job vacancy rate is the number of job vacancies or vacant positions on the last business day of the month, expressed as a percentage of labour demand (occupied positions and vacant positions).
<b>Note:</b>	International definition.
<b>Source:</b>	Statcan. (2016). Guide to Job Vacancy Statistics. Statistics Canada. Available at <a href="http://www.statcan.gc.ca/pub/72-210-g/72-210-g2016001-eng.pdf">http://www.statcan.gc.ca/pub/72-210-g/72-210-g2016001-eng.pdf</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	493

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## Recession

<b>Definition:</b>	A period in which national output and income decline. A recession is usually defined as two consecutive quarters of negative growth.
<b>Note:</b>	
<b>Source:</b>	National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <a href="http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx">http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	
<b>Reference code:</b>	494

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## Recognition of prior learning (RPL) (Def1)

<b>Definition:</b>	The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.
<b>Note:</b>	
<b>Source:</b>	DHET. (2015). Policy on Professional Qualifications for Educators in Community and Adult Education. Government Gazette, No. 38612, 27 March 2015.
<b>Cross reference:</b>	Recognition of prior learning (RPL) (Def2, Def3)
<b>Reference code:</b>	495

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## Recognition of prior learning (RPL) (Def2)

**Definition:** The principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 8 March 2017.

**Cross reference:** Recognition of prior learning (RPL) (Def1, Def3)

**Reference code:** 496

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## Recognition of prior learning (RPL) (Def3)

**Definition:** The comparison of previous learning and experience of a learner, howsoever obtained, against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements.

**Note:**

**Source:** W&RSETA. (2010). Scarce and Critical Skills in the Wholesale and Retail (W&R) Sector. Available at [http://www.wrseta.org.za/downloads/Scarce\\_and\\_Critical\\_Skills\\_in\\_the\\_W&R\\_Sector.pdf](http://www.wrseta.org.za/downloads/Scarce_and_Critical_Skills_in_the_W&R_Sector.pdf), accessed on 12 April 2017.

**Cross reference:** Recognition of prior learning (RPL) (Def1, Def2)

**Reference code:** 497

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## Recruitment vacancies

**Definition:** Unoccupied posts or jobs that enterprises are seeking to fill by actively recruiting candidates.

**Note:** Typically, employers will use media advertisements to communicate jobs available.

**Source:** Alphonsus, N. (2015). The DHET's Approach to Establishing a Credible Mechanism for Skills Planning in South Africa. Research Report. University of the Witwatersrand. Available at [http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20\\_Final%20Research%20Report%20Version%2016.pdf](http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20_Final%20Research%20Report%20Version%2016.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 498

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## Relative poverty (Def1)

**Definition:** A measure of poverty based on an individual or family's relative income compared with the overall average level of income in the economy as a whole. Relative poverty thresholds change over time with growth in overall income levels.

**Note:** Is distinguishable from absolute measures of poverty, which are defined according to a specified level of real consumption.

**Source:** Stanford J. (2015). Economics for Everyone: Online Glossary of Terms and Concepts (2nd ed). Available at [http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary\\_2ndEdition.pdf](http://economicsforeveryone.ca/wp-content/uploads/2014/06/Glossary_2ndEdition.pdf), accessed on 27 February 2017.

**Cross reference:** Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def2)

**Reference code:** 499

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## Relative poverty (Def2)

<b>Definition:</b>	Is poverty defined in relation to the social norms and standard of living in a particular society. It can therefore include the individual's ability to take part in activities that society values, even if they are not necessary for survival. Relative poverty can also refer to the nature of the overall distribution of resources.
<b>Note:</b>	
<b>Source:</b>	Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at <a href="http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf">http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf</a> , accessed on 7 March 2017.
<b>Cross reference:</b>	Absolute poverty, Absolute poverty line, Chronic poverty, Minimum acceptable standard of living, Poverty, Poverty gap (Def1, Def2), Poverty Gap Index, Poverty headcount, Poverty line, Poverty rate, Relative poverty (Def1)
<b>Reference code:</b>	500

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## Relative scarce skill

<b>Definition:</b>	Refers to the situation where a suitably skilled or qualified worker is available, but he/she does not meet the criteria concerned owing to geographical location or other personal factors, such as the need to be near the family.
<b>Note:</b>	
<b>Source:</b>	LMIP. (2014). LMIP Briefing 3. Contours of the Skills Planning Mechanism: The Issue of Scarce Skills. Department of Higher Education and Training. Available at <a href="http://www.lmip.org.za/content/lmip-briefing-3">http://www.lmip.org.za/content/lmip-briefing-3</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1, Def2), Latent/hidden skill shortage, Pivotal skills, Scarce skill list, Scarce skills
<b>Reference code:</b>	501

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## Relevance (Def1)

<b>Definition:</b>	The degree to which statistical information meets the real needs of clients. It is concerned with the question whether the available information sheds light on the issues of most importance to users.
<b>Note:</b>	National definition.
<b>Source:</b>	DHET. (2012). DHET002: Data Quality Standard for Surveys. Government Gazette, No. 35560, Notice 610, 2 August 2012.
<b>Cross reference:</b>	Relevance (Def2)
<b>Reference code:</b>	502

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## Relevance (Def2)

<b>Definition:</b>	The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies.
<b>Note:</b>	International definition. Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances.
<b>Source:</b>	OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <a href="https://www.oecd.org/dac/evaluation/2754804.pdf">https://www.oecd.org/dac/evaluation/2754804.pdf</a> , accessed on 27 February 2017.
<b>Cross reference:</b>	Relevance (Def1)
<b>Reference code:</b>	503

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## Reliability

- Definition:** The consistency or dependability of data and evaluation judgements with reference to the quality of the instruments, procedures and analyses used to collect and interpret evaluation data.
- Note:** International definition. Evaluation information is reliable when repeated observations using similar instruments under similar conditions produce similar results.
- Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 504
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## Remuneration

- Definition:** The cost of personnel, including salaries, housing allowances, car allowances, and other benefits received by personnel.
- Note:**
- Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.
- Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Salary, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)
- Reference code:** 505
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## Replacement demand (Def1)

- Definition:** Refers to job openings resulting from the departure of workers that need to be filled by new workers.
- Note:**
- Source:** Adelzadeh, A. (2016). Skills Supply and Demand in South Africa: A 10 Year Forecast (2016–2025). The Bridge, an ADRS Simulation Policy Brief, Skills Planning Series. Available at [http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply_1.pdf), accessed on 8 March 2017.
- Cross reference:** Expansion demand (Def1, Def2), Job openings module, Replacement demand (Def2, Def3, Def4)
- Reference code:** 506
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## Replacement demand (Def2)

- Definition:** The need on the part of employers to hire new employees, usually to replace employees who permanently leave their jobs when they retire. Replacement demand may also arise as a result of employee resignations, migration between regions or occupations, and death.
- Note:**
- Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarenville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarenville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarenville_bonavista_region.pdf), accessed on 27 February 2017.
- Cross reference:** Expansion demand (Def1, Def2), Job openings module, Replacement demand (Def1, Def3, Def4)
- Reference code:** 507

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## Replacement demand (Def3)

**Definition:** Reflects an absolute scarcity where there are no people enrolled or engaged in the process of acquiring skills that need to be replaced.

**Note:**

**Source:** DoL. (2006). National Master Scarce Skills List of South Africa. Department of Labour. Pretoria, South Africa.

**Cross reference:** Expansion demand (Def1, Def2), Job openings module, Replacement demand (Def1, Def2, Def4)

**Reference code:** 508

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## Replacement demand (Def4)

**Definition:** The replacement demand module (LM-EM-OCC) of the linked macro-education model (LM-EM) for forecasting: This module provides projections of the number of employees in each occupation that will be replaced owing to labour turnover related to retirement, migration, mortality or through career changes, which, together, make up replacement demand.

**Note:** The term is used in the context of the LM-EM for forecasting.

**Source:** Adelzadeh, A. (2016). Skills Supply and Demand in South Africa: A 10 Year Forecast (2016–2025). The Bridge, an ADRS Simulation Policy Brief, Skills Planning Series. Available at [http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply\\_1.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/ADRS%20Bridge%20on%2010%20Year%20Forecasts%20of%20Skills%20Demand%20and%20Supply_1.pdf), accessed on 8 March 2017.

**Cross reference:** Expansion demand (Def1, Def2), Job openings module, Replacement demand (Def1, Def2, Def3)

**Reference code:** 509

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## Report 550

**Definition:** Is a policy résumé of instructional programmes offered in schools containing the programme requirements, which includes the promotion requirements, the special conditions and the rules of combination for the issuing of the National Senior Certificate.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 510

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## Restricted funds

**Definition:** Those funds of a public higher education institution that may be used only for the purposes that have been specified in legally binding terms by the provider of such funds or by another legally empowered person.

**Note:** The term is used in the context of higher education (HE).

**Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997). Government Gazette, No. 35923, Notice 1002, 29 November 2012.

**Cross reference:**

**Reference code:** 511

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## Retention rate

**Definition:**

Is used in a variety of fields, including marketing, investment and education as well as in the workplace and in clinical trials. Maintaining retention in each of these fields often results in a positive outcome for the overall organisation or school, or for the pharmacological study. In marketing, the retention rate is used to count customers and track customer activity, irrespective of the number of transactions (or monetary value of those transactions) concluded by each customer. The retention rate is the ratio of the number of retained customers to the number at risk.

**Note:**

**Source:**

Wikipedia. (2016). Retention rate. Available at [https://en.wikipedia.org/wiki/Retention\\_rate](https://en.wikipedia.org/wiki/Retention_rate), accessed on 8 March 2017.

**Cross reference:**

**Reference code:**

512

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## Retirement

**Definition:**

Occurs when an individual permanently leaves his/her job or the labour market, usually by the age of 65.

**Note:**

**Source:**

Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:**

513

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## Rural

**Definition:**

Refers to farms and traditional areas characterised by low population densities, low levels of economic activity and low levels of infrastructure. Rural areas may comprise one or more of the following: tribal areas, commercial farms and informal settlements.

**Note:**

**Source:**

Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:**

Urban, Urban settlements (formal), Urban settlements (informal)  
514

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## Salary

**Definition:**

The amount an employer pays an employee for work done. It is a fixed income for services, which is usually paid on a weekly, biweekly or monthly basis, unlike a wage, which is generally paid on an hourly basis. The salary of an employee is usually specified in an employment contract.

**Note:**

**Source:**

Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa. Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Standard Income Tax on Employees (SITE), Wage (Def1, Def2)

**Reference code:**

515

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## Scarce skill list

**Definition:** The success of skills planning lies in the match between supply and demand. The analysis of skills shortages guides the production of the scarce skill list, to which the planning mechanism must respond.

**Note:**

**Source:** Alphonsus, N. (2015). The DHET's Approach to Establishing a Credible Mechanism for Skills Planning in South Africa. Research Report. University of the Witwatersrand. Available at [http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20\\_Final%20Research%20Report%20Version%2016.pdf](http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20_Final%20Research%20Report%20Version%2016.pdf), accessed on 13 March 2017.

**Cross reference:** Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1, Def2), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skills

**Reference code:** 516

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## Scarce skills

**Definition:** The term relates to those occupations for which employers cannot find or retain appropriately qualified and experienced people, i.e. people with the appropriate occupational competence. A scarce skill emerges when demand for a specific occupation outstrips the supply of this occupation at a specified price (or wage) (i.e. by those who are willing to work at that specified wage).

**Note:** 'Critical skills' refers to those occupations for which employers can find and retain qualified and experienced people, but who require some additional training or upskilling in order to achieve appropriate occupational competence.

**Source:** LMIP. (2014). LMIP Briefing 3. Contours of the Skills Planning Mechanism: The Issue of Scarce Skills. Department of Higher Education and Training. Available at <http://www.lmip.org.za/content/lmip-briefing-3>, accessed on 28 February 2017.

**Cross reference:** Absolute scarce skill, Absolute scarcity, Critical cross-field outcomes, Critical skills (Def1, Def2), Latent/hidden skill shortage, Pivotal skills, Relative scarce skill, Scarce skill list

**Reference code:** 517

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## Secondary industry

**Definition:** The industrial sector of an economy that is dominated by the manufacture of finished products, including manufacturing, utilities and construction. Unlike a primary industry, which collects and produces raw materials for manufacture, a secondary industry makes products that are more likely to be consumed by individuals. Examples of secondary industry divisions include automobile manufacturing, steel production and telecommunications. Also called a secondary sector of industry.

**Note:**

**Source:** Stats SA. (2014). National and Provincial Labour Market: Long-Term Unemployment, Q3: 2008–Q3: 2014. Statistical Release P0211.4.4. Available at <http://www.statssa.gov.za/publications/P02114.4/P02114.42014.pdf>, accessed on 7 March 2017.

**Cross reference:** Capital-intensive industry, Industry, Labour-intensive industry, Primary industry, Standard Industrial Classification of All Economic Activities (SIC), Tertiary industry

**Reference code:** 518

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## Secondary sector

**Definition:** The portion of an economy that includes light and heavy industrial manufacturers of finished goods and products from raw materials. Businesses that make up the secondary sector of industry often require substantial machinery in order to operate, and they create waste that can contribute to environmental pollution.

**Note:**

**Source:** BusinessDictionary. (2016). Secondary sector. Available at <http://www.businessdictionary.com/definition/secondary-sector.html>, accessed on 28 February 2017.

**Cross reference:** Secondary industry

**Reference code:** 519

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## Section 21 company

**Definition:** Non-profit entities registered in terms of section 21 of the Companies Act, 2008 (Act No. 71 of 2008).

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 520

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## Sector

**Definition:** A defined portion of social, commercial or educational activities used to prescribe the boundaries of an education and training quality assurance (ETQA) body.

**Note:** The term is used in the context of the National Qualifications Framework (NQF).

**Source:** SAQA. (2014). Glossary of Terms. Available at <http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 521

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## Sector education and training authority (SETA) (Def1)

**Definition:** A body established in terms of section 9(1) of the Skills Development Act, 1998 (Act No. 97 of 1998).

**Note:** DHET definition.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Sector education and training authority (SETA) (Def2, Def3, Def4)

**Reference code:** 522

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## Sector education and training authority (SETA) (Def2)

**Definition:** A body responsible for the organisation of education and training programmes within a specific sector.

**Note:** SAQA definition.

**Source:** SAQA. (2014). Glossary of Terms. Available at <http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:** Sector education and training authority (SETA) (Def1, Def3, Def4)

**Reference code:** 523

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## Sector education and training authority (SETA) (Def3)

<b>Definition:</b>	A body established in terms of the Skills Development Act, 1998 (Act No. 97 of 1998), to develop and implement sector skills plans and promote learning programmes, including workplace learning. The Quality Council for Trades and Occupations (QCTO) has delegated quality-assurance powers to the SETAs.
<b>Note:</b>	SAQA definition.
<b>Source:</b>	SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <a href="http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf">http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf</a> , accessed on 28 February 2017.
<b>Cross reference:</b>	Sector education and training authority (SETA) (Def1, Def2, Def4)
<b>Reference code:</b>	524

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## Sector education and training authority (SETA) (Def4)

<b>Definition:</b>	A body funded through employer training levies which is responsible for learnership programmes and for implementing strategic sector skills plans.
<b>Note:</b>	National Treasury definition.
<b>Source:</b>	National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <a href="http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx">http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx</a> , accessed on 8 March 2017.
<b>Cross reference:</b>	Sector education and training authority (SETA) (Def1, Def2, Def3)
<b>Reference code:</b>	525

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## Sector vacancies

<b>Definition:</b>	Job openings within specific sectors of the economy.
<b>Note:</b>	
<b>Source:</b>	Powell, M., Reddy, V. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. LMIP Policy Brief. May 2014.
<b>Cross reference:</b>	Hard-to-fill vacancies (Def1, Def2), Job Opportunity Index (JOI), Job turnover, Job vacancy rate, Labour turnover, Vacancies, Vacant post
<b>Reference code:</b>	526

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## Self-employed

<b>Definition:</b>	A person who operates his/her own economic enterprise or engages independently in a profession or trade and hires no employees.
<b>Note:</b>	
<b>Source:</b>	Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.
<b>Cross reference:</b>	
<b>Reference code:</b>	527

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## Semi-skilled employee

**Definition:** A person who acquires his/her expertise by way of a relatively short training period (single days or weeks), after which the required tasks should be efficiently performed. He/she must possess basic literacy and numeracy skills prior to training, but primary education is sufficient as a prerequisite for training.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 528

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## Senate

**Definition:** A body contemplated in section 28 of the Higher Education Act, 1997 (Act No. 101 of 1997), which includes an academic board.

**Note:** The term is used in the context of higher education (HE).

**Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997). Government Gazette, No. 35923, Notice 1002. 29 November 2012.

**Cross reference:**

**Reference code:** 529

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## Senior management

**Definition:** The employees of a public higher education institution designated as such in its institutional statute.

**Note:** The term is used in the context of higher education (HE).

**Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997). Government Gazette, No. 359232, Notice 1002, 29 November 2012.

**Cross reference:**

**Reference code:** 530

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## Services

**Definition:** Intangible products such as accounting, banking, cleaning, consultancy, education, insurance, expertise, medical treatment or transportation.

**Note:** Sometimes services are difficult to identify because they are closely associated with a good, such as the combination of a diagnosis with the administration of a medicine. No transfer of possession or ownership takes place when services are sold, and they (1) cannot be stored or transported, (2) are instantly perishable, and (3) come into existence at the time they are bought and consumed.

**Source:** BusinessDictionary. (2016). Services. Available at <http://www.businessdictionary.com/definition/services.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 531

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## Service staff

**Definition:** All staff, such as cleaners, gardeners, security guards and messengers, who are not engaged in supervisory or administrative functions linked to an office.

**Note:** The term is used in the context of higher education (HE).

**Source:** Adapted from the Department of Education. (1982, 1995). Manual: South African Post-Secondary Education (SAPSE). Pretoria, South Africa.

**Cross reference:**

**Reference code:** 532

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## Severance, termination and redundancy payments

**Definition:** Includes payments in respect of accumulated leave made to employees who finished work during the reference period, as well as payments intended to compensate for loss of employment.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 533

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## Shortage of workers

**Definition:** Occurs in a market economy when the demand for workers for a particular occupation is greater than the supply of workers who are qualified, available and willing to do that job.

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clarendville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clarendville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clarendville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 534

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## Short course

**Definition:** A short learning programme through which a learner may or may not be awarded credits towards a qualification or a part qualification, depending on the purpose of the programme.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 535

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## Situational learning

**Definition:** Knowledge of the varied learning situations, contexts and environments of education as well as prevailing policy, political and organisational contexts.

**Note:** This includes, but is not limited to, understanding and critical analysis of the complex and differentiated nature of South African society and learning to work in nuanced ways with the diverse challenges faced by adult learners, e.g. HIV and Aids, unemployment, economic growth, poverty and the lingering effects of apartheid, dealing with diversity (including gender issues), promoting inclusivity, and education for sustainable development. The ability of adult education and training educators and community education and training lecturers to contribute to the development of adult learners as critical but committed citizens relies substantially on situational learning.

**Source:** DHET. (2014). Draft Policy on Qualifications in Higher Education for Adult Education and Training Educators and Community Education and Training College Lecturers. Department of Higher Education and Training. Pretoria.

**Cross reference:**

**Reference code:** 536

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## Skill

**Definition:**

The ability to perform tasks with a specified degree of proficiency. Skills requirements are the specific abilities, aptitudes and knowledge that are the prerequisites needed to obtain employment in an occupational group. Skill is the ability to competently perform the roles and tasks associated with an occupation or 'the ability to carry out the tasks and duties of a given job'. The Organising Framework of Occupations (OFO) classifies skills according to a combination of levels and specialisations, which makes it easy to locate a specific occupation within the framework.

**Note:****Source:**

Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:****Reference code:**

537

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## Skilled employee

**Definition:**

A person who has undergone training or education in and/or outside his/her work environment and who is in possession of a minimum level of secondary qualification to qualify for his/her occupation. An employee in this category must have undergone at least two years' study or training after having completed Grade 12.

**Note:****Source:**

Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:****Reference code:**

538

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## Skilled foreign migrant

**Definition:**

A person who works in a country other than the one of which he/she is a citizen. Migrant workers may follow work within their own country or between countries, depending on which definition is used. Some foreign workers are present temporarily and legally through a guest worker programme in a country with more preferred job prospects than their home country. Some are illegal aliens. Foreign workers temporarily reside in the country in which they work and will often send most or all wages earned back to their country of origin. Migrants' skill levels are often recorded according to definitions based on formal education or else those skills acquired over the course of their working life, which culminate in their occupation, as opposed to cognitive or soft skills that no doubt constitute pivotal elements in an individual's overall capabilities and success.

**Note:****Source:**

IMI. (2014). Working Paper 104: Conceptualising International High-Skilled Migration. International Migration Institute (IMI).

**Cross reference:****Reference code:**

539

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## Skilled occupation

**Definition:** Skilled occupations are those of managers, professionals and technicians. Semi-skilled occupations are clerks, sales, skilled agriculture, craft, and machine operators. Low-skilled occupations comprise elementary and domestic work.

**Note:**

**Source:** Stats SA. (2015). National and Provincial Labour Market: Youth. Statistics South Africa. Pretoria, South Africa. Available at <http://www.statssa.gov.za/publications/P02114.2/P02114.22015.pdf>, accessed on 27 February 2017.

**Cross reference:** High-skilled occupation

**Reference code:** 540

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## Skill forecasting

**Definition:** Entails predicting future demand for the skill concerned; in other words, it refers to the prediction of probable demand for a skill on the basis of past events and prevailing trends in the present.

**Note:**

**Source:** Wikipedia. (2016). Demand forecasting. Available at [https://en.wikipedia.org/wiki/Demand\\_forecasting](https://en.wikipedia.org/wiki/Demand_forecasting), accessed on 7 March 2017.

**Cross reference:**

**Reference code:** 541

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## Skill level (1st skill level)

**Definition:** The International Standard Classification of Occupations (ISCO) identifies the first skill level as primary education (Level 1), with the legal age of entrance being not younger than five years and not older than seven years. This level covers, in principle, six years of full-time schooling. In South Africa, it encompasses the first two phases of the Basic Education: Foundation Phase (Grades R to 3) and the Intermediate Phase (Grades 4 to 6), with the exception of Grade R. This first skill level in South Africa includes persons who receive primary education, which generally begins at the age of five to seven, and covers, in principle, six years of full-time schooling. According to the ISCO, this skill level might also include persons without any formal primary education. In South Africa, it will also include adult basic education and training (ABET) at this level. This category level also includes programmes suited for children with special education needs.

**Note:**

**Source:** Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:** Skill level (2nd skill level, 3rd skill level, 4th skill level)

**Reference code:** 542

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## Skill level (2nd skill level)

**Definition:** The knowledge and skills required for competent performance in occupations at Skill Level 2 are generally obtained through completion of the first stage of secondary education (International Standard Classification of Education-97 Level 2 (ISCED-97 Level 2)). Some occupations require the completion of the second stage of secondary education (ISCED-97 Level 3), which may include a significant component of specialised vocational education and on-the-job training. Other occupations require completion of vocation-specific education undertaken after completion of secondary education (ISCED-97 Level 4). In some cases, experience and on-the-job training may substitute for formal education. The first stage begins at the age of 11 or 12 and lasts about three years, while the second stage begins at the age of 14 or 15 and also lasts about three years. A period of on-the-job training and experience may be necessary, which is sometimes formalised in apprenticeships. This period may supplement formal training or replace it partly or, in some cases, totally. In South Africa, the second skill level entails secondary education, which can begin at the age of 11 to 13, and lasts six years. This relates to the last two phases of Basic Education: Senior Phase (Grades 7 to 9) (NQF Level 1) and Further Education and Training (FET) (Grades 10 to 12) (NQF Level 2 to 4).

**Note:**

**Source:** Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:** Skill level (1st skill level, 3rd skill level, 4th skill level)

**Reference code:** 543

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## Skill level (3rd skill level)

**Definition:** According to the International Standard Classification of Occupations (ISCO), the knowledge and skills required for competent performance in occupations at Skill Level 3 are usually obtained as a result of study at a higher educational institution for a period of one to three years following completion of secondary education (ISCED-97 Level 5B). In some cases, extensive and relevant work experience and prolonged on-the-job training may substitute for formal education. In South Africa, the third skill level is defined as education which begins at the age of 17 to 19 and lasts one to four years. It will include NQF Level 5.

**Note:**

**Source:** Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:** Skill level (1st skill level, 2nd skill level, 4th skill level)

**Reference code:** 544

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## Skill level (4th skill level)

**Definition:** The knowledge and skills required for competent performance in occupations at Skill Level 4 are usually obtained as a result of study at a higher educational institution for a period of three to six years, leading to the award of a first degree or higher qualification (ISCED-97 Level 5A or higher). In some cases, extensive experience and on-the-job training may substitute for formal education, or may be required in addition to formal education. In many cases, appropriate formal qualifications are an essential requirement for entry to the occupation. The International Standard Classification of Occupations (ISCO) defines the fourth

skill level as education which begins at the age of 18 to 19, lasts about three, four or more years, and leads to a university or postgraduate university degree or equivalent. In South Africa, the fourth skill level is defined as education which begins at the age of 17 to 19, lasts about three, four or more years, and leads to a university or postgraduate university degree. It will include NQF Levels 6 to 10.

**Note:**

**Source:**

Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:**

Skill level (1st skill level, 2nd skill level, 3rd skill level)

**Reference code:**

545

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## Skill level (Def1)

**Definition:**

Is a function of the complexity and range of tasks and duties to be performed in an occupation. Skill level is measured operationally by considering one or more of the following: (1) the nature of the work performed in an occupation in relation to the characteristic tasks and duties defined for each South African Standard Classification of Occupations (SASCO) 2011 skill level; (2) the level of formal education defined in terms of the International Standard Classification of Education (ISCED-97) and required for competent performance of the tasks and duties involved; and (3) the amount of informal on-the-job training and/or previous experience in a related occupation required for competent performance of these tasks and duties.

**Note:**

Stats SA definition.

**Source:**

Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:**

Skill level (Def2)

**Reference code:**

546

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## Skill level (Def2)

**Definition:**

Is a function of the complexity and range of tasks and duties to be performed in an occupation. Skill level is measured operationally by considering one or more of: (1) the nature of the work performed (i.e. the complexity and range of work) in an occupation in relation to the characteristic tasks and duties defined; (2) the level of formal education defined in terms of the International Standard Classification of Education (ISCED-97) and required for competent performance of the tasks and duties involved; and (3) the amount of informal on-the-job training and/or previous experience in a related occupation required for competent performance of these tasks and duties.

**Note:**

DHET definition.

**Source:**

DHET. (2013). The Organising Framework for Occupations (OFO) 2013. Department of Higher Education and Training. Pretoria, South Africa.

**Cross reference:**

Skill level (Def1)

**Reference code:**

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## Skills demand

**Definition:** The need for employees and workers with specific skill(s) in a particular job market such as construction or manufacturing.

**Note:**

**Source:** Richardson, S. (2007). What Is a Skill Shortage? NCVET. National Institute of Labour Studies, Flinders University. Melbourne, Australia.

**Cross reference:**

**Reference code:** 548

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## Skills Development Levy (SDL)

**Definition:** A payroll tax designed to finance training initiatives in terms of the skills development strategy. The levy is imposed to encourage learning and development in South Africa and is determined by an employer's salary bill. The funds are to be used to develop and improve the skills of employees.

**Note:**

**Source:** SARS. (2016). Skills Development Levy (SDL). Available at <http://www.sars.gov.za/TaxTypes/SDL/Pages/default.aspx>, accessed on 6 March 2017.

**Cross reference:** Skills levy

**Reference code:** 549

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## Skills gap (Def1)

**Definition:** Exists when workers are judged by their employer not to be fully proficient or when an employee feels that he/she requires more skills to perform his/her job.

**Note:** Skills shortages are also experienced by employers at the recruitment stage where there is a lack of people with the right type of skills. This leads to a preponderance of hard-to-fill vacancies.

**Source:** Campbell et al. (2001). Skills in England 2001: The Research Report. Available at [http://dera.ioe.ac.uk/3960/1/skills-in-england\\_2001-research-report.pdf](http://dera.ioe.ac.uk/3960/1/skills-in-england_2001-research-report.pdf), accessed on 6 March 2017.

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def2, Def3), Skills mismatch, Skills shortage (Def1, Def2, Def3), Vertical mismatch

**Reference code:** 550

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## Skills gap (Def2)

**Definition:** Refers to the situation where a worker's type or level of skills is different from that required to adequately perform the job.

**Note:**

**Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def3), Skills mismatch, Skills shortage (Def1, Def2, Def3), Vertical mismatch

**Reference code:** 551

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## Skills gap (Def3)

**Definition:** Refers to a mismatch between the skills of existing employees and the business's needs. It occurs where a firm believes that its employees do not have adequate skills to meet the organisation's objectives.

**Note:**

**Source:** Campbell et al. (2001). Skills in England 2001: The Research Report. Available at [http://dera.ioe.ac.uk/3960/1/skills-in-england\\_2001-research-report.pdf](http://dera.ioe.ac.uk/3960/1/skills-in-england_2001-research-report.pdf), accessed on 6 March 2017.

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def2), Skills mismatch, Skills shortage (Def1, Def2, Def3), Vertical mismatch  
**Reference code:** 552

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### Skill shortage (Def1)

**Definition:** Level 1 shortage: There are few people with the essential technical skills who are not already using them, there is a long training time to develop the skills, and training providers are stretched to capacity. Level 2 shortage: There are few people with the essential technical skills who are not already using them, but there is a short training time to develop the skills and training providers are able to expand their provision. Skills mismatch: There are sufficient people with the essential technical skills who are not already using them, but they are not willing to apply for the vacancies under current conditions. Quality gap: There are sufficient people with the essential technical skills who are not already using them and who are willing to apply for the vacancies, but they lack some qualities that employers consider to be important.

**Note:**

**Source:** Marock, C. (2012). Developing a Framework for Understanding SETA Performance. Monitoring and Evaluating Their Role in Skills Planning, Steering and Enabling Supply within Their Sector. Labour Market Intelligence Partnership (LMIP). Available at [http://www.lmip.org.za/sites/default/files/documentfiles/04%20Carmel%20Marock\\_SETA%20framework%20Revised%20\(3\)\\_0.pdf](http://www.lmip.org.za/sites/default/files/documentfiles/04%20Carmel%20Marock_SETA%20framework%20Revised%20(3)_0.pdf), accessed on 14 March 2017.

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def2, Def3), Skills mismatch, Skills shortage (Def2, Def3), Vertical mismatch

**Reference code:** 553

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### Skill shortage (Def2)

**Definition:** The demand for a particular type of skill exceeds the supply of people with that skill.

**Note:**

**Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def2, Def3), Skills mismatch, Skills shortage (Def1, Def3), Vertical mismatch

**Reference code:** 554

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### Skill shortage (Def3)

**Definition:** Occurs when there is a higher demand for workers with a specific skill type than that which exists in the labour market.

**Note:** Skill shortages are defined by employers who cannot recruit people for specific occupations in order to fill vacancies (or by employers who have concerns about the skills of their existing workforce).

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def2, Def3), Skills mismatch, Skills shortage (Def1, Def2), Vertical mismatch

**Reference code:** 555

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## Skills levy

**Definition:** An amount to be paid in terms of the Skills Development Levies Act, 1999 (Act No. 9 of 1999). The leviable amount is defined in the Act as the total amount of remuneration payable by an employer to his/her employees as determined in accordance with the provisions of the Fourth Schedule, regardless of whether the employer is liable to deduct or withhold employees tax on the amounts.

**Note:**

**Source:** SAICA. (1999). Taxes Levied 747. Skills Development Levies Act, 1999 (Act No. 99 of 1999). Available at [https://www.saica.co.za/integritax/1999/747\\_Skills\\_Development\\_Levies\\_Act\\_1999.htm](https://www.saica.co.za/integritax/1999/747_Skills_Development_Levies_Act_1999.htm), accessed on 6 March 2017.

**Cross reference:** Skills Development Levy (SDL)

**Reference code:** 556

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## Skills mismatch

**Definition:** The gap between an individual's job skills and the demands of the job market. This has become a central challenge for many countries, and one that affects all layers of society, from the productivity and efficiency of businesses to the current and prospective welfare of the youth. 'Skills mismatch' is an encompassing term which refers to various types of imbalances between skills offered and skills needed in the world of work.

**Note:** Skills and competencies per se are not measured by the regular statistical programmes of most countries. That is why skill proxies are used, such as qualifications and years of education on the supply side and occupations on the demand side.

**Source:** ILO. (2014). Skills Mismatch in Europe. Department of Statistics. International Labour Organization. Available at [http://www.ilo.org/wcmsp5/groups/public/--dgreports/---stat/documents/publication/wcms\\_315623.pdf](http://www.ilo.org/wcmsp5/groups/public/--dgreports/---stat/documents/publication/wcms_315623.pdf), accessed on 6 March 2017; Skills Mismatch. (2014). Right Skills for Right Jobs. Available at <http://www.skillsmismatch.thinkyoung.eu/>, accessed on 6 March 2017.

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def2, Def3), Skills shortage (Def1, Def2, Def3), Vertical mismatch

**Reference code:** 557

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## Skills needs

**Definition:** The specific type and level of skills needed by the labour market.

**Note:**

**Source:** Alphonsus, N. (2015). The DHET's approach to establishing a credible mechanism for skills planning in South Africa. Research Report. University of Witwatersrand. Available at [http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20\\_Final%20Research%20Report%20Version%2016.pdf](http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20_Final%20Research%20Report%20Version%2016.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 558

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## Skills obsolescence

**Definition:** A situation where skills previously used in a job are no longer required and/or skills have deteriorated over time.

**Note:**

**Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).

**Cross reference:**

**Reference code:** 559

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## Skills planning

**Definition:** Entails setting goals for human resource development, developing strategies and outlining tasks and schedules in order to allow the realisation of such human resource development goals. The term also relates to how labour market intelligence is utilised to inform decision-making processes about how and where resources are allocated for skills development and how different actors influence this process.

**Note:**

**Source:** Alphonsus, N. (2015). The DHET's Approach to Establishing a Credible Mechanism for Skills Planning in South Africa. Research Report. University of the Witwatersrand. Available at [http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20\\_Final%20Research%20Report%20Version%2016.pdf](http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20_Final%20Research%20Report%20Version%2016.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 560

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## Skills planning mechanism

**Definition:** Refers to the intelligence, institutional structures, processes and arrangements for undertaking planning, as well as the wider political economy and how this influences decisions as to how resources are allocated for skills development.

**Note:**

**Source:** Alphonsus, N. (2015). The DHET's Approach to Establishing a Credible Mechanism for Skills Planning in South Africa. Research Report. University of the Witwatersrand. Available at [http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20\\_Final%20Research%20Report%20Version%2016.pdf](http://wiredspace.wits.ac.za/jspui/bitstream/10539/20762/1/2015.12.05.-Naomi%20Alphonsus%20_Final%20Research%20Report%20Version%2016.pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 561

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## Skills programme (Def1)

**Definition:** A skills programme that: (1) is occupationally based; (2) when completed, will constitute a credit towards a qualification registered in terms of the National Qualifications Framework (NQF) as defined in section 1 of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995); (3) uses training providers referred to in section 17(1)(c); or (4) complies with the prescribed requirements (Skills Development Act, 1998, (Act No. 97 of 1998).

**Note:** DHET definition.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:** Skills programme (Def2)

**Reference code:** 562

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## Skills programme (Def2)

- Definition:** A QCTO-accredited learning programme that is occupationally based and which, when completed, may constitute credits towards a qualification registered on the National Qualifications Framework (NQF).
- Note:** SAQA definition.
- Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.
- Cross reference:** Skills programme (Def1)
- Reference code:** 563
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## Skills supply

- Definition:** The level and type of skills that employees and workers possess and can offer to the labour market.
- Note:**
- Source:** Richardson, S. (2007). What Is a Skill Shortage? NCVET. National Institute of Labour Studies, Flinders University. Melbourne, Australia.
- Cross reference:**
- Reference code:** 564
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## Skill surplus

- Definition:** The supply of a particular type of skill exceeds the demand for people with that skill.
- Note:**
- Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).
- Cross reference:** Skills mismatch
- Reference code:** 565
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## Social partnership

- Definition:** A partnership structured around a social agenda with defined benefits and risks and an agreement to work together in a cross-sector manner in order to constructively and synergistically solve a problem or provide a service. Such partnerships will have a business dimension in their management and evaluation.
- Note:**
- Source:** HRDC. (2014). Forging TVET College Partnerships – Implications for the Post-School Education and Training System. Human Resource Development Council for South Africa (HRDC). Available at <http://www.lmip.org.za/sites/default/files/documentfiles/3C%20PARTNERSHIP%20PAPER%20Version%2011.pdf>, accessed on 14 March 2017.
- Cross reference:** Education partnership, Learning partnership, Partnership, Private–public sector partnership
- Reference code:** 566
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## Social protection policies and programmes

- Definition:** Are aimed at preventing and mitigating the shocks that create and maintain chronic poverty, and at providing recovery assistance by protecting incomes and building the assets of the poor.
- Note:** Examples include pensions, and food for education programmes.

**Source:** Chronic Poverty Research Centre. (2008). Appendix A: Glossary of Terms. Available at [http://www.chronicpoverty.org/uploads/publication\\_files/CPR1\\_appendices.pdf](http://www.chronicpoverty.org/uploads/publication_files/CPR1_appendices.pdf), accessed on 7 March 2017.

**Cross reference:** Chronic poverty

**Reference code:** 567

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## Social wage

**Definition:** Comprises social benefits that are available to all individuals and which are funded wholly or partly by the state.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 568

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## Sociocultural terms

**Definition:** Involving social and cultural aspects.

**Note:** Sociocultural aspects are, for instance, a focus of study in anthropology. And knowing about sociocultural aspects of, for example, the people around one and their family backgrounds helps one to lead a fuller and richer life that is less bound by tradition – simply stated, it unlocks doors to modernisation.

**Source:** McGuire, D. (2014). Business & Economics. Human Resource Development (2nd ed). SAGE.

**Cross reference:**

**Reference code:** 569

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## Soft skills

**Definition:** Such skills are less tangible and are harder to quantify than hard skills. Soft skills include, for instance, etiquette, getting along with others, listening, and engaging in small talk.

**Note:**

**Source:** Investopedia. (2017). Hard skills. Available at <http://www.investopedia.com/terms/h/hard-skills.asp>, accessed on 7 March 2017.

**Cross reference:** Hard skills

**Reference code:** 570

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## South African Qualifications Authority (SAQA)

**Definition:** A statutory authority established in terms of the National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008) (which replaced the SAQA Act No. 58 of 1995), to oversee the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three sub-frameworks.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 571

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## South African Qualifications Authority (SAQA) (Def1)

**Definition:** The statutory authority established in terms of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995), and continuing in terms of the National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008), which oversees the further development and implementation of the NQF, the achievement of the objectives of the NQF, and the coordination of the three sub-frameworks.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.sqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** South African Qualifications Authority (SAQA) (Def2)

**Reference code:** 572

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## South African Qualifications Authority (SAQA) (Def2)

**Definition:** The body responsible for overseeing the development and implementation of the National Qualifications Framework (NQF), established in terms of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995).

**Note:**

**Source:** SAQA. (2014). Glossary of Terms. Available at <http://www.sqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:** South African Qualifications Authority (SAQA) (Def1)

**Reference code:** 573

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## Stakeholders

**Definition:** Agencies, organisations, groups or individuals that have a direct or indirect interest in the development intervention or its evaluation.

**Note:**

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 574

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## Standard

**Definition:** Statement of level of quality or attainment required.

**Note:**

**Source:** Umalusi. (2014). Policy for the General and Further Education and Training Qualifications Sub-Framework. Council for Quality Assurance in General and Further Education and Training. Available at [http://www.umalusi.org.za/docs/subframeworks/2014/GFETQSF\\_Policy.pdf](http://www.umalusi.org.za/docs/subframeworks/2014/GFETQSF_Policy.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 575

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## Standard Income Tax on Employees (SITE)

**Definition:** People whose net remuneration from employment exceeds R60 000 per annum (i.e. income and benefits after tax) are required to pay both SITE and Pay As You Earn (PAYE). People whose net remuneration is R60 000 or below are required to pay SITE only.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Wage (Def1, Def2)

**Reference code:** 576

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## Standard Industrial Classification of All Economic Activities (SIC)

**Definition:** The Standard Industrial Classification of All Economic Activities (SIC) (5th ed, January 1993) is used to classify the statistical units in Stats SA's surveys. The SIC is based on the 1990 International Standard Industrial Classification of All Economic Activities (ISIC), with suitable adaptations for local conditions. Statistics in Stats SA's publications are only presented at the SIC major division (one-digit) level. Each enterprise is classified under the industry which reflects the predominant activity of the enterprise.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES) March 2016. Statistical Release P0277. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Capital-intensive industry, Industry, Labour-intensive industry, Primary industry, Secondary industry, Tertiary industry

**Reference code:** 577

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## Standards generating body (SGB)

**Definition:** A body registered in terms of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995), which is responsible for establishing education and training standards or qualifications, and to which specific functions relating to the establishment of national standards and qualifications have been assigned.

**Note:**

**Source:** SAQA. (2014). Glossary of Terms. Available at <http://www.saqa.org.za/docs/webcontent/2014/web0225.html#s>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 578

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## Start-up business

**Definition:** Any business that has not paid salaries or wages or made any other payments to the owners for longer than three months.

**Note:**

**Source:** Malicki, P. (2015). When Exactly Does a Startup Become a Mature Tech Company? TNW Conference. Available at [https://thenextweb.com/insider/2015/01/31/exactly-startup-become-mature-tech-company/#.tnw\\_Zp847Qz4](https://thenextweb.com/insider/2015/01/31/exactly-startup-become-mature-tech-company/#.tnw_Zp847Qz4), accessed on 14 March 2017.

**Cross reference:** Established business, New business

**Reference code:** 579

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## Stock

**Definition:** Workers are the focus of trying to understand labour supply. 'Labour supply' is defined as the total number of people willing to work at the wage that the market is offering for their levels of skills. This is the total stock of labour supplied at a particular point in time. However, this can vary over time as people retire, have children, become sick or enter the labour force after school or tertiary education. These additions to, or subtractions from, the total stock of labour are called flows.

**Note:** Also referred to as the total stock of labour.

**Source:** Kerr, A. (2013). Understanding Labour Demand in South Africa and the Importance of Data Sources. DataFirst. University of Cape Town, LMIP, DHET.

**Cross reference:** Flow, Labour market dynamics (Def1, Def2), Labour market flows

**Reference code:** 580

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## Strategic Integrated Projects (SIPs)

**Definition:** The SIPs are large-scale infrastructure projects that are part of the National Infrastructure Plan adopted in 2012 to promote growth and the creation of new jobs, and to strengthen the delivery of basic services. The SIPs include catalytic projects to fast-track development and growth, with the emphasis on lagging regions. Owing to the scale, size and duration of these projects, skills development projects must be aligned to skills demand deriving from SIPs in relation to all other forms of skills demand in the economy.

**Note:**

**Source:** DHET. (2014). Skills Planning for SIPs: Methodology Used & Reflections on Possible Implications and Issues for 'a Credible Institutional Mechanism for Skills Planning'. Department of Higher Education and Training. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 581

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## Structural constraints

**Definition:** Imbalances in the structure of the economy that hinder growth and development.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 582

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## Structural skill shortages within the enterprise

**Definition:** The failure of companies to invest in skills despite changes to business strategy gives rise to the risk of internal skills shortages within the occupational structure of the company.

**Note:**

**Source:** LMIP. (2014). LMIP Briefing 3. Contours of the Skills Planning Mechanism: The Issue of Scarce Skills. Department of Higher Education and Training. Available at <http://www.lmip.org.za/content/lmip-briefing-3>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 583

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## Student

**Definition:** Any person registered as a student at a higher education institution (HEI) or at a technical and vocational education and training (TVET) college. A scholar or student is a person who attends an educational institution such as a school, university, technikon, college, or other type of educational institution such as a secretarial college, hairdressing school, mechanic school, hotel school, etc. Note that persons who undertake correspondence courses or who participate in government programmes that are conducted in schools are also included in the term 'student'.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 584

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## Student success rate

**Definition:** Is determined as full-time equivalent (FTE) degree credits divided by FTE enrolments. These calculations, for a programme or for an institution as a whole, produce weighted average success rates for a group of courses.

**Note:**

**Source:** South African Government. (1997). Higher Education Act, 1997 (Act No. 101 of 1997) (as amended); (2006). Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006) (as amended).

**Cross reference:**

**Reference code:** 585

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## Sub-framework of the National Qualifications Framework (NQF)

**Definition:** One of three coordinated qualification sub-frameworks which make up the NQF as a single integrated system, namely: the Higher Education Qualifications Sub-Framework (HEQSF), the General and Further Education and Training Qualifications Sub-Framework (GFETQSF) and the Occupational Qualifications Sub-Framework (OQSF).

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 586

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## Subject pass rate

**Definition:** Ratio of the number of students passing the course by obtaining a final mark (as stipulated in the institution's academic policy) for that course to the number of students registered.

**Note:**

**Source:** South African Government. (1997). Higher Education Act, 1997 (Act No. 101 of 1997) (as amended); (2006). Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006) (as amended).

**Cross reference:**

**Reference code:** 587

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## Successful completion

- Definition:** Is defined according to the graduation requirements established by each country. In some countries, completion occurs as a result of passing a final, curriculum-based examination or series of examinations. In other countries, completion occurs after a specific number of teaching hours has been accumulated (although completion of some or all of the course hours may also involve examinations).
- Note:** International definition.
- Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.
- Cross reference:** Graduation, Past successful completions
- Reference code:** 588
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## Supply

- Definition:** A fundamental economic concept that describes the total amount of a specific good or service that is available to consumers. Supply can relate to the amount available at a specific price or the amount available across a range of prices if displayed on a graph. This is closely related to the demand for a good or service at a specific price; all things being equal, the supply provided by producers will rise if the price rises, because all firms look to maximise profits.
- Note:**
- Source:** Investopedia. (2017). Supply. Available at <http://www.investopedia.com/terms/s/supply.asp#ixzz4TJIMYKKS>, accessed on 7 March 2017.
- Cross reference:**
- Reference code:** 589
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## Support staff

- Definition:** Staff who render: academic support services; student support services; human resource management; financial management; administration; maintenance of buildings and gardens; catering services; and security services.
- Note:**
- Source:** DHET. (2006). Further Education and Training Colleges Act, 2006 (Act No. 16 of 2006) (as amended). Department of Higher Education and Training. Pretoria, South Africa.
- Cross reference:**
- Reference code:** 590
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## Survey

- Definition:** In marketing, the term refers to a detailed study of a market or geographical area in order to gather data on attitudes, impressions, opinions, satisfaction level, etc., by polling a section of the population.
- Note:** In real estate, a survey is a map or plat drawn by a licensed surveyor after measuring a piece of land in order to show its area, boundaries, contours, elevations, improvements, and its relationship to the surrounding land. A property survey confirms that a particular piece of land or a building is sited in accordance with its legal description.
- Source:** BusinessDictionary. (2016). Survey. Available at <http://www.businessdictionary.com/definition/survey.html>, accessed on 28 February 2017.
- Cross reference:**
- Reference code:** 591
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## Sustainability

**Definition:** The continuation of benefits from a development intervention after major development assistance has been provided; the probability of continued long-term benefits; the resilience to risk of the net benefit flows over time.

**Note:**

**Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 592

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## Technician

**Definition:** Technicians are part of the major (Digit 1) occupational classification: Technicians and associate professionals in the South African Standard Classification of Occupations (SASCO) and the Organising Framework of Occupations (OFO).

**Note:**

**Source:** Stats SA. (2012). South African Standard Classification of Occupations (SASCO). Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/classifications/codelists/SASCO\\_2012.pdf](http://www.statssa.gov.za/classifications/codelists/SASCO_2012.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 593

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## Technologist

**Definition:** In the broadest sense, a technologist is a technology specialist, i.e. an expert in a particular field of technology or one who specialises in technology. A technologist is a person who uses scientific knowledge to solve practical problems. He/she is also a person employed to look after technical equipment or do practical work in a laboratory.

**Note:**

**Source:** Dictionary.com. (2016). Technologist. Available at <http://www.dictionary.com/browse/technologist>, accessed on 14 March 2017.

**Cross reference:**

**Reference code:** 594

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## Temporary employees

**Definition:** Temporary employees are employees appointed on a short-term contract basis for periods normally not exceeding one year. Such contracts will typically stipulate a termination date, but could be renewed by mutual agreement between the employer and the employee. This excludes the self-employed with an enterprise but temporarily not at work.

**Note:**

**Source:** Stats SA. (2016). Quarterly Employment Statistics (QES). Statistical Release P0277. Statistics South Africa. Available at <http://www.statssa.gov.za/publications/P0277/P0277March2016.pdf>, accessed on 27 February 2017.

**Cross reference:** Permanent employees

**Reference code:** 595

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## Terms of reference

- Definition:** A written document setting out the purpose and scope of an evaluation, the methods to be used, the standard against which performance is to be assessed or analyses are to be conducted, the resources and time allocated, and reporting requirements.
- Note:** Two other expressions that are sometimes used and which have the same meaning are 'scope of work' and 'evaluation mandate'.
- Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 596
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## Tertiary

- Definition:** Relates to individuals who have obtained an undergraduate or postgraduate degree, or who have completed secondary school and, in addition, have obtained a certificate or diploma of at least six months' full-time duration.
- Note:**
- Source:** Stats SA. (2016). Quarterly Labour Force Survey. Statistics South Africa. Pretoria, South Africa. Available at <http://www.statssa.gov.za/publications/P0211/P02111stQuarter2016.pdf>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 597
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## Tertiary industry

- Definition:** That part of a country's economy which is concerned with the provision of services, including: trade; transport; finance; community and social services; and private households.
- Note:**
- Source:** Stats SA. (2014). National and Provincial Labour Market: Long-Term Unemployment, Q3: 2008–Q3: 2014. Statistical Release P0211.4.4. Available at <http://www.statssa.gov.za/publications/P02114.4/P02114.42014.pdf>, accessed on 7 March 2017.
- Cross reference:** Capital-intensive industry, Industry, Labour-intensive industry, Primary industry, Secondary industry, Standard Industrial Classification of All Economic Activities (SIC)
- Reference code:** 598
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## Tertiary sector

- Definition:** The sector of an economy that is concerned with, or relates to, tertiary industry, which includes services.
- Note:**
- Source:** BusinessDictionary. (2016). Tertiary sector. Available at <http://www.businessdictionary.com/definition/tertiary-sector.html>, accessed on 28 February 2017.
- Cross reference:**
- Reference code:** 599
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## Throughput rates

- Definition:** The throughput rate is obtained by calculating the number of students in a specific cohort, in a specific year, who have graduated within the minimum time plus two (2) to the number of students in the baseline enrolments for that cohort.

**Note:** As a construct, throughput is understood to be both the number of students that enter, then progress through and complete their qualification, and the number of students who achieve this in regulation time – both these give an indication of the health of the system as a whole.

**Source:** Research and Policy. (2016). Working Paper Series 2: A Cohort Analysis on the NSFAS-Funded Students – a Review of Existing Studies and Implications for Future Cohort Studies. Available at [http://www.nsfas.org.za/content/publications/Research%20Topic%20-%20A%20Cohort%20Analysis\\_V2\\_29March201%20\(2\).pdf](http://www.nsfas.org.za/content/publications/Research%20Topic%20-%20A%20Cohort%20Analysis_V2_29March201%20(2).pdf), accessed on 13 March 2017.

**Cross reference:**

**Reference code:** 600

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## Tight labour market

**Definition:** A tight labour market is one where the demand for labour (jobs and vacancies) is near, or exceeds, the supply of labour (employed plus unemployed seeking work). Such a market occurs in periods of high economic growth as employers start to compete for skilled workers. Employers will have to pay higher wages to attract the same occupation or will have to accept a less-qualified person.

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 601

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## Timeliness

**Definition:** Is the delay between the reference points to which the information pertains and the date on which the information becomes available. The frequency and punctuality of release are also considered. The timeliness of information will influence its relevance.

**Note:**

**Source:** DHET. (2012). DHET002: Data Quality Standard for Surveys. Government Gazette, No. 35560, Notice 610, 2 August 2012.

**Cross reference:**

**Reference code:** 602

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## Trade

**Definition:** An occupation for which an artisan qualification and relevant trade test are required in terms of the Skills Development Act, 1998 (Act No. 97 of 1998). Sector education and training authorities (SETAs) are required to apply to the National Artisan Moderation Body (NAMB) to have an occupation listed as a trade. The NAMB is the body responsible for the external summative assessment of all listed trades.

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 14 March 2017.

**Cross reference:**

**Reference code:** 603

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## Training

**Definition:** An organised activity aimed at imparting information and/or instructions in order to improve the recipient's performance or to help him/her achieve a required level of knowledge or skill.

**Note:**

**Source:** BusinessDictionary. (2016). Training. Available at <http://www.businessdictionary.com/definition/training.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 604

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## Tribal areas

**Definition:** Areas outside the town/city boundaries and commercial farm areas that are governed by a tribal authority (chief, headman, induna, etc.). The villages that make up a tribal area are usually located within boundaries of the tribal authority, on rugged terrain on mountain slopes, along riverbanks, etc.

**Note:** Dwellings are predominantly: thatched huts; brick, stone or mud houses; and some modern structures.

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 605

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## Umalusi (Def1)

**Definition:** Umalusi, the Council for Quality Assurance in General and Further Education and Training established in terms of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

**Note:** DHET definition.

**Source:** DHET. (2014). National Qualifications Framework Act, 2008 (Act No. 67 of 2008): Foreword from the Chief Executive Officer of Umalusi. Government Gazette, No. 37965, 2 September 2014.

**Cross reference:** Umalusi (Def2)

**Reference code:** 606

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## Umalusi (Def2)

**Definition:** The Quality Council for General and Further Education and Training established by the General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act No. 58 of 2001). In terms of the National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008), it is tasked with supporting the achievement of the objectives of the NQF and with developing and managing the General and Further Education and Training Qualifications Sub-Framework (GFETQSF).

**Note:** SAQA definition.

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Umalusi (Def1)

**Reference code:** 607

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## Undereducation

**Definition:** Relates to workers who have less years of education than the job requires.

**Note:**

**Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk, International Labour Office (Geneva).  
**Cross reference:** Overeducation  
**Reference code:** 608

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### Underemployment (time-related)

**Definition:** Persons in underemployment (time-related) are employed persons who were willing and available to work additional hours, but whose total number of hours actually worked during the reference period was below 35 hours per week.

**Note:**

**Source:** Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 609

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### Undergraduate degree

**Definition:** A qualification that also includes a professional bachelor's degree, that is, a degree that has an approved formal time of three or more years.

**Note:** Examples include degrees such as BTech, BSc (Engineering), MBChB and BFA.

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 610

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### Undergraduate diploma or certificate

**Definition:** A diploma or certificate that does not have a bachelor's degree as a prerequisite for admission to the programme.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 611

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### Undergraduate student

**Definition:** A student enrolled in an undergraduate programme as specified in the Higher Education Qualifications Sub-Framework.

**Note:**

**Source:** DHET. (2014). Statistics on Post-School Education and Training in South Africa: 2014. Department of Higher Education and Training. Pretoria, South Africa. Available at <http://www.dhet.gov.za/DHET%20Statistics%20Publication/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa%202014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 612

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## Underqualification

**Definition:** Relates to workers who hold a lower qualification than the job requires.  
**Note:**  
**Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk, International Labour Office (Geneva).  
**Cross reference:** Overqualification  
**Reference code:** 613

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## Underutilised labour

**Definition:** Comprises three groups that are defined as follows: persons who are underemployed, persons who are unemployed, and persons who are discouraged.  
**Note:**  
**Source:** Stats SA. (2016). Quarterly Labour Force Survey, Quarter 2: 2016. Statistical Release P0211. Available at <http://www.statssa.gov.za/publications/P0211/P02112ndQuarter2016.pdf>, accessed on 27 February 2017.  
**Cross reference:** Discouraged work seeker, Underemployment (time-related), Unemployed (expanded definition), Unemployed people, Unemployed person (official or strict definition)  
**Reference code:** 614

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## Unemployed (expanded definition)

**Definition:** A person who (1) did not work in the seven days prior to the reference point, and (2) wanted to work and was available to start work within two weeks\* of the reference point. There are no work-seeking criteria. This category comprises the unemployed according to the strict definition plus discouraged work seekers. (\*The availability period changed from one week to two weeks in July 2004.)  
**Note:**  
**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.  
**Cross reference:** Unemployed person (official or strict definition)  
**Reference code:** 615

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## Unemployed job leaver

**Definition:** Those among the unemployed who were working when they became unemployed and who stopped working at their last job for any of the following reasons: caring for own children/relatives; pregnancy; other family/community responsibilities; attending school; change of residence; retirement; other.  
**Note:**  
**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.  
**Cross reference:**  
**Reference code:** 616

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## Unemployed job loser

**Definition:** Workers who permanently lost a (stable or temporary) job in the last few years and who are currently unemployed or out of the labour force. Job losers are examined as a stock whose demographic characteristics are identified, together with the last job held and the length of time without a job. Job losers are unemployed persons who were working before they became unemployed and

lost their job because they were laid off, or because the business in which they had worked was sold or closed down.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 617

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## Unemployed people

**Definition:**

People within the economically active population who: (1) did not work during the seven days prior to the interview; (2) wanted to work and were available to start work within two weeks of the interview; (3) had taken active steps to look for work or to start some form of self-employment in the four weeks prior to the interview (ILO and Stats SA).

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 618

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## Unemployed person (official or strict definition)

**Definition:**

Person within the economically active population who (1) did not work in the seven days prior to the reference point; (2) wanted to work and was available to start work within two weeks\* of the reference point; and (3) had taken active steps to look for work or start some form of self-employment in the four days prior to the reference point. (\*The availability period changed from one week to two weeks in July 2004.)

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

Unemployed (expanded definition)

**Reference code:**

619

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## Unemployment

**Definition:**

The total number of able men and women of working age seeking paid work. Unemployment statistics vary according to how unemployment is defined and who is deemed to be part of the workforce.

**Note:**

Traditional methods of collecting unemployment data are based, typically, on sampling or the number of unemployment benefit requests. The International Labour Organisation (ILO) computes unemployment on the basis of the number of people who have looked for employment in the last four weeks and are available to start work within two weeks, plus those who are waiting to start working in a job already obtained.

**Source:**

BusinessDictionary. (2016). Unemployment. Available at <http://www.businessdictionary.com/definition/unemployment.html>, accessed on 28 February 2017.

**Cross reference:**

Unemployment (broad definition), Unemployment (official definition)

**Reference code:**

620

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## Unemployment (broad definition)

**Definition:** Relates to all those of working age who are unemployed, including those actively seeking employment and discouraged work seekers.

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:** Unemployment (official definition)

**Reference code:** 621

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## Unemployment (official definition)

**Definition:** Relates to those of working age who are unemployed and actively seeking work (excludes discouraged work seekers).

**Note:**

**Source:** National Treasury. (2016). National Budget – 2015: National Budget Review. Available at <http://www.treasury.gov.za/documents/national%20budget/2015/review/default.aspx>, accessed on 8 March 2017.

**Cross reference:** Unemployment (broad definition)

**Reference code:** 622

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## Unemployment duration/duration of unemployment

**Definition:** The duration of the period during which the person recorded as unemployed was seeking or available for work. The reported duration should consist of a continuous period of time up to the reference period. Persons categorised as in short-term unemployment have been unemployed, available for work, and looking for a job for less than one year. Persons categorised as in long-term unemployment have been unemployed, available for work, and looking for a job for one year or longer.

**Note:**

**Source:** Stats SA. (2015). National and Provincial Labour Market: Long-Term Unemployment. Statistical Release P0211.4.4. Available at <http://www.statssa.gov.za/publications/P02114.4/P02114.42014.pdf>, accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 623

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## Unemployment Insurance Fund (UIF)

**Definition:** A fund to which employers and employees contribute and from which employees who become unemployed, or their beneficiaries, are entitled to benefits. The intention of the fund is to alleviate the harmful economic and social effects of unemployment.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:**

**Reference code:** 624

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## Unemployment level

**Definition:** A measure of those persons who are not currently employed, but who are actively seeking and willing to work at prevailing wages and conditions of work in the labour market.

**Note:**

**Source:** Department of Human Resources, Labour and Employment. (2007). Labour Market Indicators and Trends: Clareville-Bonavista Region. Strengthening Partnerships in the Labour Market Initiative Report #2. Labour Market Development Division. Available at [http://www.aes.gov.nl.ca/publications/lmd/clareville\\_bonavista\\_region.pdf](http://www.aes.gov.nl.ca/publications/lmd/clareville_bonavista_region.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 625

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## Unemployment rate

**Definition:** The percentage of the economically active population that is unemployed.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Unemployment (broad definition), Unemployment (official definition)

**Reference code:** 626

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## Unfilled vacancies for public-sector professionals

**Definition:** Part of the explanation for such vacancies is that the public sector is not able to adjust its wage levels for specific occupations in order to attract new people into the profession. This may be the result of public-sector budget constraints or because levels are determined by predefined collective-bargaining arrangements.

**Note:**

**Source:** LMIP Briefing 3. (2014). Approaches and Methods of Understanding What Occupations Are in High Demand and Recommendations for Moving Forward in South Africa. Available at <http://www.lmip.org.za/content/lmip-briefing-3>, accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 627

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## Unit standard

**Definition:** A registered statement of desired education and training outcomes and its associated assessment criteria, together with administrative and other information as specified in the regulations; a part qualification registered on the National Qualifications Framework (NQF) developed in terms of the South African Qualifications Authority (SAQA) Act, 1995 (Act No. 58 of 1995). Currently, registered unit standards remain valid until they are replaced or reach the end of their registration period.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 628

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## Universities of technology

- Definition:** A university of technology (also: institute of technology, polytechnic university, technikon and technical university) is a type of university which specialises in engineering, technology, applied science, and possibly natural sciences.
- Note:** International definition. How the terms are used varies from country to country. Furthermore, in South Africa, universities of technology are defined as institutions that offer primarily career-focused programmes. Before 2005, universities of technology were classified as technikons, and so the programmes that they offered were described as technikon-type programmes.
- Source:** Wikipedia. The Free Encyclopedia. (2016). Institute of technology. Available at [https://en.wikipedia.org/wiki/Institute\\_of\\_technology](https://en.wikipedia.org/wiki/Institute_of_technology), accessed on 8 March 2017.
- Cross reference:**
- Reference code:** 629

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## University

- Definition:** A university (Latin: *universitas*, meaning 'a whole', 'a corporation') is an institution of higher (or tertiary) education and research which grants academic degrees in various subjects. Universities typically provide undergraduate education and postgraduate education. A university is therefore defined as an institution that offers general formative and professional academic programmes. It is a high-level educational institution in which students study for degrees and where academic research is conducted.
- Note:**
- Source:** Wikipedia The Free Encyclopedia. (2016). University. Available at <https://en.wikipedia.org/wiki/University>, accessed on 8 March 2017.
- Cross reference:**
- Reference code:** 630

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## Unpaid labour

- Definition:** Work that produces goods or services but is unremunerated. It includes domestic labour, subsistence production and the unpaid production of items for market.
- Note:** Not to be confused with 'unpaid family labour', a term used in some developing-country statistical agencies as a category to cover the production of marketed goods in the home or on the farm without pay, as in home-based industries and rural production.
- Source:** OECD. (2017). Glossary of Statistical Terms. Available at <https://stats.oecd.org/glossary/index.htm>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 631

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## Unrestricted funds

- Definition:** Those funds of a public higher education institution that fall within the unrestricted control of its council and do not include designated funds.
- Note:**
- Source:** DHET. (2012). Higher Education Act, 1997 (Act No. 101 of 1997). Government Gazette, No. 35923, Notice 1002, 29 November 2012.
- Cross reference:**
- Reference code:** 632

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## Unskilled employees

**Definition:** Persons who have not undergone any formal training or of whom no minimum level of education is required.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 633

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## Urban

**Definition:** Refers to geographical areas that include formal cities and towns characterised by higher population densities, high levels of economic activity and high levels of infrastructure.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Rural, Urban settlements (formal), Urban settlements (informal)

**Reference code:** 634

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## Urban settlements (formal)

**Definition:** Settlements that occur on land that has been proclaimed as residential. A formal urban settlement is usually structured and organised. Plots or erven make up a formal and permanent arrangement. A local council or district council controls development in these areas. Services such as water, sewage, electricity and refuse removal are provided, and roads are formally planned and maintained by the council. The term includes suburbs and townships. There are two types of formal urban areas: (1) conventional suburbs and (2) townships.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:** Rural, Urban, Urban settlements (informal)

**Reference code:** 635

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## Urban settlements (informal)

**Definition:** Urban informal settlements, or squatter camps, are usually located in urban areas. The dwelling units in informal settlements are usually made of materials such as zinc, mud, wood, plastic, etc. They are typically disorderly and congested and are sometimes referred to as squatter settlements. The Surveyor-General's office does not have records of the areas in question; thus they have not been proclaimed as formal residential areas.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:** Rural, Urban, Urban settlements (formal)

**Reference code:** 636

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## Vacancies

- Definition:** Funded positions or posts available for immediate filling on the survey reference date and in respect of which recruitment action has been taken.
- Note:** The term is used in the context of a Stats SA survey.
- Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.
- Cross reference:** Hard-to-fill vacancies (Def1, Def2), Job Opportunity Index (JOI), Job turnover, Job vacancy rate, Labour turnover, Sector vacancies, Vacant post
- Reference code:** 637
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## Vacant post

- Definition:** A post available in an organisation for which there is no candidate to fill such post.
- Note:**
- Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.
- Cross reference:** Hard-to-fill vacancies (Def1, Def2), Job Opportunity Index (JOI), Job turnover, Job vacancy rate, Labour turnover, Sector vacancies, Vacancies
- Reference code:** 638
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## Validity

- Definition:** The extent to which the data-collection strategies and instruments measure what they purport to measure.
- Note:**
- Source:** OECD. (2010). Glossary of Key Terms in Evaluation and Results Based Management. Available at <https://www.oecd.org/dac/evaluation/2754804.pdf>, accessed on 27 February 2017.
- Cross reference:**
- Reference code:** 639
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## Variable

- Definition:** Variables are properties or characteristics of some event, object or person that can take on different values or amounts (as opposed to constants that do not vary). A variable could be an element, feature or factor that is not consistent or does not have a fixed pattern, i.e. it is liable to vary or change. It represents a value that may vary from time to time or from person to person. A variable can also be defined as a storage location capable of containing data that can be modified during program execution. Each variable has a unique name and its data type can also be specified, if necessary.
- Note:**
- Source:** Lane, D.M. (2016). Online Statistics Education: An Interactive Multimedia Course of Study. Rice University, University of Houston Clear Lake, and Tufts University. Available at <http://www.onlinestatbook.com/>, accessed on 2 March 2017.
- Cross reference:**
- Reference code:** 640

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## Verification of a qualification

**Definition:** Confirmation that a credential is authentic and represents a qualification awarded to an individual by an institution at a specific time.

**Note:**

**Source:** Du Plessis, L., Vermeulen, N., Van der Walt, J., Maekela, L. (2015). Verification of Qualifications in Africa. North-West University. Available at <http://www.saqqa.org.za/docs/genpubs/2015/Verification%20of%20Qualifications%20in%20Africa.pdf>, accessed on 14 March 2017.

**Cross reference:**

**Reference code:** 641

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## Vertical mismatch

**Definition:** The level of education or qualification is less or more than required.

**Note:**

**Source:** ILO. (2013). Global Employment Trends for Youth 2013. A Generation at Risk. International Labour Office (Geneva).

**Cross reference:** Horizontal mismatch, Mismatch, Skills gap (Def1, Def2, Def3), Skills mismatch, Skills shortage (Def1, Def2, Def3)

**Reference code:** 642

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## Vice-chairperson of council

**Definition:** A vice-chairperson of the council of a public technical and vocational education and training (TVET) college contemplated in the relevant Act, nominated and elected in terms of section 8 of the standard college statute or nominated and elected in accordance with the relevant section of the standard college statute as contemplated in section 18 of the Continuing Education and Training (CET) Act, 2006 (Act No. 16 of 2006).

**Note:**

**Source:** DHET. (2013). Higher Education Act, 1997 (Act No. 101 of 1997): Call for Comments on the Draft Policy on Student Housing at Public Universities and the Minimum Norms and Standards Applicable. Government Gazette, No. 36361, 11 April 2013.

**Cross reference:**

**Reference code:** 643

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## Vice chancellor

**Definition:** The head/chief executive or accounting officer of a public higher education institution, which includes a principal or a rector.

**Note:**

**Source:** DHET. (2013). Higher Education Act, 1997 (Act No. 101 of 1997): Call for Comments on the Draft Policy on Student Housing at Public Universities and the Minimum Norms and Standards Applicable. Government Gazette, No. 36361, 11 April 2013.

**Cross reference:**

**Reference code:** 644

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## Vocational education and training (VET)

**Definition:** A continuum of socially and economically necessary and desirable technical knowledge, skills and competencies required to orient and prepare people for work from low skill to high skill, and involving an appropriately varied mix of humane, scientific and technological learning.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms Related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.sqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 645

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## Vocational orientation

**Definition:** Programmes or qualifications which aim to provide the knowledge and skills to enter the economy through a general, broad orientation in vocational areas, as well as general learning in essential areas such as language and mathematics.

**Note:**

**Source:** QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 8 March 2017.

**Cross reference:**

**Reference code:** 646

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## Wage (Def1)

**Definition:** A fixed, regular payment for work or services which is typically paid on a daily or weekly basis; the compensation a worker receives in exchange for his/her labour. A wage is usually defined as the amount of money a worker earns on an hourly, daily or weekly basis. It is the market price paid for a unit of labour.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def2)

**Reference code:** 647

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## Wage (Def2)

**Definition:** The amount of money paid for work done. When expressed with respect to time (usually per hour), it is called the wage rate. It is often the main monetary item on which the worker and the employer focus when negotiating an employment contract. It is usually the only payment for unskilled labour.

**Note:**

**Source:** Stats SA. (2008). Concepts and Definitions Used in the Quarterly Labour Force Survey. Report Number: 02-11-01. Statistics South Africa. Pretoria, South Africa.

**Cross reference:** Earnings (Def1, Def2), Gross earnings, Gross income (Def1, Def2), Gross remuneration, Income (individual), Income tax, Remuneration, Salary, Standard Income Tax on Employees (SITE), Wage (Def1)

**Reference code:** 648

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## Wage indexing

**Definition:** The cost-of-living increase available under social security. Investopedia defines the national average wage index (NAWI) as an index calculated annually by the Social Security Administration (SSA) based on wages subject to federal income taxes and contributions to deferred compensation plans.

**Note:**

**Source:** Investopedia. (2017). National Average Wage Index – NAWI. Available at <http://www.investopedia.com/terms/n/national-average-wage-index-nawi.asp>, accessed on 2 March 2017.

**Cross reference:** Earning indices/indexed earnings

**Reference code:** 649

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## Wage premium

**Definition:** The ratio of wages paid to high-skilled workers relative to wages paid to low-skilled workers; in excess of the usual wages; a sum added to wages.

**Note:**

**Source:** Marquis, M.H., Trehan, B. (2011). The Wage Premium Puzzle and the Quality of Human Capital. Department of Labour, Thailand.

**Cross reference:**

**Reference code:** 650

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## Work

**Definition:** Any activity carried out by an individual and whose product contributes to the national output, irrespective of whether the person doing it is paid (in cash or in kind) or not paid.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:** 651

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## Work-based learning (WBL)

**Definition:** An educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. It comprises a series of educational courses which integrate the school or university curriculum with the workplace in order to create a different learning paradigm. WBL deliberately merges theory with practice and acknowledges the intersection of explicit and tacit forms of knowing. Most WBL programmes are generally university-accredited courses aimed at a win-win situation where both the learner's needs and the industry requirement for skilled and talented employees are met. WBL programmes are targeted at bridging the gap between the learning and the doing. WBL strategies provide career awareness, career-exploration opportunities and career-planning activities. In addition, they help students attain competencies such as positive work attitudes and other employable skills.

**Note:**

**Source:** Career and Technical Education. (2016). Work-Based Learning. Available at <http://www.dpi.state.nc.us/cte/curriculum/work-based/>, accessed on 28 February 2017.

**Cross reference:** Practical learning, Work experience, Work-integrated learning (WIL) (Def1, Def2), Workplace-based learning, Workplace experience

**Reference code:** 652

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## Worker

**Definition:**

Includes persons who are self-employed, as well as employers and employees. Also: A person who has, or has the potential of acquiring, specific and general knowledge, skills, experiences and insights which can be used in a productive manner for the greater good of the country, and who then offers his/her services in the labour market for equitable use and compensation, i.e. someone who sells (or aspires to sell) his/her labour power and does not own the means of production.

**Note:**

**Source:**

Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:**

**Reference code:**

653

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## Worker education institutes

**Definition:**

Are well resourced (having the necessary human capital and infrastructure) implementers that have the capacity to deliver political education and social-empowerment programmes. These institutes generally engage in research and education on contemporary labour issues in order to generate innovative thinking and solutions to problems related to work, the economy and society.

**Note:**

The institute generally brings together researchers, educators and students with practitioners in labour, business and policymaking in order to confront growing economic and social inequalities in the interests of working people and their families. A core value of a worker institute is that collective representation and workers' rights are vital to a fair economy, robust democracy and just society. A worker education institute has the mandate to promote high-quality education and training, as well as provide a support service to the labour movement.

**Source:**

ILR School Cornell University. (2016). The Worker Institute. Available at <https://www.ilr.cornell.edu/worker-institute/about-worker-institute>, accessed on 2 March 2017.

**Cross reference:**

**Reference code:**

654

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## Work experience

**Definition:**

Exposure gained and interactions experienced through being in the workplace. Occupational qualifications are designed to integrate knowledge, practical skills and workplace learning into the curriculum through the incorporation of work-integrated learning (WIL). WIL is an umbrella term that covers the work experience component of occupational qualifications.

**Note:**

**Source:**

QCTO. (2013). Occupational Qualifications Sub-Framework (OQSF) Policy. Quality Council for Trade & Occupations. Department of Higher Education and Training. Available at [http://www.fpmseta.org.za/downloads/QCTO\\_OQSF\\_Policy\\_Version\\_25\\_02\\_2013.pdf](http://www.fpmseta.org.za/downloads/QCTO_OQSF_Policy_Version_25_02_2013.pdf), accessed on 14 March 2017.

**Cross reference:**

Practical learning, Work-based learning (WBL), Work-integrated learning (WIL) (Def1, Def2), Workplace-based learning, Workplace experience

**Reference code:**

655

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## Workforce

**Definition:** The workforce or labour force or economically active population, also shortened to active population, includes both employed and unemployed people, but not the economically inactive such as pre-school children, schoolchildren, students and pensioners.

**Note:**

**Source:** Eurostat Statistics Explained. (2016). Glossary: Workforce. Available at <http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Workforce>, accessed on 28 February 2017.

**Cross reference:** Labour force

**Reference code:** 656

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## Working age

**Definition:** The population between 15 and 65 years inclusive. For historical reasons, the upper limit in Stats SA practice is 65, and not 64 as elsewhere.

**Note:** All persons aged 15 to 65 years.

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Working age (legal)

**Reference code:** 657

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## Working age (legal)

**Definition:** A person aged 15 or above.

**Note:**

**Source:** Stats SA. (2010). Concepts & Definitions for Statistics South Africa, Version 3. Statistics South Africa. Pretoria, South Africa. Available at [http://www.statssa.gov.za/standardisation/Concepts\\_and\\_Definitions\\_%20StatsSAV3.pdf](http://www.statssa.gov.za/standardisation/Concepts_and_Definitions_%20StatsSAV3.pdf), accessed on 27 February 2017.

**Cross reference:** Working age

**Reference code:** 658

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## Work-integrated learning (WIL) (Def1)

**Definition:** A characteristic of vocational and professionally oriented qualifications that may be incorporated into programmes at all levels of all three of the sub-frameworks. WIL may take various forms, including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning.

**Note:**

**Source:** UNESCO-UNEVOC. (2017). Work Integrated Learning (WIL). TVETipedia Glossary. United Nations Educational, Scientific and Cultural Organization. International Centre for Technical and Vocational Education and Training. Available at <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&filt=all&id=313>, accessed on 14 March 2017.

**Cross reference:** Practical learning, Work-based learning (WBL), Work experience, Work-integrated learning (WIL) (Def2), Workplace-based learning, Workplace experience

**Reference code:** 659

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## Work-integrated learning (WIL) (Def2)

**Definition:** An activity or programme that integrates academic learning with its application in the workplace. The practice may be real or simulated and can occur in the workplace, at university, online or face to face. WIL describes an approach to career-focused education that includes theoretical forms of learning which are appropriate for technical/professional qualifications, problem-based learning (PBL), project-based learning (PJBL) and workplace learning (WPL). What distinguishes WIL is the emphasis on the integrative aspects of such learning. WIL could thus be described as an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces.

**Note:**

**Source:** Engel-Hills, P., Garraway, C., Volbrecht, T., Winberg, C. (2010). Work-Integrated Learning (WIL) and the HEQF. NQF Research Conference: 2–4 June 2010. Available at [http://www.saqa.org.za/docs/pres/2010/volbrecht\\_t.pdf](http://www.saqa.org.za/docs/pres/2010/volbrecht_t.pdf), accessed on 28 February 2017.

**Cross reference:** Practical learning, Work-based learning (WBL), Work experience, Work-integrated learning (WIL) (Def1), Workplace-based learning, Workplace experience

**Reference code:** 660

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## Workplace

**Definition:** Establishment, building, room or facility at a particular location containing one or more work areas where people perform their jobs.

**Note:**

**Source:** BusinessDictionary. (2016). Workplace. Available at <http://www.businessdictionary.com/definition/workplace.html>, accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 661

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## Workplace-based learning

**Definition:** The exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace.

**Note:**

**Source:** SAQA. (2014). NQF. Standard Glossary of Terms: Terms related to the South African National Qualifications Framework. Pretoria, South Africa. Available at <http://hr.saqa.co.za/glossary/pdf/v49SRKBUh2hk9ybw/Glossary%20of%20terms%2013112014.pdf>, accessed on 28 February 2017.

**Cross reference:** Practical learning, Work experience, Workplace experience, Work-based learning (WBL), Work-integrated learning (WIL) (Def1, Def2)

**Reference code:** 662

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## Workplace experience

**Definition:** Also referred to as ‘workplace learning’. The term is defined in two ways: (1) for employed people, it refers to lessons or training that they receive while they are at work and which are paid for by their employer; or (2) it can refer to a period of time during which a student works for an organisation in order to gain knowledge and experience.

**Note:**

**Source:** Cambridge Dictionary. (2016). Workplace learning. Available at <http://dictionary.cambridge.org/dictionary/english/workplace-learning>, accessed on 28 February 2017.

**Cross reference:** Practical learning, Work-based learning (WBL), Work experience, Work-integrated learning (WIL) (Def1, Def2), Workplace-based learning  
**Reference code:** 663

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### Workplace Skills Plan (WSP) (Def1)

**Definition:** A WSP is: (1) A plan developed every year at enterprise level that describes an organisation's training and skills development strategy which will help it to meet its overall objectives and targets; (2) A key source of information about the sector – in terms of demographics, existing qualifications, and training and development priorities for the forthcoming year; (3) document that will inform a SETA's strategic priorities in the development of its Sector Skills Plan.

**Note:** At each workplace, a WSP must be developed and submitted to the relevant SETA. Regulations set out the format for this plan. A WSP presents a detailed view of the intended skills development activities that are of strategic importance to the organisation. This is done by analysing the activities, goals and priorities of the organisation in respect of skills needs in relation to the skills profile and the current capacity of the workforce.

**Source:** LGWSETA. (2004). Workplace Skills Plan Template. Available at <http://www.msukaligwa.gov.za/docs/20080725132240.pdf>, accessed on 28 February 2017.

**Cross reference:** Workplace Skills Plan (WSP) (Def2)

**Reference code:** 664

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### Workplace Skills Plan (WSP) (Def2)

**Definition:** A plan that makes provision for the training of all employees with a view to ensuring the development of the organisation. This is done through setting specific targets for training, and is to be submitted to the Department of Labour annually.

**Note:**

**Source:** W&RSETA. (2010). Scarce and Critical Skills in the Wholesale and Retail (W&R) Sector. Available at [http://www.wrseta.org.za/downloads/Scarce\\_and\\_Critical\\_Skills\\_in\\_the\\_W&R\\_Sector.pdf](http://www.wrseta.org.za/downloads/Scarce_and_Critical_Skills_in_the_W&R_Sector.pdf), accessed on 12 April 2017.

**Cross reference:** Workplace Skills Plan (WSP) (Def1)

**Reference code:** 665

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### Young people neither in employment nor in education and training (NEET)

**Definition:** The indicator young people neither in employment nor in education and training, abbreviated as NEET, corresponds to the percentage of the population of a given age group and sex which is not employed and which is not involved in further education or training. The numerator of the indicator refers to persons meeting the following two conditions: (1) they are not employed (i.e. they are unemployed or inactive according to the International Labour Organization definition); (2) they have not received any education or training in the four weeks preceding the survey. The denominator is the total population of the same age group and sex, excluding the respondents who have not answered the question pertaining to regular education and training.

**Note:** International definition.

**Source:** Eurostat: Statistics Explained. (2016). Glossary: Young people neither in employment nor in education and training (NEET). Available at [http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Young\\_people\\_neither\\_in\\_employment\\_nor\\_in\\_education\\_and\\_training\\_\(NEET\)](http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Young_people_neither_in_employment_nor_in_education_and_training_(NEET)), accessed on 28 February 2017.

**Cross reference:**

**Reference code:** 666

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## Youth employment

**Definition:** 'Youth employment' refers to persons aged 15 to 34 years who are employed full-time or part-time during a specified payroll period. Temporary employees and those on paid leave are included in this definition.

**Note:**

**Source:** BusinessDictionary. (2016). Employment. Available at <http://www.businessdictionary.com/definition/employed.html>, accessed on 28 February 2017.

**Cross reference:** Employment

**Reference code:** 667

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## Youth unemployment

**Definition:** Unemployment is the state of being unemployed. 'Youth unemployment' refers to the total number of able men and women aged 15 to 34 years seeking paid work.

**Note:** Unemployment statistics vary according to how unemployment is defined and who is deemed to be part of the workforce. Traditional methods of collecting unemployment data are based, typically, on sampling or the number of unemployment benefit requests. The International Labour Organization (ILO) computes unemployment on the basis of the number of people who have looked for employment in the last four weeks and who are available to start work within two weeks, plus those who are waiting to start working in a job already obtained.

**Source:** BusinessDictionary. (2016). Unemployment. Available at <http://www.businessdictionary.com/definition/unemployment.html>, accessed on 28 February 2017.

**Cross reference:** Unemployment

**Reference code:** 668

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- 244. Grant
- 245. Grant-in-aid
- 246. Gross domestic product (GDP) (Def1)
- 247. Gross domestic product (GDP) (Def2)
- 248. Gross earnings
- 249. Gross income (Def1)
- 250. Gross income (Def2)
- 251. Gross remuneration
- 252. Growth path
- 253. Hard skills
- 254. Hard-to-fill (HTF) vacancies (Def1)
- 255. Hard-to-fill (HTF) vacancies (Def2)
- 256. Headcount student
- 257. HETIS officer
- 258. Higher education (HE) (Def1)
- 259. Higher education (HE) (Def1)
- 260. Higher Education and Training Information System (HETIS)
- 261. Higher education institution (HEI)
- 262. Highest level of education attained
- 263. High-skilled occupation
- 264. High skills
- 265. Horizontal mismatch
- 266. Hours of employment
- 267. Human development
- 268. Human resource development

269. Illiteracy
270. Inactive person (labour market)
271. Inclusive policies
272. Income (personal)
273. Income distribution
274. Income tax
275. Independent variable
276. Indicator (Def1)
277. Indicator (Def2)
278. Indicator (Def3)
279. Industrial policy
280. Industry
281. Inflation
282. Inflation rate
283. Informal economy (Def1)
284. Informal economy (Def2)
285. Informal economy (Def3)
286. Informal employment
287. Informal learning
288. Informal recruitment
289. Informal sector (Def1)
290. Informal sector (Def2)
291. Innovation
292. Inputs
293. Instruction and research staff
294. Intermediary
295. Intermediate-level knowledge and skills
296. Intermediate skills
297. Internship
298. Interpretability
299. Job deficit
300. Job openings module (LM-EM for forecasting)
301. Job Opportunity Index (JOI)
302. Jobs density
303. Job turnover
304. Job vacancy rate
305. Knowledge mix
306. Labour absorption rate
307. Labour centres
308. Labour cost
309. Labour demand
310. Labour dispute
311. Labour exchange office
312. Labour force (Def1)
313. Labour force (Def2)
314. Labour force participation rate
315. Labour intensity (Def1)
316. Labour intensity (Def2)
317. Labour-intensive industry
318. Labour market (Def1)
319. Labour market (Def2)
320. Labour market analysis (LMA)
321. Labour market dynamics (Def1)
322. Labour market dynamics (Def2)
323. Labour market flows
324. Labour Market Intelligence Partnership (LMIP)
325. Labour Market Intelligence System (LMIS)
326. Labour market outcomes
327. Labour market segmentation
328. Labour market status
329. Labour participation rate
330. Labour productivity
331. Labour supply (Def1)
332. Labour supply (Def1)
333. Labour turnover
334. Latent/hidden skill shortage
335. Learner (Def1)
336. Learner (Def2)
337. Learnership (Def1)
338. Learnership (Def2)
339. Learning partnership
340. Learning programme (Def1)
341. Learning programme (Def2)
342. Learning programme (Def3)
343. Lecturer
344. Level
345. Level descriptor
346. Lifelong learning
347. Lockout
348. Long-term unemployed
349. Long-term unemployment (Def1)
350. Long-term unemployment (Def2)
351. Low-level knowledge and skills
352. Macroeconomics
353. Major field of study
354. Managerial
355. Manpower forecasting analysis (MFA)
356. Market failure
357. Market production activities
358. Median
359. Medical aid scheme
360. Metadata
361. Methodological soundness
362. Microeconomics
363. Middle-income country (MIC)
364. Migrant
365. Migrant for employment
366. Migration

367. Minimum acceptable standard of living
368. Mismatch
369. Mode
370. Monitoring (Def1)
371. Monitoring (Def2)
372. National Artisan Moderation Body (NAMB) (Def1)
373. National Artisan Moderation Body (NAMB) (Def2)
374. National data and statistics
375. National Development Plan (NDP)
376. National Learners' Records Database (NLRD) (Def1)
377. National Learners' Records Database (NLRD) (Def2)
378. National Qualifications Framework (NQF)
379. National Qualifications Framework (NQF) organising field
380. National Senior Certificate for Adults
381. National Skills Fund (NSF)
382. National Standards Body (NSB)
383. New business
384. New entrants into unemployment
385. Nominal wage
386. Non-financial public enterprise
387. Non-formal learning
388. Not economically active person
389. Not economically active population
390. Notional hours
391. N qualification and part qualifications
392. Number of employees
393. Occasional student
394. Occupation (Def1)
395. Occupation (Def2)
396. Occupational category/occupational classification
397. Occupational imbalance (Def1)
398. Occupational imbalance (Def2)
399. Occupational qualification
400. Occupational specialisation
401. Occupational structure
402. Occupational title
403. Occupational wage
404. Occupation in high demand (OIHD)
405. Occupations: Low-skilled
406. Occupations: Semi-skilled
407. Occupations: Skilled
408. Occupation-specific salary dispensation
409. Off-campus privately owned housing
410. Old-age grant
411. On-campus accommodation
412. Online portal
413. Organising Framework for Occupations (OFO) (Def1)
414. Organising Framework for Occupations (OFO) (Def2)
415. Outcome (Def1)
416. Outcome (Def2)
417. Outcome 5.1
418. Outputs
419. Overeducation
420. Overqualification
421. Overtime hours paid for
422. Overtime payment
423. Panel study
424. Participation rate (Def1)
425. Participation rate (Def2)
426. Partners
427. Partnership
428. Part qualification
429. Part-time employees
430. Part-time employment
431. Past enrolments
432. Past successful completions
433. Pedagogical learning
434. Peer education
435. Performance
436. Performance and other bonuses
437. Performance indicator
438. Performance measurement
439. Performance monitoring
440. Permanent employees
441. Permanent staff
442. Pivotal skills
443. Placement
444. Planning
445. Population group
446. Portal
447. Postgraduate (below master's level)
448. Post-matric
449. Post-school (Def1)
450. Post-school (Def2)
451. Post-school sector
452. Post-secondary education
453. Poverty
454. Poverty gap (Def1)
455. Poverty gap (Def2)
456. Poverty Gap Index (P1)

457. Poverty headcount
458. Poverty line
459. Poverty rate
460. Practical
461. Practical learning or work-integrated learning (WIL)
462. Precarious work
463. Primary industry
464. Primary sector
465. Priority skills
466. Private college
467. Private higher education institution
468. Private–public sector partnership
469. Private sector
470. Productivity
471. Professional
472. Programme
473. Province
474. Proxy indicator
475. Public college
476. Public Employment Services (PES)
477. Public Employment Services (PES) database
478. Public entities
479. Public higher education institution (HEI)
480. Public sector
481. Public university
482. Qualification (Def1)
483. Qualification (Def2)
484. Qualification (Def3)
485. Qualification (Def4)
486. Qualification descriptor
487. Qualification type
488. Quality assurance
489. Quality Council (QC)
490. Quality Council for Trades and Occupations (QCTO)
491. Rate
492. Rate of change
493. Ratio of unemployment to vacancies by province
494. Recession
495. Recognition of prior learning (RPL) (Def1)
496. Recognition of prior learning (RPL) (Def2)
497. Recognition of prior learning (RPL) (Def3)
498. Recruitment vacancies
499. Relative poverty (Def1)
500. Relative poverty (Def2)
501. Relative scarce skill
502. Relevance (Def1)
503. Relevance (Def2)
504. Reliability
505. Remuneration
506. Replacement demand (Def1)
507. Replacement demand (Def2)
508. Replacement demand (Def3)
509. Replacement demand (Def4)
510. Report 550
511. Restricted funds
512. Retention rate
513. Retirement
514. Rural
515. Salary
516. Scarce skill list
517. Scarce skills
518. Secondary industry
519. Secondary sector
520. Section 21 company
521. Sector
522. Sector education and training authority (SETA) (Def1)
523. Sector education and training authority (SETA) (Def2)
524. Sector education and training authority (SETA) (Def3)
525. Sector education and training authority (SETA) (Def4)
526. Sector vacancies
527. Self-employed
528. Semi-skilled employee
529. Senate
530. Senior management
531. Services
532. Service staff
533. Severance, termination and redundancy payments
534. Shortage of workers
535. Short course
536. Situational learning
537. Skill
538. Skilled employee
539. Skilled foreign migrant
540. Skilled occupation
541. Skill forecasting
542. Skill level (1st skill level)
543. Skill level (2nd skill level)
544. Skill level (3rd skill level)
545. Skill level (4th skill level)
546. Skill level (Def1)

547. Skill level (Def2)
548. Skills demand
549. Skills Development Levy (SDL)
550. Skills gap (Def1)
551. Skills gap (Def2)
552. Skills gap (Def3)
553. Skill shortage (Def1)
554. Skill shortage (Def2)
555. Skill shortage (Def3)
556. Skills levy
557. Skills mismatch
558. Skills needs
559. Skills obsolescence
560. Skills planning
561. Skills planning mechanism
562. Skills programme (Def1)
563. Skills programme (Def2)
564. Skills supply
565. Skill surplus
566. Social partnership
567. Social protection policies and programmes
568. Social wage
569. Sociocultural terms
570. Soft skills
571. South African Qualifications Authority (SAQA)
572. South African Qualifications Authority (SAQA) (Def1)
573. South African Qualifications Authority (SAQA) (Def2)
574. Stakeholders
575. Standard
576. Standard Income Tax on Employees (SITE)
577. Standard Industrial Classification of All Economic Activities (SIC)
578. Standards generating body (SGB)
579. Start-up business
580. Stock
581. Strategic Integrated Projects (SIPs)
582. Structural constraints
583. Structural skill shortages within the enterprise
584. Student
585. Student success rate
586. Sub-framework of the National Qualifications Framework (NQF)
587. Subject pass rate
588. Successful completion
589. Supply
590. Support staff
591. Survey
592. Sustainability
593. Technician
594. Technologist
595. Temporary employees
596. Terms of reference
597. Tertiary
598. Tertiary industry
599. Tertiary sector
600. Throughput rates
601. Tight labour market
602. Timeliness
603. Trade
604. Training
605. Tribal areas
606. Umalusi (Def1)
607. Umalusi (Def2)
608. Undereducation
609. Underemployment (time-related)
610. Undergraduate degree
611. Undergraduate diploma or certificate
612. Undergraduate student
613. Underqualification
614. Underutilised labour
615. Unemployed (expanded definition)
616. Unemployed job leaver
617. Unemployed job loser
618. Unemployed people
619. Unemployed person (official or strict definition)
620. Unemployment
621. Unemployment (broad definition)
622. Unemployment (official definition)
623. Unemployment duration/duration of unemployment
624. Unemployment Insurance Fund (UIF)
625. Unemployment level
626. Unemployment rate
627. Unfilled vacancies for public-sector professionals
628. Unit standard
629. Universities of technology
630. University
631. Unpaid labour
632. Unrestricted funds
633. Unskilled employees
634. Urban
635. Urban settlements (formal)
636. Urban settlements (informal)
637. Vacancies
638. Vacant post

- 639. Validity
- 640. Variable
- 641. Verification of a qualification
- 642. Vertical mismatch
- 643. Vice-chairperson of council
- 644. Vice chancellor
- 645. Vocational education and training (VET)
- 646. Vocational orientation
- 647. Wage (Def1)
- 648. Wage (Def2)
- 649. Wage indexing
- 650. Wage premium
- 651. Work
- 652. Work-based learning (WBL)
- 653. Worker
- 654. Worker education institutes
- 655. Work experience
- 656. Workforce
- 657. Working age
- 658. Working age (legal)
- 659. Work-integrated learning (WIL) (Def1)
- 660. Work-integrated learning (WIL) (Def2)
- 661. Workplace
- 662. Workplace-based learning
- 663. Workplace experience
- 664. Workplace Skills Plan (WSP) (Def1)
- 665. Workplace Skills Plan (WSP) (Def2)
- 666. Young people neither in employment nor in education and training (NEET)
- 667. Youth employment
- 668. Youth unemployment



LABOUR MARKET  
INTELLIGENCE PARTNERSHIP

## **LMIP Dictionary on Skills Supply and Demand**

### **About the LMIP**

The Labour Market Intelligence Partnership (LMIP) is a collaboration between the Department of Higher Education and Training, and a Human Sciences Research Council-led national research consortium. It aims to provide research to support the development of a credible institutional mechanism for skills planning in South Africa. For further information and resources on skills planning, the South African post-school sector and labour market, visit <http://www.lmip.org.za>.